

Appendix 2

Verification of Compliance with Accreditation-Relevant Federal Regulations (Institutional Report Template)

The Middle States Commission on Higher Education, as a federally recognized accreditor, is obligated to ensure that its candidate and member institutions comply with accreditation-relevant federal regulations. This document is focused on the Commission's verification of institutional compliance in several areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

In the event that one or more of these regulations do not apply to an institution, that institution shall indicate that fact in the compliance document. Otherwise, all accredited and candidate institutions should respond with regard to each of the areas.

These areas may also be reviewed as part of the self-study or periodic review process, especially as they relate to the MSCHE Standards.

Please note that as additional guidance is received from the U.S. Department of Education, these guidelines may be modified.

NOTE: The template should be used to submit documentation as noted. An electronic version of the template is available at http://www.msche.org/publications_view.asp?idPublicationType=19&txtPublicationType=Compliance+Verification. The information boxes will expand as information is inserted. Appendices must be bookmarked in the document. Save the file as a PDF to upload to the MyCHE portal.

The following report provides a review of institutional materials submitted by (**SUNY Broome Community College**) to document compliance with accreditation-relevant federal regulations. This report provides verification to the Commission of institutional compliance in the following areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

Student Identity Verification in Distance and Correspondence Education

In accordance with 34 CFR 602.17(g), the Commission must verify that institutions have effective procedures in place to ensure that the students who register in a distance or correspondence education course are the same students who participate in and complete the course, and receive the academic credit.

Institutions must provide the following documentation:

1. Written description of the method(s) used to ensure student identity verification in distance or correspondence education courses. Include information related to the Learning Management System (LMS) and integration with college-wide systems.

The Information Technology Services (ITS) office bears responsibility for processes and procedures involved with students' access to online platforms for distance and correspondence education. Through ITS, SUNY Broome Community College verifies the identity of enrolled students through the use of assigned user name and passwords and through students' agreement to the campus academic honesty policy. The College offers online courses via the campus-supported online learning management system (LMS). Students are required to log into the system using a secure username and password issued by the college at the time the student first enrolls. Enrollment information is passed from the campus student information system (Banner) to the LMS to ensure that students have access to only courses they are enrolled in.

Login usernames are created for students admitted to the college and the information is mailed to them in their acceptance materials. Access to the LMS is controlled by a password generated at the time a student first registers for a course. If a student has not logged into the campus LMS for more than 2 years, their LMS username and password are archived and removed from the system. All accounts are generated by the college. The students do not self-enroll in any online-access accounts.

Students are notified of the Acceptable Use Policy for SUNY Broome found at (<http://www.sunybroome.edu/web/www/acceptable-use-policy>) when they log into the LMS. They are made to acknowledge that by logging onto the SUNY Broome Network they understand and agree to abide by its Terms and Conditions. This policy specifically

prohibits students from giving their password to or offering their SUNY Broome Computer Account to anyone else. It also prohibits individuals from breaking in, attempting to break in, or using a SUNY Broome account that is not assigned to them.

2. Written procedure(s) regarding the protection of student privacy in the implementation of such methods. Include information related to the Family Education Rights and Privacy Act (FERPA), student record access, and process for resetting student passwords.

All processes related to the automated verification of student identity for online course access are protected by campus database security and [privacy policies](#) and procedures, and are in compliance with FERPA regulations. Data transmission of login information is secured using standard encryption technology. Students are given information regarding best practices related to setting up and maintaining the security of the passwords.

3. Written procedure(s) for notifying students about any projected additional charges associated with student identity verification, such as proctoring fees.

Generally, there are no charges to students associated with identity verification. Some online courses require that students take their exams in a proctored environment. Students are given information about acceptable proctoring options. If the student chooses a proctoring environment that charges a fee, that fee is the student's responsibility. Students are informed that they will have a proctoring requirement prior to registering for the class.

Other identity verification tools such as webcams or verification software may be used by instructors in specific courses or programs. Fees for this technology would be the student's responsibility, and students are informed of the fee and requirements prior to registering for the class or on the list of required supplies for the course.

4. Written procedure(s) indicating the office(s) responsible for the consistent application of student identity verification procedures.

SUNY Broome's Information Technology Services department is responsible for the consistent application of the automated processes related to student identity verification for online courses. In addition, the SUNY Learning Network manages the security of the servers housing distance education courses and authentication of related student accounts.

Students are responsible for maintaining the security of usernames, passwords and any other access credentials assigned to them. Users are held responsible for knowledge of

and compliance with the information contained within the Acceptable Use Policy.

Transfer of Credit Policies and Articulation Agreements

In accordance with 34 CFR 602.24(e), the Commission must confirm that an “institution has transfer of credit policies that: (1) are publicly disclosed in accordance with section 668.43(a)(11); and (2) include a statement of criteria established by the institution regarding the transfer of credit earned at another institution of higher education.”

Section 668.43(a)(11) states:

(a) Institutional information that the institution must make readily available to enrolled and prospective students under this subpart includes, but is not limited to-

(11) A description of the transfer of credit policies established by the institution which must include a statement of the institution’s current transfer of credit policies that includes, at a minimum—

(i) Any established criteria the institution uses regarding the transfer of credit earned at another institution; and

(ii) A list of institutions with which the institution has established an articulation agreement.

In addition, the Commission must confirm that any articulation agreements with other educational institutions are readily available to current and prospective students.

Institutions must provide the following documentation:

1. Written policies and procedures for making decisions about the transfer of credits earned at other institutions, including all modes of delivery.

SUNY Broome Community College has a credit transfer policy statement which indicates among other considerations that credits earned from regionally accredited post-secondary institutions as well as institutions with which the college has articulation agreements are transferable to the college. Further, credits earned in foreign higher educational institutions are transferable upon review by designated department chairs or Dean’s designee of respective academic divisions. This is applicable to all modes of delivery. Details of the policy are available at http://www.sunybroome.edu/c/document_library/get_file?p_l_id=142779&folderId=142906&name=DLFE-758.pdf . Also accessible on the college website is the credit transfer statement using this link (<https://www.sunybroome.edu/transfer-credit>). There is also information available on frequently asked questions about credit transfers, which could be found at (<http://www.sunybroome.edu/will-my-credits-transfer>).

2. Public disclosure of the policy for transfer of credit. Document the URL and the catalog location of this information; include other publications, if available.

The credit transfer policy could be found at http://www.sunybroome.edu/c/document_library/get_file?p_l_id=142779&folderId=142906&name=DLFE-758.pdf as well as information on frequently asked questions on credit transfers available at <http://www.sunybroome.edu/will-my-credits-transfer>

Further, online resources on credit transfers to other colleges and universities is available at <http://www.sunybroome.edu/suny-transfer-information>

3. Procedures that indicate the office(s) responsible for the final determination of the acceptance or denial of transfer credit.

Approval or denial of transfer credit is determined by department chairs or Dean designee. This information is available at <https://www.sunybroome.edu/transfer-credit>. After the review is done, documents are sent to the Registrar's office for processing.

4. A published and accessible list of institutions with which the institution has established an articulation agreement. Document the URL and publication location of this information.

The college has quite a number of articulation agreements with other institutions of higher learning. The link below provides detailed listing of these institutions (<http://www.sunybroome.edu/articulation>). This information is accessible to current and prospective students.

Title IV Program Responsibilities

In accordance with 34 CFR 602.16(a)(1)(x), the Commission must review the institution's record of compliance with its Title IV program responsibilities to determine if that record suggests the institution may not be in compliance with Commission standards and requirements. The Commission is particularly interested in reviewing significant deficiencies and material weaknesses that have been identified and any corrective action plans that have been developed to address those deficiencies and material weaknesses.

Institutions must provide the following documentation:

1. Formal documentation from the U.S. Department of Education regarding the institution's cohort default rate for the three most recent years. Provide the most recent three-year rates supplied by the U.S. Department of Education.

The college's 2010, 2011, and 2012 (links to reports shown) cohort default rates from the U.S. Department of Education show default rates of 18.9, 16.4, and 17.2 respectively. Details are provided in the reports.

2. Reports on compliance from the U.S. Department of Education in regard to the cohort default rate.

The U.S. Department of Education report indicates that the college is in compliance with federal mandates of cohort default rate. The reports are available [here](#) and [here](#).

3. External audits of federal programs (A-133) for the past three years, if applicable to the institution. Include the complete single audit report (A-133) for the most recent three years as an appendix, even if included in other documentation.

Links to the last three years (2013, 2014, and 2015) of external audits of federal programs (A-133) are provided for review. Audited reports for 2013 and 2015 are uploaded.

4. Relevant correspondence from the U.S. Department of Education, such as program reviews and any actions to limit, suspend, or terminate the institution's eligibility to participate in Title IV. Include institutional responses, if applicable.

The most recent program participation agreement from the U.S. Department of Education is also shown here. This report is devoid of any adverse findings.

5. Financial Responsibility Requirements – documentation of the three most recent years of composite ratios used by the U.S. Department of Education

This is not applicable to SUNY Broome Community College. The college is part of the State University of New York system (public institution) as evident at <http://www.suny.edu/campuses/broome/>

Institutional Record of Student Complaints

In accordance with 34 CFR 602.16(a)(1)(ix), the Commission must confirm that institutions have effective policies and procedures for tracking and resolving student complaints.

Institutions must provide the following documentation:

1. Written description of the policy and methods used in handling student complaints.

The college has a structured system in place to report and document student complaints. Any person, department, organization or entity may file a report of misconduct involving a student or campus visitor with regard to the violation of the Student Code of Conduct. To file an incident report online, individuals can utilize the online reporting system at <https://publicdocs.maxient.com/incidentreport.php?SUNYBroome>. In addition to the online reporting form above, reports related to academic misconduct can be made to the Dean or Chair responsible for that particular academic program. Misconducts of non-academic nature could be reported to a Public Safety or a Housing staff member. The staff member assists the individual with the required documentation and refers the complaint immediately to the appropriate Student Conduct Administrator.

In the event that the misconduct is an emergency, individuals are required to immediately call 911. Nothing in this procedure prevents the reporting individual from contacting Public Safety directly where there is a risk of harm or criminal activity. If the misconduct involves sexual assault, domestic violence, dating violence, and/or stalking additional resources for reporting can be found at www2.sunybroome.edu/dos/title-ix/. Federal, state, local, and SUNY guidelines are set

so that all impacted by sexual violence can be supported throughout the process. Information concerning the applicability of Title IX can be obtained from the U.S. Department of Education Office of Civil Rights website at <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

If a student wishes to file an academic grievance, they must do so by following their departmental guidelines. This information can be found at <https://www.sunybroome.edu/student-academic-appeals-procedure>.

The SUNY Broome conduct system manages all incidents where there has been an alleged violation of the Code of Conduct. The process emphasizes the well-being of all students involved and strives to create an environment where education about impact limits recidivism. The determination of responsibility will be made on whether there is a **preponderance** of evidence/information that the student(s) violated the Code of Conduct. The following is the structure in which student conduct cases are heard and ruled upon.

*Cases involving Interpersonal Violence, including Sex or Gender Discrimination, will be adjudicated as described in the Sexual and Interpersonal Violence Response Guide.

- When a Student Conduct Administrator (SCA) receives notice of a possible violation of a college policy or residence hall regulation, the SCA will determine if the report requires further attention which may lead to disciplinary charges and sanctions.
- If the SCA determines that there may have been a violation of the Code of Conduct, the SCA will schedule to meet the referred student(s) for a student conduct hearing to discuss the incident.
 - Advisors
 - Any student may be accompanied by an advisor at any point in the process
 - Advisors are not permitted to participate in the conduct process
 - If the student and advisor wish to speak to each other, they may ask for a moment to confer
- At this hearing, the referred student(s) will be provided a description of the incident and the alleged violation(s). The student(s) will be given an opportunity to hear the allegations and offer their description of what happened. During this hearing, the student is expected to be honest and encouraged to ask questions.
 - If a student fails to attend the conduct hearing with the SCA, the hearing may take place in the absence of the student. The student is responsible for completing all assigned sanctions and maintains the right to appeal the decision to the Dean of Students.
- The SCA shall render a decision based on statements and evidence presented in the hearing. The decision will consist of the following options:
 - Find the student “responsible” for violation of one or more allegations.
 - Find the student “not responsible” for violation of one or more allegations.
 - Dismiss one or more allegations based on insufficient evidence.

IMPORTANT ADDITIONAL INFORMATION:

*Exceptions to the Conduct Process may be made for instances where there are concerns for the safety of the SUNY Broome Community College community. During those instances, the student(s) accused will be granted due process by proceeding directly to

the appeals process for final adjudication.

**Cases involving Interpersonal Violence, including Sex or Gender Discrimination, will be adjudicated as described in the Sexual and Interpersonal Violence Response Guide.

***Students will be notified via the SUNY Broome e-mail system, unless a preferred e-mail address has been submitted by the student, of all scheduled student conduct matters (incident reports being filed, hearings, decisions, appeals among other considerations). It is the responsibility of each student to check their e-mail daily. If a student is unable to access their email or has a problem viewing any correspondence, it is their responsibility to seek the assistance of the SCA or Housing staff member.

2. Documentation regarding the record of student complaints over the last five years, including the number, patterns in type of complaints, and their resolution.

The Dean of Students position was created in the spring of 2015, in part, to address student complaints. Complaint types have been tracked starting with the fall 2015 semester. 2014 complaints and crime data could be found on the Clery Report page of the college website at

http://mycollege.sunybroome.edu/c/document_library/get_file?uuid=287fbe5e-baa1-4d63-8820-c8b3f46a7214&groupId=39972.

Other Student Complaints and Resolutions

The opening of the Student Village (student housing) in fall 2014 meant students presence on campus was now 24/7. This has led to increases in student behavioral issues, roommate disagreements, and alcohol related issues. These issues were addressed through the establishment of student code of conduct hearings. Also, more peace (police) officers were recruited on campus to address these and other violations on the SUNY Broome Community College campus. Further, increases were observed on race, gender, and transgender issues. Some of the gender/transgender complaints led to the establishment of gender neutral restrooms on campus. Through the Presidential Taskforce on Diversity and Inclusion, the College provided intervention seminars in student housing on race and diversity related issues to address those challenges. Complaints related to the following issues also emerged and were addressed:

- Increase in Title IX reported complaints.
 - This increase is attributed to more awareness creation on campus about the reporting requirements done through title IX workshops and trainings organized on campus for faculty, staff, administrators and students.
- Increase in ADA cases- more students in need of disability services.
 - These increased demands are being met by the College's Accessibility Resource Office.
- Student complaints about increases in the price of textbooks.
 - Consequently, a textbook advisory committee was set up that included students. Recommendations from the committee led to the outsourcing of the campus bookstore which helped reduce the cost of textbooks.
- Student complaint about dining services on campus.

- A committee was set up to assess the issue. Committee recommendations led to the outsourcing of dining services. This improved meal service delivery to students.
- Complaints about lack of enough space for students to socialize.
 - This led to the emergence of the digital lounge to help take care of this need of students.

3. Written procedures for making modifications and improvements to the institution as a result of information obtained in handling student complaints.

In reviewing information about complaints, the college has made internal operational changes to how meetings are scheduled to address and resolve student complaints. A conduct reporting system was purchased that links to banner (institutional database) to ensure ease of timely scheduling. During the fall 2014 semester, the average number of days from complaint to resolution was between 17 and 20 (the variance is dependent on case type). This fall, 2015, the average is 6.9 days from report to resolution.

In addition to process changes, the college addressed the Title IX complaint process. There is a student onboarding program that includes awareness campaigns during orientation, passive programming through the use of bulletin boards/posters throughout campus, and active programming scheduled in such a way to “hit” the most students. Further, there is a First Responder training that educates faculty, staff, and students on what to do should someone come to them to report an incident related to Title IX. The complaints are directed to the Dean of Students/Title IX Coordinator to ensure that required follow up is taking place. Specific information on the SUNY Broome Response Policy can be found at www2.sunybroome.edu/dos/Title-IX.

Required Information for Students and the Public

In accordance with 34 CFR 602.16(a)(1)(iv), the Commission must confirm that institutions make available to students and the general public fair, accurate and complete information in catalogs, handbooks and other publications regarding the institution’s calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

In addition, the Commission must verify that institutions collect and post information on their websites concerning student performance in academic programs and their successful completion. Information should also be available regarding student employment after graduation and performance on licensing exams, as appropriate.

Finally, in accordance with 34 CFR 602.23(d), the Commission must verify that institutions provide clear and accurate information in their advertising and recruiting material about their accreditation status with the Middle States Commission on Higher Education.

Institutions must provide the following information:

1. URLs for course catalogs and student handbooks, or the location of any alternative institutional website documenting required disclosures.

The college has clearly articulated information in the course catalog that advises students on the course and program requirements of different academic programs as well as the number of credit hours required for a degree or certificate in a program. Details of the course catalog can be found at <http://catalog.sunybroome.edu/index.php?catoid=1>. The catalog as well as the student handbook located at <http://www3.sunybroome.edu/student-handbook/> provide valuable information on academics and students code of conduct. The academic calendar of the college provides information on important events and dates in the academic year. Details of such information are available online to students and the public at <http://catalog.sunybroome.edu/content.php?catoid=1&navoid=77> .

Grading policies are firmly established and are viewable at <http://catalog.sunybroome.edu/content.php?catoid=1&navoid=25> by clicking on campus grading procedures and information.

The admissions website has a wealth of information about the admissions process and a wide range of other enrollment-related topics, including enrollment in study abroad programs. The website could be accessed at <http://www1.sunybroome.edu/admissions/>.

Student performance in academic programs and completion are tracked and information is made available to students and the public. See <https://www1.sunybroome.edu/wp-content/uploads/2016/05/Retention-Graduation-Rates-by-Program-for-PRR.xlsx.pdf>

The college administers graduation surveys each academic year in which job placement information is collected. Data presented are based only on alumni who responded to the survey. Job placement results are available at: <https://www1.sunybroome.edu/wp-content/uploads/2016/05/Job-Placement-and-Transfer-Report-2014-15-Draft.pdf> Thus, alumni who did not respond to the survey do not have their job placement rates represented in the report.

Some programs separately track completion and graduate job placement information. An example is the Clinical Laboratory Technician program and their information is available at <http://mycollege.sunybroome.edu/web/www/clt-vision-mission-goals>. Data on applicable programs with licensure pass rates are available on the Student Consumer Information website at: <http://www1.sunybroome.edu/about/student-consumer-information/> under student outcome. Click here for direct link <http://www1.sunybroome.edu/about/program-outcomes-and-pass-rates/>

2. As required by Student Right to Know, the URL and supporting documentation for the following items:
 - a. graduation and completion rate for the student body disaggregated by gender, ethnicity, and receipt of Pell grants
 - b. overall cohort graduation rate
 - c. process for withdrawing as a student

- d. cost of attendance (i.e. net tuition calculator)
- e. policies on the refund and return of Title IV funds
- f. names of applicable accrediting agencies
- g. description of facilities and accommodations available for the disabled
- h. policy on enrollment in study abroad
- i. as appropriate, licensure pass rates for the most recent three-years.

The college has a “Student Consumer Information” website that is publicly accessible at <http://www1.sunybroome.edu/about/student-consumer-information/> with most of this information.

a. The graduation and completion rate for the student body disaggregated by gender, ethnicity, and receipt of Pell grants is available on the student consumer information page and directly accessible at

http://www.sunybroome.edu/c/document_library/get_file?uuid=1de1631d-7e79-420c-ab98-2054d47e1e1f&groupId=39972

b. The overall cohort graduation rate is also available at

http://www.sunybroome.edu/c/document_library/get_file?uuid=1de1631d-7e79-420c-ab98-2054d47e1e1f&groupId=39972

c. The student withdrawal process information is accessible on the student consumer information page above. Direct link to this information is shown at

<http://catalog.sunybroome.edu/content.php?catoid=12&navoid=403> by scrolling down toward the middle of the page.

d. The net price calculator provides information on the cost of attendance with accessible link provided through the college website at <http://www.suny.edu/howmuch/>. Other information on the cost of attendance is accessible at

http://catalog.sunybroome.edu/content.php?catoid=1&navoid=24#esti_expe . Tuition and refund information is located at <https://mycollege.sunybroome.edu/web/www/tuition> Fees information is available at <http://www.sunybroome.edu/college-fees> .

e. The policy on refund and return of Title IV funds could be found at

<https://mycollege.sunybroome.edu/web/www/refunds>

f. The list of accredited programs, names of accrediting agencies are available at

<http://www1.sunybroome.edu/about/accreditation/>.

g. The Accessibility Resources Office (ARO) of the college provides accommodations and services to facilitate access for students with disabilities to academic and extra-

curricular activities on campus. ARO is housed on the lower level of the Library building, in an office suite with other Learning Assistance Department service offices.

Accommodations/services available to eligible students include test accommodations with extended time, access to readers, scribes, or compute/assistive technology; alternate format course materials, notetaking/audio recording services or equipment for loan, and ASL interpreters. Assistive technology available includes text to speech (Read & Write Gold) and speech to text software (Dragon Dictate), LiveScribe Smart Pens & digital recorders, Zoomtext and Optelec Clearnote document enlarger/computer interface, FM loop amplification systems and a Video Phone. Student using test accommodations use the same process and facility to receive accommodations. Two private testing rooms are available for students whose accommodations necessitate individual structure. Further information is available at <http://www.sunybroome.edu/web/www/lac> .

h. The college has policy information on study abroad enrollment which is available at <https://www.sunybroome.edu/studyabroad>

i. The most recent three years licensure pass rates for all applicable programs are available on the student consumer information page and is directly accessible at: <http://www1.sunybroome.edu/about/program-outcomes-and-pass-rates/>

3. Policies covering satisfactory academic progress (SAP), attendance, and leave of absence (URL and/or catalog location).

Policies on satisfactory academic progress, attendance, withdrawing as a student, leave of absence are all available in the catalog and located at this URL

<http://catalog.sunybroome.edu/content.php?catoid=1&navoid=25> by clicking on standards for academic progress. There is also academic appeals policy and procedure available at <http://www.sunybroome.edu/student-academic-appeals-procedure> .

4. Written description of the methods used to collect and review information on student outcomes and licensure pass rates.

Student learning outcomes are assessed at the program and course level in accordance with standard SUNY Student Learning Outcomes assessment guidelines, rubrics, and schedules. Outcome assessments are done every academic year and findings are used to improve the teaching and learning environment. General Education Learning Outcomes are also assessed at the course level and findings are used to improve teaching and learning. Outcome assessments are done based on course and program learning outcomes specified by faculty teaching the respective courses and programs.

Licensure exams are administered by external licensure bodies of respective programs. Students are prepared for the exams and once ready they register and take the exams. Results of the exam on each student as well as aggregate data are shared with the respective academic programs. In situations where low pass rates are observed, reviews are made to identify the source of the problem and interventions are put in place to increase subsequent pass rates.

5. Documents and URLs for advertising and recruitment materials that are available to current and prospective students that show the accreditation status with the Commission and any other U.S. Department of Education approved agencies.

The college's Middle States accreditation status is referenced on the main college website at <http://www1.sunybroome.edu/about/accreditation/> as well as the course catalog online accessible at <http://catalog.sunybroome.edu/index.php?catoid=1> These links also show programs at the college that are accredited.

Standing with State and other Accrediting Agencies

In accordance with 34 CFR 602.28, the Commission must verify that an institution is properly authorized or licensed to operate and is in good standing with each state in which it is authorized or licensed to operate. In addition, if the institution has status with a specialized, programmatic, or institutional accrediting agency recognized by the U.S. Department of Education, the Commission must verify that the institution is in good standing with the agency or agencies.

Institutions must provide the following documentation:

1. Written documentation about the relationships with any specialized, programmatic, or institutional accrediting agencies recognized by the U.S. Department of Education and all governing or coordinating bodies in the state(s) and countries in which the institution has a presence.

The college is in good standing with the state as far as state regulations pertaining to higher education are concerned. Documentation on authorization to operate is accessible here. Further, the college's standing with the SUNY system is also evident at <http://www.suny.edu/campuses/broome/>.

The list of applicable academic programs and their accreditors are shown on the college website at <http://www1.sunybroome.edu/about/accreditation/> as well as in the course catalog online accessible at <http://catalog.sunybroome.edu/index.php?catoid=1>

2. Written documentation regarding any review resulting in a non-compliance action determined by the accrediting agency, state, or country within the past five years.

SUNY Broome Community College is in compliance with Middle States Commission on Higher Education (MSCHE) regulations as well as state regulations. Similarly, none of the applicable academic programs being accredited have any adverse finding from respective program accreditors.

Contractual Relationships

In accordance with 34 CFR 602.22(a)(2)(vii), the Commission is required to review any contractual arrangements an institution enters into with an organization that is not certified to participate in the Title IV, HEOA programs and offers more than 25 percent of one or more of the accredited institution's educational programs.

As institutions seek to improve the ways in which they provide education to their students, they may find it more practical or efficient to contract with other institutions or organizations to provide certain components of the educational experience. Any institution accredited by the Middle States Commission on Higher Education is held responsible for all activities carried out under the institution's name.

Institutions must provide the following documentation:

1. List of contractual arrangements for education services.

This is not applicable to SUNY Broome Community College.

2. Written documentation such as policies and procedures or excerpts from contracts specifying that the institution is responsible for all required segments of the educational service.

This is not applicable to SUNY Broome Community College.

Assignment of Credit Hours

In accordance with 34 CFR 602.24(f), the Commission “must conduct an effective review and evaluation of the reliability and accuracy of the institution’s assignment of credit hours.”

Specifically, the Commission must review the institution’s policies and procedures for determining the credit hours awarded as well as the application of the institution’s policies and procedures to its programs and coursework, and make a “reasonable determination of whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education.”

The U.S. Department of Education defines “credit hour” as:

“. . .an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or,*
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”*

Institutions must provide the follow documentation:

1. Written policies and procedures for credit hour assignment covering all types of courses, disciplines, programs, degree levels, formats, and modalities of instruction. Include each policy that documents the assignment of credit hours specific to the types noted above. Specify the location of the policy in the catalog and website. The following should be clearly indicated:
 - Academic period (e.g.,15 weeks plus one week exam over two semesters)
 - Recommended instructional time (e.g., three 50-minute sessions or two 75-minute session per week)
 - Recommended out-of-class time requirements (e.g., twice in-class time)

SUNY Broome uses the Carnegie unit definition of credit as its measure of academic credits referred to as semester credits as adopted by SUNY. Based on the SUNY definition “a semester credit hour is normally granted for satisfactory completion of one 50-minute session of classroom instruction per week for a semester of not less than fifteen weeks. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study”. In addition to a semester’s credit hour being academic unit earned for fifteen 50 minutes component of classroom instructions, it also provides for two hours of outside preparation for each class session. Details of the policy and definition as it relates to the following are located at http://www.suny.edu/sunypp/documents.cfm?doc_id=168

- I. Lecture, seminar, quiz, discussion, recitation
- II. Activity supervised as a group (laboratory, field trip, practicum, workshop, group studio)
- III. Supervised individual activity (independent study, individual studio, tutorial)
- IV. Full-time Independent Study (student teaching, practicum)
- V. Experiential Learning
- VI. Credit by Examination
- VII. Short Sessions
- VIII. Appeal and Review.

2. Evidence that the institution’s credit hour policies and procedures are applied consistently across the full range of institutional offerings. If the institution is required to obtain approval from the relevant State Department of Education, compliance with this requirement should be documented. Other evidence must include:
 - documentation from recent academic program reviews

- new course or program approvals
- documentation for registration software/systems that ensure a consistent schedule of courses based on the credit hour assignment
- academic calendars and/or schedules, and course matrices
- documentation of adherence to credit hour requirements, consistent with federal regulations, from a system, or disciplinary organization; etc.

documentation from recent academic program reviews

Program reviews are done based on the program review schedule prepared by the college. Samples of the most recent program review reports are provided here for review. They are reviews for the Liberal Arts AS degree program, Computer Science AS degree, and Computer Technology AAS degree.

new course or program approvals

The college has a curriculum committee that meets regularly to review and approve new courses and programs. The list here shows some the new courses/programs approved by the curriculum committee between 2010 and 2015. The links below also provide information related to some of these academic courses and programs-

<http://news.sunybroome.edu/focus/academic-highlights-from-the-2013-2014-year/>

and <http://news.sunybroome.edu/buzz/early-college-program-helps-students-on-their-career-path/>

documentation for registration software/systems that ensure a consistent schedule of courses based on the credit hour assignment

SUNY Broome utilizes Banner for developing courses and course sections. Course information, including credits for the course, appears on a form that is approved by the curriculum committee. Once the course is approved, it is entered onto Banner on the Basic Course Information Form, SCACRSE. See example below:

Oracle Fusion Middleware Forms Services: Open > SCACRSE

File Edit Options Block Item Record Query Tools Help

Basic Course Information Form SCACRSE 8.5.3.1S.2 (PROD)

Subject: ENG English Course: 110 Term: 201630
 Course Title: College Writing I

Course Details

From Term: 201510 Copy To Term: 999999

Course Title: College Writing I
 College: LA Liberal Arts
 Division:
 Department: 2102 English
 Status: A Active
 Approval: C College Approved
 CIP: 230501 Creative Writing
 Prerequisite Waiver:
 Duration:
 Continuing Education
 Tuition Waiver
 Additional Fees
 Prerequisite Check Method: Basic or None CAPP DegreeWorks
 Syllabus Exists
 Long Title Exists

SUNY Institutional Data Course Special Attributes

Credit Course Gen Ed Reg Type: Sections Registered H...
 Location: On Campus Contact Hrs Fac: 45.0 Stu: 45.0
 Level: Lower Division Include Faculty w/ Sections
 Funding: State Supported Facility: Classroom
 SUNY ID: 148476 Action: Ready

Hours

	CEU or Credit	None	Or	To	High
CEU or Credit:	3.000	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Billing:	3.000	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Lecture:	3.000	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Lab:		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other:		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Contact:	3.000	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Repeat Details

Limit: Maximum Hours:
 Repeat Status: RP

From term not equal to key term, press DUP REC or COPY to update course data.
 Record: 1/1 <-OSC>

After the course is entered into SCACRSE, and whenever a course section is entered onto the Schedule Form, SSASECT, the Credit Hours are automatically populated from SCACRSE. See example below:

Oracle Fusion Middleware Forms Services: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

ORACLE

Schedule Form SSASECT 8.75.1 (PROD)

Term: 201630 CRN: 3344 Create CRN: Copy CRN: Subject: ENG Course: 110 Title: College Writing I

Course Section Information Section Enrollment Information Meeting Times and Instructor Section Preferences SUNY Institutional Research

Subject: ENG English CEU Indicator:

Course Number: 110 Title: College Writing I Credit Hours: 3.000 None To Or

Section: 01 Billing Hours: 3.000 None To Or

Cross List: Campus: M Main Contact Hours: 3.000 None To Or

Status: A Active Lecture: 3.000 None To Or

Schedule Type: LE1 Traditional Lab: None To Or

Instructional Method: TR Integration Partner: Other: None To Or

Grade Mode: Session: M Morning-Start before noon Link Identifier: Attendance Method: Weekly Contact Hours: Daily Contact Hours:

Special Approval: Duration: Part of Term: 1 29-AUG-2016 19-DEC-2016 15

Registration Dates: Start Dates: Maximum Extensions: 0 Random Registration Indicator Print Voice Response and Self-Service Available

Prerequisite Check Method: Basic or None CAPP DegreeWorks Gradable Tuition and Fee Waiver Long Title Comments Syllabus

ORACLE FUSION MIDDLEWARE

Subject: press Count Query Hits for existing courses. Duplicate Record for credit information.
Record: 1/1 <OSC>

When the Registrar sends scheduling instructions to the academic departments (who build the master schedule), one of the documents that is included is the "Banner Add Update Remove" course sections instructions document. The process above is listed on page 13 of this document. See schedule instructions for the information that is sent to the academic deans and chairpersons for each scheduling cycle, fall, winter, spring and summer.

academic calendars and/or schedules, and course matrices

The college provides a wide range of information to students, faculty and staff on academic calendars, schedules and course matrices. These materials are shown with the links below and are included in the scheduling instructions that are sent four times per year for fall, winter, spring and summer semesters.

- College Calendar important dates:

- Fall planning dates fall 2016 - due dates for producing the master course schedule.
- Fall schedule instructions fall 2016 - directions on how to modify course sections.
- Linking fall 2016 - this document can be used as reference for linking course sections i.e. lectures and labs, cross listed courses.
- Banner Add Update Remove course sections - this document can be used as a reference for adding, updating and removing course sections.
- Labs - Entering lab information and SUNY Institutional Research data.
- Tally fall 2016 – current course sections pertaining to the 2016 fall semester including prerequisites and section comments. This tally was copied from fall 2015.
- Non lecture spring 2016 course tally
- Summer 2015 course tally

3. A description and evidence of the processes used by the institution to review periodically the application of its policies and procedures for credit hour assignment. Indicate the individual(s) and/or entities responsible for the final review and approval.

The academic deans and department chairpersons are responsible for reviewing course information. It is also checked by the Deans when Faculty Load And Compensation (FLAC) report is processed. This report contains faculty credit hours taught. The registrar coordinates the review of the master schedule, which also includes credit hours.

After the master schedule is built by the academic departments, the Registrar's office sends them a proof tally. This is send 4 times per year for each scheduling cycle, fall, winter, spring and summer semesters. The departments verify the information on tally/schedule. Examples of the proof are shown in the "proof tally" summer and fall 2016 files as shown in the links.

4. A list of the courses and programs that do not adhere to the federal definition of credit hour or its equivalent as specified in the MSCHE Credit Hour Policy (e.g., online or hybrid, laboratory, studio, clinical, internship, independent study, and accelerated format) and evidence that such variations in credit hour assignment conform to commonly accepted practice in higher education.
- Each course or program that does not adhere to the federal definition should be specified and supporting evidence that it conforms to commonly accepted practice should be provided using the criteria described above in Item 2.

All courses currently offered at the college in fully online or blended format, including lecture or laboratory courses, meet the same learning outcomes and academic content as traditional face-to-face courses. Credit hour is assigned per definitions in this policy https://www.suny.edu/sunypp/documents.cfm?doc_id=168

Classroom and faculty instruction time is met through alternative delivery methods and contact time requirements are met through a variety of online interactions and assignments. Instructional and out of class student work in online and blended courses is equal and comparable to our traditional face-to-face courses.

Some of the selected alternative delivery methods are:

Lectures & course material presentation:

- Instructor-generated instructional videos (with voice over and/or instructor in

- camera) - with closed captioning
- Voice over power point/iSpring (with closed captioning)
- Animations
- Games
- Embedded third party videos
- Embedded materials or links to scholarly websites and other learning materials
- Instructional PDFs
- Practice quizzes
- Supplemental readings
- Online lab exercises (homegrown or third party vendor/publisher sites)

Assessment:

- Discussion forums
- Blogs
- Wikis
- Video discussion forums (students upload videos of responses)
- Live (synchronous) discussions and/or presentations - group or individual
- Team projects/papers
- Written assignments
- Peer review assignments
- Research projects
- Exams
- Quizzes
- Essay exams
- Online lab exercises (homegrown or third party vendor/publisher sites)

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2013

Broome Community College
907 Upper Front Street
Binghamton, NY 13905-1328
NL01

OPE ID:
FY 2010 3-Year Cohort
Default Rate:

002862
18.9

RE: FY 2010 3-Year Official Cohort Default Rate Notification Letter

Dear President:

On October 28, 2009, the U.S. Department of Education (Department) published in the Federal Register the regulations enacted by the Higher Education Opportunity Act of 2009 that will govern the calculation of cohort default rates. Under the new provisions, an institution's Cohort Default Rate is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This extends the length of time in which a student can default from two to three years.

Beginning with the fiscal year (FY) 2009 cohort year, schools received both a two and three year cohort default rate. Schools will also receive a two and three year cohort default rate this year. It is important to note that this year is the last year that two year cohort default rates will be released. Next year in 2014, the FY 2011 3-Year cohort default rate will be the only cohort default rate released.

This letter officially notifies you of your school's fiscal year (FY) 2010 3-Year cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2010 3-Year cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the Department to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to <http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html> for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of two methods for calculation of cohort default rates:

1. Official non-average rate for schools with 30 or more borrowers entering repayment,
2. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For a complete explanation of the types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are Calculated,

available at
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

- 1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans
- 2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans
- 3) Federal Supplemental Loans for Students (Federal SLS Loans). Although rare, it is possible for Federal SLS loans to be included in your school's cohort default rate calculation.

WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

Your school's FY 2010 3-Year official cohort default rate may be a non-averaged rate, or an Unofficial rate (less than 30 borrowers entering repayment). Accordingly, the LRDR that accompanies this letter reflects all loans that went into repayment during FY 2010 and defaulted by September 30, 2012.

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Operations Performance Division at the email address given below. All schools must meet the established submission timeframes for cohort default rate adjustments and appeals. The Department will not review adjustments and appeals that any school submits outside of the established timeframes.

For more information on how to read the loan record detail report, please refer to Chapter 2.3 of the Cohort Default Rate Guide, Reviewing the Loan Record Detail Report, available at
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>

ARE THERE ANY SANCTIONS OR BENEFITS ASSOCIATED WITH MY RATE?

There will be no sanctions associated with your school's 3-year cohort default rate until three years of 3-Year cohort default rates have been collected. This means that the first year that a school will be subject to loss of eligibility is fiscal year 2011 which will be released in 2014.

However, if your school's FY 2010 3-Year cohort default rate is equal to or greater than 30 percent you must establish a default prevention task force that prepares a plan to identify the factors causing your cohort default rate to exceed 30 percent and submit to the Department for review.

WILL MY RATE BE CALCULATED THE SAME IF MY SCHOOL HAS MERGED WITH ANOTHER?

The FY 2010 3-Year cohort default rate for institutions involved in a merger or change of affiliation will be based on all borrowers from the parent and the underlying institutions which have borrowers that entered repayment in FY 2010 (October 1, 2009 - September 30, 2010).

WHAT RIGHTS DOES MY SCHOOL HAVE TO APPEAL THIS RATE INFORMATION?

~~Based on your school's FY 2010 three year cohort default rate, your school~~

may be eligible to submit the following adjustments/appeals:

Uncorrected Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

Loan Servicing Appeal

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

New Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

All Uncorrected Data Adjustments and New Data Adjustments must be made through the eCDR Appeals application. Unless other instructions have been provided via an IFAP announcement, the Loan Servicing Appeal will continue to be submitted via hard copy. The eCDR Appeals application, as it is known, allows schools to electronically submit certain challenge/adjustment requests during the specified timeframes and allows data managers (guaranty agency or Federal Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to these challenge/adjustment requests. The application tracks the entire life cycle of each request from the time the case is submitted until the time a decision is made and the case is closed.

It has come to FSA's attention that a number of schools are challenging data in the school's cohort default rate based on an incorrect understanding of the cohort default rate calculation. This results in an unnecessary increase in the workload for the schools, data managers, and FSA. The following are some scenarios that have been noted, along with an explanation of why these allegations are considered invalid based on the current logic for the cohort default rate calculation.

1. School requests that borrower be removed from numerator as borrower defaulted, then paid the loan in full (either through consolidation or another method). Borrower will continue to be counted as a defaulted borrower for cohort default rate purposes. Current regulations only allow for a defaulted loan to be removed from default for cohort default rate purposes if the borrower successfully rehabilitated the loan within the cohort period, or, for FFELs held by a guaranty agency, if the lender repurchased the loan due to the claim being submitted or paid in error. See 34 CFR Sections 668.183(c)(2) and 668.202(c)(2).

2. School alleges that borrower be removed from numerator due to an incorrect date entered repayment that is resulting in the default date for the borrower being less than 360 days from the corrected date entered repayment. This allegation type applies to Direct Loans or loans that were PUT to the Department only, since FFELs held by a guaranty agency use the claim paid date as the default date, not the 360th day of delinquency. If a data manager agrees to correct the date entered repayment, they will update the default date to the 360th day of delinquency based on the new date entered repayment. However, if the updated date entered repayment and default date still fall within the cohort period, the borrower will continue to be counted in both the numerator/denominator. If the updated date entered repayment causes the updated default date to fall outside of the cohort period, borrower will be removed from the numerator only. If the updated date entered repayment falls outside of the cohort period, borrower will be removed from both the numerator/denominator.

3. Borrower is included in more than one cohort year. This may be correct,

based upon the situation. If the borrower had a break in enrollment of greater than six months, then the borrower will enter repayment on the loans from the first period of enrollment six months and one day after the borrower's last date of attendance (LDA) or less than half-time date (LTHT), then will receive another six month grace period based on the LDA or LTHT date of the second period of enrollment. This may result in the borrower being included in more than one cohort year. If the borrower's break in enrollment was less than six months, this is considered continuous enrollment and the borrower should be in only one cohort year.

4. School was involved in a change of affiliation/merger and has borrowers counted more than once in the cohort default rate. A borrower may be counted more than once in the school's cohort default rate if the borrower had loans certified under two or more of the OPE-IDs that were involved in the change of affiliation/merger. Please see page 2.5-2 of the CDR Guide.

If a school has any questions regarding the cohort default rate calculation, Chapter 2.1 of the CDR Guide includes a thorough explanation of how the rates are calculated. Additionally, a school involved in a change of affiliation/merger should read Chapter 2.5 of the CDR Guide for an explanation of how the change of affiliation/merger will affect the cohort default rates of all of the schools involved.

WHAT TOOLS AND INFORMATION ARE AVAILABLE TO HELP MONITOR AND MANAGE MY SCHOOL'S COHORT DEFAULT RATE?

Tools Information	Description	Contact Information
Cohort Default Rate Guide	http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html . Reference tool designed by U.S. Dept of Education to help schools understand cohort default rates and various challenge/appeal/adjustment processes. The electronic version was revised September 2013 and may be found online.	May be printed from CDR Guide Link
Default Prevention and Mgmt Website	http://ifap.ed.gov/DefaultManagement/DefaultManagement.html . Contains valuable information for schools, guaranty agencies and borrowers. Contains link for eCDR process, including enrollment procedures and downloading instructions.	Operations Performance Division 202-377-4259
eCDR Appeals	Electronic Cohort Default Rate Appeals Process eCDR Appeals facilitates the exchange of information between parties for three of the challenge/adjustment processes: Incorrect Data Challenge (IDC), Uncorrected Data Adjustments (UDA), and New Data Adjustments (NDA). The application allows schools to electronically submit these challenges and adjustment requests during a cohort default rate cycle, and allows data managers (guaranty agency or Direct Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to challenges and adjustment requests. The	Operations Performance Division 202-377-4259

application tracks the entire life cycle of each challenge/adjustment request from the time the case is submitted until the time a decision is made and the case is closed.

All users must complete the registration process to gain access to eCDR Appeals. The eCDR Appeals homepage contains a link to the Registration and User Account Guide, which gives step-by-step instructions for registration. Links to the User Guides for the three processes can also be found here, as well as a link to the Cohort Default Rate Guide.

Late Stage Delinquency Assistance (LSDA)

Process whereby schools work in collaboration with servicers or guarantors to identify and provide counseling to borrowers more than 240 days late on loan repayment. For Direct Loan schools, the website <https://www.myedaccount.com/> identifies borrowers whose impending default will impact the school's cohort default rate.

Direct Loan Servicer 888-877-7658 (can guide you through the process)

National Student Loan Data System (NLSDS)

<https://www.nlsdsfap.ed.gov>. Offers schools the opportunity to request reports in extract or preformatted formats that can be retrieved through the Students Aid Internet Gateway(SAIG) account associated with the NLSDS User Id that requested the report. Listed below are some reports NLSDS offers.

NLSDS Customer Service at (800) 999-8219

Report name

Brief Description of the NLSDS Reports

DRC035

School CDR Rate History Report provides school with a copy of the Loan Record Detail Report that lists students in default/repayment during the cohort period indicated.

Enrollment Reporting Summary Report provides school users with the chronology of enrollment reporting events.

DER001

Date Entered Repayment Report provides school users with a list of student borrowers with loan history who are scheduled to go into repayment during a specified date range.

DRC015
DRC016

School Repayment Information Loan Detail provides school users with the current repayment status of certain borrowers in FFEL/DL loan programs who attended a school during a specific period.

SCH01B

Exit Counseling Report provides school users with exit counseling information on students who attended the requesting school and whose anticipated completion dates fall within a specified date range.

DELQ01

The Delinquent Borrower Report (DELQ01) provides School users a report of borrowers who have been reported as delinquent in making loan payments to one of the federal loan servicers.

The School Portfolio Report (SCHPR1) provides ED users with

|| SCHPR1 | with information about all Direct Loan and/or FFEL program ||
|| | loans for a specified school. ||

Additional tools and information may be found in Chapter 3.2 of the Cohort Default Rate Guide, Monitoring Loan Repayment Status Year-Round, available at <http://ifap.ed.gov/DefaultManagement/guide/CDRGuidePart3.html>.

If you have any questions about this letter that are not answered in the Cohort Default Rate Guide, please contact Operations Performance Division via email at FSA.Schools.Default.Management@ed.gov or via phone at (202) 377-4259.

Please be sure to include your Office of Postsecondary Education Identification Number (OPE ID) on all correspondence, as shown on page one of this letter.

Sincerely,

Katrina Turner
Director
Operations Performance Management Services
Business Operations

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2014

SUNY BROOME COMMUNITY COLLEGE
907 UPPER FRONT STREET
BINGHAMTON, NY 13905-1328

OPE ID:
FY 2011 Official 3 Year Cohort
Default Rate:

002862
16.4

RE: FY 2011 3-Year Official Cohort Default Rate Notification Letter

Dear President:

On October 28, 2009, the U.S. Department of Education (Department) published in the Federal Register the regulations enacted by the Higher Education Opportunity Act of 2009 that will govern the calculation of cohort default rates. Under the new provisions, an institution's Cohort Default Rate is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This extended the length of time in which a student can default from two to three years.

This year, the fiscal year (FY) 2011 3-Year cohort default rate will be the only cohort default rate released. Schools will be subject to loss of eligibility as a result of cohort default rates that exceed sanction levels. Cohort default rates based on the 2-year cohort period ended with the FY 2011 2-Year cohort which released in 2013.

This letter officially notifies you of your school's FY 2011 3-Year cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2011 3-Year cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the Department to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to <http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html> for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of three methods for calculation of cohort default rates:

1. Official non-averaged rate for schools with 30 or more borrowers entering repayment,
2. Official averaged rate for schools with 29 or fewer borrowers entering repayment,
3. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For a complete explanation of the types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are

Calculated, available at
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

- 1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans
- 2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans
- 3) Federal Supplemental Loans for Students (Federal SLS Loans).
Although rare, it is possible for Federal SLS loans to be included in your school's cohort default rate calculation.

WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

Your school's FY 2011 3-Year official cohort default rate may be a non-averaged rate, an averaged rate, or an Unofficial rate (less than 30 borrowers entering repayment and not two years of previous data needed to calculate an averaged rate). Accordingly, the LRDR that accompanies this letter reflects all loans that went into repayment during FY 2011 and defaulted by September 30, 2013

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Operations Performance Division at the email address given below. All schools must meet the established submission timeframes for cohort default rate adjustments and appeals. The Department will not review adjustments and appeals that any school submits outside of the established timeframes.

For more information on how to read the loan record detail report, please refer to Chapter 2.3 of the Cohort Default Rate Guide, Reviewing the Loan Record Detail Report, available at
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>

ARE THERE ANY SANCTIONS OR BENEFITS ASSOCIATED WITH MY RATE?

According to the Higher Education Act of 1965 (HEA), as amended, the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-171 and the Department's regulations, your school is not subject to any sanctions based on your school's FY 2011 3-Year cohort default rate. However, if your school's official FY 2011 cohort default rate is 30.0 percent or greater, the Department may provisionally certify your school when your school applies for recertification to participate in the Federal Student Aid Programs. For more information about provisional certification, please refer to 34 C.F.R. Section 668.16(m)(1) and (2)(i) or contact the School Participation Management Division at 202-377-3173.

Based on your school's FY 2011 cohort default rate, your school is not eligible for the benefits associated with cohort default rates that are described in Section 428G(e) of the Higher Education Act and the Higher Education Reconciliation Act of 2005 (HERA), Pub. L. 109-171. For more information on the sanctions and benefits associated with official cohort default rates, please refer to Chapter 2.4 of the Cohort Default Rate Guide, Cohort Default Rate Effects, available at

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>.

WILL MY RATE BE CALCULATED THE SAME IF MY SCHOOL HAS MERGED WITH ANOTHER?

The FY 2011 3-Year cohort default rate for institutions involved in a merger or change of affiliation will be based on all borrowers from the parent and the underlying institutions which have borrowers that entered repayment during or after 2011.

WHAT RIGHTS DOES MY SCHOOL HAVE TO APPEAL THIS RATE INFORMATION?

Based on your school's FY 2011 3- year cohort default rate, your school may be eligible to submit the following adjustments/appeals:

Uncorrected Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

Loan Servicing Appeal

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

New Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

All Uncorrected Data Adjustments, New Data Adjustments and Loan Servicing must be made through the eCDR Appeals application. The eCDR Appeals application, as it is known, allows schools to electronically submit certain challenge/ adjustment requests during the specified timeframes and allows data managers (guaranty agency or Federal Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to these challenge/adjustment requests. The application tracks the entire life cycle of each request from the time the case is submitted until the time a decision is made and the case is closed.

It has come to FSA's attention that a number of schools are challenging data in the school's cohort default rate based on an incorrect understanding of the cohort default rate calculation. This results in an unnecessary increase in the workload for the schools, data managers, and FSA. The following are some scenarios that have been noted, along with an explanation of why these allegations are considered invalid based on the current logic for the cohort default rate calculation.

- School requests that borrower be removed from numerator as borrower defaulted, then paid the loan in full (either through consolidation or another method). Borrower will continue to be counted as a defaulted borrower for cohort default rate purposes. Current regulations only allow for a defaulted loan to be removed from default for cohort default rate purposes if the borrower successfully rehabilitated the loan within the cohort period, or, for FFELs held by a guaranty agency, if the lender repurchased the loan due to the claim being submitted or paid in error. See 34 CFR Section 668.202(c)(2).
- School alleges that borrower be removed from numerator due to an incorrect date entered repayment that is resulting in the default date for the borrower being less than 360 days from the corrected date entered repayment. This allegation type applies to Direct Loans or loans that were PUT to the Department only, since FFELs held by a guaranty agency use the claim paid date as the default

date, not the 360th day of delinquency. If a data manager agrees to correct the date entered repayment, they will update the default date to the 360th day of delinquency based on the new date entered repayment. However, if the updated date entered repayment and default date still fall within the cohort period, the borrower will continue to be counted in both the numerator/denominator. If the updated date entered repayment causes the updated default date to fall outside of the cohort period, borrower will be removed from the numerator only. If the updated date entered repayment falls outside of the cohort period, borrower will be removed from both the numerator/denominator.

- Borrower is included in more than one cohort year. This may be correct, based upon the situation. If the borrower had a break in enrollment of greater than six months, then the borrower will enter repayment on the loans from the first period of enrollment six months and one day after the borrower's last date of attendance (LDA) or less than half-time date (LTHT), then will receive another six month grace period based on the LDA or LTHT date of the second period of enrollment. This may result in the borrower being included in more than one cohort year. If the borrower's break in enrollment was less than six months, this is considered continuous enrollment and the borrower should be in only one cohort year.
- School was involved in a change of affiliation/merger and has borrowers counted more than once in the cohort default rate. A borrower may be counted more than once in the school's cohort default rate if the borrower had loans certified under two or more of the OPE-IDs that were involved in the change of affiliation/merger. Please see page 2.5-2 of the CDR Guide.

If a school has any questions regarding the cohort default rate calculation, Chapter 2.1 of the CDR Guide includes a thorough explanation of how the rates are calculated. Additionally, a school involved in a change of affiliation/merger should read Chapter 2.5 of the CDR Guide for an explanation of how the change of affiliation/merger will affect the cohort default rates of all of the schools involved.

WHAT TOOLS AND INFORMATION ARE AVAILABLE TO HELP MONITOR AND MANAGE MY SCHOOL'S COHORT DEFAULT RATE?

Tools Information	Description	Contact Information
Cohort Default Rate Guide	http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html . Reference tool designed by U.S. Dept. of Education to help schools understand cohort default rates and various challenge/appeal/adjustment processes. The electronic version was revised September 2014 and may be found online.	May be printed from CDR Guide link
Default Prevention and Mgmt Website	http://ifap.ed.gov/DefaultManagement/DefaultManagement.html . Contains valuable information for schools, guaranty agencies and borrowers. Contains link for eCDR process, including enrollment procedures and downloading instructions.	Operations Performance Division 202-377-4259

eCDR Appeals	Electronic Cohort Default Rate Appeals Process	Operations Performance Division 202-377-4259
	<p>eCDR Appeals facilitates the exchange of information between parties for four of the challenge/adjustment processes: Incorrect Data Challenge (IDC), Loan Servicing Appeals (LSA), Uncorrected Data Adjustments (UDA), and New Data Adjustments (NDA). The application allows schools to electronically submit these challenges and adjustment requests during a cohort default rate cycle, and allows data managers (guaranty agency or Direct Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to challenges and adjustment requests. The application tracks the entire life cycle of each challenge/adjustment/appeal request from the time the case is submitted until the time a decision is made and the case is closed.</p>	
	<p>All users must complete the registration process to gain access to eCDR Appeals. The eCDR Appeals homepage contains a link to the Registration and User Account Guide, which gives step-by-step instructions for registration. Links to the User Guides for the four processes can also be found here, as well as a link to the Cohort Default Rate Guide.</p>	
Late Stage Delinquency Assistance (LSDA)	<p>Process whereby schools work in collaboration with servicers or guarantors to identify and provide counseling to borrowers more than 240 days late on loan repayment. For Direct loan schools, the website https://www.myedaccount.com/</p>	<p>Direct Loan Servicer 888-877-7658 (can guide you through the process)</p>
	<p>identifies borrowers whose impending default will impact the school's cohort default rate.</p>	
National Student Loan Data System (NSLDS)	<p>https://www.nslsdfap.ed.gov. Offers schools the opportunity to request reports in extract or preformatted formats that can be retrieved through the Student Aid Internet Gateway (SAIG) account associated with the NSLDS UserID that requested the report. Listed below are some of the reports that NSLDS offers.</p>	<p>NSLDS Customer Service at (800) 999-8219</p>
Report Name	Brief Description of the NSLDS Reports	
DRC035	<p>School CDR Rate History Report provides school with a copy of the Loan Record Detail Report that lists students in default/repayment during the cohort period indicated.</p>	

SCHER1	Enrollment Reporting Summary Report provides school users with the chronology of enrollment reporting events.
DER001	Date Entered Repayment Report provides school users with a list of student borrowers with loan history who are scheduled to go into repayment during a specified date range.
DRC015 DRC016	School Repayment Information Loan Detail provides school users with the current repayment status of certain borrowers in FFEL/DL loan programs who attended a school during a specific period.
SCH01B	Exit Counseling Report provides school users with exit counseling information on students who attended the requesting schools and whose anticipated completion dates fall within a specified date range.
DELQ01	The Delinquent Borrower Report (DELQ01) provides School users a report of borrowers who have been reported as delinquent in making loan payments to one of the federal loan servicers.
SCHPR1	The School Portfolio Report (SCHPR1) provides ED users with information about all Direct Loan and/or FFEL program loans for a specified school.

Additional tools and information may be found in Chapter 3.2 of the Cohort Default Rate Guide, Monitoring Loan Repayment Status Year-Round, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart3.html>

If you have any questions about this letter that are not answered in the Cohort Default Rate Guide, please contact Operations Performance Division, formerly Default Prevention and Management via email at FSA.Schools.Default.Management@ed.gov or via phone at (202) 377-4259.

Please be sure to include your Office of Postsecondary Education Identification Number (OPE ID) on all correspondence, as shown on page one of this letter.

Sincerely,

Katrina Turner
 Director
 Operations Performance Management Services
 Business Operations

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202
September 2015

SUNY BROOME COMMUNITY COLLEGE
907 UPPER FRONT STREET
BINGHAMTON, NY 13905-1328

OPE ID:
FY 2012 Official 3 Year Cohort
Default Rate:

002862
17.2

RE: FY 2012 3-Year Official Cohort Default Rate Notification Letter

Dear President:

This letter officially notifies you of your school's fiscal year (FY) 2012 3-Year cohort default rate based on Federal Family Education Loan (FFEL) Program and/or William D. Ford Federal Direct Loan (Direct Loan) Program loans made to students for attendance at your school. Your school's FY 2012 3-Year cohort default rate is shown above. Please note that even if your school is no longer participating in the student loan program(s), federal law requires the Department to notify your school of its cohort default rate.

Since the Department is no longer mailing hardcopies of the cohort default rate notification letters to any schools, please refer to <http://www.ed.gov/offices/OSFAP/defaultmanagement/ecdr.html> for a description of the other files that the Department transmitted to you along with this letter.

WHAT FORMULA DID THE DEPARTMENT USE TO CALCULATE MY SCHOOL'S RATE?

The Department uses one of three methods for calculation of cohort default rates:

1. Official non-averaged rate for schools with 30 or more borrowers entering repayment,
2. Official averaged rate for schools with 29 or fewer borrowers entering repayment,
3. Unofficial rate for schools with 29 or fewer borrowers entering repayment with less than three years of data.

For a complete explanation of the types of rates, please see Chapter 2.1 of the Cohort Default Rate Guide, How the Rates are Calculated, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>.

WHAT TYPES OF LOANS DID THE DEPARTMENT INCLUDE IN MY SCHOOL'S RATE CALCULATION?

The Department included three types of loans in your school's cohort default rate calculation:

- (1) Federal Stafford Subsidized and Federal Stafford Unsubsidized Loans
- (2) Federal Direct Subsidized and Federal Direct Unsubsidized Loans
- (3) Federal Supplemental Loans for Students (Federal SLS Loans).
Although rare, it is possible for Federal SLS loans to be included

in your school's cohort default rate calculation.

WHAT LOAN RECORD DETAIL REPORT (LRDR) ACCOMPANIES THIS NOTIFICATION LETTER?

Your school's FY 2012 3-Year official cohort default rate may be a non-averaged rate, an averaged rate, or an Unofficial rate (less than 30 borrowers entering repayment and not two years of previous data needed to calculate an averaged rate). Accordingly, the LRDR that accompanies this letter reflects all loans that went into repayment during FY 2012 and defaulted by September 30, 2014.

Please note that if a technical problem caused by the Department results in an inability to access the data, schools have five business days from the receipt of the eCDR notification package to notify Operations Performance Division at the email address given below. All schools must meet the established submission timeframes for cohort default rate adjustments and appeals. The Department will not review adjustments and appeals that any school submits outside of the established timeframes.

For more information on how to read the loan record detail report, please refer to Chapter 2.3 of the Cohort-Default Rate Guide, Reviewing the Loan Record Detail Report, available at <http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart2.html>

ARE THERE ANY SANCTIONS OR BENEFITS ASSOCIATED WITH MY RATE?

According to the Higher Education Act of 1965 (HEA), as amended, the Higher Education Reconciliation Act of 2005 (HERA), Pub.L.109-171 and the Department's regulations, your school is not subject to any sanctions based on your school's FY 2012 3-Year cohort default rate. However, if your school's official FY 2012 cohort default rate is 30.0 percent or greater, the Department may provisionally certify your school when your school applies for recertification to participate in the Federal Student Aid Programs. For more information about provisional certification, please refer to 34 C.F.R. Section 668.16(m)(1) and (2)(i) or contact the School Participation Management Division at 202-377-3173.

WILL MY RATE BE CALCULATED THE SAME IF MY SCHOOL HAS MERGED WITH ANOTHER?

The FY 2012 3-Year cohort default rate for institutions involved in a merger or change of affiliation will be based on all borrowers from the parent and the underlying institutions which have borrowers that entered repayment during or after 2012. Please refer to Chapter 2.5 of the CDR Guide, available at <http://ifap.ed.gov/DefaultManagement/guide/attachments/CDRGuideCh2Pt5StatusEvasion.pdf>, for further information on how changes in status affects an institution's cohort default rate.

WHAT RIGHTS DOES MY SCHOOL HAVE TO APPEAL THIS RATE INFORMATION?

Based on your school's FY 2012 3-year cohort default rate, your school may be eligible to submit the following adjustments/appeals:

Uncorrected Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

Loan Servicing Appeal

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

New Data Adjustment

<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart4.html>

All Uncorrected Data Adjustments, New Data Adjustments and Loan Servicing must be made through the eCDR Appeals application

(<https://ecdrappeals.ed.gov/ecdra/index.html>). The eCDR Appeals application, as it is known, allows schools to electronically submit certain challenge/ adjustment requests during the specified timeframes and allows data managers (guaranty agency or Federal Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to these challenge/adjustment requests. The application tracks the entire life cycle of each request from the time the case is submitted until the time a decision is made and the case is closed.

It has come to FSA's attention that a number of schools are challenging data in the school's cohort default rate based on an incorrect understanding of the cohort default rate calculation. This results in an unnecessary increase in the workload for the schools, data managers, and FSA. The following are some scenarios that have been noted, along with an explanation of why these allegations are considered invalid based on the current logic for the cohort default rate calculation.

- School requests that borrower be removed from numerator as borrower defaulted, then paid the loan in full (either through consolidation or another method). Borrower will continue to be counted as a defaulted borrower for cohort default rate purposes. Current regulations only allow for a defaulted loan to be removed from default for cohort default rate purposes if the borrower successfully rehabilitated the loan within the cohort period, or, for FFELs held by a guaranty agency, if the lender repurchased the loan due to the claim being submitted or paid in error. See 34 CFR Section 668.202(c)(2).
- School alleges that borrower be removed from numerator due to an incorrect date entered repayment that is resulting in the default date for the borrower being less than 360 days from the corrected date entered repayment. This allegation type applies to Direct Loans or loans that were PUT to the Department only, since FFELs held by a guaranty agency use the claim paid date as the default date, not the 360th day of delinquency. If a data manager agrees to correct the date entered repayment, they will update the default date to the 360th day of delinquency based on the new date entered repayment. However, if the updated date entered repayment and default date still fall within the cohort period, the borrower will continue to be counted in both the numerator/denominator. If the updated date entered repayment causes the updated default date to fall outside of the cohort period, borrower will be removed from the numerator only. If the updated date entered repayment falls outside of the cohort period, borrower will be removed from both the numerator/denominator.
- Borrower is included in more than one cohort year. This may be correct, based upon the situation. If the borrower had a break in enrollment of greater than six months, then the borrower will enter repayment on the loans from the first period of enrollment six months and one day after the borrower's last date of attendance (LDA) or less than half-time date (LTHT), then will receive another six month grace period based on the LDA or LTHT date of the second period of enrollment. This may result in the

borrower being included in more than one cohort year. If the borrower's break in enrollment was less than six months, this is considered continuous enrollment and the borrower should be in only one cohort year.

- School was involved in a change of affiliation/merger and has borrowers counted more than once in the cohort default rate. A borrower may be counted more than once in the school's cohort default rate if the borrower had loans certified under two or more of the OPE-IDs that were involved in the change of affiliation/merger. Please see page 2.5-2 of the CDR Guide.

If a school has any questions regarding the cohort default rate calculation, Chapter 2.1 of the CDR Guide includes a thorough explanation of how the rates are calculated. Additionally, a school involved in a change of affiliation/merger should read Chapter 2.5 of the CDR Guide for an explanation of how the change of affiliation/merger will affect the cohort default rates of all of the schools involved.

WHAT TOOLS AND INFORMATION ARE AVAILABLE TO HELP MONITOR AND MANAGE MY SCHOOL'S COHORT DEFAULT RATE?

Tools Information	Description	Contact Information
Cohort Default Rate Guide	http://www.ifap.ed.gov/DefaultManagement/finalcdrg.html . Reference tool designed by U.S. Dept. of Education to help schools understand cohort default rates and various challenge/appeal/adjustment processes. The electronic version was revised September 2015 and may be found online.	May be printed from CDR Guide link
Default Management Website	http://ifap.ed.gov/DefaultManagement/DefaultManagement.html . Contains valuable information for schools, guaranty agencies and borrowers. Contains link for eCDR process, including enrollment procedures and downloading instructions.	Operations Performance Division 202-377-4259
eCDR Appeals	Electronic Cohort Default Rate Appeals Process eCDR Appeals facilitates the exchange of information between parties for four of the challenge/adjustment processes: Incorrect Data Challenge (IDC), Loan Servicing Appeals (LSA), Uncorrected Data Adjustments (UDA), and New Data Adjustments (NDA). The application allows schools to electronically submit these challenges and adjustment requests during a cohort default rate cycle, and allows data managers (guaranty agency or Direct Loan Servicer) and Federal Student Aid (FSA) personnel to electronically view and respond to challenges and adjustment requests. The application tracks the entire life cycle of each challenge/adjustment/appeal request from the time the case is submitted until	Operations Performance Division 202-377-4259

the time a decision is made and the case is closed.

All users must complete the registration process to gain access to eCDR Appeals. The eCDR Appeals homepage contains a link to the Registration and User Account Guide, which gives step-by-step instructions for registration. Links to the User Guides for the four processes can also be found here, as well as a link to the Cohort Default Rate Guide.

National Student Loan Data System (NSLDS)

<https://www.nslsdfap.ed.gov>. Offers schools the opportunity to request reports in extract or preformatted formats that can be retrieved through the Student Aid Internet Gateway (SAIG) account associated with the NSLDS UserID that requested the report. Listed below are some of the reports that NSLDS offers.

NSLDS Customer Service at (800) 999-8219

Report Name

Brief Description of the NLSDS Reports

DRC035 School CDR Rate History Report provides school with a copy of the Loan Record Detail Report that lists students in default/repayment during the cohort period indicated.

SCHER1 Enrollment Reporting Summary Report provides school users with the chronology of enrollment reporting events.

DER001 Date Entered Repayment Report provides school users with a list of student borrowers with loan history who are scheduled to go into repayment during a specified date range.

~~DRC015 School Repayment Information Loan Detail provides school users with the current repayment status of certain~~
DRC016 borrowers in FFEL/DL loan programs who attended a school during a specific period.

SCH01B Exit Counseling Report provides school users with exit counseling information on students who attended the requesting schools and whose anticipated completion dates fall within a specified date range.

DELQ01 The Delinquent Borrower Report (DELQ01) provides School users a report of borrowers who have been reported as delinquent in making loan payments to one of the federal loan servicers.

SCHPR1 The School Portfolio Report (SCHPR1) provides ED users with information about all Direct Loan and/or FFEL program loans for a specified school.

Additional tools and information may be found in Chapter 3.2 of the Cohort Default Rate Guide, Monitoring Loan Repayment Status Year-Round,

available at
<http://www.ifap.ed.gov/DefaultManagement/guide/CDRGuidePart3.html>

If you have any questions about this letter that are not answered in the Cohort Default Rate Guide, please contact Operations Performance Division, formerly Default Prevention and Management via email at FSA.Schools.Default.Management@ed.gov or via phone at (202) 377-4259.

Please be sure to include your Office of Postsecondary Education Identification Number (OPE ID) on all correspondence, as shown on page one of this letter.

Sincerely,

Katrina Turner
Service Director
Operations Performance Management Services
Business Operations



Sent 10/11

FEDERAL STUDENT AID START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
NEW YORK - BOSTON TEAM

Dr. Kevin E. Drumm
President
SUNY Broome Community College
907 Upper Front Street
Binghamton, NY 13905-1328

09/29/2015

OPE ID 00286200

Dear Dr. Drumm:

The New York - Boston School Participation Team has completed its review of SUNY Broome Community College's (Institution) application to participate in the Title IV, HEA programs.

Our analysis of the materials which you submitted, indicates that the Institution meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668.

To complete the recertification process, the Institution must print, review, sign and return two copies of the Program Participation Agreement (PPA) to the following address:

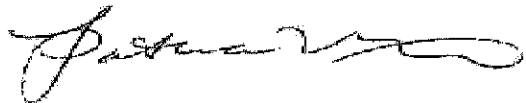
United States Department of Education
Federal Student Aid, Schools Channel
Attention: New York - Boston School
Participation Team
Union Center Plaza, 7th Floor
830 First Street, NE
Washington, DC 20202

After the signed copies of the PPA are received from you, the New York - Boston School Participation Team will generate an Eligibility and Certification Approval Report (ECAR). The ECAR will summarize the critical elements of the Institution's approved application. The ECAR will also identify the Institution's highest level of offering, any nondegree or short term training programs and any additional locations which are Title IV, HEA eligible.

Upon execution of the PPA by the Secretary, the Institution shall be certified to participate in Title IV, HEA programs until June 30, 2021. The New York - Boston School Participation Team will notify the respective Federal Student Aid (FSA) program offices of the Institution's eligibility to receive Title IV funds. The Institution has thirty days from the date of this letter to sign and return two copies of the PPA. The Institution's failure to respond within the allotted time frame will constitute a withdrawal of the Institution's application from consideration.

Should you have any questions, please contact the New York - Boston School Participation Team at (212) 264-4022.

Sincerely,



Patrice Fleming
Team Lead
School Participation Team, NE
New York/Boston Team

cc: Mr. Douglas S. Lukasik, Director of Financial Aid



FEDERAL STUDENT AID **START HERE. GO FURTHER.™**

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **June 30, 2021**

Reapplication Date: **March 31, 2021**

Name of Institution: **SUNY Broome Community College**

Address of Institution: **907 Upper Front Street
Binghamton, NY 13905-1328**

OPE ID Number: **00286200**

DUNS Number: **071599203**

Taxpayer Identification Number (TIN): **161393336**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

~~This Agreement applies to all locations of the Institution as stated on the most current~~
ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This

Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§ 1070a *et seq.*; 34 C.F.R. Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. §§ 1071 *et seq.*; 34 C.F.R. Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§ 1087a *et seq.*; 34 C.F.R. Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§ 1087aa *et seq.*; 34 C.F.R. Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§ 1070b *et seq.*; 34 C.F.R. Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§ 2751 *et seq.*; 34 C.F.R. Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§ 1070a-1 *et seq.*; 34 C.F.R. Part 691.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§ 1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 C.F.R. Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 C.F.R. Part 668.

The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.

2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).
3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 C.F.R. Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 C.F.R. Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 C.F.R. Part 99;

- d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 C.F.R. Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 C.F.R. Part 110.
 - f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.
4. The Institution acknowledges that 34 C.F.R. Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R. PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a program participation agreement, an institution agrees that--

- ~~(1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;~~
- (2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;
- (3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;
- (4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative ~~capability and financial responsibility of the institution to--~~

- (i) The Secretary;
- (ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;
- (iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;
- (iv) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and
- (v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;
- (5) It will comply with the provisions of § 668.15 relating to factors of financial responsibility;
- (6) It will comply with the provisions of § 668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;
- (8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1)(A) and (B), 428B, 428H and 455(a) of the HEA;
- (9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;
- (10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment--
 - (i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and
 - (ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;
- (11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;
- (12) It will provide the certifications described in paragraph (c) of this section;
- (13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;
- (14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;
- (15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the

FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.

(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28(a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those programs, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of § 668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a

result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid, to any person or entity who is engaged in any student recruitment or admission activity, or in making decisions regarding the award of title IV, HEA program funds.

(A) The restrictions in paragraph (b)(22) of this section do not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal student assistance.

(B) For the purpose of paragraph (b)(22) of this section, an employee who receives multiple adjustments to compensation in a calendar year and is engaged in any student enrollment or admission activity or in making decisions regarding the award of title IV, HEA program funds is considered to have received such adjustments based upon success in securing enrollments or the award of financial aid if those adjustments create compensation that is based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid.

(ii) Notwithstanding paragraph (b)(22)(i) of this section, eligible institutions, organizations that are contractors to eligible institutions, and other entities may make--

(A) Merit-based adjustments to employee compensation provided that such adjustments are not based in any part, directly or indirectly, upon success in securing enrollments or the award of financial aid; and

(B) Profit-sharing payments so long as such payments are not provided to any person or entity engaged in student recruitment or admission activity or in making decisions regarding the award of title IV, HEA program funds.

(iii) As used in paragraph (b)(22) of this section,

(A) *Commission, bonus, or other incentive payment* means a sum of money or something of value, other than a fixed salary or wages, paid to or given to a person or an entity for services rendered.

(B) *Securing enrollments or the award of financial aid* means activities that a person or entity engages in at any point in time through completion of an educational program for the purpose of the admission or matriculation of students for any period of time or the award of financial aid to students.

(1) These activities include contact in any form with a prospective student, such as, but not limited to--contact through preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution, attendance at such an appointment, or involvement in a prospective student's signing of an enrollment agreement or financial aid application.

(2) These activities do not include making a payment to a third party for the provision of student contact information for prospective students provided that such payment is not based on--

(i) Any additional conduct or action by the third party or the prospective students, such as participation in preadmission or advising activities, scheduling an appointment to visit the enrollment office or any other office of the institution or attendance at such an appointment, or the signing, or being involved in the signing, of a prospective student's enrollment agreement or financial aid application; or

(ii) The number of students (calculated at any point in time of an educational program) who apply for enrollment, are awarded financial aid, or are enrolled for any period of time, including through completion of an educational program.

(C) *Entity or person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid* means--

(1) With respect to an entity engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any institution or organization that undertakes the recruiting or the admitting of students or that makes decisions about and awards title IV, HEA program funds; and

(2) With respect to a person engaged in any student recruitment or admission activity or in making decisions about the award of financial aid, any employee who undertakes recruiting or admitting of students or who makes decisions about and awards title IV, HEA program funds, and any higher level employee with responsibility for recruitment or admission of students, or making decisions about awarding title IV, HEA program funds.

(D) *Enrollment* means the admission or matriculation of a student into an eligible institution.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of § 668.22;

(25) It is liable for all--

(i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and

(ii) Returns any title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If an educational program offered by the institution is required to prepare a student for gainful employment in a recognized occupation, the institution must--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the institution is located, if the State has established such a requirement, or as established by any Federal agency;

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student; and

(iii) Provide for that program the certification required in § 668.414.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

(i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and

(ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29) (i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-

certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

(A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;

(B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and

(C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

(A) The use of one or more technology-based deterrents;

(B) Mechanisms for educating and informing its community about appropriate versus inappropriate use of copyrighted material, including that described in § 668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under § 668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of § 668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

~~(g) An institution's program participation agreement automatically expires on the date that--~~

(1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of § 668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).

8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 C.F.R. Part 82, "New Restrictions on Lobbying," 34 C.F.R. Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)," 34 C.F.R. Part 85, "Governmentwide Debarment and Suspension (Nonprocurement)," and 34 C.F.R. Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84,

Subpart B, for grantees, as defined at 34 C.F.R. Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 C.F.R. Part 84, Subpart C, for recipients who are individuals, as defined at 34 C.F.R. Part 84, Section 84.300 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W.,

Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R. Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R. Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 C.F.R. Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
 - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

2. A biennial review by the Institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
Name of Lower Tier Organization	PR/Award Number or Project Name
Name of Authorized Representative	Title of Authorized Representative
Signature of Authorized Representative	Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or

- voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

PART 3 CERTIFICATION REGARDING GAINFUL EMPLOYMENT PROGRAMS

A list of the reported Title IV eligible educational programs that the institution offers that are required to prepare students for gainful employment in a recognized occupation ("gainful employment programs") is included as part of the Eligibility and Certification Approval Report (ECAR) that is a part of this Program Participation Agreement. By signing this Program Participation Agreement, the institution certifies that:

1. the list of gainful employment programs it offers is accurate and complete;
2. each of the gainful employment programs is approved by a recognized accrediting agency or is otherwise included in the institution's accreditation by its recognized accrediting agency;
3. each of the gainful employment programs it offers is programmatically accredited, if such accreditation is required by a Federal governmental entity or a State where the institution or one of its additional locations is required to obtain State approval pursuant to 34 C.F.R. §600.9;
4. each gainful employment program in a State where the institution or one of its additional locations is located satisfies the licensure or certification requirements that are needed for a student who completes the gainful employment program to qualify to take any licensure or certification exam in that State that is needed for the student to practice or find employment in an occupation that the gainful employment program prepares the student to enter; and
5. for a gainful employment program for which the institution is establishing initial eligibility

for Title IV, HEA program funds, the program is not substantially similar to a program offered by the institution that in the prior three years, became ineligible for Title IV, HEA program funds under the debt-to-earnings rates measure or was failing, or in the zone with respect to, the debt-to-earnings rates measure and was voluntarily discontinued by the institution.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: Dr. Kevin E. Drumm
President

For the Secretary: _____ Date: _____
U.S. Department of Education

**Broome Community College
(A Component Unit of
Broome County, New York)**

**Financial Statements and Required Reports
Under OMB Circular A-133 as of
August 31, 2014
Together with
Independent Auditor's Report**

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

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BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

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**Message from the SUNY Broome Community College
VP for Administrative and Financial Affairs**



I am pleased to present the Broome Community College financial statements for the year ended August 31st, 2014, and to report that the College finished this year in a sound financial position.

Economic, enrollment and funding challenges will continue to affect the College and its future financial position. However, I am confident that the College will effectively and strategically address these challenges, and will continue to be an affordable, accessible, quality provider of a highly trained and skilled labor force for the local economy and a low-cost alternative for the first two years of a baccalaureate degree for those wishing to transfer to the upper division college of their choice.

Regina Losinger
Vice President for Administrative and Financial Affairs
SUNY Broome Community College

INDEPENDENT AUDITOR'S REPORT

January 7, 2015

To the Board of Trustees of
Broome Community College:

We have audited the accompanying financial statements of the business-type activities and the discretely presented component units of Broome Community College (the College) (a component unit of Broome County, New York) as of and for the year end August 31, 2014, and the related notes to the financial statements, which comprise the College's basic financial statements as listed in the table of contents. We did not audit the financial statements of the discretely presented component units of the Broome Community College Foundation, Inc. and Faculty-student association of Broome Community College, Inc., which collectively represents 100% of the assets, net assets and revenues of the discretely presented component units.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of the Broome Community College Foundation, Inc. or Faculty-Student Association of Broome Community College, Inc., which collectively represent 100% of the assets, net assets and revenues of the College's discretely presented component units. Those statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the discretely presented component units are based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standard applicable to financial audits contained in the *Government Auditing Standards* issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall financial statement presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

(Continued)

INDEPENDENT AUDITOR'S REPORT

(Continued)

Opinions

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component units of the College, as of August 31, 2014, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis information on pages 5 through 15 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We and other auditors have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Report on Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the College's financial statements as a whole. The supplemental information on the message from the College Vice President for Administration and Financial Affairs and pages 39 through 41, as required by the State University of New York, which is the responsibility of management, is presented for purposes of additional analysis and is not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is also not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America by us and other auditors. In our opinion, based on our audit, the procedures performed as described above, and the report of the other auditors, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The supplementary information of the message from the College Vice President for Administration and Financial Affairs by the State University of New York and pages 39 through 41 have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

INDEPENDENT AUDITOR'S REPORT

(Continued)

Report on Summarized Comparative Information

We have previously audited the College's 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated December 27, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended August 31, 2014 is consistent in all material respects with the audited financial statements from which it was derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 7, 2015 on our consideration of the College's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the College's internal control over financial reporting and compliance.

Bonadio & Co., LLP

Management's Discussion and Analysis *SUNY Broome Community College*



Management's Discussion and Analysis (MD&A) is intended to be an easily understood analysis of the financial activities of SUNY Broome Community College (SUNY BCC, or College). It is required by Governmental Accounting Standard Board (GASB) statements 34 and 35, and directly precedes the financial statements. The MD&A is to be used in conjunction with the College's financial statements, and responsibility for the completeness and fairness of it rests with College management.

The MD&A addresses the College financial statements. It does not address the BCC Foundation or Faculty Student Association financial statements, which are presented to meet the requirements of GASB 39. The MD&A focuses on current activities, known facts, and their impact and includes discussion of both positive and negative results. The MD&A includes information and discussion concerning:

- ✓ the overall financial position of the college
- ✓ the results of operations so that the reader can assess whether the financial position has improved or deteriorated
- ✓ reasons for significant changes from prior years
- ✓ important economic factors that significantly affected operating results
- ✓ comparisons of current year results and prior year results

One of the most important questions asked about a college's finances is "Is the college better or worse off financially as a result of this year's activities?" The financial statements help answer this question.

Other factors to consider when assessing the College's financial health include economic conditions, enrollment, local population and high school graduate trends, freshman class size, student retention, and the age and condition of campus buildings.

What's new this year

The College has adopted GASB Statement No. 65, Items Previously Reported as Assets and Liabilities. The primary impact on the College's financial statements this year is to reclassify NYS TAP aid received prior to the fiscal year-end for a future semester as a deferred inflow of resources.

Statements of Net Position

Assets

Total assets increased by \$3,895,451 (6%) this year primarily as a result of new construction and continuing improvements to restore campus facilities.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Current assets	\$ 14,357,819	\$ 15,619,671	\$ 16,161,244	\$ (1,261,852)	-8%
Non-current assets (except for capital)	-	-	-	\$ -	na
Non-current assets (capital)	49,826,503	44,669,200	28,778,432	\$ 5,157,303	12%
Total assets	\$ 64,184,322	\$ 60,288,871	\$ 44,939,676	\$ 3,895,451	6%

Cash

Cash and cash equivalents held by the College decreased by \$1,758,310 (12%) this year primarily as the result of financial aid disbursements being changed from the start of the semester to after the census date and subsequent reporting of attendance (approximately week six). As a result of the later disbursement financial aid funds were not drawn down until October. Unrestricted cash decreased by 14% while restricted cash increased by 76% also due to the change in financial aid disbursement.

Disbursement of financial aid is now tied to confirmed attendance. Nearly all of our peer NYS community colleges disburse funds this way and the practice was further confirmed as a good one by NYS OSC during an audit this past summer. The old disbursement practice had financial consequences that impacted both our students and the college.

Cash reserves are anticipated to be adequate to meet College needs. Our biweekly payrolls average \$1 million, and it is anticipated that adequate cash will continue to be available to meet payrolls and other expenses.

Cash held by BCC

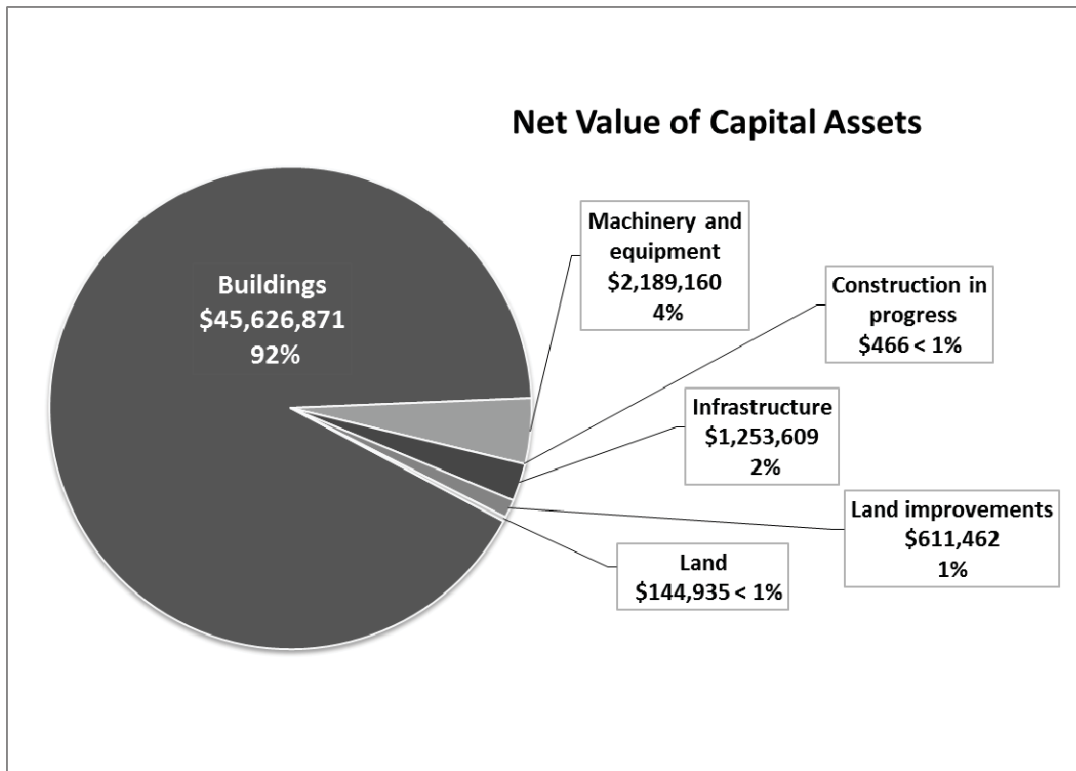
	2014	2013	2012	2013 to 2014	
				\$ change	% change
Unrestricted (current)	\$ 12,122,957	\$ 14,101,201	\$ 14,901,661	\$ (1,978,244)	-14%
Restricted (current)	509,802	289,868	236,945	\$ 219,934	76%
Total cash and cash equivalents	\$ 12,632,759	\$ 14,391,069	\$ 15,138,606	\$ (1,758,310)	-12%

Capital Assets

BCC's capital assets are financed three ways – as capital projects, with grant funds, or from the operating budget. Building construction and major renovations are usually financed as capital projects with equal (matching) dollars being provided by New York State and Broome County government or other local funding sources via dual, coordinated approval and funding processes. Capital assets of a smaller scope are funded by grant or the operating budget.

There has been an increasing use of Foundation and other fundraised dollars as well as investments made by private companies doing business on campus to provide the required local match for capital projects in the past year.

92% of the net value of BCC's capital assets is in buildings, 4% is in machinery and equipment, and 4% is in infrastructure, land and land improvements.



College capital assets increased by \$7,460,847 (9%) primarily as the result of the renovation of our Darwin R. Wales Center along with other capital improvements.

Accumulated depreciation increased by \$2,303,544 (6%). These changes together resulted in a \$5,157,303 increase in the net value of capital assets to \$49,826,503, a 12% increase.

Capital assets and accumulated depreciation

As of August 31

	2014		2013		2012		2013 to 2014		
							\$ change	% change	
Buildings	\$	80,024,663	\$	71,838,521	\$	52,805,875	\$	8,186,142	11%
Machinery and equipment		7,327,472		6,947,075		6,411,109		380,397	5%
Infrastructure		2,767,216		2,525,842		2,187,000		241,374	10%
Land improvements		1,414,795		1,406,325		1,322,624		8,470	1%
Construction in progress		466		1,356,002		3,461,632		(1,355,536)	-100%
Library books		-		-		-		-	na
Land		144,935		144,935		144,935		-	<1%
Total capital assets	\$	91,679,547	\$	84,218,700	\$	66,333,175	\$	7,460,847	9%
Less accumulated depreciation		(41,853,044)		(39,549,500)		(37,554,741)		(2,303,544)	6%
Total capital assets net of accumulated depreciation	\$	49,826,503	\$	44,669,200	\$	28,778,434	\$	5,157,303	12%

46% of SUNY BCC's capital assets are fully depreciated. This is an ongoing positive trend as more campus facilities are restored or replaced.

Net value of capital assets

	Capital asset (at original cost)	Accumulated depreciation	Net value of capital assets	% asset depreciated
Buildings	\$ 80,024,663	\$ 34,397,792	\$ 45,626,871	43%
Machinery and equipment	7,327,472	5,138,312	2,189,160	70%
Construction in progress	466	-	466	na
Infrastructure	2,767,216	1,513,607	1,253,609	55%
Land improvements	1,414,795	803,333	611,462	57%
Land	144,935	-	144,935	na
Total	\$ 91,679,547	\$ 41,853,044	\$ 49,826,503	46%

Liabilities

Liabilities decreased by \$215,171 (1%) to \$27,682,044 this year, details of which are discussed below.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Current liabilities	\$ 8,638,193	\$ 11,598,922	\$ 11,026,339	\$ (2,960,729)	-26%
Non-current liabilities	17,014,751	16,244,293	16,093,258	\$ 770,458	5%
Total liabilities	\$ 25,652,944	\$ 27,843,215	\$ 27,119,597	\$ (2,190,271)	-8%

Current Liabilities

Current liabilities changed as the result of several factors that, when added together, resulted in a \$2,960,729 (26%) decrease. The most notable decrease is the reclassification of NYS TAP received prior to the fiscal year-end for a future semester. The TAP has been reclassified as a deferred inflow of resources from deferred revenue due to the implementation of GASB 65. A \$300,763 (19%) increase - in 'due to retirement systems' is due to continuing significant rises in NYS ERS and TRS retirement rates.

As of August 31

sorted from highest to lowest liability

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Deferred revenue	-	-	7,707,555	\$ -	na
Unearned tuition and fees	4,534,239	6,290,562	-	\$ (1,756,323)	-28%
Accounts payable and accrued liabilities	\$ 2,199,124	\$ 2,029,965	\$ 1,866,635	\$ 169,159	8%
Due to retirement systems	1,904,830	1,604,067	1,412,238	\$ 300,763	19%
Due to other governments	-	72,068	39,911	\$ (72,068)	-100%
Total current liabilities	\$ 8,638,193	\$ 9,996,662	\$ 11,026,339	\$ (1,358,469)	-14%

Deferred Inflows of Resources

As of August 31

	2014	2013	2013 to 2014	
			\$ change	% change
Deferred revenue on TAP aid	\$ 1,975,100	\$ 1,602,260	\$ 372,840	23%
Other deferred revenue	-	-	\$ -	na
Total Deferred Inflows	\$ 1,975,100	\$ 1,602,260	\$ 372,840	23%

Non-current Liabilities

At fiscal year-end, \$17,014,751 in non-current liabilities is outstanding, a 5% increase over last year. 94% of the liability relates to accounting pronouncement GASB 45, which requires the recognition of the College's liability for post-employment (retiree health) benefits over 30 years. The liability has been calculated by an actuarial firm contracted by Broome County Government – our health coverage provider.

The GASB 45 liability is *not* required to be funded, and is currently *not* being funded by the College and the vast majority of other New York State Community Colleges. The liability reduces reported net position accordingly. See the footnote in the financial statements for an in-depth discussion of GASB 45.

As of August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Liability for post-employment benefits (Net OPEB obligation)	16,045,534	15,352,838	15,330,143	\$ 692,696	<1%
Compensated absences	969,217	891,455	763,115	\$ 77,762	9%
Total non-current liabilities	\$ 17,014,751	\$ 16,244,293	\$ 16,093,258	\$ 770,458	5%

Net Position

Net position increased by \$6,085,722 (34%) this year primarily as the result of the completion of our renovation of the Darwin R. Wales Center and several other capital improvements. \$49,826,503 - the majority of net position, is invested in capital facilities and is presented net of accumulated depreciation. A discussion of unrestricted net position follows.

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Invested in capital assets	\$49,826,503	\$44,669,200	\$28,778,432	\$5,157,303	12%
Restricted for capital	-	-	-	-	na
Unrestricted	(13,270,225)	(12,223,544)	(10,958,353)	(1,046,681)	9%
Total	\$36,556,278	\$32,445,656	\$17,820,079	\$4,110,622	13%

Unrestricted Net Position

Unrestricted net position decreased this year primarily as the result of using fund balance for operations. \$545k of the budgeted \$565k fund balance was used (96%).

College unrestricted net position is negative as the result of the continued implementation of accounting pronouncement GASB 45, which requires the recognition of the College's liability for post-employment (retiree health) benefits over 30 years. Our financial statements look similar to those of our peer NYS community colleges and SUNY system in this regard.

The liability is not required to be funded, and is currently not being funded by the College and the vast majority of other New York State Community Colleges. See the non-current liabilities section of the MD&A and the notes in the financial statements for an in-depth discussion of GASB 45.

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Designated for encumbrances	\$221,523	\$30,049	\$248,031	\$191,474	637%
Undesignated	2,553,786	3,099,243	4,123,759	(545,457)	-18%
Liability for post-retirement benefits	(16,045,534)	(15,352,838)	(15,330,143)	(692,696)	5%
Total unrestricted net position	\$ (13,270,225)	\$ (12,223,546)	\$ (10,958,353)	\$ (1,046,679)	9%

At \$2,553,786, the college undesignated fund balance represents approximately 5.4% of the College's 2014-15 net operating budget (total budget less miscellaneous revenues). SUNY and GASB recommend an undesignated fund balance equal to 5% to 15% of the net operating budget.

\$397k of the undesignated fund balance was budgeted to be used in 2014-15, but is not anticipated to be used due to enrollment growth and favorable health insurance and retirement rates. Planned use of fund balance for operations continues to be reduced to a sustainable level.

The College undesignated fund balance was purposefully built up a half decade ago by making conscious decisions to take favorable budget developments "to the bank" in anticipation of state aid reductions and enrollment declines related to the number of local high school graduates declining and our local economy recovering. The use of fund balance for operations is balanced with a competing need to retain a sufficient balance and provide for responsible management of the College's operations. NYS Education Code 602.1d requires that fund balance be "maintained at a level consistent with sound cash management procedures."

Statement of revenues, expenses, and changes in net position

The statement of revenues, expenses, and changes in net position consolidates all College funds together - unrestricted, restricted, loan, and plant funds. In accordance with GASB reporting requirements, several significant sources of College operating budget revenue - state operating aid, Broome County government operating aid, and charges to other NYS county governments for their residents attending BCC - are accounted for as non-operating revenues, resulting in large reported operating losses.

A discussion of the revenue and expense components of the statement of revenues, expenses, and changes in net position report follows. See the unrestricted net position section of the MD&A and note 6 of the financial statements for additional information on the change in net position.

Operating Revenues

This year's operating revenues were very close to last year's with the exception of exchange grant and contract revenues, which declined by 8% (\$194,052).

For the years ended August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Tuition and fees <i>not</i> funded by student aid	\$ 13,676,232	\$ 13,731,201	\$ 13,633,223	\$ (54,969)	0%
Exchange grants and contracts	2,103,359	2,297,411	2,452,301	\$ (194,052)	-8%
Other sources	24,630	15,740	-	\$ 8,890	<1%
Total operating revenues	\$ 15,804,221	\$ 16,044,352	\$ 16,085,524	\$ (240,131)	<1%

Operating Expenses

Operating expenses (without student aid) were 4% more than last year as the result of the required \$693k adjustment to *the annual required contribution related to the College liability for retiree health insurance under GASB 45*. *This adjustment shows in the institutional support expense category. See the non-current liabilities section of the MD&A and note 8 of the financial statements for an in-depth discussion of GASB 45.*

In 2013-14, College expenditures were brought in line with actual revenues by carefully managing vacancy savings and curtailing spending during the summer to balance the spending to revenues once the summer enrollment declines emerged.

*Sorted from high to low
For the years ended August 31*

	2014	2013	2012	2013 to 2014	
				\$ change	% change
Instructional	\$ 24,865,514	\$ 25,094,792	\$ 24,897,030	\$ (229,278)	-1%
Institutional support	11,248,352	9,936,731	12,012,934	\$ 1,311,621	13%
Academic support	5,691,624	5,485,059	5,178,867	\$ 206,565	4%
Operation and maintenance of plant	5,256,528	5,055,311	4,737,543	\$ 201,217	4%
Student services	3,709,254	3,556,231	3,431,826	\$ 153,023	4%
Depreciation expense	2,448,502	2,063,038	1,772,311	\$ 385,464	19%
Other operating expenses	-	-	-	\$ -	na
Total operating expenses without student aid	\$ 53,219,774	\$ 51,191,162	\$ 52,030,511	\$ 2,028,612	4%
Student aid (distributed to students)	6,247,970	6,361,263	6,166,281	(113,293)	-2%
Total operating expenses	59,467,744	57,552,425	58,196,792	1,915,319	3%

Financial aid distributed to students for books and personal expenses is included in operating expenses in accordance with accounting requirements. It is presented separately here to differentiate operating expenses of the College from personal expenses of our students.

Non-operating Revenues and Expenses

Non-operating revenues net of expenses decreased by \$8,359,505 (15%) this year. The decrease is primarily the result of a decrease in capital project spending, funded by Broome County government and is accounted for within 'County appropriations'.

For the years ended August 31

	2014	2013	2012	2013 to 2014	
				\$ change	% change
State operating aid	\$ 12,604,507	\$ 12,110,576	\$ 11,345,213	\$ 493,931	4%
Federal grants and contracts	12,080,228	11,765,341	11,459,185	\$ 314,887	3%
ARRA Federal Awards (State Appropriations - Operating Aid)	-	-	-	\$ -	na
County appropriations	17,456,661	27,108,594	13,135,512	\$ (9,651,933)	-36%
State grants and contracts	4,460,838	4,104,713	4,188,341	\$ 356,125	9%
Other non-operating revenues (expenses)	1,171,911	1,044,426	672,424	\$ 127,485	12%
Net non-operating revenues	\$ 47,774,145	\$ 56,133,650	\$ 40,800,675	\$ (8,359,505)	-15%

Financial Outlook

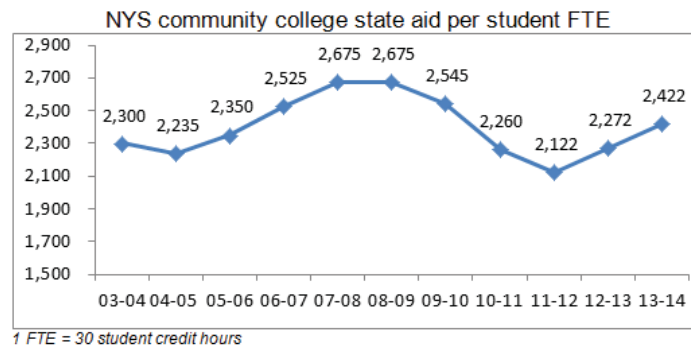
Funding and Student Enrollment Challenges

...and SUNY BCC's plan to address them

The College is currently in a sound financial position and has prepared well for anticipated continuing financial challenges by budgeting and planning conservatively with a long-term strategic perspective, building and using its reserves in a planned way, and strategically reducing operating and personnel costs.

State funding challenge

Several years ago state operating revenues to Broome Community College were reduced by \$2.6 million – nearly 20% - as part of a NYS deficit reduction plan to close a multi-billion multi-year budget deficit linked to a weak economy. While some of the state aid has been restored, the amount received per student full-time equivalent is still less than it was seven years ago and nearly 10% less than it was at its' peak five years ago.



The NYS community college presidents and SUNY Chancellor are working to convince the Governor and NYS legislators to restore the remainder of the funding over the next few years as a key part of an overall rational funding plan.

Enrollment challenge

With 3/4 of BCC operating revenues linked to student enrollment, and with the number of local high school graduates declining significantly in the next 5 years, BCC is faced with a continuing significant funding challenges in the coming years.

Plan to meet the funding and enrollment challenges

College management has implemented a multifaceted, multi-year strategic approach to meet the challenges by:

- Gaining increasing support from our County sponsor by building strong relationships with county leadership
- Growing existing and creating new auxiliary revenue streams such as our book store, food services and facilities rental
- Building and opening a 366 bed student housing village
- Growing online and Binghamton Advantage Programs

Plan to meet the funding and enrollment challenges (Continued)

- Taking further advantage of burgeoning international college-student markets
- Adding new academic programs where there is workforce and enrollment demand
- More aggressively attracting dual enrollment partners in the high schools as evidenced by 30% anticipated enrollment growth in 14-15.
- More aggressively marketing the college as evidenced in the name change to SUNY Broome Community College to strengthen branding along with more use of social media and also hosting major community events on campus demonstrate firsthand what we have to offer prospective students

Requests for Information

Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

*SUNY Broome Community College
Regina Losinger
Vice President for Administrative and Financial Affairs
PO Box 1017
Binghamton, NY 13902*

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF NET POSITION - PRIMARY INSTITUTION

AUGUST 31, 2014

(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 12,122,957	\$ 14,101,201
Restricted cash	509,802	289,868
Student accounts receivable, net of allowance for doubtful accounts of \$1,976,115 and \$2,143,142, respectively	1,346,670	921,810
Other accounts receivable	174,545	55,690
Due from State government	56,723	61,890
Due from other governments	141,083	165,446
Prepaid expenses and other current assets	<u>6,039</u>	<u>23,766</u>
Total current assets	<u>14,357,819</u>	<u>15,619,671</u>
NONCURRENT ASSETS:		
Capital assets, net of accumulated depreciation	<u>49,826,503</u>	<u>44,669,200</u>
Total noncurrent assets	<u>49,826,503</u>	<u>44,669,200</u>
Total assets	<u>64,184,322</u>	<u>60,288,871</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	2,199,124	2,029,965
Due to retirement systems	1,904,830	1,604,067
Due to other governments	-	72,068
Unearned tuition and fees	<u>4,534,239</u>	<u>6,290,562</u>
Total current liabilities	<u>8,638,193</u>	<u>9,996,662</u>
NONCURRENT LIABILITIES:		
Other postemployment benefit	16,045,534	15,352,838
Compensated absences	<u>969,217</u>	<u>891,455</u>
Total noncurrent liabilities	<u>17,014,751</u>	<u>16,244,293</u>
Total liabilities	<u>25,652,944</u>	<u>26,240,955</u>
DEFERRED INFLOWS OF RESOURCES		
Deferred revenue on TAP aid	<u>1,975,100</u>	<u>1,602,260</u>
NET POSITION		
Invested in capital assets	49,826,503	44,669,200
Unrestricted	<u>(13,270,225)</u>	<u>(12,223,544)</u>
Total net position	<u>\$ 36,556,278</u>	<u>\$ 32,445,656</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014
(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
OPERATING REVENUES:		
Student tuition and fees (Net of Scholarship allowances of \$11,162,969 and \$10,433,468, respectively)	\$ 13,676,232	\$ 13,731,201
Federal grants and contracts	724,779	853,220
State and County grants and contracts	284,098	332,322
Nongovernmental grants and contracts	1,094,482	1,111,869
Other revenue	<u>24,630</u>	<u>15,740</u>
 Total operating revenues	 <u>15,804,221</u>	 <u>16,044,352</u>
OPERATING EXPENSES:		
Instruction	24,865,514	25,094,792
Academic support	5,691,624	5,485,059
Student services	3,709,254	3,556,231
Institutional support	11,248,352	9,936,731
Maintenance and operation of plant	5,256,528	5,055,311
Scholarships and fellowships	6,247,970	6,361,263
Depreciation	<u>2,448,502</u>	<u>2,063,038</u>
 Total operating expenses	 <u>59,467,744</u>	 <u>57,552,425</u>
 Operating loss	 <u>(43,663,523)</u>	 <u>(41,508,073)</u>
NONOPERATING REVENUE:		
Federal and state financial aid	12,080,228	11,765,341
State grants and contracts	4,460,838	4,104,713
State appropriations - operating aid	12,604,507	12,110,576
County appropriations-operating aid	10,362,092	9,598,526
County appropriations-capital	7,094,569	17,510,068
Other non operating revenues	<u>1,171,911</u>	<u>1,044,426</u>
 Total nonoperating revenue	 <u>47,774,145</u>	 <u>56,133,650</u>
 CHANGE IN NET POSITION	 4,110,622	 14,625,577
 NET POSITION - beginning of year	 <u>32,445,656</u>	 <u>17,820,079</u>
 NET POSITION - end of year	 <u>\$ 36,556,278</u>	 <u>\$ 32,445,656</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF CASH FLOWS - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014
(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 22,912,002	\$ 24,164,669
Grants, contracts and scholarships	2,103,359	2,246,034
Other sources	40,252	-
Payments for salaries and wages	(27,817,886)	(28,385,992)
Payments for fringe benefits	(14,229,312)	(13,296,515)
Payments for contractals	(7,699,674)	(7,449,159)
Payment for scholarships and fellowships	(17,410,939)	(16,794,731)
Net Cash Flow from Operating Activities	<u>(42,102,198)</u>	<u>(39,515,694)</u>
Cash Flows from noncapital financing activities		
Federal Grants and contracts- nonoperating	12,129,540	11,765,341
State Grants and contracts- nonoperating	4,444,012	4,104,717
State appropriations	12,554,432	12,110,576
County appropriations	6,978,776	6,841,937
Chargebacks	3,356,519	2,756,589
Private gifts, grants and contracts	115,022	83,998
Other nonoperating revenue	938,279	1,044,426
Agency transactions	219,934	52,923
Net cash flow from noncapital financing activities	<u>40,736,514</u>	<u>38,760,507</u>
Cash flows from capital financing activities:		
Capital appropriations	7,527,434	17,510,068
Purchase of capital assets	(7,924,778)	(17,533,962)
Net cash flow from capital and related financing activities	<u>(397,344)</u>	<u>(23,894)</u>
Cash flows from investing activities:		
Interest Income	4,718	7,650
Net cash flow from investing activities	<u>4,718</u>	<u>7,650</u>
Change in cash and cash equivalents	(1,758,310)	(771,431)
Cash and cash equivalents - beginning of year	<u>14,391,069</u>	<u>15,138,606</u>
Cash and cash equivalents - end of year	<u>\$ 12,632,759</u>	<u>\$ 14,391,069</u>

The accompanying notes are an integral part of these statements.

(Continued)

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

STATEMENTS OF CASH FLOWS - PRIMARY INSTITUTION
FOR THE YEAR ENDED AUGUST 31, 2014

(with summarized comparative totals for 2013)

(Continued)

	<u>2014</u>	<u>2013</u>
Reconciliation of operating loss to net cash flow from operating activities:		
	\$ (43,663,523)	\$ (41,508,073)
Adjustments to reconcile operating loss to net cash flow from operating activities:		
Depreciation and amortization	2,448,502	2,063,038
OPEB liability	692,696	22,695
Income recognized from adjustment of allowance for doubtful accounts	(1,976,115)	18,175
Changes in assets and liabilities:		
Accounts receivable	1,432,400	(218,653)
Prepaid expenses and other current assets	17,727	(19,125)
Grant, contract and other receivables	2,266	(6,652)
Accounts payable and accrued liabilities	(122,172)	163,330
Accrued liabilities	436,150	352,326
Tuition and fees	(1,383,484)	(382,755)
Other operating liabilities	<u>13,355</u>	<u>-</u>
Net cash flow from operating activities	<u>\$ (42,102,198)</u>	<u>\$ (39,515,694)</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014

(with summarized comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 8,334,692	\$ 1,326,882
Miscellaneous receivables	1,432	3,076
Contributions, bequests and miscellaneous receivable	349,558	664,213
Prepaid expenses	11,327	13,730
Loans receivable- related parties	20,957	20,957
Investments	<u>15,827,916</u>	<u>12,841,007</u>
Total current assets	<u>24,545,882</u>	<u>14,869,865</u>
NONCURRENT ASSETS:		
Contributions and bequests receivable	316,000	426,400
Construction in progress	13,311,718	1,033,376
Beneficial interest in trusts	5,039,559	4,625,111
Capital assets, net of accumulated depreciation	<u>13,833</u>	<u>6,256</u>
Total noncurrent assets	<u>18,681,110</u>	<u>6,091,143</u>
Total assets	<u>43,226,992</u>	<u>20,961,008</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,622,774	\$ 18,764
Accrued liabilities	21,357	20,238
Annuity liability	39,835	42,157
Loans payable- related party	20,779	20,779
Deferred revenue	-	550,000
Housing deposits	<u>91,825</u>	<u>-</u>
Total current liabilities	<u>1,796,570</u>	<u>651,938</u>
NONCURRENT LIABILITIES		
Construction loan payable	<u>12,184,851</u>	<u>1,012,597</u>
Total noncurrent liabilities	<u>12,184,851</u>	<u>1,012,597</u>
Total liabilities	<u>13,981,421</u>	<u>1,664,535</u>
NET ASSETS		
Unrestricted	4,716,254	4,115,247
Restricted	9,701,446	8,059,321
Permanently restricted	<u>14,827,871</u>	<u>7,121,905</u>
Total net assets	<u>\$ 29,245,571</u>	<u>\$ 19,296,473</u>

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF ACTIVITIES AND CHANGES IN NET POSITION
FOR THE YEARS ENDED JUNE 30, 2014
 (with comparative totals for 2013)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total 2014	Total 2013
PUBLIC SUPPORT REVENUE:					
Contributions	\$ 155,830	\$ 948,375	\$ 237,071	\$ 1,341,276	\$ 1,707,645
Income from trusts	-	278,170		278,170	179,214
Bequests	-		7,500,000	7,500,000	637,049
Income from fines and penalties	-		-	-	280,000
Total public support revenue	155,830	1,226,545	7,737,071	9,119,446	2,803,908
OTHER REVENUE:					
Investment income	\$ 84,948	\$ 159,421	-	244,369	223,434
Realized gain (loss) on investments	9,873	17,152	-	27,025	19,572
Unrealized gain(loss) on investments	835,225	1,922,400	-	2,757,625	1,661,145
Change in split interest agreements, net	-	5,564	-	5,564	7,410
Administrative fee income	162,385	-	-	162,385	140,090
Donated services, facilities and supplies	51,767	-	-	51,767	44,484
Miscellaneous	146	22,953	-	23,099	26,255
Total other revenue	1,144,344	2,127,490	-	3,271,834	2,122,390
Total public support and other revenue	1,300,174	3,354,035	7,737,071	12,391,280	4,926,298
NET ASSETS RELEASED FROM RESTRICTIONS					
Satisfied by payments/time expirations/restriction changes	1,743,015	(1,711,910)	(31,105)	-	-
EXPENSES:					
Grants-in-aid	436,495	-	-	436,495	428,830
Merit scholarships	211,865	-	-	211,865	177,300
President's discretionary	3,975	-	-	3,975	6,866
College enhancement	7,333	-	-	7,333	9,193
Faculty development/recognition	17,574	-	-	17,574	13,253
Other grants	1,007,902	-	-	1,007,902	363,109
BCC departmental fund expenses	24,716	-	-	24,716	22,221
Salaries and fringe benefits	372,251	-	-	372,251	354,075
Operating	90,483	-	-	90,483	59,881
Depreciation	1,831	-	-	1,831	1,617
Investment management fees	41,620	-	-	41,620	38,518
Administrative fees	162,385	-	-	162,385	140,090
Pledge write offs	11,985	-	-	11,985	5,670
Donated services, facilities and supplies	51,767	-	-	51,767	44,484
Total expenses	2,442,182	-	-	2,442,182	1,665,107
CHANGE IN NET ASSETS	601,007	1,642,125	7,705,966	9,949,098	3,261,191
NET ASSETS - beginning of year	4,115,247	8,059,321	7,121,905	19,296,473	16,035,282
NET ASSETS - end of year	\$ 4,716,254	\$ 9,701,446	\$ 14,827,871	\$ 29,245,571	\$ 19,296,473

The accompanying notes are an integral part of these statements.

BROOME COMMUNITY COLLEGE FOUNDATION, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014
(with comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Change in net assets	\$ 9,949,098	\$ 3,261,191
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	1,831	1,617
Realized loss on investments, net	(27,025)	(19,572)
Donation of beneficial interest in trust	-	(647,636)
Unrealized (Gain) loss on investments and beneficial interest in trusts, net	(2,757,625)	(1,661,145)
(Increase) Decrease in miscellaneous receivables	1,644	(2,982)
(Increase) Decrease in contributions and bequests receivables	314,655	(136,410)
(Increase) Decrease in pledges receivable, noncurrent	110,400	(254,400)
(Increase) Decrease in Prepaid Expenses	2,403	1,915
(Increase) Decrease in loans receivable- related parties	-	(20,957)
Increase (Decrease) in accounts payable	1,604,010	(104,396)
Increase (Decrease) in accrued payroll and vacation	11,119	(3,310)
Increase (Decrease) in loan payable - related party	-	20,779
Increase (Decrease) in annuity liability	(2,322)	(2,279)
Increase (Decrease) in constructing loan payable	11,172,254	1,012,597
Increase (Decrease) in housing deposits	91,825	-
Increase (Decrease) in deferred revenue	<u>(550,000)</u>	<u>550,000</u>
Net cash flow from operating activities	<u>19,922,267</u>	<u>1,995,012</u>
Cash flows from investing activities:		
Purchase of Fixed Assets	(9,408)	(1,250)
Construction in progress payments	(12,278,342)	(1,033,376)
Purchases of investments, net of proceeds from sales of investments	<u>(616,707)</u>	<u>(1,279,992)</u>
Net cash flow from investing activities	<u>(12,904,457)</u>	<u>(2,314,618)</u>
Change in cash and cash equivalents	7,017,810	(319,606)
Cash and cash equivalents - beginning of year	<u>1,326,882</u>	<u>1,646,488</u>
Cash and cash equivalents - end of year	<u>\$ 8,344,692</u>	<u>\$ 1,326,882</u>

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2014
(with comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 157,827	\$ 27,919
Accounts receivable	41,062	36,497
Receivable - related party	20,779	20,779
Prepaid expenses	8,239	8,776
Due from agency	<u>43</u>	<u>-</u>
Total current assets	<u>227,950</u>	<u>93,971</u>
ASSETS WHOSE USE IS LIMITED:		
Temporarily restricted cash	19,414	-
Designated cash	75,000	75,000
Assets held for agency accounts	414,753	298,162
Assets held for student activity fee account	<u>345,790</u>	<u>347,077</u>
Total assets whose use is limited	<u>854,957</u>	<u>720,239</u>
EQUIPMENT AND IMPROVEMENTS:		
Temporarily restricted capital assets, net of accumulated depreciation	65,483	-
Capital assets, net of accumulated depreciation	<u>9,339</u>	<u>4,596</u>
Total assets	<u>1,157,729</u>	<u>818,806</u>
LIABILITIES		
CURRENT LIABILITIES:		
Accounts payable and accrued expenses	54,019	32,445
Payable - related party	20,779	20,779
Deferred revenue - child care	4,929	3,184
Due to agency	<u>-</u>	<u>363</u>
Total current liabilities	<u>79,727</u>	<u>56,771</u>
NONCURRENT LIABILITIES:		
Assets held for agency accounts	414,753	298,162
Assets held for student activity fee account	<u>345,790</u>	<u>347,077</u>
Total noncurrent liabilities	<u>760,543</u>	<u>645,239</u>
Total liabilities	<u>840,270</u>	<u>702,010</u>
NET ASSETS		
Unrestricted:		
Board designated	75,000	75,000
Current operating	157,562	41,796
Temporarily restricted net assets	<u>84,897</u>	<u>-</u>
Total net assets	<u>\$ 317,459</u>	<u>\$ 116,796</u>

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2014
 (with comparative totals for 2013)

	2014			2013
	Unrestricted	Temporarily Restricted	Total	Total
REVENUES:				
Sales - Bookstore	\$ -	\$ -	\$ -	\$ 317,107
Bookstore commissions	270,374	-	270,374	281,873
Vending, video and café income	3,175	-	3,175	70,707
Dining commissions	80,000	-	80,000	-
Child care program	282,219	-	282,219	353,638
Donated facilities/utilities	65,000	-	65,000	67,000
Interest income	70	-	70	24
Bookkeeping service	23,421	-	23,421	22,119
Photocopy income	1,020	-	1,020	1,028
Contributions	-	90,850	90,850	-
Loss on disposition of capital assets	-	-	-	(928)
Miscellaneous income	75,555	-	75,555	50,694
Total support	800,834	90,850	891,684	1,163,262
EXPENSES:				
Bookstore	-	-	-	356,401
Child Care	418,479	-	418,479	449,708
Administrative	238,863	5,953	244,816	245,159
Support and assistance	27,726	-	27,726	14,844
Total operating expenses	685,068	5,953	691,021	1,066,112
CHANGE IN NET ASSETS	115,766	84,897	200,663	97,150
NET ASSETS - beginning of year	116,796	-	116,796	19,646
NET ASSETS - end of year	\$ 232,562	\$ 84,897	\$ 317,459	\$ 116,796

The accompanying notes are an integral part of these statements.

FACULTY-STUDENT ASSOCIATION OF BROOME COMMUNITY COLLEGE, INC.
(A Component Unit of Broome Community College)

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2014
 (and comparative totals for 2013)

	<u>2014</u>	<u>2013</u>
Cash flows from operating activities:		
Increase in net assets	\$ 200,663	\$ 97,150
Adjustments to reconcile changes in net assets to net cash provided by (used in) operating activities		
Depreciation	1,771	918
Temporarily restricted depreciation	5,953	-
Loss on disposition of capital assets	-	928
Changes in operating assets and liabilities:		
Accounts receivable	(4,565)	61,490
Inventories	-	256,508
Prepaid expenses	537	7,988
Due from agency	(43)	15
Accounts payable and accrued expenses	21,574	(220,598)
Deferred revenue- child care	1,745	3,184
Due to agency	(363)	363
Temporarily restricted cash	<u>(19,414)</u>	<u>-</u>
Total Adjustments	<u>7,195</u>	<u>110,796</u>
Net cash provided by (used in) operating activities	<u>207,858</u>	<u>207,946</u>
Cash flows used in investing activities		
Purchase of fixed assets	(6,514)	(2,423)
Purchase of temporarily restricted fixed assets	<u>(71,436)</u>	<u>-</u>
Net cash used in investing activities	(77,950)	(2,423)
Cash flows provided by (used in) financing activities		
Proceeds from (payment on) line of credit- bank, net	<u>-</u>	<u>(220,000)</u>
Decrease in cash and cash equivalents- undesignated	129,908	(14,477)
Cash and cash equivalents - beginning of year	<u>27,919</u>	<u>42,396</u>
Cash and cash equivalents - end of year	<u>\$ 157,827</u>	<u>\$ 27,919</u>

The accompanying notes are an integral part of these statements.

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**NOTES TO FINANCIAL STATEMENTS
AUGUST 31, 2014**

1. THE ORGANIZATION

Broome Community College (the College) was organized in 1946 when the State University of New York trustees approved its establishment as a two-year community college of the State University of New York. Established under the sponsorship of Broome County pursuant to the New York State Education Law, the operations of the College are funded principally by New York State, Broome County, and the College's students.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The College - Primary Institution

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States, as prescribed by the Governmental Accounting Standards Board (GASB).

The College reports as a special purpose government engaged in business-type activities, as defined by generally accepted accounting principles to include public colleges and universities. Business-type activities are those that are financed in whole or in part by fees charged to external parties for goods or services. The financial statements of the College consist of management's discussion and analysis; classified statements of net position; statements of revenues, expenses, and changes in net position that distinguishes between operating and nonoperating revenues and expenses; and statements of cash flows, using the direct method of presentation.

The College's policy for defining operating activities in the statements of revenues, expenses, and changes in net position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as nonoperating activities in accordance with generally accepted accounting principles. Those nonoperating activities include the College's operating and capital appropriations from the State and County, federal and state financial aid, and net investment income.

Financial Dependency

The College is economically dependent on appropriations from New York State and Broome County, New York, to carry out its operations. These appropriations represented significant nonoperating revenue sources for the year ended August 31, 2014.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Financial Reporting Entity

In evaluating how to define the College for financial reporting purposes, management has considered all potential component units. The decision to include a potential component unit was made by applying the criteria set forth in accounting principles generally accepted in the United States of America. A component unit is a legally separate entity that meets any one of the following requirements:

- The primary government appoints the voting majority of the Board of the potential component unit and is able to impose its will on the entity and/or is in a relationship of financial benefit or burden with the entity.
- The potential component unit is fiscally dependent upon the primary government, or
- The financial statements of the primary government would be misleading if data from the potential component unit were not included.

There are additional criteria to be considered in determining the nature and significance of a relationship with the primary government. These criteria include:

- The economic resources received or held by an organization are entirely or almost entirely for the direct benefit of the College,
- The College is entitled to, or has the ability to otherwise access a majority of the economic resources received or held by the organization, and
- The economic resources received or held by an organization that the College is entitled to, or has the ability to otherwise access, are significant to the College.

Based on application of these criteria, the College is a component unit of Broome County and includes the following component units: Broome Community College Foundation, Inc., and Faculty-Student Association of Broome Community College, Inc.

Broome Community College Foundation, Inc. (the Foundation), is a legally separate, non-profit corporation conducting fund raising activities for the College. The primary purposes of the Foundation are to raise and administer funds and build and maintain relationships that assist needy students; recognize and honor high-achieving students; help faculty and staff to provide the best instructional environment; and encourage innovation and achievement at the College. The Foundation has elected to present its financial statements in accordance with Accounting Standard Codification (ASC) No. 958-205. Under ASC 958-205, the Foundation is required to report information regarding its financial position and activities are reported according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Audited financial statements are available upon request from Foundation's office.

The Faculty-Student Association of Broome Community College, Inc. (FSA) is a legally separate, non-profit organization that provides auxiliary services and financial support for the benefit of the College. FSA promotes and cultivates educational and social relations between the students and faculty of the College. FSA has elected to present its financial statements in accordance with Accounting Standards Codification (ASC) No. 958-205. Under ASC No. 958-205, the FSA is required to report information regarding its financial position and activities are reported according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Audited financial statements are available upon request from FSA's office.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Measurement Focus and Basis of Accounting

Measurement focus refers to what is being measured, whereas basis of accounting refers to when revenues and expenditures are recognized. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

The accounts of the College are organized on the basis of funds, each of which is considered a separate accounting entity. The operations of each fund are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. College resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Cash and Cash Equivalents

The College's cash and cash equivalents consist of cash on hand, demand deposits, and short-term investments with original maturities of three months or less from date of acquisition. New York State law governs the College's investment policies. Resources must be deposited in FDIC insured banks. Permissible investments include obligations of the United States Treasury, United States Agencies, repurchase agreements and obligations of New York State or its localities. Collateral is required for demand and time deposits and certificates of deposit not covered by FDIC insurance.

Cash held in the custodial (agency fund) account is considered restricted as these funds are custodial in nature, are limited to cash held for use by others, and cannot be used to support the College directly. The funds in this account are designated for specific purposes and are held by the college for that defined use. Currently the restricted cash in the custodial account is comprised of outside scholarships and SEED Program grant funds.

Accounts Receivable

Accounts receivable are comprised of three major receivable categories: students, governments, and other.

- **Student Receivables** - This account includes amounts owed by students primarily for tuition and fees. Delinquent student accounts are written off after two years. Additionally, the College records a provision for uncollectible accounts receivable each year based on the estimated probability of collection.
- **Government Receivables** - The majority of the funds reflected in this account consists of appropriations made at the state and local governmental levels for sponsorships of various academic and other programs and for student aid.
- **Other Receivables** - All accounts receivable not identified above are included in this account. This includes private sponsorship of students, academic and other programs, and rental revenues, etc.

An allowance for uncollectible accounts has been provided for certain amounts which may not be collectible within 30 days.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

Campus Facilities and Equipment - The County of Broome and the State of New York share the primary cost of campus facilities equally. Pursuant to New York State Education Law relative to community colleges, title to real property rests in and is held by the local sponsor (County of Broome) in trust for the uses and purpose of the College.

Capital assets include property, plant equipment, and infrastructure assets, such as roads, parking lots and sidewalks. Capital assets are defined by the College as assets with an initial unit cost of \$5,000 or more and an estimated life in excess of four years. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the assets' lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed and depreciated when placed in service.

Property, plant and equipment of the College are depreciated using the straight-line method over the following useful lives. In the year placed in service, additions are depreciated using the straight-line half year convention method. Depreciation on all assets is provided on the straight-line basis over the following estimated useful lives:

Buildings	50 years
Building- Roofs, Plumbing, etc.	15-20 years
Land Improvements	20 years
Equipment	7-10 years
Vehicles	5 years
Computer Equipment	5 years

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fringe Benefits

The College provides fringe benefit programs to eligible faculty and staff, including health and life insurance, unemployment, retirement and workers' compensation benefits. Health insurance, life insurance, unemployment, and pension costs are billed directly to the College by external agencies/carriers. Workers' compensation costs are assessed based on several factors including the College's actual experience.

Insurance Coverage

Broome County provides the College's insurance coverage. Self-insurance expenditures are recognized when paid or based on estimated exposure rather than actuarial computations. On a pro rata basis, the County charges the College, along with County Departments, for claims arising from property damage and public liability on the basis of claims paid. The County also charges for employee health insurance and workers compensation coverage based upon estimated claims to be incurred.

Compensated Absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation is the amount earned by all eligible employees through August 31, 2014.

Unearned Revenues

The College reports deferred revenues on its combined statement of net position. Deferred revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. Unearned revenue also arises when resources are received by the College before it has a legal claim to them, as when grant monies are received prior to the incurrence of qualifying expenditures.

Deferred Outflows and Inflows of Resources

In addition to assets, the statements of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then.

In addition to liabilities, the statements of financial position will sometimes report a separate section for deferred of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then.

The College reported deferred inflows of resources of \$1,975,100 and \$1,602,260 as of August 31, 2014 and 2013, respectively on the statement of net position for a deferred gain on payments related to financial aid received from the State received in advance of and related to subsequent fiscal years.

Other Postemployment Benefits

The College provides post-employment health insurance coverage to its retired employees and their survivors in accordance with the provisions of the employment contract negotiated between Broome County and its employee groups. Substantially all of the College's employees may become eligible for these benefits if they reach normal retirement age while working for the College and are vested with ten years or more of service.

Health care benefits are provided through Broome County, which allocates charges to the College. During the current and previous fiscal periods, approximately 276 retirees met the eligibility requirements for health care benefits.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Position

Generally accepted accounting principles require the College to report its classification of net position into the following three categories:

- **Invested in capital assets** - Capital assets, net of accumulated depreciation. Beginning in fiscal 2012, the College began retroactively recognizing capital appropriations for the full amount of the assets funded by the State and the County and the State and County debt is no longer recorded in the College's financial statements. Capital assets include land and improvements, buildings and improvements, infrastructure, equipment, furnishing, vehicles, and construction-in-progress.
- **Restricted** - Net position whose use is subject to externally imposed conditions that can be fulfilled by the actions of the College or by the passage of time.
- **Unrestricted** - All other categories of net position. Unrestricted net position may be designated by actions of the College's board of trustees.

Revenues

Substantially all revenues are accrued. Nonoperating revenues include operating aid and investment income. Operating revenues include tuition, fees, and noncapital grants. The College recognizes receivables and revenue when the applicable eligibility requirements, including time requirements, are met. Resources transmitted before the eligibility requirements are met are reported as advances by the provider and deferred revenue by the College.

Student Tuition

Student tuition is presented net of scholarships and allowances applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as expenses.

Appropriations

Government appropriations are reported on an accrual basis. Appropriations for capital projects are recorded when capital assets are purchased by the State or the County.

Expenses

Expenses are recognized when the related liability is incurred.

Interfund Activity

Interfund activity is reported as either loans, services provided or reimbursements. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenses. Reimbursements are when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers or are offset.

Income Taxes

The College is a unit of the SUNY, which is a unit of the State of New York and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Newly Adopted Accounting Standards

During the year ended August 31, 2014, the College adopted:

GASB Statement 65, *Items Previously Reported as Assets and Liabilities*, which establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities;

GASB Statement No. 66, *Technical Corrections-2012-an amendment of GASB Statements No. 10 and No. 62* that improves accounting and financial reporting by clarifying guidance regarding risk financing, operating lease payments, and accounting for loans; and

GASB Statement No. 69, *Government Combinations and Disposals of Government Operations* establishing accounting and financial reporting standards related to government combinations and disposals of government operations. The term *government combinations* include a variety of transactions referred to as mergers, acquisitions, and transfers of operations.

Future Changes in Accounting Standards

In June 2012, the GASB issued Statements No. 67, *Financial Reporting for Pension Plans – an amendment of GASB Statement No. 25*, and No. 68 *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*. The objective of Statement No. 67 is to improve financial reporting by state and local governmental pension plans. Statement No. 67 replaces the requirements of Statements No. 25 and No. 50 as they relate to pension plans that are administered through trusts or equivalent arrangements that meet certain criteria.

Future Changes in Accounting Standards (Continued)

Statement No. 68 establishes accounting and financial reporting requirements related to pensions for governments whose employees are provided with pensions through pension plans that are covered by the scope of Statement No. 68, as well as for non-employer governments that have a legal obligation to contribute to those plans. The College is currently studying the statement and plans on adoption when required, which will be for the August 31, 2015 financial statements, with early adoption encouraged.

In November 2013, the GASB issued Statement No. 71, *Pension Transitions for Contributions Made Subsequent to the Transition Date – an amendment of GASB Statement No. 68*. The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68, *Accounting and Financial Reporting for Pensions*. The issue relates to amounts associated with contributions, if any, made by a state or local government employer or non-employer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability. The College is required to adopt the provisions of this Statement in conjunction with GASB Statement No. 68, for the year ending August 31, 2015, with early adoption encouraged.

Reclassification

Certain amounts from the 2013 financial statements have been reclassified to conform to the 2014 reporting format.

3. CUSTODIAL CREDIT, CONCENTRATION OF CREDIT, INTEREST RATE, AND FOREIGN CURRENCY RISKS

Custodial credit risk is the risk that in the event of a bank failure, the College's deposits may not be returned to it. While the College does not have a specific policy for custodial credit risk, New York State statutes govern the College's investment policies, as discussed previously in these Notes. GASB Statement No. 40 directs that deposits be disclosed as exposed to custodial credit risk if they are not covered by depository insurance and the deposits are either:

- Uncollateralized,
- Collateralized with securities held by the pledging financial institution in the College's name, or
- Collateralized with securities held by the pledging financial institution's trust department or agent, but no in the College's name.

The College's aggregate bank balances (disclosed in the financial statements), were entirely covered by depository insurance at August 31, 2014.

The College does not purchase investments denominated in a foreign currency and is not exposed to foreign currency risk.

With respect to the component units (Broome Community College Foundation, Inc. and Faculty-Student Association of Broome Community College, Inc.,) the risk categories for deposits and investments are the same as those stated above for the primary government. Each of these component units have their own investment policies and are not subject to state statutes.

4. CAPITAL ASSETS

The following table presents the changes in the various capital asset categories for the fiscal year ended August 31, 2014.

	September 1, 2013			August 31, 2014
	Balance	Additions	Retirements	Balance
Capital assets that are not depreciated:				
Land	\$ 144,935	\$ -	\$ -	\$ 144,935
Construction-in-progress	<u>1,356,002</u>	<u>7,413,541</u>	<u>(8,769,077)</u>	<u>466</u>
Total non-depreciable cost	<u>1,500,937</u>	<u>7,413,541</u>	<u>(8,769,077)</u>	<u>145,401</u>
Capital assets that are depreciated:				
Buildings	71,838,521	8,186,142		80,024,663
Land improvements	1,406,325	8,470	-	1,414,795
Machinery and equipment	6,947,073	844,330	(463,931)	7,327,472
Infrastructure	<u>2,525,844</u>	<u>241,372</u>	<u>-</u>	<u>2,767,216</u>
Total depreciable historical cost	<u>82,717,763</u>	<u>9,280,314</u>	<u>(463,931)</u>	<u>91,534,146</u>
Total investment in capital assets	<u>84,218,700</u>	<u>16,693,855</u>	<u>(9,233,008)</u>	<u>91,679,547</u>
Less accumulated depreciation:				
Buildings	32,511,989	1,885,803	-	34,397,792
Land improvements	744,890	58,443	-	803,333
Machinery and equipment	4,878,702	404,569	(144,959)	5,138,312
Infrastructure	<u>1,413,919</u>	<u>99,688</u>	<u>-</u>	<u>1,513,607</u>
Total accumulated depreciation	<u>39,549,500</u>	<u>2,448,503</u>	<u>(144,959)</u>	<u>41,853,044</u>
Capital assets, net	<u>\$ 44,669,200</u>	<u>\$ 14,245,352</u>	<u>\$ (9,088,049)</u>	<u>\$ 49,826,503</u>

5. OPERATING CHARGEBACKS

Funding regulations require adjustments to reflect the difference between the budgeted chargeback rate (the rate charged to other counties for students who attend Broome Community College) and the rate calculated based on the actual costs.

6. UNEARNED REVENUE

The unearned revenue represents student tuition and fees collected through the fiscal year end of the College, applicable to the subsequent academic year and excess student revenues, if any. Excess student revenues represents the difference between the amounts of student tuition charged for the year and the amount allowed by the New York State formula which substantially restricts student tuition revenue to one third of net operating expenses. These excess student revenues are recognized as revenue in subsequent years in which they are budgeted by the College. Under the agreement between the sponsor, Broome County, and New York State, if the sponsor maintains effort as defined in the agreement, the College can use current year tuition revenues as well as student tuition reserves in excess of the one-third net operating cost limitation. For the year ended August 31, 2014, the sponsor maintained the level of effort required.

7. LONG-TERM LIABILITIES

The following is a summary of long term liabilities as of August 31, 2014:

	Beginning Balance	Additions	Deletions	Ending Balance
Other liabilities:				
Other post employment benefits	15,352,838	2,031,663	1,338,967	16,045,534
Compensated absences	<u>891,455</u>	<u>77,762</u> *	<u>-</u>	<u>969,217</u>
Total long-term liabilities	<u>\$ 16,244,293</u>	<u>\$ 2,109,425</u>	<u>\$ 1,338,967</u>	<u>\$ 17,014,751</u>

*Amounts are recorded net as it is not practical to determine gross amounts.

8. EMPLOYEE BENEFITS

Retirement Benefits

There are three major retirement plans for College employees. The New York State and Local Employees' Retirement System (ERS), the New York State Teachers' Retirement System (TRS), and the Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA/CREF). ERS is a cost-sharing, multiple-employer, defined benefit public plan administered by the State Comptroller. TRS is a cost-sharing, multiple-employer, defined benefit public plan separately administered by a nine-member board. TIAA/CREF is a multiple-employer, defined contribution plan administered by separate boards of trustees. Substantially all full-time employees participate in the plans. The College also participates in an Optional Retirement Plan (ORP), a privately operated defined contribution plan, which provides benefits to certain employees of the College. The College assumes no liability for the financial status of ORP members' accounts other than payment of contributions.

Obligations of employers and employees to contribute, and related benefits, are governed by the New York State Retirement and Social Security Law (NYSRSSL) and Education Law. These plans offer a wide range of programs and benefits.

8. EMPLOYEE BENEFITS (Continued)

Retirement Benefits (Continued)

ERS and TRS benefits are related to years of credited service and final average salary, vesting of retirement benefits, death and disability benefits, and optional methods of benefit payments. TIAA/CREF is a College Optional Retirement Program (ORP) and offers benefits through annuity contracts.

NYSERS provides retirement benefits as well as death and disability benefits. New York State Retirement and Social Security Law govern obligations of employers and employees to contribute, and benefits to employees. The System issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to the New York State and Local Retirement System, Governor Alfred E. Smith State Office Building, Albany, New York, 12244.

The Systems are noncontributory for the employees who joined prior to July 27, 1976. For employees who joined the Systems after July 27, 1976, and prior to January 1, 2010, employees contribute 3% of their salary, except that employees in the Systems more than ten years are no longer required to contribute. For employees who joined after January 1, 2010 and prior to April 1, 2012, employees in NYSERS contribute 3% of their salary throughout their active membership and those in NYSTRS contribute 3.5% throughout their active membership. For employees who joined after April 1, 2012, employees in NYSERS contribute 3% of their salary until April 1, 2013 and then contribute 3% to 6% of their salary throughout their active membership and those in NYSTRS contribute 3.5% of their salary until April 1, 2013 and then contribute 3% to 6% of their salary throughout their active membership.

For NYSERS, the Comptroller certifies the rates expressed as proportions of members' payroll annually which are used in computing the contributions required to be made by employers to the pension accumulation fund. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

TIAA/CREF provides benefits through annuity contracts and provides retirement and death benefits to those employees who elected to participate in the ORP. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits generally vest after the completion of one year of service if the employee is retained thereafter. TIAA/CREF is contributory for employees who joined after July 27, 1976 who contribute 2-3% of their salary. Employer contributions range from 8% to 15% depending upon when the employee was hired. Employee contributions are deducted from their salaries and remitted on a current basis to TIAA/CREF.

The College's ORP provides retirement and death benefits for or on behalf of those full-time, professional employees and faculty members electing to participate in this optional retirement program. Participation eligibility, as well as contributory and noncontributory requirements, is established by NYSRSSL. Benefits are determined by the amount of individual accumulations and the retirement income option selected. All benefits vest after the completion of one year of service if the employee is retained thereafter. Individually owned annuity contracts that provide for full ownership of retirement and survivor benefits are purchased at the time of vesting. Employees have a choice of four vendors: VALIC, ING, Met Life, and TIAA-CREF.

The College is required to contribute at an actuarially determined rate. The required contributions for the current year and two preceding years were:

		<u>ERS</u>	<u>TRS</u>
2014	\$	1,678,267	\$ 962,162
2013	\$	1,541,182	\$ 713,216
2012	\$	1,307,774	\$ 588,781

8. EMPLOYEE BENEFITS (Continued)

Retirement Benefits (Continued)

The employer contributions are equal to 100% of the required contributions under each of the respective plans.

Since 1989, the ERS's billings have been based on Chapter 62 of the Laws of 1989 of the State of New York. This legislation requires participating employers to make payments on a current basis, while amortizing existing unpaid amounts relating to the System's fiscal years ending March 31, 1988 and 1989 over a 17-year period, with an 8.75% interest factor added. Local governments were given the option to prepay this liability. The College made the full payment in 1989.

Faculty and guild members may elect ORP participation. Unlike NYSTRS, ORP is transferable to educational institutions outside of New York State in the event that the member relocates. The system is noncontributory except for employees who joined ORP after July 1, 1976, and have less than ten years of service who contribute 3% of their salary. Employee contributions are deducted by the College from employees' paychecks and are sent currently with the College's contribution to ORP.

The College's expense for ORP for the last three years was:

2014	\$	1,306,358
2013	\$	1,368,776
2012	\$	1,420,825

In addition, the College offers its employees various deferred compensation plans created in accordance with Internal Revenue Code and New York State Education Law. The plans permit employees to defer a portion of their salary until future years. Participation in the plans is optional.

Other Postemployment Benefits

The Post Retirement Health Care Benefits Plan (PHCBP) is a multi-employer defined benefit healthcare plan administered by Broome County. The PHCBP provides coverage to eligible retirees and their survivors. The County issues a publicly available financial report that includes financial statements and required supplementary information for (PHCBP). That report may be obtained by writing to the County at PO Box 1766, Binghamton, New York 13902-1766.

This liability is not required to be funded, and is currently not being funded by the College.

Annual OPEB Cost and Net OPEB Obligations: The College's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years.

8. EMPLOYEE BENEFITS (Continued)

Postemployment Benefits Other than Pensions

The following tables shows the components of the College's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the College's OPEB obligation to the Plan:

	<u>2014</u>	<u>2013</u>
Annual required contribution	\$ 2,243,815	\$ 3,870,074
Interest on net OPEB obligation	663,799	593,917
Adjustment to ARC	<u>(875,951)</u>	<u>(2,856,216)</u>
Annual OPEB cost	2,031,663	1,607,775
Contributions made	<u>(1,338,967)</u>	<u>(1,585,080)</u>
Increase in net OPEB obligation	692,696	22,695
Net OPEB obligation - beginning of year	<u>15,352,838</u>	<u>15,330,143</u>
Net OPEB obligation - end of year	<u>\$ 16,045,534</u>	<u>\$ 15,352,838</u>

Percentage of Annual OPEB Cost

Contributed	66%	99%
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Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL) - Entry Age	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
01/01/14	\$ -	\$ 30,554,067	\$ 30,554,067	0.0%	\$ 27,880,468	109.6%
12/31/12	\$ -	\$ 36,530,430	\$ 36,530,430	0.0%	\$ 28,096,793	130.0%
01/01/12	\$ -	\$ 36,381,092	\$ 36,381,092	0.0%	\$ 28,047,164	130.0%

The following tables shows the components of the College's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the College's OPEB obligation to the Plan:

Actuarial Methods and Assumptions

Measurement date	1/1/2014
Discount rate	5%
Salary scale	4%
Inflation rate	3%
Valuation method	Entry age normal
Amortization period	30 years
Amortization method	Level percent of pay
Amortization basis	Open basis

	<u>Annual OPEB Costs</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
August 31, 2014	\$ 2,031,663	65.90%	\$ 16,045,534
August 31, 2013	\$ 1,607,775	98.59%	\$ 15,352,838
August 31, 2012	\$ 3,651,174	37.88%	\$ 15,330,143

9. RELATED PARTY TRANSACTIONS

Broome Community College is affiliated with several non-profit organizations all of which serve to meet the needs of the College's students.

Broome Community College Foundation, Inc. (Foundation) is a non-profit entity which actively solicits donations for the purpose of making scholarships to eligible students or assisting the College with certain expenses. The Foundation is the sole member of the BCC Housing Development I LLC (LLC). The Foundation created this entity for the sole purpose of building, owning and managing student housing on the SUNY Broome Community College Campus, and plans to transfer the entity to the BCC Housing Development Corporation (BCCHDC) once the BCCHDC attains 501(c)(3) status.

The Faculty-Student Association of Broome Community College, Inc. (FSA) is a non-profit entity which promotes and cultivates educational, social, cultural, and recreational activities among the students, alumni, and faculty of Broome Community College.

10. COMMITMENTS AND CONTINGENCIES

The College has various commitments with contractors for the completion of capital projects.

The College has received grants, which are subject to audit by agencies of the State and Federal governments. Such audit may result in disallowances and a request for a return of federal funds. Based on prior audit, the College's administration believes disallowances, if any, will be minimal.

SUPPLEMENTARY INFORMATION

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

**RECONCILIATION OF REVENUES AND EXPENSES AS REFLECTED IN THE ANNUAL
REPORT TO THE AUDITED FINANCIAL STATEMENTS (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014**

	<u>Revenues</u>	<u>Expenses</u>	
Totals By Fund:			
Unrestricted current funds (per annual report)	\$ 48,867,295	\$ 49,199,287	
Restricted current funds (per annual report)	18,801,465	18,801,465	
Plant funds	<u>7,094,569</u>	<u>-</u>	
Totals (all funds)	74,763,329	68,000,752	
Adjustments to reconcile to financial statements:			
Scholarship allowances	(11,162,969)	(11,162,969)	
Expended for plant facilities	-	(511,327)	
Depreciation	-	2,448,502	
Miscellaneous adjustments	(21,994)	90	
GASB 45 OPEB costs not recognized in the annual report	<u>-</u>	<u>692,696</u>	
Adjusted totals	<u>\$ 63,578,366</u>	<u>\$ 59,467,744</u>	
Per audited financial statements:			
Operating revenue / expenses	\$ 15,804,221	\$ 59,467,744	
Nonoperating revenue / expenses	<u>47,774,145</u>	<u>-</u>	
Totals per financial statements	<u>\$ 63,578,366</u>	<u>\$ 59,467,744</u>	
	<u>Annual Report</u>	<u>Unrestricted Current Fund</u>	<u>Reconciled Difference</u>
2014 Total unrestricted expenses	\$ 49,199,287	\$ 49,199,287	\$ -
Less:			
2014 Total revenues - offset to expense plus costs not allowable for state-aid	<u>(4,054,819)</u>	<u>-</u>	<u>(4,054,819)</u>
2014 net operating costs	<u>\$ 45,144,468</u>	<u>\$ 49,199,287</u>	<u>\$ (4,054,819)</u>
Description of reconciled differences			
1) Service fees in tuition & Fees Line			\$ 2,985,878
2) Student Revenue - Non State Aidable in Tuition & Fees Line			352,594
3) Private Grants			71,877
4) Service and User Fees			48,370
5) Indirect Cost Receivable - Grants			125,099
6) Parking Fees and Fines			44,600
7) Total Other Sources in Other Sources Line			<u>426,401</u>
			<u>\$ 4,054,819</u>
<u>Net Position / Fund Balance Reconciliation:</u>	<u>Reported Amounts</u>		
Current Unrestricted Fund Balance *	\$ 2,797,300		
GASB 45 Liability (per financial statement)	(16,045,534)		
Excess of maximum budgeted rental aid	(21,994)		
Miscellaneous adjustment	<u>3</u>		
Unrestricted Net Position (per financial statements)	<u>\$ (13,270,225)</u>		

* Line 113 (column C) of annual report

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

SCHEDULE OF STATE OPERATING AID (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014

Total Operating Costs	\$ 49,199,287			
Total Revenue - Offset to Expense	(4,052,258)			
Costs Not Allowable for State Aid	<u>-</u>			
Net Operating Costs	<u>\$ 45,147,029</u>	@	40% =	<u>\$ 18,058,812 (a)</u>
Rental Costs - Physical Space	\$ 370,721	@	50% * =	<u>\$ 185,361</u>
Low Enrollment Aid				<u>\$ -</u>
Next Generation NY Job Linkage Program				<u>\$ 110,300</u>
Funded FTE Students - Basic Aid			Net FTE Allowable	
2010-2011 Actual			5,269.0 x 0.20	= 1,053.8
2011-2012 Actual			5,072.6 x 0.30	= 1,521.8
2012-2013 Actual			5,013.0 x 0.50	= 2,506.5
2013-2014 Calculated FTE (20-30-50% Rule)				5,082.1
2013-2014 Funded FTE (Greater of 20-30-50% Rule or Prior Year Actual)				5,082.1
Funded FTE Students - Basic Aid	5,082.1	@ \$	2,422.00 * =	<u>12,308,846</u>
Funded FTE, Rental Costs, Small College and High Needs				<u>\$ 12,604,507 (b)</u>
Basic Aid - Lesser of (a) or (b)				<u>\$ 12,604,507</u>

The accompanying notes are an integral part of these schedules.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

SCHEDULE OF STATE-AIDABLE FTE TUITION RECONCILIATION (UNAUDITED)
FOR THE YEAR ENDED AUGUST 31, 2014

Calculated tuition based on State-aidable FTE per Annual Report:

	Headcount Credit Hours and FTE	Rate	Equated Tuition
<u>Full-time Student Headcount</u>			
Fall 2013 full-time students per End of Term SDF	4,192.00	\$ 1,977	\$ 8,287,584
Winter 2014 full-time students per SDF	-	\$ 1,977	-
Spring 2014 full-time students per SDF	3,527.00	\$ 1,977	6,972,879
Summer 2014 full-time students per SDF	<u>32.00</u>	\$ 1,977	63,264
Total full-time headcount	<u>7,751.00</u>		
Total credit hours of full-time students	<u>110,832.00</u>		
<u>Part-time Student Credit Hours</u>			
Fall 2013 part-time credits per End of Term SDF	13,748.50	\$ 165	2,268,503
Winter 2014 part-time credits per SDF	1,123.00	\$ 165	185,295
Spring 2014 part-time credits per SDF	12,821.00	\$ 165	2,115,465
Summer 2014 part-time credits per SDF	6,463.00	\$ 165	1,066,395
Fall 2013 State-aidable learning center activity per Form 24	457.07	\$ 165	75,417
Winter 2014 State-aidable learning center activity per Form 24	-	\$ -	-
Spring 2014 State-aidable learning center activity per Form 24	405.00	\$ 165	66,825
Summer 2014 State-aidable learning center activity per Form 24	<u>48.70</u>	\$ 165	8,035
Total part-time credit hours	<u>35,066.27</u>		
Total credit hours	<u>145,898.00</u>		
Total state-aidable FTE	<u>4,863.28</u>		
Total calculated tuition based headcount and credit hours			\$ 21,109,662
Reconciliation to Annual Report and Audited Financial Statements:			
Less: Bad debt allowance charged to tuition			(781,100)
Difference in tuition for discounted classes			(525,871)
Learning centers - credits generated - no tuition charged			(150,277)
Other - miscellaneous			(6,884)
Other - Prior year revenue adjustments			(12,833)
Add: Forfeited tuition due to withdrawals - FTEs not claimed			159,495
Other - miscellaneous			-
Other - Forfeited Tuition Deposits			<u>2,800</u>
Tuition revenue reported on annual report (lines 206-208)			19,794,992
Add: Charges to non-resident students			-
Out-of-state resident tuition			1,708,297
Service fees			2,983,318
Student revenue - non state aidable courses			352,594
Less: Scholarship Allowance			<u>-11,162,969</u>
Tuition and fee revenue per audited financial statements			<u>\$ 13,676,232</u>

The accompanying notes are an integral part of these schedules.

REQUIRED REPORTS UNDER OMB CIRCULAR A-133

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

January 7, 2015

To the Board of Trustees of
Broome Community College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely presented component units of Broome Community College (College), (a component unit of the County of Broome, New York), as of and for the year ended August 31, 2014, and the related notes to the financial statements, which collectively comprise the College's basic financial statements, and have issued our report thereon dated January 7, 2015. Our report includes a reference to other auditors who audited the discretely presented component units, as described in the College's report. The financial statements of the discretely presented component units audited by others were not audited in accordance with *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the College's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the College's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

(Continued)

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

(Continued)

Compliance and Other Matters (Continued)

However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Bonadio & Co., LLP

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY WITH OMB CIRCULAR A-133

January 7, 2015

To the Board of Trustees
Broome Community College:

Report on Compliance for Each Major Federal Program

We have audited Broome Community College's (College), (a component unit of Broome County, New York) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the College's major federal programs for the year ended August 31, 2014. The College's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the College's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the College's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the College's compliance.

Opinion on Each Major Federal Program

In our opinion, the College complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2014.

Report on Internal Control Over Compliance

Management of the College is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the College's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.

(Continued)

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
(Continued)

Report on Internal Control Over Compliance - Continued

Accordingly, we do not express an opinion on the effectiveness of the College's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Bonadio & Co., LLP

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2014**

Federal Grantor/Pass-Through Grantor/Program Title	Contract Number	Federal CFDA Number	Expenditures
<u>U.S. Department of Education</u>			
Student Financial Aid Cluster -			
Federal Direct Student Loans	N/A	84.268	\$ 15,574,820
Federal Pell Grant Program	N/A	84.063	11,989,785
Federal Work-Study Program	N/A	84.033	113,204
Federal Supplemental Educational Opportunity Grants	N/A	84.007	<u>118,358</u>
Total Student Financial Aid Cluster			<u>27,796,167</u>
TRIO Cluster -			
Student Support Services	PO42A100355-12	84.042	<u>252,580</u>
Passed through New York State Department of Education			
Career and Technical Education - Basic Grants to States	8000-14-6050	84.048	222,722
Career and Technical Education - Basic Grants to States	8000-15-6050	84.048	<u>23,284</u>
			<u>246,006</u>
Total U.S. Department of Education			<u>28,294,753</u>
<u>U.S. Department of Health and Human Services</u>			
Passed through New York State Department of Social Services:			
CCDF Cluster:			
Child Care and Development Block Grant	DSS-3101	93.575	43,199
Medicaid Cluster:			
Medical Assistance Program	DSS-3101	93.778	10,143
TANF Cluster			
Temporary assistance for Needy Families	DSS-3101	93.558	9,721
Other programs:			
Child Support Enforcement	DSS-3101	93.563	1,394
Foster Care (Title IV-E)	DSS-3101	93.658	3,689
Social Services Block Grant	DSS-3101	93.667	<u>5,065</u>
Total U.S. Department of Health and Human Services			<u>73,211</u>
<u>U.S. Agency for International Development</u>			
Passed through New York State Department of Education			
Scholarships for Education and Economic Development	BRME-RX-2050-705-12-B	98.001	35,198
Scholarships for Education and Economic Development	BRME-RX-2050-705-13-A	98.001	<u>3,563</u>
Total U.S. Agency for International Development			<u>38,761</u>
<u>U.S. Department of Agriculture, Food and Nutrition Service</u>			
Passed through New York State Department of Agriculture			
SNAP Cluster			
Supplemental Nutrition Assistance Program	CA-13-380	10.561	<u>570</u>
<u>U.S. Department of Labor</u>			
TAA-CCCT Team	TC-23772-12-60-A-36	17.282	<u>597</u>
			<u>597</u>
<u>Department of Homeland Security</u>			
Disaster Assistance	PA#007, PW-1902	97.036	<u>401,166</u>
Total Expenditures of Federal Awards			<u>\$ 28,809,058</u>

The accompanying notes are an integral part of these schedules.

BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AUGUST 31, 2014

1. GENERAL

The schedule of expenditures of federal awards presents the activity of all federal financial assistance programs of Broome Community College. Broome Community College's reporting entity is defined in the basic financial statements. All federal financial assistance received directly from federal agencies, as well as federal assistance passed through from other governments, is included in the schedule.

2. BASIS OF ACCOUNTING

The schedule of expenditures of federal awards is presented using the modified accrual basis of accounting, as described in the College's basic financial statements. The information is presented in accordance with the requirements of OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in the financial statements.

3. STUDENT LOANS

The College also participates in the Guaranteed Student Loan program which offers low-interest loans to students and parents. The College is partly responsible for administering the loan program. During the fiscal year 2013-2014, total loans under this program amounted to \$15,574,820 including supplemental loans to students.

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2014**

Section I—Summary of Auditor’s Results

Financial Statements

Type of auditors’ report issued Unmodified

Internal control over financial reporting:

Material weakness(es) identified? yes No

Significant deficiency(ies) identified not considered to be material weaknesses? yes No

Noncompliance material to financial statements noted? yes No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? yes No

Significant deficiency(ies) identified not considered to be material weaknesses? yes none reported

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)? yes no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

Student Financial Aid Cluster

84.268	Federal Direct Student Loans
84.063	Federal Pell Grant Program
84.033	Federal Work-Study Program
84.007	Federal Supplemental Educational Opportunity Grants
97.036	Disaster Grants – Public Assistance (Presidentially Declared Disasters)

Dollar threshold used to distinguish between Type A and Type B programs: \$ 300,000

Auditee qualified as low-risk auditee? yes no

**BROOME COMMUNITY COLLEGE
(A Component Unit of Broome County, New York)**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2014 (Continued)**

Section II—Financial Statement Findings

None.

Section III—Federal Award Findings and Questioned Costs

There were no instances of significant deficiencies, material weaknesses, or noncompliance, including questioned costs that are required to be reported under OMB Circular A-133.

Section IV—Status of Prior Year Findings

There were no prior year findings.

Broome Community College

CORRECTIVE ACTION PLAN

FOR THE YEAR ENDED AUGUST 31, 2014

Corrective Action Plan

For the year ended August 31, 2014, there were no findings required to be reported under *Government Auditing Standards* or OMB Circular A-133. Accordingly, a corrective action plan is unnecessary.



FEDERAL STUDENT AID  "START HERE. GO FURTHER."

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education
 Approval Expiration Date: **September 30, 2015**
 Reapplication Date: **June 30, 2015**

Name of Institution: **Broome Community College**

Address of Institution: **907 Upper Front Street
Binghamton, NY 13905-1328**

OPE ID Number: **00286200**

DUNS Number: **071599203**

Taxpayer Identification Number (TIN): **161393336**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. 1070a et seq; 34 CFR Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. 1071 et seq; 34 CFR Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. 1087a et seq; 34 CFR Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. 1087aa et seq; 34 CFR Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. 1070b et seq; 34 CFR Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. 2751 et seq; 34 CFR Part 675.

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 CFR Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 CFR Part 668.
The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.
2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Crime Statistics).
3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 CFR Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 CFR Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 CFR Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 CFR Part 110.
 - f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.
4. The Institution acknowledges that 34 CFR Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.

5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of

any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 CFR PART 668

By entering into this Program Participation Agreement, the Institution agrees that:

- (1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;
- (2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;
- (3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;
- (4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--
 - (i) The Secretary;
 - (ii) The State [regulatory bodies] for the State or States in which the institution or any of the institution's branch campuses or other locations are located;
 - (iii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan, and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;
 - (iv) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;
 - (v) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and
 - (vi) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;
- (5) It will comply with the provisions of §668.15 relating to factors of financial responsibility;
- (6) It will comply with the provisions of §668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under these programs at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;
- (8) It will not provide any statement to any student or certification to any lender under the Federal Stafford Loan or Federal PLUS Program that qualifies the student for a loan or loans in excess of the amount that the student is eligible to borrow in accordance with §§425(a), 428(a)(2), 428(b)(1)(A) and (B), and 428H of the HEA;
- (9) It will comply with the requirements of Subpart D of 34 CFR part §668 concerning institutional and financial assistance information for students and prospective students;
- (10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll

in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment-

- (i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and
 - (ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;
- (11) In the case of an institution participating in the Federal Stafford Loan, or Federal PLUS Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;
- (12) It will provide the certifications described in paragraph (c) of this section;
- (13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;
- (14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;
- (15) In the case of an institution seeking to participate for the first time in the Federal Stafford Loan and Federal PLUS programs, the institution has included a default management plan as part of its application under §600.20 for participation in those programs and will use the plan for at least two years from the date of that application. The Secretary considers the requirements of this paragraph to be satisfied by a default management plan developed in accordance with the default reduction measures described in the September 2005 Dear Partner Letter, GEN-05-14;
- (16) In the case of an institution that changes ownership that results in a change of control, or that changes its status as a main campus, branch campus, or an additional location, the institution will, to participate in the Federal Stafford Loan and Federal PLUS Programs, develop a default management plan for approval by the Secretary and implement the plan for at least two years after the change in control or status. The Secretary considers the requirements of this paragraph to be satisfied by a default management plan developed in accordance with the default reduction measures described in the September 2005 Dear Partner Letter, GEN-05-14;
- (17) The Secretary, guaranty agencies and lenders as defined in 34 CFR Part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State [regulatory bodies], State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;
- (18) It will not knowingly --
- (i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those program, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;
 - (ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or
 - (iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--
- (A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that offers athletically related student aid, it will comply with the provisions of paragraph (d) of this section;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22) It will not provide, nor contract with any entity that provides, any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the awarding of student financial assistance, except that this requirement shall not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal Student Assistance. This provision does not apply to the giving of token gifts to students or alumni for referring students for admission to the institution as long as: the gift is not in the form of money, check, or money order; no more than one such gift is given to any student or alumnus; and the gift has a value of not more than \$100;

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary, State [authorizing bodies], and nationally recognized accrediting agencies;

(24) It will comply with the refund provisions established in 34 CFR Part 668.22;

(25) It is liable for all improperly administered funds received or refunded under the Title IV, HEA programs, including any funds administered by a third-party servicer;

(26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--

(i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(c) In order to participate in any Title IV, HEA program (other than the SSIG and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of §668.47 as required by section 485(f) of the HEA.

(d) In order to participate in any Title IV, HEA program (other than the SSIG and NEISP programs), an institution that offers athletically related student aid must--

(l) Cause an annual compilation, independently audited not less often than every 3 years, to be prepared within 6 months after the end of the institution's fiscal year, of--

(i) The revenues derived by the institution from the institution's intercollegiate athletics activities, according to the following categories:

(A) Total revenues.

- (B) Revenues from football.
- (C) Revenues from men's basketball.
- (D) Revenues from women's basketball.
- (E) Revenues from all other men's sports combined.
- (F) Revenues from all other women's sports combined;
- (ii) Expenses made by the institution for the institution's intercollegiate athletics activities, according to the following categories:
 - (A) Total expenses.
 - (B) Expenses attributable to football.
 - (C) Expenses attributable to men's basketball.
 - (D) Expenses attributable to women's basketball.
 - (E) Expenses attributable to all other men's sports combined.
 - (F) Expenses attributable to all other women's sports combined; and
- (iii) The total revenues and operating expenses of the institution; and
- (2) Make the compilation and, where allowable by State law, the results of the audits required by paragraph (d)(1) of this section available for inspection by the Secretary and the public.
- (e) For the purposes of paragraph (d) of this section--
 - (1) Revenues from intercollegiate athletics activities allocable to a sport shall include without limitation gate receipts, broadcast revenues and other conference distributions, appearance guarantees and options, concessions, and advertising;
 - (2) Revenues such as student activities fees, alumni contributions, and investment interest income that are not allocable to a sport shall be included in the calculation of total revenues only;
 - (3) Expenses for intercollegiate athletics activities allocable to a sport shall include without limitation grants-in-aid, salaries, travel, equipment, and supplies; and
 - (4) Expenses such as general and administrative overhead that are not allocable to a sport shall be included in the calculation of total expenses only.
- (f)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.
- (2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.
- (g)(1)(i) With respect to an institution that has been certified *other than under a provisional certification*--
 - (A) Except as provided in paragraphs (h) and (i) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.
 - (B) An institution may terminate a program participation agreement.
 - (C) If the Secretary or the institution terminates a program participation agreement under paragraph (g) of this section, the Secretary establishes the termination date.
- (2) With respect to an institution that has been *provisionally certified*, the Secretary revokes a provisional certification through the proceedings in §668.13(d).
- (h) An institution's program participation agreement automatically expires on the date that--
 - (1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or
 - (2) The institution's participation ends under the provisions of §668.26(a)(1), (2), (4), or (7).
- (i) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by Section 454 of Public Law 103-66.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Part D at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2

and 1 only).

8. Implement such other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

The Institution's continued approval to participate in the Direct Loan Program will be based on the Department of Education's review and approval of the Institution's future applications for recertification to continue participating in the federal student aid programs.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirement for Drug-Free Workplace (Grants)." Breach of any of these certificates constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105, and 82.110, the Institution certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal Grant or cooperative agreement, the Institution shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with all subrecipients shall certify and disclose accordingly.
- (c) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

3. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605, and 85.610 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-5140. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

4. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605, and 85.610 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-5140. Notice shall include the identification number(s) of each affected grant.

PART 2 U.S. DEPARTMENT OF EDUCATION DRUG PREVENTION CERTIFICATION

The undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
 - A description of any drug or alcohol counseling, treatment, or re-entry programs that are available to employees or students.
2. A biennial review by the Institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

**PART 3 CERTIFICATION REGARDING DEBARMENT, SUSPENSION,
INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER
COVERED TRANSACTIONS**

The Institution is to obtain the signatures of Lower Tier Contractors on copies of the certification reproduced below, and retain the completed certification(s) in the Institution's files.

**CERTIFICATION BY LOWER TIER CONTRACTOR
(Before Completing Certification, Read Instructions for This Part 3, below)**

- (1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Lower Tier Organization

PR/Award Number or Project
Name

Name of Authorized Representative

Title of Authorized Representative

Signature of Authorized Representative

Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-- Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____


For the Secretary: _____ Date: _____
U.S. Department of Education



BROOME COUNTY ATTORNEY'S OFFICE

Edwin L. Crawford County Office Building/Sixth Floor, Binghamton, New York 13902 (607) 778-2117

To: **Patty O'Day, BCC**

From: Robert G. Behnke, County Attorney 

CC:

Date: 3/30/2012

Re: BCC Resolutions

I am enclosing the resolutions from 1953 authorizing the creation of BCC. I have also included a copy of the meeting of the Board of Supervisors referencing the receipt of a letter from SUNY approving the County's application to create BCC. If we can find the actual letter I will send it to you. If you have any questions, let me know.

RGB/rgb

SUPERVISORS' PROCEEDINGS

Mr. Smith moved seconded by Mr. Bird that same be received and placed on file.

Carried.

Several questions were presented in regard to the Institute as follows, and were answered by Dr. Jarrle of the New York State University, Mr. Titchener of the Institute Trustees, Mr. Cecil Tyrrell of the Tech. Institute and others present:

Mr. Lindsey asked if students wished to attend the Delhi school, they could free of charge. The answer was yes.

Mr. Lindsey also asked if a Harpur student is charged \$400.00 and a Tech Student is charged \$300.00 might the Harpur student ask the County to make up the difference. Answer: No.

He also asked if it would be necessary to County to purchase land at cost of \$75,000.00 for Tech school. Mr. Titchener said it may seem advisable to buy additional land.

Mr. L. Jones asked if Pennsylvania students attend the institute and what charge would be made to them. Mr. Tyrrell said they have some 10 or 12 and they are charged and could be charged two-thirds of the cost in the future.

Mr. E. M. Jones said we are asked to levy on real estate to pay for an institute in Broome County and did not think this was fair to the taxpayers.

RESOLUTION No. 50

By Institute Committee who moves its adoption

Seconded by Mr. Bird.

RESOLUTION establishing a Community College in the County of Broome.

WHEREAS, pursuant to Chapter 273 of the Laws of 1953, the State University of New York Institute of Applied Arts and Sciences at Binghamton will be terminated on or before August 31, 1953, and

WHEREAS Article 126 of the Education Law authorizes any county, acting through its local legislative body, to establish a community college with the approval of the Board of Trustees of State University of New York, and

WHEREAS Chapter 271 of the Laws of 1953 was enacted to facilitate the transitions of said institute into a community college to provide technical training relating to the occupational needs of the community sponsoring such college, and

WHEREAS, pursuant to Education Law, Sec. 5909, subd. 2, as amended by Chapter 271 of the Laws of 1953, the Board of Trustees of State University of New York is empowered to convey to the local sponsor of a community college established upon the discontinuance of a State temporary institute, without charge and without matching contributions, and property owned by the State and used in the operation of the discontinued institute, and

WHEREAS, pursuant to Education Law, Sec. 5909, subd. 4 as amended by Chapter 271 of the Laws of 1953, the State University Trustees are authorized to provide additional financial aid to the local sponsor of a community college established upon the discontinuance of a State temporary institute, in such amount as may be necessary to enable students enrolled in the institute on the date of its discontinuance, to complete their two-year courses of study in such community college without cost to them or to the local sponsor of such college, and

SUPERVISORS' PROCEEDINGS

WHEREAS Education Law, Sec. 5910 as added by Chapter 271 of Laws of 1953, authorizes the local sponsor of a community college established upon the discontinuance of a State temporary institute to charge back to the counties of the State wherein students attending the community college reside, an allocable portion of the operating costs of such community college attributable to such non-resident students, and

WHEREAS it is believed that it will be to the best interests of the people of the County of Broome to have the facilities of the State temporary institute continued as a community college sponsored by the County of Broome, rather than to permit it to cease operation on August 31, 1953, therefore, it is hereby

RESOLVED that pursuant to Article 126 and Sections 5909 and 5910 of the Education Law, the County of Broome sponsor and establish a community college, effective immediately to succeed the State University of New York Institute of Applied Arts and Sciences at Binghamton, to provide post-high school technical training relating to the occupational needs of the County of Broome, the character of the training to be offered by such college to be maintained in conformance with, and limited to, the objects and purposes set forth in Section 5902 of the Education Law, upon the condition that (1) the Board of Trustees of State University of New York transfer to the County of Broome without cost or matching contribution the property presently owned by the State and used in the operation of the aforementioned institute and (2) additional State financial aid be paid to the County of Broome in such amounts as may be necessary to enable students enrolled in the aforementioned institute on the date of its discontinuance to complete their two-year courses of study in the County of Broome successor community college without cost to them or to the County of Broome, and it is further

RESOLVED that this resolution be deemed to constitute a formal application by the County of Broome to the Board of Trustees of State University of New York for approval by that Board of this application, and the Clerk of this Board is hereby directed to transmit a duly certified copy of this resolution to the President of State University of New York.

Carried by the following roll call: Ayes: 29. Absent: None.

Mr. Prew and the institute committee thanked the Board for voting for the institute and said they should be complimented for their foresight.

Mr. Titchener also thanked the members of the Board and particularly Mr. Eggleston for their efforts in behalf of the institute.

Mr. L. Jones moved seconded by Mr. C. Wheeler to adjourn until 1:30 P. M.

Carried.

ADJOURNED REGULAR SESSION

Monday, April 6, 1953

1:50 P. M. E. S. T.

The Board convened at 1:50 P. M. E. S. T. Called to order by the Chairman.

Roll was called: Present: 29. Absent: None.

Mr. Bird moved seconded by Mr. West that claims against the County be received and referred to the various committees for approval and audit.

Carried.

SUPERVISORS' PROCEEDINGS

Mr. C. Wheeler moved seconded by Mr. Personius that same be received and placed on file.
Carried.

A communication was presented from the Susquehanna Valley Progressive Citizens Bridge Committee requesting repairs to the Conklin-Kirkwood Bridge, also from the Susquehanna Valley Council of Parent-Teacher Assn. relative to the same question.

Mr. Kane moved seconded by Mr. Mulqueen that same be received, filed and referred to the County Highway Department to see if they consider this bridge safe for school buses.
Carried.

A bid was presented from Mr. Henry R. Multer for purchase of the Owen Wenn property in the Town of Vestal, Tax Map No. 9-18 in the sum of \$150.00.

Mr. C. Wheeler moved seconded by Mr. Baldwin that same be received and referred to the Tax Committee.
Carried.

A communication was presented from Mr. William S. Carlson, President of the N. Y. State University, stating that on April 9, 1953 the Board of Trustees of the State University by resolution approved the application of the County of Broome to establish a community college in Broome County.

Mr. Personius moved seconded by Mr. Wheeler that same be received and placed on file.
Carried.

The report of the Department of Aviation for the months of January, February and March were presented.

Mr. Cucci moved seconded by Mr. Christian that same be received and placed on file.
Carried.

Notice of appointment of Mr. Earl J. Daniels as a member of the Broome County Alcoholic Beverage Control Board, by Mr. F. Clyde Eggleston, Chairman of the Board of Supervisors was presented.

Mr. Macko moved seconded by Mr. Cucci that same be received and placed on file.
Carried.

Notice was presented from the N. Y. State Department of Health of the approved figure of per diem cost for the Broome County Tuberculosis Hospital on which State Aid will be made.

Mr. Personius moved seconded by Mr. Guy that same be received and placed on file.
Carried.

Report of the Sheriff on receipts and disbursements was presented, for the month of March.

Mr. Christian moved seconded by Mr. Ash that same be received and placed on file.
Carried.

RESOLUTION No. 72 was brought up at this time for consideration of property designated in the Town of Vestal Tax Map No. 15-1 A78 the last part of said resolution.

At the request of the Taxation Committee and approval of Mr. L. Jones, Mr. E. Jones and Mr. Joggerst the above portion of the resolution was deleted.

SUPERVISORS' PROCEEDINGS

Report of the Department for the Physically Handicapped for the months of March and April was presented.

Mr. C. Wheeler moved, seconded by Mr. Randall that same be received and placed on file.

Carried.

Report of children boarded in the Susquehanna Valley Home for the month of April was presented.

Mr. Ford moved, seconded by Mr. E. M. Jones that same be received and placed on file.

Carried.

Report of the Veterans Service Agency for the month of April was presented.

Mr. West moved seconded by Mr. C. Wheeler that same be received and placed on file.

Carried.

RESOLUTION No. 118.

By County Clerk Committee who moves its adoption.

Seconded by Mr. Lindsey.

RESOLUTION authorizing County Clerk to purchase supplies for Photostat Machine in an amount not to exceed \$900.00.

WHEREAS it is necessary for the County Clerk to purchase more than \$600.00 worth of supplies for the Photostat Machine in one or

RESOLVED that the County Clerk be and he hereby is authorized and directed to purchase Photostat Supplies at a cost of not to exceed \$900.00.

Carried.

RESOLUTION No. 119.

By Airport Committee who moves its adoption.

Seconded by Mr. Lindsey.

RESOLUTION authorizing the Chairman of the Board of Supervisors to extend the contract of the Binghamton Construction Co., Inc. for paving at Terminal Building.

RESOLVED that due to the interlocking of paving for the Terminal Building and Apron with the paving for the Hangar and Flying School Area it is necessary to extend contract completion date which is hereby extended from May 31, 1953 to August 1, 1953, and be it

FURTHER RESOLVED that the Chairman of this Board of Supervisors is hereby authorized, and directed to sign all the necessary papers to carry this resolution into effect.

Carried.

RESOLUTION No. 120.

By Airport Committee who moves its adoption.

Seconded by Mr. Personius.

RESOLUTION accepting bids for Paving around the Hangar and Flying School at the Broome County Airport.

WHEREAS bids for Paving around the Hangar and Flying School at the Broome County Airport have been duly received and considered and compared, and

WHEREAS it appears that the Binghamton Construction Co., Marine Midland Bldg., Binghamton, N.Y. is the lowest bidder having submitted a bid in the amount of \$21,994.50, now therefore be it

SUPERVISORS' PROCEEDINGS

RESOLVED that the contract for the Paving around the Hangar and Flying School at the Broome County Airport be awarded to the Binghamton Construction Co., Inc., Marine Midland Bldg., Binghamton, N.Y., for the sum of \$21,994.50, and be it

FURTHER RESOLVED that the award of this contract be submitted to the C.A.A. for its approval, and be it

FURTHER RESOLVED that upon receiving the approval of the C.A.A. that the Airport Committee is hereby authorized and directed to prepare a contract in accordance with the plans and specifications, and be it

FURTHER RESOLVED that the Chairman of the Board of Supervisors be and he hereby is authorized and directed to execute whatever papers are necessary for the Federal participation in the Paving Project and to sign the contract on behalf of this Board, and be it

FURTHER RESOLVED that the Engineer prepare a Project Application it being understood that said Paving Project is to be paid out of Surplus Second Phase moneys, and be it

FURTHER RESOLVED that County Funds be provided by Capital Note hereafter to be issued.

Carried by the following roll call: Ayes: 29. Nays: None.

RESOLUTION No. 121.

By Institute Committee who move its adoption.

Seconded by Mr. C. Wheeler.

RESOLUTION designating name for the Broome County Community College.

RESOLVED that the Broome County Community College shall be known as the "Broome County Technical Institute."

Carried.

RESOLUTION No. 122.

By Highway Committee who moves its adoption.

Seconded by Mr. L. Jones.

RESOLUTION approving options on construction on Murphy Road C. R. 69 and Nowlan Road in the Town of Fenton.

WHEREAS the County Highway Department has required certain rights of way be obtained by the County for the construction on Murphy Road C. R. 69 in the Town of Binghamton, and Nowlan Rd., Town of Fenton, and

WHEREAS the Highway Committee has obtained options on said rights of way as required from description furnished them by the County Superintendent of Highways, therefore be it

RESOLVED that the County Treasurer be and he hereby is authorized to issue checks drawn against the County Road Fund upon order of the County Superintendent of Highways to the following person or to the legal party issuing Warranty Deed in the amount as specified opposite the name, less \$1.00 already paid on option:

Murphy Road
Calvin and Margaret Wood, Map No. 2 Tern. E. 2\$50.00
Gard to be restored to its present condition and the creek channel will be straightened)

SUPERVISORS' PROCEEDINGS

RESOLUTION No. 129.

By Finance and Airport Committees who move its adoption.
Seconded by Mr. Personius.

RESOLUTION authorizing the renewal of Revenue Anticipation

Note issued pursuant to Resolution No. 228, Dec. 2, 1952.
WHEREAS Revenue Anticipation Note was issued in the amount of \$16,000.00 pursuant to Res. No. 228, 1952 and became due on July 1, 1953, and

WHEREAS funds have not yet been received from the Federal Government to pay this note, be it
RESOLVED that the County Treasurer be and he hereby is authorized to renew this note for a period of one year.
Carried.

RESOLUTION No. 130.

By Institute and Finance Committees who move its adoption.

Seconded by Mr. L. Jones.

RESOLUTION adopting Plan A, for the expenditure of funds to be appropriated for the Administration and Maintenance of the Broome County Technical Institute pursuant to Section 6305, Subdivision 6 of the Education Law.

WHEREAS pursuant to Section 6305, Subdivision 6 of the Education Law a choice of three plans are provided for the appropriation of funds for financing the Administration and Maintenance of Community Colleges, and

WHEREAS your Committee recommend the use of Plan A, which provides for expenditures being made in the same way as other County expenditures are made, be it

RESOLVED that pursuant to Section 6305, Subdivision 6 of the Education Law, Plan A, be and hereby is adopted as the method of expending funds to be appropriated for the Broome County Technical Institute.
Carried.

RESOLUTION No. 131.

By Welfare Committee who moves its adoption.

Seconded by Mr. Personius.

RESOLUTION permitting inspection of County Public Welfare Rolls.

WHEREAS, Section 136 of the Social Welfare Law of the State of New York, as amended by Chapter 223 of the Laws of 1953 effective March 25, 1953, empowers this Board of Supervisors to authorize by a resolution of the Public Welfare rolls of the County of Broome and a person or agency considered entitled to such information, and

WHEREAS, experience in other states has demonstrated that opening the rolls to inspection has resulted in removal of suspicion of maladministration from the public mind, in discouraging attempts to obtain public assistance by persons not legally entitled to receive such aid and in encouraging careful and complete investigation of applications for public assistance to the benefit of bona fide recipients of assistance and with savings to the taxpayers, and

WHEREAS, experience also has shown that no harmful effects result, damaging the best interests either of the community at large or of the persons in need of public aid, and

SUPERVISORS' PROCEEDINGS

WHEREAS, the right of citizens to know how public money is spent is fundamental to the principles of democratic government, now be it therefore

RESOLVED that the Broome County Board of Supervisors considers any citizen residing in the Broome County Welfare District of fifteen towns or an agency representing citizens within said Welfare District entitled to information contained in the Public Welfare records of this County, and be it further

RESOLVED that the Broome County Board of Supervisors hereby authorizes inspection by such citizen or agency provided that such citizen or agency shall request such information in writing and said application contain the following information:

1. The name and address of applicant or agency.
2. Evidence that said applicant is a resident of the Broome County Welfare District.

3. The reason the request is made for such information, and be it further

RESOLVED that such inspection shall be subject to the prohibition in Subdivision 4, Section 136 of the Social Welfare Law of the State of New York on use of such information for commercial or political purposes.

Carried by the following roll call: Ayes: 22. Nays: Messrs. Ash, Bennett, Conlon, Cucci, Johnson, Hughes, Mulqueen—7.

RESOLUTION No. 132.

By County Clerk Committee who moves its adoption.

Seconded by Mr. Kane.

RESOLUTION authorizing William E. Flook, County Clerk to destroy certain records now in his office.

WHEREAS William E. Flook, County Clerk has requested this Board of Supervisors for permission to destroy the following named records now on file in his office, and

WHEREAS an Order has been granted by the Appellate Division of the Supreme Court of the State of New York Third Judicial Department dated May 4, 1953, permitting said William E. Flook to destroy certain records of the Court pursuant to Section 89 of the Judiciary Law, now therefore be it

RESOLVED that this Board of Supervisors hereby authorized William E. Flook to destroy the following papers now on file in his office:
1806 through 1940:—

- Notes of Issue
- Printed Court Calendars (for Lawyers' use)
- Jury Lists (Grand and trial)
- Excuses and correspondence regarding Grand and trial jurors.
- Appointments of court officers by the Sheriff.
- Stubs—court certificates—drawn on county treasurer (to pay Grand and trial jurors and court officers for services)
- Stubs—Witness fees—(orders on County Treasurer)
- Affidavits of witnesses—for fees.

Carried.

RESOLUTION No. 133.

By County Clerk Committee who moves its adoption.

Seconded by Mr. C. Wheeler.

RESOLUTION authorizing County Clerk to purchase supplies for Photostat Machine in an amount not to exceed \$900.00.

Monitoring Report to the
Middle States Commission on Higher Education
from
BROOME COMMUNITY COLLEGE
Binghamton, NY 13902

Dr. Kevin E. Drumm, President

*Julia Peacock, Vice President for Academic Affairs
Accreditation Liaison Officer*

March 1, 2011

Subject of the Follow-Up Report:
*Response to the Middle States Commission's warning that the institution's accreditation
may be in jeopardy because of a lack of evidence that the institution is currently in
compliance with Standards 4 (Leadership and Governance) and 7 (Institutional
Assessment)*

Date of the Evaluation Team Visit:
March 21-24, 2010

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Introduction

Overview of the Institution

Broome Community College (BCC) is a comprehensive community college supervised by the State University of New York (SUNY), sponsored by the County of Broome, and governed by a 10-member Board of Trustees (BOT). BCC is one of thirty SUNY community colleges in New York. In 1946, the College was chartered as the New York State Institute of Applied Arts and Sciences at Binghamton. After a series of name changes reflecting more substantive changes, the College assumed its current name. The College's campus is located in the Town of Dickinson, three miles north of Binghamton, in the Southern Tier of New York State (NYS).

In keeping with its Mission, the College has continued to grow and adapt to the needs of the community by broadening its program offerings. The College offers Associate in Arts and Associate in Science degree programs to prepare students for transfer to baccalaureate programs, and Associate in Applied Science degree programs to prepare students for immediate employment upon completion. The educational offerings include 28 A.A.S. degrees, 14 A.S. degrees, one A.A. degree, and 12 certification programs. In addition, BCC's Division of Continuing Education has an extensive non-credit continuing education program featuring classroom and online courses, seminars, mandated professional training, and special events open and available to the public. BCC strives to be a leader in anticipating and responding to diverse individual, community, and global needs for accessible lifelong educational opportunities. The College affirms its commitment to learning, excellence, equity, diversity, and innovation.

Context Related to the Current Issues

As members of the BCC college community researched and prepared a self-study for the most recent reaccreditation visit in spring 2010, specific areas were identified as opportunities for significant and meaningful improvement in relation to two Standards. Even before the Evaluation Team representing the Middle States Commission on Higher Education arrived for an official visit on March 21-24, 2010, BCC had already begun modifying the institution's Strategic Directions and initiating campus dialogue on measures to address the areas for improvement identified during the self-study. As a result of the Evaluation Team's visit and report, BCC received a warning citing a lack of evidence that the institution was in compliance with Standards 4 (Leadership and Governance) and Standard 7 (Institutional Assessment). In response, President Kevin Drumm facilitated the formation of three committees to specifically study, plan, implement, and evaluate proposed improvements to address the areas of concern. These three groups are:

- Shared Governance Task Force (SGTF)
- Institutional Effectiveness Standing Committee (IESC)
- Student Learning Assessment Committee (SLAC)

These three committees have been in development and working apace since the spring of 2010. The results of their efforts toward ongoing development, implementation, feedback, and reporting of key activities will be described in the body of this report.

Since the submission of the original self-study document, there have been several significant

changes in the organization and makeup of BCC's institutional leadership. Dr. Drumm assumed the presidency of BCC in February 2010 and has led the effort to revise, and reassign campus structures for greater efficiency and to better align with the College's Mission, Vision, and Strategic Directions. A summary of the most significant changes in these areas since the Evaluation Team's visit is listed below:

- Appointment of Vice President for Academic Affairs Julia Peacock to permanent status (previously Interim Status) in February 2010.
- Appointment of John Petkash, Director of Information Technology Services, to serve as Special Assistant for Institutional Research and Planning in July 2010 concomitant with the resignation of Timothy Millard, Director of Institutional Research and Planning, to pursue other career interests.
- Appointment of Dean Greg Talley as Special Assistant to the President for Institutional Effectiveness in September 2010.
- Appointment of Regina Losinger as Acting Vice President for Administrative and Financial Affairs in January 2011 upon retirement of VPAFA Grant Newton.
- Revision and broadening of the Vice President for Student Affairs position, followed by appointment of Debra Morello into this new role as Acting Vice President for Student and Community Engagement, with Acting VPSA Marty Guzzi returning to his role as Registrar in January 2011.
- Realignment of reporting relationships of several departments as reflected in updated organizational charts (<http://sunybroome.edu/president/orgcharts.pdf>).

Standard 4 (Leadership and Governance)

Brief Summary of History of Leadership and Governance at Broome Community College

In the past 7 years, BCC has experienced several major changes in leadership. In 2004, Dr. Laurence Spraggs succeeded incumbent Dr. Donald Dellow as President, serving until 2008. Following Dr. Spraggs' departure, Dr. Daniel Hayes served for one year and Dr. John Deans served for one semester, each as Interim Presidents. In February 2010, Dr. Kevin Drumm began his tenure as President. Not surprisingly, during the same time frame there have been changes in all three Vice Presidencies, and additional changes in many Dean and Director positions.

Since the mid-1980s, one of the central leadership and governance bodies at BCC has been the College Council. The College Council describes its role as to "support and advise the College President with identified initiatives related to optimizing the value of the college to students and their families, to faculty and staff, and to the greater community." Their activities include "strategic planning, various process improvements, and other targeted initiatives that continually improve the access, image, quality, and services of the College."

In addition to College Council and Board of Trustees, other groups that have been functioning as significant governance bodies at BCC include the following:

Group	Mission	Membership
Chairpersons & Deans Group	To provide the venue for all the academic departments to work together, in conjunction with the VPAA, to discuss campus-wide interdisciplinary learning and teaching opportunities, craft new academic policies and procedures, and revise existing academic policies and procedures consistent with the academic mission of the college.	Department Chairpersons and Divisional Deans
Curriculum Committee	To represent the faculty of the College in their collective responsibility for curricular innovation and for the regular review and revision of existing courses, curricula, and programs.	Voting members are elected ranked teaching faculty; non-voting include VPAA, Registrar and Staff Associate to the VPAA
Executive Council	An advisory group to the College President	President, Vice Presidents, Public Affairs and Human Resource Officers, and the Executive Director of the BCC Foundation
President's Cabinet	Primarily a means of disseminating information.	Cross section of the campus mid- or senior management as appointed by the President.
Student Assembly	To discuss issues concerning campus life, review policies, and participate on college committees with faculty and staff that make recommendations to the College administration.	Students are elected by their peers. One Student Assembly member serves as Student Trustee and voting member of the BCC Board of Trustees.

Evidence compiled through the self-study process demonstrated that, although there were many well-functioning structures within BCC's governance processes, the system was not well understood and required some fundamental structural changes in order to function in a more efficient, effective, representative, and inclusive fashion. Even before submission of the self-study, BCC began the process of investigating possible shared governance models by hosting a convocation on shared governance during the fall 2009 semester. ([Appendix A](#)). This was the initial event in what has evolved into a series of broad-based, campus-wide conversations to build an effective shared governance model at BCC

Establishment of the Shared Governance Task Force

After the Middle States team visited BCC and gave their preliminary report in March 2010, the College Council began discussions on how the campus could address the deficiency. After substantial productive discussion, the College Council recommended a model for membership on a Shared Governance Task Force (SGTF) to the President of the College ([Appendix B](#)). President Drumm issued a Charge and an invitation to election to membership on the Task Force

in May 2010 ([Appendix C](#)). Through election and appointment, the finalized membership was selected by August 2010. Membership included representatives from the Student Assembly and the Board of Trustees, as well as membership from across a broad base of campus constituencies. The Task Force held its first meeting at the end of August.

As formed, the Shared Governance Task Force (SGTF) at Broome Community College is an eighteen-member representative body of the campus. The task force members represent the academic divisions (Liberal Arts, Business and Public Services, STEM, and Health Sciences), part-time adjunct instructors, technology services, the Faculty-Student Association, Admissions, secretarial staff, the Board of Trustees, academic advising, administration, and the Student Assembly.

Progress to Date

The SGTF has been meeting regularly since September 2010 semester ([Appendix D](#)). After developing tasks and timelines to guide their next steps, the SGTF sought input about best practices for governance models and implementation processes from other colleges through conference calls, shared documents, and other means. In addition to other goals, the task force sought to select and implement a model that allowed for collegial governance to take place. To support this goal, a campus-wide anonymous electronic survey was distributed in November 2010 to gain input from campus community members regarding their thoughts on shared governance ([Appendix E](#)).

Throughout this process, BCC Board of Trustees (BOT) participation included membership and active participation of the vice-chair as a member of the SGTF and attendance at task force meetings by the board chair. The College President and Chair of the SGTF provided the BOT with periodic updates from the Task Force at Board meetings. In response to a recommendation by the Middle States Evaluation Team that the Board adopt self-assessment procedures, the BOT participated in a retreat led by an Association of Community College Trustees (ACCT) facilitator in April 2010. One goal identified during that retreat was “Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.” Additional goals of that retreat are listed in ([Appendix F](#)). The Board of Trustees has scheduled a presidential and self-assessment for their March 2011 meeting.

After months of researching models, investigating best practices, and facilitating discussions, at the end of November 2010, the SGTF unanimously decided on a structure that allowed not only for shared governance and participation among campus constituencies, but also for effective communication and information dissemination. By the end of the fall semester, the task force had also developed, evolved and adopted a definition of shared governance for BCC and approved the purpose and guiding principles for the proposed College Assembly. Updates on the SGTF’s progress, timeline, and plans was sent through a campus-wide e-mail in December 13, 2010 ([Appendix G](#)) and was also presented to the campus community at a campus meeting in January 13, 2011. ([Appendix H](#)).

Adoption of a Shared Governance Model

The following are the foundational elements of the Shared Governance Model currently being

implemented at BCC. They include a definition of Shared Governance at BCC, a Statement of Purpose, and a list of Guiding Principles

Shared Governance at BCC

The definition of shared governance at BCC is:

Governance is a process of consultation and communication by which decisions and policies are developed to meet the mission of an institution. Faculty, staff, students, administration and the Board of Trustees of Broome Community College, then, are committed to shared governance – a dynamic, open, and cooperative process which seeks input and recommendations from all campus constituencies to inform decision-making that will help the College best achieve its mission and goals. Such a participatory structure and process will assist the campus community to communicate and collaborate in a respectful, honest, and productive manner regarding decisions that are for the good of the College as a whole in terms of establishing its course and direction.

Statement of Purpose

Shared governance at Broome Community College shall support its Mission, Vision, Values and Strategic Directions and provide a structure and forum for various campus constituencies to have an opportunity to

- recommend and influence institutional policy
- discuss and influence matters that will significantly affect the College
- communicate on issues of broad institutional concern
- provide expertise and/or knowledge on such issues to the Administration and the Board of Trustees.

Guiding Principles

The College should create an atmosphere in which the following principles guide all levels of decision-making:

- Consistent, accurate, and timely communication between and among participants to ensure the opportunity to meaningfully participate in the discourse that makes for good policy and practice.
- There should be a predisposition toward mutual respect and trust among all parties, even when they seriously disagree.
- Participants will not always be of one voice on matters of policy and practice, which makes it important that dissent from the majority view be respected by all involved.
- Those who will be affected by a decision on policy or procedures are entitled to be informed of, and have opportunity to, influence the discussion of these governance issues.
- The various stakeholder constituencies should select their representatives to governance committees.
- While many governance issues will involve multiple constituencies, the process needs to acknowledge the fact that certain areas are the primary concern of one group - either because the matters considered are of almost exclusive interest of one group or because one group holds the expertise in these matters.
- Committee representation should be in proportion to the level of interest of the stakeholder constituencies.
- Shared governance recognizes the statutory authority of the President and the Board of

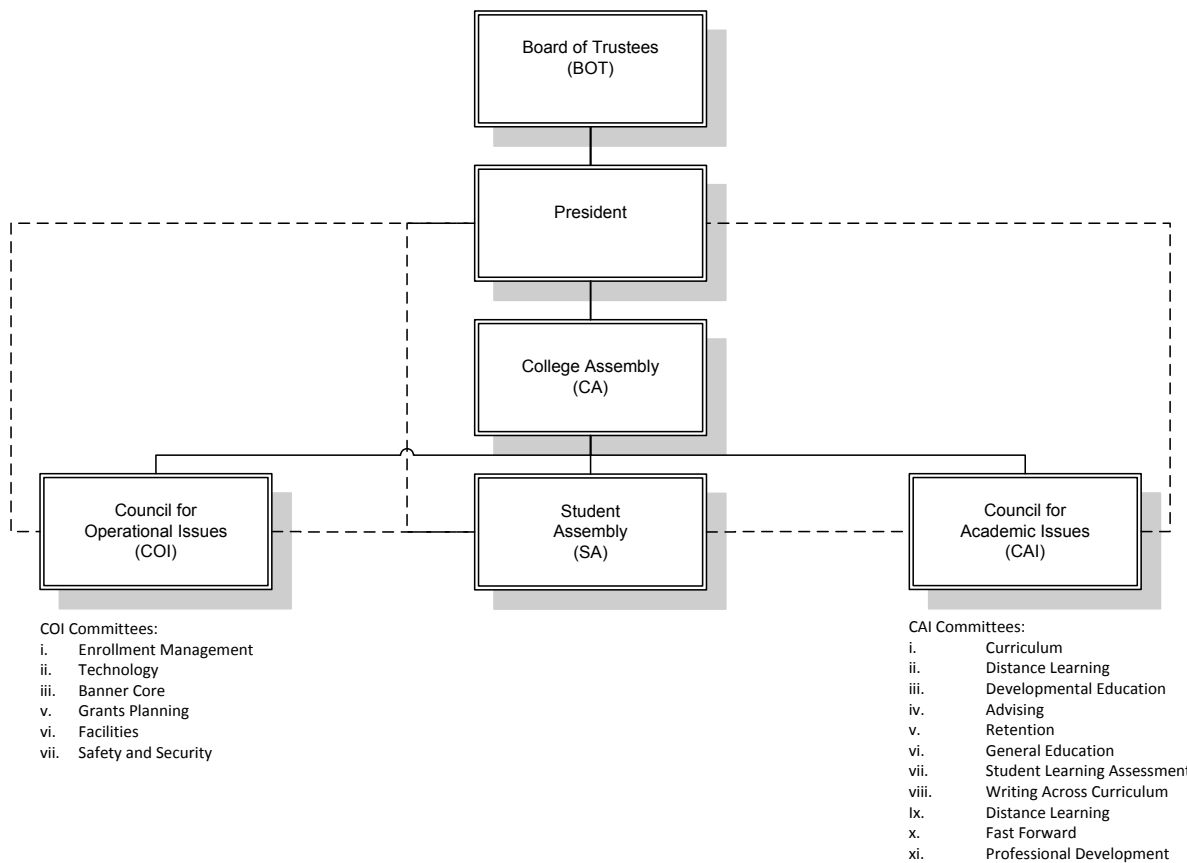
Trustees. However, the spirit of shared governance requires that the administrative rejection of shared governance committee recommendations should be rare and for compelling reasons, provided in writing and subject to collective response so that reasons for a decision can be processed and understood.

- The shared governance process should be open and transparent.
- Committees should provide stakeholders with opportunities for discussion of policy and procedural issues prior to making final recommendations.
- Recommendations and decisions on proposals need to be made in a manner that is timely and appropriate to the issue, yet does not overlook the governance process for the sake of expediency. The status of any proposal should be available to all stakeholders.
- Responsibility for oversight and review of the shared governance process, and a mechanism for initiating oversight and review, are essential to ensure the process is working as intended. This would include primary oversight and review to ensure adherence to the spirit of shared governance at all levels of the College.
- All participants in the shared governance process are accountable for the execution of their roles.

Proposed Fundamental Structure of Shared Governance

Broome Community College

Shared Governance Structure



The fundamental structure for governance at BCC will have at its center a College Assembly supported by a system of shared governance composed of a Council for Operational Issues, a Student Assembly, a Council for Academic Issues, and Council-related committees that all function as recommending bodies with regard to those matters that fall under the spheres of their respective responsibilities ([Appendix I](#))

The College Assembly

As defined in its Constitution and Bylaws ([Appendix J](#)), the College Assembly is a more broadly-based organization than its predecessor, the College Council. The College Assembly is a collegial, consultative body composed of representatives from all campus constituencies that will review and advise on the creation, revision, or discontinuation of policy and is not, in and of itself, a decision-making body. Its role is to recommend and provide advisory input to the Administration on decisions related to policy and other issues of College-wide importance. It is the principal and highest deliberative body in the College's shared governance structure. The Constitution and Bylaws specify the Mission, Purpose, Responsibilities, and Membership of the College Assembly.

BCC's structure for shared governance purposefully incorporates the use of participatory governing councils and their committees, as well as the Student Assembly, to draw upon the expertise of the members of the Campus community and represent stakeholders in the process. The Council for Academic Issues and the Council for Operational Issues along with their standing or *ad hoc* committees will, respectively, advise and provide direction to the College Assembly and/or the Administration on matters that:

- Relate to academic goals and policies as well as other issues related to the educational mission of the College, and
- Are of broad interest to the Institution as they relate to the mission, vision, and/or core values of the College.

Council for Academic Issues: Purpose and Responsibility

The Council for Academic Issues is the body that makes recommendations directly to the College Assembly or the Administration relative to academic issues, policy, and standards. Its scope and sphere of influence will be articulated in its standing/ad hoc committee structure and, as such, will have final recommending responsibilities and influence in the areas of activity central to the interests of the faculty and the academic program(s) of the College. In addition, the Council for Academic Issues will provide a forum for the consideration of other general academic matters of interest to the College community or academic issues affecting the institution.

On February 22, 2011, the Shared Governance Task Force unanimously voted favorably upon the following membership for the Council for Academic Issues (CAI)

- Dean (2)
- Student (2)
- Faculty (10) – 4 LA, 2 BPS, 2 STEM, 2 HS
- Academic Chair (4) – one from each division
- Staff Associate (1)
- Adjunct Faculty (2)
- Classified Service (1)

- Student Service Representation (2)
- **TOTAL MEMBERSHIP:** 24 (Voting Members=23 -excluding the chairperson of the CAI)

Council for Operational Issues: Purpose and Responsibility

The Council for Operational Issues is the body that makes recommendations directly to the College Assembly or the Administration relative to a wide variety of operational issues, policy, and standards affecting the College. Its scope and sphere of influence will be articulated in its standing and ad-hoc committee structure and, as such, will have final recommending responsibilities and influence in these areas of activity of broad interest to the faculty, staff, and students of the College.

On February 22, 2011, the Shared Governance Task Force unanimously voted favorably upon the following membership for the Council for Operational Issues (COI)

- Enrollment Management (1)
- Institutional Effectiveness (1)
- Technology Committee (2)
- Banner Core (1)
- Grants Planning (1)
- Facilities (1)
- Safety and Security (1)
- Registrar (1)
- Finance/Budget (1)
- Public Affairs (1)
- Human Resources (1)
- Student Affairs (1)
- Student (1)
- FSA (1)
- Foundation (1)
- Classified Service (1)
- **TOTAL MEMBERSHIP:** 17 (Voting Members=16 –excluding the chairperson of the COI)

Student Assembly: Purpose and Responsibility

The Student Assembly is an existing governance body of the College that makes recommendations directly to the College Assembly or the Administration relative to issues of particular concern to the student body as well as issues that affect the College as a whole. One member of the Student Assembly serves as a trustee on the Broome Community College Board of Trustees and has a voice and vote on all campus policies that are voted on by the Board.

Campus Committees: Purpose and Responsibility

Campus Committees as they function within the shared governance system are advisory bodies that make recommendation to the Councils, College Assembly and/or Administration. A committee is designated as a standing committee because its purpose and work meets an ongoing need of the College, or as an ad hoc committee because its purpose and work is expected to meet

a function within a limited time and then be dissolved. Recommendations from both types of committees will be reviewed by their respective Councils and forwarded, as appropriate, to the College Assembly or the Administration.

Committees shall have a well constituted purpose, a clearly defined set of functions and operating procedures, methods to record and communicate activity broadly, and self- assessment practices with respect to their purpose and their ability to fulfill that purpose. Committees will address progress on issues within their sphere of responsibility on an annual basis and provide status reports to their Councils and campus community. Committee continuance, modification, or dissolution will be made on the basis of the annual evaluation and in consultation with the Assembly and the College President.

Together, then, Councils and their committees are the authoritative shared governance bodies through which the College community will influence decisions and courses of action on academic and institutional matters.

Current Status

The SGTF will continue to review and refine the Constitution and Bylaws for the College Assembly, Council for Academic Issues and Council for Operational Issues. On February 22, 2011 the SGTF voted unanimously to provisionally adopt the College Assembly Constitution and Bylaws for both the CAI and the COI, as appropriate. The CAI and COI will be charged with revising and amending their bylaws when they convene in the fall 2011. Information sessions and open forums will be held during the spring 2011 semester to solicit input from campus constituencies to inform those charged with revision of the bylaws

Ongoing Plan for Implementation of the Shared Governance Model

During the spring 2011 semester, the SGTF will:

- Engage the campus by holding informational sessions and an open forum to seek feedback and input on the proposed structure and process.
- Continue development of the College Assembly component of the structure.
- Continue to develop the purpose, responsibilities, membership and committees associated with the Councils for Academic and Operational Issues.
- Facilitate the nomination, election, and appointment of members of the new governance structures in May 2011
- Take the full measure of steps necessary to implement the new governance structure and process for September 1, 2011.

At the time of the Middle States Follow-Up visit, nearly all of the implementation goals of the SGTF will be completed, and preparation will be underway for elections in May 2011. A timeline of the completed and future actions of those involved in Leadership and Governance Initiatives is listed below.

Implementation Timeline for Leadership and Governance Initiatives

Date	Action Item	Parties Involved
November 9, 2009	Shared Governance Convocation	Broad Campus Participation
March 21-24, 2010	Visit of Middle States Evaluation Team	Broad Campus Participation
March 29, 2010	Dr. Drumm endorses College Council's motion for a steering committee exploring models of shared governance, and endorses College Council's role to begin the process of its formation	College Council President Drumm
April 28, 2010	Board of Trustees retreat with ACCT Facilitator	Board of Trustees President Drumm
May 10, 2010	Vote to approve recommended framework for the creation of the SGTF	College Council, forwarded to President Drumm
July 29, 2010	Vote to Appoint Board of Trustees member Tim Grippen to the SGTF	Board of Trustees
August 2010	Finalization of the membership of the Shared Governance Task Force (SGTF)	President Drumm
November 2010	Campus-wide electronic survey to gain input and ideas from campus community members in regard to shared governance	SGTF
December 2, 2010	SGTF Presentation of Progress Report to Board of Trustees with Opportunity for Feedback	Meghan McGuinness, Chair, SGTF Tim Grippen, BOT and SGTF Member Board of Trustees President Drumm VPs
December 7, 2010	SGTF Vote to Propose Adoption of a Definition of and Model for Shared Governance at BCC	SGTF
December 13, 2010	Campus-wide e-mail progress report on SGTF progress with information about future opportunities for information and input	SGTF Campus-wide
January 11, 2011	Presentation of SGTF Progress Report and tentative timeline to Executive Council	Chair, SGTF Executive Council, including President Drumm and VPs
January 13, 2011	Public Presentation of the Definition of Shared Governance and the Proposed Governance Model to the Campus Community	Chair, SGTF All campus Faculty, Staff, and Administrators
February 22, 2011	SGTF Vote On Proposed Membership For Councils	SGTF

February 25, 2011	SGTF Vote on College Assembly Constitution/Bylaws	SGTF
February 28, 2011	Endorsement of the Shared Governance Definition, Structure, and Constitution	College Council
March 7-11, 2011	Campus Informational sessions on Proposed Shared Governance Structure and Draft Constitution	SGTF Members Campus Community
March 16, 2011	Open Forum on Proposed Shared Governance Structure and Draft Constitution	SGTF Members Campus Community
March 17, 2011	Board of Trustees Presidential and Self-Assessment	Board of Trustees President Drumm
March 22-23, 2011	Visit of Middle States Follow Up Team	Broad Campus Participation
April 1-8, 2011	Call for Nominees for College Assembly, Council for Academic Issues, and Council for Operational Issues	SGTF Campus Constituencies
April 18-29, 2011	Voting for elected positions	Campus Constituencies
May 4-11, 2011	Announcements of appointed and elected members of the College Assembly and the Councils for Academic and Operational Issues	Campus Communication
August 2011	Convening of newly formed College Assembly and the Councils for Operational/Academic Issues	College Assembly and the Councils for Operational/Academic Issues

Communication and Governance

Poor communication has contributed to many of the weaknesses in Leadership and Governance in the past, and excellent communication will be key to the success of these initiatives in the future. To avoid the pitfalls of the past, the SGTF has established a Shared Governance website to centralize, consolidate and communicate Shared Governance activity and efforts (<https://mycollege.sunybroome.edu/cp/home/displaylogin>). It includes provisions for:

- BCC's definition of shared governance/SG Statement of Purpose
- Governance structure and flowchart
- Purpose and basic operation of above
- List of Governance Bodies/Committees and links to information on joining a committee
- Governance Meetings Calendar (monthly)
- Structure, terms, rotations, etc. for bodies that do not have Bylaws
- Reporting/Recommending Responsibilities
- Membership rosters for all governance bodies.
- Member contact information
- Schedule of open and closed meetings
- Current issues being addressed
- Meeting agendas and minutes

- Annual Reports: Activities and Accomplishments
- Announcements/News Flash
- Blog Capability

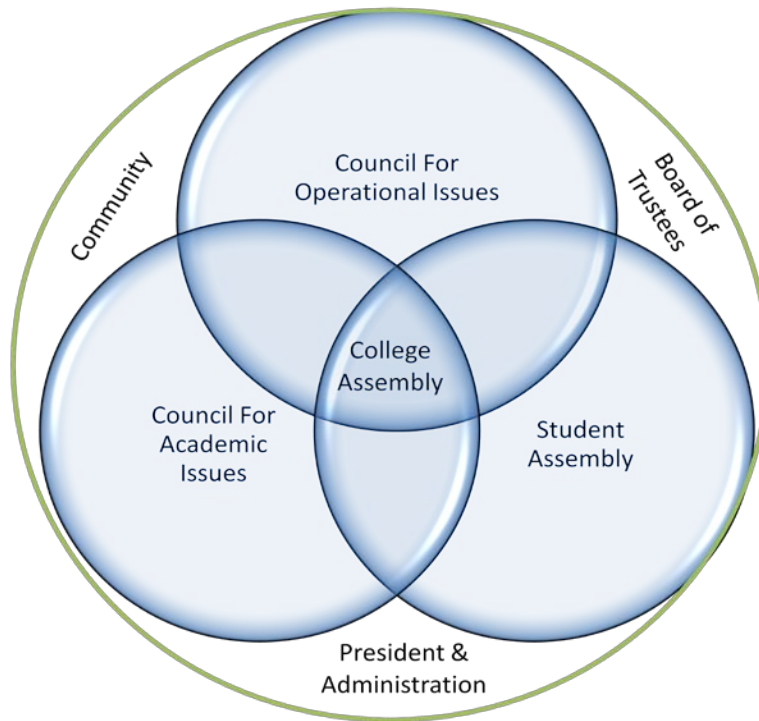
A website template was also implemented for shared governance committees. The committee template allows for user friendly access. Features include an RSS Feed, a blog that will be imbedded within the college intranet, and archives of users' discussion that can be updated regularly ([Appendix K](#)). The common template includes:

- Items in Progress— each committee will have a highlighted area reflecting those agenda items that are in progress and current; simple and timely access to items which are current and ongoing
- Agenda
- Minutes
- Membership
- Bylaws
- Goals
- Accomplishments
- Executive Summary
- Calendar of Meeting Times
- Approval of campus committees/models

A tab leading directly to the Shared Governance website has been placed prominently within MyCollege, BCC's web portal and intranet (<https://mycollege.sunybroome.edu/cp/home/displaylogin>). The committee template developed by SGTF was used to provide websites for several campus committees identified as having roles in shared governance. These committee websites are populated with information as listed above, and linked to the Shared Governance Website for straightforward access by the campus community.

Shared Governance - Communication Model

Working together successfully means that all members of BCC's shared governance structure understand not only their own roles and responsibilities, but also the roles and responsibilities of others. Because the College Assembly is central to the functioning of our shared governance structure, it is the primary communication hub for all shared governance activities. While individual governing bodies have a specific jurisdiction (academic, operational, or student issues), there is need for significant interfacing and collaboration among the various governing bodies involving exchange of information and cooperative decision making. For example, although all the governing bodies within shared governance (Student Assembly (SA), Council for Academic Issues (CAI), and Council for Operational Issues (COI)) and the College Assembly have jurisdiction over particular matters, each of their respective activities impact other areas of the college. Consequently, these governing bodies have a compelling need to consult with, and be accountable to, each other as well as to the Administration, Board of Trustees, and the campus community at-large (as depicted by the diagram below.)



The communication process ensures that there is a mechanism in place to capture the voices of various constituencies and stakeholders and also provide for a continuous feedback loop to communicate progress on college initiatives. The shared governance structure interacts continuously with all of the stakeholders of the college including the President and Administration, Board of Trustees, and the larger community.

Standard 7 (Institutional Assessment)

Establishment of the Institutional Effectiveness Assessment Committee

As a result of the Middle States visiting team finding that Broome Community College was not in compliance with the Middle States Standard 7 on Institutional Assessment, President Kevin Drumm appointed a committee on May 4, 2010, to “spearhead the identification of our core measures of institutional effectiveness.” Within the charge to the committee, he directed the committee to focus on persistence rates, graduation rates, and transfer and job success. In addition, the President requested that the committee develop a “dashboard” showing annual planning and initiatives reflective of the College’s mission that could be measured through agreed upon outcomes ([Appendix L](#)).

Progress to Date and Current Status Related to Evaluation of Institutional Effectiveness

The Institutional Effectiveness Assessment Committee (IEAC) chaired by Dean Greg Talley and co-chaired by Professor Timmy Bremer, first met on May 13, 2010. During that first meeting, the IEAC began its own assessment of the Middle States team report, including the requirements identified by the visiting team and the warning letter sent to the College by Middle States ([Appendix M](#)). While certain strengths were identified by the IEAC (existence of Strategic Directions, readily available reports, past and current, that can be used to assist in institutional assessment, and the ability to compare our data to the data of other institutions), several weaknesses were also identified ([Appendix N](#)). These weaknesses include the following.

- Not following through with reporting data
- Lack of unit level reporting
- Inability of units across campus to access information
- No filter down across campus
- Communication
- Accountability
- Lack of a feedback loop

The Committee began identifying institutional measures that could be included in the institutional dashboard. Over a period of time, dashboard measures have been identified to include Campus Enrollment and Persistence, Placement and Transfer Rates, Employees, Student Engagement, Developmental Success, Financial, and Student Success categories. Specific measures fall under each of these categories. In addition to these measures, the President directed the formation of a Committee on Assessment of Student Learning Outcomes ([Appendix O](#)), in part to ensure that Student Learning Outcomes assessment information was available and considered as a significant part of the institution-wide assessment effort. This is also reflected as an institutional “dashboard” measure ([Appendix P](#)).

