



**SUNY
CORNING**
COMMUNITY COLLEGE

2021-2022 ACE (Accelerated College Education)

College Courses for High School Students

corning-cc.edu/admissions-future-students/ace



NACEP Accredited 2021-2022

College Courses for High School Students

ACE CRITICAL DATES:

Fall 2021

These Dates will be strictly enforced this academic year. Please pay close attention to Registration and Drop dates so that the students do not miss out on receiving credit.

Length of Course	Date Range of course	Drop Date Deadline- course does not appear on Transcript	Withdrawal Deadline- “W” will show on transcript – not calculated into GPA	Registration Deadline
20 Week Semester Course	9/13/21- 1/28/2022	10/22/21	12/3/21	10/22/21
1st 10 weeks of Semester	9/13/21-11/19/2021	10/1/21	10/22/2021	10/1/2021
2nd 10 weeks of Semester	11/22/2021-1/28/2022	12/10/2021	12/31/2021	12/10/2021
40 week courses – Full Year	9/13/2021-6/17/2021	11/19/2021	2/25/2022	11/19/2021
PA Schools 20 Week Course	8/30/2021-1/14/2022	10/8/2021	11/19/2021	10/08/2021
PA Schools 40 Week Course – Full Year	8/30/2021-5/20/2022	11/05/2021	1/11/2022	11/05/2021

Final Grades Due – Entered into MyCCC 72 hours after the course is finished. It is critical that this is accomplished so that students can request transcripts.

October 1 – Class Roster Verifications Due - Teachers review their class lists and confirm students are registered in their course to receive the College credit. **Students CAN NOT be registered** after the deadline listed above.

ACE CRITICAL DATES:
Spring 2022

These Dates will be strictly enforced this academic year. Please pay close attention to Registration and Drop dates so that the students do not miss out on receiving credit.

Length of Course	Date Range of course	Drop Date Deadline- course does not appear on Transcript	Withdrawal Deadline- “W” will show on transcript – not calculated into GPA	Registration Deadline
20 Week Semester Course	1/31/22-6/17/22	3/11/22	4/22/22	3/11/22
1st 10 weeks of Semester	1/31/22-4/8/22	2/18/22	3/11/22	2/18/22
2nd 10 weeks of Semester	4/11/22-6/17/22	4/29/22	5/20/22	4/29/22
PA Schools 20 weeks	1/17/22-6/3/22	2/4/22	2/25/22	2/4/22

Final Grades Due – Entered into MyCCC 72 hours after the course is finished. It is critical that this is accomplished so that students can request transcripts.

February 18th- Class Roster Verifications Due - Teachers review their class lists and confirm students are registered in their course to receive the College credit. **Students CAN NOT be registered** after the deadline listed above.

Table of Contents

The handbook *ACE: College Courses for High School Students* is designed to provide guidance counselors, teachers, principals, as well as students and their parents the information CCC wishes to communicate on various guidelines and requirements for the ACE program. This document addresses the following topics:

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General Information

Program Overview, History, and Accreditation

Overview: Accelerated College Education (ACE) is a high school concurrent enrollment program that allows students who meet the requirements of the college course to earn college credit at their high schools in these approved courses. Instructors in the program are recruited from the faculty at each high school and are approved by SUNY Corning Community College (CCC) to function as adjunct instructors.

History: Originally called the College Level Education Program (CLEP), ACE began in the fall of 1972 as a joint venture of the Elmira City School District and SUNY CCC. It consisted of a single course in Calculus, which was taught at both Elmira high schools. By 1987, the program, which changed its name to ACE, had grown to 185 students in six high schools. It had developed into a collaborative effort among the six high schools, the area BOCES, and SUNY CCC. Today, the program has grown to include 40 schools located in the Southern Tier of New York and the Northern Tier of Pennsylvania and offers a choice of 60 college courses while providing high quality educational experiences to approximately 2,000 students.