Commitment to Institutional Assessment

During the summer of 2010, the Deans, the director of the Learning Resource Center, the Staff Associate to the Vice President for Academic Affairs, and the Vice President for Academic Affairs met on several occasions to review and update the Strategic Directions ([Appendix Q](#)), focusing on those that applied specifically to the Academic Affairs Division. During those meetings, this team crafted Strategic Direction 6, Commit to Planning and Evaluation. The

action plans listed under this direction are based upon the requirements placed on the College by Middle States, thus it has become the primary link between the College with its other strategic initiatives and the Middle States Commission on Higher Education. The proposed changes to the Strategic Directions were reviewed and approved by the Executive Council and implemented by Dr. Drumm ([Appendix R](#)).

Strategic Direction 6.0 Commit to planning and evaluation

Action Plans

6.1 Sustain and refine a comprehensive strategic planning process reflecting the Vision, Mission, and Values of the College

Develop a clear and comprehensive planning cycle to include a review of the Vision, Mission, and Values of the College

Communicate the Vision and Mission statements through inclusion in all appropriate College publications

Ensure that strategic and operational initiatives are data-driven, are supported by financial capability analyses, and are the determining factors for resource allocation

6.2 Assess the overall effectiveness of the College through a collaborative effort among faculty and staff

Plan and implement systematic procedures by which faculty, staff, and administrators can collaborate to assess institutional effectiveness and ultimately improve the student experience

Develop and implement unit-level assessment across all College functions that are connected to and shape institution-level goals

Ensure that unit-level assessments are integrated and linked to institutional-level assessment

Provide a communication and feedback mechanism that allows the College community to use assessment results in unit-level planning and incorporate assessment results into institutional improvement initiatives

Ensure a process by which stakeholders across the College can process and utilize the information gathered to inform planning at all levels and improve institutional effectiveness

6.3 Support authentic assessment of student learning, facilitate the sharing of related information

and ideas, and integrate campus processes related to assessment of student learning

Institutionalize a comprehensive structure and process for assessment of student learning

Review and revise program and course student learning outcomes to ensure that they are clear and measurable or demonstrable for all programs

Align course-level assessment with program-level assessment and provide evidence that those assessments reflect outcomes mastery consistently for all students completing the program

Ensure that the data from the assessment of student learning are used to assess overall institutional effectiveness

Devise a College model for ongoing program reviews

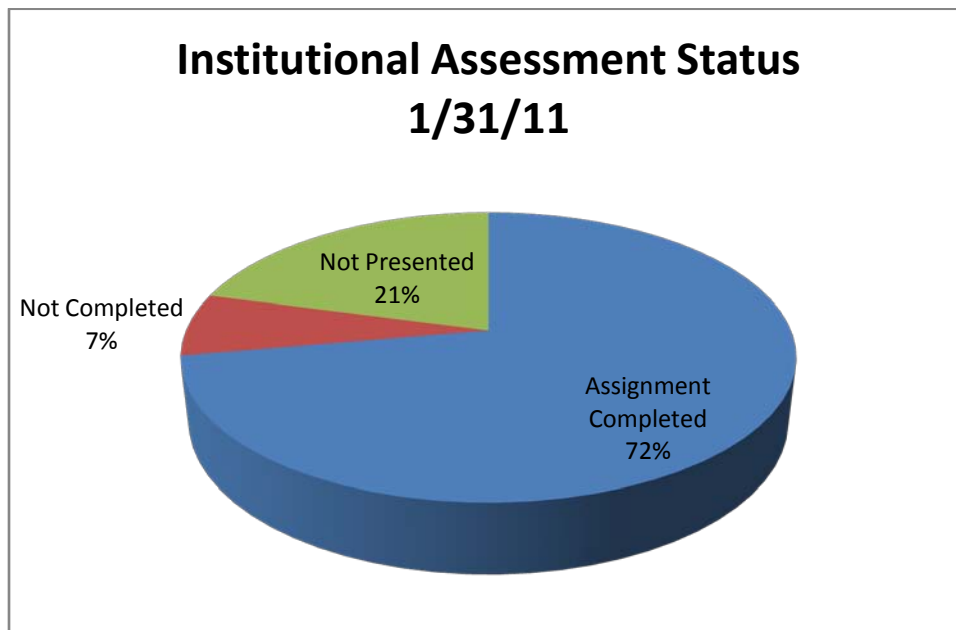
6.4 Develop a plan to evaluate effectiveness of the Board of Trustees, administrators, and administrative services

Ensure that the Board of Trustees adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives

Adopt a consistent administrative evaluation procedure and use that procedure to evaluate all members of the administrative team

In September 2010, President Drumm appointed Dean Greg Talley to serve as Special Assistant for Institutional Assessment. Dean Talley’s responsibilities include his continuing duty as chair of the IEAC and working with individual units on campus in developing their own goals, outcomes, measures, and timelines in feeding their own assessments into the overall institutional assessment picture. To efficiently introduce these concepts to approximately 72 units on campus, plugged into assessment as quickly as possible, Dean Talley developed a two-hour workshop, including a PowerPoint presentation, to be presented to the departments on campus. The workshop included an overview of the Middle States Standard 7, the reason for the College’s failure to comply with that standard, and an explanation as to what needed to be done to move into compliance with that standard ([Appendix S](#)). Additionally, Dean Talley developed a workbook to be used by units on campus to assist in the development of mission statements, goals, outcomes, activities supporting goals (objectives) measures, and reporting timelines established on a cyclical basis. ([Appendix T](#))

As of January 31, 2011, 52 of the 72 departments have completed the workshops. This represents 79% of the College’s units having completed goal-setting “training” in one format or another. Seventy-two percent (72%) of the campus departments have gone on to complete the assignments given through the workshops by identifying mission statements, goals, outcomes, objectives and measures. Goals set by departments include reporting timelines and are directly connected to the College’s Strategic Directions. About 7% of the total campus’s departments have yet to submit their missions and goals while another 21% have yet to complete the workshop training. All campus units will have had the goal-planning workshop completed by the end of the spring 2011 semester. There is every reason to believe that 85% or more of the campus will have established written goals, measures, etc. by the end of the spring semester.



Unit level goals may be identified in two categories: Academic Department Program Goals and Support Unit Goals. Academic Department Program Goals are separate from, yet linked to Student Learning Outcome Assessment.

Academic departments that have submitted program goals are as follows.

- Biology
- Business Information Technology
- Business Programs
- Civil Engineering Technology
- Clinical Laboratory Technologies
- Computer Science
- Criminal Justice
- Dental Hygiene
- Electrical Engineering Technology
- Excelsior Transfer*
- Fast Forward
- Health Information Technologies
- History, Philosophy, and Social Sciences
- Mathematics Department
- Mechanical Engineering Technology
- Performing Arts
- Physical Therapist Assistant
- Psychology and Human Services
- Radiologic Technology Program
- Teacher Education and Early Childhood Education

(*Excelsior Transfer do not report directly to the Academic Division but since academic programs are offered through this department it is included as academic departments for purposes of this report.)

Support departments that have submitted goals are as follows.

- Academic Advising
- Admissions
- Athletic Department
- BC Center
- Continuing Education
- Counseling
- Drinker-Driver Program
- Educational Opportunity Program
- Finance Accounting I & II
- Finance Accounts Payable
- Finance Office
- Finance Mail Room
- Finance Payroll
- Finance Purchasing

- Finance Student Accounts
- Financial Aid
- Human Resources
- Ice Center
- Information Technology Services
- International Education
- Learning Assistance Center
- Learning Resource Center
- Maintenance
- Job Placement Center
- Registrar
- Office of Public Safety
- Sponsored Programs
- Student Activities
- Study Abroad
- Teaching Resource Center
- Third Shift Custodial Crew
- Workforce Development

Data and Assessment Reporting

Making data available to departments on campus and to the general population has been among the first desired outcomes of this process. Data reporting will occur on two levels: external and internal. For many years, the College has had a fact sheet available for view on the internet; however, it required a person to go to the College’s website and go to a link directing the viewer to a two-page pdf file to read a narrative about the College. Prospective students now find a College Profile immediately upon getting onto the College website and going to “About BCC” at sunybroome.edu (<http://www.sunybroome.edu/aboutbcc/index.php>). This College Profile provides a bulleted list of information about retention and graduation rates, financial aid awards, a faculty profile, faculty to student ratio, dual enrollment, and distance education. Those who wish to obtain more information about the College may still access the Fast Facts link to the pdf file (<http://www.sunybroome.edu/aboutbcc/fastfacts.pdf>).

Internal data reporting takes place on multiple levels. An outline has been developed for this purpose as well as assessment reporting. The report document requires departments across campus to identify their mission, goals, and outcomes, and where assessments have taken place, to report on the outcomes of those assessments. Each department across campus will have an individual page that is linked to the internal MyCollege (mycollege is the college portal and our selected area for information organization and display for current faculty, staff, and students). Departments will post their reports on this site (www.mycollege.sunybroome.edu). Additionally, these reports are being compiled into a single print document and made available as an electronic document as well. At present, this document lists the missions, goals, outcomes, and measures in a single document under the Institutional Assessment tab in My College. As assessment reports come in they will be added to this document.

At present, the Institutional Assessment tab located at <http://mycollege.sunybroome.edu> has links to the 2007, 2009, and 2010 National Community College Benchmark Project for Broome Community College and the SUNY Student Opinion Survey for 2006 and 2008. Other data

reports are being added to this tab making it a rich source of information for faculty, staff, and administrators.

The IEAC began early in the fall 2010 semester looking for a way to present dashboard data. After considerable exploration of services provided by vendors who provide this service and evaluation of the College's own capabilities, the IEAC decided to rely on its own technical expertise to show data to the campus community and to the public. As previously mentioned, seven specific areas have been identified on the institutional dashboard in addition to the assessment of student learning outcomes. Each of these dashboard items has multiple measures that appear as aggregate data in the My College intranet. Disaggregate data in these seven areas as well as institutional assessment of student learning outcomes will be given to individual departments for their own assessments in conjunction with the assessments of their established goal outcomes. ([Appendix P](#))

In addition to the formal goal-setting and assessment reporting that the College has undertaken since the Middle States Report, the College has also begun following up on an existing base of information for follow-up assessment. The State University of New York (SUNY) for years has required its colleges and universities to complete program reviews. These program reviews provide a wealth of information not only on the status of programs at the College, but recommendations for improvement. Beginning in January 2011 the College has begun seeking follow-up reports from the various academic programs on campus, asking departments to explain what has been done with recommendations and what the results are of implementing those recommendations. The College has broken those program reviews into two batches and is seeking follow-up reports for about 20 of the program reviews during the spring 2011 semester ([Appendix U](#)). Departments have been asked to submit reports on specific deadlines staggered throughout the spring semester ([Appendix V](#)). The second call for status reports for about another 20 programs will occur in the fall 2011 semester. Though SUNY no longer requires program reviews to be sent to them, the College is still required to complete them. The reviews are a source of valuable information and will serve as additional assessment tools.

Early Assessment Results

The early stages of assessment are providing results that should help in further defining the College's Strategic Directions and the organization of the College. For example, as part of the overall assessment process, a mapping process was used to match departmental functions to Strategic Directions. This has identified some departmental functions that are not presently directly tied to the Strategic Directions. This provides an opportunity for the College to review and/or revise those Directions, and to work to include all departments into the strategic priorities of the College. As a result of the mapping process, the College has also discovered that there are Action Items that are part of the Strategic Directions that are minimally addressed in departmental functions ([Appendix W](#)). This will cause the College to determine the value of those Action Items and whether to emphasize addressing those items. This process will also help in refining the College's mission.

Early assessment efforts also reveal that there are areas on campus that may be duplicative. Identifying these can lead to cost savings for the College. For example, during the presentation of the workshops to the Transfer and Placement Office, presenters learned that some of the employment counseling efforts that were being done there were also being done by the

Counseling Office. As a result, Transfer and Placement was moved to the Continuing Education Division of the College to work in conjunction with Workforce Development. Furthermore, the workshops have revealed instances of task-completion by departments that have no direct responsibility for the task being done. For example, the Academic Advising Department has reported spending time explaining financial aid matters to students during intake advisement. This practice cuts into the time allocated to advisors to do academic advising and may be duplicative of information that is also available through the Financial Aid Office. While this overlap demonstrates that several units from across division support common goals, it also demonstrates the need for process alignment to take place.

Additional Positive Results from Working on Assessment

As a result of the efforts of the Institutional Effectiveness Assessment Committee in promoting unit assessment and putting into place a mechanism for overall institutional assessment, unintentional consequences have taken place.

The Middle States visiting team suggested that the College “Review the Vision and Mission statements to determine their relevance” from the Standard 1 review. Though not deliberately addressing this suggestion, the Institutional Effectiveness Assessment Committee began its work by reviewing the existing mission of the College. This review revealed some opportunities to establish a stronger connection between the mission and the core indicators of success. This was brought to the attention of the College Council and College’s administration and is to be addressed by the new College Assembly.

The visiting team also suggested with regard to Standard 2 that “The institution should ensure that data about college functions is converted into usable information for the whole college community to reflect upon and use as a guide for future planning.” Again, though not intended to directly address this recommendation, much has taken place to incorporate this suggestion, including placing National Community College Benchmarking data, SUNY Student Opinion Surveys, and BCC’s Core Indicators of Success on the Institutional Assessment tab on the College’s Intranet.

A suggestion from the visiting team on Standard 5 was that the College “Develop a plan to evaluate effectiveness of administrative services.” The entire campus community is being involved in institutional assessment and individual unit assessment. This includes each of the administrative services, including finance offices, the registrar, human resources, and admissions.

The Standard 10 suggestion that the College should gather data to determine the impact on student learning as a result of a ratio shift of full-time to adjunct faculty will be addressed as a result of measures identified on the institutional dashboard that will be located on the College’s intranet.

A recommendation on Standard 13 that “The College must define and implement overall developmental education and retention programs with measurable outcomes which demonstrate how students are tested, appropriately placed in courses, and how students are able to attain their education goals.” Not only has the Institutional Effectiveness Assessment Committee identified a full set of measures for Developmental Success on the Institutional Assessment tab on the

College's intranet, but the Learning Assistance Department also has defined its mission and goals to address this concern. Their mission and goals are stated as follows.

The Learning Assistance Department provides a comprehensive range of programs and services designed to foster development of critical thinking, problem-solving and enhanced teaching and learning. These program and services include:

I) **Services to Students:**

- Formal and informal assessment of academic skills
- Support in applying effective learning strategies to the student's academic program
- Instruction and activities which enable students to become self-aware and self-confident learners
- Referrals to appropriate college programs and services not offered by the Learning Assistance Department

II) **Services to Faculty and Staff:**

- Collaboratively provide resources and in-service education which promote effective teaching and learning.

Goals

1. To provide student services to enhance academic success
 - a. Writing Center
 - b. Math Lab
 - c. Peer/Professional Tutoring
 - d. Student Support Services
 - e. Supplemental Instruction
 - f. Learning Disabilities
 - g. Deaf and Hard of Hearing
2. Provide learning strategies to enable students to achieve academic success
3. Ensure that the College is in compliance with ADA requirements and Section 504 of the Rehabilitation Act of 1973
4. Provide a satisfactory level of services to students that will enable academic success

Each of the above goals are tied to the College's *Strategic Directions* and have associated activities to accomplish these goals with identified relevant desired outcomes.

Finally, the visiting team recommended in its review of Standard 14 that the College "Integrate the various levels of assessment including institutional level assessment". Not only has the Student Learning Assessment Committee representatives been visiting with the academic divisions on campus concerning assessment, but Dean Talley and Staff Associate Jeff Jurik have visited both academic and support divisions on campus providing instruction on assessment. While the Student Learning Assessment Committee headed by Mary Woestman and Dean Kelli Ligeikis focused on assessment of student learning outcomes, assessment instruction of the academic departments focused on programmatic outcomes. A timeline for the integrated Institutional Effectiveness implementation can be found in [Appendix X](#).

To provide the campus with an opportunity to discuss and provide input about the overall assessment of Institutional Effectiveness, Dean Talley will facilitate two information sessions on Institutional Assessment on March 1 and 2. These informational sessions will provide members of the campus community an opportunity to review the current status of Institutional Assessment. Additionally, information will be presented on accessing assessment information and future directions for institutional assessment. Suggestions for improvement of the assessment plan will be solicited.

Establishment of the Student Learning Assessment Committee

The assessment of student learning at BCC is rapidly changing in the directions suggested by the Middle States Evaluation Team from March 24, 2010. Based in part on the findings in the report of the Visiting Teams, an ad hoc committee, the Student Learning Assessment Committee (SLAC), was formed ([Appendix O](#)). It is charged with the creation of an ongoing Standing Committee on Student Learning Assessment (SCSLA) to facilitate timely collection and dissemination of the results of student learning outcomes assessment at the classroom and program levels and in general education.

This document is a report on the accomplishments to date and the action items in progress, not only of the Student Learning Assessment Committee (SLAC), but also of the campus as a whole in working to align goals and assessments at each level and to communicate results to the Institutional Effectiveness Assessment Committee (IEAC), to campus decision makers, and to each other.

Progress to Date and Current Status Related to Evaluation of Student Learning Outcomes as Part of Institutional Assessment

The Committee began its work by adopting definitions for the campus to use related to student learning outcomes at the course and program levels. The SLAC has also created a standardized annual reporting template, the Program Learning Assessment Report Form ([Appendix Y](#)), which includes the program learning outcomes, related learning activities, timeline for assessment, assessment methods and criteria for success, assessment results, actions recommended/taken, and institutional resources needed to implement recommendations. The narrative part of the form allows program/department chairs and coordinators to discuss the impact on student learning, if any, of previously recommended actions that were implemented. These forms will be used by program faculty to report to their respective Division Councils and Deans and will be collated, reviewed, disseminated and archived by SCSLA.

Representatives of SLAC visited each of the academic division councils to present the definitions and the reporting template and to discuss them with program/department chairs and coordinators. Those discussions led to revision of the definitions and helped to establish and clarify the annual reporting process, the first iteration of which will be completed by May 2011.

For stage one, faculty from each program or department were asked to review program learning outcomes and revise them where necessary. Each program/department has also created a curriculum map documenting alignment of student learning outcomes at the course level to their program learning outcomes. The second stage of the new reporting process required each program and department to fill in the first four columns of the Program Learning Assessment Report Form: program learning outcomes, related learning activities, assessment methods and criteria for success, and a timeline for assessment. The curriculum maps and assessment report forms have been collected in electronic format and will be housed in the SCSLA archive. Faculty from the respective programs and departments have been given the choice of submitting their Program Learning Assessment Report Form fully completed either in May or December of 2011 and will be expected to resubmit on an annual basis. ([Appendix Z](#))

From programs that are accountable to external accrediting agencies and have been keeping

assessment records in other formats as required by those agencies, the SLAC is asking for documentation of the student learning outcome assessment process in place. Programs with external accreditation will provide evidence of ongoing assessment of student learning outcomes through an annual update of the program's assessment findings to be included in the overall SCSLA committee report to the Institution. This would include milestones reached, noteworthy successes, problem areas and accompanying recommendations for action for which programs will be requesting college resources such as technology fees, grants assistance or annual budget allocations.

The SLAC has also assumed responsibility for both continuing and refining the General Education assessment process as it was established in response to the SUNY assessment initiatives. A General Education Assessment subcommittee of the Standing Committee on Student Learning Assessment will ensure that the cycle of assessment continues, that "Closing the Loop" reports are filed with SCSLA in a timely way (i.e., each of the 10 General Education learning outcomes is assessed every three years), and that significant results of each assessment are disseminated to all campus constituencies including faculty, students, and governance entities. The reports of the most recent assessments are in the process of being reviewed and summarized in preparation for release by May of 2011. The BCC General Education website wherein all of the general education assessment schedules, plans, and results have been housed was dismantled when the College made changes in the overall website structure. The site will be rebuilt after pending changes to the College's web content management system are complete (expected by Fall of 2011.) In the meantime, the files are available on request from the current SLAC chair.

The design for the Standing Committee on Student Learning Assessment (SCSLA), which will take over as of September 2011, is also well underway with the development of mission and Bylaws documents that address the functions and the make-up of the committee. ([Appendix AA](#)) Working from the description of an "Ideal Assessment System"¹, SLAC has created a map of the current system of student learning assessment as a way of guiding the effort towards improving the entire BCC assessment system so that the process works more effectively to keep information flowing among all constituents in useful and timely ways. The initial version of the map clearly shows the gaps in the flow of information that needed to be addressed. The revision from January 2011 indicates that improvement has already begun to occur. ([Appendix BB](#))

In its role as leader in developing a culture of assessment on campus, SLAC sponsored an "Assessment (Half) Day" for all faculty on January 14, 2011, featuring an interactive workshop and luncheon with Dr. Virginia Anderson of Towson University called "Effective Grading and Assessment: Strategies to Enhance Student Learning and Faculty Satisfaction." Over 50 faculty members chose to attend the workshop. Dr. Anderson's presentation focused on identifying intended learning outcomes, constructing exams and assignments that assess those learning outcomes, setting standards and developing explicit criteria and rubrics for graded assignments, implementing changes in teaching based on data from the grading process, using data from the grading process (not grades) for broader assessment purposes at the departmental, programmatic,

¹ Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco: Jossey-Bass.¹

and institutional level, and creating a culture of assessment and a data-driven framework for institutional success. Both before and since the workshop, the SLA committee with the support of the BCC Teaching Resource Center (TRC), is working to ensure that faculty and staff have the tools they need to increase their understanding of authentic assessment and to develop more sophistication in the methods and uses of learning assessment. The TRC has purchased several new publications and has offered access to a number of webinars and workshops on various aspects of assessment in higher education ([Appendix CC](#)). The standing committee will continue to initiate similar training opportunities by notifying the Professional Development Steering Committee and Teaching Resource Center of emerging needs or initiatives.

Conclusion

Analysis of the Institution's Progress Regarding Compliance with Standard 4 (Leadership and Governance)

Recommendations: The Evaluation Team made a recommendation that BCC “assure that the Board adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives.”

In response to this recommendation, the Board of Trustees participated in a retreat led by a facilitator from the Association of Community College Trustees (ACCT) during April of 2010. One goal identified during this retreat was “Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.” Additional goals of that retreat are listed in [Appendix F](#). The Board of Trustees has scheduled a presidential and self-assessment for their March 2011 meeting.

Requirements: The Evaluation Team made the following requirement of BCC: This standard requires the College demonstrate a well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community—therefore:

- **The College must develop and implement a shared governance structure.**
- **The College must develop clear bylaws, policies and procedures within the shared governance structure. The College must determine appropriate levels of authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies.**

With representation and input from a broad base of campus constituencies and led by the Shared Governance Task Force, BCC has completed the following accomplishments:

- Investigation of shared governance best practices and collegial models of shared governance ([Appendix A](#))
- Adoption of a shared governance definition for BCC (www.mycollege.sunybroome.edu)
- Creation of a shared governance structure for BCC – to be implemented fully in the Fall 2011 ([Appendix I](#))
- Development of a Draft Constitution and Bylaws for a College Assembly, including purpose, guiding principles, and initial membership ([Appendix J](#))
- Creation of a BCC shared governance website to provide an accessible venue to communicate information and to allow for feedback and input through the College’s portal (www.mycollege.sunybroome.edu)
- Creation of BCC committee template website ([Appendix K](#))
- Identification of campus committees and their roles in the shared governance process. ([Appendix I](#))

Analysis of the Institution's Progress Regarding Compliance with Standard 7 (Institutional Assessment)

Recommendations: The Evaluation Team made a recommendation that “the assessment of student learning outcomes must be incorporated into the college’s assessment of institutional effectiveness.”

During the fall 2010 semester, representatives of the Student Learning Assessment Committee visited each of the academic division councils to present the definitions and the reporting template and to discuss them with program/department chairs and coordinators. Those discussions led to revision of the definitions and helped to establish and clarify the annual reporting process, the first iteration of which will be completed by May 2011. ([Appendix Z](#)) The curriculum maps and assessment report forms have been collected in electronic format and will be housed in the SCSLA archive. The SCSLA bylaws state that “The Committee will provide an annual report of Student Learning Assessment to the Institutional Effectiveness Assessment Committee as well as to the Strategic Planning group, the College Budget Officer, and the Chairs and Deans Council.” ([Appendix AA](#)) The Institutional Effectiveness Assessment Committee has integrated the assessment of Student Learning Objectives as part of the institution’s “Dashboard”. ([Appendix P](#))

Requirements: The Evaluation Team made the following requirement of BCC: This standard requires that overall college effectiveness—through the total range of programs and services—be assessed through collaboration between faculty and staff. Assessment results are used in unit-level and institutional planning—therefore:

- **The College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.**
- **The College must implement systematic procedures by which faculty, staff and administrators can collaborate to effectively assess and improve the student experience.**
- **The College must develop a process by which stakeholders across the college can process and utilize the information they have gathered to inform planning at all levels and improve institutional effectiveness.**

With leadership from the Institutional Effectiveness Assessment Committee and the Special Assistant to the President for Institutional Effectiveness, BCC has completed the following accomplishments:

- Development of an additional Strategic Direction #6 related to Planning and Evaluation ([Appendix Q](#))
- Identification of institutional measures to be included in the institutional dashboard, including Campus Enrollment and Persistence, Placement and Transfer Rates, Employee Information, Student Engagement, Developmental Success, Financial Quality Measures, Student Success, and Student Learning Outcomes assessment ([Appendix P](#))
- Development of workshop and workbook training materials to assist units in developing their own goals, outcomes, measures, and timelines in feeding their own assessments into the overall institutional assessment picture. ([Appendix T](#))
- Provided unit assessment workshop training to more the 85% of the departments on

- campus. ([Appendix S](#))
- Collection of mission statements, goals, outcomes, objectives and measures as developed by individual organizational units. ([Appendix X](#))
 - Posting of an easily accessible College Profile on the public website that provides a bulleted list of information about retention and graduation rates, financial aid awards, a faculty profile, faculty to student ratio, dual enrollment, and distance education. (<http://www.sunybroome.edu/aboutbcc/index.php>).
 - Development of a web-based location and format for departments to post their assessment reports. (www.mycollege.sunybroome.edu)
 - Begun technical planning and development of a web-based institutional dashboard. ([Appendix P](#))
 - Create a system to centralize the submission of follow-up reports for academic program reviews. ([Appendix V](#))

Broome Community College has fully embraced both the challenges and opportunities of developing an effective model of Shared Governance and a comprehensive system to evaluate institutional effectiveness. The processes in both these areas have been to involve broad base of constituencies from across the campus to obtain input, create buy-in, and reassure the campus that our efforts would result in lasting changes. Beginning with review and revision of the Strategic Directions, the process has sought to make fundamental decisions as secure foundations for enduring results. The campus is resolved not only to demonstrate compliance with the Middle States Standards, but to implement these changes because they will help strengthen BCC's tradition of facilitating student success.

Appendices of Supporting Documents

Appendix A- Agenda of Convocation on Shared Governance

BROOME COMMUNITY COLLEGE

CONVOCATION ON SHARED GOVERNANCE

MONDAY, NOVEMBER 9, 2009

Shared governance in higher education refers to the structures and processes through which governing boards, administration, faculty, students, and staff participate in the development of policies and in decision-making that affect the institution.

-Faculty Council of Community Colleges

Shared governance reflects mutual respect and trust in the college community for contributions by all members. Such trust and respect allows all other activities to proceed more smoothly. It capitalizes on collective intelligence and strengthens morale.

-American Association of University Professors

Colleagues:

You are invited to a one-day series of conversations on shared governance, an event designed to launch a series of future conversations and workshops aimed at building an improved and agreed upon model of shared governance at BCC.

PRESENTERS

This all day discussion and workshop features Dr. Tina Good and Dr. Kimberly Reiser. Professors at SUNY Community Colleges and associated with the Faculty Council of Community Colleges as current and past Presidents of that body, our presenters have been immersed in, and are dedicated philosophically and practically to, the idea and value of shared governance in higher education.

FOCUS

Overview of shared governance and the benefits of having a robust system and process of campus communication, decision-making, and accountability relative to issues facing a campus.

AGENDA

Our visiting colleagues will define shared governance and provide an overview of best practices and benefits in an opening session. In small group meetings, they will then enter into discussion with a cross-section of campus leaders in late morning and early afternoon. A closing session will allow the campus-at-large an opportunity to contribute and for the

conversations of the day to be summarized.

TIMES AND LOCATIONS

9:00 a.m. Decker 201	Meeting with campus leaders (Interim President, Bargaining Unit Leaders, College Council President, President's Executive Council, Executive Director of the BCC Foundation, Executive Director of the Faculty-Student Association, Student Assembly President, Curriculum Committee Chair, Chair and Vice Chair of the Board of Trustees)
10:00 a.m. Decker 201	Meeting with Bargaining Unit Leaders and all available members of their representative councils
11:00 a.m. Decker 201	Meeting with College Council/Curriculum Committee, Student Assembly President
Noon -1:30 p.m. Wales 107	Lunch with Interim President and Board of Trustees Members
1:45 - 2:45 p.m. Decker 201	Meeting with Vice Presidents, Deans, Chairs and Directors
3:00 p.m. Decker 201	Open Meeting with the Entire Campus

We, the undersigned, endorse the November 9th Convocation on Shared Governance and encourage and welcome the campus community to participate.

**Margherita Rossi, College Council President
Sandra Harper, Student Assembly President
Greta Wingate, Faculty Association President
John Petkash, Guild President
John Richardson, ESP A President
Julia Peacock, Deans/ Chairs Group
Dr. John W. Deans, Interim President
Dr. Angelo Mastrangelo, Board of Trustees Chairperson
Timothy Grippen, Board of Trustees Vice Chairperson**

Appendix B- College Council Minutes May 10, 2010

Broome Community College College Council Meeting Minutes – May 10, 2010

Present: S. Carr, M. Carra, M. Dickson, D. Garnar, S. Harper, L. Hughes, D. Kutz, M. McGuinness, G. Roma, M. Rossi, L. Strahley, J. Urrea-Roque, W. Warren, M. Whittaker, R. Woods

Guests: G. Finch, B. Long, J. Peacock, G. Talley, S. Woerner

Excused: J. Hertzog

Absent: U. Bennett

Call to Order: The meeting was called to order at 3:02 PM.

Approval of Minutes: The minutes of the 4/26 and 5/3 meetings were approved.

Correspondence:

Debbie Lake is unable to continue as Support Staff representative to College Council because of other commitments.

Joe O'Connor inquired about a representative from College Council on the Campus Safety Committee. Next year's CC President will follow up with Dr. Trimm from the Committee.

Old Business:

Shared Governance (SG) Task Force - Dr. Drumm indicated the discussion and framework created to date provide for a point of departure for a SG Task Force to begin work. The SG Task Force document (attached) was approved as the framework and will be forwarded to Dr. Drumm.

Motion: To rescind the vote of 5/3/10, to create a Steering Committee of College Council to advise the President regarding membership composition and offer documents for a SG Task Force.

Unanimous approval.

New Business:

Subcommittee Reports –

- Textbook Advisory – Beverly Long reported on activities including creation of a WIKI site which was shared with SUNY Librarians Association listserv and the FCCC, usage of Library Pilot Program for textbooks on reserve, examining E-readers and E-texts and legislative issues.
- Campus Affairs – working with the Campus Sustainability Steering Committee on campus enhancement and beautification efforts. Areas on campus identified for gardening/planting efforts (including Campus entrances – north & south, Titchner Hall, BCC Childcare Center, Lt. VanWinkle Drive). Committee is seeking addition membership from staff and students for the Fall semester. Thank you to Susan Woerner for chairing the committee for the last three years.

- Awards & Celebrations – Recognition Event was held 4/30, was a great success. Thanks to Loreta Paniccia and the committee for an outstanding event. The committee would like the event to have institutional support with annual funding built into the budget. Committee is interested in looking at different venues for the event and a variety of themes.
- Diversity & Inclusion – seeking additional membership for the committee.
- Calendar – Sandy Wright reported that the committee developed and presented the 2010-2011 calendar that was approved and continued to investigate alternate calendars. Gathered input about calendar preferences from across campus through surveys of faculty/staff and students. Results of the surveys will be reported in the Fall.

Welcome to new members of College Council -

Jennifer Sedelmeyer representing STEM, Dominick DiMichele representing Health Sciences, Howard Streby representing Non-Classroom Faculty, and Judy Dzuba representing Adjunct Faculty

Congratulations to College Council Officers for 2010 – 2011 -

Margherita Rossi will serve as President and Lisa Strahley will serve as Secretary

Resolution from Doug Garner

Whereas Meghan McGuinness has faithfully served the College Council for the past three years,

Whereas Meghan McGuinness has served as the Council's President for Spring 2010,

Whereas Meghan McGuinness has rendered wise leadership during a difficult time of transition,

And whereas Meghan McGuinness has helped to be a positive catalyst for the creation of a new shared governance system,

Be it resolved:

That the Council extends to Meghan our heartfelt appreciation for her leadership during this time of transition.

Be it further resolved:

That Meghan McGuinness consider returning to the Council in the near future so that her energy and vitality could be once again be harnessed to the effort to create a robust shared governance system.

Meeting adjourned 3:50 p.m.

Respectfully submitted,
Lisa Hughes

Shared Governance Steering Committee

Charge:

1. Consider and evaluate the effectiveness of BCC's current shared governance process and committee structure focusing on
 - activity that constitutes good practice,
 - factors related to successful collaboration,
 - factors related to weaknesses in collaboration, and
 - Middle States standards.
2. Research theories and identify best practices related to shared governance.
3. Identify models of shared governance to be considered for BCC.
4. Engage in dialogue and seek input from campus individuals and groups (about current process and proposed models).
5. Develop a mechanism to keep the campus involved and updated on the work of the Steering Committee.
6. Prepare and forward a written report of findings and recommendations for improving campus governance to the President.

Guiding Principles:

The Steering Committee will strive to provide integrated models of governance that reflect:

1. informed, responsible, inclusive and expertise based participation;
2. transparency of operation and decision-making;
3. open lines of communication between and among all components and members of the BCC community;
4. accountability;
5. a structure that supports the ability to be responsive and timely; and a
6. foundation of mutual respect and trust.

Membership:

Students (1): Identified by Student Government Association/Confirmed by President

Faculty (6): Elected by constituency

- 1 FT faculty from each academic division
- 1 PT adjunct faculty
- 1 Non-Instructional faculty (librarians, counselors, advisors, LAC staff, ITS staff)

Bargaining Units (3): Member of leadership, identified by unit.

Administration (Dean, VP) (2): Appointed by President

Support Staff (1): Appointed by President

Professional Staff (Directors, Continuing Ed, EOP, Staff Associates) (3): Two Elected and one Appointed by President

Board of Trustees (1): Self- Identified

College Council (1): Elected by the body

Ex-officio or at-large member (1): Appointed by the President

Initial Timeline:

May 5, 2010

- College Council forwards recommendation re: Steering Committee to President

May 6 – May 21, 2010

- President responds to the recommendation: Endorsement or return to College Council for modification
- President formally announces the framework for the Steering Committee and its charge to the campus community
- President establishes a time-line for work and final report
- Special elections for membership announced and held
- Committee membership confirmed

June 1 – June 15, 2010

- Steering Committee co-chairs identified or appointed by President
- Co-chairs meet
- Initial meeting of Steering Committee scheduled
- President formally charges the Steering Committee
- Co-chairs outline agenda/plan/timeline
- Resource information distributed

Full time-line: TBD

Appendix C- Charge to the SGTF and Announcement of Elections

From: Campus Wide Communications
Sent: Tuesday, May 18, 2010 10:19 AM
To: Entire Campus
Subject: RE: Shared Governance Task Force

Dear Colleagues:

In partial response to the Middle States report and because of my commitment to broad and inclusive communication about matters that affect our College and its students, I have charged College Council with assisting me in determining the framework for a Task Force on Shared Governance. The Task Force is a vehicle to begin discussion within and among relevant constituencies about how to improve the structure and, more importantly, the functioning of shared governance on our campus.

When we are all in the loop and when we participate collaboratively, BCC can prosper. As difficult as it can be, all members of our campus community should strive for an atmosphere where ideas are shared and debated to ensure that good decisions arise from the best collective wisdom. Dialoguing and reaching consensus about decisions enhances unity which, in turn, creates a College that is better able to achieve its mission and goals.

After much deliberation, the Council has recommended the following framework for the membership and work of the Task Force. I approve this recommendation with the hope and expectation that important ideas for making BCC shared governance more vital will emerge from the activities of the Task Force in partnership with the campus community-at-large.

Charge of the Task Force:

1. Consider and evaluate the effectiveness of BCC's current shared governance process and committee structure, focusing on:
 - a. Activity that constitutes good practice
 - b. Factors related to successful collaboration
 - c. Factors related to weaknesses in collaboration, and
 - d. Middle States standards.
2. Research theories and identify best practices related to shared governance.
3. Identify models of shared governance to be considered for BCC.
4. Engage in active dialogue and seek regular input from campus individuals and groups (about the current shared governance process and proposed models).
5. Develop a mechanism to keep the campus involved and updated on the work of the Task Force.

6. Prepare and forward a written report of findings and recommendations for improving campus governance to the President.

Guiding principles for the Task Force:

The Task Force will strive to recommend integrated models of governance that reflect:

1. Informed, responsible, inclusive and expertise based participation.
2. Transparency of operation and decision-making.
3. Open lines of communication between and among all components and members of the BCC community.
4. Accountability.
5. A structure that supports the ability to be responsive and timely.
6. A foundation of mutual respect and trust.

Membership of the Task Force:

The Task Force will consist of 16 members. As indicated below, several of these positions will be elected representatives of select constituencies.

If you have an interest in serving on the Task Force in any of the elected positions, please self-identify to Meghan McGuinness **no later than May 21-by 5 PM**. Elections will take place between May 24 and May 28.

- Student Government Association: Identified by SGA
- Faculty
 - STEM: Election
 - Liberal Arts: Election
 - Health Science: Election
 - Business/Criminal Justice: Election
 - Part-time Adjunct Faculty: Election
 - Non-Instructional Faculty: Election
- Twelve-Month Professional Staff
 - Appointed position
 - Appointed position
- Administration
 - Appointed position
- Support Staff
 - Appointed position
- Board of Trustees
 - Self-Identified
- Union Representation

- Guild
- FA
- ESPA
- College Council
 - Identified by the body
- Member-At-Large/Ex-Officio
 - Appointed
- **Total Membership: 16**

It is my sincere hope that you will consider running for one of the elected positions or self-identify as an interested individual. Task force members will utilize the summer to research exemplar models of shared governance (e.g. Nassau and Suffolk Community Colleges), review Standard 4 of the Middle States Accreditation Report/Response, and study our existing shared governance structures. The more involved work will convene in the fall semester.

I believe that every member of the campus has an important and unique role. "Shared" implies that we maintain common interests. While supporting an open line of communication, we can effectively work on those common interests. If we all can bring our ideas to the table and have open and fruitful dialogue, our campus will thrive. It is my hope, and one that I hope I share with you, that we can work together to make Broome Community College even better than it is today!

"There are countless ways of attaining greatness, but any road to reaching one's maximum potential must be built on a bedrock of respect for the individual, a commitment to excellence, and a rejection of mediocrity."

-Buck Rogers

Sincerely,
Kevin

Shared Governance Task Force

September 3, 2010 Minutes

Task Force Members Present: Meghan McGuinness, Lisa Strahley, Carla Michalak (excused), Dave Michalak (excused), Debbie Morello, Julie Peacock, Cheryl Sullivan, Brad Auwarter, John Petkash, Margherita Rossi, Zach Riley, Mike Carra, Doug Garner, Gary Finch, Bill Hollister (excused), Larry Alger (excused), Tim Grippen (excused)

I. Shared Governance Task Force Mission Statement

a. Meghan welcomed the group and explained that she has completed a lot of readings on shared governance and is not certain where to go from here (see below). She explained that there is little documentation on SG and community colleges (Margherita did hand out an article about SG and the community college). Meghan broke the task force into 4 groups of 3 members. Groups were encouraged to draft mission statements while utilizing the guiding principles of the task force. Groups were then asked to share their drafts with the entire group. Before we could finish a discussion about the drafts, a question as to why a mission statement was necessary was asked. Meghan explained that some task force members had inquired about a mission statement at the first meeting, and Dr. Drumm encouraged us to think about this as well.

b. Discussion regarding the expectations of Middle States took place. Gary explained his concern being that if we do not meet Middle States expectations that the institution risks being put on probation. Julie also discussed that we need to show them that we have a plan. Again, a representative from Middle States, Dr. Schneider, will be meeting with our task force (any members that can make it) on Wednesday, Sept. 15 at 9:00 am (location tba). At that time, we need to have an idea of where we are headed to show Dr. Schneider.

“ Dr. Schneider’s visit is intended to give us the opportunity to ask questions and discuss our plans and process– it is not an assessment of our progress thus far. “ (Quote taken from an email from Dr. Wade, who is coordinating Dr. Schneider’s visit with us)

c. One draft mission statement that was shared is as follows, “To investigate models of SG with the goal of identifying a model that is aligned with BCC’s mission and goals, culture, (and existing structures), while keeping the campus community informed and involved. One comment was, “Are we aligning around what we have already ...” Due to the fact that not all draft mission statements were shared, it was asked that everyone share these electronically.

II. Goals of Task Force

a. Timeline – Meghan passed around a document with the future dates of the task force. IDEALLY, the task force will meet every other week and the subcommittees or teams of the task force will meet every other week, on alternating weeks. Meghan explained her plan to break our group into three smaller “teams” to work on certain tasks. She explained that she is relying on input from task force members, as she is not sure where to go from here.

b. Subcommittees (Teams) of the SG Task Force

i. TEAM #1: Existing Structure/Models Analysis Team: Margherita Rossi, Cheryl Sullivan, Mike Carra

CHARGE: To determine what content areas each existing committee deals with (e.g. curriculum, technology, gardens, smoking issues, etc.); to determine which committees are obsolete and which committees fall under the umbrella of others; potentially make recommendations to dismember certain committees if necessary, and/or combine committees where appropriate; investigate shared governance models

ii. TEAM #2: Communication Team: Debbie Morello

CHARGE: To determine how committees will interact with one another and administration; to determine how the work of committees will be dispersed throughout the campus; to determine how the work of the SG task force will be continually shared with the campus community; defining SG for our campus.

iii. TEAM #3: Committee Structure Team:

CHARGE: To develop a means of defining existing and new committees to prevent overlapping duties among committees; establish a protocol for creating committee charge(s), membership, term limits, bylaws, and reporting relationships; establish a method of having permanent committees dealing with new problems/issues on campus and not developing new committees for every problem/issue that arises.

******This last team had no names of those who were interested. I am thinking that maybe some of this charge will fall under one of the other two teams?**

III. Next Meeting: I am open to suggestion as to whether to have a special meeting this Friday, Sept. 10th from 12:00-1:00. I am more apt to encourage folks to start discussions with teams and begin that work ASAP. However, not everyone has expressed interest in working on a team or two. Reminder, Dr. Schneider will be here on 9/15. Please email me if you have other thoughts on where we go from here. I value everyone's input and believe it is important that everyone on this task force have a voice. I am humbled to be working with such a great group!

Appendix E- Summary of Results of Shared Governance Survey November 2010

- ✚ **All members of the campus community should strive for an atmosphere where ideas are shared and debated to ensure that decisions arise from open, informed participation and the best collective wisdom. What could we at BCC do to ensure that such an atmosphere is created?**

The overall theme we found in this question was that there needs to be discourse between the faculty, administration and staff. One thing we did notice is that students are not mentioned once in the answers to this question. The idea of having separate Senates both for the Faculty and Administration came up numerous times. I am not sure that building separate diverse entities fits the shared governance model.

Surveys also indicated an importance on across the board decision making. People would like to have a voice. Duplicated committees was a concern. Overall--great interest in Faculty representation outside of the FA structure. Decisions are made via emails without any consultation and implemented. Equal and fair representation. Communication was the largest bond with this question, the lack of it in decision making process and the great need for it.

- ✚ **What do you think are the challenges we face as we attempt to improve our shared/participatory governance efforts and develop a functioning model for our campus?**

There seems to be an overwhelming consensus that communication needs to occur between all constituencies on campus. A lack of trust between the faculty and administration is quite apparent given some of these comments. We found many references to the past, but some that indicated that we need to move past that toward change and a better future. Some believe that once the requirement for shared governance is met, it will revert back to the status quo as if we are putting up a façade of compliance for show.

Appeasement for Middle States by Administration, after accreditation is satisfied, system will revert back. Faculty is suspicious of Administrations motives. Gaining trust and respect that this can be a working reality. Learned communication, it has not been a norm in the past. Decisions need to have input from affected departments/students/staff. High turnover of key positions, no clear vision of forwardness. Idea/practice of Shared Governance dissipating over time.

- ✚ **Since participants in shared/participatory governance often represent stakeholder groups, how do you think participants should be identified and selected?**

The overall feeling I get from the answers forwarded to this question is that a voting process should take place after a representative of each stakeholder group is nominated. We also feel that the survey takers wanted that to be determined by someone expressing the wish to be nominated. There was also mention that the administrative portion should be appointed which I feel detracts from the governance process.

Through the department that is affected and the interest level of participants. Faculty Senate brought up regularly as they have the most exposure to Students (wants and needs). Soliciting participation, appointing representatives only brings the same voices to the table. Stakeholder groups should elect their own reps. Some positions should be elected, some appointed.

- ✚ **An effective shared governance structure includes clearly defined roles and the absence of overlapping responsibilities among constituencies (for example, college council has a campus-wide representative role regarding campus issues; student assembly represents the student viewpoint during decision making processes). What types of bodies, mechanisms, or roles do you think are important in order to represent the perspective of other stakeholders?**

Again here we got the overall sense that there should be distinct grouping, faculty senate and administrative senate. There is an overall sense that there needs to be a “body” that involves everyone on campus. We, again, wrestle with the idea of separate bodies coming to the same conclusions, (sounds a bit like this survey). Our thoughts only would consider a “body” which represents everyone on campus made up of people from all portions of the community at large. Much like Parliament or our US Senate and Congress. This would promote the discourse that it seems everyone agrees we need.


Students should sit on all/most committees. Rotation of seats every 2 years. Everyone should be represented. One governing body with needs of individual groups met through committees or sub-committees. Many wrote “don’t know, not sure”. Put the professionals in the areas who will be affected by the decision. College-wide council representing all campus constituencies.

- ✚ **We currently have a College Council that serves as a representative body that is limited in scope and influence. Do you think a new shared governance model should include a representative body as a whole -a College Senate or Council - and what responsibilities would a structure like that have?**

This question tends to lead to the idea of a Senate above and beyond the scope of the current College Council model. There is a consensus that everyone should have a voice in this process. There was also one suggestion that we model our

representative body after the nations Senate. Again, all need to have a voice and the idea of a faculty senate is once again alluded to many times within the answers.

A shared governance entity has to have the influence to implement change. Equal voice to the Administration. Responsibility of it has to have the authority to go with it. A group that would be the overview of requests/policies etc. that decides where the responsibility would funnel to for the ultimate decision. Whatever group is instituted needs to be in place year-round. Budgetary input. Small groups needed, voices get diluted with too many people. The decisions made by the particular group has to be honored by President/BOT.

 **What do you think will be the advantages and/or disadvantages of a functioning shared/participatory governance system for BCC?**

Our feel for this question is that the overall advantage is a feeling of worth, having input into the future and an overwhelming sense of belonging. The overall disadvantage was that the process may be too slow.

Advantages: Open communication, people feel they have been heard. People feel valued. Broader spectrum of input from all. Better morale. Administrative authority kept in check. Negates apathy within the college community as a whole and promotes involvement. “The left hand will know what the right hand is doing”.

Disadvantages: Slow decision making processes with all involved. Timely, true representation. Investment of time and effort all a waste if not heard. Overall more advantages than disadvantages if put in place.

Appendix F- Goals of BCC Board of Trustees Self-Assessment Meeting

BCC Board of Trustees Retreat Goals

April 28, 2010

The following were identified as priorities for the Board of Trustees and the President:

- Academic quality and financial oversight
- Partnerships with colleges and universities, business and industry, public schools, and community agencies
- Public image/marketing initiative
- The technology center
- Study the need for a residence hall
- Set priorities that address the demographics shifts and economic development of the region
- Address Middle States issues
- Develop a new 5 year facilities plan

General discussion also focused on the following issues:

- Achieving the right balance between gaining financial support for the College from the State and County while forcefully advocating on behalf of the College, and understand the complexity associated with competing priorities of internal and external stakeholders.
- Work on achieving effective communication and strong relationships with all internal constituencies including improving relationship with organized labor.
- Implement the best strategies for focusing on quality and student success during a period of financial difficulties.
- Significant steps have been taken by the Board in the last year. These include the smooth transition to a new president, the finalization of labor contracts, and addressing the issues identified by the Middle States Association. In addition, the strong partnership between the President and the Board, the effective leadership by the Chair of the Board, and the willingness to reflect and self-assess by the Board are all strong indicators of the great progress that has been made.
- All of the above should work to reassure the public and strengthen the public image of Broome Community College.

Important areas of discussion included:

The responsibility of the Board to govern and foster the public trust. The governance responsibilities include supporting shared governance and the effective management of the college's resources. This translates to the need to foster collegiality with all college constituencies including organized labor, faculty senate, student government, and others key internal stakeholders.

It is important for the Board and all members of the Board to set a high standard for all aspects of board governance. The aim should be to go from being a good board to a great board. An important aspect of this is a strong board/president relationship.

We discussed appropriate guidelines for trustee interaction with faculty and staff, including scripting how best to handle these situations, and the importance of both keeping the President informed and not undermining the role of the President.

Effective communication is essential to the board/trustee-to-trustee/president relationship. The "no surprise rule" and the agreement to "disagree without being disagreeable" are good guidelines. It is also important to encourage debate, reflection, and understanding the facts before reaching conclusions.

Presidential leadership and the appropriate role of the president as an agent of change.

Recommendations for Goals and Next Steps

Based on the day's discussion, we have the following recommendations for the board:

Address any remaining items on the list of concerns by Middle States

Using the state guidelines, define an evaluation process for the president and board self assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board, and self-assessment by the president.

Encourage involvement and participation by all board members in state and national trustee development meetings and gatherings.

The Board and President need to focus on how much change is appropriate and foster a greater understanding of how timing affects the implementation of these changes. Organizational culture often dictates how fast or slow one should initiate change. By developing trust and reinforcing respect in the College and community first, it will be much easier to make the necessary changes.

Appendix G- Campus Wide Update on Shared Governance December 13, 2010

From: Campus Wide Communications
Sent: Monday, December 13, 2010 3:49 PM
To: Entire Campus
Subject: RE: Shared Governance

Dear Campus Community,

As you prepare to begin your holiday break, the Shared Governance Task Force (SGTF) would like to briefly update you on our efforts this semester.

Following the Middle States warning regarding Standard 4: Leadership and Governance, the SGTF was convened in August 2010 to address this deficiency. Based on assessment of the College's current governance structure and analysis of the results of the survey about shared governance that was distributed last month, several issues emerged:

- Communication between the administration and campus constituencies needs much improvement.
- Trust and mutual respect as a basis for collaboration and decision-making needs to be developed and strengthened.
- A more collegial and representative shared governance structure and process is desired and necessary.

In an effort to address these issues, and based on research of models and best practices, the SGTF will be proposing a shared governance structure built around the philosophy and principle that governance at BCC is constituency-based, that is, all members of the campus community have a unique stake in, and should have a chance to voice their ideas and concerns, related to policy creation. The proposed governance model will seek to ensure widespread communication, greater participation, reasonable consensus, and an understanding of the decision-making process.

When we return next month, we are hoping that there will be an interest across campus to learn more about the details of the proposed governance model configured thus far and to become involved in its development and refinement.

To date, the activities of the SGTF include:

- Investigation of shared governance best practices and collegial models
- Creation of a BCC shared governance website – to organize and communicate governance activity (details to be announced)
- Creation of a BCC committees website – to organize and communicate activity (details to be announced)
- Identification of committees on campus – some to be rolled into the new governance system, others modified, others dissolved
- Adoption of a working shared governance definition for BCC

- Development of a super-structure for governance that includes several key bodies: College Assembly, Council for Academic Issues, Council for Operational Issues, and Student Assembly
- Timeline for the establishment of the shared governance system – initial phases implemented in Spring/Summer 2010 with full implementation slated for Fall 2011

The SGTF looks forward to rolling out Phase I of the new governance structure upon return from break. The work of filling in the detail and making shared governance a true collaborative effort that will enhance decision-making at BCC relies on your feedback and assistance. We look forward to having continued discussions with you upon our return from break!

Happy Holidays,

SGTF

Bill Hollister, Lisa Strahley, Carla Michalak, Debbie Morello, John Petkash, Melanie Gleason, Gian Roma, Larry Alger, Mike Carra, Gary Finch, Julie Peacock, Cheryl Sullivan, David Michalak, Margherita Rossi, Doug Garner, Tim Grippen, Rae Palmer-Jones, Meghan McGuinness

Appendix H- Shared Governance Presentation to Campus January 13, 2011

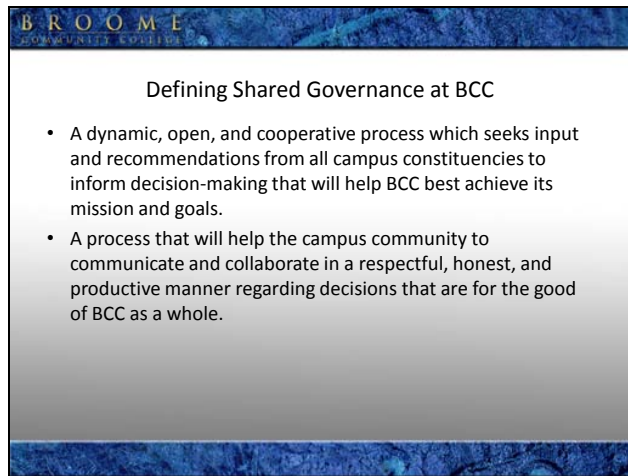
Slide 1



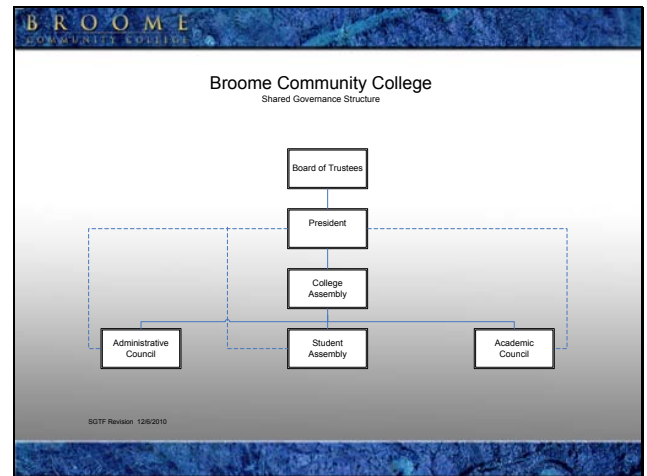
Slide 2



Slide 3



Slide 4



Slide 5

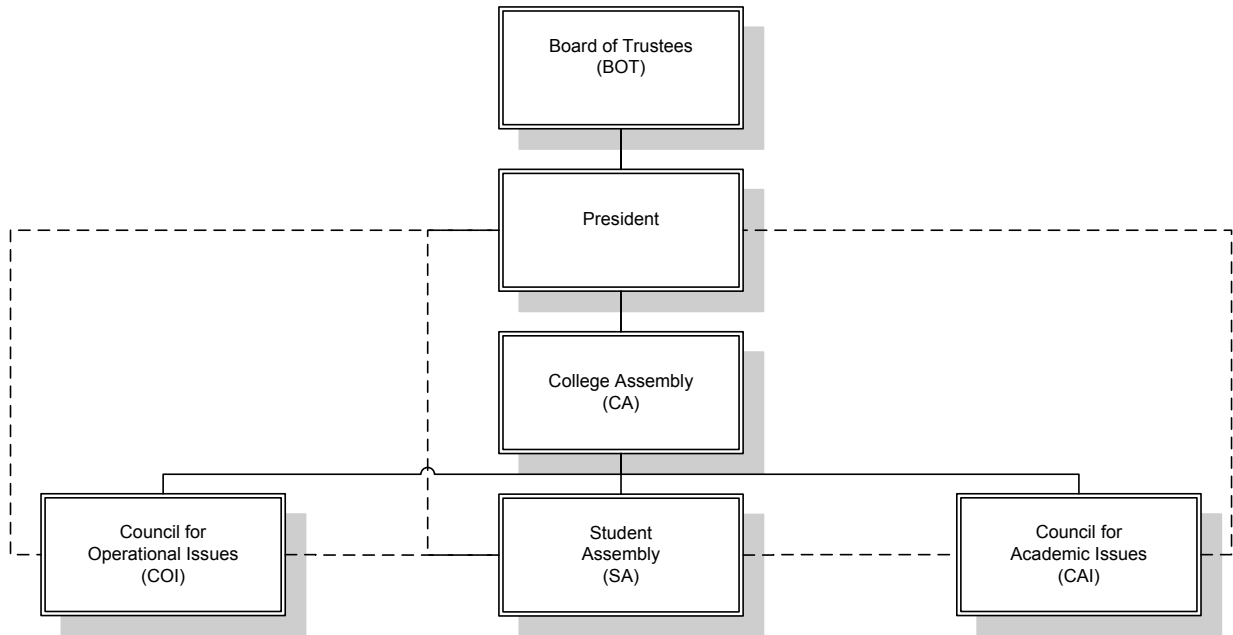


Slide 6



Broome Community College

Shared Governance Structure



- COI Committees:
- i. Enrollment Management
 - ii. Technology
 - iii. Banner Core
 - v. Grants Planning
 - vi. Facilities
 - vii. Safety and Security

- CAI Committees:
- i. Curriculum
 - ii. Distance Learning
 - iii. Developmental Education
 - iv. Advising
 - v. Retention
 - vi. General Education
 - vii. Student Learning Assessment
 - viii. Writing Across Curriculum
 - ix. Distance Learning
 - x. Fast Forward
 - xi. Professional Development

COLLEGE ASSEMBLY BROOME COMMUNITY COLLEGE

CONSTITUTION

Preamble

The College Assembly of Broome Community College (BCC) is based on the core values of shared governance. Shared governance reflects a general commitment on the part of faculty, staff, students, and the administration to work together to strengthen and enhance the College. Shared governance also reflects and enhances mutual respect and trust in the College community for the contributions that all of its members bring to the work of Broome Community College. Indeed, the variety and complexity of tasks involved in shared governance produce a compelling interdependence among the Board of Trustees, the administration, faculty, staff, and students. Moreover, their relationship necessitates ongoing communication, as well as full opportunity for appropriate joint planning, evaluation, and decision-making.

The core values of shared governance, as supported by every item of the College Assembly Constitution, are:

- Informed and inclusive decision-making;
- Transparency and clarity of operations and decision-making;
- Open lines of communication between and among all components and members of the BCC community;
- Accountability; and
- Mutual respect and trust.

Guided by these core values of shared governance, BCC's College Assembly is a collegial, consultative body composed of representatives from all campus constituencies that will review and advise on the creation, revision, or discontinuation of policy and is not, in and of its self, a decision-making body. Its role is to recommend and provide advisory input to the President on decisions related to policy and other issues that affect the institution as a whole. It is the principal and highest deliberative body in the College's shared governance structure.

Decision-making authority should be, wherever possible, delegated to those areas/persons most affected and with the most specialized expertise within the governing bodies representing various components (Council for Academic Issues, Council for Operational Issues, and the Student Assembly) as well as within their various Standing Committees, administrative units, departments, divisions, and collective bargaining units. However, where there are issues that affect the entire College, or issues that clearly affect more than one organizational area of the College, or more than one constituent group, the College Assembly shall have the responsibility and authority to review, revise, initiate, and recommend.

The College Assembly shall act in a manner consistent with the policies, statutory requirements, and/or responsibilities of the State University of New York, Broome Community College Board of Trustees, and the Broome Community College Administration, notably the President.

Article I. Name

The official name of the body shall be the College Assembly of Broome Community College. In other parts of this document, hereafter, referred to as College Assembly.

Article II. Purpose and Mission of the College Assembly

1. The mission of the College Assembly shall be to:
 - represent and promote a broad range of perspectives, input, and influence on governance issues;
 - facilitate timely, factual, and systematic two-way communication and information dissemination between constituents and the President relative to decisions related to BCC policy and matters important to the development of the College;
 - support a more transparent and inclusive decision-making process with clear accountability for the recommendations made and decisions produced.

2. The purpose of the College Assembly shall be to:
 - oversee, manage, and review the shared governance process;
 - assist in ensuring that College-wide policy-making and policy implementation is consistent with BCC's mission, vision, and Strategic Directions.
 - serve as a forum where such issues of College-wide importance can be sent for review, examination, formulation, discussion and resolution in a collegial fashion;
 - serve as the shared governance liaison to the Administration;
 - communicate deliberations and recommendations to the President and the College community and serve as a notification mechanism regarding flow through issues not requiring direct action;

Article III. Functions of the College Assembly

The core functions of the College Assembly shall include, but are not limited to:

- guarantee and/or establish effective and ongoing communication and collaboration between and among shared governance bodies;
- review (and possibly initiate), as well as periodically evaluate continued development of the mission and vision of the College;
- review (and possibly initiate), as well as periodically evaluate policies, programs, and initiatives that concern more than one unit or area of the College;
- provide review and recommendations on major policy changes;
- channel requests for actions, policy changes, proposals, and initiatives in an expedient fashion to the appropriate governing bodies or administration and to direct timelines for responses;
- allow for, and conduct, campus forums at least once per semester to air and discuss issues that are important to the College community and determine the suitability of addressing them through the shared governance process;
- review recommendations for the creation of new committees to determine their role and effect within the shared governance system;
- establish standing and/or ad-hoc committees as may be necessary to fulfill the College mission and facilitate shared governance;
- establish standing and/or ad-hoc committees as may be necessary for the discharge of the College Assembly's own responsibilities; to define the membership, jurisdiction, and authority of such

committees within the guidelines of the College Assembly mission; to resolve disputes between committees thus established; and to act on the reports submitted by such committees.

Article IV. Composition of the College Assembly

The College Assembly shall consist of 18 voting members, 4 non-voting members, a Parliamentarian, and a Secretary/Support Staff member.

Voting Member per Bylaws

- A. Chairperson of the College Assembly (elected from among the voting members)

Non-Voting Members

- B. College President
- C. Vice President for Academic Affairs
- D. Vice President for Administrative and Financial Affairs
- E. Vice President for Student and Community Engagement

Voting Members

- F. Chair of the Council for Academic Issues
- G. Chair of the Council for Operational Issues
- H. (1) Classified Service Staff
- I. (4) Full-time Faculty
- J. (2) Full-time Non-Instructional Faculty
- K. (1) Student
- L. (3) Collective Bargaining Unit Presidents (Faculty Association, ESPA, Guild)
- M. (1) Director/Assistant Director
- N. (1) Department Chairperson
- O. (1) Dean
- P. (1) Adjunct Faculty
- Q. (1) Staff Assistant/Staff Associate

Non-voting, Appointed by the Chairperson

- R. (1) Parliamentarian

Nonmember

- S. (1) Secretary/Support Staff

Article V. Officers of the College Assembly

The College Assembly shall have the officer of Chairperson with an additional Secretary/Support Staff.

1. The functions of the Chairperson are to:
 - Present proposals to the College Assembly for consideration – either at the request of the College Presidents, one of the Councils or the Student Assembly.
 - Refer College Assembly business to the appropriate Council or Standing Committee or ad hoc Committee.
 - Prepare the agenda for each College Assembly meeting.
 - Preside at College Assembly meetings and provide for continuity in the flow of business.

- Provide, as needed, leadership and ongoing communication and cooperation between all components of the shared governance system during the times between regularly scheduled College Assembly meetings.
 - Act as the College Assembly liaison with campus and community persons and/or groups.
 - Serve as alternate delegate to the Faculty Council of Community Colleges (FCCC).
 - Meet with the College President to address campus issues of concern. As necessary, the Chairperson may designate an Assembly member to meet with the College President.
 - Act as representative to Executive Council and the President’s Cabinet as requested by the College President. As necessary, the Chairperson may delegate an Assembly member to attend.
 - Attend the BCC Board of Trustees monthly meetings.
2. The functions of the Secretary/Support Staff are to assist the Chairperson in organizing the workload of the College Assembly and, specifically, to:
 - Schedule College Assembly meetings.
 - Record, distribute, and communicate minutes of the College Assembly in a timely fashion.
 - Monitor and record attendance at College Assembly meetings and at Council/Standing Committee meetings (via meeting minutes from Council/ Standing Committee chairpersons).
 - Organize correspondence to and from the College Assembly.
 - Assist the Chairperson in coordination of the activities of the Councils/Standing Committees.
 3. The Chairperson of the College Assembly will be afforded full-release time in order to carry out his/her responsibilities.

Article VII. College Assembly Structure

In order to facilitate its own work or the work of the BCC shared governance structure -at-large, the College Assembly is empowered to create its own Standing or ad hoc Committees to deal with new or ongoing matters.

Article VIII. Meetings

1. The College Assembly year begins September 1 and ends on August 31 of the following year. Meetings of the College Assembly shall be held two times per month during the academic year and one time per month during the summer months.
2. The Chairperson can call additional meetings or cancel scheduled meetings after sufficient notice has been sent to all the members.
3. Special meetings may be called at any time by the Chairperson of the College Assembly or within five working days of receipt of a written petition to the Chairperson signed either (1) by at least nine College Assembly members, or (2) by at least 25 members of the campus community, provided that the issues for which the meeting is requested falls under the purview of the College Assembly as outlined in the College Assembly Constitution.

Article IX. Amendments to the Constitution

1. Any member of the College Assembly may propose amendments to the Constitution at any regular meeting.

2. The proposed amendment will be filed with the Secretary of the College Assembly, which will publish the proposed amendment and the date of its presentation in the minutes of the meeting.
3. Discussion of the amendments must be at a regularly scheduled or special meeting of the College Assembly.
4. Adoption of amendments to the Constitution shall require an affirmative vote by two-thirds of the College Assembly members casting or returning ballots, provided that a quorum is present.
5. There must be sufficient time intervening (at least 30 days) between introductions of such proposal and a vote on its adoption.

COLLEGE ASSEMBLY BROOME COMMUNITY COLLEGE BYLAWS

Article I. Articulation with the Campus Community

In order for shared governance at Broome Community College to be successful, it is essential that all constituencies work closely with one another. Whenever the College Assembly is considering an item, it shall seriously deliberate on whether input from other administrative or academic areas or governing bodies would be necessary in order to fulfill shared governance principles, and/or beneficial to the full review and resolution of the item at hand. In all cases where such input is deemed necessary or beneficial, the College Assembly will make an immediate formal request to the areas / bodies in question for formal review and recommendations.

To facilitate its charge and responsibility, the College Assembly will assure that it

- captures the voice of stakeholders in formal and informal ways;
- adheres to shared governance principles and protocols;
- determines and executes the most credible and valid type of review (expedited, full, or extended) based on the complexity of the issue, urgency for a decision/resolution, and the availability of constituency groups during the summer months or periods when the College is closed.
- avoids being overly bureaucratic or time consuming and functions efficiently, effectively, and in a timely manner;
- prioritizes and establishes a timeline for conduct and completion of work progress; and
- promotes information sharing, tracking, and reporting mechanisms to communicate its activity, as well as those of the Council for Academic Issues, Council for Operational Issues, and the Student Assembly, to ensure the integrity of its process.

Areas of concern of the College Assembly are issues that affect the entire institution, or issues that clearly affect more than one area of the College, or more than one constituent group. In cases where areas of authority or responsibility are not clear, the College Assembly shall have the power of review, i.e. review to determine if the issue falls under its jurisdiction. If a 2/3 majority of the College Assembly so decides, after due deliberation of the issues at hand, it will provide written and public justification why the matter, properly, is a campus-wide issue for action by the College Assembly.

Article II. Terms of Membership

Eligibility and Terms of Service:

1. A person from any of the membership constituencies identified in Article IV of Constitution is eligible to serve on the College Assembly.
2. With the exception of the student representative and representatives who serve by virtue of their positions or roles, members of the College Assembly are elected or appointed for three year terms, with the option of being re-elected/re-appointed once.

3. With the exception of the student representative and representatives who serve by virtue of their positions or roles, after two possible consecutive terms, members shall sit out for at least one term before being eligible for membership again.
4. Students shall serve one-year terms, and can also be re-elected or re-appointed once.
5. Including the Chairperson –elect of the College Assembly, all open positions shall be filled by the end of the Spring semester. Election/appointments must take place no later than four weeks prior to the end of the Spring semester.
6. All elected and appointed positions on the College Assembly shall be staggered, so that only one-third of the College Assembly appointed and elected members will be replaced and/or renewed in their three-year terms each year. (In order to initially establish the staggered system, one-third of the appointed or elected members on the College Assembly will only serve one year terms, and the other half will serve out their full three year term----this selection will be based on a random drawing of names in advance of the first regularly scheduled College Assembly meeting so that all members will be informed of their term length).
7. For purposes of eligibility, a partial term, to fill out the unexpired term of some other elected or appointed member or for any other reason, shall be counted as a full term.
8. The seat of a College Assembly member shall be deemed vacant when the incumbent resigns from the College Assembly or the College, is no longer a member of the elected/appointed position or category, is not fulfilling membership duties, or is removed from office.
9. Members of the College Assembly shall serve with the expectation of consistent attendance at scheduled meetings. If a member is determined, based on meeting or committee (if relevant) attendance or other College Assembly Activity, not to be fulfilling membership duties, the seat will be considered vacant.
10. With a simple majority vote, the College Assembly shall have the right to dismiss members who miss more than three meetings of the College Assembly and/or any of its Standing or ad hoc Committees in any given year, and to initiate the appropriate procedures to replace said members in a timely fashion. (Vacancies will be filled per Article III.)
11. An officer of the College Assembly may be removed by a vote of two-thirds of the voting members of the College Assembly. Action on a motion for removal shall take place no sooner or later than the next regular meeting.

Article III. College Assembly Membership and Procedure for Positions

Membership

Representatives from the Administration (Non-voting)

- President
- Vice President for Academic Affairs
- Vice President for Administration and Finance
- Vice President for Student and Community Engagement

Faculty Representatives (Voting)

- Faculty shall be represented by four full-time instructional faculty (one from each of the four academic divisions), two non- instructional faculty, and one adjunct faculty.
- All will be elected.
- Full-time faculty shall be defined as having continuing appointment or on a tenure-track and who have been at BCC for at least one year.

Classified Staff Representative (Voting)

- One elected representative.

Student Representative (Voting)

- One student representative. The election/appointment procedures for said representative shall be determined by the Student Assembly.

Bargaining Unit Representatives (Voting)

- The presiding Presidents of ESPA, Faculty Association, and the Guild will be appointed.

Director /Assistant Director Representative (Voting)

- One elected/appointed representative.

Staff Assistant/Staff Associate Representative (Voting)

- One elected/appointed representative.

Department Chairperson Representative (Voting)

- One elected representative.

Division Dean Representative (Voting)

- One elected representative.

Council for Academic Issues (Voting)

- One elected/appointed representative, notably, the Chairperson.

Council for Operational Issues (Voting)

- One elected/appointed representative, notably, the Chairperson.

Secretary/Support Staff (Non-Voting)

- Non-member. Assigned to provide organizational and communication support.

Parliamentarian (Non-Voting)

- See Article __Section__ below.

Alternates /Substitutes

The College Assembly may permit elected or appointed alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating Council, Standing Committee, or other group. In general, if a College Assembly member cannot attend a meeting, s/he can nominate a substitute who, if approved by simple College Assembly majority, will have all the rights and privileges of said College Assembly member, though only for one meeting. In a case where the College Assembly member is a representative of either the Operational or Council for Academic Issues or the Student Assembly, the substitute also needs approval of that governing body.

Procedures for Elections or Appointments

1. The Secretary of the College Assembly shall announce availability of positions via all campus-wide communication mechanisms.
2. Within the guidelines for representatives described above, election and/or appointment procedures of administrators, faculty, classified or professional staff, and student members of the College Assembly shall be set by each of the respective representative bodies.
3. If more than one candidate is nominated from a particular constituency where elections apply, and at the request of said constituency, the College Assembly Secretary/Support Staff may assist with the election process.
4. In cases where are not enough elected and/or appointed members, the College Assembly shall have the right to determine appropriate procedures to appoint the requisite number of candidates or constituent groups.
5. Nominations for the College Assembly Chairperson shall be made prior to the last meeting of the Spring semester..
6. Newly elected members shall assume the voting responsibilities of their office at the last meeting of the Spring semester in order to participate in the election of the new Chairperson.
7. The first meeting of the newly formed College Assembly shall be chaired by the previous Chairperson and recorded by the Secretary/Support Staff. The old members will transact remaining business for the year.
8. Chairperson will be elected by the newly formed College Assembly at the end of the meeting by a simple majority of the votes cast and will serve a three year term.

Vacancies

1. Resignation or dismissal from the College Assembly shall be presented in writing to the Chairperson. Vacancies shall be filled by election or appointment from the appropriate constituency to complete the remainder of the term.
2. Vacancies of Chairpersons of College Assembly Standing or ad hoc Committees shall be filled by a simple majority vote of Standing Committee members. When filling vacancies on Standing or ad hoc Committees, Chairpersons shall endeavor to keep proportional representation of campus constituencies (when applicable).
3. Voting for College Assembly officer(s) shall be by a secret ballot of all College Assembly members if there is more than one nominee for a position. If there is only one nominee and there are no additional nominations from the floor, the slate shall be approved by a show of hands.

Chairperson

The Chairperson of the College Assembly shall be

- a (constituency) elected or appointed member of the College Assembly;
- a voting member of the College Assembly; and
- elected by the voting members of the College Assembly.

Parliamentarian

The Chairperson of the College Assembly shall appoint, as Parliamentarian, a person eligible for membership to the College Assembly, but one who is not currently a member. The Parliamentarian:

- will have working knowledge of Robert's Rules of Order so that assistance can be provided to the Chairperson of the College Assembly in conducting meetings.
- may participate in debate, but may not vote.

Article IV. College Assembly Conduct of Business

1. The business of the College Assembly shall be conducted in accordance with the provision of its Constitution and Bylaws.
2. All College Assembly meetings are open to members of the campus community.
3. The Chairperson may grant speaking privileges to non-College Assembly members of the BCC community if said persons have either made an official request to the Chairperson to be put on the agenda, or if the Chairperson recognizes a non-College Assembly member for the purpose of advancing the meeting agenda.
4. The College Assembly may, at any time, establish rules limiting the amount of time available for individual presentations at meetings, either by members of the College Assembly or by others permitted to speak before the body.
5. Rules of procedure shall be according to Robert's Rules of Order. The Parliamentarian shall rule on procedure.
6. The College Assembly Chairperson shall prepare an agenda for each meeting.
7. The Secretary/ Support Staff will circulate the agenda and, as necessary, related information for major items on the agenda.
8. Minutes shall be prepared following every meeting, approved by the membership, and distributed campus-wide within five academic working days after a College Assembly meeting. Detailed minutes, including supporting documentation/reports, shall be made available to all College Assembly members as soon as the full minutes are approved by simple majority at the next meeting.
9. A quorum is present when a majority of the College Assembly voting members are present.
10. Representatives are expected to attend every meeting. If unable to attend a meeting, the representative shall notify the College Assembly Secretary and send an approved substitute from the same constituency.
11. All reports and requests for action/response by the College Assembly, any of its Standing or ad hoc Committees, or the President must be addressed in the agenda of the next regularly scheduled meeting.

Article V. College Assembly Information Sharing with Governance Bodies

Since the College Assembly is the central integrating body of the BCC governance structure, it shall assure that no major decisions or plans of campus-wide significance are put forward without the proper input of all governing bodies, units or areas that are concerned with the issue(s) at hand.

In order to promote transparency and informed decision-making, the following procedural requirements shall be implemented:

1. The President, each Vice President, Chair of the Council for Academic Issues, Chair of the Council for Operational Issues, and the Student Assembly representative shall each provide the College Assembly with an executive summary prior to each regularly scheduled meeting, containing the following specific information:
 - Accomplishments / progress-report since the last meeting
 - Risks that may delay delivery or impact the success of any initiative and that require CA attention.
 - Present and future plans (as not yet discussed in previous reports)

These reports will become part of the official College Assembly records.

2. The College Assembly determines to which governing body(s), Standing Committee(s), or unit(s)/area(s) requests for action or recommendation or communication shall be channeled. Requests so determined must be endorsed by at least a simple majority of the College Assembly membership.
3. Once the determination in Step 2 is made, the College Assembly Chairperson forwards requests to appropriate governing body(s), Standing Committee(s), or unit(s)/area(s) with
 - all available relevant information and documentation;
 - request for recommendations;
 - timeline to be followed;
 - information about which other governing body(s), Standing Committee(s), unit(s)/area(s) are involved in deliberations; and
 - directions regarding what to report and to whom after recommendations have been arrived at.
4. Recommendations from each of the governing body(s), Standing Committee(s), or unit(s)/area(s) shall be returned to the College Assembly if, and only if, issues
 1. involve more than one governing body and/or unit/area
 2. irreconcilable conflict has arisen within a governing body and/or unit/area.

In said cases, the College Assembly reserves the right to study all relevant recommendation(s) and to arrive at its own recommendation(s).

5. In those cases in which governing body(s), Standing Committee(s), or unit(s)/area(s) have forwarded their recommendation(s) to the College Assembly, the College Assembly will study, review, and arrive at its own recommendation(s), which the College Assembly will then forward to the President in an expedient fashion. In cases where a governing body, Standing Committee, or unit/area does not need to forward its recommendations to the College Assembly, the recommendation(s) will directly go to the appropriate administrative officers.

6. Policy and operational recommendations from the College Assembly will be made, in writing, by the Chairperson of the College Assembly directly to the President of the College.
7. The President of the College shall respond, in writing, to the Chairperson of the College Assembly within 14 days unless the matter requires a more timely response (as specified in the original recommendation from the Chairperson of the College Assembly).
8. The President of the College may return a recommendation with suggestions for modification(s) or, when rejecting the recommendation, shall provide rationale.
9. For policy matters, if the President of the College chooses to not accept the recommendation of the College Assembly and to make his/her own recommendation to the BCC Board of Trustees, the President shall also forward the recommendation from the College Assembly to the Board of Trustees.

Article VI. College Assembly Voting Procedure and Privileges

1. All members of the College Assembly, with the exception of the President, Vice-Presidents, Parliamentarian, and Secretary/Support Staff shall have voting privileges. Each member shall have one vote. It is expected that members will inform and poll their constituencies on major issues prior to voting.
2. The Chairperson of the College Assembly shall vote only in cases when a tie vote needs to be broken.
3. A quorum for the College Assembly shall consist of the simple majority of the voting members. Decisions shall generally be made by simple majority. Exceptions that would require a 2/3 majority: (1) changes to the governance structure of BCC; (2) censure, termination, or impeachment of any of the members of the College Assembly; (3) discontinuance of programs/departments, and (4) cases where areas of authority or responsibility are not clear, and where the College Assembly has the power of review.
4. If a situation requires a vote outside of regularly scheduled meetings of the College Assembly, the Chairperson may conduct balloting on an item-by-item basis outside of a meeting with the concurrence of a majority of College Assembly members.
5. Voting shall be by whatever method the Chairperson deems appropriate. He/she shall determine the method based on the issue unless over-ruled by a majority of the members.

Article VII. Amendments to the Bylaws

1. Any member of the College Assembly may propose amendments to the Bylaws at any regular meeting.
2. The proposed amendment will be filed with the Secretary of the College Assembly, which will publish the proposed amendment and the date of its presentation in the minutes of the meeting.
3. Discussion of the amendments must be at a regularly scheduled or special meeting of the College Assembly.
4. Adoption of amendments to the Bylaws shall require an affirmative vote by two-thirds of the College Assembly members casting or returning ballots, provided that a quorum is present.
5. There must be sufficient time intervening (at least 30 days) between introductions of such proposal and a vote on its adoption.

Appendix K- Screenshot of Shared Governance Committee Website Template

(Next Page)



Site Sections

- [Goals & Accomplishments](#)
- [Meeting Information](#)
 - [Agenda](#)
 - [Minutes](#)

Archives

Select Month

February 2011

Welcome

November 17th, 2010 | Author: [admin](#)
A welcome message with brief details about the committee, and what areas/issues it covers.
 Posted in [Goals & Accomplishments](#) | [No Comments >](#)

Test Post Goals or Accomplishments

November 17th, 2010 | Author: [admin](#)
Test post for committee goals or accomplishments
 Posted in [Goals & Accomplishments](#) | [No Comments >](#)

Minutes for XX/XX/XX

November 17th, 2010 | Author: [admin](#)
Meeting Minutes
 Posted in [Meeting Information](#), [Minutes](#) | [No Comments >](#)

Appendix L- President's Charge to the Institutional Effectiveness Standing Committee

From: Drumm, Kevin E
Sent: Tuesday, May 04, 2010 11:20 AM
To: Entire Campus
Subject: Institutional Effectiveness Standing Committee
Importance: High

Colleagues: today I am officially appointing our IE Standing Committee to spearhead the identification of our core measures of institutional effectiveness. Primarily we need to focus on our persistence rate(s), graduation rate(s), transfer and job success. Other areas we will be looking at are employee satisfaction, our community profile, and student engagement. None of this will take away from our most important measures, which are student learning outcomes, but another group is focused on this aspect of assessment while of course academic success overall leads to our persistence and graduation rates, as well as how well our transfers perform academically and also how well those going directly into the workforce perform on the job.

The following have agreed to serve on the IESC:

Greg Talley, Chair
Tim Bremer, Co-chair
Regina Losinger
Meghan McGuinness
Tim Millard
Jenae Schmidt Norris
Julie Peacock
John Petkash
Margherita Rossi (representing College Council)

Committee members: Thank you for agreeing to serve and Greg will be in touch soon regarding your first formal meeting. Your charge is to recommend to me and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IESC and me. For instance, our graduation and persistence rates tend to be quite strong while our engagement data tends to show some room for improvement. And, we don't have a lot of data on how our students perform when they go directly into the workforce.

Also, the IESC will act as a support and consultative body to help individual units assess their own effectiveness, as in how well do our admissions and financial aid procedures work for

students, advising, our library, our maintenance efforts, etc.? All major units of the college need to regularly assess how their operations impact students. This can be ongoing with say a brief assessment card filled out all year long by students, or it can be done annually or in some cases every couple of years with a major assessment effort. It just can't be done once every 10 years for accreditation purposes only. It has to be done fairly routinely. Please cooperate in both determining an assessment model for your unit's operations and in collecting and monitoring the data. Your vice presidents will be leading this unit assessment effort operationally as a priority for them.

Overall all we are a very strong institution and we have good data to prove it, with the exception of our direct impact on the local workforce where we need to create a rubric and metric for measuring this. So, we have an excellent foundation for IE where mostly we simply need to decide on what measures will we focus publically as high priorities for ongoing attention.

Thank you!

-Kevin

Kevin E. Drumm, PhD
President
Broome Community College
607-778-5100

MINUTES

INSTITUTIONAL EFFECTIVENESS
ASSESSMENT COMMITTEE

DATE: May 13, 2010
 TIME: 8:00 a.m.
 LOCATION: Business 208
 ATTENDEES: Meghan McGuinness, Regina Losinger, Tim Millard, Jenae Schmidt Norris, Julie Peacock, Margherita Rossi, Timmy Bremer (Co-chair), Greg Talley (Chair).
 ABSENT: John Petkash
 NOTE-TAKER:
 CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	Establish a meeting time for Fall 2010 semester: <ul style="list-style-type: none"> a) A schedule grid was passed around in the meeting for people to identify times when they absolutely cannot meet next year. As a result, the following days and times (one hour each) appear to be available to meeting: Monday at 4:00 p.m., Tuesday at 12:00 p.m. and 2:00 p.m., Wednesday at 8:00 a.m., Thursday at 2:00 p.m., Friday 8:00 a.m., 9:00 a.m., 12:00 p.m. 3:00 and 4:00 p.m. b) From the sound of the groans in the room, Friday at 3:00 and 4:00 p.m. are not popular. c) Julie suggested that meeting at 8:30 a.m. on Friday could be a good meeting time. Though not discussed further, meeting on Friday at 8:30 a.m. could allow for a little longer meeting. 	Timmy and Greg will meet to discuss a good meeting time and report back to the committee.
2.	Review critique of Middle States Visiting Team <ul style="list-style-type: none"> ➤ Strengths <ul style="list-style-type: none"> ○ Tim Millard’s work ○ Assessment framework completed at the top level ○ Strategic Directions ○ We have reports readily available that we can use—much data is already available ○ We have the ability to go back to previous years’ data for comparison purposes ○ We can also compare our data to data from other institutions 	This discussion of strengths and weaknesses will continue in future meetings.

	<ul style="list-style-type: none"> ➤ Weaknesses <ul style="list-style-type: none"> ○ We have not been following through with reporting data ○ We lack unit level reporting ○ There is a disconnect with the big picture. While some offices and upper management may be aware of the measures that are used, not everybody across campus has ready access to that information ○ There is no <i>filter down</i> across campus ○ Communication ○ Accountability ○ Feedback loop 	
3.	<p>Begin discussion on “dashboard” of core indicators</p> <p>[This discussion began by mentioning that there are simple things that can be done to put things on the “dashboard”. There are things that we are already doing that could simply be inserted into the dashboard. It was also mentioned that the visiting team did not mention student learning outcomes as an indicator. There are SUNY learning outcomes assessment that will go away on July 1. There are new and existing committees on campus that may be doing parallel or similar work that this committee is doing and we will want to coordinate efforts and make sure that we do not duplicate work. There may be a need to have an occasional joint meeting – see second bullet under Item #4. Also, there may be times when we will want to invite members of the campus community to our meetings or we may want to reach out to the campus community outside of our meetings to gather information to help us further our work.]</p> <ul style="list-style-type: none"> ➤ Identify current, easily accessible measures <ul style="list-style-type: none"> ○ Financial/Fiscal data—this can help us determine instructional costs, specifically cost per credit hour (and cost per student credit hour). This can be measured as an institution as well as by various functions throughout the College, such as Student Affairs, Maintenance, and the Library. We can also look at the percentage of the budget being spent in each area. We can compare this data to past years, other SUNY schools, and non-SUNY institutions on a national level. ○ Registration information—timing ○ Financial Aid ○ Admissions—can include yield information ○ Enrollment Management ➤ Discuss how we might go about identifying additional measures ➤ Discuss how we might go about selecting the most important measures 	<p>The discussion on core indicators will continue. Those items discussed in this meeting serve as a starting point.</p> <p>Note to Committee Members: We all should make it a point to think about the core indicators that we want on our <i>dashboard</i> and on our <i>heads-up display</i>.</p>

	<p>In addition, Tim Millard presented committee members with the <i>Report on BCC's Core Indicators of Institutional Effectiveness</i>. Some in the meeting noted that they had not seen this important report. We noted, however, that this report might serve as a starting point for this committee.</p> <p>The question was raised about the number of core indicators. Should there be a limit? Regina Losinger mentioned that our core indicators should be manageable and meaningful. All agreed.</p>	
4.	<p>Placeholder for Future Discussion</p> <ul style="list-style-type: none"> ➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes ➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge. ➤ Develop formalized mission statement, bylaws, etc. 	
5.	<p>The meeting was adjourned at 8:50 a.m. The next meeting will occur at the beginning of the fall semester. Times and days will be announced.</p>	

MEETING MINUTES

INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: August 27, 2010
 TIME: 8:30 a.m.
 LOCATION: **W 203A**
 ATTENDEES: Meghan McGuiness, Regina Losinger, Jenae Schmidt Norris,
 Julie Peacock, John Petkash, Timmy Bremer (Co-chair),
 Greg Talley (Chair).

ABSENT: Margherita Rossi

NOTE-TAKER:

CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	<p>Mission Review</p> <p>Greg reported that he visited with Pres. Drumm about the inconsistencies between the College’s mission and the published core indicators. Greg did this as a result of the e-mail discussion that took place on this topic following our first meeting. Pres. Drumm gave us permission to review the mission of the College as part of our review. Timmy Bremer, Jenae Norris, and Julie Peacock agreed to serve as a sub-committee to conduct this review.</p>	Greg
2.	<p>Conference Reports</p> <p><i>Timmy first reported on his attendance at the National Benchmarking Conference. Regina passed around a copy of a sample Excel spreadsheet “dashboard” that he previously sent to committee members.</i></p> <p>Data sources mentioned at the conference:</p> <ul style="list-style-type: none"> • IPEDS • Kansas City Study • NCCBP – New website debuts in December <p>Common themes:</p> <ul style="list-style-type: none"> • Data supplies information for discussion (not answers) • Some benchmarks should be for internal use only, others 	Timmy Greg

	<p>for external use</p> <ul style="list-style-type: none"> • Student progression milestones (not just graduation rates) should be considered • Some data may benefit from being disaggregated <p>Other:</p> <ul style="list-style-type: none"> • A Voluntary Framework for Accountability is being developed for community colleges (the VFA for 4-year schools doesn't really "fit" CCs) • Key metrics should include what the President thinks the Board should know • Choosing comparison institutions is an involved process • The process: Goals to indicators to measures to dashboard • If it's not leading to teaching and learning, why are we doing it? • Look at (non-academic) organizations that do certain things well. Ask how those processes can be applied in an academic setting • The issue is not "Is it good or bad?", but "Now that you know this what are you going to do?" • "Nudge" points to the right decision, but leaves choice open • "Switch" illuminates what works well • "Momentum": Academic momentum – making clear progress toward degree each semester • If college clearly delineates path to success for better students (In Engineering Science? Then you must take this and this and this.), why not for underprepared students? • Data extraction should always have the answer to a question as a goal • Counting FT/PT Faculty: The only measure that makes sense is how students perceive it, not personnel or payroll <p><i>Greg summarized information from the AIRPO and a conference on assessing institutional effectiveness. The following points were discussed at these two conferences.</i></p>	
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	<ul style="list-style-type: none"> • Assessment of student learning needs to be part of institutional assessment • We should define what a graduate in a program “looks” like at graduation. Have they mastered the material? • We should have more than one measure of student learning • We should ask how courses relate to the discipline and how the course relates to General Education • Assessment needs to be policy (I believe we have approached this by adding Strategic Direction 6 to the College’s Strategic Directions) • We need to publicize our General Education Requirements and they must be easily found • Assessment need not be complicated nor complex • Middle States has no investment in any particular approach • We may use off-the-shelf assessment tools or create our own • Assessment should be tied to the budgeting process • There is an expectation that we will assess non-academic offices • We must look at Standard 2 in relationship to Standard 7 • Assessment must be planned and sustained • The entire campus must be involved (or at least invited to be involved) in assessment discussions • We need to “translate” data • We must be transparent • We do not have to measure everything • We need to be creative in the mechanisms we use to obtain data from students, faculty, employers, and others • Student satisfaction appears to be a target of interest • We should measure ourselves against comparable schools and “aspirational” schools • We need to spell out the intent of surveys when conducting them • We must document what we do • We <i>must talk</i> about the evidence that is collected • We should assess to satisfy ourselves, not Middle States 	
3.	<p>Invitation to BU Assistant Provost to provide instruction on Dashboards</p> <p>Greg will make the contact with Sean McKittrick, the BU Assistant Provost and arrange with him to make his presentation to us that he gave at the AIRPO conference</p>	Greg
4.	<p>Dashboard Discussion—DEFERRED</p> <ul style="list-style-type: none"> • Student Success—Defining • Workforce • Agency Reporting • Internal Reports <p>Public Reporting/Publicity</p>	Timmy
5.	<p>Strategic Direction Six</p> <p>Greg handed out copies of the new Strategic Direction 6 for the College.</p>	Greg

6.	Placeholder for Future Discussion <ul style="list-style-type: none">➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge.➤ Develop formalized mission statement, bylaws, etc.	
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Links:

SUNY Oswego – Dashboard Draft

http://www.oswego.edu/administration/institutional_research/factbook/dashboarddraft.html

Cortland Dashboard

<http://www2.cortland.edu/dotAsset/108346.pdf>

MEETING MINUTES

INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: September 17, 2010
 TIME: 8:30 a.m.
 LOCATION: **W 203A**
 ATTENDEES: Regina Losinger, Jenae Schmidt Norris, Julie Peacock,
 Margherita Rossi, Timmy Bremer (Co-chair),
 Greg Talley (Chair).

ABSENT: John Petkash

NOTE-TAKER:

CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	Minutes of 9/3/2010 Approved	Greg
2.	<p>Proposed Resolution on Institutional Research position. Discussion was held on the need of an employee (and staff) to conduct institutional research and assessment. Right now it is the most important thing that the College can spend money on. It is no longer a “mom and pop” operation. We need to determine what the position should look like. While we can set up the overall “dashboard” and let the units feed into it, by the time we complete the tasks assigned to this committee it will be time for a full-time office to take over. We noted that if the College begins the search process today that a full-time IR person could not be on board until January at the earliest and that it would be impossible for an outside person to be fully up to speed to have institutional assessment in place and a report prepared for Middle States.</p> <p>The Committee agreed that a resolution stating the importance of hiring an institutional research person is a priority.</p>	Timmy
3.	Student Voice: TABLED	John
4.	<p>Activity Reports 1. Budget/Assessment Links Regina stated that she will be able to determine cost per credit hour and that we have two sets of benchmarks that we can look at: state and national comparisons, which will cost about \$3000. We should be able to look at student services costs as well as</p>	1. Regina 2. Timmy

	<p>other functional areas of the college. She will be able to determine degree costs (there is no way of comparing these costs nationally). She will also be able to determine the percent of the budget spent by function. Margherita Rossi questioned our ability to look at innovation costs and that we need to have a way to assess new initiatives. The committee agreed that there needs to strengthen the link between plans, the budget, and assessment. We essentially need to look at where we actually spend our money.</p> <p>2. Mission Review Subcommittee</p> <ul style="list-style-type: none"> ○ Review of Document ○ Mission ○ Measures—Specifications ○ 30 Ways to Rate a College <p>Timmy reported that the sub-committee on the mission review believes that the mission appears vague and incomplete. His sub-committee recommends that we add two points to the mission</p> <ul style="list-style-type: none"> ● P-20 Initiatives (wrap in Fast Forward) ● Developmental Education—we are not clear on where this currently fits in. <p>Additional areas of interest include international education and student perceptions</p>	
5.	<p>Report on Robert Schneider Visit (Middle States) <i>TABLED</i></p> <ul style="list-style-type: none"> ● Identify Units and Subunits for Assessment Activity ● Create a Timeline for Completion to Meet March 1 Deadline 	Greg
6.	<p>Review of Meeting with Sean McKittrick: Lessons Learned <i>TABLED</i></p>	Greg
7.	<p>Placeholder for Future Discussion</p> <ul style="list-style-type: none"> ➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes ➤ Getting word out to individual units concerning assessment ➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge. ➤ Develop formalized mission statement, bylaws, etc. ➤ Public Reporting Publicity 	
	<p>Dashboard Discussion</p> <ul style="list-style-type: none"> ● List Mentioned by Pres. Drumm <ul style="list-style-type: none"> ○ persistence rate(s), ○ graduation rate(s), ○ transfer ○ job success ○ employee satisfaction ○ our community profile ○ student engagement <p>support and consultative body to help individual units assess their</p>	

	own effectiveness	
	<p>ASSIGNMENTS:</p> <p>Regina will work on the wording of a resolution concerning hiring of an Institutional Research person.</p> <p>All to bring suggestions for ways to measure points of the Mission the list provided by the Mission Review Committee</p> <p>Regina will provide something in writing to us on financial matters</p> <p>Julie will touch base with the VPAA Staff on matters discussed by this committee.</p>	
	Meeting adjourned at 9:50 a.m.	

MEETING MINUTES

INSTITUTIONAL EFFECTIVENESS ASSESSMENT COMMITTEE

DATE: October 22, 2010
 TIME: 8:30 a.m.
 LOCATION: **W 203A**
 ATTENDEES: Jenae Schmidt Norris, Julie Peacock, Timmy Bremer (Co-chair),
 Greg Talley (Chair).
 EXCUSED: Regina Losinger, John Petkash, Margherita Rossi
 GUESTS: Mary Woestman, Chair SLAC Committee
 NOTE-TAKER:
 CHARGE: Recommend to the President and the Board, by next winter, a small number of core measures of effectiveness that we will focus on annually and that we will also track by what is commonly known as a “dashboard” by posting the several agreed upon measures on our web site and further making sure through our annual planning and initiatives that we are maintaining strong outcomes where they are strong (according to the data) and improving where we need improvement (according to the data) as determined by the IEAC and the President.

Item	Topic	Assigned
1.	Review/Approval of Minutes (No Meeting Minutes to Approve)	Greg
2	Unit Assessment Training (not on the agenda) Greg reported on the first Unit Assessment training conducted on 10/21/10. He reported that the training of the BPS Office Staff went well; however, adjustments in the training should be made, such as sending out one of the exercises to be completed in advance of training and actually moderating exercises in some of the processes rather than allowing members to manage to complete exercises on their own.	
2.	Report Plan Greg handed out an outline for a proposed year-end report on institutional assessment and asked that committee members look at it and forward comments, recommendations, etc. to him. Greg also agreed to send everybody an electronic copy of the plan to committee members so that electronic mark-ups could be made.	Greg
3.	Set date for Student Voice Conference Call John was not in attendance for the meeting.	John
4.	Identify data sources on campus by unit. (Create an “org charge” showing relationships of departments and also break down according to academic vs. non-academic departments. Define “unit”.) This “exercise” resulted in the identification of units on campus that we feel	Timmy

	should be involved in presenting assessment plans and assessment results.	
5.	<p>Display of Data: How will we do this?</p> <p>Not addressed.</p>	Greg
6.	<p>Academic Department Assessments</p> <p>Mary Woestman addressed this issue. First, training on this matter will take place during registration week that will focus on course level assessment. Mary will be visiting all the division councils to discuss Process, Examples, and Time Tables. She further stated that people do not understand the difference between program goals and learning outcomes. She will be bringing a procedure for reviewing outcomes to determine program learning outcomes, mapping outcomes, and defining assessment measures.</p> <p>(Note: Mary, Greg, Timmy, Julie will be meeting on Tuesday, October 26, to further discuss this issue, set definition of terms, and assign responsibilities to the SLAC and IEAC Committees for Program and Department Outcomes Assessments.)</p>	Timmy
7.	<p>Placeholder for Future Discussion</p> <ul style="list-style-type: none"> ➤ Identify feedback loops at several levels across campus for assessment and decision-making purposes ➤ Getting word out to individual units concerning assessment ➤ Identify new and existing committees that this committee must work with and communicate with as we complete our charge. ➤ Develop formalized mission statement, bylaws, etc. ➤ Public Reporting Publicity 	
	<p>Dashboard List</p> <ul style="list-style-type: none"> • List Mentioned by Pres. Drumm <ul style="list-style-type: none"> ○ persistence rate(s), ○ graduation rate(s), ○ transfer ○ job success ○ employee satisfaction ○ our community profile ○ student engagement <p>support and consultative body to help individual units assess their own effectiveness</p>	
	<p>Assignments</p> <p>Greg will send out the electronic version of the Institutional Assessment Plan Report Outline. Committee members will do electronic mark-ups and return</p>	

	those comments to Greg—hopefully before the next meeting.	
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Please click onto the following link for a view of the College's org chart. If you cannot access the chart directly from this link, go to MyCollege > All Users > Faculty Resource Guide > Division/Dept. Files > President's Office > Organizational Charts

<http://www.sunybroome.edu/president/orgcharts.pdf>

Appendix N- Minutes of Institutional Effectiveness Mission Subcommittee Sept 8, 2010

Minutes of IE Mission Subcommittee 8 Sep 2010

Members: Timmy Bremer, Jenae Norris, Julie Peacock

This subcommittee has two objectives:

- 1) To examine the current Mission and help the IE committee form recommendations to a yet-to-be-established committee that will be charged with revising the Mission.
- 2) To identify the areas of the current Mission with which key measures need to be associated, and recommend to the IE committee some suitable measures for discussion/expansion.

In looking through the Mission, the subcommittee noticed the following:

- BCC's K-16 commitment is not mentioned
- Some bullets are vague (those beginning "collaborative leadership", "career advising", and "a community of free inquiry" in particular)
- Some bullets can be interpreted to include BCC's efforts to provide remediation and related academic support, but the subcommittee felt this area should have its own bullet

As a result, we would recommend these areas be looked at closely by any future committee that is revising the Mission. Although a Mission should be written according to the forms acceptable for such a document in the peer community at large, language should be used in the Mission that allows for measures to be easily determined.

Moving on to the next objective of the subcommittee, we discussed each point and potential sources of data for key measures. This is summarized below, with Mission bullets numbered according to their order in "Strategic Directions 2009-2014", p.5:

- 1) Open access – Admissions data, in particular related to applicants with non-traditional academic backgrounds, and Financial Aid data.
- 2) University parallel degree programs – Student acceptance/success at transfer institutions.
- 3) Occupational and technical programs – Job placement/preparation data, as obtained from alumni and employer surveys.
- 4) General Education – The subcommittee deferred this bullet, as the Student Learning Assessment Committee will have much more involvement with this piece.
- 5) Collaborative leadership – It was not clear what this meant. The subcommittee felt "engagement" should be included here.
- 6) Community education – Community Ed data.
- 7) Career advising – This bullet appeared to touch on a number of conceivably unrelated areas, depending on how "support services" is interpreted. This bullet needs to be clarified. Counseling Center may have applicable data, and the CCSSE as well.
- 8) Community of free inquiry – "What?" This sounds like an admirable goal, but as stated leaves no handles to attach any measures to.

9) Broad range of education activities – Service Learning data, Student Activities, Athletics, and other areas probably have useful data for this bullet.

As mentioned above, the subcommittee recommends at least one bullet be added addressing developmental education. An additional bullet on K-16 would provide a place in the Mission for Fast Forward, Tech Prep, and other areas of growth and involvement which are clearly important to BCC.

This is just a beginning. The subcommittee does not have a comprehensive picture of all the information that is out there (can anyone?), so we recommend the IE Committee take this as a springboard to identify a number of measures for each area. Once a decent list is established, discussions can take place to pull out true high-level key measures, secondary measures, etc.

Appendix O- Sample Letter of Appointment to the Committee on Assessment of Student Learning

Broome
Community
College



Kevin E. Drumm, Ph.D. *President*

P.O. Box 1017 • Binghamton, New York 13902

voice: (607) 778-5100 • fax: (607) 778-5412

May 25, 2010

Ms. Denise Abrams
Broome Community College
P.O. Box 1017
Binghamton, NY 13902

Re: Appointment to the Committee on Assessment of Student Learning

Dear Denise:

Mary Woestman, Chair of the Committee on Assessment of Student

Learning has suggested your appointment as a member of the Committee. As President, it is my pleasure to confirm your appointment effective immediately, pending your approval.

Thank you for considering serving as a member of the Committee on Assessment of Student Learning. This committee is important to BCC and the expertise that you will bring to the table will help strengthen our future.

Please advise Patti O'Day at extension 5100 or via email at oday_p@sunybroome.edu if you are willing to serve as a committee member. Once you accept this appointment, Professor Woestman, will contact you regarding the committee's first meeting date, location, and time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin E. Drumm'.

Kevin E. Drumm, Ph.D.
President

cc: Julie Peacock, Vice President of Academic Affairs
Mary Woestman, Chair

Appendix P- Institutional Measures Dashboard

(Next Page)

Institutional Assessment Measures

Campus Enrollment and Persistence	Placement and Transfer Rates	Employees	Student Engagement	Assessment of Student Learning	Developmental Success	Financial	Student Success
Students Recruited	Graduation Rate 27.40%	Average Class Size	Student Organizations	Assessment Newsletter	Credit Developmental/ Remedial Course Retention and Success Rates Math Retention 87.23% Writing Retention 95.77% Reading/Writing Retention 92.95%	Cost per Credit Hour \$147	Credit, College – level Course Retention and Success Retention Rate 81% Enrollee Success Rate 82%
Students Applied 7,281	Student Performance at Transfer Institutions Cumulative First Year GPA: 2.98 Average First-year Credit Hours: 24.56 Percent Enrolled Next	Full-time to Adjunct Teaching Ratio	Membership in Clubs	Assessment Calendar		Degree Cost	
Students Accepted 4,587		Proportions of Students that Completed a Degree or Certificate or Transferred within Three Years % Completed in Three Years Full-time, First Time: 27.39% Part-time, First Time: NA % Transferred in Three Years Full-time, First Time: 17.59% Part-time, First Time: NA % Completed or Transferred in Three Years Full-time, first Time:	Faculty, Staff, Administration Demographics	Number of Common Hour Activities	Program Level Learning Assessment Reports	Cost Trends and Comparisons Instruction : 52% Institutional Support: 21% Plant Operation and Maintenance: 10% Student Services: 6% Academic Support:	Fall Credit Students who Enrolled Next Term and Next Fall Next Term Persistence 81.30% Fall to Fall Persistence 60.99%
Student First Day of Class: Fall 6,066	Convocation Day Participations 700			Service Learning Sections: 29 Students: 219				Success Rates Math Enrollee 57.70% Writing Enrollee 68.31% Reading/Writing Enrollee 73.08% Reading Enrollee
Students Attending through Census Date 6,268	Employee Professional Development	Students in Internships, Work Study, etc.:	General Education Assessment Reports		Completer Success Math: 43% Writing: 36% Reading/Writing: 54%	Unreserved Fund Balance \$6,619,205 (16.9% Net Op	Diplomas Awarded Certificates AAS AA/AS
Students Last Day of Class: Fall 6,736		Employee Satisfaction		Honor Society Membership Phi Theta Kappa: 50 Alpha Beta Gamma: 222			
Students Receiving Financial Aid 67.3%	Career Program Completers Employed in Related Field: 52.56% Pursuing Education: 46%						

Strategic Direction 2010-2015

Theme, Vision, Mission

Theme

As it enters its 63rd year, Broome Community College remains a vital source of career preparation and transfer education opportunities for students from all walks of life. Through its diverse degree programs, certificate programs, and non-credit offerings, BCC has truly earned its reputation as “the community’s college.” In order to continue to meet the many challenges of a rapidly changing higher education environment, pinpoint common goals, identify priorities, and take advantage of new opportunities, BCC has developed a set of comprehensive plans for the future.

These strategic directions are a result of a formal process that was intended to develop long-range guidelines for the College. However, for these plans to be effective, they must be part of the day-to-day life of the College. The information collected here must serve as a foundation for reviewing and strengthening current efforts, while inspiring the development of new initiatives.

Throughout the process, the planning committee strove to convey a set of directions that carefully mirrored the College’s historic vision, mission, and core values, while relating fresh goals that are both exciting and fully attainable.

Vision

Broome Community College strives to be a leader in anticipating and responding to diverse individual, community, and global needs for accessible lifelong educational opportunities. We collaborate with others to create high quality, innovative, student-centered learning environments guided by our shared values.

Mission

Broome Community College provides:

- open access to those who can benefit from its programs and services
- university parallel degree programs for students aspiring to baccalaureate degrees and professions
- occupational and technical degree and certificate programs for students aspiring to careers in business, health, technology, and human services
- General Education to broaden and deepen students’ intellectual, moral, civic, and social competence for effective participation in the world community
- collaborative leadership among the diverse institutions, organizations, agencies, and other entities which comprise our community
- community and continuing education and training to serve the needs and interests of individuals, employers, and agencies

- career advising, skills and knowledge assessment, and related support services to help students reach their full potential
- a community of free inquiry and educational achievement wherein each member is treated respectfully
- a broad range of educational, social, athletic and recreational activities to foster a students' personal development, community involvement, and leadership skills

Core Values

In fulfilling its mission and fashioning its goals, Broome Community College affirms these commitments to:

- Learning
- Excellence
- Equity
- Diversity
- Accountability
- Innovation

1.0 Enhance the student experience to allow each to reach his or her full potential

There are many steps involved in the preparation and development of a successful BCC student. It is important that we begin the process with a consistent, straightforward system of enrollment. Students are introduced to the College during this registration period, and it is here that they will develop their first impressions.

Once students are enrolled, the College must strive to retain them. Each year, a number of students enter college unprepared to meet its challenges. This can be due to a number of complicated social, financial, academic, and/or health-related issues. BCC must strive to provide suitable assistance to students so that they have every opportunity to succeed and are aware of all services available to help them.

Identifying students who are at risk, supporting students with special needs, and providing an engaging and exciting campus environment are all important pieces of the puzzle. BCC will need to explore options and make choices about where to apply resources most effectively in an ongoing effort to promote student success.

Action Plans

1.1 Evaluate and improve enrollment services effectiveness

- Increase enrollment of international students, out of county students, evening students, and in curricula to meet community need
- Increase use of electronic student resources, including web registration and the online degree audit
- Develop a consistent body of information that will be used for academic advising in all divisions
- Expand campus-wide orientation to include all students
- Expand opportunities for concurrent enrollment of high school students

- Evaluate internal processes to determine their affect on students with the intent of removing barriers to enrollment
- Provide office hours that would provide services to support the evening student population
- Provide easily assessable information on textbooks
- Review transfer credit best practices to implement a consistent comprehensive policy
- Publish a standard set of policies and procedures for evaluating and awarding experiential learning credit within each academic division and make the publication readily available to potential students

1.2 Develop and implement a comprehensive retention plan

- Increase retention rates with special emphasis on those determined to be high attrition risks, such as underprepared students and undecided majors
- Provide mandatory workshops to effectively connect at-risk students to appropriate intervention
- Evaluate services to identify and remove barriers to retention
- Provide consistent student support information to students in all divisions through a first year experience course
- Identify undecided students for outreach
- Utilize freshman classes to facilitate advising and registration for continuing students
- Effectively utilize assessment tools to monitor student satisfaction
- Increase outreach to faculty on strategies to help instructors with students with disabilities
- Utilize Banner to warn students not to take course work that is not applicable to their degree requirements
- Investigate ways to further support and enable the vital functions of Student Support Services to retain students
- Review policies relating to student conduct, including authority in the classroom and develop clear procedures to assure fairness and consistency
- Implement overall developmental education and retention programs with measurable outcomes which demonstrate how students are able to attain their educational goals

1.3 Support student life outside the classroom

- Increase visibility of the athletics program
- Eliminate regular classroom activity during Common Hour
- Develop programs, activities, and clubs appropriate to student needs
- Expand the Athletics and Intramural programs
- Work with developers to build dorms on or off campus
- Develop a comprehensive assessment and communication plan for students and employers regarding placement services and job training

1.4 Improve all student support services to help students reach their goals

- Develop a system that would periodically post informative personal messages to students reminding them of various support services including financial aid,

advising, counseling, career exploration, tutoring, student activities and job placement

- Utilize existing services to create a seamless network of support for students; continue migration to MyCollege portal
- Develop a staffing model consistent with Action Plans to provide counseling services for evening students
- Expand services for and communication with parents while maintaining compliance with FERPA regulations

2.0 Provide learning experiences that effectively prepare students for transfer or careers and enhance their development as scholars, citizens, and individuals

Community Colleges have the dual task of quickly adapting to employment trends and new technologies while maintaining a flexible, readily accessible learning environment for students. By offering a variety of pathways to education and training, providing a carefully selected set of vocational credentials, and providing direct access to advanced education via transfer, the College accepts an increasingly important responsibility for the community.

BCC must meet the needs of a variety of students. These can include recent high school graduates who may need help with general education and study skills, working parents who may not have the time or freedom to receive on-campus instruction, employees who need to attain special certifications between regular work hours, international students who are still in the process of learning the English language, and many other students with complex backgrounds and requirements.

In order to serve this diverse group effectively, the College will be required to explore alternative learning options, make use of the new technologies for instructional delivery, and carefully assess the results and viability of each teaching method.

Action Plans

2.1 Ensure currency and quality in existing and emerging courses and programs

- Expand and formalize connections within our community and integrate documented needs into planning for coursework and curricula
- Expand courses and short term completion options for non-traditional students
- Maintain currency in software and equipment, and provide facilities for optimal transition of graduates to the workplace
- Support faculty in course and curriculum related professional development

2.2 Sustain the integration of General Education in all degree programs and improve and enhance its rigor and coherence

- Review and revise the College's General Education outcomes and merge them with the State University of New York General Education outcomes
- Ensure that every degree program provides the means for students to achieve the merged outcomes
- Plan for, establish, and monitor the cyclical assessment of student performance regarding the merged outcomes and communicate the results
- Institute a campus-based process for approval of courses for General Education credit

- Link the outcomes of the extracurricular, including Common Hour events, Convocation, and other activities with the General Education outcomes
- Articulate the Mission statements for the Convocation Committee, the Curriculum Committee, the General Education Steering Committee, and the Writing Initiatives Network Committee. Map the interactive dynamic among those committees for curricular improvement and enhancement

2.3 Coordinate local P-20 activities to provide articulation, transfer, and career opportunities

- Plan and promote college readiness through collaborative efforts with school districts
- Expand opportunities for concurrent enrollment of high school students to include but not be limited to distance education, early college offerings for at-risk populations, and first-year college experiences
- Provide for outcomes assessment in all Fast Forward courses
- Investigate funding opportunities for strengthening P-20 relationships

2.4 Provide appropriate educational support systems and experiences to meet the developmental needs of students across the academic continuum

- Create a center for student learning to address the educational needs of students and optimize their progress toward goal attainment
- Continually improve processes to appropriately place students in courses
- Implement a broad, comprehensive plan to organize and assess developmental education on campus
- Use course outcomes assessments to determine the effectiveness of developmental courses in preparing students for subsequent work
- Develop strategies to effectively coordinate services for at-risk students enrolled in college level courses
- Develop advisement training to ensure students receive consistent advising information

2.5 Expand alternative learning opportunities for students that supplement, reinforce, and enhance the classroom experience

- Expand opportunities for students to participate in interdisciplinary collaborations to broaden and deepen their learning, through arrangements such as linked courses and learning communities
- Expand opportunities for students to enroll in accelerated curricula, including Honors course sections
- Expand and diversify opportunities for students to participate in Service Learning and Civic Engagement activities
- Optimize opportunities for students in programmatic internships, field experiences, and clinicals
- Expand and diversify high-quality extracurricular offerings

2.6 Support distance education as a means of expanding access and increasing enrollment

- Create and maintain a campus distance learning plan to anticipate and prioritize student and campus needs
- Ensure that courses are available for students to complete online degree and certificate requirements in a published timeframe
- Evaluate and determine how campus and student services can be effectively provided to distance learning students, especially those who may be pursuing degrees completely online
- Create processes and procedures to ensure that curricular materials used for distance education are regularly assessed for rigor and comparability
- Continue to develop new fully online certificate and degree programs
- Promote and expand the implementation of blended courses
- Continue to explore the use of emerging technologies in the delivery of instruction

2.7 Expand the College's global perspectives

- Create an identified brand for marketing International Education
- Expand workforce development opportunities globally through an interface with International Education
- Increase the number of international students through dual enrollment
- Create a marketing plan to increase the number of sites and students in Study Abroad
- Promote opportunities for faculty to teach and study internationally
- Infuse a global perspective in curricula

3.0 Collaborate with the community to expand outreach and partnerships

BCC has a positive story to tell. From student successes and faculty achievements to dynamic and entertaining community events and public issues forums, there is always something in which we can take pride. Communicating to the public all of these accomplishments, along with the fundamental energy and enthusiasm of the College, will call for a focused and creative effort. The affirmative internal image and supportive culture of the College will need to be translated to the outside world.

Also essential for our future are the strengthening of existing practices and finding new methods for making prospective students aware of, and prepared for, the educational opportunities offered at BCC. Development of alliances and special programs with local schools, businesses, and organizations will be a central part of these efforts.

Involving BCC alumni and the community in our outreach initiatives, growth projects, and hopes for the future, is another integral step toward reaching our goals.

Action Plans

3.1 Expand access and outreach efforts to develop new student markets

- Offer BCC courses and programs in the SUNY Downtown Education and Community Development Center and other sites
- Increase marketing of new curricula
- Expand marketing of all targeted off-campus and online learning opportunities

- Implement and expand social media opportunities, train college personnel in its use as a preferred communications outlet for students, and implement digital media marketing campaigns with integrated traditional media components

3.2 Take a leadership role in collaborating to build strong partnerships with public and private sector organizations

- Expand partnerships with community organizations
- Sustain and grow alliances with area schools and colleges
- Conduct annual summit to determine community needs and how our students can help organizations obtain their goals

3.3 Increase engagement of BCC alumni in supporting their College

- Increase alumni outreach through special events
- Increase alumni giving
- Strengthen communications with alumni
- Provide additional web 2.0 communication tools to alumni affairs
- Increase use of alumni in targeted marketing campaigns

3.4 Strengthen public relations, marketing, and external communication efforts

- Continue to expand current publicity of the College, especially in ways that emphasize BCC as a first-choice college
- Create a process for publishing faculty accomplishments, program innovation, and other activities that highlight the quality at BCC
- Recognize faculty and staff who engage in community activity that reflects positively on BCC's involvement in, and importance to, the community
- Review and evaluate external publications with the goal of improvement and revision
- Develop targeted social media campaigns utilizing Facebook, YouTube, Twitter, iTunes U, Flickr, Second Life, etc.

4.0 Align structures and systems to optimize the talents and contributions of those within the college community

Internal communication is a principal component of any college, and it can actually be viewed as a sign of the college's overall health. BCC's departments and divisions each have their own specialized tasks and responsibilities. For this reason, seeing the entire College as one entity with common goals can be difficult on a day-to-day basis. Making a determined effort to bridge the communication gaps between departments can assist in the college-wide adoption of goals and help the organization to run efficiently.

It is also crucial to recognize the hard work, dedication, creativity, and potential of faculty and staff. The College should strive to engage motivated, thoughtful individuals, while facilitating the professional development of the existing team.

Action Plans

4.1 Strengthen internal communication and a sense of community throughout the College

- Build trust at the College based on mutual respect, responsibility, and communication

- Enhance the FOCUS, the College's faculty/staff newsletter; and explore ways to migrate campus community to MyCollege portal
- Identify the best ways to use print and electronic media for building a sense of campus community
- Expand use of social media as a method of communication for departments across campus
- Create and implement a comprehensive plan for managing, organizing, and communicating campus information (policies, procedures, instructions, forms, minutes, and data) that includes an electronic format that facilitates access to information by appropriate individuals for decision-making

4.2 Recruit, retain, and develop diverse, talented faculty and staff

- Institutionalize a formal process for hiring faculty and staff that is based on continuous monitoring of campus and community workforce needs, is linked to the budget, and is responsive to the Strategic Directions
- Provide professional development opportunities that support the mentoring of potential and emerging leaders from within the campus community
- Develop and expand faculty training through distance education
- Create and maintain a campus professional development plan to effectively utilize available resources in support of professional development
- Evaluate funding strategies for professional development and clarify the processes for distribution of professional development funds
- Provide effective campus professional development services through a variety of modes and mechanisms
- Monitor effectiveness of recruiting media
- Keep College community aware of services provided; EAP, retirement, healthcare

4.3 Evaluate and realign organizational structures to increase effectiveness

- Reconfigure organizational structure to improve efficiency and promote synergy for excellence
- Monitor and optimize the full-time to part-time faculty ratio
- Update and develop policies and procedures to accurately reflect administrative functions
- Explore opportunities to encourage and expand cross divisional/departmental experiences for faculty and staff to assist with communication across the campus
- Review "protocols for handling complaints and discipline to clarify the rights and responsibilities, as well as consequences for all parties."
- Consider the relative purpose and connections of the Convocation Committee, General Education Steering Committee (GESC), Writing Initiatives Network Committee (WINC), and the Curriculum Committee to provide stronger coordination and coherence of related curriculum improvement efforts
- Provide ongoing professional development in assessment
- Support mentorships between those faculty members with assessment skills and those in need
- Define an empowering shared governance structure with clear descriptions of the roles and responsibilities of each governing body, and of the linkages among the

governing bodies, and establish a process for the systematic training of members and the evaluation of the effectiveness of the governance structure, including the Board of Trustees, the President, the administration, and others

- Define a system of the collegial governance including written policies outlining governance responsibilities of administration and faculty that will be readily available to the campus community
- Develop and implement a shared governance structure with clear bylaws, policies, and procedures within the shared governance structure
- Determine the appropriate levels of authority and accountability for policy development and decision-making, including a process for the involvement of appropriate institutional constituencies

4.4 Develop a comprehensive safety and security plan

- Evaluate and make recommendations for all safety and security procedures

5.0 Identify, prioritize, and develop resources to support a dynamic organization

Improving the College's facilities will be a major factor in increasing use of campus services, allowing more students to become involved in activities, and providing an updated and professional classroom experience. It will also help to direct and combine the efforts of our campus offices to adapt to new goals and pursue emerging sources of revenue.

As we expand and evolve BCC's programs and services to infuse them with new initiatives, and involve the entire campus community in building a stronger learning environment, we will also need to transform the physical configuration of the campus.

Continued use of technology, both to support the process of learning and to provide flexible options for delivery of instruction, will also remain an important subject. Instructional technology support, online course development, and multimedia classrooms are becoming more essential each year. Hardware and software must be kept current and compatible to take full advantage of a new technology. The College's systems should be consistent with the environments students are likely to experience after graduation.

Action Plans

5.1 Increase existing and new revenue streams

- Identify and expand grant funding sources to acquire resources
- Improve communication of Grants Planning Team recommendations for proposed grant projects
- Seek out and respond to new and evolving innovations that affect our global and local community need
- Keep college tuition and fee costs affordable but competitive and appropriate
- Increase all fundraising efforts
- Identify and implement Key Fiscal Performance Indicators for business activity monitoring
- Work with local and State officials to secure funding to meet College goals

5.2 Using the completed campus master plan, develop strategic approaches to implement recommendations

- Secure funding for Master Plan recommendations
- Implement dormitory construction plan
- Develop a plan for renovating existing facilities
- Monitor construction of new Science Technology Building

5.3 Optimize technology resources and infrastructure

- Improve instructional technology equipment and support services
- Continue implementing Banner as the campus-wide information system
- Explore possible cost containment, operating efficiency and revenue enhancement opportunities
- Consider the acquisition of an electronic work order and preventive maintenance system
- Continue assessment of student and campus personnel satisfaction with the campus infrastructure
- Identify resources to address mission critical deferred maintenance and life safety deficiencies via capital campaigns, grants, and/or the legislature
- Implement energy efficiency opportunities identified in the Facilities Master Plan to reduce utility expenditures and support sustainability efforts
- Continue to aggressively pursue external fundraising and grant opportunities to alleviate budgetary pressures

6.0 Commit to planning and evaluation

Action Plans

6.1 Sustain and refine a comprehensive strategic planning process reflecting the Vision, Mission, and Values of the College

- Develop a clear and comprehensive planning cycle to include a review of the Vision, Mission, and Values of the College
- Communicate the Vision and Mission statements through inclusion in all appropriate College publications
- Ensure that strategic and operational initiatives are data-driven, are supported by financial capability analyses, and are the determining factors for resource allocation

6.2 Assess the overall effectiveness of the College through a collaborative effort among faculty and staff

- Plan and implement systematic procedures by which faculty, staff, and administrators can collaborate to assess institutional effectiveness and ultimately improve the student experience
- Develop and implement unit-level assessment across all College functions that are connected to and shape institution-level goals
- Ensure that unit-level assessments are integrated and linked to institutional-level assessment

- Provide a communication and feedback mechanism that allows the College community to use assessment results in unit-level planning and incorporate assessment results into institutional improvement initiatives
- Ensure a process by which stakeholders across the College can process and utilize the information gathered to inform planning at all levels and improve institutional effectiveness

6.3 Support authentic assessment of student learning, facilitate the sharing of related information and ideas, and integrate campus processes related to assessment of student learning

- Institutionalize a comprehensive structure and process for assessment of student learning
- Review and revise program and course student learning outcomes to ensure that they are clear and measurable or demonstrable for all programs
- Align course-level assessment with program-level assessment and provide evidence that those assessments reflect outcomes mastery consistently for all students completing the program
- Ensure that the data from the assessment of student learning are used to assess overall institutional effectiveness
- Devise a College model for ongoing program reviews

6.4 Develop a plan to evaluate effectiveness of the Board of Trustees, administrators, and administrative services

- Ensure that the Board of Trustees adopts self-assessment procedures that periodically assess the extent to which it is meeting its goals and objectives
- Adopt a consistent administrative evaluation procedure and use that procedure to evaluate all members of the administrative team

Appendix R- Executive Council Minutes Approving Strategic Directions

Executive Council Minutes August 18, 2010

1. Communication

- Dr. Drumm met with the Press & Sun Bulletin Editorial Board on Tuesday, August 17. An article is expected to be published soon
- Fall Faculty Staff Assembly
- Mr. David reviewed the August 19th Fall Faculty Staff Assembly agenda with the President and Executive Council members
- Enrollment
 - Dr. Drumm voiced concerns regarding the 4% deficit in enrollment this week and stated that an analysis needs to be done to determine what the issue is
 - Ms. Morello reported that the students who have been de-registered are mostly returning students
 - Dr. Drumm suggested that a study of the trends and demographics of students who register but do not attend needs to be done
 - In order to boost enrollment, Ms. Morello suggested holding a 5 week winter session

2. Maintenance and Facilities

- Mr. Newton stated that the Business Building and AT Building gas line connection is the only area left to be completed. He will send gas line replacement update to the campus community
- The south entrance garden is being overrun by weeds and Dr. Drumm asked that it be weeded by Monday, August 24th

3. Summer Vacations

- Dr. Drumm stated that the campus needs to be vigilant regarding core enrollment office personnel taking vacation after the first week in August and that we need to be strategic over the summer months to ensure that there is adequate coverage in each office area

4. Strategic Directions

- A final draft of the 2010-2015 Strategic Directions was presented to Executive Council for approval
- The Strategic Directions were approved and will be posted on the BCC website

5. SUNY Campus Senior Staff Orientation

September 28-29, 2010, Albany at SUNY Plaza

- Dr. Drumm asked that the Vice Presidents submit a list of names of people attending from their areas by Friday, August 20th to Patti O'Day

6. Fast Forward 2010-2011 Plan

- Ms. Peacock submitted, as information to Executive Council, the Fast Forward Plan for 2010-11

7. Grievances

- Ms. Wood reported that there are no current grievances

8. Other

- Admissions
 - Dr. Drumm stated that a Communication Plan needs to be instituted to track students from the time they apply to BCC through the time that they are registered and is paid in full. One area should be primarily responsible for this process
 - Mr. Guzzi reported that Jenae Norris has begun to use the Banner Communication Plan to track students
- ICE Project
 - Ms. Peacock reported that Diane O’Heron is heading the Integrated College Experience Project
- Faculty Driven Pilot
 - Ms. Peacock stated that Michael Kinney is leading a faculty driven, Retention Across Classrooms Pilot Project in which faculty across campus are participating in
- Passenger Vans
 - Mr. Newton updated Executive Council on the new licensing requirements for the operation of 15 passenger vans
 - Broome County and NYS will require a CDL license to operate a 15 passenger van which means that any BCC employee who drives our vans must possess a CDL
 - Mr. Newton suggested that the two vans that the College owns be sent to the Broome County auction
 - Ms. Morello suggested that the cost to rent a van and driver be investigated before the vans are sold at auction
- Commercial Kitchen for Hotel, Restaurant Management Students
 - Ms. Peacock stated that the commercial kitchen at BOCES is in the process of renovations which leaves Rey Wojdat without access to a kitchen for his students
 - Ms. Morello suggested that the First Presbyterian Church on Chenango Street has a commercial kitchen that they may be willing to lend to BCC
 - Mr. David suggested contacting the City of Binghamton which has two commercial kitchens, one at each of their Senior Citizen Centers
- Ted Mulford
 - Dr. Siggins reported that Mr. Ted Mulford’s memorial service was held recently. Mr. Mulford was one of the founders of the BCC Foundation and was one of nine people who signed the Certificate of Incorporation
- Perkins Grant
 - Ms. Wood asked for approval to appoint the Learning Specialist in the Department of Library through June 30, 2011
 - Ms. Peacock will contact Robin Petrus and get back to Ms. Wood

The next Executive Council Meeting will be held on August 24, 2010 at 9:00 a.m. in the Wales Conference Room

Appendix S- Institutional and Unit Assessment Workshop Agenda

Institutional and Unit Assessment Workshop Agenda

Defined Learning Outcomes

By the end of the workshop presentation participants should be able to:

1. Explain in general terms what Middle States expects of the College concerning institutional assessment
2. Explain why the College did not meet the standard on institutional assessment
3. Define the difference between gathering data and assessing data
4. Describe what is required of individual units on campus relative to institutional assessment
5. Define how *goals* and *activities* are used in this workshop

Workshop Outcome

Units will submit mission statements, goals, outcomes, measures, reporting dates/cycles, and links of stated goals to the College's *Strategic Directions*.

Workshop Outline

- I. Introductions
- II. PowerPoint Presentation on Standard 7 and steps to be taken in developing a mission statement, goals, outcomes, etc.
- III. Hands-on work on developing mission statement, goals, outcomes, measures, reporting dates/cycles, and links to *Strategic Directions*
- IV. Assignments
- V. Workshop Assessment

Workshop Time

Two hours

Institutional Assessment

Broome Community College

Institutional Assessment Workbook Mission, Goals, Activities and Assessment

Department

Institutional Assessment: Broome Community College and the Way Back

Introduction

The Middle States Commission on Higher Education's publication entitled *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* has a series of 14 standards that must be met by colleges and universities seeking accreditation from that body. These standards include, but are not limited to areas of mission and goals; planning, resource allocation, and institutional renewal; leadership and governance; institutional assessment; student admissions and retention; general education; and assessment of student learning. Careful examination of the standards will reveal interconnectedness between the standards. For example, Standard 14: Assessment of Student Learning is part of a "bigger picture" in Standard 7: Institutional Assessment. Standard 7 Institutional Assessment contributes to Standard 4: Leadership and Governance in that assessment requires the institution to gather data for the purposes of making informed decisions, a function of leadership and governance. Both Standards 4 and 7 are important in that once informed decisions are made, institutional plans are formulated (Standard 2: Planning, Resource Allocation, and Institutional Renewal), all of which must be in alignment with the institution's mission and goals (Standard 1). This workbook focuses specifically on Standard 7: Institutional Assessment.

To comply with Standard 7, Middle States says that

"The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards."

(Middle States Commission on Higher Education, (2006).
*Characteristics of excellence in higher education:
Eligibility requirements and standards for accreditation. P. 25.*

In brief, Middle States explains that this standard must be examined in the context of four elements. To be compliant, an institution must

1. Develop clearly articulated written statements expressed in observable terms, of key institutional *and unit-level* goals that are based on the *involvement of the institutional community*.
2. Design intentional objectives or strategies to achieve those goals.
3. Assess achievement of those key goals.
4. Use the results of those assessments to improve programs and services, with appropriate links to the institution's ongoing planning and resource allocation process.

Middle States explains also that there are reasons for institutions to be doing assessment. These include

1. That institutional and program-level goals are clear to the public, students, faculty, and staff;
2. That institutional programs and resources are organized and coordinated to achieve institutional and program-level goals;
3. That the institution is indeed achieving its mission and goals; (and)
4. That the institution is using assessment results to improve student learning and otherwise advance the institution.

Review I

1. Middle States has identified a series of _____ standards.
 - a. 7
 - b. 10
 - c. 14
 - d. 16
2. To be compliant with Middle States and to be accredited by them, an institution must meet
 - a. Half the standards
 - b. All the standards
 - c. Two-thirds of the standards
 - d. Three-fourths of the standards
3. The standard that deals with Institutional Assessment is
 - a. Standard 2
 - b. Standard 4
 - c. Standard 7
 - d. Standard 14
4. The standard dealing with Institutional Assessment expects colleges and universities to
 - a. Develop clearly articulated written statements expressed in observable terms
 - b. Include key institutional *and unit-level* goals that are based on the *involvement of the institutional community*.
 - c. Design intentional objectives or strategies to achieve those goals.
 - d. All of the above
5. The reason we are interested in meeting the standard on Institutional Assessment is to
 - a. Get Middle States off our backs.
 - b. Assess achievement of key goals.
 - c. Use the results of those assessments to improve programs and services, with appropriate links to the institution's ongoing planning and resource allocation process.
 - d. "b" and "c"

Middle States Findings and Requirements

As we all know, the visiting team from the Middle States Commission on Higher Education determined that Broome Community College did not meet the standard on Institutional Assessment. Consequently, Middle States has placed the College on warning, meaning that if we do not meet this standard the College could have further sanctions, including probation and loss of accreditation.

Broome Community College is not the first college or university to be faced with some type of sanction from Middle States. Each year Middle States does accreditation reviews of 55 to 60 colleges. Of those, about 60% end up with some type of follow-up requirement. About 80% of those required to do additional work to keep their accreditation must do so in the areas of institutional assessment or assessment of student learning outcomes.

Requirements have been placed on the College that must be met in order for us to get off the warning status. Specifically, Middle States told us that

“This standard requires that overall college effectiveness—through the total range of programs and services—be assessed through collaboration between faculty and staff. Assessment results must be shared appropriately, and the college must provide evidence that assessment results are used in unit-level and institutional planning –therefore:

1. The College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.
2. The College must implement systematic procedures by which faculty, staff, and administrators can collaborate to effectively assess and improve the student experience.
3. The College must develop a process by which stakeholders across the college can process and utilize the information they have gathered to inform planning at all levels and improve institutional effectiveness.”

Report to the Faculty, Administration, Trustees, Students of Broome Community College, March 21-24, 2010,
by an Evaluation Team representing the Middle States Commission on Higher Education, Carol W. Eaton, Chair, pages 10-11

While the Middle States team was at BCC they determined that there are pockets of data both at the institution level and in some cases at the unit level. The team pointed specifically to the library as an example of a unit that does assessment. Though there are pockets of data on campus, overall we are not assessing the data as an institution and we are not assessing data at the unit level either.

Michael Middaugh, the Commissioner for Middle States notes that there is a distinction between data and assessment of data. “The primary objective of assessment is to produce *information* (note...the emphasis on information as opposed to data) that can be used for decision making and institutional improvement.” (Middaugh, M. F., [2010] *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*, p. 174.1). In other words, we gather data so we can look at it, talk about it, ask what it means, and make informed decisions based on data collected. We need to be doing this at the overall institution level and we need to be doing this at the unit level across campus.

Review II

6. The accreditation status of Broome Community College is
 - a. On warning
 - b. On probation
 - c. Discontinued
 - d. Perfect
7. Of the institutions that end up with some type of follow-up requirement from Middle States (around 60%), about _____ of those have problems with institutional assessment and assessment of student learning outcomes. We're not alone.
 - a. 30%
 - b. 50%
 - c. 60%
 - d. 80%

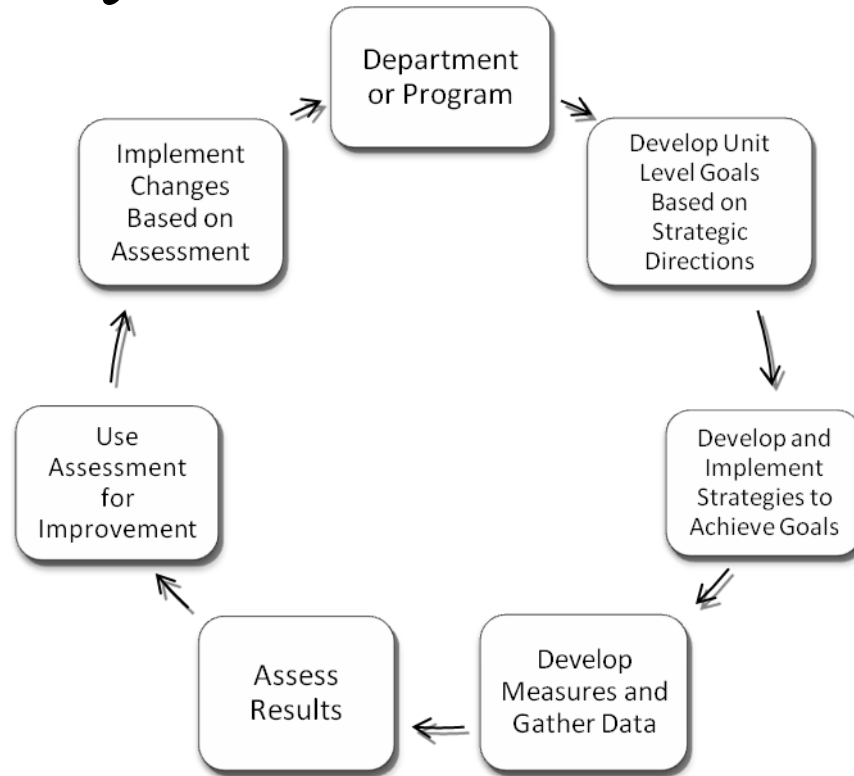
8. As a result of our status, the College must develop and implement unit-level assessment across all college functions that are both connected to and shape institution-level goals.
 - a. True
 - b. False
9. As a result of our status, the College must implement systematic procedures by which faculty, staff, and administrators can collaborate to effectively assess and improve the student experience.
 - a. True
 - b. False
10. As a result of our status, the College must
 - a. Gather data
 - b. Develop a process where stakeholders can utilize information to make informed decisions
 - c. Look at information in a way to help shape goals and plans
 - d. All of the above

Meeting the Requirements

Members of the campus community assigned to help the College meet the standard of Institutional Assessment are putting a plan into place to help us meet that standard. One of the goals of the College is to have an *institutional dashboard* that reflects the overall health and composition of the College. The dashboard will provide potential students, current students, faculty, staff, administrators, and anybody else who may be interested, in a quick look at the College. The dashboard will provide the visitor to a site on a campus web site information about persistence and program completion rates, transfer and job placement rates, employee information, student engagement, student satisfaction, developmental success, and instructional costs. Additionally, assessment of student learning outcomes needs to be made available to the faculty, staff, and administration.

In most cases, the College already has the information to place on the dashboard. An issue being discussed by the Institutional Effectiveness Assessment Committee is how to present this information in a clearly readable format. The goal here is to present data and keep the campus informed. Another issue is the forum the College and its units use to discuss and assess information gleaned from the various sources of information that will lead to strategic planning. Contributing to the overall institutional assessment are the assessments that are completed by the various units on campus. Middle States expects, and we as a College should also expect, that all units on campus assess their effectiveness on a regular basis. This means that units should have a general mission in mind that is consistent with the mission and goals of the College. It also means that units should have clearly identifiable goals that tend towards the completion of the unit mission. The objective here is continuous improvement, which means having a mission and setting goals is meaningless unless we measure and assess our activity and progress. This leads us to a cycle of monitoring our activities and progress.

Cycle of Assessment



This really is not rocket science. Assessment, in addition to collecting data (that you may already have), asks you to look at what you are doing that contributes to the operation of the College, maintain a record of what you do, report it, and act on it. This does not require fancy statistical footwork. And, it does not require you to fix something that is not broken. It does, however, require you to engage in a cycle of assessment. To meet the assessment standard units on campus need to develop goals that are based upon the *Strategic Directions*, develop strategies or activities to achieve those goals, assess the results of those strategies, use the assessment for improvement, and implement the needed changes based on assessments. It becomes a continuous cycle of assessment.

Review III

11. An institutional dashboard can be used by which groups to help determine the “health” and composition of the College?
 - a. Potential students
 - b. Current students
 - c. Faculty, Staff, and Administrators
 - d. All of the above
12. Included on the dashboard will be items such as
 - a. Retention and Transfer Rates, and Indices of Student Satisfaction
 - b. Performance appraisals of faculty
 - c. Complaints against faculty, staff, and administrators
 - d. Fire Code violations by the College
13. In some cases, data for assessment may already exist.

- a. True
 - b. False
14. Part of our responsibility as a college is to engage in unit assessment as well as overall institutional assessment.
- a. True
 - b. False
15. Which does not apply to the cycle of assessment?
- a. Develop unit level goals based on Strategic Directions
 - b. Develop strategies to meet those unit level goals
 - c. Use assessment results to punish department members
 - d. Use assessment to implement needed changes

Mission, Goals, and Activities: A Crash Course

An institution's mission is expressed in terms of what it does. A mission statement is a broad statement that explains the overall purpose of the institution. Some major businesses have short, one or two sentence mission statements or even what may appear as a slogan. Some businesses will have a more detailed mission statement that is used internally while they publicly promote a shorter version (think: "We Sell for Less"). Other companies will have long elaborate and detailed mission statements. Often, a mission statement addresses the needs of all the stakeholders and not just the customers. Regardless, all the functions within the organization point to its global mission. Goals and activities of departments within the organization are consistent with the overall mission, which is why you don't find women's clothing and shoes at Lowe's; at least not yet.

The mission statement of the College is as follows.

Broome Community College provides:

- open access to those who can benefit from its programs and services
- university parallel degree programs for students aspiring to baccalaureate degrees and professions
- occupational and technical degree and certificate programs for students aspiring to careers in business, health, technology, and human services
- General Education to broaden and deepen students' intellectual, moral, civic, and social competence for effective participation in the world community
- collaborative leadership among the diverse institutions, organizations, agencies, and other entities which comprise our community
- community and continuing education and training to serve the needs and interests of individuals, employers, and agencies
- career advising, skills and knowledge assessment, and related support services to help students reach their full potential
- a community of free inquiry and educational achievement wherein each member is treated respectfully

- a broad range of educational, social, athletic and recreational activities to foster a students' personal development, community involvement, and leadership skills

While Middle States has not specifically told the institution that individual units need to have mission statements, their directive to the College that unit-level goals be set and that units then design intentional objectives or strategies to achieve those goals imply that units should have at least some general, broad, encompassing objective. For purposes of Institutional Assessment, we are calling this a **unit level mission statement**. These unit-level mission statements should align with the College mission in order to assure unity of purpose.

It is not unusual for new businesses to spend a considerable amount of time in writing a clear mission statement that focuses on the overall purpose of the institution. However, functions that have been in operation for years should be able to sit down and identify their mission in a few short minutes.

Goals are things that we hope to achieve. Goals should point towards the mission. They are things that you hope to achieve that relate to your mission. When writing your goals you should keep in mind that they should be **Specific, Measurable, Attainable, Realistic, and Timely (SMART)**.

Goals should have attached to them a desired **outcome**. When setting your goal, you should be asking what results you hope to achieve from reaching your goal. As noted in the first sentence, we will refer to this as an **outcome**.

You also will need to identify **activities** that you will engage in to achieve your goals. You may need only one activity to achieve your goal or you may need to identify multiple activities to reach your goal.

The **measure** you identify helps you know when you have achieved your goal or what percent of the goal you have achieved at a specified time.

The **timely** requirement becomes a little more complicated. In some cases you are identifying a specific deadline for achieving a goal. While this may apply in some cases with the goals that we set on campus, in most cases we are talking about something that we want to occur on a regular and repetitive basis and is reported on a specified date, be it once a quarter, once a semester, once a year, or once every two or three years.

Example:

Mission: The mission of the temporary Office of Institutional Assessment is to bring the campus into compliance with Middle States Standard 7, Institutional Assessment, and to initiate an assessment process that is organized, systematized, and sustained.

Goal 1: By December 15, 2010, 85% of the 76 individual departments on campus will have set measurable goals related to the Strategic Directions.

Outcome: 85% of the units on campus will have measurable goals.

Measure: On December 15, 2010, 65 campus departments will have measurable goals that will be available for the Middle States visiting team to review.

Time Line: December 15, 2010

Activity 1: Develop a workshop presentation on Institutional Assessment

Activity 2: Schedule workshops with departments

Activity 3: Present workshops

Activity 4: Follow-up with departments on workshop assignments

Review IV

16. An institution's mission is expressed in terms of
 - a. What it hopes to do in the future
 - b. What it did in the past
 - c. Specific actions that the institution will do
 - d. What it does
17. Functions within an organization should
 - a. Point to the global mission
 - b. Go about their business with disregard to the mission
 - c. Look for opportunities to expand outside the overall mission
 - d. Engage in activities inconsistent with the mission
18. Goals are simple statements expressing what we hope to achieve.
 - a. True
 - b. False
19. Activities are things that we do that help us achieve our goals.
 - a. True
 - b. False
20. We measure outcomes of our goals to help us determine if we have achieved our goal.
 - a. True
 - b. False

Workbook Exercises

You should now be able to complete the following exercises. In these exercises you will identify your department's mission, goals, outcomes of those goals, and activities that you will engage in to complete those goals. In addition, you will set measures to determine the extent to which you, as a unit, have been able to achieve those goals, and we'll talk about timelines as well. Finally, you'll need to take a look at your goals and determine how they fit in with the *Strategic Directions*. Go back to page nine for examples if you need to refresh your memory.

Exercise 1: The Mission Statement

For this exercise you will need to think about what it is that you do as a department. You should complete this exercise and the ones that follow with your department or with as many department members as you can.

Define your mission. What is it that your department/program/unit is about? What is your overall contribution to the College or to the students, faculty, staff, and/or administration? In a broad sweeping statement, what do you do?

Exercise 2: Services Provided, Goal, and Outcome of Each Service

List *three to seven* of the most important services you deliver and what your goal is for each service. A goal is something you hope to achieve by doing each service. What do you hope to achieve by doing each service? What are the goals of your operation? List only the single most important goals for each service. In the third column, list the desired outcome of each goal. Think of this in terms of, "By reaching this goal, we hope that _____ will happen. Focus on a single outcome for each goal. Strive for *three to seven* goals.

Service	Goal	Outcome
Example: Service Learning Opportunities, Internships, Common Hour Forums	Example: We will provide learning opportunities outside the classroom that support student learning outcomes and prepare students for jobs in their chosen fields.	Example: Students will have a broader understanding of, and in some cases hands-on experience with future jobs that they will have.
1.		
Service	Goal	Outcome
2.		
3.		

Service	Goal	Outcome
4.		
5.		

Exercise Three: Activities and Measures

You should plan the **activities** you will engage in to reach your goals. In some cases you may have a single activity. In other instances you there may be three or four activities. Regardless, these are action items. Think in terms of verbs. These activities do not need to be expressed in terms of complete sentences unless you absolutely insist on it. Keep it simple.

The **measures** you choose may apply directly to your goal or outcome, or because of the nature of the goal and outcome you have identified, it may be easier to measure the activities. Also include the manner in which you will display the data. Will it be by means of a table or graph?

The below example shows two alternative means of addressing measures for the same activity.

Goal #	Activities	Measure
Example 1	1. Arrange for 5 sections of courses taught in the program to be Service Learning courses. 2. Ask five employers to provide internship opportunities in the program field	1. Number of Service Learning Courses offered in the program 2. Number of employers contacted. <i>Data will be displayed by a data table.</i>
Example 2	1. Arrange for 5 sections of courses taught in the program to be Service Learning courses. 2. Ask five employers to provide internship opportunities in the program field	Survey graduates who participated in the Service Learning courses to see how the service learning opportunity helped them in their current employment. Lykert Scale. <i>Survey results will be displayed in a pie chart.</i>
Goal #	Activities	Measure
1		

2		
Goal #	Activities	Measure
3		
4		

Exercise 3: Timelines and Connection to Strategic Directions

Up to this point you have identified your department's or program's mission. Don't worry if it isn't perfect. If after some time of thinking about it you want to modify it, you can still do that. You've also identified three to seven goals for your department or program along with desired outcomes, supporting activities, and measures. In this exercise you will need to look at time in two ways. The first way you need to look at it is by identifying when you will report on each of your goals. You are free to stagger reporting dates. Doing so may make it easier for you to keep up with the reporting process. The second way you need to look at time is in the frequency at which you will report your results. In some cases you may want to make a monthly report. In other cases you may want to report by semester or by year. (See example on next page.) It could be that there are some goals that by their very nature will merit reporting once every two or three years. The decision is entirely yours.

Finally, now that you have had the opportunity to think about your goals it is time to link your goals to the *Strategic Directions*.

The College has maintained *Strategic Directions* for several years now. They cover six broad areas and can be found under the President's link in MyCollege as well as in print form. These directions include both vision and mission statements as well as a statement of core values and core indicators of success. Up until this year the College had five strategic directions. A sixth strategic direction was added this year that addresses planning and evaluation. This particular strategic direction was added specifically as a result of the Middle States finding on the College's status with Standard 7: Institutional Assessment. (The full set of *Strategic Directions* can be found on page 23.)

- Strategic Direction 1: Enhance the student experience
- Strategic Direction 2: Provide learning experiences
- Strategic Direction 3: Collaborate with the community
- Strategic Direction 4: Align structures and systems
- Strategic Direction 5: Identify, prioritize, and develop
- Strategic Direction 6: Commit to planning and evaluation

There are a few action plans under each of the six strategic directions, with specific activities to be accomplished under each of the action plans. As you identify the strategic direction(s) relative to each of your goals, you only need to identify the relevant action plan. You do not need to identify the activity under the action plan. Therefore, in completing the assignment you only need to list 1.3, or 2.4, or 4.1, or 5.2, etc. You will not need to identify the specific bullet point. Obviously, you will need to go to the *2010–2015 Strategic Directions* in order to complete this part of the exercise.

It is quite possible that some or all of the things that you do for the benefit of the College are not covered by the *Strategic Directions*. That's O.K. This process is also designed to help the College determine where the gaps are. There will be more on that later.

Date of First Report	Reporting Frequency	Relevant Strategic Direction
Example: July 2010	Annually	2.5
Goal 1:		
Goal 2:		
Goal 3:		
Goal 4:		
Goal 5:		
Goal 6:		
Goal 7:		

Following Up

We mentioned earlier that you were about finished with the easy part. The difficult part will come at reporting time. It is around reporting time that you will need to follow up or at least begin the assessment process. If you go back to page 6 of this workbook you will see a figure called the “Cycle of Assessment”. By completing the seven exercises that you just finished you have taken yourself to the next step of the process, which is to actually gather data. Next, you will note that at the seven o’clock position on the cycle there is a box that says “Assess Results”. This is where the real work begins. This is where you as a department or a program look at the results and ask (and answer) the questions: What does it mean? Are we satisfied with these results? What do we do about it? Do we make changes or do we continue to do business as we have been? If we make changes, what changes will we make? What do we anticipate will happen as a result of making these changes? The expectation is that you will take the time to assess what you are doing for the purpose of improving. You should strive for continuous improvement, but you should at least assess what you are doing on an annual basis and report those assessments to your department and the College.

Where Are We Going with All of This?

So, now that you have completed all these exercises you may be asking yourself again what this is all about. The driver for all of this has been Middle States. We are on warning from Middle States in part as a result of our failure to comply with their Standard 7, Institutional Assessment, therefore we are doing this to comply with Middle States Standard 7. More importantly though is that we are doing this because it really is the right thing to do.

Additionally, as we compile all the assessment information into a single document, the College will be able to determine what strategic directions action items are being addressed and which ones are not. This will enable the College to then decide if there are action items that should be deleted, modified, or specifically assigned to a unit. It can also help the College identify

units that are not directly contributing to the *Strategic Directions*. If that happens, the College will need to step back and work with those units in developing applicable action items.

Quiz Answers

1. C
2. B
3. C
4. D
5. D
6. A
7. D
8. A
9. A
10. D
11. D
12. A
13. A
14. A
15. C
16. D
17. A
18. A
19. A
20. A

Appendix U- SUNY Program Review Follow-up Request Form

To:
From: Gregory Talley
Subject: SUNY Program Review Follow-up for
Date:

You completed a SUNY Program Review in _____ wherein your department made the following recommendations.

As part of the Institutional and Unit Assessment process, please provide a brief summary of actions you have taken on each of these recommendations. If actions you have taken on these recommendations are consistent with any of the past or present *Strategic Directions*, it would be helpful to identify the Action Plan in the *Strategic Directions* related to the action taken.

If no action has been taken on the recommendations from your last program review, please indicate the reason for the lack of action. For example, a lack of financial and staffing resources may have prevented implementation of recommendations, the direction of a program may have taken a different course, other issues in the department may have become more pressing, or recommendations may have simply been forgotten since there has been no follow-up mechanism in place. Your candid response for not implementing a recommendation is as important to the assessment process as is the actual implementation of recommendations.

In addition to the actions that you have taken as a result of the recommendations from your program review, a brief summary of the results need to be included in your report.

Please return your report to me no later than _____.

A Final Note on Brevity: We are not looking for long reports. A short paragraph outlining what you did with the each recommendation and the results is all that is needed. If you have not yet implemented strategies for filling a recommendation but plan on doing so, please indicate a date on which you anticipate being able to report on the status of the recommendations.

Jeff Jurik has copies of previous program reviews for reference if you need a copy.

In summary, please do the following.

- 1. Briefly summarize action taken on each recommendation
- 2. Where applicable, relate a specific Action Item from the *Strategic Directions* to your actions on each recommendation
- 3. Briefly summarize the results of implementing the recommendation
- 4. If no action has been taken on a recommendation, provide a brief explanation for not taking action
- 5. If you yet plan to follow up on a recommendation, provide a date when you plan to report on the status of the recommendation
- 6. Return your report to Greg Talley no later than _____ .

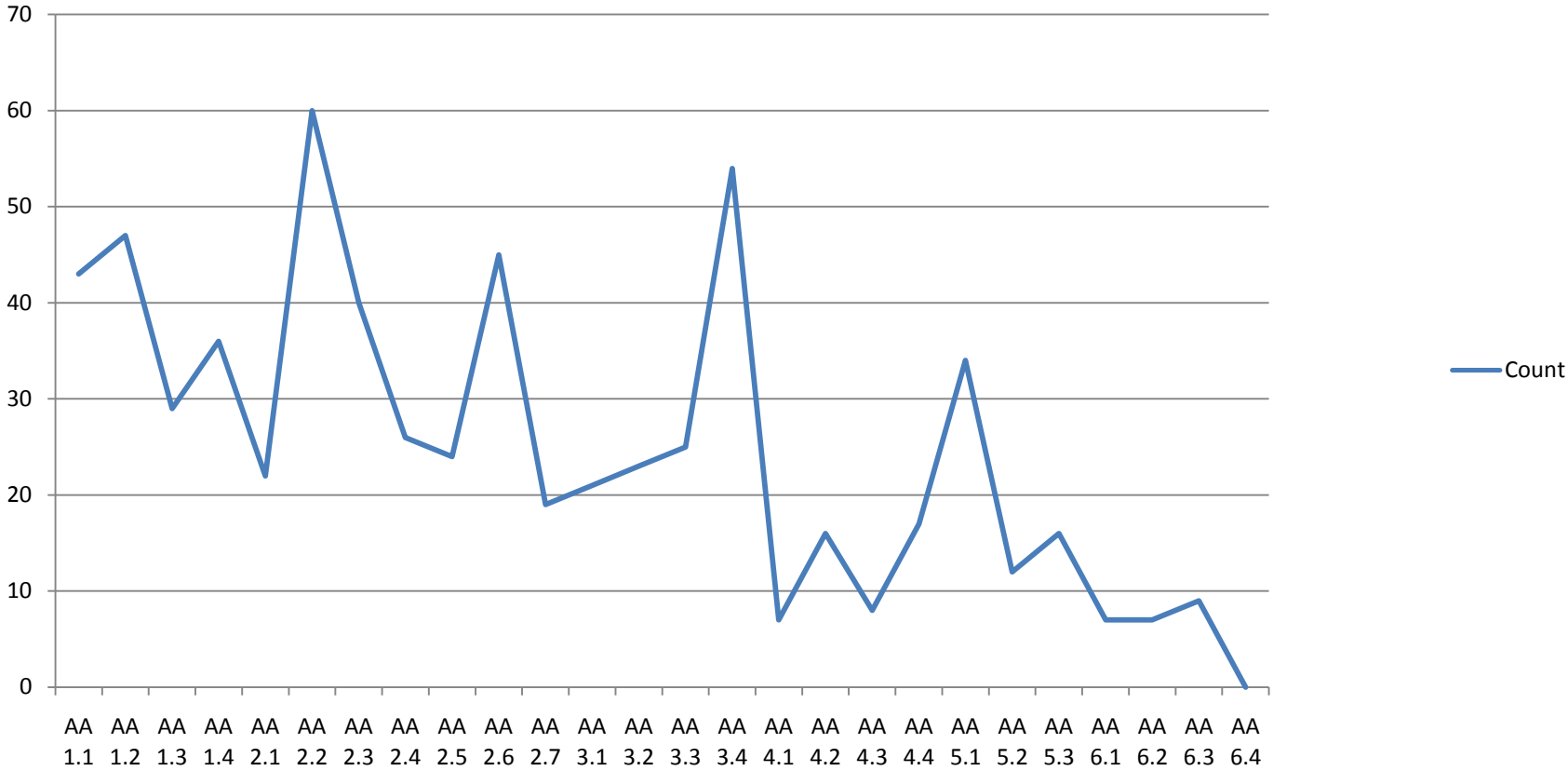
Appendix V- SUNY Program Review Follow-up Table

SUNY PROGRAM REVIEW STATUS

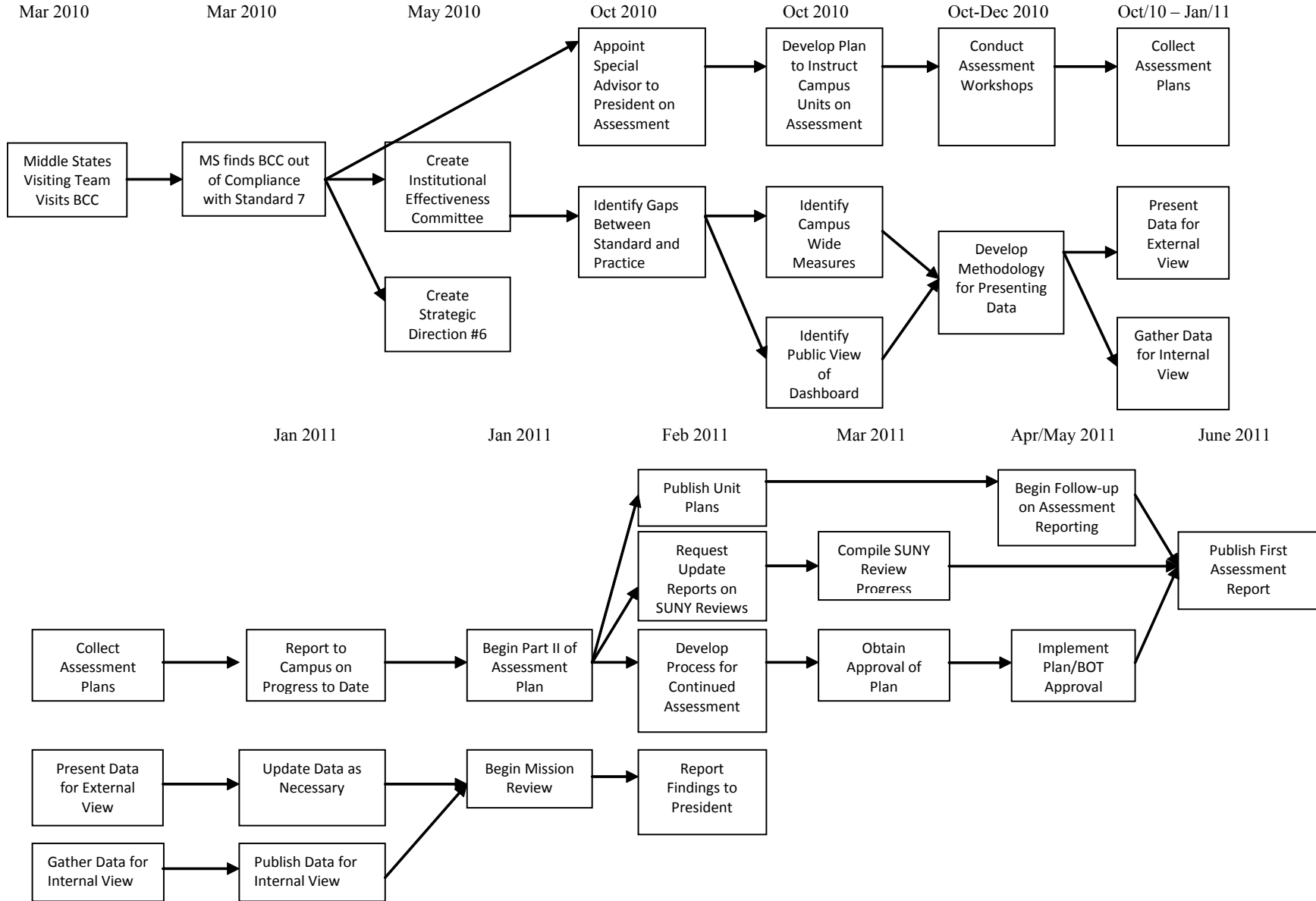
Number	Department Name	Division	Name of Program Reviewed	Date of Program Review	Requested Date of Follow-up	Follow-up Completed
1	Criminal Justice	BPS	CJ Corrections	5/31/06	3/31/11	
2	Criminal Justice	BPS	CJ Police	4/23/09	4/30/11	
3	Criminal Justice	BPS	Fire Protection Technology	5/31/05	2/28/11	✓
4	Business	BPS	Hotel/Restaurant Management	2003-04	2/28/11	
5	Physical Therapist	HS	Physical Therapist Assistant	6/1/05	2/28/11	
6	EMT/Paramedic	BPS	EMT/Paramedic	2006	3/31/11	
7	Business	BPS	Accounting	2004-05	2/28/11	
8	Business	BPS	Business Administration	2008	4/30/11	
9		STEM	Civil Engineering Technology	2008-09	4/30/11	
10		STEM	Mechanical Engineering Technology	2008-09	4/30/11	
11		STEM	Electrical Engineering Technology	2008-09	4/30/11	
12		STEM	Computer Information Systems	2006-07	3/31/11	
13	Dental Hygiene	HS	Dental Hygiene	9/2006	2/28/11	
14	Engineering Science	STEM	Engineering Science	Spring 2007	4/30/11	
15	Individual Studies	LA/HS	Individual Studies	2006-07	5/30/11	
16	General Studies	LA	LA: General Studies	2005-06	2/28/11	
16a	Theater	LA	LA: General Studies	2005-06	2/28/11	✓
16b	Music	LA	LA: General Studies	2005-06	2/28/11	✓
16c	Art & Design	LA	LA: General Studies	2005-06	2/28/11	
16d	Teacher Education	LA	LA: General Studies	2005-06	2/28/11	
17	Clinical Laboratory Tech	HS	Medical Laboratory Technology	10/2006	2/28/11	
18	Business	BPS	Paralegal AAS	5/2007	3/31/11	
19	Business	BPS	Paralegal Certificate	5/2007	3/31/11	
20	Mechanical Engineering Tech	STEM	Mechanical Engineering Technology	2009-10	4/30/11	
21	Civil Engineering	STEM	Civil Engineering Technology	2009-10	4/30/11	

Appendix W- Mapping of Strategic Direction Action Items to Departmental Goals
(Next Page)

Action Item by Count



Appendix X- Timeline for Institutional Assessment Implementation
(Next Page)



**Appendix Y- Sample Program/Department Assessment Report on Student Learning
Assessment**

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Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment

Program/Department: Art and Design
February 3, 2011

Report Date:

Part 1: Previous Assessment Cycle. As appropriate, please outline the impact on student learning, if any, of previously recommended actions that were implemented.

Impact on student learning of previously recommended actions:

- 1. Students are able to discuss important ideas that are common practice in art and design.**
- 2. Students can identify satisfying designs and appropriate use of visual language.**
- 3. Students understand how to begin the process of design, and develop a theme over time.**
- 4. Students recognize the logic necessary in the process, and learn to edit accordingly.**

Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment						
Program/Department: Art and Design				Report Date: February 3, 2011		
Part 2: Current Assessment Cycle						
Program Learning Outcomes	Related Learning Activities	Assessment Methods and Criteria for Success	Assessment Timeline	Assessment Results	Actions Recommended / Taken	Institutional Resources Needed to Implement Recommendations
Implement the creative process to solve visual communication problems.	Practice critical analysis in the design process applying the elements and principles of design practice individually and in groups.	Engage students in class critique and discussion.	Each semester.			
Write and speak about one's unique creative process in an articulate manner.	Library research and preparation of written Artist Statement.	Oral presentation.	Each semester			

Directions for Part 2: Column 1: List your program learning outcomes. Column 2: State the specific activities that students do while going through your program which are intended to result in their meeting the outcome. Column 3: State what method you are using to assess the outcome and what your criterion for success is. There may be more than one activity and/or assessment for a given outcome. (In fact, that is encouraged by Middle States.) Column 4: The frequency with which you will assess the outcome and the specific date of the next (or most recently completed if it was within the last 2 semesters) assessment. Please add more rows to the table as needed.

Appendix Z- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

Timeline	Activity
Dec 13, 2010	<ol style="list-style-type: none"> 1. Review student learning outcomes (program/department) for the purposes of meeting general education, accreditation, etc. requirements. <ul style="list-style-type: none"> • If none, create them • If not measurable or demonstrable, revise them 2. Create program/department curriculum maps <ul style="list-style-type: none"> • Align courses to outcomes (program/department), as appropriate.
Mar 1, 2011	<ol style="list-style-type: none"> 3. Define assessment methods and criteria for success. Create direct and indirect measures of student assessment with the intended purpose of tying course outcomes to program/department outcomes. <ul style="list-style-type: none"> • Provide SLAC with a plan (First four columns of Program Assessment Report template completed including timeline for implementation).
Ongoing	<ol style="list-style-type: none"> 4. Complete assessments on an annual cycle that address one or more student learning outcomes (program/department). 5. Evaluate assessment results at the program/department level. 6. Determine actions recommended/taken, if necessary.
Dec or May	<ol style="list-style-type: none"> 7. Report results to SLAC on an annual basis.

Appendix AA- DRAFT Mission and Bylaws of Standing Committee on Student Learning Assessment

Broome Community College Standing Committee on Student Learning Assessment Mission and Bylaws (Draft)

MISSION:

The *Standing Committee on Student Learning Assessment (SCSLA)* is responsible for the ongoing assessment of student learning outcomes at Broome Community College. Its scope encompasses all courses, academic programs, co-curricular programs, general education requirements, or other specific educational experiences offered under the auspices of Broome Community College, irrespective of delivery model.

The members of the SCSLA will provide leadership in establishing a culture of assessment across the campus and will recommend student learning assessment policies and procedures to campus governing bodies. *The student voice is critical to this endeavor and the committee will ensure that student feedback is sought and included in all classroom and program/department learning assessments.* The Committee will provide an annual report of Student Learning Assessment to the Institutional Effectiveness Assessment Committee as well as to the Strategic Planning group, the College Budget Officer, and the Chairs and Deans Council.

The Standing Committee on Student Learning Assessment is accountable to the various College constituencies and to the broader community of which the College is a part. The Committee is responsible for adherence to the guidelines for assessment established by the State University of New York and by the Middle States Commission on Higher Education, both of which require that the assessment process at every level be organized, sustained and effective.

BYLAWS:

- I. Functions of the Standing Committee on Student Learning Assessment:**
- a. Collect, organize and maintain up-to-date information regarding all assessments of student learning and make the information accessible to all constituents.
 - b. Create an annual report on student learning and student learning assessment in a timely way for use in decision making at the institutional level.
 - c. Provide guidance and/or assistance to academic units to ensure that the articulated student learning outcomes at points of delivery are aligned with outcomes at the next level up and that student feedback is included in classroom and program/department learning assessments.
 - d. Create outcomes and measures to assess the Student Learning Assessment at BCC and carry out the assessment on a periodic basis.
 - e. Use the results of the assessment of SCSLA to make recommendations regarding professional development opportunities for faculty and staff as well as changes to policy and procedure.
 - f. Make recommendations for continued support for Student Learning Assessment on such issues as personnel, budget, released time, and structures for extended discussion across departments, divisions, and the College as a whole.
 - g. Celebrate milestones and recognize individuals and units for their successful approaches to assessment and the use of results.
 - h. Disseminate a periodic newsletter to the campus with updates regarding SLA.

- i. Coordinate with the Institutional Effectiveness Assessment Committee, Curriculum Committee, General Education Committee, Student Affairs and other campus bodies as needed to fully integrate student learning assessment into every aspect of the College mission.

II. Membership:

1. Voting Membership

The Broome Community College Standing Committee on Student Learning Assessment voting membership is representative of faculty, staff and administrators responsible for assessment and improvement of teaching and learning. Members of these constituencies not currently serving on this committee may attend as non-voting members.

Chair: Director of Student Learning Assessment (A tenured Teaching Faculty member with released time?)

Committee Members:

- Four additional Teaching Faculty Representatives with interest and/or experience in Student Learning Assessment, one representing each of the academic divisions, to include a department Chair, if possible. To be appointed annually by the divisional Dean through a process decided by each division.
- Director of Institutional Research
- Representative from the Institutional Effectiveness Assessment committee
- Representative of General Education committee
- Representative from Student Affairs
- Dean of Liberal Arts
- Another Academic Dean (appointed by the VPAA on a rotating basis)
- VPAA ex-officio (invited as appropriate)

2. Reporting Structure:

The Standing Committee on Student Learning Assessment reports to the VPAA. One or more members serve as liaisons to the Institutional Effectiveness Assessment Committee, the Shared Governance leadership team, and to the Chairs and Deans Council for communication purposes.

III. Committees and Subcommittees:

The Standing Committee on Student Learning Assessment may establish standing and ad hoc committees from among its membership, and it may include on these committees representatives from any area of the campus or the larger community, as it chooses. Creation of such committees will be accompanied by a specific charge or mission, a constituent list, and a time of expiration, where appropriate. At least one member of the Standing Committee on Student Learning Assessment must serve as a liaison to the larger Committee for each subcommittee established.

There will be a standing subcommittee on General Education Assessment chaired by the Dean of Liberal Arts or designee.

IV. Meeting Times:

The regular meetings of the Standing Committee on Student Learning Assessment will be held one to four times monthly, depending on the number and urgency of its current tasks. A meeting time will be set at the beginning of each semester, based on the times that best fit the current membership's schedules. When possible, a tentative schedule of meetings for the semester will be distributed to the membership at the beginning of the semester. Unscheduled special meetings may be called by the chair or the VPAA.

V. Establishments of a Quorum for Committee Business:

Attendance of at least 60% of the membership is required to approve recommendations for forwarding to the VPAA.

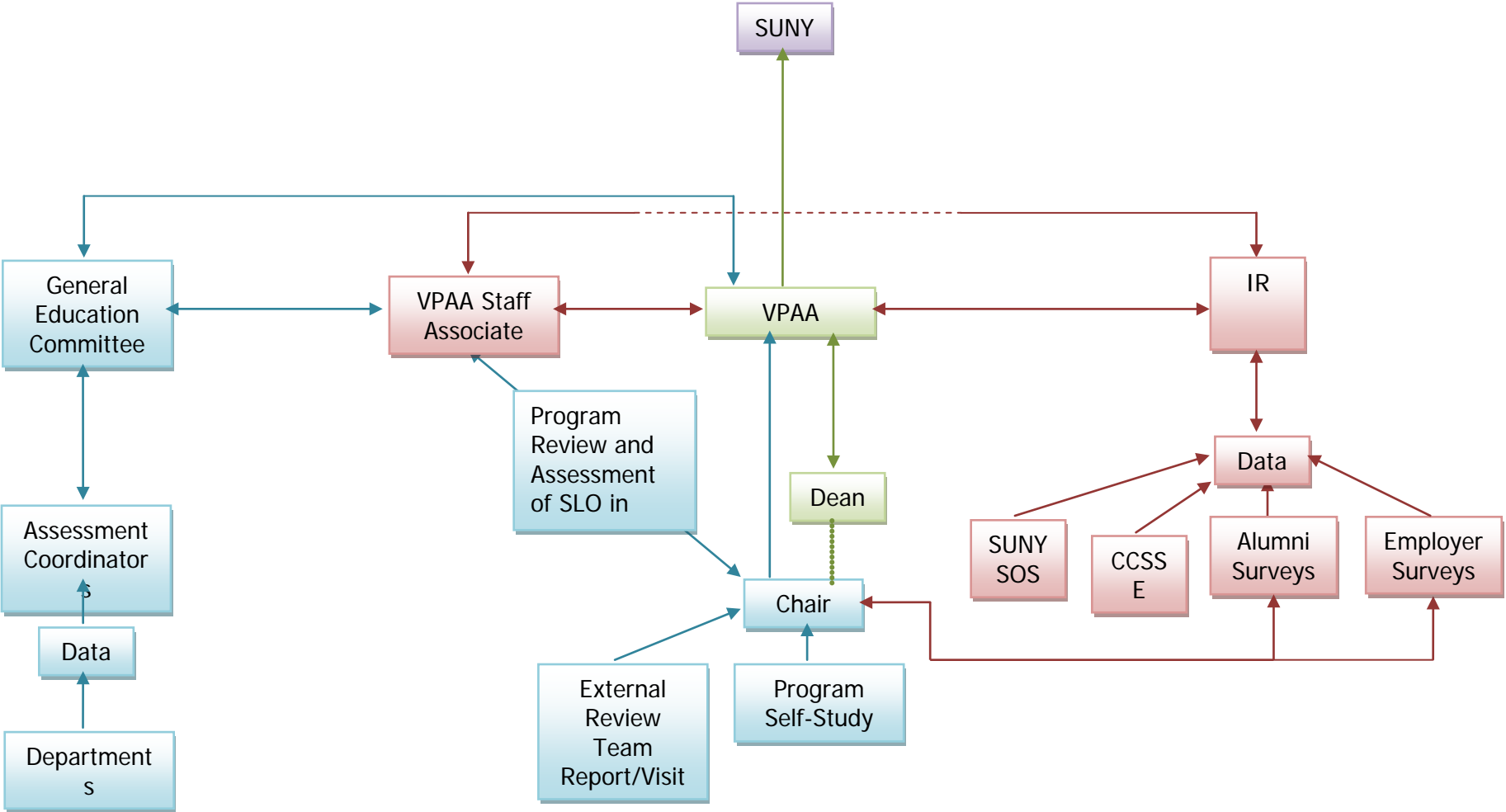
VI. Rules of Order:

The meetings of the Standing Committee on Student Learning Assessment of Broome Community College shall generally use an informal process wherein consensus is sought and obtained from among voting members attending. Decisions on issues where consensus cannot be reached will be decided by a simple majority vote of the members in attendance.

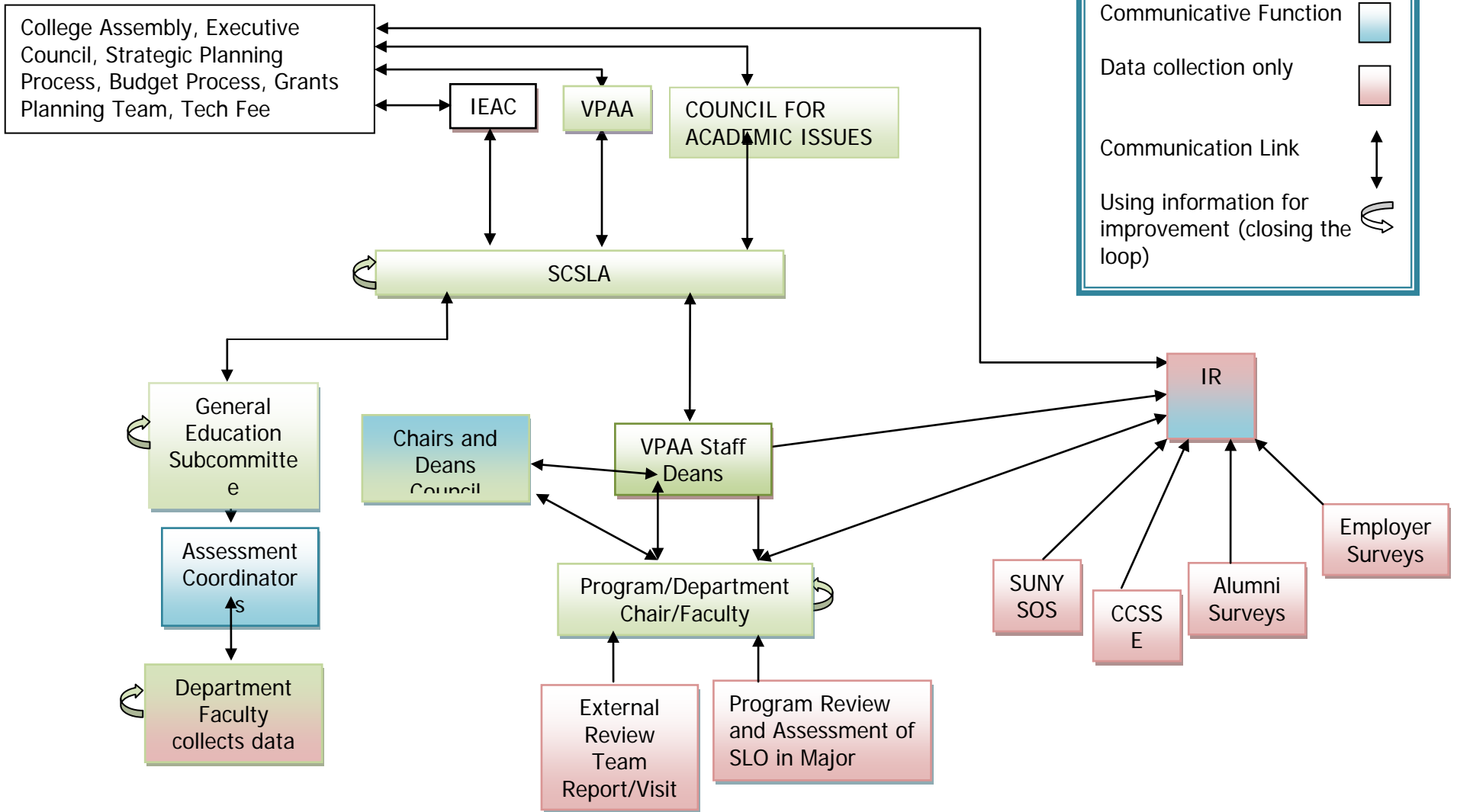
Appendix BB- Student Learning Assessment System Maps

(Next Page)

Student Learning Assessment System Map for BCC Fall 2010



Student Learning Assessment System Map for BCC Spring 2011



Appendix CC- Student Learning Assessment Committee (SLAC) Program Learning Outcomes Procedure

TRC Programs and purchased relating to Assessment of Student Learning:

Engaging Faculty in Assessment – webinar offered by Paperclip Communications on September 30, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

How to Develop and Assess Course Learning Objectives – webinar offered by STARLINK on November 30, and December 1, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

Remedial Education: Assessment, Placement and Delivery of Developmental Education Programs - webinar offered by The Learning Resource Center on October 26, 2010. DVD purchased for use in TRC by faculty not present at the original airing.

Assessment Strategies to Enhance Student Learning – On-site workshop with Dr. Virginia Anderson, January 14, 2011. Video-taped for use in TRC by faculty not present at the workshop.

Books purchased:

Barbara E. Walvoord and Trudy W. Banta. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. 2nd Ed. Jossey-Bass Higher Education. 2010

Barbara E. Walvoord and Virginia Johnson Anderson. *Effective Grading: A Tool for Learning and Assessment in College*. 2nd Ed. Jossey- Bass Higher Education. 2010

Progress Report to the
Middle States Commission on Higher Education
from
BROOME COMMUNITY COLLEGE
Binghamton, NY 13902

Dr. Kevin E. Drumm, President

*Julia Peacock, Vice President for Academic Affairs
Accreditation Liaison Officer*

December 1, 2011

Subject of the Progress Report:

*Documenting evidence that (1) the elections called for in the shared governance structure have been conducted, the College Assembly and the councils called for in the structure are operational, and information about the functioning of the structure is readily available to the campus community (Standard 4); and
(2) all units have identified unit-level goals and assessment measures related to the College's strategic directions (Standard 7).*

Date of the Evaluation Team Visit:

March 21-24, 2010

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Introduction

Overview of the Institution

Broome Community College (BCC) is a comprehensive community college under the supervision of the State University of New York (SUNY). BCC is one of thirty SUNY community colleges in New York and is sponsored by Broome County. The College's suburban campus is located in the Southern Tier of New York State (NYS), three miles north of the city of Binghamton.

The College offers a broad menu of programs, including Associate in Arts and Associate in Science degree programs to prepare students for transfer to baccalaureate programs, and Associate in Applied Science degree programs to prepare students for immediate employment upon completion. Its curriculums are registered by the State Education Department and accredited, where appropriate, by specific career accrediting organizations. BCC's Division of Continuing Education has extensive offerings, including courses, seminars, professional training, and special events available to the public.

Context Related to the Current Issues

On March 21-24, 2010, an Evaluation Team representing the Middle States Commission on Higher Education visited BCC. As a result of the Evaluation Team's visit and report, BCC received a warning citing a lack of evidence that the institution was in compliance with Standards 4 (Leadership and Governance) and Standard 7 (Institutional Assessment). In response, President Kevin E. Drumm facilitated the formation of three committees to specifically study, plan, implement, and evaluate proposed improvements to address the areas of concern. These three groups were:

- Shared Governance Task Force (SGTF)
- Institutional Effectiveness Standing Committee (IESC)
- Student Learning Assessment Committee (SLAC)

The results of these efforts were reported in a Monitoring Report on March 1, 2011, with an additional visit by a Middle States Follow-Up Team on March 22-23, 2011. In response, the Middle States Commission on Higher Education acted at its session on June 23, 2011:

- To accept the monitoring report and to note the visit by the Commission's representatives.
- To remove the warning and affirm accreditation.
- To request a progress report, due December 1, 2011, documenting evidence that
 - the elections called for in the shared governance structure have been conducted,
 - the College Assembly and the councils called for in the structure are operational, and
 - information about the functioning of the structure is readily available to the campus community (Standard 4); and
 - all units have identified unit-level goals and assessment measures related to the College's strategic directions (Standard 7).

This Progress Report will summarize the evidence requested related to Standards 4 and 7.

The Middle State Commission further requested a monitoring report, due September 1, 2012, documenting evidence of periodic assessment of the Board of Trustees in meeting its own stated objectives, of the effectiveness of institutional leadership and governance, and of the

effectiveness of the shared governance structure (Standard 4); 2) continued progress in the implementation of institutional assessment; and (3) the use assessment results, including results of student learning assessment, to inform institutional planning and resource allocation (Standard 7). The Periodic Review Report is now due June 1, 2016.

Since the submission of the Monitoring Report and the subsequent visit by the Follow-Up Team, there have been a few significant changes in the organization and makeup of BCC's institutional leadership as President Kevin E. Drumm continues to lead the effort to revise and reassign campus structures to respond to campus needs, while meeting the College's Mission, Vision, and Strategic Directions. A summary of the most significant changes in these areas since the Evaluation Team's visit is listed below:

- Hiring of Jason Zbock to serve as Institutional Effectiveness Officer in September 2011.
- Completion of Dean Greg Talley's assignment as Special Assistant to the President for Institutional Effectiveness in September 2011.
- Appointment of Michelle Perricone as Special Assistant to the President for Institutional Initiatives in September 2011.
- Retirement of Dean of Liberal Arts Mary Dickson in October 2011.
- Appointment of Dean of Business and Public Services Greg Talley to serve concurrently as Dean of Liberal Arts as of November 2011.
- Realignment of reporting relationships of several departments as reflected in updated organizational charts (<https://www.sunybroome.edu/web/www/president>).

Standard 4 (Leadership and Governance)

Role of the Shared Governance Task Force

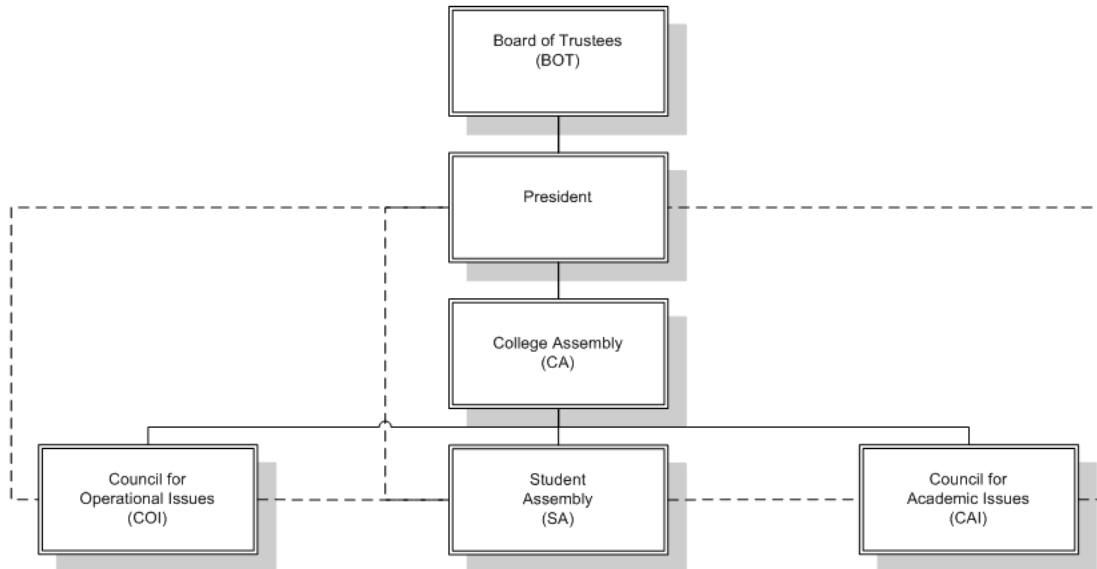
After the Middle States team visited BCC and gave their preliminary report in March 2010, a Shared Governance Task Force (SGTF) was formed through election and appointment, with membership in the SGTF primarily established by August 2010. The SGTF's eighteen-member body represented the academic divisions (Liberal Arts, Business and Public Services, STEM, and Health Sciences), part-time adjunct instructors, technology services, the Faculty-Student Association, Admissions, secretarial staff, the Board of Trustees, academic advising, administration, and the Student Assembly.

The Shared Governance Task Force researched practices for governance models and implementation processes from other colleges with input from the campus. After several months of investigation and discussions, the SGTF developed a structure that was presented to the campus community at a campus meeting in January 2011. As described previously in the Monitoring Report, during the Spring 2011 semester, the governance structure was presented to the campus for input, and approved by the Board of Trustees and the previous governance body, the College Council. The SGTF also developed a definition of shared governance for BCC, a Statement of Purpose, a list of Guiding Principles and a draft Constitution and Bylaws for the proposed College Assembly.

Fundamental Structure of Shared Governance at BCC

Broome Community College

Shared Governance Structure



The fundamental structure for governance at BCC has at its center a College Assembly (CA) supported by a system of shared governance composed of a Council for Operational Issues (COI), a Student Assembly (SA), a Council for Academic Issues (CAI), and Council-related committees that function as recommending bodies with regard to those matters that fall under the spheres of their respective responsibilities.

Preparation for Spring 2011 Elections

The SGTF continued its role in transitioning the campus to a new structure and culture of Shared Governance by hosting a series of Campus Engagement Sessions. A total of four Informational Sessions, two Feedback Forums, and one Open Forum were held during the month of March 2011 ([Appendix A](#)). The SGTF met regularly throughout the semester to review the campus feedback received during these sessions and to incorporate the ideas generated into the developing model as appropriate. The feedback was also posted on the college website for the campus to review ([Appendix B](#)).

Nomination and Election of Representatives to Shared Governance Bodies

The SGTF organized and facilitated the initial nomination and election process for the campus ([Appendix C](#)). As the call for nominations opened, the SGTF offered two information sessions on the nomination and election process. From April 18 to 22, nominations for the representative positions for the CA, CAI and COI were accepted by the chair of the SGTF. Those who were nominated for any of the Councils or Assembly were notified by April 25th. After an initial list of nominees was distributed to the campus via e-mail, paper ballots were distributed to the appropriate constituencies via campus mail by members of the SGTF on May 2. Boxes for completed ballots were placed in several central campus locations. Ballots were anonymous, but voters signed the accompanying outside envelope to indicate that they had voted and to ensure that there were not duplicate votes. Final results of the election were shared via a campus wide email and posted on the Shared Governance website ([Appendix D](#)).

Implementation of the Shared Governance Structure

On September 16, 2011, a kickoff meeting was held for all the newly elected members of the Shared Governance bodies. President Drumm provided opening remarks to provide guidance for initial tasks to be completed, including the establishment of regular meeting times and the election of officers. Members of the SGTF provided an overview of Shared Governance and initiated discussions among the newly appointed member about the benefits of robust shared governance, answered questions about the new structure, and compiled a strengths inventory to benefit the Councils and the Assembly ([Appendix E](#)). Initial meetings of the CA, CAI, and COI were held on September 20 and 23. Election of co-chairs of the College Assembly took place at the initial meeting ([Appendix F](#)), as did the election of a chair and secretary of the Council for Operational Issues ([Appendix G](#)). Election of the co-secretaries of the Council for Academic Issues took place at the initial meeting, and election of the chair took place electronically before the second meeting was convened ([Appendix H](#)). A schedule of meetings for the fall semester was developed to allow for at least two meetings per month and to optimize opportunities for attendance ([Implementation Timeline for Leadership and Governance Initiatives since the Middle States Follow-Up Visit](#)). All scheduled meetings have been held as planned. An agenda was distributed in advance of each meeting, a quorum was in attendance, business was conducted, and minutes approved and posted for the campus. The Student Assembly has continued to meet on a weekly basis as in the past ([Appendix I](#)).

Among the first orders of business for the Assembly and Councils was the adoption of the *Democratic Rules of Order* for the transaction of business, and the appointment of a Parliamentarian to the College Assembly and the Council for Academic Issues. In addition, the Assembly and Councils have each appointed Bylaws Committees to study and propose revisions to the draft Constitution and Bylaws initially provided to the groups by the SGTF. The chairs of the Assembly and Councils have met together several times since they were elected to discuss issues that impact all the groups and to establish mechanisms for the groups to communicate and coordinate their efforts. The results of these meetings are reported in the minutes of the College Assembly and the two Councils.

Involvement of the Board of Trustees in the Shared Governance Process

The BCC Board of Trustees (BOT) has been very active in the development and deployment of Shared Governance. The current Chair of the BOT was a member of the SGTF during the formative process for Shared Governance and contributed significantly to their conversations. The College President and Chair of the SGTF have provided the BOT with periodic updates from the SGTF and Shared Governance Group at Board meetings. The BOT participated in a retreat led by an Association of Community College Trustees (ACCT) facilitator in April 2010, and followed up with a Priority and Goal-Setting Retreat on August 24, 2011 ([Appendix J](#)).

Continuing Role of the Shared Governance Task Force

The Shared Governance Task Force has remained as an advisory resource to the emerging new groups. Although the SGTF no longer meets regularly, members have been asked to provide clarification about the origin and intent of some of the documents originally drafted by the group. For example, representative of the SGTF sit on the College Assembly's Bylaws subcommittee. It is anticipated that the SGTF will continue in this advisory role though the next cycle of nominations and elections in the Spring of 2012.

Communication Regarding Shared Governance with the Campus Community

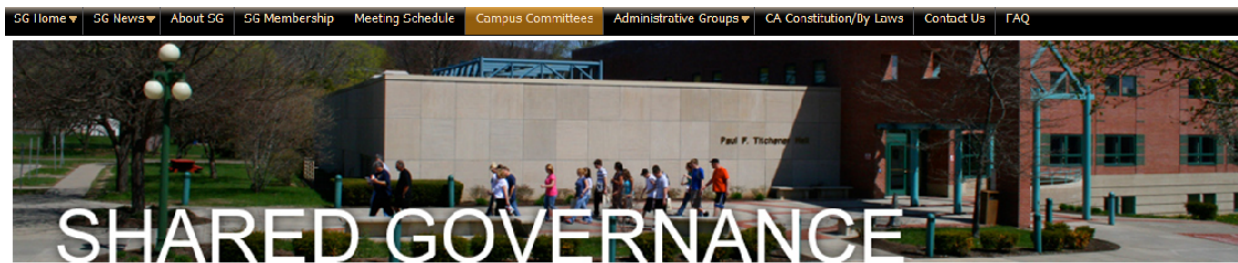
In October 2011, BCC rolled out a new website that integrated a public website with a controlled-access portal. Within the portal, a tab is devoted specifically to Shared Governance that is accessible to the campus community (<http://www.sunybroome.edu/web/shared-governance/shared-governance-home>). Information available on this site includes:

- General information about Shared Governance
- Membership of the College Assembly, Council for Academic Issues, and Council for Operational Issues
- Schedules of meetings for the Assembly and Councils
- Agendas and Minutes of Meetings of the College Assembly, Student Assembly, and Councils
- The Constitution and Bylaws
- A mechanism for submitting questions or concerns electronically

The screenshot shows the website interface for MyCOLLEGE.SUNYBROOME.EDU. The header includes a navigation menu with items like 'SG Home', 'SG News', 'About SG', 'SG Membership', 'Meeting Schedule', 'Campus Committees', 'Administrative Groups', 'CA Constitution/By-Laws', 'Contact Us', and 'FAQ'. Below the header is a large banner image of a campus building with the text 'SHARED GOVERNANCE' overlaid. The main content area is divided into two columns. The left column, titled 'SG NEWS!', features a news item: 'CAMPUS COMMUNITY PARTICIPATES IN FIRST BCC TOWN HALL MEETING'. The right column, titled 'SG Home', contains a welcome message and a diagram titled 'Shared Governance – Communication Model'. The diagram shows four overlapping circles representing the 'Community', 'Board of Trustees', 'Council For Operational Issues', and 'Student Assembly', with a central circle for the 'College Assembly'.

In addition, the site has a comprehensive listing of campus committees, each with a website template where agendas, minutes, bylaws, and other committee business can be posted for the campus. The site allows members of the campus community to “subscribe” to specific committee information through RSS feeds so that they can receive notification when new minutes or other information is posted. This version of committee websites has only been available for a few weeks, but some committees have already begun posting their information in the area designated for them.

Because the campus is not yet accustomed to the option of subscribing to minutes, the minutes of the College Assembly and Councils have continued to be distributed through campus-wide e-mail, as well as being posted on the website.



Campus Committees

Campus Committees

- Academic Advising Committee
- Banner Core Team
- Calendar Committee
- Chancellor's Awards Committee
- Civic Engagement Advisory Council
- Curriculum Committee
- Distance Learning Steering Committee (DSLSC)
- Diversity and Inclusion Committee
- Enrollment Management Action Team (EMAT)
- Facilities Committee
- Fast Forward Committee
- General Education Committee
- Grants Planning Committee
- Institutional Effectiveness and Assessment Committee (IEAC)
- Open House Committee
- Outreach "Broome Connects" Committee
- Professional Development Steering Committee (PDSC)

Distance Learning Steering Committee (DSLSC)

Categories Recent Posts Statistics

Search Search Categories

Category	Categories	Threads	Posts	
Agendas	0	0	0	RSS
Distance Learning Steering Committee Agendas				
Minutes	0	2	2	RSS
Distance Learning Steering Committee Minutes				
News	0	0	0	RSS
Distance Learning Steering Committee News				

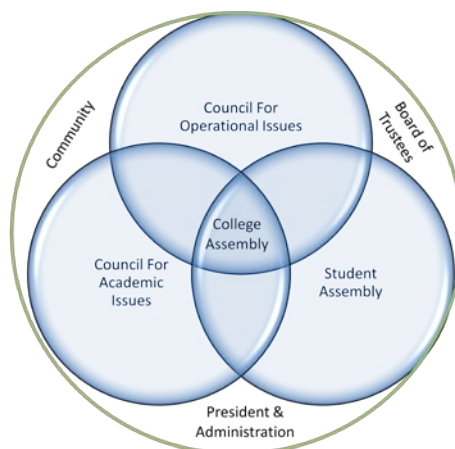
Showing 3 results.

Town Hall Meeting

As an additional mechanism for communicating with the campus about issues, the Shared Governance Bodies sponsored an Open Town Hall Meeting on November 8, 2011 ([Appendix K](#)). During the two-hour meeting, nearly a hundred individuals, including students, faculty, staff, and administrators, gathered to share concerns, ideas, and suggestions for improving the campus community. A broad range of topics were brought forth during the event, including the creation of an council for adjunct faculty, the pending campus smoking ban, bus services, internal communication among offices, noise in the library, student housing, scheduling of classes during common hour, recycling, and more. The topics were divided into themes, and the Shared Governance Chairs met after the event to identify the appropriate person or committee on campus for consideration of each topic. A summary of the referrals was distributed electronically and posted on the Shared Governance website ([Appendix L](#)).

Shared Governance - Communication Model

The SGTF laid the foundation for the now emerging Assembly and Councils. Included in the foundational design of the structure was the communication model depicted below.



The communication process ensures that there is a mechanism in place to capture the voices of various constituencies and stakeholders and also provide for a continuous feedback loop to communicate progress on college initiatives. Because the College Assembly is central to the functioning of our shared governance structure, it is the primary communication hub for all shared governance activities. However, the activities of all the governing bodies within shared governance (Student Assembly (SA), Council for Academic Issues (CAI), and Council for Operational Issues (COI)) can potentially impact other areas of the college. Consequently, these governing bodies have a compelling need to consult with, and be accountable to, each other as well as to the Administration, Board of Trustees, and the campus community at-large.

Ongoing Plan for Implementation of the Shared Governance Model

During the spring 2012 semester, some of the primary goals of the College Assembly, Council for Academic Issues, and the Council for Operational Issues are to:

- revise the Constitution and Bylaws for the governance groups and present the revised Bylaws to the campus for input;
- host a second Town Hall meeting and oversee the closing of the loop on issues raised at the initial Town Hall meeting;
- encourage campus committees to make use of the committee web templates for the posting of minutes and other information;
- continue to develop the purpose, responsibilities, membership and committees associated with the Councils for Academic and Operational Issues;
- facilitate the nomination, election, and appointment of members of the new governance structures in May 2012; and
- ensure that the governance structures are prepared to begin the business of the next academic year.

Implementation Timeline for Leadership and Governance Initiatives since the Middle States Follow-Up Visit

Date	Action Item	Parties Involved
March 22-23, 2011	Visit of Middle States Follow Up Team	Broad Campus Participation
April 18-22, 2011	Call for Nominees for College Assembly, Council for Academic Issues, and Council for Operational Issues	Shared Governance Task Force (SGTF) Campus Constituencies
April 20, 2011	Information Sessions on the Nomination and Election Process	SGTF Campus Community
May 2, 2011	Distribution of Paper Ballots	SGTF
May 2-6, 2011	Voting for elected positions	Campus Constituencies
May 24, 2011	Announcements of appointed and elected members of the College Assembly and the Councils for Academic and Operational Issues	Campus Communication
June 29, 2010	Planning Meeting for Shared Governance Kick-Off	SGTF
August 24, 2011	BCC Board of Trustees Priorities and Goal-Setting Retreat	Board of Trustees
September 7, 2011	Meeting of the Student Assembly	SA
September 14, 2011	Meeting of the Student Assembly	SA
September 16, 2011	Shared Governance Kick-Off Meeting	President Kevin E. Drumm Members of Administration Shared Governance Task Force (SGTF) Elected members of the Shared Governance Bodies
September 20, 2011	Initial Meeting of the College Assembly, with election of officers	College Assembly
September 20, 2011	Initial Meeting of the Council for Operational Issues, with election of officers	Council for Operational Issues
September 21, 2011	Meeting of the Student Assembly	SA
September 23, 2011	Initial Meeting of the Council for Academic Issues, with election of Officers	Council for Academic Issues
September 28, 2011	Meeting of the Student Assembly	SA
October 3, 2011	Meeting of the College Assembly	College Assembly
October 5, 2011	Meeting of the Student Assembly	SA
October 6, 2011	Meeting of the Council for Academic Issues	CAI
October 12, 2011	Meeting of the Student Assembly	SA
October 13, 2011	Meeting of the Council for Operational Issues	COI

October 17, 2011	Meeting of the Council for Academic Issues	CAI
October 18, 2011	Meeting of the College Assembly	College Assembly
October 21, 2011	Meeting of the Student Assembly	SA
October 27, 2011	Meeting of the Council for Operational Issues	COI
October 28, 2011	Meeting of the Student Assembly	SA
November 3, 2011	Meeting of the Council for Operational Issues	COI
November 4, 2011	Meeting of the Council for Academic Issues	CAI
November 8, 2011	Campus-Wide Town Hall Meeting	President Kevin E. Drumm and members of the Administration Shared Governance Task Force (SGTF) members Members of the Shared Governance Bodies Students, Faculty, Staff, and other members of the Campus Community
November 9, 2011	Meeting of the College Assembly	College Assembly
November 11, 2011	Meeting of the Student Assembly	SA
November 14, 2011	Meeting of the Council for Academic Issues	CAI
November 17, 2011	Meeting of the Council for Operational Issues	COI
November 18, 2011	Meeting of the Student Assembly	SA
November 21, 2011	Meeting of the College Assembly	College Assembly
December 1, 2011	Meeting of the Council for Operational Issues	COI
December 2, 2011	Meeting of the Student Assembly	SA
December 2, 2011	Meeting of the Council for Academic Issues	CAI
December 5, 2011	Meeting of the College Assembly	College Assembly
December 9, 2011	Meeting of the Student Assembly	SA
December 12, 2011	Meeting of the Council for Academic Issues	CAI
December 13, 2011	Meeting of the College Assembly	College Assembly
December 15, 2011	Meeting of the Council for Operational Issues	COI
December 16, 2011	Meeting of the Student Assembly	SA

Schedule of Shared Governance Meetings for the Spring 2012 Semester

COLLEGE ASSEMBLY (CA)
Monday, January 23 3-4 p.m.
Wednesday, February 8 8-9 a.m.
Monday, February 20 3-4 p.m.
Wednesday, March 7 8-9 a.m.
Monday, March 19 3-4 p.m.
Wednesday, April 4 8-9 a.m.
Monday, April 23 3-4 p.m.
Wednesday, May 9 8-9 a.m.
COUNCIL FOR ACADEMIC ISSUES (CAI)
Thursday, January 26 1-2 p.m.
Thursday, February 9 1-2 p.m.
Tuesday, February 21 11 a.m.-noon
Thursday, March 8 11 a.m.-noon
Tuesday, March 20 11 a.m. -noon
Thursday, April 5 1-2 p.m.
Thursday, April 19 11 a.m.-noon
Thursday, May 3 11 a.m.-noon
COUNCIL FOR OPERATIONAL ISSUES (COI)
Monday, January 30 2-3 p.m.
Monday, February 13 1-2 p.m.
Monday, February 27 2-3 p.m.
Monday, March 12 1-2 p.m.
Monday, March 26 2-3 p.m.
Monday, April 16 1-2 p.m.
Monday, April 30 2-3 p.m.
Monday, May 7 1- 2 p.m.
STUDENT ASSEMBLY (SA)
Wednesdays 10:00 to 10:50 am
— All meetings will be held in Wales 203B —

Standard 7 (Institutional Assessment)

Progress to Date and Current Status Related to Evaluation of Institutional Effectiveness

In May 2010, President Kevin E. Drumm appointed an Institutional Effectiveness and Assessment Committee to “spearhead the identification of our core measures of institutional effectiveness.” In addition, the President requested that the committee develop a “dashboard” showing annual planning and initiatives reflective of the College’s mission that could be measured through agreed upon outcomes.

Administrative Addition

At the beginning of the Fall 2011 semester, the administrative position of Institutional Effectiveness Officer was added at to the BCC executive team to facilitate institutional assessment. The Institutional Effectiveness Officer consults with the seventy-seven established units involved in the local unit assessment process, striving for continuous improvement of student learning, student support services, and administrative functionality. The Institutional Effectiveness Officer also serves as an *ex officio* non-voting member of the College Assembly, and as an *ex officio* voting member of the Council on Operational Issues.

Committee Structures

To support institutional effectiveness, the Institutional Effectiveness and Assessment Committee (IEAC), originally established in response the Middle States findings, has expanded and become a permanent standing committee ([Appendix M](#)). The IEAC is responsible for the ongoing process of monitoring and assessing unit performance in order to enhance and upgrade operations of Broome Community College. The IEAC works in conjunction with the Institutional Effectiveness Department to facilitate the unit assessment process for continuous improvement and other roles as advised by shared governance ([Appendix N](#)). The Committee is responsible for adherence to the guidelines for institutional effectiveness established by the Middle States Commission on Higher Education.

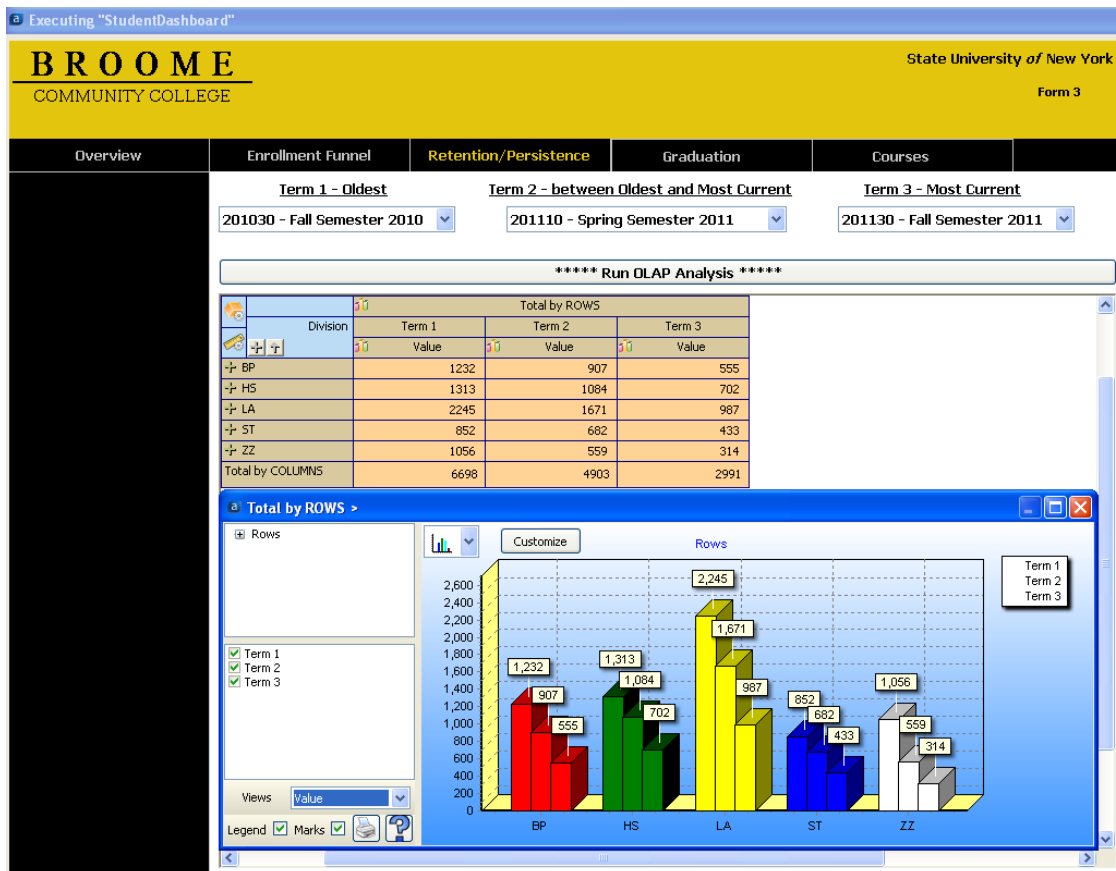
Institutional Assessment Progress

In a process begun last year, each of the campus units was oriented to the assessment cycle and guided to develop and articulate their unit goals. As of November 23, 2011, **100%** of the Units at BCC have completed the assignment of creating goals ([Appendix O](#)). As the assessment cycle continues, units have begun to return documentation assessing their performance in comparison with the stated goals ([Appendix P](#)). After reports are reviewed by the Institutional Effectiveness Officer, feedback and suggestions are provided, and all reports are posted on the Institutional Assessment web pages within the portal.

A unit summary form for Institutional Effectiveness ([Appendix Q](#)) was distributed for units to evaluate not only their progress toward completing unit goals, but also their progress in becoming proficient in assessment itself. As units move through their assessment cycles, these completed reports are compiled and posted on the Institutional Effectiveness web page ([Appendix R](#)).

Technology Structures to Support IE

Argos Dashboard: The programmers in the BCC Informational Technology Services (ITS) have developed a prototype Argos Dashboard. The Institutional Effectiveness Officer has begun to demonstrate the capabilities of the new Argos package for OLAP (OnLine Analytic Processing) to members of the IEAC committee (Appendix item D, refer to IEAC minutes from October 21, 2011). The Argos Dashboard pulls directly from the live Banner database. Users get the most up to date information as of the moment the query is executed. The Argos Dashboard contains the following student data dashboards titled enrollment funnel, retention and persistence, graduation, and courses. The IEAC committee will review the current dashboards and make recommendations to modify current student data dashboards and create new student data dashboards depending on collective faculty and staff recommendations.



IE webpage: The Institutional Effectiveness Officer will soon complete the archiving of all unit assessment documentation, IEAC minutes and agenda, and other institutional assessment related information on the IE webpage. This internal webpage will serve as a communication tool of assessment activities and resources.

Strategic Visioning Process: During the Fall 2011 semester, the college will articulate a new BCC vision and mission statement, derived from input provided from the BCC campus community. Established by the College President, Dr. Drumm, a representative Strategic Visioning Committee (SVC) is working to facilitate this process with its sponsorship of three

Appreciate Inquiry (AI) sessions followed by compilation and posting of all information and ideas collected.

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Hi, Andrea Menu Language Fonts Sign Out

Institutional Effectiveness

▼ Menu

- Institutional Effectiveness Home
- Public Feedback on AI Sessions
- Institutional Effectiveness Mission Statement
- Strategic Plan
- Institutional Assessment
 - Institutional Assessment Documents
 - Resource Allocation
- Middle States Accreditation Process
- National Community College Benchmark Project
- SUNY Academic Program Review
- Programmatic Accreditation
- Institutional Data
- Institutional Effectiveness and Assessment Committee (IFAC)

▼ Strategic Visioning Process Fall 2011

Broome Community College Strategic Visioning Process

At the Fall 2011 college-wide meeting, Dr. Dumm announced that the Strategic Visioning Process that had begun in the Spring 2011 semester would continue throughout the current academic year. With this in mind, during the Fall 2011 semester the college will gather broad input and articulate a new vision and mission of Broome Community College.

To facilitate the process with college-wide participation all members of the BCC campus community including **students, faculty, and staff** are invited to participate in one of three Appreciative Inquiry sessions that are planned:

- 1.) Monday, October 31, 2011, 9am to 11am, Events Room at BCC Ice Center
- 2.) Wednesday, November 9, 2011, 12pm to 2pm, Events Room at BCC Ice Center
- 3.) Tuesday, November 15, 2011, 11am to 12pm, in Decker 201

To register for these sessions: If you are interested please register with Deena Price at tch_cti@surybroome.edu

Appreciative Inquiry (AI), derived from the New Sciences of self-organizing systems, chaos theory and complexity theory, is a theory of human systems change that searches for the best in people, their organizations and the relevant world around them. The focus of the action oriented process is to assess what is working and co-create more of it. In its broadest focus, it involves systematic discovery of what gives life to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms." (Cooperrider, Whitney, 1999).

Strategic Visioning is a dynamic process that includes Strategic Discovery: Where are we today? Strategic Thinking: What could our world look like tomorrow? Strategic Planning: Where do we want to go? Strategic Implementation: How are we going to get there?

We look forward to your participation and input.

Questions: If you have any questions about the Strategic Visioning Process please email Francis Battisti at fbattisti@surybroome.edu or call at (607) 778-5144.

List of related information:

- Strategic Visioning Committee for Fall 2011 (pdf)
- Strategic Visioning Process Points of Information (pdf)
- Strategic Visioning Fall 2011 Timeline (pdf)
- Appreciative Inquiry (AI) PowerPoint Presentation (pdf)

Survey Modification:

The Institutional Effectiveness Department has modified the BCC Alumni Survey to a web-based format to potentially increase the response rate and improve data compilation. The academic degree programs involved in the SUNY Academic Review Process or specific program accreditation will be the first pilot groups to use this survey format.

Scheduled Professional Development Related to Institutional Assessment

- 1) *Ways to Address Learning Outcomes Assessment and Institutional Effectiveness*, Monday, December 5, 2011, 1:30-3:00pm, Libous Room, Decker Building, Broome Community College
- 2) *Assessment Simple and Doable: Where We Go from Here*
A Workshop by Barbara Walvoord, Ph.D.
Professor Emerita at the University of Notre Dame, Indiana
Tuesday, January 17th from 11:00 to 2:00 in Decker 201.

Timeline of Action Items

Institutional Effectiveness and Assessment Committee Progress

Event	Date
Formation of the IEAC committee and first meeting	September 2011
Presentation of Argos Dashboard	October 2011
Discussion and recommendation of a College Employee Satisfaction Survey	November 2011
Agenda, minutes, by-laws posted on: https://mycollege.sunybroome.edu/web/institutional-effectiveness/bcc-unit-assessment-process	

Strategic Visioning Process

Event	Date
Formation of the Strategic Visioning Committee	October 28, 2011
AI session	October 31, 2011
AI session	November 9, 2011
SVC meeting	November 14, 2011
AI session	November 15, 2011
SVC meeting	November 18, 2011
All summaries and minutes posted on: https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-effectiveness	

Institutional Assessment Progress

Event	Date
Request for Fall 2011 Unit Assessment Update	September 2011
Unit assessment updates due	October 21, 2011
Consultation with units for revising and updating goals	Ongoing
All unit information available at: https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-assessment-documents	

Conclusion

Evidence of the Institution's Progress Regarding Compliance with Standard 4 (Leadership and Governance)

Evidence documenting that the elections called for in the shared governance structure have been conducted:

[Appendix C](#)- Campus Wide Announcement of Shared Governance Nominations

[Appendix D](#)- Campus Wide Announcement of Shared Governance Election Results

Evidence documenting that the College Assembly and the councils called for in the structure are operational:

[Appendix E](#)- Minutes of BCC Shared Governance Kickoff Meeting

[Appendix F](#)- Selected Minutes of the College Assembly

[Appendix G](#)- Selected Minutes of the Council for Operational Issues

[Appendix H](#)- Selected Minutes of the Council for Academic Issues

[Appendix I](#)- Selected Minutes of the Student Assembly

[Appendix J](#)- Summary of Priorities and Goals from 08/24/11 Board of Trustees Retreat

Evidence documenting that information about the functioning of the structure is readily available to the campus community:

<https://mycollege.sunybroome.edu/web/shared-governance/shared-governance-home>

[Appendix K](#)- Campus-Wide Invitation to Town Hall Meeting

[Appendix L](#)- Town Hall Meeting Themes and Referrals

Evidence of the Institution's Progress Regarding Compliance with Standard 7 (Institutional Assessment)

Evidence documenting that all units have identified unit-level goals and assessment measures related to the College's strategic directions (Standard 7):

[Appendix O](#)- List of Unit Goals as of November 23, 2011

[Appendix P](#)- Example of Unit Goal Report for a Specific Unit

[Appendix Q](#)- Fall 2011 Unit Summary for Institutional Assessment Form

[Appendix R](#)- Summary of Unit Self-Reported Progress on Unit Goals as of November 23, 2011

Broome Community College has continued to develop and implement an effective model of Shared Governance and to deploy a comprehensive system to evaluate institutional effectiveness. The College continues to be committed to ensuring that these changes are institutionalized and enduring, ultimately supporting the College's Mission, Vision, and Strategic Directions.

Appendices of Supporting Documents

Appendix A- Web Announcement of Shared Governance Campus Engagement Sessions

Shared Governance Campus Engagement Sessions

We encourage ALL campus members to join us! As the college forges ahead, we hope to create a collegial environment of mutual respect, open communication, informed decision making, and active participation.

We would also love to hear your feedback! Simply [click here](#) to share your thoughts on the session(s) you attend.

Informational Sessions

Monday, March 7, 2011 9-10AM in D-201
Wednesday, March 9, 2011 9-10AM in D-201
Thursday, March 10, 8:30-9:30AM in D-201
Friday, March 11 2-3PM in D-201

Feedback Forums

Monday, March 14, 2011 8:30-10:30AM in D-201
Tuesday, March 15, 2011 1-3PM in D-201

Open Forum

Wednesday, March 16, 2011 8:30AM-12PM in D-201

Appendix B- Example Results of Feedback Forum on the Provisional Model of Shared Governance

Shared Governance at BCC Website

Monday 3/15 Feedback Forum on the Provisional Model

Strengths of a robust SG system:

- * Strong communication
- * Total involvement (from students all the way up to board members)
- "As above, so below" (all levels)
- * Open-mindedness
- * Listening
- * Respect for thoughts, shared openly
- * Adaptability to change
- * Shared ownership of decision making (empowerment)
- * Opinions are welcomed, vetted, respected
- * Civility, orderliness (awareness of process and procedures), coherent, rationale
- * Understanding the difference between day to day operations and shared governance issues
- * Cooperation
- * Removing the layers
- * Having an informed decision making process
- * Build a stronger sense of trust
- * Opportunity for a cultural change on our campus
- * Decisions include a rationale

Strengths of the Provisional Model:

- * The model is designed to keep the decision-making and the responsibility for carrying out the decisions, in the hands of the people who have the expertise
- * Decisions should be driven by the Institutional Core Values
- * Technology Hub (Shared Governance Website)
- * Ideas have opportunities to be heard (College Assembly, Town Hall Meetings)

Areas of Concern:

- * Reporting structure looks linear (layers)
- * People don't really understand how this model will be used
- * What is the perception of Department Chairs (seen as faculty or administrator)
- * Time constraints impede participation (scheduling, attending) and venues
- * We should be a collective group aimed at serving the students
- * Will there be a formal or informal ratification of the provisional SG model by campus, administration, board of trustees?
- * Transparency vs. personal privacy (survey results)

Parking Lot Issues:

- * Provide campus with examples of how the process will work
- * Offer workshops for campus leaders (coordinators, chairs of departments and committees, administrators...) to develop knowledge, skills, and dispositions aligned with Shared Governance values.
- * Is there a history of success with institutions of higher education who embrace Shared Governance? SUNY and Middle States impose SG mandates (external forces)

Nominations/Elections for College Assembly & Councils

Our new shared governance structure is “hatching” and we want you to be a part of the excitement! Beginning April 18th and ending April 22nd at 3:00pm we will accept nominations for the representative positions for the College Assembly, Council for Academic Issues and Council for Operational Issues.

Also, we will be offering **two information sessions** on the nomination and election process on **Wednesday, April 20th from 9am – 11am and again from 4pm – 5pm in Decker 201.**

To nominate someone or to self-nominate for one of the Councils and/or the College Assembly, please forward that name and contact information to Meghan McGuinness at mcguinnessma@sunybroome.edu.

Those who are nominated for any of the Councils or Assembly will be notified by Monday, April 25th. Nominees will be asked to submit a brief description of why they would like to be part of the new Shared Governance structure. Please send the description, by Friday, April 29th at 3pm, to Melanie Gleason (gleasonms@sunybroome.edu) so that they can be included on the ballot. Paper ballots will be sent to your campus mailbox on Monday, May 2nd. Elections will be held the week of May 2nd through May 6th. There will be a box for completed ballots in the IT office, B -121 and they must be submitted by Friday, May 6th at 3pm. While ballots remain anonymous, you will sign a separate sheet indicating that you have voted. This will ensure that we do not receive duplicate votes.

Final results of the election will be shared via a campus wide email and the Shared Governance website by Wednesday, May 11th. Thank you so much for participating in this new birthing process of shared governance!



Appendix D- Campus wide Announcement of Shared Governance Election Results

From: McGuinness, Meghan
Sent: Tuesday, May 24, 2011 11:30 AM
To: Campus Wide Communications
Subject: Shared Governance Election Results!

Congrats to the winners of the Shared Governance Elections!! Thank you to all those who nominated a colleague or self-nominated.

College Assembly

Student	TBA
Collective Bargaining Units	Renee Kovac, David Michalak, John Petkash
Faculty	Judy Samsel (HS); Rey Wojdat (BPS); Fred Loveland (LA); Tracy Curtis (STEM)
Adjunct Faculty	Judi Dzuba
CAI Chair	TBD
COI Chair	TBD
FT Non-Instructional Faculty	Deb Hibbard, Loreta Paniccia
Department Chairperson	Sandra Wright
Director/Asst. Director/Staff Assistant	Jenae Norris, Jesse Wells
Classified Service	Judy Giblin
Campus President	Dr. Drumm
Vice-Presidents	Julie Peacock, Debbie Morello, Regina Losinger
Dean	Andrea Wade
Parliamentarian	TBD
CA Support/Secretary	TBD

Council for Academic Issues

Student	TBA
Faculty	Doug Garner (LA) Lenny Grozier (LA) Greta Wingate (LA) Leira Manso (LA) Pat O'Bryan (BPS) Wes Warren (BPS) Anne Uncapher (HS) Julie Martin (HS) Jason Smith (STEM) Robert Lofthouse (STEM)
Adjunct Faculty	Joan Lubar Ralph Hall

FT Non-Instructional Faculty	Debbie Spanfelner Mary McCarthy
Department Chairperson	Margherita Rossi (LA) Rick Behr (BPS) Rachael Hagerman (HS) Kennie Leet (STEM)
Director/Asst. Director/Staff Assistant	Larry Truillo
Classified Service	Laura Maurer
Dean	Kelli Ligeikis Mary Dickson

Council for Operational Issues

Enrollment Management (EMAT)	Marty Guzzi
Institutional Effectiveness	Committee Identifies
Technology Committee	Committee Identifies
Banner Core	Committee Identifies
Grants Planning	Committee Identifies
Facilities	Committee Identifies
Office of Public Safety	Joe O'Connor
Registrar	Dawn Kutz
Finance/Budget	Director or Designee
Public Affairs	Director or Designee
Human Resources	Director or Designee
Student/Community Engagement	Laura St. George
Student	TBA
FSA	Director or Designee
Foundation	Director or Designee
Faculty	Harold Koster
Classified Service	Susan George

Appendix E- Minutes of BCC Shared Governance Kickoff Meeting

BCC Shared Governance Kickoff

Approved Minutes of Meeting

September 16, 2011

B224 •7-9 a.m.

Members Present: Rae-Palmer Jones, David Michalak, Julie Lakin, Rey Wojdat, Judi Dzuba, Deb Hibbard, Loreta Paniccia, Sandra Wright, Jenae Norris, Judy Giblin, Dr. Kevin E. Drumm, Jason Zbock, Debbie Morello, Andrea Wade, Michelle Perricone, Mike Carra, Gary Finch, Gian Roma, Lisa Strahley, Doug Garnar, Cheryl Sullivan, Melanie Gleason, Meghan McGuinness, Bill Hollister, Salka Valerio, Marty Guzzi, Dawn Kutz, Elizabeth Wood, Guthrie Fortner, Lily Montayne, Judy Siggins, Harold Koster, Susan George, Wes Warren, Anne Uncapher, Joan Lubar, Debbie Spanfelner, Rachael Hagerman, Larry Truillo, Mary Dickson

Members Excused/Absent: Renee Kovac, Judy Samsel, Fred Loveland, Tracy Curtis, Jesse Wells, Regina Losinger, John Petkash, Larry Alger, Julie Peacock, Tim Grippen, Margherita Rossi, Carla Michalak, Joe O'Connor, Rich David, Laura St. George, Joe Drotar, Lenny Grozier, Greta Wingate, Leira Manso, Pat O'Bryan, Julienne Martin, Jason Smith, Robert Lofthouse, Mary McCarthy, Rick Behr, Kennie Leet, Laura Maurer, Willie Murray

Breakfast began at 7 a.m. followed by a meeting at 7:30. Meeting ended shortly after 9 a.m.

Opening Remarks: Dr. Kevin E. Drumm

- BOT passed the No Smoking policy for campus. Policy will be implemented on November 17, 2011, the day of the "Great American Smoke Out".
- Big academic and operational issues that impact the campus will come through Shared Governance. We may want to bring in professional facilitators for some of the bigger issues.
- The Shared Governance Task Force is no longer a formal body but rather will act as an advisory body to College Assembly, Student Assembly, Council for Academic Issues, and the Council for Operational Issues.
- Immediate tasks for Shared Governance include:
 - Each of the three bodies must now elect their own officers (chair, vice chair, secretary). Votes would take place by first or second meeting. Secretary for each body can take the minutes or they can rotate minutes taking duties at each meeting. Minutes should be sent to Michelle so she can make sure they are posted to the web site.
 - Preparation for the first Middle States follow up report in December 2011 and another report that is due Spring 2012
 - Scheduling of meetings will be challenging. Common Hour or early morning meetings might work for more people.
 - Each group needs to discuss how they will operate, prioritize items, and develop their agendas. They may consult the task force and refer to the bylaws. (copies of bylaws were passed out to each attendee)

- Town Hall meetings
 - Need date and time scheduled soon for a meeting in late October or early November
 - College Assembly Chair oversees Town Hall meetings or “feedback sessions” where issues are brought up. Agenda items are gleaned from these meetings.
- The College Assembly is the coordinating and communication body and works alongside Executive Council
- Individual councils deliberate and discuss implementation of recommendations from campus community
- Assembly should not redeliberate issues that come from councils
- Academic Council makes recommendations to Julie and/or Dr. Drumm
- Immediate Agenda Items:
 - Strategic Directions planning process moves forward now that Francis Battisti and Jason Zbock in place
 - Shared Governance bodies need to identify issues that need to be addressed ASAP
 - Adjunct faculty want to have their own formal council. What will the structure of this council look like?

Lisa Strahley asked the members of each council to stand

Shared Governance Overview by Doug Garnar

- Doug discussed our guiding principles and said this is an opportunity for a paradigm shift. Shared Governance at BCC is a work in progress and will evolve over the next few years. Administration is committed to the success of this process. When we look at our strategic directions, we can see how this process will all fit in. We can become a model for other groups in the community.
- People complained that they didn’t have a voice in the past, that communication was sporadic at best, and that there was no transparency. We are now creating a structure when all voices can be heard in a timely fashion.
- Student Assembly is its own council and is an integral part of the SG process. We now have 5 student voices.
- We are mobilizing social and human capital to move processes along.
- Town Hall meetings should happen each semester so that issues can be illuminated.
- A communication “hub” is critical. Agendas, minutes of meetings, and recommendations should all be on the SG website, and people should be able to enter comments/blog.

Following Doug’s presentation, people visited information tables and Lisa handed out a list of Next Steps, many of which were mentioned by Dr. Drumm in his opening remarks. People also posted comments about the benefits of a robust shared governance, asked questions about the new structure, and compiled a strengths inventory that will benefit councils and the assembly.

Meetings for each of the bodies will convene as follows:

- College Assembly, Tuesday, September 20, 1 p.m., W203B
- Council for Operational Issues, Tuesday, September 20, 3 p.m., W203A

- Council for Academic Issues, Friday, September 23, 9 a.m., D201
- Student Assembly (Standing meeting every Wednesday, 9 a.m., Student Assembly Room, SS Building)

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

Minutes approved by Meghan McGuinness

Appendix F- Selected Minutes of the College Assembly

College Assembly
Minutes of Meeting
September 20, 2011
Wales 203B •1-2 p.m.

Members Present: Rae Palmer-Jones, Renee Kovac, Julie Lakin, John Petkash, Rey Wojdat, Fred Loveland, Tracy Curtis, Judi Dzuba, Deb Hibbard, Loreta Paniccia, Sandra Wright, Jenae Norris, Jesse Wells, Judy Giblin, Dr. Kevin E. Drumm, Jason Zbock, Julie Peacock, Debbie Morello, Andrea Wade, Michelle Perricone

Members Absent/Excused: David Michalak, Regina Losinger, Judy Samsel

Meeting began at 1:05 p.m. and ended at 1:55 p.m.

- Convening Chair, Sandra Wright, welcomed everyone and asked members to introduce themselves. Since this was the first meeting, there were no minutes to approve nor was there correspondence or old business to discuss.

New Business: Nomination and Election of College Assembly Chair

- The portion of the Shared Governance Constitution and Bylaws related to the election of the College Assembly Chair was reviewed.
- There was a discussion about release time for the person filling the chair's position. The president announced that he would work with the nominee to support them in fulfilling this time commitment.
- Julie announced that the unions would be consulted in order to formulate bylaws regarding compensation for time spent chairing the assembly.
- Judy Giblin made a motion to accept the constitution and bylaws regarding nominations and elections as presented in order to move forward to an election. Jenae seconded and motion was passed.

Floor opened to nominations

- Rey nominated Sandy Wright for Chair and she respectfully declined.
- John nominated Jason Zbock for Chair and Fred seconded. The convening chair stated that he was not qualified as a non-voting member.
- Andrea and Tracy self-nominated as co-chairs for one year only. Rey seconded and the motion passed.

Parliamentarian

- Parliamentarian will be appointed by the co-chairs.

Scheduling of CA, COI, and CAI meetings/attendance

- The secretary announced that, once all officers are elected for these three bodies, she will schedule two meetings per month for each group for October, November, and December 2011.

Once scheduling is complete, Michelle will send a notice out to the entire Shared Governance membership to let them know when each group meets.

- The convening chair announced that, according to the constitution, members have a right to appoint alternates to attend their meeting/s when they cannot.

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

**College Assembly
Minutes of Meeting
November 9, 2011
Wales 203B • 8-9 a.m.**

Members Present: Lily Montanye, Renee Kovac, David Michalak, Julie Lakin, Judy Samsel, Steve Call (alternate for Fred Loveland) Tracy Curtis, Judy Dzuba, Andrea Wade, Margherita Rossi, John Petkash, Deb Hibbard, Loreta Paniccia, Sandra Wright, Judy Giblin, Dr. Kevin Drumm, Jason Zbock, Julie Peacock, Dominick DeMichele, Michelle Perricone

Members Excused: Regina Losinger, Jenae Norris

Members Absent: Rey Wojdat, Jesse Wells, Debbie Morello

Call to order: 8:03 a.m.

- Quorum was established
- Motion to adopt agenda was seconded and members voted to approve.
- M. Rossi moved to approve October 18, 2011 minutes. Tracy Curtis seconded and members voted to approve.
- No correspondence

Reports

- College Assembly Co-chair's Report: Andrea Wade reported that all bodies of Shared Governance are all working from the same copy of the College Assembly Constitution and Bylaws that was sent to Middle States in March of 2011. The bylaws subcommittees for each body will make changes they feel are appropriate for their respective body. They are considering protocols for how the CAI and COI report to the College Assembly. Chairs from all of the governing bodies appreciate notice if someone wishes to add an item to an agenda.
 - College President's Report: Dr. Drumm thanked everyone for their involvement in the Town Hall meeting yesterday. He felt that it went "extremely well" and was a "very positive couple of hours."
- Dr. Drumm said we need to spend time looking at the restructuring that is going forward and at the following issues:
- Downsizing at the senior level
 - Backlog in advising (2 months per Joe Spence)
 - Direct student services and how critical they are to enrollment
 - Restructuring and moving away from temporary roles (Dr. Drumm requests our input on this)
- VPAA Report: Julie Peacock appreciated how vocal and positive the students were at the Town Hall
 - COI Chair Report: John Petkash was surprised by the turnout at the Town Hall Meeting and at the variety of responses. He felt it worked well when the president responded to some of the concerns. He said there should be a mechanism to communicate issues.

- CAI Chair Report: Margherita Rossi reports that the CAI has chosen Wes Warren as their representative to the Strategic Visioning Committee. Also, the student vacancy and adjunct vacancy have been filled. She also reported that a dean resigned from CAI.
- Student Assembly Report: Lily Montanye said that the students have a wooden box into which students place suggestions or voice concerns. They would like to provide this feedback to the college. Also, a Facebook page (“BCC Crew”) exists where students voice their concerns. Student Assembly members are on this page. Guthrie Fortner and Lily Montanye were delegates at the Student Assembly Conference “SUNY Spirit Competition” and said BCC won for “most original.” At the conference, they spoke about Shared Governance with delegates from Potsdam and other colleges. They networked with other students and found that many were not familiar with our Shared Governance structure. At the conference, students from around the state expressed their opposition to colleges sharing a president and voted on a resolution to denounce all shared presidencies where students, faculty, and staff were not considered in the decision to share a president.
- College Assembly Bylaws Subcommittee: Deb Hibbard, who co-chairs with Mary Donnelly, reports that the subcommittee concentrated on identifying issues at their most recent meeting, and will continue to ID issues and develop language at their next meeting. Jason Zbock added that the subcommittee has two more meetings so that everything can be documented by March 2012.

Old Business

- Town Hall Meeting:
 - Andrea thanked moderators Jeff Van Syckle and Francis Battisti for creating a comfortable and collegial atmosphere.
 - She thanked Michelle for doing the recording and asked the group how people would feel about having the next meeting recorded electronically. Michelle said she would continue to record by hand if that would facilitate more open discussion if taping the meeting would be thought to impede open discussion.
 - College Assembly will send the 50+ comments forth to appropriate committees, councils, individuals, SG bodies, etc. Then, we will report to campus where the concerns went to and who is addressing their issues. We might create a table, refer items, post results.
 - Dr. Drumm feels the focus of the Town Hall meetings need to “be more about listening than telling.” He said “listening is paramount.” The president asked if it would be helpful to designate part of the meeting for him to answer questions.
 - Julie Lakin said one of the issues brought up at the meeting has already been referred to her. She is concerned that students might not know where the appropriate places to go with their issues.
 - Dr. Drumm added that this Town Hall meeting is a starting point, but does not want students to have to wait until the next meeting to voice their issues or wait long to have their issues addressed if they need help right away.
 - Steve Call suggested that we create an Ombudsman’s office. Anyone could take their concerns to the ombudsman and then the ombudsman refers the issues to appropriate offices. The ombudsman might mediate in some instances.
 - Dr. Drumm said that we don’t have resources for this at the college but he appreciates the concept.
 - John Petkash said that we need a blog on the new SG website for people to voice their concerns and opinions.

- Julie Peacock said the role of an ombudsman is not the same as shared conversation. She would like to think that we are all ombudsmen within each of our departments. She also added that she and Robin Petrus have talked about the library issues that were raised at the meeting and how students value a meeting place in the library. She suggested the library issues be referred to Student Assembly so students can decide what kind of atmosphere they want in the library.

- Andrea asked that we pick a time frame for the Town Hall Meeting next semester. The consensus was that a day in mid-February (before SG elections), in the middle of the day, would be best and that we keep the Little Theater as a venue since it worked so well for the first meeting.

- Margherita said that there might be three components for the next meeting: 1. Listening component 2. Issues that already exist component 3. Give and take component. She thought the introduction was good.

- Andrea added that most Town Hall meetings that she has attended have a focus or theme

- Dr. Drumm suggested that we might want to put the entire Constitution and Bylaws out for ratification and elicit feedback. He also thought the "drop-in phenomenon" for these meetings works well, and that the location for the meeting was really great since it is in a popular place where many students hang out.

Adjunct Faculty representation:

- Andrea contacted someone as a possible replacement for Judy Dzuba for next semester but there was no response. It was suggested that Larry Alger be the replacement.

Scheduling for Spring 2012:

- David Michalak said that the faculty are upset about the scheduling and that they were elected but cannot attend meetings due to scheduling. Judy Dzuba mentioned that she really wants to participate but has clinics. Dave felt accommodations should be made to make the schedule for Spring 2012 more flexible.

- Andrea asked if the group wanted to keep the schedule as is or make it more flexible for next semester.

- Michelle mentioned that nearly all of the 24 members were accommodated with the scheduling the way it is for next semester and that number would drop considerably if we changed days and times for some of the meetings. She was concerned that there would not be a quorum at the meetings. Someone suggested that those who would miss the meetings would have to send alternates.

- Dave Michalak moved that we go to a flexible schedule. Sandy Wright seconded. 10 voted to change the schedule and 3 opposed. Motion passed and Michelle will reschedule some of the meetings.

- Steve Call wondered why we could not use Common Hour for meetings. Andrea and other members explained that faculty want to participate and some faculty use that time to meet with clubs and with individual students.

- Dr. Drumm added that the scheduling issue will never been completely solved because of the nature of college life. He said we might want to add something to the bylaws that states that one or more people can be elected to the same position so there is always an alternate available.

New Business

- Rey Wojdat has agreed to serve as the CA representative on the Strategic Visioning Committee.

- There needs to be some clarification of the bylaws with respect to someone serving in a position on one of the bodies.
- ie. If they are a department chair, can they run as faculty?
- An SG member asked, prior to the Town Hall meeting, if there is any provision or mechanism for submitting issues anonymously at a Town Hall meeting. Sandy mentioned technology that would allow you to ask the question anonymously. Julie thinks we could simply have a box for paper submission of questions and concerns.
- Steve Call said that students often feel powerless and are fearful they will be “ground down” if they ask the wrong question.
- Judy Giblin said that staff feel vulnerable as well to the whims of those above them.
- Julie Lakin added that people are hypersensitive and fearful. She has heard interactions with staff and says that sometimes students will inaccurately relate what has happened to them.
- Margherita hopes that the fear artifact from the previous culture will dissipate and that part of SG is about taking responsibility. She hopes people will eventually be proud to share opinions.
- Steve Call referred to this as the “march to democracy” and that as we move forward, things will become more transparent.
- Dr. Drumm said it is important for people to feel comfortable expressing their opinions outside of the Town Hall as well. They should feel safe to ask questions or bring concerns to their bosses. We need the culture to change...no retaliation or intimidation.
- Loreta Paniccia said she uses a “roaming journal” that she circulates throughout a room during a class or meeting. People in attendance can record their thoughts anonymously.
- Andrea said that an employee asked the CA to address specific work tasks within their department. Her opinion is that we are not the body to address this issue and that not everything comes to the CA. She asked, “Do we want to see everything that comes forward?”
- Lily suggested that we have a web page or tab to take in questions, record dates they come in and then report feedback.
- John Petkash mentioned how the task force developed the original web pages for Shared Governance.
- Julie asked if it was possible to set up a “consent agenda” so things come to CA first?

Meeting was adjourned at 9:08 a.m.

Next meeting is Monday, November 21, 3-4 p.m., in Wales 203B.

Respectfully submitted,

Michelle Perricone
College Assembly Secretary

Appendix G- Selected Minutes of the Council for Operational Issues

Council for Operational Issues September 20, 2011

Attendees: Rich David, Gary Finch, Guthrie Fortner, Susan George, Marty Guzzi (Convening Chair), Harold Koster, Dawn Kutz, Julie Lakin, Lily Montanye, Debbie Morello, Michelle Perricone, John Petkash, Laura St. George, Judy Siggins, Andrea Wade, Elizabeth Wood, Jason Zbock. Excused: Joe Drotar, Regina Losinger, Joe O'Connor, Gian Roma.

Objectives for today's meeting – Select/elect a chair, vice chair, and secretary. John Petkash volunteered to chair the Council for Operational Issues. Marty nominated John for this position and Andrea seconded the motion. The vote was unanimous. Marty then discussed the responsibilities of the chair, which include setting the agenda. Guthrie Fortner volunteered to serve as Vice-Chair. Marty nominated Guthrie for the position and Andrea seconded the motion. The vote was unanimous. Jason Zbock volunteered to serve as secretary. A nomination was made and seconded. The vote was unanimous. Marty will verify Jason's eligibility to serve as secretary. This depends on whether or not he is a voting member.

Michelle noted that she will be scheduling all 18 (3 groups at 6 meetings per group) meetings from October through December based on input from the 70 people represented by the three bodies. A Town Hall meeting will be scheduled by the end of the semester. Michelle will send everyone an email on this.

Common by-laws – The group will establish common by-laws. John Petkash noted that there are draft by-laws for each of the three groups. Copies of the by-laws are on the Shared Governance website.

Banner Core & Grants Planning Committees – Two committee members are needed to represent COI on the Banner Core and Grants Planning Committees. John Petkash will check with Scott Beekman and Robin Petrus regarding potential interest in serving on these committees.

Faculty Representation on COI – Hal Koster asked why there is only one faculty member on the COI. John Petkash explained the configuration noting that campus operations committees are represented and faculty is part of the committee. Marty expressed that we need a mindset where all are part of BCC and working together to serve students better. Dr. Drumm noted that the current constitution is provisional and changes can be made in areas such as the appropriate balance of membership. He stressed that a review of the makeup of the groups may be a good agenda item. Guthrie added that he would like to see more faculty in the group.

Academic Calendar – Marty discussed the academic calendar and concern over the issue of 14 Tuesdays. John Petkash asked if there was a penalty to only having 14 Tuesdays. It was decided that this discussion should be continued. Marty suggested identifying and implementing a "make-up" day. He would like to discuss this further.

Convocation Day – Dr. Drumm noted that Convocation Day may also be considered to be a classroom day with associated assignments. He mentioned that this may be a possible topic for the COI.

COI Issues – Judy Siggins expressed the need to define the kinds of elements that need to be addressed in the Council. Hal Koster recommended that any member of the Committee should be able to bring any item forward for an agenda. Dr. Drumm noted issues can be brought up, but it is important to keep it simple at first so that there is no redundancy of work going on in the Committees. Chairs should ultimately set forth the agenda.

Facilities Committee – Michelle stated that she was asked if the COI would replace the Facilities Committee. She assured the individual that COI would not replace other committees on campus.

Student Assembly - Lily Montayne said that the Student Assembly has placed an Issues Box in the Student Center Lobby as part of a weekly outreach student initiative.

Communication - Gary Finch noted that, while most things don't need extensive deliberation, they need to be communicated in a meaningful and consistent communication manner. Guthrie Fortner suggested that some COI members should go to Facilities meetings. Dr. Drumm said that perhaps a member of Student Assembly could join the Facilities Committee.

The meeting adjourned at 4:16 pm. The date of the next meeting is to be determined.

/ba

Council for Operational Issues
Minutes from October 27, 2011, Thursday, from 11am to 12pm.

I. Attendance:

Present: Marty Guzzi, Jason Zbock (secretary), Andrea Wade, Scot Beekman, Robin Petrus, Gian Roma, Joe O'Connor, Regina Losinger, Rich David, Laura St. George, Guthrie Fortner, Gary Finch, Judy Siggins, Harold Koster, Susan George, Debbie Morello, John Petkash (chair), Joe Drotar, Julie Peacock (Ex officio)

Absent: Dawn Kutz (excused), Elizabeth Wood (excused), Rae Palmer-Jones (excused),

Guest: Peggy Smith (Alternate for Joe Drotar), Timmy Brewer (CAI alternate), Michelle Perricone

II. COUNCIL FOR OPERATIONAL ISSUES (COI) meetings for fall 2011

Thursday, November 3 11 a.m.-noon Wales 203B

Thursday, November 17 11 a.m.-noon Wales 203B

Thursday, December 1 11 a.m.-noon Wales 203B

Thursday, December 15 11 a.m.-noon Wales 203B

III. COUNCIL FOR OPERATIONAL ISSUES (COI) meetings for spring 2012

Monday, January 30 2-3 p.m.

Monday, February 13 1-2 p.m.

Monday, February 27 2-3 p.m.

Monday, March 12 1-2 p.m.

Monday, March 26 2-3 p.m.

Monday, April 16 1-2 p.m.

Monday, April 30 2-3 p.m.

Monday, May 7 1- 2 p.m.

— All meetings will be held in Wales 203B —

IV. Call to order at 11:05am

- a. The COI adopted the meeting agenda for Thursday, October 27, 2011.
- b. The COI members corrected the minutes from October 13, 2011 and then a motion was called, seconded, and the minutes were approved by consensus.
- c. John Petkash mentioned that there is a shared governance chairs meeting on Friday, October 28, 2011. The chairs will discuss and have Michelle Perricone consolidate the most current shared governance materials for the CAI, COI, and CA.

OLD BUSINESS

BCC Smoking Policy

- a. John Petkash gave a College Assembly update where he shared the body's discussion concerning the BCC smoking policy and vote to move the implementation date to January 17, 2012 pending a Board of Trustee discussion and vote on October 27, 2011.
- b. Debbie Morello gave a progress update on the BCC smoking policy rollout. She pointed out that an advisory committee have discussed the extension of the soft implementation date and the process of the rollout focusing on the healthy individual choices and support from the BCC community to help support those choices. Debbie Morello also mentioned that the enforcement of the smoking policy will be addressed and it will be a respectful and slow process that will take into account shared input.
- c. Harold Koster stressed two critical areas that affect students concerning the rollout of the smoking policy. First, we should extend the implementation date to educate students. Second, the enforcement of this policy should be very clear and transparent.
- d. Debbie Morello noted that students have been involved in the rollout of this policy through the student assembly efforts.
- e. Julie Peacock stated a concern of the implementation of this smoking policy can affect student scheduling of classes.
- f. Peggy Smith mentioned that some student support services for cessation of smoking will be to offer nicotine patches or gum. She gave the statistic that 18% of adults 18 or older smoke in Broome County.

Discussion of COI draft by-laws

- a. John Petkash asked about Guild membership in the by-laws. The membership will be reviewed.
- b. Harold Koster asked about the possible committees that would report to the COI and where are they listed in the by-laws draft.
- c. John Petkash pointed out that the College Council subcommittees are listed on the agenda.
- d. Gary Finch asked for clarification of Article 4, number 4 in the draft by-laws.
- e. Andrea Wade described the parliamentary appointment process for the CA and CAI.
- f. Harold Koster explained the need for a parliamentary and the advantage of having someone outside of the COI committee serve in this capacity.
- g. John Petkash started a discussion if the COI body should adopt the Democratic Rules of Order or Robert's Rules of Order to conduct COI meeting business.
- h. Please review the following web links for information on:

Democratic Rules of Order: <http://democraticrules.com/>

Robert's Rules of Order: <http://www.robertsrules.com/>

- i. Julie Peacock pointed out that the Curriculum Committee adopted the Democratic Rules of Order because they believed it was easier to use than Robert's Rules of Order.
- j. Scot Beekman stated that he wants more time to review and compare both meeting rules of order.
- k. Adopting meeting rules of order is tabled until the November 17, 2011 COI meeting.
- l. John Petkash also noted that the by-law changes should be made by the November 3, 2011 meeting.
- m. John Petkash voiced his opinion to review the issue of release time or flex-time for COI chair. He suggested we table this issue for a future meeting.

Committee Structure on Campus

- a. John Petkash directed the committee members to the list of the College Council Subcommittees for group discussion if these committees should report to the COI.
- b. The committee discussed the need for a college-wide survey to gather information on the purpose or mission and composition of each committee on the BCC campus.
- c. A survey is being conducted by Deena Price through the TRC.
- d. Harold Koster mentioned that committee work should be transparent to the campus community.
- e. Julie Peacock agreed that there should be a simple structure of reporting of committee activity but committees on campus need the freedom to work.
- f. Harold Koster stated that committee activity should be public to the campus community. He reiterated that committees should not work in a communications vacuum.
- g. Marty Guzzi posed the question to Harold Koster: How should committees report activity?
- h. John Petkash reminded COI members that eventually the each committee on campus should have web space in the portal to post agendas and approved minutes.
- i. Michelle Perricone mentioned she is working on creating the web space for each committee to be able to post agendas and approved minutes.

NEW BUSINESS

Recycling Committee Activity

- a. Regina Losinger described the Recycling Committee activity including phase one and phase two. Regina asked the COI members where she should begin the discussion on phase two rollout occur.
- b. John Petkash pointed out to Jason Zbock to place the Recycling Committee Phase II under new business.

V. The meeting was adjourned at 12:15pm.

Respectfully submitted,

Jason Zbock, COI recorder

Appendix H- Selected Minutes of the Council for Academic Issues

Council for Academic Issues

Minutes of Meeting

September 23, 2011

Decker 201 • 9-10 a.m.

Members Present: Doug Garnar, Lenny Grozier, Leira Manso, Pat O'Bryan, Anne Uncapher, Julianne Martin, Jason Smith, Robert Lofthouse, Joan Lubar, Debbie Spanfelner, Mary McCarthy, Rick Behr, Rachael Hagerman, Larry Truillo, Laura Maurer, Kelli Ligeikis, Mary Dickson, Julie Peacock

Members Excused: Greta Wingate, Wes Warren, Ralph Hall, Margherita Rossi, Kennie Leet, Salka Valerio

Meeting began at 9:07 a.m. and ended at 10:05 a.m.

- Convening Chair, Lenny Grozier, welcomed everyone and asked members to introduce themselves. Since this was the first meeting, there were no minutes to approve nor was there correspondence or old business to discuss.

New Business: Nomination and Election of College Assembly Chair

- The portion of the Shared Governance Constitution and Bylaws related to the election of the CAI chair was reviewed.
- There was clarification about the flexibility of the bylaws.
- The chair would be required to attend two CAI meetings and two College Assembly meetings per month. The CAI chair would not have voting rights at CAI meetings but would vote at College Assembly meetings.

Floor opened to nominations

- Discussion was made on procedures for a single nomination and for two nominees for CAI chair. Members will vote via electronic secret ballot. Ballots will be sent out by CA secretary, Michelle Perricone, who will be the only person to see the final votes. Membership will be notified via email as to election results. Deadline for receipt of ballots is Monday, September 26, 2011 at noon.
- Mary McCarthy nominated Margherita Rossi and Julianne Martin seconded.
- Lenny Grozier nominated Wes Warren and Jason Smith seconded.
- Debbie Spanfelner nominated Doug Garnar and Doug Garnar declined.
- Jason Smith self-nominated if there would be a co-chair. Lenny Grozier seconded.
- Doug Garnar nominated Mary McCarthy and she declined.
- Kelli Ligeikis nominated Lenny Grozier and she declined.
- Council agreed to approach Margherita Rossi and Wes Warren to determine if they were interested in chairing or cochairing. Once they respond with their interest, we will proceed with the electronic ballot process.

Nomination for Secretary

- Julianne Martin self-nominated as co-secretary. Rachel Hagerman self-nominate co-secretary. Laura Maurer motioned that they be elected. Mary McCarthy seconded. Majority approved.

Agenda Items for next meeting:

- FCCC delegate
- Election procedures for CAI vacancies

Respectfully submitted,

Michelle K. Perricone
Secretary for College Assembly

**Council for Academic Issues
Minutes of Meeting
October 6, 2011
Decker 117 11am-12 pm**

Members Present: Salka Valerio, Doug Garner, Lenny Grozier, Greta Wingate, Leira Manso, Pat O'Bryan, Wes Warren, Julianne Martin, Jason Smith, Robert Lofthouse, Debbie Spanfelner, Margherita Rossi, Rick Behr, Rachael Hagerman, Larry Truillo, Kelli Ligeikis, Mary Dickson, Brian Loy

Members Excused: Anne Uncapher, Joan Lubar, Ralph Hall, Mary McCarthy, Kennie Leet, Laura Maurer

Guests: Michelle Perricone, Julie Peacock

The meeting was called to order at 11:00 am.

Chairperson M. Rossi opened the meeting. Quorum present. Everyone was welcomed and members introduced themselves.

Agenda introduced for review. M. Rossi asked for a motion to accept the agenda.

Motion: L. Grozier / Second: W. Warren / Approved

Minutes of the 9/23/11 CAI meeting were reviewed.

- L. Grozier noted that the word "Affairs" should be struck from the heading and replaced by "Issues".
- G. Wingate noted that "Hagerman" was misspelled under secretary nominations.
- M. Perricone noted that "Julianne" was misspelled under secretary nominations.
- J. Peacock noted that she should not be considered a member of the CAI. Nonvoting status was suggested.

Motion to accept the 9/23/11 minutes as corrected: D. Garnar / Second: Larry Truillo / Approved

Correspondence:

J. Zbock, Institutional Effectiveness Officer, requested to be on the agenda of the next meeting of the Council for consultation and recommendation about BCC's administration of the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). Due to the time sensitive nature of the issue, he was invited to the 10/17 meeting.

M. Woestman, Chairperson of the Student Learning Assessment Committee, has requested a meeting with M. Rossi to discuss institutional learning outcomes. A meeting has been scheduled. Update to follow.

Chairperson Report/Updates:

Chairpersons of all three governance bodies (CA, CAI, COI) met on 9/29 and will continue to meet, as needed, to ensure communication and collaboration, especially related to aligning efforts in these early stages of the new governance structure and to facilitate appropriate workflow in the future. College Assembly (CA) met on 10/3.

- Constitution/By-Laws Committee established so that the existing documents can be amended and voted on prior to the next round of SG elections in April 2012.
- There will be no standing committees associated with the CA.
- The first Town Hall Meeting to be held in the first week of November – date TBD.
Chair of the CAI attends the President’s Cabinet meeting. Issues of note will be shared with the CAI.

Old Business:

M. Rossi asked M. Perricone, CA Secretary, to address the development of the Spring 2012 meeting schedule.

- Since elections took place before setting a meeting time, scheduling proved to be difficult as there was no common time that a majority of members were available. Schedule was based on the chairperson and at least one of the secretaries’ availability for each meeting.
- Next year the date & time for the meetings would be pre-established and then elections would take place.
- G. Wingate/R. Behr voiced concerns about only being able to make 2 meetings.
- M. Rossi reminded members that the By-Laws permit elected or appointed alternates in the case that a member cannot attend a meeting.

New Business:

M. Rossi introduced Brian Loy as the Parliamentarian for the CAI.

- Meetings will follow Democratic Rules of Order instead of Robert’s Rules.
- CAI members will receive a copy of the guide so as to familiarize themselves with the procedures.

M. Rossi again noted that the CA created and charged a Constitution/By-Laws Committee to draft changes to the current documents. She informed the Council that the Shared Governance Task Force drafted a proposed Constitution/By-Laws for the CA (only) with the intent that the framework would be amended by the shared governance bodies once operational. As was discussed at the CA meeting, the Constitution is intended to contain fundamental principles that

will guide and govern the operation of all three of the governance bodies and the By-Laws will establish the specific rules of guidance by which each separate body is to function.

- G. Wingate suggested that the CAI should let the CA take full responsibility for drafting the revisions.

- Motion that a subgroup of 4 Council members be charged to draft proposed changes to By-Laws within 2 weeks and present them for review and action: D. Garnar / Second: L. Manso / Discussion / Not Approved.

- P. O'Bryan suggested that the CAI take a "wait and see approach" and let the CA make initial changes to which the CAI could respond.

- Motion: Support the "wait and see approach": J. Smith / Second: P. O'Bryan / Discussion / Not Approved

- R. Hagerman suggested that the CAI take ownership immediately and draft modifications as they relate to the CAI. L. Manso agreed.

- D. Garnar reiterated the point that the Shared Governance Task Force had established the By-Laws for the CA and provided a model for which the other bodies were expected to adopt/amend, etc. He also suggested that the CAI would need to be governed by the existing By-Laws until our own By-Laws could be established.

- J. Martin suggested that the CAI send 1 or 2 representatives to the Constitution/By-Laws Committee established by the CA so that the CAI had a voice in making changes from the start.

- R. Behr and G. Wingate both brought up the fact that the existing Constitution/By-Laws speak only to the CA and that the language is very specific to that body alone.

- Motion: CAI should create and charge its own Constitution/By-Laws committee, comprised of 5 members, to draft specific By-Laws for the CAI and propose modifications to the Constitution as deemed appropriate. Work of the committee should be completed in 2 weeks: K. Ligeikis / Second: L. Manso / Discussion / Approved

- L. Truillo, J. Martin, B. Loy, D. Garnar, and M. Rossi volunteered to serve on the Constitution/By-Laws Committee. J. Martin will arrange meeting times.

M. Rossi elaborated on the need for members to identify an alternate for CAI meetings that members were unable to attend. Ideally, this should be the same person each time for continuity, but was not necessary. Alternates would be approved at the beginning of each meeting and vested with all of the rights and privileges of a member for that meeting.

M. Rossi broached Terms of Service. Each member of the CAI is elected or appointed for a 3 year term, however, positions are staggered, so one-third of the current members will only serve a one-year term, while the other two-thirds will serve out their full terms.

- Four members self identified themselves as willing to serve only 1 term: Rossi, Garnar, Wingate, and Behr.
- Names of three members were randomly selected to serve one-year terms: O'Bryan, Martin and Grozier.
- D. Garnar noted that those selected to serve a one-year term could be nominated/run for re-election when the vacancy occurs.

The CAI Committee Structure was briefly discussed. M. Rossi noted that the standing committees provisionally placed under the CAI would need to be reviewed. In addition, there are other committees/work associated with the dissolved College Council that will need to be reviewed and assigned as deemed appropriate. CA and COI are expected to have input regarding the latter as well. Deliberation about committee structure is important business so will be on immediate future agendas until resolved. BCC needs to identify a new delegate to the Faculty Council of Community Colleges (FCCC). The delegate will be an elected faculty member and the alternate should be the (faculty) Campus Governance Leader (CGL) from the College Assembly.

- Motion: CAI secretaries will put out a call for nominations and conduct an election for a FCCC delegate: L. Manso / Second: D. Garnar / Approved

Other:

One of the adjunct representatives is on medical leave and unable to serve on the CAI this semester, so a temporary vacancy exists.

Discussion re: filling vacancy:

- B. Lofthouse suggested that the member in question choose an alternate, however, concern was raised about this responsibility adding stress to the member out on medical leave.
- D. Garnar suggested that an election to fill the vacancy in the adjunct constituency be conducted.
- P. O'Bryan suggested that we look into whether there was a third adjunct who was on the original ballot and who may still be interested in serving. M. Rossi will inquire about the nominations.
- Action tabled.

D. Spanfelner inquired as to whether or not the CAI should offer feedback about the new web-portal.

- Some members were unaware of the new portal.
- J. Peacock provided updated information on the portal, indicating it is expected to be a value-added upgrade to the BCC website.

- Once the portal is live, it was agreed that it would be beneficial for members to take a look at it and offer input as requested by those responsible for it.

Adjournment:

Motion: W. Warren / Second: L. Manso / Approved

Meeting was adjourned at 12:10 pm.

Next Meeting Date: Monday 10/17/11 Time/Location: 3-4 pm / Libous Room

Minutes Respectfully Submitted By: Julianne Martin

Appendix I- Selected Minutes of the Student Assembly

Student Assembly Minutes for 9/7/11

Present: Rae Palmer-Jones, Salka Valerio, Guthrie Fortner, Lily Montanye, Willie Murray and Michelle Perricone

Absent: Dave Maslar

Executive reports:

Rae- last week's common hour event was a success. The center was packed, and after the performance the crowd came on stage to have their FREE CD autographed and take pictures with the performers.

Salka- enjoyed last week's common hour event. She will be attending the CAI meeting on September 23rd.

Lily- outreach hour this week was uneventful. She did hand out four senator petitions to students interested in joining the Student Assembly.

-scheduled a EOP meeting on September 12, 2011 at 3pm

-scheduled a meeting with the Liberty partnerships director and Deb Morello to create a network for LP and EOP.

- sent an email to freshman experience professors asking if we can speak in their classes about SA and campus services, take concerns, etc. Received one response

- professor Pierog is collecting items to send to our troops overseas. Lily would like to have a drop off box in the SA office.

Guthrie- would Like to continue with the recycling task force

- sent an email to the sheriff's department to inquire about offering inmates the option of continuing their education through BCC.

Willie- students using the downtown center are receiving parking tickets. Our permits are not recognized there. Students are upset about receiving tickets after purchasing our permits.

Business:

- school spirit contest: Kurt Nelson from media services may be able to help us with a video. Jesse Wells also may be able to help.

- we will be taking a group picture next week for our Facebook page and the campus BUZZ

Next meeting: 9/14/11 @9am

Meeting adjourned: 9:42 am

Student Assembly Meeting Minutes
11/11/2011

Call to order- 9:03am

Members present: Rae Palmer-Jones, Salka Valerio, Lily Montanye, Guthrie Fortner, Willie Murray, Michelle Connor Coon, Elisabeth Jeffrey, Amelia Kuhnen, Jim Mencil, Nicholas Mion, Gwendolyn Nieves, Robert Andrew Salamida

Excused absences: Shauntanika Alexander, Calin Clark, Hope diamond, Jordan Evans, Dawn Goodwin, Alexandra Leuci, Nicholas McKiernan, Crystal Rosado

Officer reports

Rae:

-Attended the shared governance town hall meeting; attended the karaoke contest

Salka:

-Attended town hall; attended the karaoke contest

Lily:

-Attended the CAI and CA meetings

-We need an alternate for CAI

-At the shared governance town hall meeting 95 people attended.

- looking for feedback on how to inform students of what happens in town hall

- library noise: students like social aspect, but it is a place for studying

- no outreach hour this week

- we need a policy manual; will find best meeting time for the committee

- constitutional by-laws committee

Willie:

- getting parking passes for foundation workers; they have been getting ticketed while working

- suggestion box!

Guthrie:

- will be chairing next COI meeting

- met with John Petkash

- found that the committee issue is soon to be resolved. Will report the results next meeting

- attended COI meeting

- I've brought both the SUNY Legislative Agenda and Resolution of Dissent Concerning Shared Presidencies

- Lily's Parking Proposal will be brought to the COI next Thursday

Business:

-Minutes(with friendly amendment) passed

Constitutional by laws committee report:

Amendment

Attendance

Announcement:

-Please attend meetings

-If not, GIVE NOTICE prior to the meeting missed

-13 members available, need 11 for quorum

-ON the 17th 10:00AM, award ceremony for BCC to receive award for going smoke-free from cancer association

-Jason Pagan to be representative for BCC

-Motion to approve to help Jason with travel expenses. Accepted by Salka, second Lily. Vote: approved

Motion to approve SUNY legislative Agenda: Accepted by Guthrie, second Lily. Approved

Motion on dissent of Shared Presidency: Accepted by Salka , second Lily. Approved

Hoodies: Rick from campus store will help us order them

Motion to fund the hoodies: Accepted by Guthrie, second Lily. Approved

Motion to order t-shirts: Accepted by Salka, second Lily. Approved

Motion to Give the Chancellor BCC items and pay for Willie's gas (\$50): Accepted by Willie, second Salka. Approved

Next meeting: Titchner 209 Friday at 9:00AM

Meeting adjourned at 9:50AM

Sent from my iPad

Appendix J- Summary of Priorities and Goals from 08/24/11 Board of Trustees Retreat

BCC Board of Trustees Retreat

August 24, 2011

Flip Chart Input

Group A:

- Effort to educate ourselves through conferences
- Willingness to participate when necessary (less is best)
- Review by-laws to make meetings more user friendly
- Better utilize the board expertise in a timely manner
- Assist the President in improving the image of the college – through participation as needed by him
- Yearly open house, sponsored by the Board, for our sponsors, to show off the jewel we have

Group B:

- Board participation at events (symbolic)
- Input on job trends
- NYS Trustees meeting (Nick and Willie)
- Help improve public image
- Continue Branding Discussions (SUNY.BROOME) Cost: \$50,000 – Advanced manufacturing

Group C:

- Employer Driven/Focus College/Employer Advisory Committee (200K)
- Build in culture of accountability – catching people doing things – reduce micromanaging and build accountability
- More Outreach to the community
- Act as ambassadors for the college
- George Akel should open a convenience store on the north side

Comprehensive Planning Session Notes

Preparing for Strategic Plan Development

Setting the Stage:

- Review BCC's recent history. Consider a timeline of major events.
- New President – changed and improved Administration Staff
- Calm and improved relationship with facility, staff and sponsors
- Labor contract negotiations
- Greater input from Board regarding contracts
- Funding for new science building
- New shared governance model
- Middle States Accreditation
- 20% budget reduction
- Master Plan
- Identify what's been working and what can improve.

Working:

- Recent changes in collaboration and campus culture
- Enrollment process – is everyone's job
- Improved labor negotiations – College Council
- Communication and morale
- Better flow of communication from the President

Relationships with BU
Student-Friendly College to students

Can Improve:

Facilities
Marketing to improve – debt ratio
Retraining - ?? for jobs
Identify core values and beliefs that drive our success as a Board.
Diversity in experience on the Board
Learned and experienced
Respect and passion for the College
Cohesiveness – passionate spirit
Respect each other's' opinions – agreeing or differing
Agree to disagree – respect for each other's opinions
Ability to achieve consensus
Focus on impact on students
Open discussions - Openness
Identify relevant events, developments and trends that will impact the Board.
State, County and local funding
Declining HS size
Changes with SUNY collaboration
Job losses
Bidding new building
Career development needs new industries? Growth in health services?
Marcellus shale
Changing role of community colleges
Relationship with BU
Demographics of the area – enrollment
Budget.....competition for students/demographics

Recommendations for Goals and Next Steps

Address any remaining items on the list of concerns by Middle States.

Off warning
Some things must still be implemented
Sustain standards
Shared governance
Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board and self-assessment by the president.

Ten Core Activities for Non-Profit Boards:

Mission and vision
Appoint CEO
Evaluate CEO
Pursue fund raising
Effective organizational planning
Manage financials
Enhance public programs and services (Determine and monitor)
Court of Appeals
Assess individual performance

Recommendations for Goals and Next Steps

Encourage involvement and participation by all board members in state and national trustee development meetings and gatherings.
The Board and president need to focus on how much change is appropriate and foster a greater understanding of how timing affects the implementation of these changes. Organizational culture

often dictates how fast or slow one should initiate change. By developing trust and reinforcing respect in the College and community first, it will be much easier to make the necessary changes.

Other Major Priorities Identified

Academic quality and financial oversight

Partnerships with colleges and universities, business and industry, public schools and community agencies

Public image/marketing initiative

The technology center

Study the need for a residence hall

Set priorities that address the demographic shifts and economic development of the region

Address Middle States issues

Develop a new 5 year facilities plan

Strategic Planning and Implementation

Currently, how many top priorities do we have as a Board? To what degree are we focused on these priorities?

Branding

Update Master Plan – Residence Hall decisions and market enrollment – Student access to increase enrollment

Publish blueprint for organizational success

Vote of confidence in Alumni & Faculty

Facilitator Observations

Some additional comments:

Enrollment will continue to be a challenge, as youthful population declines in the area.

Research and develop ways to align curriculum directly with current employer needs.

This links enrollment to connecting with the “jobs of the future”.

Attract non-traditional student enrollment by marketing skill development as a means to increase job security and sustain relevance in a rapidly changing marketplace.

Pursue creative alternative ways to deliver curriculum to appeal to technologically-oriented youth and the need for schedule flexibility.

The need to determine BCC’s niche and to further understand the needs of the student population.

The Master Plan needs to include realistic, achievable numbers.

Lobbying will be the key for fundraising in a tightly budgeted time.

The interest in publicizing this Retreat as a proactive effort to further enhance the success of the College.

There is an ongoing challenge to move BCC culture /attitude in a positive direction between administration and labor. There has been much progress in this area, yet the effort is far from over.

Appendix K- Campus-wide Invitation to Town Hall Meeting

BCC Town Hall Meeting

November 3, 2011

You are cordially invited and encouraged to attend **BCC's first Town Hall Meeting on Tuesday, November 8, 11 a.m.-1 p.m. in the Little Theater in the Student Center.**

This is your opportunity to join fellow students, faculty, and staff in an open forum to bring suggestions and express concerns about major issues that affect our campus.

The meeting will be moderated, and each voice will be heard as time allows. Issues will then be forwarded as appropriate for consideration.

This event is organized by BCC Shared Governance

Appendix L- Town Hall Meeting Themes and Referrals

BCC TOWN HALL MEETING

Categorized Concerns/Themes (11/10/11) and Referrals (11/16/11)

1. **Creation of Adjunct Council** (*Adjunct Council would bring issues/questions to CAI*)
 - An **adjunct faculty member** announced the creation of an Adjunct Council on campus. He wanted to know to whom adjuncts need to speak in order to get the council started. He asked that either he (Lawrence Alger) or Joan Lubar be contacted by interested parties, and announced that adjuncts will meet on Tuesday, November 15, 2-4 p.m. in B224.
 - An **adjunct faculty member** reprised the first adjunct faculty member's comments about the formation of an Adjunct Council. (see # 1)

2. **BC Transit/Transportation Issues** (*Student Assembly would clarify specific issues and make specific recommendations. Debbie Morello would advise. Do all students actually want this added to their fees? Many or most drive their own vehicles. Student Activities would be involved.*)
 - A **student** asked if BCC students could have the same access to BC Transit as BU students have by having bus fare added to tuition. BU students swipe their student ID's on buses and it pays their fare. He asked if this option could be made available to our students so BC Transit would recognize BCC student ID's as well. He suggested that Pell and/or Tech Grants might cover this.
 - A **student assembly officer** who serves on the BCC Board of Trustees noted that the bus fare/student ID suggestion would be a good agenda item for an upcoming BCC BOT meeting.
 - The **Acting VP for Student and Community Engagement** said that some students want to stick around after their late classes to finish discussions or go to the library. Classes do not always end right at 8:50 so they would miss the bus. She suggested students who are concerned about this contact her or Student Assembly.
 - A **student assembly officer** said that, due to Broome County budget constraints, BC Transit is changing their runs on campus from every 30 minutes to every 45 minutes with the last campus run at 9 p.m. She feels this will seriously affect students attending night classes. She added that some of those students may not be able to come in the spring if they don't have available transportation.

3. **Housing** (*will not refer since these were comments rather than issues that need to immediately be addressed*)

- A **student assembly senator** was concerned that student housing on campus might preclude open enrollment — making the college less accessible to some students. She is worried that, once housing goes up, it will change the focus of the campus, and we will no longer have open enrollment. She wanted to know who she could speak to about this.
- The **college president** addressed the student’s concerns about housing and open enrollment. He assured her that housing will have “zero” impact on our open enrollment policy.
- **Moderator** Van Syckle realizes that there will be many issues to consider with housing and increased enrollment and related his past experiences at another institution.
- The **Director of EOP** said that many of our students are from NYC and would benefit from on-campus housing. Parents are concerned that their students have a safe environment in which to live. She cited former BU president Lois DeFleur’s efforts in constructing off-campus housing for BU students and noted that private companies helped to sponsor various aspects of that housing. The EOP Director feels we should look to BU as a model when creating our plans for housing on campus.
- **Moderator** Van Syckle talked about the shortage of housing in the area in the wake of 3,000-5,000 people being displaced by the flood.
- A **faculty member** is interested and concerned about student housing. He said dorms are often, but not always, successful. The needs of single parents need to be addressed. Housing and childcare are big issues for parents and our BC Center is struggling financially. He feels we need to look at housing not as a “profit center” because it doesn’t serve our mission as a college. He believes that access for all students has not historically been provided and that we need to consider traditional students as well as underserved populations and build them into residential considerations. He mentioned Section #8 money as a possible source.
- **Moderator** Van Syckle said that this housing issue does not to be an “either/or” situation. We can serve these populations and make money for the college.

4. Counselors Stretched Thin/Backlog in Advising (*Concerns would be addressed by Julie Peacock and/or Carla Michalak*)

- A **faculty member and counselor** is concerned about counseling staff being stretched thin as it is and that, as we expand into housing, there will be around-the-clock needs that will place additional demands on counselors. He stated that some students can’t get advising as it is because there is a back log in enrollment. He stressed the need for more counselors to accommodate and retain students in light of increasing enrollment. He said we need to address the “infrastructure problems” as they relate to personnel.

5. Library Noise, Misuse of Computers, Copier and Printer Limits

- A **student** expressed frustration with the noise in the library. People play cards and socialize on the second floor, and there is no quiet place to study. He said we need dedicated quiet areas or quiet needs to be enforced throughout the library. (*Send to Robin Petrus and*

Student Assembly address)

He added that computer labs are supposed to be open to all students yet students get kicked off computers by classes. He reiterated the need for dedicated open labs and dedicated quiet areas. *(Send to Technology Committee to address)*

- A **student assembly officer** spoke about text books being unaffordable for some, so students use the library copies of text books which cannot be signed out. Those students are forced to read these books in a noisy environment that is not conducive to reading or studying. The student stressed the need for quiet in the library. *(Send to Student Assembly to address)*
- A **student assembly senator** suggests that students should be allowed a certain allotment of copies from the library copiers, much like they are allowed prints from computer printers. She felt this could be built into their fees and that, perhaps, the amount could be split between computer prints and copier copies. *(Refer to Tech Committee to address)*
- A **staff member** said that she finds there is apathy about the noise level in the library. She said that the library seems more like a place for socializing. She also said that we need to rename the college Facebook page since she does not know which one of the two Facebook pages that exist is the official college page.
- A **student** joked about how people used to say “use your library voice.” He said students laugh and yell in the library and many students can’t find a quiet place to read. He feels the library should be a dedicated quiet area and signs that say “Please be quiet!” should be posted throughout the floors. He feels it is even worse this semester due to the flooding of the library basement and the displacement of so many offices and student services.
Moderator Battisti added that perhaps there are not enough dedicated spaces for socializing or for quiet study on campus.
- A **student** expressed their frustration over the general apathy of library and computer lab proctors and there should be a policy of quiet in the library.
- A **faculty member** said there need to be more power strips in community areas on campus so that lap tops can be plugged into strips outside of the library. It’s a space issue.
- A **student** said that computers in the library computer labs should be labeled “for Academic Use Only” since so many students monopolize the computers for networking on Facebook. The student feels they should use computers elsewhere for Facebook. *(Refer to Tech Committee to address)*

6. Common Hour Not Available to All *(Refer to CAI to address)*

- A **student assembly member** is studying forensic science. She would like to attend Common Hour events, but cannot because her labs are scheduled during Common Hour. In light of the fact that all students pay a student activity fee, she feels all students should be able to take advantage of common hour and no classes should be scheduled during that time.

7. Accounting Tutors *(Refer to Loreta Paniccia to address)*

- A **student** said that the Accounting tutors in room B211 often do their own home work during their scheduled tutoring time, so students seeking assistance from them can't really get the help they need. She also said that the tutors monopolize the computers in that room doing their own homework.

8. Textbook Accessibility (*Refer to the Textbook Advisory Committee to address*)

- The **student assembly president** said that she is on the Text Book Advisory Committee. She feels there should be open textbooks online and free for students who can't afford to purchase them. She explained that instructors can delete whatever portions of the books they are not using in their classes.

9. Emergency Lights/Call Box & Security Cameras (*Refer to the Safety & Security Committee/Joe O'Connor to address*)

- A **student assembly officer** is concerned about the placement of the blue emergency lights on campus. She feels that the ones in lobbies are not strategically placed and that we should have more lights in parking lots. She suggested there could be more strategic placement for most of the blue lights.
- A **student assembly officer** talked about the security cameras on campus having a "chilling effect on some student's commute to campus." He said that other students feel safer because of the cameras. He personally feels cameras are useless in buildings and would better serve students by being in the parking lots. He cited an incident where a female student was surrounded and harassed and was very frightened and wanted to know where the cameras were to record that incident.
- A **faculty member** wanted to know how the placement of security cameras was determined. He feels important decisions that affect the entire campus community should be communicated and that we need more Town Hall meetings and better communication of decisions (like placement of cameras) that are being made on campus.
- A **student** said that cameras are useless because you can't see the face of the suspect. He feels we should invest in quality cameras that will give us high resolution images of suspects or criminals will not be deterred.
- A **student assembly officer** returned to the camera issue stating that cameras are extremely expensive. He quoted Benjamin Franklin as saying, "Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety."

10. Meal Plans and Food Variety (*Refer VP Morello to address*)

- The **student assembly president** would like the college to add meal plans to tuition.
- **Moderator** Battisti asked if students also would like a better food variety. Attendees reacted positively to that idea.

11. Restructuring on Campus/Lack of Transparency about Process (*Refer to Executive Council to address*)

- A **faculty member and counselor** expressed concerns about the restructuring on campus. She stated there are new jobs without job descriptions and that the campus community doesn't understand the restructuring. She wants to know the long term plan...where are we going with this....what is the big picture? She feels "adrift with the lack of information." Positions are being filled without searches. She feels if we are attempting to be an Equal Opportunity Employer, we need to do searches. She appreciates that internal candidates are given a chance, but the unknowns about the restructuring create anxiety on campus.

12. Lack of Communication between Offices that Serve Students/Financial Aid/ Student Accounts (*Refer to COI to address*)

- A **student** doesn't understand how financial aid works and said there is a lack of communication between Financial Aid, Student Accounts, and the student. He wants to be informed in a more timely fashion about his financial aid status. He didn't know he needed to fill out a promissory note and was late in receiving his loans. He had to borrow money because he received his money late from the college.
- The **college president** addressed the above-mentioned student's financial aid questions. He said that a student is required to be in class for a certain amount of time before aid can be dispersed and this should be made clearer to students. If money is issued too soon and a student has dropped out of class, the money might already be spent, or the college has to try to find the student to retrieve the money.
- A **student assembly member** feels that Financial Aid reps don't want to help students. Students want better customer service and things explained better. She said it is often intimidating to talk about financial aid and that some of the staff's attitudes "seem shaky."
- A **student** explained that she gets tuition through the Veteran's Administration and, although she had high praise for our Veteran's officer's assistance, there was not good communication between other offices on campus and Student Accounts. Her Pell Grant was dropped because of a miscommunication. When she tried to clear things up, she was told she owed the college \$500. It was finally determined that the college actually owed *her* \$500. She feels some students might choose to leave school because of the lack of communication that causes them financial problems.

13. Increased Tuition (*Refer to SA Student Trustee Willie Murray and BOT to address*)

- A **student assembly officer** mentioned that community colleges were supposed to be funded "1/3 by the state, 1/3 by the county, and 1/3 from tuition." The last time he checked, "44% of funding was coming from student's pockets." He called on students to lobby—write their congressmen—to help keep community colleges accessible. He mentioned that students could go to the SUNYPALOOZA website to speak up about college issues. **Moderator**

Battisti mentioned that students usually “roar” when tuition is raised, but he hasn’t heard about it lately.

14. **Smoke Free Campus** (*Refer to Debbie Morello to address*)

- A student wondered where smokers who don’t have cars will go to smoke on campus. He said it is a “poor image for the college” to see people smoking on Front Street in front of campus. He feels we should set up smoking gazebos.
- A **student** said that he is a non-smoker but thinks that smokers should be allowed to continue smoking on campus or they will become an “unhappy group.”
- Another **student** stressed that smokers should have designated smoking areas.
- Another **student** said that his girlfriend attended a small college where smoking gazebos worked.
- A **staff member** talked about how designated areas don’t work and that smoke from 60 feet away wafts up into her office, making it impossible to keep the windows open to get fresh air.

15. **Recycling** (*Refer to Sustainability Committee/Tracy Curtis to address*)

- A **student assembly officer** related how happy he was to see so many students at the Town Hall meeting. He talked about recycling efforts on campus and how they tie into the idea of Shared Governance where all campus members are working together for the good of the campus. Students are encourage to help create an “ecologically responsible school” and can stop by the Student Assembly offices or talk with Tracy Curtis and share ideas about how we can have a more environmentally sustainable campus.
- A **faculty member** directly involved in the recycling effort followed the student’s comments about recycling by saying that we are now moving to Phase II of the Recycling effort. It will be a “carry in, carry out” policy. All trash cans will be removed from classrooms. 26 recycling stations exist on campus and she asked if people could suggest where we might need more. She said she would personally remove trash cans from offices if people request that service.
- A **student** was concerned that removing trash cans would encourage more littering in classrooms. He encouraged more education before we remove trash cans.
- A **faculty** member said that a pilot study was done in other places that showed there was no increase in littering after trash can removal in other places.
- A **faculty member** asked if maintenance was consulted before removal of trash cans was implemented.
- A **faculty member** involved in the recycling effort replied that the recycling committee included Phil Testa who oversees campus maintenance, and that maintenance has always been a part of the process.

Appendix M- Bylaws of Institutional Effectiveness and Assessment Committee

Bylaws-DRAFT-September 28, 2011

Institutional Effectiveness and Assessment Committee (IEAC) Broome Community College

I. Mission

The Institutional Effectiveness and Assessment Committee (IEAC) is responsible for the ongoing process of monitoring and assessing unit performance in order to enhance and upgrade operations of Broome Community College. The IEAC works in conjunction with the Institutional Effectiveness Department to facilitate the unit assessment process for continuous improvement and other roles as advised by shared governance.

The Committee is responsible for adherence to the guidelines for institutional effectiveness established by the Middle States Commission on Higher Education.

II. Bylaws

A. Role of Committee:

1. Facilitate and support institutional assessment and improvement initiatives
2. Monitor, coordinate, and update communication concerning assessment.
3. Provide information and input into the strategic planning process, mission, vision, and goals.
4. Recommend standards for institutional assessment and institutional research.
5. Review unit reports to ensure that feedback is used to improve the unit.
6. Develop mechanisms for evaluating the institutional effectiveness processes.
7. Act as a liaison between unit personnel and Information Technology Services (ITS) to ensure that required data is available for assessment at the unit level.
8. Identify linkages among unit assessments, dashboard maintenance, and strategic directions. Recognition and celebration of meeting milestones and accomplishments.

- B. Membership: The Institutional Effectiveness Officer will seek volunteers from the following areas of campus to serve three-year terms. At first the committee term limits will be staggered two and three-year terms.

Student Learning Assessment, Institutional Effectiveness Officer, Institutional Research, Planner, Admissions, Developmental Education, Finance & Budget, Student Engagement, Retention, EMAT, Information Technology Service

Ex officio VPAA

- C. Duties: As set forth in the "Role of the IEAC" above, this is a working committee. Members must be willing and available to participate in the work of the committee.
- D. Reporting Structure: The IEAC reports the COI, CAI, and CA.
- E. Campus Communication: The IEAC will report all agendas and minutes to the entire campus through email. The IEAC will post all agendas and minutes to the IE webpage.

- F. Meeting Times and Committee Officers: The regular meetings of the Standing Committee on IEAC will be held one to two times monthly, depending on the number and urgency of its current tasks. A meeting time will be set at the beginning of each semester, based on the times that best fit the current membership's schedules. When possible, a tentative schedule of meetings for the semester will be distributed to the membership at the beginning of the semester. Unscheduled special meetings may be called by the chair. The chair and committee recorder for the academic year will be decided at the first meeting called.
- G. Establishments of a Quorum for Committee Business: Attendance of at least 60% of the membership is required to approve recommendations for forwarding to the college president, VPAA and/or shared governance committees.
- H. Rules of Order: The meetings of the IEAC of Broome Community College shall generally use an informal process wherein consensus is sought and obtained from among voting members attending. Decisions on issues where consensus cannot be reached will be decided by a simple majority vote of the members in attendance.

Appendix N- Example Minutes of Institutional Effectiveness and Assessment Committee

MINUTES

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT COMMITTEE

DATE: Friday, October 7, 2011

PRESENT: J. Zbock, J. Petkash, D. Abrams, K. Ligeikis, R. Losinger, R. Petrus, J. Jurik, M. Woestman, J. Norris, B. Hein, J. Peacock. GUEST: E. Wood

- 1) Minutes from September 15th approved.
- 2) The revised by-laws were accepted except for article IID. Reporting Structure. This article will need to be revised at a later date after the College Assembly decision about reporting committees is finalized.
- 3) The meeting dates for the rest of the semester are set. They are:
 - Friday, October 14, 2011 from 12pm to 1pm (subcommittees)
 - Friday, October 21, 2011 from 12pm to 1pm
 - Friday, November 4, 2011, 12pm to 1pm (subcommittees)
 - Friday, November 18, 2011, 12pm to 1pm
 - Friday, December 2, 2011, 12pm to 1pm (subcommittees)
- 4) Subcommittees were charged and populated:
 - Subcommittee 1: Develop a local Employee Satisfaction Survey instrument
 - Members: E. Wood, J. Zbock, R. Petrus. J. Petkash suggested inviting union reps to attend. Members agreed. Jason will initiate.
 - Subcommittee 2: Recommend Dashboard Indicators
 - Members: J. Norris, J. Peacock, R. Losinger, J. Petkash, J. Zbock
- 5) Discussion of Employee "satisfaction survey."
 - J. Peacock stated that the rationale for doing the survey should be clear and that the survey itself should be specific and focused.
 - E. Wood suggested that the goal be more about capturing the campus climate rather than "employee satisfaction." She would like the survey to "take the temperature of communication on campus." She emphasized that the potential participants must feel safe in order for us to get buy-in which she defines as participation and candor. The utility of participating should be visible.
 - J. Peacock referenced the surveys that were done by the Standards 4 and 9 committees for the Middle States Self Study in urging that the survey itself and the procedures used to administer the survey and process the responses should be professional. She suggested that we look at nationally normed instruments.
 - J. Zbock will contact some company reps to come to campus and show their products to the committee.

- Other concerns: How deeply do you go? "Are you happy with Safety? IT? HR?" When units try to do their own internal assessments, people with problems always come to the fore. How do we get a more even participation so that units get positive as well as negative feedback?
 - Other suggestions: Put the units on a cycle and assess regularly. Take the campus pulse several times a year with a short (ten questions say) survey.
- 6) Student Success Agenda: J. Petkash received a request from a local school superintendant for information about how the district's students are doing here. K. Ligeikis mentioned that there is a new initiative, The Student Success Agenda, for communication with schools that involves bringing supers to campus for meetings. That would be an appropriate venue for exchanging the sort of information that IT was asked to provide.
- 7) Next meeting:
Subcommittees will meet on October 14th at noon. Rooms TBA.
Next meeting of the full committee will be October 21st at noon in the Executive Conference Room.

Appendix O- List of Unit Goals as of November 23, 2011

Unit Goals as of November 23, 2011

Unit	Goal
Academic Advising	1 Assess need for provision of non-advising info provided in New Groups Assess understanding advising info provided in New Student Groups Assess understanding of CAPP info provided in New Groups Determine what types of information continuing students learn when they meet with an advisor. Assess Parent Session
Accounting I & II	2 Financial Statements are presented to our Board
Area I	All assets for the college are paid and processed in Banner Finance timely and accurately.
Area I	Quarterly and annual payroll reports are filed with federal, and state agencies
Area II	Steady stream of revenue coming in to cover grant expenditures. Less outstanding receivables at fiscal yearend.
Area II	Vendors will receive payments in a timely manner Broome County will be reimbursed for their share quicker Be able to reconcile our records to Broome County monthly
Area II	Departmental postage charges are tracked for their information Meter balance is monitored and replenished as needed UPS is paid in a timely manner and personal use is tracked
Area II	Bank balances in Banner will be more accurate and up to date Money will be placed to provide the highest rate of return for the college
Accounts Payable	3 Vendors will be set up in Banner in order to be able to purchase from them after receipt of completed W-9 forms. Vendors receive accurate payments. Independent contractor vendors receive 1099-Misc form in order to file their taxes. Meet campus enrollment goals for spring 2011 and fall 2011.
Admissions	4 Provide opportunities and access for placement testing Provide students with easy, clear, and accessible admissions processing information and access Increase outreach to non-traditional students and new areas Collaborate with faculty and staff efforts to recruit

		Provide international students with information, assistance, and immigration support in the enrollment process
Athletic Department	5	Support the academic success of the student-athlete Maintain a competitive athletic program at the NJCAA Division III level Provide an athletic program for men and women that provide equity and opportunity for all. Create an awareness and support for the athletic program within the college and local community as well as at the state and national level
BC Center	6	Maintain the Center License to operate through the NY State Office of Children and Family Services Keep the slots in the center filled with 90% student parents. Keep up dated wait list. Maintain Grant funding to offer affordable child care and replace broken equipment. Provide age appropriate curriculum for children Meet Child and Adult Food Program Standards for the children's meals.
Biology	7	Assure that the courses offered are appropriate to meet current and future demands of the various divisions and programs served. Assess course learning outcomes once every three years. Provide for maximum transfer opportunities for students enrolled in the LAAS program. Keep faculty current in both their discipline and in pedagogical techniques and technologies. Encourage the development of both international and interdisciplinary courses.
BIT	8	Continuously update course offerings to meet 21st Century work skills and incorporate innovative teaching tools and formats. Expand alternative learning opportunities for students and increase collaboration with the community through service learning opportunities, internships, and common hour forums related to information technology and management. Develop strong working relationships between the business and information technology departments of local high schools, BCC, and New York colleges which will enhance collaboration among faculty and minimize the impact of transitions for students. Participate fully in division and college committees and initiatives in order to support the strategic directions and enhance collegial cooperation, especially in areas where we can offer our expertise.
Board of Trustees	9	1. Address any remaining items on the list of concerns by Middle States. a. Off warning b. Some things must still be implemented c. Sustain standards d. Shared governance

2. Using the state guidelines, define an evaluation process for the president and board self-assessment. The presidential evaluation should include information on the status and accomplishments of the college, review of priorities of goals established for the president by the board and self-assessment by the president.

3. Encourage involvement and participation by all board members in state and national trustee development meetings and gatherings.

4. The Board and president need to focus on how much change is appropriate and foster a greater understanding of how timing affects the implementation of these changes. Organizational culture often dictates how fast or slow one should initiate change. By developing trust and reinforcing respect in the College and community first, it will be much easier to make the necessary changes.

Business Programs 10 70% or more of transferring students are at junior status (60 credits or more) when they transfer.

70% of transfer students' GPA is within $\pm 20\%$ of BCC GPA.

In AAS degrees, place at least 33% of students in at least one of these programs.

In AS degrees, place at least 20% of students in one of these programs.

Campus Operations 11 • Secure local and state funding for campus projects
• Administer project funds, objectives and timeframes

• Establish annual budget for electric, gas, water and sewer

• Manage procurement and encourage conservation

• Communicate potential opportunities for savings

Satisfy needs of campus users both short and long-term

Keep up-to-date information on campus wide facilities and physical plant

Chemistry 12 Provide high quality education in chemistry and related sciences

Provide opportunities to use the scientific method

Provide for maximum transfer opportunities

Provide greater access to department courses to students who cannot come to campus due to work, dependents, disability, military service, or distance.

Provide scientific critical thinking skill opportunities

Provide a state of the art learning environment with the ability to be a resource to the community

Provide scientific communication skills opportunities

Civil Engineering 13 Smooth student progress from Admission to Graduation

Within the bounds of the student's goals minimize time to graduation while meeting requirements for financial aid if desired

Verify that courses offered in the CET degree program are relevant to the job market

Maintain program learning outcomes that are current and relevant.
 Complete review of all outcomes every three years.
 Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly
 High school graduates will complete developmental class work in one semester
 Selected department courses are offered in a distance learning format. Some department course are offered as blended courses
 A teaching faculty that is current in pedagogy and classroom technology
 Fully tenured faculty members advancing to full professorship

Clinical Lab
 Technician

14 Develop and refine department/program strategies to sustain and improve student retention.

Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.
 Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.
 Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
 Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.

Communications

15 To assure that all students have broad, technological capabilities that ensures the relevance of their skills in the contemporary marketplace in Communications, Journalism, & Media Arts.

Student competency in all relevant and current versions of software and hardware in common distribution use in the field.
 State-of-the-art production facilities that mirror real-life simulations of their industry counterparts those students are aspiring to reach. The facilities provide gateway training opportunities for immediate immersion into the field.

Computer Science

16 Instructors who are trained/prepared to teach the most current software and hardware

Better prepared for the workplace or transfer
 Courses offered in the degree program are relevant to the job market
 Program learning outcomes that are current and relevant
 Students are properly advised into courses that meet degree requirements, including prerequisites and developmental courses, and satisfy financial aid requirements

Continuing Education-Open	17	<ul style="list-style-type: none"> • Continue expanding successful course offerings. • Increase enrollment • Increase revenue • Decrease the cancellation rate while maintaining the quality of what is offered.
Counseling	18	<p>Support student retention through achievement and self-empowerment in the areas of academic, career, transfer and personal effectiveness</p> <p>Develop departmental strategies that reflect best practices in the field.</p> <p>Provide experiences and activities that support student development and success in and outside the classroom</p> <p>Create and maintain a counseling center that better utilizes technology.</p> <p>Remain actively involved in the community and the campus community.</p>
Criminal Justice	19	<p>The Department will expand non-traditional teaching and learning opportunities.</p> <p>Faculty will attend professional development opportunities specific to teaching Criminal Justice, Fire Protection, and Homeland Security.</p> <p>The Department will develop and implement a Department-wide attendance policy.</p>
Dental Hygiene	20	<p>Develop and refine department/program strategies to sustain and improve student retention.</p> <p>Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.</p> <p>Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.</p> <p>Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.</p> <p>Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.</p> <p>Engage students in actively providing access to healthcare information and services to the community as appropriate.</p>
Drinking-Driving	21	<p>Prevent DWI arrest recidivism among drivers who successfully complete the BCC Drinking Driver Program.</p>
Electrical Engineering	22	<p>Smooth student progress from Admission to Graduation</p> <p>Within the bounds of the student's goals minimize time to graduation while meeting requirements for financial aid if desired</p> <p>Verify that courses offered in the EET degree program are relevant to the job market</p>

		Maintain program learning outcomes that are current and relevant.
		Complete review of all outcomes every three years.
		High school graduates will complete developmental class work in one semester
		Selected department courses are offered in a distance learning format
		Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly
		Some department course are offered as blended courses
English Department	23	Departmental faculty participation in various dynamic, productive professional development activities
		Periodic implementation of outcomes assessment for writing program
		Ongoing departmental participation in various extra-curricular academic activities and events.
EOP	24	To secure resources to assure that services are sustainable.
		Use research-based strategies in attracting/recruiting this diverse population.
		Assist students to coordinate transition from high school to college.
		Maintain an Open Door Policy that allows at-risk students to immediate access to professionals on and off campus.
Excelsior Transfer	25	Increase access to educational opportunity for residents of Broome and Tioga Counties.
		Support the educational plan of adult learners wishing to integrate prior learning experiences into viable transfer programs.
		Encourage students who have not considered attending college through the traditional high school-direct-to-college format to experience college in a less intimidating environment.
Fast Forward	26	Support Fast Forward Instructors in course and curriculum related professional development to ensure that courses are equivalent to those running on campus.
		Plan and promote college readiness through collaborative efforts with school districts
		Expand opportunities for concurrent enrollment of high school students to include but not be limited to distance education, early college offerings for at-risk populations, and first-year college experiences
		Provide for outcomes assessment in all Fast Forward courses
		Investigate funding opportunities for strengthening P-20 relationships
		Grow Fast Forward by 15%
		Increase the amount of Fast Forward alumni who matriculate to BCC after high school graduation
		Develop programs, activities, and services for Fast Forward students.
		Expand marketing of Fast Forward
Finance Office	27	Financial compliance with all policies and legal requirements.
		Provide accurate and timely financial information to the Campus Community and external agencies.

Financial Aid	28	To have completed more financial aid packages on a weekly year-to-year basis. To provide more financial aid funding year over year. Ensure compliance with all federal, state, and local financial aid rules and regulations
Health Information Tech	29	Monitor student attrition and be responsive to student retention rates. Provide HIT graduates with the skills, competencies, and content knowledge to achieve RHIT certification. Provide learning experiences that meet the needs of students and effectively assist HIT graduates in meeting their educational and professional goals. Provide HIT graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations. Provide a sufficient number of HIT graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
History, Philosophy, Soc Sci	30	Assess department learning outcomes, coordinating with other departments as appropriate, once every three years. Conduct three (3) extra-curricular activities supporting the mission of the department. To have junior faculty attain continuing appointment and advancement in rank. To infuse a global perspective in departmental curricula. Maintain currency in instructional materials, including software, DVDs, classroom maps, laboratory equipment, faculty computers and printers, books and other resources. To optimize departmental full-time to part-time faculty ratio toward a stable ratio of 70:30.
Human Resources	31	To assure that all protocols are met/followed in the hiring, compensation, performance management, and separation of personnel from college service. To guide and advise employees to resources and assistance that is available to them concerning personal life issues (insurance, medical leave, retirement, leaves of absence, affirmative action, etc.)
Ice Center	32	Provide a facility that meets the needs of internal and external groups

Non-college students: offer facility up for different user groups to use the facility

- Figure Skaters
- Speed Skaters
- Youth Hockey Organizations
- High School Hockey Organizations
- Men's Leagues
- Women's and Girls' Hockey
- ETC.

Continue to develop non-ice activities that generate additional revenues to the college

Continue to provide a venue for non-profit operations that sustain the County/College

Maintain a safe facility

Information
Technology
Institutional
Assessment

33 Achieve reliable, accessible and integrated technological applications and services

34 Develop institutional dashboards that are viewable by two separate populations: an internal dashboard for college employees and an external dashboard viewable by the general public

Provide recommendations to the president concerning the College Mission Statement.

Have an institutional Effectiveness Assessment Plan in place for the College by the time the Middle States visiting review team arrives on campus

Systematic communication plan for interrelatedness of unit, divisional, and college-wide plan

To have trained units on campus in the establishment of goals, identifying outcomes and measures, and defining activities necessary to accomplish goals that are consistent with the Strategic Directions

International
Education

35 An increase in programs developed in cooperation with overseas institutions

An increase in opportunities for faculty abroad

Increase in number of International seminars

Learning Assistance
Dept

36 To provide student services to enhance academic success.

1. Writing Center
2. Math Lab
3. Peer/Professional Tutoring
4. Student Support Services
5. Supplemental Instruction
6. Learning Disabilities
7. Deaf and Hard of Hearing

		Provide learning strategies to enable students to achieve academic success.
		Ensure that the College is in compliance with ADA requirements and Section 504 of the Rehabilitation Act of 1973.
		Provide a satisfactory level of services to students that will enable academic success.
Learning Resource Center	37	Library users will be able to understand and use basic research techniques. Students will perform basic computer use to access information resources and tools. Students and faculty will be exposed to a variety of information resources that meet their academic and research needs.
Mail Room	38	Deliver mail/packages to all departments timely and accurately Ship mail/packages off campus
Math Department	39	To provide effective mathematical general education To provide effective developmental math education. To provide effective certificate and degree programs in Industrial Technology – Quality Assurance
Mechanical Engineering	40	Smooth student progress from Admission to Graduation Within the bounds of the student’s goals minimize time to graduation while meeting requirements for financial aid if desired Verify that courses offered in the EET degree program are relevant to the job market Maintain program learning outcomes that are current and relevant. Complete review of all outcomes every three years. Graduates desiring to transfer to a four-year SUNY technology school will be able to do so seamlessly High school graduates will complete developmental class work in one semester Selected department courses are offered in a distance learning format. Some department course are offered as blended courses A teaching faculty that is current in pedagogy and classroom technology Fully tenured faculty members advancing to full professorship
Medical Assistant Program	41	The Medical Assistant program will monitor student attrition and will be responsive to student retention rates. Provide MA graduates with the skills, competencies, and content knowledge to achieve CMA certification.

		Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.
		Provide MA graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.
		Provide a sufficient number of MA graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
Medical Transcription Prog	42	The Medical Transcription Certificate Program will monitor student attrition and will be responsive to student retention rates. Provide learning experiences that meet the needs of students and effectively assist MTRC graduates in meeting their educational and professional goals. Provide MTRC graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations. Provide a sufficient number of MTRC graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.
Nursing	43	Develop and refine department/program strategies to sustain and improve student retention. Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification. Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals. Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations. Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study. Engage students in actively providing access to healthcare information and services to the community as appropriate.
Payroll	44	100% accuracy in paying employees Employee leave balances would be accurate on paystub and in Banner self-service employee tab.
Performing Arts	45	Provide a meaningful and current awareness to students and faculty of the rapid changes in technology and its impact on the arts Seamless transfer of all departmental courses

- Students will develop their confidence and artistic abilities in their respective performance area(s)
 Students will be able to integrate and apply their knowledge to various cultures throughout the world
- Physical Education 46 Offer high quality Courses in Physical Education that will transfer successfully to Four Year Institutions.
 Provide Cardiovascular courses and activities for BCC 's requirement.
 Provide courses with regimens that will provide lifelong health and fitness benefits that include muscular strength and endurance flexibility and Body composition.
 Assess program learning outcomes once every three years
 Work toward offering some of the activity courses in a blended format and perhaps offering some additional theory courses in the distant learning format.
 Be current in teaching techniques and technologies
 To gain a full time tenure track position to assist and carry on the Department activities.
 To retain students from one semester to the next through to graduation
- Physical Facilities 47 Maintain Grounds: To make the campus look aesthetically pleasing, serviceable, and safe.
- Housekeeping: Maintain a sanitary and healthy environment for students, faculty, staff, administrators, visitors
 Moving: Promote a functional environment by placing needed materials in desired locations.
 Servicing the needs of the campus by keeping the proper equipment, props, etc., in the needed location at the prescribed times and removed at the prescribed times.
 Snow Removal: We remove the snow and other hazards from the parking lots, sidewalks, stairs, and roads in order to facilitate the smooth flow of vehicular and pedestrian traffic on campus.
 Waste Removal: The goal of waste removal is to keep the campus sanitary, safe, and respectable
 The goal of Building Maintenance is to maintain a safe, secure and comfortable environment for students, staff, faculty, administrators and visitors.
 Maintain Equipment: The goals of Equipment Maintenance are to keep equipment in safe, operational, and functional condition.
- Physical Therapist 48 Monitor student attrition and be responsive to student retention rates.
 Provide students with the skills, competencies, and content knowledge to achieve professional licensure and/or certification.
 Provide learning experiences that meet the needs of students and effectively assist graduates in meeting their educational, professional, and related personal goals.

Provide graduates with the necessary skill, competencies, and content knowledge to meet the needs of employers in healthcare institutions and related organizations.

Provide a sufficient number of healthcare graduates to meet the employment needs of healthcare organizations in their communities, and assist graduates to have adequate opportunities for employment in fields related to their program of study.

Placement and Transfer

49 Help students have a perfect resume

Produce Annual Transfer and Placement Report

Expand partnerships with community employment services

Continually update/improve Placement Services website

Psychology & Human Services

50 Offer an undergraduate experience in Human Services and Chemical Dependency Counseling that enables students to acquire knowledge, skills, and practical experience that enhances their employability in related occupations.

Provide undergraduate preparation that enables students to fully prepare for, and successfully transfer, to a baccalaureate institution for continued study.

Provide advisement, support, and educational and professional stimulation to students interested in majoring in HS, CDC, PSY, and SW.

Provide relevant service courses to other College degree programs.

Purchasing

51 Create Purchase Orders daily

Track and confirm receipt of purchases

Maintain Fixed Assets database

Rad Tech

52 Prepare students to function as competent, entry-level professionals that meet the healthcare needs of the community.

Students and graduates will demonstrate effective communication.

Students will demonstrate ethical and professional attitudes and behaviors.

Students will demonstrate problem solving and critical thinking skills.

The program will continuously monitor ARRT exam pass rates, job placement, student program satisfaction and student completion rates in compliance with JRCERT accreditation

Registrar

53 Produce the master schedule one week prior to the start of the registration period

Effectively communicate registration procedures to students, faculty, advisors, and staff

Process attendance no later than one week after due dates

Process all grades and academic standings no later than one week after the final grade due date

Develop a process to Generate transcripts no later than three business days after the date of request by the

		student
		Process degree certifications no later than one month after the conclusion of the semester/after final grades are submitted
		To report enrollment and degree verification status to the national student clearinghouse by the designated due dates.
Safety and Security	54	To provide a one-hour orientation/ instructional session for all the incoming freshmen addressing safety and security concerns and cautions. All college faculty, staff, and administrators will complete Right to Know training, Workplace Violence training and other mandatory annual, bi-annual training. Enhance personal safety through improvements to physical environment and increased patrols. Improve compliance with NYS Fire Codes. Ensure Campus Safety and Peace Officers receive all required training and complete an annual in-service to update them on current issues.
Sponsored Programs	55	Maximize post-award utilization of available grant funds. Increase new sources of grant revenue to offset reductions in formula allocations and other funding sources. Strengthen the capacity of the Sponsored Programs Office to provide responsive and competent support for the creation of well-crafted, competitive funding proposals.
Student Accounts	56	Assess tuition and fees. Have tuition and fees available to students for the summer and spring semesters when registration opens. 1098T Process & Distribution Complete testing, processing, printing and online access to 1098T information for students prior to January 31st.
Student Activities	57	Offer a wide variety of programming according to student interest Continue to provide opportunity and support for clubs and organizations, including new clubs Continue to provide ways to allow students to connect with the college outside the classroom experience Set up Student Activities Website Continue to provide support for student-centered academic programming
Study Abroad	58	Increase in study abroad applications
Teacher Ed & Early Childhood	59	Provide for maximum transfer opportunities to four-year SUNY colleges in an effort to ensure student success Provide high school students taking ECE courses maximum transfer opportunities to BCC in an effort to recruit students and meet the needs of those interested in taking college level courses

- Provide Service Learning and Civic Engagement opportunities to integrate coursework with community volunteer and internship experience
- Provide online course options for every required ECE course and EDU 111 – Foundations of American Education every fall and spring semester in order to meet the needs of students who prefer this mode of instruction
- Provide blended format course options for students who prefer this form of learning
- Provide coursework via module format at off-campus sites for students who prefer this modality of learning
- Third Shift 60 Create a system of communication between custodial staff and all campus communities.
 Institute an equipment maintenance program.
 Assure staffing levels meet our mission statement
 Develop a strategic facility scheduling format
- Teaching Resource Center 61 Explore and evaluate the use of current and emerging instructional technologies that enhance the learning environment.
 Provide opportunities for training and instruction on a variety of technical and/or pedagogical topics, skills and strategies.
 Provide customized and individual support to faculty in skill development, technology and pedagogy as requested.
 Foster a professional community of faculty and staff by encouraging communication, collaboration and networking through activities that promote excellence in teaching, learning, and academic leadership.
- VPAA Staff 62 To review and revise as necessary, and to standardize, all Academic Affairs Policies, Procedures, and Processes and to create requisite new Policies, Procedures, and Processes.
 Facilitate and support the work of academic-related committees, departments, and divisions through coordinated communication among those constituencies to identify and define their roles in a shared governance structure.
 Advocate for the maintenance or improvement of academic quality
- Workforce Development 63 By May 31, have 15 participants complete the 60-hour EAP program and graduate.
 Assist 3 new start-up businesses increase sales
 Increased workplace skills for employees of local companies and organizations
 Acquire grant funding to assist local companies and organizations with training programs.
 Increase community outreach
 Raise awareness of Energy Efficiently Programs offered through Continuing Education at BCC.

- BPS Dean 64 Provide information to students that will enable them to be in their scheduled classes.
Assure that students' requests for appointments with advisors and faculty can be fulfilled
Maintain student folders so they can be found at all times
Complete work requests from faculty on a timely basis
Assure that students are assigned to advisors so that students can go see an advisor as needed.
Assure that supplies to run the office and meet the needs of faculty and staff are readily available.
Respond to inquiries from the potential students, the public, and other departments on campus
- Foreign Language 65 To foster standards of educational excellence in all the areas of knowledge of our Department.
To build a strong academic foundation for our students.
To develop awareness, among students, of the diversity of languages and cultures that are encompassed by a global educational perspective.
- Health Science Dean 66 To review and revise as necessary, and to standardize, Health Science Procedures and Processes and to create requisite new Procedures, and Processes.
Facilitate and support the work of Health Science departments through coordinated communication among relevant constituencies, including the campus and the community.
Maintain current Health Science programs and develop new programs to meet the needs of students and the community
Facilitate the development and implementation of grant proposals to supports quality, innovation, and development of new technologies and flexibility in Health Science programs
- Individual Studies HS 67 Provide learning experiences that meet the needs of Individual Studies Health Science students to effectively assist them in meeting their educational, professional, and related personal goals
Provide Individual Studies Health Science students with the necessary skills, competencies, and content knowledge to succeed in their transfer programs.
- Liberal Arts Dean 68 Create and sustain high- quality Liberal Arts courses, curricula, and degree programs that are responsive to the aspirations of students, both current and potential; the articulation requirements of transfer institutions; and the needs of local businesses, industries, and other entities. Offer the courses, curricula, and degree programs in a variety of modes and configurations, including blended and entirely online courses, curricula, and degree programs and linked courses and learning communities. Ensure opportunities for Service Learning, Field Experiences, and Internships.
Enhance student learning, faculty and staff professional development, and community engagement.
Better attract students to and retain them in Liberal Arts degree programs and better prepare them for transfer and employment by improving and enhancing facilities and equipment.

- STEM Dean\ 69 Maintain and provide innovative programs aligned with current and future requirements of students, employers, and transfer schools.
Develop the Division as a source of expertise in the S.T.E.M. areas for the benefit of the College and surrounding community.
Empower members of the Division to play an active role in the decision-making and shared governance on campus.
- Copy Center 70 Accurately complete copying requests in order to meet date needed on copy request.
Provide prompt service to requestors at the Copy Center service window.
Monitor Copy Center email account at least three times daily to ensure requirements on emailed copy requests are met.
Provide next day delivery on supply requests.
- EMT/Paramedic 71 Increase student enrollment
Increase student satisfaction with their academic experience in the program
- Finance VP 72 Provide critical “core” campus services in a quality and timely way and with reasonable and sustainable employee workloads.
Participate actively in student enrollment growth and retention efforts.
Reduce operating expenses if necessary to balance spending to available revenues, all within a framework of long-term financial health and viability, and with a strong link to strategic planning priorities, assessment, and shared governance.
Optimize services and communication with students, faculty and staff through technology enhancements and process improvements.
Improve condition, attractiveness, and cleanliness of facilities.
Develop a mechanism to assess and accommodate additional desired projects and services that ensures campus priorities are addressed and that adequate resources are available to accomplish current and additional work.
- Health and Wellness 73 To maintain student compliance for attendance in accordance with NY State PHL (Public Health Law) Section 2165 (MMR) and PHL section 2167 (meningococcal disease)
To minimize the outbreak of influenza on campus annually.
- President & Staff 74 Make continued progress with institutional effectiveness that is addressing Middle States Standard 7, Institutional Assessment.
Make continued progress with shared governance that is addressing Middle States Standard 4, Leadership and Governance.
Through the Strategic Visioning Process create with broad collective input the new BCC Strategic Plan by the end of the spring 2012 semester.

- Public Affairs 75 Work to increase enrollment
 - Work with academics to highlight programs
 - Improve communications with key constituencies in conjunction with the mission.
 - Foster good relations with key stakeholders (alumni, public officials, business)
 - Lobby for the college
 - Keep the board of trustees informed of publicity surrounding the College
 - Monitor what the community is saying about the college
 - Present the College to the community in a positive light.
- Student Affairs VP 76 Create and deploy a professional development plan for all Directors/Chairs in the Student and Community Engagement Division
 - Enhance customer service and satisfaction in 2012
- Web and Media Services 77 Continue upgrades of classroom multimedia equipment to “level 4” status as described in Technology Plan.
 - Provide the campus with a new public website and portal.
 - Develop a more powerful portable sound system for campus events and presentations.
 - Provide Public Affairs with enhanced content for integrated marketing and recruitment campaign.

Appendix P- Example of Unit Goal Report for a Specific Unit

Introduction:

Below is the Annual Institutional Assessment report for the Teaching Resource Center. Given that the assessment period began in January, the report below reflects partial year statistics – January 2011 – June 2011 and includes the development time for TRC staff to create and implement the tools necessary for evaluation and reporting.

Mission: The Teaching Resource Center (TRC) is a faculty-managed facility dedicated to the mission of improving the quality of education at BCC. The TRC houses the Distance Education and faculty Professional Development functions for the campus. The Center’s purpose is to promote excellence in teaching in order to enhance the learning experiences of students. The TRC recognizes that excellence in teaching is an ongoing process and provides opportunities for self-initiated learning to all faculty who seek to enhance their teaching effectiveness. The Center provides services to all faculty, full-time and adjunct, and welcomes the participation of administration and staff.				
Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?)	Activity (What do you plan to do to achieve the goal?)	Reporting Date

Explore and evaluate the use of current and emerging instructional technologies that enhance the learning environment.	5.3	Outcome: (What are the results of the goal?) 12 individual instructional technologies researched and evaluated per year.	<ul style="list-style-type: none"> ➤ Research the needs of the campus community. ➤ Scan available technologies for possible evaluation. ➤ Evaluate feasible solutions. ➤ Communicate findings to the appropriate committee(s). 	June, Annually
		Measure: 12 scored evaluation rubrics completed and forwarded to the appropriate campus committee(s) per year.		

Annual Update:

TRC Staff completed the evaluation of 9 Instructional Technologies during the 6 month evaluation period. Technologies included: Moodle, Desire2Learn, Xtranormal State, Canvas, Blackboard, Sakai, Google Apps, Raptivity and Prezi. Software was evaluated using a rubric developed by the TRC Instructional Designers and results were communicated, when appropriate, to the campus Distance Learning Steering and Technology Committees.

In addition to the research and evaluation of Instructional Technologies listed above, the TRC Instructional Designers developed and distributed a "Faculty Software Needs Survey" to assess the current technological needs of faculty and to assist in planning future TRC resources to best meet those needs. Based on the results of the survey, recommendations were made to the Distance Learning Steering Committee regarding the procurement of campus-wide software and upgrades to the TRC Faculty Computer Lab.

TRC Instructional Designers actively participate on SUNY-wide committees, discussion groups and listservs that focus on Instructional Technology and trends in education. Information gained from these resources is shared with appropriate departments and/or committees.

Future Plans:

Continue with a periodic "Faculty Needs Software Survey" and evaluate new Instructional Technologies as needed.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?)	Activity (What do you plan to do to achieve the goal?)	Reporting Date
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Provide opportunities for training and instruction on a variety of technical and/or pedagogical topics, skills and strategies.	4.2	<p>Outcome: (What are the results of the goal?)</p> <p>There will be 30 offerings on a variety of technical and/or pedagogical topics, skills and strategies per year.</p> <p>There will be 300 participants trained on a variety of technical and/or pedagogical topics, skills and strategies with an 85% satisfaction rate.</p>	<ul style="list-style-type: none"> ➤ Research the needs of the campus community. ➤ Assign TRC staff or recruit potential workshop training leaders. ➤ Plan and schedule workshops or events. ➤ Develop and design the workshops or events. ➤ Advertise to the campus community. ➤ Conduct the offering. ➤ Survey the participants. 	June , Annually
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Annual Update:

TRC Staff offered a number of workshops during the January 2011 - June 2011 assessment period that covered a wide range of technical and pedagogical topics. A total of 34 instructional opportunities were offered and 431 faculty members and staff participated. Offerings included:

- The ANGEL 1-2-3 Training series (6 hour): ANGEL 1-2-3 is an introduction to using the ANGEL course management system for instructors teaching online or supplementing their face-to-face course with an online component. The training provides an overview of the ANGEL environment with hands-on opportunity to try out the various ANGEL tools, such as adding content, creating an assignment, quiz, and discussion forum. Training also covers how to set up and use the ANGEL Gradebook and discusses other tools for course management. ANGEL 1-2-3 was offered 4 times between January and June 2011 and reached 50 faculty members.

In addition to the face-to-face offerings, the TRC has introduced a fully online version of the ANGEL 1-2-3 workshop during the assessment period. ANGEL 1-2-3 Online was first offered in the Spring 2011 semester. To date, 39 participants have enrolled and 19 have completed the training.

- ANGEL Advanced Training Series: The Instructional Designers in the TRC have also developed a series of ANGEL Advanced training sessions which cover a wide variety of tools and strategies pertaining to distance education. These sessions are offered to those who have completed the introductory training series and include topics such as Course Management, Teams, Reports, Agents, Discussions, Rubrics, Multimedia, Design Strategies and "Tips and Tricks". The sessions have been very well received and are now offered on a regular basis throughout the semester. Between January 2011 and June 2011, 12 ANGEL Advanced sessions were offered and 70 faculty members participated.
- 16 Professional Development workshops and webinars were offered with 285 attendees. The offerings covered a variety of topics.

Two satisfaction surveys were developed during the Spring 2011 semester for the purpose of assessment. One focuses on the Professional Development sessions offered through the TRC and the second has a focus on our Instructional Technology offerings. The surveys were implemented at the close of the 6 month evaluation period and indicate a 100% satisfaction for Instructional Technology and 91% for Professional Development offerings.

Future Plans:

Based on comments of participants in Professional Development Offerings, we will focus more strongly on discussion following sessions, particularly webinars. Participants indicated that the discussion piece of the sessions proved most valuable.

We are looking to develop a mechanism for providing more detailed feedback to presenters and work with individual groups and departments to develop a workshop schedule that fits their needs and schedule availability (ex: sessions held during department/division meetings upon request).

We continue to offer and expand upon our ANGEL/ Distance Learning Offerings and will continue to collect participant feedback for evaluation.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?)	Activity (What do you plan to do to achieve the goal?)	Reporting Date
Provide customized and individual support to faculty in skill development, technology and pedagogy as requested.	4.2	Outcome: (What are the results of the goal?) 750 requests accommodated per year with an 85% satisfaction rating.	<ul style="list-style-type: none"> ➤ Weekly drop-in support hours in the TRC. ➤ Faculty one-on-one partnering with Instructional Designers. ➤ Support calls, email. 	June, Annually
		Measure: 750 requests recorded per year in the TRC support database. Satisfaction survey to patrons of the TRC.		

Annual Update:

Following the training sessions, Instructional Designers also provide one-on-one mentoring assistance to faculty designing, developing and teaching their online or web-enhanced courses. In addition to one-on-one support by appointment, the TRC has also established regular drop-in hours designed to give faculty the option to work on their ANGEL courses alongside their peers with Instructional Designers present to answer questions and offer guidance. Instructional Designers also provide support to faculty on numerous software applications and related technology outside of the distance education area.

During the January 2011 – June 2011 time period, TRC completed 626 email, telephone, drop-in and appointment requests from faculty and staff.

Additionally, a satisfaction survey was developed and distributed to assess the support services provided by the TRC. The survey is sent to all faculty and staff who have used TRC support services and is conducted at the close of each semester. The Spring 2011 survey indicated a 96% satisfaction rate.

Future Plans:

Continue distributing the satisfaction survey to faculty and staff utilizing TRC services. Adjust practices and offer services as needed based on survey results.

Goal (What do you hope to achieve?)	Strategic Direction	Measure How will you determine when you achieve the goal?	Activity (What do you plan to do to achieve the goal?)	Reporting Date
Foster a professional community of faculty and staff by encouraging communication, collaboration and networking through activities that promote excellence in teaching, learning, and academic leadership.	4.2 & 4.3	<p>Outcome: (What are the results of the goal?)</p> <p>There will be 10 opportunities for collaboration offered through or coordinated via the TRC.</p> <p>There will be 60 participants involved in collaborative opportunities or discussions offered through or coordinated by the TRC, with an 85% satisfaction rate.</p> <hr/> <p>Measure:</p> <p>10 offerings per year with 60 faculty and staff participating.</p> <p>Evaluation Tool</p>	<ul style="list-style-type: none"> ➤ Teaching Squares. ➤ Book Talks. ➤ Leadership Academy. ➤ New Faculty Orientation. ➤ Brown Bag seminars. ➤ “Birds of a Feather” sessions. ➤ Encourage BCC faculty involvement in external conferences and events (STC & CIT). 	June, Annually

Annual Update:

During the Spring 2011 semester, the TRC has offered, facilitated or assisted in the planning of 15 opportunities that encourage communication, collaboration and networking among faculty and staff at BCC. A total of 169 attendees participated. These opportunities include:

- Crucial Conversations Book Talk: 2 (15 attendees)
- Teaching Squares 1 offering: (7 attendees)
- New Faculty Orientation 1 offering : (10 attendees)
- Brown Bag Discussion: 1 offering: (5 attendees)
- Service Learning 1 offering: (10 attendees)
- Dynamic Classrooms: 6 offerings (34 attendees)
- Appreciate Inquiry: 2 offerings (56 attendees)
- Successful Teaching Conference attendees from BCC (23 attendees)

An evaluation tool was developed and distributed and indicated a 94% satisfaction rate.

Future Plans:

Continue distributing the evaluation tool to faculty and staff who participate in collaborative activities offered or facilitated by the TRC. Solicit ideas for future offerings from past participants and the campus as a whole.

Appendix Q- Fall 2011 Unit Summary for Institutional Assessment Form



Fall 2011 Unit Summary for Institutional Assessment

Unit: _____
Contact Person: _____

Please complete the following electronically in your summary update:

1. In several sentences, briefly describe the process you used to collect data in support of your goals.
2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.
3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)
4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?
5. Please rate your unit's assessment method used for collecting and using the results below. If you are not at the point to answer question five, please write not applicable.

a) Please rate the effectiveness of your department's assessment methods using the scale below.

Minimally Effective	Somewhat Effective		Very Effective
1	2	3	4 5

Rating: _____

b) Please rate the level of support/encouragement your unit has for doing regular assessment using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

Rating: _____

c) Please rate the level of your unit's effort to make changes based on your assessment results using the scale below.

None		Adequate		Exceptional
1	2	3	4	5

Rating: _____

Appendix R- Summary of Unit Self-Reported Progress on Unit Goals as of November 23, 2011

See Next Page

Fall 2011 Summary of Unit Self-Reported Progress

Unit	Fall 2011 Summary Update
Academic Advising	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals.</p> <p>a. Administered a survey to Liberal Arts students in the Spring 2011 COL 105 classes to evaluate knowledge gained from our New Student Groups from December 2010 and January 2011</p> <p>b. Administered a Zoomerang survey to students (Liberal Arts, Business and Science) who attended our New Student Groups in Summer 2011 to again assess knowledge gained as well as the overall experience of the New Student Group and the advisement and registration process</p> <p>c. Administered a survey to Individual Studies Health Sciences (ISAS/HS) students enrolled in HST 100 in Spring 2011 – to evaluate their advising experience and knowledge gained via their New Student Group. ISAS/HS is very different from Liberal Arts advising so the survey was adapted to reflect the differences in advising that population.</p> <p>d. Every semester we have continuing students complete a brief survey on their advising appointment so the survey essentially assesses the advisor’s performance. These surveys were used as part of each advisor’s tenure packet and the information was also used to help each individual advisor improve professionally.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.</p> <p>a. Our results from our surveys in the COL 105 classes and from the summer New Student Groups verify that the Academic Advisors are effective in sharing information that is related to Academic Advising.</p> <p>b. We are also effective in providing information from non-academic offices and reinforcing college policies and procedures as they pertain to the student and to academic advising. Some of the non-academic offices include: Campus Safety, Financial Aid, Student Accounts and the Registrar’s Office.</p> <p>c. Additionally we learned that we need to improve the phrasing of our survey questions and simplify our surveys for future use.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)</p> <p>a. Our survey results support the way we conduct our NSGs as the students appear to be absorbing the information as shared in the group therefore we will continue the information portion of our NSG.</p> <p>b. As stated above, we expect to re-phrase our surveys to make them more student friendly</p> <p>c. We also hope to address the timing issue by surveying students either at the conclusion of the NSG or at the end of</p>

	<p>each month by sending the survey electronically. The goal is to send a survey to all group participants at the end of May, June, July and August.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?</p> <p>a. We want to broaden our assessment this coming academic year by surveying both Liberal Arts and Individual Studies/Health Sciences continuing students about the services provided in our office. We plan to start this assessment in October 2011 to correspond with advisement/registration for the Spring 2012 semester.</p> <p>b. We also plan to survey the parents who attend the corresponding Parent Information session while their sons or daughters attend one of our NSGs. We plan to administer the Parent survey to the parents who accompany their students to their NSG this December and January. This population tends to be small, so this will be considered a pilot with anticipation of expanding the parent assessments with the NSGs that begin in May of 2012 and continue through August of 2012. Both surveys are attached for your review.</p>
Accounting I & II	<p>Accounting Area I</p> <p>1. Financial tax compliance for payroll reporting</p> <p>a. Quarterly 941 and NYS tax reports/files are processed by due dates.</p> <p>i. Return receipt confirmation received.</p> <p>2. Process Fixed Assets</p> <p>a. For this quarter ending 9/30 all fixed assets were processed in Banner Finance. All purchases over \$1,000 were reviewed and a determination was made if they should be capitalized as fixed assets or just expenses. As of 9/30 all fixed assets were assigned a permanent tag and processed in banner finance fixed assets. Pending asset report and fixed asset trial balance reviewed – no further action required.</p> <p>Accounting Area II</p> <p>1. Prepare grant billings - Provide grantors with billings/invoices on a monthly or quarterly basis as directed by the grant guidelines.</p> <p>a. Invoices are stamped and mailed to grantors per log.</p> <p>b. Open receivable is within a reasonable amount.</p> <p>i. Data relied upon - Grant A/R log.</p> <p>2. Capital Projects - Process invoices, change orders, journal entries, and all other related transactions in a timely manner. Send vouchers & journal entries to Broome County on a weekly or as needed basis. Send claims for reimbursement to NYS on a monthly or quarterly basis depending on activity. Request reports from Broome County monthly.</p> <p>a. Capital project log – those received are processed. Action taken to increase communication with County.</p>

	<ul style="list-style-type: none"> i. Data relied upon – capital project log and Broome County reports. 3. Finance/Payroll Processing - Process accounting transactions relative to payroll on a bi-weekly basis. Verify that amount posted to finance matches the payroll system. Prepare demand checks for payroll liabilities. Prepare health and life insurance payments to Broome County monthly. <ul style="list-style-type: none"> a. Journal entries are posted. b. Reconciliation completed. c. Checks issued. i. Payroll Checklists, Journal entries, check register and reconciliations are relied upon. No further action required. 4. Mail & UPS Expenses <ul style="list-style-type: none"> a. Keep track of postage expenses by department on a bi-weekly basis using reports generated by the mail room postage machine. b. Bill clubs and grants for postage use bi-weekly. c. On a weekly basis, reconcile the UPS bill to actual shipments sent. d. Notify people of amount due for personal use of UPS shipping. i. 1 journal entries are entered and the UPS check is issued and sent, the goal has been achieved. Biweekly report sent to divisions. Daily Postage Recon. 5. Banking/Investments. Prepare bank reconciliations in a timely manner. For example: October bank recons should be done by November 30. Gather information necessary to make informed investment decisions for the college. <ul style="list-style-type: none"> a. Bank recons are reconciled to Banner monthly these are up to date. Improvement over last reporting period. b. Action has been taken to feed transactions daily rather than weekly this will have a positive impact on timeliness of reconciliations. This has improved the timeliness of the reconciliations. i. Reconciliation review is measure used.
Admissions	
Athletic Department	<p>ATHLETIC DEPARTMENT ASSESSMENT</p> <p>Academic Success: The academic success of our student-athletes is being monitored in several different ways. We make daily checks on the Argos system to ensure that our student-athletes have not dropped below full-time status. These daily checks allow our student-athletes the ability to address the issue and ensure that we are in compliance with NJCAA eligibility regulations. Our student-athletes are also required to have all instructors sign our “Athletes Missing Classes” form. This identifies them as student-athletes and informs their instructors of the possibility of missing class for athletic events. Currently, some coaches are having their student-athletes take progress reports to their instructors as a way of tracking progress. The success of this approach really depends on level of instructor cooperation, but this approach will be implemented throughout the athletic department.</p> <p>Maintaining Competitive Programs: This Goal will be changed to focus on the creation of a better student-athlete</p>

	<p>experience.</p> <p>Equity and Opportunity: We are looking into the possibility of adding female sports such as Women’s Golf and Bowling in the near future. Additionally, we have to address the lack of locker room space for our female participants. The Intramural program as a whole will be fully assessed in the near future.</p> <p>Awareness and Support: We are currently pressing the issue with both our coaches and the media to ensure we get the maximum press coverage available. Many of our teams are involved with volunteer work, including the Women’s and Men’s Soccer programs. They used one of their home dates this fall as a cancer awareness game and raised \$1800 for the cause. Overall, a community outreach will increase visibility.</p>
Biology	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. We have met together as faculty and with members of the departments we serve to compare syllabi and objectives. Chairs of the LAAS degree have instituted a process to streamline the advising process. We are working with other divisions to promote interdisciplinary and international courses. Faculty have offered common hour programs...</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The process is in its nascent stage and thus it is too early to measure learning.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) How we plan on using the data is discussed in the goals and as of yet we have made no changes except in the advising process.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? No.</p>
Board of Trustees	<p>The BOT has completed two retreats to generate goals and recommendations. The BOT is currently developing a self-assessment instrument through subcommittee to gather additional data for planning.</p>
Computer Science	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. Zoomerang Surveys administered twice a semester, Advisory Committee recommendations, and from transfer institution reports.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. Our transfer students continue to excel in their classes and receive praise from their instructors for their preparedness. Our Computer Security & Forensics Degree program continues to attract a</p>

	<p>growing population and has attracted three new articulation agreements, leading towards a four-year Forensics B.S.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The information is regularly shared with faculty. As the Computer Science Department is 24/7 responsive to transfer institution needs/comments, local business demands, transfer institution requirements/changes, there are no changes - staying “vital” is a constant effort within the department.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? With student Zoomerang surveys, regular DACUM degree assessments, feedback from transfer institutions, BCC internal reports, regular in-house discussions, we see no change in the process.</p>
Continuing Education-Open	<p>The set goals:</p> <ol style="list-style-type: none"> 1. By May 31, 2011, have 15 participants complete the 60-hour EAP program and graduate. 2. Assist three new start-up businesses in increasing sales. <p>Goal 1: The Entrepreneurial Assistance Program ran two sessions for the 2010-2011 EAP grant years. There were 49 clients enrolled in the program for training and 20 enrolled for technical assistance only. Of the 49 clients enrolled in the two sessions, 25 clients graduated. All 25 participants turned in a written business plan and completed the 60-hour EAP program.</p> <p>Goal 2: During our sessions, we had 12 new start-up businesses, of those 11 firms reported increased sales. With our existing businesses, we had 11 firms with increased sales.</p> <p>To achieve our goals we provided the following:</p> <ol style="list-style-type: none"> 1) Offered two 60-hour training programs. 2) Offered one-on-one technical assistance to participants. <ol style="list-style-type: none"> a. We had 80 clients receive technical assistance with total combined hours of 793.25. 3) Offered a Marketing Intensive Institute consisting of eight modules of which we had 8 – 12 participants for each module. 4) Marketed the program in the spring, summer and Fall BCC Continuing Education catalogs, sent press releases to the Press and Sun Bulletin for registrations, graduations, web-cutting ceremonies etc. 5) Networked with BLDC, SBDC, SBA, Broome-Tioga Small Business, Greater Binghamton Chamber of Commerce, local area networking groups, Financial Services and SCORE to find resources that would assist the clients in their

business ventures.

6) Collected student evaluations after each session and created a list of constructive criticisms of the program for positive changes

We met 14 of the 17 goals set forth by Empire State Development. The three goals we did not meet were:

- 1) Start-up businesses, firms with expanded employment
- 2) Start-up businesses, number of new employees
- 3) Financing, financial packages that were approved.

The goal we set: Continue expanding successful course offerings, increase enrollment and revenue and decrease the cancellation rate while maintaining the quality of what is offered.

Our desired outcome: Offer new courses each semester and more sections of successful courses. By offering more sections this will increase enrollment and revenue. Also to help boost enrollment and revenue, we submit all of our classes to the Press & Sun Bulletin and to Ineedmynews.com. Classes are not canceled until the day before they start. This helps lower the cancellation rate.

Relevant data: The student course evaluation forms give us feedback on recommendations of new courses and how we can improve our current courses. The evaluation form also gives us information on what the most popular radio stations listened to by our students to assist us in our marketing efforts.

At the end of the Summer Semester 2011, we offered 249 courses, 20 of these were new courses and 41 classes were canceled, bringing in gross revenue of \$212,704.

We will continue to offer new courses and add to our current courses based on feedback from the course evaluation forms. Our summer College for Kids enrollment was nearly doubled because flyers were sent to the local elementary schools. We will continue to do this each summer. Also, none of the College for Kids classes were canceled due to this flyer. We also sent e-mail flyers to local high school guidance offices regarding our summer Driver Education program. All seats were filled in Driver Education. We will continue to do this each summer as well. We are currently brainstorming on ways to decrease our cancellation rate. We are also looking at our catalog delivery list to make sure we are delivering to key areas to help boost enrollment and revenue.

<p>Drinking- Driving</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. All DDP participants filled out a biographical information sheet which had been revised this year to enable collection of pertinent data.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The data will enable the BCC DDP to assess itself concerning the long-term effectiveness of the program in preventing offender recidivism.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Since DDP is a copyrighted program that operates under guidelines from the NYSDMV and NYS OASAS, the program itself cannot be changed. The data can be used, however, to relay information to the State concerning long-term overall program effectiveness, especially since it was just revised in 2011.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? No, not for doing the assessment itself.</p> <p>Below you will find the statistics I have collected so far for the calendar year 2011 to monitor the effectiveness of the BCC Drinking Driver Program.</p> <p>Classes sections started and completed so far this year: 15 Total number of participants on starting rosters: 225 Number of participants dropped from DDP for non-compliance with program requirements: 12 (5%) Number of participants with prior DWI arrests (second-time offenders): 37 (16 %) Number of participants who had participated in a previous BCC DDP class then reoffended: 12 (5%) Number of participants who had participated in a DDP elsewhere in NYS then reoffended: 8 (4%) Total number of participants who had participated in DDP at BCC or elsewhere then reoffended: 20 (9%)</p> <p>We have completed all goals and activities listed on planning sheet I submitted earlier this year concerning Strategic Direction 6.1.</p>
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<p>English Department</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. The two principal measures for this departmental goal are 1) the smooth, efficient progression of departmental faculty through the promotion and advancement process, and 2) the realization of Outcome #2: An effective, flourishing writing curriculum.</p> <p>Regarding our first measure:</p> <ul style="list-style-type: none"> • At their May 26th meeting, the Board of Trustees approved Kristin Bensen-Hause and Mary Donnelly’s promotions to Associate Professor and David Chirico’s promotion to Full Professor. <p>Regarding our second measure, please see Goal/Outcome #2.</p> <p>In addition, note that all Professional Development sessions were well-attended by full-time, adjunct, and off-campus (Fast Forward) faculty.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.</p> <ul style="list-style-type: none"> • Faculty need periodic updating/review of curriculum assessment standards and “test” design. • There is considerable departmental interest in engaging students in various types of international study. • Generally speaking, English Department faculty are skillful creative teachers and enthusiastic academic professionals. <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)</p> <p>Most saliently, the department has expanded its types of international offerings. (This question is probably best answered by way of some of the information included relative to Departmental Goal #3.)</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? This academic year, we might ask faculty to complete more detailed response/evaluation documentation relative to their participation in individual Professional Development Days workshops.</p> <p>-----</p> <p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. We decided that we would focus our assessment on two of our newly revised outcomes for ENG 110 in the Spring of 2011:</p> <p>Outcome 3: Students will use information and ideas from texts to support a thesis, implicit or explicit; students will represent information and ideas accurately.</p> <p>Outcome 6: Students will write in Standard Written American English, using diction appropriate to a college-level</p>
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audience.

We developed rubrics in response to these revised outcomes. We applied these rubrics to sample paper sets for norming purposes.

A 20% sample of ENG 110 students yielded 62 student essays. The assignment instructions were included with each sample.

Each assignment was read by at least two faculty members. Each was scored on a 4 point scale:

4 = exceeding expectations

3 = meeting expectations

2 = approaching expectations

1 = not meeting expectations.

Disagreements were resolved either by the two readers themselves in learned colloquy, or, in the case of a 2 point disparity, by a third reader. (This occurred once in the results for Outcome 3, and four times in the results for Outcome 6.)

2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.

- The assignments we saw in this assessment period were better designed than in previous assessments, which is probably at least part of the reason students by and large met expectations for Outcome 3. The assignments clearly stated how students were to respond to the material they were asked to read.

- The results for Outcome 6 were not as good. Students simply need to write better sentences.

3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)

The assessment committee has yet to reconvene this semester, for the same weather-related reasons that has placed much campus activity in turmoil. We will shortly reconvene and issue recommendations, to be approved by composition faculty, about how we will go about getting students to write better sentences.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? We decided that we should develop an archive of benchmark student essays for norming purposes relative to each of our outcomes.

1. In several sentences, briefly describe the process you used to collect data in support of your goals. The principal measure for this departmental goal is the number and import of innovative curricular and extracurricular innovations accomplished by departmental faculty individually and collectively.
2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. Generally speaking, senior and junior English faculty are receptive to curricular innovation and quite willing to both initiate and take part in various relevant professional development activities.
3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)
The department will continue the development, funding, and publication of BCC's literary magazine, Breaking Ground; will continue developing innovative, state-of-the-art online course offerings; will continue (and, perhaps, eventually expand) its collaboration with the EHU/SUNY Online Network; will continue to expand service learning into the curricula, as well as individual service learning opportunities; will strive to offer diverse, affordable opportunities in international education (as evidenced by LIT292, our collaboration with EHU/SUNY Online Network, and various faculty associations/collaborations with multi-national, multi-ethnic organizations); as well as our general collaboration with the larger campus in improving and assessing academic/institutional effectiveness.
4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Because the English Department is comprised of approximately forty full and part-time faculty, it is difficult to be fully aware (and, thereby, document) individual and collaborative professional/academic activity impacting the overall quality of instruction at BCC.

EOP	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. We collect data through Banner and working with different Departments like Registrar, Fin Aid, etc. Also an ongoing sign in sheet helps us to track our walk-ins and appointments.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. I learned that we are seeing more students than I thought we were and that we are closely linked to the community. Our students are active in the community and are taking on leadership roles.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) I plan to use all data for reports and for looking at making changes.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Start early! If we are doing well others need to know about it. For example, I did not know we had so many scholarship holders!!!</p>
Fast Forward	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. Fast Forward conducted surveys of Fast Forward Chairs, BCC Directors, and High School teachers, counselors, administrators. We also conducted course evaluations each semester and mailed an alumni survey to students 1 year and 4 years out of high school. We also surveyed FF instructors who attended our annual professional development event. We collect data regarding course information and enrollment numbers via ARGOS/Banner.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. Enrollments would increase if cost of FF courses to students were minimized. FF Instructors are seeking increased support from BCC Chairs. High school personnel are also seeking consistency in policy and procedure among various departments offering Fast Forward. Overall, high school personnel are satisfied with Fast Forward Program implementation and communication.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Fast Forward will work more closely in creating, conducting, and analyzing surveys. Also, with the move to Banner</p>

	<p>and online application process as of Fall 2010, student data will be accurate and consistent. Our annual professional development will also include faculty to faculty workshops/interaction.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? We will investigate aligning current FF Goals document (currently aligned to strategic directions) to NACEP standards.</p>
<p>Finance Office</p>	<p>Finance</p> <p>1. Provide accurate and timely financial information to the Campus Community and external agencies.</p> <p>a. Confirmation/receipt of data and/or resources.</p> <p>i. Confirmation/receipts on file. No notifications of late reporting.</p> <p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. Many methods are used to evaluate the goals. Data to support these goals comes from Banner, reports, review of data in Banner, logs, certified mailing receipts, checklists, etc. Each subunit supplies a report and data measurements each quarter.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. We have found that some goals/measures are not providing useful information. Several are being reevaluated.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Some data just does not provide a way to measure the goal. The goal itself is worthwhile. Some goals need to be reevaluated to make a difference in the bigger picture of both the unit and college.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? There is nothing wrong with reevaluating both goals and the criteria used to measure them. Also, this process makes you ask questions about what changes can be implemented.</p>

<p>History, Philosophy, Soc Sci</p>	<p>History, Philosophy, and Social Sciences Institutional Assessment 2010-2011 Academic Year</p> <p>1.) Extra-Curricular Activities Strategic Directions 1.3, 2.5 Narrative: In support of Strategic Directions goals 1.3 and 2.5, Department members participated in the extra-curricular activities listed below (1-A). To encourage student participation in these activities, Department members followed the strategies described below (1-B).</p> <p>A. Faculty participation in extra-curricular activities</p> <p>1.) Professor Oz Aydemir Assisted in organizing and presenting 2010 election debates</p> <p>2.) Professor Irene Byrnes Organized Common Hour presentation series Organized Thursday afternoon film series</p> <p>3.) Professor Steve Call Organized Common Hour presentation on American fiddle music</p> <p>4.) Professor Lorenz Firsching Served on organizing committee for 2010 election debates Served on organizing committee for Annual Ethic Conference Chaired panel at conference</p> <p>5.) Professor Douglas Garnar Served on organizing committee for 2010 election debates Served on organizing committee for Annual Ethic Conference Chaired panel at conference</p> <p>6.) Professor Bradley Kaye, adjunct faculty Served on organizing committee for Annual Ethics Conference Presented paper at conference</p> <p>7.) Professor Harold Koster Served on organizing committee for 2010 election debates Served on organizing committee for Annual Ethics Conference Chaired panel at conference Participated in Common Hour Point-Counterpoint presentation</p> <p>8.) Professor Fred Loveland Participated in several Common Hour Point-Counterpoint presentations</p>
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9.) Professor Kathleen McKenna

Participated in Common Hour presentation on media representations of police

10.) Professor Michael McKimmy, adjunct faculty

Served on organizing committee for Annual Ethics Conference

11.) Professor Carla Michalak

Assisted in presenting 2010 election debates

12.) Professor Joyce Prindle, adjunct faculty

Faculty advisor for Philosophy Club

Served on organizing committee for Annual Ethics Conference

Chaired panel at conference

Assisted in organizing annual Washington experience for students

13.) Professor Lee Whitted

Participated in several Common Hour Point-Counterpoint presentations

Presented Common Hour presentation on American popular music

14.) Professor Greta Wingate

Organized annual Washington experience for students

B. Strategies to encourage student participation in extra-curricular activities

1.) The following faculty members required and/or offered extra credit for student participation in extra-curricular activities:

Professor Lorenz Firsching, HIS 117

Professor Douglas Garnar, POS 201, HIS 100

Professor Harold Koster, ANT 112, HIS 130, HIS 131

Professor Michael McKimmy, PHI 104, PHI 201

Professor Joyce Prindle, PHI 102, PHI 201

Professor Lee Whitted, SOC 111

2.) Global Perspectives Infusion Strategic Directions 2.2, 2.7

Narrative: In support of Strategic Directions goals 2.2 and 2.7, the Department has engaged in the following activities during the three year period ending in the spring 2011 academic year: course development (2-A), expanded offerings of existing courses (2-B), extra-curricular activities (2-C), and enhancement of teaching resources (2-D).

A. Course development

1.) PHI 105 World Religions

See catalog description. Offered for first time in 2009-2010 academic year.

B. Expanded offerings of existing courses

- 1.) ANT 112 Introduction to Archaeology
See catalog description. Offered online for first time in 2010-2011 academic year.
- 2.) ANT 113 Biological Anthropology
See catalog description. Offered online for first time in 2010-2011 academic year.

C. Extra-Curricular Activities

- 1.) Third Annual BCC Applied Ethics Conference
Papers and panels offered on ethics in world religions.

D. Enhancement of teaching resources

- 1.) See under Instructional Resources.
- 3.) Instructional Resources Strategic Directions 2.1, 5.3

Narrative: In support of Strategic Directions goals 2.1 and 5.3, the Department has engaged in the following activities: approval of classroom maps (3-A) and purchase of instructional videos (3-B).

- 1.) Approval was obtained from Dean of Liberal Arts Mary Dickson to place maps in Titchener 008.
- 2.) The following instruction videos were purchased and placed in the Library on faculty reserve during the 2010-2011 academic year:
 - a.) Secrets of Body Language (2009)
 - b.) Ancient Mysteries: Sacred Rites and Rituals (1996)
 - c.) Ancient China: Mastering Winds and Waves (2006)
 - d.) Engineering an Empire: The Persians (2006)
 - e.) Alexander the Great (2005)
 - f.) Barbarians II (2007)
 - g.) Engineering an Empire: The Byzantines (2006)
 - h.) The Dark Ages (2006)
 - i.) The Real Robin Hood (2010)
 - j.) Viking Explorers (1997)
 - k.) Marco Polo: Journey to the East (1995)
 - l.) The Inquisition (1999)
 - m.) Scourge of the Black Death (1997)

- n.) Secrets of the Aztecs (1996)
- o.) Investigating History: The Medici Assassination (2005)
- p.) Elizabeth (2002)
- q.) In Search of History: China's Boxer Rebellion (1997)
- r.) Japan Under American Occupation (2002)
- s.) Tiananmen Square (2005)
- t.) The People Speak (2009)
- u.) Desperate Crossing: The Untold Story of the Mayflower (2006)
- v.) George Washington: Founding Father (1994)
- w.) The Mormon Rebellion (1997)
- X.) Abraham Lincoln: Preserving the Union (1996)
- y.) Civil War Journal: Immigrants and the American Civil War (1998)
- z.) Aftershock: Beyond the Civil War (2006)
- aa.) Investigating History: Mountain Massacre (2005)
- bb.) Frederick Douglas (1994)
- cc.) Susan B. Anthony (1995)
- dd.) Andrew Carnegie and the Age of Steel (1997)
- ee.) The Spanish-American War (1997)
- ff.) Boss Tweed (2004)
- gg.) The Vanderbilts: An American Dynasty (1995)
- hh.) Conquest of Hawaii (2003)
- ii.) The Railroads That Built the West (1995)
- jj.) Sputnik Mania (2008)
- kk.) The True Story of Charlie Wilson (2007)

<p>Human Resources</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals.</p> <p>Questionnaires in hard copy or electronically have been provided to users of HR services. Distributed in each orientation. Our overall experience has been that questionnaires are more problematic to distribute as frequently in one-on-one transactions of kinds more emotionally charged or intense as employees came in to deal with personal issues and performance issues. Employees in extremis presenting problems make the handoff of a questionnaire to them seem inappropriate if not counterproductive.</p> <p>Input from departments and/or individuals are shared within HR for information and any insights they can provide for improvement. Issues that arise are discussed within the framework of problem prevention and continuous process improvement.</p> <p>Input has been captured in summary form on Excel spreadsheets for both the questionnaire distributed at orientation as well as the questionnaire for other users of HR services. We maintain the summary ongoing as it submissions are received.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.</p> <p>Users often reported positively on the assistance they received in HR for a variety of reasons that brought the in to the department. In cases of less than optimum satisfaction initially, additional outreach, communication and service from the department resulted in solving the presenting problem. Longer term solutions and interventions often suggested themselves and could be incorporated in processes and procedures based on follow-up with parties involved.</p> <p>Evolving legislative changes as well as impacts of BANNER on our business practices continue to drive us to review and revise our procedures to reflect current work flow and administrative actions in regard to recruitment, retention and employment. For example our staffing procedures for all employee groups are under revision. We continue to make frequently used forms available online in PDF format for greater user accessibility and convenience as well as maintaining the most up-to-date versions available for use.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)</p>
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Mine comments and feedback of all kinds for information as to how communication and service might be specifically tailored more closely to improve transactions, fill gaps in user understanding and knowledge and HR's awareness of user needs. Greater outreach is underway to assist departments processing decentralized student hiring and adjunct hiring to support compliance with mandated requirements. The existing staffing manual is being wholly overhauled to reflect changes in applicable laws, BANNER, changes in staff. This will be made available through outreach training as well as online in MyCollege so the most up-to-date information is available to campus at all times.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

Assessment via questionnaire (electronic or hardcopy) works more smoothly for participants involved in new employee orientation than in any other HR transaction, most of others of which involve employees in some form of distress – illness or injury (requiring LOA), performance related issues up to and including discipline, charges up to termination, issues of a personal nature involving self and/or family requiring professional interventions. This has led to consideration of a periodic solicitation to campus, perhaps on a quarterly basis, via Zoomerang or similar vehicle for a rating of the range of services for which an employee could give feedback on those HR services s/he might have sought/used.

<p>Learning Assistance Center (Dept)</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. Data is collected in all of our major areas through end of semester evaluations, Mid-semester evaluations, tutor feedback forms, and data reports on all students Served.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. We need to improve communication with departments, informing them of our services.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) Some of our data reports are new and real time, so we can adjust tutor schedules more accurately to meet demands. We also can give departments more detailed reports on the data we are able to now collect.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Being that we are a 'service area' our needs and reports are very different. WE need to look at the whole scope of what we do and how it integrates with the strategic directions, but also how we align and support the departments and their students.</p>
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<p>Learning Resource Center</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. The Library has developed 3 goals to use for Institutional Assessment. Goals 1 and 3 we will be utilizing the Library Management System, ALEPH, Database statistics provided by vendor, and ILLiad, Interlibrary Loan management system software to extract the data we will be using to measure our effectiveness. Goal 2 the instruction librarians are developing their measures and piloting them during the fall semester 2011. All three goals will begin being reported annually in May 2012.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The Library staff has learned that we have some easy ways to gather data on collections both electronic and print however, it is more difficult to agree on measuring the effectiveness of Library Instruction. This difficulty is partly due to the variety of courses taught and the wide range of students served from developmental to advanced. At this point the Library faculty is testing out a variety of approaches to this challenge.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The data we collect and analyze will be used to provide additional input as to how our collections are being utilized and how we will in the future determine any changes to our collection development guidelines in various disciplines. Data collected from Library Instruction will help to provide valuable insight into what core concepts are taught given our very short exposure to students ranging from a Library Tour; to a general overview of Library resources; to classes developed and taught to meet the needs of specific course assignments.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? This can be a very challenging task. It requires patience on Library faculty and a lot of compromise to develop such a program.</p>
<p>Mail Room</p>	<p>Mailroom</p> <ol style="list-style-type: none"> 1. Deliver mail/packages to all departments timely and accurately <ol style="list-style-type: none"> a. Maintain a log of all complaints about mail delivery by department <ol style="list-style-type: none"> i. Log shows zero complaints. 2. Ship mail/packages off campus <ol style="list-style-type: none"> a. Maintain log of complaints regarding all items that did not get to their proper destination. <ol style="list-style-type: none"> i. Log has zero complaints.

<p>Math Department</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals.</p> <p>1) General Education – The Math Department had planned to do assessment in spring 2011, even though the reporting date on the planning worksheet said spring 2012. Delays last semester led to the Department planning assessments for this semester. As in past assessments of Gen Ed, target courses will have assessment questions incorporated into the final exam, and a random selection of students who take the final will have their scores collected.</p> <p>2) Developmental education – The transition from BASIS to BANNER caused a delay in our ability to collect the data we normally collect every semester.</p> <p>3) ITQA Program – The Program underwent assessment last semester. Due to the international make-up of the students in the program, alumni surveys returned no results. All other data was obtained fairly easily from Program faculty, the Registrar, and Department files.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.</p> <p>1) General Education – As explained above, assessments have not been done yet for the current year. Previous results from 2009 indicated we were not meeting our goal in two of the five General Education Learning Outcomes.</p> <p>2) Developmental education – We have not yet analyzed data from the past year, since we have not yet verified that the BANNER issues related to obtaining the data have been resolved.</p> <p>3) ITQA Program Review – On the whole the program is doing very well with regard to graduation rate and employment. The review from the spring did not incorporate the Program Learning Outcomes that were developed over the last year. We are looking into growing other markets for the program, since currently it would not survive without the students from Central America.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)</p> <p>1) General Education – The Math Department Goal Planning Worksheet describes the activities of the Math</p>
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Department General Education Committee, including its timeline for analyzing the data. We are currently establishing lists of sample questions for MAT 124 and MAT 136 to be used in class throughout the semester to help students think along the lines addressed by the General Education Outcomes. Early next semester, after assessments are done this semester, we will see if there has been a change from the 2009 results. After that, we will discuss further ways to address any general education learning outcomes where the goal was not met.

2) Developmental education – We have just instituted a new series of courses, MAT 08x. Some of the impetus was supplied by past data on student performance in developmental courses. The Department plans to collect data on the MAT 08x courses to be considered along with our usual developmental course data to determine the effectiveness of the new courses.

3) ITQA Program – We have no data for the newly-generated program learning outcomes. Our plan over the next cycle is to establish assessments for these outcomes and use them in several courses in the program.

4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?

Our experience in General Education assessment over the last few cycles has become more standardized. That will serve as a model for assessment in ITQA.

Payroll	<p>Payroll</p> <ol style="list-style-type: none">1. 100% accuracy in paying employees - Quantify the number of employees paid in each payroll. Document FSA Advances, log payroll office errors.<ol style="list-style-type: none">a. 4,395 employee payments – 9 errors. Action taken – develop exception reports, documents included in read back process, added items to checklist, follow checklist more closely.2. Maintenance of employee leave balances - Quantify number of posting errors to employee leave balances.<ol style="list-style-type: none">a. 1,485 leave entries – 0 errors<ol style="list-style-type: none">i. Implementation of leave reporting in Banner continues to be goal.
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Purchasing	<p>Purchasing</p> <ol style="list-style-type: none"> 1. Create Purchase Orders daily. Maintain log of requisitions based on the open encumbrance report (FGROPNE). <ol style="list-style-type: none"> a. Log reviewed – action – will be more active in obtaining missing paperwork for requisitions more than 30 days; PO over 30 days find out why vendor has not shipped in a timely fashion. 2. Track and confirm receipt of purchases. Maintain log of all PO’s not received and/or not received in Banner within 30 days of item being delivered to the campus based on FGROPNE report. <ol style="list-style-type: none"> a. Log reviewed – reevaluating this goal. 3. Maintain Fixed Assets database - Keep date logs of assigned tags showing which assets have been tagged and which have not been tagged. <ol style="list-style-type: none"> a. Re-evaluating criteria. <ol style="list-style-type: none"> 1. In several sentences, briefly describe the process you used to collect data in support of your goals. Twice each month, I run a report created by Banner that show all the Open Requisitions and Purchase Orders. Using this list, I am able to see how many requisitions/PO’s are awaiting final action and the total cost. Each document is dated so I can tell how long they have been around. And after assessing which purchases are Standing Orders, I am able to come up with the breakdown that makes sense in regards to my goals. 2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. I learned that most of the requisitions and PO’s move through the system in an orderly fashion (requisition, PO, ordered, received). There are always some exceptions, but reviewing the data twice a month I am able to see the problems sooner than I would if I waited till the end of the fiscal year. 3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) There will never be a time when there are no open requisitions or PO’s (except at the end of the fiscal year), so there will always be documents in process. The plan is to keep the turnaround time as short as possible. This benefits both the department ordering and the vendor. The only changes relate to dealing with “problem” PO’s in a more timely fashion. 4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? I expect to see the basic same trends this year as last. But I do not expect to stop trying to make the entire process more responsive in insure timely delivery and payment for products and services.
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Registrar	<p>Annual Report Registrars Office 2010 – 2011 Academic Year September 14, 2011</p> <p>Over the 2010 – 2011 academic year, the Registrar’s Office experienced a great deal of change. Staffing challenges, implementation of Banner and re-engineering our job duties all played a major role in these changes.</p> <p>During the 2010 fall semester this office did not have an Assistant Registrar. During the month of December while grades for the 2010 fall semester were being processed (for the very first time using Banner), the office did not have a Registrar and also did not have an Assistant Registrar. It wasn’t until January of 2011 the Registrar and Assistant Registrar positions were filled. Due to an unfortunate injury, our Permanent Part Time Senior Clerk has been absent since February, 2011. Although her position is in the process of being filled, we have not yet filled the Permanent Part Time Clerk position.</p> <p>Since the implementation of Banner, staff had to learn how to add and modify course sections and register students. In addition, staff had to learn how to process the following: transcripts (official and general education); attendance; graduation checkout; program changes; transfer, waiver, and substitution credit; immunization, academic standing, financial, non-matriculation and other holds pertaining to registration; prerequisite checking; fast forward registration set-up; independent study courses; medical withdrawals and fresh starts. In addition to learning these processes using a new student information system, staff also had to learn how to set up and maintain various forms and tables that enable registration. We also worked with ITS to implement a new room scheduling program, Resource 25, that interfaces with Banner. Our staff built tables pertaining to classrooms, meeting rooms and buildings. We also had to teach ourselves how to operate this software.</p> <p>We had to learn how to run jobs that post grades and identify repeat courses. After the reports were run, we needed to review errors and make manual changes to many of the repeated courses. For those instances in which the coding impacted academic standing, we had to make manual changes to the student’s academic standing. We also had to learn the job process to print student schedules and copy semesters. We worked closely with staff in ITS to develop reports pertaining to the following: academic action, accelerated courses, attendance, blank grades, commencement, course catalog, course restrictions, diplomas, drop / add, exit, faculty, graduation processing, honors and high honors, master schedule, postcards, prerequisite, PTK, registration, room utilization, transcripts and withdrawals. We also worked with ITS and an outside vendor to develop our official transcript, general education transcript, associate degree and</p>
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certificate templates. Currently there are a total of 83 different reports that exist in the Registrars folder that were developed in Argos since the implementation of Banner.

Since the implementation of Banner and various changes that have been made in processing, the Registrar's Office now has additional responsibilities assigned to it. Some of these include the following: processing TAP, assisting with the processing of FLAC (faculty load) and CAPP (degree audit). Since the college did not have an IR director, the Registrar's office has been asked to generate a number of reports and analysis pertaining to research including the status of our fast forward students.

Our assessment goals that are due to be reported in this document include producing the master schedule one week prior to the start of the registration period and effectively communicating registration procedures to students, faculty, advisors and staff.

Registration

During the fall 2010, spring 2011 and summer 2011 semesters, staff in the Registrar's Office conducted a total of 53,419 transactions regarding registration. These included courses that were added and courses that were dropped by staff in the Registrar's Office.

Assessment:

Goal: Effectively communicate registration procedures to students, faculty, advisors and staff.

Outcome: Students correctly complete the registration process.

Measure: Survey Students.

Activities: send out documentation to faculty and advisors, send registration information to students, post information online using MyCollege and maintain a help desk.

Analysis: Staff in the Registrar's Office worked with Web and Media Resources, ITS and Student Activities to post registration information on the web, generate mailing labels for postcards and post messages and announcements on

TV monitors, MyCollege and in the Buzz. We also utilized email to send registration reminders to students. We learned how to utilize Call-Em-All, an automated phone system, to contact students for registration. During the start of our registration cycle, on a weekly basis, the entire campus community was informed that registration was open. They were directed to a link that displayed registration information including accelerated course offerings.

The Enrollment Management Action Team (EMAT) collectively made a decision to survey those students who registered in late August for the 2011 fall semester. The results of this survey are included as an attachment. A total of 54 students responded to the registration survey. A total of 78% of these students either agreed or strongly agreed they were able to get everything accomplished at Central Registration. A total of 13% either disagreed or strongly disagreed they were able to get everything accomplished (9% neither agreed nor disagreed they got everything accomplished at Central Registration).

Transcript production:

Our office worked with ITS and an outside vendor to re-design our academic transcript. Before going live with our process we worked with ITS to convert a total of 447,588 records. We also developed a coding scheme cross walk to convert codes used in the grading process including grades and attendance. We began utilizing Banner in January 2011 to produce our official transcripts. Since that time, we have processed a total of 8,722 official transcripts.

Attendance Processing:

We also processed an approximately 78,426 records pertaining to attendance. Staff learned various forms in Banner to process attendance. We also work with ITS to develop reports pertaining to attendance. Staff in the office had to learn Argos to produce the reports and drop letters. We also worked with ITS to develop attendance taking instructions. These were sent to faculty with the attendance due date reminders. Due to the development of courses that do not run full term, we needed to calculate 53 different attendance due dates. We also communicated this to the faculty.

Grade Processing:

We learned how to work with Banner to process grades. We worked with ITS to develop numerous reports, some of which pertain to grade processing. These reports were used to verify the grade calculations of repeated courses and determining academic standing. Reports were also developed to provide listings to the academic divisions. These reports displayed students who were academically dismissed, placed on academic probation, and continued on academic probation. A total of 2,131 records of those students not making academic progress were checked for accuracy. We also worked with ITS to develop grade posting documentation. These were sent to faculty with the grade due date reminders.

Graduation Check-Out:

After grades were processed we worked with ITS to develop a template that is being used to print our diplomas and certificates. We utilized Banner to enter graduation checkout information. Since the fall, 2010 semester, we processed a total of 1,161 graduation applications a total of 999 (86%) were certified to graduate.

Master Course Schedule Production:

During each semester, fall, spring and summer, the Registrar's Office coordinated the production of credit course sections. Each course section contains 27 different data elements. Depending upon the course section type, more data elements are included in the assignment of each course section including linkages, reserved seats, pre-requisites, co-requisites, cross list definitions, and section comments. In addition, we learned how to utilize Resource 25, an upgraded software scheduling package that interfaces with Banner. This software is also used to assign meetings.

Assessment:

Goal: Produce the master schedule one week prior to the start of the registration period.

Outcome: Master schedule is complete

Measure: 95% of master schedule completed on time

Activities: get scheduling instructions out in a timely manner, follow up with department / program chairs to make sure that you get the information you need to make the schedule, follow up to make sure the schedule is completed.

Analysis: During the last academic year the Registrar's Office coordinated the production of 4,357 credit course sections. We also manually calculated a total of 504 dates pertaining to add, drop, census, registration, withdrawal and "F" grade periods for all each of the 53 part of term codes.

For the 2011 spring semester, scheduling instructions were sent out on 8/16/10 indicating a due date of 9/27/10. Since the schedule was online by October 18, 2010, we accomplished our goal of producing the master schedule one week prior to the start of registration which was October 25.

For the 2011 summer semester, scheduling instructions were sent out on 10/21/10 indicating a due date of 11/19/10. On

12/3/10 a proof copy was sent to the departments for them to review it by 12/20/10. Since the schedule was online by January 24, 2011, we accomplished our goal of producing the master schedule one week prior to the start of registration which was January 31, 2011.

For the 2011 fall semester, scheduling instructions were sent out on 12/14/10 indicating a due date of 2/28/11. On January 31 and on February 15, 2011 reminders were sent to the departments reminding them of the February 28 due date. After the modifications were made by the departments and room assignments were conducted, a proof copy was sent to the departments on March 14 for them to review by March 21. Since the schedule was online by March 21, 2011, we accomplished our goal of producing the master schedule one week prior to the start of registration which was March 28, 2011.

Future Plans for Assessment:

Goal - Identifying how long it takes our office to process attendance. Once this is determined, we can set more specific goals on how to expedite the process. We could measure this by determining the percentage of attendance that is submitted on time. As an activity, we could continue to send communications to faculty informing them of the attendance due dates and follow up with those who did not comply on time. A reporting date for this will not be determined until we can identify how long it takes our office to process attendance.

Goal - Determining the length of time it takes our office to process grades and academic standing. Utilizing a new student information system while working over curtailment in conjunction with the possibility of offering a winter session poses many challenges for this office, including staffing. We could measure this by determining the percentage of final grades that are submitted on time. As an activity, we could continue to send communications to faculty to remind them of the grade submission due dates and follow up with those who do not submit grades on time. A reporting date for this will not be determined until we can identify how long it takes our office to process grades and academic standing.

Goal - Making sure we report enrollments to the National Student Clearinghouse by the designated due dates. We could measure this by working with the National Student Clearinghouse services to determine when our files are received by them. As an activity, we can continue to run reports, identify records that need to be corrected, and send files electronically to the National Student Clearinghouse.

Eventually we would like to focus our assessment efforts on determining how many program changes; transfer, waiver,

and substitution credit, prerequisite checks, independent study courses; medical withdrawals and fresh starts are processed by the Registrar's office. We would also like to determine how many students will be eligible for TAP. Plans for Assessment 2011 - 2012:

Goal - Identifying how long it takes our office to process attendance. Once this is determined, we can set more specific goals on how to expedite the process. We could measure this by determining the percentage of attendance that is submitted on time. As an activity, we could continue to send communications to faculty informing them of the attendance due dates and follow up with those who did not comply on time. A reporting date for this will not be determined until we can identify how long it takes our office to process attendance.

Update - At this time, we are still processing attendance. We will not begin working on this goal until attendance has been completed.

Goal - Determining the length of time it takes our office to process grades and academic standing. Utilizing a new student information system while working over curtailment in conjunction with the possibility of offering a winter session poses many challenges for this office, including staffing. We could measure this by determining the percentage of final grades that are submitted on time. As an activity, we could continue to send communications to faculty to remind them of the grade submission due dates and follow up with those who do not submit grades on time. A reporting date for this will not be determined until we can identify how long it takes our office to process grades and academic standing.

Update - We will not begin our next processing grading cycle until the end of December 2011. After this process is complete, we should be able to determine the length of time it takes our office to process grades.

Goal - Making sure we report enrollments to the National Student Clearinghouse by the designated due dates. We could measure this by working with the National Student Clearinghouse services to determine when our files are received by them. As an activity, we can continue to run reports, identify records that need to be corrected, and send files electronically to the National Student Clearinghouse.

Update - We are working with the National Student Clearinghouse to establish enrollment and graduation information reporting due dates. We will have a summary at the end of the academic year.

Student Accounts	<p>Student Accounts</p> <p>1. Tuition and Fee Assessment</p> <p>a. as noted when we created this goal, having fall \$'s out there prior to registration isn't feasible due to the timing of the approval or the Tuition and Fees Resolution, so this goal was intended primarily for spring and summer. That being said, we were timely in assessment of the fall tuition and fees. We assessed charges on July 19th providing 3 ½ weeks for students to view charges and make payment arrangements. Combined with the phone calls and emails, students were notified multiple times and had ample time (particularly compared to past falls when the time between assessment and the due date was two weeks) to plan their payment. Action – can we have tuition & fees approval earlier?</p>
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<p>Teaching Resource Center</p>	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals.</p> <p>TRC staff developed and utilized two electronic database systems to track faculty and staff usage of TRC services and attendance at TRC sponsored workshops and sessions. Workshop evaluations and TRC support surveys were distributed to collect data regarding user satisfaction. The surveys used were either paper-based or electronic depending on the type of TRC function being evaluated.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data.</p> <p>The data we collected from our satisfaction surveys and program evaluations gave us great insight into the work we do in the TRC. Even though, for the most part, faculty and staff who utilize the services of the TRC indicated that they are very satisfied, we have received valuable feedback and suggestions that we will use to improve our services in the future.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific)</p> <p>The faculty and staff who completed our evaluations and surveys gave us great feedback that we will use to improve our services in the future. We plan to use the data collected to alter our training delivery and format of sessions where appropriate. For example, faculty indicated that the discussion piece of our webinar offerings were very valuable. In the future, we will have a stronger focus on group discussion following the session. We also will use the data collected regarding faculty and staff availability to schedule future offerings in an effort to reach the maximum number of participants.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year?</p> <p>We will continue to improve upon our assessment tools. In reviewing the data, we discussed additional questions that should be added in future iterations of the semester survey tool.</p>
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<p>Workforce Development</p>	<p>The set goals:</p> <ol style="list-style-type: none"> 1. Grant completions, increase workplace skills for employees of local companies and organizations 2. Acquire grant funding to assist local companies and organizations with training programs <p>Goal 1: In the 2011 fiscal year, workforce development provided 180 programs to 4779 individuals. Grant classes recorded an increase of knowledge, using pre and post tests, with pre tests averaging 40.5 and post tests averaging 89.8. Evaluation forms indicated that participants like the programs. The average instructor rating was 4.55 out of 5, content rating was 4.28 out of 5 and overall value was 4.31 out of 5. A focus group indicated that the companies appreciated the training programs and stated that the grant programs provided necessary training that would not have happened without the funding. Companies indicated increased job satisfaction, promotions and job retention as a result of the training.</p> <p>Goal 2: so far for the 2012 fiscal year:</p> <p>A \$73,500 Entrepreneurial Assistance Program (EAP) grant was written and awarded to provide a 60-hour business plan development class and technical assistance for EAP clients.</p> <p>A \$139,892 workforce development grant was written and awarded to provide credit and non-credit programs to employees of the Department of Social Services.</p> <p>Two SUNY Community College Workforce Development grants were written and submitted-awaiting notice of award. The first is a lean manufacturing grant for \$79,245. The second is a healthcare grant for \$23,394.</p> <p>Participated in the SUNY wide TAA grant application.</p> <p>For the 2011 fiscal year- 6 grants were written and awarded for workforce development funds to include: Two SUNY Community College grants, Department of Social Services grant, EAP grant, Energy Smart Grant, SUNY Greens grant.</p>
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STEM Dean\	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. Essentially, the data is collected through Division meetings. The Division Council meets every other week and the agenda items are aligned with the Division goals. As such, divisional accomplishments are captured in the Division Meeting minutes and are provided in terms of the Divisional goals.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. The S.T.E.M. Division currently has three defined goals. Although the goals were defined only at the conclusion of the 2010-11 academic year, it is clear that there is a void (and/or lack of data) available in one area. Specifically, Goal # 3 is defined as, “Empower members of the Division to play an active role in the decision-making and shared governance on campus.” Although there are a fair number of S.T.E.M. faculty participating on campus-wide initiatives, the sharing of these efforts among S.T.E.M. are minimal.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific). At this point, the S.T.E.M. Division Goals are being reviewed for edits, additions, etc. to better meet and define the nature of the S.T.E.M. Mission.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? Again, the goals have been in effect for just 3 months. The expectation is that the goals will be assessed, evaluated, and the necessary modifications made to the S.T.E.M. Mission and Goals over time.</p> <p style="padding-left: 40px;">Goal 1: Maintain and provide innovative programs aligned with current and future requirements of students, employers, and transfer schools.</p> <ol style="list-style-type: none"> 1. Development of 4 new courses to be offered Fall 2012 <ul style="list-style-type: none"> • TEC101 – Introduction to Engineering Technology (3 cr) • CIV137 – Construction Inspection (3 cr) • ENV199 – Industrial Hygiene (3 cr) • CST151 – iPhone/iPad Application Development (3 cr) 2. Engineering Technology faculty are developing a new A.A.S. program, Manufacturing Technology, in collaboration with a local community partner. 3. Science faculty within the S.T.E.M. Division have been working steadily with Holt Architects over the past 10 months to assist in the design of the new Science Building. This experience and knowledge afforded to this project by experts in the area of Biology, Chemistry, and Physical Sciences along with the collaborative effort among faculty and design experts will be important in showcasing Science here at BCC when the building opens in the Fall 2013 semester.
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4. A new advising plan was developed and implemented for the Liberal Arts Associate in Science (LAAS) Program to ensure the success of S.T.E.M. students in the area of Science education.

5. Development and implementation of a Collaborative Classroom in the Engineering Science area. The classroom was made possible through a donation from a community partner. The classroom incorporates a multi-faceted approach to engineering design while simultaneously providing a space where collaborative approach among learners is possible.

6. Infusion of “green” technology into various STEM curricula has been made possible through the NYSERDA – SUNYGREENSNY Grant. As we approach the end of the 3-year grant period, a wind turbine and PV Solar Array will be installed during the Fall 2011 semester.

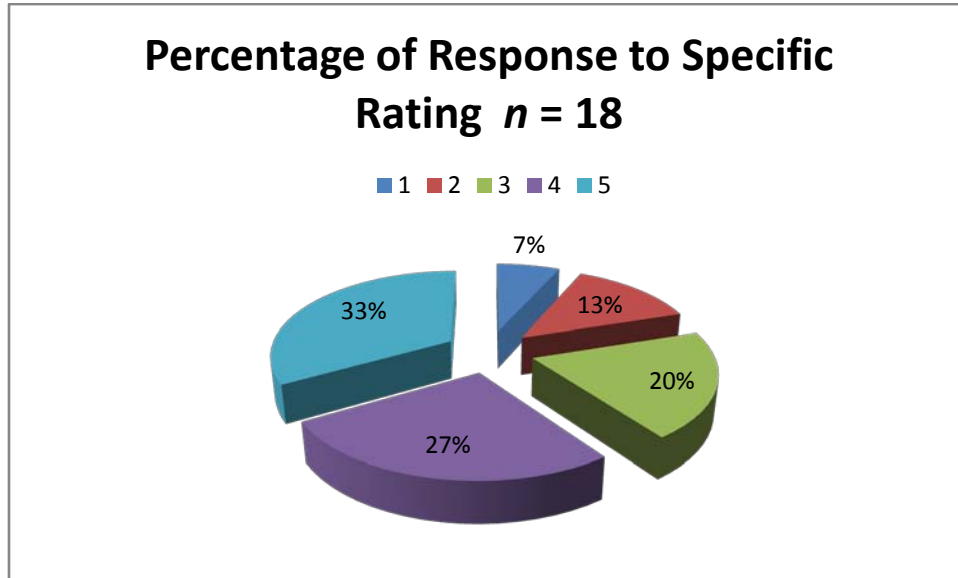
Copy Center	<p>1. In several sentences, briefly describe the process you used to collect data in support of your goals. In the Copy Center we receive copy requests every day via email, interoffice mail or our walk up service window. The person requesting the job will give us a completion date. If it is an acceptable request we do everything that we can to make sure this date is met. If I feel we cannot get the request done when they need it I will ask them to either prioritize which part they need first or if we can give it to them in batches as we get it done. Sometimes they will ask for a lot of copies or booklets but that is what they need for the whole semester not what they need to get started.</p> <p>2. In a few sentences, please explain the two or three most important things you learned about your degree/certificate program or office from reviewing your data. I have learned that the Copy Center is a much needed office on campus. A lot of people rely on us for our quick turnaround service. I believe not only would the faculty be lost without our services but many of the other offices would be too. Many people have told us that they love the fact they can just walk up to our service window and wait for their copies within reason.</p> <p>3. In a few sentences, please describe how you used or plan to use the data you collected. Please describe any changes to be made as a result of what you learned. What, if anything, prevented you from using your data? (Please be specific) The only way we can collect data is by the copy requests, emails and our sign in sheet from the window. Just recently we have started receiving the emails for job requests. That has worked out pretty good as long as the computer system is up and they don't send it and 5 minutes later arrive at the counter expecting it to be completed. The computer is checked about once an hour.</p> <p>4. Did you learn anything about doing assessment this year that will be useful to you in doing assessment next year? I believe our accuracy and response time is very good and as technology evolves we can only get better with our services. Right now I do not believe any changes will be made.</p>
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Fall 2011 Unit Summary for Institutional Assessment

Please rate your unit's assessment method used for collecting and using the results below. If you are not at the point to answer question five, please write not applicable.

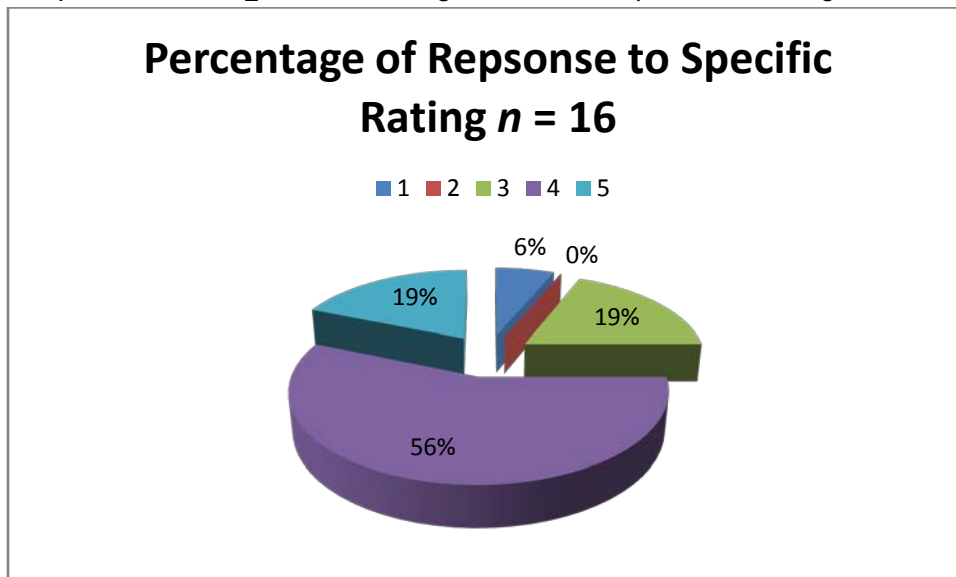
- a) Please rate the effectiveness of your department's assessment methods using the scale below.

Minimally Effective Somewhat Effective Very Effective
1 2 3 4 5



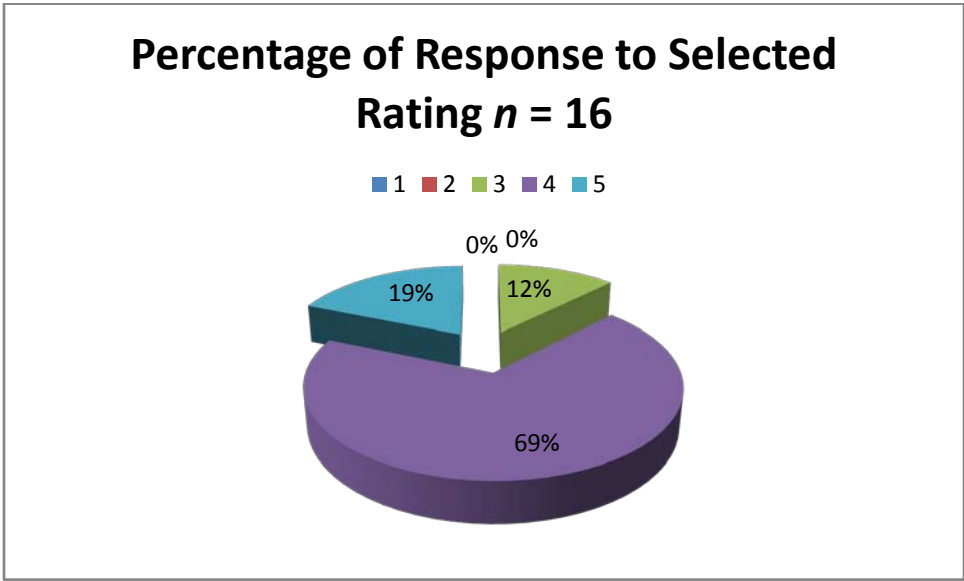
- b) Please rate the level of support/encouragement your unit has for doing regular assessment using the scale below.

None Adequate Exceptional
1 2 3 4 5



c) Please rate the level of your unit's effort to make changes based on your assessment results using the scale below.

None Adequate Exceptional
1 2 3 4 5



PROGRAM REVIEW
LIBERAL ARTS DIVISION
ASSOCIATE IN ARTS DEGREE

Submitted by SUNY Broome Community College

2014

To

Michael Kinney, Ph.D., Dean, Liberal Arts

And

Francis J. Battisti, Ph.D., Vice-President and Chief Academic Officer

SUNY Broome Community College

Prepared by Mary E. Donnelly, Ph. D

Assistant to the Dean, Liberal Arts

Program Review Coordinator

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Thanks to:

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Regina Losinger, Vice President for Administrative and Financial Affairs

Michael Kinney, Dean, Liberal Arts

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PART 1

MISSION AND LEARNING OUTCOMES OF THE LIBERAL ARTS,

ASSOCIATE IN ARTS PROGRAM

As a member of the State University of New York (SUNY) system, SUNY Broome is subject to the SUNY General Education requirements, as well as our own campus-wide Institutional Learning Outcomes and General Education program. This mission and the learning outcomes are designed to connect course outcomes to the larger educational project. *(See Appendix A for these requirements and outcomes and a chart connecting the levels.)*

a) MISSION STATEMENT

The Liberal Arts Associate in Arts major offers a dynamic, interdisciplinary degree to students aspiring to baccalaureate-level study. This university-parallel program offers students an introduction to intellectual inquiry: students pursue both a structured approach to traditional knowledge areas, and enjoy flexibility in course and elective selection, allowing them to explore their areas of particular academic interest. Graduates complete all ten SUNY General Education requirements.

b) PROGRAM OUTCOMES: LIBERAL ARTS, ASSOCIATE IN ARTS DEGREE

Course-specific Outcomes:

Effective communication

- Students will produce coherent texts within common college-level written forms; demonstrate the ability to revise and improve such texts; research a topic, develop an argument, and organize supporting details.

Courses Meeting: ENG 110, ENG 111, WE Courses.

- Students will develop proficiency in oral discourse and evaluate an oral presentation according to established criteria.

Course Meeting: ENG 220.

- Students will demonstrate basic proficiency in the understanding and use of a foreign language and knowledge of the distinctive features of culture(s) associated with the language they are studying.

Courses Meeting: SPA 101, 102; FRE 101, 102; GER 101, 102; ITA 101, 102; ARA 101, 102.

Global, intercultural, historical connections

- Students will demonstrate knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society; knowledge of common institutions in American society and how they have affected different groups; and an understanding of America's evolving relationship with the rest of the world.

Courses Meeting: HIS 130, 131, 175, 187, 188, 189, 194.

- Students will demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and relate the development of Western civilization to that of other regions of the world.

Courses Meeting: HIS 100, 103, 116, 117.

- Students will demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

Courses Meeting: HIS 141, 163, 164.

- Students will demonstrate basic knowledge of the distinctive features of culture(s) associated with a foreign language they are studying.

Courses Meeting: All SPA, FRE, GER, ITAL and ARA classes; ANT 111, 114.

- Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and knowledge of major concepts, models and issues of at least one discipline in the social sciences.

Courses Meeting: ANT 111, all ECO, GEO, HIS, POS, PSY, SOC, SOS.

Literature, Humanities, and the Arts

- Students will demonstrate familiarity with basic literary forms, genres, or periods; knowledge of the language of critical analysis; and awareness of the cultural and historical contexts which produce specific literary works.

Courses Meeting: All LIT classes.

- Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

Courses Meeting: PHI 102, 104, 105, 201, 202, 206, 299, HUM 101, 102, 103, 104 or 135.

- Students will demonstrate understanding of at least one of the principal forms of artistic expression—visual art, music, or theater—and the creative process inherent therein.

Courses Meeting: All ART, THR, MUS classes.

Quantitative and Scientific Literacy

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

Courses Meeting: MAT 118, 124, 136 OR MAT 115 and 116 or above.

- Students will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and application of scientific data, concepts, and models in one of the natural sciences.

Courses Meeting: All Anthropology, Biology, Chemistry, Physics, or Physical Science OR any two of the following: BIO 200, ANT 112, 113, CHM 121, 123, 124, PHS 113, 114, 115, 116, 123 or 125.

Civic Education

- Students will demonstrate a familiarity with the concept of engaged citizenship; develop an understanding of themselves as rational political actors; and develop the basic skill set of an engaged citizen, including the organizational and participatory skills necessary to negotiate American democracy.

Courses Meeting: ECO 110, ECO 111, HIS 130, HIS 131, POS 201, POS 204, SOC 110, SOC111, SOS 101, SOS 111, SOS 120, SOS 155, or CTP 175.

Physical Education and Wellness

- Students will develop fundamental fitness concepts that promote lifelong health and wellness; demonstrate a variety of skills necessary to plan and safely execute physical activities aligned with their personal interests; and develop skills in monitoring and evaluating various health and related indicators.

Courses Meeting: PED 103, 106, 107, 110, 118, 119, 127, 130, 135, 137, 140, 143, 146, 147, 148, 155, 169, 172, 173, 155, or by participating in a varsity sport.

Infused Outcomes:

Information Literacy

- Students will perform the basic operations of personal computer use; understand and use basic research techniques; and locate, evaluate and synthesize information from a variety of sources.

Critical Reasoning

- Students will identify, analyze, and evaluate arguments as they occur in their own or other's work; and develop well-reasoned arguments.

c) LIBERAL ARTS OUTCOMES (CONCISE)

1. Liberal Arts students will demonstrate basic proficiency in written and oral English, and in a foreign language.
2. Liberal Arts students will show a grasp of American and global intercultural and historical connections, and demonstrate familiarity with social science concepts and methods.
3. Liberal Arts students will demonstrate an understanding of literature, philosophy, and the creative arts, showing how the humanities are central to a critical study of western and global culture.
4. Liberal Arts students will demonstrate basic proficiency in math and science.
5. Liberal Arts students will demonstrate a familiarity with the concept of engaged citizenship and develop the basic skills necessary to negotiate American democracy.
6. Liberal Arts students will develop fundamental fitness concepts and skills that promote lifelong health and wellness.
7. Liberal Arts students will show competency with modern information technology and research skills.
8. Liberal Arts students will apply critical analysis to texts and arguments and fashion thoughtful, developed arguments of their own.

PART 2

PROGRAM HISTORY, CURRICULUM, AND DESIGN

a) HISTORY OF THE LIBERAL ARTS PROGRAM AT SUNY BROOME COMMUNITY COLLEGE

The concept for what would become SUNY Broome Community College began in 1944 with the New York State Regents Plan for Postwar Education. In the plan, Institutes for Applied Arts and Sciences were planned throughout the state. The Institute at Binghamton—established in 1946 to meet the needs of returning veterans—was in the first wave of development. By fall of that year, faculty and facilities were already being provisionally established in downtown Binghamton, though doors would not officially open until a year later, on October 1, 1947. At that time, the academic programs were technologically oriented, with special programs for medical, dental, and office assistants, though there was an Instructor of what were then called “General Subjects.”

In 1949—the year of its first graduating class—the Institute was placed under the control of the newly constituted State University of New York system. In 1950, Governor Dewey vetoed the state legislature’s move to make the Institutes permanent, instead proposing a two-year community college for the Binghamton area. That conversion was begun in 1952, and finalized in 1953, when the Institute officially became the Broome County Technical Institute, and the county joined the state as a college sponsor. Soon after, plans to move from the downtown neighborhood to a tract on Upper Front Street were begun—the first community college in New York to have its own campus—and by the 1956-57 school year, classes had moved to our current location, and the name of the college changed to Broome Technical Community College.

Liberal Arts and Sciences was offered as a major for the first time in the 1962-63 academic year. The description of the degree focused on its broad appeal, for transfer, as preparation for the professions:

This curriculum is a university-parallel course, designed especially for the student who wishes to transfer to a senior institution after graduation. A sound liberal arts education is basic to many of the professions, such as medicine, law, or teaching, and applicants who have such a goal would be well-advised to consider this selection. It is also considered excellent preparation for further schooling in business administration. Many students simply do not know what field to select as a goal; a liberal arts course may serve as a foundation from which a choice of major study can be made at a later date with a minimum loss of time.

At that time, the college operated on a trimester system, and graduating students accrued 99 credits in two years. The program was organized into two one-year units, and so courses were generally taken in groups of three. The degree required three units of English composition, three of Western Civilization, three of Mathematics (or an elective, if the student had completed more than 3½ years of high school math), three units of Biology or Chemistry, three units of a foreign language or Philosophy, three units of Literature, and three units of Psychology, Economics, or Sociology. A student could take as few as six electives, or as many as 12. He or she would take Physical Education every trimester. In 1964, a Science-Emphasis option was

added to the program. Through the rest of the 1960s and into the 1970s, the program remained much the same, though science and social science options were expanded gradually.

Broome dropped the word “Technical” from its name in 1970, and in 1974 went to the semester system. Courses retained their credit-hour allotments, and so the minimum credits required for a degree dropped from 99 to 64, though the basic distribution of those credits remained the same—still thought of in terms of years rather than semesters. By the late 70s, this framework had been dropped, and our current semester-to-semester structure offered students greater flexibility.

Through the 80s and 90s, the Liberal Arts, Associate in Arts Degree remained relatively stable in terms of course distributions and requirements. A history got added, a literature dropped. But the program remained the core of SUNY Broome’s university-parallel transfer program.

In the late 1980s, Dean of Liberal Arts George Higginbottom and his staff devised a program in General Education, defining the role of broad-based, Liberal Arts learning for all students of the college. In the document “Coherence and Purpose: General Education at Broome Community College,” seven educational areas were identified: Effective Communication; Critical Thinking; Moral Reasoning; Effective Citizenship; Global/Cross-Cultural Perspective; Mathematical, Technical, and Scientific Understanding; and Health and Fitness. Liberal Arts courses met many of these requirements, including a newly created capstone course, English 220, which was designed to help students critically and analytically synthesize their education here at SUNY Broome. We were well-positioned when the State University system instituted its own General Education requirements twelve years later (2000).

The Liberal Arts, Associate in Arts degree has prepared students effectively for baccalaureate study for 50 years, but new challenges are always around the corner. Currently, the program faces an opportunity for change in the face of the SUNY Seamless Transfer Resolution and the Open SUNY Initiative. The goal of our central administration is that a student with an AA degree ought to be able to complete a baccalaureate degree within two years. The tight structure of our current program sometimes makes this goal difficult: our requirements for math and science, for example, sometimes exceed what a four-year school would ask for. In addition, a student completing the LAAA degree meets all ten of the SUNY General Education requirements, even as SUNY has reduced their required number to seven. (It is for this reason that a percentage of our students have switched to the Individual Studies AS degree that our division also offers: that program offers more electives, and so a more easily tailored program.) Furthermore, SUNY Broome has several campus-specific General Education requirements which are not directly transferable to the baccalaureate level. We are active participants in the discussions about the future of these requirements.

b) PROGRAM DESIGN

The Liberal Arts, Associate in Arts Degree is designed to prepare students for baccalaureate study in the Humanities and Social Sciences.

The LAAA degree provides a solid General Education basis: between 40 and 59 credits of the 64-credit degree fulfill such categories as Basic Communications, Foreign Language, Arts, Humanities, US and World

History, Social and Behavioral Sciences, Natural Sciences, Mathematics, and Critical Thinking. (*See LAAA Advising Sheet, Appendix B*) These requirements closely match the SUNY General Education requirements: a student who completes them can go on to baccalaureate study at any SUNY school with their required Gen Eds met. Students who fall toward the lower end of the credit range often come in with some requirements already met: passing calculus or pre-calculus in high school exempts one from the mathematics requirement, a grade of 90 or better on the English Language Arts Regents examination allows one to skip English 110, and so on. Students who fall toward the higher end of the range are less often well-prepared, often requiring significant developmental coursework.

In addition, SUNY Broome requires three additional campus-wide requirements: Civic Education, two Writing Emphasis courses, and Physical Education. The first is generally met via the students Social Science coursework, the second through the Literature requirement and one other WE course. The last is a one-credit requirement that can be filled at any point by a PED course designated as Cardiovascular.

c) COMPARATIVE INSTITUTIONS: EQUIVALENT COMMUNITY COLLEGES

Our LAAA students who continue their educations at baccalaureate institutions have excellent success rates, with over 80% pursuing further education, and more than half of those completing additional degrees. Fully 86% of LAAA students said they felt well or very well prepared for baccalaureate study. (See Part 2, section e, subsection iii for the results of Alumni Survey). These success rates compare quite favorably to other community colleges.

Our program is designed as a university-parallel freshman and sophomore experience, with the focus on General Education and room to specialize if the student knows what area they wish to study. It compares favorably to other community college Liberal Arts or General Studies programs.

	SUNY Broome	Nassau CC	Harold Washington College-City College of Chicago	Mohawk Valley Community College
Academic Planning	COL 105	Not required	Not required	ED 100
Mathematics	Math 115 & 116, or MAT 118, or MAT 124 (Statistics), or MAT 136 (College Algebra and Trigonometry) or higher	One course in Math, one in Math or Computer Science	One Course required: MAT 118 or higher	Two 3-credit Math courses
Lab Science	Any two 4-credit lab courses in Anthropology, Biology, Chemistry, Physical Science, or Physics	One lab science required; other may be lab or non-lab science	One course in Physical Science (Astro, Chem, Geo, Physical Science, Phys) and one in Life Sciences (Bio, Botany, Oceanography, Zoology)	Two Tier-1 Natural Sciences
Social Science	One 3-credit course in	12 credits, at least	3 courses in Social &	6 credits Social

	Anthropology, Economics, Geography, Political Science, Psychology, Sociology, or Social Science.	three of which must be History	Behavioral Science	Science
Civic Education	One 3-credit course in Economics, US History, Political Science, Sociology, Social Science, or a community internship.	Not required, but would likely be covered under Social Science	Not required, but could be covered in Social & Behavioral Science	Not required, but would likely be covered under Social Science
U.S. History	HIS 130, 131, or other options	Covered under Social Science	Not required, but could be covered in Social & Behavioral Science	Not required
Western History	HIS 100 or 116	Covered under Culture & Diversity, Western Heritage	Not required, but could be covered in Social & Behavioral Science	History of Civ 1
Other World History	HIS 117 or other world history course (Japan, Latin America, etc.)	Covered under Culture & Diversity, Global Awareness & non-Western Cultures	Not required, but could be covered in Social & Behavioral Science	History of Civ 2
Humanities	One Humanities or Philosophy course	9 credits, at least three of which must be in the Fine or Performing Arts	One course in Afro-American Studies, Humanities, Literature, Philosophy, Religion, or an upper-level language course	3 credit Humanities Elective
Literature	One Literature course	3 credits	Not required, but a Humanities option	2 Literature courses
The Arts	One 3-credit Art, Music, or Theater course	Covered under Humanities	One course in Art, Music, Fine Arts, or Theater Arts	Not required
Foreign Language	102-level of Spanish, French, German, Italian, or Arabic	Not required	8 credit hours or completion of 102-level required	6 credits required
Composition	ENG 110 & 111	6 credits	ENG 101 & 102	EN 101 & 102
Physical Education	At least one credit of a PED class designated as Cardiovascular	2 credits	Not required	Students have a PE requirement every semester
Electives	15-24 credits	9-18 credits	16 credits	9 or more credits
Diversity	Not required	Culture and Diversity : 6 credits in either (a) Western Heritage, (b) Global Awareness and nonwestern Cultures, or (c) Pluralism and	Human Diversity (IL state law). Covered by courses in Humanities, Fine Arts, or Social & Behavioral sciences so designated.	Not required

		Diversity		
Public Speaking/Oral Presentation	ENG 220 (our Senior Seminar) contains a public speaking component.	3 credits of Communication Arts (Interpersonal Communications, Public Speaking, Debate, or Persuasive Speaking)	Speech 101	EN 150 Effective Speech
Writing Emphasis	Students must complete 2 courses so designated. English department coursework does not count.	Not required.		
Civic Education	One, usually filled by either Social Science or US History requirement	Not required, though History & Social Science are.		

Two clear areas set us apart from our parallel institutions: our Senior Seminar, Communicating about Ideas & Values, has an oral presentation component, but it has never been assessed for this outcome, and we do not require a dedicated Public Speaking course. In addition, though our History department requires either a West & the World course or a non-Western history course, we do not explicitly have a diversity requirement. As we reflect on possible changes to the program, these gaps might be addressed.

d) COMPARATIVE INSTITUTIONS: FIRST TWO YEARS OF A LIBERAL ARTS DEGREE AT SUNY BACCALAUREATE INSTITUTIONS

The Liberal Arts, Associate in Arts degree was designed, as we have noted, as a university-parallel program. Within the SUNY system, a student who completes the LAAA degree will have fulfilled all of the General Education requirements for the baccalaureate degree.

However, when the LAAA degree is set next to the first two years of the degrees for which it prepares students—generally in the Humanities and the Social Sciences—several discrepancies are apparent.

For example, a student majoring in English would be under the LAAA program at SUNY Broome, and so the student’s first two years would look like this:

REQUIREMENT	SUNY Broome	Binghamton Univ.	SUNY Albany	University at Buffalo
Program	LAAA	English, General Literature, & Rhetoric	English	English
Mathematics	Mathematics for General Education I & II, Statistics, or College Algebra & Trigonometry	One Mathematics course, 130 or above. (M)	One course in Math/Statistics	One course from selected courses on Computer Science, Math, or Philosophy (Logic)

Lab Science	Any 2 4-credit courses from Anthropology, Biology, Chemistry, Physical Science, or Physics	One Lab Science course (L)	One course in Natural Science	Two-course sequence in Biology, Chemistry, Geology, Geography, Nutrition, or Physical Science
Social/Behavioral Science/ Civic Education	Two courses from among Anthropology, Economics, Geography, Political Science, Psychology, Social Science, and Sociology. One must have Civic Ed designator.	One Social Science course (N)	One course in Social Science	One course from among Anthropology, Communicative Disorders & Sciences, Communication, Economics, Geography, Linguistics, Political Science, Psychology, Sociology, and Social Science
US History	American History I, American History II, or other American History courses	One course on Pluralism in the United States (P)	One course in U.S. History	One course in American Pluralism
Western & World History	The West & The World I & II, or HIS 100 and a non-Western HIS course	One Global Interdependencies course (G)	One course in International Perspectives	World Civilizations I & II
Humanities	A Humanities or Philosophy course	One course in Literature or Philosophy (H)	One course in Humanities	Met by ENG 101/ENG 201 requirement
Literature	Any Literature course	See below: No literature in Gen Ed	See below: No literature in Gen Ed	See below: No literature in Gen Ed
Arts	One course in Art, Music, or Theater	One course in Aesthetics (A)	One course in Arts	One course in Art, Art History, Media Studies, Musical Theater, Music, Theater, Visual Studies, or Architecture
Foreign Language	Second-semester level of any foreign language	Third-semester level of any foreign language (For transfer students, 2 semesters is	One course in a language other than English	Two semesters of a language other than English

		acceptable)		
Basic Communication	College Writing I & College Writing II	Requirements in both Composition (C) and Oral Presentation (O)	One course in Writing/Critical Inquiry	ENG 101 & ENG 201
Physical Education	One credit of cardiovascular coursework	One cardiovascular course and one wellness course	Not required.	Not required.
Campus-specific Requirement	Senior Seminar: Communicating about Ideas & Values (includes components for oral presentation & critical thinking)	None.	Challenges for the 21 st Century	Depth Requirement: one additional course in a Gen Ed area

Here are how our Literature courses compare to offerings at these same baccalaureate institutions:

Course	SUNY Broome	Binghamton U	SUNY Albany	U at Buffalo
Introduction to Lit	LIT 200	ENG 117	AENG 121	
British Literature I	LIT 214	ENG 227	AENG 291	ENG 231
British Literature II	LIT 215	ENG 228	AENG 292	ENG 232
American Lit I	LIT 210	ENG 270		ENG 241
American Lit II	LIT 211			ENG 242
Shakespeare	LIT 235	ENG 245	AENG 144	
African-American Lit	LIT 274	ENG 272	AENG 369*	ENG 271
Folklore	LIT 264	ENG 205		
Creative Writing	ENG 170	CW 250	AENG 102Z	
Short Story (genre)	LIT 220	ENG 119	AENG 223	ENG 251
Lit & Film	LIT 295		AENG 243	ENG 256
Journalism	ENG 163	RHET 240		ENG 193
Women & Literature	LIT 250	ENG 383*		ENG 273 or 274
Irish Literature	LIT 277		AENG 411Y*	ENG 268
Children's Literature	LIT 263			ENG 264
Environmental Lit	LIT 294			ENG 263
Science Fiction	LIT 267			ENG 254

* In general, we do not expect our courses to be accepted above the 200-level.

In order to bring our program into line with the baccalaureate institutions here, we would need to reduce our Math for Liberal Arts—currently the two-course sequence MAT 115 & 116—to one semester (though students can take other, higher one-semester math courses to fulfill the requirement), reduce our Lab Science requirement to one semester, and reduce our non-History social science to one course.

We stack up well against other colleges as far as our lower-level Literature courses are concerned: A student who took mostly Literature electives for an Associate's degree should be able to transfer their courses easily. In addition, all our Literature courses are Writing Emphasis, which means that they contain significant analytical writing assignments.

Similar comparisons could be conducted in the other Humanities and Social Sciences (*see Appendix B for examples*).

e) INDIRECT MEASURES OF STUDENT SUCCESS

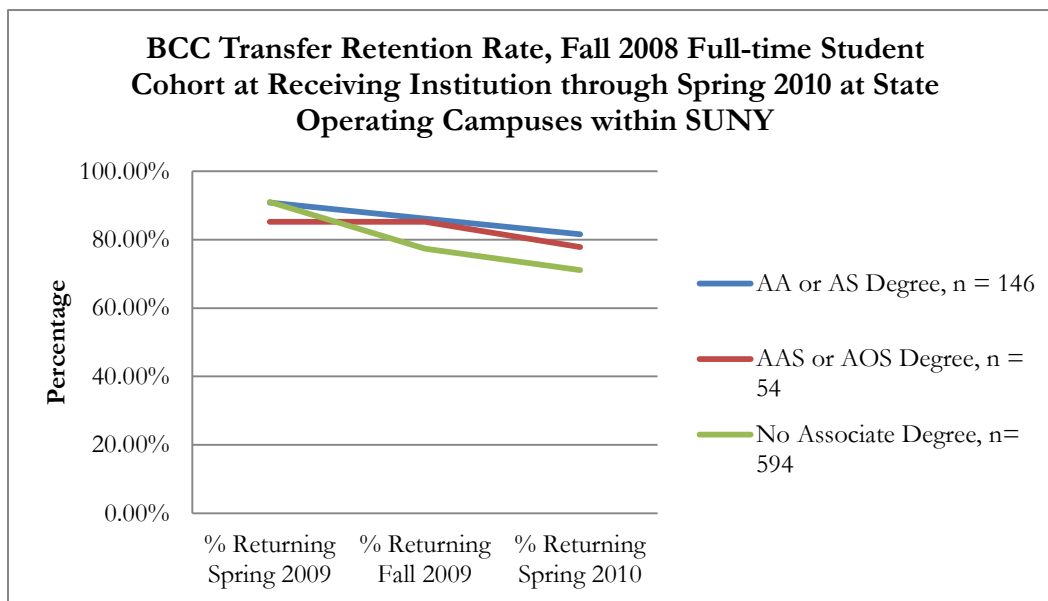
Report on Undergraduate and Graduate Student Experiences in the LAAA Program

i. Current Undergraduate Experiences

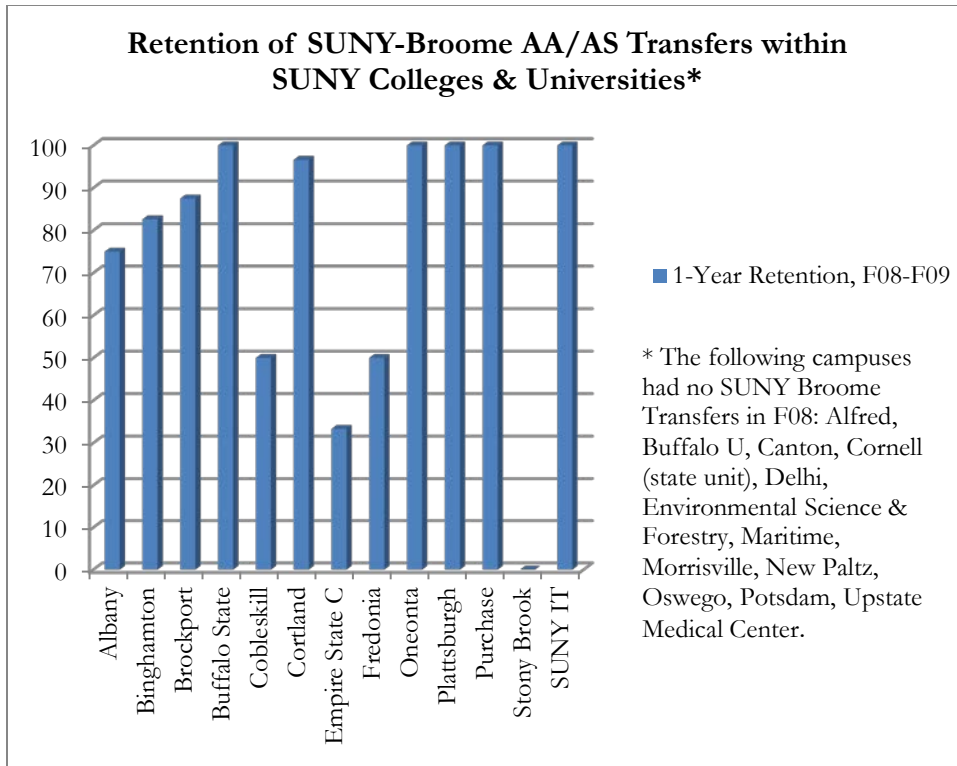
A focus group was set up to investigate current undergraduate student satisfaction with their experience in the LAAA degree program at SUNY Broome. However, the sample of student participants was not large enough to represent the majority students in the LAAA degree program. Therefore, the LAAA Review Committee was unable to collect enough meaningful data to make conclusions about the undergraduate student experience.

ii. Success of Graduates at the Baccalaureate Level

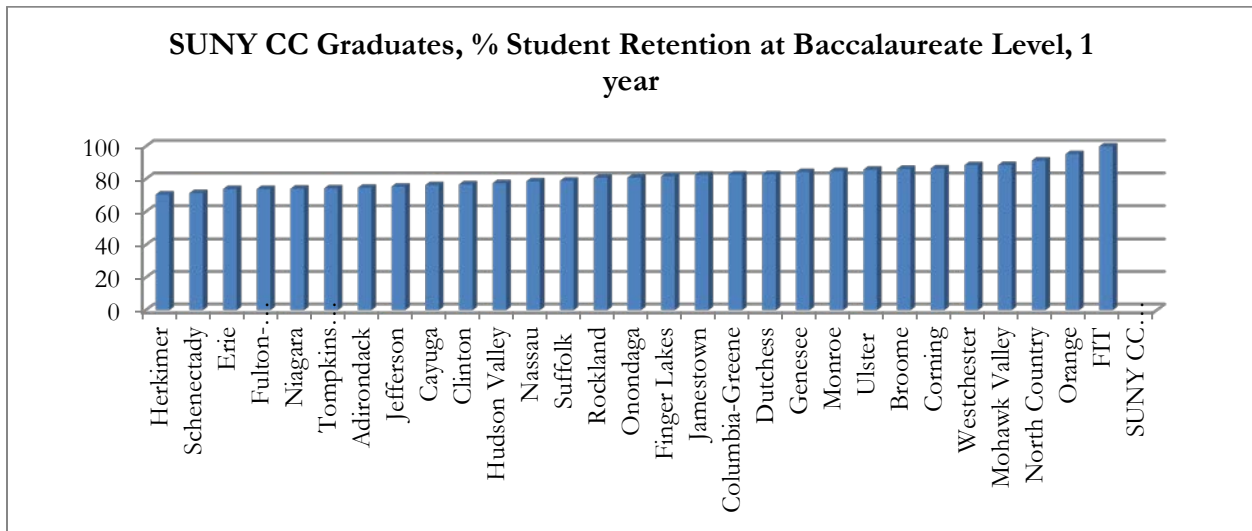
SUNY Broome has the one of the highest rates of 1 year persistence of any of the SUNY community colleges, with over 81% of our AA/AS graduates making it through their first year of baccalaureate study. (*See Appendix B.*)



They do best at the other upstate schools, in general, but 1-year persistence rates are over 50% for all SUNY baccalaureate campuses. (The one exception, Empire State College, is a more loosely structured experiential and mentor-based program.)



In addition, our students rank in the top quarter of all students at SUNY community colleges for persistence at the baccalaureate level.



According to the LAAA graduates surveyed in 2012, 41% reported completing an additional degree since graduating from SUNY Broome, 39.3% were currently enrolled in a full- or part-time program leading to another degree or certification, while 9.4% were not currently pursuing additional education, but planned to in the future, and the remaining 8.5% reported not currently pursuing additional education and not planning

to do so in the future. From these statistics, it appears that the majority of LAAA graduates pursue additional education after graduating from SUNY Broome. (See below for more results of Alumni Survey.)

iii. SUNY Broome LAAA Alumni Survey 2012 Results

Survey Information & Methods

As an ongoing part of its regular assessment program, the SUNY Broome Liberal Arts faculty with the Institutional Effectiveness Office developed and conducted a survey of graduates of the LAAA program. Two mailings were sent out to graduates of the LAAA program in Fall 2012. (Students graduated from 2008-2012.) Responses were received from 73 graduates, which is a response rate of 9.6%. (See *Appendix B*.)

LAAA Graduate Demographic & Degree Use Information

LAAA graduates, all of whom were within the first five years of their careers, reported an average annual starting income of \$29,984. Due to the broad range of fields that a graduate of a liberal arts degree program might be employed in, it is difficult to compare this average to national data on average salaries for employees with associate's degrees in liberal arts. According to *payscale.com*, the median income for an employee with this degree ranges from \$34,329 – 57,391. In 2012, the National Bureau of Labor listed the median weekly earnings for employees holding associate's degrees as \$785 or approximately \$39,500/year.

Employment Rates & Information

According to the survey, 49% of graduates reported being employed either full or part time, whereas 37% of graduates identified themselves as primarily students continuing their education at another institution of higher education.

Approximately 53% of graduates reported finding their first job prior to completing the LAAA degree at SUNY Broome, whereas approximately 16% of graduates found their first job within 1 year of graduation and approximately 30% found their first job more than 1 year after graduating. The majority of students were either employed prior to graduating from the LAAA degree program or found a job within a year of graduating.

According to the alumni survey, of graduates who reported currently being employed, 64.7% reported being employed in Broome County, 13.6% reported being employed in the Southern Tier or Central NYS and the remaining 21.1% were employed in other parts of the country. Based on these statistics, it appears that the majority of LAAA graduates are employed in near Broome County compared to other parts of the country, which may confirm SUNY Broome's role in service to the community, at least in the case of the LAAA degree program.

Approximately 49% of alumni reported directly or indirectly using the LAAA degree that they received from SUNY Broome.

Satisfaction with SUNY Broome Education & Experience

LAAA graduates were also asked about how well they felt SUNY Broome had prepared them for continued education. The overwhelming majority of alumni reported that they felt very well or well prepared for their continued education (86%), where as 13% felt adequately prepared and only 1% reported feeling inadequately prepared. This data suggest that SUNY Broome’s LAAA program is accomplishing one of its many goals of preparing students for further education at 4-year institutions of higher education.

Along the same lines, students were also asked how satisfied they were with the general education that they received while in the LAAA program. On a 5-point scale, with 1 being very dissatisfied and 5 being very satisfied, the mean rating was above a 4.0 for every area including oral and written communication, scientific/quantitative reasoning, critical thinking/analysis, technology competency/information literacy, civic responsibility/ethical perspective, global awareness/diversity and personal and professional qualities. Students reported feeling most satisfied with the area of critical thinking/analysis, with the ability to critically evaluate events, information and arguments for decision-making having the highest mean satisfaction rating (4.4). Another area that students reported feeling most satisfied with is personal and professional qualities, with students reporting being very satisfied with their “ability to work and learn independently” (mean satisfaction rating of 4.4), and “having confidence in my ability to perform well” rated as a 4.5. No general education areas were rated below a 3.9 mean satisfaction rating.

Using the same scale, students were also asked about their overall satisfaction with their experiences at SUNY Broome. In terms of overall satisfaction with their experiences at SUNY Broome, all items had a mean satisfaction rating of over 4.0, with the highest satisfaction ratings in the “quality of my education at SUNY Broome” (mean rating – 4.6), “general helpfulness of faculty including availability outside the classroom (mean rating – 4.5), “cleanliness/physical attractiveness of campus facilities” (mean rating – 4.6) and “sense of comfort with campus environment and atmosphere” (mean rating – 4.5). Graduates rated being least satisfied with “sufficient opportunities to work with other students in groups or teams” (mean rating – 4.1). Overall, it appears that graduates seem very satisfied with their experiences and education at SUNY Broome.

Suggestions for Improvement

Graduates were also allowed to write in their own suggestions for improvement in areas such as services, faculty, administration, instruction or facilities. Upon examination, the most common suggestions that graduates had fell into three general categories: academic issues, staff/faculty issues and facility issues.

1. Academic Issues

At the top of the list of suggestions relating to academics, LAAA graduates most often mentioned that they would like a bigger selection of classes offered every semester. Specifically, several graduates mentioned that they would like more language classes and a wider variety of these classes. The other most frequent suggestion was to increase the rigorousness of SUNY Broome’s classes overall. Graduates mentioned that transferring to a 4-year college after attending SUNY Broome was a big adjustment in terms of workload and rigor, yet they also claimed to feel well-prepared for the transition.

2. Faculty/Staff Issues

The most commonly mentioned suggestion was to improve both academic and transfer advising given to LAAA students while at SUNY Broome. Graduates also reported that the wide range of skill and experience levels among SUNY Broome faculty and suggested that more emphasis should be placed on teaching effectiveness. Graduates frequently mentioned being dissatisfied with the overall friendliness and helpfulness of student services staff, especially during the registration periods.

3. Facility Issues

Several graduates suggested that SUNY Broome add more computers, more computer labs, and more updated computing equipment. Updated facilities, such as science and engineering labs and classrooms and buildings as well as student housing were also on the list of frequently mentioned improvements that should be made to SUNY Broome.

Summary & Recommendations

Based on the results of the alumni survey, it appears that students who graduate from the LAAA degree program have a generally positive view of their experiences. Student reported high levels of satisfaction with the General Education requirements included in the degree program as well as with their own level of preparedness for further education after SUNY Broome and with their overall educational experience. One marker of student success that is particularly important is the percentage of LAAA graduates who reported continuing with their education after SUNY Broome.

Graduates had several important suggestions. Some of these are already being addressed: for example, a new program aimed at improving teaching effectiveness was implemented in the Fall of 2012, in which all new faculty are able to participate in an intensive series of professional development workshops. Another area that is also being addressed is that of student housing, a student residential hall is currently being built on campus.

One issue that was mentioned multiple times was the improvement of computers and computer labs. The LAAA Review Committee recommends that more resources be spent to improve our current computer labs and also find space to add additional computer labs.

PART 3

STUDENT QUALITY

a) **OUTREACH**

In the fall and spring of each year, Admissions Office staff travel to 95 high schools within one and one-and-a-half hour drive of campus for formal visits and to participate in information nights and high school college fairs as the community college representative.

Campus tours are promoted through the website and at recruitment events. Tour Guides are participants in the Student Ambassador Program, comprised of a selective group of students nominated to assist with various programs. This year, we held a Liberal Arts Day for local high school students to introduce them to our programs.

The *High School Yield* shows that enrollment from high schools in our local service community trended at 40%, and most recent results still show a notable 37%.

b) **ACCEPTANCE PROCEDURES**

SUNY Broome has open admissions and there are no pre-requisites for entering into the LAAA degree program. However, both high-school transcripts and placement testing are used to properly advise students into appropriate coursework.

- i. Placement testing.
 1. High School transcripts are reviewed to determine whether or not placement testing is required. In 2001, the ACCUPLACER placement test was adopted. A staff assistant in the Admissions office is responsible for coordinating and reporting results of the test.
 2. Information on the College's website, www.sunybroome.edu/accuplacer, is designed to help students perform optimally on the placement test.
 3. To assist in the adviser process, placement results are posted to the student database within twenty-four hours of testing. Mathematics shows specific course placements, English, Reading, and Learning Skills are posted as a grid. Guides have been developed to assist advisers with test score interpretation.
- ii. Acceptance/Initial Registration
 1. Students receive an acceptance decision within three to five days after the application is complete. Students are informed of their acceptance by letter.
 2. Web pages for Accepted Students and Parents have been added to assist students and provide information to parents.
 3. To ensure that students and their parents receive essential information, presentations are made to new student advising and registration groups. All new students are assigned to a group of their peers in which they are provided the most essential information and supporting documents prior to being introduced to SUNY Broome's *mycollege* interface for individual advising and registration. Presentations are also made to parents for a portion of the group, with time allowed for them to visit Campus Offices (i.e. Financial Aid).
 4. Outside of these sessions, counselors are available on a walk-in basis, Monday through Friday, 8:30 am to 5:00 pm or in the evenings by appointment.

c) ADVISING & RETENTION

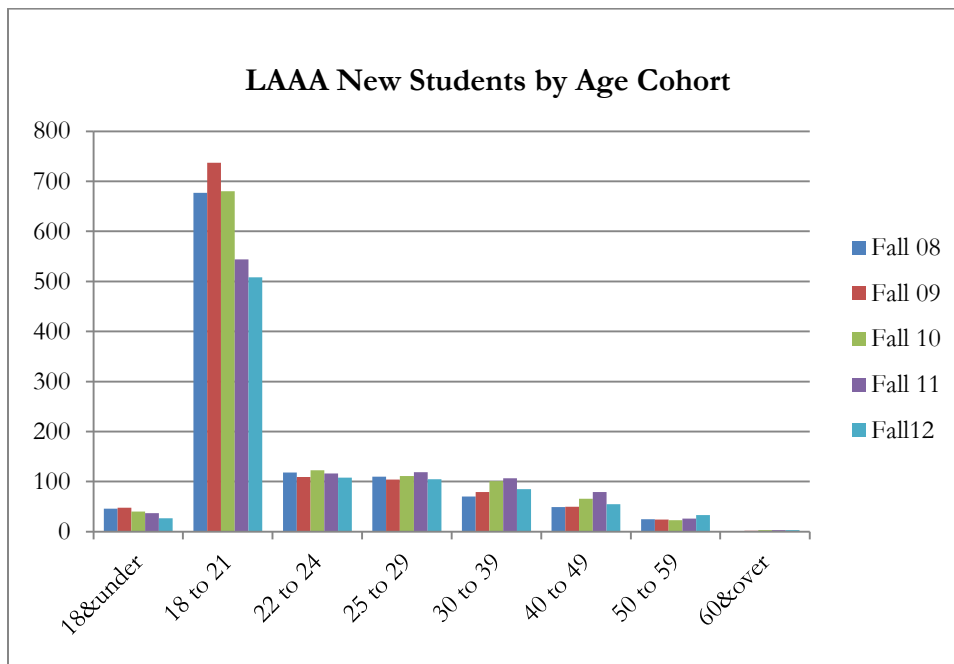
1. An enrollment management plan for continuing and new students was implemented with the spring of 2012. Students received postcards, emails, and telephone calls reminding them to register for the upcoming semester.
2. SUNY Broome retention data for fall-to-fall persistence- by- program have been available only since 2010. For the two cycles analyzed, student retention is at approximately 60% for both cycles. This number is equivalent to the campus-wide retention rate. According to the *National Community College Benchmark Project*, SUNY Broome's retention rate is 10% higher than the SUNY Aggregate Median, and the median collected by those schools participating in the Benchmark Project. (*See Appendix C.*)
3. Advising Center – Early in 2000, a Broome Community College, *Middle States Self-Study* revealed a significant need for increased advising expertise for Liberal Arts. At the time it boasted over 40% of the total campus enrollment, thus a department of advisers was added to assist in advising Liberal Arts students. Currently, the Academic Advising team handles the new student advising and registration and advising for any student not able to meet with their faculty adviser during the three-week prime advisement period.
 - a. Faculty and professional advisers tend to rely on hand-written advising sheets (*see Appendix B*) that track progress toward degree completion and contain helpful notations relating to specific transfer advice.
 - b. The LAAA Program Coordinator created and maintains the degree evaluation program provided within the BANNER database (CAPP). This is used by more experienced advisers as an advising tool. It is also the tool used in the degree certification process.
 - c. It is the duty of the Coordinator to review, approve, and apply all waivers and/or substitutions that are necessary to make the degree certification as accurate as possible. Traditionally, the rigidity of the degree has been preserved using only the waivers and substitutions that meet equivalency standards established by the Departments and SUNY Broome catalog policy.
4. Similar to retention data, the graduation rate has only been available for one cycle (2010) of three years at 12% which precludes analysis. For the years between AY 2008 – 2012, 770 degrees have been awarded in the LAAA program.
5. Orientation – SUNY Broome lacks a formal orientation program that provides freshman with the information needed to successfully navigate the college experience. (One is in development through the Enrollment Management Committee.) However, all LAAA students—and many others campus-wide—are required to take COL 105, Academic Planning Seminar. The curriculum varies slightly from instructor to instructor, there are salient points that remain the foundation of the course outcomes. They are:
 - Students will identify the location and names of important student resources sites and what information or service is provided at each.
 - Students will discuss teacher expectations for classroom behavior and study habits and evaluate the effectiveness of their own practices.
 - Students will discuss classroom, academic, and personal problems they might face as college students and formulate solutions for them.
 - Students will formulate an academic plan that outlines when degree requirements will be met and how transfer/career goals and financial concerns will be addressed.
6. Outreach booths – each semester, one week prior to the start of advising and registration for the following semester, the Advising Center conducts Information Booth outreach to students, helping

them to prepare for their advising meeting by identifying their adviser name and location, showing them how to run their degree evaluation, and answering any questions they may have.