Accreditation: SUNY CCC is a founding member of the National Alliance of Concurrent Enrollment Partnerships (NACEP), a national accrediting body for concurrent enrollment programs, and received accreditation status from NACEP in 2008. NACEP was established for the purpose of professional exchange, development of common standards, and the sharing of information regarding best practices for member colleges.

SUNY CCC received Re-Accreditation from NACEP in 2015.

Course Offerings and Descriptions

The following is a comprehensive list of courses offered in the ACE Program during the 2021-2022 academic year. Each entry is divided into the following sections:

Course: This information includes the course prefix, course number, and course title.

Course Description: Included are the description, number of credit hours, and other enrollment information such as class size limitations, relationship to other courses in the curriculum, requirements fulfilled by completing the course, lecture or laboratory designations, suggested previous course work, or special equipment requirements.

Prerequisites: This column includes courses that must be taken either before registering for the desired course (prerequisite) or at the same time the target course is being taken (co-requisite), as well as other special requirements for ACE students only.

ACE Courses and Prerequisites

The ACE Courses below are a mixture of Transfer and Career courses. Transfer courses are generally accepted in any program at any higher education institution. Career courses are not necessarily accepted. It's very important to know what higher education institution you are going to attend and what program you are interested in. It is important that you check with the higher education institution to see if the courses you want to take in high school actually fit in the program at that institution. A discussion with your counselor could be helpful.

Course	Course Description	Prerequisite(s)
ACCT 1000 : Accounting Practices	Vocabulary and concepts of accounting and bookkeeping for the small business. Provides some knowledge of accounting for working in a business environment and some skills to do the accounting in a small business organization. (4 cr. hrs.) <i>Cannot be taken for credit if credit has already been earned for ACCT 1030.</i>	
ACCT 1030: Financial Accounting	Theories, principles, and procedures related to financial or general accounting. Generally accepted accounting principles as they relate to the valuation of assets and equities and the measurement of accrual-based income. (4 cr. hrs.)	HS GPA 85% or higher AND 9 th Grade MATH
ARTS 1000: Essentials of Art	An introduction to the visual arts emphasizing the understanding and appreciation of art through a review of the elements and principles of art and design, as well as an examination of two- and three-dimensional art forms, methods and media. (3 cr. hrs.) <i>Meets General Education requirement in Humanities.</i>	
ARTS 1310: Art History: Prehistoric to Medieval	Survey of representative works of art for increased aesthetic perception. Analysis of architecture, sculpture, and painting of western art history from Ancient Egyptian through the Middle Ages. (3 cr. hrs.) (Fall, Spring). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Meets SUNY General Education requirement in Western Civilization, Humanities, or The Arts.	HS GPA 85% or higher

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Course	Course Description	Prerequisite(s)
ARTS 1320: Art History: Renaissance to Modern	Representative works of architecture, painting and sculpture in Western art from the Renaissance to the present for increased aesthetic perception. (3 cr. hrs.) (Spring). Prerequisite: Eligible to take ENGL 1010. Writing in content area. Meets SUNY General Education requirements in Western Civilization, Humanities, or The Arts.	HS GPA 85% or higher
BIOL 1010: NEW Introduction to Biology - Plants	Explores the biological principles that govern living organisms; surveys bacteria, protists, fungi and plants; and investigates reproduction and growth of plants. Emphasizes sustainability through the study of ecology of the groups at individual and community levels. Designed for the non-major. (3 cr. hrs.) (Fall, Summer). Prerequisite: Eligible to take ENGL 1010. Lecture/laboratory. Lab fee. Meets SUNY General Education requirement in Natural Science.	HS GPA 85% or higher
BIOL 1020: NEW Introduction to Biology- Animals	Surveys the animal kingdom with emphasis on diversity, complexity, ecology and sustainability. Emphasizes animal biology, including organ systems and genetics. Designed for the non-major. (3 cr. hrs.) (Spring). Prerequisite: Eligible to take ENGL 1010. Lecture/laboratory. Lab fee Meets SUNY General Education requirement in Natural Sciences.	HS GPA 85% or higher
BIOL 1050: NEW Intro to Human Biology	Covers body chemistry, the organ systems, human genetics, and human ecology. Laboratory offers but does not require vertebrate dissection. (3 cr. hrs.) (Fall, Spring, Summer). Prerequisite: Eligible to take ENGL 1010. Designed for non-science majors. Lecture/laboratory. Lab Fee. Meets SUNY General Education requirements in Natural Sciences.	HS GPA 85% or higher