7. In 2008, our campus moved from a faculty and staff-driven registration system known as BASIS to the more student-friendly BANNER. While certain functions are still “behind the wall,” students can now register themselves (with a registration PIN provided by their adviser), see their transcripts, and run a “degree evaluation,” a useful tool for seeing which degree requirements they have left to meet. In fall 2014, we will be unveiling an even better system, Degree Works, which will bring us into line with other SUNY campuses and assist in the seamless transfer of credits to the baccalaureate level.

d) CHARACTERISTICS OF STUDENTS

- i. The majority can be identified as *traditional* students. For data collected between Fall 2008 – Fall 2012:
 1. An average of 72% of the students are from Broome County,
 2. 75% are between 18-21,
 3. an average of 85% are full-time.

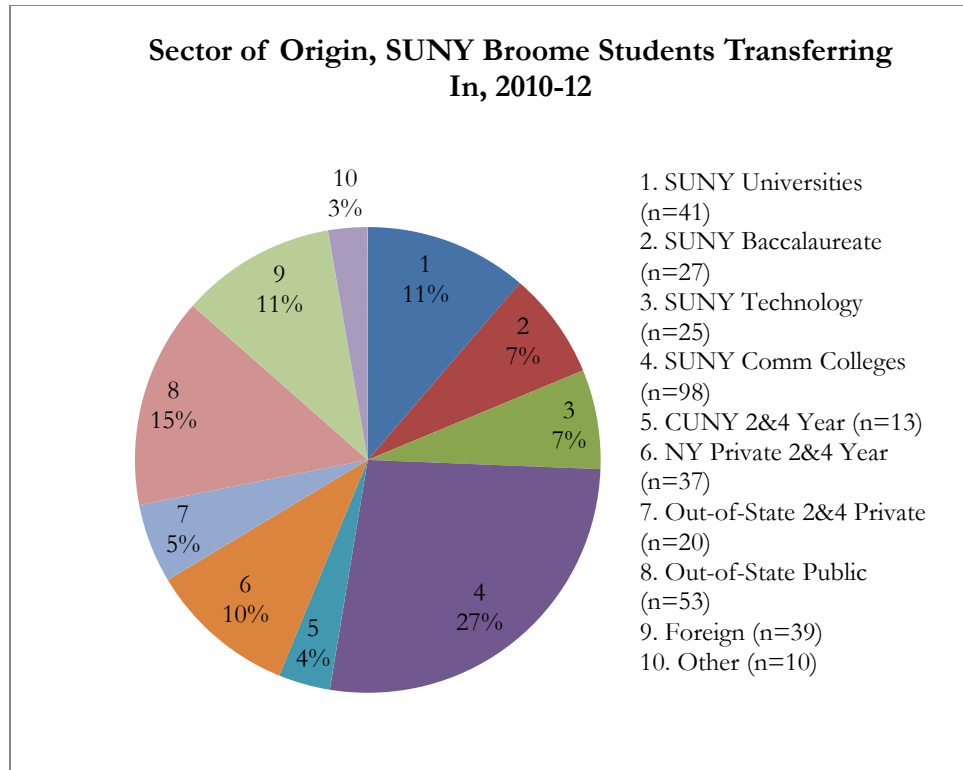


- ii. Females comprise 56%, while males comprise 44% of the campus population. Limited diversity data exists because data do not reflect program statistics. The registration form includes race and ethnicity selections, however few students respond, making diversity data hard to assess.
- iii. In the early to mid-2000's, students were able to select a category of “undecided” if they were unsure of their career goals. About 1/3 of the 1000 students matriculating into LAAA would make that selection. However, there were challenges associated with making the selection useful.
 1. Students would select that option if they were undecided in any field or manner –students that would be more appropriately served by other divisions (i.e. Business student unsure if they wanted Accounting or Management)

2. The intention was to refer those students that could be identified as *career undecided* into advising with Career Counselors. However, numbers exceeded the capacity of the career counseling staff. It also took a great deal of time and effort to screen students appropriate for the liberal arts undecided designation. Many students were assigned into the SAC 250 Career Exploration class which allowed them exposure to the counselors. As a result of the lack of resources, the strategy was abandoned. It is a desire of those serving this population (i.e. Coordinator, Advisers) to be able to identify students' individual situations within the LAAA designator and apply services to support them.

e) PROGRAM TRENDS

- i. A decade ago, prior to the 28% decline in enrollment, the LAAA Program was not only the largest campus program, but was almost 20% of the total campus enrollment. In fall 2012, LAAA was surpassed as the largest campus program by the Health Science Individual Studies Program. However, recognizing the enrollment decline simply does not tell the entire story of the LAAA program. Several initiatives impact LAAA enrollment:
 1. In 2004, collaborative efforts between Jill Seymour, at the time Adviser of the School of Education and Human Development, and Donna Rehak, Staff Associate of Liberal Arts at SUNY Broome began to assist students with integrating their SUNY Broome coursework to more closely align with BU's requirements. The LAAA degree was too rigid to employ for this purpose. The only degree useful to this end was the Individual Studies, Applied Associate in Science (LA-ISAAS or ISAT). The program shift is reflected between 2003 and 2007 as enrollment increased 10-fold to over 100 students in LA ISAT. *Data Analysis of LAAA Enrollment (see Appendix C)*.
 2. The refinement of the Individual Studies, Associate in Science degree allowed the shift to a more appropriate ISAS degree for BU transfers, allowing ability to expand seamless transfer opportunities to all students. The shift is noted in the data as the ISAS enrollment begins increasing in FA 2008 as ISAT begins its decline. Both programs, however, draw students away from LAAA.
 3. Coinciding with development of the ISAS seamless transfer, creation of the Excelsior transfer program began, which allows students to complete a second degree in Individual Studies while counting coursework up to 105 total credits toward their Bachelor's at Excelsior. Tracking enrollment specifically for this program began in the fall of 2008. This separation enables analysis of ISAS and Excelsior programs as both continue to grow in enrollment.
 4. In 2008, to solve the challenge of serving those students who were not accepted into their choice of health science program, a concentration within the LAAA program was added to hold 235 additional students until a program in Health Sciences Individual Studies (HS IS) was created. This increased the AA program to an artificially high total of 1208 temporarily.
 5. We transfer in nearly as many credits as we transfer out. In particular, we have seen an increase in students who begin their academic careers at baccalaureate institutions, but have transferred back to the associate's level to complete a degree. Some of these "reverse transfers" fit well into the LAAA program; others are better suited to the ISAS degree.



6. Conclusion: Considering the above information shows that instead of a decline in general studies transfer programs, there is a shift from the rigidity of the AA program to other general study degrees that can accommodate students' specific transfer goals.
 - ii. Unemployment (599) and military funding is contributing to increasing enrollment opportunities for some campus programs. However, these funding sources are looking for technical or terminal degrees that will yield faster employment than general studies programs and do not generally approve any general studies program.
 - iii. Current initiatives underway in the LA Division, specifically in the departments that comprise the LAAA degree, will link to SUNY's *Advised Career Pathways* initiative by identifying popular transfer programs and careers that are best served by the interdisciplinary approach of the LAAA degree. We are actively reaching out to transfer schools and arranging specific course articulations, and in many cases, clearly defined 2+2 programs. This allows students who do come in with a definite career goal to move efficiently toward the baccalaureate degree.
 - iv. Increasingly, our program and our campus are reaching beyond the boundaries, not just of our area, but of our nation. Modern technology is the key to this global expansion. For example, English faculty Nilima Rabl has offered, for the last several semesters, ENG 220 with an international networking component: her collaboration partners so far have been from the European Humanities University (EHU) in Lithuania/Belarus, from Jawaharlal Nehru University (JNU) in New Delhi/India, and from Altai State University (ASU) in Siberia/Russia. Philosophy faculty Irene Byrnes recently hosted a class discussion on the ethics of extraction industries in Indonesia, including a Q&A with Professor Marina Welker of the Cornell University Southeast Asia Program. Our campus-wide convocation this semester, featuring speaker Clive Thompson, the author of *Smarter than You Think: How Technology Is Changing Our Minds for the Better*, included not only numerous campus-wide book discussions prior to his talk here, but also a video discussion with students at the University of Celaya in Mexico.
 - v. We are exploring avenues for Prior Learning Assessment (PLA), as requested by SUNY Chancellor Nancy Zimpher. This includes traditional methods of PLA, like the CLEP exam, but also assessment of experiential

learning, portfolio review, and examination of the Joint Services Transcript awarded to members of the U.S. military. If we can maximize the number of credits awarded to students within the LAAA program, we will make ourselves more attractive to potential students.

- vi. We recently unveiled a new LAAA program known as AA1: a one year, academically intensive path to the LAAA degree. Students must come in with certain requirements already in hand (which many do via their high school work); qualifying students will face a rigorous path to degree completion.

PART 4**FACULTY****a) DESCRIPTION OF FACULTY**

1. The Liberal Arts Division identifies a total of 212 faculty for the Fall 2012 semester. This total is comprised of 45 (21.3) full-time instructional faculty, 13 (6.13%) full-time adjuncts, 146 (68.87% part-time adjuncts, and 8 (3.77%) non-instructional faculty teaching overload. Only 21.2% of full-time teaching faculty reflects the small number that carry the burden of the division committee work and other activities required to be innovative, cutting edge, and relevant.
 - a. **Intra-Division Analysis:** Though the Liberal Arts Division has the smallest full-time teaching faculty ratio, it carries the largest full-time equivalent enrollment (34.6%). Following is a comparison of each division's total full-time instructional faculty and full-time equivalent ratios.

Description	BPS	HS	LA	STEM
Full-time Instructional Faculty	32.1	38.6	21.2	43.9
Full-time Student Equivalent	20.9	21.4	34.6	15.0

- b. **Inter-Division Analysis:** Reflected in the national focus on Science, Technology, Engineering and Math, the STEM Division has the highest number of full-time instructional faculty, 54, which is 38.5% of the 140 campus total full-time instructional faculty, though their programs and departments have the lowest percentage (15.0%) of full-time equivalent enrollment . Liberal Arts is next with 45 (32.1%) of the 140 with 34.6% of campus enrollment.
 - c. SUNY Broome is one of many campuses struggling with falling enrollment and budget challenges. The efficiency of Liberal Arts has a significant impact on the budget when there are sharp enrollment declines in Liberal Arts with moderate or negligible growth throughout the rest of the divisions. It is imperative to keep a focus on aggressively marketing Liberal Arts programs to reach potential candidates. Dean of Liberal Arts, Dr. Michael Kinney, through his Chairs and Coordinators is uncompromisingly identifying and promoting cutting-edge careers supported by Liberal Arts programs.

b) HIRING PROGRAM

There is generally no planned hiring program. Departments request permission to replace retired faculty members or to add new faculty members on an ad hoc basis. The deans meet to consider divisional needs and campus-wide strategy. Requests are approved based on need and available funds.

When faculty lines are approved, a search team is assembled to include current tenured faculty and a representative from Human Resources. The team conducts the search according to campus hiring policies and the faculty contract requirements.

Advertisements are generally national, and a lot of work goes into culling the curriculum vitae for viable candidates. Generally, only a handful are invited for campus visits.

c) TENURE & PROMOTION POLICIES

Newly hired full-time faculty (Assistant Professors) convene a Professional Development and Mentoring committee to help them move toward Continuing Appointment, our version of tenure. New faculty are asked to keep track of: their classroom activities; student, peer, and chair evaluations; scholarship; and also their service in a number of areas: Department, Division, College, and Community. Faculty members outline their goals in a professional development plan and track their progress yearly. The PDMC members change each year, allowing the new faculty member to have their progress monitored by various members of their department. The department Chair, however, is a permanent member of the PDMC.

Promotion occurs according to the terms of the faculty contract (*see Appendix D*). Generally, faculty have three years before applying for Continuing Appointment, which must be approved by the voting members of the department, the Chair, the Dean, the Chief Academic Officer, the President, and the Board of Trustees.

This process is repeated when Associate Professors go for promotion to Full Professor. As expected, the process is somewhat more stringent, with greater expectations placed upon the applicant. Full Professor is our highest academic rank.

d) FACULTY PROFESSIONAL DEVELOPMENT

Limited Professional Development funds are available to all faculty throughout the division. The Dean of Liberal Arts has a small annual fund for this purpose. In addition, faculty can apply to the SUNY Broome Foundation for funds to travel to conferences. The Foundation also funds Innovative Teaching Grants, usually for classroom technology.

Until 2012, we were active participants in the Successful Teaching Conference hosted by Cornell University's Institute for Community College Development. Our faculty received grants from the SUNY Broome Foundation to cover registration fees. The ICCD was disbanded in 2012, and the conference

discontinued. In its place, a consortium of SUNY community colleges has developed a new teaching conference: Connecting, Collaborating, and Celebrating the Art of Teaching. In 2013, this conference was hosted by Tompkins-Cortland Community College, and it will be held at Onondaga Community College this year. We anticipate active participation in this new conference.

In addition, the campus sponsors several local professional development opportunities. For the last four years, we have hosted an annual Teaching Conference, featuring national speakers giving day-long presentations on issues of importance to our faculty. (This semester's speaker, Joe Cuseo, presented on "Creating a Culture of Student Success: Universal Principles & Common Language," and ran a series of workshops to support his observations.)

Our Chief Academic Officer, Dr. Francis Battisti, hosts monthly Academic Coffeehouses to discuss pedagogical issues with faculty. Our Teaching Resource Center offers regular sessions of both technological training and pedagogical discussion.

Within Liberal Arts, several departments offer academic conferences on campus. The Philosophy Department has offered an annual Ethics conference, open to students, faculty, and the community, for several years. The History Department and the English Department are developing conferences in their areas of expertise as well.

PART 5

ASSESSMENT PLAN AND OUTCOMES

Background: SUNY Broome responded to the SUNY General Education Assessment Program beginning in 2001. Courses listed as meeting the ten General Education areas submitted assessment plans and intended student learning outcomes.

The LAAA degree includes courses in all ten of these areas; students completing the degree meet the required Gen Eds for their four-year programs within SUNY.

Liberal Arts courses have been assessed for General Education purposes on the required three-year cycle.

In response to Middle States accreditation requirements, since 2010 many departments have been assessing their General Education courses more frequently than required.

a. ASSESSMENT PLAN

In 2012, the Liberal Arts Program Review committee developed LAAA-specific student learning outcomes (See Part 1). These were aligned both with SUNY Broome's recently approved institutional learning outcomes, and with departmental and course-specific outcomes for General Education courses (*See Curriculum Map, Appendix E*).

All individual course-level student learning outcomes are available in the SUNY Broome catalog online.

b. ASSESSMENT RESULTS

Beginning in AY 2013-14, all course assessments are available through the SUNY Broome Public Folders (the O:// drive). These may be searched by department name. These assessments include student learning outcome assessments, as well as "unit assessments" (measures of achievement of department goals involving indirect assessment). See Unit goals for Liberal Arts departments and some sample assessment reports in *Appendix E*.

c. IMPROVEMENT LOOP

These assessment reports are used by the individual departments to improve student learning in specific areas.

See appendices for specific courses and actions taken to improve student learning.

Assessment reports are submitted to the Student Learning assessment Committee, which is charged with providing assistance and support to the departments throughout the assessment process.

SLAC reports to the Dean of Liberal Arts and the Vice-President for Academic Affairs, who guide the departments in adopting needed improvements.

Attached Appendices: Departmental goals (ENG, HPSS, PSYCH, FL), Spreadsheet outcomes/meeting, Sample assessment reports, Curriculum Map for Liberal Arts, Associate in Arts.

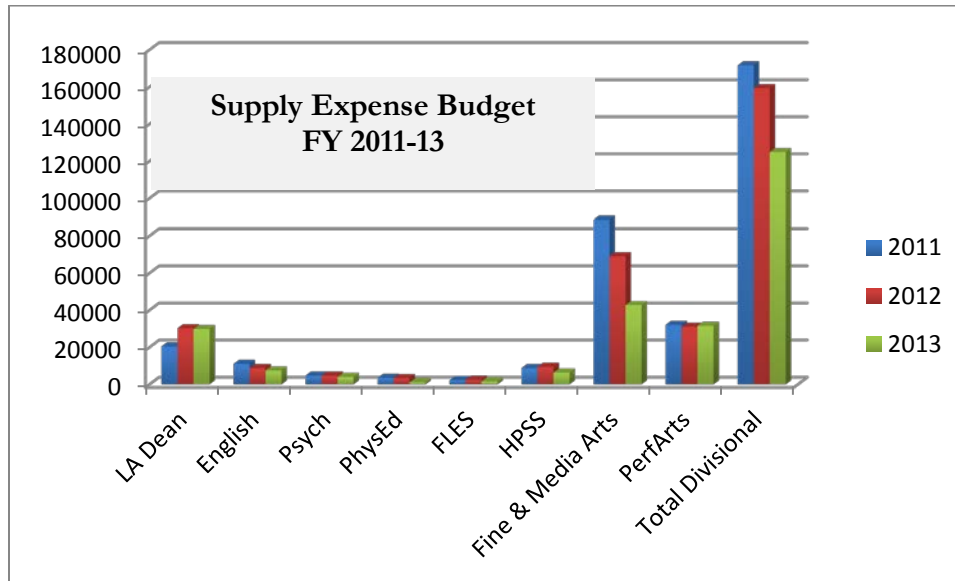
PART 6

RESOURCES, STAFFING, AND FACILITIES

a) **THREE-YEAR BUDGETARY SURVEY**

A three-year examination of our budget (*spreadsheets in Appendix F*) demonstrates a few key points. Our main expenditure is in faculty and staff salaries (below); other resources primarily fall under the Supply Expense Budget, which includes spending on faculty technology needs. Classroom technology needs can be applied for under the campus-wide Technology Fee request; these requests are assessed by the Technology Committee and decided on a case-by-case basis.

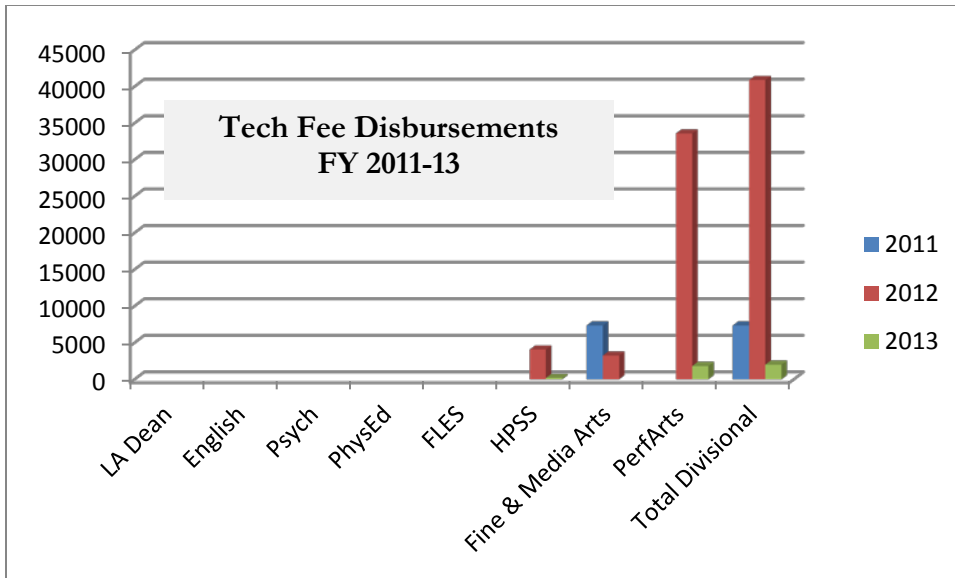
Our Supply Expense Budget Line has been dropping consistently for the last several years, due to budgetary constraints.



By far the largest expenditures come in the areas of Fine and Media Arts, that is, the departments of Communications and Visual Communication Arts. As our most technical fields, they require cutting-edge technology. In addition, the Visual Communication Arts department rents studio space at a local museum, the Roberson Center, for many of its classes.

The second-largest budget is in Performing Arts, our Music and Theater programs. They are replacing long-outdated equipment to teach students the skills they need to succeed in these fields.

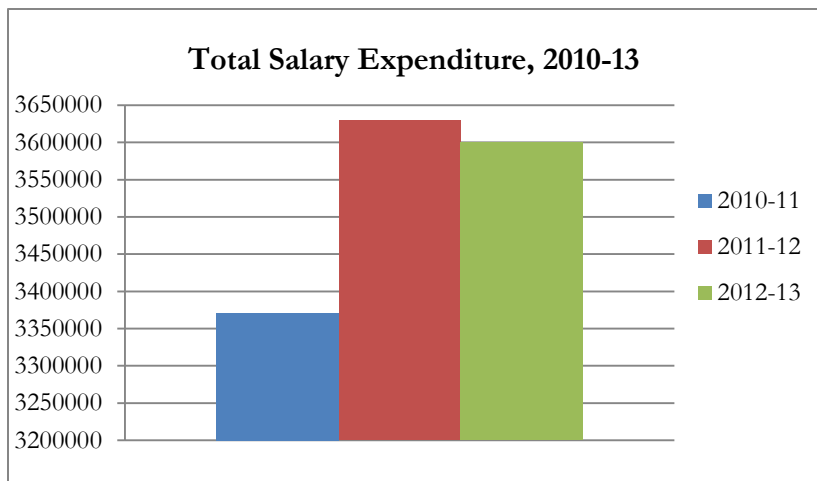
Both programs have made good use of the campus-wide Tech Fee to meet some of their needs.



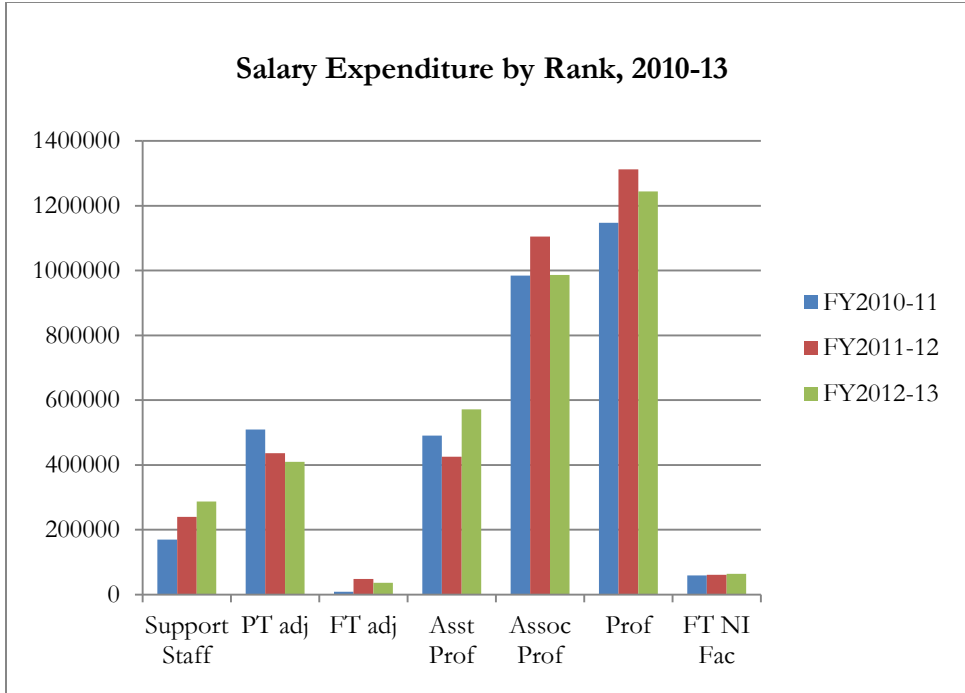
LAAA students are required to take at least one course in Art, Music, or Theater, so they do benefit from these improvements.

b) FACULTY AND STAFF SALARIES:

A three-year study of salaries reveals a fairly consistent level of expenditure, with total salary spending increasing by approximately 6.8% over the period. (See Appendix F.)



An analysis of the numbers reveals a slight increase in spending on office staff and technical assistants, while aggregate faculty salaries vary with retirements, new hires, and promotions. Spending on part-time adjunct faculty fell over the period, as new full-time hires and full-time adjuncts stabilize our workforce.



SALARY EXPENDITURES: Fiscal Years 2010-13

Fiscal Year	TOTAL	Faculty	% of total	Office Staff	% of total	Other*	% of total
FY 2010-11	3371182	3141883.49	93.2	226200	6.7	3098.51	0.09
FY 2011-12	3599979	3298829.38	91.6	270491	7.5	30658.62	.85
FY2012-13	3600182	3247975.13	90.2	274992	7.6	77214.87	2.1

*Media Technicians, Technical Assistants, Athletic Equipment Manager, Learning Specialist.

In addition, we have effectively utilized federal and county student assistance funds to complete some administrative tasks with work-study students. The most notable change over this period is the shift to federal rather than county funds.

Liberal Arts Usage of Federal and County Student Assistance Funds						
Academic Year	# Federal Hours	# County Hours	Federal Funds	County Funds	Total Hours	Total Funds Used
2012- 2013 *	113.75	232.5	\$824.69	\$1,685.63	346.25	\$2,510.31
2011- 2012	234	162.5	\$1,696.50	\$1,178.13	396.5	\$2,874.63
2010-2011	0	893	0	\$6,474.25	0	\$6,474.25

* As of February 2013

c) ADEQUACY OF DEPARTMENTAL FACILITIES

Liberal Arts programs generally require modest resources outside of staffing, and ours is no exception. The higher-resource courses the LAAA degree requires are generally housed out of the division, particularly in the Science, Technology, Engineering, and Math program. Many of our students have been able to take advantage of courses offered in the campus’s new Natural Science Center, and so benefit from resources not directly in the Liberal Arts division.

However, there are several areas in which our facilities need improvement. The single most important of these is in the area of technology. Other divisions have dedicated computer labs: we do not. Other divisions have a dedicated multimedia technician: we do not. If our professors wish to teach students research skills on computer, for example, they must book a pod in the open computer lab of the Applied Technology building, often evicting working students for class time. There are classroom labs in the Business Building and in the Library, but in general, those spaces are not available to our students.

d) RESOURCE & FACILITIES REQUESTS

Liberal Arts needs a dedicated multi-media technician. Increasingly, our areas are moving from traditional teaching methods to those driven more directly by technology. Many of our courses are amenable to being taught online, and 43 of them—79 sections—are so offered (*see Appendix F*). Liberal Arts online classes enrolled 1,157 students in Spring 14, more than any other division. All courses at SUNY Broome have course components in ANGEL, our online course-management system; though not all faculty utilize those course templates, blended courses are becoming more common. In this area, we lag somewhat; of 45 blended sections, only 6 are LA. This may be due to faculty being unaware of this option: As our specialized technology needs rise, so does our need for a technician dedicated to our division and its specific needs.

Ideally, we would like to see three new computer labs: one in a classroom space which could be booked by faculty on an as-needed basis, one open lab for students doing schoolwork, and one laptop lab for classes which require technology regularly throughout the semester, but do not want the distraction of computer screens while teaching other material. This would allow professors to have students actively writing in the classroom, facilitate cooperation among students, and allow Liberal Arts faculty to take advantage of online adjuncts to our textbooks, something not currently possible in our division. (A previous laptop lab, fitted out more than a decade ago, was used regularly by several faculty until the lack of updates and maintenance made it untenable. A dedicated multimedia tech could also be in charge of maintaining that.)

e) THE LIBRARY'S ROLE IN SUPPORTING LIBERAL ARTS PROGRAMS

This report will address the numerous ways in which the Broome Community College Library supports the programs offered by the Liberal Arts Curriculum. The mission of the Learning Resources Center (LRC) is to facilitate student success by providing a broad range of resources and services to meet the informational and instructional needs of SUNY Broome students, faculty, and the extended college community. The LRC's primary function is to support the teaching and learning activities of the college and to provide a center for serious study, research, and learning. The mission will be realized by achieving the following goals:

- To develop relevant and up-to-date information and instructional resources.
- To identify and provide the easiest and most flexible access to appropriate information and instructional resources.

- To provide consultation and instruction on accessing and evaluating information for individuals or in group settings.
- To provide warm and inviting teaching/learning environments that foster inquiry, encourage discovery, and promote lifelong learning.

Facilities and Collections: The Library houses a variety of print, electronic, and non-print materials with the necessary services and equipment to enhance their use. Electronic databases provide access to nearly 10,000 full text periodical titles. As of March 2013, there are 64,000 print titles of books and more than 70,000 electronic monographs or ebooks. The non-print collection includes CD's, DVD's, microfilm, multimedia, as well as other formats. Instructors have access to e-reserves in which they can make articles available online to their students. Some instructors have made their textbooks available on library reserve.

The library provides a reference computer lab and a student computer lab. There is an assistive technology study room, which is fully equipped with Kurzweil 3000 and other software to accommodate students with a variety of learning needs.

Students have access to professional librarians who are available to answer their research questions. Reference service is available via email, phone, or in person.

Acquisitions: The Librarian Liaison for Liberal Arts is Dr. Deborah Spanfelner. She orders materials for most of the areas in Liberal Arts, with the exception of Art & Design, Economics, and Music. Criteria for selection is based on support for the curriculum and input from the faculty.

Electronic Databases: The students have access to a plethora of general and discipline specific databases. These are just a few:

- *Academic Search Complete*
- *Art Museum Image Gallery*
- *Fine Arts & Music Collection*
- *Education Research Complete*
- *PsycARTICLES*
- *Humanities International Complete*
- *JSTOR*
- *Gale Virtual Reference Library*
- *Gale World History in Context*
- *American History Online*
- *Communication & Mass Media Complete*
- *ProQuest Historical Newspapers for New York Times*
- *Gender Studies Collection*
- *Literature Online Reference*
- *Literature Resource Center*
- *Opposing Viewpoints in Context*
- *Social Sciences Full Text*
- *Newsstand*
- *Women and Social Movements*

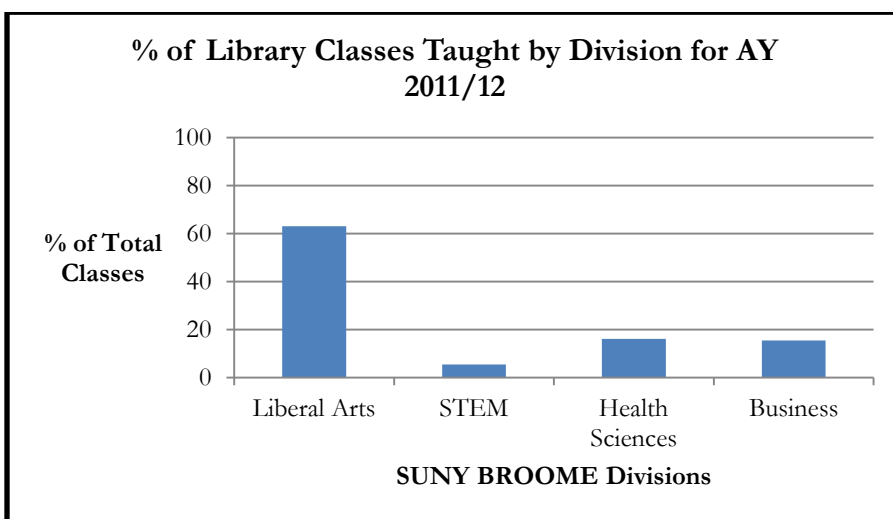
Information Literacy Instruction: The Library is guided by the standards set forth by the Association of College and Research Libraries. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

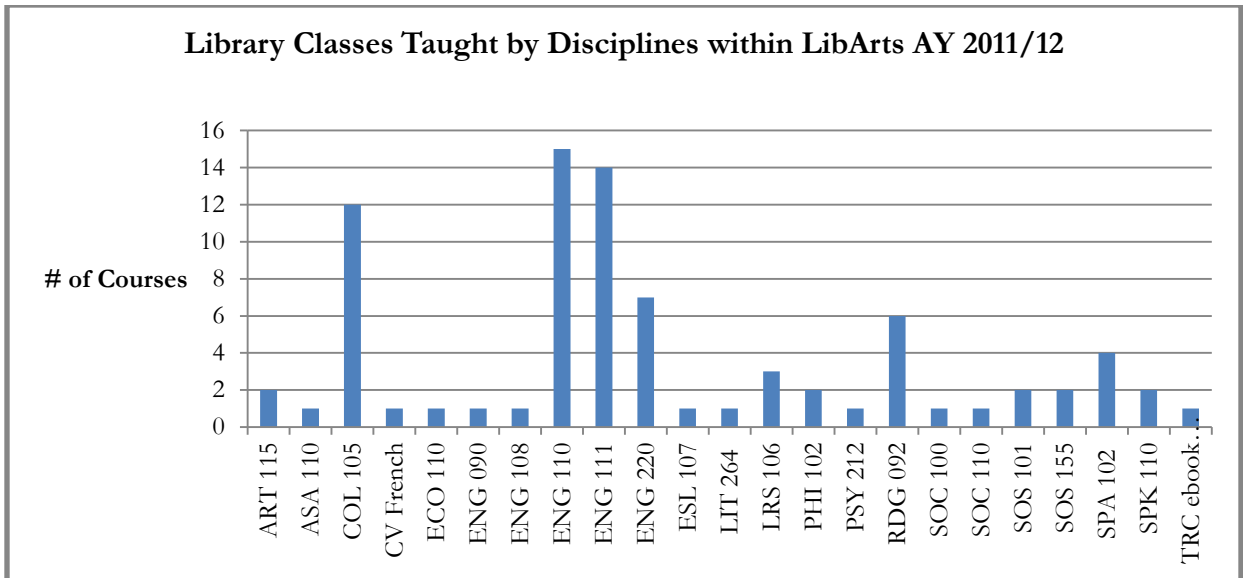
(<http://www.ala.org/acrl/standards/informationliteracycompetency>)

It is understood that information literacy in the broad sense relates to computer literacy skills and to the full range of learning competencies as it relates to students' ability to evaluate, manage, and use information. The library supports the needs of liberal arts students by offering one on one reference assistance, large group instruction, a variety of databases along with access to other libraries' collections. The Library's Web site (<http://sunybroome.info/library/>) has tutorials and subject guides that assist both traditional classroom students as well as distance learners. One of the major focuses of the instruction program is critical thinking.

The majority of library instruction is conducted by librarians upon request by instructors in the Liberal Arts Division. The librarians conduct an interview with the instructor to assess what is needed in terms of the assignment and research. The Liberal Arts classes make up the majority of the information literacy skills classes taught. Here is a chart comparing the percentage of library classes taught among the divisions. There were a total of 130 classes taught, 82 of which were liberal arts.



The next chart will show the breakdown in the number of Liberal Arts Courses that receive library instruction:



The greatest number of library instruction courses taught for the academic year 2011/12 is for COL 105, ENG 110, ENG 111, ENG 220, and RDG 092.

Assessment of student learning in terms of information literacy is conducted on an ongoing basis. Tutorials are being added to an Angel database with the intention of having students in certain courses view each tutorial and complete a quiz after each one.

Social Networking: The Library has a presence on Facebook. Librarians are exploring ways to produce apps for mobile devices.

Interlibrary Loan: SUNY Broome students are aware of the Library's interlibrary loan service and make good use of it. While the Library has numerous databases, it participates in various local, regional, state, and national reciprocal access and borrowing agreements. Books and articles that our Library does not have can be requested through ILLiad, our interlibrary loan service.

(Compiled by Deborah L. Spanfelner, Ph.D.)

PART 7

CONCLUSIONS

a) **SUMMARY**

The Liberal Arts, Associate in Arts degree is a broad-based General Education degree designed to provide students with the skills they need to succeed at the baccalaureate level. On the whole, we do an excellent job at preparing students for further study, offering them a range of course offerings to develop both breadth and depth in thinking.

However, we are facing some challenges. Our funding formulas are always unsteady, and though we struggle mightily to keep costs under control, that sometimes results in needs which go unmet (e.g. a dedicated multimedia technician), and in an overdependence on contingent faculty. We recognize that these are not ideal situations, and work steadily to stabilize our needs and workforce. New SUNY initiatives, such as Seamless Transfer and Open SUNY have placed increased requirements on us to demonstrate the quality and transferability of our courses, but we are prepared for those circumstances with a robust and regular assessment cycle.

We expect to refine and focus the LAAA degree in the wake of this study to further meet coming challenges, both financial and curricular.

b) **DISCREPANCIES BETWEEN “CURRENT” AND “IDEAL” PROGRAM**

The Ideal Liberal Arts Program

On the whole, we think our program is successful in preparing students for four-year study. There are, however, a few changes which we might want to consider moving forward, some of which are already underway.

- The committee believes that in a technology-driven world, we must ensure that all students possess the proficiency with standard computer applications needed to succeed in the workplace. Though many of our students possess such skills, many do not. We envision an opportunity for students to demonstrate these abilities within the context of COL 105: students who do not meet this benchmark should be advised to take CST 105, Computer Applications.

At the same time, the increasing role of technology also requires students to develop critical and analytical skills to understand the use of online sources, particularly for their schoolwork. Courses with a research component should include content on information literacy. Beefing up our divisional commitment to technology with appropriate staff and facilities would more clearly indicate that technical competence is a key component of the LAAA degree.

- Mindful that many of our students begin their studies with some idea where they would like to eventually transfer, we want to offer students the opportunity to take more electives aimed at their four-year degree. Currently, such students shift to the Liberal Arts Independent Studies degree, but a reapportionment of required General Education courses might give them the opportunity to take

appropriate, transferrable courses. Even students who are unsure of their ultimate educational and career goals could use more room for electives in order to explore their interests.

We envision three simple changes that might make create space for more electives within the 64-credit degree limit.

1. Candidates for the LAAA degree are currently required to take two lab sciences. This exceeds the science requirement at many four-year schools: SUNY Gen Eds only require one. We recommend reducing the laboratory science requirement to one course (4 credits).
 2. In addition, the current sequence of MAT 115 and 116, Math for Liberal Arts 1 and 2, could be reduced to one single-semester course. It is our understanding that the Math department created the courses when SUNY Gen Eds required more math: now that they do not, the Math department has created a one-semester course, MAT 118, Math for Sustainability, which also fills the requirement, though currently it is only being offered on a limited basis. (3 credits).
 3. SUNY requires generally fewer Social Science (ANT, ECO, GEO, some HIS, POS, PSY, SOC, SOS) courses than our LAAA degree. In order to fall in line with SUNY Gen Eds, we should consider combining the Social/Behavioral Science and the Civic Education requirements, or simply using U.S. History to fulfill Civic Education as well.
- As the campus grapples with the question of our own General Education requirements and the new push for seamless transferability within SUNY, we have all been looking closely at the role of ENG 220, our capstone course for graduates. We feel strongly that students should have a capstone course with an assessable critical thinking component, and that the Liberal Arts division is the proper place for such a course.

C) HORIZON STATEMENT

On a practical level, we expect some very specific changes in the next five to ten years. We are already launching into the new SUNY initiatives of Seamless Transfer and Open SUNY, both of which present new opportunities and challenges to our program.

We will continue to clarify the appropriateness of our courses within the guidelines of seamless transfer, as well as continuing our formal articulations and 2+2 arrangements with other campuses, with a focus on placement rates after baccalaureate graduation.

At the same time, we will take full advantage of Open SUNY:

a SUNY-wide collaboration that opens the door to world-class online-enabled learning opportunities. Open SUNY is not a new degree program or a new school; it's a seamless way for you to access the courses, degrees, professors, and rich academics of all 64 SUNY campuses flexibility—wherever and whenever you want.

If we focus on increasing our online offerings, particularly in General Education, we should be well-positioned to take advantage of new potential students that Open SUNY can provide, as well as participating in a SUNY-wide academic development program.

This fall, we are launching the AA1 program, designed for academically gifted and highly motivated students to earn their LAAA degree in one year. This program will be offered to students in the top 2% of their classes and provide an accelerated and enriched scholarly experience, including four seminar courses and a senior capstone project.

In order to thrive, we need to make ourselves available to new student populations, including those who have not traditionally been our focus. Our outreach to students outside our geographical area must include technical innovation, including global education, and preparation to adjust to anticipated changes in the future.

For fifty years, the Liberal Arts, Associate in Arts degree has been giving students a solid basis in General Education in preparation for their future educations and careers. Like all Liberal Arts programs nationally, we currently face a crisis less in our performance than our mission. However, we believe that, with a focus on critical thinking, effective communication, and scientific, technological, and mathematical literacy, we can send educated, creative thinkers out into whatever world awaits them.

APPENDIX A, PART 1

**MISSION AND LEARNING OUTCOMES OF THE LIBERAL ARTS,
ASSOCIATE IN ARTS PROGRAM**

Documentation:

- State University of New York General Education Requirements
- SUNY Broome General Education Requirements
- SUNY Broome Institutional Learning Outcomes
- General Education Requirements: State to Program connections

APPENDIX B, PART 2

PROGRAM HISTORY, CURRICULUM, AND DESIGN

Documentation:

- LAAA Program Advising Sheet
- Comparative programs: Psychology and History
- Transfer Retention Statistics: SUNY Broome Students One-Year Retention at SUNY Baccalaureate Institutions
- Transfer Retention, One-Year: SUNY Broome vs. Other SUNY Community Colleges
- Alumni Survey

APPENDIX C, PART 3

STUDENT QUALITY

Documentation:

- Student Demographics
- Reverse Transfer Retention Rate, by Sending Institution
- LAAA vs. Individual Studies

APPENDIX D, PART 4

FACULTY

Documentation:

- Hiring & Promotion Standards, Faculty Association Contract
- Professional Development Announcement: Bryan Alexander, 2013; Joe Cuseo, 2014.
- Ethics Conference flyer

APPENDIX E, PART 5

ASSESSMENT PLAN AND OUTCOMES

Documentation:

- LAAA Complete Curriculum Map
- Unit goals for LAAA Departments: English
History, Philosophy, Social Sciences
- Departmental Student Learning Outcomes:
History, Philosophy, Social Science
Foreign Language
Literature
Psychology & Human Services
- Course Outcomes :
ENG 090, Basic Language Skills
ENG 110 & 111, College Writing I & II
ENG 150, Technical Writing
ENG 163 & 168: Reporting & News Editing
ENG 220: Communicating About Ideas and Values
- Course Assessments:
ENG 110: Basic Communication
ENG 220

APPENDIX F, PART 6

SUPPORT, RESOURCES, AND FACILITIES

Documentation:

- Operating Budget: FY 12, FY 13
- Salaries: FY 10-11, 11-12, 12-13
- Online Courses, Spring 14
- Blended Courses, Spring 14

**SUNY Academic Program Review
Assessment of Student Learning Outcomes in the Major
Summary Report**

Name of Institution: SUNY Broome Community College
Registered program title: Computer Science Transfer AS (CSAS)
Registered award: AS
Date of Previous Assessment: 2007 – 2008 Program Review
Date of Current Assessment: 2014 - 2015 Program Review
Campus Contact Person for this Assessment: Paulette Gannett, Computer Science Chair

External Reviewers:

Tracy Grassi
MH-60 Program Management
Lockheed Martin Owego

Theresa M. Matthews
Director, Software Engineering Services,
ENSCO Avionics,
3 Holiday Hill Road, Endicott, NY 13760

Dave Lemmon
Software Engineering Manager
Lockheed Martin Owego

**Report compiled and submitted
by CSAS Review Committee:**

Jennifer Sedelmeyer (Committee Chair)
Peggy Sniezek
Julie Cooley

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1. **Mission and Learning Outcomes of Undergraduate and Graduate Programs**

A. **The Overarching Mission of the Program**

- i. This program prepares you for transfer to a four-year college or university to complete studies for a bachelor's degree. During your first semester, you will select courses focused on your transfer program: Technical courses leading to a Bachelor's in Computer Science; or Mathematics courses for a Bachelor's degree in Mathematics or a Bachelor's in Mathematics/Computer Science Information Systems courses for an eventual Bachelor's in Computer Information Systems.
- ii. Computer Science Studies:
 - 1) Computer Concepts and Applications
 - 2) C++/C++.NET
 - 3) Problem Solving and Communication Tools
 - 4) Calculus
 - 5) Digital Logic
 - 6) English
 - 7) Social Science
 - 8) Mathematics
 - 9) Additional Advanced Courses appropriate to student's transfer plans

B. **The Goals and Objectives Associated with Accomplishing Stated Mission**

i. **Computer Science A.S., Program Outcomes**

Associate in Science Transfer Program

- 1) The Computer Science program leads to an Associate in Science degree and prepares students for transfer to a four year college or university
- 2) The Computer Science program provides a firm grounding in the fundamentals of Computer Science which involves a variety of topics such as computer architecture, programming languages, object oriented programming and applications
- 3) Mathematics also plays a key role in Computer Science
- 4) Computer Scientists are problem solvers and need strong critical thinking skills and must be able to apply these to a variety of challenging problems and situations
- 5) These skills will be important in their further studies as well as in their chosen computer science career
- 6) Students completing the Computer Science program are well prepared for transfer to four year institutions and generally transfer with junior status

2. Program Curriculum and Design

A. Program Design

The following program has been approved for the Fall 2014 term. Total credits have been reduced to be equal to or below 64 credits to meet SUNY compliance requirements. Our current programming sequence is in C++.

FIRST YEAR

Fall Semester 17 Credits

- PED elective Credits (1 credit)
(Cardiovascular required)
- CST 113 Introduction to Programming
- CST 117 Problem Solving &
Communication Tools
- CST 119 Computer Concepts &
Applications
- ENG 110 College Writing I
- MAT 181 Calculus I

Spring Semester 16 Credits

- CIV Ed Elective US History Recommended
(3 credits)
- Gen Ed Elective (3 credits)
- CST 133 - Structured Programming
- CST 170 - Digital Logic
- MAT 182 - Calculus II

SECOND YEAR

Fall Semester 17 Credits

- Gen Ed Elective (3 credits)
- Natural Sciences Sequence (4 credits)
- CST 150 W Object Oriented Programming
- CST 220 Microprocessors &
Assembly Language Programming
- MAT 250 *Discrete Math or
Linear Algebra in Spring Semester

Spring Semester 17 Credits

- Natural Sciences Sequence Credits: 4
- CST 202 W Data Structures
- CST 225 W Introduction to Small Systems
- ENG 220 Communicating About Ideas &
Values
- MAT 264 *Linear Algebra or
Discrete Math in the Fall Semester

GRADUATION REQUIREMENT: 63 CREDITS

1. Notes about the Degree requirements:

- *Students are required to take one of these two math courses
 - MAT 250 in the Fall Semester
 - MAT 264 in the Spring Semester
- Math Pre-requisites prior to MAT 181 (Calculus 1)
 - MAT 090 →MAT 092 → MAT 096 →MAT 136 →MAT 156
- Poss. Civil Ed Electives:
 - HIS 130, HIS 131, ECO 110, ECO 111, SOC 110, SOS 120
- Poss. Gen Ed Electives:(Social Science):
 - PSY 110
- Suggested Gen Ed:(Western Civilizations):
 - HIS 100, HIS 103, HIS 116, HIS 117
- Other Gen Ed Courses from the following areas:
 - Humanities, Other World Civilizations, The Arts, or Foreign Language
- Gen. Ed. Areas
 - Students must complete courses from 7 of the 10 categories
 - These categories are:

1) Basic Communication	6) Humanities
2) Math	7) West Civilization
3) Social Science	8) Other World Civilizations
4) Natural Science	9) The Arts
5) American History	10) Foreign Language
- Writing Emphasis (W) Requirements:
 - You must take two (2) W courses in order to graduate
 - These are indicated by a W after the Course number
- The program may take more than two years to complete depending on a student's academic background. Preparatory courses are offered for students not meeting entry requirements into the regular Computer Science program. Courses taken to meet prerequisite requirements will not count as credit towards the Computer Science degree. Students can attend full-time or part-time, both day and evening.

B. Compare Program with Local Entities and National Standards

i. Local Entities

- 1) SUNY Broome's Computer Science AS program is in line with local SUNY community colleges. The CSAS curriculum was compared with the following colleges: Onondaga Community College, Corning Community College, Tompkins Cortland Community College and Monroe Community College.

ii. National Standards

- 1) The Association for Computing Machinery (ACM) defines standards for curricula in various areas of computing including Computer Science Transfer Degree.
- 2) In 2015, ACM and the Association for Information Systems (AIS) published IS 2010, Curriculum Guidelines for Undergraduate Degree Programs in Computer Science Transfer Degree. Communication and Interpersonal Skills Program Outcome Group
- 3) Program Outcomes 1:
 - A) An ability to function effectively as a member of a diverse team to accomplish common goals.
 - B) An ability to read and interpret technical information, as well as listen effectively to, communicate orally with, and write clearly for a wide range of audiences.
 - C) **SUNY Broome Courses that map to these standards:**
 - i) CST 117
 - (1) This falls into Critical Thinking, Problem Solving, and Theoretical Foundations Program Outcome Group
- 4) Program Outcomes 2:
 - A) An ability to analyze a problem and craft an appropriate algorithmic solution
 - B) An ability to apply knowledge of computing and mathematics appropriate to the discipline
 - C) An ability to design, implement and evaluate an appropriate and secure computer-based system, process, component, or program to satisfy required specifications
 - D) An ability to interpret data, think critically and apply the scientific method
 - E) **SUNY Broome Courses that map to these standards:**
 - i) CST 117, CST 113, CST 119, CST 133, CST 150, CST 170, CST 202, CST 220, CST 225
- 5) Calculus I (Core) (Gen Ed Requirement)
- 6) Computer Science I (Core)
 - A) Course Learning Outcomes:
 - i) Apply secure coding techniques to object-oriented programming solutions
 - ii) Apply the program development process to problems that are solved using fundamental programming constructs and predefined data structures
 - iii) Compare and contrast the primitive data types of a programming language; describe how each is stored in memory; and identify the criteria for selection
 - iv) Decompose a program into subtasks and use parameter passing to exchange information between the subparts
 - v) Describe the language translation phases of compiling, interpreting, linking and executing, and differentiate the error conditions associated with each phase
 - vi) Differentiate between the object-oriented, structured, and functional programming methodologies
 - vii) Produce algorithms for solving simple problems and trace the execution of computer programs
 - viii) **SUNY Broome Courses that map to these standards:**
 - (1) CST 113, CST 133, CST 170, CST 202, CST 220, CST 225

- 7) Computer Science II (Core)
 - A) Course Learning Outcomes:
 - i) Analyze the execution of searching and sorting algorithms
 - ii) Construct multiple-file or multiple-module programming solutions that use class hierarchies, inheritance, and polymorphism to reuse existing design and code
 - iii) Construct object oriented programming solutions for reuse, using ADTs that incorporate encapsulation, data abstraction, and information hiding
 - iv) Create programming solutions that use data structures and existing libraries
 - v) Design and develop secure and fault-tolerant programs that mitigate potential security vulnerabilities
 - vi) Produce graphical user interfaces that incorporate simple color models and handle events
 - vii) Verify program correctness through the development of sound test plans and the implementation of comprehensive test cases
 - viii) **SUNY Broome Courses that map to these standards:**
 - (1) CST 150
 - (A) Graphics are not covered in this course
- 8) Computer Science III (Core)
 - A) Course Learning Outcomes:
 - i) Analyze the efficiency of recursive algorithms
 - ii) Assess the appropriateness of using recursion to solve a given problem
 - iii) Compare and contrast a range of searching and sorting algorithms and analyze time and space efficiencies
 - iv) Create effective, efficient and secure software, reflecting standard principles of software engineering and software assurance
 - v) Design and construct programming solutions using a variety of recursive techniques
 - vi) Design and develop reusable software using appropriate data structures and templates
 - vii) Use standard analysis and design techniques to produce a team-developed, medium-sized, secure software application that is fully implemented and formally tested
 - viii) **SUNY Broome Courses that map to these standards:**
 - (1) CST 202, CST 225
- 9) Discrete Structures (Core) (Gen Ed Requirement)
 - A) Course Learning Outcomes:
 - i) Examine the logical validity of arguments and proofs as they apply to Boolean expressions
 - ii) Illustrate the basic terminology and properties of graphs and trees
 - iii) Perform binary and hexadecimal conversions of numbers
 - iv) Perform computations using recursively defined functions and structures
 - v) Use graphs and trees to solve problems algorithmically
 - vi) Professionalism, Ethics, Societal Awareness and Global Perspective Program Outcome Group
 - vii) **SUNY Broome Courses that map to these standards:**
 - (1) CST 202, MAT 250

C. Schools for Potential Transfer

- i. List of schools for potential transfer include but are not limited to:
 - 1) Binghamton University
 - 2) SUNY IT - Utica
 - 3) Buffalo State
 - 4) Excelsior College - Albany
 - 5) SUNY Potsdam
 - 6) Empire State College
 - 7) SUNY Oswego
 - 8) Rochester Institute of Technology

3. Undergraduate and Graduate Student Quality

A. Acceptance Procedures

i. Admissions Requirements

1) CSAS majors are admitted as they apply, complete the admissions process, and select a particular program. Official high school transcripts and/or all college transcripts, or, if applicable, General Equivalency Diploma (GED) are required for admission. American College Testing (ACT) or Scholastic Aptitude Test (SAT) score reports are not required.

ii. Placement Testing

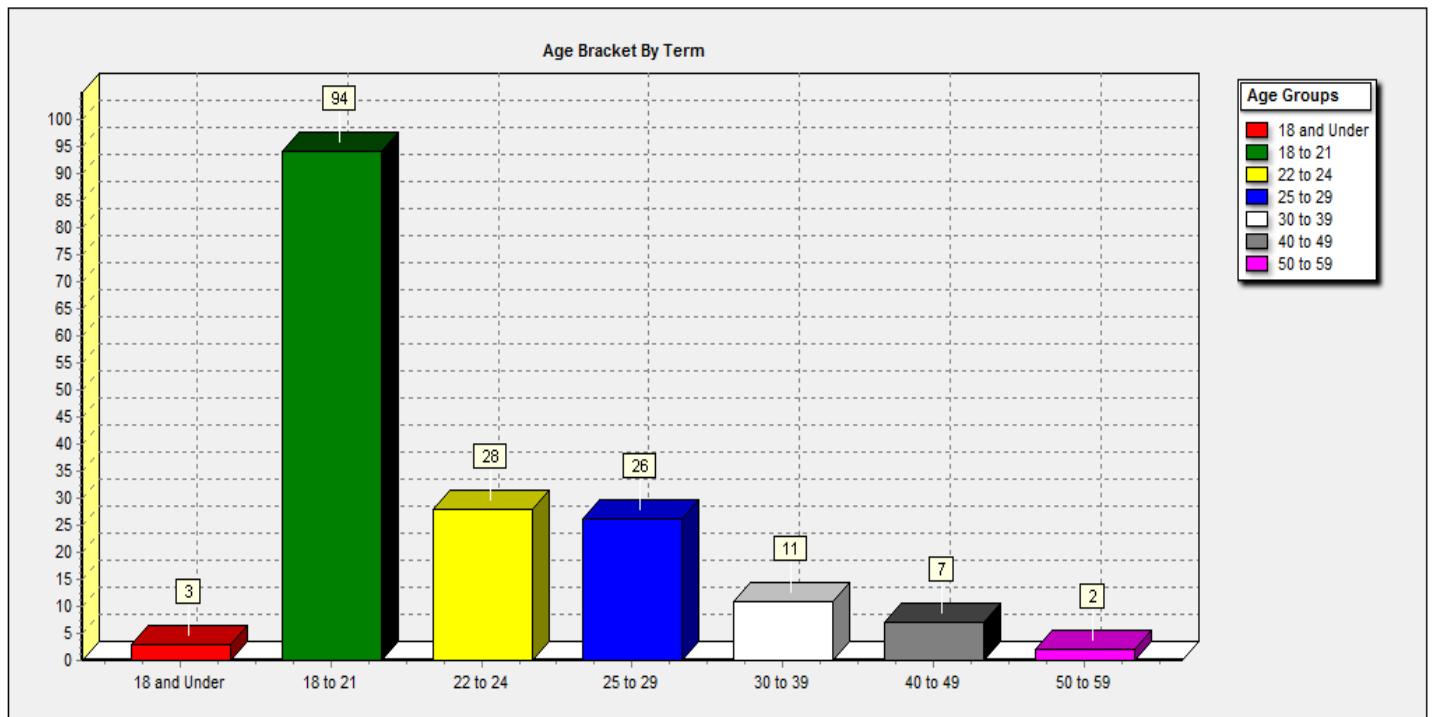
1) The Admissions Office administers placement tests in reading, writing, and mathematics to entering students. The information gained from these tests is used along with other records to help place students in appropriate courses. Every effort is made to place students in courses in which they can succeed. In some cases, students will be required to enroll in non-credit developmental courses.

iii. The program may take more than two years to complete depending on a student's academic background. Preparatory courses are offered for students not meeting entry requirements into the regular Computer Science program. Courses taken to meet prerequisite requirements will not count as credit towards the CSAS degree. Students can attend full-time or part-time, both in-class and online.

B. Characteristics of Students

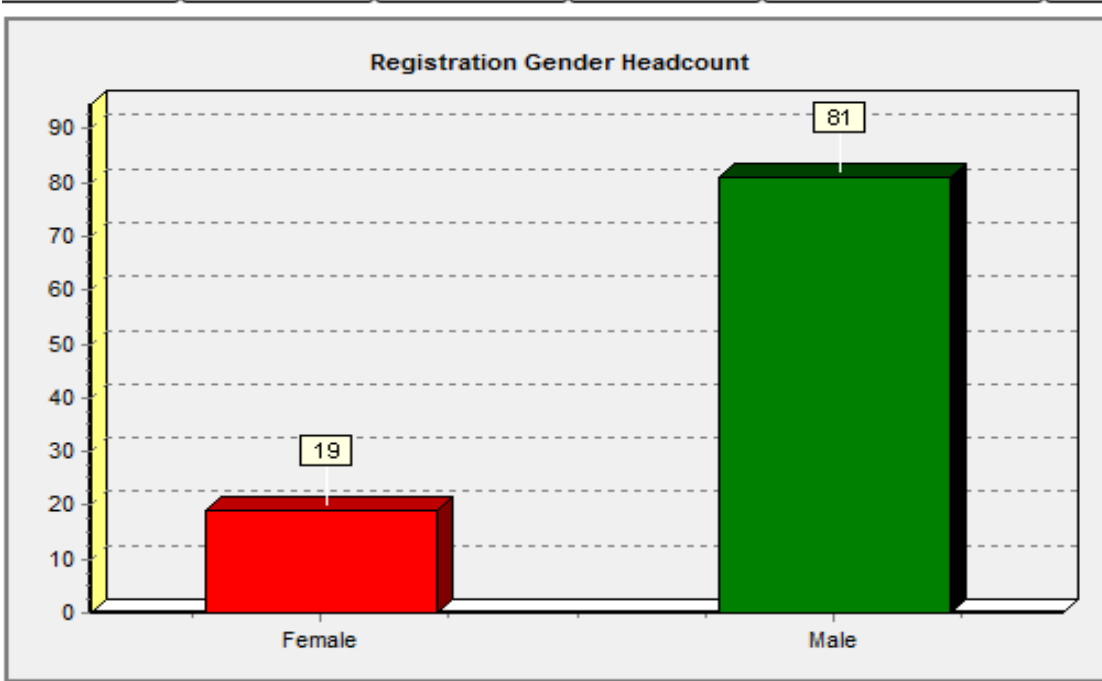
i. ARGOS reports created from data collected by the Institutional Effectiveness Department at SUNY Broome helped to obtain a picture of students in the CSAS program

ii. CSAS Age Brackets for Spring 2015

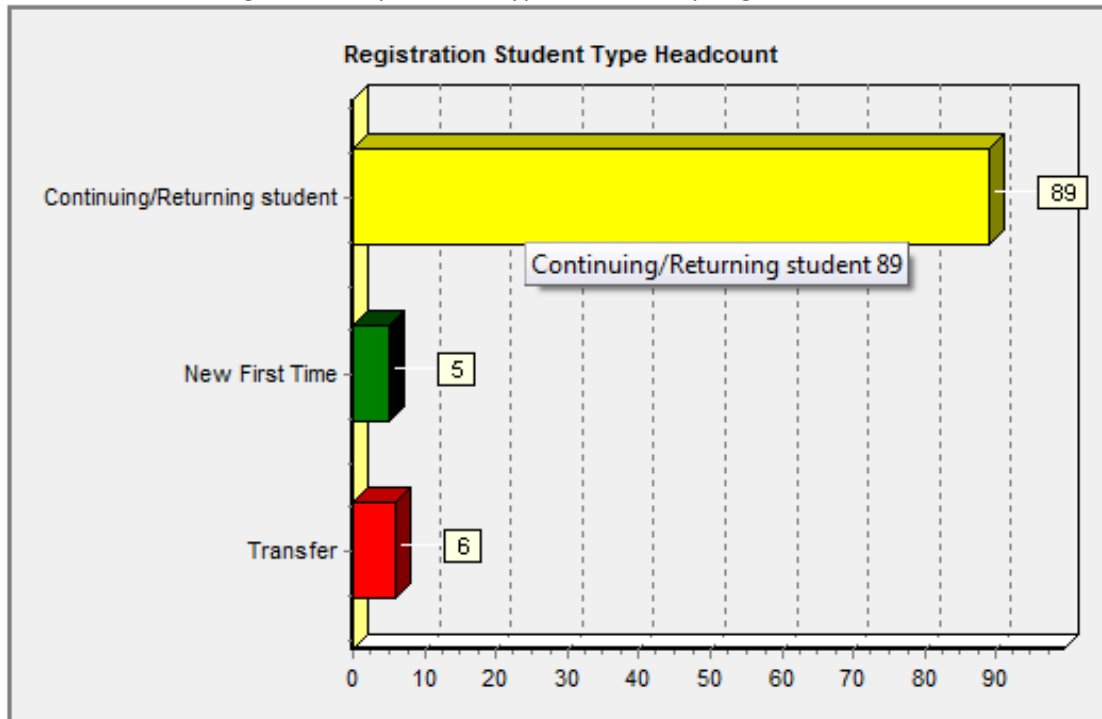


By this chart, the majority of the Computer Science Students at SUNY Broome Community College are in the traditional 18-21 age range

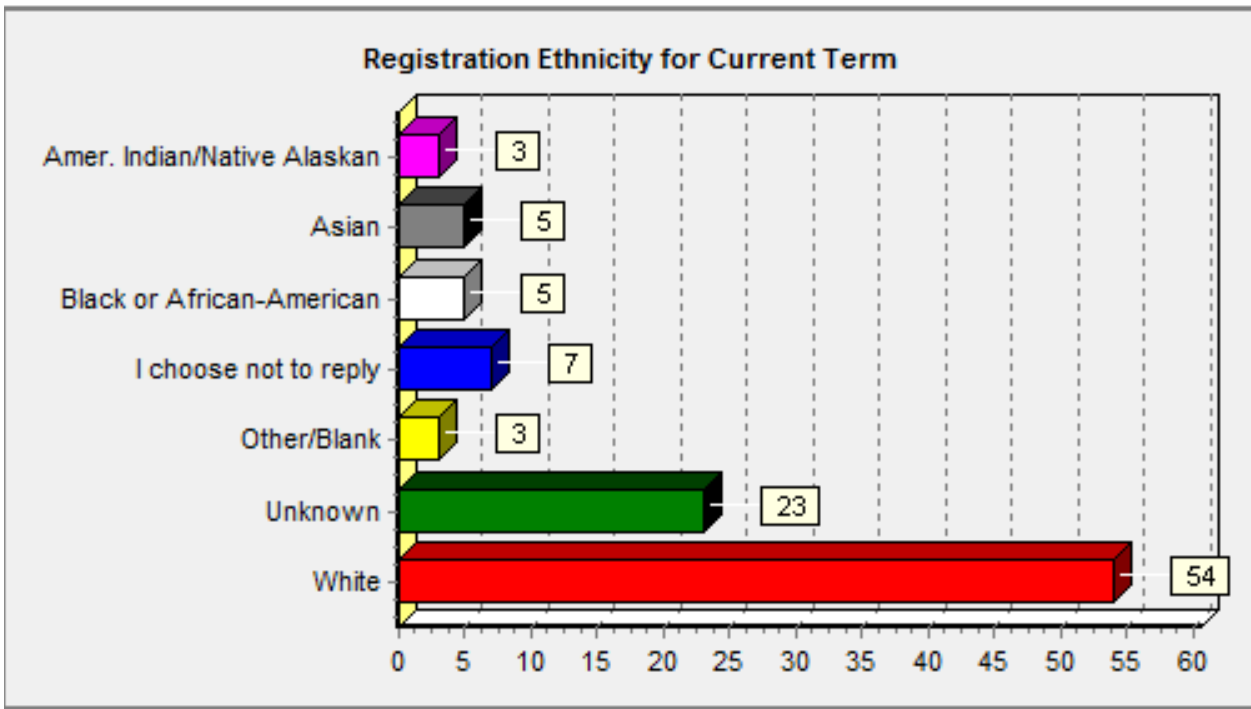
iii. CSAS Registration Gender Count for Spring 2015



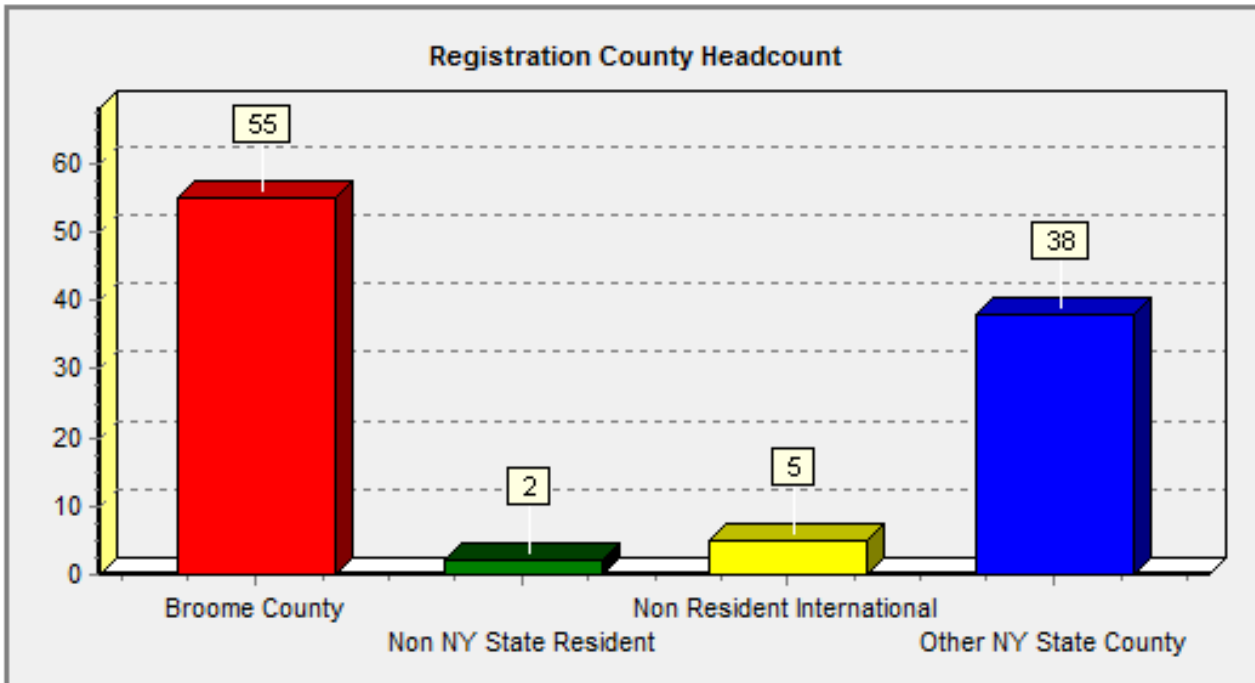
iv. CSAS Registration by Student Type Count for Spring 2015



v. CSAS Registration by Ethnicity for Spring 2015

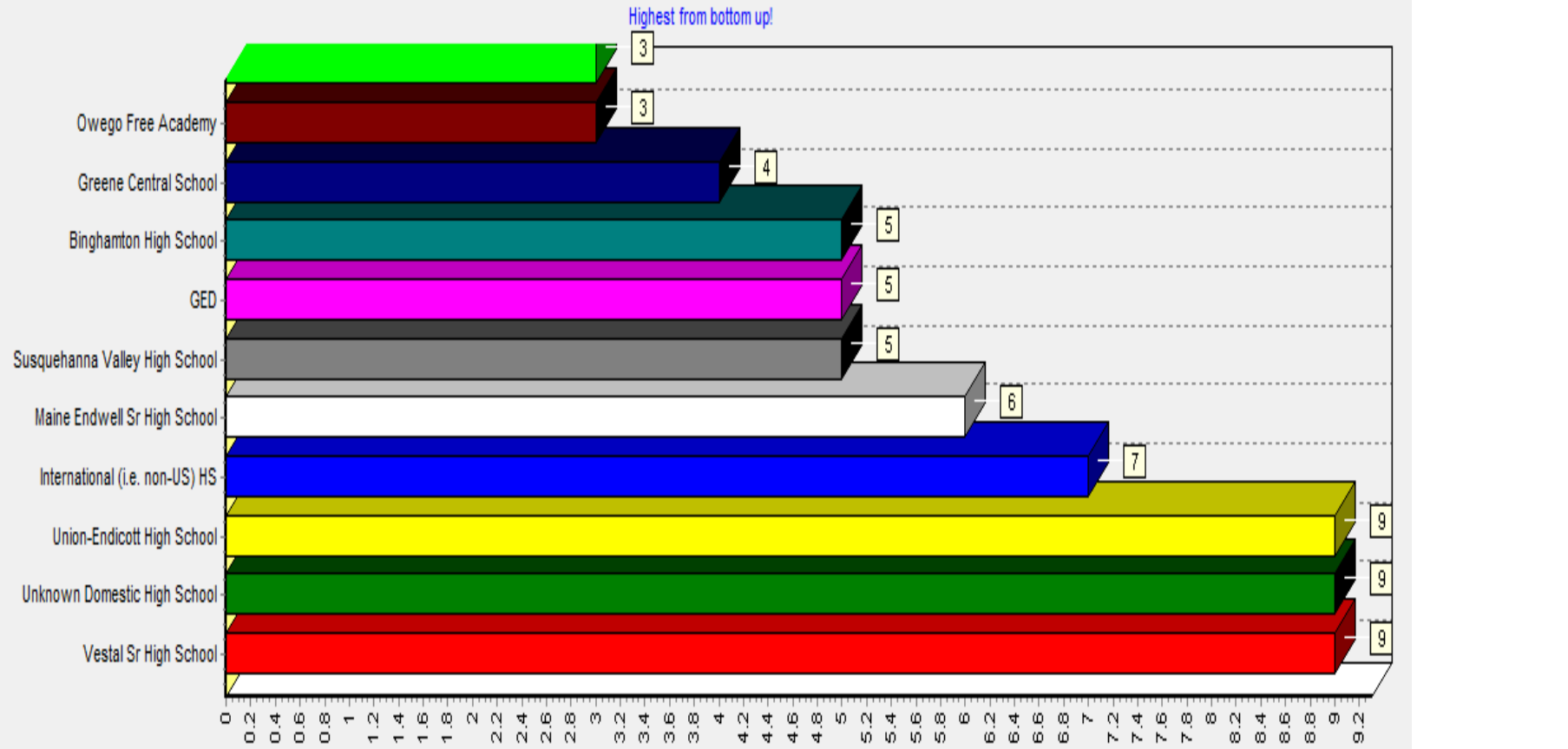


vi. CSAS Registration by County



vii. CSAS Registration by High School

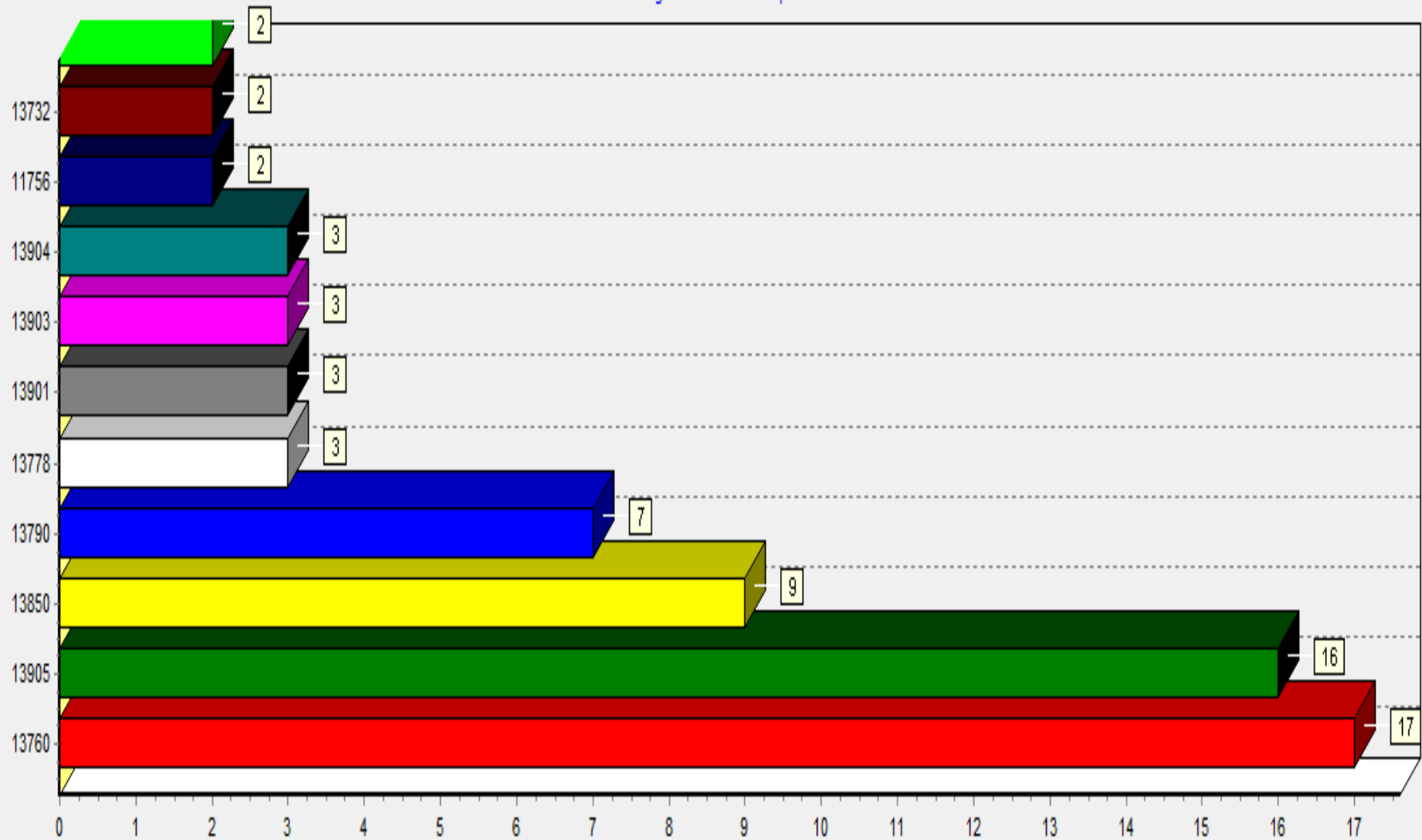
Registration High School Headcount



viii. CSAS Registration by Zip Code

Registration Zipcode Headcount

Highest from bottom up!



C. Program Trends

i. Graduation

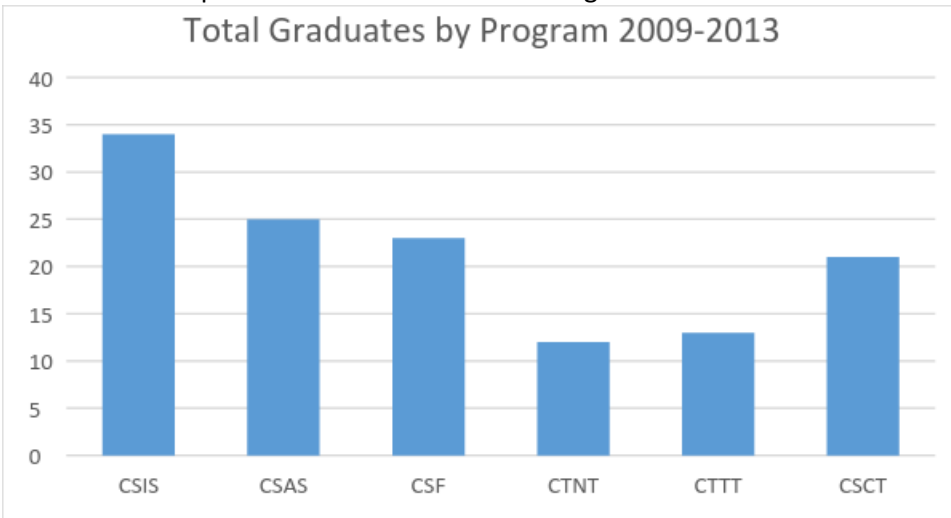
1) CSAS Graduates from 2009 – 2014

Year	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	Total by ROWS
Major	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates
	Value	Value	Value	Value	Value	Value	Value
Total by COLUMNS	4	4	2	5	4	1	20
ST-Computer Science-CSAS...	4	4	2	5	4	1	20

2) CSAS Graduates compared to graduates in other CS program

Year	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	Total by ROWS
Major	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates
	Value	Value	Value	Value	Value	Value	Value
Total by COLUMNS	26	29	22	25	25	9	136
ST-Comp Stud Information Systems-CSIS...	10	5	10	4	2	2	33
ST-Computer Science-CSAS...	4	4	2	5	4	1	20
ST-Computer Security & Forensics-CSF...	2	4	7	10	9	5	37
ST-Computer Technology(Net...	0	7	1	4	4	0	16
ST-Computer Technology(Tec...	0	9	2	2	6	1	20
ST-Computer Technology-CS...	10	0	0	0	0	0	10

ii. Composition Graduates for all CS Programs



4. Faculty Quality

A. Hiring Programs & Number of Faculty

- i. Hiring Program
 - 1) Currently the Computer Science has an open unstaffed full time position
 - 2) This position has remained open for several years
 - 3) In 2015, with projected downward trends in high school graduates, we have elected to not request that this position be considered by the administration to be filled
- ii. Number of Faculty
 - 1) 8 full time faculty members in tenure tracks
 - 2) 5 adjunct faculty members
 - A) 3 teaching full time
 - B) 2 teaching part time

B. Faculty Responsibilities

- i. The full time faculty develop and teach all the core courses in the Computer Science Program
- ii. The adjunct faculty teach some of the core courses under the directions and guidance of the full time faculty

C. Faculty Titles and Credentials

i. Paulette Gannett

- 1) Associate Professor/Chairperson, Department of Computer Science
- 2) Degrees: B.S., M.S., Binghamton University
- 3) Teaching experience: 33 years
- 4) Courses taught in CSAS program: CST 113, CST 119, CST 133, CST 150, CST 202

ii. Julie L. Cooley

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.S. Human Ecology, SUNY Oneonta, M.S., SUNY Oswego
- 3) Teaching experience: 4 years
- 4) Courses taught in CSAS program: CST 113, CST 170

iii. Rachel E. Hinton

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.S., M.S., Binghamton University
- 3) Teaching experience: 26 years
- 4) Additional teaching positions: Binghamton University
- 5) Courses taught in CSAS program: CST 119

iv. Gary J. Kohut

- 1) Technical Assistant IIA, Department of Computer Science
- 2) Degrees: A.S., Broome Community College; B.A., Binghamton University
- 3) Teaching experience: 26 years
- 4) Courses taught in CSAS program: CST 113, CST 133, CST 140, CST 170, CST 220

v. Kenneth C. Mansfield

- 1) Professor, Department of Computer Science
- 2) Degrees: A.A.S., Broome Community College; B.S., M.S., Binghamton University
- 3) Teaching experience: 18 years
- 4) Additional teaching positions: Champlain College (Vermont), Excelsior College (Albany)
- 5) Courses taught in CSAS program: CST 225

vi. Jennifer Sedelmeyer

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: A.A.S., Broome Community College; B.S., M.S., Binghamton University
- 3) Teaching experience: 28 years
- 4) Additional teaching positions: Excelsior College (Albany)
- 5) Courses taught in CSAS program: CST 113, CST 117, CST 133, CST 150

vii. Peggy A. Sniezek

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.M., Youngstown State University; M.M., University of North Carolina at Greensboro; M.S., SUNY Binghamton
- 3) Teaching experience: 7 years
- 4) Courses taught in CSAS program: CST 119

D. Tenure and Promotion Policies

i. 5 tenured faculty

- 1) 1 tenured faculty member typically does not teach any of the courses in the CSAS program

ii. 2 faculty seeking tenure

iii. 2 faculty seeking promotion

iv. The 4 year tenure process includes individual Profession Development Plan development, chair reviews, peer reviews, and student reviews

5. Assessment Plan and Outcomes

A. Assessment Plan

- i. The CSAS required courses were mapped to the Program Outcomes
- ii. Computer Science Programs Outcomes:
 - 1) Demonstrate a fundamental understanding of algorithms, data structures, software design, concepts of programming languages, and computer organization and architecture, and an awareness of the evolution and dynamic nature of the foundational core of computer science
 - 2) Demonstrate the ability to analyze and solve computing problems
 - 3) Demonstrate understanding of discrete mathematics, differential and integral Calculus, and probability and statistics
 - 4) Demonstrate the ability to communicate effectively, both orally and in written form, and work in a team environment
 - 5) Demonstrate familiarity with basic concepts, emerging technologies, and contemporary issues relating to the societal impacts of computing

Fall				General Program Outcomes				
Course	Title			a	b	c	d	e
Semester 1	CST 113	Introduction to Programming	3	X	X			
	CST 117	Problem Solving and Comm. Tools	3		X			
	CST 119	Computer Concepts & apps	3	X				X
	ENG 110	College Writing I	2					
	MAT 181	Calculus I	3					
	PED	Cardiovascular	3					
Spring								
Semester 2	CST 133	Structured Programming	3	X	X			
	CST 170	Digital Logic	3	X				
	MAT 182	Calculus II	3			X		
	SS	US HIS recommended	3					
	CIV Ed	Elective	4					
Fall								
Semester 3	CST 150W	Object Oriented Programming	3	X			X	
	MAT 250	Discrete Math	3			X		
	CST 220	Microprocessors	3	X				
	PHY 181	Physics I	3					
	Gen Ed	Elective	3					
Spring								
Semester 4	CST 202W	Data Structures		X			X	
	CST 225W	Small Systems						
	ENG 220	Communication About Ideas					X	
	MAT 264	Linear Algebra						
	PHY 182	Physics II						

See attached reports, **2011-2012 Program Review CSAS Part 1 (Appendix A) and **2011-2012 Program Review CSAS Part 2** (Appendix B) for program assessment reports on student learning assessment. A chart was developed to list the program learning outcomes, related learning activities, assessment methods and criteria for success, assessment timeline, assessment results, actions recommended /taken, and institutional resources needed to implement recommendations.

B. **Assessment Results**

i. Alumni Survey

- 1) The alumni survey results show continued success of our graduates as they pursue employment within the field of information systems. The majority of the alumni also report an interest in continued education, which supports our need to provide transfer options within the framework of this degree. Transfer and job placement reports may be viewed at the SUNY Broome website: <https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-data>
- 2) The alumni Survey Report can be found on the pages below:

Computer Science (CSAS) Alumni Survey 2015

Reported by:

**Karen Hodel
Institutional Effectiveness and Enrollment Planning
(607) 778-5346, Wales 205
Spring 2015**

SUNY BROOME COMMUNITY COLLEGE ALUMNI SURVEY RESULTS 2015

Background

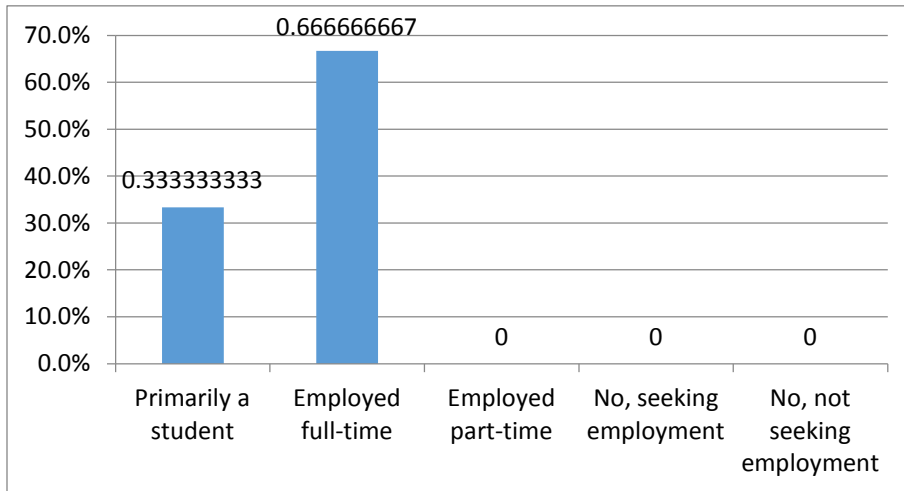
As an ongoing part of its regular assessment program, the SUNY Broome Community College Computer Studies Department partners with the Office of Institutional Effectiveness to conduct periodic studies of graduates of its programs. The results are presented in this report.

Methodology

Two mailings were sent out in fall 2014 to graduates of the Computer Science Program. Responses were received from three graduates out of a total of 19 graduates representing a 1.7% response rate. One of the surveys was undeliverable and excluded from the total population. Details of the responses are presented below.

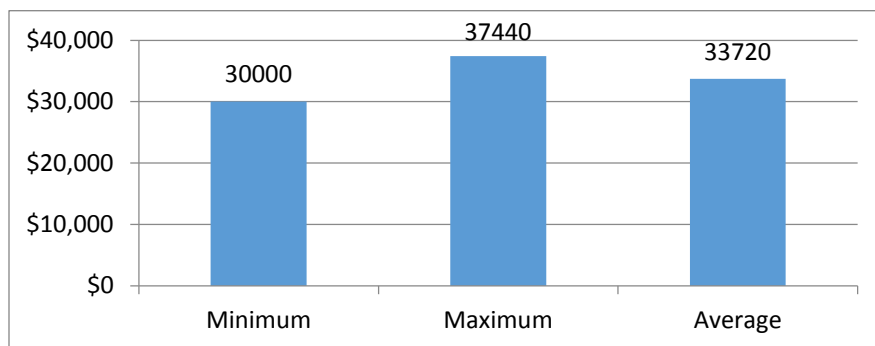
Section I: Employment

1. Are you *currently* employed? Total responses = 3



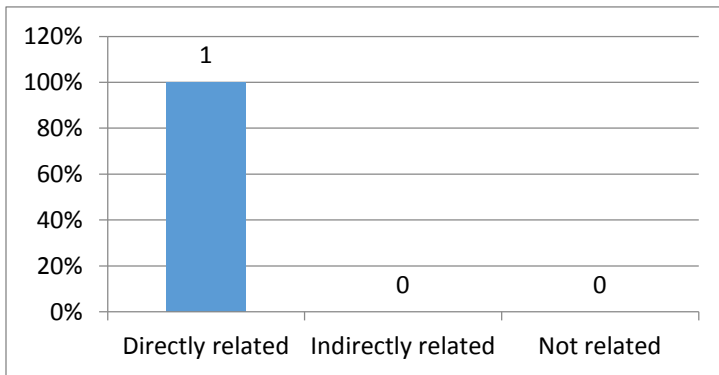
2. What is your approximate annual income in your *current* job?

From those respondents that were employed *full-time* that self-reported Annual Salary:
Total responses = 2



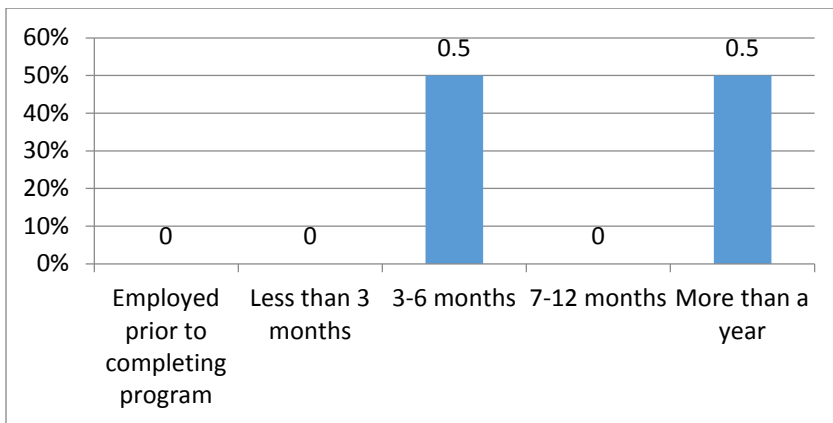
3. Is your *current* job related to the program in which you received your degree?

Total responses = 2



4. How long did it take to find your *first* job after you completed your BCC program?

Total responses = 2

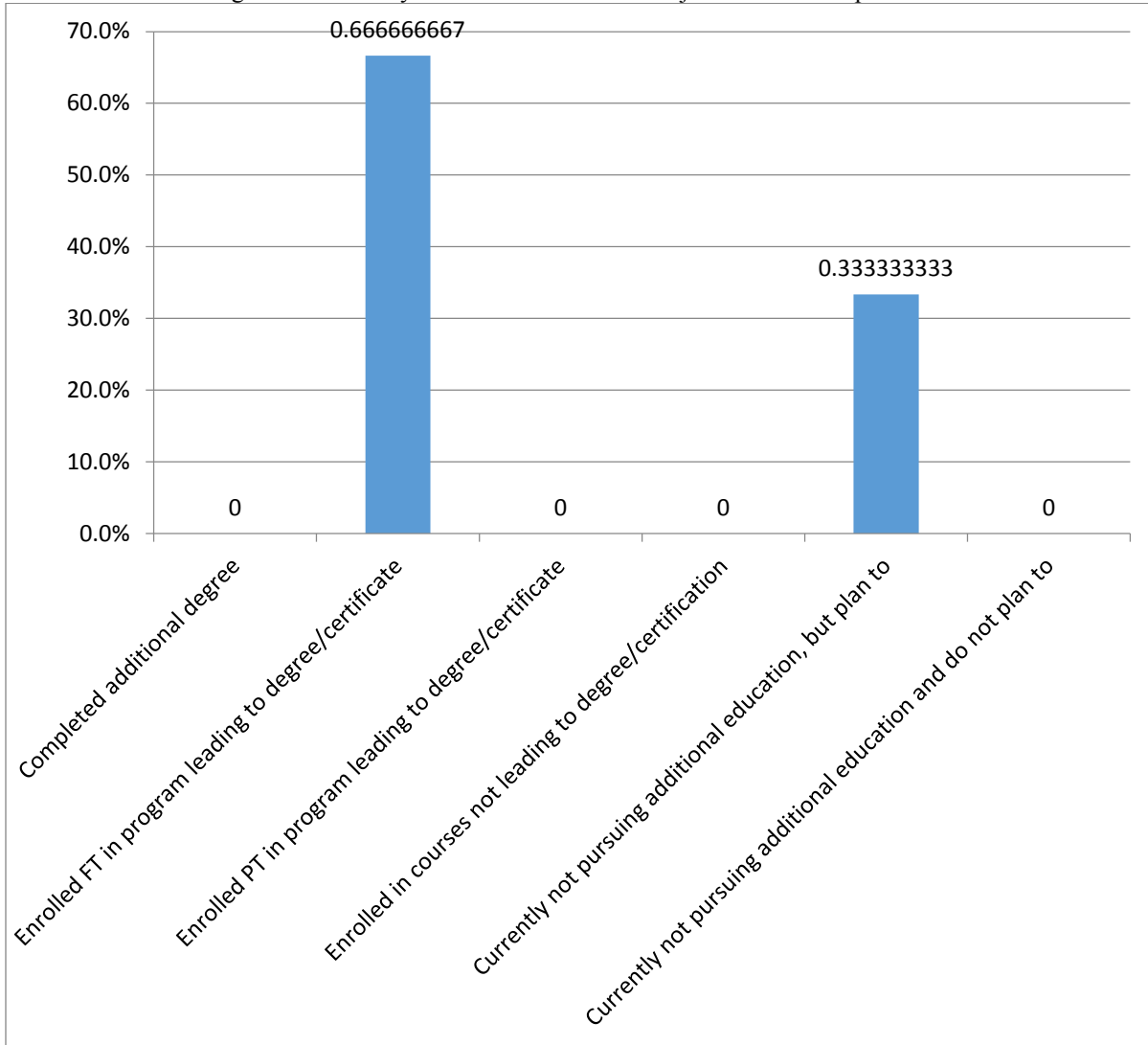


Total responses of graduates who reported *full-time employment was directly or indirectly related to degree* : Total responses=2

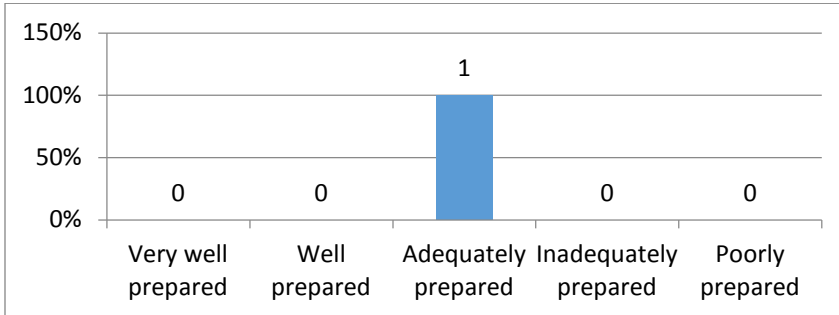
Job Title	Employer	City	State
Associate Software Verification	ENSCO Avionics	Endicott	NY
Technical Support Specialist	Source HOV	Binghamton	NY

Section II: Additional Education

5. Which of the following best describes your current educational objective? Total responses = 3



6. How would you rate your preparation at BCC for continued education? Total responses = 2



Total responses for institutions = 2

Institution	Major	Degree	Preparation
Binghamton University	Computer Science	Bachelors	Adequately prepared
Southern New Hampshire University	Mathematics	B.A.	Adequately prepared

SECTION III: GENERAL EDUCATION
Impact of BCC on your learning
This group of items consists of a set of goals developed at BCC for General Education

Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.	Very Satisfied = 5	Moderately Satisfied = 4	Neutral = 3	Moderately Dissatisfied = 2	Very Dissatisfied = 1	No Response = NR	Mean
	Oral and Written Communication Skills						
The ability to write clearly	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67
The ability to express my views orally	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	3.33

Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.	Very Satisfied = 5	Moderately Satisfied = 4	Neutral = 3	Moderately Dissatisfied = 2	Very Dissatisfied = 1	No Response = NR	Mean
	Scientific/Quantitative Reasoning						
The ability to apply mathematical skills	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	4.67
The ability to understand the physical and natural world	33.3%	3.3%	33.3%	0.0%	0.0%	0.0%	4.00

Critical-Thinking/Analysis							
The ability to critically evaluate events, information, and arguments for decision-making	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
The ability to ask pertinent questions	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
The ability to examine beliefs, assumptions, and opinions and weigh them against relevant evidence	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
The willingness to alter my beliefs and judgments with new evidence	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
Technological Competency/Information Literacy							
The ability to find relevant information via technology (library research skills, internet, keyword searches, etc.) for personal and professional needs	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
The ability to utilize technology (email, word processing software, etc.) for personal and professional needs	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
Civic Responsibility/Ethical Perspective							
The ability to recognize and act upon ethical principles when making decisions that affect me and other people	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
An understanding of the importance of being involved in public and community affairs	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	3.33
Global Awareness/Diversity							
A heightened awareness of global issues and events	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67
An increased comfort level with people from cultures and backgrounds different from my own	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67

<p>Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.</p>	<p>Very Satisfied = 5</p>	<p>Moderately Satisfied = 4</p>	<p>Neutral = 3</p>	<p>Moderately Dissatisfied = 2</p>	<p>Very Dissatisfied = 1</p>	<p>No Response = NR</p>	<p>Mean</p>
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Personal and Professional Qualities							
The ability to work effectively in teams	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
The ability to work and learn independently	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	4.67
The ability to adjust to new job/study demands	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
Confidence in my ability to perform well	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
The ability to set priorities and manage my time	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33

SECTION IV: SATISFACTION WITH YOUR EXPERIENCES AT BCC							
Please indicate your level of satisfaction as it pertains to your experiences at BCC. Circle the appropriate number to indicate your response.	Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	No Response	Mean
	Quality of my education at BCC	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
Quality of classroom instruction	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
General helpfulness of faculty including availability outside classroom	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67
Quality of academic advising	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	3.33
Helpfulness of BCC staff (non-faculty) in general	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67
Availability of courses at the times that I needed them	33.3%	33.3%	0.0%	33.3%	0.0%	0.0%	3.67
Please indicate your level of satisfaction as it pertains to your experiences at BCC. Circle the appropriate number to indicate your response.	Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	No Response	Mean
Availability of instructional support services (tutors, computer labs, extra help when necessary)	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	3.67
Quality of instructional facilities (classrooms, labs, library)	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
Availability of technology on campus	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
Cleanliness/physical attractiveness of campus facilities	0.0%	100%	0.0%	0.0%	0.0%	0.0%	4.00
Sufficient opportunities to work with other students in groups or teams	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	3.33
Sufficient opportunities to develop friendships with students of diverse cultural backgrounds	0.0%	0.0%	100%	0.0%	0.0%	0.0%	3.00
Opportunities to increase my self-understanding	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	3.33
Sense of comfort with campus environment and atmosphere	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33
I felt respected and valued as an individual	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33

Student Comments –Verbatim Quotes

I am currently doing structural testing something we never covered in my degree. This should be its own class as there is a lot of openings for this.

Particularly for the CS program, one instructor should not be required for so many courses. I heard numerous students talk about how they had to switch majors because they couldn't graduate without taking 3 programming classes with X. X is very abrasive and pushes many students away from the program.

For transfer students, the amount of online coursework hindered going back into a physical classroom full-time. Several CS courses do not meet BU requirements for similar courses, will take additional time to meet pre-req. Teach a course in linux, it will help those continuing their education.

- ii. External Review Team Assessment from 2007-2008
 - 1) See attached CSAS Assmt of SLO in Major JJ (Appendix C) for a summary of the 2007-2008 CSAS assessment. Actions taken by the Computer Science department in response to the assessment may be found in the Actions CSAS 2011 (Appendix D) document.

C. Improvement Loop

- i. All in-class evaluations, faculty evaluations, Institutional Research reports, and Zoomerang surveys are reviewed regularly by the department
 - 1) This information leads directly to modified course syllabi, new course developments and degree updates.
 - 2) The Computer Science Department rigorously discusses: student input, reports from faculty re-training webinars/conferences/course work, local industry feedback and professional organization attendance, guidelines, and recommendations in formulating course, program and department-wide decisions.
- ii. See attached **Unit Assessment Reporting Form Spring 2012** (Appendix E) used by the Computer Science Department to address the SUNY Broome strategic initiatives.

6. Support, Resources, and Facilities

A. Information Technology Services (ITS)

- i. Provides secure, reliable and efficient academic and administrative computing and communications services that serve all students, faculty, and staff
- ii. Allows off campus remote access through Citrix XenApp which enables convenient access from home or anywhere else, to licensed campus software
- iii. Provides an "Internet Only" network for faculty, staff, and students to connect to the Internet from on campus with personally owned portable devices
- iv. Provides wireless access to the Internet in designated areas
- v. Provides Help Desk services to aid students with questions or problems related to campus technology use
- vi. Supports eight general access computer labs across campus

B. Learning Assistance Department & Library

- i. Provides any SUNY Broome student with FREE tutorial support: long-term, short-term, or online
- ii. Supplies the Writing Center's professional tutors
- iii. Supports the Math Lab: a tutorial center for students taking any mathematics course offered at the college
- iv. Provides a Learning Disabilities Program which offers specialized services to students with identified learning process disabilities (LD), attention deficit disorders (ADD/ADHD), and to students who suspect they may have a learning disorder
- v. Provides library services 7 days per week

C. Computer Science Department

- i. Maintains an Open Lab (AT0007) with a proctor or tutor available 5 days per week for Computer Science students, 4 computer labs, 1 networking lab, and 1 instructional lab
- ii. Maintains a small data center containing two Intel Multiflex blade enclosures and a NetApp Storage Area Network/Network Attached Storage device
 - 1) The blade enclosures host a virtual environment consisting of VMware ESXi and Citrix XenServer. The hosted VMs include Centos 5/6 Linux, Windows 7, Windows 2008 Server R2, and Windows Server 2012 R2 which are utilized by students in several CST courses
 - 2) In addition, students are provided access to network hardware consisting of a SonicWall TZ-210 firewall, Cisco ASA-5505 firewall, Palo Alto PA-200 firewall/Intrusion Detection/Prevention and several managed switches

7. Conclusions

A. Strengths

- i. The Computer Science (CS) Department is a vital, dynamic department
- ii. As part of SUNY Broome, the CS department's mission and goals are aligned with the college as evidenced by the Unit Assessment Report
- iii. Program Learning Outcomes of courses allow for assessment and update of programs every three years as evidenced by the 2011-2012 Program Review CSAS Part I and Part 2 reports
- iv. Professional development of staff is encouraged by attendance at conferences, enhanced instructional training courses, continued education, community involvement, new course development, grants, etc...
- v. Student satisfaction is measured by Zoomerang surveys (2 per semester), student evaluations, and Alumni Surveys
- vi. Courses are systematically reviewed by the DACUM process, periodic Program Reviews, and surveys of employers
- vii. The CS Department strives to provide accurate, timely academic advising to students. Students are advised into courses that meet degree requirements, including prerequisites and developmental courses, and satisfy financial aid requirements

B. Weaknesses

- i. Student retention is another problem that is being tackled
 - 1) A new Pre-CS advising sequence and courses CST 090/091 were adopted for the 2013-2014 year to better prepare the weaker students
- ii. Students come into the curriculum with limited Math skills. Many start in very low math classes and it takes additional years of study to make it to Calculus I

C. Major Achievements

- i. Accommodation has been made for non-traditional students, including the military, the unemployed, and international students by offering a variety of in-class and online sequences
- ii. Frequent contact with local employers through internships as openings become available
- iii. The hiring of 2 new tenure-track professors within the past few years and 3 faculty who are working toward doctorate degrees
- iv. The Computer Science Department revised the Fall 2014 CSAS program by reducing the total credits to 63 to meet the SUNY credit mandate for Seamless Transfer
 - 1) This was accomplished without compromising the quality of instruction
 - 2) We still encourage students to take the extra math class, since the transfer school will probably require it
 - A) MAT 250 or MAT 264
 - i) As only one of these two are required at SUNY Broome Community College to receive the degree

D. Outlook for the Future

- i. Continual CSAS program improvements using methods already in place:
 - 1) Annual Student Learning Assessment Reports
 - 2) Annual Unit Assessment Reports
 - 3) Student Surveys
 - 4) Alumni Surveys
 - 5) Chair Evaluations
 - 6) Peer Evaluations
 - 7) Program Reviews
 - 8) DACUM reviews
 - 9) Middle State reviews
- ii. Continual pursuit of articulation agreements given the recent program changes
- iii. Continual pursuit of methods to facilitate the SUNY initiatives of Seamless Transfer, Open SUNY, and updates to the Student Transfer Mobility Dashboard

8. Frequently Asked Questions

A. Questions

- i. Are the program goals and outcomes valid and are they being met to the faculty's satisfaction? Do the courses in the program relate to the program goals and outcomes?
 - 1) See Section V, the Assessment Plan on page 13 and Appendix A
- ii. Is the program design reflective of the needs and expectations in the discipline or profession?
 - 1) See Section II, National Standards, the DACUM review on page 5
- iii. Does the program have a process for the assessment of student learning outcomes?
 - 1) See Section V, the Assessment Plan on pages 13 and Appendix B
- iv. What is your impression of the overall quality of instruction? Are appropriate processes in place for the evaluation of the students' classroom experience?
 - 1) See Section IV, Tenure and Promotion Policies: Chair reviews, peer reviews on page 12
- v. What are the students' perceptions of the program? Are their goals being met? Do they feel that they have access to the faculty? Do they feel that the academic advisement process is effective?
 - 1) See Section IV, Tenure and Promotion Policies: student evaluations, page 12 and Section V, the Assessment Results on page 13
- vi. Are campus academic and student services providing adequate support to the faculty and students (i.e. admissions, library, technology services, health & counseling, placement, etc.?)
 - 1) See Section VI, Support, Resources, and Facilities, page 19
- vii. Are existing college resources and facilities adequate and used appropriately?
 - 1) See Section VI, Computer Science Department Facilities, page 19
- viii. Do you concur with the faculty's summary of the programs strengths and plans for improvement?
 - 1) See Section VII, Conclusions, page 20
- ix. What new directions are suggested for this program?
 - 1) See Section VII, Conclusions, page 20

References

- (2008). (2015). *IS 2015, Curriculum guidelines for undergraduate degree programs in information systems*. Association for Computing Machinery (ACM) and Association for Information Systems (AIS).
- Policy statement on liberal arts and sciences*. (2011, June 29). Retrieved February 22, 2014, from New York State Education Department: <http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>
- Transfer and Completion, College Board Advocacy & Policy Center*. (2011). Retrieved from The Completion Arch: <http://completionarch.collegeboard.org/completion/graduation-rates>

B. Appendix A

i. 2011-2012 Program Review CSAS Part 1

1) Computer Science Programs Outcomes

- A) Demonstrate a fundamental understanding of algorithms, data structures, software design, concepts of programming languages, and computer organization and architecture, and an awareness of the evolution and dynamic nature of the foundational core of computer science
- B) Demonstrate the ability to analyze and solve computing problems
- C) Demonstrate understanding of discrete mathematics, differential and integral Calculus, and probability and statistics
- D) Demonstrate the ability to communicate effectively, both orally and in written form, and work in a team environment
- E) Demonstrate familiarity with basic concepts, emerging technologies, and contemporary issues relating to the societal impacts of computing

Fall				General Program Outcomes				
	Course	Title		a	b	c	d	e
Semester 1	CST 113	Introduction to Programming	3	X	X			
	CST 117	Language Independent Design	3		X			
	CST 119	Computer Concepts	3	X				X
	ENG 110	College Writing I	2					
	MAT 181	Calculus I	3					
	PED		3					
Spring								
Semester 2	CST 133	Structured Programming	3	X	X			
	CST 170	Digital Logic	3	X				
	MAT 182	Calculus II	3			X		
	SS	US HIS recommended	3					
	CIV Ed	Elective	4					
Fall								
Semester 3	CST 150W	Object Oriented Programming	3	X			X	
	MAT 250	Discrete Math	3			X		
	CST 220	Microprocessors	3	X				
	PHY 181	Physics I	3					
	Gen Ed	Elective	3					
Spring								
Semester 4	CST 202W	Data Structures		X			X	
	CST 225W	Small Systems						
	ENG 220	Communication About Ideas					X	
	MAT 264	Linear Algebra						
	PHY 182	Physics II						

C. **Appendix B**

i. 2011-2012 Program Review CSAS Part 2

Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment		
Program/Department:	Computer Science – Computer Science	Report Date: 5/21/12
Part 1: Previous Assessment Cycle. As appropriate, please outline the impact on student learning, if any, of previously recommended actions that were implemented.		
The Computer Science A.S. Degree was formally reviewed fall 2008. The next program review will be fall 2016.		

Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment		
Program/Department:	Computer Science – Computer Science	Report Date: 5/21/12
Part 1: Previous Assessment Cycle. As appropriate, please outline the impact on student learning, if any, of previously recommended actions that were implemented.		
The Computer Science A.S. Degree was formally reviewed fall 2008. The next program review will be fall 2016.		
Program/Department Assessment Report to Academic Division and Standing Committee on Student Learning Assessment		
Program/Department:		Report Date: 5/21/12

Part 2: Current Assessment Cycle						
Program Learning Outcomes	Related Learning Activities	Assessment Methods and Criteria for Success	Assessment Timeline	Assessment Results	Actions Recommended/Taken	Institutional Resources Needed to Implement Recommendations
Demonstrate a fundamental understanding of algorithms, data structures, software design, concepts of programming language and computer organization and architecture and an awareness of the evolution and dynamic nature of the foundational core of computer science.	CST-113 Introduction to programming concepts, logical design and simple programming syntax. Projects created using these skills. CST-133 Structured programming concepts, arrays, data manipulation, function, modularization, software design. Projects created using these skills. CST-150 Object oriented programming concepts. Create labs that have user defined objects and solve problems using them. CST-202 Learn to create an use Data Structures create problems and lab that use Data Structures CST-170 Architecture, gates and design. Design and wire gates CST-220 Assembly code, Microprocessor programming	TBD				

Program Learning Outcomes	Related Learning Activities	Assessment Methods and Criteria for Success	Assessment Timeline	Assessment Results	Actions Recommended/ Taken	Institutional Resources Needed to Implement Recommendations
Demonstrate the ability to analyze and solve computing problems.	CST-117 Soft skills, communication, group work, problem solving. Labs involving these CST-113 CST-133 Analyze and solve programs.	TBD				
Demonstrate understanding of discrete mathematics, differential and integral Calculus, and probability and statistics.	MAT-181 MAT-182 Learn Calculus	TBD				
Demonstrate the ability to communicate effectively, both orally and in written form, and work in a team environment.	CST-150 CST-202 ENG-220	CST 202 Data Structures Project Group work Documentation (writing emphasis course) Dynamic Memory Allocation Concepts of structures used correctly in programming Concepts of Object Oriented programming Criteria for Success: A grade of 65% or higher	5/13/11	100% of all students met the "Criteria for Success"	Continue to use the Data Structures Project	

Program Learning Outcomes	Related Learning Activities	Assessment Methods and Criteria for Success	Assessment Timeline	Assessment Results	Actions Recommended/ Taken	Institutional Resources Needed to Implement Recommendations
Demonstrate familiarity with basic concepts, emerging technologies, and contemporary issues relating to the societal impacts of computing.	CST -119 Learn a variety of computer concepts, word, PowerPoint, excel, access, programming, networking.	Project: Pick an instructor-approved, CS-related topic of interest, develop a PowerPoint presentation including: defined terms with database/spreadsheets analysis, affecting personal data security. Success: A grade of 65% or higher	5/14/12	95% of all students met the "Criteria for Success"	Based on success of Individual Projects – continue to use this final project/presentation	Continue to benefit from the College's update of one Computer Science Lab each year.

D. **Appendix C**

i. CSAS Assessment of SLO in Major

**CSAS
Program
Review**

**Eileen Head
Leslie Lander**

2008



The report submitted by Eileen Head and Les Lander can be found on pages: 34-37

May 16, 2008

Dear Chris:

On February 28, 2008, the members of the External Review Team for the C.S.A.S. Degree in Computer Science met on the Broome Community College campus to evaluate the current curriculum. The individuals making up the External Review Team were Eileen Head, Undergraduate Program Director for Computer Science and Leslie Lander, Director of Graduate Studies in Computer Science, Binghamton University, NY.

The purpose of the meeting was to identify and document the strengths and weaknesses of the current C.S.A.S. Program in Computer Science, as well as the External Review Team's recommendations to address those weaknesses. A summary of the Review Team's overall perception is also included.

The members of the External Review Team would like to thank Chris Pappas, Department Chairperson, and Professors Dr. Murray, Paulette Gannett, Jennifer Sedelmeyer and Ken Mansfield, for the opportunity to take part in this very important review process. Broome Community College is an integral part of the Southern Tier Community and the C.S.A.S. Program in Computer Science is very relevant to career and transfer opportunities in the area.

The full External Review Team Assessment Report is attached.

Respectfully,

Eileen Head

Leslie Lander

Computer Science Program Review

In Attendance:

Date: February 28, 2008

Reviewers:

- Eileen Head – Binghamton University, Undergraduate Program Director for Computer Science
- Leslie Lander – Binghamton University, Director of Graduate Studies in Computer Science
- Computer Studies Faculty from BCC
 - Dr. William H. Murray
 - Paulette Gannett
 - Jennifer Sedelmeyer
 - Ken Mansfield

Strengths:

We feel that one of the major strengths of the Computer Studies Department is their faculty's continued maintenance of quality in the face of numerous pressures. These pressures will be discussed in detail below. We were impressed with the vision of the department and the Administration in seeing the value in a Computer Security and Forensics Degree and up and coming "Green," or Net-Zero course and program ideas. We were disappointed to hear that the planned program in Simulation did not come to fruition. Again, these points are expanded in detail below.

In our view, the Computer Science transfer program is a comprehensive two year program covering the required course work, in computer science, which has the potential for a successful transfer of students to their four year sister institutions. We will discuss some caveats in our detailed discussion below. Also, because of the diversity of course work and programming knowledge, students will also find it possible to secure meaningful employment as entry level programmers in many of the areas companies.

The beauty of computer science is that a student with a good associate's degree, such as the one from BCC, can find a employment in this geographic area in a professional position, which pays them very well while they complete their four-year degree. By providing numerous practice-oriented elective courses, BCC gives its students a skill set to obtain professional employment. This is an important and successful part of the program even though those courses do not transfer as credit for the major in a four year program. However, such courses do also provide important motivational background for upper division courses at a four year school, which will include more theoretical topics that underlie that practice.

Programming languages include C#, C++ and assembly language with options for Java and Visual Basic. Math courses include the standard calculus sequence and also include discrete and higher mathematics, and linear algebra courses.

The majority of the department's faculty have kept current in their field by taking course work, writing articles for professional publications and writing text and trade books. Four of the department faculty have published extensively over the years with more than 60 articles and 92 text and trade books to their credit. Most have many hours of course work beyond their master's degree in areas that include networking and computer forensics.

The current chair of the department, Professor Chris Pappas, has supported his faculty and department in investigating: (i) new academic programs; (ii) new programs of interest to students, local businesses and companies that include the area's big simulation companies such as Universal Instruments, BAE, Lockheed, Diamond Visionics, Doron and more; (iii) offering course work to confined populations, etc.

Overall, considering the mission the transfer programs of any community college and the need to give students access to multiple transfer institutions, Broome Community College's Computer Science program is doing an excellent job. Speaking only from the experience of Binghamton with transfer students from BCC, the Computer Science program at BCC prepares the able students very well for transfer and we assume that the same applies to students who take the other opportunities that are available within the area of Computer Science.

Program Realities:

When the confines of a two year program and the number of transfer institutions are considered, this program offers all of the possible course content that could be expected of a two-year institution.

An attempt to tune the two year program to feed into one four-year program would only complicate transfer to other programs given the great variety in the explosive technological field of computer science.

Also, student numbers are a challenge. The program will need to accept students that may not achieve true transfer status. There will always be a number of the students in the associate's degree that succeed in the nurturing environment of BCC, who are either not able to succeed at a four-year school, or who cannot step up to the more demanding and more independent culture of a SUNY University Center.

It would be helpful if student's could be given a realistic "reality check" on their career prospects. As advisors, we hear from students across all disciplines that the workload at a university center is radically harder than at their prior institutions.

A second "reality check" is that computer science programs are very dynamic. The published program of any school when a student starts at BCC may differ a lot from the program into which they transfer. Further, a student who plans to complete the degree part-time, while being employed full-time, is likely to find that courses change their prerequisites over time and hence become harder as technology advances. They should plan to limit their time-to-degree.

Program Weaknesses:

The one area that we would draw attention to is the nationwide problem of making online education a substitute for on campus instruction. Despite BCC's best efforts, we have directly observed in transfer students from BCC as well as other colleges, the simple fact that they learn significantly more in the classroom than they do online. Online students need much closer supervision than current resources can support.

Of course, this is not a problem that is limited to BCC. While a small number of more mature students, with unusually excellent study skills, can attain the same learning outcomes as someone on campus, it is hard to be successful for the average student.

In order to succeed in upper division courses in the discipline at a four-year institution, it is still advisable for a transfer student to repeat a core course that they had previously taken online.

Recommendations:

We note that this program currently requires Physics I and II with calculus in order to receive transfer credit. Many of our sister institutions, including us (Binghamton University), will accept biology and chemistry in addition to physics. We would make the recommendation that students be given this option in the future.

Further detailed observations:

We are impressed with the ability of the Computer Science Department at BCC in continuing to retain excellent faculty, in spite of the continued economic pressure that naturally draws skilled computer professionals away from academia and into industrial jobs. Also, we understand that they had to show considerable resilience under the challenges of changes in Administration staffing, policies and procedures. The Computer Studies Faculty have maintained a steady course of research and development leading to many exciting possibilities and we understand that some have been recognized by the Administration and some not.

We had heard some years ago about a new degree program in Simulation that would have worked with and supported the vital local Simulation Industry—an industry that was created and has flourished in this area. We were amazed that the program was essentially dropped and hope the plans can be revived.

Also, another great but missed opportunity was the interest in offering a Certificate Program targeted towards our local “confined populations,” paving the way for the prison populations’ introduction to academic and career success.

As mentioned previously, different universities require surprisingly different lower division curricula to succeed in their upper division courses. A community college cannot prepare students for every four-year college across the SUNY system. There is no prospect in the foreseeable future that Albany, Binghamton, Buffalo and Stony Brook would agree on a common set of requirements for the first two years of study in computing. Computer Science is simply too dynamic a field, which is at the forefront of the world economy. The result is that BCC must continue to provide the consistent set of courses that they have traditionally offered and, as they do now, update them in harmony with advancing technology. Students should be made aware that some lower division courses will need to be taken at a four-year school to ensure success in the upper division. Many times, graduation is not delayed by this fact. Since those lower division courses will come easier to students with an associate’s degree, because of their background, they can take a heavier load of other courses.

Overall Perceptions:

Our overall perceptions are that the Computer Science transfer program at Broome Community College is that it is a balanced and complete, consisting of a well-integrated collection of courses forming a suitable basis for transfer to a large number of New York State colleges and universities.

The college, division, department chair and faculty should be commended for their efforts in keeping pace with the ever changing needs and desires of both academic institutions and industry.

E. Appendix D

i. Actions CSAS Since Last Review

1) Changes made since last review

A) CST 117 – Problem Solving and Communication Tools

i) Changed from a 2 credit class to a 3 credit class, 2 Lecture Hours & 2 Lab Hours

ii) It now involves more soft skills including:

(1) Problem Solving

(2) Written Communication

(3) Verbal Communication

(4) Group Activities

(5) Presentation

B) Courses offered originally online now have an in-class section or have returned to an in-class offering

i) Some courses have been put into Blended Mode

(1) This allows for both a face to face component and an online component for a section of a course

(2) Some courses are now cross listed to allow for in-class or online

(A) This allows students to take the same course, same section either in the class or online

ii) One of the recommendations of the team who reviewed us was to expand our Natural Science Sequence

(1) Prior to this meeting we required Physics and only accepted Physics for the two semester sequence

(2) Now, to follow what other SUNY schools require (including Binghamton University), we allow the students to take a Physics Sequence, a Chemistry Sequence or a Biology Sequence

(A) Most four year institutions now accept any of the above mentioned science sequences

**SUNY Academic Program Review
Assessment of Student Learning Outcomes in the Major
Summary Report**

Name of Institution: SUNY Broome Community College
Registered program title: Computer Technology (CTTT & CTNT)
Registered award: AAS
Date of Previous Assessment: 2007 – 2008 Program Review
Date of Current Assessment: 2014 – 2015 Program Review
Campus Contact Person for this Assessment: Paulette Gannett, Computer Science Chair

External Reviewers:

Tracy Grassi
MH-60 Program Management
Lockheed Martin Owego

Theresa M. Matthews
Director, Software Engineering Services,
ENSCO Avionics,
3 Holiday Hill Road, Endicott, NY 13760

Dave Lemmon
Software Engineering Manager
Lockheed Martin Owego

**Report compiled and submitted
by CT Review Committee:**

Kenneth Mansfield (Committee Chair)
James Antonakos

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1. **Mission and Learning Outcomes of Undergraduate Program**

A. **The Overarching Mission of the Program**

- i. The Computer Technology program prepares students for immediate employment after graduation or for transfer to a four-year college or university to complete studies for a bachelor's degree. During the first semester, students register for a common semester shared by both tracks in the program. After the first semester students pursue courses within the Computer Technology Technical Track (CTTT) or the Computer Technology Network Track (CTNT). The Computer Technology Technical Track provides for additional math and science emphasis. The Computer Technology Network Track provides a more rigorous emphasis on the various aspects of computer networking.
- ii. Computer Technology Courses and Program Emphasis courses:
 - 1) Computer Concepts and Applications
 - 2) C++/C++.NET
 - 3) Problem Solving and Communication Tools
 - 4) Computer Networking
 - 5) Digital Logic
 - 6) Computer Architecture
 - 7) English
 - 8) Social Science
 - 9) Mathematics
 - 10) Additional Advanced Courses appropriate to student's transfer plans

B. **The Goals and Objectives Associated with Accomplishing Stated Mission**

i. **Computer Technology A.A.S., Program Outcomes**

Associate in Applied Science Program

- 1) The Computer Technology program leads to an Associate in Applied Science degree and prepares students employment in the field or for transfer to a four year college or university
- 2) The Computer Technology program provides a firm grounding in the fundamentals of computer technology which involves a variety of topics such as computer architecture, programming languages, electronics, networking and applications
- 3) Mathematics is a key component in Computer Technology program
- 4) Computer technologists are problem solvers and need strong critical thinking skills and must be able to apply these to a variety of challenging problems and situations
- 5) Computer Technology fundamental skills will be important in further studies as well as computer technology related career

2. Program Curriculum and Design

A. Program Information

The following Computer Technology program has been approved for the Fall 2015 term. The total credits in each of the programs have been reduced to be equal to or below 64 credits to meet SUNY compliance requirements. Our current programming sequence is in C++.

B. Computer Technology – Technical Track

Technical Track

FIRST YEAR

Fall Semester 16 Credits

- CST 113 Introduction to Programming (3 credits)
- CST 117 Problem Solving & Communication Tools (3 credits)
- CST 119 Computer Concepts & Applications (3 credits)
- ENG 110 College Writing I (3 credits)
- MAT 130 Applied Algebra and Trigonometry (4 credits)

Spring Semester 15 Credits

- CST Sequence Elective (3 credits)
- CST 140 Computer Maintenance (3 credits)
- CST 170 Digital Logic (3 credits)
- CST 220 Microprocessors (3 credits)
- CST 208W Introduction to Computer Networking (3 credits)

SECOND YEAR

Fall Semester 17 Credits

- CST Sequence Elective (3 credits)
- CST Elective (3 credits)
- Natural Science Sequence (4 credits)
- Civic Education Elective (3 credits)
- MAT 160 Applied Calculus (4 credits)

Spring Semester 16 Credits

- CST 200 Level Sequence Elective (3 credits)
- CST 225 Introduction to Small Systems (3 credits)
- Natural Sciences Sequence (4 credits)
- ENG 150 Technical Writing (3 credits)
- Gen Ed Elective (3 credits)

GRADUATION REQUIREMENT: 64 CREDITS

C. Computer Technology – Network Track

Network Track

FIRST YEAR

Fall Semester 16 Credits

- CST 113 Introduction to Programming (3 credits)
- CST 117 Problem Solving & Communication Tools (3 credits)
- CST 119 Computer Concepts & Applications (3 credits)
- ENG 110 College Writing I (3 credits)
- MAT 130 Applied Algebra and Trigonometry (4 credits)

Spring Semester 15 Credits

- CST Sequence Elective (3 credits)
- CST 140 Computer Maintenance (3 credits)
- CST 170 Digital Logic (3 credits)
- CST 220 Microprocessors (3 credits)
- CST 208W Introduction to Computer Networking (3 credits)

SECOND YEAR

Fall Semester 16 Credits

- CST Sequence Elective (3 credits)
- CST 209 Advanced Computer Networking (3 credits)
- CST 213 Database Systems (3 credits)
- CST 216 Visual Basic.NET (3 credits)
- Natural Science Sequence (4 credits)

Spring Semester 15 Credits

- CST 200 Level Sequence Elective (3 credits)
- CST 224 Introduction to Network Programming (3 credits)
- ENG 150 Technical Writing (3 credits)
- Civic Education Elective (3 credits)
- Gen Ed Elective (3 credits)

GRADUATION REQUIREMENT: 62 CREDITS

1. Notes about the Computer Technology Degree requirements:

- A. Possible Civil Ed Electives:
 - i. HIS 130, HIS 131, ECO 110, ECO 111, SOC 110, SOS 120
 - B. Possible General Education Electives:(Social Science):
 - i. PSY 110
 - C. Suggested Gen Ed: (Western Civilizations):
 - i. HIS 100, HIS 103, HIS 116, HIS 117
 - D. Other Gen Ed Courses from the following areas:
 - i. Humanities, Other World Civilizations, The Arts, or Foreign Language
 - E. Gen. Ed. Areas
 - i. Students must complete courses from 7 of the 10 categories
 - ii. These categories are:

1) Basic Communication	6) Humanities
2) Math	7) West Civilization
3) Social Science	8) Other World Civilizations
4) Natural Science	9) The Arts
5) American History	10) Foreign Language
- F. Writing Emphasis (W) Requirements:
 - i. You must take two (2) W courses in order to graduate
 - 1) These are indicated by a W after the Course number
- G. The program may take more than two years to complete depending on a student's academic background. Preparatory courses are offered for students not meeting entry requirements into the regular Computer Technology program. Courses taken to meet prerequisite requirements will not count as credit towards the Computer Technology degree. Students can attend full-time or part-time, both in class and on-line.
- H. The Sequence Electives consist a student choice between Security and Programming. Students must complete a three courses from the selection of courses available:
 - 1) Security Sequence: Three courses from the following list:
 - A) CST 103 – General Security Concepts
 - B) CST 104 – Remote Security Methods
 - C) CST 203 – Security Hardware and Software
 - D) CST 210 – Business Security
 - 2) Programming Sequence: Three courses from the following list (not already included in program):
 - A) CST 120 – Java Programming
 - B) CST 131 – Internet Programming Languages
 - C) CST 133 – Structured Programming
 - D) CST 151 – iPhone/iPad Application Development
 - E) CST 153 – Robotics and C Programming
 - F) CST 158 – Data Analysis and Spreadsheets
 - G) CST 200 – Systems Analysis
 - H) CST 216 – Visual Basic.NET
 - I) CST 224 – Introduction to Network Programming
 - J) CST 225 – Introduction to Small Systems
 - K) CST 226 – Advanced Visual Basic.NET

3. Undergraduate Student Details

A. Acceptance Procedures

i. Admissions Requirements

- 1) Computer Technology majors are admitted as they apply, complete the admissions process, and select a particular program. Official high school transcripts and/or all college transcripts, or, if applicable, General Equivalency Diploma (GED) are required for admission. American College Testing (ACT) or Scholastic Aptitude Test (SAT) score reports are not required.

ii. Placement Testing

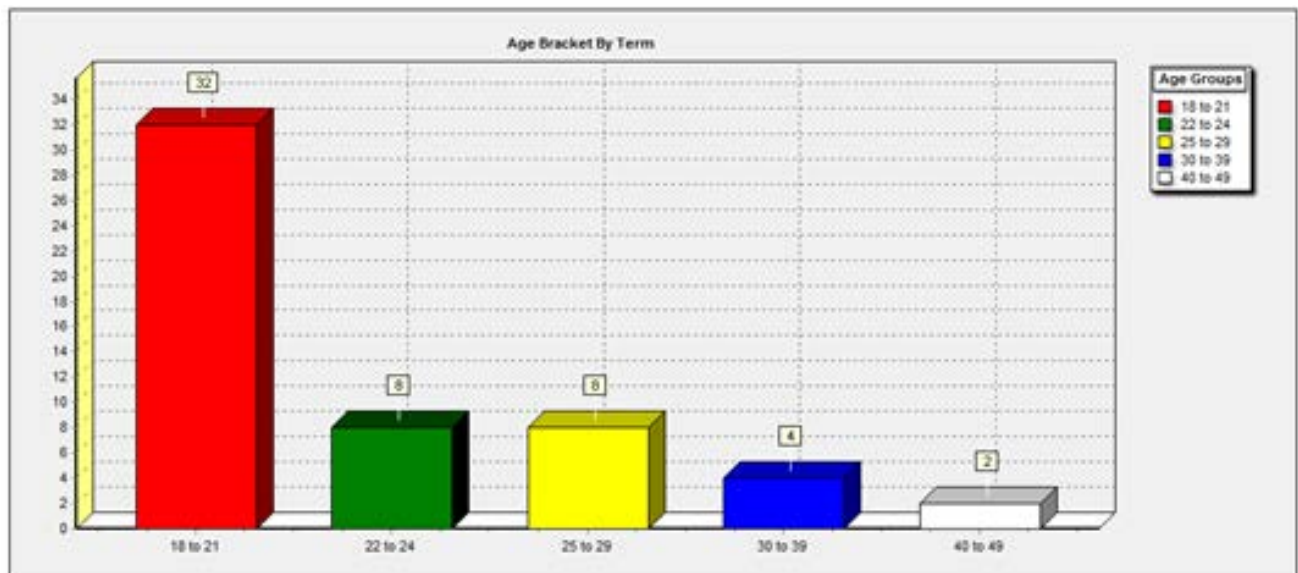
- 1) The Admissions Office administers placement tests in reading, writing, and mathematics to entering students. The information gained from these tests is used along with other records to help place students in appropriate courses. Every effort is made to place students in courses in which they can succeed. In some cases, students will be required to enroll in non-credit developmental courses.

- iii. The program may take more than two years to complete depending on a student's academic background. Preparatory courses are offered for students not meeting entry requirements into the regular Computer Technology program. Courses taken to meet prerequisite requirements will not count as credit towards the Computer Technology degree. Students can attend full-time or part-time, both in-class and online.

B. Characteristics of Students in Computer Technology Technical Track

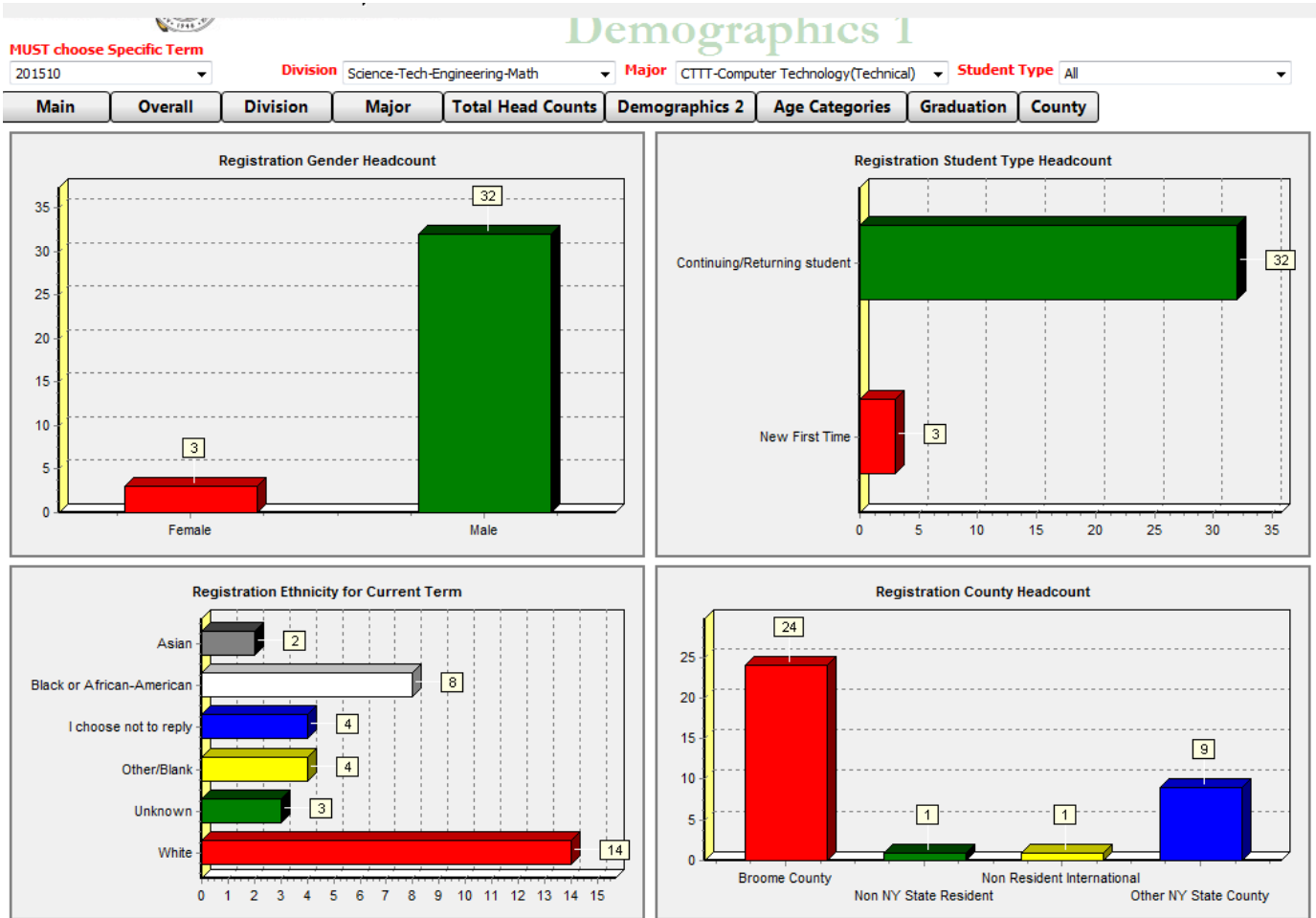
- i. ARGOS reports created from data collected by the Institutional Effectiveness Department at SUNY Broome helped to obtain a picture of students in the CTTT program

- ii. CTTT Age Brackets for Spring 2015



By this chart, the majority of the Computer Technology - Technology Track Students at SUNY Broome Community College are in the traditional 18-21 age range

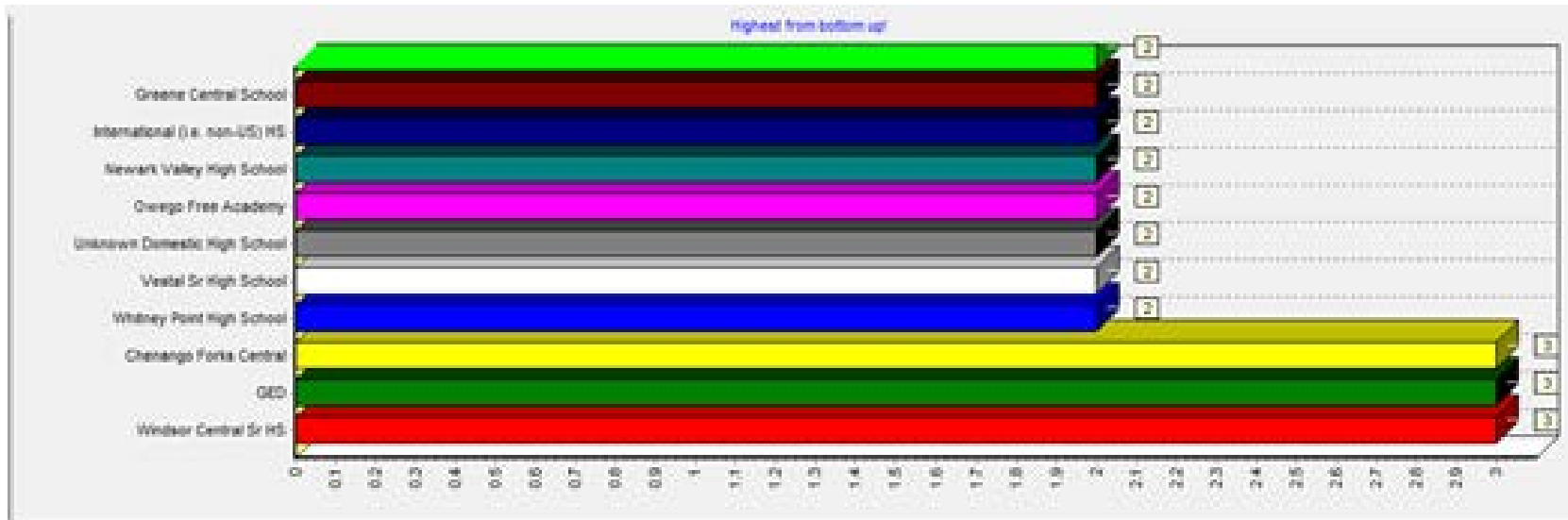
iii. CTTT Demographic Information for Spring 2015



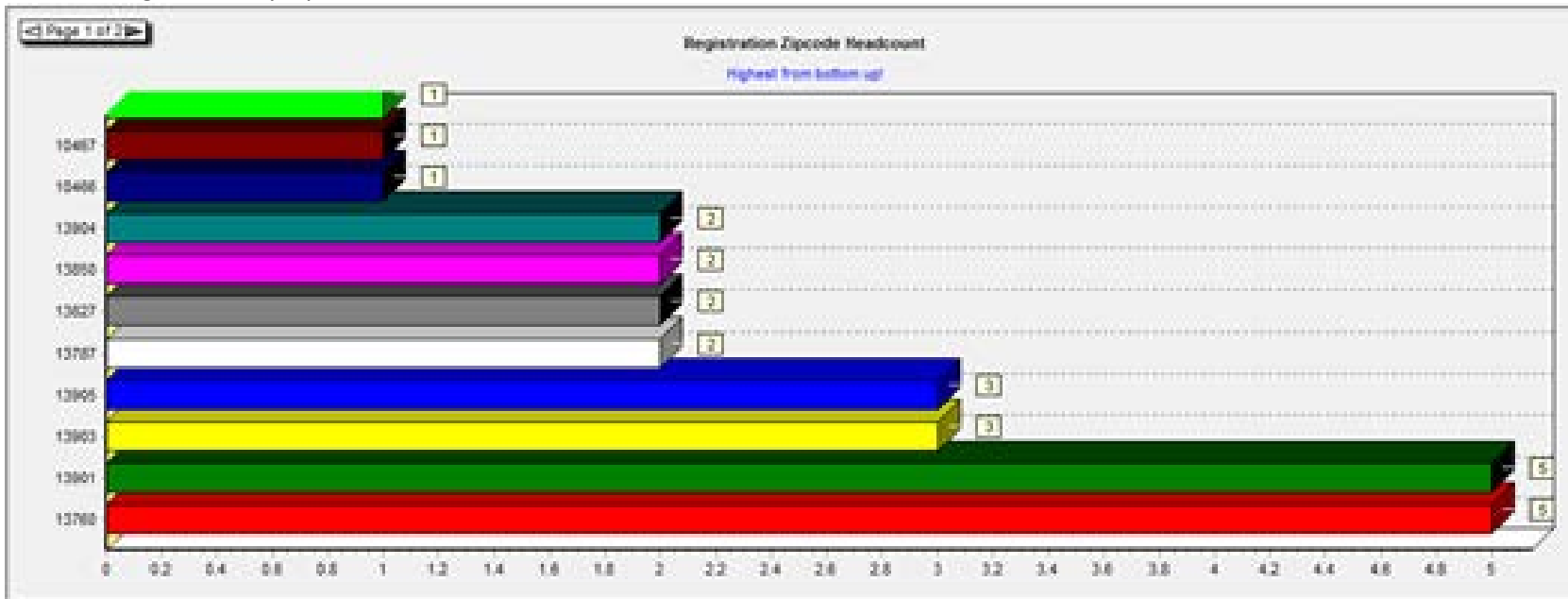
Which illustrates the following information:

- Gender Breakdown (top left)
- Registration by Student Type (top right)
- Registration by Ethnicity (bottom left)
- Registration by County (bottom right)

iv. CTTT Registration by High School

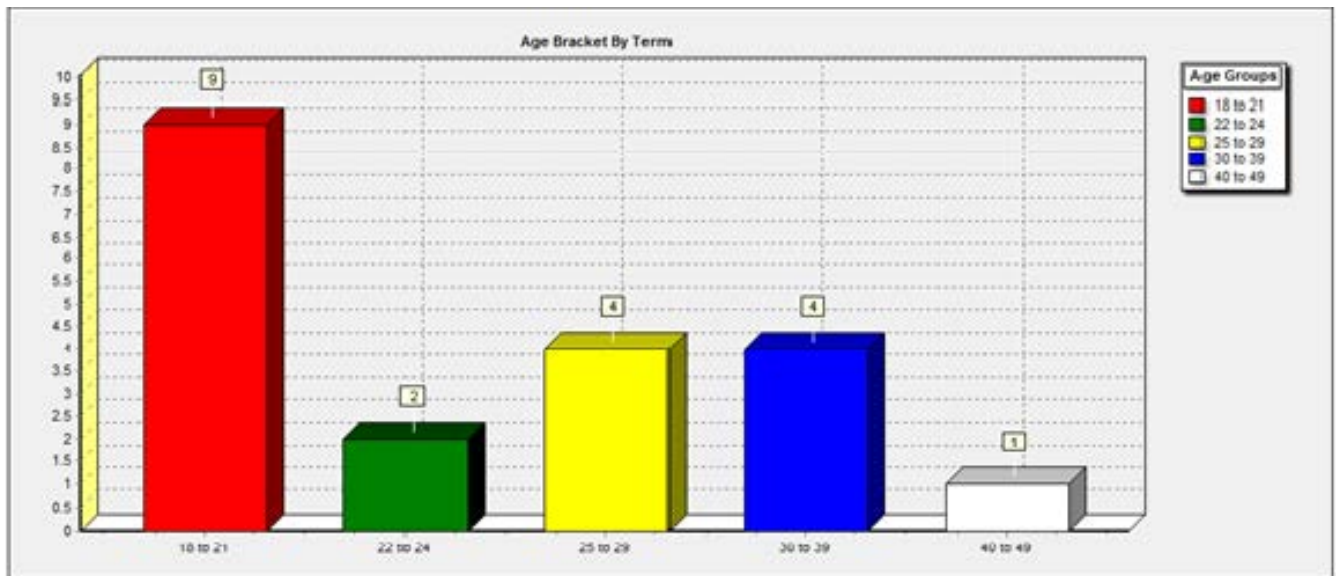


v. CTTT Registration by Zip Code



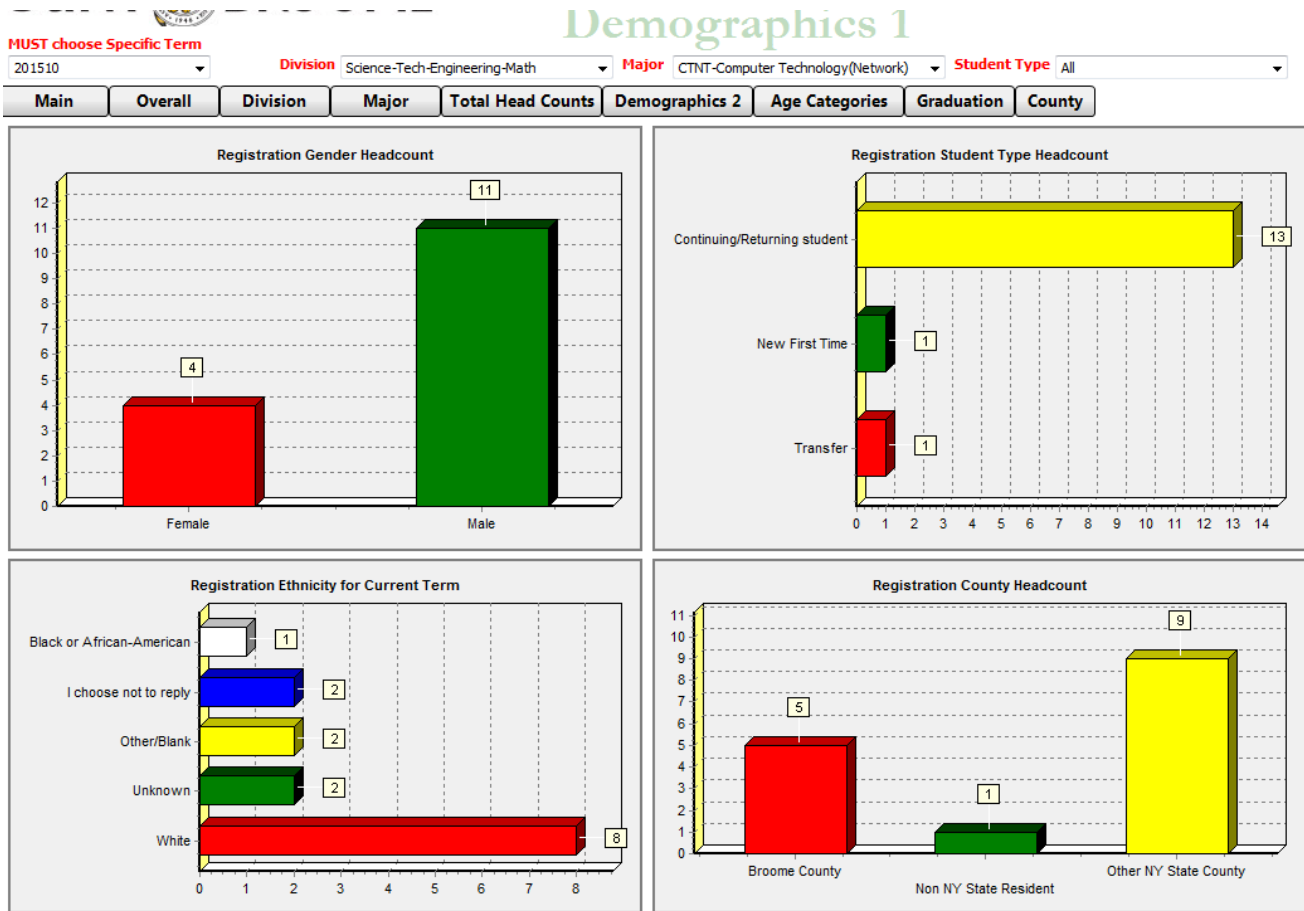
C. **Characteristics of Students in Computer Technology Network Track**

- i. ARGOS reports created from data collected by the Institutional Effectiveness Department at SUNY Broome helped to obtain a picture of students in the CTNT program
- ii. CTNT Age Brackets for Spring 2015



By this chart, the majority of the Computer Technology Network Track Students at SUNY Broome Community College are in the traditional 18-21 age range

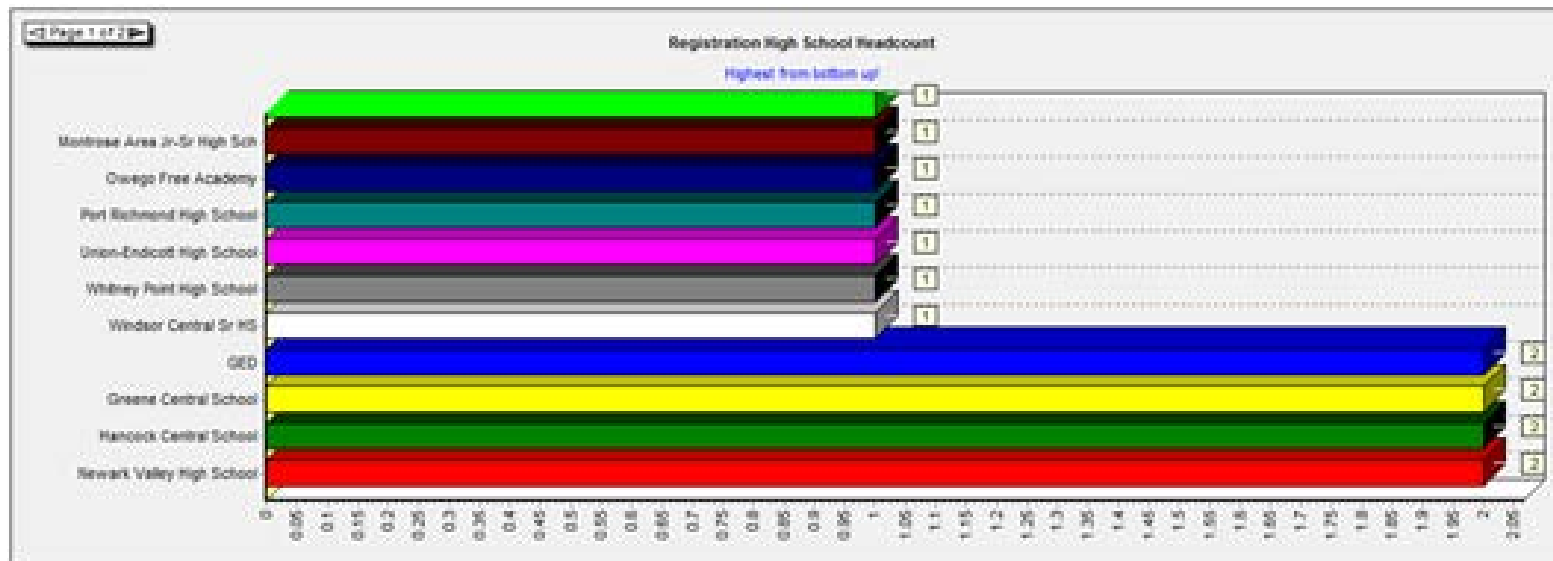
iii. CTNT Demographic Information for Spring 2015



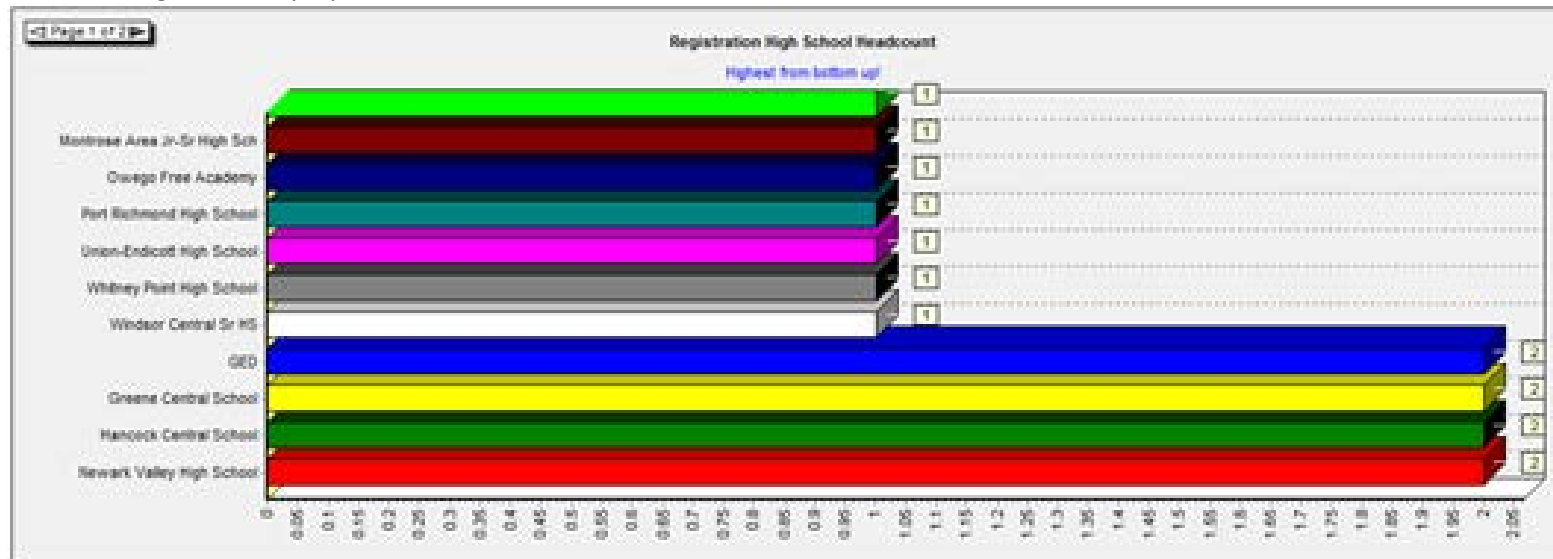
Which illustrates the following information:

- Gender Breakdown (top left)
- Registration by Student Type (top right)
- Registration by Ethnicity (bottom left)
- Registration by County (bottom right)

iv. CTNT Registration by High School



v. CTNT Registration by Zip Code



D. Program Trends

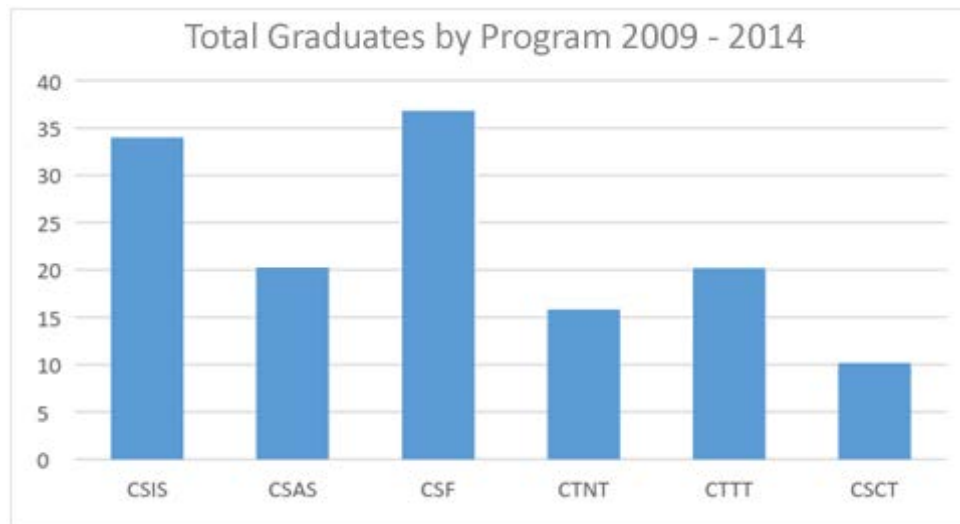
vi. Graduation

1) Computer Science Department Graduation Rates from 2009 – 2014

Year	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	Total by ROWS
Major	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates	Graduates
	Value	Value	Value	Value	Value	Value	Value
Total by COLUMNS	26	29	22	25	25	9	136
ST-Comp Stud Information Systems-CSIS-...	10	5	10	4	2	2	33
ST-Computer Science-CSAS-...	4	4	2	5	4	1	20
ST-Computer Security & Forensics-CSF...	2	4	7	10	9	5	37
ST-Computer Technology(Net...	0	7	1	4	4	0	16
ST-Computer Technology(Tec...	0	9	2	2	6	1	20
ST-Computer Technology-CS...	10	0	0	0	0	0	10

Note: The last three items represent graduation rates for the Computer Technology Programs.

vii. Composition Graduates for all CS Programs



4. Faculty Quality

A. Hiring Programs & Number of Faculty

- i. Hiring Program
 - 1) Currently the Computer Science has an open unstaffed full time position
 - 2) This position has remained open for several years
 - 3) In 2015, with projected downward trends in high school graduates, we have elected to not request that this position be considered by the administration to be filled
- ii. Number of Faculty
 - 1) 8 full time faculty members in tenure tracks
 - 2) 5 adjunct faculty members
 - A) 3 teaching full time
 - B) 2 teaching part time

B. Faculty Responsibilities

- i. The full time faculty develop and teach all the core courses in the Computer Science Program
- ii. The adjunct faculty teach some of the core courses under the directions and guidance of the full time faculty

C. Faculty Titles and Credentials

i. Paulette Gannett

- 1) Associate Professor/Chairperson, Department of Computer Science
- 2) Degrees: B.S., M.S., Binghamton University
- 3) Teaching experience: 33 years
- 4) Courses taught in CSAS program: CST 113, CST 119, CST 133, CST 150, CST 202

ii. Julie L. Cooley

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.S. Human Ecology, SUNY Oneonta, M.S., SUNY Oswego
- 3) Teaching experience: 4 years
- 4) Courses taught in CSAS program: CST 113, CST 170

iii. Rachel E. Hinton

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.S., M.S., Binghamton University
- 3) Teaching experience: 26 years
- 4) Additional teaching positions: Binghamton University
- 5) Courses taught in CSAS program: CST 119

iv. Gary J. Kohut

- 1) Technical Assistant IIA, Department of Computer Science
- 2) Degrees: A.S., Broome Community College; B.A., Binghamton University
- 3) Teaching experience: 26 years
- 4) Courses taught in CSAS program: CST 113, CST 133, CST 140, CST 170, CST 220

v. Kenneth C. Mansfield

- 1) Professor, Department of Computer Science
- 2) Degrees: A.A.S., Broome Community College; B.S., M.S., Binghamton University
- 3) Teaching experience: 18 years
- 4) Additional teaching positions: Champlain College (Vermont), Excelsior College (Albany)
- 5) Courses taught in CSAS program: CST 225

vi. **Jennifer Sedelmeyer**

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: A.A.S., Broome Community College; B.S., M.S., Binghamton University
- 3) Teaching experience: 28 years
- 4) Additional teaching positions: Excelsior College (Albany)
- 5) Courses taught in CSAS program: CST 113, CST 117, CST 133, CST 150

vii. **Peggy A. Sniezek**

- 1) Assistant Professor, Department of Computer Science
- 2) Degrees: B.M., Youngstown State University; M.M., University of North Carolina at Greensboro; M.S., SUNY Binghamton
- 3) Teaching experience: 7 years
- 4) Courses taught in CSAS program: CST 119

D. **Tenure and Promotion Policies**

- i. 5 tenured faculty
 - 1) 1 tenured faculty member typically does not teach any of the courses in the CSAS program
- ii. 2 faculty seeking tenure
- iii. 2 faculty seeking promotion
- iv. The 4 year tenure process includes individual Profession Development Plan development, chair reviews, peer reviews, and student reviews

5. Assessment Plan and Outcomes

A. Assessment Plan

- i. The Computer Technology Technical Track required courses were mapped to the Program Outcomes
- ii. Computer Technology A.A.S., Technical Track Program Outcomes
 - 1) An appropriate mastery of the knowledge, techniques, skills, and modern tools of modern programmers
 - 2) An ability to apply current knowledge and adapt to emerging applications of science, technology, engineering, and math
 - 3) An ability to conduct laboratory and field testing procedures and to interpret data and apply results
 - 4) An ability to apply creativity in the design of systems, components or processes appropriate to program objectives
 - 5) An ability to identify, analyze, and solve technical problems
 - 6) An ability to communicate effectively

		Fall		General Program Outcomes							
		Course	Title			a	b	c	d	e	f
Semester 1		CST 113	Introduction To Programming		3	X					X
		CST 117	Language Independent Design		3		X				X
		CST 119	Computer Concepts		3		X				X
		MAT 130	Algebra & Trigonometry		4						
		ENG 110	College Writing I		3						
				Spring							
Semester 2		CST 1XX	Sequence Elective		3		X			X	
		CST 140	Computer Maintenance		3		X	X			
		CST 170	Digital Logic		3				X		
		CST 220	Microprocessors		3	X	X	X	X		
		CST 208 W	Introduction to Networking		3		X	X	X	X	X
				Fall							
Semester 3		CST 1XX / 2XX	Sequence Elective		3						
		CST	CST Elective		3			X	X		
		MAT 160	Applied Calculus		4		X				
			Civic Ed. Elective		3						
			Natural Sciences Sequence		4						
				Spring							
Semester 4		CST 225 W	Introduction to Small Systems		3	X	X	X	X	X	
		CST 2XX	200 Level Sequence Elective		3		X			X	
		ENG 150	Technical Writing		3						X
			Natural Science Sequence		4						
			General Ed. Elective		3						

iii. The Computer Technology Network Track required courses were mapped to the Program Outcomes

Computer Technology A.A.S., Network Track Program Outcomes

- a. An appropriate mastery of the knowledge, techniques, skills, and modern tools of modern programmers
- b. An ability to apply current knowledge and adapt to emerging applications of science, technology, engineering, and math.
- c. An ability to conduct laboratory and field testing procedures and to interpret data and apply results.
- d. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.
- e. An ability to identify, analyze, and solve technical problems.
- f. An ability to communicate effectively.

			General Program Outcomes					
			a	b	c	d	e	f
Semester 1	Course	Title						
	CST 113	Introduction To Programming	3	X				X
	CST 117	Language Independent Design	3		X			X
	CST 119	Computer Concepts	3		X			X
	MAT 130	Algebra & Trigonometry	4					
ENG 110	College Writing I	3						
			Fall					
Semester 2	CST 1XX	Sequence Elective	3		X			X
	CST 140	Computer Maintenance	3		X	X		
	CST 170	Digital Logic	3				X	
	CST 220	Microprocessors	3	X	X	X	X	
	CST 208 W	Introduction to Networking	3		X	X	X	X
			Spring					
Semester 3	CST 1XX / 2XX	Sequence Elective	3		X			X
	CST 209	Advanced Computer Networking	3	X		X	X	X
	CST 213	Database Systems	3	X		X	X	X
	CST 216	Visual Basic.NET	3	X		X	X	X
		Natural Sciences Sequence	4					
			Fall					
Semester 4	CST 2XX	200 Level Sequence Elective	3		X			X
	CST 224 W	Introduction to Network Programming	3	X	X	X	X	X
	ENG 150	Technical Writing	3					X
		Gen. Ed. Elective	3					
		Civ. Ed. Elective	3					
			Spring					

B. Assessment Results

i. Alumni Survey

- 1) The alumni survey results show continued success of our graduates as they pursue employment within the field of information systems. The majority of the alumni also report an interest in continued education, which supports our need to provide transfer options within the framework of this degree. Transfer and job placement reports may be viewed at the SUNY Broome website: <https://mycollege.sunybroome.edu/web/institutional-effectiveness/institutional-data>
- 2) The alumni Survey Report can be found on the pages below:



Office of Institutional Effectiveness
and Enrollment Planning

P.O. Box 1017 • Binghamton, New York 13902

Voice: (607) 778-5024 Fax: (607) 778-5173

Computer Technology (CTTT, CTNT, CSCT) Alumni Survey 2015

Reported by:

Karen Hodel

Institutional Effectiveness and Enrollment Planning

(607) 778-5346, Wales 205

Spring 2015

**SUNY BROOME COMMUNITY COLLEGE
ALUMNI SURVEY RESULTS 2015**

Background

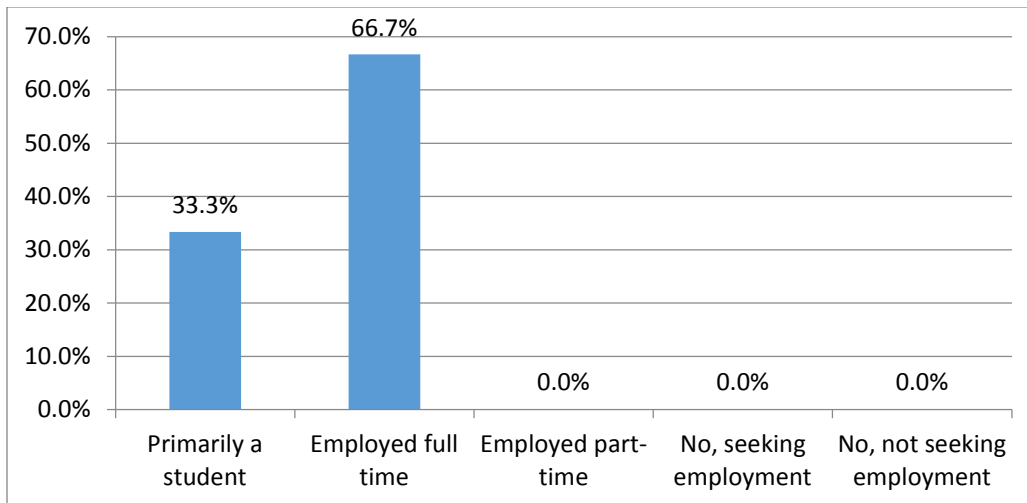
As an ongoing part of its regular assessment program, the SUNY Broome Community College Computer Studies Department partners with the Office of Institutional Effectiveness to conduct periodic studies of graduates of its programs. The results are presented in this report.

Methodology

Two mailings were sent out in fall 2014 to graduates of the Computer Technology Program. Responses were received from six graduates out of a total of 45 graduates representing a 13.3% response rate. Three of the surveys were undeliverable and were excluded from the total sample. Details of the responses are presented below.

Section I: Employment

1. Are you *currently* employed? Total responses = 6



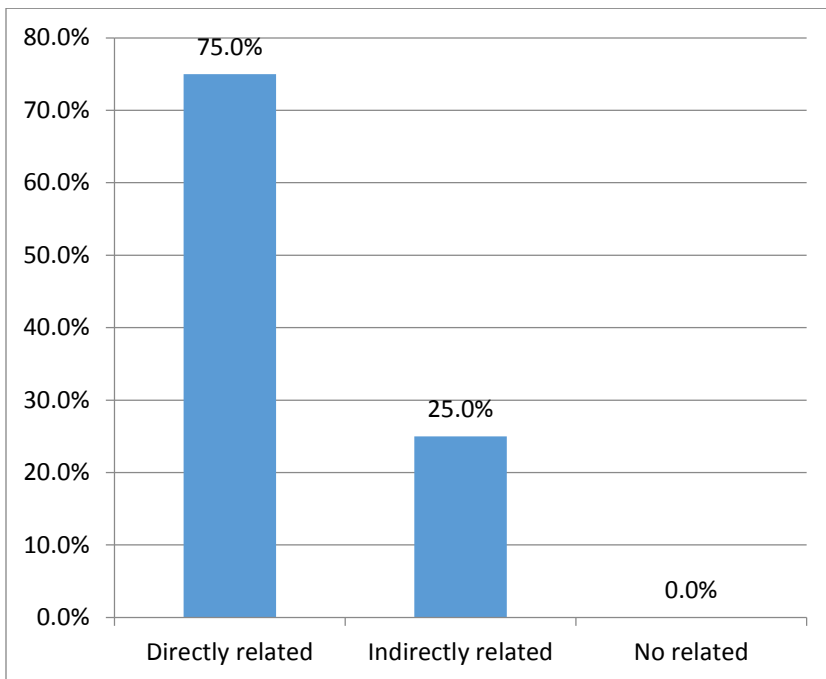
2. What is your approximate annual income in your *current* job?

From those respondents that were employed *full-time* that self-reported Annual Salary:
Total responses = 4



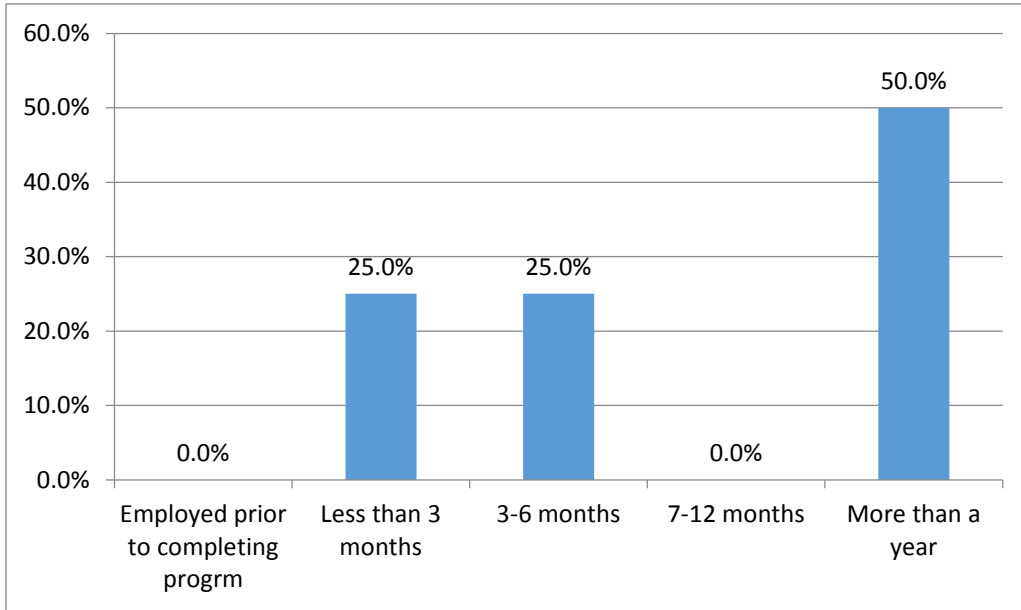
3. Is your *current* job related to the program in which you received your degree?

Total responses = 4



4. How long did it take to find your *first* job after you completed your BCC program?

Total responses = 4

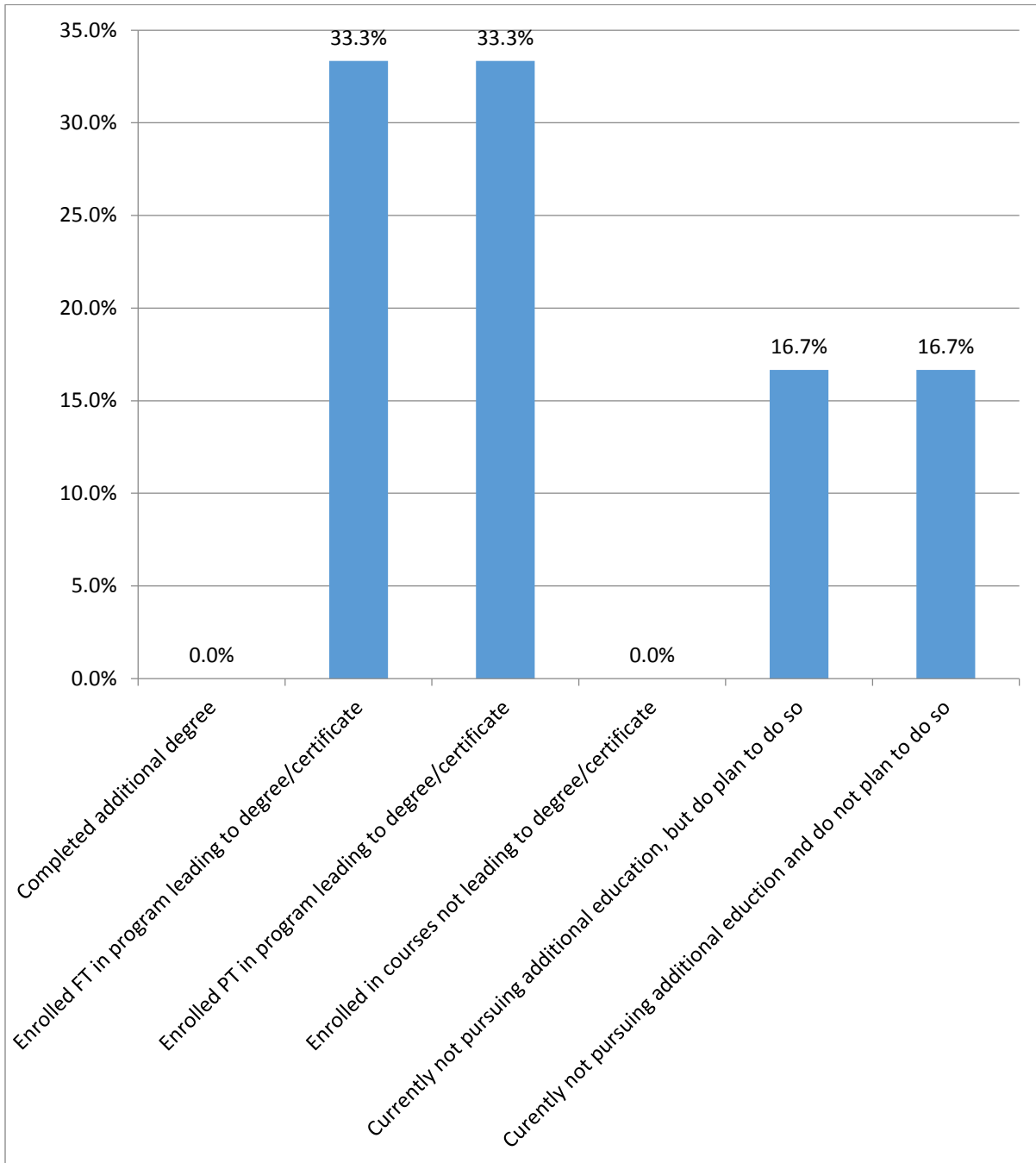


Total responses of graduates who reported *full-time employment was directly or indirectly related to degree* : Total responses=4

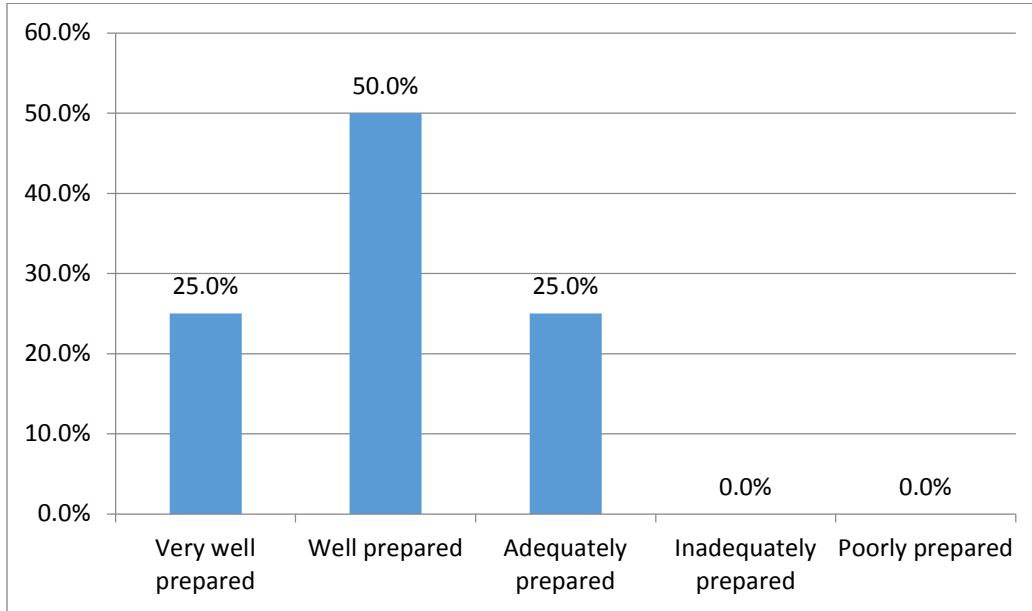
Job Title	Employer	City	State
Associate Software Verification	ENSCO Avionics	Endicott	NY
Electronics Testing Engineer		Fall Church	VA
IT Manager	GHS Federal Credit Union	Binghamton	NY
Lead Technology Specialist	Cornell University	Ithaca	NY

Section II: Additional Education

5. Which of the following best describes your current educational objective? Total responses = 6



6. How would you rate your preparation at BCC for continued education? Total responses = 4



Total responses for institutions = 4

Institution	Major	Degree	Preparation
Binghamton University	Computer Science	B.S.	Well prepared
ITU	CCNA/A+/Networks+/Security+	Certificates	Adequately prepared
CALS-Cornell University	Information Technology	B.A.	Well prepared
SUNY Polytechnic Institute	Computer Information Systems		Very well prepared

SECTION III: GENERAL EDUCATION Impact of BCC on your learning This group of items consists of a set of goals developed at BCC for General Education							
Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.	Very Satisfied = 5	Moderately Satisfied = 4	Neutral = 3	Moderately Dissatisfied = 2	Very Dissatisfied = 1	No Response = NR	Mean
Oral and Written Communication Skills							
The ability to write clearly	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	4.33
The ability to express my views orally	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
Scientific/Quantitative Reasoning							
The ability to apply mathematical skills	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
The ability to understand the physical and natural world	33.3%	50.0%	16.7%	0.0%	0.0%	0.0%	4.17
Critical-Thinking/Analysis							
The ability to critically evaluate events, information, and arguments for decision-making	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	4.67
The ability to ask pertinent questions	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	4.50
The ability to examine beliefs, assumptions, and opinions and weigh them against relevant evidence	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	4.50
The willingness to alter my beliefs and judgments with new evidence	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	3.83
Technological Competency/Information Literacy							
The ability to find relevant information via technology (library research skills, internet, keyword searches, etc.) for personal and professional needs	66.7%	16.7%	16.7%	0.0%	0.0%	0.0%	4.50
The ability to utilize technology (email, word processing software, etc.) for personal and professional needs	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%	4.83

Please indicate how satisfied you are with BCC's contribution to your development in each of the following areas. Circle the appropriate number to indicate your response.	Very Satisfied = 5	Moderately Satisfied = 4	Neutral = 3	Moderately Dissatisfied = 2	Very Dissatisfied = 1	No Response = NR	Mean
Civic Responsibility/Ethical Perspective							
The ability to recognize and act upon ethical principles when making decisions that affect me and other people	33.3%	50.0%	16.7%	0.0%	0.0%	0.0%	4.17
An understanding of the importance of being involved in public and community affairs	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	3.83
Global Awareness/Diversity							
A heightened awareness of global issues and events	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
An increased comfort level with people from cultures and backgrounds different from my own	33.3%	33.3%	16.7%	16.7%	0.0%	0.0%	3.83
Personal and Professional Qualities							
The ability to work effectively in teams	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	4.33
The ability to work and learn independently	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	4.50
The ability to adjust to new job/study demands	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	4.33
Confidence in my ability to perform well	50.0%	16.7%	33.3%	0.0%	0.0%	0.0%	4.17
The ability to set priorities and manage my time	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	4.33

SECTION IV: SATISFACTION WITH YOUR EXPERIENCES AT BCC							
Please indicate your level of satisfaction as it pertains to your experiences at BCC. Circle the appropriate number to indicate your response.	Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	No Response	Mean
Quality of my education at BCC	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
Quality of classroom instruction	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
General helpfulness of faculty including availability outside classroom	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	4.33
Quality of academic advising	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
Helpfulness of BCC staff (non-faculty) in general	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	3.83

Availability of courses at the times that I needed them	33.3%	33.3%	16.7%	16.7%	0.0%	0.0%	3.83
Please indicate your level of satisfaction as it pertains to your experiences at BCC.	Very Satisfied	Moderately Satisfied	Neutral	Moderately Dissatisfied	Very Dissatisfied	No Response	Mean
Circle the appropriate number to indicate your response.							
Availability of instructional support services (tutors, computer labs, extra help when necessary)	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
Quality of instructional facilities (classrooms, labs, library)	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	4.00
Availability of technology on campus	16.7%	83.3%	0.0%	0.0%	0.0%	0.0%	4.17
Cleanliness/physical attractiveness of campus facilities	16.7%	66.7%	0.0%	16.7%	0.0%	0.0%	3.83
Sufficient opportunities to work with other students in groups or teams	16.7%	33.3%	50.0%	0.0%	0.0%	0.0%	3.67
Sufficient opportunities to develop friendships with students of diverse cultural backgrounds	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	4.00
Opportunities to increase my self-understanding	16.7%	50.0%	33.3%	0.0%	0.0%	0.0%	3.83
Sense of comfort with campus environment and atmosphere	50.0%	33.3%	16.7%	0.0%	0.0%	0.0%	4.33
I felt respected and valued as an individual	66.7%	16.7%	16.7%	0.0%	0.0%	0.0%	4.50

Student Comments –Verbatim Quotes

Get new equipment in the physics lab. Much of the equipment is outdated and broken.
 More landscaping to make the campus look better. Maybe some flower beds to plant flowers in the spring and summer semesters.
 Modern Computer Programming courses for electives. It is important to know the latest in technology and programming techniques to get a job in the computer industry.

Become more organized with student records.
 Make courses a little more challenging.
 CS faculty are beyond great and still keep in touch with me even today. Keep instructors like them!

Ban smoking campus-wide if it has not already been.
 Provide curricula/opportunities to those who are not challenged by normal course material.
 Increase the overall difficulty of online coursework.

Teach more in class courses for higher level courses
 Use project oriented assignments to bring together students to work as a team similar to work environments.

several classes I took pertaining to the computer technology degree I pursued were antiquated and of no use in real world applications, i.e., (-sharp/C++, companies use/have Pythons + PHP.
 A lot of my networking classes helped a ton and attribute to my current work.
 Have more relevant (sic)/transferable classes that can move to out-of-state.

I am currently doing structural testing something we never covered in my degree. This should be its own class as there is a lot of openings for this.

C. **Improvement Loop**

- i. All in-class evaluations, faculty evaluations, Institutional Research reports, and Zoomerang surveys are reviewed regularly by the department
 - 1) This information leads directly to modified course syllabi, new course developments and degree updates.
 - 2) The Computer Science Department rigorously discusses: student input, reports from faculty re-training webinars/conferences/course work, local industry feedback and professional organization attendance, guidelines, and recommendations in formulating course, program and department-wide decisions.
- ii. Instructional content has been added to many courses since the last program review. This content includes:
 - 1) CST 208W: Updated with newer versions of Windows and Linux distributions. Additional networking hardware actually used in the real world has been added for hands-on use by the students. The “Wall WAN” mini-grant added six networking work areas to the laboratory.
 - 2) CST 209: Material and lab activities utilizing virtualization, network attached storage, storage and server management, and remote computer administration of Windows / Linux clients and servers has been added.
 - 3) CST 224W: Lab activities incorporating Perl, Python, and PHP have been added.
 - 4) CST 225W: Raspberry PI microcontrollers have been added for remote data acquisition and control.

6. **Support, Resources, and Facilities**

A. **Information Technology Services (ITS)**

- i. Provides secure, reliable and efficient academic and administrative computing and communications services that serve all students, faculty, and staff
- ii. Allows off campus remote access through Citrix XenApp which enables convenient access from home or anywhere else, to licensed campus software
- iii. Provides an “Internet Only” network for faculty, staff, and students to connect to the Internet from on campus with personally owned portable devices
- iv. Provides wireless access to the Internet in designated areas
- v. Provides Help Desk services to aid students with questions or problems related to campus technology use
- vi. Supports eight general access computer labs across campus

B. **Learning Assistance Department & Library**

- i. Provides any SUNY Broome student with FREE tutorial support: long-term, short-term, or online
- ii. Supplies the Writing Center's professional tutors
- iii. Supports the Math Lab: a tutorial center for students taking any mathematics course offered at the college
- iv. Provides a Learning Disabilities Program which offers specialized services to students with identified learning process disabilities (LD), attention deficit disorders (ADD/ADHD), and to students who suspect they may have a learning disorder
- v. Provides library services 7 days per week

C. **Computer Science Department**

- i. Maintains an Open Lab (AT0007) with a proctor or tutor available 5 days per week for Computer Science students, 4 computer labs, 1 networking lab, and 1 instructional lab
- ii. Maintains a small data center containing two Intel Multiflex blade enclosures and a NetApp Storage Area Network/Network Attached Storage device
 - 1) The blade enclosures host a virtual environment consisting of VMware ESXi and Citrix XenServer. The hosted VMs include Centos 5/6 Linux, Windows 7/8, Windows 2008 Server R2, and Windows Server 2012 R2 which are utilized by students in several CST courses
 - 2) In addition, students are provided access to network hardware consisting of a SonicWall TZ-210 firewall, Cisco ASA-5505 firewall, Palo Alto PA-200 firewall/Intrusion Detection/Prevention and several managed switches

7. Conclusions

A. Strengths

- i. The Computer Science (CS) Department is a vital, dynamic department providing many academic programs of study to the college community
- ii. As part of SUNY Broome, the CS department's mission and goals are aligned with the college as evidenced by the Unit Assessment Report
- iii. Program Learning Outcomes of courses allow for assessment and update of programs every three years as evidenced by the 2011-2012 Program Review CSAS Part I and Part 2 reports
- iv. Professional development of staff is encouraged by attendance at conferences, enhanced instructional training courses, continued education, community involvement, new course development, grants, etc...
- v. Student satisfaction is measured by Zoomerang surveys (2 per semester), student evaluations, and Alumni Surveys
- vi. Courses are systematically reviewed by the DACUM process, periodic Program Reviews, and surveys of employers
- vii. The CS Department strives to provide accurate, timely academic advising to students. Students are advised into courses that meet degree requirements, including prerequisites and developmental courses, and satisfy financial aid requirements

B. Weaknesses

- i. Student retention is another problem that is being tackled
 - 1) A new Pre-CS advising sequence and courses CST 090 and CST 092 were adopted for the 2013-2014 year to better prepare the weaker students for success in the CST119 and CST208 courses
- ii. Many students come into the CS curriculums with limited Math skills. As a result, these students start in very low math classes and it can take several semesters of study to complete the Math courses required for their program

C. Major Achievements

- i. Accommodation has been made for non-traditional students, including the military, the unemployed, and international students by offering a variety of in-class and online sequences
- ii. Frequent contact with local employers through internships as openings become available
- iii. The hiring of 2 new tenure-track professors within the past few years and 3 faculty who are working toward doctorate degrees
- iv. The Computer Science Department revised the Fall 2014 Computer Technology AAS program by reducing the total credits to at or below 64 to meet the SUNY credit mandate for Seamless Transfer
 - 1) This was accomplished without compromising the quality of instruction
 - 2) Students are encouraged to take the extra math classes whenever possible as many transfer schools will probably require it

D. Outlook for the Future

- i. Continual Computer Technology program improvements using methods already in place:
 - 1) Annual Student Learning Assessment Reports
 - 2) Annual Unit Assessment Reports
 - 3) Student Surveys
 - 4) Alumni Surveys
 - 5) Chair Evaluations
 - 6) Peer Evaluations
 - 7) Program Reviews
 - 8) DACUM reviews
 - 9) Middle State reviews
- ii. Continual pursuit of articulation agreements given the recent program changes
- iii. Continual pursuit of methods to facilitate the SUNY initiatives of Seamless Transfer, Open SUNY, and updates to the Student Transfer Mobility Dashboard

Date: 5/14/2015
To: Paulette Gannette
From: Terry Matthews
Subject: Program Review, Computer Technology-Technical Track (CTTT) & Computer Technology-Network Track (CTNT)

Reviewers:

- Computer Science Faculty SUNY-Broome
 - Paulette Gannett, Kenneth Mansfield, Peggy Sniezek, Rachel Hinton, Jennifer Sedelmeyer,
- Industry Representatives:
 - Traci Grassi, Lockheed Martin
 - Terry Matthews, ENSCO Avionics, Inc.

Overview: SUNY-Broome Computer Science faculty met with representatives of local industry to present the course requirements and mission of the CCTT and CTNT Associate Degree programs. Both programs are designed to give a core foundation in computer science concepts including architecture, digital logic, problem solving, and a high level programming language. In addition, all students are required to take English, Social Studies and Math and must have at least two Writing Emphasis courses in order to graduate. The intent is that upon graduation, students will be prepared to either enter the workforce directly or transfer to a 4 year college/university for continuing studies.

The Computer Technology Sequence Electives focus on either Security or Programming. Students must complete three courses in their chosen sequence.

Strengths: The core courses are well suited for building a solid knowledge base for work in the computer industry. The common requirements in the first year provide the students the ability to switch tracks if they find they are drawn to one area more as they acquire knowledge. The faculty is knowledgeable and committed to quality education. Their passion for teaching and for the success of their students was evident in their presentation and during the tour of the facility.

Weaknesses: The retention/graduation rate is lower than desired. The way the statistics were collected/presented, it is not clear how many students start/finish the program successfully. How do you measure success? Graduation? Job Placement? Acceptance in a four year program? There was some discussion that when some students transfer to four year schools they do not graduate.

Recommendations:

- Work with the career development center and local industry to verify what skills are needed for entry level positions within Broome County.
- In my company, entry level employees typically do “unit test” of code written by others. They develop test plans based on software requirements. Are there any courses that focus on how to approach test and integration concepts? I would suggest providing canned code sets to them to test rather than having them critique one another at first.
- Expose the students to current toolsets for all stages of the software development process beyond just the editor/compiler to write code – work breakdown structure, configuration management and version control, documentation. They should be able to tell an interviewer what tools they used to create their schools projects.

Appendix A

- i. Previous Computer Science – Computer Technology Program Review Assessment



Anne F. Connor – Director of Advisement and Evaluation, School of Business and Technology
Mary Insognia – Academic Advisor, School of Business and Technology
Excelsior College
7 Columbia Circle
Albany, N.Y. 12203-5159

Feb 21, 2008

Dear Chris:

On February 14, 2008, the members of the External Review Team for the C.S.C.T. Degree in Computer Science met on the Broome Community College campus to evaluate the current curriculum. The individuals making up the External Review Team were Anne F. Connor, Director of Advisement and Evaluation, Schools of Business and Technology – Excelsior College, Mary Insognia, Academic Advisor, Schools of Business and Technology – Excelsior College, Laura StGeorge – BCC Excelsior College Transfer Student Advisor and the following Computer Studies Department Faculty:

- Dr. William H. Murray
- Paulette Gannett
- Jennifer Sedelmeyer
- Ken Mansfield
- Chris Pappas - Chairperson

The purpose of the meeting was to identify and document the strengths and weaknesses of the current C.S.C.T. Program in Computer Science, as well as the External Review Team's recommendations to address those weaknesses. A summary of the Review Team's Overall perception is also included.

The members of the External Review Team would like to thank Chris Pappas, Department Chairperson, and Laura StGeorge, for the opportunity to take part in this very important review process. Broome Community College is an integral part of the Southern Tier Community and the C.S.A.S. Program in Computer Science is very relevant to career and transfer opportunities in the area.

The full External Review Team Assessment Report is attached.

Respectfully,

Anne F. Connor

Mary Insognia

Computer Science Computer Technology Program Review

In Attendance

Date: February 14, 2008

Reviewers:

- Anne F. Connor – Excelsior College, Director of Advisement and Evaluation, Schools of Business and Technology
- Mary Insogna – Excelsior College, Academic Advisor, School of Business and Technology
- Laura StGeorge – BCC Excelsior Advisor
- Computer Studies Department Faculty:
 - Dr. William H. Murray
 - Paulette Gannett
 - Jennifer Sedelmeyer
 - Ken Mansfield
 - Chris Pappas - Chairperson

- Program Strengths:

The Computer Science CSCT (non-transfer program) is a comprehensive two year program covering the required course work, in computer science, that closely parallels the department's transfer program. This program prepares students for immediate employment as junior level programmers and network specialists upon graduation. The key difference is less emphasis on high level math and physics and more emphasis on technical courses such as computer logic, networking, computer maintenance, sockets programming and more. Also, because of the diversity of course work and programming knowledge, students will also find it possible to transfer to a number of sister colleges (such as Excelsior) and complete their four year degree. We (Excelsior) have had a dynamic and positive relationship with this college and program for over 3 years.

The programming languages offered in this program include C#, C++, Visual Basic, sockets, Java and assembly language. Students can select from a host of options that include networking, small systems, remote security devices, and more. Math courses include algebra, trigonometry and applied calculus. Science courses include a variety of physical science options or non-calculus based physics.

The majority of the department's faculty have kept current in their field by taking course work, writing articles for professional publications and writing text and trade books. Four of the department faculty have published extensively over the years with more than 60 articles and 92 text and trade books to their credit. Most have many hours of course work beyond their master's degree in areas that include networking and computer forensics.

Professor Chris Pappas, the current department chair, supports the college, division, department and faculty in every way. They are continuously looking at new courses, new academic programs, new areas of interest to students and local places of employment. Mr. Pappas has pointed out positive relationships with local companies like Universal Instruments, BAE, Lockheed, Diamond Visionics, Doron and others.

Attempts have been made, by the department, to integrate simulation courses, entrepreneurship courses and prison ("confined populations") course offerings in the community.

Overall, this program contains all of the essential ingredients needed for successful employment as a junior programmer or networking specialist. The added benefit of this well designed program is the ability of institutions, like Excelsior, to incorporate most of the course offerings and move these students into a four year program. Broome Community College's Computer Technology program is doing an excellent job of preparing these young people for immediate employment and also opening many transfer opportunities to them.

Program Weaknesses:

None noted.

Recommendations:

We recommend that the department continue to dynamically interact with their students and local companies and continue meeting their employment needs.

We, at Excelsior, look forward to a positive relationship with Broome Community College and are willing to help with course and program recommendations anytime we can provide such information.

Overall Perceptions:

Our overall perceptions are that the Computer Technical (non- transfer program at Broome Community College) is current, meets the needs of local employers and companies and gives the students the maximum opportunity for immediate employment while providing transfer opportunities to select New York colleges, such as Excelsior.

Congratulations on a well conceived and implemented program of study.

New Academic Programs Developed at SUNY Broome, 2010 -2015

PROGRAM	CODE AND HEGIS	ACTIVATION/ REGISTRATION
Environmental Science A.S.	34446 5604	4/19/11
Histological Technician Certificate	34716 5205	9/16/11
Computed Tomography Certificate	34115 5207.00	10/21/10
Medical Administrative Skills Certificate	35319 5214	4/1/12
Visual Communication Arts A.S.	35652 5610	8/7/2012; Distance Ed. 5/29/15
Manufacturing Technology A.A.S.	36447 5312.00	11/5/13
Sports Management A.S.	22776 5099	7/16/13
Health Studies A.S.	37405 5201	5/19/15
Health Studies A.A.S.	37402 5201	5/19/15
Events Management A.O.S.	36764 5011	6/23/14
Events Management Certificate	36901 5011	9/17/14
Casino Management A.A.S.	36707 5010	6/10/14
Casino Management Certificate	36900 5010	9/15/14
New Media Design Certificate	37328 5012	4/21/15

Source: Office of Chief Academic Officer

Date: January 5, 2016

To: Department Chairs, Program Coordinators

From: Martin J. Guzzi, Registrar

Subject: Fall 2016 Master Schedule Dates

January 5, 2016 Master schedule instructions emailed to Department Chairs, Program Coordinators and Academic Division Secretaries

March 4, 2016 Master schedule is due to the Registrar by 5:00 PM.

March 11, 2016 Master schedule send to Department Chairs, Program Coordinators and Academic Department Secretaries for review and editing. Please do not make any room changes during this process.

Please proof your schedule carefully – changes to the schedule may not be made after course registration begins. Course clean-up in Banner is very time-consuming, cumbersome, and students are at risk for losing classes which may impact their bill and financial aid.

March 18, 2016 Proof of Master Schedule must be completed.

March 21, 2016 Fall 2016 Master Schedule available on web for campus viewing

March 28, 2016 Fall 2016 registration begins for continuing students

April 18, 2016 Fall 2016 registration begins for new students

Date: January 5, 2016

To: Department Chairs, Program Directors

From: Martin J. Guzzi, Registrar

Subject: Fall 2016 Master Schedule Planning using Banner

Please be aware that you may start working on the Fall, 2016 master schedule. Please read the following:

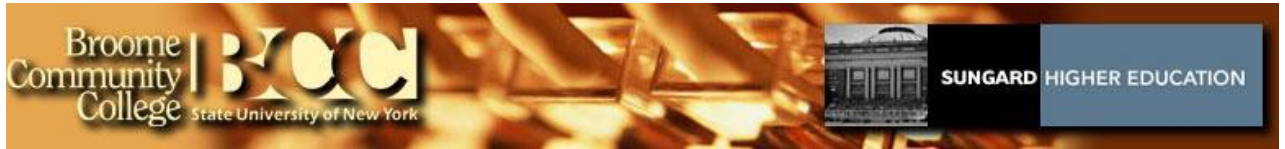
- On SSASECT, please check to be sure all the applicable fields are populated (Subject, Course Number, Section, Campus, etc.). If you tab all the way through the form, the Enrollment Data form will appear (or can be accessed through Options drop-down menu, Section Enrollment Info) to enter the maximum enrollments allowed for each lecture and lab.
- Please enter “DLO” in the Campus field for distance learning course sections that are taught entirely online (enter “M” in the Campus field for blended course sections because they are not solely online). Please enter “DLA” in the Instructional Method field for distance learning course sections that are taught entirely online. Please enter “DLB” in the Instructional Method field for course sections that are taught in the blended format.
- Please be sure to select the appropriate part of term for your courses from the “Part of Term” drop-down menu. If you are not sure which part of term to select, please contact staff in the Registrar’s office.
- If your section is linked to specific labs, please link them by entering the appropriate code in the “Link Identifier” field. You may use alpha codes (AA, BB, CC, etc. for the lectures. Linked labs should be LA for labs linked to lecture link identifier AA, and so on).
- Click on the Meeting Times and Instructor tab. Tab to enter the meeting dates, check the appropriate days, enter the time in military time (1300 = 1:00pm, etc.), and enter the Building and Room, on the Meeting Location and Credits tab, if you pre-assign a room for each course. If you do not pre-assign a room, please leave this field blank. Staff in the Registrar’s office will assign it a room.

NOTE: Please do not use the override key for general purpose classrooms if a room conflict shows.

- Next block to add the instructor.
- Next block to add your room preference information.
- If your courses are linked, please bring up the main page on the SSASECT form for the course you are linking. Click on Options from the top menu. From the drop-down box, please select “Course Section Comments (SSATEXT) and enter your linking information in the following format: BIO 132 70 must also register for CRN XXXX , BIO 132L71 or CRN XXXX BIO 132L72 for the lecture; then the labs - BIO 132L71 must also register for CRN XXXX BIO 132 70 for the linked labs, then save. This text needs to be added for all sections that have lectures and labs linked.

NOTE: All lectures and labs need to be linked at the time the master course schedule is due to the Registrar.

When creating a lab section (instructional methods- LA1, LA2 or LA3), please click on the SUNY Institutional Research tab on SSASECT. Please click on the dropdown box on the Funding Source field and select “State Supported w/Associated Fee”. Also in the Instruction Type field, please enter the appropriate Lab designator (LA1, LA2 or LA3).



Linking and Cross Listing Sections in Banner

How to Link Lectures to Labs

These instructions are for linking lecture sections to lab sections. For example, CRJ230 Criminal Investigation. This course has 2 lecture sections and four lab sections. In this example, students can choose any lab section.

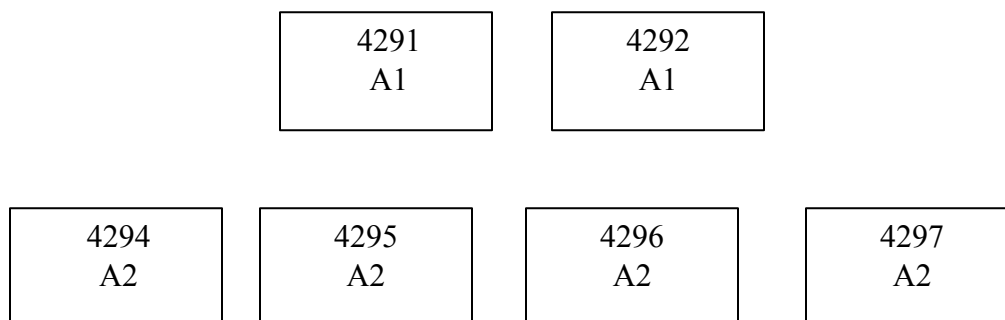
Make sure all sections (both lectures and labs) are entered on the course schedule first.

Write down their CRNs.

In this example, we have the following sections and CRNs:

- CRJ230-01 CRN 4291
- CRJ230-02 CRN 4292
- CRJ230-L11 CRN 4294
- CRJ230-L21 CRN 4295
- CRJ230-L71 CRN 4296
- CJR230-L72 CRN 4297

- On the SSASECT screen, pull up the first CRN.
- We need to establish the linking pattern which will determine what sections the student can choose from.
- You can choose any number or letter to establish the linking pattern. For example, L1 and L2 or A1 and A2.
- Be careful. If you have more than one lecture section that needs to be linked to a different group of labs, then this second group needs to be different from your first group.
- In this case, it can be illustrated as follows:



So for each CRN, enter the appropriate linking identifier as shown below.

File Edit Options Block Item Record Query Tools Help ORACLE

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: 4291

Section Details

Subject: CRJ Criminal Justice
 Course Number: 230 Title: Criminal Investigation
 Section: 01
 Cross List:
 Campus: M Main
 Status: A Active
 Schedule Type: LE2 Lecture
 Instructional Method: TR Traditional
 Integration Partner:
 Grade Mode: S Standard
 Session: A Afternoon-Start at noon/later
 Special Approval:
 Duration:
 Part of Term: 1 23-AUG-2010 13-DEC-2010 15

Registration Dates:
 Start Dates:
 Maximum Extensions: 0 Random Registration Indicator
 Course Location: SDF Level: L Credit Type: C CASA Time:

Long Title Comments Syllabus

CEU Indicator: N
 Credit Hours: .000 OR 4.000
 Billing Hours: 4.000 OR 4.000
 Contact Hours: .000 TO 6.000
 Lecture: 3.000 OR 3.000
 Lab: .000 OR 3.000

Link Identifier: A1
 Attendance Method:
 Weekly Contact Hours:
 Daily Contact Hours:
 Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver

Subject, press CQH for existing courses, DupRec for credit information.
 Record: 1/1 <OSC>

This course is four credits with 3 hours of lecture and 3 hours of lab.

Enter A1 in Link Identifier.

Click on save.

File Edit Options Block Item Record Query Tools Help ORACLE

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: 4294

Section Details

Subject: CRJ Criminal Justice
 Course Number: 230 Title: Criminal Investigation
 Section: L11
 Cross List:
 Campus: M Main
 Status: A Active
 Schedule Type: LA2 Laboratory
 Instructional Method: TR Traditional
 Integration Partner:
 Grade Mode: S Standard
 Session: A Afternoon-Start at noon/later
 Special Approval:
 Duration:
 Part of Term: 1 23-AUG-2010 13-DEC-2010 15

Registration Dates:
 Start Dates:
 Maximum Extensions: 0 Random Registration Indicator
 Course Location: SDF Level: L Credit Type: C CASA Time:

Long Title Comments Syllabus

CEU Indicator: N
 Credit Hours: .000 OR 4.000
 Billing Hours: .000 OR 4.000
 Contact Hours: .000 TO 6.000
 Other: .000 OR 3.000
 Link Identifier: A2
 Attendance Method:
 Weekly Contact Hours:
 Daily Contact Hours:
 Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver

Subject, press CQH for existing courses, DupRec for credit information.
 Record: 1/1 <OSC>

This is one of the lab sections.

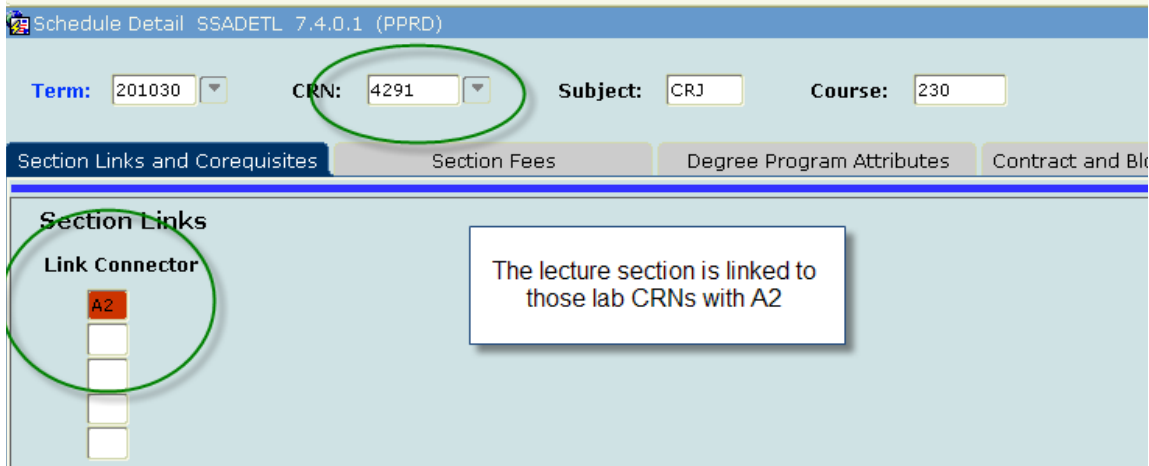
Enter A2 in the lab sections

➤ Click on save.

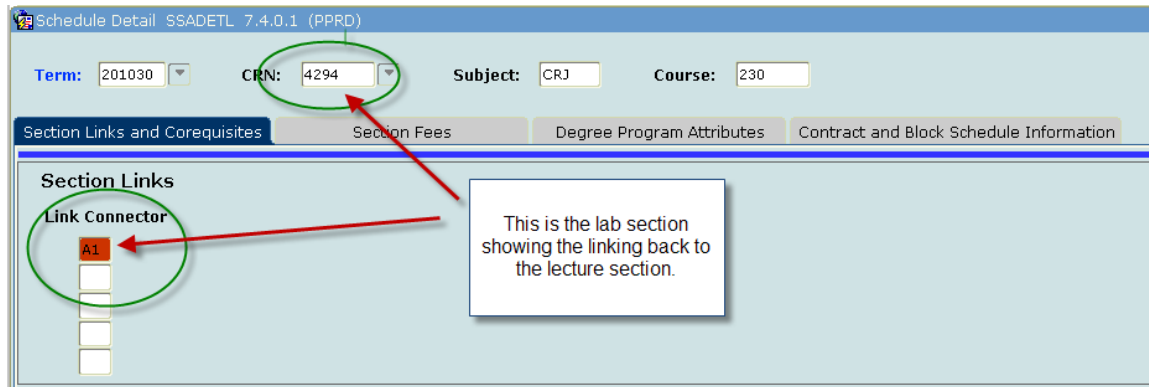
You will need to establish the linking pattern in the Schedule Detail:

- Go to SSADETL
- Pull up each CRN for the lectures
- Link each lecture to the appropriate lab using the corresponding link identifier.

This is one of the lecture sections:



- **Do the same for the lab sections.**



More Than One Group of Labs to Choose From

If you have more than one family, establish a different set of linking identifiers for each family. For example,

BIO111 has four lecture sections. Both BIO111-01 and BIO111-02 have three labs each for students to choose. BIO111-03 has five lab sections and BIO111-70 has two lab sections.

It can be illustrated as follows. To link them correctly, use a link connector identifier to link each group. A sample link connector pattern is shown in each block.

BIO111

BIO111-01
AA

BIO111-02
BB

BIO111-03
CC

BIO111-70
DD

Lab A
LA

Lab B
LB

Lab C
LC

Lab D
LD

Lab A
LA

Lab B
LB

Lab C
LC

Lab D
LD

Lab A
LA

Lab B
LB

Lab C
LC

Lab C
LC

Lab C
LC

Recommended Method in Establishing Lettering and Numbering for Linked Lectures and Labs

To make it easier for the student to search for linked labs, use a common number or letter for both the lecture and the lab:

This is what the student sees when they search for courses:

Computer Studies

Select	CRN	Subj	Crse	Sec	Cmp	Cred	Title	Days	Time	Instructor	Date (MM/DD)	Location	Attribute
I	4479	CST	113	02	M	3.000	Introduction to C Sharp	W	09:00am- 10:50 am	Maria I. Basualdo (P)	08/23-12/13	AT 004	
I	4480	CST	113	03	M	3.000	Introduction to C Sharp	M	10:00 am- 11:50 am	TBA	08/23-12/13	AT 004	
I	4481	CST	113	04	M	3.000	Introduction to C Sharp	F			-12/13	AT 213	
I	4482	CST	113	05	M	3.000	Introduction to C Sharp	M			-12/13	AT 213	
I	4797	CST	113	06	M	3.000	Introduction to C Sharp	M	01:50 pm		-12/13	AT 208	
I	4847	CST	113	07	M	3.000	Introduction to C Sharp	W	12:00 pm- 01:50 pm	Elizabeth S. Mallen (P)	08/23-12/23	AT 005	
I	4483	CST	113	K01	M	3.000	Introduction to C Sharp	TBA		TBA	08/23-12/13	TBA	
I	4484	CST	113	L12	M				01:30pm- 04:20pm	TBA	08/23-12/13	58 116	
I	4485	CST	113	L13	M	0.000	Introduction t Sharp		10:00 am- 11:50 am	TBA	08/23-12/13	AT 008	
I	4487	CST	113	L15	M	0.000	Introduc - n to C Sharp	W	09:00 am- 10:50 am	TBA	08/23-12/13	AT 007	
I	4798	CST	113	L16	M		Sharp	W	12:00 pm- 01:50pm	TBA	08/23-12/13	AT 008	
I	4848	CST	113	L17	M	0.000	Introduction to C Sharp	M	12:00 pm- 01:50pm	Denise M. Abrams (P)	08/23-12/23	TBA	
I	4488	CST	113	L22	M	0.000	Intrc Shar	R	09:00am- 10:50 am	TBA	08/23-12/13	AT 008	
I	4490	CST	113	L23	M	0.000	Introduction to C Sharp	F	10:00 am- 11:50 am	TBA	08/23-12/13	AT 008	
I						0.000	Introduction to C Sharp	W	08:00 am- 09:50am	TBA	08/23-12/13	AT 008	

To assist the student in searching for the appropriate lab sections, use a common number or letter that corresponds to the lecture section.

How to Cross-List Equivalent Courses

This procedure is for courses that are equivalent and taught at the same time in the same room. For example, CRJ124 and BUS124.

Make sure both courses are entered on the course schedule first.

Write down their CRNs.

Go to SCADETL and enter the course equivalency information as shown below:

The screenshot shows the Oracle SCADETL interface for course maintenance. At the top, the menu bar includes File, Edit, Options, Block, Item, Record, Query, Tools, and Help. The Oracle logo is in the top right corner. The main window title is "Course Detail Information SCADETL 7.4.0.1 (PPRD)".

The form displays the following information:

- Subject:** BUS (Business)
- Course:** 124
- Term:** 201030
- Course Title:** Financial Fraud Investigation

Below this information are several tabs: Corequisites and E..., Fee Codes, Degree Attributes, Transfer Institutions, Supplemental Data, Course Description, Course Text, and Integration Partners. The "Corequisite Course" section is currently active, showing "From Term: 201030", "Maintenance" icon, and "To Term: 999999". It has empty dropdowns for Subject and Course.

The "Equivalent Course" section is also active, showing "From Term: 201030", "Maintenance" icon, and "To Term: 999999". It has a table with the following columns: Subject, Course, Start Term, and End Term. The first row contains the values: CRJ, 124, 199730, and 999999.

Red arrows point to the "Subject" and "Course" dropdowns in the "Equivalent Course" section, with the text "Enter course" above them. Another red arrow points to the "Start Term" dropdown, with the text "Go to Equivalent Course and enter corresponding course information." next to it.

At the bottom of the form, a status bar shows "FRM-40350: Query caused no records to be retrieved." and "Record: 1/1".

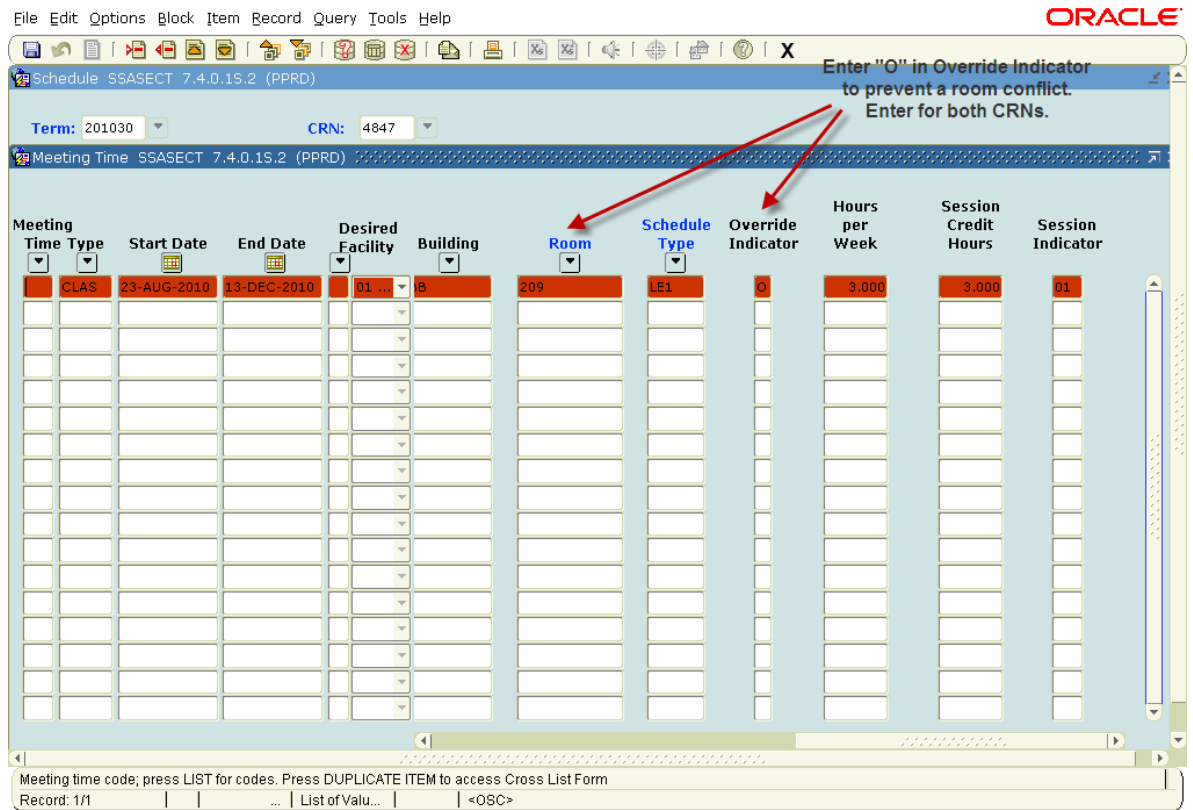
➤ Click on save.

Go to SSASECT, Click on the Meeting Times and Instructor tab then click on the Meeting Location and Credits tab:

Room Override

This is to ensure you can use the same room for more than one course section.

- Enter the CRN for the first section and go to the room assignment screen (next block).
- Scroll to the right, using the bar at the bottom until you see the Override Indicator field.



- **Click on save.**
- **Next Block.**

Instructor Override

This is to ensure you can assign the same instructor (if applicable) to the same room at the same time for more than one course.

Go to the instructor form on SSASECT:

The screenshot shows the Oracle SSASECT Instructor form. The title bar includes 'File Edit Options Block Item Record Query Tools Help' and the Oracle logo. The window title is 'Schedule SSASECT 7.4.0.1S.2 (PPRD)'. Below the title bar, there are dropdown menus for 'Term: 201030' and 'CRN: 4848'. A prominent message reads: 'Enter "O" to indicate we can assign the same instructor to more than one section at the same time'. The main window title is 'Instructor SSASECT 7.4.0.1S.2 (PPRD)'. The table below has the following columns: Session Indicator, ID, Instructional Workload, Percent of Responsibility, Primary Indicator, Override Indicator, and Percent of Session. The first row is highlighted in red and contains: 01, B00010024, Walker, Dennis, 3.000, 100, , O, and 100. A red arrow points to the 'O' in the Override Indicator column. The status bar at the bottom shows 'Session indicator.' and 'Record: 1/1'.

Session Indicator	ID		Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00010024	Walker, Dennis	3.000	100	<input checked="" type="checkbox"/>	O	100
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
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					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		

➤ Click on save.

Linking the sections and maximum enrollment

This assigns a maximum enrollment to those cross-listed sections.

Go to SSAXLST:

The screenshot shows the Oracle SSAXLST application window. At the top, there is a menu bar with 'File', 'Edit', 'Options', 'Block', 'Item', 'Record', 'Query', 'Tools', and 'Help'. The title bar reads 'Schedule Cross List Definition SSAXLST 7.4.0.1 (PPRD)'. The main interface includes a 'Term' dropdown set to '201030' and a 'Cross List Group Identifier' dropdown set to '07'. Below this is the 'Cross List Enrollment' section with fields for 'Maximum Enrollment' (24), 'Actual Enrollment' (0), and 'Seats Available' (24). The 'Cross List Section' section contains a table with columns for CRN, Block, Subject, Course Number, Section, Part of Term, Campus, Credit Hours, Reserved Indicator, and Enrollment (Maximum, Actual, Remaining). Two rows are visible, both with CRNs 4847 and 4848, subject BUS and CRJ, course number 124, section 01, part of term 1, campus M, and credit hours 3.000. The enrollment values are Maximum: 24, Actual: 0, Remaining: 24. A status bar at the bottom indicates 'FRM-40400: Transaction complete: 3 records applied and saved. Record: 3/3'.

CRN	Block	Subject	Course Number	Section	Part of Term	Campus	---Credit Hours---	Reserved Indicator	Enrollment Maximum	Actual	Remaining
4847		BUS	124	01	1	M	3.000		24	0	24
4848		CRJ	124	01	1	M	3.000		24	0	24

➤ Click on save.

As registration progress, you can use this screen to check the combined total enrollment.

You are done! Congratulations!

How to Cross-List Non-Equivalent Courses

This procedure is for courses that are taught at the same time in the same classroom but are not equivalent. For example, BIT101 and BIT251. Make sure both courses are entered on the course schedule first. Write down their CRNs.

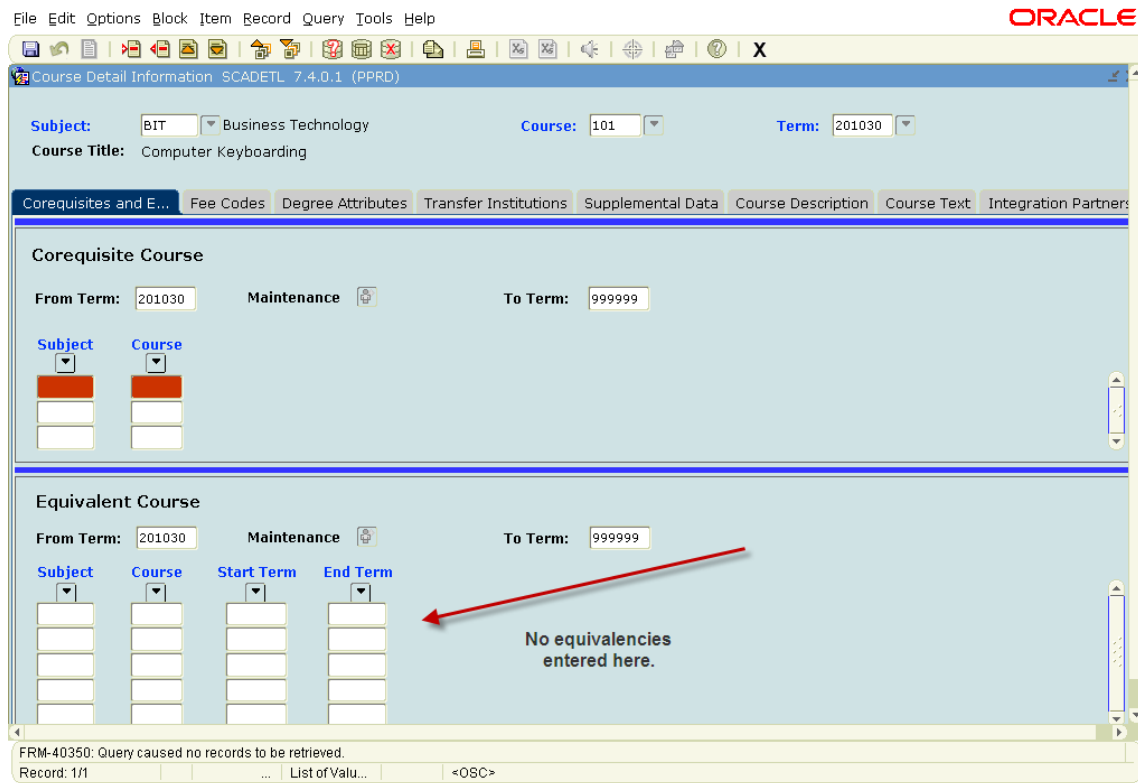
For this example, we are using BIT101-02 and BIT251-02 which are taught in the same classroom by the same instructor at the same time but are NOT equivalent courses.

Their CRNs have already been created:

BIT101-02 CRN 3330

BIT251-02 CRN 3398

Make sure they are NOT entered as equivalent on the SCADETL form:



The screenshot shows the SCADETL form for course BIT101-02. The 'Equivalent Course' section contains a table with the following columns: Subject, Course, Start Term, and End Term. The table is currently empty, and a red arrow points to it with the text 'No equivalencies entered here.' The 'From Term' is set to 201030 and the 'To Term' is set to 999999. The 'Maintenance' icon is visible. The status bar at the bottom indicates 'FRM-40350: Query caused no records to be retrieved.'

Subject	Course	Start Term	End Term

Go to SSASECT, Click on the Meeting Times and Instructor tab then click on the Meeting Location and Credits tab:

Room Override

This is to ensure you can use the same room for more than one course section.

Enter the CRN for the first section and go to the room assignment screen (next block)

The screenshot shows the Oracle SSASECT Meeting Time screen. At the top, there is a menu bar with 'File Edit Options Block Item Record Query Tools Help' and the Oracle logo. Below the menu, the 'Term' is set to '201030' and the 'CRN' is '3398'. A callout box with a blue arrow points to the 'Override Indicator' field in the table below, containing the text: 'Make sure an "O" is entered here so you can assign the same room to the same section. Do for all CRNs.' The table has the following columns: Meeting Time Type, Start Date, End Date, Desired Facility, Building, Room, Schedule Type, Override Indicator, Hours per Week, Session Credit Hours, and Session Indicator. The first row contains: CLAS, 28-SEP-2010, 03-NOV-2010, 01, B, 133, LE1, O, 3.000, 1.000, 01.

Meeting Time Type	Start Date	End Date	Desired Facility	Building	Room	Schedule Type	Override Indicator	Hours per Week	Session Credit Hours	Session Indicator
CLAS	28-SEP-2010	03-NOV-2010	01	B	133	LE1	O	3.000	1.000	01

➤ Click on save.

Next block

Override the Instructor:

This is to ensure you can assign the same instructor (if applicable) to the same room at the same time for more than one course.

The screenshot shows the Oracle SSASECT Instructor screen. At the top, there is a menu bar with 'File Edit Options Block Item Record Query Tools Help' and the Oracle logo. Below the menu, the 'Term' is set to '201030' and the 'CRN' is '3330'. A callout box with a red arrow points to the 'Override Indicator' field in the table below, containing the text: 'Make sure an "O" is entered here so you can assign the same instructor to the same room at the same time for more than one course.' The table has the following columns: Session Indicator, ID, Instructional Workload, Percent of Responsibility, Primary Indicator, Override Indicator, and Percent of Session. The first row contains: 01, B00010156, Davenport, Marie A., 1.000, 100, checked, O, 100.

Session Indicator	ID	Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session	
01	B00010156	Davenport, Marie A.	1.000	100	checked	O	100

Term: 201030 CRN: 3398

Instructor SSASECT 7.4.0.1S.2 (PPRD)

Session Indicator	ID	Instructor	Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00010156	Davenport, Marie A.	1.000	100	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	

➤ Click on save.

Linking the sections and the maximum enrollment

This assigns a maximum enrollment to those cross-listed sections.

Go to SSAXLST:

File Edit Options Block Item Record Query Tools Help ORACLE

Schedule Cross List Definition SSAXLST 7.4.0.1 (PPRD)

Term: 201030 Cross List Group Identifier: 08 Create an identifier for this group.

Cross List Enrollment

Maximum Enrollment: 19 Actual Enrollment: 0

Enter the maximum number of seats in all the sections added together (aka seats in the classroom)

Cross List Section

Enter the CRNs

CRN	Block	Subject	Course Number	Section	Part of Term	Campus	---Credit Hours---	Reserved Indicator	Enrollment Maximum	Enrollment Actual	Enrollment Remaining
3330		BIT	101	02	B	M	1.000		19	0	19
3398		BIT	251	02	B	M	1.000		19	0	19

FRM-40400: Transaction complete: 3 records applied and saved.
Record: 3/3 <OSC>

➤ Click on save.

As registration progresses, you can use this screen to check the combined total enrollment.

You are done! Congratulations!



Using Banner to Add, Update and Remove Course Section Information

Some Background

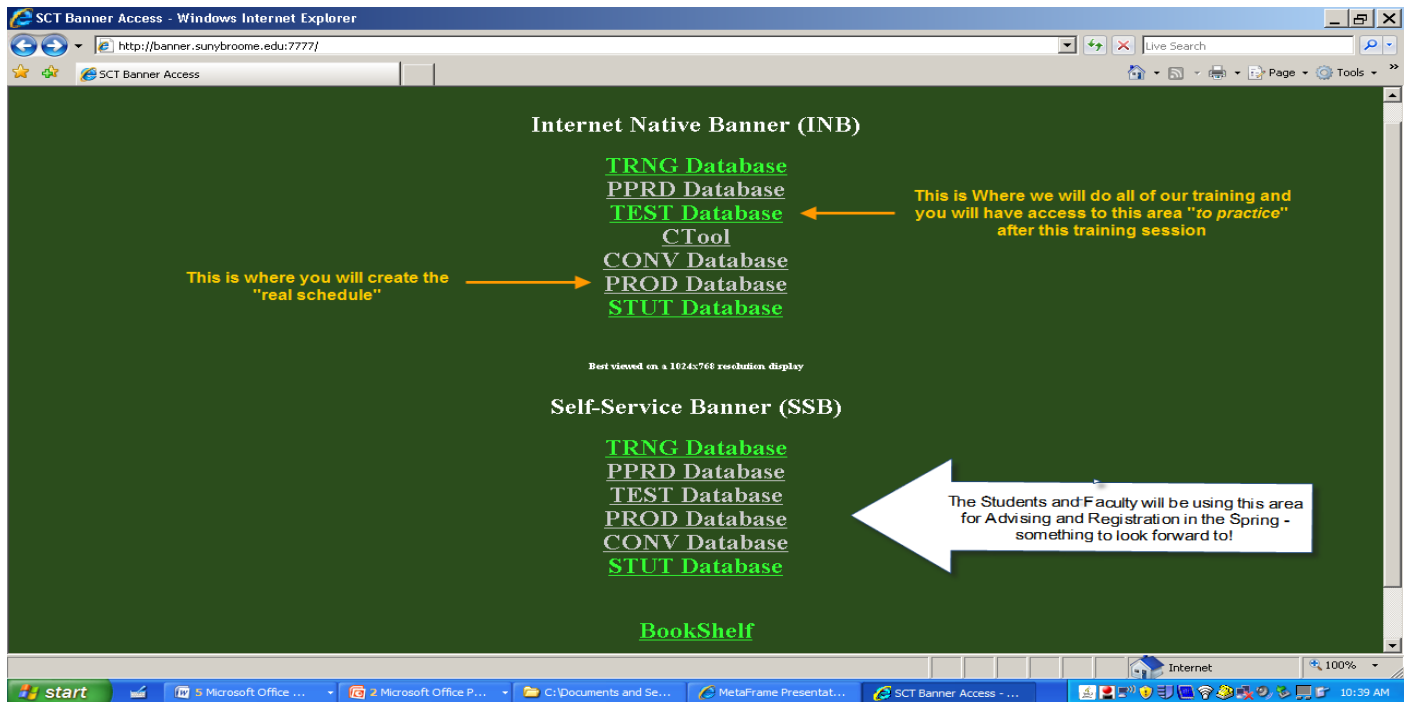
In Banner when you are working with course schedule information, the data from the previous Fall or previous Spring semester will “roll over” to the new Fall or new Spring semester. But obviously from year to year there will be changes that will need to be made: more sections of a course may need to be added, some section information such as meeting times, days and/or instructors may need to be changed or some sections may need to be removed since they will no longer be offered.

Much of the data that will be used for this form will be based on information in the Course Catalog. Many of the fields have a list of values (LOV) that you can choose from. Each course section will have its own unique identifier – this is referred to as the CRN. That is what the system uses to identify a section and that is what the students will use to register for a course section. It is important to become familiar and comfortable with the terminology and processes used in Banner. To this purpose this document will walk you through several processes: Adding a section, Changing a section and Removing a section using a step by step process.

To do any of the steps included you must first log on using your Banner ID and password. Go to the Banner access website, choose the appropriate data environment (this will usually be PROD when everything is “live” – but for training we will be using TEST), and then type in your Banner ID and password when prompted. Just as a “refresher”, the web site and screens are included below:

The Banner Access Website: <http://banner.sunybroome.edu:7777/>

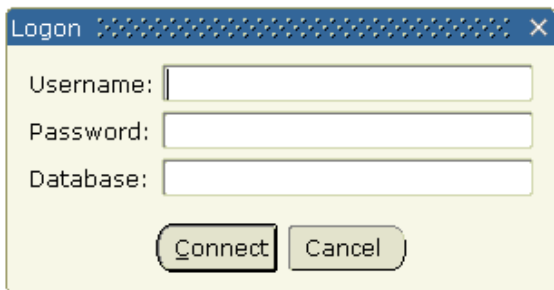
You will see the listing of database items under INB (Internet Native Banner) and SSB (Self Service Banner)



Click on Appropriate Database in the area you need to access.

For course sections, you will be working in Internet Native Banner in the PROD database when you create your official schedules that are due to the Registrar.

Once the Oracle window loads, you will see the following logon dialog box:

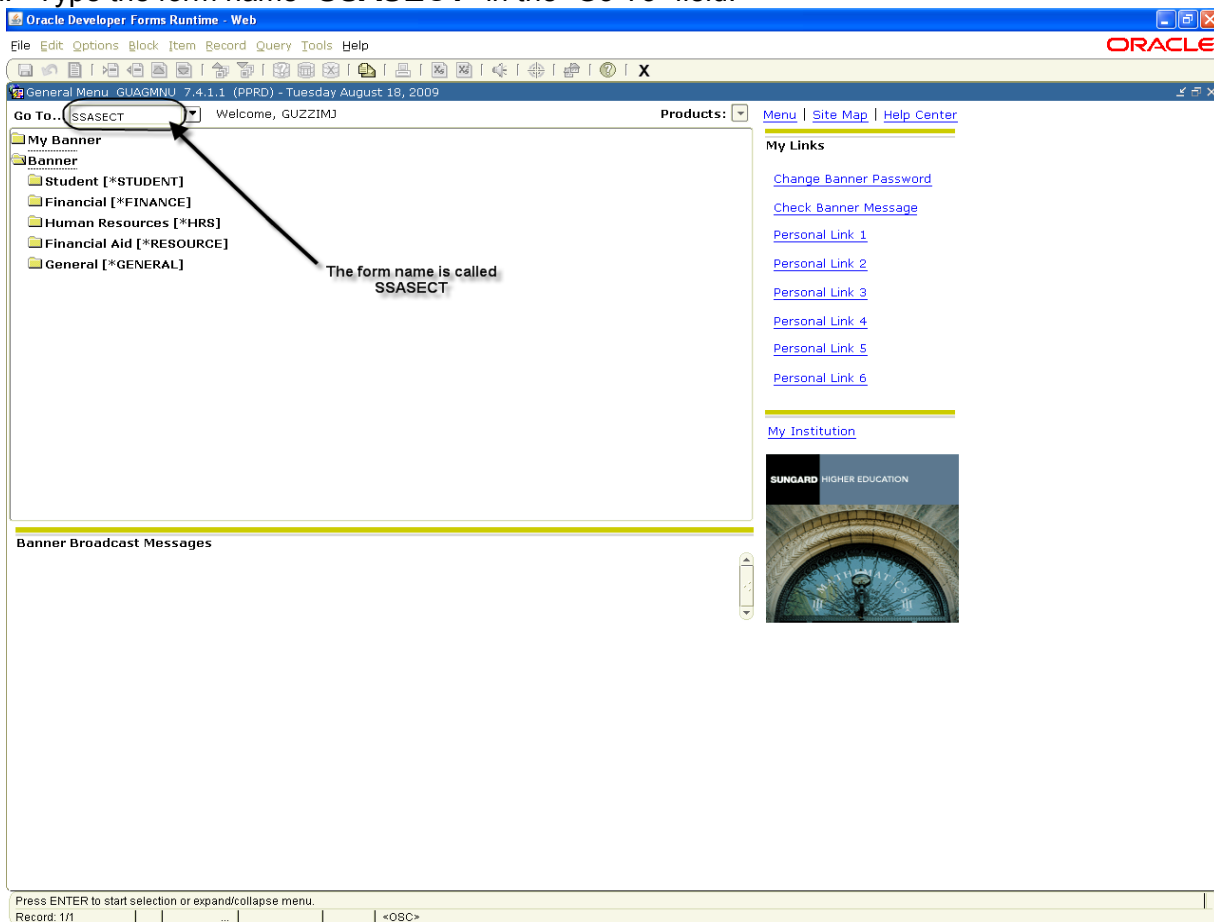


The image shows a 'Logon' dialog box with a blue title bar and a close button (X). It contains three text input fields: 'Username:', 'Password:', and 'Database:'. Below the fields are two buttons: 'Connect' and 'Cancel'.

- Click in the **Username** field and enter your Banner username
- Tab to the **Password** field and enter your password
- Leave the **Database** field blank.
- Click on **Connect** or press **Enter**.
- This should take you to the General Menu Screen

Adding new Sections

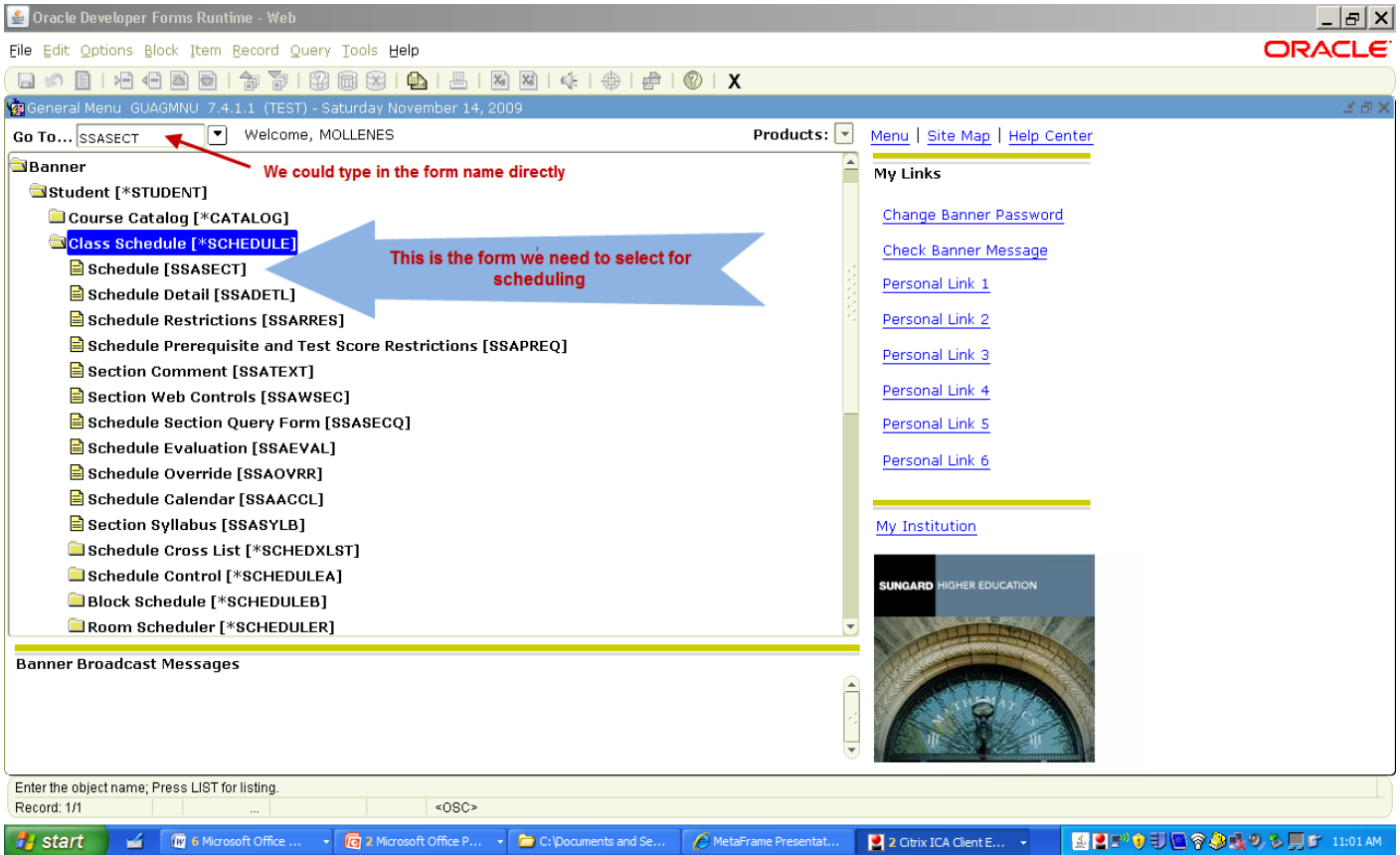
1. The **SSASECT** form is used to Add, Change or Remove section information. There are several ways you can access the form:
 - a. Type the form name "**SSASECT**" in the "Go To" field.



The screenshot shows the Oracle Developer Forms Runtime - Web interface. The 'Go To...' dropdown menu is open, and 'SSASECT' is selected. A black arrow points from the text 'The form name is called SSASECT' to the 'SSASECT' option in the dropdown. The interface includes a menu bar (File, Edit, Options, Block, Item, Record, Query, Tools, Help), a toolbar, and a main content area with a tree view on the left and a 'My Links' section on the right. The tree view shows 'My Banner' expanded to 'Banner', which contains sub-items like 'Student [*STUDENT]', 'Financial [*FINANCE]', 'Human Resources [*HRS]', 'Financial Aid [*RESOURCE]', and 'General [*GENERAL]'. The 'My Links' section contains links for 'Change Banner Password', 'Check Banner Message', and six 'Personal Link' items. At the bottom, there is a status bar with 'Record: 1/1' and '<OSC>'.

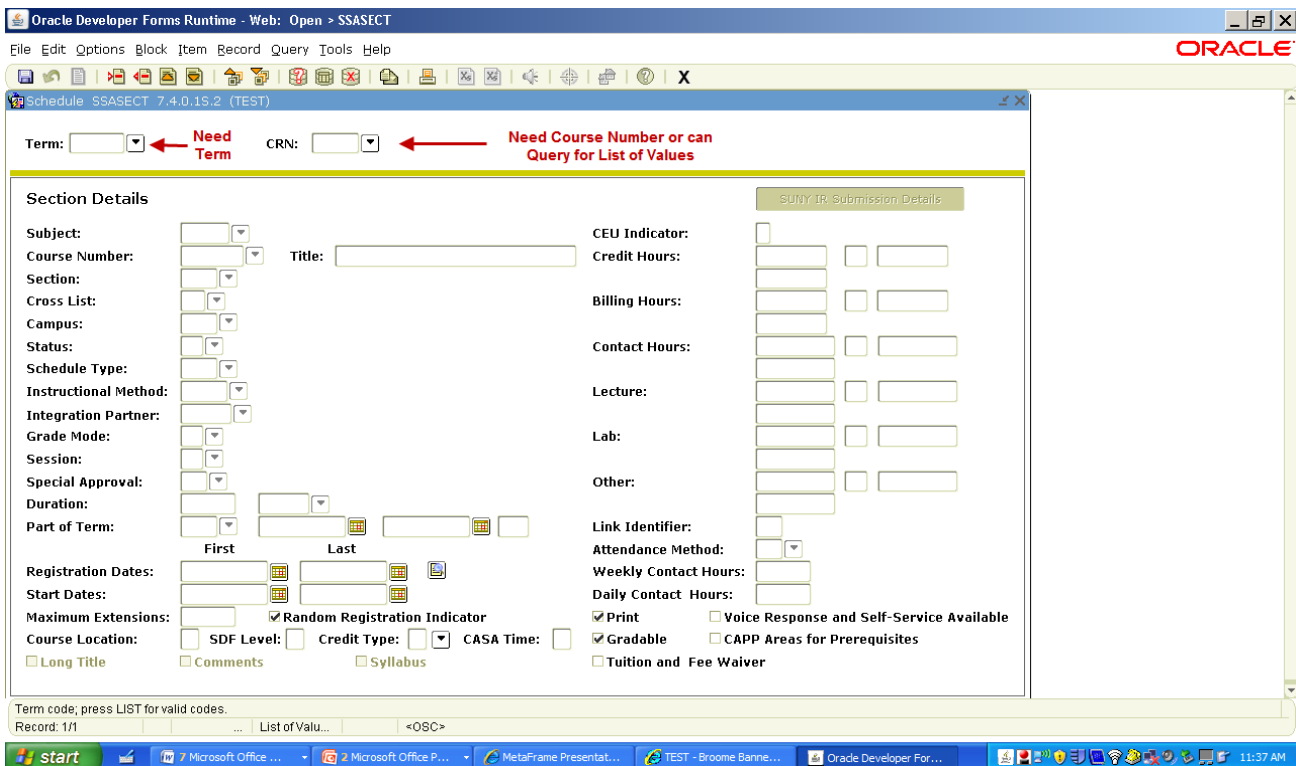
This will bring you to the Section Schedule form (SSASECT).

- b. OR you can select the **SSASECT** form from the menu of choices. It can be found in the STUDENT folder under Class Schedule:

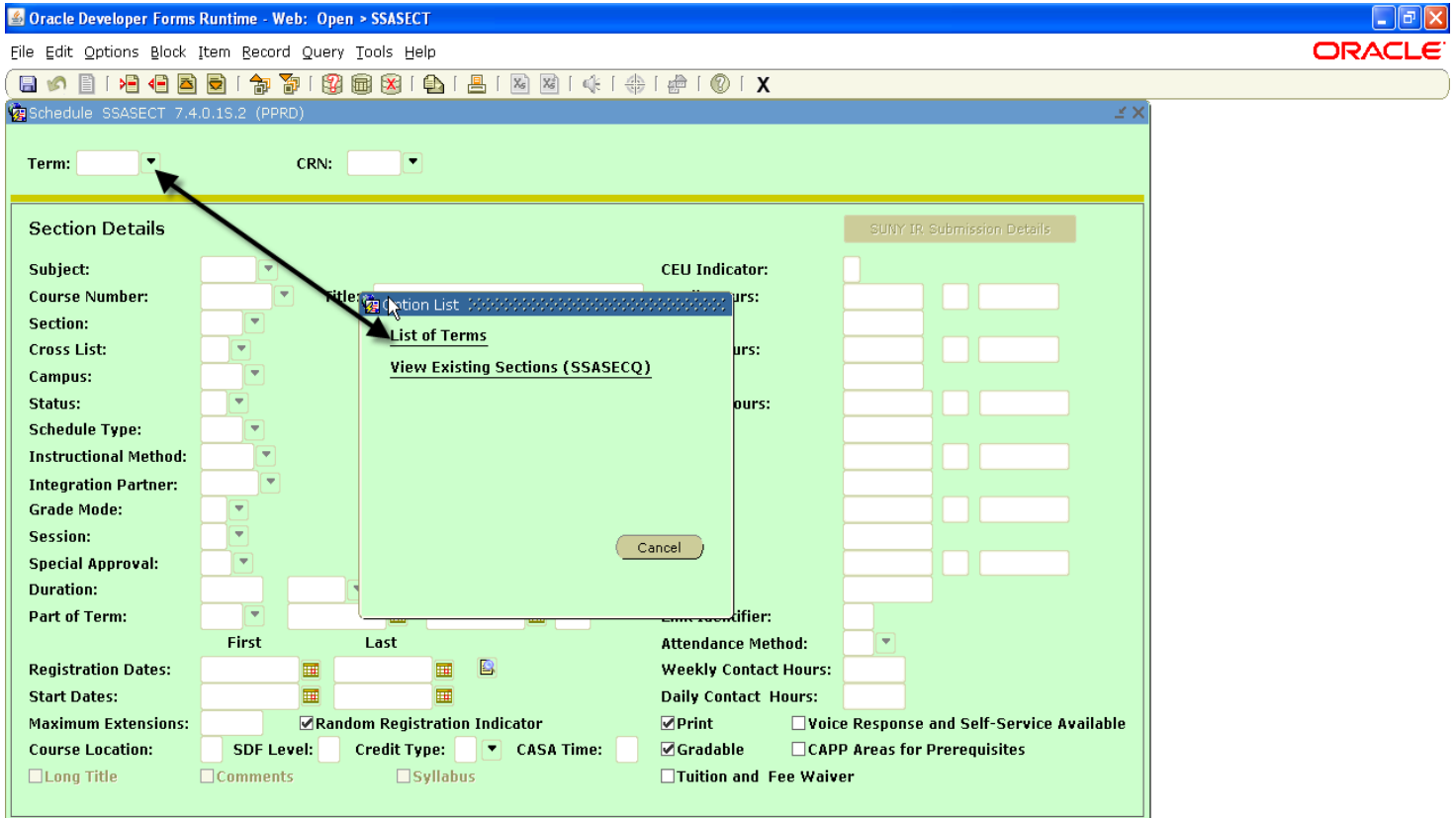


This will also bring you to the Section Schedule form (SSASECT).

The **SSASECT** form:



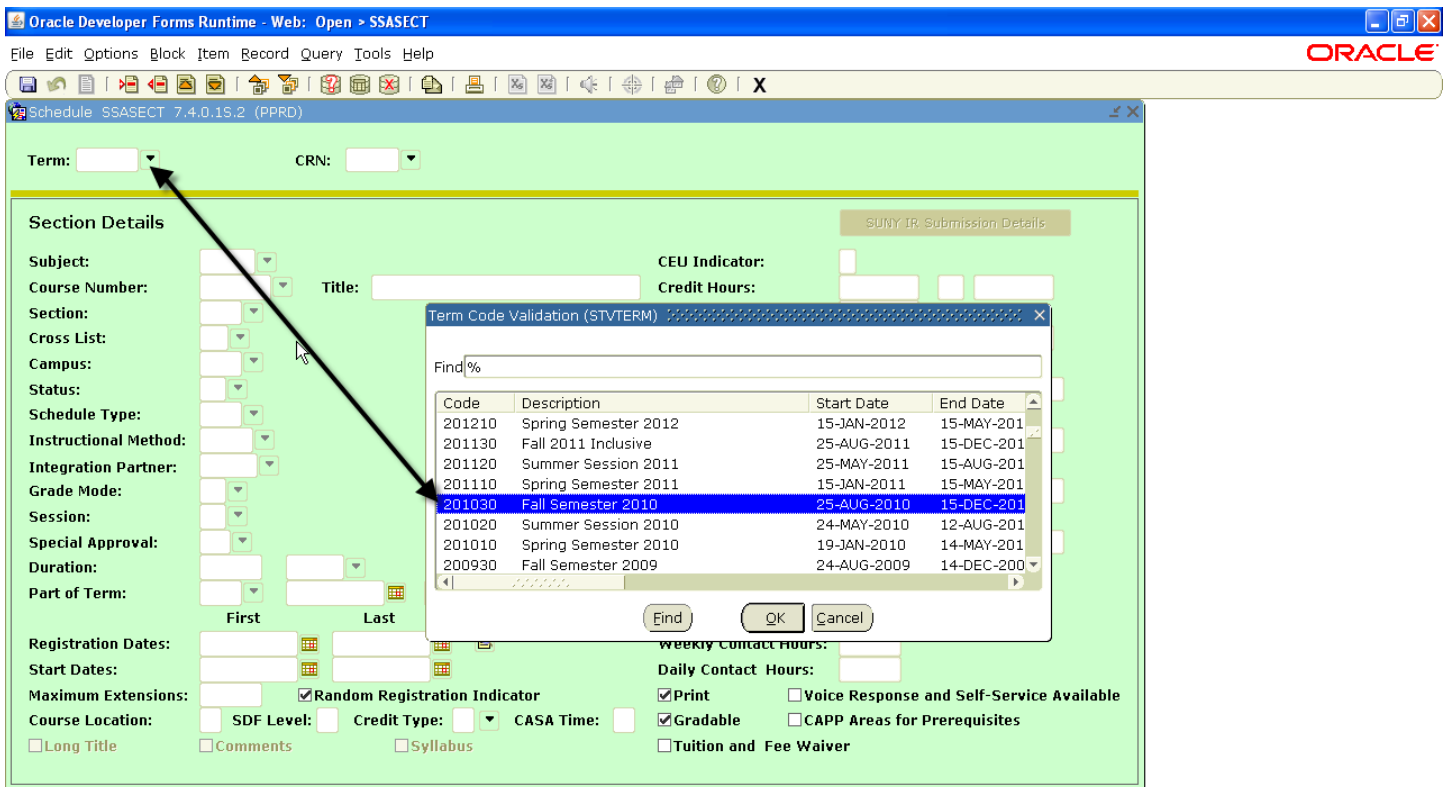
2. In our example, we will be entering a PSY 110 section for the 2010 Fall semester.
3. In the key block, the user needs to enter a **Term** and the **CRN** field. Click on the down arrow in the "Term" field to view all available terms.
4. Note: If you know the term and the format for the entry, you could type it in directly, e.g. 201030. See the details on the format on the next page.



Record: 1/1 | ... | <OSC>

You can select the Term from a List of Values or if you know the term and the format for the entry, you could type it in directly.

5. After highlighting/selecting the term, click on “OK” or double click your selection and the “Term” field will become populated.
6. In our example, we are selecting the term that pertains to the 2010 fall semester, 201030.
 - a. The first 4 characters in this field pertain to the year.
 - b. The last 2 characters in this field pertain to the semester:
 - i. 10 = spring, 20 = summer and 30 = fall.
7. Again if you know the term, you do not have to retrieve it in this manner. You could directly enter “201030” in the “Term” field which signifies the 2010 fall term.



Choices in list: 131
Record: 1/1

Selecting the 201030 term from the List of Values

8. Since we are adding a section, type "ADD" in the CRN field. Then click on the "Next Block" icon.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: ADD

Click on this "Next Block" icon after you enter the Term and "ADD" values

Section Details

Subject: [] CEU Indicator: []
Course Number: [] Title: [] Credit Hours: [] [] []
Section: 0 Cross List: [] Billing Hours: [] [] []
Campus: [] Status: [] Contact Hours: [] [] []
Schedule Type: [] Instructional Method: [] Lecture: [] [] []
Integration Partner: [] Grade Mode: [] Lab: [] [] []
Session: [] Special Approval: [] Other: [] [] []
Duration: [] [] [] Link Identifier: []
Part of Term: [] [] [] Attendance Method: []
Registration Dates: [] [] [] Weekly Contact Hours: []
Start Dates: [] [] [] Daily Contact Hours: []
Maximum Extensions: 0 [] Random Registration Indicator [] Print [] Voice Response and Self-Service Available []
Course Location: [] SDF Level: [] Credit Type: [] CASA Time: [] Gradable [] CAPP Areas for Prerequisites []
[] Long Title [] Comments [] Syllabus [] Tuition and Fee Waiver []

Subject; press CGH for existing courses, DupRec for credit information.
Record: 1/1 ... List of Valu... <OSC>

Please note that no course section information has yet been added, although the Section number of 0 is now listed.

9. The fields that are circled below need to be populated with data. By clicking on the down arrow next to the field, you will be allowed to view and select valid values pertaining to that particular field.

The screenshot shows the Oracle Developer Forms Runtime interface for the SSASECT form. The form is titled "Schedule SSASECT 7.4.0.15.2 (TEST)". At the top, there are dropdown menus for "Term:" (set to 201030) and "CRN:" (set to ADD). The main form area is divided into "Section Details" and "SUNY IR Submission Details".

In the "Section Details" section, the following fields are circled in red:

- Subject: [dropdown]
- Course Number: [dropdown]
- Section: [dropdown]
- Campus: [dropdown]
- Status: [dropdown]
- Schedule Type: [dropdown]
- Instructional Method: [dropdown]
- Session: [dropdown]
- Part of Term: [dropdown]

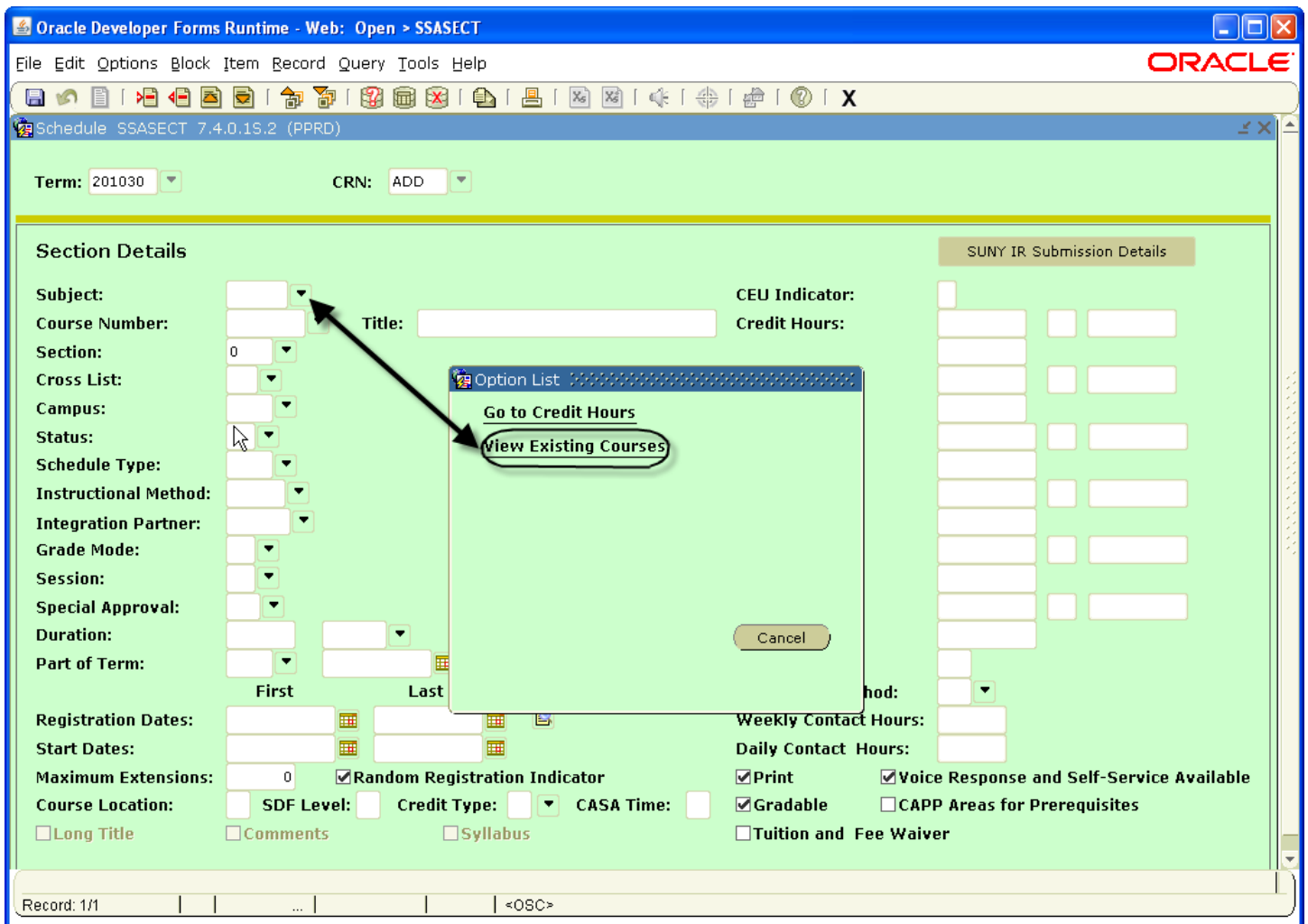
The "SUNY IR Submission Details" section includes fields for:

- CEU Indicator: [checkbox]
- Credit Hours: [text]
- Billing Hours: [text]
- Contact Hours: [text]
- Lecture: [checkbox]
- Lab: [checkbox]
- Other: [checkbox]
- Link Identifier: [text]
- Attendance Method: [dropdown]
- Weekly Contact Hours: [text]
- Daily Contact Hours: [text]

Red arrows point from the circled fields in the "SUNY IR Submission Details" section to the "Section Details" fields. The "Part of Term" field is also circled in red. The form includes various checkboxes and text boxes for additional details like "Random Registration Indicator", "Print", "Voice Response and Self-Service Available", "Gradable", "CAPP Areas for Prerequisites", "Tuition and Fee Waiver", "Long Title", "Comments", and "Syllabus".

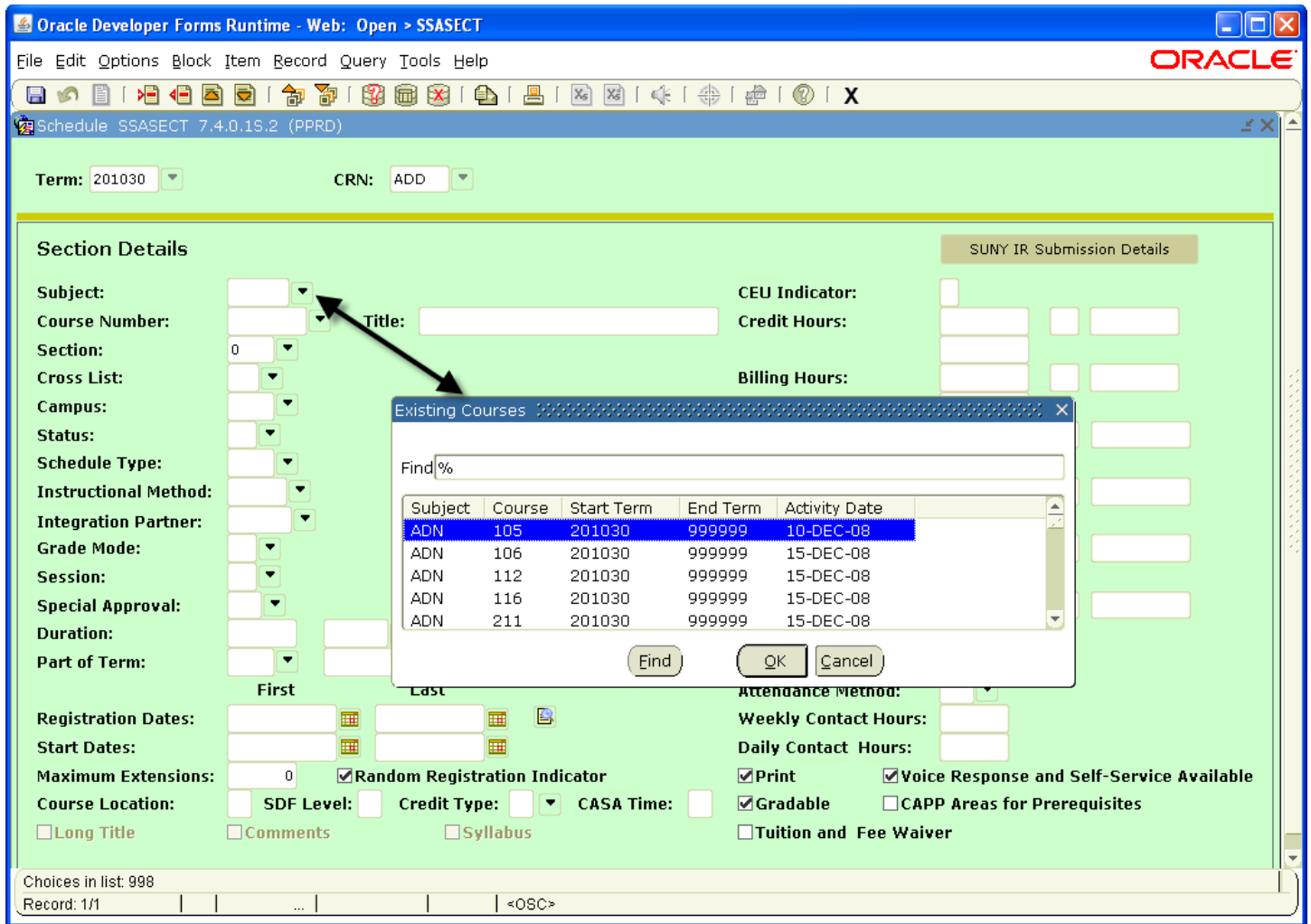
The Part of Term should also be set.
Again a List of Values (LOV) is provided by clicking on the down arrow.

10. Click on the down arrow next to the **Subject** field to bring up the Option List.
11. Since you need to find the valid **Subject** and **Course Number** for the course section you are adding, click on “View Existing Courses” link.
12. The **Subject** indicates the area the course is being offered from and the **Course Number** is made up of 3 digits used to identify the course in that area, e.g. PSY 110.
13. You can enter PSY in the Subject field and 110 in the Course Number field if you know that is the actual course you want to add. In that case you do not need to display the list of courses.



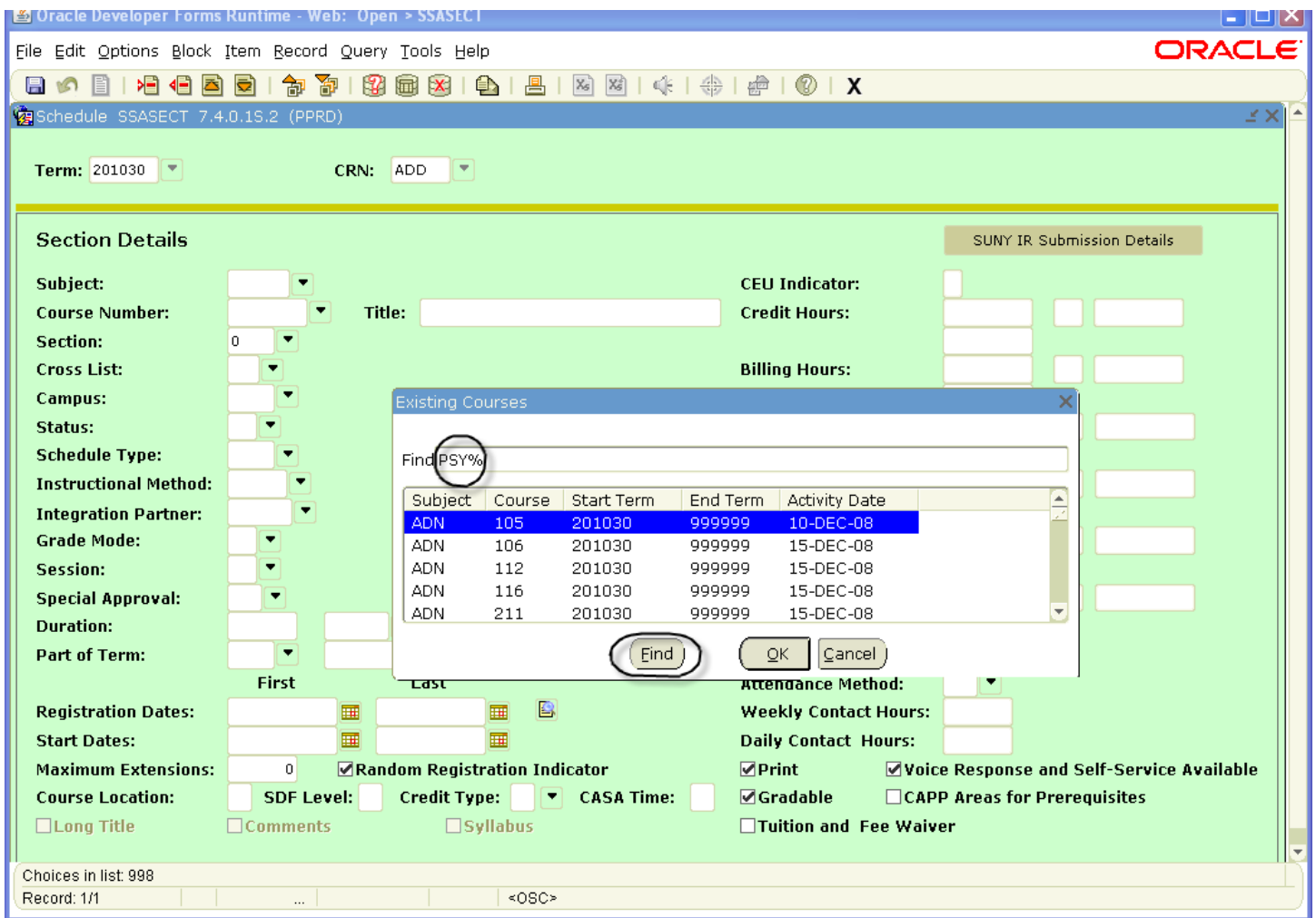
The Option List box is displayed.

14. You can now view all existing courses offered by BCC that are available starting in the 2010 fall semester.
15. You can then scroll through the list of Existing Courses to find PSY 110 or actually do a search for a Subject area.
16. Again you could bypass this step if you know the Subject and Course Number.



Displays all existing courses offered by BCC that are available starting in the 2010 Fall semester.

17. If you know the Subject area, you may conduct a search by a particular subject area.
18. Enter the Subject designator (e.g. PSY), followed by a percent sign, in the “Find” field.
19. The % is a wild card character that represents any number of characters, so this search will look for courses starting with PSY with any other additional characters at the end.
20. After typing in the Subject, click on the “Find” tab

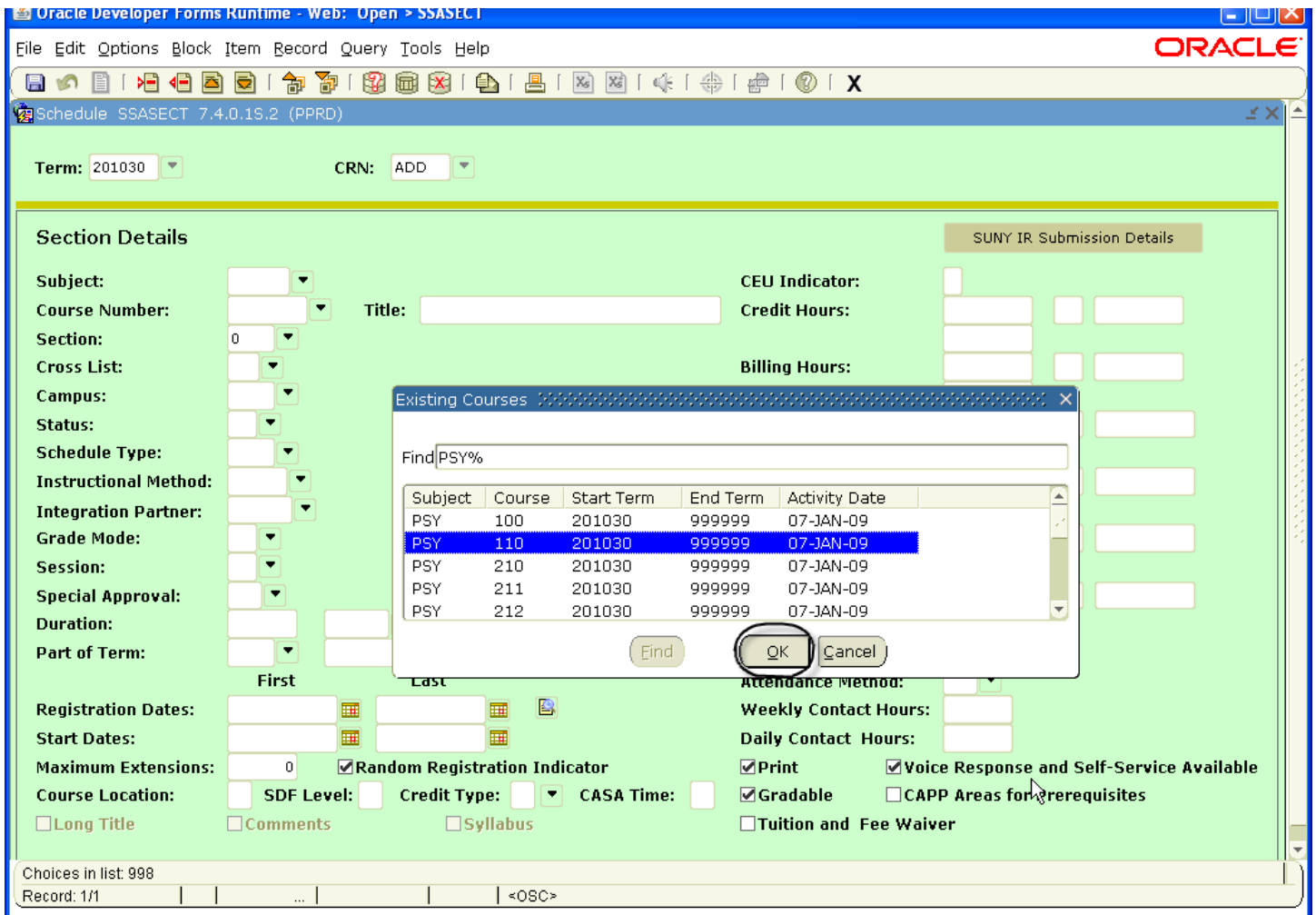


The Existing Courses Box indicating a search for all PSY courses.

21. Again, the find will retrieve all “PSY” courses (notice the scroll bar).

22. In our example, we want to retrieve PSY 110. After highlighting PSY 110, double click on it or click on the “OK” tab to retrieve it.

23. Again, you could bypass these steps by typing in PSY in Subject and 110 in Course Number if you know that this is the course you want to add a section for.



Selecting PSY 110 from the Existing Courses list.

24. After selecting PSY 110 from the previous screen, notice that some fields become automatically populated with information that exists in the Banner course catalog.
25. This information should NOT be changed since it has been set by the Banner administrators.

The screenshot shows the Oracle Developer Forms Runtime window for the SSASECT form. The form is titled "Schedule SSASECT 7.4.0.1S.2 (PPRD)". The "Term" is set to "201030" and the "CRN" is "ADD". The "Section Details" section includes fields for Subject (PSY Psychology), Course Number (110), Title (General Psychology), Section (0), Cross List, Campus, Status, Schedule Type, Instructional Method, Integration Partner, Grade Mode, Session, Special Approval, Duration, Part of Term, Registration Dates, Start Dates, Maximum Extensions (0), Course Location (SDF Level: L), Credit Type (C), and CASA Time. The "SUNY IR Submission Details" section includes fields for CEU Indicator (N), Credit Hours (3.000), Billing Hours (3.000), Contact Hours (3.000), Lecture, Lab, Other, Link Identifier, Attendance Method, Weekly Contact Hours, and Daily Contact Hours. A central text box with arrows pointing to the Subject, Title, and SUNY IR Submission Details sections reads "These fields will be automatically populated".

SSASECT form showing automatically retrieved fields for course.

26. If you know the **Section** you wish to enter, you may type it into the **Section** field.

27. Usually it is best to search for sections in existence so you don't use the same section number code more than once.

- a. You will not be able to add a section with a duplicate section number.
- b. There will be an error message in the Auto Hint line and you will not be able to continue to the next field until an unused section number is entered.

28. To search for existing sections, click on the down arrow next to the **Section** field.

29. This will take you to the Section Query form, **SSASECQ**.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: ADD

Section Details

Subject: PSY Psychology

Course Number: 110 Title: General Psychology

Section: [Dropdown Arrow]

Cross List: [Dropdown Arrow]

Campus: [Dropdown Arrow]

Status: [Dropdown Arrow]

Schedule Type: [Dropdown Arrow]

Instructional Method: [Dropdown Arrow]

Integration Partner: [Dropdown Arrow]

Grade Mode: [Dropdown Arrow]

Session: [Dropdown Arrow]

Special Approval: [Dropdown Arrow]

Duration: [Input Field]

Part of Term: [Input Field] First Last

Registration Dates: [Input Field] [Input Field]

Start Dates: [Input Field] [Input Field]

Maximum Extensions: 0 [Checked] Random Registration Indicator

Course Location: [Input Field] SDF Level: L Credit Type: C CASA Time: [Input Field]

Long Title Comments Syllabus

CEU Indicator: N

Credit Hours: 3.000

Billing Hours: 3.000

Contact Hours: 3.000

Lecture: 3.000

Lab: [Input Field]

Other: [Input Field]

Link Identifier: [Input Field]

Attendance Method: [Dropdown Arrow]

Weekly Contact Hours: [Input Field]

Daily Contact Hours: [Input Field]

Print Voice Response and Self-Service Available

Gradable CAPP Areas for Prerequisites

Tuition and Fee Waiver

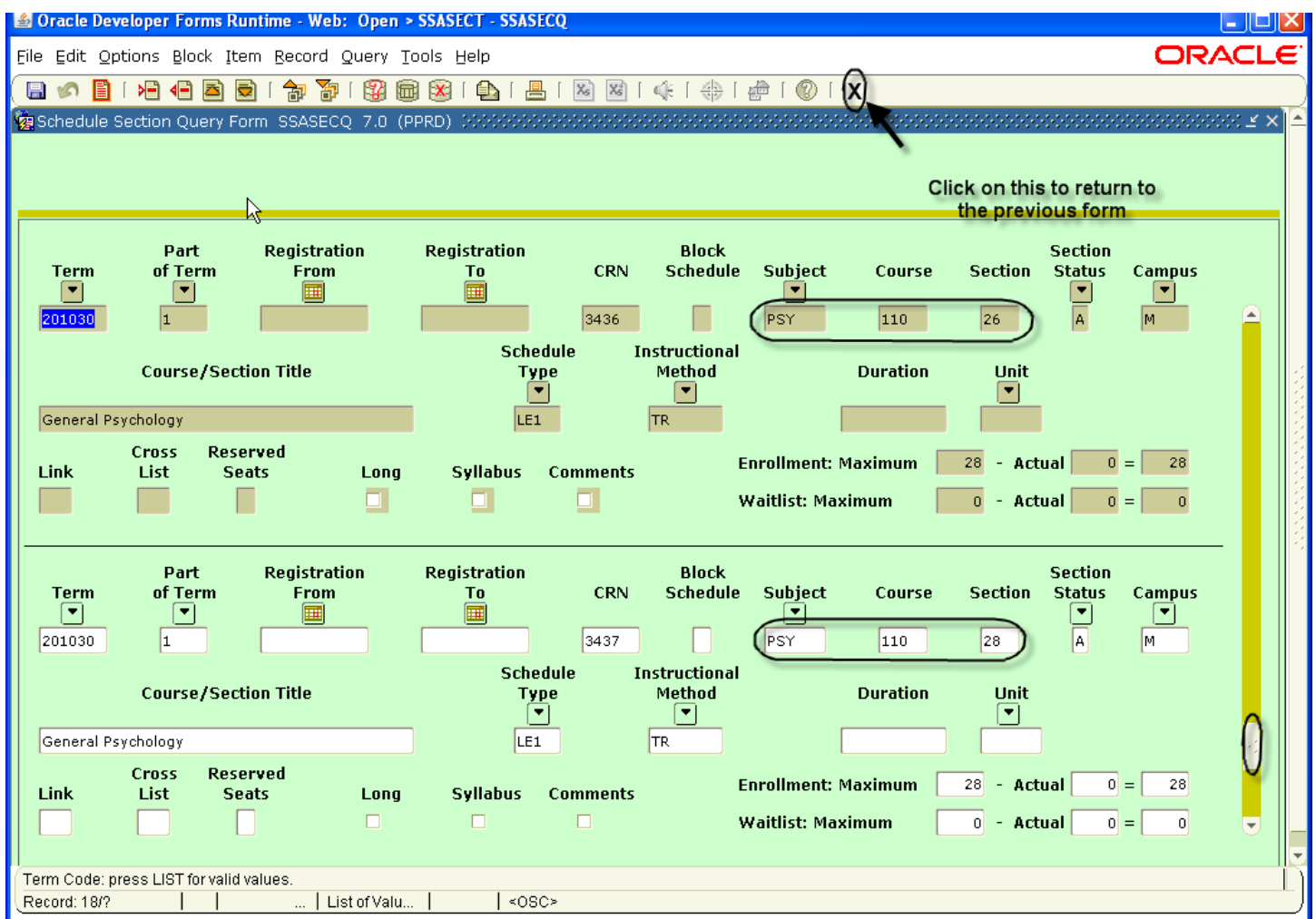
Section number, press LIST for existing sections.

Record: 1/1 ... <OSC>

It is best to search for course section numbers that already exist so you don't try to duplicate a Section number and get an error.

30. Since the **“Term”**, **“Subject”** and **“Course”** fields were already populated on the previous form, these values will appear on the query form (see the SSASECQ form below).
- You can fill in additional fields if you want to further limit the query. We do not want to do that in this case.
31. These values will be used to retrieve all PSY 110 sections for the 2010 fall semester. Press your **F8** key to conduct the query.
- The F8 key is the shortcut key to execute a query. You can also select the execute query icon or choose the execute query option from the Query menu.
32. Please note: You can create different queries on this form by entering different Terms, Subjects and Courses.
- You can use any of the other fields also, e.g. you can search for all courses offered on the Main (M) campus or for all courses with a Traditional (TR) Instructional Method.
33. In our example, all PSY 110 sections for the 2010 fall semester will be retrieved.
34. Also note the message being displayed on the Auto Hint line on the bottom of the form.

35. You can use the scroll bar to view all course sections for PSY 110. Since the section for “27” is open, we will decide to use that number for the section that we are adding.
- You can also go through each section by clicking on the Next Record icon.
36. For future note, you could also use this method to search for an existing section that you want to change or remove. In that case once you find the section (it is in the top block and grayed out) you could select it and it would retrieve the section information and populate the section detail form with the appropriate field values.
37. We can now click on the “X” on the tool bar to return to the previous form.
- You may have to do this twice – once to end the query process and again to return to the previous form.
 - DO NOT select anything since you executed the query to find an unused section.



Example of the SSASECQ form after the query is executed.

38. Enter "27" in the **Section** field since that is an available Section number.

39. Tab to the **Campus** field or click there with your mouse.

40. Note, you have skipped over the **Cross List** field. Leave the "Cross List" field blank unless you are generating a cross listed section.

- a. This is a special instance and will be addressed in a separate document dealing with cross listing and linking sections.
- b. If you need additional help with cross listing, linking or blocking sections in the schedule, please contact the Registrar's Office (x5295).

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: ADD

Section Details

Subject: PSY Psychology
Course Number: 110 Title: General Psychology
Section: 27
Cross List:
Campus:
Status:
Schedule Type:
Instructional Method:
Integration Partner:
Grade Mode:
Session:
Special Approval:
Duration:
Part of Term:
Registration Dates:
Start Dates:
Maximum Extensions: 0 Random Registration Indicator
Course Location: SDF Level: L Credit Type: C CASA Time:
 Long Title Comments Syllabus

CEU Indicator: N
Credit Hours: 3.000
Billing Hours: 3.000
Contact Hours: 3.000
Lecture: 3.000
Lab:
Other:
Link Identifier:
Attendance Method:
Weekly Contact Hours:
Daily Contact Hours:

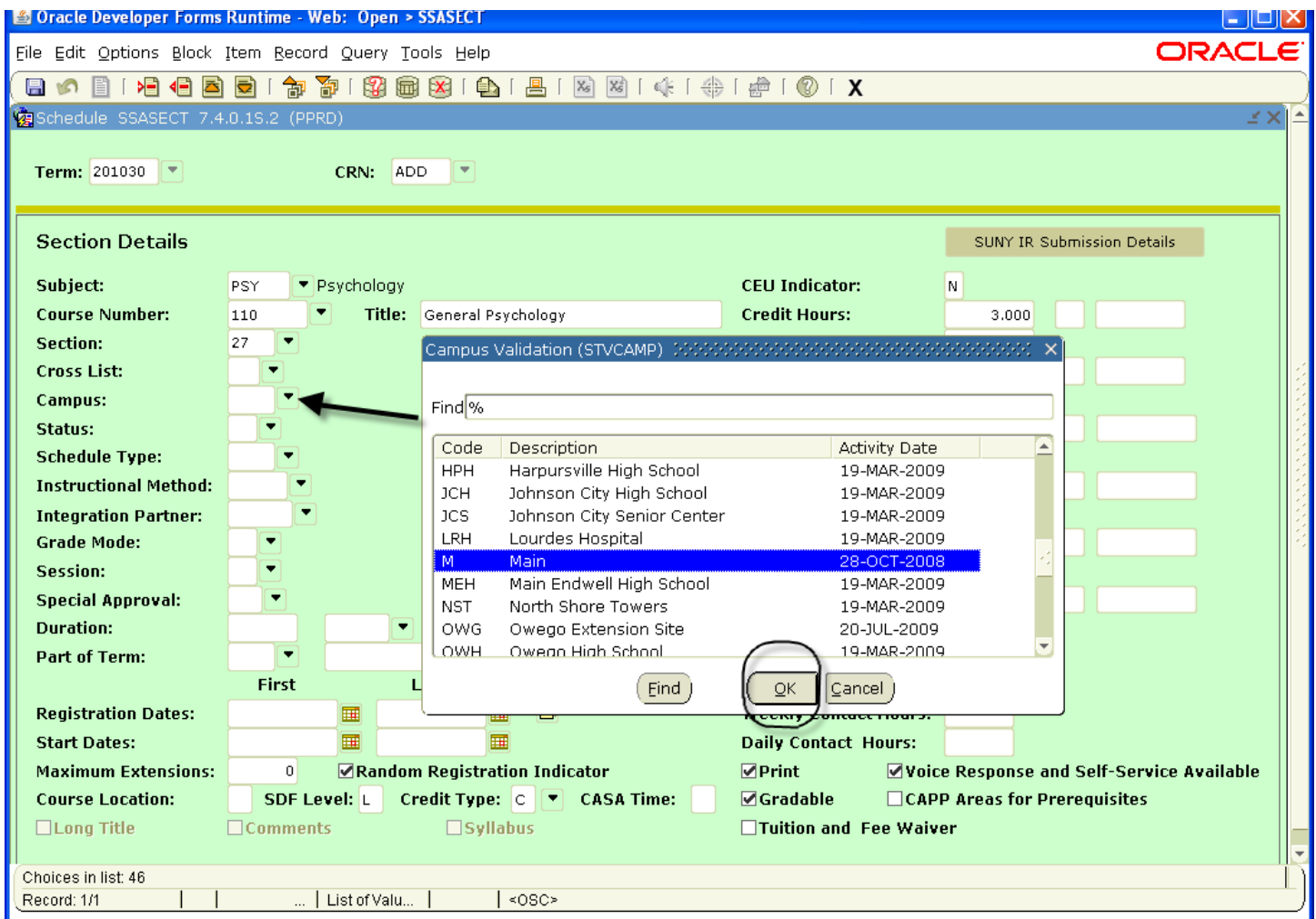
Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver

Click on this to view teaching sites

Campus code; press LIST for valid codes.
Record: 1/1 ... List of Valu... <OSC>

Section number entered based on availability.

41. After clicking on the down arrow in the **Campus** field, you will see the valid Campus locations list of values where course sections are taught.
- Since this particular section will be taught at BCC, select “M” for “Main” campus. You may do this by highlighting it then double clicking on it.
 - You may also select it by highlighting it then clicking on the “OK” tab.
 - Note this list is extensive and it is important to correctly enter this information, since some students may not be able to take courses that are offered off the main campus.
42. If you know the correct code for the “Campus”, you may enter it into the **Campus** field without doing a search for it.
43. Now tab to the **Status** field.



Selecting the Campus location for the course section on the SSASECT form.

44. Since we plan on offering this course section, enter “A” in the **Status** field to make the course section active.
- If you need to see the List of Values for the Status field, just click on the down arrow. In most cases, you will want this field to be “A” for active.
45. Now tab to the **Schedule Type** field.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.19.2 (PPRD)

Term: 201030 CRN: ADD

Section Details

Subject: PSY Psychology CEU Indicator: N

Course Number: 110 Title: General Psychology Credit Hours: 3.000

Section: 27 Billing Hours: 3.000

Cross List: Campus: M Main Contact Hours: 3.000

Status: A Active Lecture: 3.000

Schedule Type: Instructional Method: Integration Partner: Grade Mode: Session: Special Approval: Duration: Part of Term: First Last Link Identifier: Attendance Method: Weekly Contact Hours: Daily Contact Hours: Other: Print Voice Response and Self-Service Available Gradable CAPP Areas for Prerequisites Tuition and Fee Waiver

Registration Dates: Start Dates: Maximum Extensions: 0 Random Registration Indicator

Course Location: SDF Level: L Credit Type: C CASA Time: Long Title Comments Syllabus

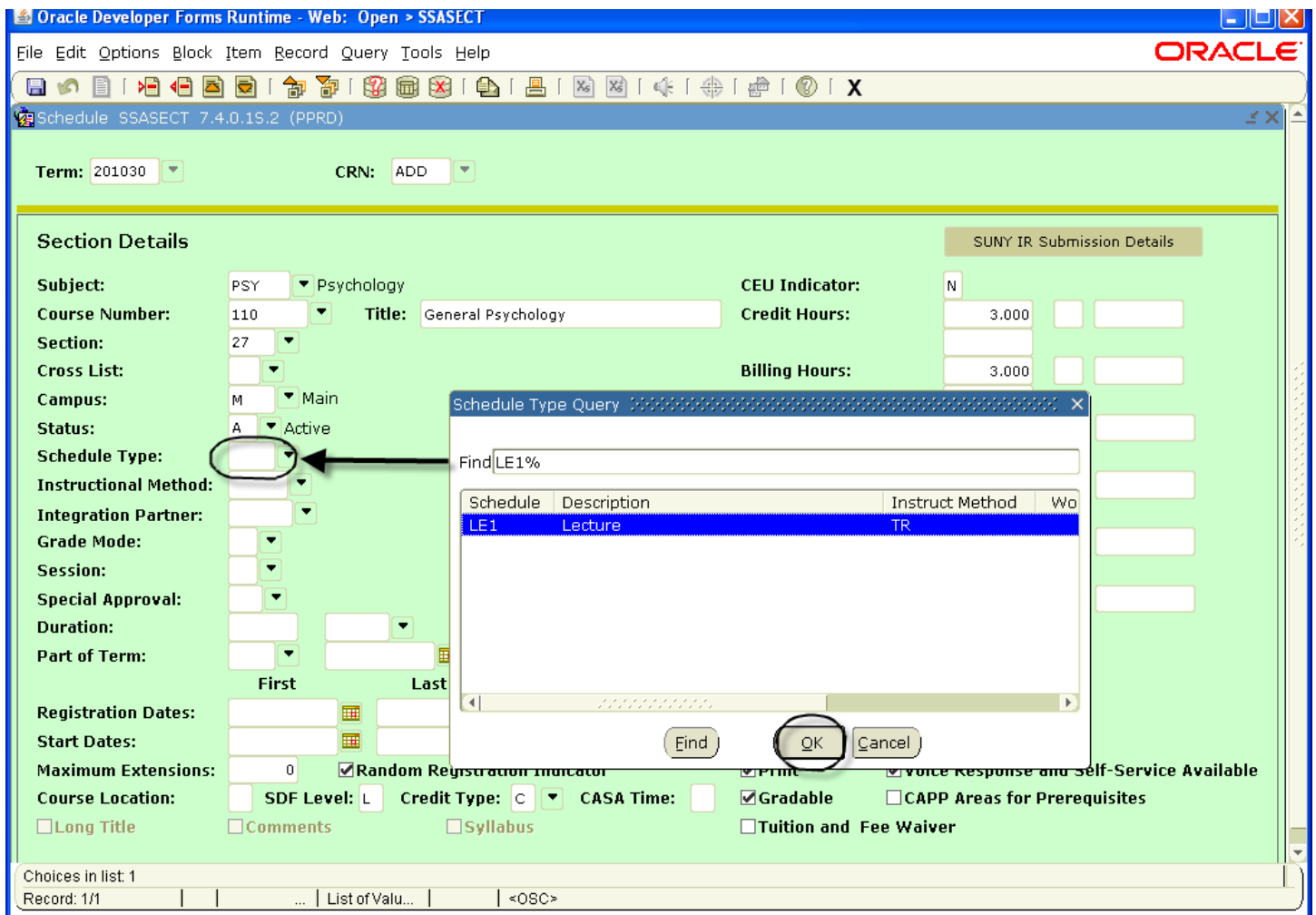
SUNY IR Submission Details

Schedule type code; press LIST for valid codes.

Record: 1/1 ... List of Valu... <OSC>

Status field code of “A” for an active course.

46. For this particular course, only one Schedule Type exists. You will select “LE1” since this is your only choice.
- This represents a typical lecture course.
47. For those courses that have other Schedule Types associated with them such as lab science, clinical etc, more than one Schedule Type value will appear.
- It is important to select the correct value since other information such as credits hours, etc. is based on this.
 - The values displayed will be based on the Banner Catalog information. You can only pick one of the displayed values.
48. See an explanation of these values below.
49. Tab to the **Instructional Method** field.



“LE1” is the most common choice for Schedule Type for a lecture section.

Schedule Types:

This is a brief listing and explanation of the Schedule Type field. You will be given a list of valid values to choose from based on decisions made by the administrators when developing the Catalog information for the course.

Common Schedule Type

LE1	<u>Examples:</u> ENG 110; CHM 145
LA1	CHM 145L (separate course as well as section when both lab/lecture carry credit)
LE2/LA2	BIO 131; CLT 207
LE3/LA3/DI3/CL3	ADN 105
LE3/CL3	DEN 201; RAD 100
LE3/LA3	CLT 210; PED 155; THR 151; CLT 120 (no LA3 in 093)
CL3	PTA 210; RAD 230; HIT 144
ST1	ART 115; MUS 115; PED 100; PED 118
IND	ART 299; ART 298; MUS 191; MUS 198
INT	BIT 197; BHM 201

Less Common Schedule Type

LA1	<u>Examples:</u> MLT 209; MUS 190; MUS 195 (credit lab with no lecture)
LE2	MUS 160; MUS 161; MUS 260; MUS 261; PHS 117; PHS 125; CHM 133; CLT 202 (have lab activity mixed in but no separate section listed in Banner)
LA3	CLT 220 (lab has never been taught on campus)
LE3	CLT 295 (lecture has never been taught on campus)

Use **LE1** for lecture when:

The course has only 1 component (ENG 110) OR when the course has both lecture and lab sections that carry credit (i.e., CHM 145 01=3 credits; CHM 145L11=1 credit). For IR: instruction type=lecture; CCR=Standard 1:1.

Use **LE2** for lecture when:

The course has both lecture and lab sections, but **ONLY** the lecture section carries the credit for the entire course (i.e., BIO 131 01=4 credits; BIO 131L11=0 credits). For IR: instruction type=lecture/lab/recitation; CCR=Mixed 1:1.5.

Use **LE3** for lecture when:

The course has more than 2 components only 1 of which carries credit OR when the meeting times for the sections do not exist or they do not account for the expected total faculty contact hours for SIRIS reporting (i.e., ADN 105). For IR: instruction type=lecture/lab/recitation; CCR=no instructional setting.

Use **LA1** for lab/studio when:

The lab section for the course is credit-bearing (i.e., CHM 145L11=1 credit). For IR: instructional type=laboratory; CCR=Supervised Group 1:3-less than "substantial" outside preparation.

Use **LA2** for lab/studio when:

The lab section for the course is not credit-bearing (i.e., BIO 131L11=0 credits). For IR: instructional type=lecture/lab/recitation; CCR=no instructional setting.

Use **LA3** for lab/studio when:

The lab section is part of a course that has more than 2 components with only the lecture carrying credit OR the meeting times for the sections are not listed/do not account for the credit/contact hour relationship (i.e., ADN 105L01=0 credits). For IR: instructional type=lecture/lab/recitation; CCR=no instructional setting.

(Schedule Type continued)

Use **ST1** for lab/studio when:

The studio section is credit-bearing AND the CCR is 1:2-"substantial" outside preparation (i.e., MUS 115; PED 118; ART 115). For IR: instructional type=studio; CCR=Supervised Group 1:2.

Use **DI3** for discussion when:

The discussion section is not credit-bearing (i.e., ADN 105X01). For IR: instructional type=recitation/quiz/discussion; CCR=no instructional setting.

Use **CL3** for clinical when:

The clinical section is not credit-bearing (i.e., ADN 105C01) OR if a credit bearing clinical section does not list the appropriate amount of meeting time for an other schedule type listed above. For IR: instructional type=practicum; CCR=no instructional setting.

Use **IND** for independent studies when:

The course is an independent study (typically courses with "99" or "98" in the course number OR the corresponding sections for the course do not have a set meeting schedule (special topics courses where the # of credits vary from semester to semester, directed research with unknown meeting times, etc.). For IR: instructional type=independent study; CCR=no instructional setting.

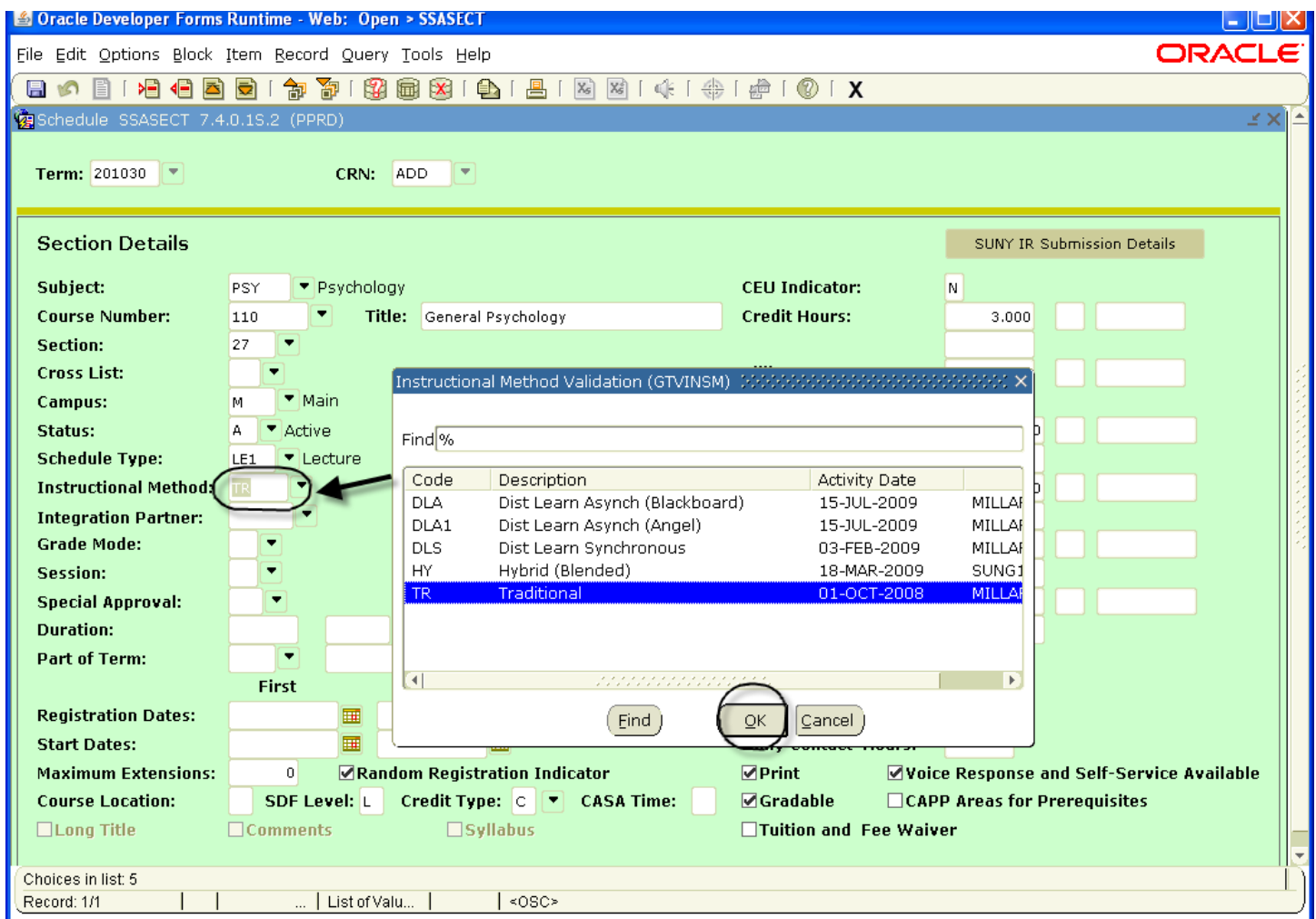
Use **INT** for internships/practicum/cooperative work experience when:

The course section's meeting times are unknown or not indicated fully. For IR: instructional type=practicum; CCR=no instructional setting.

This information is provided as background – you will not have to determine the valid code type area since this has already been determined when the course was set up in the Catalog database,

Your job will be to select the appropriate value from the list that is displayed, e.g. is it a lecture (LE2) or lab (LA2).

50. The **Instructional Method** field will note what format the section is being taught in. Usually this will be traditional (TR), but many courses are being offered as distance learning sections.
51. Make sure the selection is correct for the section. Again click on the down arrow to see the valid List of Values (LOV) which you can choose from (or you can type it in directly if you know it).
- Use “TR” for non-distance-learning sections,
 - “DLA” for SUNY Learning Network (Blackboard) sections,
 - “DLA1” for SUNY Learning Network (Angel) sections, and
 - “HY” for blended or Hybrid sections.
52. Historically, WebCT sections had a “K” in 3rd to last or 2nd to last position (but not the very last position) in the section identifier (i.e., ENG 110 K01 or ECO 110 WK1. but not FRE 202 80K). SLN or Blackboard sections had a “Y” (PSY 110 Y02) and blended or hybrid sections had a “B” (CST 105B01).
53. In our example, we are using “TR” for “Traditional”.
54. The **Grade Mode** field is addressed next.



In our example, we are using “TR” for “Traditional” for the Instructional Method.

55. The **Grade Mode** field can be left blank, since that will allow whatever grading scheme for the section that was determined at the Catalog level.

- a. Usually this will be Standard (S) and Audit (A).
- b. If you enter Standard (S), the instructor will not be able to assign any Audit (A) grades.

56. Again click on the down arrow to see the valid List of Values (LOV) which you can choose from (or you can type it in directly if you know it).

- a. It may be best to leave this field blank which will allow for any type of grade (standard, audit or no grade for non-credit bearing labs).

57. Tab to the **Session** field.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: ADD

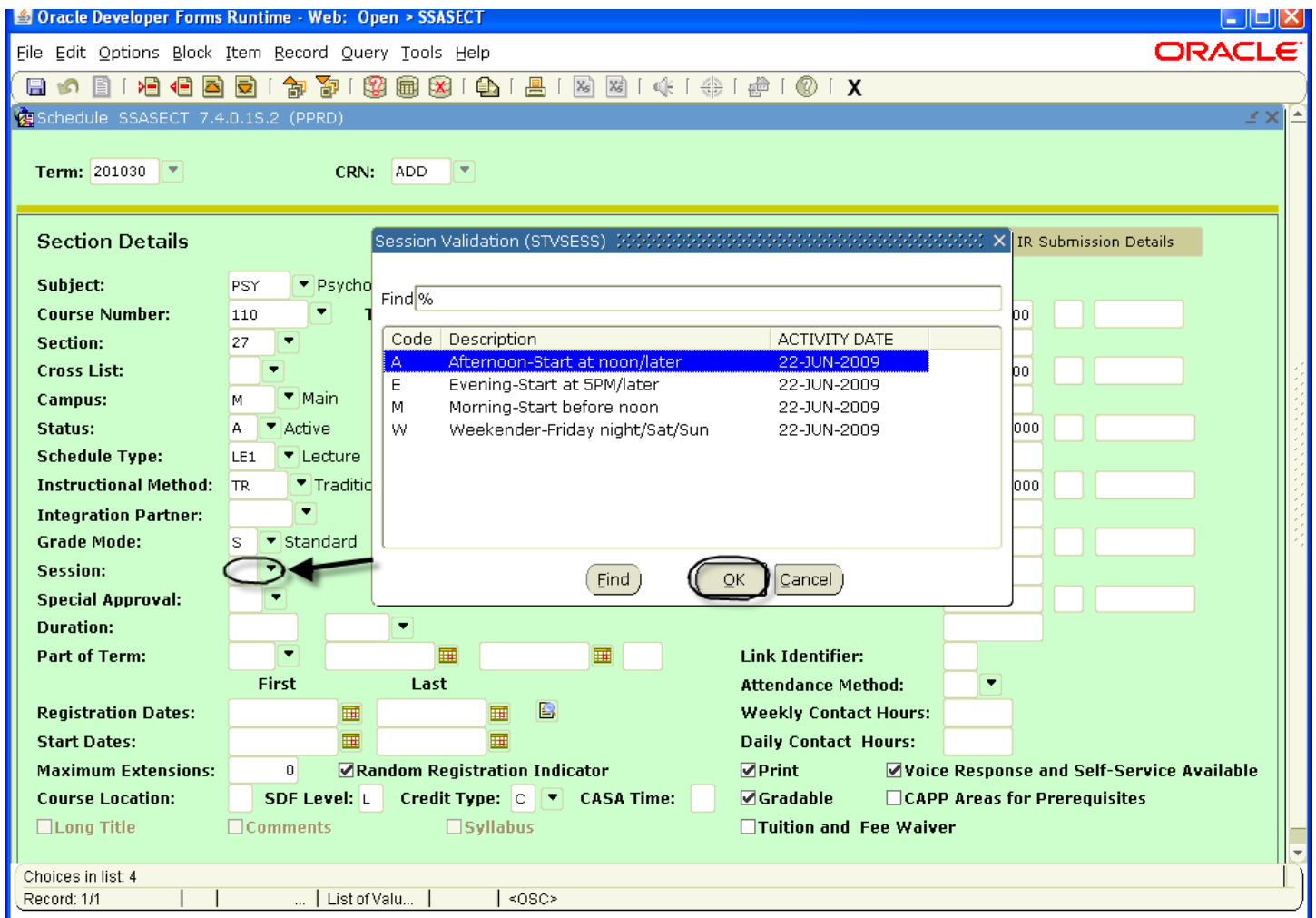
Section Details

Subject:	PSY Psychology	CEU Indicator:	N				
Course Number:	110	Title:	General Psychology	Credit Hours:	3.000		
Section:	27	Billing Hours:	3.000				
Cross List:		Contact Hours:	3.000				
Campus:	M Main	Lecture:	3.000				
Status:	A Active	Lab:					
Schedule Type:	LE1 Lecture	Other:					
Instructional Method:	TR Traditional	Link Identifier:					
Integration Partner:		Attendance Method:					
Grade Mode:	S Standard	Weekly Contact Hours:					
Session:		Daily Contact Hours:					
Special Approval:		Print:	<input checked="" type="checkbox"/>	Voice Response and Self-Service Available:	<input checked="" type="checkbox"/>		
Duration:		Gradable:	<input checked="" type="checkbox"/>	CAPP Areas for Prerequisites:	<input type="checkbox"/>		
Part of Term:		Tuition and Fee Waiver:	<input type="checkbox"/>				
Registration Dates:							
Start Dates:							
Maximum Extensions:	0	Random Registration Indicator:	<input checked="" type="checkbox"/>				
Course Location:		SDF Level:	L	Credit Type:	C	CASA Time:	
Long Title:	<input type="checkbox"/>	Comments:	<input type="checkbox"/>	Syllabus:	<input type="checkbox"/>		

Session code; press LIST for valid codes.

Record: 1/1 ... List of Valu... <OSC>

58. The **Session** field is a “new” field that indicates what part of the day and/or week the section is being scheduled for.
- This would allow a student or faculty member to search for courses that are offered in the afternoon (A) starting a noon or later if that fit their needs.
 - The valid List of Values (LOV) has been determined by the Registrar’s office.
59. Again click on the down arrow to see the List of Values (LOV) which you can choose from (or you can type it in directly if you know it).
- Again this is determined based on the time frame the course is being offered in.
60. Tab to the **Part of Term** field.



Possible values for the Session field.

61. The **Part of Term** field must be filled in to indicate the time period in which the course section is being offered during the semester.

- a. Most sections will be offered for the entire term (1), but many sections are offered for 5 weeks, seven weeks, as trailer courses, etc.
- b. This field value will be used to set the start and end dates for the section.

62. Again click on the down arrow to see the valid List of Values (LOV) which you can choose from (or you can type it in directly if you know it).

- a. You **cannot** leave this field blank

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

ORACLE

Schedule SSASECT 7.4.0.15.2 (PPRD)

Term: 201030 CRN: ADD

Section Details

Subject: PSY > Psych
Course Number: 110
Section: 27
Cross List:
Campus: M > Main
Status: A > Active
Schedule Type: LE1 > Lecture
Instructional Method: TR > Tradit
Integration Partner:
Grade Mode: S > Standard
Session: A > Afternoon
Special Approval:
Duration:
Part of Term: First Last
Registration Dates:
Start Dates:
Maximum Extensions: 0 Random Registration Indicator
Course Location: SDF Level: L Credit Type: C CASA Time:
 Long Title Comments Syllabus

Section Part of Term Query

Find %

Part...	Description	Activity Date
1	Full Term	20-JUL-09
A	First Five Weeks of Term	16-JUL-09
B	Second Five Weeks of Term	20-JUL-09
D	Third Five Weeks of Term	20-JUL-09
E	Extended Term	04-AUG-09
F	First Half of Term	20-JUL-09
L	Last Half of Term	20-JUL-09
T	Trailer Last 10 Weeks of Term	20-JUL-09
W	College on the Weekend	16-JUL-09

Find End OK Cancel

Link Identifier:
Attendance Method:
Weekly Contact Hours:
Daily Contact Hours:
 Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver



Choices in list: 9
Record: 1/1 ... List of Valu... <OSC>

63. Check the **Credit Hours, Billing Hours, Contact Hours, Lecture, Lab and Other** fields. These should be automatically populated from information from the Catalog.
- Usually for a standard lecture course nothing will have to be added or entered here.
64. If you are adding a Lab section or a section where you see a range of values for these fields you will have to enter the correct values for the section.
- For example, if you have a non-credit bearing lab, you would enter 0 in the empty Credit Hours field, 0 in the empty Billing Hours field, the number of Contact Hours for the lab, e.g. 2 in the empty Contact Hours field (note it must be in the range listed), the Lecture Hours would be set to 0 in the empty field, the Lab set to match the Contact Hours entry (again both of these values must be in the range listed).
 - Additionally if you are entering a non-credit bearing section, the checkmark in the Gradable check box should be removed (just check in the box to do this).**
65. The information entered on the form should then be **SAVED** by clicking on the Save icon in the Tool Bar.
- The Auto Hint line should reflect this
 - You must save the form information before continuing.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

ORACLE

Schedule SSASECT (OPEN)

Term: 201030 CRN: 3906

Click on the save icon when you are done entering information onto this form

SUNY IR Submission Details

Section Details

Subject: PSY Psychology CEU Indicator: N

Course Number: 110 Title: General Psychology Credit Hours: 3.000

Section: 27 Billing Hours: 3.000

Cross List: [] Contact Hours: 3.000

Campus: M Main Lecture: 3.000

Status: A Active Lab: []

Schedule Type: LE1 Lecture Other: []

Instructional Method: TR Traditional Link Identifier: []

Integration Partner: [] Attendance Method: []

Grade Mode: S Standard Weekly Contact Hours: []

Session: A Afternoon-Start at noon/later Daily Contact Hours: []

Special Approval: [] Print [x] Voice Response and Self-Service Available [x]

Duration: [] Gradable [x] CAPP Areas for Prerequisites []

Part of Term: 1 23-AUG-2010 13-DEC-2010 15 Tuition and Fee Waiver []

Registration Dates: [] []

Start Dates: [] []

Maximum Extensions: 0 Random Registration Indicator [x]

Course Location: [] SDF Level: L Credit Type: C CASA Time: []

Long Title [] Comments [] Syllabus []

FRM-40400: Transaction complete: 1 records applied and saved

Record: 1/1 ... List of Valu... <OSC>

An example of the Credit Hours, Billing Hours, Contact Hours and Lecture Hours being completed.

The screenshot shows the Oracle Developer Forms Runtime interface for a course section. The form is titled "Schedule SSASECT 7.4.0.15.2 (PPRD)". The "Term" is set to 201030 and the "CRN" is 3906. The "Section Details" section includes the following information:

- Subject:** PSY Psychology
- Course Number:** 110
- Title:** General Psychology
- Section:** 27
- Campus:** M Main
- Status:** A Active
- Schedule Type:** LE1 Lecture
- Instructional Method:** TR Traditional
- Grade Mode:** S Standard
- Session:** A Afternoon-Start at noon/later
- Part of Term:** 1 (First), 23-AUG-2010 (Last)
- Registration Dates:** (Empty)
- Start Dates:** (Empty)
- Maximum Extensions:** 0
- Course Location:** (Empty)
- SDF Level:** L
- Credit Type:** C
- CASA Time:** (Empty)

The "SUNY IR Submission Details" section includes the following information:

- CEU Indicator:** N
- Credit Hours:** 3.000 (allowed), 3.000 (actual)
- Billing Hours:** 3.000 (allowed), 3.000 (actual)
- Contact Hours:** 3.000 (allowed), 3.000 (actual)
- Lecture:** 3.000 (allowed), 3.000 (actual)
- Lab:** (Empty)
- Other:** (Empty)
- Link Identifier:** (Empty)
- Attendance Method:** (Empty)
- Weekly Contact Hours:** (Empty)
- Daily Contact Hours:** (Empty)

Additional options include:

- Random Registration Indicator
- Print
- Voice Response and Self-Service Available
- Gradable
- CAPP Areas for Prerequisites
- Tuition and Fee Waiver

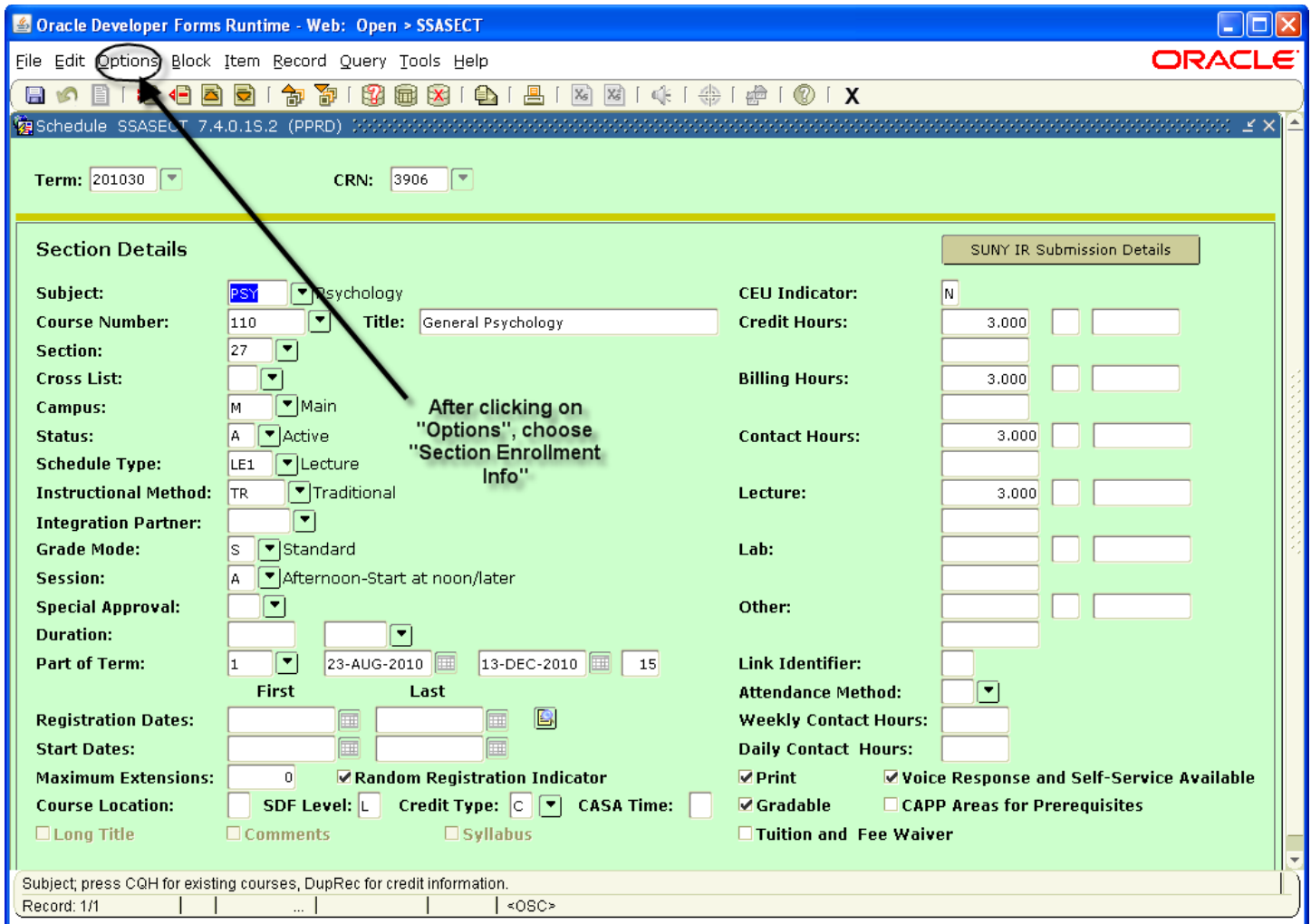
At the bottom, there is a status bar with "Section lab contact hours." and "Record: 1/1".

Make sure that the appropriate number of semester hours is entered for the section in the field directly below the "Credit Hours", "Billing Hours" boxes. The first box shows what is allowed for the course and the second box shows what is actually used for the section. The second box should be filled in, even if the first box shows that the number of credits are not variable. The credit hours and the billing hours are always the same.

66. Next you need to **set the enrollment maximum** (quota) for the section. This must always be done or no one will be able to register for the section, since it will appear closed.

67. To do this, go to the **Options** menu and choose **Section Enrollment Info**.

- a. This is the **ONLY** way you can access this window since it does not have an individual form name.
- b. The Section Enrollment screen for the section should then display.



Choose Section Enrollment Info from the Options menu

68. The screen should reflect the current section information.

69. Enter the **maximum** enrollment or quota for the section.

- a. This will determine how many students can register for the section.
- b. As registration occurs, the **Actual and Remaining** fields will populate and update based on the actual enrollment
- c. You should not have to enter any other information.

70. Save the section information with the enrollment value.

71. Click on the **X** to return to the Section details form.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.1S.2 (PPRD)

Term: 201030 CRN: 3906

SUNY IR Submission Details

Section Details

Subject: PSY Psychology CEU Indicator: N

Course Number: 110 Title: General Psychology Credit Hours: 3.000

Section: 27

Enrollment Data SSASECT 7.4.0.1S.2 (PPRD)

Enrollment Details

Maximum: 28 Actual: 0 Remaining: 0

Waitlist Maximum: 0 Waitlist Actual: 0 Waitlist Remaining: 0

Projected: 0 Prior: 0

Reserved

Generated Credit Hours: .000

Enter the quota for the course section then click on the "Save" icon

Census One

Enrollment Count: 0 Freeze Date: 13-SEP-2010

Census Two

Enrollment Count: 0 Freeze Date:

Maximum enrollment for section; press CQH or Maximum button to enter reserved seats.

Record: 1/1 <OSC>

The enrollment value is required for the section, but you must use the Options menu to display this screen. You cannot get here from a Next Block!

72. Again do a “double check” of the section form, and be sure all the required fields have entries.
73. It is important to **uncheck the Gradable field if the section carries 0 credit hours.**
74. Save the section information by clicking on the Save icon in the Tool Bar.
75. In the Auto Hint line, you should get a message that your Transaction is complete, that 1 record has been “applied and saved”.
76. This is the minimum information that you need to add a section, but the days, times and instructor can also be added to complete the section information.
 - a. This information can be added at anytime.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7/1/2010 2 (TEST)

Term: 201030 CRN: 4849

Click on the SAVE icon after all of the necessary fields are populated

Section Details

Subject: PSY Psychology CEU Indicator: N

Course Number: 110 Title: General Psychology Credit Hours: 3.000

Section: 27 Billing Hours: 3.000

Cross List: Campus: M Main Contact Hours: 3.000

Status: A Active

Schedule Type: LE1 Lecture

Instructional Method: TR Traditional

Integration Partner: Grade Mode: S Standard

Session: A Afternoon-Start at noon/later

Special Approval: Duration: Part of Term: 1 23-AUG-2010 23-DEC-2010 16

Registration Dates: Start Dates: Maximum Extensions: 0 Random Registration Indicator

Course Location: SDF Level: L Credit Type: C CASA Time: Print Voice Response and Self-Service Available

Long Title Comments Syllabus Gradable CAPP Areas for Prerequisites

Tuition and Fee Waiver

GRADABLE should be checked if the CREDIT HOURS = 0; UNCHECK GRADABLE if the CREDIT HOURS = 0 (E.G. a non-credit bearing lab)

Auto Hint Line Specifying the record is saved

FRM-40400: Transaction complete: 1 records applied and saved.

Record: 1/1 ... List of Valu... | <OSC>

The “Gradable” indicator should be checked with the actual credit hours for the section are greater than 0. It should be unchecked when the actual credit hours for the section is 0 (all non-credit lab sections, non-credit clinical/discussion sections, etc.)

77. Now click on the **Next Block** icon to go to the next screen, so that the **Meeting** time information about the section can be entered.

78. Again, if you do not want to do this now, you can do it at a later time. You should then record the CRN so it will make it easy to retrieve the section.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.1S.2 (PPRD)

Term: 201030 CRN: 3906

Click on the "Next Block" icon to go to the next form

Section Details

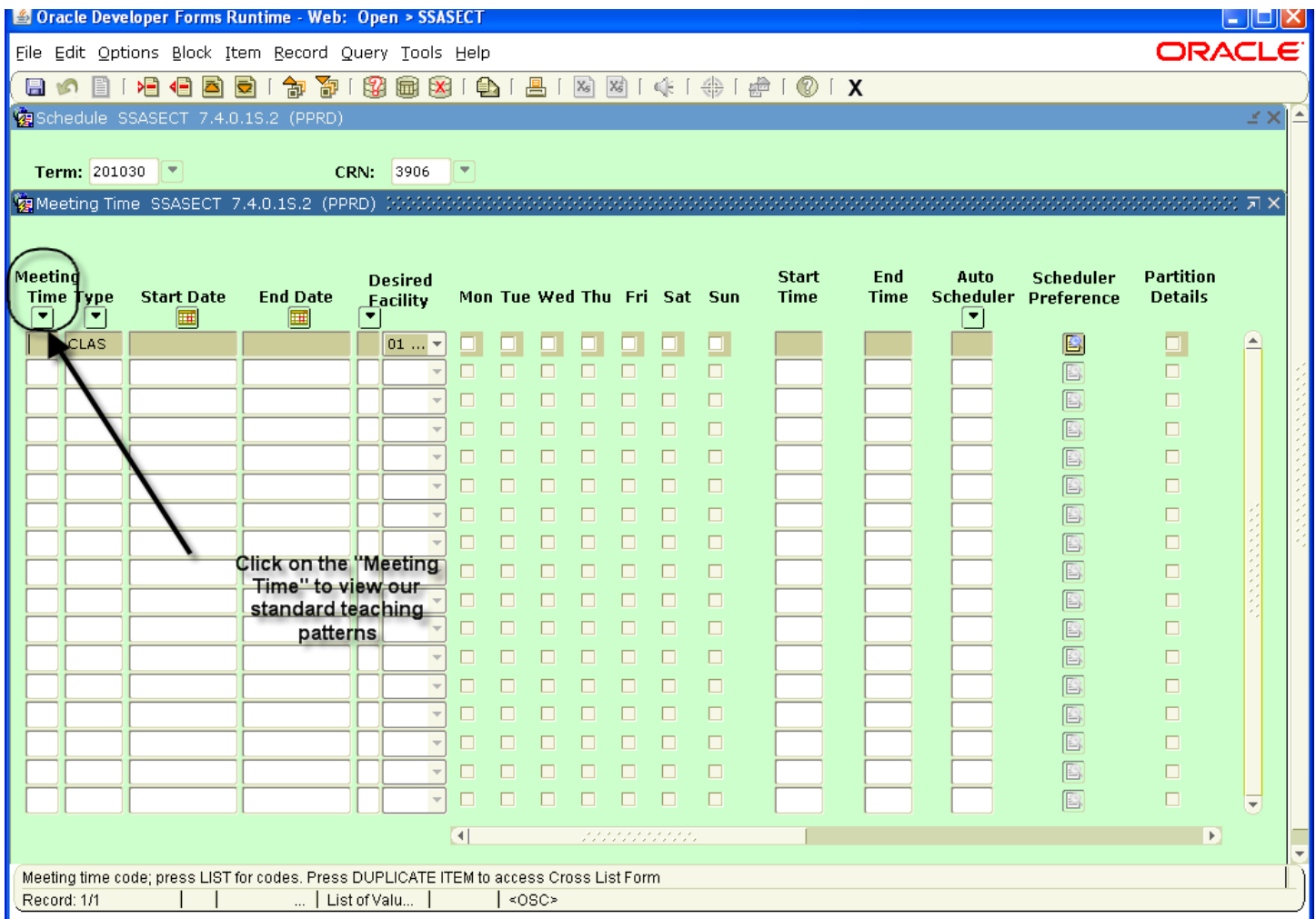
Subject: PSY Psychology
Course Number: 110 Title: General Psychology
Section: 27
Cross List:
Campus: M Main
Status: A Active
Schedule Type: LE1 Lecture
Instructional Method: TR Traditional
Integration Partner:
Grade Mode: S Standard
Session: A Afternoon-Start at noon/later
Special Approval:
Duration:
Part of Term: 1 23-AUG-2010 13-DEC-2010 15
Registration Dates:
Start Dates:
Maximum Extensions: 0 Random Registration Indicator
Course Location: SDF Level: L Credit Type: C CASA Time:
 Long Title Comments Syllabus

SUNY IR Submission Details

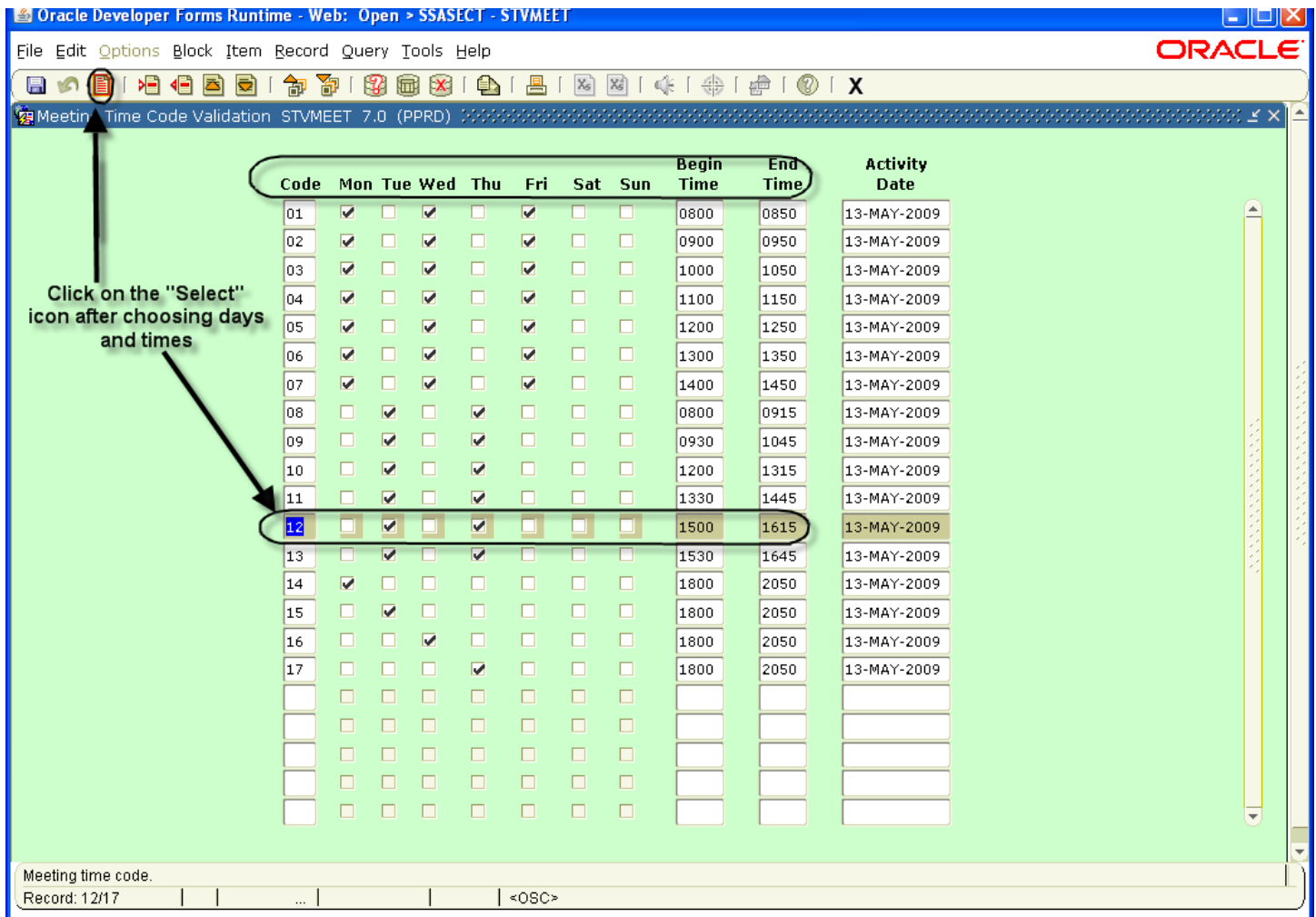
CEU Indicator: N
Credit Hours: 3.000
Billing Hours: 3.000
Contact Hours: 3.000
Lecture: 3.000
Lab:
Other:
Link Identifier:
Attendance Method:
Weekly Contact Hours:
Daily Contact Hours:
 Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver

FRM-40400: Transaction complete: 1 records applied and saved.
Record: 1/1

79. After clicking on the **Next Block** icon the **Meeting Time** information about the section can be entered.
80. Again, if you cannot do this now, you can do it at a later time. You should then record the CRN so it will make it easy to retrieve the section, although you can always find it with a Query.
81. If the section is going to be offered in one of the standard meeting patterns (e.g. MWF at 1PM or TR from (9:30AM – 10:45AM), you can click on the down arrow under Meeting Time to display the table of standard meeting times to select from.
82. If it is not a standard time, you can tab to **Mon**, and check the days the section will meet and tab to the **Start Time** and **End Time** fields to enter the appropriate meeting times.
- NOTE THE TIMES MUST BE ENTERED IN MILITARY TIME**, e.g. 1AM is 0100 and 1PM is 1300.
 - A list of Military times is contained on the next page.
 - Additionally the Start Time must be before the End time.



83. If the section is being offered using a standard meeting time, click on the group that applies and then click on the **Select** icon.



What Time Is It? Military Time

0000 HOURS = 12:00 MIDNIGHT
0100 HOURS = 1:00 A.M.
0200 HOURS = 2:00 A.M.
0300 HOURS = 3:00 A.M.
0400 HOURS = 4:00 A.M.
0500 HOURS = 5:00 A.M.
0600 HOURS = 6:00 A.M.
0700 HOURS = 7:00 A.M.
0800 HOURS = 8:00 A.M.
0900 HOURS = 9:00 A.M.
1000 HOURS = 10:00 A.M.
1100 HOURS = 11:00 A.M.

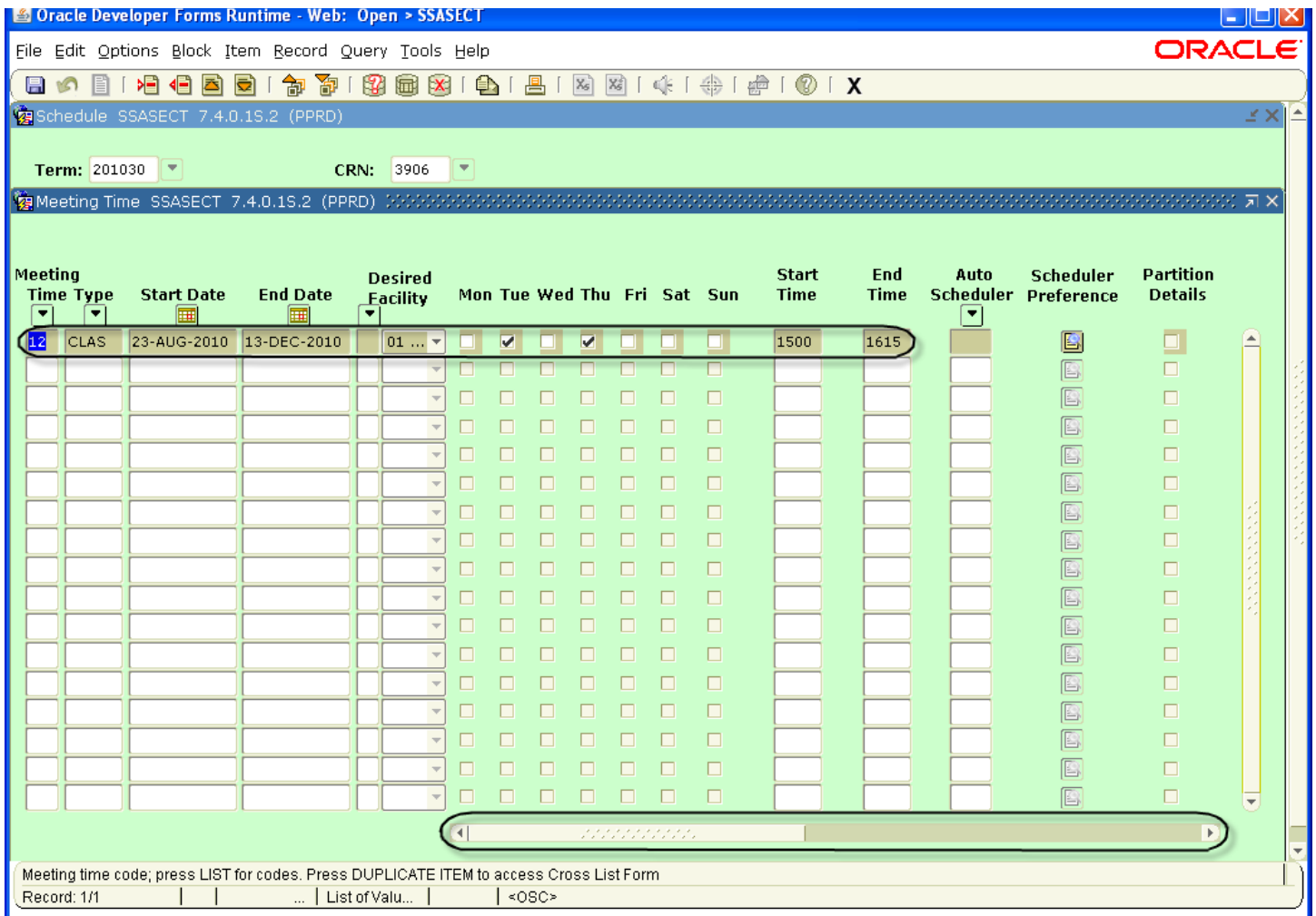
1200 HOURS = 12:00 NOON
1300 HOURS = 1:00 P.M.
1400 HOURS = 2:00 P.M.
1500 HOURS = 3:00 P.M.
1600 HOURS = 4:00 P.M.
1700 HOURS = 5:00 P.M.
1800 HOURS = 6:00 P.M.
1900 HOURS = 7:00 P.M.
2000 HOURS = 8:00 P.M.
2100 HOURS = 9:00 P.M.
2200 HOURS = 10:00 P.M.
2300 HOURS = 11:00 P.M.

A helpful way to convert military time to civilian for afternoon and night is to subtract 12 from the military time.

84. The selected days and times should then populate the Meeting Time screen.

85. Again these can be entered if the section does not fit a standard pattern, e.g. Wednesday only from 10AM to 11:50AM (1000 – 1150).

86. You can also enter Building and Room information about the section on this form. Notice the scroll bar on the bottom right of the screen.



87. The Building and Room information should generally be left blank. As in the past, the Registrar will be assigning rooms for the sections.
88. There are special instances where departments schedule their own lab rooms, or have special use rooms assigned.
89. In this case you can assign the Building and Room information. If you know the Building and Room where the section should meet, you can type it in directly into the Building and Room fields.
90. You can also go to the Options menu and select the form for available rooms.
 - a. This will find all rooms available for the section based on the meeting days and times assigned.
 - b. You can select a room from this list.
91. Again, you should only be assigning buildings and rooms if you have specifically assigned lab rooms and class rooms for your department use. In most cases, this will be done by the Registrar's office.
92. Note the Schedule Type, Hours per Week, Session Credit Hours and Session Indicator fields are automatically populated based on information that has been entered about the section that is being added.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.1S.2 (PPRD)

Term: 201030 CRN: 3906

Meeting Time SSASECT 7.4.0.1S.2 (PPRD)

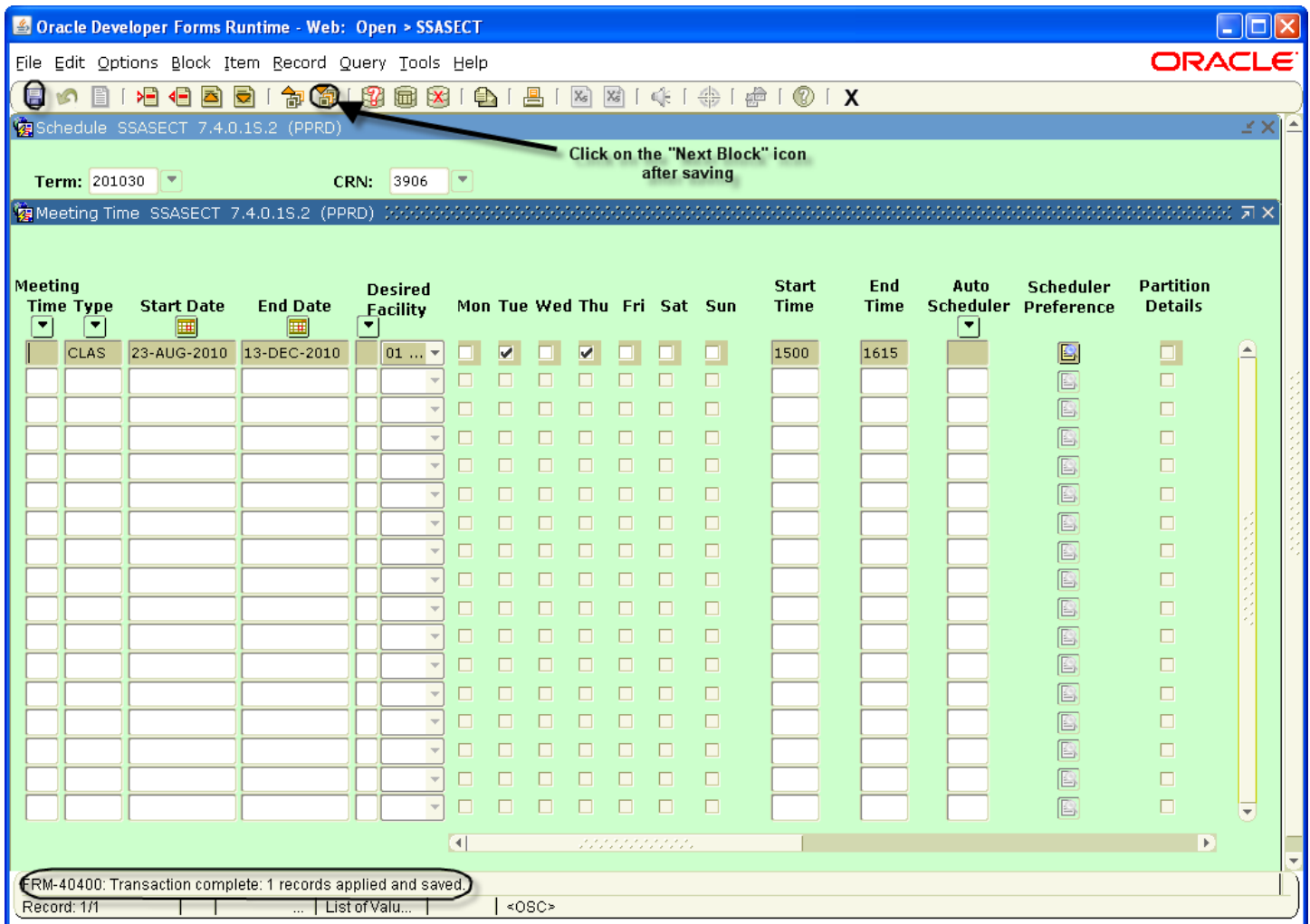
Meeting Time	Type	Start Date	End Date	Desired Facility	Building	Room	Schedule Type	Override Indicator	Hours per Week	Session Credit Hours	Session Indicator
12	CLAS	23-AUG-2010	13-DEC-2010	01...			LE1		3.000	3.000	01

Meeting time code; press LIST for codes. Press DUPLICATE ITEM to access Cross List Form

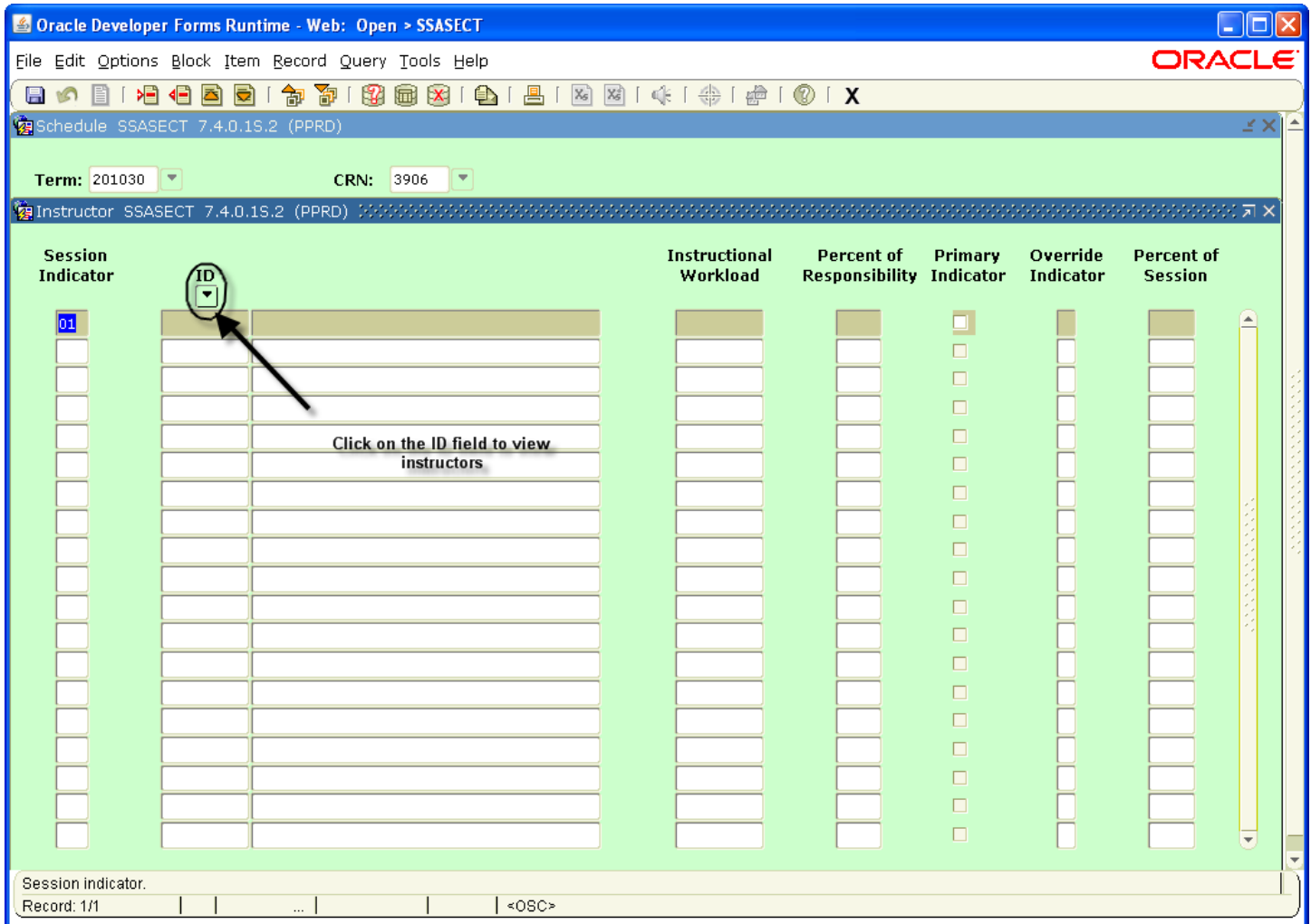
Record: 1/1 | | ... | List of Valu... | <OSC>

93. Save the **Meeting Time** information and click on the **Next Block** icon to add the section **Instructor** information.

94. You should then see the **Instructor** block for the form.



95. To assign an Instructor to a section, you need their Banner ID. In most cases, you may not know this, so it is easiest to click on the down arrow under the ID field.
96. This will take you to the Faculty/Advisor Query Form (SIAIQR) that will allow you to search for a particular instructor.

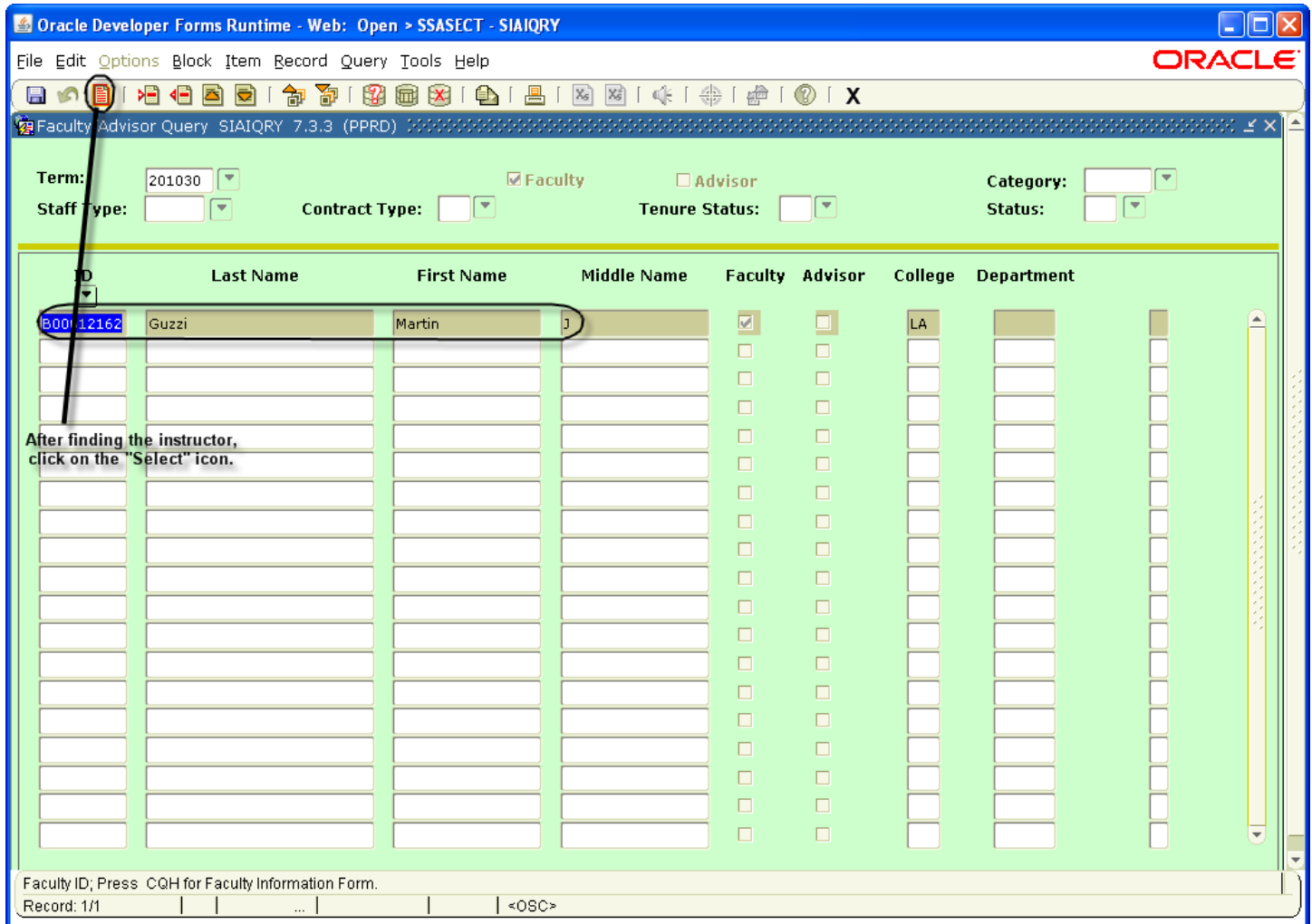


97. This form can be used to find 1 instructor or a list of instructors.
98. Generally you will know what instructor should be assigned to teach the section.
99. You can type the Instructor **Last Name** in the **Last Name** field and then press F8 to execute the query.
- a. This will list all instructors with that last name.
100. **PLEASE NOTE THAT THE NAME FIELDS ARE CASE SENSITIVE.** That means when you are typing in a name, it **MUST START WITH AN UPPER CASE LETTER.** If you use all lower or all upper case, Banner will not find a match for the instructor.
101. You can also type a part of a name and use a Wildcard, like in the example below. You must press the F8 key to execute the query.
- a. In this case, all instructors whose names begin with Guz will be listed, for example, Guzzi, Guzzilla, Guze, etc.
102. If you do not know the instructor, you can skip this block and complete it at a later time.

The screenshot shows the Oracle Developer Forms Runtime interface for a 'Faculty/Advisor Query'. The window title is 'Oracle Developer Forms Runtime - Web: Open > SSASECT - SIAIQRY'. The menu bar includes 'File', 'Edit', 'Options', 'Block', 'Item', 'Record', 'Query', 'Tools', and 'Help'. The toolbar contains various icons for navigation and actions. The main form area has several input fields: 'Term' (201030), 'Staff Type', 'Contract Type', 'Tenure Status', 'Category', and 'Status'. There are also checkboxes for 'Faculty' (checked) and 'Advisor'. Below these fields is a table with the following columns: ID, Last Name, First Name, Middle Name, Faculty, Advisor, College, and Department. The 'Last Name' field in the table contains 'Guz%' and has a tooltip that reads: 'In proper case, enter the first 3 characters of the instructors Last Name followed by a % sign. Then press your F8 key.' The table has a vertical scrollbar on the right side. At the bottom of the form, there is a status bar with the text 'Enter a query, press F8 to execute, Ctrl+Q to cancel.' and 'Record: 1/1 | Enter-Qu... | <OSC>'.

103. Highlight the Instructor name that should be assigned to the section, and then click on the **Select** icon in the Tool Bar.

104. This should populate the Instructor field on the SSASECT form with the selected instructor information.



Note: All full time Faculty will also be listed as Advisors.

105. The **Workload, Responsibility, Primary Indicator and Percent of Session** fields will automatically populate.
- a. There may be special circumstances where multiple instructors are assigned to one section (e.g. team teaching), or where multiple instructors teach during different sessions of the section. These are special circumstances which will not be addressed at this point.
106. Again, if the instructor is not known at the time, do not put any entry here.

Session Indicator	ID		Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00012162	Guzzi, Martin J.	3.000	100	<input checked="" type="checkbox"/>		100
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
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					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		

Session indicator.
Record: 1/1

107. If the Instructor information is complete, click on the **Save** icon on the Tool Bar to save the instructor information for the section.

The screenshot shows the Oracle Developer Forms Runtime interface. At the top, the title bar reads "Oracle Developer Forms Runtime - Web: Open > SSASECT". Below the title bar is a menu bar with "File", "Edit", "Options", "Block", "Item", "Record", "Query", "Tools", and "Help". A toolbar contains various icons, including a "Save" icon (a floppy disk) which is circled in red. The main window displays a table with the following columns: "Session Indicator", "ID", "Instructor", "Instructional Workload", "Percent of Responsibility", "Primary Indicator", "Override Indicator", and "Percent of Session". The first row contains the values: "01", "B00012162", "Guzzi, Martin J.", "3.000", "100", a checked checkbox, an empty checkbox, and "100". A text box with the instruction "Click on the 'Save' icon after entering the information." points to the "Save" icon in the toolbar. At the bottom of the window, a status bar displays the message "FRM-40400: Transaction complete: 1 records applied and saved." and "Record: 1/1".

Session Indicator	ID	Instructor	Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00012162	Guzzi, Martin J.	3.000	100	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	

108. Click on the Rollback icon in the Toolbar if you are completely finished with this course section.
 - a. Be sure you have SAVED the information first.

Oracle Developer Forms Runtime - Web: Open > SSASECT

File Edit Options Block Item Record Query Tools Help

Schedule SSASECT 7.4.0.1S.2 (PPRD)

Term: 201030 CRN: 3906

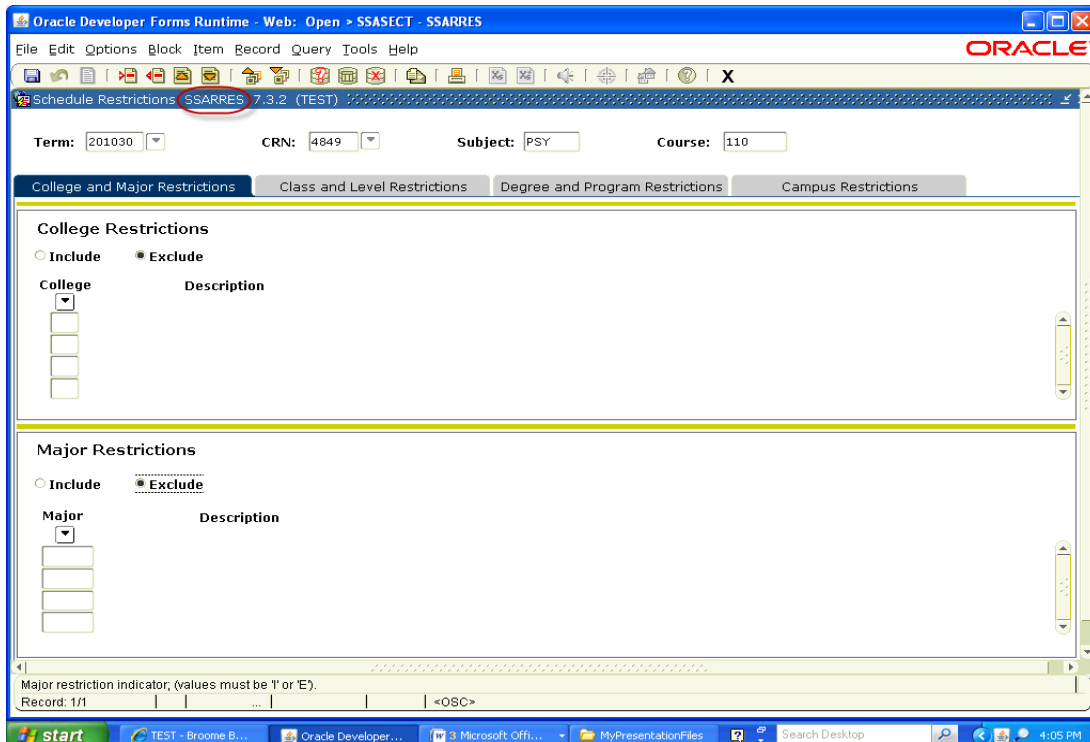
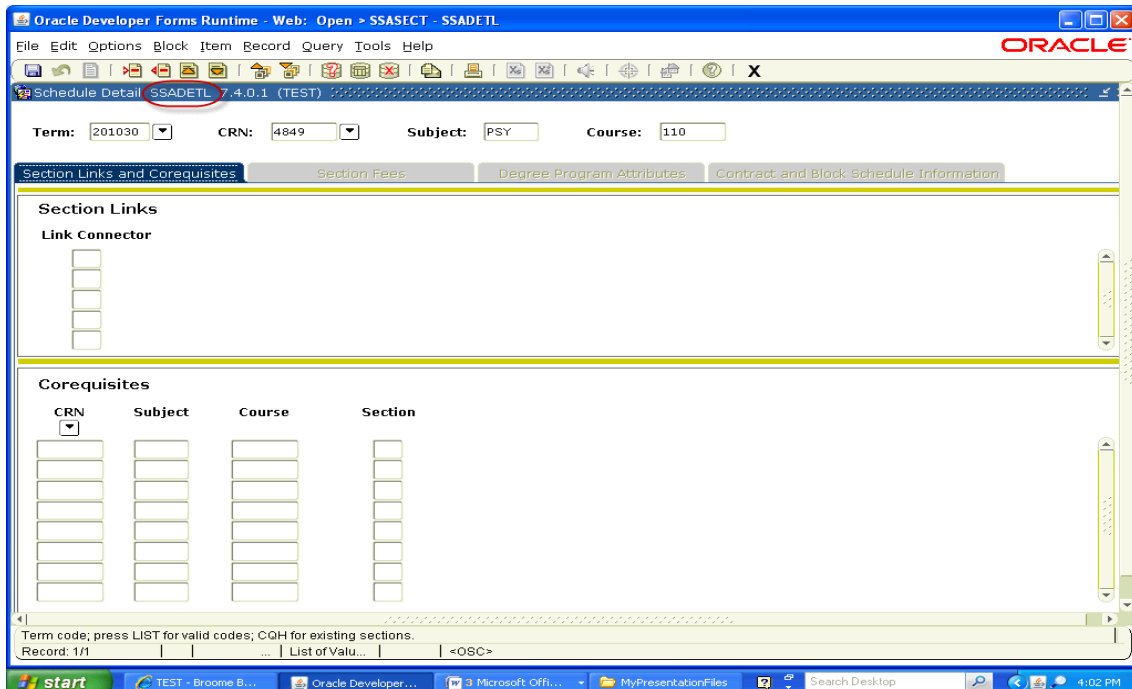
Instructor SSASECT 7.4.0.1S.2 (PPRD)

Session Indicator	ID	Instructor	Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00012162	Guzzi, Martin J.	3.000	100	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	

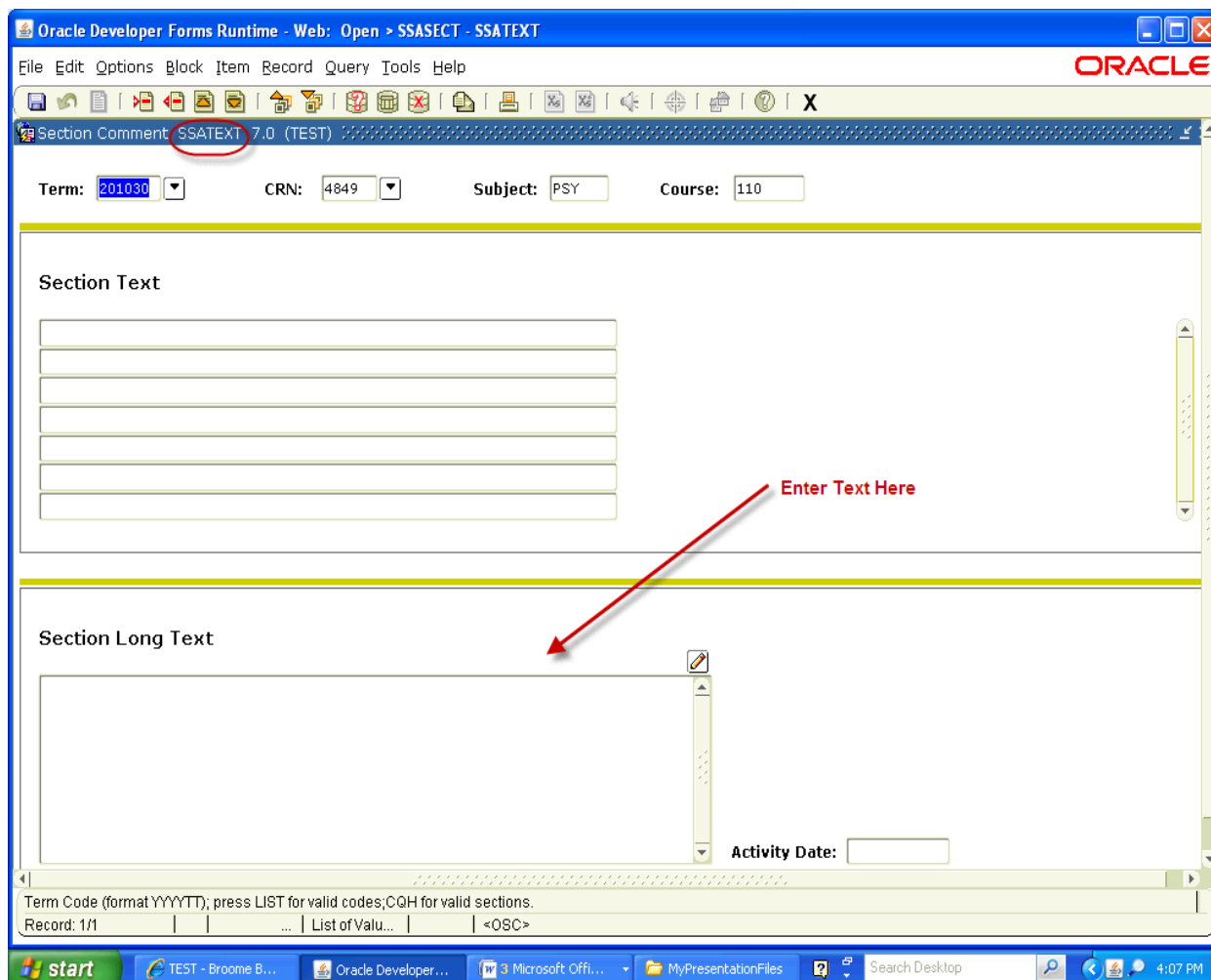
Click on the "Rollback" icon to go back to the original form. You will now be ready to add or modify another course section

Session indicator.
Record: 1/1 ... <OSC>

109. Before doing the Rollback above, you may also want to go to the **Options** menu and select the Section Details form (SSADETL) and the Section Restrictions form (SSARRES) in order to verify the section information and restrictions in these categories.
110. This may be especially important during this initial changeover to verify that the information, such as prerequisites, etc. has been “brought over” correctly.



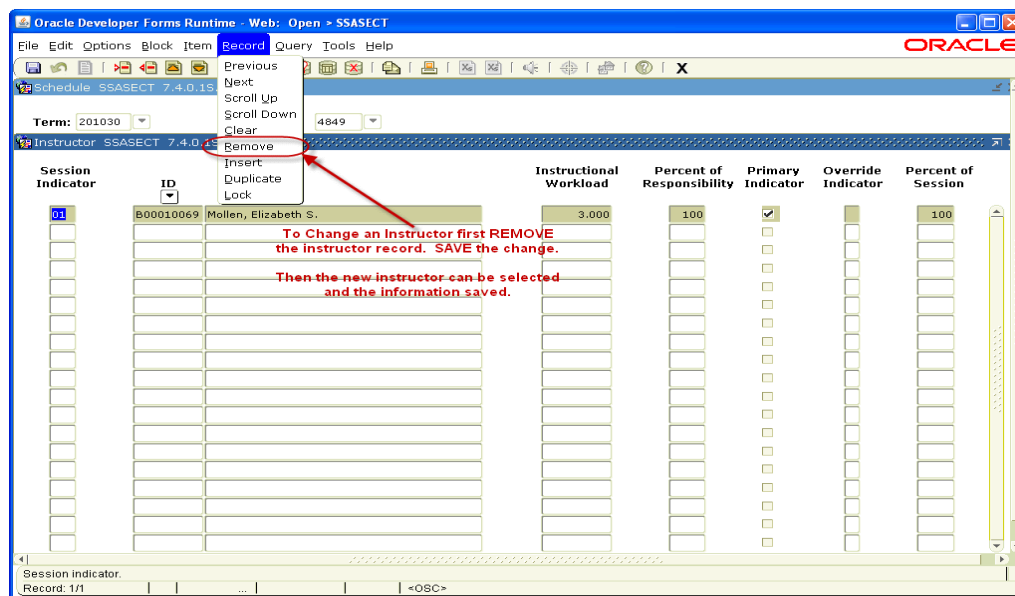
111. If you need to add some Section Comments (SSATEXT) about the section, go to the Options menu and select Course Section Comments (SSATEXT).
 - a. Click on the Next Block icon to move down to the information block
112. Under Section Text, type in the section notes; follow the format provided in the instructions from the Registrar. You are limited to approximately 60 characters per line (record), but can continue the comment on the next line (record). Be sure to double-check for spelling and grammar. Currently the Section Long Text is not being used.
113. Save the form again by clicking on the Save icon, and close the Text form by clicking on the X.
114. In the future, a Quick Flow can be set up to automatically take you to these additional forms.
 - a. You can check if one exists already –**File>QuickFlow** then enter the name **SCHEDULE**.



Changing a Section in SSASECT

The Change process for a Section is similar to adding a section. The form is the same (SSASECT). Generally you will need to enter the Term and CRN for the section you want to change. If you don't know the CRN, you can click on the down arrow in the CRN field which will take you to the SSASECQ form. Enter the Subject, Course Number and Section, and execute a Query for the section. Select the section and then make any changes that are allowed, such as Campus, Session, Meeting Times, and Instructor. Follow the instructions given for adding a section.

1. Open the **SSASECT** form
2. Enter **Term** and **CRN** in the key block.
3. If the CRN is not known or available, click on the pull down arrow in the CRN field. This will take you to the SSASECQ form where you can execute a query to find the section CRN that you need to make changes to.
4. Select the section and Close the query. This should take you back to the SSASECT form.
5. Click in the Subject field to populate the form.
6. You are now ready to make any changes needed for the section.
7. Refer to the appropriate information in the Add process above when changing the section information for Meeting Times, and Instructor assignment.
 - a. Remember you have to go to the Options menu and select Section Enrollment Info if you want to change the maximum enrollment value.
 - b. When Changing the Instructor information, you must first Remove the Instructor Record and then select the new Instructor.
8. Be sure to **Save** your changes.



The screenshot shows the Oracle Developer Forms Runtime web interface for the SSASECT form. The 'Remove' option is highlighted in the context menu for the instructor record. Red text instructions explain that to change an instructor, one must first remove the current record and then save the change, followed by selecting a new instructor.

Session Indicator	ID	Instructor	Instructional Workload	Percent of Responsibility	Primary Indicator	Override Indicator	Percent of Session
01	B00010069	Mollen, Elizabeth S.	3.000	100	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	
					<input type="checkbox"/>	<input type="checkbox"/>	

Removing (Canceling) a Section in SSASECT

If **no** students are enrolled in the section (this is the **LONG** way if you want to leave it on the schedule, but have it listed as closed/cancelled):

1. Open the **SSASECT** form
2. Enter Term and CRN in the key block. Click on the **Next Block** icon to move to the information block.
3. Click on **Options** and select **Section Enrollment Info.**
4. Set **Maximum** at 0 and save the form.

File Edit **Options** Block Item Record Query Tools Help

Schedule Form SSASECT 7.4.0.18 (TEST)

Term: 200730 CRN: 1156

Section Details

Subject: AED Art Education CEU Indicator: N
Course Number: 303 Title: STU TCH ELE ART Credit Hours:
Section: 11

Enrollment Details

Maximum: 0 Waitlist Maximum: 0 Projected: 0
Actual: 0 Waitlist Actual: 0 Prior: 0
Remaining: 0 Waitlist Remaining: 0 Reserved
Generated Credit Hours: .000

5. Click on **Options** and select **Scheduled Meeting Times.**
6. Click on **Record** and select **Remove**. Save the form. (Note: This will free up assigned rooms)

File Edit **Options** Block Item **Record** Query Tools Help

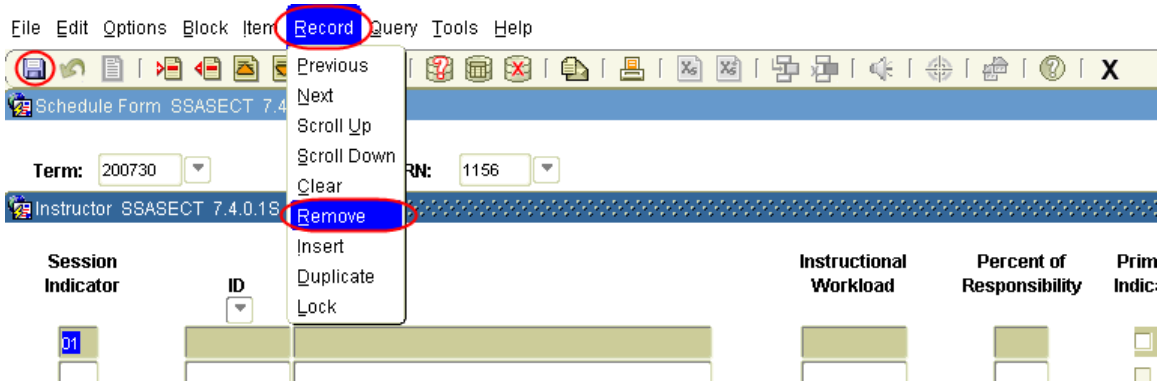
Schedule Form SSASECT 7.4.0.18 (TEST)

Term: 200730 CRN: 1156

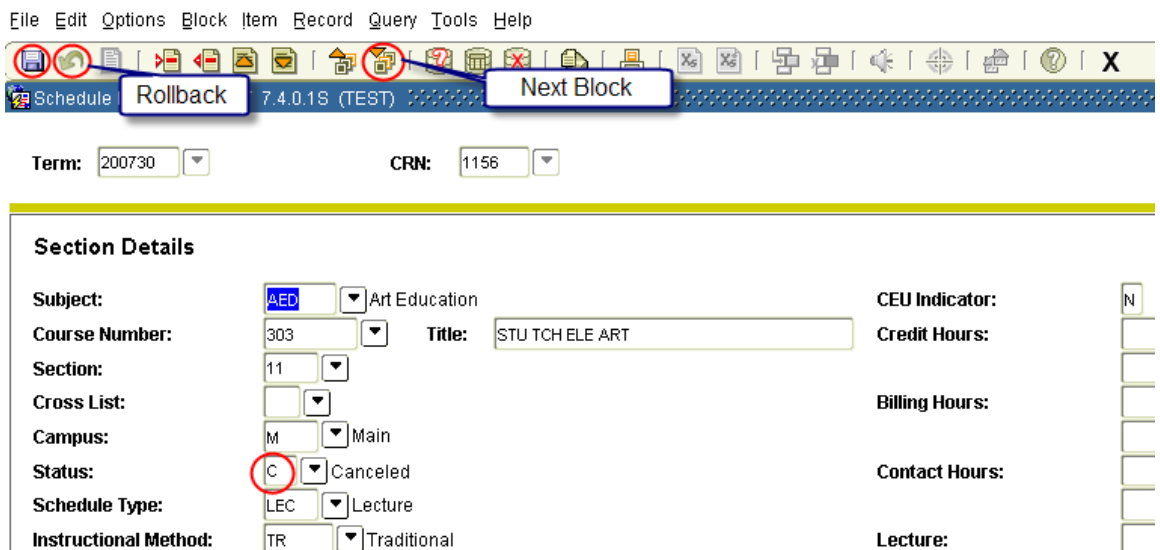
Meeting Time SSASECT 7.4.0.18 (TEST)

Meeting Time	Meeting Type	Start Date	End Date	Required Space	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Start Time	End Time	Au
	CLAS	27-AUG-2007	13-DEC-2007		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0900	1600	

- Click on **Options** and select **Assigned Instructors**.
- Click on **Record** and select **Remove**. Save the form.

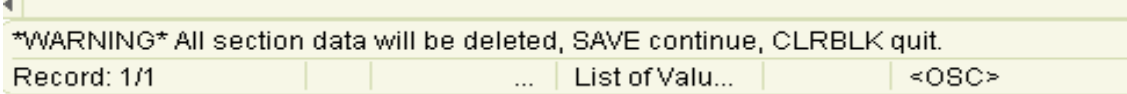


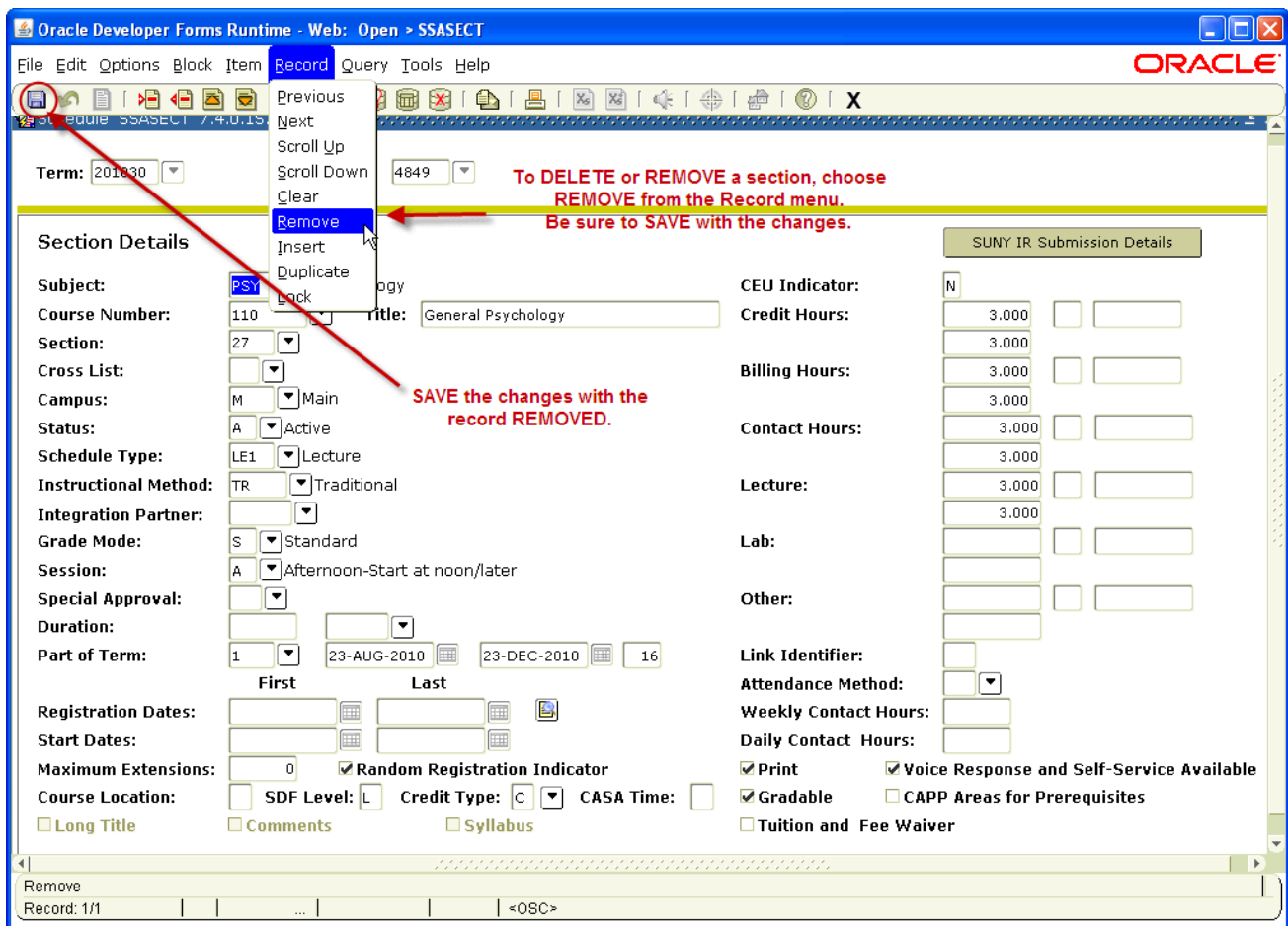
- Click on the **Rollback** icon to go back to the **SSASECT** form. Click on the **Next Block** icon to view the information block.
- Enter **'C'** for 'Canceled' in the **Status** field. Save the form.



Removing a Section in SSASECT

If no students are enrolled in the section:

1. Open the **SSASECT** form
2. Enter Term and CRN in the key block. Click on the **Next Block** icon to move to the information block.
 - a. If you do not know the CRN, you can do a query to find the section and select it.
3. Review the section information to ensure it is the correct section.
4. Click on **Record** and select **Remove**. **Save** the form.
 - a. You will get a message saying all the information for the section will be removed.
 - b. You should respond OK.
 - c. It is important that you save the changes so that the section record will be removed once the table is saved.



Oracle Developer Forms Runtime - Web: Open -> SSASECT

File Edit Options Block Item **Record** Query Tools Help

Previous
Next
Scroll Up
Scroll Down
Clear
Remove
Insert
Duplicate
Lock

Term: 201030 CRN: 4849

To DELETE or REMOVE a section, choose REMOVE from the Record menu. Be sure to SAVE with the changes.

SAVE the changes with the record REMOVED.

SUNY IR Submission Details

Section Details

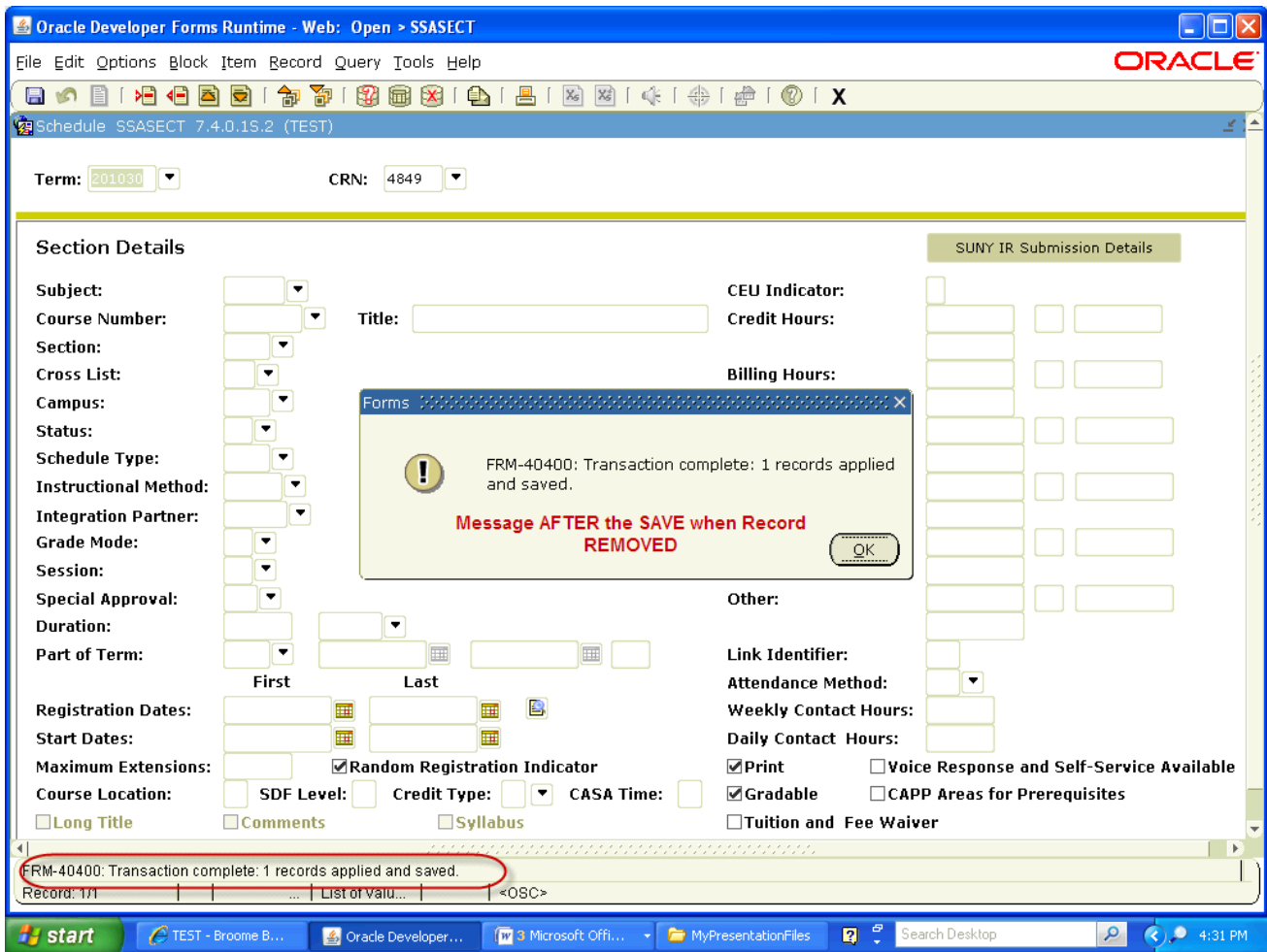
Subject: PSY
Course Number: 110
Section: 27
Cross List:
Campus: M Main
Status: A Active
Schedule Type: LE1 Lecture
Instructional Method: TR Traditional
Integration Partner:
Grade Mode: S Standard
Session: A Afternoon-Start at noon/late
Special Approval:
Duration:
Part of Term: 1 23-AUG-2010 23-DEC-2010 16

CEU Indicator: N
Credit Hours: 3.000
Billing Hours: 3.000
Contact Hours: 3.000
Lecture: 3.000
Lab:
Other:

Link Identifier:
Attendance Method:
Weekly Contact Hours:
Daily Contact Hours:

Maximum Extensions: 0 Random Registration Indicator
Course Location: SDF Level: L Credit Type: C CASA Time:
 Long Title Comments Syllabus Print Voice Response and Self-Service Available
 Gradable CAPP Areas for Prerequisites
 Tuition and Fee Waiver

Remove
Record: 1/1



Please note: to REMOVE any section, there can be no students enrolled. All enrolled students would have to be removed BEFORE the section could be removed.

- The End for Now...to be continued... -

When creating a lab section (instruction methods LA1, LA2 or LA3), please add the following step to your procedures for proper reporting to SUNY....

Click on the SUNY Institutional Research Tab

Click on dropdown for Funding Source

Select 'State Supported w/Associated Fee'

The screenshot shows a web application window titled "Schedule SSASECT 8.5.0.1S.2 (PROD)". The main content area has a blue background and contains the following fields and sections:

- Header:** Term: 201230, CRN: 31206, Create CRN: [icon], Copy CRN: [icon], Subject: ANT, Course: 112, Title: Introduction to Archaeology.
- Navigation Tabs:** Course Section Information, Section Enrollment Information, Meeting Times and Instructor, Section Preferences, **SUNY Institutional Research** (highlighted).
- Form Fields:**
 - Campus Course Id: ANT112
 - Campus Section Id: 201230.31206
 - Funding Source: State Supported w/ Associated Fee (dropdown, highlighted with a red arrow)
 - Insurance: No Insurance Required (dropdown)
 - Contact Hrs: Fac: 90.0, Stu: 90.0
 - Instruction Type: LA2 - Laboratory (dropdown, highlighted with a red arrow)
 - Other Contact Hr: 0.00
 - Desired Facility: Class Lab (dropdown)
 - Location: Type: On-Campus (dropdown), Other College: [dropdown], Study Abroad: [dropdown], Description: n/a
- Footer:** Action: Ready (dropdown), Activity Date: 09-MAY-2012, User Id: DBPROCS.

A red arrow points from the "SUNY Institutional Research" tab to the "Funding Source" dropdown. Another red arrow points from the "Funding Source" dropdown to the "Instruction Type" dropdown. A tooltip box is visible over the "Instruction Type" dropdown, containing the text "Instruction Type LA1, LA2 or LA3".

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3905	ADN 105 01	Meeting Human Needs I		08/29/2016-12/19/2016	90	0 7	AT 200	TR	08:00 am-09:15 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		Must also register for 1 Lab CRNs 3908, 4376, 4377, 4378,							
Comments:		4379, 4380, 4381, 4382, or 4383 and							
Comments:		1 Clinical section CRNs 3907, 4368, 4369, 4370, 4371,							
Comments:		4372, 4373, 4374, or 4375 and							
Comments:		1 Discussion section CRNs 3909, 4384, 4385 or 4386.							
3907	ADN 105 C01	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	W	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4368	ADN 105 C02	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	W	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4369	ADN 105 C03	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	W	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4370	ADN 105 C04	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	W	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4371	ADN 105 C05	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	W	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4372	ADN 105 C06	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	F	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4373	ADN 105 C07	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	F	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4374	ADN 105 C08	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	F	07:00 am-02:00 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4375	ADN 105 C09	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	OFCL	F	07:00 am-02:00 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32193	ADN 105 CE	Meeting Human Needs I		TBA-TBA	5	0 7		TBA	TBA
3908	ADN 105 L01	Meeting Human Needs I		08/29/2016-12/19/2016	10	0 0	DH 322	T	12:00 pm-02:00 pm
4376	ADN 105 L02	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	T	12:00 pm-02:00 pm
4377	ADN 105 L03	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	T	09:30 am-11:30 am
4378	ADN 105 L04	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	T	09:30 am-11:30 am
31645	ADN 105 L05	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0		F	09:00 am-11:00 am
4379	ADN 105 L06	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	W	09:00 am-11:00 am
4380	ADN 105 L07	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	W	09:00 am-11:00 am
4381	ADN 105 L08	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	R	09:30 am-11:30 am
4382	ADN 105 L09	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	R	09:30 am-11:30 am
4383	ADN 105 L10	Meeting Human Needs I		08/29/2016-12/19/2016	9	0 0	DH 322	F	09:00 am-11:00 am
3909	ADN 105 X01	Meeting Human Needs I		08/29/2016-12/19/2016	23	0 0	DH 320	T	09:30 am-10:20 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4384	ADN 105 X02	Meeting Human Needs I		08/29/2016-12/19/2016	23	0 0	DH 320	T	12:00 pm-12:50 pm
4385	ADN 105 X03	Meeting Human Needs I		08/29/2016-12/19/2016	23	0 0	DH 320	R	09:30 am-10:20 am
4386	ADN 105 X04	Meeting Human Needs I		08/29/2016-12/19/2016	24	0 0	DH 320	R	12:00 pm-12:50 pm
32916	ADN 106 CE	Meeting Human Needs II (WE)		TBA-TBA	5	0 7		TBA	TBA
3916	ADN 211 C01	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4394	ADN 211 C02	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4395	ADN 211 C03	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4396	ADN 211 C04	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4397	ADN 211 C05	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4398	ADN 211 C06	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
4399	ADN 211 C07	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
30303	ADN 211 C08	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32709	ADN 211 C09	Meeting Human Needs III		08/29/2016-10/21/2017	10	0 0	OFCL	TR	TBA
	(		ADN 106	UG C	No				
	AND		BIO 132	UG C	No				
	AND		PSY 210	UG D	No				
	AND		MDA 210	UG C	No)			
32667	ADN 211 C73	Meeting Human Needs III		08/29/2016-12/19/2016	10	0 0		US	07:00 am-02:00 pm
	(		ADN 106	UG C	No				
	AND		BIO 132	UG C	No				
	AND		PSY 210	UG D	No				
	AND		MDA 210	UG C	No)			
32668	ADN 211 C74	Meeting Human Needs III		08/29/2016-12/19/2016	10	0 0		US	07:00 am-02:00 pm
	(		ADN 106	UG C	No				
	AND		BIO 132	UG C	No				
	AND		PSY 210	UG D	No				
	AND		MDA 210	UG C	No)			
32669	ADN 211 C75	Meeting Human Needs III		08/29/2016-12/19/2016	10	0 0		US	07:00 am-02:00 pm
	(		ADN 106	UG C	No				
	AND		BIO 132	UG C	No				
	AND		PSY 210	UG D	No				
	AND		MDA 210	UG C	No)			
32757	ADN 211 C76	Meeting Human Needs III		08/29/2016-12/19/2016	10	0 0		US	07:00 am-02:00 pm
	(ADN 106	UG C	No				
	AND		BIO 132	UG C	No				

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	AND		PSY 210	UG D	No				
	AND		MDA 210	UG C	No)			
3919	ADN 212 C01	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4408	ADN 212 C02	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4409	ADN 212 C03	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4410	ADN 212 C04	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4411	ADN 212 C05	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4412	ADN 212 C06	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
4413	ADN 212 C07	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	Comments: This course section is reserved for Nursing students.								
30307	ADN 212 C08	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This course section is reserved for Nursing students.								
32710	ADN 212 C09	Meeting Human Needs IV		10/24/2016-12/19/2016	10	0 0	OFCL	TR	TBA
	(		ADN 106	UG C					
	AND		BIO 132	UG C					
	AND		PSY 210	UG D					
	AND		MDA 210	UG C)
32083	ADN 298 01	Nursing Seminar		08/29/2016-12/19/2016	20	0 1	DH 320	F	03:00 pm-03:50 pm
3920	ANT 111 01	Cultural Anthropology		08/29/2016-12/19/2016	22	0 3	TH 108	TR	09:30 am-10:45 am
32633	ANT 111 03	Cultural Anthropology		08/29/2016-12/19/2016	22	0 3	AT 118	MWF	09:00 am-09:50 am
30799	ANT 111 UE1	Cultural Anthropology		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30336	ANT 111 Y01	Cultural Anthropology		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
32590	ANT 112 01	Introduction to Archaeology		08/29/2016-12/19/2016	28	0 4	TH 008	TR	12:00 pm-01:15 pm
	Comments: Students must sign up for one of the lab sections,								
	Comments: ANT 112L11, CRN 32591, or ANT 112L21, CRN 32592.								
	Comments: CRN 32590 will meet in person, but will also sometimes be in								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3927	ART 102	W01 History of Western Art I (WE)		08/29/2016-12/19/2016	25	0 3	AT 021	TR	01:30 pm-02:45 pm
	OR								

Comments: This is a Writing emphasis course section.

32641	ART 102	WY1 History of Western Art I (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	OR								
	OR								
	OR								
	OR								

Comments: This is an Internet course section. It is taught completely

Comments: online. This is also a writing emphasis course section.

30362	ART 104	01 History of Asian Art		08/29/2016-12/19/2016	25	0 3	AT 021	TR	12:00 pm-01:15 pm

3930	ART 105	01 Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 3	OFOTH	T	01:00 pm-02:50 pm

Comments: CRN 3930 - ART 105 01 Lecture must also register for

Comments: CRN 31581 - ART 105 L11 Lab.

Comments: This class meets on the 1st floor of Roberson.

30994	ART 105	02 Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 3	OFOTH	T	03:00 pm-04:50 pm

Comments: CRN 30994 - ART 105 02 Lecture must also register for

Comments: CRN 31582 - ART 105 L12 Lab.

Comments: This class meets on the 2nd floor of Roberson.

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31581	ART 105 L11	Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 0	OFOTH	R	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 31581 - ART 105 L11 Lab must also register for							
Comments:		CRN 3930 - ART 105 01 Lecture.							
Comments:		This class meets on the 1st floor of Roberson.							
31582	ART 105 L12	Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 0	OFOTH	R	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 31582 - ART 105 L12 Lab must also register for							
Comments:		CRN 30994 - ART 105 02 Lecture.							
Comments:		This class meets on the 1st floor of Roberson.							
32281	ART 105 LY1	Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 32277 - ART 105 Y01							
32277	ART 105 Y01	Intro Two Dimensional Design		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 32281 - ART 105 LY1							
31726	ART 106 80H	Intro 3 Dimensional Design(WE)		09/19/2016-02/03/2017	40	0 0	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32848	ART 106 HP1	Intro 3 Dimensional Design(WE)		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)			
31620	ART 106 L11	Intro 3 Dimensional Design(WE)		08/29/2016-12/19/2016	16	0 0	OFOTH	R	10:00 am-11:50 am
	Comments: CRN 31620 - ART 106 L11 Lab must also register for								
	Comments: CRN 3937 - ART 106 W01 Lecture. This lab is taught at								
	Comments: the Roberson.								
3937	ART 106 W01	Intro 3 Dimensional Design(WE)		08/29/2016-12/19/2016	16	0 3	OFOTH	T	10:00 am-11:50 am
	Comments: This is a Writing emphasis course section. Students								
	Comments: registered for this lecture must also register for the								
	Comments: lab - (CRN 31620) ART 106 L11. This class is taught								
	Comments: at the Roberson.								
32288	ART 111 Y01	Hist Decorative Arts 1600 on		08/29/2016-12/19/2016	18	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
31566	ART 112 01	Begining Photography		08/29/2016-12/19/2016	14	0 3	MB 108	M	09:00 am-10:50 am
	Comments: CRN 31566 - ART 112 01 Lecture must also register for								
	Comments: CRN 31567 - ART 112 L11 Lab OR CRN 31568 - ART 112 L12 Lab								
31569	ART 112 02	Begining Photography		08/29/2016-12/19/2016	14	0 3	MB 108	W	09:00 am-10:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CRN 31569 - ART 112 02 Lecture must also register for								
	Comments: CRN 31570 - ART 112 L21 Lab OR CRN 31571 - ART 112 L22 Lab								
31572	ART 112 03	Beginning Photography		08/29/2016-12/19/2016	14	0 3	MB 108	T	09:00 am-10:50 am
	Comments: CRN 31572 - ART 112 03 Lecture must also register for								
	Comments: CRN 31573 - ART 112 L13 OR CRN 31574 - ART 112 L23 Lab								
31547	ART 112 70	Beginning Photography		08/29/2016-12/19/2016	14	0 3	TH 103	M	06:30 pm-08:20 pm
	Comments: CRN 31547 - ART 112 70 Lecture must also register for								
	Comments: CRN 31552 - ART 112 L71 OR CRN 31553 - ART 112 L72 Lab.								
	Comments: This course is cross-listed with COM 112 70 (CRN 31921).								
	Comments: Students can only register for ONE section.								
31548	ART 112 71	Beginning Photography		08/29/2016-12/19/2016	14	0 3	TH 209	R	04:00 pm-05:50 pm
	Comments: ART 112 71 (CRN 31548) Lecture must also register for								
	Comments: Lab ART 112L73 (CRN 31554) OR ART 112L74 (CRN 31555)								
31549	ART 112 91	Beginning Photography		08/29/2016-12/19/2016	14	0 3		T	06:30 pm-08:20 pm
	Comments: ART 112 72 (CRN 31549) Lecture must also register for								
	Comments: Lab ART 112 L75 (CRN 31556) OR ART 112L76 (CRN 31557)								
31567	ART 112 L11	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	11:00 am-12:50 pm
	Comments: ART 112L11 (CRN 31567) Lab must also register for								
	Comments: Lecture ART 112 01 (CRN 31566)								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31568	ART 112 L12	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112L12 (CRN 31568) Lab must also register for							
Comments:		Lecture ART 112 01 (CRN 31566)							
31573	ART 112 L13	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112L13 (CRN 31573) Lab must also register for							
Comments:		Lecture ART 112 03 (CRN 31572)							
31570	ART 112 L21	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112L21 (CRN 31570) Lab must also register for							
Comments:		Lecture ART 112 02 (CRN 31569)							
31571	ART 112 L22	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112L22 (CRN 31571) Lab must also register for							
Comments:		Lecture ART 112 02 (CRN 31569)							
31574	ART 112 L23	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	02:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112L23 (CRN 31574) Lab must also register for							
Comments:		Lecture ART 112 03 (CRN 31572)							
31552	ART 112 L71	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	04:30 pm-06:20 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		ART 112 L71 (CRN 31552) Lab must also register for							
Comments:		Lecture ART 112 70 (CRN 31547). This lab section is cross-							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	listed with COM 112 L71 (CRN 31922). Students can only register for ONE lab section.							
31553	ART 112 L72	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	08:30 pm-10:20 pm
	Comments:	ART 112 L72(CRN 31553) Lab must also register for Lecture ART 112 70 (CRN 31547). This lab section is cross-listed with COM 112 L72 (CRN 31923). Students can only register for ONE lab section.							
31554	ART 112 L73	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	R	06:00 pm-07:50 pm
	Comments:	ART 112 L73 (CRN 31554) Lab must also register for Lecture ART 112 71 (CRN 31548)							
31555	ART 112 L74	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	R	08:00 pm-09:50 pm
	Comments:	ART 112L74 (CRN 31555) Lab must also register for Lecture ART 112 71(CRN 31548)							
31556	ART 112 L92	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	04:30 pm-06:20 pm
	Comments:	ART 112L75 (CRN 31556) Lab must also register for Lecture ART 112 72 (CRN 31549)							
31911	ART 113 Y01	History Modern Design		08/29/2016-12/19/2016	18	0 3	OFDL	TBA	TBA
	Comments:	This is an Internet course section. It is taught completely online.							
32654	ART 113 Y02	History Modern Design		08/29/2016-12/19/2016	18	0 3	OFOTH	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
3958	ART 115 02	Beginning Drawing		08/29/2016-12/19/2016	18	0 3	OFOTH	MW	09:00 am-11:50 am
	Comments: This course is taught at the Roberson - 2nd floor.								
31591	ART 115 03	Beginning Drawing		08/29/2016-12/19/2016	18	0 3	OFOTH	MW	02:30 pm-05:20 pm
	Comments: This course is taught at the Roberson - 2nd floor.								
3759	ART 115 70	Beginning Drawing		08/29/2016-12/19/2016	18	0 3	MB 109	MW	05:00 pm-07:50 pm
	Comments: This drawing course is designated for Visual Communications								
	Comments: Arts, A.S. majors only!								
31152	ART 115 CV1	Beginning Drawing		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32460	ART 115 HP1	Beginning Drawing		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31727	ART 115 JC1	Beginning Drawing		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31733	ART 115 SD1	Beginning Drawing		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
3760	ART 115 T71	Beginning Drawing		10/04/2016-12/19/2016	18	0 3	MB 108	TWR	05:00 pm-07:50 pm
32289	ART 115 Y01	Beginning Drawing		08/29/2016-12/19/2016	18	0 3	OFDL	TBA	TBA

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		Comments: This is an Internet course section. It is taught completely							
		Comments: online.							
3761	ART 116 01	Painting I		08/29/2016-12/19/2016	14	0 3	MB 109	MW	09:00 am-11:50 am
3762	ART 116 02	Painting I		08/29/2016-12/19/2016	14	0 3	MB 109	MW	12:30 pm-03:20 pm
32801	ART 116 SV1	Painting I		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32291	ART 118 LY1	Intro to Digital Photography		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
		Comments: This is an Internet course section. It is taught completely							
		Comments: online. Students who register for this course section, must							
		Comments: also register for CRN 32290 - ART 118 Y01							
32290	ART 118 Y01	Intro to Digital Photography		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
		Comments: This is an Internet course section. It is taught completely							
		Comments: online. Students who register for this course section, must							
		Comments: also register for CRN 32291 - ART 118 LY1							
32408	ART 119 02	Art of Science		08/29/2016-12/19/2016	16	0 3	MB 108	R	12:00 pm-01:50 pm
		Comments: This course section is RESTRICTED for LA-AA1 students only!							
		Comments: CRN 32408 - ART 119 02 lecture must also register for CRN							
		Comments: 32409 - ART 119 L12 lab. This is a cross-listed course with							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: CRN 32410 - BIO 119 02 lecture and CRN 32411 - BIO 119 L12																			
Comments: lab.																			
32409	ART 119	L12 Art of Science		08/29/2016-12/19/2016	16	0 0	MB 108	T	12:00 pm-02:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This course section is RESTRICTED for LA-AA1 students only!																			
Comments: CRN 32409 - ART 119 L12 lab must also register for CRN 32408																			
Comments: - ART 119 02 lecture. This is a cross-listed course with CRN																			
Comments: 32411- BIO 119 L12 lab and CRN 32410 - BIO 119 02 lecture.																			
32656	ART 120	01 Beginning Sculpture		08/29/2016-12/19/2016	12	0 3	OFOTH	TR	03:30 pm-06:20 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
31824	ART 125	01 Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 3	AT 217	M	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: ART 125 01 (CRN 31824) Lecture must also register for lab:																			
Comments: ART 125L11 (CRN 31595) Intro to Computer Graphics.																			
31826	ART 125	70 Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 3	BB 129	T	06:00 pm-07:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: ART 125 70 (CRN 31826) Lecture must also register for lab:																			
Comments: ART 125L71 (CRN 31827) Intro to Computer Graphics.																			
32051	ART 125	80F Intro to Computer Graphics		09/19/2016-02/03/2017	40	0 0	OFHS	TBA	TBA										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
31595	ART 125	L11 Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 0	AT 217	W	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: ART 125 L11 (CRN 31595) Lab must also register for																			
Comments: ART 125 01 (CRN 31824) Lecture.																			

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31827	ART 125 L71	Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 0	BB 129	R	06:00 pm-07:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: ART 125L71 (CRN 31827) Lab must also register for									
Comments: ART 125 70 (CRN 31826) Lecture.									
32736	ART 129 01	The Chemistry of Art		08/29/2016-12/19/2016	28	0 4	NSC 205	MWF	04:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: ART 129-01 must also register for CRN 32737 ART 129-L11 or									
Comments: CRN 32741 ART 129-L21. This course is cross listed with CRN									
Comments: 32728 CHM 129-01.									
32737	ART 129 L11	The Chemistry of Art		08/29/2016-12/19/2016	14	0 0	NSC 301	T	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: ART 129-L11 must also register for CRN 32736 ART 129-01.									
32196	ART 130 CV1	Introduction to Ceramics		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31994	ART 146 01	History of Photography		08/29/2016-12/19/2016	20	0 3	SB 110	MW	03:00 pm-04:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31953	ART 212 70	Intermediate Photography		08/29/2016-12/19/2016	14	0 3	TH 103	W	04:00 pm-05:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: ART 212 70 (CRN 31953) Lecture must also register for									
Comments: Lab ART 212L71 (CRN 31527) OR ART 212L72 (CRN 31528)									
Comments: This course is crosslisted with COM 212 70 (32352)									
31527	ART 212 L71	Intermediate Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	06:00 pm-07:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: ART 212 L71 (CRN 31527) Lab must also register for									

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32357	ASA 230	W01 Family Issues in Chem Dep (WE)		08/29/2016-12/19/2016	20	0 3	TH 105	TR	12:00 pm-01:15 pm
	(		ASA 110	UG D					
	AND		ENG 110	UG D					
	OR		ENG 110S	UG D)	
Comments: This is a Writing emphasis course section.									
32081	ASA 320	01 Supervised Clinical Internship		08/29/2016-12/19/2016	10	0 4	TH 209	T	03:00 pm-04:50 pm
	(		ASA 110	UG D					
	AND		ASA 210	UG D					
	AND		ASA 220	UG D					
	AND		ASA 310	UG D)	
3788	ASL 120	01 American Sign Language I		08/29/2016-12/19/2016	20	0 3	TH 008	TR	04:00 pm-05:15 pm
3789	ASL 120	02 American Sign Language I		08/29/2016-12/19/2016	20	0 3	SS 201	MWF	12:00 pm-12:50 pm
3790	ASL 120	03 American Sign Language I		08/29/2016-12/19/2016	20	0 3	TH 005	MW	04:00 pm-05:15 pm
30399	ASL 120	04 American Sign Language I		08/29/2016-12/19/2016	20	0 3	SS 201	MWF	01:00 pm-01:50 pm
3791	ASL 120	70 American Sign Language I		08/29/2016-12/19/2016	20	0 3	TH 105	TR	06:00 pm-07:15 pm
3794	ASL 220	02 American Sign Language II		08/29/2016-12/19/2016	20	0 3	TH 207	MWF	03:00 pm-03:50 pm

Comments: Pre-requisite ASL 120

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31005	ASL 220 03	American Sign Language II		08/29/2016-12/19/2016	20	0 3	SS 201	TR	01:30 pm-02:45 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: Pre-requisite ASL 120									
3793	ASL 220 90	American Sign Language II		08/29/2016-12/19/2016	4	0 3	OFOTH	TR	04:00 pm-05:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: Pre-requisite: ASL 120									
32638	BHM 101 B01	Basic Nutrition		08/29/2016-12/19/2016	22	0 4	MB 201	M	02:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CRN 32638 is a BLENDED course section. This course meets									
Comments: both on campus in class and works online as scheduled.									
31352	BHM 101 Y01	Basic Nutrition		08/29/2016-12/19/2016	20	0 4	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a cross-listed course with CRN 3321 -									
Comments: BIO 121 Y01. You can only register for ONE of these course									
Comments: sections.									
31353	BHM 101 Y02	Basic Nutrition		08/29/2016-12/19/2016	20	0 4	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a cross-listed course with CRN 3320 -									
Comments: BIO 121 Y70. You can only register for ONE of these course									
Comments: sections.									
3718	BHM 110 B01	Sanitation and Safety		08/29/2016-12/19/2016	14	0 3	SB 007	T	12:00 pm-01:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: CRN 3718 is a BLENDED course section. This course meets Comments: both on campus in class and works online as scheduled.																			
32467	BHM 110	B02 Sanitation and Safety		08/29/2016-12/19/2016	14	0 3	SB 007	R	12:00 pm-01:15 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 32467 is a BLENDED course section. This course meets Comments: both on campus in class and works online as scheduled.																			
32790	BHM 110	B03 Sanitation and Safety		08/29/2016-12/19/2016	16	0 3	SB 007	F	09:00 am-10:15 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
31392	BHM 123	B01 Bartending & Beverage Mgmt		08/29/2016-12/19/2016	12	0 3	SB 007	T	10:00 am-11:45 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 31392 is a BLENDED course section. This course meets Comments: both on campus in class and works online as scheduled.																			
31956	BHM 123	B02 Bartending & Beverage Mgmt		08/29/2016-12/19/2016	12	0 3	SB 007	W	01:00 pm-02:45 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 31956 is a BLENDED course section. This course meets Comments: both on campus in class and works online as scheduled.																			
31759	BHM 127	01 Kitchen Chemistry		08/29/2016-12/19/2016	28	0 4	NSC 205	MWF	02:00 pm-02:50 pm										
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Comments: CRN 31759 BHM 127 01 is cross-listed with CRN 31701 CHM 127 Comments: 01. You can only register for ONE of these course sections. Comments: Students MUST also register for a lab section.																			
31760	BHM 127	L11 Kitchen Chemistry		08/29/2016-12/19/2016	14	0 0	NSC 321	T	02:00 pm-04:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 31760 BHM 127L11 is cross-listed with CRN 31702 CHM																			

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Comments: 127L11. You can only register for ONE of these lab sections. Comments: Students MUST also register for the class section.																			
32035	BHM 127	L21 Kitchen Chemistry		08/29/2016-12/19/2016	14	0 0	NSC 321	R	02:00 pm-04:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 32035 BHM 127L21 is cross-listed with CRN 31902 CHM Comments: 127L21. You can only register for ONE of these lab sections. Comments: Students MUST also register for the class section.																			
3720	BHM 216	B70 Professional Cooking		08/29/2016-12/19/2016	12	0 3	OFDL	TBA	TBA										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 3720 is a BLENDED course section. This course will NOT Comments: meet on campus in class. Course will only work ONLINE. Comments: Students MUST also register for CRN 3721 BHM 216 L70.																			
3721	BHM 216	L70 Professional Cooking		08/29/2016-12/19/2016	12	0 0	OFOTH	M	12:00 pm-05:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 3721 is a BLENDED course section. This course meets both Comments: on campus in class and works online as scheduled. Students Comments: MUST also register for CRN 3720 BHM 216 B70.																			
3722	BHM 230	B01 Front Office Operations Mang		08/29/2016-12/19/2016	22	0 4	BB 231	R	09:00 am-10:50 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 3722 is a BLENDED course section. This course meets both Comments: on campus in class and works online as scheduled.																			
3224	BIO 090	01 Preparatory Biology		08/29/2016-12/19/2016	112	0 4	TH 101	MWF	10:00 am-10:50 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 3224 - BIO 090 01 must also register for CRN 3227 - Comments: BIO 090 L11 or CRN 3229 - BIO 090 L21 or CRN 3231 -																			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
	Comments:	BIO 090 L31 or CRN 3232 - BIO 090 L41 or CRN 3233 -																	
	Comments:	BIO 090 L51 or CRN 32008 - BIO 090L61 or CRN 32009 -																	
	Comments:	BIO 090L81 or CRN 32524 BIO 090L91																	
30522	BIO 090 02	Preparatory Biology		08/29/2016-12/19/2016	28	0 4	AT 200	MWF	01:00 pm-01:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
	Comments:	CRN 30522 - BIO 090 02 must also register for CRN 30523 -																	
	Comments:	BIO 090 L12 or CRN 30524 - BIO 090 L22																	
30500	BIO 090 70	Preparatory Biology		08/29/2016-12/19/2016	14	0 4	TH 104	T	06:00 pm-08:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
	Comments:	CRN 30500 - BIO 090 70 must also register for CRN 30501 -																	
	Comments:	BIO 090 L71																	
3227	BIO 090 L11	Preparatory Biology		08/29/2016-12/19/2016	14	0 0	NSC 110	M	11:00 am-01:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
	Comments:	CRN 3227 - BIO 090 L11 must also register for CRN 3224 -																	
	Comments:	BIO 090 01																	
30523	BIO 090 L12	Preparatory Biology		08/29/2016-12/19/2016	14	0 0	NSC 110	W	08:00 am-10:50 am										
<table border="1" style="width:100%; height:20px;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
	Comments:	CRN 30523 - BIO 090 L12 must also register for CRN 30522 -																	
	Comments:	BIO 090 02																	
3229	BIO 090 L21	Preparatory Biology		08/29/2016-12/19/2016	14	0 0	NSC 110	T	11:00 am-01:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
	Comments:	CRN 3229 - BIO 090 L21 must also register for CRN 3224 -																	
	Comments:	BIO 090 01																	
30524	BIO 090 L22	Preparatory Biology		08/29/2016-12/19/2016	14	0 0	NSC 110	F	08:00 am-10:50 am										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: BIO 090L81 must also register for CRN 3224 BIO 090 01																			
32524	BIO 090	L91 Preparatory Biology		08/29/2016-12/19/2016	14	0 0	NSC 110	R	02:00 pm-04:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: BIO 090L91 must also register for CRN 3224 BIO 090 01																			
31389	BIO 090	LY1 Preparatory Biology		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 31388 - BIO 090 Y01																			
32172	BIO 090	LY2 Preparatory Biology		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 32171 - BIO 090 Y02																			
31388	BIO 090	Y01 Preparatory Biology		08/29/2016-12/19/2016	16	0 4	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 31389 - BIO 090 LY1																			
32171	BIO 090	Y02 Preparatory Biology		08/29/2016-12/19/2016	16	0 4	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 32172 - BIO 090 LY2																			
3236	BIO 101	01 Intro to Anatomy Physiology		08/29/2016-12/19/2016	28	0 3	AT 118	MWF	02:00 pm-02:50 pm										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31730	BIO 101 SD1	Intro to Anatomy Physiology		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
32509	BIO 101 WA1	Intro to Anatomy Physiology		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
3235	BIO 101 Y01	Intro to Anatomy Physiology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely Comments: online.									
31560	BIO 111 01	General Biology I		08/29/2016-12/19/2016	56	0 4	TH 102	MWF	10:00 am-10:50 am
Comments: CRN 31560 - BIO 111 01 must also register for CRN 31561 - Comments: BIO 111 L11 or CRN 31562 - BIO 111 L21 or CRN 31873 Comments: BIO 111L31 or CRN 31875 BIO 111L41									
3237	BIO 111 02	General Biology I		08/29/2016-12/19/2016	28	0 4	TH 102	TR	09:30 am-10:45 am
Comments: CRN 3237 - BIO 111 02 must also register for CRN 3243 - Comments: BIO 111 L12 or CRN 3244 - BIO 111 L22 or CRN 3242 - Comments: BIO 111 L32									
3239	BIO 111 70	General Biology I		08/29/2016-12/19/2016	14	0 4	NSC 205	M	06:00 pm-08:50 pm
Comments: CRN 3239 - BIO 111 70 must also register for CRN 3251 - Comments: BIO 111 L71									
31561	BIO 111 L11	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	M	12:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CRN 31561 - BIO 111 L11 must also register for CRN 31560 -								
	Comments: BIO 111 01								
3243	BIO 111 L12	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	T	11:00 am-01:50 pm
	Comments: CRN 3243 - BIO 111 L12 must also register for CRN 3237 -								
	Comments: BIO 111 01								
31562	BIO 111 L21	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	T	02:00 pm-04:50 pm
	Comments: CRN 31562 - BIO 111 L21 must also register for CRN 31560 -								
	Comments: BIO 111 01								
3244	BIO 111 L22	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	R	11:00 am-01:50 pm
	Comments: CRN 3244 - BIO 111 L22 must also register for CRN 3237 -								
	Comments: BIO 111 02								
31873	BIO 111 L31	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	W	12:00 pm-02:50 pm
	Comments: BIO 111L31 must also register for CRN 31560 BIO 111 01								
31875	BIO 111 L41	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	F	12:00 pm-02:50 pm
	Comments: BIO 111L41 must also register for CRN 31560 BIO 111 01								
3251	BIO 111 L71	General Biology I		08/29/2016-12/19/2016	14	0 0	NSC 102	W	06:00 pm-08:50 pm
	Comments: CRN 3251 - BIO 111 L71 must also register for CRN 3239 -								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: BIO 111 70									
3313	BIO 117 01	Principles of Biology I		08/29/2016-12/19/2016	84	0 4	TH 101	MWF	01:00 pm-01:50 pm
[Empty grid]									
Comments: CRN 3313 BIO 117 01 must also register for CRN 3314 -									
Comments: BIO 117 L11 or CRN 3316 - BIO 117 L21 or CRN 3317 -									
Comments: BIO 117 L31 or CRN 3318 - BIO 117 L41 or CRN 3315 -									
Comments: BIO 117 L51 or CRN 31281 - BIO 117L61									
30868	BIO 117 02	Principles of Biology I		08/29/2016-12/19/2016	98	0 4	TH 102	TR	12:00 pm-01:15 pm
[Empty grid]									
Comments: CRN 30868 - BIO 117 02 must also register for CRN 30870 -									
Comments: BIO 117 L12 or CRN 30873 - BIO 117 L22 or CRN 31259 -									
Comments: BIO 117 L32 or CRN 31558 - BIO 117 L42 or CRN 31559 -									
Comments: BIO 117 L52 or CRN 32117 BIO 117 L62 or CRN 32496									
Comments: BIO 117L82									
3314	BIO 117 L11	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	M	08:00 am-10:50 am
[Empty grid]									
Comments: CRN 3314 - BIO 117 L11 must also register for CRN 3313 -									
Comments: BIO 117 01									
30870	BIO 117 L12	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	M	11:00 am-01:50 pm
[Empty grid]									
Comments: CRN 30870 - BIO 117 L12 must also register for CRN 30868 -									
Comments: BIO 117 02									
3316	BIO 117 L21	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	W	08:00 am-10:50 am
[Empty grid]									
Comments: CRN 3316 - BIO 117 L21 must also register for CRN 3313 -									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: BIO 117 01									
30873	BIO 117 L22	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	T	02:00 pm-04:50 pm
[Empty grid]									
Comments: CRN 30873 - BIO 117 L22 must also register for CRN 30868 -									
Comments: BIO 117 02									
3317	BIO 117 L31	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	R	08:00 am-10:50 am
[Empty grid]									
Comments: CRN 3317 - BIO 117 L31 must also register for CRN 3313 -									
Comments: BIO 117 01.									
31259	BIO 117 L32	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	W	11:00 am-01:50 pm
[Empty grid]									
Comments: CRN 31259 - BIO 117 L32 must also register for CRN 30868 -									
Comments: BIO 117 02									
3318	BIO 117 L41	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	T	11:00 am-01:50 pm
[Empty grid]									
Comments: CRN 3318 - BIO 117 L41 must also register for CRN 3313 -									
Comments: BIO 117 01.									
31558	BIO 117 L42	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	W	02:00 pm-04:50 pm
[Empty grid]									
Comments: CRN 31558 - BIO 117 L42 must also register for CRN 30868 -									
Comments: BIO 117 02									
3315	BIO 117 L51	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	F	08:00 am-10:50 am
[Empty grid]									
Comments: CRN 3315 - BIO 117 L51 must also register for CRN 3313 -									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: BIO 117 01									
31559	BIO 117 L52	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	F	11:00 am-01:50 pm
[Empty grid]									
Comments: CRN 31559 - BIO 117 L52 must also register for CRN 30868 -									
Comments: BIO 117 02									
31281	BIO 117 L61	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	T	08:00 am-10:50 am
[Empty grid]									
Comments: BIO 117L61 must also register for CRN 3313 BIO 117-01									
32117	BIO 117 L62	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	M	02:00 pm-04:50 pm
[Empty grid]									
Comments: BIO 117L62 must also register for CRN 30868 BIO 117 02									
32496	BIO 117 L82	Principles of Biology I		08/29/2016-12/19/2016	14	0 0	NSC 109	R	02:00 pm-04:50 pm
[Empty grid]									
Comments: BIO 117L82 must also register for CRN 30868 BIO 117 02									
32410	BIO 119 02	Art of Science		08/29/2016-12/19/2016	16	0 3	NSC 109	R	12:00 pm-01:50 pm
[Empty grid]									
Comments: This course section is RESTRICTED for LA-AA1 students only!									
Comments: CRN 32410 - BIO 119 02 lecture must also register for CRN -									
Comments: 32411 - BIO 119 L12 lab. This is a cross-listed section with									
Comments: CRN 32408 - ART 119 02 lecture and CRN 32409 - ART 119 L12									
Comments: lab.									
32411	BIO 119 L12	Art of Science		08/29/2016-12/19/2016	16	0 0	MB 108	T	12:00 pm-02:50 pm
[Empty grid]									
Comments: This course section is RESTRICTED for LA-AA1 students only!									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: CRN 32411 - BIO 119 L12 lab must also register for CRN - Comments: 32410 - BIO 119 02 lecture. This is a cross-listed course Comments: with CRN 32409 - ART 119 L12 lab and CRN 32408 - ART 119 02 Comments: lecture.																			
32814	BIO 120	Y01 Human Sexuality		08/29/2016-12/19/2016	17	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32639	BIO 121	B01 Basic Nutrition		08/29/2016-12/19/2016	22	0 4	MB 201	M	02:00 pm-03:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 32639 is a BLENDED course section. This course meets Comments: both on campus in class and works online as scheduled.																			
3321	BIO 121	Y01 Basic Nutrition		08/29/2016-12/19/2016	20	0 4	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. This is also a cross-listed course with CRN 31352 - Comments: BHM 101 Y01. You can only register for ONE of these course Comments: sections.																			
3320	BIO 121	Y02 Basic Nutrition		08/29/2016-12/19/2016	20	0 4	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. This is also a cross-listed section with CRN 31353 Comments: - BHM 101 Y70. You can only register for ONE of these course Comments: sections.																			
3665	BIO 131	01 Anatomy & Physiology I		08/29/2016-12/19/2016	112	0 4	TH 101	TR	09:30 am-10:45 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 3665 - BIO 131 01 must also register for CRN 3680 -																			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
		Comments:	BIO 131 L11 or CRN 3677 - BIO 131 L21 or CRN 3682 -						
		Comments:	BIO 131 L31 or CRN 3683 - BIO 131 L41 or CRN 3681 -						
		Comments:	BIO 131 L51 or CRN 3679 - BIO 131 L61 or CRN 3675 -						
		Comments:	BIO 131 L81. Most of these labs are RESERVED for Health						
		Comments:	Science Programs ONLY.						
3666	BIO 131 02	Anatomy & Physiology I		08/29/2016-12/19/2016	64	0 4	TH 102	MWF	01:00 pm-01:50 pm
		Comments:	BIO 131 02 must also register for CRN 3686 BIO 131L22						
		Comments:	CRN 3689 BIO 131L62 or CRN 32428 BIO 131BL2 or						
		Comments:	CRN 32432 BIO 131BL3. CRN 3686 BIO 131L22 and CRN 3689						
		Comments:	BIO 131L62 are restricted to Health Science Programs ONLY.						
3667	BIO 131 03	Anatomy & Physiology I		08/29/2016-12/19/2016	112	0 4	TH 102	MWF	08:00 am-08:50 am
		Comments:	BIO 131 03 must also register for CRN 3673 BIO 131L13 or						
		Comments:	CRN 3671 BIO 131L23 or CRN 3670 BIO 131L33 or						
		Comments:	or CRN 3674 BIO 131L63 or CRN 3684 BIO 131L83.						
		Comments:	These labs are usually restricted to Health Science Programs						
31879	BIO 131 04	Anatomy & Physiology I		08/29/2016-12/19/2016	96	0 4	TH 101	MWF	09:00 am-09:50 am
		Comments:	BIO 131 04 must also register for CRN 31880 BIO 131L14 or						
		Comments:	CRN 31881 BIO 131L24 or CRN 31882 BIO 131L34 or						
		Comments:	CRN 31896 BIO 131L44 or CRN 31898 BIO 131L54 or						
		Comments:	CRN 31899 BIO 131L64						
32762	BIO 131 08	Anatomy & Physiology I		08/29/2016-12/19/2016	48	0 4	AT 200	MWF	02:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	BIO 131 08 must also register for CRN 32763 BIO 131L18 or							
	Comments:	CRN 32764 BIO 131L28 or CRN 32765 BIO 131L38.							
3668	BIO 131 70	Anatomy & Physiology I		08/29/2016-12/19/2016	32	0 4	NSC 205	TR	06:00 pm-07:15 pm
	Comments:	BIO 131 70 must also register for CRN 3678 BIO 131L71 or							
	Comments:	CRN 3676 BIO 131L72							
31969	BIO 131 B05	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 4	TCOB 2	R	06:00 pm-08:50 pm
	Comments:	This is a blended course section. This course meets off							
	Comments:	campus in Owego at the Tioga Co. Office Building and works							
	Comments:	online as scheduled. BIO 131B05 must also register for							
	Comments:	CRN 32036 BIO 131BL5.							
32428	BIO 131 BL2	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA TBA	
	Comments:	BIO 131BL2 must also register for CRN 3666 BIO 131 02.							
	Comments:	This is a SUNY Learning Network (SLN) Angel Internet course							
	Comments:	section.							
32432	BIO 131 BL3	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA TBA	
	Comments:	BIO 131BL3 must also register for CRN 3666 BIO 131 02.							
	Comments:	This is a SUNY Learning Network (SLN) Angel Internet course							
	Comments:	section.							
32036	BIO 131 BL5	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA TBA	
	Comments:	BIO 131BL5 must also register for CRN 31969 BIO 131B05.							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																	
Comments:		section.																	
3680	BIO 131	L11 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	M	01:00 pm-02:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L11 must also register for CRN 3665 BIO 131 01.																	
3673	BIO 131	L13 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	M	11:00 am-12:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L13 must also register for CRN 3667 BIO 131 03																	
31880	BIO 131	L14 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	M	12:00 pm-01:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L14 must also register for CRN 31879 BIO 131 04																	
32763	BIO 131	L18 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	M	09:00 am-10:50 am										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L18 must also register for CRN 32762 BIO 131 08																	
3677	BIO 131	L21 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	T	01:00 pm-02:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L21 must also register for CRN 3665 BIO 131 01.																	
3686	BIO 131	L22 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	M	03:00 pm-04:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L22 must also register for CRN 3666 BIO 131 02																	
Comments:		CRN 3686.																	
3671	BIO 131	L23 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	T	09:00 am-10:50 am										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131L23 must also register for CRN 3667 BIO 131 03.																	