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Course	Course Description	Prerequisite(s)
BIOL 1210: NEW Principles of Anatomy and Physiology I	Presents an introduction to Anatomy and Physiology including body organization, biochemistry, cells, genetics, integumentary, skeletal, muscular, and nervous systems. Laboratory includes the dis- section of preserved mammal organs. This course is designed for nurses, physical education students and assistant level health care fields. This course is not recommended for science majors. (4 cr. hrs.) (Fall, Summer). Prerequisites: high school biology and chemistry with a grade of 75% or higher or college biology and chemistry. Eligible to take ENGL 1010 and placement into college level math. Lecture/laboratory. Lab fee	<i>HS GPA 85% or higher</i>
BIOL 1220: NEW Principles of Anatomy and Physiology II	Presents an introduction to Anatomy and Physiology including the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. Laboratory includes the dissection of preserved mammal organs and fetal pig. This course is designed for nurses, physical education students and assistant level health care fields. This course is not recommended for science majors. (4 cr. hrs.) (Spring, Summer). Prerequisites: BIOL 1210. Lecture/laboratory. Lab fee.	<i>BIOL 1210</i>

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Course	Course Description	Prerequisite(s)
BIOL 1500: Environmental Science	Inter-relationships between organisms and the environment. The impact of human activities such as pollution, resource use and population growth is studied. Basic ecological concepts provide a foundation for understanding environmental problems and global change. Labs will illustrate the complexity associated with environmental change and emphasize sustainability. Laboratory includes the observation of plants, algae, bacteria and animals. (4 cr. hrs.) <i>Lecture/laboratory</i> .	<i>HS GPA 85% or higher and HS Biology</i>
BIOL 1510: General Biology I	Emphasizes the modern aspects of biology and its techniques. Includes biochemistry, cell structure and physiology, genetic mechanisms, a survey of the three domains of organisms, and plant structure and physiology. For math/science students (4 cr. hrs.) <i>Lecture/laboratory</i> . . <i>Meets General Education requirement in Natural Sciences</i> . Maximum of 18 total students in a single LAB section . If more than 18 students are in the course, they must be broken up into at least 2 sections	<i>HS GPA 85% or higher and 75% or higher in high school biology AND high school chemistry, or high school biology (75% or higher) AND concurrent enrollment in CHEM 1010 or 1020 (CHEM 1010 preferred).</i>

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Course	Course Description	Prerequisite(s)
BIOL 1520: General Biology II	Emphasizes the modern aspects of biology and its techniques. Includes evolution, animal diversity, human and animal anatomy/physiology, animal behavior, reproduction and development, and ecology. For math/science students. Laboratory involves dissection of a preserved fetal pig and various vertebrate organs, as well as the use of living invertebrates. (4 cr. hrs.) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. Maximum of 18 total students in a single LAB section.</i> If more than 18 students are in the course, they must be broken up into at least 2 sections	BIOL 1510
BUOT 1010: Foundations for Word Processing	Introduces touch-typing skills, speed development, beginning word processing, and proofreading using software packages on the computer within the framework of an office environment. (3 cr. hrs.) <i>Laboratory.</i>	<i>Recommended for students who are preparing for employment in office technology.</i>
BUSN 1003: Personal Budgeting	Introduction to personal budgeting, including budget preparation and analysis, understanding credit reporting agency procedures and credit reports, overview of types of credit, effective credit card use, and establishing financial goals. (.5 cr. hr.) <i>(Note**This course could be incorporated into a business course already offered at the high school).</i>	