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31881	BIO 131 L24	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	T	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L24 must also register for CRN 31879 BIO 131 04									
32764	BIO 131 L28	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	T	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L28 must also register for CRN 32762 BIO 131 08									
3682	BIO 131 L31	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	W	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L31 must also register for CRN 3665 BIO 131 01.									
3670	BIO 131 L33	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	W	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L33 must also register for CRN 3667 BIO 131 03									
31882	BIO 131 L34	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	T	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L34 must also register for CRN 31879 BIO 131 04									
32765	BIO 131 L38	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	T	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L38 must also register for CRN 32762 BIO 131 08									
3683	BIO 131 L41	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	R	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L41 must also register for CRN 3665 BIO 131 01.									
3669	BIO 131 L43	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	R	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L43 must also register for CRN 3667 BIO 131 03									

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31896	BIO 131 L44	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	W	12:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L44 must also register for CRN 31879 BIO 131 04									
3681	BIO 131 L51	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	F	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L51 must also register for CRN 3665 BIO 131 01.									
31898	BIO 131 L54	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	R	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L54 must also register for CRN 31879 BIO 131 04									
3679	BIO 131 L61	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	F	08:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131 L61 must also register for CRN 3665 BIO 131 01.									
3689	BIO 131 L62	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	W	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L62 must also register for CRN 3666 BIO 131 02									
Comments: CRN 3689.									
31899	BIO 131 L64	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	R	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L64 must also register for CRN 31879 BIO 131 04									
3678	BIO 131 L71	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	T	07:30 pm-09:30 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: BIO 131L71 must also register for CRN 3668 BIO 131 70									
3676	BIO 131 L72	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	R	07:30 pm-09:30 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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Comments: BIO 131L72 must also register for CRN 3668 BIO 131 70									
3675	BIO 131 L81	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 104	F	10:00 am-11:50 am
[Empty grid]									
Comments: BIO 131L81 must also register for CRN 3665 BIO 131 01									
3684	BIO 131 L83	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	NSC 101	F	12:00 pm-01:50 pm
[Empty grid]									
Comments: BIO 131L83 must also register for CRN 3667 BIO 131 03									
30353	BIO 131 LY1	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 30352 - BIO 131 Y01.									
30443	BIO 131 LY2	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 30442 - BIO 131 Y02									
31299	BIO 131 LY3	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 31298 - BIO 131 Y03									
32112	BIO 131 LY4	Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
[Empty grid]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32122	BIO 131	Y06 Anatomy & Physiology I		08/29/2016-12/19/2016	16	0 4	OFDL	TBA	TBA
3692	BIO 132	01 Human Biology II		08/29/2016-12/19/2016	48	0 4	TH 101	MWF	12:00 pm-12:50 pm
3693	BIO 132	70 Human Biology II		08/29/2016-12/19/2016	32	0 4	AT 200	TR	06:00 pm-07:15 pm
31970	BIO 132	B02 Human Biology II		08/29/2016-12/19/2016	16	0 4	TCOB 2	T	06:00 pm-08:50 pm
32037	BIO 132	BL2 Human Biology II		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 32112 - BIO 131 LY4

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 32123 - BIO 131 LY6

Comments: BIO 132 01 must also register for CRN 3698 BIO 132L11 or
 Comments: CRN 3699 BIO 132L21 or CRN 3696 BIO 132L31 or
 Comments: CRN 31641 BIO 132L41

Comments: BIO 132 70 must also register for CRN 3695 BIO 132L71 or
 Comments: CRN 3694 BIO 132L72. These labs are usually restricted to
 Comments: Health Science Programs.

Comments: This is a BLENDED course section.
 Comments: This class is held off campus in Owego at the Tioga County
 Comments: Office Building. BIO 132B02 must also register for
 Comments: CRN 32037 BIO 132BL2.

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				BIO 131 UG D					
	Comments: BIO 132BL2 must also register for CRN 31970 BIO 132B02.								
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course.								
3698	BIO 132 L11	Human Biology II		08/29/2016-12/19/2016	16	0 0	NSC 101	M	10:00 am-11:50 am
	Comments: BIO 132L11 must also register for CRN 3692 BIO 132 01								
3699	BIO 132 L21	Human Biology II		08/29/2016-12/19/2016	16	0 0	NSC 101	W	10:00 am-11:50 am
	Comments: BIO 132L21 must also register for CRN 3692 BIO 132 01								
3696	BIO 132 L31	Human Biology II		08/29/2016-12/19/2016	16	0 0	NSC 101	F	10:00 am-11:50 am
	Comments: BIO 132L31 must also register for CRN 3692 BIO 132 01								
3695	BIO 132 L71	Human Biology II		08/29/2016-12/19/2016	16	0 0	NSC 101	T	07:30 pm-09:30 pm
	Comments: BIO 132 L71 must also register for CRN 3693 BIO 132 70.								
3694	BIO 132 L72	Human Biology II		08/29/2016-12/19/2016	16	0 0	NSC 101	R	07:30 pm-09:30 pm
	Comments: BIO 132 L72 must also register for CRN 3693 BIO 132 70.								
30881	BIO 132 LY1	Human Biology II		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30879 - BIO 132 Y01.								
31116	BIO 132 LY2	Human Biology II		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 31115 - BIO 132 Y02								
31750	BIO 132 LY3	Human Biology II		08/29/2016-12/19/2016	16	0 0	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 31749 - BIO 132 Y03								
30879	BIO 132 Y01	Human Biology II		08/29/2016-12/19/2016	16	0 4	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 30881 - BIO 132 LY1. Reserved seating: Comments: (8) seats are reserved for the Clinical Lab Tech Online Comments: Program								
31115	BIO 132 Y02	Human Biology II		08/29/2016-12/19/2016	16	0 4	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 31116 - BIO 132 LY2								
31749	BIO 132 Y03	Human Biology II		08/29/2016-12/19/2016	16	0 4	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: also register for CRN 31750 - BIO 132 LY3									
3701	BIO 140	Y01 Pathophysiology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This course section is RESTRICTED for Health Info									
Comments: Tech students only!									
32587	BIO 150	01 Microbiology		08/29/2016-12/19/2016	32	0 4	AT 200	TR	12:00 pm-01:15 pm
[Empty Row]									
Comments: BIO 150-01 must also register for CRN 32588 BIO 150L11 or									
Comments: CRN 32589 BIO 150L21.									
3702	BIO 150	70 Microbiology		08/29/2016-12/19/2016	32	0 4	TH 101	R	06:00 pm-08:50 pm
[Empty Row]									
Comments: BIO 150 70 must also register for CRN 3703 BIO 150L71 or									
Comments: CRN 3704 BIO 150L72									
32588	BIO 150	L11 Microbiology		08/29/2016-12/19/2016	16	0 0	NSC 110	T	02:00 pm-04:50 pm
[Empty Row]									
Comments: BIO 150L11 must also register for CRN 32587 BIO 150-01.									
32589	BIO 150	L21 Microbiology		08/29/2016-12/19/2016	16	0 0	NSC 110	M	08:00 am-10:50 am
[Empty Row]									
Comments: BIO 150L21 must also register for CRN 32587 BIO 150-01.									
3703	BIO 150	L71 Microbiology		08/29/2016-12/19/2016	16	0 0	NSC 110	T	06:00 pm-08:50 pm
[Empty Row]									
Comments: BIO 150L71 must also register for CRN 3702 BIO 150 70									
Comments: .									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3704	BIO 150 L72	Microbiology		08/29/2016-12/19/2016	16	0 0	NSC 109	T	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments: BIO 150L72 must also register for CRN 3702 BIO 150 70									
32537	BIO 170 01	Special Topics in Biology		08/29/2016-12/19/2016	16	0 2		TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments: This course section requires Permission from the Instructor									
Comments: for registration.									
3617	BIO 216 01	Immunology		08/29/2016-12/19/2016	22	0 3	DH 222	TR	01:30 pm-02:45 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments: BIO 216 is also listed as CLT 216									
30876	BIO 216 Y02	Immunology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a cross-listed course with CRN 4776 -									
Comments: CLT 216 Y02. You can only register for ONE of these									
Comments: courses.									
32912	BIO 299 95	Oak Sentinel Study		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
32913	BIO 299 96	Wetlands Deer Study		08/29/2016-12/19/2016	0	0 2		TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
3324	BIT 100 01	Keyboarding		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	10:00 am-10:50 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3325	BIT 100 02	Keyboarding		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	01:00 pm-01:50 pm
32776	BIT 100 BI1	Keyboarding		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32857	BIT 100 BI2	Keyboarding		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32858	BIT 100 BI3	Keyboarding		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
31722	BIT 100 CF1	Keyboarding		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30951	BIT 100 Y03	Keyboarding		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments:	CRN 30951 - BIT 100 Y03 is an Internet course section. It is								
Comments:	taught completely ONLINE. This course section requires one								
Comments:	or more proctored time tests and the purchase of software.								
30645	BIT 101 04	Computer Keyboarding		08/29/2016-10/03/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30668	BIT 101 05	Computer Keyboarding		10/04/2016-11/09/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30689	BIT 101 06	Computer Keyboarding		11/10/2016-12/19/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30670	BIT 101 Y08	Computer Keyboarding		10/04/2016-11/09/2016	20	0 1	OFDL	TBA	TBA

Comments: CRN 30670 - BIT 101 Y08 is an Internet course section. It is

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: taught completely ONLINE. This course section requires a Comments: proctored test.									
30692	BIT 101 Y09	Computer Keyboarding		11/10/2016-12/19/2016	20	0 1	OFDL	TBA TBA	
Comments: CRN 30692 - BIT 101 Y09 is an Internet course section. It is Comments: taught completely ONLINE. This course section requires a Comments: proctored test.									
30647	BIT 104 04	Keyboarding Speed Development		08/29/2016-10/03/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30672	BIT 104 05	Keyboarding Speed Development		10/04/2016-11/09/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30693	BIT 104 06	Keyboarding Speed Development		11/10/2016-12/19/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30673	BIT 105 B01	First Year Experience		10/04/2016-11/09/2016	19	0 1	BB 133	MW	12:00 pm-12:50 pm
Comments: CRN 30673 - BIT 105 B01 is a BLENDED course section. Comments: Students meet on campus in the classroom as scheduled & Comments: complete remaining work ONLINE.									
32266	BIT 105 Y02	First Year Experience		10/04/2016-11/09/2016	20	0 1	OFDL	TBA TBA	
Comments: CRN 32266 - BIT 105 Y02 is an Internet course section. It Comments: is taught completely ONLINE.									
31481	BIT 106 05	Electronic Portfolios		11/10/2016-12/19/2016	19	0 1	BB 133	TR	03:00 pm-04:15 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32267	BIT 106 B01	Electronic Portfolios		08/29/2016-10/03/2016	19	0 1	BB 133	MW	02:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 32267 - BIT 106 B01 is a BLENDED course section.							
Comments:		Students meet on campus in the classroom as scheduled &							
Comments:		complete remaining work ONLINE.							
30694	BIT 106 B03	Electronic Portfolios		11/10/2016-12/19/2016	19	0 1	BB 133	MW	12:00 pm-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 30694 - BIT 106 B03 is a BLENDED course section.							
Comments:		Students meet on campus in the classroom as scheduled &							
Comments:		complete remaining work ONLINE.							
31097	BIT 106 BT1	Electronic Portfolios		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31111	BIT 106 BT2	Electronic Portfolios		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30964	BIT 106 Y02	Electronic Portfolios		10/04/2016-11/09/2016	20	0 1	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 30964 - BIT 106 Y02 is an Internet course section. It							
Comments:		is taught completely ONLINE.							
31443	BIT 106 Y03	Electronic Portfolios		11/10/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 31443 - BIT 106 Y03 is an Internet course section. It							
Comments:		is taught completely ONLINE.							
31482	BIT 106 Y09	Electronic Portfolios		11/10/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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	Comments:	CRN 31482 - BIT 106 Y09 is an Internet course section. It is taught completely ONLINE.							
30650	BIT 108 B01	Introduction to PC and Windows		08/29/2016-10/03/2016	19	0 1	BB 133	MW	12:00 pm-12:50 pm
	Comments:	CRN 30650 - BIT 108 B01 is a BLENDED course section.							
	Comments:	Students meet on campus in the classroom as scheduled & complete remaining work ONLINE.							
32177	BIT 110 B02	Business English		08/29/2016-12/19/2016	19	0 3	BB 129	W	04:00 pm-05:50 pm
	Comments:	CRN 32177 - BIT 110 B02 is a BLENDED course section.							
	Comments:	Students meet on campus in the classroom as scheduled & complete remaining work ONLINE.							
3343	BIT 111 B70	Information Literacy		08/29/2016-12/19/2016	19	0 1	BB 133	M	05:00 pm-05:50 pm
	Comments:	CRN 3343 - BIT 111 B70 is a BLENDED course section.							
	Comments:	Students meet on campus in the classroom as scheduled & complete remaining work ONLINE. Students should check Blackboard for the schedule of on-campus meeting dates.							
32091	BIT 111 B71	Information Literacy		08/29/2016-12/19/2016	19	0 1	BB 133	M	06:00 pm-06:50 pm
	Comments:	CRN 32091 - BIT 111 B71 is a BLENDED course section.							
	Comments:	Students meet on campus in the classroom as scheduled & complete remaining work ONLINE. Students should check Blackboard for the schedule of on-campus meeting dates.							
3381	BIT 130 01	Word Processing Applications		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	10:00 am-10:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3382	BIT 130 02	Word Processing Applications		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	01:00 pm-01:50 pm
32747	BIT 140 W01	Business Communication (WE)		08/29/2016-12/19/2016	12	0 3	BB 111	TR	09:30 am-10:45 am
	(	ENG 110	UG	D					
	OR	ENG 110S	UG	D					
	OR	ENG 111	UG	D					
	OR	ENG 107	UG	D					
	OR	ENG 108	UG	D)

Comments: CRN 32747 - BIT 140 W01 is a WRITING EMPHASIS course

Comments: section.

32748	BIT 140 WY2	Business Communication (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	(	ENG 110	UG	D					
	OR	ENG 110S	UG	D					
	OR	ENG 111	UG	D					
	OR	ENG 107	UG	D					
	OR	ENG 108	UG	D)

Comments: CRN 32748 - BIT 140 WY2 is an Internet course section. It is

Comments: taught completely ONLINE. This is also a WRITING EMPHASIS

Comments: course section.

32680	BIT 143 Y01	Social Media Campaigns		08/29/2016-12/19/2016	19	0 3	OFDL	TBA	TBA

Comments: CRN 32680 - BIT 143 Y01 is an Internet course section. It is

Comments: taught completely ONLINE.

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32147	BIT 172 Y02	Creating Personal Web Pages		10/04/2016-11/09/2016	19	0 1	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 32147 - BIT 172 Y02 is an Internet course section. It is							
Comments:		taught completely ONLINE.							
32167	BIT 172 Y03	Creating Personal Web Pages		11/10/2016-12/19/2016	19	0 1	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 32167 - BIT 172 Y03 is an Internet course section. It is							
Comments:		taught completely ONLINE.							
3388	BIT 173 02	Basics of Website Creation		08/29/2016-12/19/2016	19	0 3	BB 129	TR	12:00 pm-01:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3804	BIT 173 Y01	Basics of Website Creation		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 3084 - BIT 173 Y01 is an Internet course section. It is							
Comments:		taught completely ONLINE.							
32800	BIT 180 BI1	Computers and Communication		09/19/2016-06/16/2017	40	0 3	OFHS	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3391	BIT 185 70	Raster Based Software Tools		08/29/2016-12/19/2016	19	0 3	BB 129	W	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31444	BIT 185 Y01	Raster Based Software Tools		08/29/2016-12/19/2016	19	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 31444 - BIT 185 Y01 is an Internet course section. It is							
Comments:		taught completely ONLINE. This course requires the purchase							
Comments:		of Adobe CC software (Photoshop).							
30967	BIT 200 01	Spreadsheets Business Applicat		08/29/2016-12/19/2016	19	0 3	BB 129	TR	09:30 am-10:45 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32661	BIT 200 03	Spreadsheets Business Applicat		08/29/2016-12/19/2016	19	0 3	BB 133	TR	12:00 pm-01:15 pm
3393	BIT 200 70	Spreadsheets Business Applicat		08/29/2016-12/19/2016	19	0 3	BB 133	W	06:00 pm-08:50 pm
32660	BIT 200 B02	Spreadsheets Business Applicat		08/29/2016-12/19/2016	19	0 3	BB 133	MW	03:00 pm-03:50 pm
Comments: CRN 32660 - BIT 200 B02 is a BLENDED course section. Comments: Students meet on campus in the classroom as scheduled & Comments: complete remaining work ONLINE.									
30802	BIT 200 CF1	Spreadsheets Business Applicat		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31773	BIT 200 Y02	Spreadsheets Business Applicat		08/29/2016-12/19/2016	20	0 3		TBA	TBA
Comments: CRN 31773 BIT 200Y03 is a SUNY Learning Network (SLN) Angel Comments: Internet course section taught completely ONLINE. This Comments: course also requires one or more proctored tests.									
30968	BIT 200 Y03	Spreadsheets Business Applicat		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: CRN 30968 - BIT 200 Y03 is an Internet course section. It is Comments: taught completely ONLINE. This course section also requires Comments: one or more proctored tests.									
31485	BIT 206 B01	IT For Service Industries		08/29/2016-12/19/2016	14	0 3	BB 129	MW	09:00 am-09:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: CRN 31485 - BIT 206 B01 is a BLENDED course section. Comments: Students meet on campus in the classroom as scheduled & Comments: complete remaining work ONLINE.																			
31936	BIT 206	B02 IT For Service Industries		08/29/2016-12/19/2016	14	0 3	BB 129	MW	01:00 pm-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 31936 - BIT 206 B02 is a BLENDED course section. Comments: Students meet on campus in the classroom as scheduled & Comments: complete remaining work ONLINE.																			
32640	BIT 206	B03 IT For Service Industries		08/29/2016-12/19/2016	14	0 3	BB 129	MW	02:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CRN 32640 - BIT 206 B03 is a BLENDED course section. Comments: Students meet on campus in the classroom as scheduled & Comments: complete remaining work ONLINE.																			
32675	BIT 207	01 IT for CJES		08/29/2016-12/19/2016	19	0 3	BB 129	MWF	10:00 am-10:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32676	BIT 207	02 IT for CJES		08/29/2016-12/19/2016	19	0 3	BB 129	MWF	11:00 am-11:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32677	BIT 207	03 IT for CJES		08/29/2016-12/19/2016	19	0 3	BB 129	TR	08:00 am-09:15 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32678	BIT 207	04 IT for CJES		08/29/2016-12/19/2016	19	0 3	BB 129	MWF	12:00 pm-12:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
3395	BIT 240	70 Desktop Publishing InDesign		08/29/2016-12/19/2016	19	0 3	BB 132	R	06:00 pm-08:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32273	BIT 240	Y01 Desktop Publishing InDesign		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA										

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	Comments: CRN 32273 - BIT 240 Y01 is an Internet course section. It is								
	Comments: taught completely ONLINE. This course section requires the								
	Comments: purchase of Adobe CC software (InDesign).								
30214	BIT 250 02	Integrated Microsoft Office		08/29/2016-12/19/2016	19	0 3	BB 133	TR	01:30 pm-02:45 pm
30245	BIT 250 Y03	Integrated Microsoft Office		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	Comments: CRN 30245 - BIT 250 Y03 is an Internet course section. It is								
	Comments: taught completely ONLINE. This course section also requires								
	Comments: one or more proctored tests.								
30653	BIT 251 04	Introduction to Microsoft Word		08/29/2016-10/03/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30678	BIT 251 05	Introduction to Microsoft Word		10/04/2016-11/09/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
30700	BIT 251 06	Introduction to Microsoft Word		11/10/2016-12/19/2016	19	0 1	BB 133	MWF	11:00 am-11:50 am
31711	BIT 251 BT1	Introduction to Microsoft Word		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
31712	BIT 251 BT2	Introduction to Microsoft Word		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
32508	BIT 251 DP1	Introduction to Microsoft Word		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
30680	BIT 251 Y08	Introduction to Microsoft Word		10/04/2016-11/09/2016	20	0 1	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CRN 30680 - BIT 251 Y08 is an Internet course section. It is								
	Comments: taught completely ONLINE.								
30702	BIT 251 Y09	Introduction to Microsoft Word		11/10/2016-12/19/2016	20	0 1	OFDL	TBA TBA	
	Comments: CRN 30702 - BIT 251 Y09 is an Internet course section. It is								
	Comments: taught completely ONLINE.								
30703	BIT 254 03	Introduction to PowerPoint		11/10/2016-12/19/2016	19	0 1	BB 133	MWF	02:00 pm-02:50 pm
32057	BIT 254 BT1	Introduction to PowerPoint		09/19/2016-02/03/2017	40	0 1	OFHS	TBA TBA	
32179	BIT 254 BT2	Introduction to PowerPoint		09/19/2016-02/03/2017	40	0 1	OFHS	TBA TBA	
3445	BIT 255 01	Integrated Bus Office Applicat		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	10:00 am-10:50 am
3447	BIT 255 02	Integrated Bus Office Applicat		08/29/2016-12/19/2016	19	0 3	BB 133	MWF	01:00 pm-01:50 pm
30969	BIT 265 W01	Project Management (WE)		08/29/2016-12/19/2016	19	0 3	BB 133	TR	09:30 am-10:45 am
	Comments: CRN 30969 - BIT 265 W01 is a WRITING EMPHASIS course								
	Comments: section.								
31486	BIT 265 YW2	Project Management (WE)		08/29/2016-12/19/2016	19	0 3	OFDL	TBA TBA	
	Comments: CRN 31486 - BIT 265 YW2 is an Internet course section. It is								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	taught completely ONLINE. This is also a WRITING EMPHASIS							
	Comments:	course section. This course requires one or more proctored							
	Comments:	tests and the purchase of software.							
30297	BIT 266 70	Visual Web Development		08/29/2016-12/19/2016	19	0 3	BB 132	W	06:00 pm-08:50 pm
30970	BIT 266 Y01	Visual Web Development		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
			BIT 173						
	Comments:	CRN 30970 - BIT 266Y01 is an Internet course section. It is							
	Comments:	taught completely ONLINE. This course also requires one or							
	Comments:	more proctored tests.							
31478	BIT 292 Y03	Special Topics: Personal Brand		11/10/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
	Comments:	CRN 31478 - BIT 292 Y03 is an Internet course section. It is							
	Comments:	taught completely ONLINE. Special Topic: Personal Branding.							
	Comments:	Leverage your ePortfolio, Blog, Twitter, LinkedIn and other							
	Comments:	social media to create your own personal brand. Personal							
	Comments:	branding will help you to market your skills to give you a							
	Comments:	competitive edge in the marketplace. This course section							
	Comments:	will enable you to create a thematic message to market							
	Comments:	your talents in your online communications.							
3117	BUS 100 01	Accounting I		08/29/2016-12/19/2016	25	0 4	BB 213	MW	10:00 am-11:50 am
3119	BUS 100 03	Accounting I		08/29/2016-12/19/2016	25	0 4	BB 213	TR	08:00 am-09:50 am
3120	BUS 100 70	Accounting I		08/29/2016-12/19/2016	25	0 4	BB 213	MW	06:00 pm-07:50 pm

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3121	BUS 101 01	Accounting II		08/29/2016-12/19/2016	23	0 4	BB 209	TR	12:00 pm-01:50 pm
3123	BUS 107 01	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	M	09:00 am-09:50 am
3124	BUS 107 02	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	M	10:00 am-10:50 am
3125	BUS 107 03	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	M	11:00 am-11:50 am
3128	BUS 107 05	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	10:00 am-10:50 am
3129	BUS 107 06	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	11:00 am-11:50 am
3130	BUS 107 07	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 045	T	11:00 am-11:50 am
3131	BUS 107 08	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	12:00 pm-12:50 pm
3132	BUS 107 09	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	F	11:00 am-11:50 am
3134	BUS 107 12	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	W	10:00 am-10:50 am
3137	BUS 107 15	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	W	12:00 pm-12:50 pm
3139	BUS 107 17	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	W	02:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3140	BUS 107 18	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	M	01:00 pm-01:50 pm
3141	BUS 107 19	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	F	10:00 am-10:50 am
4793	BUS 107 21	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	R	12:00 pm-12:50 pm
30299	BUS 107 22	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	02:00 pm-02:50 pm
32522	BUS 107 23	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	01:00 pm-01:50 pm
3143	BUS 107 70	The Freshman Experience		08/29/2016-12/19/2016	14	0 1	BB 006	T	05:00 pm-05:50 pm
3144	BUS 108 01	Accounting for a Serv Business		08/29/2016-12/19/2016	19	0 4	BB 205	MW	08:00 am-09:50 am
3145	BUS 108 02	Accounting for a Serv Business		08/29/2016-12/19/2016	19	0 4	BB 205	TR	12:00 pm-01:50 pm
3146	BUS 110 01	Introduction to Business		08/29/2016-12/19/2016	30	0 3	BB 110	MWF	01:00 pm-01:50 pm
32442	BUS 110 BI1	Introduction to Business		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
3147	BUS 111 01	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 209	MW	08:00 am-09:50 am
3148	BUS 111 02	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 205	MW	12:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3149	BUS 111 03	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 205	MW	02:00 pm-03:50 pm
3151	BUS 111 05	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 219	TR	09:00 am-10:50 am
3152	BUS 111 06	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 213	TR	12:00 pm-01:50 pm
3153	BUS 111 07	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 209	WF	11:00 am-12:50 pm
3154	BUS 111 08	Financial Accounting		08/29/2016-12/19/2016	25	0 4	BB 209	TR	03:30 pm-05:20 pm
32915	BUS 111 90	Financial Accounting		08/29/2016-12/19/2016	0	0 4		TBA	TBA
32435	BUS 111 BI1	Financial Accounting		09/19/2016-06/16/2017	40	0 4	OFHS	TBA	TBA
3156	BUS 111 Y01	Financial Accounting		08/29/2016-12/19/2016	20	0 4	OFDL	TBA	TBA
Comments:	This is an Internet course section. It is taught completely								
Comments:	online.								
32504	BUS 111 Y02	Financial Accounting		08/29/2016-12/19/2016	20	0 4	OFDL	TBA	TBA
Comments:	This is an Internet course section. It is taught completely								
Comments:	online.								
3161	BUS 112 01	Quantitative Business Methods		08/29/2016-12/19/2016	27	0 3	BB 220	MWF	08:00 am-08:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3162	BUS 112 02	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 231	MWF	09:00 am-09:50 am
3163	BUS 112 03	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 232	MWF	11:00 am-11:50 am
3164	BUS 112 04	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 209	MWF	01:00 pm-01:50 pm
3165	BUS 112 05	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 209	MW	02:00 pm-03:15 pm
3166	BUS 112 06	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 232	TR	08:00 am-09:15 am
3167	BUS 112 07	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 213	T	10:00 am-11:50 am
3167	BUS 112 07	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 213	R	10:00 am-10:50 am
3168	BUS 112 08	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	IC 148	MWF	02:00 pm-02:50 pm
3170	BUS 112 70	Quantitative Business Methods		08/29/2016-12/19/2016	25	0 3	BB 220	R	06:00 pm-08:50 pm
31785	BUS 112 CF1	Quantitative Business Methods		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31052	BUS 112 Y01	Quantitative Business Methods		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: online.									
3172	BUS 113 01	Intro to Entrepreneurship		08/29/2016-12/19/2016	25	0 4	BB 205	MW	04:00 pm-05:50 pm
32777	BUS 113 BI1	Intro to Entrepreneurship		09/19/2016-06/16/2017	40	0 4	OFHS	TBA	TBA
32854	BUS 113 BI2	Intro to Entrepreneurship		09/19/2016-06/16/2017	40	0 4	OFHS	TBA	TBA
32436	BUS 113 BT1	Intro to Entrepreneurship		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
3173	BUS 115 01	Business Statistics		08/29/2016-12/19/2016	27	0 3	BB 220	MW	02:00 pm-03:15 pm
3174	BUS 115 02	Business Statistics		08/29/2016-12/19/2016	27	0 3	BB 220	TR	09:30 am-10:45 am
3175	BUS 115 03	Business Statistics		08/29/2016-12/19/2016	28	0 3	BB 220	TR	01:30 pm-02:45 pm
32388	BUS 115 04	Business Statistics		08/29/2016-12/19/2016	25	0 3	BB 220	MW	03:30 pm-04:45 pm
3176	BUS 115 B70	Business Statistics		08/29/2016-12/19/2016	27	0 3	BB 220	T	06:00 pm-07:30 pm
Comments: This is a BLENDED course section. This course meets both on campus in class and works online as scheduled.									
3961	BUS 116 01	International Business Environ		08/29/2016-12/19/2016	25	0 3	BB 110	TR	03:30 pm-04:45 pm
Comments: BUS 116 01 CRN 3961 is Cross-Listed with SOS 116 01 CRN									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: 3632; You can only register for one of these courses.									
3964	BUS 116 70	International Business Environ		08/29/2016-12/19/2016	28	0 3	BB 231	M	06:00 pm-08:50 pm
[Empty Row]									
Comments: BUS 116 70 CRN 3964 is Cross-Listed with SOS 116 70 CRN									
Comments: 4832; You can only register for one of these courses.									
3962	BUS 116 Y01	International Business Environ		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a cross-listed course with CRN 30045 -									
Comments: SOS 116 Y01. You can only register for ONE of these courses.									
3963	BUS 116 Y02	International Business Environ		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a cross-listed course with CRN 30046 -									
Comments: SOS 116 Y02. You can only register for ONE of these courses.									
3177	BUS 118 01	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 005	MWF	11:00 am-11:50 am
[Empty Row]									
3178	BUS 118 02	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 232	MWF	09:00 am-09:50 am
[Empty Row]									
3179	BUS 118 03	Business Law I		08/29/2016-12/19/2016	25	0 3	MB 201	TR	12:00 pm-01:15 pm
[Empty Row]									
3180	BUS 118 04	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 213	MWF	12:00 pm-12:50 pm
[Empty Row]									
3181	BUS 118 05	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 110	MWF	12:00 pm-12:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3183	BUS 118 06	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 044	MWF	11:00 am-11:50 am
3185	BUS 118 09	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 232	TR	09:30 am-10:45 am
3186	BUS 118 10	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 209	R	10:00 am-10:50 am
3186	BUS 118 10	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 209	T	10:00 am-11:50 am
3188	BUS 118 70	Business Law I		08/29/2016-12/19/2016	25	0 3	BB 231	T	06:00 pm-08:50 pm
30789	BUS 118 CB7	Business Law I		09/09/2016-12/10/2016	20	0 3	BB 232	S	09:15 am-10:50 am
Comments: This is a WEEKENDER course taught as a BLENDED course. Comments: Students meet in class and work online as scheduled. A Comments: schedule will be distributed at the first class meeting. Comments: If you have any questions, please call 778-5133.									
30789	BUS 118 CB7	Business Law I		09/09/2016-12/10/2016	20	0 3	BB 232	S	01:15 pm-02:50 pm
Comments: This is a WEEKENDER course taught as a BLENDED course. Comments: Students meet in class and work online as scheduled. A Comments: schedule will be distributed at the first class meeting. Comments: If you have any questions, please call 778-5133.									
32784	BUS 118 CV1	Business Law I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32466	BUS 118 HP1	Business Law I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
3189	BUS 118 Y01	Business Law I		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
3190	BUS 118 Y02	Business Law I		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
3966	BUS 120 W02	Business Law II (WE)		08/29/2016-12/19/2016	23	0 3	BB 110	TR	08:00 am-09:15 am
Comments: This is a Writing Emphasis course section.									
3967	BUS 120 W03	Business Law II (WE)		08/29/2016-12/19/2016	23	0 3	BB 209	TR	02:00 pm-03:15 pm
Comments: This is a Writing Emphasis course section.									
3968	BUS 120 W70	Business Law II (WE)		08/29/2016-12/19/2016	23	0 3	BB 231	W	06:00 pm-08:50 pm
Comments: This is a Writing Emphasis course section.									
3969	BUS 120 WY1	Business Law II (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online. This is also a Writing Emphasis course section.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3970	BUS 120	WY2 Business Law II (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. This is also a Writing Emphasis course section.							
32699	BUS 131	B01 Personal Finance		08/29/2016-12/19/2016	25	0 3	BB 231	T	08:00 am-09:15 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CRN 32699 is a BLENDED course section. This course meets							
Comments:		both on campus in class and works online as scheduled.							
3191	BUS 131	Y01 Personal Finance		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3192	BUS 135	Y01 Investments		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3193	BUS 141	01 Marketing		08/29/2016-12/19/2016	25	0 3	BB 219	MWF	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3194	BUS 141	02 Marketing		08/29/2016-12/19/2016	25	0 3	BB 219	MWF	10:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3195	BUS 141	03 Marketing		08/29/2016-12/19/2016	25	0 3	BB 219	MWF	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3196	BUS 141	04 Marketing		08/29/2016-12/19/2016	25	0 3	BB 110	MW	02:00 pm-03:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3197	BUS 141 05	Marketing		08/29/2016-12/19/2016	25	0 3	BB 110	MW	03:30 pm-04:45 pm
3198	BUS 141 06	Marketing		08/29/2016-12/19/2016	25	0 3	BB 209	TR	08:00 am-09:15 am
3199	BUS 141 07	Marketing		08/29/2016-12/19/2016	25	0 3	BB 110	TR	12:00 pm-01:15 pm
3200	BUS 141 08	Marketing		08/29/2016-12/19/2016	25	0 3	BB 110	TR	02:00 pm-03:15 pm
3203	BUS 141 11	Marketing		08/29/2016-12/19/2016	25	0 3	BB 220	MWF	01:00 pm-01:50 pm
3204	BUS 141 12	Marketing		08/29/2016-12/19/2016	25	0 3	BB 232	TR	12:00 pm-01:15 pm
31932	BUS 141 13	Marketing		08/29/2016-12/19/2016	25	0 3	BB 005	TR	09:30 am-10:45 am
32778	BUS 141 BI1	Marketing		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32437	BUS 141 BT1	Marketing		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
30790	BUS 141 CB7	Marketing		09/09/2016-12/10/2016	20	0 3	BB 219	S	11:00 am-12:35 pm

Comments: This is a WEEKENDER course taught as a BLENDED course.

Comments: Students meet in class and work online as scheduled. A

Comments: schedule will be distributed at the first class meeting.

Comments: If you have any questions, please call 778-5133.

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30790	BUS 141 CB7	Marketing		09/09/2016-12/10/2016	20	0 3	BB 219	F	06:00 pm-07:35 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is a WEEKENDER course taught as a BLENDED course.							
Comments:		Students meet in class and work online as scheduled. A							
Comments:		schedule will be distributed at the first class meeting.							
Comments:		If you have any questions, please call 778-5133.							
3205	BUS 141 Y01	Marketing		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3206	BUS 141 Y02	Marketing		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3209	BUS 152 70	Selling Fundamentals		08/29/2016-12/19/2016	20	0 3	BB 005	W	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31060	BUS 156 Y01	Real Estate for Salespersons		08/29/2016-12/19/2016	20	0 5	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. This course section requires additional payment to							
Comments:		access course materials.							
30793	BUS 172 Y01	NYS Life Health Ins Licensing		08/29/2016-12/19/2016	20	0 2	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time	
Comments:		online.								
3972	BUS 200 01	Intermediate Accounting I		08/29/2016-12/19/2016	25	0 4	BB 205	TR	09:00 am-10:50 am	
32686	BUS 201 70	Intermediate Accounting II		08/29/2016-12/19/2016	25	0 4	BB 219	MW	06:00 pm-07:50 pm	
32305	BUS 205 70	Cost Accounting		08/29/2016-12/19/2016	25	0 4	BB 219	TR	06:00 pm-07:50 pm	
3212	BUS 209 B70	Operations Management		08/29/2016-12/19/2016	25	0 3	BB 209	M	06:00 pm-07:30 pm	
	OR									
Comments:		This is a BLENDED course section. This course meets both on								
Comments:		campus in class and works online as scheduled.								
3975	BUS 210 01	Managerial Accounting		08/29/2016-12/19/2016	25	0 4	BB 220	MW	10:00 am-11:50 am	
3977	BUS 210 03	Managerial Accounting		08/29/2016-12/19/2016	25	0 4	BB 231	TR	12:00 pm-01:50 pm	
3978	BUS 210 04	Managerial Accounting		08/29/2016-12/19/2016	25	0 4	BB 213	TR	02:00 pm-03:50 pm	
30791	BUS 210 CB7	Managerial Accounting		09/09/2016-12/10/2016	20	0 4	BB 220	F	05:30 pm-07:35 pm	
Comments:		This is a WEEKENDER course taught as a BLENDED course.								
Comments:		Students meet in class and work online as scheduled. A								
Comments:		schedule will be distributed at the first class meeting.								
Comments:		If you have any questions, please call 778-5133.								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30791	BUS 210 CB7	Managerial Accounting		09/09/2016-12/10/2016	20	0 4	BB 220	S	11:00 am-01:05 pm
Comments: This is a WEEKENDER course taught as a BLENDED course. Comments: Students meet in class and work online as scheduled. A Comments: schedule will be distributed at the first class meeting. Comments: If you have any questions, please call 778-5133.									
3213	BUS 229 01	Advertising		08/29/2016-12/19/2016	20	0 4	BB 005	MW	09:00 am-10:50 am
3214	BUS 229 02	Advertising		08/29/2016-12/19/2016	20	0 4	BB 005	MW	12:00 pm-01:50 pm
3216	BUS 246 01	Principles of Management		08/29/2016-12/19/2016	25	0 3	BB 219	MW	02:00 pm-03:15 pm
3217	BUS 246 02	Principles of Management		08/29/2016-12/19/2016	25	0 3	BB 232	TR	01:30 pm-02:45 pm
30901	BUS 246 03	Principles of Management		08/29/2016-12/19/2016	25	0 3	BB 232	MWF	01:00 pm-01:50 pm
3219	BUS 246 Y01	Principles of Management		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely Comments: online.									
3221	BUS 248 01	Human Resource Management		08/29/2016-12/19/2016	25	0 3	BB 044	TR	08:00 am-09:15 am
3222	BUS 248 Y01	Human Resource Management		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: CHM 090L11 must also register for CRN 3705 CHM 090 01									
3710	CHM 090	L12 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	T	08:00 am-10:50 am
[Empty grid]									
Comments: CHM 090L12 must also register for CRN 3708 CHM 090 02									
31248	CHM 090	L13 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 305	M	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 090L13 must also register for CRN 31247 CHM 090 03									
32499	CHM 090	L14 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 305	T	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 090L14 must also register for CRN 32498 CHM 090 04.									
3711	CHM 090	L21 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	R	11:00 am-01:50 pm
[Empty grid]									
Comments: CHM 090L21 must also register for CRN 3705 CHM 090 01									
3714	CHM 090	L22 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	R	08:00 am-10:50 am
[Empty grid]									
Comments: CHM 090L22 must also register for CRN 3708 CHM 090 02									
31763	CHM 090	L23 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 305	W	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 090L23 must also register for CRN 31247 CHM 090 03									
3713	CHM 090	L71 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	R	06:00 pm-08:50 pm
[Empty grid]									
Comments: CHM 090L71 must also register for CRN 3707 CHM 090 70									
3715	CHM 090	LY1 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	OFDL	TBA	TBA
[Empty grid]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32828	CHM 090	LY2 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 0	OFDL	TBA TBA	
3706	CHM 090	Y01 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 4	OFDL	TBA TBA	
32827	CHM 090	Y02 Preparatory Chemistry		08/29/2016-12/19/2016	16	0 4	OFDL	TBA TBA	
3982	CHM 120	01 Fundamental Chemistry		08/29/2016-12/19/2016	32	0 4	NSC 201	MWF	03:00 pm-03:50 pm
3983	CHM 120	70 Fundamental Chemistry		08/29/2016-12/19/2016	32	0 4	NSC 201	M	06:00 pm-08:50 pm

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 3706 - CHM 090 Y01

Comments: This is an internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 32827 CHM 090 Y02.

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 3715 - CHM 090 LY1

Comments: This is an internet course section. It is taught completely
 Comments: online. Students who register for this course section, must
 Comments: also register for CRN 32828 CHM 090 LY2.

Comments: CHM 120 01 must also register for CRN 3984 CHM 120L11 or
 Comments: CRN 3985 CHM 120L21 or CRN 32527 CHM 120L31

Comments: CHM 120 70 must also register for CRN 3986 CHM 120L71 or

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: CRN 30559 CHM 120L72.									
3984	CHM 120 L11	Fundamental Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	M	11:00 am-01:50 pm
[Empty grid]									
Comments: CHM 120L11 must also register for CRN 3982 CHM 120 01									
3985	CHM 120 L21	Fundamental Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	W	11:00 am-01:50 pm
[Empty grid]									
Comments: CHM 120L21 must also register for CRN 3982 CHM 120 01									
3986	CHM 120 L71	Fundamental Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 301	W	06:00 pm-08:50 pm
[Empty grid]									
Comments: CHM 120L71 must also register for CRN 3983 CHM 120 70									
30559	CHM 120 L72	Fundamental Chemistry		08/29/2016-12/19/2016	16	0 0	NSC 305	W	06:00 pm-08:50 pm
[Empty grid]									
Comments: CHM 120L72 must also register for CRN 3983 CHM 120 70.									
3987	CHM 121 01	Forensic Sciences		08/29/2016-12/19/2016	28	0 4	NSC 201	TR	09:30 am-10:45 am
[Empty grid]									
Comments: CHM 121 01 must also register for CRN 3988 CHM 121L11 or									
Comments: CRN 3989 CHM 121L21									
32725	CHM 121 B02	Forensic Sciences		08/29/2016-12/19/2016	16	0 4	OFDL	TBA	TBA
[Empty grid]									
Comments: This is a blended course section. The lecture meets online									
Comments: and the laboratory meets on campus. CHM 121 B02 must also									
Comments: register for crn 30414 CHM 121L12									
32726	CHM 121 B03	Forensic Sciences		08/29/2016-12/19/2016	16	0 4	OFDL	TBA	TBA
[Empty grid]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: This is a blended course section. The lecture is online and Comments: the laboratory meets on campus. CHM 121 B03 must also Comments: register for crn 30415 CHM 121L22.																			
30808	CHM 121	CF1 Forensic Sciences		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32787	CHM 121	CV1 Forensic Sciences		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
3988	CHM 121	L11 Forensic Sciences Laboratory		08/29/2016-12/19/2016	14	0 0	NSC 305	R	11:00 am-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CHM 121L11 must also register for CRN 3987 CHM 121 01																			
30414	CHM 121	L12 Forensic Sciences Laboraory		08/29/2016-12/19/2016	14	0 0	NSC 305	M	11:00 am-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CHM 121L12 must also register for CRN 32725 CHM 121 B02																			
3989	CHM 121	L21 Forensic Sciences Laboratory		08/29/2016-12/19/2016	14	0 0	NSC 305	T	11:00 am-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CHM 121L21 must also register for CRN 3987 CHM 121 01																			
30415	CHM 121	L22 Forensic Sciences Laboratory		08/29/2016-12/19/2016	14	0 0	NSC 305	W	11:00 am-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CHM 121L22 must also register for CRN 32726 CHM 121 B03																			
32875	CHM 121	SC1 Forensic Sciences		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
3990	CHM 123	01 Environmental Science I		08/29/2016-12/19/2016	28	0 4	NSC 201	MWF	02:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CHM 123 01 must also register for CRN 3991 CHM 123L11 or																			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: CRN 3992 CHM 123L21									
31105	CHM 123 02	Environmental Science I		08/29/2016-12/19/2016	14	0 4	NSC 201	TR	02:00 pm-03:15 pm
[Empty grid]									
Comments: CHM 123 02 must also register for CRN 31106 CHM 123L12									
31503	CHM 123 03	Environmental Science I		08/29/2016-12/19/2016	14	0 4	NSC 205	TR	09:30 am-10:45 am
[Empty grid]									
Comments: CHM 123 03 must also register for CRN 31504 CHM 123L13									
Comments: This course section is reserved for ENV students only!									
32788	CHM 123 CV1	Environmental Science I		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
[Empty grid]									
3991	CHM 123 L11	Environmental Science I		08/29/2016-12/19/2016	14	0 0	NSC 318	T	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 123L11 must also register for CRN 3990 CHM 123 01									
31106	CHM 123 L12	Environmental Science I		08/29/2016-12/19/2016	14	0 0	NSC 318	W	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 123L12 must also register for CRN 31105 CHM 123 02									
31504	CHM 123 L13	Environmental Science I		08/29/2016-12/19/2016	14	0 0	NSC 318	M	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 123L13 must also register for CRN 31503 CHM 123 03.									
Comments: This course section is RESERVED for ENV students only!									
3992	CHM 123 L21	Environmental Science I		08/29/2016-12/19/2016	14	0 0	NSC 318	R	02:00 pm-04:50 pm
[Empty grid]									
Comments: CHM 123L21 must also register for CRN 3990 CHM 123 01									
30874	CHM 126 01	Marine Chemistry		08/29/2016-12/19/2016	28	0 4	NSC 205	MWF	09:00 am-09:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time																																								
Comments: CHM 129L11 must also register for CRN 32728 CHM 129 01.																																																	
3996	CHM 133	Y01 Survey of Organic Chemistry		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																																	
Comments: This is an Internet course section. It is taught completely																																																	
Comments: online.																																																	
32472	CHM 133	Y02 Survey of Organic Chemistry		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">(</td> <td style="width: 10%;"></td> <td style="width: 10%;">CHM</td> <td style="width: 10%;">145</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td>AND</td> <td></td> <td>CHM</td> <td>145L</td> <td>UG</td> <td>D</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>AND</td> <td></td> <td>CHM</td> <td>146</td> <td>UG</td> <td>D</td> <td>Yes</td> <td></td> <td></td> </tr> <tr> <td></td> <td>AND</td> <td></td> <td>CHM</td> <td>146L</td> <td>UG</td> <td>D</td> <td>Yes</td> <td>)</td> <td></td> </tr> </table>											(CHM	145	UG	D					AND		CHM	145L	UG	D					AND		CHM	146	UG	D	Yes				AND		CHM	146L	UG	D	Yes)	
	(CHM	145	UG	D																																											
	AND		CHM	145L	UG	D																																											
	AND		CHM	146	UG	D	Yes																																										
	AND		CHM	146L	UG	D	Yes)																																									
Comments: This is an Internet course section. It is taught completely																																																	
Comments: online.																																																	
4020	CHM 141	01 Gen Organic Biochemistry I		08/29/2016-12/19/2016	32	0 3	NSC 205	MWF	11:00 am-11:50 am																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																																	
Comments: CHM 141 01 must also register for CRN 4021 CHM 141L11 or																																																	
Comments: CRN 4022 CHM 141L21																																																	
31251	CHM 141	02 Gen Organic Biochemistry I		08/29/2016-12/19/2016	32	0 3	NSC 205	TR	12:30 pm-01:45 pm																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																																	
Comments: CHM 141 02 must also register for CRN 31252 CHM 141L12 or																																																	
Comments: CRN 31670 CHM 141L22																																																	
4021	CHM 141L	11 Gen Organic Biochemistry I Lab		08/29/2016-12/19/2016	16	0 1	NSC 306	M	08:00 am-10:50 am																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																																	
Comments: CHM 141L11 must also register for CRN 4020 CHM 141 01																																																	
31252	CHM 141L	12 Gen Organic Biochemistry I Lab		08/29/2016-12/19/2016	16	0 1	NSC 306	T	08:00 am-10:50 am																																								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CHM 141L12 must also register for CRN 31251 CHM 141 02								
4022	CHM 141L 21	Gen Organic Biochemistry I Lab		08/29/2016-12/19/2016	16	0 1	NSC 306	W	08:00 am-10:50 am
	Comments: CHM 141L21 must also register for CRN 4020 CHM 141 01								
31670	CHM 141L 22	Gen Organic Biochemistry I Lab		08/29/2016-12/19/2016	16	0 1	NSC 306	R	08:00 am-10:50 am
	Comments: CHM 141L22 must also register for CRN 31251 CHM 141 02								
3997	CHM 145 01	General Chemistry I		08/29/2016-12/19/2016	32	0 3	NSC 201	MWF	09:00 am-09:50 am
			CHM 145L	UG	D	Yes			
	Comments: CHM 145 01 must also register for CRN 4007 CHM 145L 11 or								
	Comments: CRN 4012 CHM 145L 21								
3999	CHM 145 02	General Chemistry I		08/29/2016-12/19/2016	32	0 3	NSC 201	MWF	10:00 am-10:50 am
			CHM 145L	UG	D	Yes			
	Comments: CHM 145 02 must also register for CRN 4008 CHM 145L 12 or								
	Comments: CRN 4013 CHM 145L 22								
4000	CHM 145 03	General Chemistry I		08/29/2016-12/19/2016	32	0 3	TH 205	TR	09:30 am-10:45 am
			CHM 145L	UG	D	Yes			
	Comments: CHM 145 03 must also register for CRN 4009 CHM 145L 13 or								
	Comments: CRN 4014 CHM 145L 23								
4001	CHM 145 04	General Chemistry I		08/29/2016-12/19/2016	32	0 3	NSC 201	MWF	12:00 pm-12:50 pm
			CHM 145L	UG	D	Yes			
	Comments: CHM 145 04 must also register for CRN 4010 CHM 145L 14 or								
	Comments: CRN 4015 CHM 145L 24								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4002	CHM 145 05	General Chemistry I		08/29/2016-12/19/2016	32	0 3	NSC 201	MWF	01:00 pm-01:50 pm
			CHM	145L	UG			D	Yes
	Comments: CHM 145 05 must also register for CRN 4011 CHM 145L 15 or								
	Comments: CRN 4016 CHM 145L 25								
32114	CHM 145 06	General Chemistry I		08/29/2016-12/19/2016	16	0 3	NSC 205	MWF	01:00 pm-01:50 pm
			CHM	145L	UG			D	Yes
	Comments: CHM 145 06 must also register for CRN 32115 CHM 145L16								
32473	CHM 145 07	General Chemistry I		08/29/2016-12/19/2016	16	0 3	NSC 205	MWF	03:00 pm-03:50 pm
			CHM	145L	UG			D	Yes
	Comments: CHM 145 07 must also register for CRN 32474 CHM 145L17								
32494	CHM 145 08	General Chemistry I		08/29/2016-12/19/2016	16	0 3	TH 102	MWF	09:00 am-09:50 am
			CHM	145L	UG			D	Yes
	Comments: CHM 145 08 must also register for CRN 32495 CHM 145L18								
32185	CHM 145 SC1	General Chemistry I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
4856	CHM 145 Y01	General Chemistry I		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 4017 - CHM 145 LY11								
4004	CHM 145 Y02	General Chemistry I		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: also register for CRN 4018 - CHM 145 LY12																			
4005	CHM 145	Y03 General Chemistry I		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 32746 - CHM 145 LY13																			
32829	CHM 145	Y04 General Chemistry I		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">CHM</td> <td style="width:10%;">145L</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;">Yes</td> <td style="width:10%;"></td> </tr> </table>														CHM	145L	UG	D	Yes	
				CHM	145L	UG	D	Yes											
Comments: This is an internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 32830 CHM 145 LY14.																			
4007	CHM 145L	11 Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	M	02:00 pm-04:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">CHM</td> <td style="width:10%;">145</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;">Yes</td> <td style="width:10%;"></td> </tr> </table>														CHM	145	UG	D	Yes	
				CHM	145	UG	D	Yes											
Comments: CHM 145L 11 must also register for CRN 3997 CHM 145 01																			
4008	CHM 145L	12 Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	W	02:00 pm-04:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">CHM</td> <td style="width:10%;">145</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;">Yes</td> <td style="width:10%;"></td> </tr> </table>														CHM	145	UG	D	Yes	
				CHM	145	UG	D	Yes											
Comments: CHM 145L 12 must also register for CRN 3999 CHM 145 02																			
4009	CHM 145L	13 Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	R	11:00 am-01:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">CHM</td> <td style="width:10%;">145</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;">Yes</td> <td style="width:10%;"></td> </tr> </table>														CHM	145	UG	D	Yes	
				CHM	145	UG	D	Yes											
Comments: CHM 145L 13 must also register for CRN 4000 CHM 145 03																			
4010	CHM 145L	14 Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	T	11:00 am-01:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">CHM</td> <td style="width:10%;">145</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;">Yes</td> <td style="width:10%;"></td> </tr> </table>														CHM	145	UG	D	Yes	
				CHM	145	UG	D	Yes											
Comments: CHM 145L 14 must also register for CRN 4001 CHM 145 04																			
4011	CHM 145L	15 Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	R	11:00 am-01:50 pm										

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			CHM 145 UG	D	Yes				
	Comments: CHM 145L 15 must also register for CRN 4002 CHM 145 05								
32115	CHM 145L 16	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	M	08:00 am-10:50 am
			CHM 145 UG	D	Yes				
	Comments: CHM 146L16 must also register for CRN 32114 CHM 145 06								
32474	CHM 145L 17	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	R	08:00 am-10:50 am
			CHM 145 UG	D	Yes				
	Comments: CHM 145L17 must also register for CRN 32473 CHM 145 07.								
32495	CHM 145L 18	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	T	08:00 am-10:50 am
			CHM 145 UG	D	Yes				
	Comments: CHM 145L18 must also register for CRN 32494 CHM 145 08								
4012	CHM 145L 21	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	M	11:00 am-01:50 pm
			CHM 145 UG	D	Yes				
	Comments: CHM 145L 21 must also register for CRN 3997 CHM 145 01								
4013	CHM 145L 22	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	W	11:00 am-01:50 pm
			CHM 145 UG	D	Yes				
	Comments: CHM 145L 22 must also register for CRN 3999 CHM 145 02								
4014	CHM 145L 23	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 202	R	02:00 pm-04:50 pm
			CHM 145 UG	D	Yes				
	Comments: CHM 145L 23 must also register for CRN 4000 CHM 145 03								
4015	CHM 145L 24	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	T	02:00 pm-04:50 pm
			CHM 145 UG	D	Yes				
	Comments: CHM 145L 24 must also register for CRN 4001 CHM 145 04								
4016	CHM 145L 25	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	R	02:00 pm-04:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
			CHM 145 UG	D	Yes				
	Comments: CHM 145L 25 must also register for CRN 4002 CHM 145 05								
32914	CHM 145L SC1	Chemistry Laboratory		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA
			CHM 145 UG	D	Yes				
4017	CHM 145L Y11	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 4856 - CHM 145 Y01								
4018	CHM 145L Y12	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 4004 - CHM 145 Y02								
32746	CHM 145L Y13	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA
			CHM 145 UG	D	Yes				
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 4005 - CHM 145 Y03								
32830	CHM 145L Y14	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA
			CHM 145 UG	D	Yes				
	Comments: This is an internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 32829 CHM 145Y04.								

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4023	CHM 146 01	General Chemistry II		08/29/2016-12/19/2016	32	0 3	NSC 205	MWF	08:00 am-08:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CHM 146 01 must also register for CRN 4025 CHM 146L 11 or							
Comments:		CRN 30417 CHM 146L21							
4024	CHM 146 Y01	General Chemistry II		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 4026 - CHM 146 LY11							
31253	CHM 146 Y02	General Chemistry II		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 31254 - CHM 146 LY12							
4025	CHM 146L 11	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	T	08:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CHM 146L 11 must also register for CRN 4023 CHM 146 01							
30417	CHM 146L 21	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	NSC 206	R	08:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		CHM 146L 21 must also register for CRN 4023 CHM 146 01							
4026	CHM 146L Y11	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							

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Comments: also register for CRN 4024 - CHM 146 Y01																																							
31254	CHM 146L Y12	Chemistry Laboratory		08/29/2016-12/19/2016	16	0 1	OFDL	TBA	TBA																														
<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																																							
Comments: This is an Internet course section. It is taught completely																																							
Comments: online. Students who register for this course section, must																																							
Comments: also register for CRN 31253 - CHM 146 Y02																																							
4027	CHM 245 01	Organic Chemistry I		08/29/2016-12/19/2016	32	0 3	NSC 205	MWF	12:00 pm-12:50 pm																														
<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																																							
Comments: CHM 245 01 must also register for CRN 4028 CHM 245L11 or																																							
Comments: CRN 4030 CHM 245L21 or CRN 4029 CHM 245L31 or																																							
Comments: CRN 32421 CHM 245L41.																																							
32404	CHM 245 Y01	Organic Chemistry I		08/29/2016-12/19/2016	16	0 3	OFDL	TBA	TBA																														
<table border="1"> <tr> <td></td><td>(</td><td></td><td></td><td>CHM</td><td>146</td><td>UG</td><td>D</td><td></td><td></td> </tr> <tr> <td></td><td>AND</td><td></td><td></td><td>CHM</td><td>146L</td><td>UG</td><td>D</td><td></td><td></td> </tr> <tr> <td></td><td>AND</td><td></td><td></td><td>CHM</td><td>245L</td><td>UG</td><td>D</td><td>Yes</td><td>)</td> </tr> </table>											(CHM	146	UG	D				AND			CHM	146L	UG	D				AND			CHM	245L	UG	D	Yes)
	(CHM	146	UG	D																																
	AND			CHM	146L	UG	D																																
	AND			CHM	245L	UG	D	Yes)																														
Comments: This is an Internet course section. It is taught completely																																							
Comments: online.																																							
4028	CHM 245L 11	Organic Chemistry I Laboratory		08/29/2016-12/19/2016	10	0 2	NSC 302	T	12:00 pm-03:50 pm																														
<table border="1"> <tr> <td></td><td>(</td><td></td><td></td><td>CHM</td><td>146</td><td>UG</td><td>D</td><td></td><td></td> </tr> <tr> <td></td><td>AND</td><td></td><td></td><td>CHM</td><td>146L</td><td>UG</td><td>D</td><td></td><td></td> </tr> <tr> <td></td><td>AND</td><td></td><td></td><td>CHM</td><td>245</td><td>UG</td><td>D</td><td>Yes</td><td>)</td> </tr> </table>											(CHM	146	UG	D				AND			CHM	146L	UG	D				AND			CHM	245	UG	D	Yes)
	(CHM	146	UG	D																																
	AND			CHM	146L	UG	D																																
	AND			CHM	245	UG	D	Yes)																														
Comments: CHM 245L11 must also register for CRN 4027 CHM 245 01																																							
4030	CHM 245L 21	Organic Chemistry I Laboratory		08/29/2016-12/19/2016	10	0 2	NSC 302	W	01:00 pm-04:50 pm																														
<table border="1"> <tr> <td></td><td>(</td><td></td><td></td><td>CHM</td><td>146</td><td>UG</td><td>D</td><td></td><td></td> </tr> </table>											(CHM	146	UG	D																						
	(CHM	146	UG	D																																

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	AND		CHM 146L	UG D					
	AND		CHM 245	UG D	Yes)			
Comments: CHM 245L21 must also register for CRN 4027 CHM 245 01									
4029	CHM 245L 31	Organic Chemistry I Laboratory		08/29/2016-12/19/2016	10	0 2	NSC 302	R	12:00 pm-03:50 pm
	(		CHM 146	UG D					
	AND		CHM 146L	UG D					
	AND		CHM 245	UG D	Yes)			
Comments: CHM 245L31 must also register for CRN 4027 CHM 245 01									
32421	CHM 245L 41	Organic Chemistry I Laboratory		08/29/2016-12/19/2016	10	0 2	NSC 302	M	01:00 pm-04:50 pm
	(		CHM 146	UG D					
	AND		CHM 146L	UG D					
	AND		CHM 245	UG D	Yes)			
Comments: CHM 245L41 must also register for CRN 4027 CHM 245 01.									
32872	CHM 298 90	Chemistry Senior Seminar		08/29/2016-12/19/2016	0	0 1		TBA	TBA
	(		CHM 145	UG D					
	AND		CHM 145L	UG D					
	AND		CHM 146	UG D					
	AND		CHM 146L	UG D)			
4698	CIV 113 01	Engineering Drawing I CAD		08/29/2016-12/19/2016	16	0 2	MB 202	W	12:00 pm-12:50 pm
Comments: CIV 113 01 must also register for CRN 4701 CIV 113L01									
4700	CIV 113 70	Engineering Drawing I CAD		08/29/2016-12/19/2016	16	0 2	MB 203	M	05:00 pm-05:50 pm
Comments: CIV 113 70 must also register for CRN 4703 CIV 113L70									

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31719	CIV 113 BT1	Engineering Drawing I CAD		09/19/2016-06/16/2017	40	0 2	OFHS	TBA	TBA
31720	CIV 113 BT2	Engineering Drawing I CAD		09/19/2016-06/16/2017	40	0 2	OFHS	TBA	TBA
4701	CIV 113 L01	Engineering Drawing I CAD		08/29/2016-12/19/2016	16	0 0	MB 202	W	01:00 pm-03:50 pm
Comments:		CIV 113L01 must also register for CRN 4698 CIV 113 01							
4703	CIV 113 L70	Engineering Drawing I CAD		08/29/2016-12/19/2016	16	0 0	MB 203	M	06:00 pm-08:50 pm
Comments:		CIV 113L70 must also register for CRN 4700 CIV 113 70							
32792	CIV 113 WP1	Engineering Drawing I CAD		09/19/2016-06/16/2017	40	0 2	OFHS	TBA	TBA
32385	CIV 119 70	Architectural Drawing CAD		08/29/2016-12/19/2016	16	0 2	MB 111	W	05:00 pm-05:50 pm
			CIV 113	UG	D				
Comments:		CRN 32385 CIV119-70 must take CRN 32386 CIV119-L71							
32386	CIV 119 L70	Architectural Drawing CAD		08/29/2016-12/19/2016	16	0 0	MB 111	W	06:00 pm-08:50 pm
			CIV 113	UG	D				
Comments:		CRN 32386 CIV119-L70 must register for CRN 32385 CIV119-70							
32106	CIV 124 01	Mechanics (Statics)		08/29/2016-12/19/2016	16	0 3	MB 203	MWR	09:00 am-09:50 am
			MAT 130	UG	D	Yes			
4178	CIV 136 01	Construction Methods Mgt		08/29/2016-12/19/2016	20	0 2	MB 209	T	09:00 am-09:50 am
Comments:		CRN 4178 CIV136-01 must also take CRN 32298 CIV136-L01							
4181	CIV 136 70	Construction Methods Mgt		08/29/2016-12/19/2016	16	0 2	MB 111	T	05:00 pm-05:50 pm

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Comments: CIV 201L01 must also register for CRN 4707 CIV 201 01									
4716	CIV 217 L01	Materials Testing (WE)		08/29/2016-12/19/2016	16	0 0	MB 107	M	02:00 pm-04:50 pm
[Empty grid row]									
Comments: CIV 217L01 must also register for CRN 4715 CIV 217W01									
4717	CIV 217 L11	Materials Testing (WE)		08/29/2016-12/19/2016	8	0 0		M	11:00 am-01:50 pm
[Empty grid row]									
Comments: CIV 217L11 must also register for CRN 4715 CIV 217W01									
4715	CIV 217 W01	Materials Testing (WE)		08/29/2016-12/19/2016	16	0 3	MB 207	TR	12:00 pm-12:50 pm
[Empty grid row]									
Comments: CIV 217 W01 must also register for CRN 4716- CIV 217 L01									
Comments: This is a Writing emphasis course section.									
4183	CIV 219 02	Strength of Materials		08/29/2016-12/19/2016	20	0 4	MB 203	W	10:00 am-11:50 am
[Empty grid row]									
4183	CIV 219 02	Strength of Materials		08/29/2016-12/19/2016	20	0 4	MB 202	M	09:00 am-10:50 am
[Empty grid row]									
32583	CIV 226 01	Structural Steel Design		08/29/2016-12/19/2016	17	0 3	MB 202	TW	05:00 pm-05:50 pm
[Empty grid row]									
32584	CIV 226 L01	Structural Steel Design		08/29/2016-12/19/2016	17	0 0	MB 202	T	02:00 pm-04:50 pm
[Empty grid row]									
4721	CIV 237 70	Hydraulics Storm Water Mtg		08/29/2016-12/19/2016	16	0 3	MB 111	MR	05:00 pm-05:50 pm
[Empty grid row]									
Comments: CIV 237-70 must also register for CRN 4722 CIV 237L70									
4722	CIV 237 L70	Hydraulics Storm Water Mtg		08/29/2016-12/19/2016	16	0 0	MB 111	R	06:00 pm-08:50 pm
[Empty grid row]									

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Comments: CIV 237-L70 must also register for CRN 4721 CIV 237-70									
4723	CIV 238 01	Arch Design Bldg Materials CAD		08/29/2016-12/19/2016	16	0 3	MB 203	W	01:00 pm-01:50 pm
[Empty Row]									
Comments: CIV 238 01 must also register for CRN 4724 CIV 238L01									
4723	CIV 238 01	Arch Design Bldg Materials CAD		08/29/2016-12/19/2016	16	0 3	MB 203	M	02:00 pm-02:50 pm
[Empty Row]									
Comments: CIV 238 01 must also register for CRN 4724 CIV 238L01									
4724	CIV 238 L01	Arch Design Bldg Materials CAD		08/29/2016-12/19/2016	16	0 0	MB 203	W	02:00 pm-03:15 pm
[Empty Row]									
Comments: CIV 238L01 must also register for CRN 4723 CIV 238 01									
4724	CIV 238 L01	Arch Design Bldg Materials CAD		08/29/2016-12/19/2016	16	0 0	MB 203	M	03:00 pm-04:15 pm
[Empty Row]									
Comments: CIV 238L01 must also register for CRN 4723 CIV 238 01									
32414	CIV 240 01	Soil Mechanics		08/29/2016-12/19/2016	12	0 3	MB 202	MW	08:00 am-08:50 am
[Empty Row]									
Comments: CRN 32414 must also take CRN 32415 CIV240-L01									
32415	CIV 240 L01	Soil Mechanics		08/29/2016-12/19/2016	12	0 0	MB 107	W	10:00 am-12:50 pm
[Empty Row]									
Comments: CRN 32415 must also take CRN 32414 CIV240-01									
30656	CLT 110 01	Intro to Clinical Lab Tech		08/29/2016-10/03/2016	20	0 1	DH 211	MWF	01:00 pm-01:50 pm
[Empty Row]									
30657	CLT 110 02	Intro to Clinical Lab Tech		08/29/2016-10/03/2016	16	0 1	DH 216	MWF	12:00 pm-12:50 pm
[Empty Row]									
30658	CLT 110 Y03	Intro to Clinical Lab Tech		08/29/2016-10/03/2016	20	0 1	OFDL	TBA	TBA

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	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This section is reserved for fully-online CLT and								
	Comments: HISTO students only.								
32852	CLT 110	Y08 Intro to Clinical Lab Tech		08/29/2016-10/03/2016	12	0 1	OFDL	TBA TBA	
30682	CLT 110	YT4 Intro to Clinical Lab Tech		11/10/2016-12/19/2016	20	0 1	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Trailer Course section. This course								
	Comments: section starts later in the semester.								
30704	CLT 110	YT5 Intro to Clinical Lab Tech		11/10/2016-12/19/2016	20	0 1	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Trailer Course section. This course								
	Comments: sections starts later in the semester.								
31314	CLT 110	YT6 Intro to Clinical Lab Tech		11/10/2016-12/19/2016	20	0 1	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Trailer Course section. This course								
	Comments: section starts later in the semester.								
30999	CLT 120	BT1 Clinical Lab Tech & Practices		10/04/2016-12/19/2016	12	0 1	DH 216	F	12:00 pm-12:50 pm
				CLT	110	UG	S	Yes	
	OR			MLT	110	UG	S	Yes	
	Comments: This is a BLENDED course section. This course meets both on								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: campus and works online as scheduled. This is also a TRAILER Comments: course section. This course starts later in the semester.									
32517	CLT 120	BT2 Clinical Lab Tech & Practices		10/04/2016-12/19/2016	12	0 1	DH 216	F	02:00 pm-02:50 pm
	(		CLT 110	UG	S	Yes			
	OR		MLT 110	UG	S	Yes)
Comments: This is a BLENDED course section. This course meets both on Comments: campus and works online as scheduled. This is also a TRAILER Comments: course section. This course starts later in the semester.									
32730	CLT 200	Y01 Histological Techniques		08/29/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
			BIO 131	UG	C	Yes			
	AND		CLT 200L	UG	C	Yes			
Comments: CLT 200Y01 must also register for CRN 32731 CLT 200L 11. Comments: This is a SUNY Learning Network (SLN) Internet course Comments: section. It is taught completely online. Comments: Reserved for fully-online CLT and HSTO students only.									
32820	CLT 200	Y02 Histological Techniques		08/29/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
			BIO 131	UG	D	Yes			
	AND		CLT 200L	UG	D	Yes			
32731	CLT 200L 11	Histological Techniques Lab		08/29/2016-12/19/2016	20	0 1	OFCL	TBA	TBA
			BIO 131	UG	C	Yes			
	AND		CLT 200	UG	C	Yes			
Comments: CLT 200L 11 must also register for CRN 32730 CLT 200Y01. Comments: This online course requires a preclinical rotation at an Comments: affiliated hospital. Reserved for full-online CLT and HSTO Comments: students only. It is taught completely online.									

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32821	CLT 200L 12	Histological Techniques Lab		08/29/2016-12/19/2016	20	0 1	OFCL	TBA TBA	
			BIO 131	UG D	Yes				
	AND		CLT 200	UG D	Yes				
31462	CLT 204 01	Fundamental Phlebotomy		08/29/2016-10/03/2016	10	0 1	DH 216	MWF	01:00 pm-01:50 pm
			BIO 131	UG C	Yes				
	OR		BIO 101	UG C	Yes				
30660	CLT 204 02	Fundamental Phlebotomy		08/29/2016-10/03/2016	10	0 1	DH 216	TR	01:30 pm-02:45 pm
			BIO 131	UG C	Yes				
	OR		BIO 101	UG C	Yes				
32744	CLT 207 01	Clinical Chemistry		08/29/2016-12/19/2016	20	0 3	DH 224	TR	12:00 pm-01:15 pm
		(	CLT 207L	UG C	Yes				
	AND		CLT 216	UG C	Yes)			
32733	CLT 207L 11	Clinical Chemistry Lab		08/29/2016-12/19/2016	10	0 2	DH 216	MW	09:00 am-11:50 am
			CLT 216	UG C	Yes				
	AND		CLT 207	UG C	Yes				
32734	CLT 207L 21	Clinical Chemistry Lab		08/29/2016-12/19/2016	10	0 2	DH 216	MW	02:00 pm-04:50 pm
			CLT 216	UG C	Yes				
	AND		CLT 207	UG C	Yes				
4759	CLT 208 01	Pathogenic Microbiology		08/29/2016-12/19/2016	42	0 3	DH 118	TR	09:30 am-10:45 am
			BIO 131	UG C	Yes				
	AND	(CLT 210	UG C	Yes				
	OR		MLT 209	UG C	Yes				
	OR		MLT 210	UG C	Yes				
	OR		CLT 209L	UG C	Yes				

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OR					MLT	209L	UG	C	Yes)
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Comments: BCC Supplemental Instruction Available.

Comments: Students must also register for either CLT 209L (DH & RN) or

Comments: CLT 210 (CLT).

4761	CLT	208	Y03	Pathogenic Microbiology	08/29/2016-12/19/2016	18	0	3	OFDL	TBA	TBA
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					BIO	131	UG	C	Yes	
AND	(CLT	210	UG	C	Yes	
OR					MLT	209	UG	C	Yes	
OR					MLT	210	UG	C	Yes	
OR					CLT	209L	UG	C	Yes	
OR					MLT	209L	UG	C	Yes)

Comments: This is an Internet course section. It is taught completely

Comments: online. This course section is RESTRICTED for Histological

Comments: Technician Students only!

4763	CLT	209L	11	Pathogenic Microbiology Lab	08/29/2016-12/19/2016	14	0	1	DH 220	T	02:00 pm-04:50 pm
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					CLT	208	UG	C	Yes	
OR					MLT	208	UG	C	Yes	

Comments: Students must also register for CLT 208.

32422	CLT	209L	Y14	Pathogenic Microbiology Lab	08/29/2016-12/19/2016	18	0	1	OFDL	TBA	TBA
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	(CLT	208	UG	C	Yes	
OR					MLT	208	UG	C	Yes)

Comments: This is an Internet course section. It is taught completely

Comments: online. This course section is RESTRICTED for Histological

Comments: Technician students only!

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4767	CLT 210 01	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	10	0 3	DH 220	MW	02:00 pm-02:50 pm
					CLT	208	UG	C	Yes
	OR				MLT	208	UG	C	Yes
Comments: CLT 210 01(4767) must also register for CLT 210 L01(31120)									
4768	CLT 210 02	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	10	0 3	DH 220	MW	09:00 am-09:50 am
					CLT	208	UG	C	Yes
	OR				MLT	208	UG	C	Yes
Comments: CLT 210 02(4768) must also register for CLT 210 L02(31121)									
31120	CLT 210 L01	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	10	0 0	DH 220	MW	03:00 pm-04:50 pm
Comments: CLT 210 L01(31120) must also register for CLT 210 01(4767)									
31121	CLT 210 L02	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	10	0 0	DH 220	MW	10:00 am-11:50 am
		(			CLT	208	UG	C	Yes
	OR				MLT	208	UG	C	Yes)
Comments: CLT 210 L02(31121) must also register for CLT 210 02(4768)									
4771	CLT 210 L13	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	20	0 0	OFCL	TBA	TBA
Comments: This is an Internet course section only. Students who register for this course section, must also register for CRN 4769 - CLT 210 Y03. This course section is RESTRICTED for fully-online CLT program freshman only! This course section requires a preclinical rotation at an affiliated hospital.									
4769	CLT 210 Y03	Diagnostic Microbiology Lab		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

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				CLT 208 UG C	Yes				
	OR			MLT 208 UG C	Yes				
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 4771 - CLT 210 L13. This course Comments: section is RESTRICTED for fully-online CLT program freshman Comments: only!									
30778	CLT 214 01	Specialized Phlebotomy		10/04/2016-12/19/2016	10	0 2	DH 216	MWF	01:00 pm-01:50 pm
				CLT 204 UG C	Yes				
	OR			MLT 204 UG C	Yes				
30779	CLT 214 02	Specialized Phlebotomy		10/04/2016-12/19/2016	10	0 2	DH 216	TR	01:30 pm-02:45 pm
				CLT 204 UG C	Yes				
	OR			MLT 204 UG C	Yes				
31578	CLT 215 C01	Phlebotomy Practicum		10/04/2016-12/19/2016	10	0 5	OFCL	TBA	TBA
		(		CLT 214 UG C	Yes				
	OR			MLT 214 UG C	Yes)			
	AND			CLT 204 UG C	Yes				
3619	CLT 216 01	Immunology		08/29/2016-12/19/2016	24	0 3	DH 222	TR	01:30 pm-02:45 pm
		(		BIO 131 UG C	Yes				
	AND			BIO 132 UG C	Yes)			
Comments: CLT 216 is also listed as BIO 216									
4776	CLT 216 Y02	Immunology		08/29/2016-12/19/2016	30	0 3	OFDL	TBA	TBA
		(BIO 131 UG C	Yes				
	AND			BIO 132 UG C	Yes)			

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Comments: This is an Internet course section. It is taught completely Comments: online. This is also a cross-listed course section with CRN Comments: 30876 - BIO 216 Y02. You can only register for ONE of the Comments: courses.									
31472	CLT 240	C01 Clinical Affiliation I		08/29/2016-12/19/2016	16	0	4	OFCL	TBA TBA
	(		CLT	216	UG	C	Yes		
	OR		BIO	216	UG	C	Yes)	
	AND	(	CLT	220L	UG	C	Yes		
	OR		MLT	220L	UG	C	Yes)	
	AND	(	CLT	206	UG	C	Yes		
	OR		MLT	206	UG	C	Yes)	
	AND	(	CLT	207	UG	C	Yes		
	OR		MLT	207	UG	C	Yes)	
Comments: Requires Departmental Permission									
32732	CLT 241	C01 Clinical Affiliation II		08/29/2016-12/19/2016	16	0	3	OFCL	TBA TBA
	(		CLT	201	UG	C	Yes		
	OR		MLT	201	UG	C	Yes)	
	AND	(	CLT	202	UG	C	Yes		
	OR		MLT	202	UG	C	Yes)	
	AND	(	CLT	204	UG	C	Yes		
	OR		MLT	204	UG	C	Yes)	
31474	CLT 242	C01 Clinical Affiliation III		08/29/2016-12/19/2016	16	0	2	OFCL	TBA TBA
	(CLT	208	UG	C			
	OR		MLT	208	UG	C)	

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30742	COL 105 23	Academic Planning Seminar		08/29/2016-10/21/2017	20	0 1	SS 203	MW	01:00 pm-01:50 pm
30745	COL 105 26	Academic Planning Seminar		08/29/2016-10/21/2017	20	0 1	SB 105	TW	11:00 am-11:50 am
30747	COL 105 29	Academic Planning Seminar		08/29/2016-10/21/2017	20	0 1	SS 202	MF	11:00 am-11:50 am
30748	COL 105 30	Academic Planning Seminar		10/24/2016-12/19/2016	20	0 1	SS 204	TR	10:00 am-10:50 am
32241	COL 105 34	Academic Planning Seminar		08/29/2016-10/21/2017	0	0 1	MB 116	MW	10:00 am-10:50 am
32242	COL 105 35	Academic Planning Seminar		08/29/2016-10/21/2017	20	0 1	MB 208	MW	11:00 am-11:50 am
32245	COL 105 38	Academic Planning Seminar		08/29/2016-10/21/2017	20	0 1	BB 016	MW	02:00 pm-02:50 pm
32247	COL 105 40	Academic Planning Seminar		08/29/2016-10/21/2017	0	0 1	LI 004	MW	09:00 am-09:50 am
32256	COL 105 50	Academic Planning Seminar		08/29/2016-12/19/2016	20	0 1	TH 204	M	09:00 am-09:50 am
Comments:	This section is reserved for Liberal Arts students								
Comments:	interested in a career in Education. Registration								
Comments:	requires permission of department chair.								
32843	COL 105 51	Academic Planning Seminar		10/24/2016-12/19/2016	18	0 1	SB 105	MW	09:00 am-09:50 am
32240	COL 105 600	Academic Planning Seminar		08/29/2016-12/19/2016	18	0 1	TH 204	W	09:00 am-09:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31910	COM 112 01	Beginning Photography		08/29/2016-12/19/2016	14	0 3	MB 108	M	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 112 01 (CRN 31910) Lecture must also register for									
Comments: Lab COM 112L11 (CRN 31912) OR COM 112L12 (CRN 31913)									
31918	COM 112 02	Beginning Photography		08/29/2016-12/19/2016	14	0 3	MB 108	W	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 112 02 (CRN 31918) Lecture must also register for									
Comments: Lab COM 112L21 (CRN 31919) OR COM 112L22 (CRN 31920)									
31914	COM 112 03	Beginning Photography		08/29/2016-12/19/2016	14	0 3	MB 108	T	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 112 03 (CRN 31914) Lecture must also register for									
Comments: Lab COM 112L13 (CRN 31916) OR COM 112L23 (CRN 31917)									
31921	COM 112 70	Beginning Photography		08/29/2016-12/19/2016	14	0 3	TH 103	M	06:30 pm-08:20 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 112 70 (CRN 31921) Lecture must also register for									
Comments: Lab COM 112L71 (CRN 31922) OR COM 112L72 (CRN 31923)									
Comments: This section is cross-listed with ART 112 70 (CRN 31547).									
Comments: Students can only register for ONE of these courses.									
31924	COM 112 71	Beginning Photography		08/29/2016-12/19/2016	14	0 3	TH 209	R	04:00 pm-05:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 112 71 (CRN 31924) Lecture must also register for									
Comments: Lab COM 112L73 (CRN 31925) OR COM 112L74 (CRN 31926)									
31927	COM 112 91	Beginning Photography		08/29/2016-12/19/2016	14	0 3		T	06:30 pm-08:20 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: COM 112 72 (CRN 31927) Lecture must also register for									
Comments: Lab COM 112L75 (CRN 31928) OR COM 112L76 (CRN 31930)									
32444	COM 112	BI1 Beginning Photography		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
[Empty grid row]									
32868	COM 112	BI2 Beginning Photography		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
[Empty grid row]									
31912	COM 112	L11 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	11:00 am-12:50 pm
[Empty grid row]									
Comments: COM 112L11 (CRN 31912) Lab must also register for									
Comments: Lecture COM 112 01 (CRN 31910)									
31913	COM 112	L12 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	01:00 pm-02:50 pm
[Empty grid row]									
Comments: COM 112L12 (CRN 31913) Lab must also register for									
Comments: Lecture COM 112 01 (CRN 31910)									
31916	COM 112	L13 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	12:00 pm-01:50 pm
[Empty grid row]									
Comments: COM 112L13 (CRN 31916) Lab must also register for									
Comments: Lecture COM 112 03 (CRN 31914)									
31919	COM 112	L21 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	11:00 am-12:50 pm
[Empty grid row]									
Comments: COM 112L22 (CRN 31920) Lab must also register for									
Comments: Lecture COM 112 02 (CRN 31918)									
31920	COM 112	L22 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	01:00 pm-02:50 pm
[Empty grid row]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
		Comments:	COM 112L22 (CRN 31920) Lab must also register for						
		Comments:	Lecture COM 112 02 (CRN 31918)						
31917	COM 112	L23 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	02:00 pm-03:50 pm
		Comments:	COM 112L23 (CRN 31917) Lab must also register for						
		Comments:	Lecture COM 112 03 (CRN 31914)						
31922	COM 112	L71 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	04:30 pm-06:20 pm
		Comments:	COM 112L71 (CRN 31922) Lab must also register for						
		Comments:	Lecture COM 112 70 (CRN 31921). This section is cross-						
		Comments:	listed with ART 112 L71 (CRN 31552). Students can only						
		Comments:	register for ONE lab section.						
31923	COM 112	L72 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	M	08:30 pm-10:20 pm
		Comments:	COM 112L72 (CRN 31923) Lab must also register for						
		Comments:	Lecture COM 112 70 (CRN 31921). This course is cross-						
		Comments:	listed with ART 112 L72 (CRN 31553). Students can only						
		Comments:	register for ONE lab section.						
31925	COM 112	L73 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	R	06:00 pm-07:50 pm
		Comments:	COM 112L73 (CRN 31925) Lab must also register for						
		Comments:	Lecture COM 112 71 (CRN 31924)						
31926	COM 112	L74 Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	R	08:00 pm-09:50 pm
		Comments:	COM 112L74 (CRN 31926) Lab must also register for						

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: Lecture COM 112 71 (CRN 31924)									
31928	COM 112 L92	Beginning Photography		08/29/2016-12/19/2016	7	0 0	SB 004	T	04:30 pm-06:20 pm
[Empty grid row]									
Comments: COM 112L75 (CRN 31928) Lab must also register for									
Comments: Lecture COM 112 72 (CRN 31927)									
4244	COM 115 02	Writing for the Media		08/29/2016-12/19/2016	20	0 3	TH 009	MWF	12:00 pm-12:50 pm
[Empty grid row]									
31075	COM 115 03	Writing for the Media		08/29/2016-12/19/2016	20	0 3	AT 117	TR	09:30 am-10:45 am
[Empty grid row]									
32016	COM 124 01	Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 3	AT 217	M	01:00 pm-02:50 pm
[Empty grid row]									
(ART 105 UG D									
AND BIT 108 UG D)									
Comments: COM 124-01 (CRN 32016) Lecture must also register for lab:									
Comments: COM 124-L11 (CRN 32017) Intro to Computer Graphics									
32019	COM 124 70	Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 3	BB 129	T	06:00 pm-07:50 pm
[Empty grid row]									
(ART 105 UG D									
AND BIT 108 UG D)									
Comments: COM 124-70 (CRN 32019) Lecture must also register for lab:									
Comments: COM 124-L71 (CRN 32020) Intro to Computer Graphics									
32017	COM 124 L11	Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 0	AT 217	W	01:00 pm-02:50 pm
[Empty grid row]									
(ART 105 UG D									
AND BIT 108 UG D)									
Comments: COM 124-L11 (CRN 32017) Lab must also register for lecture:									
Comments: COM 124-01 (CRN 32016) Intro to Computer Graphics									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31594	COM 124 L12	Intro to Computer Graphics		TBA-TBA	0	0 0		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 124-L12 (CRN 31594) Lab must also register for									
Comments: Lecture COM 124 02 (CRN 32018)									
32020	COM 124 L71	Intro to Computer Graphics		08/29/2016-12/19/2016	16	0 3	BB 129	R	06:00 pm-07:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: COM 124-L71 (CRN 32020) Lab must also register for lecture:									
Comments: COM 124-70 (CRN 32019) Intro to Computer Graphics									
4255	COM 125 01	Intro Audio Theory Production		08/29/2016-12/19/2016	15	0 3	TH 103	MW	08:30 am-09:45 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30275	COM 125 02	Intro Audio Theory Production		08/29/2016-12/19/2016	15	0 3	TH 103	TR	09:30 am-10:45 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4258	COM 130 01	Intro Video Theory Production		08/29/2016-12/19/2016	15	0 3	TH 103	MW	12:00 pm-01:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4259	COM 130 02	Intro Video Theory Production		08/29/2016-12/19/2016	15	0 3	TH 103	TR	12:00 pm-01:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32316	COM 145 01	Contemporary Film Analysis		08/29/2016-12/19/2016	20	0 3	TH 102	T	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32317	COM 145 02	Contemporary Film Analysis		08/29/2016-12/19/2016	20	0 3	TH 102	R	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4264	COM 150 01	Public Relations		08/29/2016-12/19/2016	20	0 3	TH 007	MWF	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30298	COM 150 02	Public Relations		08/29/2016-12/19/2016	20	0 3	TH 008	TR	01:30 pm-02:45 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4268	COM 200 W01	Image Theory Film Photo TV(WE)		08/29/2016-12/19/2016	20	0 3	AT 119	TR	12:00 pm-01:15 pm
Comments: This is a Writing emphasis course section.									
4269	COM 200 W02	Image Theory Film Photo TV(WE)		08/29/2016-12/19/2016	20	0 3	TH 101	MWF	11:00 am-11:50 am
Comments: This is a Writing emphasis course section.									
31523	COM 205 01	Introduction to Filmmaking		08/29/2016-12/19/2016	15	0 3	TH 103	M	01:30 pm-03:20 pm
Comments: COM 205 01 (CRN 31523) Lecture must also register for									
Comments: Lab COM 205L11 (CRN 31524)									
31524	COM 205 L11	Introduction to Filmmaking		08/29/2016-12/19/2016	15	0 0	TH 103	W	01:30 pm-03:20 pm
Comments: COM 205L11 (CRN 31524) Lab must also register for									
Comments: Lecture COM 205 01 (CRN 31523)									
31076	COM 211 70	Digital Photographic Imaging		08/29/2016-12/19/2016	15	0 3	AT 217	R	06:00 pm-08:50 pm
32352	COM 212 70	Intermediate Photography		08/29/2016-12/19/2016	14	0 3	TH 103	W	04:00 pm-05:50 pm
Comments: COM 212-70 (CRN 32352) Lecture must also register for Lab									
Comments: COM 212-L71 (CRN 32353) or COM 212-L72 (CRN 31526)									
Comments: This course is crosslisted with ART 212-70 (31953)									
32353	COM 212 L71	Intermediate Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	06:00 pm-07:50 pm
Comments: COM 212-L71 (CRN 32353) or COM 212-L72 (CRN 31526)									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: COM 212 L71 (CRN 32353) Lab must also register for Comments: Lecture COM 212 70 (CRN 32352). Comments: This course is crosslisted with ART 212 L71 (CRN 31527).									
32758	COM 222 70	Advanced Photography		08/29/2016-12/19/2016	14	0 3	TH 103	W	04:00 pm-05:50 pm
	(		ART 112	UG D					
	OR		COM 112	UG D)
	AND	(	ART 212	UG D					
	OR		COM 212	UG D)
Comments: COM 222 70 (32758) Lecture must also register for either Lab Comments: COM 222 L71 (32355) or COM 222 L72 (32356). This course is Comments: crosslisted with ART 222 70 (31954).									
32355	COM 222 L71	Advanced Photography		08/29/2016-12/19/2016	7	0 0	SB 004	W	06:00 pm-07:50 pm
	(		ART 112	UG D					
	OR		COM 112	UG D)
	AND	(	ART 212	UG D					
	OR		COM 212	UG D)
Comments: COM 222 L71 (32355) Lab must also register for Comments: Lecture COM 222 70 (32758). Comments: This course is crosslisted with ART 222 L71 (31530).									
31083	COM 230 70	Motion Graphics		08/29/2016-12/19/2016	15	0 3	AT 217	M	06:00 pm-08:50 pm
4281	COM 240 01	Mass Media Research		08/29/2016-12/19/2016	20	0 3	TH 101	TR	03:00 pm-04:15 pm
4282	COM 240 02	Mass Media Research		08/29/2016-12/19/2016	20	0 3	TH 009	MWF	01:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4425	COM 250 01	Communication Internship I		08/29/2016-12/19/2016	20	0 3	OFCL	TBA	TBA
Comments: APPROVAL BY CHAIRPERSON ONLY									
4426	COM 255 01	Communication Internship II		08/29/2016-12/19/2016	20	0 3	OFCL	TBA	TBA
Comments: APPROVAL BY CHAIRPERSON ONLY									
31537	COM 260 01	TV Production		08/29/2016-12/19/2016	12	0 3	TH 103	T	01:30 pm-03:20 pm
Comments: COM 260 01 (CRN 31537) Lecture must also register for									
Comments: Lab COM 260L11 (CRN 31538)									
32350	COM 260 02	TV Production		08/29/2016-12/19/2016	12	0 3	TH 103	T	03:30 pm-05:20 pm
Comments: COM 260-02 (CRN 32350) Lecture must also register for									
Comments: Lab COM 260-L12 (31539).									
32184	COM 260 BT1	TV Production		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31538	COM 260 L11	TV Production		08/29/2016-12/19/2016	12	0 0	TH 103	R	01:30 pm-03:20 pm
Comments: COM 260L11 (CRN 31538) Lab must also register for									
Comments: Lecture COM 260 01 (CRN 31537)									
31539	COM 260 L12	TV Production		08/29/2016-12/19/2016	12	0 0	TH 103	R	03:30 pm-05:20 pm
Comments: COM 260L12 (CRN 31539) Lab must also register for									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: Lecture COM 260 02(CRN 32350)									
31540	COM 265 01	Interm TV Prod Practicum		08/29/2016-12/19/2016	12	0 3	TH 103	T	01:30 pm-03:20 pm
[Empty grid]									
Comments: COM 265 01 (CRN 31540) Lecture must also register for									
Comments: Lab COM 265L11 (CRN 31541)									
31542	COM 265 02	Interm TV Prod Practicum		08/29/2016-12/19/2016	12	0 3	TH 103	T	03:30 pm-05:20 pm
[Empty grid]									
Comments: COM 265 02 (CRN 31542) Lecture must also register for									
Comments: Lab COM 265L12 (CRN 31543)									
31541	COM 265 L11	Interm TV Prod Practicum		08/29/2016-12/19/2016	12	0 0	TH 103	R	01:30 pm-03:20 pm
[Empty grid]									
Comments: COM 265L11 (CRN 31541) Lab must also register for									
Comments: Lecture COM 265 01 (CRN 31540)									
31543	COM 265 L12	Interm TV Prod Practicum		08/29/2016-12/19/2016	12	0 0	TH 103	R	03:30 pm-05:20 pm
[Empty grid]									
Comments: COM 265L12 (CRN 31543) Lab must also register for									
Comments: Lecture COM 265 02 (CRN 31542)									
31084	COM 270 01	Communication Internship III		08/29/2016-12/19/2016	20	0 3	OFCL	TBA	TBA
[Empty grid]									
Comments: APPROVAL BY CHAIRPERSON ONLY									
31091	COM 275 01	Communication Internship IV		08/29/2016-12/19/2016	20	0 3	OFCL	TBA	TBA
[Empty grid]									
Comments: APPROVAL BY CHAIRPERSON ONLY									
32897	COM 299 90	Senior Thesis Photography		08/29/2016-12/19/2016	0	0 3		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3730	CRJ 105 01	Introduction to Corrections		08/29/2016-12/19/2016	23	0 3	BB 220	MWF	09:00 am-09:50 am
32634	CRJ 105 02	Introduction to Corrections		08/29/2016-12/19/2016	23	0 3	BB 220	TR	08:00 am-09:15 am
3731	CRJ 111 01	Intro to Criminal Justice		08/29/2016-12/19/2016	23	0 3	BB 210	MWF	09:00 am-09:50 am
3732	CRJ 111 02	Intro to Criminal Justice		08/29/2016-12/19/2016	14	0 3	BB 210	MWF	11:00 am-11:50 am
31452	CRJ 111 03	Intro to Criminal Justice		08/29/2016-12/19/2016	14	0 3	BB 219	MWF	12:00 pm-12:50 pm
3734	CRJ 111 04	Intro to Criminal Justice		08/29/2016-12/19/2016	23	0 3	BB 210	TR	12:00 pm-01:15 pm
32158	CRJ 111 05	Intro to Criminal Justice		08/29/2016-12/19/2016	23	0 3	BB 232	T	06:00 pm-08:50 pm
32159	CRJ 111 06	Intro to Criminal Justice		08/29/2016-12/19/2016	23	0 3	BB 210	TR	01:30 pm-02:45 pm
32753	CRJ 111 07	Intro to Criminal Justice		08/29/2016-12/19/2016	9	0 3	BB 210	MWF	11:00 am-11:50 am
			LTR 095	UG	D	Yes			
Comments: CRN 32753 CRJ 111 07 Students registering in this course									
Comments: section MUST also register for CRN 32658 LTR 095 01.									
32754	CRJ 111 08	Intro to Criminal Justice		08/29/2016-12/19/2016	9	0 3	BB 219	MWF	12:00 pm-12:50 pm
			LTR 095	UG	D	Yes			
Comments: CRN 32754 CRJ 111 08 Students registering in this course									

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Comments: section MUST also register for CRN 32658 LTR 095 01.									
3735	CRJ 115 01	Juvenile Justice System		08/29/2016-12/19/2016	23	0 3	BB 213	MWF	09:00 am-09:50 am
3736	CRJ 115 02	Juvenile Justice System		08/29/2016-12/19/2016	23	0 3	BB 210	MWF	10:00 am-10:50 am
3737	CRJ 115 03	Juvenile Justice System		08/29/2016-12/19/2016	23	0 3	SB 110	MWF	01:00 pm-01:50 pm
3752	CRJ 115 04	Juvenile Justice System		08/29/2016-12/19/2016	23	0 3	SB 110	TR	01:30 pm-02:45 pm
3739	CRJ 125 01	Criminal Law		08/29/2016-12/19/2016	23	0 3	TH 205	MWF	09:00 am-09:50 am
3740	CRJ 125 02	Criminal Law		08/29/2016-12/19/2016	23	0 3	TH 105	MWF	10:00 am-10:50 am
31455	CRJ 125 70	Criminal Law		08/29/2016-12/19/2016	23	0 3	BB 209	T	06:00 pm-08:50 pm
32674	CRJ 206 01	Correctional Treatment & Rehab		08/29/2016-12/19/2016	20	0 3	BB 210	MWF	12:00 pm-12:50 pm
Comments: CRN 32674 CRJ 206 01 was taught in Fall 2014 as CRN 32301									
Comments: CRJ 255 01 Special Topics: Correctional Counseling.									
3742	CRJ 212 W01	Criminal Proced Const Law (WE)		08/29/2016-12/19/2016	20	0 3	BB 016	MWF	09:00 am-09:50 am
Comments: CRN 3742: This is a Writing Emphasis course section. ENG 110									
Comments: is a pre-requisite.									
3743	CRJ 212 W02	Criminal Proced Const Law (WE)		08/29/2016-12/19/2016	20	0 3	BB 210	MWF	01:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CRN 3743: This is a Writing Emphasis course section. ENG 110								
	Comments: is a pre-requisite.								
31044	CRJ 212	W03 Criminal Proce	Const Law (WE)	08/29/2016-12/19/2016	20	0 3	BB 231	MWF	02:00 pm-02:50 pm
	Comments: CRN 31044 CRJ 212W03 is a WRITING EMPHASIS course section;								
	Comments: ENG 110 is a pre-requisite.								
3745	CRJ 215 01	Police Administration		08/29/2016-12/19/2016	23	0 3	BB 210	MWF	04:00 pm-04:50 pm
3746	CRJ 215 02	Police Administration		08/29/2016-12/19/2016	23	0 3	BB 210	TR	08:00 am-09:15 am
4291	CRJ 230 01	Criminal Investigation		08/29/2016-12/19/2016	24	0 4	MB 204	TR	12:00 pm-01:15 pm
	Comments: CRN 4291: must also register for a day lab class, either CRN								
	Comments: 4294 or CRN 4295.								
4292	CRJ 230 70	Criminal Investigation		08/29/2016-12/19/2016	24	0 4	MB 204	M	06:00 pm-08:50 pm
	Comments: CRN 4292: must also register for a evening lab class, either								
	Comments: CRN 4296 or CRN 4297.								
4294	CRJ 230 L11	Criminal Investigation		08/29/2016-12/19/2016	12	0 0	MB 206	T	01:30 pm-04:20 pm
	Comments: CRN 4294 CRJ 230L11 students must also register for the day								
	Comments: lecture class CRN 4291 CRJ 230 01.								
4295	CRJ 230 L21	Criminal Investigation		08/29/2016-12/19/2016	12	0 0	MB 206	R	01:30 pm-04:20 pm

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	Comments: CRN 4295 CRJ 230L21 students must also register for the day								
	Comments: lecture class CRN 4291 CRJ 230 01.								
4296	CRJ 230	L71 Criminal Investigation		08/29/2016-12/19/2016	12	0 0	MB 206	W	06:00 pm-08:50 pm
	Comments: CRN 4296 CRJ 230L71 students must also register for the								
	Comments: evening lecture class CRN 4292 CRJ 230 70.								
4297	CRJ 230	L72 Criminal Investigation		08/29/2016-12/19/2016	12	0 0	MB 206	R	06:00 pm-08:50 pm
	Comments: CRN 4297 CRJ 230L72 students must also register for the								
	Comments: evening lecture class CRN 4292 CRJ 230 70.								
31456	CRJ 240	01 Community Corrections		08/29/2016-12/19/2016	23	0 3	BB 231	MWF	11:00 am-11:50 am
3750	CRJ 245	W01 Criminology (WE)		08/29/2016-12/19/2016	20	0 3	BB 232	MWF	08:00 am-08:50 am
	Comments: CRN 3750 is a WRITING EMPHASIS course section. ENG 110 is a								
	Comments: pre-requisite for this course.								
3754	CRJ 245	W02 Criminology (WE)		08/29/2016-12/19/2016	20	0 3	BB 044	TR	09:30 am-10:45 am
	Comments: CRN 3754 is a WRITING EMPHASIS course section. ENG 110 is a								
	Comments: pre-requisite for this course.								
32131	CRJ 245	Y03 Criminology (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								

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Comments: online. This is also a Writing Emphasis course section.									
Comments: ENG 110 is a pre-requisite for this course.									
31951	CRJ 246 01	Victimology		08/29/2016-12/19/2016	23	0 3	BB 016	MWF	12:00 pm-12:50 pm
[Empty grid]									
32484	CRJ 246 02	Victimology		08/29/2016-12/19/2016	23	0 3	BB 210	MWF	02:00 pm-02:50 pm
[Empty grid]									
32761	CRJ 246 03	Victimology		08/29/2016-12/19/2016	23	0 3	BB 210	R	04:30 pm-07:20 pm
[Empty grid]									
30283	CRJ 260 01	Organized Crime		08/29/2016-12/19/2016	20	0 3	BB 210	TR	03:00 pm-04:15 pm
[Empty grid]									
32023	CST 090 01	Computer Science I		08/29/2016-12/19/2016	20	0 3	AT 004	M	11:00 am-12:50 pm
[Empty grid]									
Comments: CST 090-01 must also register for CRN 32027 - CST 090L11 or									
Comments: CRN 32029 - CST 090L21									
32104	CST 090 02	Computer Science I		08/29/2016-12/19/2016	10	0 3	AT 004	R	09:00 am-10:50 am
[Empty grid]									
Comments: CST 090-02 must also register for CRN 32119 - CST 090L12 or									
Comments: CRN 32139 - CST 090L22									
32027	CST 090 L11	Computer Science I		08/29/2016-12/19/2016	10	0 0	AT 014B	W	11:00 am-12:50 pm
[Empty grid]									
Comments: CST 090L11 must also register for CRN 32023 CST 090-01									
32029	CST 090 L21	Computer Science I		08/29/2016-12/19/2016	10	0 0	AT 014B	F	11:00 am-12:50 pm
[Empty grid]									
Comments: CST 090L11 must also register for CRN 32023 CST 090-01									

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32139	CST 090 L22	Computer Science I		08/29/2016-12/19/2016	10	0 0	AT 014B	T	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 090L22 must also register for CRN 32104 CST 090 02									
32024	CST 092 01	Network Basics I		08/29/2016-12/19/2016	10	0 3	AT 010	MWF	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32120	CST 092 02	Network Basics I		08/29/2016-12/19/2016	10	0 3	AT 010	MWF	03:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32469	CST 103 03	General Security Concepts		08/29/2016-12/19/2016	20	0 3	AT 010	MWF	12:00 pm-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4427	CST 103 Y01	General Security Concepts		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
4431	CST 105 01	Computer Applications		08/29/2016-12/19/2016	20	0 3	AT 002	M	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 105 01 must also register for CRN 4447 - CST 105L01									
4432	CST 105 02	Computer Applications		08/29/2016-12/19/2016	20	0 3	AT 002	M	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 105 02 must also register for CRN 4448 - CST 105L02									
4433	CST 105 03	Computer Applications		08/29/2016-12/19/2016	20	0 3	AT 002	M	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 105 03 must also register for CRN 4449 - CST 105L03									
4436	CST 105 04	Computer Applications		08/29/2016-12/19/2016	20	0 3	AT 002	M	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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Comments: CST 105 04 must also register for CRN 4452 - CST 105L04									
4434	CST 105 05	Computer Applications		08/29/2016-12/19/2016	20	0 3	AT 002	T	01:00 pm-02:50 pm
[Empty grid]									
Comments: CST 105 05 must also register for CRN 4450 CST 105L05									
31123	CST 105 80R	Computer Applications		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
[Empty grid]									
4447	CST 105 L01	Computer Applications		08/29/2016-12/19/2016	20	0 0	AT 002	F	09:00 am-10:50 am
[Empty grid]									
Comments: CST 105L01 must also register for CRN 4431 - CST 105 01									
4448	CST 105 L02	Computer Applications		08/29/2016-12/19/2016	20	0 0	AT 002	W	11:00 am-12:50 pm
[Empty grid]									
Comments: CST 105L02 must also register for CRN 4432 CST 105 02									
4449	CST 105 L03	Computer Applications		08/29/2016-12/19/2016	20	0 0	AT 002	W	01:00 pm-02:50 pm
[Empty grid]									
Comments: CST 105L03 must also register for CRN 4433 CST 105 03									
4452	CST 105 L04	Computer Applications		08/29/2016-12/19/2016	20	0 0	AT 002	F	03:00 pm-04:50 pm
[Empty grid]									
Comments: CST 105L04 must also register for CRN 4436 - CST 105 04									
4450	CST 105 L05	Computer Applications		08/29/2016-12/19/2016	20	0 0	AT 002	R	01:00 pm-02:50 pm
[Empty grid]									
Comments: CST 105L05 must also register for CRN 4434 - CST 105 05									
4458	CST 105 LY1	Computer Applications		08/29/2016-12/19/2016	20	0 0	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									

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Comments: online. Students who register for this course section, must Comments: also register for CRN 4444 - CST 105 Y01																			
30242	CST 105 LY2	Computer Applications		08/29/2016-12/19/2016	20	0 0	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 30241 - CST 105 Y02																			
4444	CST 105 Y01	Computer Applications		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 4458 - CST 105 LY1																			
30241	CST 105 Y02	Computer Applications		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. Student who register for this course section, must Comments: also register for CRN 30242 - CST 105 LY2																			
30900	CST 109 02	Computer and Malware History		08/29/2016-12/19/2016	20	0 3	AT 010	MWF	02:00 pm-02:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
30113	CST 109 Y01	Computer and Malware History		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online.																			
4482	CST 113 01	Introduction to Programming		08/29/2016-12/19/2016	20	0 3	AT 019	M	09:00 am-10:50 am										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CST 113 01 must also register for CRN 4494 CST 113L11 or								
	Comments: CRN 4487 CST 113L21								
4479	CST 113 02	Introduction to Programming		08/29/2016-12/19/2016	20	0 3	AT 019	M	11:00 am-12:50 pm
	Comments: CST 113 02 must also register for CRN 4488 - CST 113L12 or								
	Comments: CRN 30088 - CST 113L22								
4480	CST 113 03	Introduction to Programming		08/29/2016-12/19/2016	20	0 3	AT 004	T	09:00 am-10:50 am
	Comments: CST 113 03 must also register for CRN 4490 - CST 113L13 or								
	Comments: CRN 30089 - CST 113L23								
4481	CST 113 04	Introduction to Programming		08/29/2016-12/19/2016	20	0 3	AT 004	W	09:00 am-10:50 am
	Comments: CST 113 04 must also register for CRN 30090 - CST 113L14 or								
	Comments: CRN 30091 - CST 113L24								
4494	CST 113 L11	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 014B	W	09:00 am-10:50 am
	Comments: CST 113L11 must also register for CRN 4482 CST 113 01								
4488	CST 113 L12	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 019	W	11:00 am-12:50 pm
	Comments: CST 113L12 must also register for CRN 4479 - CST 113 02								
4490	CST 113 L13	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 014B	R	09:00 am-10:50 am
	Comments: CST 113L13 must also register for CRN 4480 - CST 113 03								

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30090	CST 113 L14	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 014B	M	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 113L14 must also register for CRN 4481 - CST 113 04									
4487	CST 113 L21	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 008	F	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 113L21 must also register for CRN 4482 CST 113 01									
30088	CST 113 L22	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 019	F	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 113L22 must also register for CRN 4479 - CST 113 02									
30089	CST 113 L23	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 014B	T	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 113L23 must also register for CRN 4480 - CST 113 03									
30091	CST 113 L24	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	AT 014B	W	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 113L24 must also register for CRN 4481 - CST 113 04									
4496	CST 113 LY1	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 30119 - CST 113 Y01									
4497	CST 113 LYA	Introduction to Programming		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									

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Comments: also register for CRN 30119 - CST 113 Y01									
31737	CST 113	VT1 Introduction to Programming		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
[Empty Row]									
32791	CST 113	WP1 Introduction to Programming		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
[Empty Row]									
30119	CST 113	Y01 Introduction to Programming		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for either CRN 4496 - CST 113 LY1 or CRN 4497									
Comments: - CST 113 LYA									
31356	CST 117	01 Problem Solv & Com Tools		08/29/2016-12/19/2016	20	0 3	AT 019	T	09:00 am-10:50 am
[Empty Row]									
Comments: CST 117 01 must also register for CRN 31020 - CST 117L11 or									
Comments: CRN 31021 - CST 117L21									
31354	CST 117	02 Problem Solv & Com Tools		08/29/2016-12/19/2016	20	0 3	AT 019	M	01:00 pm-02:50 pm
[Empty Row]									
Comments: CST 117 02 must also register for CRN 31015 - CST 117L12 or									
Comments: CRN 31016 - CST 117L22									
31355	CST 117	03 Problem Solv & Com Tools		08/29/2016-12/19/2016	20	0 3	AT 019	R	01:00 pm-02:50 pm
[Empty Row]									
Comments: CST 117 03 must register for CRN 31018 - CST 117L13 or									
Comments: CRN 31019 - CST 117L23									
31358	CST 117	04 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 3	AT 019	M	03:00 pm-04:50 pm

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	Comments: CST 117 04 must also register for CRN 31024- CST 117 L14 or								
	Comments: CRN 31025 - CST 117 L24.								
32847	CST 117	BT1 Problem Solv & Com Tools		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
31020	CST 117	L11 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 008	R	09:00 am-10:50 am
	Comments: CST 117L11 must also register for CRN 31356 - CST 117 01								
31015	CST 117	L12 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 019	W	01:00 pm-02:50 pm
	Comments: CST 117L12 must also register for CRN 31354 - CST 117 02								
31018	CST 117	L13 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 008	T	01:00 pm-02:50 pm
	Comments: CST 117L13 must also register for CRN 31355 - CST 117 03								
31024	CST 117	L14 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 002	W	03:00 pm-04:50 pm
	Comments: CST 117 L14 must also register for CRN 31358 - CST 117-04								
31021	CST 117	L21 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 008	R	12:00 pm-01:50 pm
	Comments: CST 117L21 must also register for CRN 31356 - CST 117 01								
31016	CST 117	L22 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 019	F	01:00 pm-02:50 pm
	Comments: CST 117L22 must also register for CRN 31354 - CST 117 02								
31019	CST 117	L23 Problem Solv & Com Tools		08/29/2016-12/19/2016	10	0 0	AT 008	T	03:00 pm-04:50 pm

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Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for either CRN 32835 - CST 117 LY2 or CRN Comments: 32836 - CST 117 LYB																			
32135	CST 119 01	Comptr Concpts and Application		08/29/2016-12/19/2016	20	0 3	AT 019	W	03:00 pm-04:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119 01 must also register for CRN 32136 CST 119L11 or Comments: CRN 32137 CST 119L21																			
4506	CST 119 02	Comptr Concpts and Application		08/29/2016-12/19/2016	20	0 3	AT 019	T	11:00 am-12:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119 02 must also register for CRN 4520 CST 119L12 or Comments: CRN 30093 CST 119L22																			
4504	CST 119 03	Comptr Concpts and Application		08/29/2016-12/19/2016	20	0 3	AT 019	W	09:00 am-10:50 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119 03 must also register for CRN 4519 CST 119L13 or Comments: CRN 30092 CST 119L23																			
32481	CST 119 04	Comptr Concpts and Application		08/29/2016-12/19/2016	10	0 3	AT 007	T	11:00 am-12:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119 04 must also register for CRN 32482 CST 119L14 or Comments: CRN 32483 CST 119L24																			
32136	CST 119 L11	Comptr Concpts and Application		08/29/2016-12/19/2016	10	0 0	AT 014B	M	03:00 pm-04:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119L11 must also register for CRN 32135 CST 119 01																			
4520	CST 119 L12	Comptr Concpts and Application		08/29/2016-12/19/2016	10	0 0	AT 007	T	09:00 am-10:50 am										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: CST 119LY2 must also register for CRN 30128 - CST 119Y02. Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.																			
4522	CST 119	LYA	Comptr Concpnts and Application		08/29/2016-12/19/2016	10	0	0	OFDL	TBA TBA									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 30122 - CST 119 Y01																			
30122	CST 119	Y01	Comptr Concpnts and Application		08/29/2016-12/19/2016	20	0	3	OFDL	TBA TBA									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for either CRN 4521 - CST 119 LY1 or CRN 4522 Comments: - CST 119 LYA																			
30128	CST 119	Y02	Comptr Concpnts and Application		08/29/2016-12/19/2016	10	0	3	OFDL	TBA TBA									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 119Y02 must also register for CRN 30129 - CST 119LY2 or Comments: CRN 30131 - CST 119LYB Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.																			
31739	CST 120	01	Java Programming		08/29/2016-12/19/2016	10	0	3	AT 008	M 11:00 am-12:50 pm									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 120-01 must also register for CRN 31740 - CST 120L11 or Comments: CRN 31741 - CST 120L21.																			
31740	CST 120	L11	Java Programming		08/29/2016-12/19/2016	10	0	0	AT 008	W 11:00 am-12:50 pm									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CST 120L11 must also register for CRN 31739 - CST 120-01								
4527	CST 120 LY1	Java Programming		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30132 - CST 120 Y01								
30132	CST 120 Y01	Java Programming		08/29/2016-12/19/2016	10	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for either CRN 4527 - CST 120 LY1 or CRN 4528								
	Comments: - CST 120 LYA								
4557	CST 127 01	Intro to C++ for Engineers		08/29/2016-12/19/2016	20	0 3	AT 004	TR	02:00 pm-02:50 pm
	Comments: CST 127 01 must also register for CRN 4561 CST 127L11 or								
	Comments: CRN 30094 CST 127L21								
4558	CST 127 02	Intro to C++ for Engineers		08/29/2016-12/19/2016	20	0 3	AT 010	MW	11:00 am-11:50 am
	Comments: CST 127 02 must also register for CRN 4562 - CST 127L12 or								
	Comments: CRN 30095 - CST 127L22								
30096	CST 127 03	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 3	AT 010	TR	02:00 pm-02:50 pm
	Comments: CST 127 03 must also register for CRN 30097 CST 127L13 or								
	Comments: CRN 30098 CST 127L23								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4561	CST 127 L11	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 0	AT 008	M	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 127L11 must also register for CRN 4557 CST 127 01									
4562	CST 127 L12	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 0	AT 019	T	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 127L12 must also register for CRN 4558 - CST 127 02									
30097	CST 127 L13	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 0	AT 007	T	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 127L13 must also register for CRN 30096 CST 127 03									
30094	CST 127 L21	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 0	AT 014B	R	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 127L21 must also register for CRN 4557 CST 127 01									
30095	CST 127 L22	Intro to C++ for Engineers		08/29/2016-12/19/2016	10	0 0	AT 019	R	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 127L22 must also register for CRN 4558 - CST 127 02									
30133	CST 133 01	Structured Programming		08/29/2016-12/19/2016	20	0 3	AT 004	T	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 133-01 must also register for CRN 4807 - CST 133L11 or									
Comments: CRN 4568 - CST 133L21.									
4807	CST 133 L11	Structured Programming		08/29/2016-12/19/2016	10	0 0	AT 008	T	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 133L11 must also register for CRN 30133 - CST 133-01.									
4568	CST 133 L21	Structured Programming		08/29/2016-12/19/2016	10	0 0	AT 008	R	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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Comments: CRN 4568 - CST 133L21 must also register for CRN 30133									
Comments: CST 133-01									
32080	CST 133 LY1	Structured Programming		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA	
				CST 113 UG D					
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for 32079 - CST 133 Y01									
32079	CST 133 Y01	Structured Programming		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA	
				CST 113 UG D					
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for either CRN 32080 - CST 133 LY1 or CRN									
Comments: 32082 - CST 133 LYA									
4573	CST 140 LY1	Computer Maintenance		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 4572 - CST 140 Y01									
4572	CST 140 Y01	Computer Maintenance		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for either CRN 4573 - CST 140 LY1 or CRN 4574									
Comments: - CST 140 LYA. This course section is also a Service									
Comments: Learning course.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32434	CST 150 L12	Object Oriented Programming		08/29/2016-12/19/2016	10	0 0	AT 008	T	11:00 am-12:50 pm
			CST 133	UG D					
	AND (		ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)	

Comments: CRN 32434 - CST 150 L12 must also register for CRN 32433

Comments: CST 150 W02.

Comments: This is a Writing emphasis course section.

32594	CST 150 L22	Object Oriented Programming		08/29/2016-12/19/2016	10	0 0	AT 019	R	09:00 am-10:50 am
			CST 133	UG D					
	AND (		ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)	

Comments: CRN 32434 - CST 150 L22 must also register for CRN 32433

Comments: CST 150W02.

Comments: This is a Writing emphasis course section.

4581	CST 150 LY1	Object Oriented Programming		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely

Comments: online. Students who register for this course section, must

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: also register for CRN 30255 - CST 150 WY1. This is also a Comments: Writing Emphasis course section.									
32433	CST 150	W02 Object Oriented Programming		08/29/2016-12/19/2016	20	0 3	AT 014B	T	09:00 am-10:50 am
				CST	133	UG	D		
	AND	(		ENG	110	UG	D		
	OR			ENG	110S	UG	D		
	OR			ENG	111	UG	D		
	OR			ENG	107	UG	D		
	OR			ENG	108	UG	D)
Comments: CST 150 W02 must also register for CRN 32434 - CST 150 L12 Comments: CRN 32594 - CST 150L22 Comments: This is a Writing emphasis course section.									
30255	CST 150	WY1 Object Oriented Programming		08/29/2016-12/19/2016	10	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for either CRN 4581 - CST 150 LY1 or CRN 30135 Comments: - CST 150 LYA. This is also a Writing Emphasis course Comments: section.									
30099	CST 170	01 Digital Logic		08/29/2016-12/19/2016	20	0 3	AT 002	R	09:00 am-10:50 am
Comments: CST 170 01 must also register for CRN 30100 170L11 or Comments: CRN 31828 170L21									
30137	CST 170	02 Digital Logic		08/29/2016-12/19/2016	10	0 3	AT 004	W	01:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments:		CST 170-02 must also register for CRN 4586 - CST 170L12 or																	
Comments:		CRN 30138 - CST 170L22.																	
30100	CST 170	L11 Digital Logic		08/29/2016-12/19/2016	10	0 0	AT 014B	R	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments:		CST 170L11 must also register for CRN 30099 CST 170-01																	
4586	CST 170	L12 Digital Logic		08/29/2016-12/19/2016	10	0 0	AT 008	M	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments:		CRN 4586 - CST 170 L12 must also register for CRN 30137 -																	
Comments:		CST 170-02.																	
31828	CST 170	L21 Digital Logic		08/29/2016-12/19/2016	10	0 0	AT 014B	T	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments:		CST 170L21 must also register for CRN 30099 CST 170-01																	
30102	CST 203	LY1 Security Hardware and Software		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments:		This is an Internet course section. It is taught completely																	
Comments:		online. Students who register for this course section, must																	
Comments:		also register for CRN 30101 - CST 203 Y01																	
30101	CST 203	Y01 Security Hardware and Software		08/29/2016-12/19/2016	10	0 3	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments:		This is an Internet course section. It is taught completely																	
Comments:		online. Students who register for this course section, must																	
Comments:		also register for either CRN 30102 - CST 203 LY1 or CRN																	
Comments:		30186 - CST 203 LYA																	
32430	CST 208	L12 Introduction to Networking		08/29/2016-12/19/2016	10	0 0	AT 010	W	09:00 am-10:50 am										

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				CST	119	UG	D		
	AND	(ENG	110	UG	D		
	OR			ENG	110S	UG	D		
	OR			ENG	111	UG	D		
	OR			ENG	107	UG	D		
	OR			ENG	108	UG	D)

Comments: CST 208L12 must also register for CRN 32429 CST 208W02.

4592	CST 208	LY1 Introduction to Networking		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely

Comments: online. Students who register for this course section, must

Comments: also register for CRN 30139 - CST 208 Y01

4593	CST 208	LYA Introduction to Networking		08/29/2016-12/19/2016	10	0 0	OFDL	TBA	TBA

Comments: CRN 4593 - CST 208 LYA must also register for CRN 30139 -

Comments: CST 208 Y01. This is a SUNY Learning Network (SLN) Angel

Comments: Internet course section. It is taught completely online.

32429	CST 208	W02 Introduction to Networking		08/29/2016-12/19/2016	10	0 3	AT 010	M	09:00 am-10:50 am
				CST	119	UG	D		
	AND	(ENG	110	UG	D		
	OR			ENG	110S	UG	D		
	OR			ENG	111	UG	D		
	OR			ENG	107	UG	D		
	OR			ENG	108	UG	D)

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
	Comments:	CST 208W02 must also register for CRN 32430 CST 208L12 or																	
	Comments:	CRN 32431 CST 208L22.																	
	Comments:	This is a Writing emphasis course section.																	
30139	CST 208	WY1 Introduction to Networking		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
	Comments:	This is an Internet course section. It is taught completely																	
	Comments:	online. Students who register for this course section, must																	
	Comments:	also register for CRN 4592 - CST 208 LY1 or																	
	Comments:	CRN 4593 CST 208LYA																	
	Comments:	This also a Writing Emphasis course section.																	
30106	CST 209	LY1 Advanced Computer Networking		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
	Comments:	This is an Internet course section. It is taught completely																	
	Comments:	online. Students who register for this course section, must																	
	Comments:	also register for CRN 4598 - CST 209 Y01																	
4598	CST 209	Y01 Advanced Computer Networking		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
	Comments:	This is an Internet course section. It is taught completely																	
	Comments:	online. Students who register for this course section, must																	
	Comments:	register for either CRN 30106 - CST 209 L11 or CRN 30107 -																	
	Comments:	CST 209 L21																	
30147	CST 213	01 Database Systems		08/29/2016-12/19/2016	20	0 3	AT 004	W	11:00 am-12:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
	Comments:	CST 213Y01 must also register for CRN 4596 - CST 213L11 or																	
	Comments:	CRN 4597 - CST 213L21																	

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4596	CST 213 L11	Database Systems		08/29/2016-12/19/2016	10	0 0	AT 014B	M	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 213L11 must also register for CRN 30147 - CST 213 01									
4597	CST 213 L21	Database Systems		08/29/2016-12/19/2016	10	0 0	AT 008	F	11:00 am-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 213L21 must also register for CRN 30147 - CST 213 01									
32127	CST 216 01	Visual Basic.Net		08/29/2016-12/19/2016	20	0 3	AT 004	M	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 216-01 must also register for CRN 32128 CST 216L11 or									
Comments: CRN 32232 CST 216L21									
32128	CST 216 L11	Visual Basic.Net		08/29/2016-12/19/2016	10	0 0	AT 008	W	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 216L11 must also register for 32127 CST 216-01									
32232	CST 216 L21	Visual Basic.Net		08/29/2016-12/19/2016	10	0 0	AT 008	F	01:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CST 216L21 must also register for 32127 CST 216-01									
32129	CST 220 01	Microproc and Asbly Lge Prg		08/29/2016-12/19/2016	20	0 3	AT 004	M	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CRN 32129 - CST 220-01 must also register for CRN 32130									
Comments: or CRN 30153 CST 220L21									
32130	CST 220 L11	Microproc and Asbly Lge Prg		08/29/2016-12/19/2016	10	0 0	AT 008	W	03:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CRN 32130 CST 220L11 must also register for CRN 32129									
30153	CST 220 L21	Microproc and Asbly Lge Prg		08/29/2016-12/19/2016	10	0 0	AT 008	F	03:00 pm-04:50 pm

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	Comments: CST 220 L21 must also register for CRN 30129 - CST 220-01								
4607	CST 220 LY1	Microproc and Asbly Lge Prg		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30151 - CST 220 Y01								
30151	CST 220 Y01	Microproc and Asbly Lge Prg		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 4607 - CST 220 LY1								
30288	CST 242 LY1	Computer Forensics II		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30287 - CST 242 Y01								
30287	CST 242 Y01	Computer Forensics II		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30288 - CST 242 LY1								
30388	CST 262 LY1	Cryptographic Systems		08/29/2016-12/19/2016	10	0 0	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 30387 - CST 262 Y01																			
30387	CST 262 Y01	Cryptographic Systems		08/29/2016-12/19/2016	10	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students who register for this course section, must																			
Comments: also register for CRN 30388 - CST 262 LY1																			
4623	CST 297 01	Cooperative Work Experience		08/29/2016-12/19/2016	10	0 1	OFCL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
4624	CST 297 03	Cooperative Work Experience		08/29/2016-12/19/2016	10	0 3	OFCL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32907	CTP 275 91	Community Internship		08/29/2016-12/19/2016	0	0 2		TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32630	CTP 275 T07	Community Internship		10/24/2016-12/19/2016	15	0 1		T 05:00 pm-05:50 pm											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This section is reserved for student government members.																			
32860	CTP 275 T08	Community Internship		10/04/2016-12/19/2016	15	0 2	TH 204	T 02:00 pm-03:50 pm											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is a community internship course. The class will meet																			
Comments: on campus on Tuesdays and at Windsor Central School on																			
Comments: Thursdays. Transportation will be provided.																			
32860	CTP 275 T08	Community Internship		10/04/2016-12/19/2016	15	0 2	OFOTH	R 02:00 pm-03:50 pm											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is a community internship course. The class will meet																			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4507	DEN 201 C11	Dental Hygiene III		08/29/2016-12/19/2016	40	0 0	DH 101	TR	08:00 am-11:50 am
4537	DEN 203 01	Pain Management in Dentistry		08/29/2016-12/19/2016	40	0 2	DH 118	F	10:00 am-10:50 am
4538	DEN 203 L11	Pain Management in Dentistry		08/29/2016-12/19/2016	40	0 0	DH 101	W	08:00 am-09:50 am
4539	DEN 204 01	General and Oral Pathology		08/29/2016-12/19/2016	40	0 3	DH 118	T	01:00 pm-04:00 pm
4540	DEN 205 01	Periodontology		08/29/2016-12/19/2016	40	0 2	DH 118	F	09:00 am-09:50 am
4540	DEN 205 01	Periodontology		08/29/2016-12/19/2016	40	0 2	DH 213	M	08:00 am-08:50 am
4541	DEN 206 01	Dental Pharmacology		08/29/2016-12/19/2016	40	0 2	DH 213	F	11:00 am-12:50 pm
4542	DEN 209 01	Dental Nutrition		08/29/2016-12/19/2016	40	0 2	DH 118	W	10:00 am-11:50 am
4336	ECE 110 01	Intro to Early Education		08/29/2016-12/19/2016	18	0 3	TH 204	TR	01:30 pm-02:45 pm
4811	ECE 110 600	Intro to Early Education		08/29/2016-12/19/2016	18	0 3	TH 204	MWF	11:00 am-11:50 am
Comments:	ECE 110 600 (CRN 4811) is part of a Learning Community.								
Comments:	Students enrolled in this section must also enroll in								
Comments:	COL 105 600 (CRN 32240) and ENG 110 600 (CRN 3061).								
4342	ECE 110 Y01	Intro to Early Education		08/29/2016-12/19/2016	18	0 3	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
4344	ECE 120 02	Curriculum Development		08/29/2016-12/19/2016	15	0 3	TH 204	MWF	12:00 pm-12:50 pm
	(		ECE 110	UG D					
	AND		ECE 175	UG D)
	Comments: This course section has pre-requisites assigned. Students								
	Comments: must have taken ECE 110 and ECE 175 to register for this								
	Comments: course.								
32870	ECE 120 90	Curriculum Development		08/29/2016-12/19/2016	0	0 3		TBA	TBA
	(		ECE 110	UG D					
	AND		ECE 175	UG D)
31182	ECE 155 01	Language and Literacy in EC		08/29/2016-12/19/2016	15	0 3	TH 204	MWF	10:00 am-10:50 am
4351	ECE 175 01	Techniques of Observ and Eval		08/29/2016-12/19/2016	15	0 3	TH 204	MWF	02:00 pm-02:50 pm
			ECE 110	UG D					
	Comments: This course section has pre-requisites assigned. Students								
	Comments: must have taken ECE 110 to register for this course.								
32911	ECE 175 90	Techniques of Observ and Eval		08/29/2016-12/19/2016	0	0 3		TBA	TBA
			ECE 110	UG D					
31445	ECE 200 BW1	Field Experience I (WE)		08/29/2016-12/19/2016	10	0 4	TH 203	R	03:00 pm-04:15 pm
	Comments: This is a Blended course section. This course meets both on								
	Comments: campus and works online as scheduled. This is also a								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	Writing emphasis course section. The class will meet							
	Comments:	on-campus from 3-4:15 p.m. on the following Thursdays:							
	Comments:	September 3, 2015, October 22, 2015, and December 17, 2015.							
31893	ECE 200 W01	Field Experience I (WE)		08/29/2016-12/19/2016	10	0 4	TH 204	MW	01:00 pm-01:50 pm
	(	ECE 110	UG	D					
	AND	ECE 120	UG	D					
	AND	ECE 175	UG	D)	
	AND (	ENG 110	UG	D					
	OR	ENG 110S	UG	D					
	OR	ENG 111	UG	D					
	OR	ENG 107	UG	D					
	OR	ENG 108	UG	D)	
	Comments:	This is a writing emphasis course section. This course also							
	Comments:	has pre-requisites assigned. Students must have taken							
	Comments:	ECE 110, ECE 120, ECE 175 & either ENG 110 or ENG 111							
	Comments:	to register for this course.							
32302	ECE 201 01	Field Experience II		08/29/2016-12/19/2016	10	0 4	TH 204	MW	01:00 pm-01:50 pm
	(	ECE 110	UG	D					
	AND	ECE 120	UG	D					
	AND	ECE 175	UG	D)	
	Comments:	This course section has pre-requisites assigned. Students							
	Comments:	must have taken ECE 110, ECE 120 & ECE 175 to register							
	Comments:	for this course.							
32766	ECE 201 B01	Field Experience II		08/29/2016-12/19/2016	10	0 4	TH 204	R	03:00 pm-04:15 pm
	(ECE 110	UG	D					

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	AND			ECE 120 UG D					
	AND			ECE 175 UG D)
	Comments: This is a Blended course section. This course meets both on Comments: campus and works online as scheduled. Comments: This class will meet on-campus from Comments: 3-4:15 p.m. on the following Thursdays: September 3, 2015, Comments: October 22, 2015, and December 17, 2015.								
4355	ECE 210 70	Children With Special Needs		08/29/2016-12/19/2016	15	0 3	TH 204	M	06:00 pm-08:50 pm
4356	ECE 210 Y01	Children With Special Needs		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely Comments: online.								
31906	ECE 256 Y01	Special Topics in ECE: STEAM		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely Comments: online. This course explores how to create and implement Comments: STEM activities for young children from birth to age 8, with Comments: a focus on the integration of science, technology, Comments: engineering, arts, and mathematics into a hands-on, Comments: inquiry-based curriculum.								
3491	ECO 110 W01	Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	SS 205	TR	08:00 am-09:15 am
	Comments: This is a Writing emphasis course section.								
3492	ECO 110 W02	Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	SV 135	MWF	09:00 am-09:50 am

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	Comments: This is a Writing emphasis course section.								
3493	ECO 110	W03 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	AT 119	TR	09:30 am-10:45 am
	Comments: This is a Writing emphasis course section.								
3494	ECO 110	W04 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	MB 201	MWF	10:00 am-10:50 am
	Comments: This is a Writing emphasis course section.								
3495	ECO 110	W05 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	DH 211	TR	12:00 pm-01:15 pm
	Comments: This is a Writing emphasis course section.								
3496	ECO 110	W06 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	AT 119	TR	01:30 pm-02:45 pm
	Comments: This is a Writing emphasis course section.								
32816	ECO 110	W09 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	TH 105	MWF	08:00 am-08:50 am
		(	ENG 110	UG	D				
	OR		ENG 110S	UG	D				
	OR		ENG 111	UG	D				
	OR		ENG 107	UG	D				
	OR		ENG 108	UG	D)
	Comments: This is a Writing Emphasis course section.								
3498	ECO 110	W70 Microeconomics (WE)		08/29/2016-12/19/2016	20	0 3	SS 205	W	06:00 pm-08:50 pm
	Comments: This is a Writing emphasis course section.								

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30052	ECO 110	WY1 Microeconomics (WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely Comments: online. This is also a Writing Emphasis course section.									
30047	ECO 110	WY2 Microeconomics (WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely Comments: online. This is also a Writing Emphasis course section.									
32260	ECO 110	WY3 Microeconomics (WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely Comments: online. This is also a Writing Emphasis course section.									
3500	ECO 111	01 Macroeconomics		08/29/2016-12/19/2016	22	0 3	TH 209	MWF	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3504	ECO 111	06 Macroeconomics		08/29/2016-12/19/2016	22	0 3	MB 207	W	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3505	ECO 111	70 Macroeconomics		08/29/2016-12/19/2016	22	0 3	TH 005	M	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30810	ECO 111	BB1 Macroeconomics		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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30279	ECO 111 Y01	Macroeconomics		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
30280	ECO 111 Y02	Macroeconomics		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
30048	ECO 111 Y03	Macroeconomics		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course							
Comments:		section. It is taught completely online.							
32262	ECO 111 Y04	Macroeconomics		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3545	EDU 111 01	Foundations of Amer Education		08/29/2016-12/19/2016	0	0 3		TR	03:00 pm-04:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
3547	EDU 111 70	Foundations of Amer Education		08/29/2016-12/19/2016	15	0 3	TH 204	R	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32307	EET 107 L11	Electronic Comp Applications		08/29/2016-12/19/2016	16	0 1	AT 213	T	01:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30447	EET 111L 11	Electrical Construction Lab		08/29/2016-12/19/2016	14	0 1	AT 207	M	01:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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30449	EET 111L 12	Electrical Construction Lab		08/29/2016-12/19/2016	14	0 1	AT 207	W	01:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4546	EET 121 01	DC and AC Circuits		08/29/2016-12/19/2016	28	0 5	AT 213	MTRF	10:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 121 01 must also register for CRN 30001 EET 121L11 or							
Comments:		CRN 30002 EET 121L12							
30001	EET 121 L11	DC and AC Circuits		08/29/2016-12/19/2016	14	0 0	AT 215	W	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 121L11 must also register for CRN 4546 EET 121 01							
30002	EET 121 L12	DC and AC Circuits		08/29/2016-12/19/2016	14	0 0	AT 215	R	12:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 121L12 must also register for CRN 4546 EET 121 01							
32311	EET 127 01	Alternate Energy Concepts/Solu		08/29/2016-12/19/2016	25	0 2	AT 204	T	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 127-01 (32311) must also register for Lab EET 127-L11							
Comments:		(32313) or Lab EET 127-L12 (32314).							
32313	EET 127 L11	Alternate Energy Concepts/Solu		08/29/2016-12/19/2016	12	0 0	AT 215	M	01:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 127-L11 (32313) must also register for EET 127-01							
Comments:		(32311).							
32314	EET 127 L12	Alternate Energy Concepts/Solu		08/29/2016-12/19/2016	13	0 0	AT 215	F	01:00 pm-03:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EET 127-L12 (32314) must also register for EET 127-01							
Comments:		(32311).							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30003	EET 247 L11	Energy Conversions/Altern (WE)		08/29/2016-12/19/2016	14	0 0	AT 208	T	01:00 pm-03:50 pm
Comments: EET 247L11 must also register for CRN 4551 EET 247W01									
30593	EET 247 L21	Energy Conversions/Altern (WE)		08/29/2016-12/19/2016	10	0 0	AT 208	W	05:00 pm-07:50 pm
Comments: EET 247L21 must also register for CRN 4551 EET 247W01									
4551	EET 247 W01	Energy Conversions/Altern (WE)		08/29/2016-12/19/2016	14	0 4	AT 208	MWF	11:00 am-11:50 am
Comments: EET 247 W01 must also register for CRN 30003- EET 247 L11.									
Comments: This is a Writing emphasis course section.									
4554	EET 251 01	Electronic Circuitry		08/29/2016-12/19/2016	14	0 3	AT 213	TR	12:00 pm-12:50 pm
Comments: EET 251 01 must also register for CRN 30005 EET 251L11									
30005	EET 251 L11	Electronic Circuitry		08/29/2016-12/19/2016	14	0 0	AT 213	R	01:00 pm-03:50 pm
Comments: EET 251L11 must also register for CRN 4554 EET 251 01									
4565	EET 260 01	Digital Electronics		08/29/2016-12/19/2016	14	0 3	AT 208	MW	01:00 pm-01:50 pm
Comments: EET 260 01 must also register for CRN 4566 EET 260L11									
4566	EET 260 L11	Digital Electronics		08/29/2016-12/19/2016	14	0 0	AT 213	M	02:00 pm-03:50 pm
Comments: EET 260L11 must also register for CRN 4565 EET 260 01									
4570	EGR 100L 01	Engineering Orient:Stu Suc I		08/29/2016-12/19/2016	84	0 0.5	AT 200	W	03:00 pm-04:50 pm

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4610	EGR 150 01	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 2	AT 107	W	02:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EGR 150 01 must also register for CRN 4611 EGR 150L01 or							
Comments:		CRN 4612 EGR 150L11 or CRN 4613 EGR 150L21 or							
Comments:		CRN 32254 EGR 150L22							
32076	EGR 150 02	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 2	AT 107	R	12:00 pm-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EGR 150 02 must also register for CRN 4611 EGR 150L01 or							
Comments:		CRN 4612 EGR 150L11 or CRN 4613 EGR 150L21 or							
Comments:		CRN 32254 EGR 150L22							
32077	EGR 150 03	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 2	AT 107	R	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EGR 150 03 must also register for CRN 4611 EGR 150L01 or							
Comments:		CRN 4612 EGR 150L11 or CRN 4613 EGR 150L21 or							
Comments:		CRN 32254 EGR 150L22							
32452	EGR 150 04	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 2	AT 106	R	12:00 pm-12:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EGR 150 04 must also register for CRN 32454 EGR 150 L23 or							
Comments:		CRN 32455 EGR 150 L24							
32488	EGR 150 06	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 2	AT 106	W	02:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		EGR 150 06 must also register for CRN 32487 EGR 150 L25							
4612	EGR 150 L11	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 0	MB 203	T	11:00 am-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	EGR 150L11 must also register for CRN 4610 EGR 150 01 or							
	Comments:	CRN 32076 EGR 150 02 or CRN 32077 EGR 150 03							
32254	EGR 150 L22	Eng Design I with Graphics		08/29/2016-12/19/2016	15	0 0	MB 202	R	08:00 am-10:50 am
	Comments:	EGR 150L22 must also register for CRN 4610 EGR 150 01, or							
	Comments:	CRN 32076 EGR 150 02, or CRN 32077 EGR 150 03							
32455	EGR 150 L24	Eng Design I with Graphics		08/29/2016-12/19/2016	20	0 0	BB 132	R	08:00 am-10:50 am
	Comments:	EGR 150 L24 must also register for CRN 32452 EGR 150 04 or							
	Comments:	CRN32453 EGR 150 05							
32487	EGR 150 L25	Eng Design I with Graphics		08/29/2016-12/19/2016	20	0 0	BB 132	T	08:00 am-10:50 am
	Comments:	EGR 150 L25 must also register for CRN 32488 EGR 150 06							
4571	EGR 200L 01	Engineering Orient:Stu Suc III		08/29/2016-12/19/2016	45	0 0.5	AT 117	W	03:00 pm-04:50 pm
4575	EGR 281 01	Mechanics (Statics)		08/29/2016-12/19/2016	24	0 3	SB 110	MWF	08:00 am-08:50 am
4576	EGR 281 02	Mechanics (Statics)		08/29/2016-12/19/2016	24	0 3	AT 117	MWF	08:00 am-08:50 am
32637	EGR 281 03	Mechanics (Statics)		08/29/2016-12/19/2016	24	0 3	DH 318	MWF	12:00 pm-12:50 pm
		(		MAT	181	UG	D		
	AND			PHY	181	UG	D)
4577	EGR 287L 01	Engineering Design III Lab		08/29/2016-12/19/2016	12	0 1	AT 106	M	02:00 pm-04:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time																				
4578	EGR 287L 02	Engineering Design III Lab		08/29/2016-12/19/2016	12	0 1	AT 106	T	02:00 pm-04:50 pm																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																													
32643	EGR 287L 04	Engineering Design III Lab		08/29/2016-12/19/2016	12	0 1	AT 106	R	02:00 pm-04:50 pm																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">(</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">EGR</td> <td style="width: 10%;">151</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="width: 10%;">AND</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">EGR</td> <td style="width: 10%;">289</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;">Yes</td> <td style="width: 10%;">)</td> </tr> </table>											(EGR	151	UG	D			AND				EGR	289	UG	D	Yes)
	(EGR	151	UG	D																						
AND				EGR	289	UG	D	Yes)																				
4604	EGR 289 L01	Microprocessors (WE)		08/29/2016-12/19/2016	12	0 0	AT 107	T	08:00 am-10:50 am																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																													
Comments:		EGR 289L01 must also register for CRN 4601 EGR 289W01 or																											
Comments:		CRN 30251 EGR 289W02																											
4605	EGR 289 L11	Microprocessors (WE)		08/29/2016-12/19/2016	12	0 0	AT 107	T	02:00 pm-04:50 pm																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																													
Comments:		EGR 289L11 must also register for CRN 4601 EGR 289W01 or																											
Comments:		CRN 30251EGR 289W02																											
32078	EGR 289 L12	Microprocessors (WE)		08/29/2016-12/19/2016	12	0 0	AT 107	R	08:00 am-10:50 am																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																													
Comments:		EGR 289L12 must also register for CRN 4601 EGR 289W01 or																											
Comments:		CRN 30251 EGR 289W02																											
4601	EGR 289 W01	Microprocessors (WE)		08/29/2016-12/19/2016	24	0 4	DH 118	MW	09:00 am-09:50 am																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																													
Comments:		EGR 289 W01 must also register for CRN 4604- EGR 289 L01 or																											
Comments:		CRN 30278 EGR 289 L12 or CRN 4608 EGR 289 L21 or																											
Comments:		CRN 4605 EGR 289 L11.																											
Comments:		This is a writing emphasis course section.																											
4601	EGR 289 W01	Microprocessors (WE)		08/29/2016-12/19/2016	24	0 4	DH 318	F	09:00 am-09:50 am																				

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments:		Students who are taking CRN 32003 must also take							
Comments:		CRN 32005 - SPK 095 01.							
3571	ENG 107 01	College Writing I for NNS		08/29/2016-12/19/2016	20	0 3	SS 203	MWF	09:00 am-09:50 am
3572	ENG 107 02	College Writing I for NNS		08/29/2016-12/19/2016	20	0 3	SS 203	TR	01:30 pm-02:45 pm
3575	ENG 108 01	College Writing II for NNS		08/29/2016-12/19/2016	20	0 3	LI 007	TR	01:30 pm-02:45 pm
32855	ENG 108 02	College Writing II for NNS		08/29/2016-12/19/2016	20	0 3	TH 203	TR	01:30 pm-02:45 pm
3344	ENG 110 01	College Writing I		08/29/2016-12/19/2016	21	0 3	TH 009	MWF	08:00 am-08:50 am
3345	ENG 110 02	College Writing I		08/29/2016-12/19/2016	21	0 3	TH 107	MWF	08:00 am-08:50 am
3346	ENG 110 03	College Writing I		08/29/2016-12/19/2016	21	0 3	SV 135	MWF	08:00 am-08:50 am
3347	ENG 110 04	College Writing I		08/29/2016-12/19/2016	21	0 3	TH 207	MWF	08:00 am-08:50 am
3348	ENG 110 05	College Writing I		08/29/2016-12/19/2016	21	0 3	AT 117	MWF	09:00 am-09:50 am
3558	ENG 110 06	College Writing I		08/29/2016-12/19/2016	21	0 3	TH 106	MWF	09:00 am-09:50 am
3052	ENG 110 07	College Writing I		08/29/2016-12/19/2016	21	0 3	BB 220	MWF	12:00 pm-12:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3374	ENG 111 12	College Writing II		08/29/2016-12/19/2016	20	0 3	TH 005	TR	08:00 am-09:15 am
3376	ENG 111 14	College Writing II		08/29/2016-12/19/2016	20	0 3	TH 106	TR	01:30 pm-02:45 pm
3044	ENG 111 17	College Writing II		08/29/2016-12/19/2016	20	0 3	SS 201	TR	03:00 pm-04:15 pm
3104	ENG 111 20	College Writing II		08/29/2016-12/19/2016	20	0 3	BB 219	MWF	01:00 pm-01:50 pm
3109	ENG 111 21	College Writing II		08/29/2016-12/19/2016	20	0 3	TH 108	TR	08:00 am-09:15 am
3113	ENG 111 70	College Writing II		08/29/2016-12/19/2016	20	0 3	TH 106	M	06:00 pm-08:50 pm
3114	ENG 111 71	College Writing II		08/29/2016-12/19/2016	20	0 3	TH 108	M	06:00 pm-08:50 pm
3490	ENG 111 Y01	College Writing II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
3358	ENG 111 Y02	College Writing II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
30582	ENG 111 Y03	College Writing II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This is an Internet course section. It is taught completely online.								
31067	ENG 111 Y04	College Writing II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely online.								
32685	ENG 111 Y05	College Writing II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
		(	ENG 110	UG	D				
	OR		ENG 110S	UG	D				
	OR		ENG 107	UG	D)	
	Comments: This is an Internet course section. It is taught completely online.								
3359	ENG 150 01	Technical Writing		08/29/2016-12/19/2016	20	0 3	BB 231	MWF	12:00 pm-12:50 pm
3362	ENG 150 N01	Technical Writing		08/29/2016-12/19/2016	15	0 3	AT 203	T	08:00 am-10:50 am
	Comments: Verizon Students only								
31453	ENG 170 W71	Creative Writing (WE)		08/29/2016-12/19/2016	20	0 3	TH 205	W	05:00 pm-07:50 pm
	Comments: This is a Writing emphasis course section.								
3561	ENG 170 WY1	Creative Writing (WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely online. This is also a Writing Emphasis course section.								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31877	ENG 220 22	Communicating Abt Ideas Values		08/29/2016-12/19/2016	20	0 3	OFOTH	TR	09:30 am-10:45 am
	(		ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 108	UG D					
	OR		ENG 107	UG D)	

Comments: This course is being held off-campus. It will be held at
 Comments: the Broome West Senior Citizen Center
 Comments: 2801 Wayne St., Endwell, NY 13760.

3588	ENG 220 70	Communicating Abt Ideas Values		08/29/2016-12/19/2016	20	0 3	TH 107	M	06:00 pm-08:50 pm

3589	ENG 220 71	Communicating Abt Ideas Values		08/29/2016-12/19/2016	20	0 3	TH 107	T	06:00 pm-08:50 pm

4621	ENG 220 Y01	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely
 Comments: online.

4622	ENG 220 Y02	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely
 Comments: online.

31751	ENG 220 Y04	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
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Comments: online.

31876	ENG 220 Y05	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
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	(ENG	110	UG	D		
OR				ENG	110S	UG	D		
OR				ENG	111	UG	D		
OR				ENG	108	UG	D		
OR				ENG	107	UG	D)

Comments: This is an Internet course section. It is taught completely

Comments: online.

32278	ENG 220 Y06	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
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	(ENG	110	UG	D		
OR				ENG	110S	UG	D		
OR				ENG	111	UG	D		
OR				ENG	108	UG	D		
OR				ENG	107	UG	D)

Comments: This is an Internet course section. It is taught completely

Comments: online.

32279	ENG 220 Y07	Communicating Abt Ideas Values		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
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	(ENG	110	UG	D		
OR				ENG	110S	UG	D		
OR				ENG	111	UG	D		
OR				ENG	108	UG	D		
OR				ENG	107	UG	D)

Comments: This is an Internet course section. It is taught completely

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
		Comments: Pre-requisites ESL 003, ESL 004, or ESL 105, or ESL							
		Comments: Placement Exam, or Chairperson approval.							
		Comments: Co-requisites ESL 103 and ESL 105 or Chairperson approval.							
4635	ESL 105 01	ESL Reading & Writing 2		08/29/2016-12/19/2016	20	0 4	LI 007	MTWR	09:00 am-09:50 am
		Comments: Pre-requisites ESL 003, ESL 004, or ESL 005, or ESL							
		Comments: Placement Exam, or Chairperson approval.							
		Comments: Corequisites ESL 103 and ESL 104 or Chairperson approval.							
4637	ESL 113 01	ESL Grammar 3		08/29/2016-12/19/2016	20	0 4	LI 007	MTWR	10:00 am-10:50 am
		Comments: Pre-requisites ESL 103, ESL 104, or ESL 105, or ESL							
		Comments: Placement Exam, or Chairperson approval.							
		Comments: Corequisites ESL 114 and ESL 115 or Chairperson approval.							
4638	ESL 114 01	ESL Speaking & Listening 3		08/29/2016-12/19/2016	20	0 4	SS 203	MTWR	12:00 pm-12:50 pm
		Comments: Pre-requisites ESL 103, ESL 104, or ESL 105, or ESL							
		Comments: Placement Exam, or Chairperson approval.							
		Comments: Corequisites ESL 113 and ESL 115 or Chairperson approval.							
		Comments: This course (CRN 4638) will meet in person, but will also							
		Comments: sometimes be in online contact with students and faculty at							
		Comments: the Instituto Tecnologico de Monterrey (Chihuahua campus),							
		Comments: in Mexico for discussions on Global Entrepreneurship. That							
		Comments: is a COIL component (Collaborative Online International							
		Comments: Learning).							
3257	ESL 115 01	ESL Reading & Writing 3		08/29/2016-12/19/2016	20	0 4	SB 110	MTWR	09:00 am-09:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: Pre-requisites ESL 103, ESL 104, or ESL 105, or ESL								
	Comments: Placement Exam, or Chairperson approval.								
	Comments: Corequisites ESL 113 and ESL 114 or Chairperson approval.								
32374	EVE 101 B01	Fundamentals of Event Mgmt		08/29/2016-12/19/2016	14	0 3	SB 007	W	09:00 am-10:45 am
	Comments: CRN 32374 is a BLENDED course section. This course meets								
	Comments: both on campus in class and works online as scheduled.								
32769	EVE 101 B02	Fundamentals of Event Mgmt		08/29/2016-12/19/2016	14	0 3	SB 007	W	03:00 pm-04:45 pm
32375	EVE 215 01	Special Event Interior Design		08/29/2016-12/19/2016	12	0 3	SB 007	M	09:00 am-11:50 am
3259	FRE 101 01	Beginning French I		08/29/2016-12/19/2016	20	0 4	SS 204	MTWR	12:00 pm-12:50 pm
31006	FRE 102 01	Beginning French II		08/29/2016-12/19/2016	20	0 4	SS 204	MTWR	01:00 pm-01:50 pm
	Comments: Pre-requisite FRE 101								
30821	FRE 201 80W	Intermediate French I		09/19/2016-02/03/2017	22	0 3	OFHS	TBA TBA	
32873	FRE 201 90	Intermediate French I		08/29/2016-12/19/2016	0	0 3		TBA TBA	
30824	FRE 201 CV1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
32448	FRE 201 ME1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	

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30820	FRE 201 SV1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30823	FRE 201 SV2	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32465	FRE 201 VT1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30819	FRE 201 WN1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32810	FRE 201 WP1	Intermediate French I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31047	FRS 103 01	Firefighting Tactics/Strategy		08/29/2016-12/19/2016	22	0 3	BB 232	R	06:00 pm-08:50 pm
32672	FRS 105 70	Fire Investigation		08/29/2016-12/19/2016	22	0 3	BB 209	W	05:00 pm-07:50 pm
31868	GEO 120 01	World Cultural Geography		08/29/2016-12/19/2016	22	0 3	BB 232	TR	03:00 pm-04:15 pm
3270	GER 101 01	Beginning German I		08/29/2016-12/19/2016	20	0 4	SS 203	MTWF	11:00 am-11:50 am
32663	GER 102 90	Beginning German II		08/29/2016-12/19/2016	2	0 4	SS 202	TR	12:00 pm-12:50 pm
32663	GER 102 90	Beginning German II	GER 101 UG D	08/29/2016-12/19/2016	2	0 4	SS 205	MW	12:00 pm-12:50 pm
32809	GER 102 ON1	Beginning German II	GER 101 UG D	09/19/2016-06/16/2017	40	0 4	OFHS	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30895	HIS 103 02	Western Civilization I		08/29/2016-12/19/2016	28	0 3	TH 209	MWF	10:00 am-10:50 am
31465	HIS 103 03	Western Civilization I		08/29/2016-12/19/2016	28	0 3	SB 110	MWF	11:00 am-11:50 am
31973	HIS 103 04	Western Civilization I		08/29/2016-12/19/2016	28	0 3	TH 107	MWF	02:00 pm-02:50 pm
32636	HIS 103 70	Western Civilization I		08/29/2016-12/19/2016	28	0 3	TH 104	W	06:00 pm-08:50 pm
31975	HIS 103 Y01	Western Civilization I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32620	HIS 104 01	Western Civilization II		08/29/2016-12/19/2016	28	0 3	TH 107	TR	08:00 am-09:15 am
32621	HIS 104 02	Western Civilization II		08/29/2016-12/19/2016	28	0 3	TH 110	TR	09:30 am-10:45 am
32622	HIS 104 03	Western Civilization II		08/29/2016-12/19/2016	28	0 3	TH 110	TR	12:00 pm-01:15 pm
32624	HIS 104 05	Western Civilization II		08/29/2016-12/19/2016	28	0 3	TH 110	TR	01:30 pm-02:45 pm
32625	HIS 104 06	Western Civilization II		08/29/2016-12/19/2016	28	0 3	TH 110	TR	03:00 pm-04:15 pm
32626	HIS 104 Y01	Western Civilization II		08/29/2016-12/19/2016	15	0 3		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32325	HIS 117 Y01	World History II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
3275	HIS 130 01	United States History I		08/29/2016-12/19/2016	28	0 3	TH 104	MWF	11:00 am-11:50 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
3277	HIS 130 02	United States History I		08/29/2016-12/19/2016	28	0 3	TH 104	MWF	12:00 pm-12:50 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
30366	HIS 130 08	United States History I		08/29/2016-12/19/2016	28	0 3	TH 209	MWF	09:00 am-09:50 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
31467	HIS 130 10	United States History I		08/29/2016-12/19/2016	28	0 3	TH 110	MW	03:30 pm-04:45 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
31470	HIS 130 11	United States History I		08/29/2016-12/19/2016	28	0 3	TH 104	MWF	10:00 am-10:50 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
31971	HIS 130 12	United States History I		08/29/2016-12/19/2016	28	0 3	TH 104	MWF	08:00 am-08:50 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
31983	HIS 130 18	United States History I		08/29/2016-12/19/2016	20	0 3	TCOB 2	R	03:00 pm-05:50 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments:		This class is held off campus in Owego at the Tioga County							
Comments:		Office Building.							
32493	HIS 130 20	United States History I		08/29/2016-12/19/2016	28	0 3	TH 104	TR	08:00 am-09:15 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
30825	HIS 130 CF1	United States History I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32785	HIS 130 CV1	United States History I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
30826	HIS 130 HP1	United States History I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
30827	HIS 130 JC1	United States History I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
31734	HIS 130 SD1	United States History I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA TBA	
30051	HIS 130 Y01	United States History I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
31469	HIS 130 Y02	United States History I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
32263	HIS 130 Y03	United States History I		08/29/2016-12/19/2016	15	0 3		TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
3297	HIS 131 01	United States History II		08/29/2016-12/19/2016	28	0 3	TH 209	MWF 12:00 pm-12:50 pm	
3298	HIS 131 02	United States History II		08/29/2016-12/19/2016	28	0 3	TH 209	MWF 01:00 pm-01:50 pm	

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3299	HIS 131 03	United States History II		08/29/2016-12/19/2016	28	0 3	TH 209	TR	12:00 pm-01:15 pm
3301	HIS 131 05	United States History II		08/29/2016-12/19/2016	28	0 3	BB 232	MWF	02:00 pm-02:50 pm
3302	HIS 131 06	United States History II		08/29/2016-12/19/2016	28	0 3	BB 232	MWF	10:00 am-10:50 am
3303	HIS 131 07	United States History II		08/29/2016-12/19/2016	28	0 3	TH 203	MWF	11:00 am-11:50 am
3306	HIS 131 11	United States History II		08/29/2016-12/19/2016	28	0 3	TH 205	TR	03:00 pm-04:15 pm
3307	HIS 131 12	United States History II		08/29/2016-12/19/2016	28	0 3	TH 209	TR	01:30 pm-02:45 pm
32627	HIS 131 20	United States History II		08/29/2016-12/19/2016	28	0 3	TH 110	MWF	12:00 pm-12:50 pm
31037	HIS 131 70	United States History II		08/29/2016-12/19/2016	28	0 3	TH 110	M	06:00 pm-08:50 pm
32874	HIS 131 90	United States History II		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32856	HIS 131 T01	United States History II		10/04/2016-12/19/2016	20	0 3	TH 007	MWF	03:00 pm-04:15 pm
Comments:	This is a trailer section. Classes begin October 6th.								
30044	HIS 131 Y01	United States History II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments:	This is an Internet course section. It is taught completely								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: online.									
30903	HIS 131 Y02	United States History II		08/29/2016-12/19/2016	15	0 3		TBA	TBA
[Empty Row]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32815	HIS 131 Y03	United States History II		08/29/2016-12/19/2016	15	0 3		TBA	TBA
[Empty Row]									
Comments: This is an Internet section. It is taught completely online.									
3309	HIS 141 01	History of Mod Lat Am and Carb		08/29/2016-12/19/2016	22	0 3	SB 110	MWF	10:00 am-10:50 am
[Empty Row]									
3310	HIS 164 01	Intro to Japanese Civilization		08/29/2016-12/19/2016	22	0 3	TH 110	MWF	09:00 am-09:50 am
[Empty Row]									
30986	HIS 175 01	Local History		08/29/2016-12/19/2016	15	0 3	OFOTH	TR	03:00 pm-04:15 pm
[Empty Row]									
Comments: This course is off campus and taught at the Roberson on									
Comments: Front St.									
3311	HIS 187 01	US Civil War: Causes/Effects		08/29/2016-12/19/2016	22	0 3	TH 110	MW	02:00 pm-03:15 pm
[Empty Row]									
3312	HIS 189 01	1st Peoples: Nat American Hist		08/29/2016-12/19/2016	22	0 3	TH 104	TR	12:00 pm-01:15 pm
[Empty Row]									
30383	HIS 189 02	1st Peoples: Nat American Hist		08/29/2016-12/19/2016	22	0 3	TH 106	TR	03:00 pm-04:15 pm
[Empty Row]									
32904	HIS 225 90	Total War in 20th Century		08/29/2016-12/19/2016	0	0 3		TBA	TBA
[Empty Row]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32865	HIS 299 91	Eastern Roman Empire		08/29/2016-12/19/2016	0	0 3		TBA	TBA
[Empty Row]									
31448	HIT 101 01	Intro to Health Info Systems		08/29/2016-12/19/2016	25	0 4	DH 222	TR	09:30 am-10:45 am
[Empty Row]									
Comments: Restricted to HIT students only									
31449	HIT 101 L01	Intro to Health Info Systems		08/29/2016-12/19/2016	12	0 0	DH 222	F	11:00 am-12:50 pm
[Empty Row]									
Comments: Restricted to HIT students only									
31449	HIT 101 L01	Intro to Health Info Systems		08/29/2016-12/19/2016	12	0 0	DH 224	F	11:00 am-12:50 pm
[Empty Row]									
Comments: Restricted to HIT students only									
31450	HIT 101 L11	Intro to Health Info Systems		08/29/2016-12/19/2016	13	0 0	DH 222	F	01:00 pm-02:50 pm
[Empty Row]									
Comments: Restricted to HIT students only									
31450	HIT 101 L11	Intro to Health Info Systems		08/29/2016-12/19/2016	13	0 0	DH 224	F	01:00 pm-02:50 pm
[Empty Row]									
Comments: Restricted to HIT students only									
4646	HIT 106 01	Medical Terminology		08/29/2016-12/19/2016	32	0 3	DH 213	MWF	09:00 am-09:50 am
[Empty Row]									
4648	HIT 106 02	Medical Terminology		08/29/2016-12/19/2016	32	0 3	DH 213	MWF	10:00 am-10:50 am
[Empty Row]									
4649	HIT 106 03	Medical Terminology		08/29/2016-12/19/2016	32	0 3	DH 213	TR	12:00 pm-01:15 pm
[Empty Row]									
4651	HIT 106 04	Medical Terminology		08/29/2016-12/19/2016	20	0 3	DH 320	TR	04:00 pm-05:15 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4647	HIT 106 05	Medical Terminology		08/29/2016-12/19/2016	24	0 3	DH 222	TR	08:00 am-09:15 am
30285	HIT 106 06	Medical Terminology		08/29/2016-12/19/2016	32	0 3	DH 313	TR	03:00 pm-04:15 pm
32178	HIT 106 BI1	Medical Terminology		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32528	HIT 106 BI2	Medical Terminology		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
32061	HIT 106 BT1	Medical Terminology		09/19/2016-06/16/2017	40	0 3	OFHS	TBA	TBA
4652	HIT 106 Y01	Medical Terminology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
4653	HIT 106 Y02	Medical Terminology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
4655	HIT 106 Y03	Medical Terminology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
30991	HIT 106 Y05	Medical Terminology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
32363	HIT 106	Y07 Medical Terminology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
31049	HIT 107	B02 Medical Transcription/Correspo		08/29/2016-12/19/2016	22	0 3	DH 224	T	04:00 pm-04:50 pm
	Comments: HIT 107 B02 must also register for CRN 31135 - HIT 107 BL2.								
	Comments: This is a BLENDED course section. This course meets both on								
	Comments: campus and works online as scheduled.								
31135	HIT 107	BL2 Medical Transcription/Correspo		08/29/2016-12/19/2016	22	0 0	DH 224	TBA	TBA
	Comments: HIT 107 BL2 must also register for CRN 31049 - HIT 107 B02.								
	Comments: This is a BLENDED course section. This course meets both on								
	Comments: campus and works online as scheduled.								
4634	HIT 203	WY1 Computers in Health Care (WE)		08/29/2016-12/19/2016	22	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Writing Emphasis course section.								
	Comments: This course section is RESTRICTED for HIT students only!								
4636	HIT 204	B01 Inpatient Coding Systems		08/29/2016-12/19/2016	20	0 4	DH 222	M	09:00 am-11:15 am
	Comments: HIT 204 B01 must also register for CRN 4639 HIT 204BL1								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
	Comments:	This is a BLENDED course section. This course meets on																	
	Comments:	campus and works online as scheduled.																	
	Comments:	Restricted to HIT students only.																	
4639	HIT 204	BL1 Inpatient Coding Systems		08/29/2016-12/19/2016	20	0 0	DH 222	T	05:00 pm-07:15 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
	Comments:	HIT 204BL1 must also register for CRN 4636 HIT 204 B01																	
	Comments:	This is a BLENDED course section.																	
	Comments:	This course meets on campus and works online as scheduled.																	
	Comments:	Restricted to HIT students only.																	
4639	HIT 204	BL1 Inpatient Coding Systems		08/29/2016-12/19/2016	20	0 0	DH 224	T	05:00 pm-07:15 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
	Comments:	HIT 204BL1 must also register for CRN 4636 HIT 204 B01																	
	Comments:	This is a BLENDED course section.																	
	Comments:	This course meets on campus and works online as scheduled.																	
	Comments:	Restricted to HIT students only.																	
31045	HIT 205	B02 Coding Praticum		08/29/2016-12/19/2016	17	0 1	DH 224	W	12:00 pm-01:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
	Comments:	This is a BLENDED course section. This course meets on																	
	Comments:	campus and works online as scheduled.																	
	Comments:	Restricted to HIT students only																	
31461	HIT 222	WY1 Medical Legal Aspects (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
	Comments:	This is an Internet course section. It is taught completely																	
	Comments:	online. This is also a Writing Emphasis course section.																	
31889	HIT 222	WY2 Medical Legal Aspects (WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	(ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)	
Comments: This is an Internet course section. It is taught completely									
Comments: online. This is also a Writing Emphasis course section.									
4641	HIT 236 01	Quality Improvement		08/29/2016-12/19/2016	20	0 3	DH 222	M	01:00 pm-02:50 pm
Comments: HIT 236 01 must also register for CRN 4642 HIT 236L01									
Comments: Restricted to HIT students only									
4642	HIT 236 L01	Quality Improvement		08/29/2016-12/19/2016	20	0 0	DH 224	W	04:00 pm-05:50 pm
Comments: HIT 236L01 must also register for CRN 4641 HIT 236 01									
Comments: Restricted to HIT students only									
4642	HIT 236 L01	Quality Improvement		08/29/2016-12/19/2016	20	0 0	DH 222	W	04:00 pm-05:50 pm
Comments: HIT 236L01 must also register for CRN 4641 HIT 236 01									
Comments: Restricted to HIT students only									
31042	HLS 111 01	Intro to Homeland Security		08/29/2016-12/19/2016	24	0 3	BB 210	MWF	08:00 am-08:50 am
Comments: 9 seats are reserved for HMSC students ONLY.									
32479	HLS 111 02	Intro to Homeland Security		08/29/2016-12/19/2016	24	0 3	BB 210	MWF	03:00 pm-03:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31459	HLS 150 W01	Emergency Management (WE)		08/29/2016-12/19/2016	24	0 3	BB 210	T	04:30 pm-07:20 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CRN 31459 HLS 150W01 a WRITING EMPHASIS course section & ENG									
Comments: 110 is a PRE-REQUISITE. FRS students may use this as a FRS									
Comments: elective.									
30320	HLS 210 01	Special Security Issues		08/29/2016-12/19/2016	24	0 3	BB 210	TR	09:30 am-10:45 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32480	HLS 210 Y02	Special Security Issues		08/29/2016-12/19/2016	22	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32673	HLS 255 01	Spec Top: Bioterrorism & Publi		08/29/2016-12/19/2016	20	0 3	MB 116	TR	08:00 am-09:15 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: CRN 32673 HLS 255 01 This course provides an overview of the									
Comments: EMS systems' preparation and response to disasters &									
Comments: bioterroism and objectives & implementation of emergency									
Comments: management programs.									
32742	HMS 240 01	Perspectives on Death & Dying		08/29/2016-12/19/2016	20	0 3	TH 108	TR	03:00 pm-04:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4661	HMS 250 01	Human Service Organizations		08/29/2016-12/19/2016	28	0 3	TH 104	MWF	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4662	HMS 250 Y01	Human Service Organizations		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is an Internet course section. It is taught completely									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments:		online.																	
31383	HMS 290 L11	Human Service Field Exp (WE)		08/29/2016-12/19/2016	10	0 0	OFCL	TBA	TBA										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments:		HMS 290 L11 must also register for CRN 31382- HMS 290 W01.																	
Comments:		This is a Writing emphasis course section.																	
31385	HMS 290 L12	Human Service Field Exp (WE)		08/29/2016-12/19/2016	10	0 0	OFCL	TBA	TBA										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments:		HMS 290 L12 must also register for CRN 31384- HMS 290 W02.																	
Comments:		This is a Writing emphasis course section.																	
31382	HMS 290 W01	Human Service Field Exp (WE)		08/29/2016-12/19/2016	10	0 4	TH 105	W	01:00 pm-02:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments:		HMS 290 W01 must also register for CRN 31383- HMS 290 L11.																	
Comments:		This is a Writing emphasis course section.																	
31384	HMS 290 W02	Human Service Field Exp (WE)		08/29/2016-12/19/2016	10	0 4	TH 105	W	03:00 pm-04:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments:		HMS 290 W02 must also register for CRN 31385- HMS 290 L12.																	
Comments:		This is a Writing emphasis course section.																	
32903	HON 299 90	Honors Language and Careers		08/29/2016-12/19/2016	0	0 3		TBA	TBA										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
31935	HOS 101 B01	Intro for Hospitality Freshman		08/29/2016-12/19/2016	14	0 2	SB 007	T	09:00 am-09:50 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments:		CRN 31935 is a BLENDED course section. This course meets																	
Comments:		both on campus in class and works online as scheduled.																	
31941	HOS 101 B02	Intro for Hospitality Freshman		08/29/2016-12/19/2016	14	0 2	SB 007	R	09:00 am-09:50 am										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CRN 31941 is a BLENDED course section. This course meets								
	Comments: both on campus in class and works online as scheduled.								
32126	HOS 101 B03	Intro for Hospitality Freshman		08/29/2016-12/19/2016	14	0 2	SB 007	R	10:00 am-10:50 am
	Comments: CRN 32126 is a BLENDED course section. This course meets								
	Comments: both on campus in class and works online as scheduled.								
32770	HOS 101 B04	Intro for Hospitality Freshman		08/29/2016-12/19/2016	14	0 2	SB 007	T	04:00 pm-04:50 pm
32767	HOS 186 W01	Food in History and Society		08/29/2016-12/19/2016	20	0 3	TH 008	MWF	02:00 pm-02:50 pm
4663	HST 100 01	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 318	T	12:00 pm-12:50 pm
4664	HST 100 02	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 318	R	02:00 pm-02:50 pm
30557	HST 100 08	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 318	R	12:00 pm-12:50 pm
4668	HST 100 09	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 211	F	12:00 pm-12:50 pm
4669	HST 100 10	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 211	F	02:00 pm-02:50 pm
30349	HST 100 11	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	DH 213	M	12:00 pm-12:50 pm
32059	HST 100 BI1	Seminar in Health Sciences		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA

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31667	HST 100 BT1	Seminar in Health Sciences		09/19/2016-06/16/2017	40	0 1	OFHS	TBA TBA	
31718	HST 100 BT2	Seminar in Health Sciences		09/19/2016-02/03/2017	40	0 1	OFHS	TBA TBA	
31439	HST 100 Y25	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
31753	HST 100 Y26	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
32148	HST 100 Y27	Seminar in Health Sciences		08/29/2016-12/19/2016	22	0 1	OFDL	TBA TBA	
Comments: This is an Internet course section. It is taught completely online.									
31872	HST 109 01	Personal Success Strategies		08/29/2016-12/19/2016	20	0 1	DH 118	R	12:00 pm-12:50 pm
32798	HST 109 BI1	Personal Success Strategies		09/19/2016-02/03/2017	40	0 1	OFHS	TBA TBA	
31280	HST 109 T01	Personal Success Strategies		11/14/2016-12/19/2016	20	0 1	BB 110	T	05:30 pm-08:20 pm
Comments: This is a Trailer course section. This starts later in the									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: semester.									
32773	HST 109 Y01	Personal Success Strategies		08/29/2016-12/19/2016	20	0 1		TBA	TBA
[Empty grid]									
32759	HST 161 Y01	Women's Health		08/29/2016-12/19/2016	20	0 3		TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32774	HST 161 Y02	Women's Health		08/29/2016-12/19/2016	20	0 3		TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32682	HST 162 01	Personal and Community Health		08/29/2016-12/19/2016	20	0 3	DH 211	TR	01:30 pm-02:45 pm
[Empty grid]									
Comments: This course is cross-listed with CRN 32704 - PED 162 01.									
32698	HST 210 01	Pharmacology		08/29/2016-12/19/2016	20	0 3	DH 313	MWF	03:00 pm-03:50 pm
[Empty grid]									
32755	HST 210 Y01	Pharmacology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32756	HST 210 Y02	Pharmacology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32789	HST 210 Y11	Pharmacology		TBA-TBA	0	0 3		TBA	TBA
32329	HUM 101 03	Western Humanities I		08/29/2016-12/19/2016	22	0 3	TH 105	TR	01:30 pm-02:45 pm
32328	HUM 101 Y01	Western Humanities I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments:		This is an Internet course section. It is taught completely online.							
4678	HUM 104 01	Intro to Classical Mythology		08/29/2016-12/19/2016	22	0 3	TH 107	TR	12:00 pm-01:15 pm
32614	HUM 104 02	Intro to Classical Mythology		08/29/2016-12/19/2016	22	0 3	TH 209	TR	09:30 am-10:45 am
32376	INT 215 01	Special Event Interior Design		08/29/2016-12/19/2016	12	0 3	SB 007	M	09:00 am-11:50 am
3354	ITA 101 01	Beginning Italian I		08/29/2016-12/19/2016	20	0 4	TH 105	MTWR	09:00 am-09:50 am
Comments:		Students should get the required materials, including the online access code, by the first day of class.							
31007	ITA 102 90	Beginning Italian II		08/29/2016-12/19/2016	5	0 4	SB 105	MTWR	02:00 pm-02:50 pm
Comments:		Pre-requisite ITA 101							
3590	LAW 110 01	Survey of Paralegalism		08/29/2016-12/19/2016	25	0 3	BB 220	TR	12:00 pm-01:15 pm
3562	LAW 200 Y01	Real Property Law		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

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	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
3591	LAW 207	WY1 Legal Writing and Research(WE)		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Writing Emphasis course section.								
3592	LAW 215 70	Estates/Probates and Trusts		08/29/2016-12/19/2016	25	0 3	BB 209	R	06:00 pm-08:50 pm
31404	LAW 222	Y01 Medical Law		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
3593	LAW 295 70	Paralegal Practicum		08/29/2016-12/19/2016	12	0 4	BB 006	F	06:00 pm-06:50 pm
3594	LIT 200	W01 Introduction to Literature(WE)		08/29/2016-12/19/2016	20	0 3	TH 207	MWF	01:00 pm-01:50 pm
	Comments: This is a Writing emphasis course section. Students must								
	Comments: complete ENG 110 before registering for any LIT course.								
31415	LIT 200	W02 Introduction to Literature(WE)		08/29/2016-12/19/2016	20	0 3	TH 207	TR	12:00 pm-01:15 pm
	Comments: This is a Writing emphasis course section. Students must								
	Comments: complete ENG 110 before registering for any LIT course.								
3595	LIT 200	W03 Introduction to Literature(WE)		08/29/2016-12/19/2016	20	0 3	TH 104	TR	09:30 am-10:45 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
		Comments: This is a Writing emphasis course section. Students must complete ENG 110 before registering for any LIT course.							
3597	LIT 200	WY1 Introduction to Literature(WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
		Comments: This is an Internet course section. It is taught completely online. This is also a Writing Emphasis course section.							
		Comments: There is a pre-requisite on this course. Students must complete ENG 110 before registering for any LIT course.							
3601	LIT 220	W01 The Short Story (WE)		08/29/2016-12/19/2016	20	0 3	TH 007	TR	03:00 pm-04:15 pm
		Comments: This is a Writing emphasis course section.							
		Comments: Students must complete ENG 110 before registering for any LIT course.							
3602	LIT 220	W02 The Short Story (WE)		08/29/2016-12/19/2016	20	0 3	TH 207	MWF	11:00 am-11:50 am
		Comments: This is a Writing emphasis course section. Students must complete ENG 110 before registering for any LIT course.							
30062	LIT 220	W03 The Short Story (WE)		08/29/2016-12/19/2016	20	0 3	TH 108	MWF	01:00 pm-01:50 pm
		Comments: This is a Witing emphasis course section. Students must complete ENG 110 before registering for any LIT course.							
3563	LIT 220	WY1 The Short Story (WE)		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
		Comments: This is an Internet course section. It is taught completely							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time																																																		
	Comments:	online. This is also a Writing Emphasis course section.																																																									
	Comments:	There is a pre-requisite for this course. Students must																																																									
	Comments:	complete ENG 110 before registering for any LIT course.																																																									
3605	LIT 235	W01 Shakespeare (WE)		08/29/2016-12/19/2016	20	0 3	MB 207	TR	09:30 am-10:45 am																																																		
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	Comments:	This is a Writing emphasis course section. Students must																																																									
	Comments:	complete ENG 110 before registering for any LIT course.																																																									
3606	LIT 240	W01 The Poetic Exp Sight/Sound(WE)		08/29/2016-12/19/2016	20	0 3	MB 207	MWF	11:00 am-11:50 am																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																																											
	Comments:	This is a Writing emphasis course section. Students must																																																									
	Comments:	complete ENG 110 before registering for any LIT course.																																																									
31416	LIT 277	W01 Intro to Irish Literature		08/29/2016-12/19/2016	20	0 3	MB 209	TR	12:00 pm-01:15 pm																																																		
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	Comments:	This is a Writing emphasis course section.																																																									
32876	LIT 285	W90 Autobiography (WE)		08/29/2016-12/19/2016	0	0 3		TBA	TBA																																																		
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32899	LIT 285	W91 Autobiography (WE)		08/29/2016-12/19/2016	0	0 3		TBA	TBA																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">(</td> <td style="width: 10%;"></td> <td style="width: 10%;">ENG</td> <td style="width: 10%;">110</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td>OR</td> <td></td> <td>ENG</td> <td>110S</td> <td>UG</td> <td>D</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>OR</td> <td></td> <td>ENG</td> <td>111</td> <td>UG</td> <td>D</td> <td></td> <td></td> <td></td> </tr> </table>											(ENG	110	UG	D					OR		ENG	110S	UG	D					OR		ENG	111	UG	D																							
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	OR			ENG	107	UG	D		
	OR			ENG	108	UG	D)
3611	LIT 291	W01 ST Folklore and Fantasy (WE)		08/29/2016-12/19/2016	20	0 3	TH 207	TR	09:30 am-10:45 am
	Comments: This is a Writing emphasis course section. Students must complete ENG 110 before registering for any LIT course.								
32284	LIT 292	W01 War in Literature and Film		08/29/2016-12/19/2016	20	0 3	MB 210	TR	09:30 am-10:45 am
	Comments: This is a writing emphasis course section.								
3403	LRS 106	03 College Success		08/29/2016-12/19/2016	18	0 3	LI 005	MWF	12:00 pm-12:50 pm
3432	LRS 106	04 College Success		08/29/2016-12/19/2016	18	0 3	LI 004	TR	09:30 am-10:45 am
3433	LRS 106	05 College Success		08/29/2016-12/19/2016	25	0 3	LI 007	TR	12:00 pm-01:15 pm
32321	LRS 106	09 College Success		08/29/2016-12/19/2016	25	0 3	LI 007	MWF	02:00 pm-02:50 pm
32319	LRS 106	70 College Success		08/29/2016-12/19/2016	25	0 3	LI 007	TR	04:00 pm-05:15 pm
3454	LRS 106	71 College Success		08/29/2016-12/19/2016	18	0 3	LI 004	W	05:00 pm-07:50 pm
3406	LRS 106	B02 College Success		08/29/2016-12/19/2016	18	0 3	LI 004	MWF	10:00 am-10:50 am

Comments: This is a BLENDED course section. This course meets both on

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: campus in class and works online as scheduled.									
3410	LRS 106 B03	College Success		08/29/2016-12/19/2016	18	0 3	LI 004	MWF	11:00 am-11:50 am
[Empty grid]									
Comments: This is a BLENDED course section. This course meets both on									
Comments: campus in class and works online as scheduled.									
31017	LRS 106 B06	College Success		08/29/2016-12/19/2016	25	0 3	LI 007	MWF	03:00 pm-03:50 pm
[Empty grid]									
Comments: This is a BLENDED course section. This course meets both in									
Comments: class and works online as scheduled.									
32799	LRS 108 BI1	Study Mgmt and Mem and Exam		09/19/2016-06/16/2017	55	0 1	OFHS	TBA	TBA
[Empty grid]									
31958	LTR 092 01	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 005	MTRF	09:00 am-09:50 am
[Empty grid]									
31959	LTR 092 02	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 005	MTRF	10:00 am-10:50 am
[Empty grid]									
31960	LTR 092 03	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 005	MTWF	11:00 am-11:50 am
[Empty grid]									
31961	LTR 092 04	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 004	MTRF	12:00 pm-12:50 pm
[Empty grid]									
31962	LTR 092 05	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 004	MTRF	01:00 pm-01:50 pm
[Empty grid]									
32322	LTR 092 07	Academic Literacy		08/29/2016-12/19/2016	19	0 4	LI 005	TR	02:00 pm-03:50 pm
[Empty grid]									
32065	LTR 092 70	Academic Literacy		08/29/2016-12/19/2016	25	0 4	LI 007	MW	04:00 pm-05:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32826	LTR 092 72	Academic Literacy		08/29/2016-12/19/2016	18	0 4	LI 004	R	04:00 pm-07:50 pm
32658	LTR 095 01	Special Topics in Literacy		08/29/2016-12/19/2016	18	0 1	LI 005	W	01:00 pm-01:50 pm
			CRJ 111	UG	D	Yes			
Comments: CRN 32658 LTR 095 01 course section is RESERVED for CJCO &									
Comments: CJPO majors ONLY. You must also registered for CRJ 111 07									
Comments: (32753) or CRJ 111 08 (32754).									
30937	MAT 084 34	Polynomials		11/10/2016-12/19/2016	20	0 1	AT 003	MTRF	02:00 pm-02:50 pm
Comments: This is a 3rd 5-week course.									
32901	MAT 084 91	Polynomials		10/04/2016-11/09/2016	0	0 1		TBA	TBA
32909	MAT 084 92	Polynomials		11/10/2016-12/19/2016	0	0 1		TBA	TBA
31851	MAT 085 32	Quadratic Equations & Circles		11/10/2016-12/19/2016	20	0 1	SV 135	MTRF	12:00 pm-12:50 pm
Comments: This is a 3rd 5-week course									
30686	MAT 086 22	Rational Expressions/Equations		10/04/2016-11/09/2016	20	0 1	SV 135	MTRF	12:00 pm-12:50 pm
Comments: This is a 2nd 5-week course.									
32902	MAT 086 91	Rational Expressions/Equations		11/10/2016-12/19/2016	0	0 1		TBA	TBA
32910	MAT 086 92	Rational Expressions/Equations		11/10/2016-12/19/2016	0	0 1		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31850	MAT 088 12	Introduction to Trigonometry		08/29/2016-10/03/2016	20	0 1	SV 135	MTRF	12:00 pm-12:50 pm
Comments: This is a 1st 5-week course									
3613	MAT 090 01	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 005	MT	08:00 am-08:50 am
3613	MAT 090 01	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 021	RF	08:00 am-08:50 am
3614	MAT 090 02	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 005	MTRF	09:00 am-09:50 am
3615	MAT 090 03	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 005	MTRF	10:00 am-10:50 am
30554	MAT 090 04	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 009	MTRF	12:00 pm-12:50 pm
31270	MAT 090 05	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 009	MTRF	01:00 pm-01:50 pm
4041	MAT 090 06	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 005	MTRF	03:00 pm-03:50 pm
4042	MAT 090 07	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 020	MTRF	04:00 pm-04:50 pm
4047	MAT 090 71	Foundations for College Math I		08/29/2016-12/19/2016	20	0 4	AT 004	TR	06:00 pm-07:50 pm
32866	MAT 090 90	Foundations for College Math I		08/29/2016-12/19/2016	0	0 4		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4069	MAT 093 06	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	20	0 4	AT 110	MTRF	03:00 pm-03:50 pm
4073	MAT 093 70	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	20	0 4	AT 110	MW	06:00 pm-07:50 pm
32595	MAT 093 M01	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	14	0 4	AT 003	MTRF	09:00 am-09:50 am

Comments: This is a pilot section for a new instructional model. All
 coursework will be completed on a computer with the support
 of an instructor in the classroom.

32596	MAT 093 M02	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	14	0 4	AT 003	MTRF	10:00 am-10:50 am
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Comments: This is a pilot section for a new instructional model. All
 coursework will be completed on a computer with the support
 of an instructor in the classroom.

32597	MAT 093 M03	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	14	0 4	AT 005	MTWF	11:00 am-11:50 am
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Comments: This is a pilot section for a new instructional model. A..
 coursework will be completed on a computer with the support
 of an instructor in the classroom.

32598	MAT 093 M04	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	14	0 4	AT 005	MTRF	12:00 pm-12:50 pm
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Comments: This is a pilot section for a new instructional model. All
 coursework will be completed on a computer with the support
 of an instructor in the classroom.

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32599	MAT 093 M05	Integrated Arith and Basic Alg		08/29/2016-12/19/2016	14	0 4	AT 005	MTRF	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is a pilot section for a new instructional model. All							
Comments:		coursework will be completed on a computer with the support							
Comments:		of an instructor in the classroom.							
30752	MAT 095 01	Metric Conversion and Dosages		08/29/2016-10/21/2017	24	0 1	DH 213	TR	02:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30753	MAT 095 02	Metric Conversion and Dosages		08/29/2016-10/21/2017	24	0 1	DH 320	TR	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31026	MAT 095 03	Metric Conversion and Dosages		08/29/2016-10/21/2017	24	0 1	DH 320	TR	02:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4078	MAT 096 01	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 118	MTF	08:00 am-08:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4078	MAT 096 01	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 005	W	08:00 am-08:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4080	MAT 096 03	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	SS 204	MTF	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4080	MAT 096 03	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 005	W	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4081	MAT 096 04	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	DH 318	MWF	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4081	MAT 096 04	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 218	T	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4083	MAT 096 06	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 110	W	02:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4083	MAT 096 06	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 117	MTF	02:00 pm-02:50 pm
4084	MAT 096 07	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 110	W	03:00 pm-03:50 pm
4084	MAT 096 07	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 119	MTF	03:00 pm-03:50 pm
4085	MAT 096 08	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 110	W	04:00 pm-04:50 pm
4085	MAT 096 08	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 009	MTF	04:00 pm-04:50 pm
4086	MAT 096 09	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 020	T	02:00 pm-02:50 pm
4086	MAT 096 09	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 009	MWF	02:00 pm-02:50 pm
32145	MAT 096 10	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 009	MTF	03:00 pm-03:50 pm
32145	MAT 096 10	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 218	R	03:00 pm-03:50 pm
4088	MAT 096 11	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 005	MTRF	04:00 pm-04:50 pm
4089	MAT 096 12	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 005	MTRF	05:00 pm-05:50 pm
4090	MAT 096 70	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	MB 201	W	06:00 pm-07:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4090	MAT 096 70	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 005	M	06:00 pm-07:50 pm
4091	MAT 096 71	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 021	R	06:00 pm-06:50 pm
4091	MAT 096 71	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 021	T	06:00 pm-07:50 pm
4091	MAT 096 71	Elem Algebra and Trig		08/29/2016-12/19/2016	20	0 4	AT 020	R	07:00 pm-07:50 pm
32877	MAT 096 90	Elem Algebra and Trig		08/29/2016-12/19/2016	0	0 4		TBA	TBA
32879	MAT 096 91	Elem Algebra and Trig		08/29/2016-12/19/2016	0	0 4		TBA	TBA
32600	MAT 096 M01	Elem Algebra and Trig		08/29/2016-12/19/2016	14	0 4	AT 110	MTRF	10:00 am-10:50 am
Comments:	This is a pilot section for a new instructional model. All								
Comments:	coursework will be completed on a computer with the support								
Comments:	of an instructor in the classroom.								
32601	MAT 096 M02	Elem Algebra and Trig		08/29/2016-12/19/2016	14	0 4	AT 003	MTWF	11:00 am-11:50 am
Comments:	This is a pilot section for a new instructional model. All								
Comments:	coursework will be completed on a computer with the support								
Comments:	of an instructor in the classroom.								
32602	MAT 096 M03	Elem Algebra and Trig		08/29/2016-12/19/2016	14	0 4	AT 110	MTRF	12:00 pm-12:50 pm

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Comments: This is an Internet course section. It is taught completely Comments: online. Comments: This section requires one or more proctored tests.																			
4110	MAT 116 01	Math for Gen Ed II		08/29/2016-12/19/2016	20	0 3	AT 020	MWF	12:00 pm-12:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
4111	MAT 116 02	Math for Gen Ed II		08/29/2016-12/19/2016	20	0 3	AT 020	MWF	02:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
32824	MAT 116 70	Math for Gen Ed II		08/29/2016-12/19/2016	20	0 3	AT 020	M	06:00 pm-08:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
31397	MAT 116 Y01	Math for Gen Ed II		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online.																			
4115	MAT 117 71	Elem Finite Math w Algebra		08/29/2016-12/19/2016	24	0 4	AT 003	TR	06:00 pm-07:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
31536	MAT 118 Y01	Mathematics of Sustainability		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely Comments: online.																			
4118	MAT 119 02	Math for Elementary Ed I		08/29/2016-12/19/2016	24	0 3	AT 119	MWF	11:00 am-11:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
4128	MAT 124 01	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	08:00 am-08:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
4131	MAT 124 02	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	09:00 am-09:50 am										

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4132	MAT 124 03	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	10:00 am-10:50 am
4136	MAT 124 04	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	11:00 am-11:50 am
4137	MAT 124 05	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	01:00 pm-01:50 pm
4139	MAT 124 06	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	TR	09:30 am-10:45 am
4140	MAT 124 07	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	TR	12:00 pm-01:15 pm
4141	MAT 124 08	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	TR	01:30 pm-02:45 pm
32109	MAT 124 09	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	MWF	12:00 pm-12:50 pm
32090	MAT 124 70	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	M	06:00 pm-08:50 pm
4145	MAT 124 71	Statistics I		08/29/2016-12/19/2016	20	0 3	AT 218	T	06:00 pm-08:50 pm
32849	MAT 124 HP1	Statistics I		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32604	MAT 124 HY2	Statistics I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
			MAT 096	UG	D*				

Comments: This is an Internet course section. It is taught completely

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	online. The above course section is being offered as an							
	Comments:	Honors class.							
31271	MAT 124	Y01 Statistics I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							
32605	MAT 124	Y03 Statistics I		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							
	Comments:	This section requires one or more proctored tests.							
4148	MAT 130	01 Applied Algebra and Trig		08/29/2016-12/19/2016	26	0 4	SS 203	MTRF	08:00 am-08:50 am
4149	MAT 130	02 Applied Algebra and Trig		08/29/2016-12/19/2016	26	0 4	AT 119	MTRF	08:00 am-08:50 am
4150	MAT 130	03 Applied Algebra and Trig		08/29/2016-12/19/2016	26	0 4	MB 201	MF	09:00 am-09:50 am
4150	MAT 130	03 Applied Algebra and Trig		08/29/2016-12/19/2016	26	0 4	SS 203	TR	09:00 am-09:50 am
31399	MAT 130	Y01 Applied Algebra and Trig		08/29/2016-12/19/2016	15	0 4	OFDL	TBA	TBA
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							
	Comments:	This section requires one or more proctored tests.							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4152	MAT 136 01	College Algebra and Trig		08/29/2016-12/19/2016	30	0 4	BB 219	MTWF	08:00 am-08:50 am
4153	MAT 136 02	College Algebra and Trig		08/29/2016-12/19/2016	30	0 4	BB 231	T	10:00 am-10:50 am
4153	MAT 136 02	College Algebra and Trig		08/29/2016-12/19/2016	30	0 4	AT 021	MWF	10:00 am-10:50 am
4155	MAT 136 04	College Algebra and Trig		08/29/2016-12/19/2016	30	0 4	DH 318	MTWF	02:00 pm-02:50 pm
4157	MAT 136 71	College Algebra and Trig		08/29/2016-12/19/2016	30	0 4	AT 118	TR	06:00 pm-07:50 pm
32607	MAT 136 Y02	College Algebra and Trig		08/29/2016-12/19/2016	15	0 4	OFDL	TBA	TBA
Comments:	This is an Internet course section. It is taught completely								
Comments:	online.								
Comments:	This section requires one or more proctored tests.								
32647	MAT 136 Y03	College Algebra and Trig		08/29/2016-12/19/2016	15	0 4		TBA	TBA
Comments:	This is an Internet course section. It is taught completely								
Comments:	online.								
4158	MAT 146 01	Applied Business Calculus		08/29/2016-12/19/2016	26	0 3	SS 204	MWF	10:00 am-10:50 am
			MAT 136	UG D	Yes				
4159	MAT 156 01	Algebra and Trig for Calculus		08/29/2016-12/19/2016	26	0 4	MB 209	MTWF	08:00 am-08:50 am
4160	MAT 156 02	Algebra and Trig for Calculus		08/29/2016-12/19/2016	26	0 4	SB 110	T	10:00 am-10:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4160	MAT 156 02	Algebra and Trig for Calculus		08/29/2016-12/19/2016	26	0 4	SS 205	MWF	10:00 am-10:50 am
4161	MAT 156 03	Algebra and Trig for Calculus		08/29/2016-12/19/2016	26	0 4	AT 021	MTWF	11:00 am-11:50 am
4162	MAT 156 70	Algebra and Trig for Calculus		08/29/2016-12/19/2016	26	0 4	AT 119	MW	06:00 pm-07:50 pm
32044	MAT 156 Y01	Algebra and Trig for Calculus		08/29/2016-12/19/2016	15	0 4	OFDL	TBA	TBA
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
4163	MAT 160 01	Applied Calculus I		08/29/2016-12/19/2016	30	0 4	MB 201	MTRF	08:00 am-08:50 am
4164	MAT 181 01	Calculus I		08/29/2016-12/19/2016	28	0 4	DH 318	MTWF	08:00 am-08:50 am
4165	MAT 181 02	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 117	T	12:00 pm-12:50 pm
4165	MAT 181 02	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 021	MWF	12:00 pm-12:50 pm
4166	MAT 181 03	Calculus I		08/29/2016-12/19/2016	28	0 4	DH 313	MWF	01:00 pm-01:50 pm
4166	MAT 181 03	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 117	T	01:00 pm-01:50 pm
32470	MAT 181 04	Calculus I		08/29/2016-12/19/2016	28	0 4	TH 102	MWF	12:00 pm-12:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32470	MAT 181 04	Calculus I		08/29/2016-12/19/2016	28	0 4	NSC 201	T	12:00 pm-12:50 pm
32471	MAT 181 05	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 119	MWF	01:00 pm-01:50 pm
32471	MAT 181 05	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 004	T	01:00 pm-01:50 pm
4167	MAT 181 70	Calculus I		08/29/2016-12/19/2016	28	0 4	AT 021	MW	06:00 pm-07:50 pm
32063	MAT 181 CV1	Calculus I		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
32485	MAT 181 H06	Calculus I		08/29/2016-12/19/2016	20	0 4	DH 118	MTWF	12:00 pm-12:50 pm
Comments: The above course section is being offered as an Honors class									
Comments: .									
30832	MAT 181 RC1	Calculus I		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
32046	MAT 181 Y01	Calculus I		08/29/2016-12/19/2016	15	0 4	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
Comments: This section requires one or more proctored tests.									
4168	MAT 182 01	Calculus II		08/29/2016-12/19/2016	24	0 4	AT 117	R	01:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
4657	MDA 104 01	Keyboarding and Medical WP		08/29/2016-12/19/2016	18	0 3	BB 132	F	02:00 pm-02:50 pm
4659	MDA 104 02	Keyboarding and Medical WP		08/29/2016-12/19/2016	18	0 3	BB 132	F	11:00 am-11:50 am
Comments:	This section is only for MAS Certificate & Medical Assisting students only.								
4659	MDA 104 02	Keyboarding and Medical WP		08/29/2016-12/19/2016	18	0 3	DH 224	MW	11:00 am-11:50 am
Comments:	This section is only for MAS Certificate & Medical Assisting students only.								
31754	MDA 104 03	Keyboarding and Medical WP		08/29/2016-12/19/2016	18	0 3	DH 224	MW	03:00 pm-03:50 pm
31754	MDA 104 03	Keyboarding and Medical WP		08/29/2016-12/19/2016	18	0 3	BB 132	F	03:00 pm-03:50 pm
31498	MDA 114L B01	First Aid		08/29/2016-12/19/2016	18	0 1	DH 316	F	09:00 am-09:50 am
Comments:	This is a blended course section. Students meet in class and work online as scheduled. This course requires a fee for the CPR Certification and a fee for the CPR and Certification Card.								
31500	MDA 114L B11	First Aid		08/29/2016-12/19/2016	18	0 1	DH 316	F	10:00 am-10:50 am
Comments:	This course requires a fee for the CPR Certification and a fee for the CPR and Certification Card. This is a blended								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	section. Students meet in class and work online as							
	Comments:	scheduled.							
31934	MDA 114L B12	First Aid		08/29/2016-12/19/2016	18	0 1	DH 316	R	02:00 pm-02:50 pm
	Comments:	This course requires a fee for CPR Certification and a fee							
	Comments:	for the CPR and Certification Card. This is a blended							
	Comments:	section. Students meet in class and work online as							
	Comments:	scheduled.							
4684	MDA 201 01	Med Assisting Procedures II		08/29/2016-12/19/2016	24	0 4	DH 318	TR	09:00 am-09:50 am
	Comments:	MDA 201 01 must also register for CRN 4685 MDA 201L01 or							
	Comments:	CRN 4686 MDA 201L11							
4685	MDA 201 L01	Med Assisting Procedures II		08/29/2016-12/19/2016	11	0 0	DH 220	TR	10:00 am-11:45 am
	Comments:	MDA 201L01 must also register for CRN 4684 MDA 201 01							
4686	MDA 201 L11	Med Assisting Procedures II		08/29/2016-12/19/2016	11	0 0	DH 220	TR	12:00 pm-01:45 pm
	Comments:	MDA 201L11 must also register for CRN 4684 MDA 201 01							
4687	MDA 207 01	Advanced Med Office Mgmt		08/29/2016-12/19/2016	24	0 4	DH 318	MW	09:00 am-10:15 am
	Comments:	MDA 207 01 must also register for CRN 4688 MDA 207L01							
4688	MDA 207 L01	Advanced Med Office Mgmt		08/29/2016-12/19/2016	24	0 0	DH 224	F	09:00 am-10:50 am
	Comments:	MDA 207L01 must also register for CRN 4687 MDA 207 01							

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4677	MDA 208 W01	Medical Ethics Law Econ. (WE)		08/29/2016-12/19/2016	20	0 3	DH 313	MWF	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is a Writing emphasis course section.									
4679	MDA 208 W02	Medical Ethics Law Econ. (WE)		08/29/2016-12/19/2016	20	0 3	SB 105	TR	12:00 pm-01:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is a Writing emphasis course section.									
4100	MET 112 01	Metrology		08/29/2016-12/19/2016	12	0 3	MB 110	F	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4100	MET 112 01	Metrology		08/29/2016-12/19/2016	12	0 3	MB 110	T	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4689	MET 113 01	Engineering Drawing I w CAD		08/29/2016-12/19/2016	16	0 2	MB 202	M	01:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 113 01 must also register for CRN 4692 MET 113L01									
4692	MET 113 L01	Engineering Drawing I w CAD		08/29/2016-12/19/2016	16	0 0	MB 202	M	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 113L01 must also register for CRN 4689 MET 113 01									
4695	MET 121 01	Manufacturing Processes I		08/29/2016-12/19/2016	24	0 2	MB 201	W	04:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 121 01 must also register for CRN 4710 MET 121L01 or									
Comments: CRN 4712 MET 121L11									
32844	MET 121 02	Manufacturing Processes I		08/29/2016-12/19/2016	15	0 2	MB 209	R	09:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 121-02 must also register for MET 121-L12 (CRN: 32845)									
4710	MET 121 L01	Manufacturing Processes I		08/29/2016-12/19/2016	12	0 0	MB 100	W	01:00 pm-03:50 pm

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	Comments: MET 121L01 must also register for CRN 4696 MET 121 70								
32642	MET 121 L02	Manufacturing Processes I		08/29/2016-12/19/2016	12	0 0	MB 100	T	11:00 am-01:50 pm
32845	MET 121 L12	Manufacturing Processes I		08/29/2016-12/19/2016	15	0 0	MB 100	R	10:00 am-12:50 pm
	Comments: MET 121-L12 must also register for MET 121-02 (CRN: 32844)								
4122	MET 211 01	Mechanical Desktop		08/29/2016-12/19/2016	16	0 2	MB 202	T	11:00 am-11:50 am
	Comments: MET 211 01 must also register for CRN 4123 MET 211L01								
4123	MET 211 L01	Mechanical Desktop		08/29/2016-12/19/2016	16	0 0	MB 202	T	12:00 pm-01:50 pm
	Comments: MET 211L01 must also register for CRN 4122 MET 211 01								
32648	MET 220 01	Programming CNC Machine Tools		08/29/2016-12/19/2016	16	0 3	MB 100	M	12:00 pm-01:50 pm
			MET 122						
	Comments: MET 220-01 (CRN: 32648) must also register for Lab								
	Comments: MET 220-L01 (32653).								
32653	MET 220 L01	Programming CNC Machine Tools		08/29/2016-12/19/2016	16	0 0	MB 100	M	02:00 pm-03:50 pm
			MET 122						
	Comments: MET 220-L01 (CRN: 32653) must also register for								
	Comments: Lecture MET 220-01 (CRN: 32648).								
4138	MET 234 01	Dynamics		08/29/2016-12/19/2016	16	0 2	MB 107	R	09:00 am-09:50 am
	Comments: MET 234 01 must also register for CRN 4143 MET 234L01								

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4143	MET 234 L01	Dynamics		08/29/2016-12/19/2016	16	0 0	MB 107	F	09:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 234L01 must also register for CRN 4138 MET 234 01									
4725	MET 243 01	Fluid Mechanics		08/29/2016-12/19/2016	15	0 3	MB 107	W	08:00 am-09:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 243 01 must also register for CRN 4727 MET 243-L11									
4727	MET 243 L11	Fluid Mechanics		08/29/2016-12/19/2016	15	0 0	MB 107	R	12:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: MET 243LL1 must also register for CRN 4725 MET 243 01									
32908	MFG 280 90	Capstone Project		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4199	MUS 101 01	Introduction to Music		08/29/2016-12/19/2016	22	0 3	CS 113	TR	09:30 am-10:45 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4200	MUS 101 02	Introduction to Music		08/29/2016-12/19/2016	22	0 3	CS 113	TR	08:00 am-09:15 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4201	MUS 101 03	Introduction to Music		08/29/2016-12/19/2016	22	0 3	CS 113	TR	02:00 pm-03:15 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4202	MUS 101 70	Introduction to Music		08/29/2016-12/19/2016	22	0 3	CS 113	T	05:00 pm-07:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31630	MUS 104 01	Fundamentals of Music		08/29/2016-12/19/2016	22	0 3	CS 113	MTW	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32101	MUS 104 02	Fundamentals of Music		08/29/2016-12/19/2016	18	0 3	CS 117	MTW	10:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
4203	MUS 105 01	Music Theory I		08/29/2016-12/19/2016	22	0 3	CS 110	MTW	11:00 am-11:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

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4204	MUS 105 02	Music Theory I		08/29/2016-12/19/2016	22	0 3	CS 110	MTW	10:00 am-10:50 am
4206	MUS 107 01	Music Theory III		08/29/2016-12/19/2016	22	0 3	CS 110	MTW	09:00 am-09:50 am
4207	MUS 109 01	Ragtime to Rock Am Pop Mus		08/29/2016-12/19/2016	22	0 3	CS 113	MW	12:00 pm-01:15 pm
4208	MUS 109 02	Ragtime to Rock Am Pop Mus		08/29/2016-12/19/2016	22	0 3	CS 113	MW	02:00 pm-03:15 pm
4209	MUS 111 01	19th Century Music		08/29/2016-12/19/2016	22	0 3	CS 113	TR	12:00 pm-01:15 pm
32695	MUS 111 70	19th Century Music		08/29/2016-12/19/2016	20	0 3	OFOTH	M	06:00 pm-08:50 pm
4210	MUS 115 01	Ear Training I		08/29/2016-12/19/2016	15	0 1	CS 117	MW	09:00 am-09:50 am
4211	MUS 115 02	Ear Training I		08/29/2016-12/19/2016	15	0 1	CS 110	MW	03:00 pm-03:50 pm
4034	MUS 117 01	Ear Training III		08/29/2016-12/19/2016	15	0 1	CS 117	MW	11:00 am-11:50 am
31337	MUS 120 02	Piano Class I		08/29/2016-12/19/2016	10	0 1	CS 111	R	09:00 am-09:50 am
31339	MUS 120 04	Piano Class I		08/29/2016-12/19/2016	10	0 1	CS 111	R	10:00 am-10:50 am
31342	MUS 121 01	Piano Class II		08/29/2016-12/19/2016	10	0 1	CS 111	R	11:00 am-11:50 am

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4240	MUS 160 01	Sound Engineering I		08/29/2016-12/19/2016	12	0 3	CS 112	M	12:00 pm-01:40 pm
Comments: Must also register for CRN 31671 MUS 160 L01									
31233	MUS 160 02	Sound Engineering I		08/29/2016-12/19/2016	12	0 3	CS 112	T	12:00 pm-01:40 pm
Comments: Must also register for CRN 31672 MUS 160 L02									
32133	MUS 160 03	Sound Engineering I		08/29/2016-12/19/2016	12	0 3	CS 112	T	02:00 pm-03:40 pm
Comments: Must also register for CRN 32134 MUS 160 L03									
31671	MUS 160 L01	Sound Engineering I		08/29/2016-12/19/2016	12	0 0	CS 112	W	12:00 pm-01:40 pm
Comments: Must also register for CRN 4240 MUS 160 01									
31672	MUS 160 L02	Sound Engineering I		08/29/2016-12/19/2016	12	0 0	CS 112	R	12:00 pm-01:40 pm
Comments: Must also register for CRN 31233 MUS 160 02									
32134	MUS 160 L03	Sound Engineering I		08/29/2016-12/19/2016	12	0 0	CS 112	R	02:00 pm-03:40 pm
Comments: Must also register for CRN 32133 MUS 160 03									
30240	MUS 184 01	Songwriting		08/29/2016-12/19/2016	15	0 3	CS 117	MW	02:00 pm-03:15 pm
4254	MUS 185 01	Beginning Guitar		08/29/2016-12/19/2016	15	0 1	CS 117	MW	01:00 pm-01:50 pm
31343	MUS 190 01	The College Choir		08/29/2016-12/19/2016	50	0 1	DH 201	MW	12:30 pm-01:45 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31350	MUS 190 70	The College Choir		08/29/2016-12/19/2016	50	0 1	DH 201	W	07:00 pm-09:50 pm
31666	MUS 191 01	Music Performance		08/29/2016-12/19/2016	0	0 1	OFOTH	TBA	TBA
32140	MUS 191 02	Music Performance		08/29/2016-12/19/2016	0	0 1	OFOTH	TBA	TBA
4265	MUS 194 01	Voice Class I		08/29/2016-12/19/2016	15	0 1	CS 117	TR	12:30 pm-01:20 pm
32703	MUS 194 02	Voice Class I		08/29/2016-12/19/2016	15	0 1	CS 110	MW	02:00 pm-02:50 pm
31344	MUS 195 70	Jazz Ensemble		08/29/2016-12/19/2016	20	0 1	CS 118	W	06:15 pm-09:00 pm
32700	MUS 196 70	String Ensemble		08/29/2016-12/19/2016	20	0 1	CS 118	M	06:15 pm-09:00 pm
31345	MUS 197 01	Applied Music I		08/29/2016-12/19/2016	50	0 1	OFOTH	TBA	TBA
31346	MUS 198 01	Applied Music II		08/29/2016-12/19/2016	50	0 1	OFOTH	TBA	TBA
31625	MUS 199 01	Intermediate Guitar		08/29/2016-12/19/2016	15	0 1	CS 117	MW	12:00 pm-12:50 pm
4278	MUS 260 70	Sound Engineering III		08/29/2016-12/19/2016	12	0 3	CS 112	T	06:00 pm-07:40 pm

Comments: Must also register for CRN 31674 MUS 260 L70

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
31674	MUS 260 L70	Sound Engineering III		08/29/2016-12/19/2016	12	0 0	CS 112	T	08:00 pm-09:40 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: Must also register for CRN 4278 MUS 260 70									
31113	MUS 290 01	Chamber Singers		08/29/2016-12/19/2016	20	0 1	CS 113	TR	03:30 pm-04:45 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32418	MUS 296 01	Internship		08/29/2016-12/19/2016	0	0 1	OFOTH	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31348	MUS 297 01	Applied Music III		08/29/2016-12/19/2016	20	0 1	OFOTH	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31349	MUS 298 01	Applied Music IV		08/29/2016-12/19/2016	20	0 1	OFOTH	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31814	OFL 106 03	The Wines of Italy		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32888	OFL 107 03	The Food of Italy		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32896	OFL 110 03	Ital Food & Culture:Food/Wine		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32886	OFL 125 03	Italian Elementary II		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32884	OFL 130 03	Love, Beauty & Natural Select		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32890	OFL 160 03	World Religions		08/29/2016-12/19/2016	0	0 3		TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32893	OFL 163 03	Intermediate Ballet		08/29/2016-12/19/2016	0	0 3		TBA	TBA

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32892	OFL 178 03	Topics in Math for Liberal Art		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32579	OFL 236 03	Florence Sketchbooks-Interm		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32895	OFL 239 03	Integrated Marketing Comm		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32582	OFL 241 03	International Conflict		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32887	OFL 261 03	Travel Writing		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32885	OFL 271 03	Psychology of Crime		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32894	OFL 286 03	Event Planning		08/29/2016-12/19/2016	0	0 3		TBA	TBA
31818	OFM 101 03	Italian Lang Elementary I		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32891	OFM 216 03	Social Psychology		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32581	OFM 240 03	Jewelry Making I		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32580	OFM 285 03	Foundation of Oil Painting		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32889	OFM 290 03	The 1960's Global Counter Cult		08/29/2016-12/19/2016	0	0 3		TBA	TBA

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32880	ORO 148 03	Italian Sketchbook		08/29/2016-12/19/2016	0	0 3		TBA	TBA
31821	ORO 201 03	Intermediate Italian I		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32883	ORV 160 03	Intro to American Political Sy		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32881	ORV 220 03	Media Management		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32882	ORV 269 03	Italy: The Good, The Bad & The		08/29/2016-12/19/2016	0	0 3		TBA	TBA
30754	PED 100 11	Archery		08/29/2016-10/21/2017	20	0 0.5	SC EGYM	MW	10:00 am-10:50 am
31408	PED 103 01	Backpacking (CV)		08/29/2016-10/21/2017	22	0 1	SC WGYM	F	01:00 pm-02:30 pm
30766	PED 106 21	Badminton (CV)		10/24/2016-12/19/2016	20	0 0.5	SC EGYM	MW	10:00 am-10:50 am
30767	PED 106 22	Badminton (CV)		10/24/2016-12/19/2016	20	0 0.5	SC WGYM	MW	01:00 pm-01:50 pm
30922	PED 106 23	Badminton (CV)		10/24/2016-12/19/2016	20	0 0.5	SC EGYM	MW	11:00 am-11:50 am
31418	PED 107 02	Ballet I (CV)		08/29/2016-12/19/2016	15	0 1	SC 106	MW	12:00 pm-12:50 pm
31186	PED 110 01	Basic Ice Skating (CV)		08/29/2016-12/19/2016	20	0 1	IC RINK	TR	09:30 am-10:20 am

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31187	PED 118 01	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	MW	12:00 pm-12:50 pm
31188	PED 118 02	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	TR	12:00 pm-12:50 pm
31829	PED 118 03	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	TR	10:00 am-10:50 am
31190	PED 118 04	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	TR	01:00 pm-01:50 pm
31191	PED 118 05	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	TR	02:00 pm-02:50 pm
31192	PED 118 06	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SV 134	TR	10:00 am-10:50 am
Comments:		This course is for HOUSING STUDENTS ONLY.							
31193	PED 118 07	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	MW	03:00 pm-03:50 pm
31195	PED 118 08	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	MW	01:00 pm-01:50 pm
31194	PED 118 70	Sol for Fitness & Wellness(CV)		08/29/2016-12/19/2016	24	0 1	SC 104	TR	05:00 pm-05:50 pm
32507	PED 118 DP1	Solutions Fitness & Wellness		09/19/2016-06/16/2017	40	0 1	OFHS	TBA	TBA
32808	PED 118 ON1	Sol for Fitness & Wellness(CV)		09/19/2016-02/03/2017	40	0 1	OFHS	TBA	TBA

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31212	PED 146 01	Aerobics (CV)		08/29/2016-12/19/2016	23	0 1	SC 106	TR	10:00 am-10:50 am
31213	PED 146 02	Aerobics (CV)		08/29/2016-12/19/2016	23	0 1	SC 106	MW	04:00 pm-04:50 pm
4327	PED 150 01	Personal Nutrition		08/29/2016-12/19/2016	32	0 1	BB 231	M	01:00 pm-01:50 pm
4328	PED 150 Y01	Personal Nutrition		08/29/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
Comments:		This is an Internet course section. It is taught completely online.							
32704	PED 162 01	Personal and Community Health		08/29/2016-12/19/2016	20	0 3	DH 211	TR	01:30 pm-02:45 pm
Comments:		This course is cross-listed with CRN 32682 - HST 162 01.							
4333	PED 168 01	Exploring Healthy Lifestyles		08/29/2016-12/19/2016	32	0 1	AT 119	T	11:00 am-11:50 am
30759	PED 169 12	Tennis (CV)		08/29/2016-10/21/2017	18	0 0.5	SC WGYM	MW	01:00 pm-01:50 pm
30760	PED 169 13	Tennis (CV)		08/29/2016-10/21/2017	18	0 0.5	SC WGYM	MW	11:00 am-11:50 am
31864	PED 172 21	Volleyball (CV)		10/24/2016-12/19/2016	24	0 0.5	SC WGYM	MW	11:00 am-11:50 am
32170	PED 173 B01	Fitness Walking (CV)		08/29/2016-12/19/2016	24	0 1.5	SC 106	MWF	11:00 am-11:50 am
31216	PED 173 Y01	Fitness Walking (CV)		08/29/2016-12/19/2016	24	0 1.5	OFOTH	TBA	TBA

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4844	PED 292 01	Varsity Tennis II Women		08/29/2016-12/19/2016	5	0 1		TBA TBA	
30427	PED 296 01	Varsity Basketball III Women		08/29/2016-12/19/2016	6	0 0.5	ONNC	TBA TBA	
31977	PHI 102 06	General Philosophy		08/29/2016-12/19/2016	22	0 3	TH 207	TR	01:30 pm-02:45 pm
30977	PHI 102 W02	General Philosophy (WE)		08/29/2016-12/19/2016	20	0 3	TH 205	MWF	10:00 am-10:50 am
	Comments:	This is a Writing emphasis course section.							
30978	PHI 102 Y01	General Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							
31420	PHI 102 Y02	General Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							
4366	PHI 105 01	World Religions		08/29/2016-12/19/2016	22	0 3	BB 044	TR	12:00 pm-01:15 pm
3797	PHI 201 02	Ethics:Moral Philosophy		08/29/2016-12/19/2016	22	0 3	TH 203	TR	12:00 pm-01:15 pm
30314	PHI 201 Y01	Ethics:Moral Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments:	This is an Internet course section. It is taught completely							

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Comments: online.									
30315	PHI 201 Y02	Ethics:Moral Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32331	PHI 201 Y03	Ethics:Moral Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
31976	PHI 203 02	Issues in American Education		08/29/2016-12/19/2016	20	0 3	TH 203	TR	09:30 am-10:45 am
[Empty grid]									
32423	PHI 203 71	Issues in American Education		08/29/2016-12/19/2016	20	0 3	TH 205	T	06:00 pm-08:50 pm
[Empty grid]									
32332	PHI 206 Y01	Social/Political Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32333	PHI 206 Y02	Social/Political Philosophy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
32387	PHI 209 01	Verbal Reasoning		08/29/2016-12/19/2016	22	0 3	TH 106	TR	09:30 am-10:45 am
[Empty grid]									
Comments: This section is reserved for LA-AA1 students only.									

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3805	PHS 111 01	Earth Investigations		08/29/2016-12/19/2016	14	0 3	NSC 214	T	12:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 111 01 must also register for CRN 3814 PHS 111L01									
3807	PHS 111 70	Earth Investigations		10/04/2016-12/19/2016	14	0 3	NSC 214	T	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 111 70 must also register for CRN 3816 PHS 111L70									
Comments: This course starts on October 6.									
3814	PHS 111 L01	Earth Investigations		08/29/2016-12/19/2016	14	0 0	NSC 214	R	12:00 pm-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 111L01 must also register for CRN 3805 PHS 111 01									
3816	PHS 111 L70	Earth Investigations		10/04/2016-12/19/2016	14	0 0	NSC 214	R	06:00 pm-08:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 111L70 must also register for CRN 3807 PHS 111 70									
Comments: This course starts on October 6.									
31835	PHS 112 01	Interactions - Natural World		08/29/2016-12/19/2016	18	0 4	NSC 213	M	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 112 01 must also register for CRN 31842 PHS 112L01									
3818	PHS 112 02	Interactions - Natural World		08/29/2016-12/19/2016	18	0 4	NSC 213	T	12:00 pm-02:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 112 02 must also register for CRN 3821 PHS 112L02									
31842	PHS 112 L01	Interactions - Natural World		08/29/2016-12/19/2016	18	0 0	NSC 213	W	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHS 112L01 must also register for CRN 31835 PHS 112 01									
3821	PHS 112 L02	Interactions - Natural World		08/29/2016-12/19/2016	18	0 0	NSC 213	R	12:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: PHS 112L02 must also register for CRN 3818 PHS 112 02								
3824	PHS 113 02	Astronomy Exploring Universe		08/29/2016-12/19/2016	42	0 4	AT 200	TR	01:30 pm-02:45 pm
	Comments: PHS 113 02 must also register for CRN 3827 PHS 113L01 or								
	Comments: CRN 3828 PHS 113L02 or CRN 3830 PHS 113L12								
3827	PHS 113 L01	Astronomy Exploring Universe		08/29/2016-12/19/2016	14	0 0	NSC 213	M	11:00 am-01:50 pm
	Comments: PHS 113L01 must also register for CRN 3824 PHS 113 02								
3828	PHS 113 L02	Astronomy Exploring Universe		08/29/2016-12/19/2016	14	0 0	NSC 213	W	11:00 am-01:50 pm
	Comments: PHS 113L02 must also register for CRN 3824 PHS 113 02								
3830	PHS 113 L12	Astronomy Exploring Universe		08/29/2016-12/19/2016	14	0 0	NSC 213	F	11:00 am-01:50 pm
	Comments: PHS 113L12 must also register for CRN 3824 PHS 113 02								
31136	PHS 113 LY1	Astronomy Exploring Universe		08/29/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 3826 - PHS 113 Y01								
32546	PHS 113 LY2	Astronomy Exploring Universe		10/04/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: PHS 113LY2 must also register for CRN 32545 PHS 113Y02.								
	Comments: This is an internet course section. It is taught completely								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: online. The course starts on October 6.									
3826	PHS 113	Y01 Astronomy Exploring Universe		08/29/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									
Comments: online. Students who register for this course section, must									
Comments: also register for CRN 31136 - PHS 113 LY1									
32545	PHS 113	Y02 Astronomy Exploring Universe		10/04/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
[Empty grid]									
Comments: PHS 113Y02 must also register for CRN 32546 PHS 113LY2.									
Comments: This is an internet course section. It is taught completely									
Comments: online. The course starts on October 6.									
3834	PHS 114	01 Meteorology Investig Weather		08/29/2016-12/19/2016	28	0 4	AT 117	MWF	10:00 am-10:50 am
[Empty grid]									
Comments: PHS 114 01 must also register for CRN 31434 PHS 114L11 or									
Comments: CRN 31435 PHS 114L21									
31434	PHS 114	L11 Meteorology Investig Weather		08/29/2016-12/19/2016	14	0 0	NSC 213	T	08:00 am-10:50 am
[Empty grid]									
Comments: PHS 114L11 must also register for CRN 3834 PHS 114 01									
31435	PHS 114	L21 Meteorology Investig Weather		08/29/2016-12/19/2016	14	0 0	NSC 213	R	08:00 am-10:50 am
[Empty grid]									
Comments: PHS 114L21 must also register for CRN 3834 PHS 114 01									
31139	PHS 114	LY1 Meteorology Investig Weather		08/29/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
[Empty grid]									
Comments: This is an Internet course section. It is taught completely									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: online. Students who register for this course section, must Comments: also register for CRN 3836 - PHS 114 Y01									
3836	PHS 114 Y01	Meteorology Investig Weather		08/29/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely Comments: online. Students who register for this course section, must Comments: also register for CRN 31139 - PHS 114 LY1									
3840	PHS 115 01	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	28	0 4	AT 200	MWF	12:00 pm-12:50 pm
Comments: PHS 115 01 must also register for CRN 3844 PHS 115L01 or Comments: CRN 3845 PHS 115L11 or CRN 30260 PHS 115L21 or Comments: CRN 31437 PHS 115L31									
30258	PHS 115 02	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	28	0 4	SS 201	MWF	09:00 am-09:50 am
Comments: PHS 115 02 must also register for CRN 3844 PHS 115L01 or Comments: CRN 3845 PHS 115L11 or CRN 30260 PHS 115L21 or CRN 31437 Comments: PHS 115L31.									
3844	PHS 115 L01	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	14	0 0	NSC 214	T	02:00 pm-04:50 pm
Comments: PHS 115L01 must also register for CRN 3840 PHS 115 01 Comments: or CRN 30258 PHS 115 02.									
3845	PHS 115 L11	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	14	0 0	NSC 214	M	02:00 pm-04:50 pm
Comments: PHS 115L11 must also register for CRN 3840 PHS 115 01 Comments: or CRN 30258 PHS 115 02.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30260	PHS 115 L21	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	14	0 0	NSC 214	W	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 115L21 must also register for CRN 3840 PHS 115 01							
Comments:		or CRN 30258 PHS 115 02.							
31437	PHS 115 L31	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	14	0 0	NSC 214	R	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 115L31 must also register for CRN 3840 PHS 115 01 or							
Comments:		CRN 30258 PHS 115 02.							
31140	PHS 115 LY1	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 30988 - PHS 115 Y01							
32806	PHS 115 ON1	Physical Geology:Dynamic Earth		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
30988	PHS 115 Y01	Physical Geology:Dynamic Earth		08/29/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students who register for this course section, must							
Comments:		also register for CRN 31140 - PHS 115 LY1							
3849	PHS 116 01	Energy and the Environment		08/29/2016-12/19/2016	16	0 4	NSC 318	M	08:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 116 01 must also register for CRN 3852 PHS 116L01							
3852	PHS 116 L01	Energy and the Environment		08/29/2016-12/19/2016	16	0 0	NSC 318	W	08:00 am-10:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: PHS 116L01 must also register for CRN 3849 PHS 116 01								
3808	PHS 117 01	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 4	AT 103	MWF	10:00 am-10:50 am
	Comments: PHS 117 01 must also register for CRN 30261 PHS 117L01								
3809	PHS 117 02	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 4	AT 103	MWF	12:00 pm-12:50 pm
	Comments: PHS 117 02 must also register for CRN 30262 PHS 117L02								
3810	PHS 117 03	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 4	AT 103	MWF	02:00 pm-02:50 pm
	Comments: PHS 117 03 must also register for CRN 30263 PHS 117L03								
30261	PHS 117 L01	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 0	AT 103	MWF	11:00 am-11:50 am
	Comments: PHS 117L01 must also register for CRN 3808 PHS 117 01								
30262	PHS 117 L02	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 0	AT 103	MWF	01:00 pm-01:50 pm
	Comments: PHS 117L02 must also register for CRN 3809 PHS 117 02								
30263	PHS 117 L03	Exploring Everyday Phenomena		08/29/2016-12/19/2016	18	0 0	AT 103	MWF	03:00 pm-03:50 pm
	Comments: PHS 117L03 must also register for CRN 3810 PHS 117 03								
3854	PHS 123 L01	Natural Disasters		08/29/2016-12/19/2016	18	0 0	NSC 214	MWF	09:00 am-09:50 am
	Comments: PHS 123L01 must also register for CRN 3855 PHS 123W01								
31863	PHS 123 L02	Natural Disasters		08/29/2016-12/19/2016	18	0 0	NSC 214	MWF	01:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: PHS 123L02 must also register for CRN 31862 PHS 123W02								
31142	PHS 123 LY1	Natural Disasters		08/29/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								
	Comments: also register for CRN 30271 - PHS 123 WY1								
31793	PHS 123 LY2	Natural Disasters		10/04/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: PHS 123LY2 must also register for CRN 31792 - PHS 123Y02.								
	Comments: This is an internet course section. It is taught completely								
	Comments: online. The course starts on October 6.								
32208	PHS 123 LY3	Natural Disasters		10/04/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: PHS 123LY3 must also register for CRN 32878 PHS 123Y03.								
	Comments: This is an internet course section. It is taught completely								
	Comments: online. The course starts on October 6.								
3855	PHS 123 W01	Natural Disasters (WE)		08/29/2016-12/19/2016	18	0 4	NSC 214	MWF	08:00 am-08:50 am
			ENG 110	UG	D				
	OR		ENG 110S	UG	D				
	Comments: PHS 123 W01 must also register for CRN 3854- PHS 123 L01.								
	Comments: This is a Writing emphasis course section.								
31862	PHS 123 W02	Natural Disasters (WE)		08/29/2016-12/19/2016	18	0 4	NSC 214	MWF	12:00 pm-12:50 pm
			ENG 110	UG	D				

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	OR		ENG	110S	UG	D			
	Comments: PHS 123W02 must also register for CRN 31863 PHS 123L02								
	Comments: This is a writing emphasis course section.								
30271	PHS 123	WY1 Natural Disasters (WE)		08/29/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Writing Emphasis course section.								
	Comments: Student who register for this course, must also register for								
	Comments: CRN 31142 - PHS 123 LY1								
31792	PHS 123	Y02 Natural Disasters		10/04/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
	Comments: PHS 123Y02 must also register for CRN 31793 - PHS 123LY2.								
	Comments: This is an internet course section. It is taught completely								
	Comments: online. The course starts on October 6.								
32878	PHS 123	Y03 Natural Disasters		10/04/2016-12/19/2016	17	0 4	OFDL	TBA	TBA
	Comments: PHS 123Y03 must also register for CRN 32208 PHS 123LY3.								
	Comments: This is an internet course section. It is taught completely								
	Comments: online. The course starts on October 6.								
31710	PHS 125	DP1 Historical Geology		09/19/2016-06/16/2017	40	0 4	OFHS	TBA	TBA
31143	PHS 125	LY1 Historical Geology		08/29/2016-12/19/2016	17	0 0	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. Students who register for this course section, must								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: PHY 090 L02 must also register for CRN 32047 PHY 090 02									
30267	PHY 090 L70	Preparatory Physics		08/29/2016-12/19/2016	16	0 0	AT 112	MW	07:25 pm-08:15 pm
[Empty grid]									
Comments: PHY 090L70 must also register for CRN 3856 PHY 090 70									
3857	PHY 118 01	Physics for Physical Therapist		08/29/2016-12/19/2016	28	0 4	AT 119	MWF	09:00 am-09:50 am
[Empty grid]									
Comments: PHY 118 01 must also register for CRN 3858 PHY 118L01 or									
Comments: CRN 3859 PHY 118L11									
3858	PHY 118 L01	Physics for Physical Therapist		08/29/2016-12/19/2016	14	0 0	AT 112	T	02:00 pm-03:50 pm
[Empty grid]									
Comments: PHY 118L01 must also register for CRN 3857 PHY 118 01									
3859	PHY 118 L11	Physics for Physical Therapist		08/29/2016-12/19/2016	14	0 0	AT 112	R	03:00 pm-04:50 pm
[Empty grid]									
Comments: PHY 118L11 must also register for CRN 3857 PHY 118 01									
3861	PHY 161 02	Physics I Mechanics Heat		08/29/2016-12/19/2016	28	0 4	SB 110	MWF	12:00 pm-12:50 pm
[Empty grid]									
Comments: PHY 161 02 must also register for CRN 3865 PHY 161L01 or									
Comments: CRN 3867 PHY 161L02 or CRN 3869 PHY 161L03 or									
Comments: CRN 3866 PHY 161L11 or CRN 3868 PHY 161L12									
3862	PHY 161 03	Physics I Mechanics Heat		08/29/2016-12/19/2016	28	0 4	AT 118	MWF	10:00 am-10:50 am
[Empty grid]									
Comments: PHY 161 03 must also register for CRN 3865 PHY 161L01 or									
Comments: CRN 3867 PHY 161L02 or CRN 3869 PHY 161L03 or									
Comments: CRN 3866 PHY 161L11 or CRN 3868 PHY 161L12									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3863	PHY 161 70	Physics I Mechanics Heat		08/29/2016-12/19/2016	18	0 4	AT 117	MW	05:30 pm-06:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161 70 must also register for CRN 3871 PHY161L70									
3865	PHY 161 L01	Physics I Mechanics Heat		08/29/2016-12/19/2016	14	0 0	AT 115	T	11:00 am-01:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161L01 must also register for CRN 3860 PHY 161 01 or									
Comments: CRN 3861 PHY 161 02 or CRN 3862 PHY 161 03									
3867	PHY 161 L02	Physics I Mechanics Heat		08/29/2016-12/19/2016	14	0 0	AT 115	T	08:00 am-10:50 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161L02 must also register for CRN 3860 PHY 161 01 or									
Comments: CRN 3861 PHY 161 02 or CRN 3862 PHY 161 03 or									
3869	PHY 161 L03	Physics I Mechanics Heat		08/29/2016-12/19/2016	14	0 0	AT 115	T	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161L03 must also register for CRN 3860 PHY 161 01 or									
Comments: CRN 3861 PHY 161 02 or CRN 3862 PHY 161 03 or									
3866	PHY 161 L11	Physics I Mechanics Heat		08/29/2016-12/19/2016	14	0 0	AT 115	R	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161L11 must also register for CRN 3860 PHY 161 01 or									
Comments: CRN 3861 PHY 161 02 or CRN 3862 PHY 161 03									
3868	PHY 161 L12	Physics I Mechanics Heat		08/29/2016-12/19/2016	14	0 0	AT 115	W	02:00 pm-04:50 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: PHY 161L12 must also register for CRN 3860 PHY 161 01 or									
Comments: CRN 3861 PHY 161 02 or CRN 3862 PHY 161 03									
3871	PHY 161 L70	Physics I Mechanics Heat		08/29/2016-12/19/2016	18	0 0	AT 115	W	07:00 pm-09:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: PHY 161L70 must also register for CRN 3863 PHY 161 70								
32064	PHY 161 SD1	Physics I Mechanics Heat		09/19/2016-02/03/2017	40	0 4	OFHS	TBA	TBA
30269	PHY 162 70	Physics II Wave and Motion		08/29/2016-12/19/2016	18	0 4	MB 116	TW	05:30 pm-06:50 pm
	Comments: PHY 162 70 must also register for								
	Comments: CRN 30270 PHY 162L70								
30270	PHY 162 L70	Physics II Wave and Motion		08/29/2016-12/19/2016	18	0 0	AT 116	T	07:00 pm-09:50 pm
	Comments: PHY 162L70 must also register for								
	Comments: CRN 30269 PHY 162 70								
3876	PHY 181 01	Physics for Engineers I		08/29/2016-12/19/2016	28	0 4	SS 205	MWF	09:00 am-09:50 am
			MAT 181	UG	D				
	Comments: PHY 181 01 must also register for CRN 3878 PHY 181L01 or CRN								
	Comments: 3879 PHY 181L11 or CRN 32645 PHY 181 L02								
32644	PHY 181 02	Physics for Engineers I		08/29/2016-12/19/2016	28	0 4	BB 044	MWF	10:00 am-10:50 am
			MAT 181	UG	D				
	Comments: PHY 181 L02 must also register for CRN 3878 PHY 181 L01 or								
	Comments: CRN 3879 PHY 181 L11 or CRN 32645 PHY 181 L02								
3878	PHY 181 L01	Physics for Engineers I		08/29/2016-12/19/2016	14	0 0	AT 115	M	02:00 pm-04:50 pm
			MAT 181	UG	D				
	Comments: PHY 181L01 must also register for CRN 3876 PHY 181 01 or								
	Comments: CRN 32644 PHY 181 02								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32645	PHY 181 L02	Physics for Engineers I		08/29/2016-12/19/2016	14	0 0	AT 116	M	02:00 pm-04:50 pm
				MAT 181 UG D					
Comments:		PHY 181 L02 must also register for CRN 3876 PHY 181 01 or							
Comments:		CRN 32644 PHY 181 02							
3879	PHY 181 L11	Physics for Engineers I		08/29/2016-12/19/2016	14	0 0	AT 115	R	08:00 am-10:50 am
				MAT 181 UG D					
Comments:		PHY 181L11 must also register for CRN 3876 PHY 181 01 or							
Comments:		CRN 32644 PHY 181 02							
3881	PHY 182 L01	Physics for Engineers II		08/29/2016-12/19/2016	14	0 0	AT 116	T	08:00 am-10:50 am
Comments:		PHY 182L01 must also register for CRN 3883 PHY 182W01 or							
Comments:		CRN 32265 PHY 182W02 or CRN 32652 PHY 182W03.							
32646	PHY 182 L02	Physics for Engineers II		08/29/2016-12/19/2016	14	0 0	AT 112	T	08:00 am-10:50 am
	(			PHY 181 UG D	No				
	AND			MAT 182 UG D	Yes)	
Comments:		PHY 182 L02 must also register for CRN 3883 PHY 182W01 or							
Comments:		CRN 32265 PHY 182W02 or CRN 32652 PHY 182W03.							
3882	PHY 182 L11	Physics for Engineers II		08/29/2016-12/19/2016	14	0 0	AT 116	R	11:00 am-01:50 pm
Comments:		PHY 182L11 must also register for CRN 3883 PHY 182W01 or							
Comments:		CRN 32265 PHY 182W02 or CRN 32652 PHY 182W03.							
3883	PHY 182 W01	Physics for Engineers II (WE)		08/29/2016-12/19/2016	20	0 4	BB 110	MWF	10:00 am-10:50 am
Comments:		PHY 182 W01 must also register for CRN 3881- PHY 182 L01 or							

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Comments: CRN 3882- PHY 182 L11 or CRN 32264 PHY 182 L03 or Comments: CRN 32646 PHY 182 L02 or CRN 32651 PHY 182 L04 Comments: This is also a Writing emphasis course section.									
32652	PHY 182	W03 Physics for Engineers II		08/29/2016-12/19/2016	20	0	4	MB 207	MWF 10:00 am-10:50 am
		(	PHY	181	UG	D	No		
	AND		MAT	182	UG	D	Yes)	
Comments: PHY 182 W03 must also register for CRN 3881 PHY 182 L01 or Comments: CRN 3882 PHY 182 L11 or CRN 32264 PHY 182 L03 or Comments: CRN 32646 PHY 182 L02 or CRN 32651 PHY 182 L04. Comments: This is also a writing emphasis course section.									
31510	PMD 211	L01 Foundation in Adv Prehosp Care		08/29/2016-10/21/2017	24	0	0	DH 118	R 06:30 pm-09:30 pm
Comments: CRN 31510 PMD 211L01 must also register for CRN 31509 PMD Comments: 211P01.									
31509	PMD 211	P01 Foundation in Adv Prehosp Care		08/29/2016-10/21/2017	24	0	3	DH 118	MW 06:30 pm-09:30 pm
Comments: CRN 31509 PMD 211P01 must also register for CRN 31510 PMD Comments: 211L01.									
31512	PMD 212	L01 Adv Prehosp Care Cardio & Spec		10/24/2016-12/19/2016	24	0	0	DH 118	R 06:30 pm-09:30 pm
Comments: CRN 31512 PMD 212L01 must also register for CRN 31511 PMD Comments: 212P01.									
31511	PMD 212	P01 Adv Prehosp Care Cardio & Spec		10/24/2016-12/19/2016	24	0	3	DH 118	MW 06:30 pm-09:30 pm
Comments: CRN 31511 PMD 212P01 must also register for CRN 31512 PMD									

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Comments: 212L01.									
30165	PMD 221 L01	Paramedic Found and Compre Phy		08/29/2016-10/21/2017	24	0 0	DH 118	R	02:00 pm-05:00 pm
[Empty Row]									
Comments: CRN 30165 PMD 221L01 must also register for CRN 30110									
Comments: PMD 221P01.									
30110	PMD 221 P01	Paramedic Found and Compre Phy		08/29/2016-10/21/2017	24	0 4	DH 118	MW	02:00 pm-05:00 pm
[Empty Row]									
Comments: PMD 221P01 CRN 30110 must also register for CRN 30165									
Comments: PMD 221L01									
31514	PMD 222 L01	Paramedic Care Cardio Special		10/24/2016-12/19/2016	24	0 0	DH 118	R	02:00 pm-05:00 pm
[Empty Row]									
Comments: CRN 31514 PMD 222L01 must also register for CRN 31513 PMD									
Comments: 222P01.									
31513	PMD 222 P01	Paramedic Care Cardio Special		10/24/2016-12/19/2016	24	0 4	DH 118	MW	02:00 pm-05:00 pm
[Empty Row]									
Comments: CRN 31513 PMD 222P01 must also register for CRN 31514 PMD									
Comments: 222L01.									
3380	POS 201 01	Intro to American Government		08/29/2016-12/19/2016	22	0 3	TH 108	MWF	11:00 am-11:50 am
[Empty Row]									
3392	POS 201 02	Intro to American Government		08/29/2016-12/19/2016	22	0 3	TH 104	TR	01:30 pm-02:45 pm
[Empty Row]									
31422	POS 201 08	Intro to American Government		08/29/2016-12/19/2016	22	0 3	TH 008	TR	09:30 am-10:45 am
[Empty Row]									
31092	POS 201 70	Intro to American Government		08/29/2016-12/19/2016	22	0 3	TH 005	T	06:00 pm-08:50 pm

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30274	POS 201 Y01	Intro to American Government		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
31757	POS 201 Y02	Intro to American Government		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
32392	POS 204 01	American State Local Govt		08/29/2016-12/19/2016	22	0 3	TH 108	MWF	10:00 am-10:50 am
3411	PSY 110 03	General Psychology		08/29/2016-12/19/2016	22	0 3	TH 010	MWF	09:00 am-09:50 am
3412	PSY 110 04	General Psychology		08/29/2016-12/19/2016	22	0 3	TH 010	MWF	10:00 am-10:50 am
3414	PSY 110 05	General Psychology		08/29/2016-12/19/2016	22	0 3	TH 010	MWF	12:00 pm-12:50 pm
3413	PSY 110 06	General Psychology		08/29/2016-12/19/2016	22	0 3	TH 010	MWF	11:00 am-11:50 am
3416	PSY 110 07	General Psychology		08/29/2016-12/19/2016	22	0 3	TH 010	MWF	01:00 pm-01:50 pm
3417	PSY 110 08	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 010	MWF	08:00 am-08:50 am
30857	PSY 110 09	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 010	TR	09:30 am-10:45 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3419	PSY 110 10	General Psychology		08/29/2016-12/19/2016	28	0 3	SV 135	TR	09:30 am-10:45 am
3421	PSY 110 11	General Psychology		08/29/2016-12/19/2016	28	0 3	SS 205	TR	09:30 am-10:45 am
3427	PSY 110 12	General Psychology		08/29/2016-12/19/2016	28	0 3	SS 205	TR	12:00 pm-01:15 pm
3423	PSY 110 13	General Psychology		08/29/2016-12/19/2016	28	0 3	BB 110	MWF	09:00 am-09:50 am
30498	PSY 110 14	General Psychology		08/29/2016-12/19/2016	20	0 3	BB 205	MWF	10:00 am-10:50 am
30856	PSY 110 21	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 008	TR	08:00 am-09:15 am
3430	PSY 110 24	General Psychology		08/29/2016-12/19/2016	28	0 3	MB 201	TR	09:30 am-10:45 am
3436	PSY 110 26	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 010	TR	12:00 pm-01:15 pm
30855	PSY 110 27	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 108	MWF	02:00 pm-02:50 pm
3437	PSY 110 28	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 203	MWF	03:00 pm-03:50 pm
30511	PSY 110 34	General Psychology		08/29/2016-12/19/2016	28	0 3	BB 044	TR	01:30 pm-02:45 pm
30512	PSY 110 35	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 010	MWF	02:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30513	PSY 110 36	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 007	MWF	12:00 pm-12:50 pm
30859	PSY 110 39	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 010	MW	03:00 pm-04:15 pm
3439	PSY 110 71	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 008	W	06:00 pm-08:50 pm
4830	PSY 110 73	General Psychology		08/29/2016-12/19/2016	20	0 3	TCOB 2	M	06:00 pm-08:50 pm

Comments: This class is held off campus at the Tioga County

Comments: Office Building in Owego NY.

30182	PSY 110 74	General Psychology		08/29/2016-12/19/2016	28	0 3	TH 209	M	05:00 pm-07:50 pm
32863	PSY 110 TY1	General Psychology		10/04/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
32867	PSY 110 TY2	General Psychology		10/04/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
3442	PSY 110 Y01	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA

Comments: This is an Internet course section. It is taught completely

Comments: online.

3443	PSY 110 Y02	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
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Comments: This is an Internet course section. It is taught completely

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: online.																			
3444	PSY 110 Y03	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online.																			
30560	PSY 110 Y04	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online.																			
30564	PSY 110 Y05	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online.																			
30853	PSY 110 Y06	General Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online.																			
32358	PSY 110 Y07	General Psychology		08/29/2016-12/19/2016	20	0 3		TBA TBA											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online.																			
31390	PSY 210 W02	Human Development (WE)		08/29/2016-12/19/2016	20	0 3	AT 200	TR	09:30 am-10:45 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">PSY</td> <td style="width: 10%;">110</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>														PSY	110	UG	D		
				PSY	110	UG	D												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">AND</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">ENG</td> <td style="width: 10%;">110</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>										AND				ENG	110	UG	D		
AND				ENG	110	UG	D												

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	OR		ENG 110S	UG	D					
	OR		ENG 111	UG	D					
	OR		ENG 107	UG	D					
	OR		ENG 108	UG	D					
Comments: This is a Writing emphasis course section.										
3448	PSY 210	W03 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	MB 208	TR	09:30 am-10:45 am
			PSY 110	UG	D					
	AND		ENG 110	UG	D					
	OR		ENG 110S	UG	D					
	OR		ENG 111	UG	D					
	OR		ENG 107	UG	D					
	OR		ENG 108	UG	D					
Comments: This is a Writing emphasis course section.										
3449	PSY 210	W04 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	MB 208	TR	12:00 pm-01:15 pm
			PSY 110	UG	D					
	AND		ENG 110	UG	D					
	OR		ENG 110S	UG	D					
	OR		ENG 111	UG	D					
	OR		ENG 107	UG	D					
	OR		ENG 108	UG	D					
Comments: This is a Writing emphasis course section.										
3450	PSY 210	W05 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	TH 108	MWF	12:00 pm-12:50 pm
			PSY 110	UG	D					
	AND		ENG 110	UG	D					

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time	
	OR		ENG 110S	UG D						
	OR		ENG 111	UG D						
	OR		ENG 107	UG D						
	OR		ENG 108	UG D						
Comments: This is a Writing emphasis course section.										
3452	PSY 210	W06 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	MB 208	TR	01:30 pm-02:45 pm
			PSY 110	UG D						
	AND		ENG 110	UG D						
	OR		ENG 110S	UG D						
	OR		ENG 111	UG D						
	OR		ENG 107	UG D						
	OR		ENG 108	UG D						
Comments: This is a Writing emphasis course section.										
3456	PSY 210	WY1 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	OFDL	TBA	TBA
			PSY 110	UG D						
	AND		ENG 110	UG D						
	OR		ENG 110S	UG D						
	OR		ENG 111	UG D						
	OR		ENG 107	UG D						
	OR		ENG 108	UG D						
Comments: This is an Internet course section. It is taught completely										
Comments: online. This is also a Writing Emphasis course section.										
3457	PSY 210	WY2 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	OFDL	TBA	TBA
			PSY 110	UG D						

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	AND		ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D					

Comments: This is an Internet course section. It is taught completely

Comments: online. This is also a Writing Emphasis course section.

30565	PSY 210	WY3 Human Development (WE)		08/29/2016-12/19/2016	20	0	3	OFDL	TBA	TBA
			PSY 110	UG D						
	AND		ENG 110	UG D						
	OR		ENG 111	UG D						
	OR		ENG 107	UG D						
	OR		ENG 108	UG D						
	OR		ENG 110S	UG D						

Comments: This is an Internet course section. It is taught completely

Comments: online. This is also a Writing Emphasis course section.

30852	PSY 211	TY1 Child Development (WE)		10/04/2016-12/19/2016	20	0	3	OFDL	TBA	TBA
			PSY 110	UG D						
	AND	(	ENG 110	UG D					
	OR		ENG 110S	UG D						
	OR		ENG 111	UG D						
	OR		ENG 107	UG D						
	OR		ENG 108	UG D)	

Comments: This is an Internet course section. It is taught completely

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	Comments:	online. This is also a Writing Emphasis course section.							
	Comments:	This is a Trailer course section. This starts later in the							
	Comments:	semester.							
32360	PSY 211	W01 Child Development (WE)		08/29/2016-12/19/2016	20	0	3	TH 009	TR 09:30 am-10:45 am
			PSY	110	UG	D			
	AND	(	ENG	110	UG	D			
	OR		ENG	110S	UG	D			
	OR		ENG	111	UG	D			
	OR		ENG	107	UG	D			
	OR		ENG	108	UG	D)
	Comments:	This is a Writing emphasis course section.							
31391	PSY 212	W01 Adolescent Development (WE)		08/29/2016-12/19/2016	20	0	3	TH 010	TR 01:30 pm-02:45 pm
	Comments:	This is a Writing emphasis course section.							
30861	PSY 212	WY1 Adolescent Development (WE)		08/29/2016-12/19/2016	15	0	3	OFDL	TBA TBA
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online. This is also a Writing Emphasis course section.							
3468	PSY 214	70 Abnormal Psychology		08/29/2016-12/19/2016	28	0	3	TH 203	TR 06:00 pm-07:15 pm
3471	PSY 214	Y01 Abnormal Psychology		08/29/2016-12/19/2016	20	0	3	OFDL	TBA TBA
	Comments:	This is an Internet course section. It is taught completely							
	Comments:	online.							

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32093	PSY 214 Y02	Abnormal Psychology		08/29/2016-12/19/2016	20	0 3	OFDL	TBA	TBA
				PSY 110	UG	D			
Comments:		This is an Internet course section. It is taught completely online.							
3472	PSY 217 01	Intro to Counseling Theory		08/29/2016-12/19/2016	22	0 3	TH 008	MWF	09:00 am-09:50 am
32361	PSY 217 Y01	Intro to Counseling Theory		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
				PSY 110	UG	D			
Comments:		This is an Internet course section. It is taught completely online.							
3475	PSY 223 W01	Human Exceptionality Assmt(WE)		08/29/2016-12/19/2016	20	0 3	MB 208	MWF	09:00 am-09:50 am
				PSY 110	UG	D			
	AND (			ENG 110	UG	D			
	OR			ENG 110S	UG	D			
	OR			ENG 111	UG	D			
	OR			ENG 107	UG	D			
	OR			ENG 108	UG	D)
Comments:		This is a Writing emphasis course section.							
3477	PSY 223 W02	Human Exceptionality Assmt(WE)		08/29/2016-12/19/2016	20	0 3	MB 208	MWF	10:00 am-10:50 am
				PSY 110	UG	D			
	AND (ENG 110	UG	D			
	OR			ENG 110S	UG	D			
	OR			ENG 111	UG	D			
	OR			ENG 107	UG	D			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	OR		ENG 108	UG D)			
	Comments: This is a Writing emphasis course section.								
32362	PSY 223 Y01	Human Exceptionality Assmt(WE)		08/29/2016-12/19/2016	15	0 3		TBA TBA	
			PSY 110	UG D					
	AND (		ENG 110	UG D					
	OR		ENG 110S	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)			
	Comments: This is an Internet course section. It is taught completely online.								
3479	PSY 227 Y01	Learning and Behavior		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely online.								
3481	PSY 227 Y02	Learning and Behavior		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely online.								
4831	PSY 227 Y03	Learning and Behavior		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course section. It is taught completely online.								
30181	PSY 234 70	Psychology of Addictions		08/29/2016-12/19/2016	28	0 3	TH 010	R	06:00 pm-08:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
30166	PSY 240 Y01	Psychology of Advertising		08/29/2016-12/19/2016	15	0 3		TBA	TBA
Comments: This is an Internet course section. It is taught completely online.									
3487	PTA 100 SL1	Intro to Physical Therapy I		08/29/2016-12/19/2016	32	0 4	DH 213	MW	01:00 pm-02:50 pm
Comments: This course section is a Service Learning course.									
3488	PTA 104 01	Basic Musculoskeletal Antmy		08/29/2016-12/19/2016	32	0 1	DH 213	W	12:00 pm-12:50 pm
30982	PTA 201 01	Kinesiology		08/29/2016-11/03/2016	30	0 4	DH 213	TR	09:30 am-12:00 pm
30773	PTA 201 L01	Kinesiology		08/29/2016-11/03/2016	16	0 0	DH 128	T	12:30 pm-05:00 pm
30774	PTA 201 L11	Kinesiology		08/29/2016-11/03/2016	14	0 0	DH 128	R	12:30 pm-05:00 pm
31505	PTA 202 01	Therapeutic Exercise		08/29/2016-11/03/2016	30	0 4	DH 128	MW	09:00 am-10:50 am
31506	PTA 202 L01	Therapeutic Exercise		08/29/2016-11/03/2016	14	0 0	DH 128	M	01:00 pm-04:30 pm
31506	PTA 202 L01	Therapeutic Exercise		08/29/2016-11/03/2016	14	0 0	DH 128	M	11:00 am-12:00 pm
31507	PTA 202 L11	Therapeutic Exercise		08/29/2016-11/03/2016	16	0 0	DH 128	W	11:00 am-12:00 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: RAD 204 01 must also register for CRN 3902 RAD 204L11 or CRN																			
Comments: 3903 RAD 204L21 or CRN 4037 RAD 204L31 or																			
Comments: CRN 4038 RAD 204L41																			
3902	RAD 204	L11 Advanced Positioning		08/29/2016-12/19/2016	6	0 0	DH 315	T	08:00 am-08:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: RAD 204L11 must also register for CRN 3901 RAD 204 01																			
3903	RAD 204	L21 Advanced Positioning		08/29/2016-12/19/2016	6	0 0	DH 315	T	09:00 am-09:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: RAD 204L21 must also register for CRN 3901 RAD 204 01																			
4038	RAD 204	L31 Advanced Positioning		08/29/2016-12/19/2016	6	0 0	DH 315	R	09:00 am-09:50 am										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: RAD 204L41 must also register for CRN 3901 RAD 204 01																			
4037	RAD 204	L41 Advanced Positioning		08/29/2016-12/19/2016	6	0 0	DH 315	R	02:00 pm-02:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: RAD 204L31 must also register for CRN 3901 RAD 204 01																			
4739	RAD 211	01 Pharmacology for Rad		08/29/2016-12/19/2016	24	0 1	DH 313	T	01:00 pm-01:50 pm										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
30318	RAD 227	Y01 CT Physics and Equipment		08/29/2016-12/19/2016	0	0 3	OFDL	TBA	TBA										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is an Internet course section. It is taught completely																			
Comments: online. Students need a current ARRT Certification card to																			
Comments: register for this class. Students also need to contact Prof																			
Comments: Donahue at donahuecm@sunybroome.edu before registering																			
Comments: for this class.																			

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30321	RAD 228 Y01	CT Sectional Anatomy		08/29/2016-12/19/2016	0	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. Students need a current ARRT Certification card to							
Comments:		register for this class. Students also need to contact Prof							
Comments:		Donahue at donahuecm@sunybroome.edu before registering for							
Comments:		this class.							
30403	SAC 250 Y01	Career Exploration		08/29/2016-12/19/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online.							
32089	SAP 100 06	Study Abroad Florence LA plus		TBA-TBA	0	0 18		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32084	SAP 100 08	Study Abroad Florence LA Acade		TBA-TBA	1	0 1		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32066	SAP 100 10	Study Abroad Florence Lib Art		TBA-TBA	30	0 1		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
31678	SAP 100 12	Study Abroad Quito		TBA-TBA	0	0 12		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32068	SAP 100 14	Study Abroad 1 Florence Langua		TBA-TBA	0	0 16		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32070	SAP 100 16	Study Abroad Florence three Ci		TBA-TBA	0	0 16		TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
32072	SAP 100 18	Study Abroad Rome		TBA-TBA	4	0 1		TBA TBA	

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32074	SAP 100 20	Study Abroad Greece		TBA-TBA	0	0 1		TBA	TBA
31156	SAP 100 22	Study Abroad Quito		08/29/2016-12/19/2016	2	0 16	OFSA	TBA	TBA
31680	SAP 100 23	Study Abroad 1 Guayaquil		TBA-TBA	0	0 12		TBA	TBA
31158	SAP 100 24	Study Abroad Guayaquil		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31160	SAP 100 26	Study Abroad Florence Language		08/29/2016-12/19/2016	10	0 18	OFSA	TBA	TBA
31162	SAP 100 28	Study Abroad Florence LA		08/29/2016-12/19/2016	20	0 16	OFSA	TBA	TBA
31164	SAP 100 30	Study Abroad Three Cities Prog		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31166	SAP 100 32	Study Abroad Rome LA		08/29/2016-12/19/2016	10	0 16	OFSA	TBA	TBA
31168	SAP 100 34	Study Abroad Venice Ital. Lang		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31170	SAP 100 36	Study Abroad Venitian Civil. C		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31172	SAP 100 38	Study Abroad Tuscania Language		08/29/2016-12/19/2016	5	0 18	OFSA	TBA	TBA
31174	SAP 100 40	Study Abroad Tuscania LA		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA

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31176	SAP 100 42	Study Abroad Dominican Republi		08/29/2016-12/19/2016	5	0 18	OFSA	TBA	TBA
31178	SAP 100 44	Study Abroad Greece		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31682	SAP 100 46	Study Abroad Florence Lang		TBA-TBA	5	0 16		TBA	TBA
31228	SAP 100 48	Study Abroad Tuscania Lan+ Add		08/29/2016-12/19/2016	0	0 18	OFSA	TBA	TBA
31684	SAP 100 50	Study Abroad Florence Lib. Art		TBA-TBA	25	0 1		TBA	TBA
31686	SAP 100 52	Study Abroad Three Cities Ital		TBA-TBA	0	0 16		TBA	TBA
31688	SAP 100 54	Study Abroad Rome		TBA-TBA	5	0 1		TBA	TBA
31690	SAP 100 56	Study Abroad Venice Lang		TBA-TBA	0	0 16		TBA	TBA
31692	SAP 100 58	Study Abroad Venitian Culture		TBA-TBA	0	0 16		TBA	TBA
31694	SAP 100 60	Study Abroad Tuscania Lib. Art		TBA-TBA	1	0 16		TBA	TBA
31696	SAP 100 62	Study Abroad Dominican Republi		TBA-TBA	0	0 18		TBA	TBA
31698	SAP 100 64	Study Abroad Greece		TBA-TBA	0	0 16		TBA	TBA

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31700	SAP 100 66	Study Abroad Florence Academic		TBA-TBA	0	0 1		TBA	TBA
32067	SAP 200 11	Study Abroad Florence Liberal		TBA-TBA	2	0 12		TBA	TBA
31679	SAP 200 13	Study Abroad Quito		TBA-TBA	0	0 12		TBA	TBA
32069	SAP 200 15	Study Abroad Florence Language		TBA-TBA	0	0 16		TBA	TBA
32071	SAP 200 17	Study Abroad Three Cities		TBA-TBA	0	0 16		TBA	TBA
32073	SAP 200 19	Study Abroad Rome		TBA-TBA	2	0 12		TBA	TBA
32075	SAP 200 21	Study Abroad Greece		TBA-TBA	0	0 12		TBA	TBA
31157	SAP 200 23	Study Abroad Quito LA		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31159	SAP 200 25	Study Abroad Guayaquil		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31161	SAP 200 27	Study Abroad Florence Language		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31163	SAP 200 29	Study Abroad Florence LA		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31165	SAP 200 31	Study Abroad THree City Progrm		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA

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31167	SAP 200 33	Study Abroad Rome LA		08/29/2016-12/19/2016	10	0 16	OFSA	TBA	TBA
31169	SAP 200 35	Study Abroad Venice Intl. Lang		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31681	SAP 200 36	Study Abroad Guayaquil		TBA-TBA	0	0 12		TBA	TBA
31171	SAP 200 37	Study Abroad Venitian Civiliz.		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31173	SAP 200 39	Study Abroad Tuscany Language		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31175	SAP 200 41	Study Abroad Tuscany LA		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31177	SAP 200 43	Study Abroad Dominican Republi		08/29/2016-12/19/2016	5	0 18	OFSA	TBA	TBA
31179	SAP 200 45	Study Abroad Greece		08/29/2016-12/19/2016	0	0 16	OFSA	TBA	TBA
31683	SAP 200 47	Study Abroad Florence Lang		TBA-TBA	0	0 16		TBA	TBA
31685	SAP 200 49	Study Abroad Florence Lib. Art		TBA-TBA	5	0 1		TBA	TBA
31687	SAP 200 51	Study Abroad Three Cities It		TBA-TBA	0	0 15		TBA	TBA
31689	SAP 200 53	Study Abroad Rome		TBA-TBA	0	0 16		TBA	TBA

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31691	SAP 200 55	Study Abroad Venice Lang		TBA-TBA	0	0 16		TBA	TBA
31693	SAP 200 57	Study Abroad Venitian Culture		TBA-TBA	0	0 16		TBA	TBA
31695	SAP 200 59	Study Abroad Tuscunia Lib. Art		TBA-TBA	0	0 16		TBA	TBA
31697	SAP 200 61	Study Abroad Dominican Republi		TBA-TBA	0	0 18		TBA	TBA
31699	SAP 200 71	Study Abroad Greece		TBA-TBA	0	0 16		TBA	TBA
3463	SOC 110 01	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	TH 209	TR	08:00 am-09:15 am
3465	SOC 110 02	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	TH 005	TR	01:30 pm-02:45 pm
3466	SOC 110 03	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	TH 005	TR	03:00 pm-04:15 pm
30019	SOC 110 05	Introduction to Sociology		08/29/2016-12/19/2016	20	0 3	TH 205	TR	01:30 pm-02:45 pm
30896	SOC 110 06	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	MB 201	MWF	11:00 am-11:50 am
30897	SOC 110 07	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	MB 201	MWF	12:00 pm-12:50 pm
31059	SOC 110 09	Introduction to Sociology		08/29/2016-12/19/2016	20	0 3	OFDC	MWF	10:00 am-10:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This course meets off campus at the down town Binghamton								
	Comments: site, 67 Washington Street, Binghamton, NY 13902.								
32419	SOC 110 15	Introduction to Sociology		08/29/2016-12/19/2016	25	0 3	TH 104	MWF	01:00 pm-01:50 pm
3653	SOC 110 70	Introduction to Sociology		08/29/2016-12/19/2016	20	0 3	TCOB 1	W	06:00 pm-08:50 pm
	Comments: Classes are held off campus in Owego at the Tioga County								
	Comments: Office Building, 56 Main Street Owego, NY								
32553	SOC 110 91	Introduction to Sociology		08/29/2016-12/19/2016	0	0 3		TBA	TBA
32706	SOC 110 H20	Introduction to Sociology		08/29/2016-12/19/2016	20	0 3	TH 205	TR	12:00 pm-01:15 pm
	Comments: The above course section is being offered as an Honors class								
	Comments: .								
30042	SOC 110 Y01	Introduction to Sociology		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
30043	SOC 110 Y02	Introduction to Sociology		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
31980	SOC 110 Y03	Introduction to Sociology		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA

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	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
31981	SOC 110	Y04 Introduction to Sociology		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
32343	SOC 111 07	Social Problems		08/29/2016-12/19/2016	25	0 3	DH 211	TR	09:30 am-10:45 am
32457	SOC 111 08	Social Problems		08/29/2016-12/19/2016	25	0 3	TH 209	MW	02:00 pm-03:15 pm
32628	SOC 111 09	Social Problems		08/29/2016-12/19/2016	25	0 3	TH 108	MW	03:30 pm-04:45 pm
3630	SOC 111 W05	Social Problems (WE)		08/29/2016-12/19/2016	20	0 3	MB 209	MWF	09:00 am-09:50 am
	Comments: This is a Writing emphasis course section. You must								
	Comments: have completed ENG 110.								
32345	SOC 111 Y02	Social Problems		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								
	Comments: online.								
32346	SOC 111 Y03	Social Problems		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
	Comments: This is an Internet course section. It is taught completely								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: online.									
32372	SOC 250 01	Introduction to Social Work		08/29/2016-12/19/2016	28	0 3	TH 107	TR	01:30 pm-02:45 pm
30053	SOC 250 Y01	Introduction to Social Work		08/29/2016-12/19/2016	20	0 3		TBA	TBA
Comments: This is an Internet course section. It is taught completely									
Comments: online.									
3514	SOS 111 03	Public Policy		08/29/2016-12/19/2016	22	0 3	TH 108	TR	12:00 pm-01:15 pm
Comments: CRN 3514 will meet in person, but will also sometimes be in									
Comments: online contact with students and faculty in Celaya, Mexico									
Comments: for discussions on public policy. That is a COIL component									
Comments: (Collaborative Online International Learning).									
3515	SOS 111 04	Public Policy		08/29/2016-12/19/2016	22	0 3	TH 108	TR	01:30 pm-02:45 pm
3512	SOS 111 B01	Public Policy		08/29/2016-12/19/2016	20	0 3	LI 007	MWF	01:00 pm-01:50 pm
Comments: This is a BLENDED course section. This course meets both on									
Comments: campus in class and works online as scheduled.									
3513	SOS 111 B02	Public Policy		08/29/2016-12/19/2016	20	0 3	LI 005	MWF	02:00 pm-02:50 pm
Comments: This is a BLENDED course section. This course meets both on									
Comments: campus in class and works online as scheduled.									
30835	SOS 111 CF1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
32786	SOS 111 CV1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32505	SOS 111 DP1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30836	SOS 111 GR1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32869	SOS 111 GR2	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31736	SOS 111 SD1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
30837	SOS 111 WN1	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
32793	SOS 111 WN2	Public Policy		09/19/2016-02/03/2017	40	0 3	OFHS	TBA	TBA
31979	SOS 111 Y01	Public Policy		08/29/2016-12/19/2016	15	0 3	OFDL	TBA	TBA
Comments: This is an Internet course section. It is taught completely Comments: online.									
3632	SOS 116 01	International Business Environ		08/29/2016-12/19/2016	25	0 3	BB 110	TR	03:30 pm-04:45 pm
Comments: SOS 116 01 CRN 3632 is Cross-Listed with BUS 116 01 CRN Comments: 3961; You can only register for one of these courses.									
4832	SOS 116 70	International Business Environ		08/29/2016-12/19/2016	28	0 3	BB 231	M	06:00 pm-08:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: SOS 116 70 CRN 4832 is Cross-Listed with BUS 116 70 CRN								
	Comments: 3964; You can only register for one of these courses.								
30045	SOS 116	Y01 International Business Environ		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Cross-Listed course with CRN 3962 -								
	Comments: BUS 116 Y01. You can only register for ONE of the								
	Comments: courses.								
30046	SOS 116	Y02 International Business Environ		08/29/2016-12/19/2016	20	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section. It is taught completely								
	Comments: online. This is also a Cross-Listed course with CRN 3963 -								
	Comments: BUS 116 Y02. You can only register for ONE of the courses.								
3635	SOS 155	W01 Media and Society (WE)		08/29/2016-12/19/2016	20	0 3	MB 210	TR	01:30 pm-02:45 pm
	Comments: This is a Writing emphasis course section.								
3636	SOS 155	W02 Media and Society (WE)		08/29/2016-12/19/2016	20	0 3	TH 105	TR	03:00 pm-04:15 pm
	Comments: This is a Writing emphasis course section.								
30561	SOS 155	W03 Media and Society (WE)		08/29/2016-12/19/2016	20	0 3	MB 210	TR	12:00 pm-01:15 pm
	Comments: This is a Writing emphasis course section.								
31991	SOS 186	W01 Food in History and Society(WE)		08/29/2016-12/19/2016	20	0 3	TH 008	MWF	02:00 pm-02:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: This course is cross listed with HOS 186.								
	Comments: This is a Writing Emphasis section.								
3520	SPA 101 03	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 101	TR	12:00 pm-12:50 pm
3520	SPA 101 03	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 203	MW	12:00 pm-12:50 pm
3521	SPA 101 04	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 203	MW	01:00 pm-01:50 pm
	Comments: Students should get the required materials, including the								
	Comments: online access code, by the first day of class.								
3521	SPA 101 04	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 101	TR	01:00 pm-01:50 pm
	Comments: Students should get the required materials, including the								
	Comments: online access code, by the first day of class.								
31008	SPA 101 06	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 104	MTWR	04:00 pm-04:50 pm
	Comments: Students should get the required materials, including the								
	Comments: online access code, by the first day of class.								
3525	SPA 101 70	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4	TH 007	MW	06:00 pm-07:50 pm
	Comments: Students should get the required materials, including the								
	Comments: online access code, by the first day of class.								
3518	SPA 101 Y01	Beginning Spanish I		08/29/2016-12/19/2016	20	0 4		TBA	TBA

Course Tally

* * * SUNY BROOME * * *

Report Run Date: 1/5/2016

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3519	SPA 101	Y02 Beginning Spanish I		08/29/2016-12/19/2016	20	0 4		TBA	TBA
3640	SPA 102	02 Beginning Spanish II		08/29/2016-12/19/2016	20	0 4	SS 201	MTWR	10:00 am-10:50 am
3639	SPA 102	Y01 Beginning Spanish II		08/29/2016-12/19/2016	12	0 4		TBA	TBA
3641	SPA 102	Y03 Beginning Spanish II		08/29/2016-12/19/2016	15	0 4		TBA	TBA

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students should get the required materials,
 Comments: including the online access code, by the first day of class.

Comments: This is an Internet course section. It is taught completely
 Comments: online. Students should get the required materials,
 Comments: including the online access code, by the first day of class.

Comments: Pre-requisite SPA 101 or 3 years of High School Spanish with
 Comments: a grade average of B (80-89). Students should get the
 Comments: required materials, including the online access code, by the
 Comments: first day of class.

Comments: This is an Internet course section. It is taught completely
 Comments: online. SPA 101 is a prerequisite for this course or 3 years
 Comments: of High School Spanish with a grade average of B (80-89).
 Comments: Students should get the required materials, including the
 Comments: online access code, by the first day of class.

Comments: This is an Internet course section. It is taught completely

Course Tally

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Report Run Date: 1/5/2016

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3535	SPK 110 70	Effective Speaking		08/29/2016-12/19/2016	20	0 3	TH 203	W	06:00 pm-08:50 pm
30264	SPK 110 71	Effective Speaking		08/29/2016-12/19/2016	20	0 3	MB 207	M	06:00 pm-08:50 pm
31894	SPM 189 01	Sports Law		08/29/2016-12/19/2016	25	0 3	IC 148	MWF	01:00 pm-01:50 pm
32458	SPM 189 02	Sports Law		08/29/2016-12/19/2016	25	0 3	IC 148	MWF	09:00 am-09:50 am
32304	SPM 279 01	Management/Promotion of SE & F		08/29/2016-12/19/2016	25	0 3	IC 148	TR	02:00 pm-03:15 pm
			SPM 110	UG D					
	OR		BUS 290	UG D					
32705	SPM 279 02	Management/Promotion of SE & F		08/29/2016-12/19/2016	25	0 3	IC 148	TR	03:30 pm-04:15 pm
			SPM 110	UG D					
	OR		BUS 290	UG D					
32306	SPM 297 01	Sports Management Practicum		08/29/2016-12/19/2016	10	0 3		TBA	TBA
		(	SPM 110	UG D					
	AND		SPM 189	UG D					
	AND		SPM 279	UG D)

Comments: If you register for this course, you MUST call Mr. Behr at

Comments: 778-5133.

31860	STM 105 01	Freshman Planning Seminar		08/29/2016-12/19/2016	15	0 1	NSC 107	M	08:00 am-08:50 am

Comments: For LAAS students.

32649	STM 105 02	Freshman Planning Seminar		08/29/2016-12/19/2016	15	0 1	NSC 107	W	08:00 am-08:50 am
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Course Tally

* * * SUNY BROOME * * *

Report Run Date: 1/5/2016

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments:		TEC101-L11 must also register for CRN 31372 TEC101-01							
31375	TEC 101 L12	Intro Engineering Technology		08/29/2016-12/19/2016	18	0 0	MB 111	T	02:00 pm-04:50 pm
[Empty Row]									
Comments:		TEC101-L12 must also register for CRN 31374 TEC101-02							
31377	TEC 101 L13	Intro Engineering Technology		08/29/2016-12/19/2016	18	0 0	MB 111	F	03:00 pm-05:50 pm
[Empty Row]									
Comments:		TEC101-L13 must also register for CRN 31376 TEC101-03							
32665	TEC 106 B01	Electronic Portfolios		08/29/2016-10/03/2016	19	0 1	BB 133	MW	02:00 pm-02:50 pm
[Empty Row]									
30965	TEC 106 Y02	Electronic Portfolios		10/04/2016-11/09/2016	20	0 1	OFDL	TBA	TBA
[Empty Row]									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. This course section starts later in the semester.							
31487	TEC 106 Y03	Electronic Portfolios		11/10/2016-12/19/2016	20	0 1	OFDL	TBA	TBA
[Empty Row]									
Comments:		This is an Internet course section. It is taught completely							
Comments:		online. This course section starts later in the semester.							
3538	THR 101 01	Theater Appreciation: Image Ma		08/29/2016-12/19/2016	25	0 3	SS 205	TR	01:30 pm-02:45 pm
[Empty Row]									
3539	THR 101 02	Theater Appreciation: Image Ma		08/29/2016-12/19/2016	25	0 3	BB 044	MWF	12:00 pm-12:50 pm
[Empty Row]									
3540	THR 101 03	Theater Appreciation		08/29/2016-12/19/2016	25	0 3	TH 005	MWF	02:00 pm-02:50 pm
[Empty Row]									
3541	THR 102 01	Intro to Musical Theater		08/29/2016-12/19/2016	35	0 3	SS 205	MWF	01:00 pm-01:50 pm

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
3658	THR 111 01	Introduction to Acting		08/29/2016-12/19/2016	12	0 3	SC LTH	TR	12:00 pm-01:15 pm
3543	THR 114 01	Oral Interpretation		08/29/2016-12/19/2016	18	0 3	SC LTH	MWF	10:00 am-10:50 am
31053	THR 114 02	Oral Interpretation		08/29/2016-12/19/2016	18	0 3	BB 110	MWF	11:00 am-11:50 am
32365	THR 114 03	Oral Interpretation		08/29/2016-12/19/2016	18	0 3	SC LTH	MWF	01:00 pm-01:50 pm
3542	THR 140 01	Announcing for Radio/TV		08/29/2016-12/19/2016	15	0 3	TH 103	MWF	10:00 am-10:50 am
3544	THR 140 02	Announcing for Radio/TV		08/29/2016-12/19/2016	15	0 3	TH 103	MWF	11:00 am-11:50 am
30786	THR 151 01	Stage Craft 1		08/29/2016-12/19/2016	15	0 3	SC LTH	TR	02:00 pm-03:15 pm
Comments: You must also register for the lab (CRN 31677) THR 151 L01.									
30357	THR 216 01	Spec Top: Alexander Technique		08/29/2016-12/19/2016	15	0 1	SC LTH	MW	11:00 am-11:50 am
32449	THR 221 W01	History of the Theater (WE)		08/29/2016-12/19/2016	15	0 3	SB 105	MWF	10:00 am-10:50 am
Comments: This is a Writing emphasis course.									
3651	THR 246 01	Rehearsal & Performance Stage		08/29/2016-12/19/2016	16	0 3	SC LTH	R	03:30 pm-06:30 pm
Comments: You must have permission from the Theater Coordinator to									

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Report Run Date: 1/5/2016

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
Comments: register for this course.																			
3663	TLC 210 LN1	Telecommunications III		08/29/2016-12/19/2016	15	0 0	AT 203	M	03:00 pm-04:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments: This course section is held for Verizon students only.																			
Comments: TLC 210-LN1 must also register for CRN 3662- TLC 210 N01.																			
3662	TLC 210 N01	Telecommunications III		08/29/2016-12/19/2016	15	0 4	AT 203	M	12:00 pm-02:50 pm										
<table border="1" style="width:100%; height:20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
Comments: This course section is held for Verizon students only.																			
Comments: TLC 210 N01 must also register for CRN 3663- TLC 210 LN1.																			

Course Tally by SCHD Code

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CRN		Course		Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
54274	SPA	102	CE	Beginning Spanish II		TBA-TBA	2	1	1	4	
CL3											
50952	ADN	105	C75	Meeting Human Needs	Stark	01/25/2016-05/17/ 6		8	-2	0	
50954	ADN	105	C76	Meeting Human Needs	Finch	01/25/2016-05/17/ 8		8	0	0	
50954	ADN	105	C76	Meeting Human Needs	Jowett	01/25/2016-05/17/ 8		8	0	0	
50955	ADN	105	C77	Meeting Human Needs	li	01/25/2016-05/17/ 7		8	-1	0	
50961	ADN	106	C01	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 10		10	0	0	OFCL
50961	ADN	106	C01	Meeting Human Needs	Joseph	01/25/2016-05/17/ 10		10	0	0	OFCL
50962	ADN	106	C02	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 9		9	0	0	OFCL
50962	ADN	106	C02	Meeting Human Needs	Morgan	01/25/2016-05/17/ 9		9	0	0	OFCL
50963	ADN	106	C03	Meeting Human Needs	Morgan	01/25/2016-05/17/ 9		9	0	0	OFCL
50963	ADN	106	C03	Meeting Human Needs	West	01/25/2016-05/17/ 9		9	0	0	OFCL
50964	ADN	106	C04	Meeting Human Needs	Jowett	01/25/2016-05/17/ 10		10	0	0	OFCL
50964	ADN	106	C04	Meeting Human Needs	West	01/25/2016-05/17/ 10		10	0	0	OFCL
50965	ADN	106	C05	Meeting Human Needs	Jowett	01/25/2016-05/17/ 10		10	0	0	OFCL
50965	ADN	106	C05	Meeting Human Needs	Joseph	01/25/2016-05/17/ 10		10	0	0	OFCL
50966	ADN	106	C06	Meeting Human Needs	West	01/25/2016-05/17/ 9		9	0	0	OFCL
50966	ADN	106	C06	Meeting Human Needs	Torres	01/25/2016-05/17/ 9		9	0	0	OFCL

50967	ADN	106	C07	Meeting Human Needs	Jowett	01/25/2016-05/17/ 8	10	-2	0	OFCL
50967	ADN	106	C07	Meeting Human Needs	Evans	01/25/2016-05/17/ 8	10	-2	0	OFCL
50968	ADN	106	C08	Meeting Human Needs	Joseph	01/25/2016-05/17/ 10	9	1	0	OFCL
50968	ADN	106	C08	Meeting Human Needs	West	01/25/2016-05/17/ 10	9	1	0	OFCL
50969	ADN	106	C09	Meeting Human Needs	Evans	01/25/2016-05/17/ 10	10	0	0	OFCL
50969	ADN	106	C09	Meeting Human Needs	Jowett	01/25/2016-05/17/ 10	10	0	0	OFCL

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
CL3									
54207	ADN	106	C10	Meeting Human Needs		0	1	0	OFCL
53683	ADN	212	C73	Meeting Human Needs	Potter	9	0	0	OFCL
53683	ADN	212	C73	Meeting Human Needs	Baker	9	0	0	OFCL
53684	ADN	212	C74	Meeting Human Needs	Miller	10	0	0	OFCL
53684	ADN	212	C74	Meeting Human Needs	Potter	10	0	0	OFCL
53685	ADN	212	C75	Meeting Human Needs		0	8	0	OFCL
52668	ADN	213	C01	Meeting Human Needs	Pompey	9	0	0	OFCL
52668	ADN	213	C01	Meeting Human Needs	Stevens	9	0	0	OFCL
52670	ADN	213	C02	Meeting Human Needs	Howard	9	0	0	OFCL

52679	ADN	214	C03	Meeting Human Needs	Richards	03/17/2016-05/17/ 8	7	1	0	OFCL
52680	ADN	214	C04	Meeting Human Needs	Potter	03/17/2016-05/17/ 8	9	-1	0	OFCL
52680	ADN	214	C04	Meeting Human Needs	Howard	03/17/2016-05/17/ 8	9	-1	0	OFCL
52681	ADN	214	C05	Meeting Human Needs	Jowett	03/17/2016-05/17/ 10	8	2	0	OFCL
52681	ADN	214	C05	Meeting Human Needs	Howard	03/17/2016-05/17/ 10	8	2	0	OFCL
52682	ADN	214	C06	Meeting Human Needs	Potter Jowett	03/17/2016-05/17/ 9	8	1	0	OFCL
52684	ADN	214	C08	Meeting Human Needs	Morgan Torres	03/17/2016-05/17/ 10	9	1	0	OFCL
53982	ADN	214	CO7	Meeting Human Needs	Richards	03/17/2016-05/17/ 8	8	0	0	OFCL
53982	ADN	214	CO7	Meeting Human Needs	Scovell	03/17/2016-05/17/ 8	8	0	0	OFCL
52856	CLT	215	C01	Phlebotomy Practicum	Allstadt	03/01/2016-05/17/ 14	15	-1	5	OFCL
52856	CLT	215	C01	Phlebotomy Practicum	Cook	03/01/2016-05/17/ 14	15	-1	5	OFCL
52859	CLT	240	C01	Clinical Affiliation	Allstadt	03/01/2016-05/17/ 16	12	4	4	OFCL
54486	CLT	241	C01	Clinical Affiliation	Allstadt	03/01/2016-05/17/ 16	13	3	3	OFCL
52861	CLT	242	C01	Clinical Affiliation	Allstadt	03/01/2016-05/17/ 16	13	3	2	OFCL
53236	DEN	102	C11	Dental Hygiene II	Fitch	01/25/2016-05/17/ 20	19	1	0	DH 101
53236	DEN	102	C11	Dental Hygiene II	Fitch	01/25/2016-05/17/ 20	19	1	0	DH 101
53237	DEN	102	C21	Dental Hygiene II	Fitch	01/25/2016-05/17/ 20	18	2	0	DH 101
53237	DEN	102	C21	Dental Hygiene II	Fitch	01/25/2016-05/17/ 20	18	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV	Stanley	01/25/2016-05/17/ 35	33	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101
53238	DEN	202	C11	Dental Hygiene IV	McGuinness	01/25/2016-05/17/ 35	33	2	0	DH 101

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
CL3									
53238	DEN 202	C11 Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101	
53238	DEN 202	C11 Dental Hygiene IV		01/25/2016-05/17/ 35	33	2	0	DH 101	
52667	HIT 245	C01 Clinical Practicum	Hlopko	04/13/2016-05/17/ 20	14	6	5	OFCL	
51580	MDA 246	C11 Clinical Practicum I	Mclain	01/25/2016-05/17/ 20	15	5	4	OFCL	
51581	MDA 247	C11 Clinical Practicum I	O'Hara-Leslie	01/25/2016-05/17/ 20	15	5	4	OFCL	
52621	PTA 210	C01 Clinical Affiliation	Klepfer	03/14/2016-04/29/ 1	1	0	4	OFCL	
52840	PTA 220	01 Clinical Affiliation	Klepfer	03/14/2016-04/29/ 28	23	5	6		
54539	RAD 132	0 Clinical Education I		TBA-TBA 10	0	10	4		
54376	RAD 132	C11 Clinical Education I	Yetter	01/25/2016-05/17/ 10	8	2	4	OFCL	
54377	RAD 132	C21 Clinical Education I	Yetter	01/25/2016-05/17/ 9	9	0	4	OFCL	
54378	RAD 132	C31 Clinical Education I	Yetter	01/25/2016-05/17/ 6	5	1	4	OFCL	
51226	RAD 232	C11 Clinical Education V	Donahue	01/25/2016-05/17/ 10	10	0	3	OFCL	
51227	RAD 232	C21 Clinical Education V	Donahue	01/25/2016-05/17/ 9	6	3	3	OFCL	
51228	RAD 232	C31 Clinical Education V	Yetter	01/25/2016-05/17/ 6	5	1	3	OFCL	
CO1									
52626	PED 100	21 Archery	Daub	03/17/2016-05/17/ 20	6	14	0.5		

52628	PED	106	11	Badminton (CV)	Daub	01/25/2016-03/16/ 20	20	0	0.5	SC EGYI
52629	PED	106	12	Badminton (CV)	Daub	01/25/2016-03/16/ 20	20	0	0.5	SC EGYI
52630	PED	106	13	Badminton (CV)	Daub	01/25/2016-03/16/ 20	20	0	0.5	SC EGYI
53256	PED	107	02	Ballet I (CV)	Christina-Price	01/25/2016-05/17/ 15	15	0	1	SC 106
51625	PED	110	01	Basic Ice Skating (C	Heinlein	01/19/2016-03/15/ 22	22	0	1	IC RINK
51627	PED	118	01	Sol for Fitness & We	Viengkham	01/25/2016-05/17/ 22	22	0	1	SC 104
51628	PED	118	02	Sol for Fitness & We	Tomcho	01/25/2016-05/17/ 22	21	1	1	SC 104
51629	PED	118	03	Sol for Fitness & We	Tomcho	01/25/2016-05/17/ 22	20	2	1	SC 104

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
CO1									
51630	PED	118 04	Sol for Fitness & We	Viengkham	01/25/2016-05/17/ 22	20	2	1	SC 104
51631	PED	118 05	Sol for Fitness & We	Krowiak	01/25/2016-05/17/ 22	19	3	1	SC 104
51632	PED	118 06	Sol for Fitness & We	Hoffman	01/25/2016-05/17/ 22	19	3	1	SC 104
53801	PED	118 08	Sol for Fitness & We	Krowiak	01/25/2016-05/17/ 22	22	0	1	SC 104
51633	PED	118 70	Sol for Fitness & We	Viengkham	01/25/2016-05/17/ 22	21	1	1	SC 104
51635	PED	119 01	Sol in Fitness & Wel	Viengkham	01/25/2016-05/17/ 22	19	3	1.5	SC 104
51636	PED	119 02	Sol in Fitness & Wel	Alter-Ballard	01/25/2016-05/17/ 22	23	-1	1.5	SC 104

51637	PED	119	03	Sol in Fitness & Wel	Alter-Ballard	01/25/2016-05/17/ 22	17	5	1.5	SC 104
51640	PED	122	01	Horsemanship	Elliott	01/25/2016-05/17/ 15	4	11	1	OFOTH
51642	PED	130	01	Karate (CV)	Jackson	01/25/2016-05/17/ 20	17	3	1	SC 106
51644	PED	137	01	Jazz Dance II (CV)	Ellis	01/25/2016-05/17/ 20	11	9	1	SC 106
51645	PED	140	01	Dance Pilates (CV)	Ellis	01/25/2016-05/17/ 22	13	9	1	SC 106
51646	PED	140	02	Dance Pilates (CV)	Ellis	01/25/2016-05/17/ 22	17	5	1	SC 106
53854	PED	140	71	Dance Pilates (CV)	Christina-Price	01/25/2016-05/17/ 22	17	5	1	SC 106
51647	PED	146	01	Aerobics (CV)	Ellis	01/25/2016-05/17/ 22	20	2	1	SC 106
51648	PED	146	02	Aerobics (CV)	Ellis	01/25/2016-05/17/ 22	19	3	1	SC 106
52647	PED	169	21	Tennis (CV)	Daub	03/17/2016-05/17/ 18	18	0	0.5	SC
52648	PED	169	22	Tennis (CV)	Daub	03/17/2016-05/17/ 18	20	-2	0.5	SC
53261	PED	172	12	Volleyball (CV)	Carter	01/25/2016-03/16/ 24	17	7	0.5	SC
54160	PED	173	B01	Fitness Walking (CV)	Alter-Ballard	01/25/2016-05/17/ 22	19	3	1.5	IC RINK
54161	PED	173	Y01	Fitness Walking (CV)	Daub	01/25/2016-05/17/ 22	23	-1	1.5	OFDL
54164	PED	181	01	Adventure Activities	Krowiak	01/25/2016-05/17/ 22	23	-1	1	SC EGYI
54162	PED	187	01	Team Sports (CV)	Krowiak	01/25/2016-05/17/ 22	23	-1	1	SC
54422	PED	188	02	Rhythms and Dance (C	Christina-Price	01/25/2016-05/17/ 22	20	2	1	SC 106

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CRN	Course			Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
CO2											
52636	PED	127	21	Jogging (CV)	Carter	03/17/2016-05/17/ 24		12	12	0.5	SC EGYI
52653	PED	175	11	Weight Training (CV)	Carter	01/25/2016-03/16/ 22		9	13	0.5	SC 105
52654	PED	175	12	Weight Training (CV)	Whittaker	01/25/2016-03/16/ 22		14	8	0.5	SC 105
CO4											
52627	PED	103	21	Backpacking (CV)	Fletcher	03/17/2016-05/17/ 15		15	0	1	SC
DI3											
52640	ADN	105	X71	Meeting Human Needs	Miller	01/25/2016-05/17/ 12		13	-1	0	
52643	ADN	105	X72	Meeting Human Needs	Miller	01/25/2016-05/17/ 12		11	1	0	
52661	ADN	106	X01	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 23		23	0	0	DH 320
52662	ADN	106	X02	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 23		19	4	0	DH 320
52663	ADN	106	X03	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 23		23	0	0	DH 320
52664	ADN	106	X04	Meeting Human Needs	West	01/25/2016-05/17/ 23		21	2	0	DH 320
FF1											
52491	ANT	111	UE1	Cultural Anthropolog	Fuentes	02/08/2016-06/17/ 40		8	32	3	OFHS
53973	ART	125	VT1	Intro to Computer Gr	Restuccia	02/08/2016-06/17/ 40		0	40	3	OFHS
54302	ART	130	HP1	Into Ceramics: Const	McDonald	02/08/2016-06/17/ 40		7	33	3	OFHS
52492	ART	130	UE1	Into Ceramics: Const	Herceg	02/08/2016-06/17/ 40		0	40	3	OFHS
53192	ART	140	JC1	Printmaking	Adolf	02/08/2016-06/17/ 40		0	40	3	OFHS
54573	BIO	101	DP1	Intro to Anatomy Phy	Zaczek	02/08/2016-06/17/ 40		7	33	3	OFHS
53611	BIO	101	WA	Intro to Anatomy Phy	Rosa	02/08/2016-06/17/ 40		1	39	3	OFHS
52732	BIT	106	BT1	Electronic Portfolio	Stevens	02/08/2016-06/17/ 40		0	40	1	OFHS
52733	BIT	106	BT2	Electronic Portfolio	Stevens	02/08/2016-06/17/ 40		0	40	1	OFHS
54294	BIT	106	BT3	Electronic Portfolio	Bartholomew	02/08/2016-06/17/ 40		0	40	1	OFHS
54295	BIT	106	BT4	Electronic Portfolio	Messina	02/08/2016-06/17/ 40		0	40	1	OFHS

54310	BIT	106	BT5	Electronic Portfolio	Iannone-Morgan	02/08/2016-06/17/ 40	0	40	1	OFHS
IN1										
53364	CTP	275	03	Community Internship	Garnar	01/25/2016-05/17/ 15	12	3	3	TH 104
53470	CTP	275	04	Community Internship	Webb	01/25/2016-05/17/ 15	9	6	3	TH 204
54404	MUS	296	01	Internship	Dawe	01/25/2016-05/17/ 0	0	0	1	OFOTH
IN2										
54329	POS	210	01	Political Internship	Michalak	01/25/2016-05/17/ 15	4	11	2	TH 005
IN3										
54605	CTP	275	10	Community Internship	Pierog	01/25/2016-05/17/ 15	12	3	3	LI 004
IND										
54625	BIO	299	95	Independent Study	Curtis	01/25/2016-05/17/ 0	1	-1	3	
54566	BUS	248	90	Human Resource Manag	Behr	01/25/2016-05/17/ 0	1	-1	3	
54616	BUS	275	90	Accounting Informati	O'Bryan	01/25/2016-05/17/ 0	1	-1	4	
54452	CAS	210	Y01	Casino Operations Ma	Townsend	01/25/2016-05/17/ 20	1	19	3	

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CRN IND	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
54628	CHM 142	90	Gen Organic Biochemi	Johnson	01/25/2016-05/17/ 0	1	-1	3	
54594	COM 212	91	Intermediate Photogr	Detrani	01/25/2016-05/17/ 0	1	-1	3	
54610	COM 299	91	Independent Study	Detrani	01/25/2016-05/17/ 0	1	-1	3	
54612	COM 299	92	Independent Study	Detrani	01/25/2016-05/17/ 0	2	-2	3	
54618	COM 299	93	Independent Study	Detrani	01/25/2016-05/17/ 2	2	0	4	
54618	COM 299	93	Independent Study	Evans	01/25/2016-05/17/ 2	2	0	4	
54607	EGR 298	91	Cooperative Work Exp	Lofthouse	01/25/2016-05/17/ 0	1	-1	3	
54627	EGR 298	92	Cooperative Work Exp	Lofthouse	01/25/2016-05/17/ 0	1	-1	1	
54582	ENG 299	94	Independent Study: E	Origer	01/25/2016-05/17/ 0	1	-1	3	
54583	ENG 299	95	Independent Study: E	Donnelly	01/25/2016-05/17/ 0	1	-1	3	
54572	HIS 100	90	The Rise of the West	Call	01/25/2016-05/17/ 0	1	-1	3	
54606	HIS 299	91	Independent Study in	Loveland	01/25/2016-05/17/ 0	1	-1	3	
54608	HON 299	91	Independent Study Ho	Lorman	01/25/2016-05/17/ 0	1	-1	2	
54633	LAW 295	90	Paralegal Practicum	Loy	01/25/2016-05/17/ 0	1	-1	4	
54587	LAW 299	94	Independent Study Pa	Loy	01/25/2016-05/17/ 0	1	-1	4	
54617	MAT 096	90	Elem Algebra and Tri	Bremer	01/25/2016-05/17/ 0	1	-1	4	
52441	MUS 191	01	Music Performance	Dawe	01/25/2016-05/17/ 0	0	0	1	ONNC
52442	MUS 191	02	Music Performance	Dawe	01/25/2016-05/17/ 0	0	0	1	ONNC
52444	MUS 197	01	Applied Music I	Dawe	01/25/2016-05/17/ 30	14	16	1	OFOTH
52445	MUS 198	01	Applied Music II	Dawe	01/25/2016-05/17/ 35	22	13	1	OFOTH
52446	MUS 297	01	Applied Music III	Dawe	01/25/2016-05/17/ 30	4	26	1	OFOTH
52447	MUS 298	01	Applied Music IV	Dawe	01/25/2016-05/17/ 30	10	20	1	OFOTH
51667	PED 197	01	Varsity Basketball I	Huggler	01/25/2016-02/29/ 10	3	7	0.5	

51676	PED	202	01	Cheerleading II	Bartolotto	01/25/2016-05/17/ 10	6	4	0.5	ONNC
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CRN IND	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
51678	PED 204 01	Cheerleading IV	Bartolotto	01/25/2016-05/17/ 5		2	3	0.5	ONNC
54258	PED 210 01	Exercise Assistant I		01/25/2016-05/17/ 1		1	0	1.5	
51669	PED 297 01	Varsity Basketball I	Huggler	01/25/2016-02/29/ 5		5	0	0.5	ONNC
54561	PSY 234 92	Psychology of Addict	Whittaker	01/25/2016-05/17/ 0		0	0	3	
54629	PSY 299 90	Independent Study	Boring	01/25/2016-05/17/ 0		3	-3	2	
54634	PSY 299 91	Independent Study	Altman	01/25/2016-05/17/ 0		1	-1	3	
54589	PTA 299 91	Independent Study	Abrams	01/25/2016-05/17/ 0		1	-1	5	
54626	STM 100 90	Women In STEM	Curtis	01/25/2016-05/17/ 0		1	-1	1	
INT									
50217	ASA 320 W01	Supervised Clinical	Whittaker	01/25/2016-05/17/ 10		4	6	4	TH 205
50313	BNK 184 01	Bnk Real Estate Mort	Wood	01/25/2016-05/17/ 12		6	6	4	BB 231
50318	BUS 184 01	Financial Risk Mgt P	Wood	01/25/2016-05/17/ 15		7	8	4	BB 205
51101	BUS 296 01	Disney World Interns	Behr	01/25/2016-05/17/ 10		0	10	1	OFOTH
51102	BUS 297 01	Cooperative Work Exp	Behr	01/25/2016-05/17/ 10		10	0	3	OFOTH

52244	BUS	297	02	Cooperative Work Exp	Behr	01/25/2016-05/17/ 10	4	6	3	OFOTH
52755	BUS	297	03	Cooperative Work Exp	Behr	01/25/2016-05/17/ 10	1	9	4	OFOTH
51561	COM	250	01	Communication Intern	Detrani	01/25/2016-05/17/ 20	11	9	3	
51562	COM	255	01	Communication Intern	Detrani	01/25/2016-05/17/ 20	2	18	3	
52743	COM	270	01	Communication Intern	Detrani	01/25/2016-05/17/ 20	0	20	3	
52744	COM	275	01	Communication Intern	Detrani	01/25/2016-05/17/ 20	0	20	3	
51566	CST	297	01	Cooperative Work Exp	Kohut	01/25/2016-05/17/ 0	0	0	1	OFOTH
51567	CST	297	03	Cooperative Work Exp	Kohut	01/25/2016-05/17/ 0	1	-1	3	OFOTH
53782	ECE	200	SL3	Field Experience I (Grozier	01/25/2016-05/17/ 10	5	5	4	TH 204
53774	ECE	200	SL4	Field Experience I (Grozier	01/25/2016-05/17/ 10	6	4	4	TH 204

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CRN INT	Course	Title	Instruct	Dates	Max	Enr	Avail	Credits	B/R	
53326	ECE	201	SL5	Field Experience II	Grozier	01/25/2016-05/17/ 10	5	5	4	TH 204
52045	ECE	201	SL6	Field Experience II	Grozier	01/25/2016-05/17/ 10	4	6	4	TH 204
52601	HMS	290	L11	Human Service Field	Rossi	01/25/2016-05/17/ 10	9	1	0	TH 107
52604	HMS	290	L12	Human Service Field	Krohn	01/25/2016-05/17/ 10	11	-1	0	AT 117
53527	SPM	297	01	Sports Management Pr	Behr	01/25/2016-05/17/ 10	10	0	3	

54496	SPM	297	02	Sports Management Pr	Behr	01/25/2016-05/17/ 10	7	3	3	
LA1										
51123	CHM	141L	21	Gen Organic Biochemi	Johnson	01/25/2016-05/17/ 16	10	6	1	NSC 306
50361	CHM	142L	11	Gen Organic Biochem	Johnson	01/25/2016-05/17/ 16	12	4	1	NSC 306
52821	CHM	142L	12	Gen Organic Biochem	Johnson	01/25/2016-05/17/ 16	10	6	1	NSC 306
50370	CHM	142L	21	Gen Organic Biochem	Johnson	01/25/2016-05/17/ 16	17	-1	1	NSC 306
51141	CHM	145L	11	Chemistry Laboratory	Biegen	01/25/2016-05/17/ 16	14	2	1	NSC 202
51144	CHM	145L	12	Chemistry Laboratory	Biegen	01/25/2016-05/17/ 16	15	1	1	NSC 202
53043	CHM	145L	13	Chemistry Laboratory	Lake	01/25/2016-05/17/ 16	11	5	1	NSC 202
51145	CHM	145L	21	Chemistry Laboratory	Lake	01/25/2016-05/17/ 16	15	1	1	NSC 202
51146	CHM	145L	22	Chemistry Laboratory	Ogutu	01/25/2016-05/17/ 16	10	6	1	NSC 202
53709	CHM	145L	23	Chemistry Laboratory	Ogutu	01/25/2016-05/17/ 16	15	1	1	NSC 202
54620	CHM	145L	T14	Chemistry Laboratory	Miller	03/01/2016-05/17/ 16	3	13	1	NSC 306
51147	CHM	145L	Y1	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	16	0	1	OFDL
51148	CHM	145L	Y2	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	16	0	1	OFDL
51149	CHM	145L	Y3	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	15	1	1	OFDL
51156	CHM	146L	11	Chemistry Laboratory	Miller	01/25/2016-05/17/ 16	7	9	1	NSC 206
51157	CHM	146L	12	Chemistry Laboratory	Miller	01/25/2016-05/17/ 16	9	7	1	NSC 206
51158	CHM	146L	13	Chemistry Laboratory	Sheridan-Brennan	01/25/2016-05/17/ 16	17	-1	1	NSC 206

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CRN	Course			Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA1											
51159	CHM	146L	14	Chemistry Laboratory	Sheridan-Brennan	01/25/2016-05/17/ 16	17	17	-1	1	NSC 206
52002	CHM	146L	21	Chemistry Laboratory	Miller	01/25/2016-05/17/ 16	11	11	5	1	NSC 206
51160	CHM	146L	22	Chemistry Laboratory	Miller	01/25/2016-05/17/ 16	12	12	4	1	NSC 206
52003	CHM	146L	23	Chemistry Laboratory	Sheridan-Brennan	01/25/2016-05/17/ 16	14	14	2	1	NSC 206
51161	CHM	146L	24	Chemistry Laboratory	Sheridan-Brennan	01/25/2016-05/17/ 16	16	16	0	1	NSC 206
51162	CHM	146L	Y1	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	13	13	3	1	OFDL
53012	CHM	146L	Y2	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	12	12	4	1	OFDL
54218	CHM	146L	Y3	Chemistry Laboratory	Trimm	01/25/2016-05/17/ 16	19	19	-3	1	OFDL
54622	CHM	146L	YT4	Chemistry Laboratory	Trimm	03/01/2016-05/17/ 16	0	0	16	1	OFDL
50380	CHM	246L	11	Organic Chemistry II	Wovkulich	01/25/2016-05/17/ 10	4	4	6	2	NSC 302
50387	CHM	246L	21	Organic Chemistry II	LoTempio	01/25/2016-05/17/ 10	9	9	1	2	NSC 302
54063	CHM	246L	41	Organic Chemistry II	LoTempio	01/25/2016-05/17/ 10	5	5	5	2	NSC 302
54455	CLT	200L	11	Histological Techniq	Cook	01/25/2016-05/17/ 12	11	11	1	1	DH 216
54456	CLT	200L	21	Histological Techniq	Cook	01/25/2016-05/17/ 12	12	12	0	1	DH 216
54467	CLT	201L	11	Hematology & Coagula	Church	01/25/2016-05/17/ 10	10	10	0	1	DH 216
54469	CLT	201L	12	Hematology & Coagula	Lawson	01/25/2016-05/17/ 20	19	19	1	1	OFCL
54468	CLT	201L	21	Hematology & Coagula	Church	01/25/2016-05/17/ 10	10	10	0	1	DH 216
54472	CLT	202L	11	Urinalysis/Body Flui	Lorman	01/25/2016-05/17/ 10	11	11	-1	1	DH 216
54504	CLT	202L	12	Urinalysis/Body Flui	Lawson	01/25/2016-05/17/ 20	18	18	2	1	OFCL
54473	CLT	202L	21	Urinalysis/Body Flui	Lorman	01/25/2016-05/17/ 10	7	7	3	1	DH 220
54482	CLT	206L	12	Immunohematology Lab	Lawson	01/25/2016-05/17/ 20	13	13	7	1	OFCL

54480	CLT	206L	21	Immunohematology Lab	Dawson	01/25/2016-02/29/ 13	12	1	1	DH 220
54483	CLT	207L	11	Clinical Chemistry L	Lawson	01/25/2016-05/17/ 20	13	7	2	OFCL
51714	CLT	209L	11	Pathogenic Microbiol	Church	01/25/2016-05/17/ 14	8	6	1	DH 220

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LA1										
51716	CLT	209L	13	Pathogenic Microbiol	Church	01/25/2016-05/17/ 14	11	3	1	DH 220
54485	CLT	209L	14	Pathogenic Microbiol	Martinson	01/25/2016-05/17/ 14	7	7	1	DH 220
50832	EET	112L	11	Electronic Fabricati	Digiacommo	01/25/2016-05/17/ 14	9	5	1	AT 207
50833	EET	112L	12	Electronic Fabricati	Digiacommo	01/25/2016-05/17/ 14	9	5	1	AT 207
50840	EET	162L	21	Comp Aided Network A	Digiacommo	01/25/2016-05/17/ 14	10	4	1	AT 215
50845	EET	230L	01	Electronic Design Pr	Digiacommo	01/25/2016-05/17/ 14	11	3	1	AT 207
50858	EGR	101L	01	Engineering Orient:S	Grace	01/25/2016-05/17/ 75	39	36	0.5	AT 200
50864	EGR	201L	01	Engineering Orient:	Lofthouse	01/25/2016-05/17/ 40	31	9	0.5	AT 119
50870	EGR	288L	11	Engineering Design I	Grace	01/25/2016-05/17/ 16	9	7	1	AT 107
50871	EGR	288L	12	Engineering Design I	Lofthouse	01/25/2016-05/17/ 16	13	3	1	AT 106
51967	EGR	288L	14	Engineering Design I	Ozvoid	01/25/2016-05/17/ 16	11	5	1	AT 106
52655	MDA	114L	11	First Aid	McLain	01/25/2016-05/17/ 16	14	2	1	DH 316

53347	MDA	114L	12	First Aid	McLain	01/25/2016-05/17/ 16	9	7	1	DH 316
53348	MDA	114L	13	First Aid	Mclain	01/25/2016-05/17/ 16	16	0	1	DH 316
51578	MDA	211L	11	Med Assist Procedure	Mclain	01/25/2016-05/17/ 8	8	0	1	DH 316
52024	MDA	211L	12	Med Assist Procedure	Mclain	01/25/2016-05/17/ 8	8	0	1	DH 316
LA2										
54313	ANT	112	YL2	Introduction to Arch	Sheridan	01/25/2016-05/17/ 15	13	2	0	OFDL
54309	ANT	113	L11	Intro Biological Ant	Carroll	01/25/2016-05/17/ 14	13	1	0	
54311	ANT	113	L21	Intro Biological Ant	Carroll	01/25/2016-05/17/ 14	12	2	0	
53375	ART	105	L11	Intro Two Dimensiona	Evans	01/25/2016-05/17/ 16	17	-1	0	OFOFH
54054	ART	105	LY1	Intro Two Dimensiona	Evans	01/25/2016-05/17/ 16	13	3	0	OFDL
53804	ART	112	L11	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	7	0	0	SB 004
53806	ART	112	L12	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	7	0	0	SB 004

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LA2										
53817	ART	112	L13	Beginning Photograph	Johnston	01/25/2016-05/17/ 7	7	0	0	SB 004
53809	ART	112	L21	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	4	3	0	SB 004
53811	ART	112	L22	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	7	0	0	SB 004

53818	ART	112	L23	Beginning Photograph	Johnston	01/25/2016-05/17/ 7	6	1	0	SB 004
53831	ART	112	L73	Beginning Photograph	Schleider	01/25/2016-05/17/ 7	3	4	0	SB 004
53832	ART	112	L74	Beginning Photograph	Schleider	01/25/2016-05/17/ 7	6	1	0	SB 004
53834	ART	112	L75	Beginning Photograph	Detrani	01/25/2016-05/17/ 7	6	1	0	SB 004
53836	ART	112	L76	Beginning Photograph	Detrani	01/25/2016-05/17/ 7	4	3	0	SB 004
54352	ART	118	LY1	Intro to Digital Pho	Savidge	01/25/2016-05/17/ 18	11	7	0	
53391	ART	125	L11	Intro to Computer Gr	Groat	01/25/2016-05/17/ 16	16	0	0	AT 217
53401	ART	125	L71	Intro to Computer Gr	Rosko	01/25/2016-05/17/ 18	16	2	0	AT 217
54071	ART	212	L71	Intermediate Photogr	Detrani	01/25/2016-05/17/ 7	1	6	0	SB 004
54072	ART	212	L72	Intermediate Photogr	Detrani	01/25/2016-05/17/ 7	2	5	0	SB 004
53427	ART	222	L71	Advanced Photography	Detrani	01/25/2016-05/17/ 7	1	6	0	SB 004
53428	ART	222	L72	Advanced Photography	Detrani	01/25/2016-05/17/ 7	2	5	0	SB 004
53025	BHM	127	L11	Kitchen Chemistry	Huang	01/25/2016-05/17/ 14	3	11	0	NSC 321
53026	BHM	127	L21	Kitchen Chemistry	Huang	01/25/2016-05/17/ 14	1	13	0	NSC 321
52759	BHM	216	L70	Professional Cooking	Wojdat	01/25/2016-05/17/ 16	14	2	0	OFOTH
50264	BIO	090	L11	Preparatory Biology	Peake	01/25/2016-05/17/ 14	14	0	0	NSC 110
50885	BIO	090	L21	Preparatory Biology	Peake	01/25/2016-05/17/ 14	10	4	0	NSC 110
50887	BIO	090	L31	Preparatory Biology	Peake	01/25/2016-05/17/ 14	14	0	0	NSC 110
50888	BIO	090	L41	Preparatory Biology	Peake	01/25/2016-05/17/ 14	14	0	0	NSC 110
50889	BIO	090	L51	Preparatory Biology	Peake	01/25/2016-05/17/ 14	13	1	0	NSC 110
50890	BIO	090	L71	Preparatory Biology	Demetros	01/25/2016-05/17/ 14	13	1	0	NSC 110

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
53264	BIO 090	LY1 Preparatory Biology	Glenn	01/25/2016-05/17/ 14	14	0	0	0	OFDL
53500	BIO 090	LY2 Preparatory Biology	Glenn	01/25/2016-05/17/ 14	15	-1	0	0	OFDL
50240	BIO 112	L11 General Biology II	Firenze	01/25/2016-05/17/ 14	14	0	0	0	NSC 102
50241	BIO 112	L12 General Biology II	Lamoureux	01/25/2016-05/17/ 14	14	0	0	0	NSC 102
50243	BIO 112	L21 General Biology II	Firenze	01/25/2016-05/17/ 14	13	1	0	0	NSC 102
50244	BIO 112	L22 General Biology II	Lamoureux	01/25/2016-05/17/ 14	14	0	0	0	NSC 102
50255	BIO 112	L71 General Biology II	Firenze	01/25/2016-05/17/ 14	7	7	0	0	NSC 102
50268	BIO 118	L11 Principles of Biolog	Curtis	01/25/2016-05/17/ 14	15	-1	0	0	NSC 109
52980	BIO 118	L12 Principles of Biolog	Demetros	01/25/2016-05/17/ 14	13	1	0	0	NSC 109
50269	BIO 118	L21 Principles of Biolog	Curtis	01/25/2016-05/17/ 14	14	0	0	0	NSC 109
53267	BIO 118	L22 Principles of Biolog	Demetros	01/25/2016-05/17/ 14	11	3	0	0	NSC 109
50270	BIO 118	L31 Principles of Biolog	Curtis	01/25/2016-05/17/ 14	13	1	0	0	NSC 109
53268	BIO 118	L32 Principles of Biolog	Demetros	01/25/2016-05/17/ 14	14	0	0	0	NSC 109
50272	BIO 118	L41 Principles of Biolog	Curtis	01/25/2016-05/17/ 14	15	-1	0	0	NSC 109
53269	BIO 118	L42 Principles of Biolog	Demetros	01/25/2016-05/17/ 14	10	4	0	0	NSC 109
52942	BIO 118	L51 Principles of Biolog	Curtis	01/25/2016-05/17/ 14	14	0	0	0	NSC 109
54003	BIO 118	L62 Principles of Biolog	Demetros	01/25/2016-05/17/ 14	12	2	0	0	NSC 109
53340	BIO 131	BL5 Human Biology I	Peake	01/25/2016-05/17/ 16	16	0	0	0	OFDL
50898	BIO 131	L11 Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	0	NSC 101

50899	BIO	131	L12	Human Biology I	Kelly	01/25/2016-05/17/ 16	15	1	0	NSC 101
50900	BIO	131	L21	Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	NSC 101
50901	BIO	131	L22	Human Biology I	Kelly	01/25/2016-05/17/ 16	14	2	0	NSC 101
50902	BIO	131	L31	Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	14	2	0	NSC 101
50903	BIO	131	L32	Human Biology I	Kelly	01/25/2016-05/17/ 16	16	0	0	NSC 101

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
50905	BIO	131 L42	Human Biology I	Kelly	01/25/2016-05/17/ 16	15	1	0	NSC 104
50907	BIO	131 L52	Human Biology I	Kelly	01/25/2016-05/17/ 16	15	1	0	NSC 101
53791	BIO	131 L62	Human Biology I	Kelly	01/25/2016-05/17/ 16	16	0	0	NSC 101
50910	BIO	131 L71	Human Biology I	Curtis	01/25/2016-05/17/ 16	14	2	0	NSC 101
50911	BIO	131 L72	Human Biology I	Curtis	01/25/2016-05/17/ 16	14	2	0	NSC 101
53883	BIO	131 L82	Human Biology I	Kelly	01/25/2016-05/17/ 16	16	0	0	NSC 101
54567	BIO	131 L92	Human Biology I	Kelly	01/25/2016-05/17/ 16	16	0	0	NSC 104
54615	BIO	131 LT6	Human Biology I	Sumner	03/01/2016-05/17/ 16	14	2	0	OFDL
51950	BIO	131 LY1	Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	OFDL
52242	BIO	131 LY2	Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	0	OFDL

52973	BIO	131	LY3	Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	0	OFDL
53047	BIO	131	LY4	Human Biology I	Sumner	01/25/2016-05/17/ 16	15	1	0	OFDL
53882	BIO	131	LY5	Human Biology I	Sumner	01/25/2016-05/17/ 16	13	3	0	OFDL
54025	BIO	132	BL2	Human Biology II	O'Donnell	01/25/2016-05/17/ 16	16	0	0	OFDL
54026	BIO	132	BL3	Human Biology II	O'Donnell	01/25/2016-05/17/ 16	16	0	0	OFDL
53847	BIO	132	BL6	Human Biology II	Peake	01/25/2016-05/17/ 16	18	-2	0	OFDL
51081	BIO	132	L11	Human Biology II	Hollister	01/25/2016-05/17/ 16	12	4	0	NSC 104
51082	BIO	132	L12	Human Biology II	O'Donnell	01/25/2016-05/17/ 16	17	-1	0	NSC 104
51083	BIO	132	L13	Human Biology II	Sumner	01/25/2016-05/17/ 16	14	2	0	NSC 104
53703	BIO	132	L14	Human Biology II	Glenn	01/25/2016-05/17/ 16	16	0	0	NSC 101
51084	BIO	132	L21	Human Biology II	Hollister	01/25/2016-05/17/ 16	12	4	0	NSC 104
51085	BIO	132	L22	Human Biology II	O'Donnell	01/25/2016-05/17/ 16	14	2	0	NSC 104
53704	BIO	132	L24	Human Biology II	Glenn	01/25/2016-05/17/ 16	15	1	0	NSC 101
51087	BIO	132	L31	Human Biology II	Hollister	01/25/2016-05/17/ 16	12	4	0	NSC 104

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
53705	BIO	132 L34	Human Biology II	Glenn	01/25/2016-05/17/ 16	15	1	0	NSC 101

51090	BIO	132	L41	Human Biology II	Hollister	01/25/2016-05/17/ 16	13	3	0	NSC 104
51092	BIO	132	L43	Human Biology II	Sumner	01/25/2016-05/17/ 16	9	7	0	NSC 104
53706	BIO	132	L44	Human Biology II	Glenn	01/25/2016-05/17/ 16	13	3	0	NSC 101
51093	BIO	132	L51	Human Biology II	Hollister	01/25/2016-05/17/ 16	7	9	0	NSC 104
53707	BIO	132	L54	Human Biology II	Glenn	01/25/2016-05/17/ 16	14	2	0	NSC 101
51096	BIO	132	L61	Human Biology II	Hollister	01/25/2016-05/17/ 16	12	4	0	NSC 104
51099	BIO	132	L71	Human Biology II	Hollister	01/25/2016-05/17/ 16	17	-1	0	NSC 104
51100	BIO	132	L72	Human Biology II	Hollister	01/25/2016-05/17/ 16	14	2	0	NSC 104
52056	BIO	132	LY1	Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	OFDL
51952	BIO	132	LY2	Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	0	OFDL
53404	BIO	132	LY3	Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	OFDL
54541	BIO	132	LY4	Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	0	OFDL
54017	BIO	150	L11	Microbiology	O'Donnell	01/25/2016-05/17/ 16	16	0	0	NSC 110
54018	BIO	150	L21	Microbiology	O'Donnell	01/25/2016-05/17/ 16	16	0	0	NSC 110
50915	BIO	150	L71	Microbiology	O'Donnell	01/25/2016-05/17/ 16	14	2	0	NSC 110
50916	BIO	150	L72	Microbiology	Kelly	01/25/2016-05/17/ 16	16	0	0	NSC 109
52896	BIO	212	L11	Ecology (WE)	Lamoureux	01/25/2016-05/17/ 14	3	11	0	NSC 102
53778	CAS	200	L01	Casino / Racino Game	Quaglia	01/25/2016-05/17/ 12	6	6	0	SB 007
51106	CHM	090	L11	Preparatory Chemistr	Alfonsetti	01/25/2016-05/17/ 16	9	7	0	NSC 301
51107	CHM	090	L21	Preparatory Chemistr	Alfonsetti	01/25/2016-05/17/ 16	8	8	0	NSC 301
51109	CHM	090	LY1	Preparatory Chemistr	Trimm	01/25/2016-05/17/ 16	19	-3	0	OFDL
51112	CHM	120	L11	Fundamental Chemistr	Congdon	01/25/2016-05/17/ 16	16	0	0	NSC 305
51116	CHM	121	L11	Forensic Sciences	Mucklow	01/25/2016-05/17/ 14	14	0	0	NSC 305

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LA2									
51117	CHM 121	L21 Forensic Sciences	Mucklow	01/25/2016-05/17/ 14	14	0	0	NSC 305	
51119	CHM 123	L11 Environmental Scienc	Congdon	01/25/2016-05/17/ 14	13	1	0	NSC 318	
51120	CHM 123	L21 Environmental Scienc	Mucklow	01/25/2016-05/17/ 16	12	4	0	NSC 318	
52866	CHM 127	L11 Kitchen Chemistry	Huang	01/25/2016-05/17/ 14	11	3	0	NSC 321	
52867	CHM 127	L21 Kitchen Chemistry	Huang	01/25/2016-05/17/ 14	12	2	0	NSC 321	
54484	CHM 247	L11 Biochemistry	Congdon	01/25/2016-05/17/ 12	8	4	0	NSC 306	
54560	CHM 294	L11 Special Topics: Chem	Congdon	01/25/2016-05/17/ 16	5	11	0	NSC 301	
53266	CIV 113	L70 Engineering Drawing	Devoe	01/25/2016-05/17/ 16	12	4	0	MB 203	
50415	CIV 119	L11 Architectural Drawin	Ames	01/25/2016-05/17/ 16	15	1	0	MB 203	
53277	CIV 137	L01 Construction Inspect	Myers	01/25/2016-05/17/ 16	17	-1	0	MB 111	
53517	CIV 137	L70 Construction Inspect	Bilek	01/25/2016-05/17/ 16	9	7	0	MB 203	
50421	CIV 202	L11 Surveying II	DeAngelo	01/25/2016-05/17/ 16	11	5	0	MB 111	
50471	CIV 224	L11 Reinforced Concrete	Plunkett	01/25/2016-05/17/ 16	11	5	0	MB 107	
50483	CIV 231	L11 Estimating and Const	Myers	01/25/2016-05/17/ 16	12	4	0	MB 111	
50586	CIV 240	L11 Soil Mechanics	Myers	01/25/2016-05/17/ 16	11	5	0	MB 107	
53350	CLT 250	YL1 Human Histology	Lawson	01/25/2016-05/17/ 20	16	4	0	OFDL	
53350	CLT 250	YL1 Human Histology	ONeill LaGier	01/25/2016-05/17/ 20	16	4	0	OFDL	

54576	CLT	250	YL2	Human Histology	Lawson	01/25/2016-05/17/ 20	12	8	0	OFDL
54576	CLT	250	YL2	Human Histology	ONeill LaGier	01/25/2016-05/17/ 20	12	8	0	OFDL
52865	CLT	252	L11	Adv Histological Tec	Lawson	01/25/2016-05/17/ 20	17	3	0	OFCL
54578	CLT	252	L12	Adv Histological Tec	Lawson	01/25/2016-05/17/ 20	11	9	0	OFCL
53805	COM	112	L11	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	0	7	0	SB 004
53807	COM	112	L12	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	0	7	0	SB 004
53820	COM	112	L13	Beginning Photograph	Johnston	01/25/2016-05/17/ 7	0	7	0	SB 004

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LA2									
53810	COM	112 L21	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	3	4	0	SB 004
53812	COM	112 L22	Beginning Photograph	Monaco	01/25/2016-05/17/ 7	0	7	0	SB 004
53821	COM	112 L23	Beginning Photograph	Johnston	01/25/2016-05/17/ 7	1	6	0	SB 004
53833	COM	112 L73	Beginning Photograph	Schleider	01/25/2016-05/17/ 7	2	5	0	SB 004
53835	COM	112 L74	Beginning Photograph	Schleider	01/25/2016-05/17/ 7	2	5	0	SB 004
53837	COM	112 L75	Beginning Photograph	Detrani	01/25/2016-05/17/ 7	0	7	0	SB 004
53838	COM	112 L76	Beginning Photograph	Detrani	01/25/2016-05/17/ 7	2	5	0	SB 004
53393	COM	124 L11	Intro to Computer Gr	Groat	01/25/2016-05/17/ 16	0	16	0	AT 217

53399	COM	124	L71	Intro to Computer Gr	Rosko	01/25/2016-05/17/ 18	2	16	0	AT 217
53856	COM	205	L11	Introduction to Film	Micha	01/25/2016-05/17/ 15	15	0	0	TH 103
53429	COM	212	L71	Intermediate Photogr	Detrani	01/25/2016-05/17/ 7	6	1	0	SB 004
53430	COM	212	L72	Intermediate Photogr	Detrani	01/25/2016-05/17/ 7	0	7	0	SB 004
54595	COM	212	L92	Intermediate Photogr	Detrani	01/25/2016-05/17/ 0	1	-1	0	
53432	COM	222	L71	Advanced Photography	Detrani	01/25/2016-05/17/ 7	0	7	0	SB 004
53433	COM	222	L72	Advanced Photography	Detrani	01/25/2016-05/17/ 7	2	5	0	SB 004
53840	COM	260	L11	TV Production	Keaty	01/25/2016-05/17/ 12	9	3	0	TH 103
53842	COM	265	L11	Interm TV Prod Pract	Keaty	01/25/2016-05/17/ 12	2	10	0	TH 103
54491	COM	283	L11	Special Topic Commun	Bush	01/25/2016-05/17/ 15	13	2	0	
51250	CRJ	230	L11	Criminal Investigati	Chier	01/25/2016-05/17/ 12	12	0	0	MB 206
51251	CRJ	230	L21	Criminal Investigati	Chier	01/25/2016-05/17/ 12	12	0	0	MB 206
51252	CRJ	230	L71	Criminal Investigati	Kelley	01/25/2016-05/17/ 12	12	0	0	MB 206
51253	CRJ	230	L72	Criminal Investigati	Kelley	01/25/2016-05/17/ 12	12	0	0	MB 206
53629	CST	090	L11	Computer Science I	Hinton	01/25/2016-05/17/ 10	9	1	0	AT 008
54035	CST	104	L11	Remote Security Meth	Antonakos	01/25/2016-05/17/ 10	9	1	0	AT 010

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LA2

50622	CST	104	LY1	Remote Security Meth	Antonakos	01/25/2016-05/17/ 10	9	1	0	OFDL
50624	CST	104	LYA	Remote Security Meth	Antonakos	01/25/2016-05/17/ 10	9	1	0	OFDL
51277	CST	105	L01	Computer Application	Wahila	01/25/2016-05/17/ 20	18	2	0	AT 002
51278	CST	105	L02	Computer Application	Hinton	01/25/2016-05/17/ 20	20	0	0	AT 002
51279	CST	105	L03	Computer Application	Clark	01/25/2016-05/17/ 20	10	10	0	AT 002
51280	CST	105	L04	Computer Application	Clark	01/25/2016-05/17/ 20	8	12	0	AT 002
51282	CST	105	L06	Computer Application	Clark	01/25/2016-05/17/ 20	9	11	0	AT 002
51283	CST	105	L07	Computer Application	Hinton	01/25/2016-05/17/ 20	15	5	0	AT 002
51860	CST	105	LY1	Computer Application	Gannett	01/25/2016-05/17/ 20	20	0	0	OFDL
51996	CST	105	LY2	Computer Application	Delaney	01/25/2016-05/17/ 20	17	3	0	OFDL
51861	CST	113	L11	Introduction to Prog	Cooley	01/25/2016-05/17/ 10	12	-2	0	AT 008
54213	CST	113	L13	Introduction to Prog	LaBelle	01/25/2016-05/17/ 10	10	0	0	AT 008
51303	CST	113	L21	Introduction to Prog	Cooley	01/25/2016-05/17/ 10	10	0	0	AT 008
54214	CST	113	L23	Introduction to Prog	LaBelle	01/25/2016-05/17/ 10	6	4	0	AT 008
51322	CST	113	LY1	Introduction to Prog	Gannett	01/25/2016-05/17/ 10	5	5	0	OFDL
51305	CST	113	LYA	Introduction to Prog	Gannett	01/25/2016-05/17/ 10	8	2	0	OFDL
52708	CST	117	L11	Problem Solv & Com T	Hinton	01/25/2016-05/17/ 10	12	-2	0	AT 008
52711	CST	117	L12	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	10	0	0	AT 002
52712	CST	117	L22	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	9	1	0	AT 002
52702	CST	117	LY1	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	9	1	0	OFDL
52705	CST	117	LY2	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	9	1	0	OFDL
52703	CST	117	LYA	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	8	2	0	OFDL
51314	CST	119	L13	Comptr Concpts and A	Snieszek	01/25/2016-05/17/ 10	10	0	0	AT 014B
51315	CST	119	L14	Comptr Concpts and A	Snieszek	01/25/2016-05/17/ 10	10	0	0	AT 019

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
51316	CST 119 L23	Comptr Concpts and A	Sniezek	01/25/2016-05/17/ 10	11	-1	0	AT 019	
51317	CST 119 L24	Comptr Concpts and A	Sniezek	01/25/2016-05/17/ 10	9	1	0	AT 019	
51872	CST 119 LY1	Comptr Concpts and A	Gannett	01/25/2016-05/17/ 10	5	5	0	OFDL	
52714	CST 119 LY2	Comptr Concpts and A	Mansfield	01/25/2016-05/17/ 10	7	3	0	OFDL	
51873	CST 119 LYA	Comptr Concpts and A	Gannett	01/25/2016-05/17/ 10	8	2	0	OFDL	
50637	CST 120 LY1	Java Programming	Sedelmeyer	01/25/2016-05/17/ 10	10	0	0	OFDL	
50635	CST 120 LYA	Java Programming	Sedelmeyer	01/25/2016-05/17/ 10	10	0	0	OFDL	
52014	CST 127 L11	Intro to C++ for Eng	Clark	01/25/2016-05/17/ 10	9	1	0	AT 014B	
51875	CST 131 LY1	Internet Programming	Sedelmeyer	01/25/2016-05/17/ 10	7	3	0	OFDL	
52001	CST 131 LYA	Internet Programming	Sedelmeyer	01/25/2016-05/17/ 10	7	3	0	OFDL	
51876	CST 133 L11	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 10	7	3	0	AT 014B	
53862	CST 133 L12	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 10	10	0	0	AT 019	
51323	CST 133 L21	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 10	8	2	0	AT 019	
53863	CST 133 L22	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 10	9	1	0	AT 008	
51320	CST 133 LY1	Structured Programmi	Kohut	01/25/2016-05/17/ 10	9	1	0	OFDL	

51321	CST	133	LYA	Structured Programmi	Kohut	01/25/2016-05/17/ 10	8	2	0	OFDL
54041	CST	138	L22	Structured Programmi	LaBelle	01/25/2016-05/17/ 10	10	0	0	AT 002
51332	CST	140	LY1	Computer Maintenance	Kohut	01/25/2016-05/17/ 10	9	1	0	OFDL
54570	CST	140	LY2	Computer Maintenance	Kohut	01/25/2016-05/17/ 10	7	3	0	OFDL
51333	CST	140	LYA	Computer Maintenance	Kohut	01/25/2016-05/17/ 10	8	2	0	OFDL
52248	CST	158	L11	Data Analysis with S	Snieszek	01/25/2016-05/17/ 10	6	4	0	AT 014B
51336	CST	170	L11	Digital Logic	Cooley	01/25/2016-05/17/ 10	10	0	0	AT 019
53015	CST	170	L12	Digital Logic	Cooley	01/25/2016-05/17/ 10	10	0	0	AT 019
51339	CST	170	L21	Digital Logic	Cooley	01/25/2016-05/17/ 10	5	5	0	AT 019

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
53016	CST	170 L22	Digital Logic	Cooley	01/25/2016-05/17/ 10	10	0	0	AT 019
51337	CST	170 LY1	Digital Logic	Cooley	01/25/2016-05/17/ 10	10	0	0	OFDL
50664	CST	200 L11	Systems Analysis and	Snieszek	01/25/2016-05/17/ 10	10	0	0	AT 019
54362	CST	202 L21	Data Structures (WE)	Gannett	01/25/2016-05/17/ 10	12	-2	0	AT 008
50666	CST	202 LY1	Data Structures (WE)	Gannett	01/25/2016-05/17/ 4	4	0	0	OFDL
51887	CST	208 L11	Introduction to Netw	Mansfield	01/25/2016-05/17/ 10	9	1	0	AT 010

51888	CST	208	L21	Introduction to Netw	Mansfield	01/25/2016-05/17/ 10	9	1	0	AT 010
51344	CST	208	LY1	Introduction to Netw	Mansfield	01/25/2016-05/17/ 10	8	2	0	OFDL
51345	CST	208	LYA	Introduction to Netw	Mansfield	01/25/2016-05/17/ 10	8	2	0	OFDL
50673	CST	210	LY1	Business Security	Antonakos	01/25/2016-05/17/ 10	9	1	0	OFDL
50671	CST	210	LYA	Business Security	Antonakos	01/25/2016-05/17/ 10	9	1	0	OFDL
50677	CST	212	LY1	Computer Forensics I	Antonakos	01/25/2016-05/17/ 10	8	2	0	OFDL
52004	CST	212	LY2	Computer Forensics I	Antonakos	01/25/2016-05/17/ 10	6	4	0	OFDL
51892	CST	212	LYA	Computer Forensics I	Antonakos	01/25/2016-05/17/ 10	6	4	0	OFDL
51349	CST	220	L11	Microproc and Asbly	Kohut	01/25/2016-05/17/ 10	8	2	0	AT 008
51350	CST	220	L21	Microproc and Asbly	Kohut	01/25/2016-05/17/ 10	5	5	0	AT 008
51896	CST	220	LY2	Microproc and Asbly	Kohut	01/25/2016-05/17/ 10	7	3	0	OFDL
51899	CST	224	LY1	Intro Network Progra	Mansfield	01/25/2016-05/17/ 10	8	2	0	OFDL
52009	CST	225	LY1	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 10	10	0	0	OFDL
54515	CST	225	LY2	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 10	7	3	0	OFDL
51903	CST	225	LYA	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 10	8	2	0	OFDL
54516	CST	225	LYB	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 10	8	2	0	OFDL
50686	CST	226	L11	Advanced Visual Basi	Sedelmeyer	01/25/2016-05/17/ 10	9	1	0	AT 014B
50741	DEN	106	L11	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5	4	1	0	DH 102

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CRN LA2		Course		Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
50743	DEN	106	L12	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		5	0	0	DH 102
50747	DEN	106	L13	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		4	1	0	DH 102
50748	DEN	106	L14	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		5	0	0	DH 101
50749	DEN	106	L15	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		4	1	0	DH 102
50750	DEN	106	L16	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		4	1	0	DH 102
50751	DEN	106	L17	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		5	0	0	DH 102
50752	DEN	106	L18	Clinical Dental Radi	Maier	01/25/2016-05/17/ 5		5	0	0	DH 102
51406	DEN	110	L11	Dental Materials (WE	Uncapher	01/25/2016-05/17/ 10		9	1	0	DH 115
51407	DEN	110	L21	Dental Materials (WE	Uncapher	01/25/2016-05/17/ 10		9	1	0	DH 115
51408	DEN	110	L31	Dental Materials (WE	Uncapher	01/25/2016-05/17/ 10		9	1	0	DH 115
51409	DEN	110	L41	Dental Materials (WE	Uncapher	01/25/2016-05/17/ 10		9	1	0	DH 115
51411	DEN	213	L11	Community Dental Hea	McGuinness	01/25/2016-05/17/ 11		11	0	0	DH 316
51412	DEN	213	L21	Community Dental Hea	McGuinness	01/25/2016-05/17/ 12		12	0	0	DH 128
51413	DEN	213	L31	Community Dental Hea	McGuinness	01/25/2016-05/17/ 11		10	1	0	DH 316
51745	EET	150	L11	Electronic Devices	Paramasivaiah	01/25/2016-05/17/ 14		13	1	0	AT 215
52130	EET	153	L11	Robotics and C Progr	Ozvoid	01/25/2016-05/17/ 12		12	0	0	AT 208
52133	EET	153	L12	Robotics and C Progr	Ozvoid	01/25/2016-05/17/ 12		7	5	0	AT 208
51823	EET	210	L11	Applied Electricity	Paramasivaiah	01/25/2016-05/17/ 14		10	4	0	AT 215
51823	EET	210	L11	Applied Electricity	McCarty	01/25/2016-05/17/ 14		10	4	0	AT 215
51750	EET	252	L11	Electronic Commun Sy	Paramasivaiah	01/25/2016-05/17/ 14		10	4	0	AT 213
50849	EET	267	L11	Microprocessors	Dixon	01/25/2016-05/17/ 14		11	3	0	AT 213
51828	EET	270	L11	Control Systems and	Digiacomo	01/25/2016-05/17/ 14		11	3	0	AT 208

54427	EGR	150	L70	Eng Design I with Gr	Grace	01/25/2016-05/17/ 15	12	3	0	MB 202
51403	EGR	151	L13	Engineering Design I	Grace	01/25/2016-05/17/ 16	9	7	0	MB 202

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
51404	EGR	151 L14	Grace	01/25/2016-05/17/ 15	16		-1	0	MB 203
54033	EGR	151 L22	Glasgow	01/25/2016-05/17/ 20	13		7	0	BB 132
54032	EGR	151 L25	Glasgow	01/25/2016-05/17/ 20	11		9	0	BB 132
54432	EGR	289 L01	Grace	01/25/2016-05/17/ 11	9		2	0	AT 107
52937	ENV	212 L11	Lamoureux	01/25/2016-05/17/ 14	9		5	0	NSC 102
52263	HIT	208 BL1	Cragle	01/25/2016-05/17/ 22	8		14	0	DH 224
52646	HIT	210 L11	Jones	01/25/2016-04/11/ 20	13		7	0	DH 224
52669	HIT	214 BL1	Graney	01/25/2016-04/11/ 20	14		6	0	DH 224
51377	MDA	115 L11	Mclain	01/25/2016-05/17/ 12	11		1	0	DH 316
51380	MDA	115 L12	Mclain	01/25/2016-05/17/ 12	10		2	0	DH 316
51575	MDA	206 L11	Baluyan	01/25/2016-05/17/ 15	15		0	0	DH 224
53273	MDA	206 L14	Baluyan	01/25/2016-05/17/ 15	13		2	0	DH 224
51050	MET	116 L11	Millen	01/25/2016-05/17/ 16	12		4	0	MB 202

54087	MET	121	L70	Manufacturing Proces	Elliott	01/25/2016-05/17/ 12	8	4	0	MB 100
51135	MET	122	L11	Manufacturing Proces	Elliott	01/25/2016-05/17/ 12	11	1	0	MB 100
51136	MET	122	L12	Manufacturing Proces	Elliott	01/25/2016-05/17/ 12	9	3	0	MB 100
51139	MET	164	L11	Quality Systems	Brown	01/25/2016-05/17/ 16	14	2	0	MB 202
53286	MET	223	L01	Computer Integrated	Elliott	01/25/2016-05/17/ 12	8	4	0	MB 100
51192	MET	238	L11	Mechanical Design	Plunkett	01/25/2016-05/17/ 16	14	2	0	MB 107
51194	MET	244	L11	Thermodynamics	Plunkett	01/25/2016-05/17/ 12	13	-1	0	MB 107
54325	MET	254	L01	Materials Sci for Te	Lofthouse	01/25/2016-05/17/ 12	15	-3	0	MB 101
53303	MUS	160	L01	Sound Engineering I	Moes	01/25/2016-05/17/ 12	13	-1	0	CS 112
54394	MUS	161	L01	Sound Engineering II	Moes	01/25/2016-05/17/ 12	12	0	0	CS 112
54397	MUS	161	L02	Sound Engineering II	Moes	01/25/2016-05/17/ 12	11	1	0	CS 112

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
53315	MUS	261 L70	Cornwell	01/25/2016-05/17/ 12	6	6	0	0	CS 112
51439	PHS	111 L11	Oldfield	01/25/2016-05/17/ 18	15	3	0	0	NSC 214
51445	PHS	111 L71	Smith	01/25/2016-05/17/ 18	13	5	0	0	NSC 214
51441	PHS	112 L11	Sullivan	01/25/2016-05/17/ 16	16	0	0	0	NSC 213

51448	PHS	112	L12	Interactions - Natur	Sullivan	01/25/2016-05/17/ 16	14	2	0	NSC 213
51455	PHS	113	L13	Astronomy Exploring	Glenn	01/25/2016-05/17/ 14	14	0	0	NSC 213
51456	PHS	113	L14	Astronomy Exploring	Glenn	01/25/2016-05/17/ 14	13	1	0	NSC 213
53512	PHS	113	LT2	Astronomy Exploring	Glenn	03/01/2016-05/17/ 17	17	0	0	OFDL
54631	PHS	113	LT3	Astronomy Exploring	Glenn	03/01/2016-05/17/ 17	5	12	0	OFDL
52337	PHS	113	LY1	Astronomy Exploring	Glenn	01/25/2016-05/17/ 17	17	0	0	OFDL
52608	PHS	114	L01	Meteorology Investig	Heard	01/25/2016-05/17/ 14	7	7	0	NSC 213
51464	PHS	114	L11	Meteorology Investig	Heard	01/25/2016-05/17/ 14	10	4	0	NSC 213
53723	PHS	114	LT2	Meteorology Investig	Leet	03/01/2016-05/17/ 17	17	0	0	OFDL
52609	PHS	114	LY1	Meteorology Investig	Leet	01/25/2016-05/17/ 17	16	1	0	OFDL
53235	PHS	115	L01	Physical Geology:Dyn	Smith	01/25/2016-05/17/ 14	13	1	0	NSC 214
51473	PHS	115	L02	Physical Geology:Dyn	Smith	01/25/2016-05/17/ 14	14	0	0	NSC 214
51471	PHS	115	L11	Physical Geology:Dyn	Smith	01/25/2016-05/17/ 14	15	-1	0	NSC 214
51472	PHS	115	L12	Physical Geology:Dyn	Smith	01/25/2016-05/17/ 14	9	5	0	NSC 214
52611	PHS	115	LY2	Physical Geology:Dyn	Oldfield	01/25/2016-05/17/ 17	17	0	0	OFDL
51477	PHS	116	L11	Energy and the Envir	Quick	01/25/2016-05/17/ 17	15	2	0	NSC 318
51483	PHS	117	L11	Exploring Everyday P	Trimm	01/25/2016-05/17/ 18	18	0	0	AT 103
51485	PHS	117	L13	Exploring Everyday P	Trimm	01/25/2016-05/17/ 18	18	0	0	AT 103
53725	PHS	123	L02	Natural Disasters	McCallen	01/25/2016-05/17/ 18	18	0	0	NSC 214
51487	PHS	123	L11	Natural Disasters	McCallen	01/25/2016-05/17/ 18	16	2	0	NSC 214

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LA2									
53542	PHS 123	LT2 Natural Disasters	Leet	03/01/2016-05/17/ 17	18		-1	0	OFDL
52620	PHS 123	LY1 Natural Disasters	Leet	01/25/2016-05/17/ 17	17		0	0	OFDL
52618	PHS 125	LY1 Historical Geology	Oldfield	01/25/2016-05/17/ 17	17		0	0	OFDL
54408	PHS 226	L01 Oceanography	Heard	01/25/2016-05/17/ 14	11		3	0	NSC 213
51493	PHY 090	L11 Preparatory Physics	Madduri	01/25/2016-05/17/ 16	11		5	0	AT 115
51498	PHY 161	L11 Physics I Mechanics	Modrak	01/25/2016-05/17/ 16	14		2	0	AT 115
51499	PHY 161	L12 Physics I Mechanics	Wang	01/25/2016-05/17/ 16	9		7	0	AT 116
51500	PHY 161	L13 Physics I Mechanics	Madduri	01/25/2016-05/17/ 16	15		1	0	AT 115
51501	PHY 161	L14 Physics I Mechanics	Modrak	01/25/2016-05/17/ 16	7		9	0	AT 115
51502	PHY 161	L71 Physics I Mechanics	Alazzam	01/25/2016-05/17/ 16	11		5	0	AT 115
51508	PHY 162	L11 Physics II Wave and	Goozovat	01/25/2016-05/17/ 16	12		4	0	AT 116
51509	PHY 162	L12 Physics II Wave and	Goozovat	01/25/2016-05/17/ 16	14		2	0	AT 116
51511	PHY 162	L71 Physics II Wave and	Instrella	01/25/2016-05/17/ 16	4		12	0	AT 116
51517	PHY 181	L13 Physics for Engineer	Wang	01/25/2016-05/17/ 16	11		5	0	AT 115
51518	PHY 181	L14 Physics for Engineer	Wang	01/25/2016-05/17/ 16	12		4	0	AT 115
54021	PHY 181	L21 Physics for Engineer	Modrak	01/25/2016-05/17/ 16	16		0	0	AT 115
54538	PHY 182	L01 Physics for Engineer	Modrak	01/25/2016-05/17/ 16	9		7	0	AT 116
51521	PHY 182	L11 Physics for Engineer	Modrak	01/25/2016-05/17/ 16	10		6	0	AT 116
51522	PHY 182	L12 Physics for Engineer	Goozovat	01/25/2016-05/17/ 16	16		0	0	AT 116
53469	PHY 182	L14 Physics for Engineer	Modrak	01/25/2016-05/17/ 16	14		2	0	AT 116

51205	PTA	102	L11	Introduction to Reha	Klepfer	01/25/2016-05/17/ 15	14	1	0	DH 128
51206	PTA	102	L21	Introduction to Reha	Klepfer	01/25/2016-05/17/ 15	13	2	0	DH 128
51208	PTA	103	L11	Physical Agents Mass	Meyn	01/25/2016-05/17/ 16	14	2	0	DH 130
51208	PTA	103	L11	Physical Agents Mass	Meyn	01/25/2016-05/17/ 16	14	2	0	DH 130

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LA2										
51209	PTA	103	L21	Physical Agents Mass	Meyn	01/25/2016-05/17/ 16	13	3	0	DH 130
51209	PTA	103	L21	Physical Agents Mass	Meyn	01/25/2016-05/17/ 16	13	3	0	DH 130
51213	RAD	102	L11	Image Production Eva	Yetter	01/25/2016-05/17/ 7	7	0	0	DH 315
51214	RAD	102	L21	Image Production Eva	Yetter	01/25/2016-05/17/ 6	4	2	0	DH 315
51215	RAD	102	L31	Image Production Eva	Yetter	01/25/2016-05/17/ 6	5	1	0	DH 315
51216	RAD	102	L41	Image Production Eva	Yetter	01/25/2016-05/17/ 6	6	0	0	DH 315
51218	RAD	104	L11	Positioning II	Kovacevic	01/25/2016-05/17/ 6	5	1	0	DH 315
51219	RAD	104	L21	Positioning II	Kovacevic	01/25/2016-05/17/ 7	7	0	0	DH 315
51220	RAD	104	L31	Positioning II	Kovacevic	01/25/2016-05/17/ 6	5	1	0	DH 315
51221	RAD	104	L41	Positioning II	Kovacevic	01/25/2016-05/17/ 6	5	1	0	DH 315
51231	RAD	250	L11	Quality Assurance	Kovacevic	01/25/2016-05/17/ 6	6	0	0	DH 315

51232	RAD	250	L21	Quality Assurance	Kovacevic	01/25/2016-05/17/ 6	6	0	0	DH 315
51233	RAD	250	L31	Quality Assurance	Kovacevic	01/25/2016-05/17/ 6	6	0	0	DH 315
51234	RAD	250	L41	Quality Assurance	Kovacevic	01/25/2016-05/17/ 6	3	3	0	DH 315
53290	TEC	101	L01	Intro Engineering Te	Schwing	01/25/2016-05/17/ 16	13	3	0	MB 111
53322	THR	152	TL1	Stagecraft II	Saeger	03/01/2016-05/17/ 14	14	0	0	SC LTH
51243	TLC	220	N11	Telecommunications I	Young	01/25/2016-05/17/ 10	10	0	0	AT 203
LA3										
51846	ADN	105	L72	Meeting Human Needs	Miller	01/25/2016-05/17/ 12	13	-1	0	
50956	ADN	105	L73	Meeting Human Needs	Miller	01/25/2016-05/17/ 12	11	1	0	
50972	ADN	106	L01	Meeting Human Needs	May	01/25/2016-05/17/ 9	9	0	0	DH 322
50973	ADN	106	L02	Meeting Human Needs	May	01/25/2016-05/17/ 9	9	0	0	DH 322
50974	ADN	106	L03	Meeting Human Needs	May	01/25/2016-05/17/ 9	9	0	0	DH 322
50975	ADN	106	L04	Meeting Human Needs	May	01/25/2016-05/17/ 9	11	-2	0	DH 322

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CRN	Course	Title	Instruct	Dates	Max	Enr	Avail	Credits	B/R	
LA3										
50976	ADN	106	L05	Meeting Human Needs	May	01/25/2016-05/17/ 9	9	0	0	DH 322
50978	ADN	106	L06	Meeting Human Needs	May	01/25/2016-05/17/ 10	10	0	0	DH 322

50979	ADN	106	L07	Meeting Human Needs	May	01/25/2016-05/17/ 10	10	0	0	DH 322
50980	ADN	106	L08	Meeting Human Needs		01/25/2016-05/17/ 9	10	-1	0	DH 322
50980	ADN	106	L08	Meeting Human Needs	May	01/25/2016-05/17/ 9	10	-1	0	DH 322
50980	ADN	106	L08	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 9	10	-1	0	DH 322
50981	ADN	106	L09	Meeting Human Needs	West	01/25/2016-05/17/ 9	9	0	0	DH 322
50981	ADN	106	L09	Meeting Human Needs	May	01/25/2016-05/17/ 9	9	0	0	DH 322
53687	ADN	212	L71	Meeting Human Needs	Richards	01/25/2016-05/17/ 10	10	0	0	
53688	ADN	212	L72	Meeting Human Needs	Richards	01/25/2016-05/17/ 10	9	1	0	
53688	ADN	212	L72	Meeting Human Needs	Miller	01/25/2016-05/17/ 10	9	1	0	
50116	ADN	213	L01	Meeting Human Needs	Stevens	01/25/2016-05/17/ 25	25	0	0	DH 322
50119	ADN	213	L02	Meeting Human Needs	Talovic	01/25/2016-05/17/ 26	20	6	0	DH 322
50120	ADN	213	L03	Meeting Human Needs	Howard	01/25/2016-05/17/ 24	24	0	0	DH 322
50144	ADN	214	L01	Meeting Human Needs	Stevens	01/25/2016-05/17/ 25	25	0	0	DH 322
50147	ADN	214	L02	Meeting Human Needs	Richards	01/25/2016-05/17/ 26	18	8	0	DH 322
50149	ADN	214	L03	Meeting Human Needs	Howard	01/25/2016-05/17/ 24	24	0	0	DH 322
53462	PMD	213	L01	Adv Prehosp Trauma C	Taggart	01/25/2016-03/16/ 24	11	13	0	DH 118
52940	PMD	214	L11	Adv Prehosp Care of	Taggart	03/17/2016-05/17/ 24	11	13	0	DH 118
53468	PMD	223	L01	Paramedic Trauma Car	Taggart	01/25/2016-03/16/ 24	13	11	0	DH 118
53466	PMD	224	L01	Paramedic Care of Me	Taggart	03/17/2016-05/17/ 24	14	10	0	DH 118
LE1										
51840	ANT	111	01	Cultural Anthropolog	Hickok	01/25/2016-05/17/ 22	21	1	3	DH 211
54490	ANT	111	02	Cultural Anthropolog	McCauley	01/25/2016-05/17/ 20	20	0	3	TH 110

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
51839	ANT 111	Y01 Cultural Anthropolog	Carnegie	01/25/2016-05/17/ 15	14	1	3	OFDL	
53272	ANT 114	Y01 Language/Culture/Com	Dunham	01/25/2016-05/17/ 15	14	1	3	OFDL	
53857	ANT 204	Y01 Human Evolution	Sheridan	01/25/2016-05/17/ 15	11	4	3		
54379	ARA 101	01 Beginners Arabic I	Shamma	01/25/2016-05/17/ 20	9	11	4	SS 203	
50168	ART 103	W01 History of Western A	Williamson	01/25/2016-05/17/ 25	25	0	3	SB 110	
54353	ART 103	WY History of Western A	Williamson	01/25/2016-05/17/ 20	22	-2	3	OFDL	
52093	ART 110	01 Modern Art	Williamson	01/25/2016-05/17/ 25	25	0	3	SB 110	
54068	ART 111	Y01 Hist Decorative Arts	Evans	01/25/2016-05/17/ 18	19	-1	3	OFDL	
53738	ART 113	Y01 History Modern Desig	Evans	01/25/2016-05/17/ 18	17	1	3	OFDL	
54202	ART 113	Y02 History Modern Desig	Zeggert	01/25/2016-05/17/ 18	16	2	3	OFDL	
54613	ART 113	YT1 History Modern Desig	Zeggert	03/01/2016-05/17/ 18	18	0	3	OFDL	
54070	ART 115	Y01 Beginning Drawing	Zeggert	01/25/2016-05/17/ 16	16	0	3	OFDL	
54350	ART 115	Y02 Beginning Drawing	Heslep	03/01/2016-05/17/ 16	16	0	3	OFOTH	
53848	ART 146	01 History of Photograp	Johnston	01/25/2016-05/17/ 20	12	8	3	TH 104	
50850	ASA 110	01 Intro Chemical Depen	Whittaker	01/25/2016-05/17/ 28	16	12	3	TH 205	
50851	ASA 210	01 Chem Dep Counseling	Ericksen	01/25/2016-05/17/ 20	13	7	3	TH 104	
54181	ASA 240	70 Spec Topics in Chem	Martin	01/25/2016-05/17/ 20	15	5	3	TH 007	
54181	ASA 240	70 Spec Topics in Chem		01/25/2016-05/17/ 20	15	5	3	TH 007	
54181	ASA 240	70 Spec Topics in Chem	Van Noy	01/25/2016-05/17/ 20	15	5	3	TH 007	

53845	ASA	245	01	Cult Comp in Chem De	Ericksen	01/25/2016-05/17/ 20	19	1	3	DH 211
52510	ASA	250	70	Ethical Princ in Che	Zumawtzak	01/25/2016-02/29/ 20	18	2	1	TH 203
52511	ASA	255	70	Chem Dep and HIV Pop	Immermann	03/01/2016-04/11/ 20	18	2	1	TH 203
52512	ASA	260	70	Pharmacology Chem De	Pirich	04/13/2016-05/17/ 20	18	2	1	TH 203
50855	ASL	120	01	American Sign Langua	Troshan	01/25/2016-05/17/ 20	18	2	3	SS 202

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LE1									
52153	ASL	120 02	American Sign Langua	Frate	01/25/2016-05/17/ 20	20	0	3	TH 104
52177	ASL	120 05	American Sign Langua	Troshan	01/25/2016-05/17/ 20	21	-1	3	TH 104
50859	ASL	120 70	American Sign Langua	Davis	01/25/2016-05/17/ 20	21	-1	3	TH 005
50860	ASL	220 01	American Sign Langua	Troshan	01/25/2016-05/17/ 20	19	1	3	SS 202
50861	ASL	220 02	American Sign Langua	Frate	01/25/2016-05/17/ 20	11	9	3	TH 205
52030	ASL	220 03	American Sign Langua	Frate	01/25/2016-05/17/ 20	11	9	3	TH 005
52944	ASL	220 04	American Sign Langua	Davis	01/25/2016-05/17/ 20	8	12	3	TH 105
53051	BHM	101 B01	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	5	15	4	MB 209
53052	BHM	101 Y01	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	6	14	4	OFDL
54476	BHM	101 Y02	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	2	18	4	OFDL

50863	BHM	110	B01	Sanitation and Safet	Hasemann	01/25/2016-05/17/ 14	16	-2	3	SB 007
52924	BHM	123	B01	Bartending & Beverag	Wojdat	01/25/2016-05/17/ 12	12	0	3	SB 007
50222	BHM	125	BW	Hospitality Law (WE)	Loy	01/25/2016-05/17/ 25	25	0	3	BB 219
50226	BHM	235	B01	Hotel Restaurant Cos	Wojdat	01/25/2016-05/17/ 16	16	0	4	SB 007
50233	BHM	275	B70	Hospitality Catering	Wojdat	01/25/2016-05/17/ 14	15	-1	3	SB 007
50233	BHM	275	B70	Hospitality Catering	Montemagno	01/25/2016-05/17/ 14	15	-1	3	SB 007
53357	BIM	150	01	Understanding Elect	Ryan	01/25/2016-05/17/ 14	6	8	3	BB 111
53473	BIM	150	Y02	Understanding Elect	Ryan	01/25/2016-05/17/ 19	13	6	3	OFDL
52895	BIO	101	Y01	Intro to Anatomy Phy	Curtis	01/25/2016-05/17/ 20	20	0	3	OFDL
54372	BIO	120	Y01	Human Sexuality	Demetros	01/25/2016-05/17/ 20	20	0	3	OFDL
50892	BIO	121	B01	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	14	6	4	MB 209
50893	BIO	121	Y01	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	17	3	4	OFDL
54477	BIO	121	Y02	Basic Nutrition	Hasemann	01/25/2016-05/17/ 20	19	1	4	OFDL
53989	BIO	140	Y01	Pathophysiology	Glenn	01/25/2016-05/17/ 20	20	0	3	OFDL

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LE1									
53800	BIO	298 01	Biology Senior Semin	O'Donnell	01/25/2016-05/17/ 16	19	-3	1	DH 211

50919	BIT	100	70	Keyboarding	Messmer	01/25/2016-05/17/ 19	14	5	3	BB 133
52787	BIT	101	05	Computer Keyboarding	Davenport	03/01/2016-04/11/ 19	8	11	1	BB 133
52788	BIT	101	06	Computer Keyboarding	Davenport	04/13/2016-05/17/ 19	8	11	1	BB 133
52790	BIT	101	Y08	Computer Keyboarding	Kutz	03/01/2016-04/11/ 20	17	3	1	OFDL
52791	BIT	101	Y09	Computer Keyboarding	Kutz	04/13/2016-05/17/ 20	6	14	1	OFDL
52793	BIT	104	05	Keyboarding Speed De	Davenport	03/01/2016-04/11/ 19	8	11	1	BB 133
52794	BIT	104	06	Keyboarding Speed De	Davenport	04/13/2016-05/17/ 19	3	16	1	BB 133
54386	BIT	105	Y01	First Year Experienc	Ryan	03/01/2016-04/11/ 19	15	4	1	OFDL
52795	BIT	106	B03	Electronic Portfolio	West	04/13/2016-05/17/ 20	20	0	1	BB 133
52820	BIT	106	Y02	Electronic Portfolio		03/01/2016-04/11/ 20	20	0	1	OFDL
52797	BIT	106	Y03	Electronic Portfolio		04/13/2016-05/17/ 20	9	11	1	OFDL
53276	BIT	106	Y05	Electronic Portfolio		03/01/2016-04/11/ 20	11	9	1	OFDL
52798	BIT	108	01	Introduction to PC a	West	01/25/2016-02/29/ 19	11	8	1	BB 133
53786	BIT	111	B70	Information Literacy	Davenport	01/25/2016-05/17/ 19	17	2	1	BB 133
54048	BIT	130	Y01	Word Processing Appl	Choi	01/25/2016-05/17/ 20	6	14	3	
54015	BIT	142	Y70	Social Media Profess	Doty-Blance	01/25/2016-05/17/ 20	18	2	3	OFDL
54392	BIT	143	HB1	Social Media Campaig	Wells	01/25/2016-05/17/ 12	7	5	3	BB 111
53678	BIT	172	Y06	Creating Personal We	West	04/13/2016-05/17/ 20	18	2	1	OFDL
53474	BIT	173	02	Basics of Website Cr	West	01/25/2016-05/17/ 19	13	6	3	BB 133
50923	BIT	173	Y01	Basics of Website Cr	West	01/25/2016-05/17/ 20	19	1	3	OFDL
50924	BIT	180	01	Computers and Commun	Wells	01/25/2016-05/17/ 12	4	8	3	BB 129
54004	BIT	180	Y02	Computers and Commun	Wells	01/25/2016-05/17/ 19	6	13	3	OFDL
50289	BIT	186	Y01	Interactive Websites	Cable	01/25/2016-05/17/ 19	10	9	3	OFDL

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CRN	Course			Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1											
52147	BIT	200	01	Spreadsheets Busines	Wright	01/25/2016-05/17/ 19	18	1	3		BB 129
52826	BIT	200	02	Spreadsheets Busines	Wells	01/25/2016-05/17/ 19	18	1	3		BB 129
54045	BIT	200	03	Spreadsheets Busines	Wells	01/25/2016-05/17/ 19	19	0	3		BB 132
54185	BIT	200	05	Spreadsheets Busines	Ryan	01/25/2016-05/17/ 19	18	1	3		BB 129
54568	BIT	200	06	Spreadsheets Busines	Walburger	01/25/2016-05/17/ 19	6	13	3		BB 133
53681	BIT	200	70	Spreadsheets Busines	Hertzog	01/25/2016-05/17/ 19	8	11	3		BB 132
54046	BIT	200	B04	Spreadsheets Busines	Wright	01/25/2016-05/17/ 19	19	0	3		BB 129
53369	BIT	200	Y01	Spreadsheets Busines	Walburger	01/25/2016-05/17/ 20	12	8	3		OFDL
54574	BIT	200	Y02	Spreadsheets Busines	Hertzog	01/25/2016-05/17/ 20	12	8	3		OFDL
52898	BIT	200	Y03	Spreadsheets Busines	Hertzog	01/25/2016-05/17/ 19	5	14	3		OFDL
54596	BIT	200	Y04	Spreadsheets Busines	Walburger	01/25/2016-05/17/ 19	4	15	3		OFDL
54502	BIT	201	01	Introduction to Spre	West	01/25/2016-02/29/ 19	7	12	1		BB 133
53365	BIT	206	B02	IT For Service Indus	Wright	01/25/2016-05/17/ 16	15	1	3		BB 129
54395	BIT	207	01	IT for CJES	Wright	01/25/2016-05/17/ 19	18	1	3		BB 129
54401	BIT	207	02	IT for CJES	Wright	01/25/2016-05/17/ 19	19	0	3		BB 129
54403	BIT	207	03	IT for CJES	Ryan	01/25/2016-05/17/ 19	13	6	3		BB 129
50925	BIT	250	01	Integrated Microsoft	West	01/25/2016-05/17/ 20	11	9	3		BB 133

52086	BIT	250	Y02	Integrated Microsoft	West	01/25/2016-05/17/ 20	9	11	3	OFDL
52828	BIT	251	05	Introduction to Micr	Davenport	03/01/2016-04/11/ 19	3	16	1	BB 133
52829	BIT	251	06	Introduction to Micr	Davenport	04/13/2016-05/17/ 19	3	16	1	BB 133
52830	BIT	251	Y08	Introduction to Micr	Kutz	03/01/2016-04/11/ 20	10	10	1	OFDL
52831	BIT	251	Y09	Introduction to Micr	Kutz	04/13/2016-05/17/ 20	1	19	1	OFDL
52833	BIT	254	03	Introduction to Powe	Davenport	04/13/2016-05/17/ 19	4	15	1	BB 133
54008	BIT	260	B02	Intro to Database Ma	West	01/25/2016-05/17/ 19	12	7	3	BB 133

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LE1										
50291	BIT	260	Y01	Intro to Database Ma	Messmer	01/25/2016-05/17/ 19	13	6	3	OFDL
54381	BIT	275	W70	Advanced Bus Communi	Wells	01/25/2016-05/17/ 19	4	15	3	BB 129
54382	BIT	275	YW	Advanced Bus Communi	Wells	01/25/2016-05/17/ 20	7	13	3	OFDL
50292	BIT	285	70	Vector-Based Softwar	Saar	01/25/2016-05/17/ 19	3	16	3	BB 132
54010	BIT	285	Y01	Vector-Based Softwar	Saar	01/25/2016-05/17/ 19	7	12	3	OFDL
53680	BIT	286	B02	Database Driven Web	West	01/25/2016-05/17/ 12	5	7	3	BB 111
54545	BIT	286	Y02	Database Driven Web	West	01/25/2016-05/17/ 19	2	17	3	OFDL
52931	BIT	292	Y03	Special Topics Busin		04/13/2016-05/17/ 20	8	12	1	OFDL

50723	BUS	100	01	Accounting I	Julian	01/25/2016-05/17/ 25	16	9	4	BB 205
50725	BUS	100	02	Accounting I	Roma	01/25/2016-05/17/ 25	20	5	4	BB 213
50728	BUS	101	02	Accounting II	Roma	01/25/2016-05/17/ 25	23	2	4	BB 231
50730	BUS	101	70	Accounting II	Roma	01/25/2016-05/17/ 25	15	10	4	BB 213
50732	BUS	107	01	The Freshman Experie	Frye	01/25/2016-05/17/ 14	14	0	1	BB 006
50733	BUS	107	02	The Freshman Experie	Roma	01/25/2016-05/17/ 14	15	-1	1	BB 006
50734	BUS	107	03	The Freshman Experie	Bunnell	01/25/2016-05/17/ 14	14	0	1	BB 224
50735	BUS	107	04	The Freshman Experie	Frye	01/25/2016-05/17/ 14	14	0	1	BB 006
50737	BUS	107	06	The Freshman Experie	Frye	01/25/2016-05/17/ 14	14	0	1	BB 006
50736	BUS	107	71	The Freshman Experie	Guzzi	01/25/2016-05/17/ 14	15	-1	1	BB 006
50744	BUS	108	01	Accounting for a Ser	Julian	01/25/2016-05/17/ 18	18	0	4	BB 205
50754	BUS	111	01	Financial Accounting	Wlazlo	01/25/2016-05/17/ 25	21	4	4	BB 232
50755	BUS	111	02	Financial Accounting	Petrolawicz	01/25/2016-05/17/ 25	26	-1	4	BB 232
50756	BUS	111	03	Financial Accounting	O'Bryan	01/25/2016-05/17/ 25	24	1	4	BB 209
50757	BUS	111	04	Financial Accounting	Petrolawicz	01/25/2016-05/17/ 25	25	0	4	BB 232
50758	BUS	111	05	Financial Accounting	Julian	01/25/2016-05/17/ 25	25	0	4	BB 232

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
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LE1

52089	BUS	111	70	Financial Accounting	Wlazlo	01/25/2016-05/17/ 25	12	13	4	BB 232
50759	BUS	112	01	Quantitative Busines	Steinberg	01/25/2016-05/17/ 25	24	1	3	BB 220
50760	BUS	112	02	Quantitative Busines	Steinberg	01/25/2016-05/17/ 25	25	0	3	BB 209
50761	BUS	112	03	Quantitative Busines	Steinberg	01/25/2016-05/17/ 25	24	1	3	BB 209
50762	BUS	112	04	Quantitative Busines	Sangabi	01/25/2016-05/17/ 20	13	7	3	BB 224
50763	BUS	112	05	Quantitative Busines	Kuzma	01/25/2016-05/17/ 25	14	11	3	BB 213
50763	BUS	112	05	Quantitative Busines	Kuzma	01/25/2016-05/17/ 25	14	11	3	BB 213
50766	BUS	112	Y01	Quantitative Busines	Pitera	01/25/2016-05/17/ 20	20	0	3	OFDL
50767	BUS	113	01	Intro to Entrepreneu	Knochen-Davis	01/25/2016-05/17/ 25	21	4	4	BB 205
50768	BUS	115	01	Business Statistics	Frye	01/25/2016-05/17/ 25	28	-3	3	BB 219
50769	BUS	115	02	Business Statistics	Sangabi	01/25/2016-05/17/ 25	24	1	3	BB 220
50770	BUS	115	03	Business Statistics	Frye	01/25/2016-05/17/ 25	25	0	3	BB 220
54198	BUS	115	04	Business Statistics	Frye	01/25/2016-05/17/ 25	27	-2	3	BB 220
54557	BUS	115	71	Business Statistics	Culpepper	01/25/2016-05/17/ 25	24	1	3	BB 231
50771	BUS	115	B70	Business Statistics	Frye	01/25/2016-05/17/ 20	21	-1	3	BB 219
53301	BUS	115	CB7	Business Statistics	Frye	02/05/2016-04/30/ 20	21	-1	3	BB 231
53301	BUS	115	CB7	Business Statistics	Frye	02/05/2016-04/30/ 20	21	-1	3	BB 231
50772	BUS	116	01	International Busine	Faith	01/25/2016-05/17/ 28	24	4	3	BB 219
50773	BUS	116	70	International Busine	DePersis	01/25/2016-05/17/ 28	27	1	3	BB 220
50774	BUS	116	Y01	International Busine	Kuryla	01/25/2016-05/17/ 20	15	5	3	OFDL
50775	BUS	116	Y02	International Busine	Kuryla	01/25/2016-05/17/ 20	17	3	3	OFDL
50776	BUS	118	01	Business Law I	Petrolawicz	01/25/2016-05/17/ 25	25	0	3	BB 232
50777	BUS	118	02	Business Law I	Yetsko	01/25/2016-05/17/ 25	24	1	3	BB 205
50778	BUS	118	03	Business Law I	Petrolawicz	01/25/2016-05/17/ 25	26	-1	3	BB 220

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CRN	Course	Title	Instruct	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50779	BUS 118 04	Business Law I	Yetsko	01/25/2016-05/17/ 25	25	0	3	BB 220	
50780	BUS 118 05	Business Law I	Lubar	01/25/2016-05/17/ 25	24	1	3	BB 232	
50781	BUS 118 70	Business Law I	Petrolawicz	01/25/2016-05/17/ 25	11	14	3	BB 205	
50782	BUS 118 Y01	Business Law I	Loy	01/25/2016-05/17/ 20	21	-1	3	OFDL	
50783	BUS 118 Y02	Business Law I	Loy	01/25/2016-05/17/ 20	21	-1	3	OFDL	
53304	BUS 120 CB7	Business Law II (WE)	Petrolawicz	02/05/2016-04/30/ 20	20	0	3	BB 219	
53304	BUS 120 CB7	Business Law II (WE)	Petrolawicz	02/05/2016-04/30/ 20	20	0	3	BB 219	
50784	BUS 120 W01	Business Law II (WE)	Rossi	01/25/2016-05/17/ 20	10	10	3	BB 219	
53232	BUS 120 W02	Business Law II (WE)	Ohl	01/25/2016-05/17/ 20	20	0	3	BB 209	
50785	BUS 120 W03	Business Law II (WE)	Ohl	01/25/2016-05/17/ 20	20	0	3	IC 148	
50786	BUS 120 W04	Business Law II (WE)	Ohl	01/25/2016-05/17/ 20	21	-1	3	BB 220	
50788	BUS 120 W06	Business Law II (WE)	Lubar	01/25/2016-05/17/ 20	19	1	3	BB 205	
50789	BUS 120 W07	Business Law II (WE)	Battisti	01/25/2016-05/17/ 20	15	5	3	BB 224	
54558	BUS 120 W08	Business Law II (WE)	Lubar	01/25/2016-05/17/ 20	12	8	3	BB 219	
50790	BUS 120 W70	Business Law II (WE)	Petrolawicz	01/25/2016-05/17/ 20	19	1	3	BB 213	

50791	BUS	120	WY	Business Law II (WE)	Loy	01/25/2016-05/17/ 20	20	0	3	OFDL
52203	BUS	120	WY	Business Law II (WE)	Loy	01/25/2016-05/17/ 20	20	0	3	OFDL
54448	BUS	128	01	The Sustainable Busi	Ohl	01/25/2016-05/17/ 20	8	12	3	BB 219
50314	BUS	129	01	Consumer Behavior	Ohl	01/25/2016-05/17/ 20	18	2	3	BB 110
50792	BUS	131	Y01	Personal Finance	Wood	01/25/2016-05/17/ 20	22	-2	3	OFDL
54544	BUS	131	Y02	Personal Finance	Wood	01/25/2016-05/17/ 20	19	1	3	OFOTH
50793	BUS	135	Y01	Investments	Wood	01/25/2016-05/17/ 20	21	-1	3	OFDL
50795	BUS	141	02	Marketing	Rossi	01/25/2016-05/17/ 25	23	2	3	BB 219
50796	BUS	141	03	Marketing	Ohl	01/25/2016-05/17/ 25	25	0	3	BB 232

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50797	BUS	141 04	Marketing	Bunnell	01/25/2016-05/17/ 25	25	0	3	BB 224
53672	BUS	141 70	Marketing	Bunnell	01/25/2016-05/17/ 25	14	11	3	BB 224
50798	BUS	141 B05	Marketing	Semple	01/25/2016-05/17/ 25	25	0	3	BB 110
50799	BUS	141 B06	Marketing	Semple	01/25/2016-05/17/ 25	23	2	3	BB 110
53306	BUS	141 CB7	Marketing	Bunnell	02/05/2016-04/30/ 20	17	3	3	BB 219
53306	BUS	141 CB7	Marketing	Bunnell	02/05/2016-04/30/ 20	17	3	3	BB 219

50800	BUS	141	Y01	Marketing	Semple	01/25/2016-05/17/ 20	20	0	3	OFDL
50803	BUS	152	01	Selling Fundamentals	Bunnell	01/25/2016-05/17/ 20	21	-1	3	BB 224
52909	BUS	156	Y01	Real Estate for Sale	Loy	01/25/2016-05/17/ 20	13	7	5	OFDL
52909	BUS	156	Y01	Real Estate for Sale	Loy	01/25/2016-05/17/ 20	13	7	5	OFDL
50315	BUS	183	Y01	Securities Training	Wood	01/25/2016-05/17/ 25	5	20	4	OFDL
50806	BUS	200	70	Intermediate Account	O'Bryan	01/25/2016-05/17/ 25	13	12	4	BB 231
50807	BUS	201	01	Intermediate Account	O'Bryan	01/25/2016-05/17/ 25	9	16	4	BB 231
50809	BUS	205	01	Cost Accounting	Kuzma	01/25/2016-05/17/ 25	9	16	4	BB 220
50811	BUS	210	01	Managerial Accountin	Kuzma	01/25/2016-05/17/ 25	22	3	4	BB 213
50812	BUS	210	02	Managerial Accountin	Kuzma	01/25/2016-05/17/ 25	24	1	4	BB 213
50813	BUS	210	03	Managerial Accountin	O'Bryan	01/25/2016-05/17/ 25	23	2	4	BB 205
54499	BUS	210	CB7	Managerial Accountin	Behr	02/05/2016-04/30/ 20	10	10	4	BB 220
54499	BUS	210	CB7	Managerial Accountin	Behr	02/05/2016-04/30/ 20	10	10	4	BB 220
50818	BUS	210	Y01	Managerial Accountin	O'Bryan	01/25/2016-05/17/ 20	19	1	4	OFDL
50819	BUS	224	B70	Business Finance	Pitera	01/25/2016-05/17/ 20	20	0	3	BB 219
50821	BUS	229	01	Advertising	Bunnell	01/25/2016-05/17/ 20	8	12	4	BB 224
50822	BUS	229	02	Advertising	Bunnell	01/25/2016-05/17/ 20	14	6	4	BB 224
50823	BUS	245	Y01	Management Behaviora	Kanick	01/25/2016-05/17/ 20	14	6	3	OFDL

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CRN LE1	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
53693	BUS 246	CB7 Principles of Manage	Waterman	02/05/2016-04/30/ 20	22	-2	3	3	BB 232
53693	BUS 246	CB7 Principles of Manage	Waterman	02/05/2016-04/30/ 20	22	-2	3	3	BB 232
50827	BUS 246	Y01 Principles of Manage	Petrolawicz	01/25/2016-05/17/ 20	22	-2	3	3	OFDL
50828	BUS 248	01 Human Resource Manag	Pilotti	01/25/2016-05/17/ 25	17	8	3	3	BB 213
50829	BUS 248	Y01 Human Resource Manag	Kanick	01/25/2016-05/17/ 20	18	2	3	3	OFDL
50324	BUS 267	Y01 Retailing in Service	Semple	01/25/2016-05/17/ 20	12	8	3	3	OFDL
50831	BUS 269	Y01 Bus Reprts & Comptr	Semple	01/25/2016-05/17/ 20	17	3	3	3	OFDL
50326	BUS 275	01 Accounting Informati	O'Bryan	01/25/2016-05/17/ 18	11	7	4	4	BB 045
54449	CAS 101	Y01 Intro to the Gaming	Townsend	01/25/2016-05/17/ 20	5	15	3	3	OFDL
54183	CAS 109	01 The Mathematics of G	Woods	01/25/2016-05/17/ 12	2	10	4	4	SB 007
53992	CAS 109	02 The Mathematics of G	Woods	01/25/2016-05/17/ 12	0	12	4	4	SB 007
51121	CHM 141	01 Gen Organic Biochemi	Johnson	01/25/2016-05/17/ 16	10	6	3	3	NSC 205
50358	CHM 142	01 Gen Organic Biochemi	Johnson	01/25/2016-05/17/ 32	25	7	3	3	NSC 201
52818	CHM 142	02 Gen Organic Biochemi	Johnson	01/25/2016-05/17/ 32	13	19	3	3	NSC 205
51125	CHM 145	01 General Chemistry I	Biegen	01/25/2016-05/17/ 32	29	3	3	3	NSC 201
51126	CHM 145	02 General Chemistry I	Biegen	01/25/2016-05/17/ 32	25	7	3	3	NSC 201
53042	CHM 145	03 General Chemistry I	Alfonsetti	01/25/2016-05/17/ 32	28	4	3	3	NSC 201
54619	CHM 145	T04 General Chemistry I	Miller	03/01/2016-05/17/ 16	3	13	3	3	NSC 321
51127	CHM 145	Y01 General Chemistry I	Wovkulich	01/25/2016-05/17/ 16	16	0	3	3	OFDL
51128	CHM 145	Y02 General Chemistry I	Wovkulich	01/25/2016-05/17/ 16	18	-2	3	3	OFDL
51129	CHM 145	Y03 General Chemistry I	Wovkulich	01/25/2016-05/17/ 16	17	-1	3	3	OFDL
51150	CHM 146	01 General Chemistry II	Miller	01/25/2016-05/17/ 32	16	16	3	3	NSC 201

51151	CHM	146	02	General Chemistry II	Miller	01/25/2016-05/17/ 32	24	8	3	NSC 201
51152	CHM	146	03	General Chemistry II	Sheridan-Brennan	01/25/2016-05/17/ 32	34	-2	3	NSC 201

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
51153	CHM 146 04	General Chemistry II	Sheridan-Brennan	01/25/2016-05/17/ 32	32	0	3	NSC 201	
51154	CHM 146 Y01	General Chemistry II	Wovkulich	01/25/2016-05/17/ 16	16	0	3	OFDL	
53011	CHM 146 Y02	General Chemistry II	Wovkulich	01/25/2016-05/17/ 16	16	0	3	OFDL	
54217	CHM 146 Y03	General Chemistry II	Wovkulich	01/25/2016-05/17/ 16	16	0	3	OFDL	
54621	CHM 146 YT4	General Chemistry II	Wovkulich	03/01/2016-05/17/ 16	0	16	3	OFDL	
54171	CHM 245 Y01	Organic Chemistry I	Wovkulich	01/25/2016-05/17/ 16	16	0	3	OFDL	
50379	CHM 246 01	Organic Chemistry II	Wovkulich	01/25/2016-05/17/ 30	18	12	3	NSC 205	
54065	CHM 246 Y01	Organic Chemistry II	Wovkulich	01/25/2016-05/17/ 16	11	5	3	OFDL	
53729	CHM 298 01	Chemistry Senior Sem	Biegen	01/25/2016-05/17/ 16	6	10	1	NSC 321	
50418	CIV 124 01	Mechanics (Statics)	Myers	01/25/2016-05/17/ 18	17	1	3	MB 203	
52837	CLT 110 Y01	Intro to Clinical La	Cirillo	01/25/2016-02/29/ 20	20	0	1	OFDL	
52838	CLT 110 Y02	Intro to Clinical La	Cirillo	01/25/2016-02/29/ 20	20	0	1	OFDL	
52839	CLT 110 YT3	Intro to Clinical La	Cirillo	04/13/2016-05/17/ 20	20	0	1	OFDL	

52841	CLT	110	YT4	Intro to Clinical La	Cirillo	04/13/2016-05/17/ 20	20	0	1	OFDL
54454	CLT	200	Y01	Histological Techniq	Cook	01/25/2016-05/17/ 24	24	0	1	OFDL
54463	CLT	201	W01	Hematology & Coagula	Church	01/25/2016-05/17/ 20	20	0	3	DH 222
54463	CLT	201	W01	Hematology & Coagula	Church	01/25/2016-05/17/ 20	20	0	3	DH 224
54466	CLT	201	YW	Hematology & Coagula	Cirillo	01/25/2016-05/17/ 20	19	1	3	OFDL
54470	CLT	202	Y01	Urinalysis/Body Flui	Hagerman	01/25/2016-05/17/ 20	18	2	1	OFDL
54471	CLT	202	Y02	Urinalysis/Body Flui	Hagerman	01/25/2016-05/17/ 20	18	2	1	OFDL
52844	CLT	204	01	Fundamental Phleboto	Cook	01/25/2016-02/29/ 12	12	0	1	DH 216
52845	CLT	204	02	Fundamental Phleboto	Cook	01/25/2016-02/29/ 12	13	-1	1	DH 216
52846	CLT	204	03	Fundamental Phleboto	Cook	01/25/2016-02/29/ 10	9	1	1	DH 216
53038	CLT	204	05	Fundamental Phleboto	Cook	01/25/2016-02/29/ 10	5	5	1	DH 216

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LE1										
52848	CLT	204	Y04	Fundamental Phleboto	Cook	01/25/2016-02/29/ 20	11	9	1	OFDL
54478	CLT	206	Y01	Immunoematology	Dawson	01/25/2016-02/29/ 20	12	8	2	DH 222
54481	CLT	206	Y02	Immunoematology	Lawson	01/25/2016-05/17/ 20	13	7	2	OFDL
51731	CLT	207	Y01	Clinical Chemistry	Lawson	01/25/2016-05/17/ 20	13	7	4	OFDL

51712	CLT	208	01	Pathogenic Microbiol	Hagerman	01/25/2016-05/17/ 42	24	18	3	DH 118
54436	CLT	208	H02	Pathogenic Microbiol	Hagerman	01/25/2016-05/17/ 14	4	10	3	DH 220
52852	CLT	214	T01	Specialized Phleboto	Cook	03/01/2016-05/17/ 10	10	0	2	DH 216
52853	CLT	214	T02	Specialized Phleboto	Cook	03/01/2016-05/17/ 10	11	-1	2	DH 216
52854	CLT	214	T03	Specialized Phleboto	Cook	03/01/2016-05/17/ 10	10	0	2	DH 216
51739	CLT	295	Y01	Senior Seminar	Allstadt Hill	01/25/2016-05/17/ 16	12	4	2	OFDL
52749	COL	105	01	Academic Planning Se	Brannen	01/25/2016-03/16/ 18	10	8	1	SB 105
52736	COL	105	02	Academic Planning Se	O'Heron	01/25/2016-03/16/ 18	17	1	1	BB 016
52738	COL	105	03	Academic Planning Se	McCauley	01/25/2016-03/16/ 18	11	7	1	LI 007
54121	COL	105	26	Academic Planning Se	McCauley	01/25/2016-03/16/ 18	18	0	1	MB 208
54611	COL	105	T01	Academic Planning Se	Brannen	03/17/2016-05/17/ 18	2	16	1	BB 016
53712	COL	105	Y01	Academic Planning Se	Taylor	01/25/2016-03/16/ 18	17	1	1	OFDL
54125	COL	105	Y03	Academic Planning Se	Taylor	03/17/2016-05/17/ 18	9	9	1	OFDL
50930	COM	100	01	Introduction to Mass	Schleider	01/25/2016-05/17/ 20	20	0	3	TH 108
50931	COM	100	02	Introduction to Mass	Schleider	01/25/2016-05/17/ 20	21	-1	3	TH 205
52116	COM	100	03	Introduction to Mass	Nappi	01/25/2016-05/17/ 20	16	4	3	SS 202
50933	COM	100	04	Introduction to Mass	Skinner	01/25/2016-05/17/ 20	21	-1	3	TH 008
50939	COM	115	02	Writing for the Medi	Skinner	01/25/2016-05/17/ 20	21	-1	3	TH 008
52262	COM	115	03	Writing for the Medi	Mellert	01/25/2016-05/17/ 20	11	9	3	AT 117
50940	COM	125	01	Intro Audio Theory P	Skinner	01/25/2016-05/17/ 15	10	5	3	TH 103

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50941	COM 125 02	Intro Audio Theory P	Skinner	01/25/2016-05/17/ 15	10	5	3	3	TH 103
50942	COM 130 01	Intro Video Theory P	Keaty	01/25/2016-05/17/ 15	13	2	3	3	TH 103
50943	COM 130 02	Intro Video Theory P	Keaty	01/25/2016-05/17/ 15	15	0	3	3	TH 103
54498	COM 130 03	Intro Video Theory P	Evans	01/25/2016-05/17/ 15	9	6	3	3	TH 002
50944	COM 145 01	Contemporary Film An	Detrani	01/25/2016-05/17/ 20	20	0	3	3	TH 102
50945	COM 145 02	Contemporary Film An	Detrani	01/25/2016-05/17/ 20	21	-1	3	3	TH 102
51047	COM 150 01	Public Relations	Evans	01/25/2016-05/17/ 20	15	5	3	3	TH 108
51049	COM 150 02	Public Relations	Skinner	01/25/2016-05/17/ 20	19	1	3	3	TH 008
51051	COM 200 W01	Image Theory Film Ph	Nappi	01/25/2016-05/17/ 20	20	0	3	3	AT 200
51054	COM 200 W02	Image Theory Film Ph	Blackburn	01/25/2016-05/17/ 20	16	4	3	3	TH 101
54412	COM 211 71	Digital Photographic	Staff	01/25/2016-05/17/ 15	9	6	3	3	AT 217
52737	COM 230 70	Motion Graphics	Recene	01/25/2016-05/17/ 15	13	2	3	3	AT 217
51176	COM 240 01	Mass Media Research	Nappi	01/25/2016-05/17/ 20	12	8	3	3	TH 101
51177	COM 240 02	Mass Media Research	Skinner	01/25/2016-05/17/ 20	19	1	3	3	TH 008
51182	CRJ 105 01	Introduction to Corr	Schmidt	01/25/2016-05/17/ 23	23	0	3	3	BB 219
53318	CRJ 105 02	Introduction to Corr	Julian	01/25/2016-05/17/ 23	18	5	3	3	BB 231
51183	CRJ 111 01	Intro to Criminal Ju	Schmidt	01/25/2016-05/17/ 23	23	0	3	3	BB 210
51184	CRJ 111 02	Intro to Criminal Ju	Duseau	01/25/2016-05/17/ 23	23	0	3	3	BB 213
52178	CRJ 111 70	Intro to Criminal Ju	Davis	01/25/2016-05/17/ 23	11	12	3	3	BB 210
51186	CRJ 115 01	Juvenile Justice Sys	Schmidt	01/25/2016-05/17/ 23	22	1	3	3	BB 210

51187	CRJ	115	02	Juvenile Justice Sys	Schmidt	01/25/2016-05/17/ 23	23	0	3	BB 210
52752	CRJ	115	03	Juvenile Justice Sys	Zumbach	01/25/2016-05/17/ 23	12	11	3	BB 210
54424	CRJ	115	Y01	Juvenile Justice Sys	Morrissey	01/25/2016-05/17/ 23	23	0	3	OFDL
51188	CRJ	125	01	Criminal Law	McKenna	01/25/2016-05/17/ 23	23	0	3	TH 105

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
51189	CRJ	125 02	Criminal Law	McKenna	01/25/2016-05/17/ 23	21	2	3	TH 105
51190	CRJ	125 70	Criminal Law	Cassidy Gorman	01/25/2016-05/17/ 23	17	6	3	BB 220
52753	CRJ	205 W01	Correctional Law (WE	Julian	01/25/2016-05/17/ 20	20	0	3	BB 210
51244	CRJ	212 W01	Criminal Proc. Const	Duseau	01/25/2016-05/17/ 20	20	0	3	BB 224
51245	CRJ	212 W02	Criminal Proc. Const	Duseau	01/25/2016-05/17/ 20	20	0	3	BB 220
51246	CRJ	215 01	Police Administratio	Cox	01/25/2016-05/17/ 23	19	4	3	BB 210
51247	CRJ	215 02	Police Administratio	Peachey	01/25/2016-05/17/ 23	23	0	3	BB 219
53720	CRJ	218 01	Police Community Rel	Kalick-Weber	01/25/2016-05/17/ 23	20	3	3	BB 210
50612	CRJ	235 01	Corrections Administ	Julian	01/25/2016-05/17/ 23	25	-2	3	BB 016
51254	CRJ	245 W01	Criminology (WE)	Peachey	01/25/2016-05/17/ 20	20	0	3	BB 210
51256	CRJ	245 W02	Criminology (WE)	Schmidt	01/25/2016-05/17/ 20	20	0	3	BB 210

51255	CRJ	245	W03	Criminology (WE)	Peachey	01/25/2016-05/17/ 20	19	1	3	BB 219
53983	CRJ	245	YW	Criminology (WE)	Schmidt	01/25/2016-05/17/ 20	20	0	3	OFDL
53254	CRJ	246	01	Victimology	Kalick-Weber	01/25/2016-05/17/ 23	24	-1	3	BB 210
53255	CRJ	246	70	Victimology	Martin	01/25/2016-05/17/ 23	24	-1	3	BB 220
54211	CST	103	01	General Security Con	Antonakos	01/25/2016-05/17/ 10	10	0	3	AT 010
53626	CST	103	Y01	General Security Con	Antonakos	01/25/2016-05/17/ 20	17	3	3	OFDL
53887	CST	103	Y02	General Security Con	Antonakos	01/25/2016-05/17/ 10	9	1	3	OFDL
53627	CST	109	Y01	Computer and Malware	Mansfield	01/25/2016-05/17/ 20	19	1	3	OFDL
50753	DEN	107	01	Introduction to Peri		01/25/2016-05/17/ 40	36	4	1	DH 118
51414	DEN	214	01	Cur Topics in Dental	Hankin	01/25/2016-05/17/ 34	33	1	3	DH 213
51414	DEN	214	01	Cur Topics in Dental	Hankin	01/25/2016-05/17/ 34	33	1	3	DH 213
51414	DEN	214	01	Cur Topics in Dental		01/25/2016-05/17/ 34	33	1	3	DH 213
51414	DEN	214	01	Cur Topics in Dental		01/25/2016-05/17/ 34	33	1	3	DH 213

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
51353	ECE	110 02	Webb	01/25/2016-05/17/ 18	18	0	3	3	TH 204
51356	ECE	110 Y01	Holland	01/25/2016-05/17/ 15	15	0	3	3	OFDL

51361	ECE	120	SL1	Curriculum Developme	Grozier	01/25/2016-05/17/ 15	11	4	3	TH 204
53770	ECE	145	Y01	Children and the Art	Koster	01/25/2016-05/17/ 15	16	-1	3	OFDL
51364	ECE	175	SL2	Techniques of Observ	Webb	01/25/2016-05/17/ 15	16	-1	3	TH 204
51369	ECE	210	01	Children With Specia	Lawrence	01/25/2016-05/17/ 15	13	2	3	TH 204
51370	ECE	210	Y01	Children With Specia	Lawrence	01/25/2016-05/17/ 15	16	-1	3	OFDL
54440	ECE	256	Y01	Special Topics:STEAM	Koster	01/25/2016-05/17/ 15	16	-1	3	OFDL
54441	ECE	257	01	Special Topics in EC	Grozier	01/25/2016-05/17/ 15	15	0	3	TH 204
51376	ECO	110	W03	Microeconomics (WE)	Scaringi	01/25/2016-05/17/ 20	19	1	3	TH 203
51378	ECO	110	W04	Microeconomics (WE)	Aydemir	01/25/2016-05/17/ 20	20	0	3	SS 202
51379	ECO	110	W05	Microeconomics (WE)	Aydemir	01/25/2016-05/17/ 20	20	0	3	SS 202
51381	ECO	110	W06	Microeconomics (WE)	Sterlacci	01/25/2016-05/17/ 20	20	0	3	TH 110
54326	ECO	110	W12	Microeconomics (WE)	Scaringi	01/25/2016-05/17/ 20	20	0	3	TH 203
54388	ECO	110	W13	Microeconomics (WE)	Sterlacci	01/25/2016-05/17/ 20	20	0	3	SS 201
51382	ECO	110	W70	Microeconomics (WE)	Guzzi	01/25/2016-05/17/ 20	20	0	3	SS 205
54327	ECO	110	WH	Microeconomics (WE)	Scaringi	01/25/2016-05/17/ 20	9	11	3	TH 203
54133	ECO	110	WY	Microeconomics (WE)	Scaringi	01/25/2016-05/17/ 15	15	0	3	OFDL
51833	ECO	110	YW	Microeconomics (WE)	Kuryla	01/25/2016-05/17/ 15	16	-1	3	OFDL
51834	ECO	110	YW	Microeconomics (WE)	Kuryla	01/25/2016-05/17/ 15	14	1	3	OFDL
51386	ECO	111	01	Introduction to Macr	Scaringi	01/25/2016-05/17/ 22	22	0	3	TH 203
51389	ECO	111	04	Introduction to Macr	Kuryla	01/25/2016-05/17/ 22	22	0	3	MB 201
54328	ECO	111	05	Introduction to Macr	Scaringi	01/25/2016-05/17/ 22	22	0	3	TH 203
51390	ECO	111	70	Introduction to Macr	Kolesnik	01/25/2016-05/17/ 22	18	4	3	TH 108

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LE1									
51810	ECO 111 Y01	Introduction to Macr	Aydemir	01/25/2016-05/17/ 15	14	1	3	3	OFDL
51811	ECO 111 Y02	Introduction to Macr	Aydemir	01/25/2016-05/17/ 15	15	0	3	3	OFDL
53689	ECO 111 Y03	Introduction to Macr	Aydemir	01/25/2016-05/17/ 15	15	0	3	3	OFDL
51396	EDU 111 SL7	Foundations of Amer	Webb	01/25/2016-05/17/ 15	15	0	3	3	TH 204
50866	EGR 281 01	Mechanics (Statics)	LaBelle	01/25/2016-05/17/ 12	10	2	3	3	AT 213
50866	EGR 281 01	Mechanics (Statics)	LaBelle	01/25/2016-05/17/ 12	10	2	3	3	AT 203
54182	EGR 281 70	Mechanics (Statics)	LaBelle	01/25/2016-05/17/ 20	13	7	3	3	MB 209
50865	EGR 282 01	Mechanics (Dynamics)	Glasgow	01/25/2016-05/17/ 28	16	12	3	3	SS 203
54430	EGR 282 02	Mechanics (Dynamics)	Glasgow	01/25/2016-05/17/ 22	8	14	3	3	AT 203
54433	EGR 283 02	Strength of Material	LaBelle	01/25/2016-05/17/ 22	18	4	3	3	AT 203
50869	EGR 284 01	Materials Science	Madduri	01/25/2016-05/17/ 22	10	12	3	3	MB 207
50868	EGR 285 01	Electrical/Electroni	Grace	01/25/2016-05/17/ 22	18	4	3	3	MB 207
51965	EGR 285 02	Electrical/Electroni	Grace	01/25/2016-05/17/ 26	25	1	3	3	AT 200
53758	ENG 095 01	Intro. to Academic W	Grassi	01/25/2016-05/17/ 20	18	2	4	4	MB 201
50705	ENG 107 01	College Writing I fo	Stanton	01/25/2016-05/17/ 20	8	12	3	3	SS 205
50710	ENG 107 02	College Writing I fo	Grassi	01/25/2016-05/17/ 17	17	0	3	3	SB 105
50711	ENG 108 01	College Writing II f	Schaefer	01/25/2016-05/17/ 20	10	10	3	3	AT 118
50003	ENG 110 01	College Writing I	Braheney	01/25/2016-05/17/ 20	18	2	3	3	MB 209
50004	ENG 110 02	College Writing I	Harkness	01/25/2016-05/17/ 20	20	0	3	3	SV 135

50005	ENG	110	03	College Writing I	Braheney	01/25/2016-05/17/ 20	19	1	3	SS 201
50008	ENG	110	06	College Writing I	Braheney	01/25/2016-05/17/ 20	21	-1	3	SS 202
50009	ENG	110	07	College Writing I	Bigelow	01/25/2016-05/17/ 20	20	0	3	SS 204
50010	ENG	110	08	College Writing I	Gee	01/25/2016-05/17/ 20	19	1	3	TH 108
50011	ENG	110	09	College Writing I	Bensen-Hause	01/25/2016-05/17/ 20	20	0	3	SS 203

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50012	ENG	110 10	College Writing I	Gee	01/25/2016-05/17/ 20	19	1	3	TH 108
50013	ENG	110 11	College Writing I	Bensen-Hause	01/25/2016-05/17/ 20	20	0	3	SS 203
50015	ENG	110 13	College Writing I	Antalek	01/25/2016-05/17/ 20	20	0	3	TH 108
50016	ENG	110 14	College Writing I	Russell	01/25/2016-05/17/ 20	18	2	3	MB 210
50017	ENG	110 15	College Writing I	Antalek	01/25/2016-05/17/ 20	19	1	3	TH 005
50021	ENG	110 19	College Writing I	Schafer	01/25/2016-05/17/ 20	16	4	3	SV 135
50022	ENG	110 20	College Writing I	Katen	01/25/2016-05/17/ 20	19	1	3	DH 211
50025	ENG	110 23	College Writing I	Divers	01/25/2016-05/17/ 20	20	0	3	SS 201
50026	ENG	110 24	College Writing I	Harkness	01/25/2016-05/17/ 20	20	0	3	AT 021
50033	ENG	110 31	College Writing I	Divers	01/25/2016-05/17/ 20	20	0	3	MB 201

50038	ENG	110	70	College Writing I	Reed	01/25/2016-05/17/ 20	20	0	3	TH 106
50040	ENG	110	72	College Writing I	Origer	01/25/2016-05/17/ 20	17	3	3	TH 209
54173	ENG	110S	01	College Writing I (E	Katchuk	01/25/2016-05/17/ 16	15	1	4	TH 005
54174	ENG	110S	02	College Writing I (E	Antalek	01/25/2016-05/17/ 16	15	1	4	SS 201
54175	ENG	110S	03	College Writing I (E	O'Heron	01/25/2016-05/17/ 16	16	0	4	LI 007
54411	ENG	110	T01	College Writing I	Schaefer	03/01/2016-05/17/ 20	20	0	3	TH 107
54632	ENG	110	T02	College Writing I		03/01/2016-05/17/ 20	0	20	3	TH 007
50042	ENG	110	Y01	College Writing I	Harkness	01/25/2016-05/17/ 15	15	0	3	OFDL
52276	ENG	110	Y02	College Writing I	Dunham	01/25/2016-05/17/ 15	15	0	3	OFDL
53749	ENG	110	Y03	College Writing I	Dunham	01/25/2016-05/17/ 15	15	0	3	OFDL
50044	ENG	110	Y04	College Writing I	Dunham	01/25/2016-05/17/ 15	15	0	3	OFDL
54216	ENG	110	Y05	College Writing I	Dunham	01/25/2016-05/17/ 15	15	0	3	OFDL
54421	ENG	110	Y06	College Writing I	Howd	01/25/2016-05/17/ 15	13	2	3	OFDL
54588	ENG	110	Y07	College Writing I	Harvey	01/25/2016-05/17/ 15	15	0	3	OFDL

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50046	ENG	111 01	College Writing II	Brand	01/25/2016-05/17/ 20	17	3	3	TH 008

50047	ENG	111	02	College Writing II	Seel	01/25/2016-05/17/ 20	20	0	3	TH 209
50048	ENG	111	03	College Writing II	Amory	01/25/2016-05/17/ 20	19	1	3	TH 207
50049	ENG	111	04	College Writing II	Brand	01/25/2016-05/17/ 20	13	7	3	TH 008
50050	ENG	111	05	College Writing II	Weaver	01/25/2016-05/17/ 20	20	0	3	SV 135
50051	ENG	111	06	College Writing II	Amory	01/25/2016-05/17/ 20	17	3	3	TH 005
50052	ENG	111	07	College Writing II	Bigelow	01/25/2016-05/17/ 20	20	0	3	TH 106
50053	ENG	111	08	College Writing II	Tombasco	01/25/2016-05/17/ 20	19	1	3	SS 201
50054	ENG	111	09	College Writing II	Caroompas	01/25/2016-05/17/ 20	20	0	3	DH 318
50055	ENG	111	10	College Writing II	Lewis	01/25/2016-05/17/ 20	18	2	3	TH 102
50056	ENG	111	11	College Writing II	Brand	01/25/2016-05/17/ 20	20	0	3	TH 009
50057	ENG	111	12	College Writing II	Donnelly	01/25/2016-05/17/ 20	20	0	3	TH 106
50058	ENG	111	13	College Writing II	Shirley	01/25/2016-05/17/ 20	21	-1	3	TH 005
50059	ENG	111	14	College Writing II	Shirley	01/25/2016-05/17/ 20	19	1	3	SS 205
50060	ENG	111	15	College Writing II	Seel	01/25/2016-05/17/ 20	19	1	3	TH 005
50061	ENG	111	16	College Writing II	Bongiorno	01/25/2016-05/17/ 20	20	0	3	TH 009
54429	ENG	111	17	College Writing II	Lewis	01/25/2016-05/17/ 20	14	6	3	TH 204
53040	ENG	111	18	College Writing II	Shirley	01/25/2016-05/17/ 20	20	0	3	TH 205
50063	ENG	111	19	College Writing II	Femiani	01/25/2016-05/17/ 20	19	1	3	SS 203
50064	ENG	111	20	College Writing II	Pfannkuchen	01/25/2016-05/17/ 20	13	7	3	TH 203
50065	ENG	111	21	College Writing II	Markham	01/25/2016-05/17/ 20	7	13	3	TH 108
50066	ENG	111	22	College Writing II	Brand	01/25/2016-05/17/ 20	19	1	3	TH 106
50068	ENG	111	25	College Writing II	Murphy	01/25/2016-05/17/ 20	20	0	3	MB 207
50069	ENG	111	26	College Writing II	Katen	01/25/2016-05/17/ 20	20	0	3	TH 009

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50072	ENG 111 29	College Writing II	Mikoda	01/25/2016-05/17/ 20	19	1	3	3	TH 005
50073	ENG 111 30	College Writing II	O'Heron	01/25/2016-05/17/ 20	10	10	3	3	OFOTH
50077	ENG 111 70	College Writing II	Silverberg	01/25/2016-05/17/ 20	10	10	3	3	TH 106
50062	ENG 111 H17	College Writing II	Haggerty	01/25/2016-05/17/ 20	5	15	3	3	SV 135
54428	ENG 111 T01	College Writing II	Bigelow	03/01/2016-05/17/ 20	21	-1	3	3	TH 106
50082	ENG 111 Y01	College Writing II	Haggerty	01/25/2016-05/17/ 15	14	1	3	3	OFDL
50083	ENG 111 Y02	College Writing II	Haggerty	01/25/2016-05/17/ 15	13	2	3	3	OFDL
52277	ENG 111 Y03	College Writing II	Seel	01/25/2016-05/17/ 15	15	0	3	3	OFDL
53751	ENG 111 Y04	College Writing II	Seel	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50081	ENG 111 Y05	College Writing II	Seel	01/25/2016-05/17/ 15	15	0	3	3	OFDL
54579	ENG 111 Y06	College Writing II	Harvey	01/25/2016-05/17/ 15	15	0	3	3	OFDL
54580	ENG 111 Y07	College Writing II	Harvey	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50084	ENG 150 01	Technical Writing	Pitcher	01/25/2016-05/17/ 20	21	-1	3	3	SS 202
53004	ENG 150 02	Technical Writing	Pitcher	01/25/2016-05/17/ 20	17	3	3	3	SS 204
50085	ENG 150 03	Technical Writing	Pitcher	01/25/2016-05/17/ 20	16	4	3	3	TH 106
52574	ENG 170 W01	Creative Writing (WE	Chirico	01/25/2016-05/17/ 20	18	2	3	3	TH 104
53851	ENG 170 W02	Creative Writing (WE	Chirico	01/25/2016-05/17/ 20	15	5	3	3	TH 108

53743	ENG	175	W01	Creative Writing wit	Origer	01/25/2016-05/17/ 15	9	6	5	TH 106
53743	ENG	175	W01	Creative Writing wit	Origer	01/25/2016-05/17/ 15	9	6	5	TH 106
50094	ENG	220	02	Communicating Abt Id	Novak	01/25/2016-05/17/ 20	13	7	3	TH 107
50096	ENG	220	04	Communicating Abt Id	Tombasco	01/25/2016-05/17/ 20	17	3	3	SS 202
50098	ENG	220	05	Communicating Abt Id	Gormley	01/25/2016-05/17/ 20	20	0	3	TH 107
50131	ENG	220	06	Communicating Abt Id	Shepard	01/25/2016-05/17/ 20	16	4	3	TH 207
50099	ENG	220	07	Communicating Abt Id	Novak	01/25/2016-05/17/ 20	19	1	3	TH 107

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
50102	ENG 220 08	Communicating Abt Id	Gormley	01/25/2016-05/17/ 20	20	0	3	3	MB 201
50104	ENG 220 09	Communicating Abt Id	Novak	01/25/2016-05/17/ 20	19	1	3	3	TH 107
50106	ENG 220 10	Communicating Abt Id	Moyer Zapach	01/25/2016-05/17/ 20	19	1	3	3	MB 207
50107	ENG 220 11	Communicating Abt Id	Moyer Zapach	01/25/2016-05/17/ 20	18	2	3	3	TH 009
50110	ENG 220 12	Communicating Abt Id	Bensen-Hause	01/25/2016-05/17/ 20	20	0	3	3	MB 207
50112	ENG 220 13	Communicating Abt Id	Bensen-Hause	01/25/2016-05/17/ 20	20	0	3	3	AT 117
50114	ENG 220 14	Communicating Abt Id	Chirico	01/25/2016-05/17/ 20	20	0	3	3	TH 104
50115	ENG 220 15	Communicating Abt Id	Amory	01/25/2016-05/17/ 20	16	4	3	3	TH 107

50117	ENG	220	16	Communicating Abt Id	Divers	01/25/2016-05/17/ 20	20	0	3	MB 207
50122	ENG	220	18	Communicating Abt Id	Chirico	01/25/2016-05/17/ 20	18	2	3	TH 107
50121	ENG	220	19	Communicating Abt Id	Wheaton	01/25/2016-05/17/ 20	13	7	3	TH 203
50126	ENG	220	70	Communicating Abt Id	Gee	01/25/2016-05/17/ 20	20	0	3	TH 107
54624	ENG	220	T01	Communicating Abt Id	Tombasco	03/01/2016-05/17/ 20	5	15	3	TH 007
50132	ENG	220	Y01	Communicating Abt Id	Shepard	01/25/2016-05/17/ 15	14	1	3	OFDL
50134	ENG	220	Y02	Communicating Abt Id	Gee	01/25/2016-05/17/ 15	14	1	3	OFDL
50136	ENG	220	Y03	Communicating Abt Id	Gee	01/25/2016-05/17/ 15	15	0	3	OFDL
50138	ENG	220	Y04	Communicating Abt Id	Rabl	01/25/2016-05/17/ 15	15	0	3	OFDL
50140	ENG	220	Y05	Communicating Abt Id	Rabl	01/25/2016-05/17/ 15	14	1	3	OFDL
53010	ENG	220	Y06	Communicating Abt Id	Bensen-Hause	01/25/2016-05/17/ 15	15	0	3	OFDL
53752	ENG	220	Y07	Communicating Abt Id	Gormley	01/25/2016-05/17/ 15	15	0	3	OFDL
54581	ENG	220	Y08	Communicating Abt Id	Shepard	01/25/2016-05/17/ 15	14	1	3	OFDL
54586	ENG	220	Y09	Communicating Abt Id	Moyer Zapach	01/25/2016-05/17/ 15	13	2	3	OFDL
53239	ENV	199	Y01	Industrial Hygiene	Smith	01/25/2016-05/17/ 17	13	4	3	OFDL
52622	ENV	290	01	Environmental Scienc	Heard	01/25/2016-05/17/ 18	17	1	1	NSC 214

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
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LE1

50148	ESL	113	01	ESL Grammar 3	Nguyen	01/25/2016-05/17/ 20	13	7	4	TH 009
50150	ESL	114	01	ESL Speaking & Liste	Raychawdhuri	01/25/2016-05/17/ 20	12	8	4	AT 118
50151	ESL	115	01	ESL Reading & Writin	Schaefer	01/25/2016-05/17/ 20	14	6	4	SB 110
53769	EVE	101	B01	Fundamentals of Even	Montemagno	01/25/2016-05/17/ 14	15	-1	3	SB 007
53771	EVE	125	B01	Wedding Planning Coo	Montemagno	01/25/2016-05/17/ 13	13	0	3	SB 007
54507	EVE	125	B02	Wedding Planning Coo	Montemagno	01/25/2016-05/17/ 14	11	3	3	SB 007
54497	EVE	220	B01	Principles of Floral	Montemagno	01/25/2016-05/17/ 14	13	1	3	SB 007
54044	EVE	225	B01	Meetings Corporate E	Montemagno	01/25/2016-05/17/ 16	16	0	3	SB 007
52171	FRE	101	01	Beginning French I	Cichacki	01/25/2016-05/17/ 20	13	7	4	MB 209
50153	FRE	102	01	Beginning French II	Cichacki	01/25/2016-05/17/ 20	14	6	4	MB 209
54447	FRS	200	W01	Hazardous Materials	Parke Washington	01/25/2016-05/17/ 20	20	0	3	BB 210
52817	FRS	200	W02	Hazardous Materials	Washington Park	01/25/2016-05/17/ 20	10	10	3	BB 210
52059	FRS	204	70	Protection/Suppressi	Dempsey	01/25/2016-05/17/ 23	8	15	3	BB 209
52038	GEO	120	01	World Cultural Geogr	Kolesnik	01/25/2016-05/17/ 22	8	14	3	BB 016
52032	GER	101	01	Beginning German I	Mellert	01/25/2016-05/17/ 20	18	2	4	DH 213
54105	GER	102	01	Beginning German II	Mellert	01/25/2016-05/17/ 20	7	13	4	AT 117
52612	HIS	103	01	Western Civilization	Corley	01/25/2016-05/17/ 22	22	0	3	TH 007
52613	HIS	103	02	Western Civilization	Corley	01/25/2016-05/17/ 22	21	1	3	TH 110
52615	HIS	103	03	Western Civilization	Manso	01/25/2016-05/17/ 22	22	0	3	TH 105
54358	HIS	103	04	Western Civilization	Manso	01/25/2016-05/17/ 22	21	1	3	TH 105
54600	HIS	103	T01	Western Civilization	Eckert	03/01/2016-05/17/ 20	17	3	3	TH 009
53714	HIS	103	Y01	Western Civilization	Loveland	01/25/2016-05/17/ 15	14	1	3	OFDL
54314	HIS	104	01	Western Civilization	Call	01/25/2016-05/17/ 22	20	2	3	TH 110
54316	HIS	104	03	Western Civilization	Garnar	01/25/2016-05/17/ 22	22	0	3	TH 203

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LE1									
54317	HIS 104 04	Western Civilization	Brannen	01/25/2016-05/17/ 22	22	0	3	3	TH 110
54318	HIS 104 05	Western Civilization	Garnar	01/25/2016-05/17/ 22	19	3	3	3	TH 008
54319	HIS 104 Y01	Western Civilization	Koster	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50187	HIS 116 01	World History I	Eckert	01/25/2016-05/17/ 28	27	1	3	3	LI 007
51326	HIS 116 02	World History I	Manso	01/25/2016-05/17/ 28	25	3	3	3	TH 104
50188	HIS 116 03	World History I	Eckert	01/25/2016-05/17/ 28	26	2	3	3	TH 209
53798	HIS 116 Y01	World History I	Koster	01/25/2016-05/17/ 15	13	2	3	3	OFDL
51842	HIS 117 04	World History II	St Clair	01/25/2016-05/17/ 28	28	0	3	3	MB 210
51843	HIS 117 05	World History II	St Clair	01/25/2016-05/17/ 28	27	1	3	3	TH 108
50192	HIS 117 06	World History II	St Clair	01/25/2016-05/17/ 28	28	0	3	3	TH 209
54389	HIS 117 H01	World History II	Call	01/25/2016-05/17/ 22	4	18	3	3	TH 110
52507	HIS 117 W01	World History II	Firsching	01/25/2016-05/17/ 20	19	1	3	3	TH 110
54355	HIS 117 W02	World History II	Firsching	01/25/2016-05/17/ 20	17	3	3	3	TH 105
54137	HIS 117 W71	World History II	Firsching	01/25/2016-05/17/ 20	9	11	3	3	TH 110
51812	HIS 117 Y01	World History II	Koster	01/25/2016-05/17/ 15	15	0	3	3	OFDL

50197	HIS	130	01	United States Histor	Stafford	01/25/2016-05/17/ 28	28	0	3	SS 201
50199	HIS	130	02	United States Histor	Stafford	01/25/2016-05/17/ 28	26	2	3	SS 201
50200	HIS	130	03	United States Histor	Brannen	01/25/2016-05/17/ 28	28	0	3	SS 203
50204	HIS	130	07	United States Histor	Becker	01/25/2016-05/17/ 28	27	1	3	TH 110
50205	HIS	130	08	United States Histor	Stafford	01/25/2016-05/17/ 28	26	2	3	SS 201
53716	HIS	130	15	United States Histor	Becker	01/25/2016-05/17/ 28	27	1	3	BB 209
54599	HIS	130	T01	United States Histor	Brannen	03/01/2016-05/17/ 20	20	0	3	TH 203
50209	HIS	130	Y01	United States Histor	Koster	01/25/2016-05/17/ 15	15	0	3	OFDL
53885	HIS	130	Y02	United States Histor	Koster	01/25/2016-05/17/ 15	16	-1	3	OFDL

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LE1										
54139	HIS	130	Y03	United States Histor	Corprew	01/25/2016-05/17/ 15	15	0	3	OFDL
50214	HIS	131	04	United States Histor	Kreiner	01/25/2016-05/17/ 28	27	1	3	SS 205
50215	HIS	131	05	United States Histor	St Clair	01/25/2016-05/17/ 28	28	0	3	SS 203
50216	HIS	131	06	United States Histor	St Clair	01/25/2016-05/17/ 28	27	1	3	AT 117
50218	HIS	131	07	United States Histor	Amenda	01/25/2016-05/17/ 28	27	1	3	TH 205
50219	HIS	131	08	United States Histor	Wrisley	01/25/2016-05/17/ 28	28	0	3	TH 104

50220	HIS	131	09	United States Histor	Kreiner	01/25/2016-05/17/ 28	20	8	3	SS 205
52540	HIS	131	10	United States Histor	Wrisley	01/25/2016-05/17/ 28	28	0	3	LI 007
53718	HIS	131	16	United States Histor	Amenda	01/25/2016-05/17/ 28	28	0	3	SS 204
54148	HIS	131	17	United States Histor	Amenda	01/25/2016-05/17/ 28	27	1	3	TH 008
53719	HIS	131	72	United States Histor	Kreiner	01/25/2016-05/17/ 22	15	7	3	TH 108
51867	HIS	131	Y01	United States Histor	Koster	01/25/2016-05/17/ 15	13	2	3	OFDL
52542	HIS	131	Y02	United States Histor	Whitted	01/25/2016-05/17/ 15	15	0	3	
54359	HIS	131	Y04	United States Histor	Whitted	01/25/2016-05/17/ 15	15	0	3	
54354	HIS	141	02	History of Mod Lat A		TBA-TBA	0	0	3	
54489	HIS	141	70	History of Mod Lat A	McCauley	01/25/2016-05/17/ 22	19	3	3	TH 110
50225	HIS	155	01	War and the Western	Call	01/25/2016-05/17/ 22	12	10	3	TH 110
52134	HIS	175	71	Local History	Smith	01/25/2016-05/17/ 22	18	4	3	TH 110
50229	HIS	183	01	Women's History	Wrisley	01/25/2016-05/17/ 22	20	2	3	TH 104
50230	HIS	188	01	Vietnam and America	Call	01/25/2016-05/17/ 22	9	13	3	TH 110
50231	HIS	194	01	Readings:African-Ame	Corley	01/25/2016-05/17/ 22	17	5	3	TH 205
50232	HIS	225	01	Special Topics in Hi	Call	01/25/2016-05/17/ 22	16	6	3	TH 110
50246	HIT	106	01	Medical Terminology	Puzakulics	01/25/2016-05/17/ 25	25	0	3	DH 320
50247	HIT	106	02	Medical Terminology	Graney	01/25/2016-05/17/ 32	31	1	3	DH 313

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CRN		Course		Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
50248	HIT	106	03	Medical Terminology	Hlopko	01/25/2016-05/17/ 32	32	32	0	3	DH 318
50249	HIT	106	04	Medical Terminology	Puzakulics	01/25/2016-05/17/ 25	24	24	1	3	DH 320
50250	HIT	106	Y01	Medical Terminology	Hlopko	01/25/2016-05/17/ 20	21	21	-1	3	OFDL
50251	HIT	106	Y02	Medical Terminology	O'Hara-Leslie	01/25/2016-05/17/ 20	20	20	0	3	OFDL
50253	HIT	106	Y03	Medical Terminology	Jones	01/25/2016-05/17/ 20	19	19	1	3	OFDL
52639	HIT	106	Y05	Medical Terminology	Graney	01/25/2016-05/17/ 20	19	19	1	3	OFDL
52929	HIT	117	Y01	Reimbursement Method	Jones	01/25/2016-04/11/ 20	12	12	8	3	
52665	HIT	220	Y01	Survey of Healthcare	Jones	01/25/2016-05/17/ 20	18	18	2	2	
50263	HIT	222	WB	Medical Legal Aspect	Graney	01/25/2016-05/17/ 24	15	15	9	3	DH 224
50263	HIT	222	WB	Medical Legal Aspect	Graney	01/25/2016-05/17/ 24	15	15	9	3	DH 222
50265	HIT	222	WY	Medical Legal Aspect	Cragle	01/25/2016-05/17/ 20	20	20	0	3	OFDL
52641	HIT	222	WY	Medical Legal Aspect	Marks	01/25/2016-05/17/ 20	20	20	0	3	OFDL
52666	HIT	295	01	Health Information S	Hlopko	01/25/2016-04/11/ 20	15	15	5	2	DH 222
50271	HLS	111	01	Intro to Homeland Se	Sheerin	01/25/2016-05/17/ 23	19	19	4	3	BB 210
50274	HLS	200	01	Theory and Pract of	Peachey	01/25/2016-05/17/ 23	23	23	0	3	BB 210
53978	HLS	200	02	Theory and Pract of	Peachey	01/25/2016-05/17/ 23	23	23	0	3	BB 231
54495	HLS	210	B70	Special Security Iss	Peachey	01/25/2016-05/17/ 20	18	18	2	3	BB 210
54092	HMS	240	01	Perspectives on Deat	Letson	01/25/2016-05/17/ 28	17	17	11	3	SB 110
51987	HMS	250	01	Human Service Organi	Leahey	01/25/2016-05/17/ 28	28	28	0	3	TH 009
50278	HMS	250	Y01	Human Service Organi	Rehak	01/25/2016-05/17/ 20	21	21	-1	3	OFDL
54374	HON	170	H01	Honors Seminar	Oldfield	01/25/2016-05/17/ 16	4	4	12	3	MB 116
53385	HOS	101	B01	Intro for Hospitalit	Montemagno	01/25/2016-05/17/ 14	16	16	-2	2	SB 007

54488	HOS	115	B01	Hospitality Marketin	Wojdat	01/25/2016-05/17/ 16	16	0	3	SB 007
54475	HOS	186	W01	Food in History and	Firsching	01/25/2016-05/17/ 20	7	13	3	TH 108

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LE1									
50283	HST 100 04	Seminar in Health Sc	McLain	01/25/2016-05/17/ 20	21		-1	1	DH 318
50284	HST 100 05	Seminar in Health Sc	Lesko	01/25/2016-05/17/ 20	22		-2	1	DH 211
54437	HST 100 06	Seminar in Health Sc	Stanley	01/25/2016-05/17/ 20	21		-1	1	DH 211
53524	HST 100 Y01	Seminar in Health Sc	Meyn	01/25/2016-05/17/ 20	21		-1	1	OFDL
53736	HST 100 Y04	Seminar in Health Sc	Dzuba	01/25/2016-05/17/ 20	22		-2	1	OFDL
54115	HST 109 02	Personal Success Str	Mclain	01/25/2016-05/17/ 20	20		0	1	DH 211
53031	HST 109 T01	Personal Success Str	Watson	04/13/2016-05/17/ 20	20		0	1	SS 204
54487	HST 109 Y01	Personal Success Str	Uncapher	01/25/2016-05/17/ 20	19		1	1	
54563	HST 109 Y02	Personal Success Str	O'Hara-Leslie	01/25/2016-05/17/ 20	20		0	1	
54434	HST 161 Y01	Women's Health	Houghtalen	01/25/2016-05/17/ 20	19		1	3	
54117	HST 162 Y01	Personal and Communi	Dzuba	01/25/2016-05/17/ 20	18		2	3	OFDL
54442	HST 210 01	Pharmacology	Dzuba	01/25/2016-05/17/ 32	32		0	3	DH 318
54443	HST 210 02	Pharmacology	Bronson	01/25/2016-05/17/ 30	29		1	3	DH 222

54444	HST	210	03	Pharmacology	Bronson	01/25/2016-05/17/ 30	28	2	3	DH 320
54445	HST	210	Y01	Pharmacology	Houghtalen	01/25/2016-05/17/ 20	20	0	3	
54446	HST	210	Y02	Pharmacology	Houghtalen	01/25/2016-05/17/ 20	21	-1	3	OFDL
50293	HUM	101	01	Western Humanities I	Manso	01/25/2016-05/17/ 22	22	0	3	TH 105
50294	HUM	101	02	Western Humanities I	Manso	01/25/2016-05/17/ 22	17	5	3	TH 105
50295	HUM	102	01	Western Humanities I	Prindle	01/25/2016-05/17/ 22	21	1	3	NSC 201
50296	HUM	104	01	Intro to Classical M	Novak	01/25/2016-05/17/ 22	21	1	3	TH 107
54356	HUM	104	02	Intro to Classical M	Novak	01/25/2016-05/17/ 22	17	5	3	TH 107
54493	INT	220	B01	Principles of Floral	Montemagno	01/25/2016-05/17/ 14	0	14	3	SB 007
52934	ITA	101	01	Beginning Italian I	Capuni-Lemmon	01/25/2016-05/17/ 20	10	10	4	SV 135
54106	ITA	102	01	Beginning Italian II	Roselle	01/25/2016-05/17/ 20	11	9	4	BB 110

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CRN	Course	Title	Instruct	Dates	Max	Enr	Avail	Credits	B/R	
LE1										
50300	LAW	110	Y01	Survey of Paralegali	Loy	01/25/2016-05/17/ 20	20	0	3	OFDL
50304	LAW	200	01	Real Property Law	Loy	01/25/2016-05/17/ 28	9	19	3	BB 044
50305	LAW	207	WY	Legal Writing and Re	Loy	01/25/2016-05/17/ 20	16	4	3	OFDL
50306	LAW	215	70	Estates/Probates/Tru	Kane	01/25/2016-05/17/ 28	12	16	3	BB 205

53673	LAW	225	01	Family Law	Loy	01/25/2016-05/17/ 20	19	1	3	BB 220
50307	LAW	227	01	Constitutional Law	Loy	01/25/2016-05/17/ 28	21	7	3	BB 209
50310	LIT	200	W01	Introduction to Lite	Chirico	01/25/2016-05/17/ 20	20	0	3	SV 135
50311	LIT	200	W02	Introduction to Lite	Chirico	01/25/2016-05/17/ 20	19	1	3	TH 205
50312	LIT	200	W03	Introduction to Lite	Shepard	01/25/2016-05/17/ 20	20	0	3	TH 207
50321	LIT	200	WY	Introduction to Lite	Shepard	01/25/2016-05/17/ 15	12	3	3	OFDL
50322	LIT	200	WY	Introduction to Lite	Lewis	01/25/2016-05/17/ 15	15	0	3	OFDL
54060	LIT	214	B01	Studies in British L	Donnelly	01/25/2016-05/17/ 20	11	9	3	TH 106
50325	LIT	220	W01	The Short Story (WE)	O'Heron	01/25/2016-05/17/ 20	20	0	3	TH 205
50327	LIT	220	W02	The Short Story (WE)	Markham	01/25/2016-05/17/ 20	10	10	3	TH 209
50328	LIT	220	WY	The Short Story (WE)	Gormley	01/25/2016-05/17/ 15	15	0	3	OFDL
50329	LIT	233	W01	World Drama (WE)	Brand	01/25/2016-05/17/ 20	12	8	3	TH 009
54267	LIT	240	W01	The Poetic Exp Sight	Bensen-Hause	01/25/2016-05/17/ 20	14	6	3	AT 119
52012	LIT	253	W01	Psych Investigation	Gormley	01/25/2016-05/17/ 20	19	1	3	TH 209
50332	LIT	263	W01	Children's Literatur	Gee	01/25/2016-05/17/ 20	20	0	3	TH 105
53748	LIT	291	W01	ST Folklore and Fant	Shepard	01/25/2016-05/17/ 20	11	9	3	TH 207
50336	LIT	295	W01	Literature and Film	Wheaton	01/25/2016-05/17/ 20	16	4	3	TH 101
54113	LRS	106	01	College Success	Baumbach	01/25/2016-05/17/ 18	19	-1	3	LI 005
50342	LRS	106	B02	College Success	Pierog	01/25/2016-05/17/ 18	14	4	3	LI 005
53762	LRS	106	B04	College Success	Pierog	01/25/2016-05/17/ 18	15	3	3	LI 005

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LE1									
54112	LTR 092 01	Academic Literacy	Mills	01/25/2016-05/17/ 18	19		-1	4	LI 004
53799	LTR 092 02	Academic Literacy	Chandler	01/25/2016-05/17/ 18	12		6	4	LI 004
53756	LTR 092 04	Academic Literacy	Chandler	01/25/2016-05/17/ 18	16		2	4	LI 004
50348	MAT 090 01	Foundations for Coll		01/25/2016-05/17/ 20	0		20	4	AT 009
50349	MAT 090 02	Foundations for Coll		01/25/2016-05/17/ 20	0		20	4	AT 005
50350	MAT 090 03	Foundations for Coll	Fiacco	01/25/2016-05/17/ 20	20		0	4	AT 005
50357	MAT 090 70	Foundations for Coll	Beebe	01/25/2016-05/17/ 20	18		2	4	AT 005
50363	MAT 092 01	Found for College Ma	Colapietro	01/25/2016-05/17/ 20	16		4	4	AT 009
50364	MAT 092 02	Found for College Ma	Colapietro	01/25/2016-05/17/ 20	19		1	4	AT 009
50365	MAT 092 03	Found for College Ma	Burdick	01/25/2016-05/17/ 20	18		2	4	AT 003
50375	MAT 092 70	Found for College Ma	Sollitto	01/25/2016-05/17/ 20	20		0	4	MB 210
50381	MAT 093 01	Integrated Arith and	Chier	01/25/2016-05/17/ 20	19		1	4	AT 005
50382	MAT 093 02	Integrated Arith and	Tokos	01/25/2016-05/17/ 20	18		2	4	AT 005
50383	MAT 093 03	Integrated Arith and	Clune	01/25/2016-05/17/ 20	20		0	4	AT 005
50384	MAT 093 04	Integrated Arith and	Sangabi	01/25/2016-05/17/ 20	10		10	4	AT 003
54332	MAT 093 M01	Integrated Arith and	Mallison	01/25/2016-05/17/ 14	14		0	4	AT 110
54333	MAT 093 M02	Integrated Arith and	Mallison	01/25/2016-05/17/ 14	15		-1	4	AT 110
54334	MAT 093 M03	Integrated Arith and	Culpepper	01/25/2016-05/17/ 14	15		-1	4	AT 110
54335	MAT 093 M04	Integrated Arith and	Wahl	01/25/2016-05/17/ 14	15		-1	4	AT 110
54336	MAT 093 M05	Integrated Arith and	Congdon	01/25/2016-05/17/ 14	14		0	4	AT 110

54337	MAT	093	M06	Integrated Arith and	Mauriello	01/25/2016-05/17/ 14	14	0	4	AT 110
54338	MAT	093	M07	Integrated Arith and	Mauriello	01/25/2016-05/17/ 14	13	1	4	AT 110
54339	MAT	093	M08	Integrated Arith and	Kuzawinski	01/25/2016-05/17/ 14	13	1	4	AT 110
54340	MAT	093	M09	Integrated Arith and	Duerr	01/25/2016-05/17/ 14	14	0	4	AT 110

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LE1										
54341	MAT	093	M70	Integrated Arith and	Woods	01/25/2016-05/17/ 14	15	-1	4	AT 110
52501	MAT	095	01	Metric Conversion an	Chier	01/25/2016-03/16/ 24	17	7	1	DH 320
50396	MAT	096	01	Elem Algebra and Tri	Fiacco	01/25/2016-05/17/ 20	20	0	4	AT 005
50397	MAT	096	02	Elem Algebra and Tri	Dvorsky	01/25/2016-05/17/ 20	20	0	4	AT 005
50398	MAT	096	03	Elem Algebra and Tri		01/25/2016-05/17/ 20	0	20	4	AT 005
52500	MAT	096	04	Elem Algebra and Tri	Williams	01/25/2016-05/17/ 20	13	7	4	AT 005
50409	MAT	096	71	Elem Algebra and Tri	McGrath	01/25/2016-05/17/ 20	18	2	4	AT 005
54343	MAT	096	M02	Elem Algebra and Tri	Tokos	01/25/2016-05/17/ 14	15	-1	4	AT 003
54344	MAT	096	M03	Elem Algebra and Tri	Reid	01/25/2016-05/17/ 14	14	0	4	AT 003
54345	MAT	096	M05	Elem Algebra and Tri	Williams	01/25/2016-05/17/ 14	14	0	4	AT 003
54346	MAT	096	M06	Elem Algebra and Tri	Lewis-Stanley	01/25/2016-05/17/ 14	14	0	4	AT 003

54347	MAT	096	M07	Elem Algebra and Tri	Lewis-Stanley	01/25/2016-05/17/ 14	14	0	4	AT 003
54348	MAT	096	M08	Elem Algebra and Tri	Williams	01/25/2016-05/17/ 14	12	2	4	AT 003
54349	MAT	096	M71	Elem Algebra and Tri	Lewis-Stanley	01/25/2016-05/17/ 14	16	-2	4	AT 003
54409	MAT	096	MY2	Elem Algebra and Tri	Krichbaum	01/25/2016-05/17/ 14	15	-1	4	OFDL
50411	MAT	097	01	Intrav Med and Ped D	Chier	01/25/2016-05/17/ 24	23	1	1	DH 320
52949	MAT	097	02	Intrav Med and Ped D	Mauriello	01/25/2016-05/17/ 24	7	17	1	DH 318
54184	MAT	109	01	The Mathematics of G	Woods	01/25/2016-05/17/ 12	9	3	4	SB 007
53991	MAT	109	02	The Mathematics of G	Woods	01/25/2016-05/17/ 12	7	5	4	SB 007
50423	MAT	113	02	Math Explorations I	Bremer	01/25/2016-05/17/ 20	19	1	3	AT 020
50426	MAT	113	04	Math Explorations I		01/25/2016-05/17/ 20	0	20	3	AT 020
50429	MAT	115	01	Math for Gen Ed I	Frawley	01/25/2016-05/17/ 20	19	1	3	AT 020
50431	MAT	115	02	Math for Gen Ed I	Fisher	01/25/2016-05/17/ 20	19	1	3	AT 020
50433	MAT	115	04	Math for Gen Ed I	Farrell	01/25/2016-05/17/ 20	17	3	3	AT 020

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LE1									
50434	MAT	115 05	Math for Gen Ed I	Burdick	01/25/2016-05/17/ 20	18	2	3	AT 020
50435	MAT	115 06	Math for Gen Ed I	Fisher	01/25/2016-05/17/ 20	20	0	3	AT 020

53988	MAT	115	71	Math for Gen Ed I	Korducavich	01/25/2016-05/17/ 20	20	0	3	AT 020
50438	MAT	116	01	Math for Gen Ed II	Chier	01/25/2016-05/17/ 20	19	1	3	AT 020
50439	MAT	116	02	Math for Gen Ed II	Tokos	01/25/2016-05/17/ 20	20	0	3	AT 020
50440	MAT	116	03	Math for Gen Ed II	Tokos	01/25/2016-05/17/ 20	19	1	3	AT 020
50443	MAT	116	70	Math for Gen Ed II	Buckler	01/25/2016-05/17/ 20	20	0	3	AT 020
52506	MAT	116	Y01	Math for Gen Ed II	Krichbaum	01/25/2016-05/17/ 15	17	-2	3	OFDL
53671	MAT	117	Y01	Elem Finite Math w A	Williams	01/25/2016-05/17/ 15	10	5	4	OFDL
53229	MAT	118	Y01	Mathematics of Susta	Woods	01/25/2016-05/17/ 15	12	3	3	OFDL
50446	MAT	119	01	Math for Elementary	Wahl	01/25/2016-05/17/ 24	11	13	3	AT 119
50449	MAT	120	W02	Math for Elementary	Woods	01/25/2016-05/17/ 24	17	7	3	AT 119
50452	MAT	124	01	Statistics I	Moreno	01/25/2016-05/17/ 20	18	2	3	AT 218
50453	MAT	124	02	Statistics I	Congdon	01/25/2016-05/17/ 20	20	0	3	AT 218
50454	MAT	124	03	Statistics I	Martin	01/25/2016-05/17/ 20	20	0	3	AT 218
50455	MAT	124	04	Statistics I	Lewis-Stanley	01/25/2016-05/17/ 20	19	1	3	AT 218
50456	MAT	124	05	Statistics I	Jefferson	01/25/2016-05/17/ 20	20	0	3	AT 218
50457	MAT	124	06	Statistics I	Fisher	01/25/2016-05/17/ 20	20	0	3	AT 218
50458	MAT	124	07	Statistics I	Martin	01/25/2016-05/17/ 20	20	0	3	AT 218
54366	MAT	124	11	Statistics I	Congdon	01/25/2016-05/17/ 20	20	0	3	AT 218
54367	MAT	124	13	Statistics I	York	01/25/2016-05/17/ 20	16	4	3	AT 218
54368	MAT	124	14	Statistics I	York	01/25/2016-05/17/ 20	19	1	3	AT 218
50461	MAT	124	70	Statistics I	Pianella	01/25/2016-05/17/ 20	20	0	3	AT 218
52508	MAT	124	71	Statistics I	Reid	01/25/2016-05/17/ 20	18	2	3	AT 218

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
51936	MAT 124	Y01 Statistics I	Reid	01/25/2016-05/17/ 15	14	1	3	3	OFDL
54169	MAT 124	Y02 Statistics I	Williams	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50463	MAT 130	01 Applied Algebra and	Schwing	01/25/2016-05/17/ 26	8	18	4	4	AT 021
51937	MAT 130	02 Applied Algebra and	Schwing	01/25/2016-05/17/ 26	12	14	4	4	MB 210
51938	MAT 130	Y01 Applied Algebra and	Mead	01/25/2016-05/17/ 15	12	3	4	4	OFDL
50465	MAT 136	01 College Algebra and	Lewis-Stanley	01/25/2016-05/17/ 26	23	3	4	4	MB 201
50466	MAT 136	02 College Algebra and	Moreno	01/25/2016-05/17/ 26	21	5	4	4	AT 118
50467	MAT 136	03 College Algebra and	Kushner	01/25/2016-05/17/ 26	26	0	4	4	AT 119
50468	MAT 136	04 College Algebra and	Moreno	01/25/2016-05/17/ 26	25	1	4	4	MB 208
50468	MAT 136	04 College Algebra and	Moreno	01/25/2016-05/17/ 26	25	1	4	4	DH 118
50469	MAT 136	70 College Algebra and	Martin	01/25/2016-05/17/ 26	22	4	4	4	AT 118
54365	MAT 136	Y01 College Algebra and	Kushner	01/25/2016-05/17/ 15	15	0	4	4	OFDL
54410	MAT 136	Y02 College Algebra and	Lewis-Stanley	01/25/2016-05/17/ 15	11	4	4	4	OFDL
50474	MAT 146	01 Applied Business Cal	Cartie	01/25/2016-05/17/ 24	11	13	3	3	SS 205
50475	MAT 146	70 Applied Business Cal	Michalak	01/25/2016-05/17/ 24	9	15	3	3	AT 021
50476	MAT 156	01 Algebra and Trig for	Congdon	01/25/2016-05/17/ 26	27	-1	4	4	AT 119
50479	MAT 156	71 Algebra and Trig for	Palmer	01/25/2016-05/17/ 26	26	0	4	4	AT 021
53621	MAT 156	Y01 Algebra and Trig for	Cartie	01/25/2016-05/17/ 15	15	0	4	4	OFDL
50481	MAT 160	01 Applied Calculus I	Jefferson	01/25/2016-05/17/ 24	19	5	4	4	MB 207

50482	MAT	160	02	Applied Calculus I	Wahl	01/25/2016-05/17/ 24	18	6	4	AT 009
50485	MAT	181	01	Calculus I	Reid	01/25/2016-05/17/ 24	24	0	4	AT 117
50486	MAT	181	03	Calculus I	Smith	01/25/2016-05/17/ 24	24	0	4	TH 209
53994	MAT	181	04	Calculus I	Bremer	01/25/2016-05/17/ 24	22	2	4	TH 207
53994	MAT	181	04	Calculus I	Bremer	01/25/2016-05/17/ 24	22	2	4	DH 118

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LE1									
50487	MAT	181 70	Calculus I	Dando	01/25/2016-05/17/ 24	26	-2	4	MB 207
53622	MAT	181 Y01	Calculus I	Mead	01/25/2016-05/17/ 15	13	2	4	OFDL
54602	MAT	181 Y02	Calculus I	Mead	01/25/2016-05/17/ 15	8	7	4	
50488	MAT	182 01	Calculus II	Cartie	01/25/2016-05/17/ 24	21	3	4	AT 118
52976	MAT	182 03	Calculus II	Jefferson	01/25/2016-05/17/ 24	24	0	4	SB 110
53996	MAT	182 04	Calculus II	Cartie	01/25/2016-05/17/ 24	24	0	4	SS 205
53997	MAT	182 05	Calculus II		01/25/2016-05/17/ 24	0	24	4	AT 009
50490	MAT	182 70	Calculus II	McGill	01/25/2016-05/17/ 24	18	6	4	AT 119
54180	MAT	260 B01	Applied Prob and Sta	Kushner	01/25/2016-05/17/ 18	18	0	4	AT 218
54075	MAT	264 01	Linear Algebra	Kushner	01/25/2016-05/17/ 18	18	0	4	MB 210

50491	MAT	264	70	Linear Algebra	Bremer	01/25/2016-05/17/ 14	10	4	4	AT 009
51941	MAT	266	01	Introduction to Real		TBA-TBA 0	0	0	3	
50492	MAT	281	01	Calculus III	Martin	01/25/2016-05/17/ 14	13	1	4	SS 205
54000	MAT	281	02	Calculus III	Krichbaum	01/25/2016-05/17/ 14	17	-3	4	AT 021
50493	MAT	282	01	Diff Equations w Lin	Moreno	01/25/2016-05/17/ 14	15	-1	4	MB 116
54097	MAT	282	02	Diff Equations w Lin	Martin	01/25/2016-05/17/ 14	15	-1	4	SV 135
50494	MDA	208	W01	Medical Ethics Law E	ONeill LaGier	01/25/2016-05/17/ 20	18	2	3	DH 313
52229	MDA	208	W02	Medical Ethics Law E	ONeill LaGier	01/25/2016-05/17/ 20	20	0	3	DH 222
51577	MDA	211	01	Med Assisting Proced	O'Hara-Leslie	01/25/2016-05/17/ 20	15	5	3	DH 313
53790	MDA	211	Y01	Med Assisting Proced	Dzuba	01/25/2016-05/17/ 20	15	5	3	OFDL
51579	MDA	245	W01	Directed Practice Se	O'Hara-Leslie	01/25/2016-05/17/ 20	15	5	1	DH 116
50500	MET	134	01	Statics	Plunkett	01/25/2016-05/17/ 20	11	9	3	MB 203
50500	MET	134	01	Statics	Plunkett	01/25/2016-05/17/ 20	11	9	3	MB 203
50501	MUS	101	01	Introduction to Musi	Grahame	01/25/2016-05/17/ 20	18	2	3	CS 110

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LE1									
50503	MUS	101 03	Introduction to Musi	Dawe	01/25/2016-05/17/ 20	21	-1	3	CS 113

50504	MUS	101	70	Introduction to Musi	O'Connell	01/25/2016-05/17/ 20	10	10	3	CS 113
50502	MUS	101	Y01	Introduction to Musi	Worden	01/25/2016-05/17/ 25	20	5	3	OFOTH
53299	MUS	104	01	Fundamentals of Musi	Dawe	01/25/2016-05/17/ 20	21	-1	3	CS 110
50506	MUS	105	02	Music Theory I	Worden	01/25/2016-05/17/ 25	25	0	3	CS 113
51961	MUS	106	01	Music Theory II	Worden	01/25/2016-05/17/ 25	18	7	3	CS 113
50508	MUS	108	01	History Renaissance	Sweeny	01/25/2016-05/17/ 25	22	3	3	CS 113
50509	MUS	109	01	Ragtime to Rock Am P	Sweeny	01/25/2016-05/17/ 20	16	4	3	CS 113
50510	MUS	112	01	20th Century Music	Sweeny	01/25/2016-05/17/ 25	22	3	3	CS 113
51602	MUS	170	W01	Music and Computers	Moes	01/25/2016-05/17/ 12	12	0	3	CS 112
54391	MUS	184	01	Songwriting	Elder	01/25/2016-05/17/ 15	10	5	3	CS 117
54384	MUS	295	01	Special Topics in Mu	Reitz	01/25/2016-05/17/ 10	8	2	1	CS 111
54548	OED	123	03	Intermediate Convers		01/25/2016-05/17/ 0	1	-1	3	
54553	OED	211	03	Principles of Admini		01/25/2016-05/17/ 0	1	-1	3	
54556	OED	287	03	Language and Film		01/25/2016-05/17/ 0	1	-1	3	
54549	OED	295	03	Ecuadorian Culture		01/25/2016-05/17/ 0	1	-1	3	
54554	OFI	105	03	Public Speaking Pres		01/25/2016-05/17/ 0	1	-1	3	
54527	OFI	220	03	Italian Crime Fictio		01/25/2016-05/17/ 0	1	-1	3	
54536	OFI	245	03	Screenwriting		01/25/2016-05/17/ 0	1	-1	3	
54526	OFI	270	03	Italian for Tourism		01/25/2016-05/17/ 0	1	-1	3	
54535	OFI	285	03	Many Italies,Other I		01/25/2016-05/17/ 0	1	-1	3	
54555	OFI	292	03	New Genres:Intermedi		01/25/2016-05/17/ 0	1	-1	3	
52420	OFL	102	03	Public Relations		01/25/2016-05/17/ 0	0	0	3	
53143	OFL	104	03	Nutritional Cooking		01/25/2016-05/17/ 0	0	0	3	

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LE1											
52384	OFL	106	03	The Wines of Italy		01/25/2016-05/17/0		1	-1	3	
52387	OFL	107	03	The Food of Italy		01/25/2016-05/17/0		1	-1	3	
52391	OFL	108	03	Current Trends In It		01/25/2016-05/17/0		1	-1	3	
52375	OFL	110	03	Ital Food & Culture:		01/25/2016-05/17/0		1	-1	3	
53118	OFL	112	03	Intro to Interior De		01/25/2016-05/17/0		0	0	3	
53597	OFL	113	03	History of Prostitut		01/25/2016-05/17/0		0	0	3	
53599	OFL	114	03	Understanding Movies		01/25/2016-05/17/0		0	0	3	
53587	OFL	116	03	Food and Culture		01/25/2016-05/17/0		0	0	3	
53586	OFL	117	03	History of Costume		01/25/2016-05/17/0		0	0	3	
52399	OFL	118	03	War and Media		01/25/2016-05/17/0		0	0	3	
54282	OFL	119	06	Introduction to Psyc		01/25/2016-05/17/0		0	0	3	
52398	OFL	121	03	Intermediate Paintin		01/25/2016-05/17/0		0	0	3	
52401	OFL	122	03	Intro International		01/25/2016-05/17/0		0	0	3	
53574	OFL	123	03	Landscape and Archit		01/25/2016-05/17/0		0	0	3	
52373	OFL	125	03	Italian Elementary I		01/25/2016-05/17/0		1	-1	3	
53122	OFL	126	06	Elementary Italian I		01/25/2016-05/17/0		1	-1	6	
53168	OFL	127	03	Public Presentations		01/25/2016-05/17/0		0	0	3	

54286	OFL	128	03	Wax Carving and Cast	01/25/2016-05/17/0	0	0	3
54524	OFL	130	03	Love, Beauty & Natur	01/25/2016-05/17/0	1	-1	3
53153	OFL	134	03	Italian Style Cookin	01/25/2016-05/17/0	1	-1	3
53127	OFL	138	03	Principles of Advert	01/25/2016-05/17/0	0	0	3
53571	OFL	146	03	Intro to Communicati	01/25/2016-05/17/0	3	-3	3
53603	OFL	147	03	Mod Europe:French Re	01/25/2016-05/17/0	0	0	3
54284	OFL	148	03	Principles of Produc	01/25/2016-05/17/0	0	0	3

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LE1									
53604	OFL	149	03	Design Sewing Techni	01/25/2016-05/17/0	0	0	3	
53560	OFL	153	03	Fashion Photography	01/25/2016-05/17/0	0	0	3	
52385	OFL	156	03	Intro to Fashion Ind	01/25/2016-05/17/0	0	0	3	
53952	OFL	159	03	Introduction to Jour	01/25/2016-05/17/0	0	0	3	
53585	OFL	160	03	World Religions	01/25/2016-05/17/0	0	0	3	
53117	OFL	165	03	Fashion Illustration	01/25/2016-05/17/0	0	0	3	
53576	OFL	166	03	Digital Sketchbook	01/25/2016-05/17/0	0	0	3	
53598	OFL	169	03	Painting & Ployuchro	01/25/2016-05/17/0	0	0	3	

53959	OFL	173	03	Introduction to Mark	01/25/2016-05/17/0	0	0	3
53151	OFL	174	03	Italian Language Adv	01/25/2016-05/17/0	1	-1	3
53953	OFL	175	03	Italian Language-Adv	01/25/2016-05/17/0	0	0	3
53958	OFL	176	03	Italian for Convers	01/25/2016-05/17/0	0	0	3
53164	OFL	178	03	Topics in Math for L	01/25/2016-05/17/0	0	0	3
53126	OFL	180	03	Art History:Antiquit	01/25/2016-05/17/0	0	0	3
54525	OFL	181	03	Intro to Environment	01/25/2016-05/17/0	1	-1	3
53156	OFL	182	03	New Media: Comm in D	01/25/2016-05/17/0	1	-1	3
53145	OFL	183	03	Art Hist II:High Ren	01/25/2016-05/17/0	0	0	3
52393	OFL	188	03	Italian Lang Interme	01/25/2016-05/17/0	0	0	3
54283	OFL	194	03	Foundation Visual Co	01/25/2016-05/17/0	1	-1	3
54287	OFL	204	03	20th Century Design	01/25/2016-05/17/0	0	0	3
53954	OFL	207	03	The Food of Italy	01/25/2016-05/17/0	0	0	3
53950	OFL	208	03	Comtemporary Art	01/25/2016-05/17/0	0	0	3
52383	OFL	215	03	Intro to Fashion Mar	01/25/2016-05/17/0	0	0	3
53120	OFL	216	03	Child Psychology	01/25/2016-05/17/0	0	0	3

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LE1

53594	OFL	217	03	Web Design Fundament	01/25/2016-05/17/ 0	0	0	3
53165	OFL	220	06	Ital Lang Elementary	01/25/2016-05/17/ 0	0	0	6
53128	OFL	221	06	Italian Lang Element	01/25/2016-05/17/ 0	0	0	6
53960	OFL	222	06	Italian Lang Intern	01/25/2016-05/17/ 0	0	0	6
53177	OFL	225	03	Current Trends in It	TBA-TBA	0	0	3
53957	OFL	228	03	Fashion Consumer Beh	01/25/2016-05/17/ 0	0	0	3
53123	OFL	230	03	The World of Museums	01/25/2016-05/17/ 0	0	0	3
53589	OFL	231	03	Environmental Philos	01/25/2016-05/17/ 0	0	0	3
54285	OFL	232	03	Workshop in Graphic	01/25/2016-05/17/ 0	0	0	3
54534	OFL	233	03	History of the World	01/25/2016-05/17/ 0	1	-1	3
53590	OFL	240	03	From Plato To Machia	01/25/2016-05/17/ 0	0	0	3
53591	OFL	241	03	International Confli	01/25/2016-05/17/ 0	0	0	3
53173	OFL	242	03	Italian Renaissance	01/25/2016-05/17/ 0	0	0	3
53159	OFL	243	03	Mystery Sacred Knowl	01/25/2016-05/17/ 0	0	0	3
53152	OFL	244	03	Media Ethics	01/25/2016-05/17/ 0	0	0	3
53573	OFL	246	03	The Jewish Experienc	01/25/2016-05/17/ 0	0	0	3
53572	OFL	247	03	Broadcasting: Italia	01/25/2016-05/17/ 0	0	0	3
53595	OFL	248	03	Lifestyle Renaissanc	01/25/2016-05/17/ 0	0	0	3
53178	OFL	253	03	Human Resource Manag	01/25/2016-05/17/ 0	0	0	3
53167	OFL	254	03	Globalization & Cons	01/25/2016-05/17/ 0	0	0	3
52378	OFL	255	03	Lost Symbolism & Sec	01/25/2016-05/17/ 0	0	0	3
53176	OFL	256	06	Italian Language Adv	01/25/2016-05/17/ 0	0	0	6
53154	OFL	257	03	Music and Film	01/25/2016-05/17/ 0	0	0	3
53158	OFL	258	03	Images of Words	01/25/2016-05/17/ 0	0	0	3

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
53106	OFL 259 03	Sport/Culture & Comm		01/25/2016-05/17/ 0		0	0	3	
53149	OFL 260 03	Participation/Empowe		01/25/2016-05/17/ 0		0	0	3	
52415	OFL 261 03	Travel Writing		01/25/2016-05/17/ 0		0	0	3	
53125	OFL 266 03	Florence in the Libe		01/25/2016-05/17/ 0		1	-1	3	
52403	OFL 269 03	Palaces of Florence		01/25/2016-05/17/ 0		0	0	3	
52395	OFL 271 03	Psychology of Crime		01/25/2016-05/17/ 0		2	-2	3	
53559	OFL 273 03	Social World Renaiss		01/25/2016-05/17/ 0		0	0	3	
52382	OFL 274 03	Sociology of Consume		01/25/2016-05/17/ 0		0	0	3	
53121	OFL 282 03	Italian Family and S		01/25/2016-05/17/ 0		0	0	3	
53155	OFL 283 03	Masters of Italian C		01/25/2016-05/17/ 0		0	0	3	
54522	OFL 286 03	Event Planning		01/25/2016-05/17/ 0		1	-1	3	
53592	OFL 291 03	Adv Paint:Ob/Interpr		01/25/2016-05/17/ 0		0	0	3	
53175	OFL 294 03	Italian Culture thro		01/25/2016-05/17/ 0		0	0	3	
53148	OFL 299 03	Ancient Rome		01/25/2016-05/17/ 0		0	0	3	
52389	OFM 101 03	Italian Lang Element		01/25/2016-05/17/ 0		5	-5	3	

52394	OFM	112	03	The European Union	01/25/2016-05/17/0	0	0	3
53584	OFM	116	03	Intro to Classic Pho	01/25/2016-05/17/0	1	-1	3
52417	OFM	134	03	Fresco & Restoration	01/25/2016-05/17/0	0	0	3
53570	OFM	145	03	The Second World War	01/25/2016-05/17/0	0	0	3
53124	OFM	160	03	Water Color & Temper	01/25/2016-05/17/0	0	0	3
52396	OFM	163	03	Creative Writing	01/25/2016-05/17/0	0	0	3
54288	OFM	171	03	Basic Printmaking	01/25/2016-05/17/0	0	0	3
53169	OFM	177	03	Expanding Creativity	01/25/2016-05/17/0	0	0	3
52418	OFM	182	03	Italian Language Int	01/25/2016-05/17/0	0	0	3

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LE1									
54290	OFM	189	03	Graphic Designs	01/25/2016-05/17/0	0	0	3	
53166	OFM	192	03	International Politi	01/25/2016-05/17/0	1	-1	3	
53593	OFM	194	03	Adv. Conceptual Draw	01/25/2016-05/17/0	0	0	3	
53115	OFM	200	03	Anthropology & Fashi	01/25/2016-05/17/0	0	0	3	
52404	OFM	201	03	Ceramics	01/25/2016-05/17/0	0	0	3	
53596	OFM	205	03	Intermediate Italian	01/25/2016-05/17/0	0	0	3	

53150	OFM	213	03	Contemporary Italian	01/25/2016-05/17/0	0	0	3
54289	OFM	214	03	Florence Sketchbook	01/25/2016-05/17/0	0	0	3
53119	OFM	224	03	History of Italian F	01/25/2016-05/17/0	0	0	3
52422	OFM	227	03	Intercultural Commun	01/25/2016-05/17/0	0	0	3
53161	OFM	228	03	International Law	01/25/2016-05/17/0	0	0	3
53114	OFM	233	03	Intro to Digital Pho	01/25/2016-05/17/0	1	-1	3
52390	OFM	237	03	Intro to Renaissance	01/25/2016-05/17/0	0	0	3
53146	OFM	240	03	Jewelry Making I	01/25/2016-05/17/0	0	0	3
54292	OFM	243	03	Italian Grand Tour	01/25/2016-05/17/0	0	0	3
53142	OFM	248	03	The Holocaust:Jewish	01/25/2016-05/17/0	1	-1	3
53116	OFM	251	03	The Venice Film Fest	01/25/2016-05/17/0	0	0	3
53951	OFM	253	03	The Rise and Fall of	01/25/2016-05/17/0	0	0	3
53601	OFM	258	03	Principles of Drawin	01/25/2016-05/17/0	0	0	3
53602	OFM	263	03	Religion and Pol. Mi	01/25/2016-05/17/0	0	0	3
53144	OFM	266	03	Social Psychology	01/25/2016-05/17/0	0	0	3
53575	OFM	268	03	Etching	01/25/2016-05/17/0	1	-1	3
53147	OFM	271	03	Soc History of Itali	01/25/2016-05/17/0	1	-1	3
54523	OFM	277	03	Age of Heroes: Orig	01/25/2016-05/17/0	1	-1	3

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CRN	Course		Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1										
53160	OFM	281	03	Marble and Stone Scu	01/25/2016-05/17/ 0		0	0	3	
54291	OFM	285	03	Foundation of Oil Pa	01/25/2016-05/17/ 0		0	0	3	
53157	OFM	291	03	Cross-Cultural Comm	01/25/2016-05/17/ 0		0	0	3	
53955	OFM	294	03	Italian Through Chil	01/25/2016-05/17/ 0		0	0	3	
53956	OFM	295	03	Italian Through Serv	TBA-TBA	0	0	0	3	
52371	OFM	299	03	Archaeology Workshop	01/25/2016-05/17/ 0		0	0	3	
53180	OGR	101	03	Beginning Modern Gre	01/25/2016-05/17/ 0		0	0	3	
53184	OGR	120	03	English: Intro to Li	01/25/2016-05/17/ 0		0	0	3	
53181	OGR	221	03	Global Maternities:	01/25/2016-05/17/ 0		0	0	3	
53183	OGR	222	03	Anthropology:Greek F	01/25/2016-05/17/ 0		0	0	3	
53179	OGR	268	03	English: Women and L	01/25/2016-05/17/ 0		0	0	3	
53182	OGR	298	03	History: Hist of Anc	01/25/2016-05/17/ 0		0	0	3	
53949	ORO	102	03	Elementary Italian I	01/25/2016-05/17/ 0		0	0	3	
53104	ORO	106	03	Introduction to Psyc	01/25/2016-05/17/ 0		0	0	3	
53130	ORO	112	03	Principles of Market	01/25/2016-05/17/ 0		1	-1	3	
54529	ORO	118	03	Business Law	01/25/2016-05/17/ 0		1	-1	3	
52358	ORO	121	03	Art of Rome	01/25/2016-05/17/ 0		0	0	3	
53137	ORO	123	03	Survey of Western Ci	01/25/2016-05/17/ 0		0	0	3	
53567	ORO	131	03	Mass Communication &	01/25/2016-05/17/ 0		0	0	3	
52369	ORO	135	03	Basic Statistics	01/25/2016-05/17/ 0		0	0	3	
53111	ORO	143	03	Art of Renaissance &	01/25/2016-05/17/ 0		0	0	3	
53103	ORO	145	03	Principles of Manage	01/25/2016-05/17/ 0		0	0	3	

54528	ORO	148	03	Italian Sketchbook	01/25/2016-05/17/0	1	-1	3
53564	ORO	152	03	European Mass Media	01/25/2016-05/17/0	0	0	3

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LE1									
52353	ORO	153	03	Intro to Internation	01/25/2016-05/17/0	0	0	3	
53568	ORO	178	03	History of Modern It	01/25/2016-05/17/0	0	0	3	
53565	ORO	179	03	Principles of Microe	01/25/2016-05/17/0	0	0	3	
53132	ORO	201	03	Intermediate Italian	01/25/2016-05/17/0	0	0	3	
54275	ORO	202	03	Intermediate Italian	01/25/2016-05/17/0	0	0	3	
53947	ORO	208	03	Managerial Finance	01/25/2016-05/17/0	0	0	3	
52357	ORO	215	03	Consumer Behavior	01/25/2016-05/17/0	0	0	3	
52360	ORO	230	03	History of Modern Mi	01/25/2016-05/17/0	2	-2	3	
53102	ORO	233	03	International Organi	01/25/2016-05/17/0	1	-1	3	
53129	ORO	244	03	The Mediterranean Wo	01/25/2016-05/17/0	0	0	3	
53133	ORO	246	03	Ethics and Global Po	01/25/2016-05/17/0	1	-1	3	
53135	ORO	259	03	International Financ	01/25/2016-05/17/0	0	0	3	
52355	ORO	291	03	Intro Italian Lang &	01/25/2016-05/17/0	1	-1	3	

52361	ORO	292	03	Sociology of Contemp	01/25/2016-05/17/0	1	-1	3
53580	ORV	104	03	Bodies & Burials	01/25/2016-05/17/0	0	0	3
53140	ORV	106	03	Integrated Marketing	01/25/2016-05/17/0	0	0	3
53582	ORV	110	03	Writing Workshop	01/25/2016-05/17/0	0	0	3
54531	ORV	120	03	Living Rome:Urban Sp	01/25/2016-05/17/0	1	-1	3
53134	ORV	122	03	Archeology of Rome	01/25/2016-05/17/0	0	0	3
53563	ORV	130	03	Feature Writing	01/25/2016-05/17/0	0	0	3
53112	ORV	135	03	Arts of Modernity	01/25/2016-05/17/0	0	0	3
52366	ORV	143	04	Elementary Italian I	01/25/2016-05/17/0	0	0	4
54546	ORV	148	03	Political Movement's	01/25/2016-05/17/0	1	-1	3
53566	ORV	159	03	Writing Workshop II	01/25/2016-05/17/0	0	0	3

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LE1									
53579	ORV	161	03	Ancient Rome Technol	01/25/2016-05/17/0	0	0	3	
54277	ORV	162	03	Photography-Roman Sc	01/25/2016-05/17/0	0	0	3	
54550	ORV	163	03	Sacred Space: Religi	01/25/2016-05/17/0	2	-2	3	
52350	ORV	187	03	Investment Banking	01/25/2016-05/17/0	0	0	3	

54276	ORV	200	03	Religion in a Plural	01/25/2016-05/17/0	0	0	3
54278	ORV	202	03	Managerial Accountin	01/25/2016-05/17/0	0	0	3
53113	ORV	203	03	Writing Rome	01/25/2016-05/17/0	0	0	3
52363	ORV	204	03	Intro to European Un	01/25/2016-05/17/0	0	0	3
52351	ORV	205	03	Rome: Republic and E	01/25/2016-05/17/0	0	0	3
53948	ORV	207	03	Italian Culture at t	01/25/2016-05/17/0	0	0	3
53139	ORV	213	03	Marketing Research	01/25/2016-05/17/0	0	0	3
53577	ORV	214	03	Philosophy & Mechani	01/25/2016-05/17/0	0	0	3
53578	ORV	215	03	Italian Food and Cul	01/25/2016-05/17/0	0	0	3
54530	ORV	216	03	Mythology	01/25/2016-05/17/0	1	-1	3
54532	ORV	259	03	Sustainable Food: Go	01/25/2016-05/17/0	1	-1	3
54552	ORV	260	03	The Mafia in Italian	01/25/2016-05/17/0	1	-1	3
54551	ORV	268	03	Rome: The City in Te	01/25/2016-05/17/0	1	-1	3
53583	ORV	273	03	Lyric and Elegy	01/25/2016-05/17/0	0	0	3
53581	ORV	274	03	Troy Homer Versus Ar	01/25/2016-05/17/0	0	0	3
53138	ORV	278	03	International Politi	01/25/2016-05/17/0	0	0	3
53136	ORV	279	04	Portfolio Management	01/25/2016-05/17/0	0	0	4
54533	ORV	284	03	Terrorism & Politica	01/25/2016-05/17/0	1	-1	3
53131	ORV	291	01	Special Topics: Econ	01/25/2016-05/17/0	0	0	1
52367	ORV	294	03	Business Psychology	01/25/2016-05/17/0	0	0	3

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LE1									
51650	PED 150 01	Personal Nutrition	Daub	01/25/2016-05/17/ 32	32	32	0	1	DH 313
51651	PED 150 Y01	Personal Nutrition	Daub	01/25/2016-05/17/ 20	20	20	0	1	OFDL
54423	PED 161 01	Sport and Society	Tomcho	01/25/2016-05/17/ 20	21	21	-1	3	IC 148
54438	PED 162 Y01	Personal and Communi	Dzuba	01/25/2016-05/17/ 20	5	5	15	3	OFOTH
51654	PED 168 01	Exploring Healthy Li	Carter	01/25/2016-05/17/ 24	20	20	4	1	AT 119
50513	PHI 102 03	General Philosophy	Korducavich	01/25/2016-05/17/ 22	21	21	1	3	TH 107
52148	PHI 102 Y01	General Philosophy	Prindle	01/25/2016-05/17/ 15	14	14	1	3	OFDL
52149	PHI 102 Y02	General Philosophy	Prindle	01/25/2016-05/17/ 15	15	15	0	3	OFDL
54135	PHI 102 Y03	General Philosophy	Prindle	01/25/2016-05/17/ 15	15	15	0	3	OFDL
54136	PHI 102 Y04	General Philosophy	Prindle	01/25/2016-05/17/ 15	15	15	0	3	OFDL
54357	PHI 103 01	Philosphy of Mind	McKimmy	01/25/2016-05/17/ 22	13	13	9	3	DH 318
50515	PHI 104 01	Philosophy of Religi	McKimmy	01/25/2016-05/17/ 22	18	18	4	3	SS 205
50516	PHI 201 01	Ethics:Moral Philoso	Byrnes	01/25/2016-05/17/ 22	21	21	1	3	TH 203
51816	PHI 201 Y01	Ethics:Moral Philoso	Byrnes	01/25/2016-05/17/ 15	15	15	0	3	OFDL
51817	PHI 201 Y02	Ethics:Moral Philoso	Byrnes	01/25/2016-05/17/ 15	15	15	0	3	OFDL
53740	PHI 201 Y03	Ethics:Moral Philoso	Byrnes	01/25/2016-05/17/ 15	12	12	3	3	OFDL
50522	PHI 203 01	Issues in American E	Loveland	01/25/2016-05/17/ 20	18	18	2	3	TH 203
54152	PHI 203 70	Issues in American E	Goff	01/25/2016-05/17/ 20	10	10	10	3	TH 203
54562	PHS 291 01	Special Topics in Ph	Smith	01/25/2016-05/17/ 0	5	5	-5	1	
53240	PHS 298 01	Phys Science Sr. Sem	Smith	01/25/2016-05/17/ 16	7	7	9	1	NSC 213

54128	POS	201	08	Intro to American Go	Michalak	01/25/2016-05/17/ 22	22	0	3	TH 008
54129	POS	201	09	Intro to American Go	Michalak	01/25/2016-05/17/ 22	22	0	3	LI 007
51830	POS	201	Y01	Intro to American Go	Michalak	01/25/2016-05/17/ 15	15	0	3	OFDL
54130	POS	201	Y02	Intro to American Go	Michalak	01/25/2016-05/17/ 15	14	1	3	OFDL

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LE1									
52515	PSY	110 01	General Psychology	Bekanich	01/25/2016-05/17/ 28	28	0	3	NSC 205
50532	PSY	110 02	General Psychology	Bekanich	01/25/2016-05/17/ 28	28	0	3	TH 007
50533	PSY	110 03	General Psychology	Peck	01/25/2016-05/17/ 28	27	1	3	TH 008
50534	PSY	110 04	General Psychology	Altman	01/25/2016-05/17/ 25	22	3	3	TH 010
52516	PSY	110 05	General Psychology	Altman	01/25/2016-05/17/ 25	21	4	3	TH 010
50536	PSY	110 06	General Psychology		01/25/2016-05/17/ 25	0	25	3	
51974	PSY	110 07	General Psychology	O'Hagen	01/25/2016-05/17/ 28	28	0	3	TH 010
52519	PSY	110 08	General Psychology	Boring	01/25/2016-05/17/ 28	27	1	3	AT 118
52520	PSY	110 09	General Psychology	Boring	01/25/2016-05/17/ 28	27	1	3	TH 207
52521	PSY	110 10	General Psychology	O'Hagen	01/25/2016-05/17/ 28	27	1	3	TH 010
50540	PSY	110 11	General Psychology	Boring	01/25/2016-05/17/ 28	27	1	3	MB 210

50541	PSY	110	12	General Psychology	Boring	01/25/2016-05/17/ 28	28	0	3	AT 021
50542	PSY	110	13	General Psychology	Muzzey	01/25/2016-05/17/ 28	28	0	3	BB 044
50543	PSY	110	14	General Psychology	O'Hagen	01/25/2016-05/17/ 28	29	-1	3	TH 010
52522	PSY	110	17	General Psychology	Altman	01/25/2016-05/17/ 25	12	13	3	TH 010
51975	PSY	110	18	General Psychology	Boring	01/25/2016-05/17/ 28	28	0	3	TH 010
50548	PSY	110	22	General Psychology	Altman	01/25/2016-05/17/ 28	19	9	3	TH 010
51973	PSY	110	29	General Psychology	Altman	01/25/2016-05/17/ 28	12	16	3	TH 010
53764	PSY	110	31	General Psychology	O'Hagen	01/25/2016-05/17/ 28	27	1	3	TH 010
54094	PSY	110	33	General Psychology	McKissick	01/25/2016-05/17/ 28	28	0	3	AT 119
54189	PSY	110	36	General Psychology	Peck	01/25/2016-05/17/ 28	27	1	3	TH 008
50550	PSY	110	70	General Psychology	O'Hagen	01/25/2016-05/17/ 28	28	0	3	TH 007
50551	PSY	110	71	General Psychology	Muzzey	01/25/2016-05/17/ 28	27	1	3	TH 104
53514	PSY	110	77	General Psychology	McKissick	01/25/2016-05/17/ 20	9	11	3	TCOB 2

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LE1									
52514	PSY	110 Y01	General Psychology	Bucci	01/25/2016-05/17/ 20	19	1	3	OFDL
50556	PSY	110 Y02	General Psychology	Bucci	01/25/2016-05/17/ 20	20	0	3	OFDL

50557	PSY	110	Y03	General Psychology	Lishok	01/25/2016-05/17/ 20	20	0	3	OFDL
51983	PSY	110	Y04	General Psychology	Lishok	01/25/2016-05/17/ 20	20	0	3	OFDL
52188	PSY	110	Y05	General Psychology	Van Syckle	01/25/2016-05/17/ 20	19	1	3	OFDL
54597	PSY	110	YT1	General Psychology	Van Syckle	03/01/2016-05/17/ 20	20	0	3	OFDL
50559	PSY	210	W01	Human Development (W	Crandell	01/25/2016-05/17/ 20	19	1	3	MB 208
50560	PSY	210	W02	Human Development (W	Crandell	01/25/2016-05/17/ 20	19	1	3	MB 208
50562	PSY	210	W05	Human Development (W	Crandell	01/25/2016-05/17/ 20	19	1	3	MB 208
50563	PSY	210	W06	Human Development (W	Gormley	01/25/2016-05/17/ 20	19	1	3	TH 104
50564	PSY	210	W07	Human Development (W	Palmer-King	01/25/2016-05/17/ 20	20	0	3	TH 108
50566	PSY	210	WY	Human Development (W	Crandell	01/25/2016-05/17/ 20	20	0	3	OFDL
50567	PSY	210	WY	Human Development (W	Van Syckle	01/25/2016-05/17/ 20	21	-1	3	OFDL
52517	PSY	210	WY	Human Development (W	Van Syckle	01/25/2016-05/17/ 20	19	1	3	OFDL
52518	PSY	210	WY	Human Development (W	Van Syckle	01/25/2016-05/17/ 20	20	0	3	OFDL
53064	PSY	211	TY1	Child Development (W	Scott	03/01/2016-05/17/ 20	21	-1	3	OFDL
53248	PSY	211	W04	Child Development (W	Whittaker	01/25/2016-05/17/ 20	21	-1	3	TH 205
52524	PSY	212	WY	Adolescent Developme	Whittaker	01/25/2016-05/17/ 20	20	0	3	OFDL
52525	PSY	214	70	Abnormal Psychology	O'Hagen	01/25/2016-05/17/ 28	28	0	3	TH 105
50575	PSY	214	Y01	Abnormal Psychology	Truillo	01/25/2016-05/17/ 20	20	0	3	OFDL
53766	PSY	214	Y02	Abnormal Psychology	Truillo	01/25/2016-05/17/ 20	20	0	3	OFDL
53245	PSY	217	01	Intro to Counseling	Ericksen	01/25/2016-05/17/ 25	24	1	3	TH 005
54099	PSY	217	Y01	Intro to Counseling	Hibbard	01/25/2016-05/17/ 15	15	0	3	OFDL
50578	PSY	223	W01	Human Exceptionality	Crandell	01/25/2016-05/17/ 20	16	4	3	MB 208

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LE1									
50579	PSY 223	W02 Human Exceptionality	Crandell	01/25/2016-05/17/ 20	20	0	3	3	MB 208
54100	PSY 223	Y01 Human Exceptionality	Wanglund	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50581	PSY 227	Y01 Learning and Behavio	Rossi	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50582	PSY 227	Y02 Learning and Behavio	Rossi	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50583	PSY 227	Y03 Learning and Behavio	Rossi	01/25/2016-05/17/ 15	14	1	3	3	OFDL
50584	PSY 234	70 Psychology of Addict	Cusano	01/25/2016-05/17/ 28	27	1	3	3	TH 010
50588	PSY 240	Y01 Psychology of Advert	Semple	01/25/2016-05/17/ 15	15	0	3	3	OFDL
53078	PSY 255	70 Forensic Psychology	Kemmerly	01/25/2016-05/17/ 28	22	6	3	3	TH 010
54178	PSY 265	01 Sport Psychology	O'Hagen	01/25/2016-05/17/ 28	28	0	3	3	MB 210
50591	PTA 101	01 Intro to Physical Th	Meyn	01/25/2016-05/17/ 30	27	3	4	4	SB 110
50591	PTA 101	01 Intro to Physical Th	Meyn	01/25/2016-05/17/ 30	27	3	4	4	DH 118
50593	PTA 203	Y01 Therapeutic Assessme	Klepfer	01/25/2016-05/17/ 26	23	3	2	2	OFDL
52834	PTA 213	W01 Senior Seminar I (WE	Abrams	01/26/2016-03/11/ 28	24	4	5	5	DH 213
52872	PTA 224	01 Senior Seminar II	Abrams	05/02/2016-05/13/ 28	24	4	1	1	DH 213
51225	RAD 225	W01 Advance Imaging Proc	Yetter	01/25/2016-05/17/ 25	21	4	3	3	DH 313
50595	RAD 245	01 Radiobiology	Donahue	01/25/2016-05/17/ 25	21	4	2	2	DH 313
52201	RAD 264	Y01 CT Procedures		01/25/2016-05/17/ 20	0	20	3	3	OFDL
54380	RAD 295	01 Seminar in Radiology	Donahue	01/25/2016-05/17/ 25	21	4	2	2	DH 313
50600	SAC 250	Y01 Career Exploration	Spence	01/25/2016-05/17/ 15	15	0	3	3	OFDL

52204	SAP	100	01	Study Abroad 1	TBA-TBA	5	0	5	12
53865	SAP	100	02	Study Abroad 1	TBA-TBA	0	0	0	1
52220	SAP	100	101	Study Abroad 1	TBA-TBA	0	0	0	15
53434	SAP	100	10	Study Abroad 1	TBA-TBA	0	0	0	1
53436	SAP	100	12	Study Abroad 1	TBA-TBA	0	0	0	16

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CRN		Course		Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1											
53438	SAP	100	14	Study Abroad 1		01/25/2016-05/17/ 30		0	30	1	
53440	SAP	100	16	Study Abroad 1		TBA-TBA	0	0	0	16	
53442	SAP	100	18	Study Abroad 1		TBA-TBA	12	0	12	1	
52222	SAP	100	201	Study Abroad 1		TBA-TBA	0	0	0	16	
52956	SAP	100	20	Study Abroad 1		TBA-TBA	5	0	5	15	
52206	SAP	100	21	Study Abroad 1		TBA-TBA	5	0	5	15	
52958	SAP	100	22	Study Abroad 1		TBA-TBA	10	0	10	16	
52960	SAP	100	24	Study Abroad 1		01/25/2016-05/17/ 35		0	35	16	
52962	SAP	100	26	Study Abroad 1		01/25/2016-05/17/ 10		0	10	16	
52964	SAP	100	28	Study Abroad 1		01/25/2016-05/17/ 15		0	15	15	

52224	SAP	100	301	Study Abroad 1	TBA-TBA	0	0	0	16
52966	SAP	100	30	Study Abroad 1	TBA-TBA	2	0	2	18
52207	SAP	100	31	Study Abroad 1	TBA-TBA	4	0	4	18
52968	SAP	100	32	Study Abroad 1	TBA-TBA	5	0	5	16
53003	SAP	100	34	Study Abroad 1	01/25/2016-05/17/ 1		0	1	18
53444	SAP	100	36	Study Abroad 1	TBA-TBA	0	0	0	16
53446	SAP	100	38	Study Abroad 1	TBA-TBA	0	0	0	16
52226	SAP	100	401	Study Abroad 1	TBA-TBA	0	0	0	16
53448	SAP	100	40	Study Abroad 1	TBA-TBA	0	0	0	16
52210	SAP	100	41	Study Abroad 1	TBA-TBA	0	0	0	15
53450	SAP	100	42	Study Abroad 1	TBA-TBA	0	0	0	16
53452	SAP	100	50	Study Abroad 1	TBA-TBA	0	0	0	16
52212	SAP	100	51	Study Abroad 1	TBA-TBA	30	0	30	15
53454	SAP	100	52	Study Abroad 1	TBA-TBA	0	0	0	16

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
53456	SAP	100	54	Study Abroad 1	TBA-TBA	0	0	0	18

53458	SAP	100	56	Study Abroad 1	TBA-TBA	0	0	0	18
53460	SAP	100	58	Study Abroad 1	TBA-TBA	0	0	0	16
52214	SAP	100	61	Study Abroad 1	TBA-TBA	0	0	0	15
52216	SAP	100	71	Study Abroad 1	TBA-TBA	0	0	0	16
52218	SAP	100	91	Study Abroad 1	TBA-TBA	30	0	30	15
52251	SAP	100	93	Study Abroad 1	TBA-TBA	1	0	1	15
52252	SAP	100	95	Study Abroad 1	TBA-TBA	1	0	1	15
52205	SAP	200	02	Study Abroad 2	TBA-TBA	0	0	0	12
52221	SAP	200	102	Study Abroad 2	TBA-TBA	0	0	0	15
53435	SAP	200	11	Study Abroad 2	TBA-TBA	0	0	0	15
53437	SAP	200	13	Study Abroad 2	TBA-TBA	0	0	0	16
53439	SAP	200	15	Study Abroad 2	01/25/2016-05/17/ 2		0	2	1
53441	SAP	200	17	Study Abroad 2	TBA-TBA	0	0	0	16
53443	SAP	200	19	Study Abroad 2	TBA-TBA	3	0	3	16
52223	SAP	200	212	Study Abroad 2	TBA-TBA	0	0	0	16
52245	SAP	200	21	Study Abroad 2	TBA-TBA	3	0	3	18
52208	SAP	200	22	Study Abroad 2	TBA-TBA	0	0	0	15
52957	SAP	200	23	Study Abroad 2	TBA-TBA	5	0	5	15
53445	SAP	200	25	Study Abroad 2	TBA-TBA	0	0	0	16
52959	SAP	200	27	Study Abroad 2	TBA-TBA	10	0	10	16
52961	SAP	200	29	Study Abroad 2	01/25/2016-05/17/ 15		0	15	16
52225	SAP	200	312	Study Abroad 2	TBA-TBA	0	0	0	16
52963	SAP	200	31	Study Abroad 2	TBA-TBA	1	0	1	16

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
52209	SAP 200 32	Study Abroad 2		TBA-TBA	0	0	0	18	
53447	SAP 200 33	Study Abroad 2		TBA-TBA	0	0	0	16	
52965	SAP 200 35	Study Abroad 2		01/25/2016-05/17/ 10		0	10	16	
52967	SAP 200 37	Study Abroad 2		01/25/2016-05/17/ 5		0	5	18	
52969	SAP 200 39	Study Abroad 2		01/25/2016-05/17/ 5		0	5	16	
52227	SAP 200 412	Study Abroad 2		TBA-TBA	0	0	0	16	
53449	SAP 200 41	Study Abroad 2		TBA-TBA	0	0	0	16	
52211	SAP 200 42	Study Abroad 2		TBA-TBA	0	0	0	15	
53451	SAP 200 49	Study Abroad 2		TBA-TBA	0	0	0	16	
53453	SAP 200 51	Study Abroad 2		TBA-TBA	0	0	0	16	
52213	SAP 200 52	Study Abroad 2		TBA-TBA	30	0	30	15	
53455	SAP 200 53	Study Abroad 2		TBA-TBA	0	0	0	16	
53457	SAP 200 55	Study Abroad 2		TBA-TBA	0	0	0	18	
53459	SAP 200 57	Study Abroad 2		TBA-TBA	0	0	0	18	
53461	SAP 200 59	Study Abroad 2		TBA-TBA	0	0	0	16	
52215	SAP 200 62	Study Abroad 2		TBA-TBA	0	0	0	15	
52217	SAP 200 72	Study Abroad 2		TBA-TBA	0	0	0	16	

52219	SAP	200	92	Study Abroad 2		TBA-TBA	15	0	15	15	
50603	SOC	110	01	Introduction to Soci	Barnett	01/25/2016-05/17/ 25	25	0	3	3	TH 209
50604	SOC	110	02	Introduction to Soci	Barnett	01/25/2016-05/17/ 25	22	3	3	3	LI 007
50605	SOC	110	03	Introduction to Soci	McVannan	01/25/2016-05/17/ 25	23	2	3	3	TH 005
50606	SOC	110	04	Introduction to Soci	McVannan	01/25/2016-05/17/ 25	20	5	3	3	TH 005
51841	SOC	110	05	Introduction to Soci	Hickok	01/25/2016-05/17/ 25	25	0	3	3	TH 102
51881	SOC	110	06	Introduction to Soci	Hickok	01/25/2016-05/17/ 25	25	0	3	3	TH 009

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LE1									
53251	SOC	110 08	Townsend	01/25/2016-05/17/ 20	11	9	3	3	OFDC
54151	SOC	110 73	Townsend	01/25/2016-05/17/ 20	6	14	3	3	TCOB 2
50608	SOC	110 Y01	Bartlett	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50609	SOC	110 Y02	Bartlett	01/25/2016-05/17/ 15	15	0	3	3	OFDL
53253	SOC	110 Y03	Bartlett	01/25/2016-05/17/ 15	15	0	3	3	OFDL
53343	SOC	110 Y04	Bartlett	01/25/2016-05/17/ 15	15	0	3	3	OFDL
50614	SOC	111 01	Whitted	01/25/2016-05/17/ 25	23	2	3	3	TH 207
50616	SOC	111 03	Corley	01/25/2016-05/17/ 25	25	0	3	3	SS 204

54104	SOC	111	10	Social Problems	Whitted	01/25/2016-05/17/ 25	22	3	3	TH 207
54373	SOC	111	11	Social Problems	Barnett	01/25/2016-05/17/ 15	13	2	3	OFOTH
54142	SOC	111	20	Social Problems	Bartlett	01/25/2016-05/17/ 15	6	9	3	TH 108
51688	SOC	111	70	Social Problems	Spence	01/25/2016-05/17/ 22	12	10	3	TH 107
53700	SOC	111	Y02	Social Problems	Whitted	01/25/2016-05/17/ 15	15	0	3	OFDL
50627	SOC	250	01	Introduction to Soci	Ericksen	01/25/2016-05/17/ 25	19	6	3	TH 207
50627	SOC	250	01	Introduction to Soci	Ericksen	01/25/2016-05/17/ 25	19	6	3	TH 007
50628	SOC	250	Y01	Introduction to Soci	Ericksen	01/25/2016-05/17/ 20	19	1	3	OFDL
54143	SOC	289	01	Research Methods	Bartlett	01/25/2016-05/17/ 15	7	8	3	TH 108
50634	SOS	111	03	Public Policy	McKenna	01/25/2016-05/17/ 20	20	0	3	BB 209
54369	SOS	111	06	Public Policy	Goff	01/25/2016-05/17/ 22	14	8	3	BB 044
54127	SOS	111	71	Public Policy		TBA-TBA	0	0	3	
50630	SOS	111	B01	Public Policy	Pierog	01/25/2016-05/17/ 20	18	2	3	LI 005
50631	SOS	111	B02	Public Policy	Pierog	01/25/2016-05/17/ 20	20	0	3	LI 005
50638	SOS	116	01	International Busine	Faith	01/25/2016-05/17/ 28	6	22	3	BB 219
50640	SOS	116	70	International Busine	DePersis	01/25/2016-05/17/ 28	3	25	3	BB 220

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
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LE1

51831	SOS	116	Y01	International Busine	Kuryla	01/25/2016-05/17/ 20	5	15	3	OFDL
51832	SOS	116	Y02	International Busine	Kuryla	01/25/2016-05/17/ 20	2	18	3	OFDL
51690	SOS	120	N01	Science/Tech/Democ S	Sterlacci	01/25/2016-05/17/ 10	10	0	3	MB 116
50647	SOS	155	W01	Media and Society (W	Blackburn	01/25/2016-05/17/ 20	20	0	3	TH 009
50648	SOS	155	W02	Media and Society (W	Malmberg	01/25/2016-05/17/ 20	19	1	3	TH 008
50649	SOS	155	W03	Media and Society (W	Blackburn	01/25/2016-05/17/ 20	20	0	3	TH 009
53691	SOS	186	W01	Food in History and	Firsching	01/25/2016-05/17/ 20	12	8	3	TH 108
50651	SPA	101	02	Beginning Spanish I	Stanton	01/25/2016-05/17/ 20	21	-1	4	MB 210
50651	SPA	101	02	Beginning Spanish I	Stanton	01/25/2016-05/17/ 20	21	-1	4	LI 007
54158	SPA	101	03	Beginning Spanish I	Lake	01/25/2016-05/17/ 20	20	0	4	TH 105
50657	SPA	101	06	Beginning Spanish I	Pepples	01/25/2016-05/17/ 20	19	1	4	SS 203
54159	SPA	101	Y01	Beginning Spanish I	Lake	01/25/2016-05/17/ 20	21	-1	4	OFDL
50667	SPA	102	02	Beginning Spanish II	Lake	01/25/2016-05/17/ 20	19	1	4	MB 201
50669	SPA	102	03	Beginning Spanish II	Stanton	01/25/2016-05/17/ 20	12	8	4	BB 016
52239	SPA	102	71	Beginning Spanish II	Pepples	01/25/2016-05/17/ 20	16	4	4	TH 205
50659	SPA	102	Y01	Beginning Spanish II	Lake	01/25/2016-05/17/ 20	20	0	4	OFDL
53760	SPK	095	01	Academic Speaking Li	Raychawdhuri	01/25/2016-05/17/ 20	20	0	4	AT 119
50678	SPK	110	01	Effective Speaking	Shutt	01/25/2016-05/17/ 20	20	0	3	MB 209
50679	SPK	110	02	Effective Speaking	Shutt	01/25/2016-05/17/ 20	22	-2	3	TH 209
50680	SPK	110	03	Effective Speaking	McKenna	01/25/2016-05/17/ 20	20	0	3	TH 207
50688	SPK	110	04	Effective Speaking	Papkov	01/25/2016-05/17/ 20	20	0	3	SS 204
50689	SPK	110	05	Effective Speaking	Michalec	01/25/2016-05/17/ 20	20	0	3	DH 318
50690	SPK	110	06	Effective Speaking	Michalec	01/25/2016-05/17/ 20	20	0	3	AT 021
50691	SPK	110	07	Effective Speaking	Papkov	01/25/2016-05/17/ 20	21	-1	3	AT 119

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE1									
52036	SPK 110 08	Effective Speaking	Shutt	01/25/2016-05/17/ 20	13	7	3	3	MB 208
52785	SPK 110 09	Effective Speaking	Papkov	01/25/2016-05/17/ 20	19	1	3	3	MB 209
52784	SPK 110 10	Effective Speaking	Caroompas	01/25/2016-05/17/ 20	19	1	3	3	DH 118
52941	SPK 110 11	Effective Speaking	Caroompas	01/25/2016-05/17/ 20	20	0	3	3	AT 118
50693	SPK 110 72	Effective Speaking	Phillips	01/25/2016-05/17/ 20	17	3	3	3	SS 204
53674	SPM 110 01	Found of Sports Mana	Yetsko	01/25/2016-05/17/ 20	20	0	3	3	IC 148
54037	SPM 110 02	Found of Sports Mana	Yetsko	01/25/2016-05/17/ 20	19	1	3	3	IC 148
54038	SPM 110 03	Found of Sports Mana	Yetsko	01/25/2016-05/17/ 20	20	0	3	3	IC 148
53675	SPM 189 01	Sports Law	Loy	01/25/2016-05/17/ 20	20	0	3	3	IC 148
54001	STM 105 01	Freshman Planning Se	Kelly	01/25/2016-05/17/ 15	14	1	1	1	MB 116
52807	TEC 106 B03	Electronic Portfolio	West	04/13/2016-05/17/ 19	0	19	1	1	BB 133
50697	THR 101 01	Theater Appreciation	Mellert	01/25/2016-05/17/ 25	20	5	3	3	SS 201
50698	THR 101 02	Theater Appreciation	Silverberg	01/25/2016-05/17/ 25	24	1	3	3	BB 044
54109	THR 101 03	Theater Appreciation	Silverberg	01/25/2016-05/17/ 25	11	14	3	3	BB 044
50700	THR 102 01	Intro to Musical The	Mellert	01/25/2016-05/17/ 35	35	0	3	3	TH 102

53327	THR	111	01	Introduction to Acti	Bacon	01/25/2016-05/17/ 14	16	-2	3	SC LTH
51691	THR	114	01	Oral Interpretation	Quackenbush	01/25/2016-05/17/ 18	16	2	3	SC LTH
52041	THR	114	02	Oral Interpretation	Bulathsinghala	01/25/2016-05/17/ 18	16	2	3	BB 044
50701	THR	140	01	Announcing for Radio	Evans	01/25/2016-05/17/ 15	10	5	3	TH 103
50702	THR	140	02	Announcing for Radio	Coyne	01/25/2016-05/17/ 15	13	2	3	TH 103
52719	THR	219	01	Periods and Styles o	Bacon	01/25/2016-05/17/ 14	10	4	3	SC LTH
51241	THR	221	W01	History of the Theat	Mellert	01/25/2016-05/17/ 15	14	1	3	AT 021
LE2										
54312	ANT	112	Y02	Introduction to Arch	Sheridan	01/25/2016-05/17/ 15	13	2	4	OFDL

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
LE2									
54308	ANT	113 01	Intro Biological Ant	Carroll	01/25/2016-05/17/ 28	26	2	4	LI 007
53374	ART	105 01	Intro Two Dimensiona	Evans	01/25/2016-05/17/ 16	17	-1	3	OFOTH
54055	ART	105 Y01	Intro Two Dimensiona	Evans	01/25/2016-05/17/ 16	13	3	3	OFDL
51012	ART	106 W01	Intro 3 Dimensional	Evans	01/25/2016-05/17/ 16	11	5	3	OFOTH
54542	ART	106 Y01	Intro 3 Dimensional	Robedee	01/25/2016-05/17/ 16	8	8	3	OFOTH
53386	ART	112 01	Beginning Photograph	Monaco	01/25/2016-05/17/ 14	14	0	3	MB 108

53387	ART	112	02	Beginning Photograph	Monaco	01/25/2016-05/17/ 14	11	3	3	MB 108
53388	ART	112	03	Beginning Photograph	Johnston	01/25/2016-05/17/ 14	13	1	3	MB 108
53423	ART	112	71	Beginning Photograph	Schleider	01/25/2016-05/17/ 14	9	5	3	TH 007
53424	ART	112	72	Beginning Photograph	Detrani	01/25/2016-05/17/ 14	10	4	3	TH 009
54351	ART	118	Y01	Intro to Digital Pho	Savidge	01/25/2016-05/17/ 18	11	7	3	
53389	ART	125	01	Intro to Computer Gr	Groat	01/25/2016-05/17/ 16	16	0	3	AT 217
53400	ART	125	70	Intro to Computer Gr	Rosko	01/25/2016-05/17/ 18	16	2	3	AT 217
54069	ART	212	70	Intermediate Photogr	Detrani	01/25/2016-05/17/ 14	3	11	3	TH 103
52729	ART	222	70	Advanced Photography	Detrani	01/25/2016-05/17/ 14	3	11	3	TH 103
53024	BHM	127	01	Kitchen Chemistry	Trimm	01/25/2016-05/17/ 28	4	24	4	NSC 205
52760	BHM	216	B70	Professional Cooking	Wojdat	01/25/2016-05/17/ 16	14	2	3	OFDL
50262	BIO	090	01	Preparatory Biology	Peake	01/25/2016-05/17/ 70	65	5	4	TH 101
50883	BIO	090	70	Preparatory Biology	Demetros	01/25/2016-05/17/ 14	13	1	4	TH 104
53263	BIO	090	Y01	Preparatory Biology	Glenn	01/25/2016-05/17/ 14	14	0	4	OFDL
53499	BIO	090	Y02	Preparatory Biology	Glenn	01/25/2016-05/17/ 14	15	-1	4	OFDL
50236	BIO	112	01	General Biology II	Firenze	01/25/2016-05/17/ 28	27	1	4	TH 102
50237	BIO	112	02	General Biology II	Lamoureux	01/25/2016-05/17/ 28	28	0	4	TH 205
50238	BIO	112	70	General Biology II	Firenze	01/25/2016-05/17/ 14	7	7	4	NSC 102

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CRN LE2	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
50266	BIO 118	W01 Principles of Biolog	Curtis	01/25/2016-05/17/ 70	71	-1	4	4	TH 101
52979	BIO 118	W02 Principles of Biolog	Demetros	01/25/2016-05/17/ 70	60	10	4	4	TH 101
50894	BIO 131	01 Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 48	47	1	4	4	TH 101
50895	BIO 131	02 Human Biology I	Kelly	01/25/2016-05/17/ 128	122	6	4	4	TH 101
50896	BIO 131	70 Human Biology I	Curtis	01/25/2016-05/17/ 32	28	4	4	4	NSC 205
53339	BIO 131	B05 Human Biology I	Peake	01/25/2016-05/17/ 16	16	0	4	4	TCOB 2
52173	BIO 131	Y01 Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	4	4	OFDL
52241	BIO 131	Y02 Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	4	4	OFDL
52971	BIO 131	Y03 Human Biology I	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	4	4	OFDL
53046	BIO 131	Y04 Human Biology I	Sumner	01/25/2016-05/17/ 16	15	1	4	4	OFDL
53881	BIO 131	Y05 Human Biology I	Sumner	01/25/2016-05/17/ 16	13	3	4	4	OFDL
54614	BIO 131	YT6 Human Biology I	Sumner	03/01/2016-05/17/ 16	14	2	4	4	OFDL
51076	BIO 132	01 Human Biology II	Hollister	01/25/2016-05/17/ 96	68	28	4	4	TH 101
51077	BIO 132	02 Human Biology II	O'Donnell	01/25/2016-05/17/ 64	63	1	4	4	TH 102
51078	BIO 132	03 Human Biology II	Sumner	01/25/2016-05/17/ 80	23	57	4	4	TH 102
53701	BIO 132	04 Human Biology II	Glenn	01/25/2016-05/17/ 96	73	23	4	4	TH 101
51079	BIO 132	70 Human Biology II	Hollister	01/25/2016-05/17/ 32	31	1	4	4	TH 102
53846	BIO 132	B06 Human Biology II	Peake	01/25/2016-05/17/ 16	18	-2	4	4	TCOB 2
51949	BIO 132	Y01 Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	4	4	OFDL
51951	BIO 132	Y02 Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	15	1	4	4	OFDL
53403	BIO 132	Y03 Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	4	4	OFDL
54540	BIO 132	Y04 Human Biology II	Mulvaney-Musa	01/25/2016-05/17/ 16	16	0	4	4	OFDL

54016	BIO	150	01	Microbiology	O'Donnell	01/25/2016-05/17/ 32	32	0	4	TH 104
50914	BIO	150	70	Microbiology	O'Donnell	01/25/2016-05/17/ 32	30	2	4	TH 101

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CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R	
LE2										
52623	BIO	212	W01	Ecology (WE)	Lamoureux	01/25/2016-05/17/ 14	3	11	4	NSC 109
52623	BIO	212	W01	Ecology (WE)	Lamoureux	01/25/2016-05/17/ 14	3	11	4	NSC 102
53772	CAS	200	01	Casino / Racino Game	Quaglia	01/25/2016-05/17/ 12	6	6	3	SB 007
51103	CHM	090	01	Preparatory Chemistr	Alfonsetti	01/25/2016-05/17/ 32	18	14	4	NSC 201
51105	CHM	090	Y01	Preparatory Chemistr	Trimm	01/25/2016-05/17/ 16	19	-3	4	OFDL
51110	CHM	120	01	Fundamental Chemistr	Congdon	01/25/2016-05/17/ 16	16	0	4	NSC 205
51115	CHM	121	01	Forensic Sciences	Trimm	01/25/2016-05/17/ 28	28	0	4	NSC 205
51118	CHM	123	01	Environmental Scienc	Congdon	01/25/2016-05/17/ 28	25	3	4	BB 110
52825	CHM	127	01	Kitchen Chemistry	Trimm	01/25/2016-05/17/ 28	23	5	4	NSC 205
54405	CHM	247	01	Biochemistry	Congdon	01/25/2016-05/17/ 24	8	16	4	NSC 205
54559	CHM	294	01	Special Topics: Chem	Congdon	01/25/2016-05/17/ 16	5	11	4	NSC 205
53265	CIV	113	70	Engineering Drawing	Devoe	01/25/2016-05/17/ 16	12	4	2	MB 203
50412	CIV	119	01	Architectural Drawin	Ames	01/25/2016-05/17/ 16	15	1	2	MB 111

53274	CIV	137	01	Construction Inspect	Myers	01/25/2016-05/17/ 16	17	-1	2	MB 111
53516	CIV	137	70	Construction Inspect	Bilek	01/25/2016-05/17/ 16	9	7	2	MB 203
50420	CIV	202	01	Surveying II	DeAngelo	01/25/2016-05/17/ 16	11	5	4	MB 201
50430	CIV	224	01	Reinforced Concrete	Plunkett	01/25/2016-05/17/ 16	11	5	3	MB 107
50477	CIV	231	01	Estimating and Const	Myers	01/25/2016-05/17/ 16	12	4	2	MB 111
50585	CIV	240	01	Soil Mechanics	Myers	01/25/2016-05/17/ 16	11	5	3	MB 201
52842	CLT	120	YT1	Clinical Lab Tech &	Hagerman	03/01/2016-05/17/ 24	21	3	1	OFDL
53349	CLT	250	Y01	Human Histology	ONeill LaGier	01/25/2016-05/17/ 20	16	4	4	OFDL
54575	CLT	250	Y02	Human Histology	ONeill LaGier	01/25/2016-05/17/ 20	12	8	4	OFDL
52864	CLT	252	Y01	Adv Histological Tec	Hagerman	01/25/2016-05/17/ 20	17	3	4	OFDL
52864	CLT	252	Y01	Adv Histological Tec	Allstadt	01/25/2016-05/17/ 20	17	3	4	OFDL

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LE2										
54577	CLT	252	Y02	Adv Histological Tec	Hagerman	01/25/2016-05/17/ 20	11	9	4	OFDL
54577	CLT	252	Y02	Adv Histological Tec	Allstadt	01/25/2016-05/17/ 20	11	9	4	OFDL
53498	COM	112	01	Beginning Photograph	Monaco	01/25/2016-05/17/ 14	0	14	3	MB 108
53808	COM	112	02	Beginning Photograph	Monaco	01/25/2016-05/17/ 14	3	11	3	MB 108

53819	COM	112	03	Beginning Photograph	Johnston	01/25/2016-05/17/ 14	1	13	3	MB 108
53507	COM	112	71	Beginning Photograph	Schleider	01/25/2016-05/17/ 14	4	10	3	TH 007
53504	COM	112	72	Beginning Photograph	Detrani	01/25/2016-05/17/ 14	2	12	3	TH 009
53392	COM	124	01	Intro to Computer Gr	Groat	01/25/2016-05/17/ 16	0	16	3	AT 217
53398	COM	124	70	Intro to Computer Gr	Rosko	01/25/2016-05/17/ 18	2	16	3	AT 217
53416	COM	205	01	Introduction to Film	Micha	01/25/2016-05/17/ 15	15	0	3	TH 103
52916	COM	212	70	Intermediate Photogr	Detrani	01/25/2016-05/17/ 14	6	8	3	TH 103
53431	COM	222	70	Advanced Photography	Detrani	01/25/2016-05/17/ 14	2	12	3	TH 103
52162	COM	260	01	TV Production	Keaty	01/25/2016-05/17/ 12	9	3	3	TH 103
53841	COM	265	01	Interm TV Prod Pract	Keaty	01/25/2016-05/17/ 12	2	10	3	TH 103
51248	CRJ	230	01	Criminal Investigati	Chier	01/25/2016-05/17/ 24	24	0	4	MB 204
51249	CRJ	230	70	Criminal Investigati	Kelley	01/25/2016-05/17/ 24	24	0	4	MB 204
53628	CST	090	01	Computer Science I	Hinton	01/25/2016-05/17/ 10	9	1	3	AT 004
54034	CST	104	01	Remote Security Meth	Antonakos	01/25/2016-05/17/ 10	9	1	3	AT 010
50620	CST	104	Y01	Remote Security Meth	Antonakos	01/25/2016-05/17/ 20	18	2	3	OFDL
51258	CST	105	01	Computer Application	Wahila	01/25/2016-05/17/ 20	18	2	3	AT 002
51259	CST	105	02	Computer Application	Hinton	01/25/2016-05/17/ 20	20	0	3	AT 002
51260	CST	105	03	Computer Application	Clark	01/25/2016-05/17/ 20	10	10	3	AT 002
51261	CST	105	04	Computer Application	Clark	01/25/2016-05/17/ 20	8	12	3	AT 002
51263	CST	105	06	Computer Application	Clark	01/25/2016-05/17/ 20	9	11	3	AT 002

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LE2									
51264	CST 105 07	Computer Application	Hinton	01/25/2016-05/17/ 20	15	5	3	3	AT 002
51859	CST 105 Y01	Computer Application	Gannett	01/25/2016-05/17/ 20	20	0	3	3	OFDL
51993	CST 105 Y02	Computer Application	Delaney	01/25/2016-05/17/ 20	17	3	3	3	OFDL
51299	CST 113 01	Introduction to Prog	Cooley	01/25/2016-05/17/ 20	22	-2	3	3	AT 019
54212	CST 113 03	Introduction to Prog	LaBelle	01/25/2016-05/17/ 20	16	4	3	3	AT 008
51307	CST 113 Y01	Introduction to Prog	Gannett	01/25/2016-05/17/ 20	13	7	3	3	OFDL
52707	CST 117 01	Problem Solv & Com T	Hinton	01/25/2016-05/17/ 10	12	-2	3	3	AT 019
52710	CST 117 02	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 20	19	1	3	3	AT 019
52701	CST 117 Y01	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 20	17	3	3	3	OFDL
52704	CST 117 Y02	Problem Solv & Com T	Wahila	01/25/2016-05/17/ 10	9	1	3	3	OFDL
51311	CST 119 03	Comptr Concpts and A	Snieszek	01/25/2016-05/17/ 20	21	-1	3	3	AT 019
51312	CST 119 04	Comptr Concpts and A	Snieszek	01/25/2016-05/17/ 20	19	1	3	3	AT 019
51871	CST 119 Y01	Comptr Concpts and A	Gannett	01/25/2016-05/17/ 20	13	7	3	3	OFDL
52713	CST 119 Y02	Comptr Concpts and A	Mansfield	01/25/2016-05/17/ 10	7	3	3	3	OFDL
50633	CST 120 Y01	Java Programming	Sedelmeyer	01/25/2016-05/17/ 20	20	0	3	3	OFDL
52013	CST 127 01	Intro to C++ for Eng	Clark	01/25/2016-05/17/ 10	9	1	3	3	AT 004
52013	CST 127 01	Intro to C++ for Eng	Clark	01/25/2016-05/17/ 10	9	1	3	3	AT 010
51874	CST 131 Y01	Internet Programming	Sedelmeyer	01/25/2016-05/17/ 20	14	6	3	3	OFDL
51324	CST 133 01	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 20	15	5	3	3	AT 004
53861	CST 133 02	Structured Programmi	Sedelmeyer	01/25/2016-05/17/ 20	19	1	3	3	AT 004

51319	CST	133	Y01	Structured Programmi	Kohut	01/25/2016-05/17/ 20	17	3	3	OFDL
54039	CST	138	02	Structured Programmi	LaBelle	01/25/2016-05/17/ 10	10	0	3	AT 008
51327	CST	140	Y01	Computer Maintenance	Kohut	01/25/2016-05/17/ 20	17	3	3	OFDL
54569	CST	140	Y02	Computer Maintenance	Kohut	01/25/2016-05/17/ 10	7	3	3	OFDL

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LE2									
52247	CST	158 01	Data Analysis with S	Snieszek	01/25/2016-05/17/ 10	6	4	3	AT 008
51908	CST	170 01	Digital Logic	Cooley	01/25/2016-05/17/ 20	15	5	3	AT 004
53014	CST	170 02	Digital Logic	Cooley	01/25/2016-05/17/ 20	20	0	3	AT 004
51342	CST	170 Y01	Digital Logic	Cooley	01/25/2016-05/17/ 10	10	0	3	OFDL
50663	CST	200 W01	Systems Analysis and	Snieszek	01/25/2016-05/17/ 10	10	0	3	AT 008
54360	CST	202 W01	Data Structures (WE)	Gannett	01/25/2016-05/17/ 10	12	-2	3	AT 014B
50665	CST	202 WY	Data Structures (WE)	Gannett	01/25/2016-05/17/ 6	4	2	3	OFDL
51886	CST	208 W01	Introduction to Netw	Mansfield	01/25/2016-05/17/ 20	18	2	3	AT 004
51343	CST	208 WY	Introduction to Netw	Mansfield	01/25/2016-05/17/ 20	16	4	3	OFDL
50668	CST	210 Y01	Business Security	Antonakos	01/25/2016-05/17/ 20	18	2	3	OFDL
50675	CST	212 WY	Computer Forensics I	Antonakos	01/25/2016-05/17/ 20	14	6	3	OFDL

51893	CST	212	WY	Computer Forensics I	Antonakos	01/25/2016-05/17/ 10	6	4	3	OFDL
51348	CST	220	01	Microproc and Asbly	Kohut	01/25/2016-05/17/ 20	13	7	3	AT 004
51895	CST	220	Y02	Microproc and Asbly	Kohut	01/25/2016-05/17/ 10	7	3	3	OFDL
51898	CST	224	WY	Intro Network Progra	Mansfield	01/25/2016-05/17/ 10	8	2	3	OFDL
51901	CST	225	WY	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 20	18	2	3	OFDL
54514	CST	225	WY	Intro to Small Syste	Mansfield	01/25/2016-05/17/ 20	15	5	3	OFDL
50685	CST	226	01	Advanced Visual Basi	Sedelmeyer	01/25/2016-05/17/ 10	9	1	3	AT 008
50740	DEN	106	01	Clinical Dental Radi	Maier	01/25/2016-05/17/ 40	36	4	2	DH 118
51405	DEN	110	W01	Dental Materials (WE	Uncapher	01/25/2016-05/17/ 40	36	4	2	DH 118
51410	DEN	213	W01	Community Dental Hea	McGuinness	01/25/2016-05/17/ 34	33	1	2	DH 213
50835	EET	150	01	Electronic Devices	Paramasivaiah	01/25/2016-05/17/ 14	13	1	4	AT 213
52129	EET	153	01	Robotics and C Progr	Ozvoid	01/25/2016-05/17/ 24	19	5	3	AT 208
54082	EET	210	01	Applied Electricity	Paramasivaiah	01/25/2016-05/17/ 14	10	4	3	AT 208

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LE2										
54082	EET	210	01	Applied Electricity	Paramasivaiah	01/25/2016-05/17/ 14	10	4	3	AT 208
51749	EET	252	W01	Electronic Commun Sy	Paramasivaiah	01/25/2016-05/17/ 14	10	4	4	AT 213

50848	EET	267	01	Microprocessors	Dixon	01/25/2016-05/17/ 14	11	3	3	AT 213
51827	EET	270	01	Control Systems and	Digiaco	01/25/2016-05/17/ 14	11	3	4	AT 208
54426	EGR	150	70	Eng Design I with Gr	Lofthouse	01/25/2016-05/17/ 15	12	3	2	AT 118
51400	EGR	151	01	Engineering Design I	Madduri	01/25/2016-05/17/ 17	15	2	2	AT 107
51953	EGR	151	02	Engineering Design I	Glasgow	01/25/2016-05/17/ 15	16	-1	2	AT 107
54030	EGR	151	06	Engineering Design I	Lofthouse	01/25/2016-05/17/ 17	18	-1	2	AT 106
54505	EGR	289	Y01	Microprocessors (WE)	Grace	01/25/2016-05/17/ 11	9	2	4	OFDL
52936	ENV	212	W01	Ecology (WE)	Lamoureux	01/25/2016-05/17/ 14	9	5	4	NSC 102
52936	ENV	212	W01	Ecology (WE)	Lamoureux	01/25/2016-05/17/ 14	9	5	4	NSC 109
51792	HIT	208	B01	Advanced Medical Tra	Cragle	01/25/2016-05/17/ 22	8	14	3	DH 224
52645	HIT	210	01	Mngmnt Princ for Hea	Jones	01/25/2016-04/11/ 20	13	7	3	DH 222
52656	HIT	214	B01	Ambulatory Care Codi	Graney	01/25/2016-04/11/ 20	14	6	3	DH 222
52600	HMS	290	W01	Human Service Field	Rossi	01/25/2016-05/17/ 10	9	1	4	TH 107
52603	HMS	290	W02	Human Service Field	Krohn	01/25/2016-05/17/ 10	11	-1	4	AT 117
51374	MDA	115	01	Med Assisting Proced	Mclain	01/25/2016-05/17/ 24	21	3	4	DH 318
51574	MDA	206	01	Medical Office Manag	Baluyan	01/25/2016-05/17/ 30	28	2	4	DH 318
54076	MET	116	01	Engineering Drawing	Millen	01/25/2016-05/17/ 16	12	4	2	MB 202
54086	MET	121	70	Manufacturing Proces	Elliott	01/25/2016-05/17/ 12	8	4	2	MB 116
51133	MET	122	01	Manufacturing Proces	Elliott	01/25/2016-05/17/ 24	20	4	3	MB 202
51138	MET	164	01	Quality Systems	Brown	01/25/2016-05/17/ 16	14	2	2	MB 202
53284	MET	223	01	Computer Integrated	Elliott	01/25/2016-05/17/ 12	8	4	3	MB 100
54077	MET	238	01	Mechanical Design	Plunkett	01/25/2016-05/17/ 16	14	2	3	MB 107

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LE2									
51193	MET 244 01	Thermodynamics	Plunkett	01/25/2016-05/17/ 12	13	-1	3	3	MB 107
54324	MET 254 01	Materials Sci for Te	Lofthouse	01/25/2016-05/17/ 12	15	-3	2	2	MB 116
53302	MUS 160 01	Sound Engineering I	Moes	01/25/2016-05/17/ 12	13	-1	3	3	CS 112
54390	MUS 161 01	Sound Engineering II	Moes	01/25/2016-05/17/ 12	12	0	3	3	CS 112
54396	MUS 161 02	Sound Engineering II	Moes	01/25/2016-05/17/ 12	11	1	3	3	CS 112
53314	MUS 261 70	Sound Engineering IV	Cornwell	01/25/2016-05/17/ 12	6	6	3	3	CS 112
51438	PHS 111 01	Earth Investigations	Oldfield	01/25/2016-05/17/ 18	15	3	3	3	NSC 214
51443	PHS 111 70	Earth Investigations	Smith	01/25/2016-05/17/ 18	13	5	3	3	NSC 214
51440	PHS 112 01	Interactions - Natur	Sullivan	01/25/2016-05/17/ 16	16	0	4	4	NSC 213
51446	PHS 112 02	Interactions - Natur	Sullivan	01/25/2016-05/17/ 16	14	2	4	4	NSC 213
51451	PHS 113 02	Astronomy Exploring	Glenn	01/25/2016-05/17/ 28	27	1	4	4	AT 200
51459	PHS 113 Y01	Astronomy Exploring	Glenn	01/25/2016-05/17/ 17	17	0	4	4	OFDL
53511	PHS 113 YT2	Astronomy Exploring	Glenn	03/01/2016-05/17/ 17	17	0	4	4	OFDL
54630	PHS 113 YT3	Astronomy Exploring	Glenn	03/01/2016-05/17/ 17	5	12	4	4	OFDL
51460	PHS 114 01	Meteorology Investig	Heard	01/25/2016-05/17/ 28	17	11	4	4	BB 016
51470	PHS 114 Y01	Meteorology Investig	Leet	01/25/2016-05/17/ 17	16	1	4	4	OFDL
53724	PHS 114 YT2	Meteorology Investig	Leet	03/01/2016-05/17/ 17	17	0	4	4	OFDL
51468	PHS 115 01	Physical Geology: Dyn	Smith	01/25/2016-05/17/ 28	28	0	4	4	AT 117
51469	PHS 115 02	Physical Geology: Dyn	Smith	01/25/2016-05/17/ 28	23	5	4	4	AT 021

52011	PHS	115	Y02	Physical Geology:Dyn	Oldfield	01/25/2016-05/17/ 17	17	0	4	OFDL
51475	PHS	116	01	Energy and the Envir	Quick	01/25/2016-05/17/ 17	15	2	4	NSC 318
51480	PHS	117	01	Exploring Everyday P	Trimm	01/25/2016-05/17/ 18	18	0	4	AT 103
51482	PHS	117	03	Exploring Everyday P	Trimm	01/25/2016-05/17/ 18	18	0	4	AT 103
51486	PHS	123	W01	Natural Disasters	McCallen	01/25/2016-05/17/ 18	16	2	4	NSC 214

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CRN	Course	Title	Instruct	Dates	Max	Enr	Avail	Credits	B/R
LE2									
53726	PHS	123 W02	Natural Disasters	McCallen	01/25/2016-05/17/ 18	18	0	4	NSC 214
52619	PHS	123 Y01	Natural Disasters	Leet	01/25/2016-05/17/ 17	17	0	4	OFDL
53541	PHS	123 YT2	Natural Disasters	Leet	03/01/2016-05/17/ 17	18	-1	4	OFDL
51490	PHS	125 Y01	Historical Geology	Oldfield	01/25/2016-05/17/ 17	17	0	4	OFDL
54407	PHS	226 01	Oceanography	Heard	01/25/2016-05/17/ 14	11	3	4	NSC 213
51491	PHY	090 01	Preparatory Physics	Madduri	01/25/2016-05/17/ 16	11	5	4	MB 207
51495	PHY	161 01	Physics I Mechanics	Irshaidat	01/25/2016-05/17/ 28	26	2	4	AT 117
51496	PHY	161 02	Physics I Mechanics	Forsythe	01/25/2016-05/17/ 30	20	10	4	AT 021
51497	PHY	161 70	Physics I Mechanics	Alazzam	01/25/2016-05/17/ 16	11	5	4	AT 117
51505	PHY	162 01	Physics II Wave and	Forsythe	01/25/2016-05/17/ 28	24	4	4	TH 104

51507	PHY	162	70	Physics II Wave and	Instrella	01/25/2016-05/17/ 16	7	9	4	AT 117
51513	PHY	181	01	Physics for Engineer	Modrak	01/25/2016-05/17/ 28	20	8	4	SS 204
54019	PHY	181	03	Physics for Engineer	Goozovat	01/25/2016-05/17/ 28	19	9	4	MB 210
51520	PHY	182	W01	Physics for Engineer	Glasgow	01/25/2016-05/17/ 28	31	-3	4	AT 117
54537	PHY	182	W02	Physics for Engineer	Goozovat	01/25/2016-05/17/ 24	21	3	4	MB 207
51204	PTA	102	01	Introduction to Reha	Klepfer	01/25/2016-05/17/ 30	27	3	4	DH 213
51207	PTA	103	01	Physical Agents Mass	Meyn	01/25/2016-05/17/ 30	27	3	4	DH 213
51207	PTA	103	01	Physical Agents Mass	Meyn	01/25/2016-05/17/ 30	27	3	4	DH 118
54375	RAD	102	W01	Image Production Eva	Donahue	01/25/2016-05/17/ 25	22	3	4	DH 313
54375	RAD	102	W01	Image Production Eva	Donahue	01/25/2016-05/17/ 25	22	3	4	DH 313
51217	RAD	104	01	Positioning II	Yetter	01/25/2016-05/17/ 25	22	3	2	DH 313
51229	RAD	250	01	Quality Assurance	Kovacevic	01/25/2016-05/17/ 25	21	4	2	DH 313
53289	TEC	101	01	Intro Engineering Te	Schwing	01/25/2016-05/17/ 16	13	3	3	MB 202
53319	THR	152	T01	Stagecraft II	Saeger	03/01/2016-05/17/ 14	14	0	3	SC LTH

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LE2									
51242	TLC	220 N01	Telecommunications I	Young	01/25/2016-05/17/ 10	10	0	4	AT 203

LE3

52637	ADN	105	70	Meeting Human Needs	Finch	01/25/2016-05/17/ 24	24	0	7	DH 318
52637	ADN	105	70	Meeting Human Needs	Talovic	01/25/2016-05/17/ 24	24	0	7	DH 318
52660	ADN	106	W01	Meeting Human Needs	West	01/25/2016-05/17/ 90	86	4	7	AT 200
52660	ADN	106	W01	Meeting Human Needs	Rutherford	01/25/2016-05/17/ 90	86	4	7	AT 200
53682	ADN	212	70	Meeting Human Needs	Richards Miller	01/25/2016-05/17/ 20	19	1	7	DH 213
50097	ADN	213	01	Meeting Human Needs	Talovic	01/25/2016-05/17/ 70	69	1	7	AT 200
50097	ADN	213	01	Meeting Human Needs	Stevens	01/25/2016-05/17/ 70	69	1	7	AT 200
50128	ADN	214	01	Meeting Human Needs	Richards	01/25/2016-05/17/ 70	67	3	7	AT 200
50128	ADN	214	01	Meeting Human Needs	Howard	01/25/2016-05/17/ 70	67	3	7	AT 200
54363	DEN	102	01	Dental Hygiene II		01/25/2016-05/17/ 40	37	3	5	DH 118
54363	DEN	102	01	Dental Hygiene II	McGuinness	01/25/2016-05/17/ 40	37	3	5	DH 118
54363	DEN	102	01	Dental Hygiene II	Fitch	01/25/2016-05/17/ 40	37	3	5	DH 118
54364	DEN	202	01	Dental Hygiene IV	Stanley	01/25/2016-05/17/ 40	33	7	5.5	DH 118
50872	EMT	110	P01	Basic Emergency Med	Washington	01/25/2016-05/17/ 24	14	10	8	BB 005
50872	EMT	110	P01	Basic Emergency Med	Wiggins	01/25/2016-05/17/ 24	14	10	8	BB 005
50873	EMT	110	P70	Basic Emergency Med	Washington	01/25/2016-05/17/ 24	6	18	8	BB 005
50873	EMT	110	P70	Basic Emergency Med	Wiggins	01/25/2016-05/17/ 24	6	18	8	BB 005
54450	PMD	213	P01	Adv Prehosp Trauma C	Taggart	01/25/2016-03/16/ 24	11	13	3	DH 118
54451	PMD	214	P01	Adv Prehosp Care of	Taggart	03/17/2016-05/17/ 24	11	13	3	DH 118
53464	PMD	223	P01	Paramedic Trauma Car	Taggart	01/25/2016-03/16/ 24	13	11	4	DH 118
53465	PMD	224	P01	Paramedic Care of Me	Taggart	03/17/2016-05/17/ 24	14	10	4	DH 118
PLA										
54623	FRS	888	PLA	Prior Learning/Fire	Kalick-Weber	01/25/2016-05/17/ 2	1	1	5	ONNC

Course Tally by SCHD Code

* * * SUNY BROOME * * *

Report R

PROD_

201610

CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
ST1									
53382	ART 106 L11	Intro 3 Dimensional	Evans	01/25/2016-05/17/ 16	11	5	0	0	OFOTH
54543	ART 106 LY1	Intro 3 Dimensional	Robedee	01/25/2016-05/17/ 16	8	8	0	0	OFOTH
51040	ART 115 01	Beginning Drawing	Ryan	01/25/2016-05/17/ 16	11	5	3	3	OFOTH
51042	ART 115 03	Beginning Drawing	Harrington	01/25/2016-05/17/ 16	13	3	3	3	OFOTH
54609	ART 115 T71	Beginning Drawing	Evans	03/01/2016-05/17/ 18	15	3	3	3	MB 109
51045	ART 116 01	Painting I	Groat	01/25/2016-05/17/ 16	15	1	3	3	MB 109
53739	ART 116 02	Painting I	Zeggert	01/25/2016-05/17/ 16	11	5	3	3	MB 109
54331	ART 120 01	Beginning Sculpture	Fitzsimmons	01/25/2016-05/17/ 12	12	0	3	3	OFOTH
51064	ART 130 01	Into Ceramics: Const	White	01/25/2016-05/17/ 14	13	1	3	3	OFOTH
51073	ART 225 01	Illustration	Zeggert	01/25/2016-05/17/ 16	16	0	3	3	AT 217
51592	MUS 115 01	Ear Training I	Elder	01/25/2016-05/17/ 15	13	2	1	1	CS 117
52240	MUS 115 02	Ear Training I	Sicilian	01/25/2016-05/17/ 15	11	4	1	1	CS 110
51593	MUS 116 01	Ear Training II	Elder	01/25/2016-05/17/ 18	15	3	1	1	CS 117
52432	MUS 120 01	Piano Class I	Reitz	01/25/2016-05/17/ 10	9	1	1	1	CS 111
52433	MUS 120 02	Piano Class I	Reitz	01/25/2016-05/17/ 10	10	0	1	1	CS 111
52434	MUS 120 03	Piano Class I	Elder	01/25/2016-05/17/ 10	9	1	1	1	CS 111
52437	MUS 121 01	Piano Class II	Reitz	01/25/2016-05/17/ 10	10	0	1	1	CS 111

51604	MUS	185	01	Beginning Guitar	Becker	01/25/2016-05/17/ 15	11	4	1	CS 117
54393	MUS	185	Y01	Beginning Guitar	Becker	01/25/2016-05/17/ 20	8	12	1	OFOth
54402	MUS	186	01	Guitar Ensemble	Sweeny	01/25/2016-05/17/ 15	9	6	1	CS 118
52439	MUS	190	01	The College Choir	Stewart	01/25/2016-05/17/ 50	25	25	1	DH 201
52440	MUS	190	70	The College Choir	Stewart	01/25/2016-05/17/ 30	13	17	1	DH 201
51610	MUS	194	01	Voice Class I	Grahame	01/25/2016-05/17/ 15	11	4	1	CS 117
52443	MUS	195	70	Jazz Ensemble	Dubaniewicz	01/25/2016-05/17/ 20	11	9	1	CS 118

Course Tally by SCHD Code

* * * SUNY BROOME * * *

Report R

PROD_

201610

CRN	Course	Title	Instructor	Dates	Max	Enr	Avail	Credits	B/R
ST1									
54400	MUS	196 70	String Ensemble	Worden	01/25/2016-05/17/ 20	10	10	1	CS 118
54399	MUS	201 70	College Band	Clark	01/25/2016-05/17/ 20	9	11	1	CS 118
52430	MUS	290 01	Chamber Singers	Stewart	01/25/2016-05/17/ 30	20	10	1	CS 113
52099	MUS	294 01	Voice Class II	Sicilian	01/25/2016-05/17/ 15	13	2	1	CS 110
VC2									
53697	BIO	170 02	Special Topics in Bi	Curtis	01/25/2016-05/17/ 14	11	3	2	NSC 205
54420	COM	283 01	Special Topic Commun	Nappi	01/25/2016-05/17/ 15	13	2	3	TH 005
54418	COM	289 70	Special Topics in Co	Evans	01/25/2016-05/17/ 15	10	5	3	TH 108

54419	COM	289	L71	Special Topics in Co	Bush	01/25/2016-05/17/ 15	10	5	0	TH 106
VC3										
54413	COM	286	70	X - LACM Special Top	Rosko	01/25/2016-05/17/ 15	14	1	3	TH 002
51181	COM	287	70	X - LACM Special Top	Bongiorno	01/25/2016-05/17/ 20	15	5	3	TH 102
VC4										
54511	BIO	170	03	Special Topics in Bi	Lamoureux	01/25/2016-05/17/ 16	13	3	4	

un Date: 2/12/2016

Days Time

TBA TBA

US 07:00 am-02:00 pm

US 07:00 am-02:00 pm

US 07:00 am-02:00 pm

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un Date: 2/12/2016

Days Time

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un Date: 2/12/2016

Days **Time**

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M 08:00 am-12:00 pm
T 01:00 pm-05:00 pm

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W 08:00 am-12:00 pm

T 08:00 am-12:00 pm

M 01:00 pm-05:00 pm
R 08:00 am-12:00 pm
W 01:00 pm-05:00 pm

M 01:00 pm-05:00 pm

W 01:00 pm-05:00 pm

un Date: 2/12/2016

Days Time

T 08:00 am-12:00 pm

R 08:00 am-12:00 pm

TBA TBA

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TBA TBA

MTWRF TBA

TBA 08:00 am-04:30 pm

TBA TBA

TR 08:00 am-04:00 pm

TR 08:00 am-04:00 pm

TR 08:00 am-04:00 pm

MWF 08:00 am-04:00 pm

MWF 08:00 am-04:00 pm

MWF 08:00 am-04:00 pm

MW 10:00 am-10:50 am

MW 10:00 am-10:50 am
MW 01:00 pm-01:50 pm

MW 11:00 am-11:50 am
MW 12:00 pm-12:50 pm

TR 09:30 am-10:45 am
MW 12:00 pm-12:50 pm

TR 01:00 pm-01:50 pm
TR 02:00 pm-02:50 pm

un Date: 2/12/2016

Days Time

MW 01:00 pm-01:50 pm
TR 12:00 pm-12:50 pm

MW 03:00 pm-03:50 pm
TR 10:00 am-10:50 am

TR 05:00 pm-05:50 pm
TR 03:00 pm-04:15 pm

MWF 10:00 am-10:50 am

MWF 09:00 am-09:50 am
R 12:00 pm-02:00 pm
TR 04:00 pm-04:50 pm
TR 01:00 pm-01:50 pm
MW 03:00 pm-03:50 pm
TR 02:00 pm-02:50 pm
T 05:00 pm-06:50 pm
MW 04:00 pm-04:50 pm
TR 10:00 am-10:50 am
MW 11:00 am-11:50 am
MW 01:00 pm-01:50 pm
MW 12:00 pm-12:50 pm
MWF 11:00 am-11:50 am
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MW 12:00 pm-12:50 pm
TR 11:00 am-11:50 am
MW 11:00 am-11:50 am

un Date: 2/12/2016

TBA TBA

T 05:00 pm-05:50 pm
TR 03:00 pm-04:15 pm

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W 03:00 pm-03:50 pm

MW 03:00 pm-04:15 pm

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un Date: 2/12/2016

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un Date: 2/12/2016

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T 03:00 pm-04:50 pm

W 11:00 am-11:50 am

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MW 02:00 pm-02:50 pm
MW 01:00 pm-01:50 pm

un Date: 2/12/2016

Days Time

MW 02:00 pm-02:50 pm
MW 01:00 pm-01:50 pm

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TBA	TBA
F	08:00 am-10:50 am
T	08:00 am-10:50 am
R	08:00 am-10:50 am
W	08:00 am-10:50 am
T	11:00 am-01:50 pm
R	11:00 am-01:50 pm
W	11:00 am-01:50 pm
T	02:00 pm-04:50 pm
R	02:00 pm-04:50 pm
W	02:00 pm-04:50 pm
T	11:00 am-01:50 pm
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M	11:00 am-01:50 pm
W	11:00 am-01:50 pm
T	11:00 am-01:50 pm

Days	Time
R	11:00 am-01:50 pm
M	02:00 pm-04:50 pm
W	02:00 pm-04:50 pm
T	02:00 pm-04:50 pm
R	02:00 pm-04:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
T	12:00 pm-03:50 pm
W	01:00 pm-04:50 pm
M	01:00 pm-04:50 pm
M	10:00 am-11:50 am
W	10:00 am-11:50 am
TR	12:00 pm-01:50 pm
TBA	TBA
TR	02:00 pm-03:50 pm
F	10:00 am-11:50 am
TBA	TBA
F	01:00 pm-02:50 pm
TBA	TBA

TR 09:00 am-11:50 am

TBA TBA

M 02:00 pm-04:50 pm

un Date: 2/12/2016

Days Time

W 02:00 pm-04:50 pm

T 02:00 pm-04:50 pm

T 02:00 pm-04:50 pm

R 02:00 pm-04:50 pm

R 09:00 am-10:50 am

M 02:00 pm-04:50 pm

W 03:00 pm-04:50 pm

W 03:00 pm-04:50 pm

M 02:00 pm-04:50 pm

M 02:00 pm-04:50 pm

T 02:00 pm-04:50 pm

F 01:00 pm-02:50 pm

F	03:00 pm-04:50 pm
T	11:00 am-12:50 pm
M	10:00 am-11:50 am
M	12:00 pm-01:50 pm
TBA	TBA
T	02:00 pm-04:50 pm
R	02:00 pm-04:50 pm
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TBA	TBA
M	11:00 am-12:50 pm
M	01:00 pm-02:50 pm

un Date: 2/12/2016

Days Time

T	11:00 am-12:50 pm
W	11:00 am-12:50 pm
W	01:00 pm-02:50 pm

T	02:00 pm-03:50 pm
R	06:00 pm-07:50 pm
R	08:00 pm-09:50 pm
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T	08:00 pm-09:50 pm
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W	06:00 pm-07:50 pm
W	08:00 pm-09:50 pm
W	06:00 pm-07:50 pm
W	08:00 pm-09:50 pm
T	11:00 am-01:50 pm
R	11:00 am-01:50 pm
M	12:00 pm-05:50 pm
M	11:00 am-01:50 pm
T	11:00 am-01:50 pm
W	11:00 am-01:50 pm
R	11:00 am-01:50 pm
F	11:00 am-01:50 pm
R	06:00 pm-08:50 pm

un Date: 2/12/2016

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T 11:00 am-01:50 pm
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M 08:00 am-10:50 am
F 08:00 am-10:50 am

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F 10:00 am-11:50 am
M 08:00 am-09:50 am
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W 10:00 am-11:50 am

un Date: 2/12/2016

Days Time

R 11:00 am-12:50 pm
W 02:00 pm-03:50 pm
W 08:00 am-09:50 am
T 07:30 pm-09:30 pm
R 07:30 pm-09:30 pm
T 03:00 pm-04:50 pm
T 11:00 am-12:50 pm
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M 12:00 pm-01:50 pm
T 01:00 pm-02:50 pm
M 03:00 pm-04:50 pm

T 09:00 am-10:50 am

W 01:00 pm-02:50 pm

un Date: 2/12/2016

Days Time

T 11:00 am-12:50 pm

R 01:00 pm-02:50 pm

R 09:00 am-10:50 am

W 12:00 pm-01:50 pm

F 01:00 pm-02:50 pm

R 09:00 am-10:50 am

F 11:00 am-12:50 pm

T 07:30 pm-09:20 pm

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T 08:00 am-10:50 am

T 02:00 pm-04:50 pm

T 06:00 pm-08:50 pm

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M 02:00 pm-04:50 pm

W 06:00 pm-07:50 pm

T 08:00 am-10:50 am

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R 08:00 am-10:50 am

T 11:00 am-01:50 pm

un Date: 2/12/2016

Days	Time
R	11:00 am-01:50 pm
T	08:00 am-10:50 am
R	02:00 pm-04:50 pm
T	11:00 am-01:50 pm
R	11:00 am-01:50 pm
R	11:00 am-01:50 pm
T	11:00 am-01:50 pm
W	06:00 pm-08:50 pm
T	02:00 pm-04:50 pm
M	02:00 pm-04:50 pm
M	06:00 pm-08:50 pm
W	11:00 am-01:50 pm
M	02:00 pm-04:50 pm
W	02:00 pm-04:50 pm
T	02:00 pm-04:50 pm
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M	11:00 am-12:50 pm
M	01:00 pm-02:50 pm
T	11:00 am-12:50 pm

un Date: 2/12/2016

Days	Time
W	11:00 am-12:50 pm
W	01:00 pm-02:50 pm
T	02:00 pm-03:30 pm
R	06:00 pm-07:50 pm
R	08:00 pm-09:50 pm
T	04:00 pm-05:50 pm
T	08:00 pm-09:50 pm
W	01:00 pm-02:50 pm

R	04:00 pm-05:50 pm
W	01:30 pm-03:20 pm
W	06:00 pm-07:50 pm
W	08:00 pm-09:50 pm
TBA	TBA
W	06:00 pm-07:50 pm
W	08:00 pm-09:50 pm
R	01:30 pm-03:20 pm
R	01:30 pm-03:20 pm
F	06:00 pm-07:50 pm
T	01:30 pm-04:20 pm
R	01:30 pm-04:20 pm
W	06:00 pm-08:50 pm
R	06:00 pm-08:50 pm
T	09:00 am-10:50 am
W	09:00 am-10:50 am

un Date: 2/12/2016

Days **Time**

TBA	TBA
TBA	TBA
F	09:00 am-10:50 am
W	11:00 am-12:50 pm
W	01:00 pm-02:50 pm
W	03:00 pm-04:50 pm
R	12:00 pm-01:50 pm
R	02:00 pm-03:50 pm
TBA	TBA
TBA	TBA
W	11:00 am-12:50 pm
T	02:00 pm-03:50 pm
F	11:00 am-12:50 pm
R	02:00 pm-03:50 pm
TBA	TBA
TBA	TBA
R	12:00 pm-01:50 pm
R	09:00 am-10:50 am
W	09:00 am-10:50 am
TBA	TBA
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M	01:00 pm-02:50 pm
M	03:00 pm-04:50 pm

un Date: 2/12/2016

Days Time

F 01:00 pm-02:50 pm

F 03:00 pm-04:50 pm

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T 02:00 pm-03:50 pm

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M 01:00 pm-02:50 pm

F 09:00 am-10:50 am

F 01:00 pm-02:50 pm

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TBA	TBA
F	02:00 pm-03:50 pm
TBA	TBA
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TBA	TBA
W	09:00 am-10:50 am
T	02:00 pm-03:50 pm
R	09:00 am-10:50 am
R	02:00 pm-03:50 pm

un Date: 2/12/2016

Days	Time
R	12:00 pm-01:50 pm
TBA	TBA
W	11:00 am-12:50 pm
R	09:00 am-10:50 am
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W	11:00 am-12:50 pm

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W 03:00 pm-04:50 pm

M 08:00 am-10:00 am

Days	Time
M	10:15 am-12:15 pm
T	12:45 pm-02:45 pm
W	08:00 am-10:00 am
W	10:15 am-12:15 pm
R	12:45 pm-02:45 pm
R	03:00 pm-05:00 pm
T	03:00 pm-05:00 pm
M	09:00 am-11:50 am
T	01:00 pm-03:50 pm
W	09:00 am-11:50 am
R	01:00 pm-03:50 pm
T	01:00 pm-02:50 pm
W	09:00 am-10:50 am
R	01:00 pm-02:50 pm
T	11:00 am-12:50 pm
M	02:00 pm-03:50 pm
W	02:00 pm-03:50 pm
W	02:00 pm-04:50 pm
W	02:00 pm-04:50 pm
T	02:00 pm-04:50 pm
W	08:00 am-09:50 am
R	12:00 pm-01:50 pm

R 06:00 pm-08:50 pm

F 02:00 pm-04:50 pm

un Date: 2/12/2016

Days Time

R 02:00 pm-04:50 pm

R 08:00 am-10:50 am

T 08:00 am-10:50 am

T 05:30 pm-08:20 pm

M 02:00 pm-04:50 pm

TBA TBA

W 12:00 pm-02:50 pm

W 08:00 am-10:15 am

W 10:00 am-11:50 am

F 10:00 am-11:50 am

W 03:00 pm-04:50 pm

F 03:00 pm-04:50 pm

M 02:00 pm-04:50 pm

R	06:00 pm-08:50 pm
T	01:00 pm-03:50 pm
R	02:00 pm-04:50 pm
T	10:00 am-12:50 pm
W	11:00 am-12:50 pm
F	09:00 am-11:50 am
M	09:00 am-11:50 am
R	03:00 pm-04:50 pm
W	12:00 pm-01:40 pm
R	12:00 pm-01:40 pm
W	02:00 pm-03:40 pm

un Date: 2/12/2016

Days Time

T	08:00 pm-09:40 pm
R	12:00 pm-01:50 pm
R	06:00 pm-07:50 pm
W	08:00 am-10:50 am

R 12:00 pm-02:50 pm
M 11:00 am-01:50 pm

W 11:00 am-01:50 pm
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T 08:00 am-10:50 am
R 08:00 am-10:50 am

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M 02:00 pm-04:50 pm
T 02:00 pm-04:50 pm

W 02:00 pm-04:50 pm
R 02:00 pm-04:50 pm

TBA TBA

W 12:00 pm-02:50 pm
MWF 11:00 am-11:50 am
MWF 03:00 pm-03:50 pm

MWF 01:00 pm-01:50 pm

MWF 09:00 am-09:50 am

un Date: 2/12/2016

Days Time

TBA TBA
TBA TBA

TBA TBA
W 02:00 pm-04:50 pm

R 12:00 pm-01:50 pm
W 02:00 pm-04:50 pm

W 02:00 pm-04:50 pm
R 02:00 pm-04:50 pm

F 02:00 pm-04:50 pm
M 07:00 pm-09:50 pm

T 11:00 am-01:50 pm
T 02:00 pm-04:50 pm

R 07:00 pm-09:50 pm
T 02:00 pm-04:50 pm

R 08:00 am-10:50 am
M 02:00 pm-04:50 pm

R 08:00 am-10:50 am
R 11:00 am-01:50 pm

R 02:00 pm-04:50 pm

T 08:00 am-10:50 am

T	12:00 pm-02:50 pm
R	12:00 pm-02:50 pm
M	01:00 pm-02:50 pm
M	11:30 am-12:30 pm

un Date: 2/12/2016

Days Time

W	01:00 pm-02:50 pm
W	11:30 am-12:30 pm
M	01:00 pm-01:50 pm
M	02:00 pm-02:50 pm
W	08:00 am-08:50 am
W	09:00 am-09:50 am
M	08:00 am-09:50 am
M	11:00 am-12:50 pm
W	11:00 am-12:50 pm
W	01:00 pm-02:50 pm
T	12:00 pm-12:50 pm

R 12:00 pm-12:50 pm

R 01:00 pm-01:50 pm

R 02:00 pm-02:50 pm

F 02:00 pm-04:50 pm

TBA TBA

T 03:00 pm-04:50 pm

M 06:30 pm-08:30 pm

M 06:30 pm-08:30 pm

T 12:00 pm-02:00 pm

T 12:00 pm-02:00 pm

T 09:30 am-11:30 am

T 09:30 am-11:30 am

un Date: 2/12/2016

Days Time

F 09:00 am-11:00 am

W 09:00 am-11:00 am

W	09:00 am-11:00 am
R	09:30 am-11:30 am
R	09:30 am-11:30 am
R	09:30 am-11:30 am
R	09:30 am-11:30 am
W	07:30 pm-09:00 pm
W	07:30 pm-09:00 pm
W	07:30 pm-09:00 pm
W	TBA
W	TBA
F	TBA
W	TBA
W	TBA
F	TBA
R	06:30 pm-09:30 pm
R	06:30 pm-09:30 pm
R	02:00 pm-05:00 pm
R	02:00 pm-05:00 pm
TR	09:30 am-10:45 am
MWF	01:00 pm-01:50 pm

un Date: 2/12/2016

Days Time

TBA TBA
TBA TBA

TBA TBA
MTWR 10:00 am-10:50 am

TR 01:30 pm-02:45 pm
TBA TBA

TR 12:00 pm-01:15 pm
TBA TBA

TBA TBA
TBA TBA

TBA TBA
TBA TBA

TBA TBA
MW 03:00 pm-04:15 pm

TR 12:00 pm-01:15 pm
TR 09:30 am-10:45 am

T 06:00 pm-08:50 pm
T 06:00 pm-08:50 pm

T 06:00 pm-08:50 pm

TR 12:00 pm-01:15 pm
R 06:00 pm-08:50 pm
R 06:00 pm-08:50 pm

R 06:00 pm-08:50 pm

MWF 01:00 pm-01:50 pm

un Date: 2/12/2016

Days Time

TR 03:00 pm-04:15 pm
MWF 09:00 am-09:50 am

TR 06:00 pm-07:15 pm
MWF 12:00 pm-12:50 pm

TR 01:30 pm-02:45 pm
MW 04:00 pm-05:15 pm

TR 04:00 pm-05:15 pm
M 10:00 am-11:15 am

TBA TBA
TBA TBA

M	11:30 am-12:45 pm
W	12:00 pm-01:40 pm
T	08:00 am-09:15 am
T	10:00 am-11:15 am
T	04:00 pm-05:50 pm
T	04:00 pm-05:50 pm
M	10:00 am-11:50 am
TBA	TBA
TBA	TBA
TBA	TBA
M	10:00 am-11:15 am
TBA	TBA
TBA	TBA
TBA	TBA

un Date: 2/12/2016

Days	Time
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F	11:00 am-11:50 am
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M 06:00 pm-08:50 pm

MWF 11:00 am-11:50 am

MWF 11:00 am-11:50 am

TBA TBA

TBA TBA

MWF 11:00 am-11:50 am

MWF 11:00 am-11:50 am

TBA TBA

MW 12:00 pm-12:50 pm

TBA TBA

TBA TBA

TBA TBA

MWF 12:00 pm-12:50 pm

M 05:00 pm-05:50 pm

TBA TBA

TBA TBA

MW 09:00 am-09:50 am

TBA TBA

TR 09:30 am-10:45 am

TBA TBA

TR 12:00 pm-01:15 pm

TBA TBA

TBA TBA

un Date: 2/12/2016

Days Time

MWF 11:00 am-11:50 am
TR 01:30 pm-02:45 pm

MWF 10:00 am-10:50 am
TR 09:30 am-10:45 am

MWF 08:00 am-08:50 am
T 06:00 pm-08:50 pm

MW 03:00 pm-03:50 pm
TBA TBA

TBA TBA
TBA TBA

TBA TBA
MWF 11:00 am-11:50 am

MW 10:00 am-10:50 am
MWF 12:00 pm-12:50 pm

MWF 01:00 pm-01:50 pm
TR 08:00 am-09:15 am

TR 01:30 pm-02:45 pm

TBA	TBA
MWF	11:00 am-11:50 am
MWF	11:00 am-11:50 am
TBA	TBA
TBA	TBA
MWF	02:00 pm-02:50 pm
MW	09:00 am-09:50 am

un Date: 2/12/2016

Days Time

TBA	TBA
M	06:00 pm-08:50 pm
TBA	TBA
W	06:00 pm-08:50 pm
TBA	TBA
M	01:00 pm-02:50 pm
TBA	TBA
TBA	TBA

MW	10:00 am-11:50 am
TR	12:00 pm-01:50 pm
MW	12:00 pm-01:50 pm
MW	06:00 pm-07:50 pm
M	11:00 am-11:50 am
T	11:00 am-11:50 am
T	11:00 am-11:50 am
W	11:00 am-11:50 am
M	12:00 pm-12:50 pm
W	05:00 pm-05:50 pm
MW	08:00 am-09:50 am
TR	09:00 am-10:50 am
WF	09:00 am-10:50 am
MW	12:00 pm-01:50 pm
TR	12:00 pm-01:50 pm
MW	02:00 pm-03:50 pm

un Date: 2/12/2016

Days **Time**

TR	06:00 pm-07:50 pm
MWF	10:00 am-10:50 am
MWF	11:00 am-11:50 am
MW	02:00 pm-03:15 pm
TR	01:30 pm-02:45 pm
R	10:00 am-10:50 am
T	10:00 am-11:50 am
TBA	TBA
TR	04:00 pm-05:50 pm
TR	12:00 pm-01:15 pm
MW	02:00 pm-03:15 pm
TR	09:30 am-10:45 am
MWF	09:00 am-09:50 am
R	06:00 pm-08:50 pm
M	06:00 pm-07:30 pm
S	11:00 am-12:35 pm
F	06:00 pm-07:35 pm
TR	01:30 pm-02:45 pm
W	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
MWF	11:00 am-11:50 am
MWF	01:00 pm-01:50 pm
TR	08:00 am-09:15 am

un Date: 2/12/2016

Days Time

TR 02:00 pm-03:15 pm
MWF 12:00 pm-12:50 pm

T 06:00 pm-08:50 pm
TBA TBA

TBA TBA
S 09:15 am-10:50 am

S 01:15 pm-02:50 pm
MWF 08:00 am-08:50 am

TR 09:30 am-10:45 am
TR 01:30 pm-02:45 pm

MWF 12:00 pm-12:50 pm
TR 09:30 am-10:45 am

TR 08:00 am-09:15 am
MWF 10:00 am-10:50 am

R 06:00 pm-08:50 pm

TBA	TBA
TBA	TBA
MWF	09:00 am-09:50 am
MWF	11:00 am-11:50 am
TBA	TBA
TBA	TBA
TBA	TBA
MWF	11:00 am-11:50 am
MWF	01:00 pm-01:50 pm

un Date: 2/12/2016

Days	Time
TR	09:30 am-10:45 am
W	06:00 pm-08:50 pm
TR	12:00 pm-01:15 pm
TR	02:00 pm-03:15 pm
S	11:00 am-12:35 pm
F	06:00 pm-07:35 pm

TBA	TBA
TR	12:00 pm-01:15 pm
TBA	TBA
TBA	TBA
TBA	TBA
MW	06:00 pm-07:50 pm
TR	09:00 am-10:50 am
TR	12:00 pm-01:50 pm
MW	08:00 am-09:50 am
MW	10:00 am-11:50 am
TR	12:00 pm-01:50 pm
F	06:00 pm-07:35 pm
S	11:00 am-01:05 pm
TBA	TBA
T	06:00 pm-07:30 pm
MW	09:00 am-10:50 am
MW	12:00 pm-01:50 pm
TBA	TBA

Days	Time
S	09:15 am-10:50 am
S	01:15 pm-02:50 pm
TBA	TBA
TR	08:00 am-09:15 am
TBA	TBA
TBA	TBA
TBA	TBA
MW	09:00 am-10:50 am
TBA	TBA
MW	02:00 pm-03:50 pm
TR	02:00 pm-03:50 pm
MWF	11:00 am-11:50 am
MWF	12:00 pm-12:50 pm
MWF	01:00 pm-01:50 pm
MWF	02:00 pm-02:50 pm
MWF	03:00 pm-03:50 pm
TR	12:30 pm-01:45 pm
TR	09:00 am-10:50 am
TBA	TBA
TBA	TBA
TBA	TBA
MWF	09:00 am-09:50 am

MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

un Date: 2/12/2016

Days Time

MWF 01:00 pm-01:50 pm

TBA TBA

TBA TBA

TBA TBA

TBA TBA

TBA TBA

MWF 12:00 pm-12:50 pm

TBA TBA

F 09:00 am-09:50 am

MWR 10:00 am-10:50 am

TBA TBA

TBA TBA

TBA TBA

TBA	TBA
TBA	TBA
W	09:00 am-09:50 am
MF	09:00 am-09:50 am
TBA	TBA
TBA	TBA
TBA	TBA
MWF	12:00 pm-12:50 pm
TR	09:30 am-10:45 am
MWF	01:00 pm-01:50 pm
MWF	02:00 pm-02:50 pm

un Date: 2/12/2016

Days Time

TBA	TBA
F	01:00 pm-02:00 pm
TBA	TBA
TBA	TBA

TR 09:30 am-10:45 am
TR 12:00 pm-01:15 pm

MWF 12:00 pm-12:50 pm
TR 09:30 am-10:45 am

MWF 01:00 pm-01:50 pm
TBA TBA

MW 09:00 am-09:50 am
MW 10:00 am-10:50 am

MW 11:00 am-11:50 am
MW 12:00 pm-12:50 pm

MW 10:00 am-10:50 am
TBA TBA

TBA TBA
MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

TR 09:30 am-10:45 am
MWF 02:00 pm-02:50 pm
MWF 12:00 pm-12:50 pm

TR 09:30 am-10:45 am

MW 08:30 am-09:45 am

un Date: 2/12/2016

Days	Time
TR	09:30 am-10:45 am
MW	12:00 pm-01:15 pm
TR	12:00 pm-01:15 pm
MW	11:00 am-12:15 pm
T	02:00 pm-04:50 pm
R	02:00 pm-04:50 pm
MWF	09:00 am-09:50 am
TR	01:30 pm-02:45 pm
TR	12:00 pm-01:15 pm
MWF	11:00 am-11:50 am
T	06:00 pm-08:50 pm
M	06:00 pm-08:50 pm
TR	03:00 pm-04:15 pm
MWF	01:00 pm-01:50 pm
MWF	12:00 pm-12:50 pm
TR	01:30 pm-02:45 pm
TR	09:30 am-10:45 am
MWF	12:00 pm-12:50 pm
W	06:00 pm-08:50 pm
MWF	10:00 am-10:50 am

MWF 01:00 pm-01:50 pm
TR 08:00 am-09:15 am

TBA TBA

MWF 09:00 am-09:50 am

un Date: 2/12/2016

Days Time

MWF 10:00 am-10:50 am
T 06:00 pm-08:50 pm

TR 12:00 pm-01:15 pm
MWF 11:00 am-11:50 am

MWF 01:00 pm-01:50 pm
MWF 04:00 pm-04:50 pm

TR 09:30 am-10:45 am
MWF 12:00 pm-12:50 pm

TR 09:30 am-10:45 am
MWF 09:00 am-09:50 am

TR 01:30 pm-02:45 pm

MWF 02:00 pm-02:50 pm

TBA TBA

MWF 02:00 pm-02:50 pm

R 05:30 pm-08:20 pm

MWF 02:00 pm-02:50 pm

TBA TBA

TBA TBA

TBA TBA

R 08:30 am-09:20 am

W 11:00 am-11:50 am

F 09:00 am-10:50 am

W 11:00 am-11:50 am

F 09:00 am-10:50 am

un Date: 2/12/2016

Days Time

TR 01:30 pm-02:45 pm

TBA TBA

TR 12:00 pm-01:15 pm
TBA TBA

TR 09:30 am-10:45 am
MW 04:00 pm-05:15 pm

TBA TBA
TBA TBA

MWF 12:00 pm-12:50 pm
MWF 09:00 am-09:50 am

TR 12:00 pm-01:15 pm
TR 01:30 pm-02:45 pm

MWF 10:00 am-10:50 am
MWF 08:00 am-08:50 am

MWF 12:00 pm-12:50 pm
R 06:00 pm-08:50 pm

MWF 12:00 pm-12:50 pm
TBA TBA

TBA TBA

TBA TBA
MWF 10:00 am-10:50 am
W 02:00 pm-04:50 pm

MWF 11:00 am-11:50 am

T 06:00 pm-08:50 pm

un Date: 2/12/2016

Days Time

TBA TBA
TBA TBA

TBA TBA
R 06:00 pm-08:50 pm

T 09:00 am-10:15 am
R 09:00 am-10:15 am

MW 05:30 pm-06:45 pm
MWF 08:00 am-08:50 am

MWF 12:00 pm-12:50 pm
MWF 09:00 am-09:50 am

MWF 10:00 am-10:50 am
MWF 09:00 am-09:50 am

MWF 01:00 pm-01:50 pm
MTWR 12:00 pm-12:50 pm

MWF 09:00 am-09:50 am
TR 01:30 pm-02:45 pm

TR 01:30 pm-02:45 pm
MWF 08:00 am-08:50 am

TR 09:30 am-10:45 am

MWF 09:00 am-09:50 am
MWF 10:00 am-10:50 am
MWF 11:00 am-11:50 am

MWF 11:00 am-11:50 am

MWF 11:00 am-11:50 am

un Date: 2/12/2016

Days Time

MWF 12:00 pm-12:50 pm
MWF 12:00 pm-12:50 pm

MWF 01:00 pm-01:50 pm
MWF 01:00 pm-01:50 pm

MWF 02:00 pm-02:50 pm
TR 08:00 am-09:15 am

TR 01:30 pm-02:45 pm
TR 12:00 pm-01:15 pm

TR 12:00 pm-01:15 pm
TR 03:00 pm-04:15 pm

T 05:00 pm-07:50 pm
W 05:00 pm-07:50 pm

MTWF 11:00 am-11:50 am
MTWF 11:00 am-11:50 am

MTWF 09:00 am-09:50 am
MWF 03:00 pm-04:15 pm

MWF 12:00 pm-01:15 pm
TBA TBA

TBA TBA

TBA TBA
TBA TBA
TBA TBA

TBA TBA

TBA TBA

un Date: 2/12/2016

Days Time

MWF 08:00 am-08:50 am

TR 08:00 am-09:15 am
MWF 09:00 am-09:50 am
MWF 09:00 am-09:50 am
MWF 09:00 am-09:50 am
MWF 10:00 am-10:50 am
MWF 10:00 am-10:50 am
MWF 10:00 am-10:50 am
MWF 11:00 am-11:50 am
MWF 11:00 am-11:50 am
MWF 11:00 am-11:50 am
MWF 12:00 pm-12:50 pm
MWF 12:00 pm-12:50 pm
MWF 01:00 pm-01:50 pm
TR 09:30 am-10:45 am
MWF 01:00 pm-01:50 pm
MWF 10:00 am-10:50 am
MWF 02:00 pm-02:50 pm
MWF 02:00 pm-02:50 pm
MWF 03:00 pm-03:50 pm
TR 08:00 am-09:15 am
TR 09:30 am-10:45 am
TR 12:00 pm-01:15 pm
TR 03:00 pm-04:15 pm

un Date: 2/12/2016

Days	Time
TR	12:00 pm-01:15 pm
MW	12:00 pm-01:15 pm
W	05:00 pm-07:50 pm
MWF	01:00 pm-01:50 pm
MWF	03:00 pm-04:15 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
MWF	11:00 am-11:50 am
MWF	12:00 pm-12:50 pm
MWF	01:00 pm-01:50 pm
M	05:00 pm-07:50 pm
W	05:00 pm-07:50 pm

R 12:00 pm-02:45 pm

T 12:00 pm-01:45 pm

MWF 09:00 am-09:50 am

MWF 09:00 am-09:50 am

MWF 10:00 am-10:50 am

MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

un Date: 2/12/2016

Days Time

MWF 11:00 am-11:50 am

MWF 12:00 pm-12:50 pm

MWF 01:00 pm-01:50 pm

MWF 02:00 pm-02:50 pm

TR 09:30 am-10:45 am

TR 12:00 pm-01:15 pm

TR 01:30 pm-02:45 pm

TR 08:00 am-09:15 am

TR	01:30 pm-02:45 pm
TR	03:00 pm-04:15 pm
MWF	01:00 pm-01:50 pm
W	06:00 pm-08:50 pm
MWF	02:00 pm-03:15 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
F	10:00 am-10:50 am

un Date: 2/12/2016

Days **Time**

MTWR 10:00 am-10:50 am
MTWR 12:00 pm-12:50 pm

MTWR 09:00 am-09:50 am
T 12:00 pm-01:15 pm

W 09:00 am-11:50 am
R 05:00 pm-07:50 pm

M 08:00 am-09:50 am
R 09:00 am-10:45 am

MTWR 01:00 pm-01:50 pm
MTWR 12:00 pm-12:50 pm

TR 03:00 pm-04:15 pm
T 04:30 pm-07:20 pm

W 05:00 pm-07:50 pm
T 02:00 pm-04:50 pm

MTWR 12:00 pm-12:50 pm
MTWF 11:00 am-11:50 am

MWF 10:00 am-10:50 am
MWF 11:00 am-11:50 am

TR 09:30 am-10:45 am

TR 01:30 pm-02:45 pm
MW 03:00 pm-04:55 pm
TBA TBA

TR 03:00 pm-04:15 pm

TR 01:30 pm-02:45 pm

un Date: 2/12/2016

Days Time

TR 08:00 am-09:15 am
TR 12:00 pm-01:15 pm

TBA TBA
MWF 02:00 pm-02:50 pm

MWF 01:00 pm-01:50 pm
MWF 10:00 am-10:50 am

TBA TBA
TR 09:30 am-10:45 am

TR 03:00 pm-04:15 pm
MW 03:00 pm-04:15 pm

MW 02:00 pm-03:15 pm
MWF 09:00 am-09:50 am

MWF 11:00 am-11:50 am
M 06:00 pm-08:50 pm

TBA TBA

TR 09:30 am-10:45 am

TR 03:00 pm-04:15 pm

TR 01:30 pm-02:45 pm

TR 12:00 pm-01:15 pm

TR 08:00 am-09:15 am

TR 01:30 pm-02:45 pm

TR 03:00 pm-04:55 pm

TBA TBA

TBA TBA

un Date: 2/12/2016

Days Time

TBA TBA

TR 01:30 pm-02:45 pm

TR 12:00 pm-01:15 pm

TR 01:30 pm-02:45 pm

MWF 09:00 am-09:50 am

MWF 02:00 pm-02:50 pm

TR	03:00 pm-04:15 pm
MWF	01:00 pm-01:50 pm
MWF	10:00 am-10:50 am
MWF	11:00 am-11:50 am
M	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
T	06:00 pm-08:50 pm
MW	03:30 pm-04:45 pm
R	06:00 pm-08:50 pm
MWF	11:00 am-11:50 am
TR	01:30 pm-02:45 pm
MWF	01:00 pm-01:50 pm
TR	09:30 am-10:45 am
MWF	09:00 am-09:50 am
TR	12:00 pm-01:15 pm

un Date: 2/12/2016

Days	Time
TR	09:30 am-10:45 am
TR	04:00 pm-05:15 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TR	01:30 pm-02:45 pm
TR	01:30 pm-02:45 pm
TBA	TBA
TBA	TBA
F	09:00 am-11:50 am
MWF	08:00 am-08:50 am
MWF	11:00 am-11:50 am
TR	12:00 pm-01:15 pm
M	05:00 pm-06:15 pm
TR	03:00 pm-04:15 pm
MWF	09:00 am-09:50 am
TBA	TBA
W	06:00 pm-08:50 pm
M	01:00 pm-01:50 pm

M 10:00 am-11:15 am

MWF 02:00 pm-02:50 pm

un Date: 2/12/2016

Days Time

F 12:00 pm-12:50 pm

M 12:00 pm-12:50 pm

F 02:00 pm-02:50 pm

TBA TBA

TBA TBA

W 12:00 pm-12:50 pm

T 05:30 pm-08:20 pm

TBA TBA

TBA TBA

TBA TBA

TBA TBA

MWF 10:00 am-10:50 am

TR 12:00 pm-01:15 pm

TR 01:30 pm-02:45 pm

TBA TBA

TBA TBA

MW 02:00 pm-03:15 pm

MW 03:30 pm-04:45 pm

TR 09:30 am-10:45 am

TR 12:00 pm-01:15 pm

TR 09:30 am-10:45 am

M 08:00 am-09:50 am

MTWR 02:00 pm-02:50 pm

MTWR 10:00 am-10:50 am

un Date: 2/12/2016

Days Time

TBA TBA

TR 12:00 pm-01:15 pm

TBA TBA

R 06:00 pm-08:50 pm

MWF 11:00 am-11:50 am
MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am
MWF 12:00 pm-12:50 pm

TR 12:00 pm-01:15 pm
TBA TBA

TBA TBA
MWF 11:00 am-11:50 am

MW 03:00 pm-04:15 pm
TR 09:30 am-10:45 am

TBA TBA
MWF 12:00 pm-12:50 pm

MWF 09:00 am-09:50 am
MWF 01:00 pm-01:50 pm

MWF 01:00 pm-01:50 pm

TR 09:30 am-10:45 am
M 04:00 pm-06:50 pm
TR 12:00 pm-01:15 pm

MWF 11:00 am-11:50 am

MWF 10:00 am-10:50 am

un Date: 2/12/2016

Days Time

TR 09:15 am-10:55 am

MTWF 11:00 am-11:50 am

MTWF 12:00 pm-12:50 pm

MTRF 08:00 am-08:50 am

MTRF 09:00 am-09:50 am

MTWF 11:00 am-11:50 am

MW 06:00 pm-07:50 pm

MTRF 09:00 am-09:50 am

MTRF 10:00 am-10:50 am

MTWF 11:00 am-11:50 am

MW 06:00 pm-07:50 pm

MTRF 01:00 pm-01:50 pm

MTRF 02:00 pm-02:50 pm

MTRF 03:00 pm-03:50 pm

MTRF 04:00 pm-04:50 pm

MTRF 08:00 am-08:50 am

MTRF 09:00 am-09:50 am

MTRF 10:00 am-10:50 am

MTWF 11:00 am-11:50 am

MTRF 12:00 pm-12:50 pm

MTRF 01:00 pm-01:50 pm

MTRF 02:00 pm-02:50 pm

MTRF 03:00 pm-03:50 pm

MTRF 04:00 pm-04:50 pm

un Date: 2/12/2016

Days Time

MW 06:00 pm-07:50 pm

MW 04:00 pm-04:50 pm

MTRF 08:00 am-08:50 am

MTRF 10:00 am-10:50 am

MTRF 12:00 pm-12:50 pm

MTRF 04:00 pm-04:50 pm

TR 06:00 pm-07:50 pm

MTRF 09:00 am-09:50 am

MTRF 10:00 am-10:50 am

MTRF 12:00 pm-12:50 pm

MTRF 01:00 pm-01:50 pm

MTRF 02:00 pm-02:50 pm

MTRF 03:00 pm-03:50 pm

TR 06:00 pm-07:50 pm

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T 11:00 am-11:50 am

T 03:00 pm-03:50 pm

MW 02:00 pm-03:50 pm

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MWF 10:00 am-10:50 am

TR 01:30 pm-02:45 pm

MWF 08:00 am-08:50 am

MWF 12:00 pm-12:50 pm

TR 08:00 am-09:15 am

un Date: 2/12/2016

Days Time

TR 09:30 am-10:45 am

MWF 03:00 pm-03:50 pm

T 06:00 pm-08:50 pm
MWF 11:00 am-11:50 am

MWF 01:00 pm-01:50 pm
TR 12:00 pm-01:15 pm

M 06:00 pm-08:50 pm
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MWF 10:00 am-10:50 am
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MWF 11:00 am-11:50 am

MWF 12:00 pm-12:50 pm
MWF 01:00 pm-01:50 pm

MWF 02:00 pm-02:50 pm

TR 09:30 am-10:45 am
TR 01:30 pm-02:45 pm
TR 03:00 pm-04:15 pm

M 06:00 pm-08:50 pm

T 06:00 pm-08:50 pm

un Date: 2/12/2016

Days Time

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MTRF 08:00 am-08:50 am
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MTWF 12:00 pm-12:50 pm

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MW 06:00 pm-07:50 pm
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MWF 10:00 am-10:50 am

M 06:00 pm-08:50 pm
MTWF 08:00 am-08:50 am

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MTWF 08:00 am-08:50 am

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MTWF 08:00 am-08:50 am
MWRF 12:00 pm-12:50 pm

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un Date: 2/12/2016

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un Date: 2/12/2016

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TR 12:00 pm-01:15 pm

MW 12:00 pm-01:15 pm

MW 02:00 pm-03:15 pm

TR 02:00 pm-03:15 pm

TR 03:30 pm-04:45 pm

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un Date: 2/12/2016

Days	Time
M	01:00 pm-01:50 pm
TBA	TBA
MWF	01:00 pm-01:50 pm
TBA	TBA
T	11:00 am-11:50 am
TR	01:30 pm-02:45 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TR	12:00 pm-01:15 pm
TR	09:30 am-10:45 am
TR	12:00 pm-01:15 pm
TBA	TBA
TBA	TBA
TBA	TBA
TR	09:30 am-10:45 am
T	06:00 pm-08:50 pm
TBA	TBA
F	10:00 am-10:50 am

TR 09:30 am-10:45 am

TR 01:30 pm-02:45 pm

TBA TBA

TBA TBA

un Date: 2/12/2016

Days Time

TR 12:00 pm-01:15 pm

TR 09:30 am-10:45 am

MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

MWF 12:00 pm-12:50 pm

MWF 01:00 pm-01:50 pm

MWF 03:00 pm-03:50 pm

MWF 09:00 am-09:50 am

MWF 11:00 am-11:50 am

TR 09:30 am-10:45 am

MWF 02:00 pm-02:50 pm

TR 09:30 am-10:45 am
TR 09:30 am-10:45 am
TR 12:00 pm-01:15 pm
MWF 10:00 am-10:50 am
TR 01:30 pm-02:45 pm
MWF 01:00 pm-01:50 pm
MWF 08:00 am-08:50 am
MWF 02:00 pm-02:50 pm
TR 09:30 am-10:45 am
MW 03:00 pm-04:15 pm
MW 05:00 pm-06:15 pm
W 06:00 pm-08:50 pm
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un Date: 2/12/2016

Days Time

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TR 12:00 pm-01:15 pm
TR 09:30 am-10:45 am

TR 01:30 pm-02:45 pm
MWF 12:00 pm-12:50 pm

TR 09:30 am-10:45 am
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TR 09:30 am-10:45 am
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MW 06:00 pm-07:15 pm

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un Date: 2/12/2016

Days Time

MWF 10:00 am-10:50 am
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R 05:00 pm-07:50 pm

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W 06:00 pm-08:50 pm

TR 01:30 pm-02:45 pm
F 09:00 am-10:50 am

MW 09:00 am-09:50 am
TBA TBA

TWR 01:00 pm-05:00 pm
WF 01:00 pm-05:00 pm

TR 10:00 am-11:15 am
R 08:00 am-09:50 am

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TBA	TBA
MWF	09:00 am-09:50 am
MWF	03:00 pm-03:50 pm
TR	01:30 pm-02:45 pm
TR	03:00 pm-04:15 pm
TR	12:00 pm-01:15 pm
TR	08:00 am-09:15 am

un Date: 2/12/2016

Days	Time
MWF	11:00 am-11:50 am
W	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
MW	02:00 pm-03:15 pm
TR	09:30 am-10:45 am

MW	03:30 pm-04:45 pm
TR	12:00 pm-01:15 pm
TR	12:00 pm-01:15 pm
M	06:00 pm-08:50 pm
TBA	TBA
R	01:30 pm-02:45 pm
T	01:30 pm-02:45 pm
TBA	TBA
TR	01:30 pm-02:45 pm
TR	12:00 pm-01:15 pm
TR	01:30 pm-02:45 pm
TBA	TBA
MWF	01:00 pm-01:50 pm
MWF	02:00 pm-02:50 pm
TR	01:30 pm-02:45 pm
W	06:00 pm-08:50 pm

un Date: 2/12/2016

Days **Time**

TBA	TBA
TBA	TBA
T	08:00 am-10:50 am
TR	01:30 pm-02:45 pm
TR	03:00 pm-04:15 pm
TR	12:00 pm-01:15 pm
MWF	02:00 pm-02:50 pm
MW	10:00 am-10:50 am
TR	10:00 am-10:50 am
MTWR	12:00 pm-12:50 pm
MTWR	04:00 pm-04:50 pm
TBA	TBA
MTWR	10:00 am-10:50 am
MTWR	01:00 pm-01:50 pm
MW	06:00 pm-07:50 pm
TBA	TBA
MTWR	01:00 pm-01:50 pm
MWF	09:00 am-09:50 am
MWF	11:00 am-11:50 am
TR	03:00 pm-04:15 pm
TR	12:00 pm-01:15 pm
TR	01:30 pm-02:45 pm
MWF	10:00 am-10:50 am
MWF	02:00 pm-02:50 pm

un Date: 2/12/2016

Days	Time
MWF	08:00 am-08:50 am
TR	09:30 am-10:45 am
MWF	12:00 pm-12:50 pm
MWF	01:00 pm-01:50 pm
W	06:00 pm-08:50 pm
TR	12:00 pm-01:15 pm
MW	10:00 am-11:15 am
MW	11:30 am-12:45 pm
TR	09:30 am-10:45 am
M	11:00 am-11:50 am
MW	12:00 pm-12:50 pm
TR	01:30 pm-02:45 pm
MWF	12:00 pm-12:50 pm
MWF	02:00 pm-02:50 pm
MWF	10:00 am-10:50 am

TR 12:00 pm-01:15 pm

MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

MWF 10:00 am-10:50 am

MWF 11:00 am-11:50 am

W 03:30 pm-06:30 pm

MWF 01:00 pm-01:50 pm

TBA TBA

un Date: 2/12/2016

Days Time

TR 12:00 pm-01:15 pm

T 01:00 pm-02:50 pm

TBA TBA

T 10:00 am-11:50 am

TBA TBA

M 09:00 am-10:50 am

W	09:00 am-10:50 am
T	09:00 am-10:50 am
R	04:00 pm-05:50 pm
T	06:00 pm-07:50 pm
TBA	TBA
M	01:00 pm-02:50 pm
T	04:00 pm-05:50 pm
W	04:00 pm-05:50 pm
W	04:00 pm-05:50 pm
MWF	09:00 am-09:50 am
TBA	TBA
MWF	10:00 am-10:50 am
T	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
TR	09:30 am-10:45 am
MWF	10:00 am-10:50 am
M	06:00 pm-08:50 pm

un Date: 2/12/2016

Days	Time
MWF	01:00 pm-01:50 pm
TR	12:00 pm-01:15 pm
MWF	12:00 pm-12:50 pm
TR	01:30 pm-02:45 pm
TR	06:00 pm-07:15 pm
T	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA
TR	09:30 am-10:45 am
MWF	01:00 pm-01:50 pm
MWF	08:00 am-08:50 am
MWF	09:00 am-09:50 am
TR	06:00 pm-07:15 pm
R	06:00 pm-08:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
TBA	TBA

TR 12:00 pm-01:15 pm

R 06:00 pm-08:50 pm

un Date: 2/12/2016

Days Time

F 12:00 pm-12:50 pm

MW 12:00 pm-12:50 pm

M 06:00 pm-07:50 pm

TR 11:00 am-12:15 pm

TBA TBA

MWF 08:00 am-08:50 am

TR 09:30 am-10:45 am

MWF 09:00 am-09:50 am

MWF 09:00 am-09:50 am

MWF 10:00 am-10:50 am

TR 02:00 pm-03:15 pm

W 05:00 pm-05:50 pm

T 11:00 am-11:50 am

T 12:00 pm-12:50 pm

M 05:00 pm-05:50 pm

MWR 09:00 am-09:50 am

TR 11:00 am-11:50 am

T 10:00 am-10:50 am

TR 01:00 pm-01:50 pm

TBA TBA

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un Date: 2/12/2016

Days Time

TBA TBA

TBA TBA

M 09:00 am-10:50 am

W 09:00 am-10:50 am

T 09:00 am-10:50 am
R 04:00 pm-05:50 pm

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M 01:00 pm-02:50 pm

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T 01:30 pm-03:20 pm
T 01:30 pm-03:20 pm

TR 12:00 pm-01:15 pm
M 06:00 pm-08:50 pm

R 09:00 am-10:50 am
M 09:00 am-10:50 am

TBA TBA

M 09:00 am-10:50 am
M 11:00 am-12:50 pm
M 01:00 pm-02:50 pm

M 03:00 pm-04:50 pm

T 12:00 pm-01:50 pm

un Date: 2/12/2016

Days	Time
T	02:00 pm-03:50 pm
TBA	TBA
TBA	TBA
M	11:00 am-12:50 pm
T	12:00 pm-01:50 pm
TBA	TBA
T	12:00 pm-01:50 pm
T	09:00 am-10:50 am
TBA	TBA
TBA	TBA
W	01:00 pm-02:50 pm
W	03:00 pm-04:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
W	12:00 pm-12:50 pm
M	12:00 pm-12:50 pm
TBA	TBA
W	09:00 am-10:50 am
W	01:00 pm-02:50 pm

TBA TBA
MW 01:00 pm-01:50 pm

TBA TBA

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un Date: 2/12/2016

Days Time

M 09:00 am-10:50 am
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TBA TBA

M 11:00 am-12:50 pm
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TBA	TBA
M	03:00 pm-04:50 pm
TBA	TBA
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TBA	TBA
TBA	TBA
M	03:00 pm-04:50 pm
T	11:00 am-11:50 am
R	11:00 am-11:50 am
M	09:00 am-09:50 am
MWF	10:00 am-10:50 am
MW	09:00 am-09:50 am
R	11:00 am-11:50 am

un Date: 2/12/2016

Days Time

T	10:00 am-10:50 am
MWF	11:00 am-11:50 am

R 08:00 am-09:50 am
MWF 12:00 pm-12:50 pm

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TBA TBA
MW 12:00 pm-12:50 pm

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R 05:00 pm-05:50 pm
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TW 01:00 pm-01:50 pm

un Date: 2/12/2016

Days	Time
TR	09:00 am-09:50 am
R	02:00 pm-02:50 pm
M	12:00 pm-01:40 pm
T	12:00 pm-01:40 pm
M	02:00 pm-03:40 pm
T	06:00 pm-07:40 pm
T	12:00 pm-01:50 pm
T	06:00 pm-07:50 pm
M	08:00 am-10:50 am
T	12:00 pm-02:50 pm
TR	01:30 pm-02:45 pm
TBA	TBA
TBA	TBA
TBA	TBA
MWF	09:00 am-09:50 am
TBA	TBA
TBA	TBA
MWF	12:00 pm-12:50 pm
MWF	09:00 am-09:50 am

TBA	TBA
M	12:00 pm-02:50 pm
MWF	10:00 am-10:50 am
MWF	02:00 pm-02:50 pm
MWF	08:00 am-08:50 am

un Date: 2/12/2016

Days Time

MWF	12:00 pm-12:50 pm
TBA	TBA
TBA	TBA
TBA	TBA
TR	03:00 pm-04:15 pm
MWF	12:00 pm-12:50 pm
MWF	09:00 am-09:50 am
MWF	12:00 pm-12:50 pm
MW	05:30 pm-06:45 pm
MWF	10:00 am-10:50 am

TR	05:30 pm-06:50 pm
MWF	09:00 am-09:50 am
MWF	09:00 am-09:50 am
MWF	10:00 am-10:50 am
MWF	02:00 pm-02:50 pm
TR	09:30 am-10:45 am
M	10:00 am-11:15 am
W	10:00 am-11:15 am
F	10:00 am-10:50 am
MW	10:00 am-10:50 am
F	11:00 am-11:50 am
T	08:00 am-09:50 am
W	02:00 pm-03:50 pm
TR	02:00 pm-03:30 pm

un Date: 2/12/2016

Days	Time
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T	12:00 pm-02:50 pm
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MW	05:00 pm-06:15 pm
MW	05:00 pm-06:15 pm
TR	08:00 am-09:15 am
TR	08:00 am-09:15 am
MW	05:00 pm-06:55 pm
MWF	09:00 am-10:20 am
MWF	09:00 am-10:20 am
MWF	10:30 am-11:50 am
MWF	10:30 am-11:50 am
F	08:00 am-10:50 am
F	08:00 am-10:50 am
F	08:00 am-10:50 am
F	08:00 am-10:50 am
M	10:00 am-11:50 am
MWF	07:50 am-11:50 am
MWF	07:50 am-11:50 am
TR	06:00 pm-10:00 pm
TR	06:00 pm-10:00 pm
MW	06:30 pm-09:30 pm
MW	06:30 pm-09:30 pm
MW	02:00 pm-05:00 pm
MW	02:00 pm-05:00 pm
TBA	TBA

un Date: 2/12/2016

Days	Time
R	10:00 am-11:50 am
TBA	TBA
MW	02:00 pm-04:50 pm
TR	09:00 am-11:50 am
TWR	05:00 pm-07:50 pm
MW	09:00 am-11:50 am
MW	12:30 pm-03:20 pm
TR	03:30 pm-06:20 pm
MW	01:00 pm-03:50 pm
MW	09:00 am-11:50 am
MW	11:00 am-11:50 am
MW	02:00 pm-02:50 pm
MW	10:00 am-10:50 am
R	08:00 am-08:50 am
R	09:00 am-09:50 am
T	02:00 pm-02:50 pm
R	10:00 am-10:50 am

MW 01:00 pm-01:50 pm

TBA TBA

MW 03:30 pm-04:45 pm

MW 12:30 pm-01:45 pm

W 07:00 pm-09:50 pm

TR 12:30 pm-01:20 pm

W 06:15 pm-09:00 pm

un Date: 2/12/2016

Days Time

M 06:15 pm-09:00 pm

R 06:15 pm-09:00 pm

TR 03:30 pm-04:45 pm

MW 03:30 pm-04:20 pm

R 11:00 am-11:50 am

F 04:00 pm-05:50 pm

M 04:00 pm-05:50 pm

M 06:00 pm-07:50 pm

TR 06:00 pm-07:50 pm

M 06:00 pm-08:50 pm

TBA TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7024	ANT 111 Y11	Cultural Anthropolog	Carnegie	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is a SUNY Learning Network (SLN) Angel Internet course									
Comments: section. It is taught completely online.									
7919	ANT 112 Y11	Introduction to Arch	Carroll	05/31/2016-07/01/2016	15	0 4	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is a SUNY Learning Network (SLN) Internet course									
Comments: section. It is taught completely online. Students who sign									
Comments: up for ANT 112 Y11 must also sign up for ANT 112 YL1.									
7920	ANT 112 YL1	Introduction to Arch	Carroll	05/31/2016-07/01/2016	15	0 0	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments: This is a SUNY Learning Network (SLN) Internet course									
Comments: section. It is taught completely online. Students who sign									
Comments: up for ANT 112 YL1 must also sign up for ANT 112 Y11.									
8173	ART 108 Y01	History of Architect	Groat	05/31/2016-07/01/2016	15	0 3	OFOTH	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
8172	ART 109 Y01	History of Architect		07/05/2016-08/05/2016	15	0 3	OFOTH	TBA TBA	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
7931	ART 112 31	Beginning Photograph	Detrani	07/05/2016-08/05/2016	14	0 3	TH 103	MW 12:00 pm-02:45 pm	
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									

Comments: ART 112-31 (CRN 7931) Lecture must also register for

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: Lab ART 112-L32 (CRN 7932) or ART 112-L33 (CRN 7933)									
7932	ART 112 L32	Beginning Photograph	Detrani	07/05/2016-08/05/2016	7	0 0	SB 004	MW	03:00 pm-05:45 pm
[Empty grid]									
Comments: ART 112-L32 (CRN 7932) Lab must also register for									
Comments: Lecture ART 112-31 (CRN 7931)									
7933	ART 112 L33	Beginning Photograph	Detrani	07/05/2016-08/05/2016	7	0 0	SB 004	R	10:30 am-03:45 pm
[Empty grid]									
Comments: ART 112-L33 (CRN 7933) Lab must also register for									
Comments: Lecture ART 112-31 (CRN 7931)									
8081	ART 113 Y02	History Modern Desig		07/05/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is a SUNY Learning Network (SLN) Angel Internet course									
Comments: section. It is taught completely online.									
8129	ART 115 Y02	Beginning Drawing		05/31/2016-08/05/2016	16	0 3		TBA	TBA
[Empty grid]									
7248	ART 116 Y01	Painting I	Groat	06/27/2016-08/05/2016	15	0 3	OFOTH	TBA	TBA
[Empty grid]									
7030	ASL 120 11	American Sign Langua	Troshan	05/31/2016-07/01/2016	20	0 3	TH 104	MTR	09:00 am-11:45 am
[Empty grid]									
7031	ASL 120 12	American Sign Langua	Frate	05/31/2016-07/01/2016	20	0 3	TH 009	MTR	02:00 pm-04:45 pm
[Empty grid]									
7978	ASL 220 21	American Sign Langua	Troshan	07/05/2016-08/05/2016	20	0 3	TH 105	MTR	09:00 am-11:45 am
[Empty grid]									
8158	ASL 220 22	American Sign Langua	Frate	07/05/2016-08/05/2016	20	0 3	TH 009	MTR	02:00 pm-04:45 pm
[Empty grid]									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
8000	BHM 101 Y01	Basic Nutrition	Hasemann	05/31/2016-07/01/2016	20	0 4	OFDL	TBA	TBA

Comments: CRN 8000 BHM 101Y01 is an Internet course section & is
 Comments: taught completely ONLINE. This section is CROSS-LISTED with
 Comments: CRN 8001 BIO 121Y01; Students can ONLY register for one of
 Comments: these sections.

8095	BHM 101 Y02	Basic Nutrition	Hasemann	05/31/2016-07/01/2016	20	0 4	OFDL	TBA	TBA
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Comments: CRN 8095 BHM 101Y02 is an Internet course section & is
 Comments: taught completely ONLINE. This section is CROSS-LISTED with
 Comments: CRN 8096 BIO 121Y02; Students can ONLY register for one of
 Comments: these sections.

7001	BHM 201 01	Hotel/Restaurant Int	Wojdat	05/31/2016-08/05/2016	24	0 3		TBA	TBA
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Comments: CRN 7001 BHM 201 01 course section requires the approval of
 Comments: the Department Chair to register. This section is
 Comments: CROSS-LISTED with CRN 7002 BHM 297 01, students can ONLY
 Comments: register for one of these sections.

8115	BHM 201 02	Hotel/Restaurant Int	Wojdat	05/31/2016-08/05/2016	0	0 3		TBA	TBA
			BHM 110	UG	D				
	AND		BHM 216	UG	D				
	AND		BHM 230	UG	D				
	AND		BHM 235	UG	D				

Comments: CRN 8115 BHM 201 02 course section requires the approval of

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: the Department Chair to register. This section is Comments: CROSS-LISTED with CRN 8116 BHM 297 02; students can ONLY Comments: register for one of these sections.									
7002	BHM 297 01	Hotel/Restaurant Int	Wojdat	05/31/2016-08/05/2016	24	0 3		TBA	TBA
Comments: CRN 7002 BHM 297 01 course section requires the approval of Comments: the Department Chair to register. This section is Comments: CROSS-LISTED with CRN 7001 BHM 201 01; student can ONLY Comments: register for one of these sections.									
7834	BIO 090 LY1	Preparatory Biology	Glenn	05/31/2016-07/01/2016	16	0 0	OFDL	TBA	TBA
Comments: BIO 090 LY1 must also register for CRN 7833-BIO 090 Y01. Comments: This is an internet course section. It is taught completely Comments: online.									
7833	BIO 090 Y01	Preparatory Biology	Glenn	05/31/2016-07/01/2016	16	0 4	OFDL	TBA	TBA
Comments: BIO 090 Y01 must also register for CRN 7834-BIO 090 LY1. Comments: This is an internet course section. It is taught completely Comments: online.									
7003	BIO 101 Y01	Intro to Anatomy Phy	Curtis	05/31/2016-07/01/2016	20	0 3	OFDL	TBA	TBA
Comments: This is an internet course section. It is taught completely Comments: online.									
7969	BIO 115 31	Ecology of the Natio	Demetros	07/05/2016-08/05/2016	28	0 4	OFOTH	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: This course involves an extensive field trip to 5 western national parks. For more information please contact Dr. Richard F. Firenze, Chair, Biology Department. BIO 115 31 must also register for CRN 7970 BIO 115L32 or CRN 7990 BIO 115L33.									
7970	BIO 115 L32	Ecology of the Natio	Demetros	07/05/2016-08/05/2016	14	0 0	OFOTH	TBA TBA	
Comments: BIO 115L22 must also register for CRN 7969 BIO 115 21.									
7990	BIO 115 L33	Ecology of the Natio		07/05/2016-08/05/2016	14	0 0	OFOTH	TBA TBA	
Comments: BIO 115L23 must also register for CRN 7969 BIO 115 21.									
7748	BIO 117 11	Principles of Biolog	Demetros	05/31/2016-07/01/2016	14	0 4	AT 119	MTW 08:00 am-10:50 am	
Comments: BIO 117 11 must also register for CRN 7750 BIO 117L13									
7750	BIO 117 L13	Principles of Biolog	Demetros	05/31/2016-07/01/2016	14	0 0	NSC 102	MT 11:00 am-02:45 pm	
Comments: BIO 117L13 must also register for CRN 7748 BIO 117 11									
8076	BIO 120 Y01	Human Sexuality	Demetros	05/31/2016-07/01/2016	20	0 3	OFDL	TBA TBA	
Comments: This is an internet course section. It is taught completely online.									
8001	BIO 121 Y01	Basic Nutrition	Hasemann	05/31/2016-07/01/2016	20	0 4	OFDL	TBA TBA	
Comments: CRN 8001 BIO 121Y01 is an Internet course section & is									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
	Comments: taught completely ONLINE. This section is CROSS-LISTED with Comments: CRN 8000 BHM 101Y01; Students can ONLY register for one of Comments: these sections																		
8096	BIO 121 Y02	Basic Nutrition	Hasemann	05/31/2016-07/01/2016	20	0 4	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
	Comments: CRN 8096 BIO 121Y02 is an Internet course section & is Comments: taught completely ONLINE. This section is CROSS-LISTED with Comments: CRN 8095 BHM 101Y02; Students can ONLY register for one of Comments: these sections.																		
7036	BIO 131 11	Human Biology I	Curtis	05/31/2016-07/01/2016	16	0 4	NSC 205	MTWR	08:00 am-10:10 am										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
	Comments: BIO 131 11 must also register for CRN 7038 BIO 131L12																		
8079	BIO 131 B14	Human Biology I	O'Donnell	05/31/2016-07/01/2016	16	0 4	NSC 101	MTW	06:00 pm-08:50 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
	Comments: This is a BLENDED course section. Students will meet on Comments: campus in the classroom and work ONLINE as scheduled. Comments: BIO 131B14 must also register for 8080 BIO 131BL5.																		
8080	BIO 131 BL5	Human Biology I	O'Donnell	05/31/2016-07/01/2016	16	0 0	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
	Comments: BIO 131BL5 must also register for CRN 8079 BIO 131B14. Comments: This is an internet course section. The lab is taught Comments: online.																		
7038	BIO 131 L12	Human Biology I	Curtis	05/31/2016-07/01/2016	16	0 0	NSC 101	MW	10:20 am-01:20 pm										
<table border="1" style="width: 100%; height: 20px;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																			
	Comments: BIO 131L12 must also register for CRN 7036 BIO 131 11																		

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
7525	BIO 131 LY1	Human Biology I	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 0	OFDL	TBA TBA											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131 LY1 must also register for CRN 7524-BIO 131 Y11.																	
Comments:		This is an internet course section. It is taught completely																	
Comments:		online.																	
7580	BIO 131 LY2	Human Biology I	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 0	OFDL	TBA TBA											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131 LY2 must also register for CRN 7579-BIO 131 Y12.																	
Comments:		This is an internet course section. It is taught completely																	
Comments:		online.																	
7524	BIO 131 Y11	Human Biology I	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 4	OFDL	TBA TBA											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131 Y11 must also register for CRN 7525-BIO 131 LY1.																	
Comments:		This is an internet course section. It is taught completely																	
Comments:		online.																	
7579	BIO 131 Y12	Human Biology I	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 4	OFDL	TBA TBA											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
Comments:		BIO 131 Y12 must also register for CRN 7580-BIO 131 LY2.																	
Comments:		This is an internet course section. It is taught completely																	
Comments:		online.																	
7934	BIO 132 31	Human Biology II	Kelly	07/05/2016-08/05/2016	16	0 4	TH 101	MTWR08:00 am-10:10 am											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">BIO</td> <td style="width:10%;">131</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>														BIO	131	UG	D		
				BIO	131	UG	D												
Comments:		BIO 132 31 must also register for CRN 7936 BIO 132L32																	
8053	BIO 132 B32	Human Biology II	Peake	07/05/2016-08/05/2016	16	0 4	NSC 201	MTW 06:00 pm-08:50 pm											

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
				BIO 131 UG D					
	Comments: This is a BLENDED course section. Students will meet on campus in the classroom and work ONLINE as scheduled.								
	Comments: BIO 132 B32 must also register for CRN 8054-BIO 132 BL2.								
8054	BIO 132 BL2	Human Biology II	Peake	07/05/2016-08/05/2016	16	0 0	OFDL	TBA TBA	
				BIO 131 UG D					
	Comments: BIO 132 BL2 must also register for CRN 8053-BIO 132 B32.								
	Comments: This is an internet course section. The lab is taught online.								
7936	BIO 132 L32	Human Biology II	Kelly	07/05/2016-08/05/2016	16	0 0	NSC 101	MW	10:20 am-01:20 pm
				BIO 131 UG D					
	Comments: BIO 132L32 must also register for CRN 7934 BIO 132 31.								
7527	BIO 132 LY1	Human Biology II	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 0	OFDL	TBA TBA	
	Comments: BIO 132 LY1 must also register for CRN 7526-BIO 132 Y11.								
	Comments: This is an internet course section. It is taught completely online.								
7634	BIO 132 LY2	Human Biology II	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 0	OFDL	TBA TBA	
	Comments: BIO 132 LY2 must also register for CRN 7633-BIO 132 Y12.								
	Comments: This is an internet course section. It is taught completely online.								
7526	BIO 132 Y11	Human Biology II	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 4	OFDL	TBA TBA	
	Comments: BIO 132 Y11 must also register for CRN 7527-BIO 132 LY1.								

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: This is an internet course section. It is taught completely online.									
7633	BIO 132 Y12	Human Biology II	Mulvaney-Musa	05/31/2016-07/01/2016	16	0 4	OFDL	TBA	TBA
[Empty Row]									
Comments: BIO 132 Y12 must also register for CRN 7634-BIO 132 LY2.									
Comments: This is an internet course section. It is taught completely online.									
7044	BIO 150 11	Microbiology	Hollister	05/31/2016-07/01/2016	32	0 4	TH 101	MTWR	08:00 am-10:10 am
[Empty Row]									
Comments: BIO 150 11 must also register for CRN 7045 BIO 150L12 or CRN 7046 BIO 150L13									
7045	BIO 150 L12	Microbiology	Hollister	05/31/2016-07/01/2016	16	0 0	NSC 109	MW	10:20 am-02:05 pm
[Empty Row]									
Comments: BIO 150L12 must also register for CRN 7044 BIO 150 11									
7046	BIO 150 L13	Microbiology	Hollister	05/31/2016-07/01/2016	16	0 0	NSC 109	TR	10:20 am-02:05 pm
[Empty Row]									
Comments: BIO 150L13 must also register for CRN 7044 BIO 150 11									
7350	BIO 216 Y11	Immunology		05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is a SUNY Learning Network (SLN) Angel Internet course section. It is taught completely online.									
7913	BIT 106 Y31	Electronic Portfolio	West	07/05/2016-08/05/2016	20	0 1	OFDL	TBA	TBA
[Empty Row]									
Comments: CRN 7913 BIT 106Y31 is an Internet course section & is									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: taught completely ONLINE.									
7004	BIT 173	Y01 Basics of Website Cr	Wells	05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: CRN 7004 BIT 173Y01 is an Internet course section & is									
Comments: taught completely ONLINE. This section requires proctored									
Comments: exams.									
7307	BIT 200	Y01 Spreadsheets Busines	Ryan	05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: CRN 7307 BIT 200Y01 is an Internet course section & is									
Comments: taught completely ONLINE. This section requires proctored									
Comments: exams.									
7047	BUS 100	11 Accounting I	Guzzi	05/31/2016-07/01/2016	25	0 4	BB 213	MTWR	10:30 am-12:50 pm
[Empty Row]									
7048	BUS 111	Y11 Financial Accounting	O'Bryan	05/31/2016-07/01/2016	20	0 4	OFDL	TBA	TBA
[Empty Row]									
Comments: CRN 7048 BUS 111Y11 is an Internet course section & is									
Comments: taught completely ONLINE.									
7965	BUS 112	Y10 Quantitative Busines	Kuzma	05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: CRN 7965 BUS 112Y10 is a Internet course section & is taught									
Comments: completely ONLINE.									
7050	BUS 115	B11 Business Statistics	Ryan	05/31/2016-07/01/2016	25	0 3	NSC 201	TR	05:30 pm-07:00 pm
[Empty Row]									
Comments: CRN 7050-BUS 115 B11 is a BLENDED course section. Students									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: meet on campus in the classroom as scheduled & complete									
Comments: remaining work ONLINE.									
7966	BUS 116 31	International Busine	Petrolawicz	07/05/2016-08/05/2016	28	0 3	TH 104	MW	05:30 pm-09:30 pm
[Empty grid]									
7310	BUS 118 Y11	Business Law I	Loy	05/31/2016-07/01/2016	20	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: CRN 7310 BUS 118Y11 is an Internet course section & is									
Comments: taught completely ONLINE.									
8117	BUS 120 B01	Business Law II (WE)	Petrolawicz	05/31/2016-07/01/2016	20	0 3	TH 104	MWF	01:00 pm-02:35 pm
[Empty grid]									
AND ([Empty grid]									
OR [Empty grid]									
OR [Empty grid]									
OR [Empty grid]									
Comments: CRN 8117 BUS 120B01 is a BLENDED coourse section. Students									
Comments: meet in campus in the classroom as scheduled & complete									
Comments: remaining work ONLINE.									
7232	BUS 120 WY	Business Law II (WE)	Loy	05/31/2016-07/01/2016	20	0 3	OFDL	TBA	TBA
[Empty grid]									
OR [Empty grid]									
OR [Empty grid]									
OR [Empty grid]									
Comments: CRN 7232 BUS 120WY1 is a WRITING EMPHASIS course section &									
Comments: is also an Internet course section & is taught completely									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7917	CHM 142L 32	Gen Organic Biochem		07/05/2016-08/05/2016	16	0 1	NSC 301	MWR	11:00 am-01:45 pm
	(		CHM 141	UG D					
	AND		CHM 141L	UG D					
	AND		CHM 142	UG D	Yes)	
Comments: CHM 142L22 must also register for CRN 7915 CHM 142-21.									
7053	CHM 145 11	General Chemistry I		05/31/2016-07/01/2016	32	0 3	NSC 201	MTWR	10:00 am-12:10 pm
Comments: CHM 145-11 must also register for CRN 7296 CHM 145L12 or									
Comments: CRN 7297 CHM 145L13.									
7296	CHM 145L 12	Chemistry Laboratory		05/31/2016-07/01/2016	16	0 1	NSC 202	MWR	12:30 pm-03:20 pm
Comments: CHM 145L12 must also register for CRN 7053 CHM 145-11.									
7323	CHM 145L Y01	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA
Comments: This is a SUNY Learning Network (SLN) Angel Internet course									
Comments: section. It is taught completely online.									
7324	CHM 145L Y02	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA
Comments: This is a SUNY Learning Network (SLN) Angel Internet course									
Comments: section. It is taught completely online.									
7325	CHM 145L Y03	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA
Comments: This is a SUNY Learning Network (SLN) Angel Internet course									
Comments: section. It is taught completely online.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time																														
7314	CHM 145 Y01	General Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA TBA																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																							
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																																					
Comments:		section. It is taught completely online.																																					
7315	CHM 145 Y02	General Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA TBA																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																							
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																																					
Comments:		section. It is taught completely online.																																					
7320	CHM 145 Y03	General Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA TBA																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																							
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																																					
Comments:		section. It is taught completely online.																																					
7321	CHM 145 Y04	General Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA TBA																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																																							
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																																					
Comments:		section. It is taught completely online.																																					
8113	CHM 145 Y05	General Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA TBA																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">CHM</td> <td style="width: 10%;">145L</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;">Yes</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>													CHM	145L	UG	D	Yes																						
			CHM	145L	UG	D	Yes																																
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course																																					
Comments:		section. It is taught completely online.																																					
7916	CHM 146 31	General Chemistry II		07/05/2016-08/05/2016	32	0 3	NSC 201	MTWR10:00 am-12:10 pm																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;">(</td> <td style="width: 10%;"></td> <td style="width: 10%;">CHM</td> <td style="width: 10%;">145</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="width: 10%;">AND</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">CHM</td> <td style="width: 10%;">145L</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="width: 10%;">AND</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;">MAT</td> <td style="width: 10%;">136</td> <td style="width: 10%;">UG</td> <td style="width: 10%;">D</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>											(CHM	145	UG	D				AND			CHM	145L	UG	D				AND			MAT	136	UG	D			
	(CHM	145	UG	D																																	
AND			CHM	145L	UG	D																																	
AND			MAT	136	UG	D																																	

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	AND		CHM 146L	UG D	Yes)			
	Comments: CHM 146 31 must also register for CRN 7918 CHM 146L32 or								
	Comments: CRN 8056 CHM 146L33.								
7918	CHM 146L 32	Chemistry Laboratory		07/05/2016-08/05/2016	16	0 1	NSC 202	MWR	12:30 pm-03:20 pm
	(		CHM 145	UG D					
	AND		CHM 145L	UG D					
	AND		MAT 136	UG D					
	AND		CHM 146	UG D	Yes)			
	Comments: CHM 146L32 must also register for CRN 7916 CHM 146 31.								
8056	CHM 146L 33	Chemistry Laboratory		07/05/2016-08/05/2016	16	0 1	NSC 206	MWR	12:30 pm-03:20 pm
	(		CHM 145	UG D					
	AND		CHM 145L	UG D					
	AND		MAT 136	UG D					
	AND		CHM 146	UG D	Yes)			
	Comments: CHM 146L33 must also register for CRN 7916 CHM 146 31.								
7327	CHM 146L LY1	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course								
	Comments: section. It is taught completely online.								
7328	CHM 146L LY2	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course								
	Comments: section. It is taught completely online.								
7699	CHM 146L LY3	Chemistry Laboratory		05/31/2016-08/05/2016	16	0 1	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: This is a SUNY Learning Network (SLN) Angel internet course Comments: section. It is taught completely online.									
8061	CHM 245	Y01 Organic Chemistry I		05/31/2016-08/05/2016	16	0 3	OFDL	TBA	TBA
	(		CHM 146	UG D					
	AND		CHM 146L	UG D					
	AND		CHM 245L	UG D	Yes)	
Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.									
8062	CHM 246	Y01 Organic Chemistry II		05/31/2016-08/05/2016	16	0 3	OFDL	TBA	TBA
	(		CHM 245	UG D					
	AND		CHM 245L	UG D					
	AND		CHM 246L	UG D	Yes)	
Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.									
8148	CIV 124	90 Mechanics (Statics)		05/31/2016-08/05/2016	0	0 3		TBA	TBA
			MAT 130	UG D	Yes				
7056	CLT 208	11 Pathogenic Microbiol		05/31/2016-07/01/2016	24	0 3	DH 211	MTR	12:00 pm-02:45 pm
			CLT 209L		Yes				
7147	CLT 208	Y21 Pathogenic Microbiol		05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
			CLT 209L		Yes				
Comments: CRN 7147 - CLT 208 Y21 must also register for CRN 7332 - CLT Comments: 209L YL1. This is a SUNY Learning Network (SLN) Angel Comments: Internet course section. It is taught completely online.									
7646	CLT 208	Y22 Pathogenic Microbiol		05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: CLT 208 Y22 must also register for CRN 7582-CLT 209L YL2.								
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course								
	Comments: section. It is taught completely online. This section is								
	Comments: reserved for NON-MATRICULATED students only								
	Comments: .								
7976	CLT 209L 11	Pathogenic Microbiol		05/31/2016-07/01/2016	0	0	1	DH 220	MTR 03:00 pm-05:45 pm
		(	CLT 208	UG C	Yes				
	OR		MLT 208	UG C	Yes)			
7057	CLT 209L 12	Pathogenic Microbiol		05/31/2016-07/01/2016	14	0	1	DH 220	MTR 08:00 am-10:45 am
7332	CLT 209L YL1	Pathogenic Microbiol		05/31/2016-08/05/2016	20	0	1	OFDL	TBA TBA
			CLT 208		Yes				
	Comments: CLT 209L YL1 must also register for CRN 7147-CLT 208 Y21.								
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course								
	Comments: section. It is taught completely online. This online								
	Comments: course requires the purchase of software.								
7582	CLT 209L YL2	Pathogenic Microbiol		05/31/2016-08/05/2016	20	0	1	OFDL	TBA TBA
			CLT 208		Yes				
	Comments: CLT 209 LYL2 must also register for CRN 7646-CLT 208 Y22.								
	Comments: This online course requires the purchase of software.								
	Comments: This is a SUNY Learning Network (SLN) Angel internet section								
	Comments: section. It is taught completely online.								
	Comments: This section reserved for NON-MATRICULATED students only.								
7559	CLT 215 C01	Phlebotomy Practicum		05/31/2016-08/05/2016	12	0	5	OFCL	TBA TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments: Departmental permission required								
7305	CLT 216	Y11 Immunology		05/31/2016-08/05/2016	20	0 3	OFDL	TBA	TBA
	Comments: This is a SUNY Learning Network (SLN) Angel Internet course								
	Comments: section. It is taught completely online.								
8100	CLT 240	C01 Clinical Affiliation		05/31/2016-08/05/2016	2	0 4	OFCL	TBA	TBA
	(		CLT 216	UG C	Yes				
	OR		BIO 216	UG C	Yes)			
	AND	(	CLT 220L	UG C	Yes				
	OR		MLT 220L	UG C	Yes)			
	AND	(	CLT 206	UG C	Yes				
	OR		MLT 206	UG C	Yes)			
	AND	(	CLT 207	UG C	Yes				
	OR		MLT 207	UG C	Yes)			
8101	CLT 241	C01 Clinical Affiliation		05/31/2016-08/05/2016	2	0 3	OFCL	TBA	TBA
	(		CLT 201	UG C	Yes				
	OR		MLT 201	UG C	Yes)			
	AND	(	CLT 202	UG C	Yes				
	OR		MLT 202	UG C	Yes)			
	AND	(	CLT 204	UG C	Yes				
	OR		MLT 204	UG C	Yes)			
8102	CLT 242	C01 Clinical Affiliation		05/31/2016-08/05/2016	2	0 2	OFCL	TBA	TBA
	(CLT 208	UG C	Yes				

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time																																																		
Comments: COM 112-L33 (CRN 7955) must also register for																																																											
Comments: Lecture COM 112-31 (CRN 7953)																																																											
7929	COM 284 31	Special Topic Commun	Skinner	05/31/2016-07/01/2016	20	0 3	TH 103	TWR	10:00 am-12:25 pm																																																		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																																																											
Comments: COM 284 11 (7929) Special Topics:																																																											
Comments: Public Relations Practicum																																																											
7760	COM 285 31	X - LACM Special Top	Detrani	05/31/2016-07/01/2016	15	0 3	TH 104	MW	05:00 pm-08:40 pm																																																		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																																																											
Comments: COM 285 11 (7760) Special Topics: Hero & Myth in Cinema																																																											
8135	COM 285 90	X - LACM Special Top		07/05/2016-08/05/2016	20	0 3	TH 102	MW	06:00 pm-09:45 pm																																																		
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td><td style="width:10%;"></td> </tr> </table>																																																											
7528	CRJ 245 WY	Criminology (WE)	Schmidt	05/31/2016-07/01/2016	15	0 3	OFDL	TBA	TBA																																																		
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Comments: CRN 7528 CRJ 245 WY1 is a WRITING EMPHASIS course with																																																											
Comments: ENG 110 as a pre-requisite. This is also an Internet course																																																											
Comments: section & is taught completely ONLINE. Textbooks should be																																																											
Comments: purchased prior to the start of class.																																																											
8157	CRJ 245 WY	Criminology (WE)	Peachey	07/05/2016-08/05/2016	15	0 3	OFDL	TBA	TBA																																																		
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	(ENG	110	UG	D																																																				
	OR			ENG	111	UG	D																																																				
	OR			ENG	107	UG	D																																																				
	OR			ENG	108	UG	D)																																																		
Comments: CRN 8157 CRJ 245WY2 is a WRITING EMPHASIS course with ENG																																																											
Comments: 110 as a pre-requisite. This is also an Internet course																																																											

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Comments: section & is taught completely ONLINE. Textbooks should be Comments: purchased prior to the start of class.																			
7907	CST 103	Y21 General Security Con		06/13/2016-08/05/2016	12	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: This is a SUNY Learning Network (SLN) Angel Internet course. Comments: It is taught completely online.																			
7149	CST 105	LY1 Computer Application		06/13/2016-08/05/2016	20	0 0	OFDL	TBA TBA											
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Comments: CST 105 LY1 must also register for CRN 7148-CST 105 Y21. Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.																			
7148	CST 105	Y21 Computer Application		06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA											
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Comments: CST 105 Y21 must also register for CRN 7149-CST 105 LY1. Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is completely online.																			
7902	CST 113	LY1 Introduction to Prog		06/13/2016-08/05/2016	12	0 0	OFDL	TBA TBA											
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Comments: CST 113 LY1 must also register for CRN 7901-CST 113 Y21. Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.																			
7901	CST 113	Y21 Introduction to Prog		06/13/2016-08/05/2016	12	0 3	OFDL	TBA TBA											
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>																			
Comments: CST 113 Y21 must also register for CRN 7902-CST 113 LY1 or Comments: CRN 7903-CST 113 LYA. This is a SUNY Learning Network (SLN)																			

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Comments: CST 170 Y21 must also register for CRN 7905-CST 170 LY1 or									
Comments: CRN 7906-CST 170 LYA. This is a SUNY Learning Network (SLN)									
Comments: Angel Internet course section. It is taught completely									
Comments: online.									
8138	CTP 275 92	Community Internship		06/13/2016-08/05/2016	0	0	1	TBA	TBA
[Empty grid row]									
8149	CTP 275 93	Community Internship		06/13/2016-08/05/2016	0	0	3	TBA	TBA
[Empty grid row]									
7756	ECE 200 W01	Field Experience I (		05/31/2016-08/05/2016	10	0	4	TH 204	TR 01:00 pm-03:00 pm
[Empty grid row]									
Comments: This is a writing emphasis course section.									
8098	ECE 201 01	Field Experience II		05/31/2016-08/05/2016	10	0	4	TH 204	TR 01:00 pm-03:00 pm
[Empty grid row]									
[Empty grid row]									
[Empty grid row]									
8139	ECE 210 Y90	Children With Specia		05/31/2016-08/05/2016	0	0	3	OFDL	TBA TBA
[Empty grid row]									
7064	ECO 110 W12	Microeconomics (WE)	Sterlacci	05/31/2016-07/01/2016	20	0	3	TH 205	MWR 06:00 pm-08:45 pm
[Empty grid row]									
Comments: This is a Writing emphasis course section.									
7735	ECO 110 WY	Microeconomics (WE)	Aydemir	05/31/2016-07/01/2016	15	0	3	OFDL	TBA TBA
[Empty grid row]									
Comments: This is a WRITING EMPHASIS course section. This is a									
Comments: SUNY Learning Network (SLN) Internet course									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: section. It is taught completely online.									
8121	ECO 110 WY	Microeconomics (WE)	Scaringi	07/05/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
		(	ENG 110	UG D					
	OR		ENG 111	UG D					
	OR		ENG 107	UG D					
	OR		ENG 108	UG D)	
Comments: This is a SUNY Learning Net online section. It is									
Comments: taught completely online.									
7921	ECO 111 Y11	Introduction to Macr	Aydemir	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments: This is a SUNY Learning Network (SLN) Internet course									
Comments: section. It is taught completely online.									
8152	ECO 111 Y12	Introduction to Macr	Scaringi	05/31/2016-07/01/2016	15	0 3		TBA TBA	
7011	EMT 110 P01	Basic Emergency Med	Washington	05/31/2016-08/05/2016	14	0 8	OFOTH	MWF 08:00 am-04:00 pm	
Comments: CRN 7011 EMT 110P01 course section requires "MANDATORY"									
Comments: Saturdays. A schedule will be provided the first day of									
Comments: class. For more information, go to:									
Comments: www.gobroomecounty.com/e911/emergency-medical-services									
7011	EMT 110 P01	Basic Emergency Med	Wiggins	05/31/2016-08/05/2016	14	0 8	OFOTH	MWF 08:00 am-04:00 pm	
Comments: CRN 7011 EMT 110P01 course section requires "MANDATORY"									
Comments: Saturdays. A schedule will be provided the first day of									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments:		class. For more information, go to:							
Comments:		www.gobroomecounty.com/e911/emergency-medical-services							
8093	ENG 011 21	English Bridge to Su		07/25/2016-08/05/2016	17	0 0	MB 202	MTWR	01:30 pm-04:30 pm
[Empty Row]									
8094	ENG 011 31	English Bridge to Su		08/08/2016-08/19/2016	17	0 0	MB 202	MTWR	01:30 pm-04:30 pm
[Empty Row]									
8048	ENG 095 11	Intro. to Academic W	Nguyen	05/31/2016-07/01/2016	20	0 4	TH 209	MTWR	09:00 am-11:45 am
[Empty Row]									
[Empty Row]									
[Empty Row]									
[Empty Row]									
Comments:		Students who are taking this course must also take							
Comments:		SPK 095-01 (CRN 7951)							
7682	ENG 107 11	College Writing I fo	Nguyen	05/31/2016-07/01/2016	20	0 3	TH 209	MTR	01:00 pm-03:45 pm
[Empty Row]									
7259	ENG 110 11	College Writing I	Avedisian	05/31/2016-07/01/2016	20	0 3	TH 203	MTR	08:00 am-10:45 am
[Empty Row]									
8050	ENG 110 21	College Writing I	Divers	06/13/2016-08/05/2016	20	0 3	TH 007	MTR	12:00 pm-01:50 pm
[Empty Row]									
7260	ENG 110 31	College Writing I	Malmberg	07/05/2016-08/05/2016	20	0 3	TH 108	MTR	08:00 am-10:45 am
[Empty Row]									
8168	ENG 110 32	College Writing I	Gee	06/27/2016-08/05/2016	20	0 3	TH 105	MTR	03:00 pm-05:20 pm
[Empty Row]									
7257	ENG 110 Y01	College Writing I	Dunham	05/31/2016-08/05/2016	15	0 3	OFDL	TBA	TBA

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	Comments: This is an Internet course section.								
	Comments: It is taught completely online.								
7258	ENG 110 Y02	College Writing I	Harvey	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section.								
	Comments: It is taught completely online.								
7337	ENG 110 Y03	College Writing I	Harkness	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section.								
	Comments: It is taught completely online.								
7264	ENG 111 31	College Writing II	Antalek	06/27/2016-08/05/2016	20	0 3	TH 005	MTR	08:00 am-10:20 am
7012	ENG 111 Y01	College Writing II	Seel	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section.								
	Comments: It is taught completely online.								
7262	ENG 111 Y02	College Writing II	Seel	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section.								
	Comments: It is taught completely online.								
7263	ENG 111 Y03	College Writing II	Haggerty	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
	Comments: This is an Internet course section.								

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Comments: It is taught completely online.									
7710	ENG 111 Y04	College Writing II	Haggerty	05/31/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
8170	ENG 111 Y05	College Writing II	Silverberg	05/31/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
[Empty Row]									
[Empty Row]									
[Empty Row]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
8165	ENG 170 W01	Creative Writing (WE	Chirico	05/31/2016-07/01/2016	20	0 3	TH 107	MTR	12:00 pm-02:45 pm
[Empty Row]									
[Empty Row]									
[Empty Row]									
[Empty Row]									
Comments: This is a Writing emphasis course section.									
7070	ENG 220 11	Communicating Abt Id	Gormley	05/31/2016-07/01/2016	20	0 3	TH 005	MTR	12:00 pm-02:45 pm
[Empty Row]									
7071	ENG 220 12	Communicating Abt Id	Chirico	05/31/2016-07/01/2016	20	0 3	TH 105	MTR	08:00 am-10:45 am
[Empty Row]									
7265	ENG 220 Y01	Communicating Abt Id	Rabl	05/31/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
[Empty Row]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7269	ENG 220 Y04	Communicating Abt Id	Lewis	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. Comments: It is taught completely online.									
7928	HIS 103 Y11	Western Civilization	Loveland	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments: This a SUNY Learning Network (SLN) Internet course Comments: section. It is taught completely online.									
8159	HIS 104 Y11	Western Civilization	Koster	05/31/2016-07/01/2016	15	0 3		TBA TBA	
7926	HIS 130 11	United States Histor	St Clair	05/31/2016-07/01/2016	25	0 3	TH 108	MWR 12:00 pm-02:45 pm	
7014	HIS 130 Y11	United States Histor	Koster	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments: This is a SUNY Learning Network (SLN) Internet course Comments: section. It is taught completely online.									
7927	HIS 131 31	United States Histor	Corley	07/05/2016-08/05/2016	22	0 3	TH 110	MWR 12:00 pm-02:45 pm	
8153	HIS 131 Y12	United States Histor	Whitted	05/31/2016-07/01/2016	15	0 3		TBA TBA	
Comments: This is a SUNY Learning Net (SLN) internet section. It is Comments: taught completely online.									
8122	HIS 131 Y31	United States Histor	Corprew	07/05/2016-08/05/2016	15	0 3	OFDL	TBA TBA	

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: This is a SUNY Learning Net online section. It is Comments: taught completely online.									
7300	HIT 106	Y01 Medical Terminology	O'Hara-Leslie	06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
Comments: This is a SUNY Learning Network (SLN) Angel Internet course Comments: section. It is taught completely online.									
7250	HMS 250	Y01 Human Service Organi	Rehak	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments: This is an Internet course section. Comments: It is taught completely online.									
8155	HST 210	Y01 Pharmacology	Mclain	06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
8156	HST 210	Y02 Pharmacology	Dzuba	06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
7939	HUM 101	Y11 Western Humanities I	Loveland	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments: This is a SUNY Learning Network (SLN) Internet course Comments: section. It is taught completely online.									
7270	LIT 200	WY Introduction to Lite	Wheaton	07/05/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
Comments: This is a Writing emphasis course section. Comments: This is an Internet course section. Comments: It is taught completely online.									
7553	LIT 220	W11 The Short Story (WE)	Origer	05/31/2016-07/01/2016	20	0 3	TH 106	MTR 03:00 pm-05:45 pm	

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Comments:		This is a SUNY Learning Network (SLN) Angel Internet course							
Comments:		section. It is taught completely online.							
7084	MAT 124 11	Statistics I		05/31/2016-07/01/2016	20	0 3	AT 218	MTR	08:00 am-10:45 am
7085	MAT 124 12	Statistics I		05/31/2016-07/01/2016	20	0 3	AT 218	MTR	06:00 pm-08:45 pm
7882	MAT 124 31	Statistics I		07/05/2016-08/05/2016	20	0 3	AT 218	MTR	08:00 am-10:45 am
7773	MAT 124 Y11	Statistics I	Reid	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments:		This is a SUNY Learning Network (SLN) Angel Internet course.							
Comments:		It is taught completely online.							
7838	MAT 124 Y12	Statistics I	Reid	05/31/2016-07/01/2016	15	0 3		TBA TBA	
Comments:		This is a SUNY Learning Network (SLN) Angel internet course.							
Comments:		It is taught completely online.							
8160	MAT 124 Y13	Statistics I	Williams	05/31/2016-08/05/2016	15	0 3		TBA TBA	
Comments:		This is a SUNY Learning Network (SLN) course section being							
Comments:		taught completely online.							
7514	MAT 130 22	Applied Algebra and		06/13/2016-08/05/2016	26	0 4	AT 117	MTWR	06:00 pm-07:50 pm
7166	MAT 136 21	College Algebra and		06/13/2016-08/05/2016	26	0 4	AT 117	MTWR	08:00 am-09:50 am

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time										
8162	MAT 136 Y21	College Algebra and	Lewis-Stanley	06/13/2016-08/05/2016	15	0 4		TBA TBA											
Comments: This is a SUNY Learning Network (SLN) course section being taught completely online. Comments: This course requires one or more proctored exams.																			
8163	MAT 136 Y22	College Algebra and	Kushner	06/13/2016-08/05/2016	15	0 4		TBA TBA											
Comments: This is a SUNY Learning Network (SLN) course section being taught completely online. Comments: This course requires one or more proctored exams.																			
7911	MAT 146 12	Applied Business Cal		05/31/2016-07/01/2016	26	0 3	TH 008	MTR	06:00 pm-08:45 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">MAT</td> <td style="width:10%;">136</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;"></td> </tr> </table>															MAT	136	UG	D	
					MAT	136	UG	D											
7169	MAT 156 21	Algebra and Trig for		06/13/2016-08/05/2016	26	0 4	AT 118	MTWR	08:00 am-09:50 am										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
8059	MAT 156 Y21	Algebra and Trig for	Cartie	06/13/2016-08/05/2016	15	0 4	OFDL	TBA TBA											
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;">MAT</td> <td style="width:10%;">136</td> <td style="width:10%;">UG</td> <td style="width:10%;">D</td> <td style="width:10%;"></td> </tr> </table> Comments: This is a SUNY Learning Network (SLN) Angel Internet course section. It is taught completely online. Comments: This course requires one or more proctored exams.															MAT	136	UG	D	
					MAT	136	UG	D											
7245	MAT 181 21	Calculus I		06/13/2016-08/05/2016	24	0 4	TH 007	MTWR	08:00 am-09:50 am										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
7170	MAT 181 22	Calculus I		06/13/2016-08/05/2016	24	0 4	AT 119	MTWR	06:00 pm-07:50 pm										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%;"></td> </tr> </table>																			
7172	MAT 182 21	Calculus II		06/13/2016-08/05/2016	24	0 4	TH 008	MTWR	08:00 am-09:50 am										

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7244	MAT 281 21	Calculus III		06/13/2016-08/05/2016	14	0 4	DH 211	MTWR	08:00 am-09:50 am
7234	MUS 101 Y01	Introduction to Musi	Worden	05/31/2016-08/05/2016	20	0 3	OFOTH	TBA TBA	
7494	OCH 124 03	Bus Lecture Contempo		TBA-TBA	0	0 3		TBA TBA	
7493	OCH 200 03	Chinese Language Int		TBA-TBA	0	0 3		TBA TBA	
7729	OED 290 03	Andean History		TBA-TBA	0	0 3		TBA TBA	
7728	OED 296 03	Advanced Grammar		TBA-TBA	0	0 3		TBA TBA	
7730	OED 297 03	Advanced Conversatio		TBA-TBA	0	0 3		TBA TBA	
7502	OFL 106 03	The Wines of Italy		TBA-TBA	0	0 3		TBA TBA	
7731	OFL 107 03	The Food of Italy		TBA-TBA	0	0 3		TBA TBA	
7486	OFL 110 03	Ital Food & Culture:		TBA-TBA	0	0 3		TBA TBA	
7491	OFL 122 03	Intro International		TBA-TBA	0	0 3		TBA TBA	
7499	OFL 125 03	Italian Elementary I		TBA-TBA	0	0 3		TBA TBA	

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7724	OFL 140 03	International Art Bu		TBA-TBA	0	0 3		TBA	TBA
7725	OFL 155 03	Digital Graphic Tech		TBA-TBA	0	0 3		TBA	TBA
7488	OFL 164 06	Italian Lang Interme		TBA-TBA	0	0 6		TBA	TBA
7503	OFL 167 06	Italian Lang Element		TBA-TBA	0	0 6		TBA	TBA
7720	OFL 180 03	Art History:Antiquit		TBA-TBA	0	0 3		TBA	TBA
7723	OFL 183 03	Art Hist II:High Ren		TBA-TBA	0	0 3		TBA	TBA
7495	OFL 191 03	Hidden Meanings in R		TBA-TBA	0	0 3		TBA	TBA
7722	OFL 227 06	Florence & Southern		TBA-TBA	0	0 6		TBA	TBA
7733	OFL 230 03	The World of Museums		TBA-TBA	0	0 3		TBA	TBA
7500	OFL 255 03	Lost Symbolism & Sec		TBA-TBA	0	0 3		TBA	TBA
7872	OFL 261 03	Travel Writing		TBA-TBA	0	0 3		TBA	TBA
7871	OFL 282 03	Italian Family and S		TBA-TBA	0	0 3		TBA	TBA

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7484	OFM 101 03	Italian Lang Element		05/31/2016-07/01/2016	0	0 3		TBA	TBA
7721	OFM 171 03	Basic Printmaking		TBA-TBA	0	0 3		TBA	TBA
7490	OFM 182 03	Italian Language Int		TBA-TBA	0	0 3		TBA	TBA
7505	OFM 183 06	Intensive Ital Inter		TBA-TBA	0	0 6		TBA	TBA
7489	OFM 214 03	Florence Sketchbook		TBA-TBA	0	0 3		TBA	TBA
7719	OFM 227 03	Intercultural Commun		TBA-TBA	0	0 3		TBA	TBA
7498	OFM 233 03	Intro to Digital Pho		TBA-TBA	0	0 3		TBA	TBA
7496	OFM 243 03	Italian Grand Tour		TBA-TBA	0	0 3		TBA	TBA
7870	OFM 258 03	Principles of Drawin		TBA-TBA	0	0 3		TBA	TBA
7485	OFM 271 03	Soc History of Itali		TBA-TBA	0	0 3		TBA	TBA
7732	OFM 285 03	Foundation of Oil Pa		TBA-TBA	0	0 3		TBA	TBA
8038	ORO 121 03	Art of Rome		05/31/2016-07/01/2016	0	0 3		TBA	TBA

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7868	ORO 148 03	Italian Sketchbook		TBA-TBA	0	0 3		TBA	TBA
7869	ORO 185 03	Post War Italian Cin		TBA-TBA	0	0 3		TBA	TBA
8032	ORV 143 04	Elementary Italian I		05/31/2016-08/05/2016	0	0 4		TBA	TBA
7487	ORV 157 03	Roman Archeology on		TBA-TBA	0	0 3		TBA	TBA
7497	ORV 158 02	European Identities		TBA-TBA	0	0 2		TBA	TBA
7727	ORV 208 03	Conservation & Resto		TBA-TBA	0	0 3		TBA	TBA
7862	OSM 101 OS	Begining Spanish I		TBA-TBA	1	0 3		TBA	TBA
7437	OSM 254 OS	Intermediate Spanish		TBA-TBA	4	0 3		TBA	TBA
7863	OSM 255 OS	Intermediate Spanish		TBA-TBA	2	0 3		TBA	TBA
7436	OSM 256 OS	Adv Spanish 1:Gramma		TBA-TBA	12	0 3		TBA	TBA
7492	OSM 257 OS	Adv Spanish 2: Compo		TBA-TBA	0	0 3		TBA	TBA
7879	OTM 280 03	Archeology Field Stu		TBA-TBA	0	0 3		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7880	OTM 281 03	Archeology Field Stu		TBA-TBA	0	0 3		TBA	TBA
7454	OUR 101 OS	Beginning Italian I		TBA-TBA	4	0 3		TBA	TBA
7455	OUR 102 OS	Beginning Italian II		TBA-TBA	0	0 3		TBA	TBA
7459	OUR 138 OS	Italian Conversation		TBA-TBA	2	0 3		TBA	TBA
7460	OUR 139 OS	Italian Conversation		TBA-TBA	2	0 3		TBA	TBA
7461	OUR 140 OS	Italian Literature R		TBA-TBA	2	0 3		TBA	TBA
7718	OUR 150 03	Contemporary Italian		TBA-TBA	0	0 3		TBA	TBA
7726	OUR 150 OS	Contemporary Italian		TBA-TBA	0	0 3		TBA	TBA
7462	OUR 155 OS	International Busine		TBA-TBA	0	0 3		TBA	TBA
7458	OUR 156 OS	International Market		TBA-TBA	0	0 3		TBA	TBA
7456	OUR 204 OS	Intermediate Italian		TBA-TBA	5	0 3		TBA	TBA
7457	OUR 205 OS	Intermediate Italian		TBA-TBA	4	0 3		TBA	TBA

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7453	OUR 238 OS	Advanced Italian Com		TBA-TBA	0	0 3		TBA TBA	
7844	OUR 903 OS	Independent Study II		TBA-TBA	2	0 3		TBA TBA	
7501	OVL 198 06	Super Intens Ital La		TBA-TBA	0	0 6		TBA TBA	
7465	PED 119 11	Sol in Fitness & Wel	Alter-Ballard	05/31/2016-07/01/2016	22	0 1.5	SC 104	MTWR	08:45 am-10:20 am
7469	PED 146 11	Aerobics (CV)	Ellis	05/31/2016-07/01/2016	24	0 1	SC 106	MTWR	04:15 pm-05:20 pm
7471	PED 173 11	Fitness Walking (CV)	Alter-Ballard	05/31/2016-07/01/2016	24	0 1.5	SC 106	MTWR	10:30 am-12:05 pm
7239	PHI 102 Y11	General Philosophy	Prindle	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments:	This is a SUNY Learning Network (SLN) Internet course								
Comments:	section. It is taught completely online.								
7738	PHI 102 Y12	General Philosophy	Prindle	05/31/2016-07/01/2016	0	0 3	OFDL	TBA TBA	
Comments:	This is a SUNY Learning Network (SLN) Internet course								
Comments:	section. It is taught completely online.								
7094	PHI 201 Y11	Ethics:Moral Philoso	Byrnes	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
Comments:	This is a SUNY Learning Network (SLN) Internet course								

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Comments: section. It is taught completely online.									
7095	PHI 201	Y12 Ethics:Moral Philoso	Byrnes	05/31/2016-07/01/2016	0	0	3	OFDL	TBA TBA
[Empty Row]									
Comments: This is a SUNY Learning Network (SLN) Internet course									
Comments: section. It is taught completely online.									
7411	PHS 113	LY1 Astronomy Exploring	Glenn	05/31/2016-08/05/2016	17	0	0	OFDL	TBA TBA
[Empty Row]									
Comments: PHS 113 LY1 must also register for CRN 7331-PHS 113 Y11.									
Comments: This is an internet course section. It is taught completely									
Comments: online.									
7331	PHS 113	Y11 Astronomy Exploring	Glenn	05/31/2016-08/05/2016	17	0	4	OFDL	TBA TBA
[Empty Row]									
Comments: PHS 113 Y11 must also register for CRN 7411-PHS 113 LY1.									
Comments: This is an internet course section. It is taught completely									
Comments: online.									
7412	PHS 114	LY2 Meteorology Investig	Leet	06/13/2016-08/05/2016	17	0	0	OFDL	TBA TBA
[Empty Row]									
Comments: PHS 114 LY2 must also register for CRN 7318-PHS 114 Y12.									
Comments: This is an internet course section. It is taught completely									
Comments: online.									
7318	PHS 114	Y12 Meteorology Investig	Leet	06/13/2016-08/05/2016	17	0	4	OFDL	TBA TBA
[Empty Row]									
Comments: PHS 114 Y12 must also register for CRN 7412-PHS 114 LY2.									
Comments: This is an internet course section. It is taught completely									
Comments: online.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7971	PHS 115 B31	Physical Geology:Dyn	Smith	07/05/2016-08/05/2016	18	0 4	NSC 214	MTW	08:00 am-10:10 am
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 115 31 must also register for CRN 7972-PHS 115 L32.							
Comments:		This is a BLENDED course section. Students will meet on							
Comments:		campus in the classroom and work ONLINE as scheduled.							
7972	PHS 115 BL3	Physical Geology:Dyn	Smith	07/05/2016-08/05/2016	18	0 0	NSC 214	MTW	10:20 am-12:35 pm
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 115 L32 must also register for CRN 7971-PHS 115 31.							
Comments:		This is a BLENDED course section. Students will meet on							
Comments:		campus in the classroom and work ONLINE as scheduled.							
7413	PHS 123 LY3	Natural Disasters	Leet	06/13/2016-08/05/2016	17	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 123LY3 must also register for CRN 7017-PHS 123Y03.							
Comments:		This is an internet course section. It is taught completely							
Comments:		online.							
7017	PHS 123 Y03	Natural Disasters	Leet	06/13/2016-08/05/2016	17	0 4	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 123Y03 must also register for PHS 123LY3 CRN 7413.							
Comments:		This is an internet course section. It is taught completely							
Comments:		online.							
7409	PHS 125 LY2	Historical Geology	Oldfield	06/13/2016-08/05/2016	17	0 0	OFDL	TBA	TBA
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>									
Comments:		PHS 125 LY1 must also register for CRN 7330-PHS 125 Y01.							
Comments:		This is an internet course section. It is taught completely							
Comments:		online.							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7330	PHS 125 Y02	Historical Geology	Oldfield	06/13/2016-08/05/2016	17	0 4	OFDL	TBA	TBA

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Comments: PHS 125 Y01 must also register for CRN 7409-PHS 125 LY1.

Comments: This is an internet course section. It is taught completely

Comments: online.

8174	PHS 210 01	Mountain Geology and	Leet	07/05/2016-08/05/2016	14	0 4	NSC 213	TBA	TBA
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Comments: PHS 210 01 must also register for CRN 8175 PHS 210L01.

Comments: Students meet in class as scheduled followed by a five day

Comments: study tour of the White Mountains in New Hampshire 8/7/16-

Comments: 8/12/16. Permission of the instructor's (Smith, Leet)

Comments: required to enroll. Additional fees associated with travel.

8174	PHS 210 01	Mountain Geology and	Smith	07/05/2016-08/05/2016	14	0 4	NSC 213	TBA	TBA
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Comments: PHS 210 01 must also register for CRN 8175 PHS 210L01.

Comments: Students meet in class as scheduled followed by a five day

Comments: study tour of the White Mountains in New Hampshire 8/7/16-

Comments: 8/12/16. Permission of the instructor's (Smith, Leet)

Comments: required to enroll. Additional fees associated with travel.

8175	PHS 210 L01	Mountain Geology and	Smith Leet	07/05/2016-08/05/2016	14	0 0	NSC 213	TBA	TBA
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Comments: PHS 210L01 must also register for CRN 8174 PHS 210 01.

Comments: Students meet in class as scheduled followed by a five day

Comments: study tour of the White Mountains in New Hampshire 8/7/16-

Comments: 8/12/16. Permission of the instructor's (Smith, Leet)

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: required to enroll. Additional fees associated with travel.									
7097	PHY 161 14	Physics I Mechanics		06/13/2016-08/05/2016	28	0 4	AT 119	MTR	12:00 pm-01:30 pm
[Empty grid]									
Comments: PHY 161 14 must also register for CRN 7099 PHY 161L12									
7099	PHY 161 L12	Physics I Mechanics		06/13/2016-08/05/2016	18	0 0	AT 115	MT	09:00 am-11:40 am
[Empty grid]									
Comments: PHY 161L12 must also register for CRN 7097 PHY 161 14									
7102	PHY 181 11	Physics for Engineer		05/31/2016-08/05/2016	14	0 4	AT 117	MWR	12:30 pm-01:45 pm
[Empty grid]									
Comments: PHY 181 11 must also register for CRN 7103 PHY 181L12									
7103	PHY 181 L12	Physics for Engineer		05/31/2016-08/05/2016	14	0 0	AT 116	MW	10:00 am-12:15 pm
[Empty grid]									
Comments: PHY 181L12 must also register for CRN 7102 PHY 181 11									
7349	PMD 225 L01	Paramedic Oper and E	Taggart	05/31/2016-08/05/2016	24	0 0	DH 118	R	02:00 pm-05:00 pm
[Empty grid]									
7348	PMD 225 P01	Paramedic Oper and E	Taggart	05/31/2016-08/05/2016	24	0 3	DH 118	MW	02:00 pm-05:00 pm
[Empty grid]									
7019	POS 201 Y01	Intro to American Go	Michalak	05/31/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
[Empty grid]									
Comments: This is a SUNY Learning Network (SLN) Internet course									
Comments: section. It is taught completely online.									
8154	POS 204 Y01	American State Local	Michalak	05/31/2016-08/05/2016	15	0 3		TBA	TBA
[Empty grid]									
Comments: This is a SUNY Learning Net (SLN) internet section. It is									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
Comments: taught completely online.									
7922	PSY 110 31	General Psychology	Crandell	07/05/2016-08/05/2016	28	0 3	TH 104	MWR	08:00 am-10:45 am
[Empty grid]									
8040	PSY 110 Y12	General Psychology	Bucci	05/31/2016-07/01/2016	20	0 3	OFDL	TBA TBA	
[Empty grid]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
7251	PSY 110 Y21	General Psychology	Van Syckle	06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
[Empty grid]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
7923	PSY 110 Y32	General Psychology	Bucci	07/05/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
[Empty grid]									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
7252	PSY 210 WY	Human Development (W	Crandell	05/31/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
[Empty grid]									
Comments: This is a Writing emphasis course section.									
Comments: This is an Internet course section.									
Comments: It is taught completely online.									
7253	PSY 210 WY	Human Development (W	Van Syckle	06/13/2016-08/05/2016	20	0 3	OFDL	TBA TBA	
[Empty grid]									
Comments: This is a Writing emphasis course section.									
Comments: This is an Internet course section.									

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	Comments:	This is an Internet course section.							
	Comments:	It is taught completely online.							
8085	PSY 240 Y01	Psychology of Advert	Sample	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
	Comments:	This is an Internet course section.							
	Comments:	It is taught completely online.							
7991	PTA 110 C01	Clinical Affiliation		05/31/2016-07/22/2016	15	0 3	OFCL	MTWR	58:00 am-04:30 pm
		(			PTA	101	UG	C	
	AND				PTA	102	UG	C	
	AND				PTA	103	UG	C)
8128	PTA 110 C02	Clinical Affiliation		06/13/2016-08/05/2016	15	0 10.7		MTWR	58:00 am-04:30 pm
		(			PTA	101	UG	C	
	AND				PTA	102	UG	C	
	AND				PTA	103	UG	C)
7407	PTA 220 01	Clinical Affiliation		TBA-TBA	4	0 6		TBA TBA	
7256	RAD 216 Y11	Imaging Modalities		05/31/2016-07/01/2016	25	0 1	OFDL	TBA TBA	
	Comments:	This is a SUNY Learning Network (SLN) Angel Internet							
	Comments:	course section. It is taught completely online.							
7589	SAC 250 Y01	Career Exploration	Spence	05/31/2016-07/01/2016	15	0 3	OFDL	TBA TBA	
	Comments:	This is a SUNY Learning Network (SLN) Angel Internet							
	Comments:	course section. It is taught completely online.							

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7781	SAC 250 Y02	Career Exploration	Spence	07/05/2016-08/05/2016	15	0 3	OFDL	TBA	TBA
Comments: This is a SUNY Learning Network (SLN) Angel internet course Comments: section. It is taught completely online.									
7812	SAP 100 01	Study Abroad 1		TBA-TBA	2	0 6		TBA	TBA
7808	SAP 100 02	Study Abroad 1		TBA-TBA	0	0 6		TBA	TBA
7810	SAP 100 04	Study Abroad 1		TBA-TBA	3	0 3		TBA	TBA
7820	SAP 100 05	Study Abroad 1		TBA-TBA	2	0 6		TBA	TBA
7806	SAP 100 06	Study Abroad 1		TBA-TBA	0	0 14		TBA	TBA
7818	SAP 100 07	Study Abroad 1		TBA-TBA	0	0 7		TBA	TBA
7804	SAP 100 08	Study Abroad 1		TBA-TBA	0	0 7		TBA	TBA
7377	SAP 100 102	Study Abroad 1		TBA-TBA	2	0 6		TBA	TBA
7816	SAP 100 10	Study Abroad 1		TBA-TBA	0	0 4		TBA	TBA
7370	SAP 100 11	Study Abroad 1		TBA-TBA	5	0 12		TBA	TBA

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
7023	SOC 110 Y11	Introduction to Soci	Bartlett	05/31/2016-07/01/2016	0	0 3		TBA TBA	
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments:		This is a SUNY Learning Network (SLN) Internet course							
Comments:		section. It is taught completely online.							
7022	SOC 110 Y12	Introduction to Soci	Bartlett	05/31/2016-07/01/2016	15	0 3		TBA TBA	
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments:		This is a SUNY Learning Network (SLN) Internet course							
Comments:		section. It is taught completely online.							
7989	SOC 111 Y32	Social Problems	Whitted	07/05/2016-08/05/2016	15	0 3	OFDL	TBA TBA	
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
Comments:		This is a SUNY Learning Network (SLN) Internet course							
Comments:		section. It is taught completely online.							
7967	SOS 116 31	International Busine	Petrolawicz	07/05/2016-08/05/2016	28	0 3	TH 104	MW	05:30 pm-09:30 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
7116	SPA 101 11	Beginning Spanish I	Stanton	05/31/2016-07/01/2016	20	0 4	TH 107	MTWR	08:00 am-10:45 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
7277	SPA 101 12	Beginning Spanish I	Pepples	05/31/2016-07/01/2016	20	0 4	TH 107	MTWR	04:00 pm-06:45 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
7948	SPA 102 21	Beginning Spanish II	Pepples	07/05/2016-08/05/2016	20	0 4	TH 107	MTWR	09:00 am-11:45 am
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
7951	SPK 095 11	Academic Speaking Li	Stanton	05/31/2016-07/01/2016	20	0 4	TH 203	MTWR	01:00 pm-03:45 pm
<div style="border: 1px solid black; height: 15px; width: 100%;"></div>									
			ESL	113	UG	D			
AND			ESL	114	UG	D			
AND			ESL	115	UG	D			

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CRN	Course	Title	Instructor	Dates	Max	ENR Credits	B/R	Days	Time
	AND		ENG 095	UG D	Yes				
	Comments: Students who are taking this course must also take ENG								
	Comments: 095-01 (CRN 8048)								
7119	SPK 110 11	Effective Speaking	McKenna	05/31/2016-07/01/2016	20	0 3	TH 205	TWR	12:00 pm-02:45 pm
7120	SPK 110 12	Effective Speaking	Shutt	05/31/2016-07/01/2016	20	0 3	TH 108	MWR	09:00 am-11:45 am
7513	SQC 297 11	Cooperative Work Exp		TBA-TBA	8	0 1		TBA	TBA
8171	THR 101 Y01	Theater Appreciation	Silverberg	06/13/2016-08/05/2016	15	0 3	OFOTH	TBA	TBA