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Course	Course Description	Prerequisite(s)
BUSN 1030: Business Communications	Effective techniques for oral and written communications. Analyzing and writing letters, memos, and business reports. Proficiency in language mechanics will be assessed. (3 cr. hrs.)	
BUSN 1033: Applied Business Math	The four arithmetic processes and the algebra of business. Application of mathematics to typical business problems. Taxes, insurance, payroll, depreciation, trade and cash discounts, markup, simple interest and bank discounts, and financial statement analysis. (3 cr. hrs.)	9 th Grade Math-Algebra
BUSN 1055: Professionalism	Understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building concepts, and career enrichment. (3 cr. hrs.) <i>Discussion/participation and role-playing exercises. May be taught in a simulated work environment.</i>	
BUSN 1100:NEW Applications and Solutions- Microsoft Office	Communication, decision making, and critical thinking facilitated by the use of software using online tools and word processing, spreadsheets, presentations and databases in a simulated business environment to support other required business courses. (3 cr. hrs.)	
BUSN 2020: NEW Personal Finance	Basic areas of personal finance, such as banking, home financing, insurance, investments, credit financing, and retirement planning. (3 cr. hrs.)	

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Course	Course Description	Prerequisite(s)
CADD 1700: Computer Aided Drafting I	Introduction to computer aided design (CAD) techniques. Teaches commands necessary to generate basic three-dimensional part models, assemblies and two-dimensional engineering drawings through the use of a computer using a solid modeling program. (3 cr. hrs.) <i>Lecture/graphics terminal lab.</i>	
CHEM 1510: General Chemistry I	Principles of chemistry and its quantitative aspects. Stoichiometry, characteristics of matter, structure and bonding, elementary thermochemistry, solutions, equilibrium, thermodynamics and electrochemistry. Descriptive chemistry is integrated throughout the course. (4 cr. hrs) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. Intended for, but not limited to, math/science students. It is recommended that students be familiar with algebraic and logarithmic calculations; high school physics is strongly suggested</i> Maximum of 18 total students in a single LAB section . If more than 18 students are in the course, they must be broken up into at least 2 sections	<i>CHEM 1010 OR high school chemistry,</i> <i>AND</i> <i>HS GPA 85% or higher</i>

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Course	Course Description	Prerequisite(s)
CHEM 1520: General Chemistry II	Principles of chemistry and its quantitative aspects. Stoichiometry, characteristics of matter, structure and bonding, elementary thermochemistry, solutions, equilibrium, thermodynamics and electrochemistry. Descriptive chemistry is integrated throughout the course. (4 cr. hrs.) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. Intended for, but not limited to, math/science students. It is recommended that students be familiar with algebraic and logarithmic calculations; high school physics is strongly suggested</i> Maximum of 18 total students in a single LAB section. If more than 18 students are in the course, they must be broken up into at least 2 sections	CHEM 1510
CHIN 1010: Beginning Chinese I	Practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries. (4 cr. hrs.) <i>Lecture / recitation / laboratory. Meets General Education requirement in Foreign Languages.</i>	
CHIN1020: Beginning Chinese II	Additional practice in conversation, development of reading and writing characters, and a systematic study of grammar. Attention to the culture of Chinese-speaking countries. (4 cr. hrs.) <i>Lecture / recitation / laboratory. Upper-level course. Meets General Education requirement in Foreign Languages.</i>	CHIN 1010 or equivalent

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Course	Course Description	Prerequisite(s)
CHIN 2010: Intermediate Chinese I	Development of greater facility in reading, writing, speaking and understanding the language through systematic continued study of its structures. Attention to the culture of Chinese-speaking countries. (4 cr. hrs.) <i>Lecture / recitation / laboratory. Upper-level course. Meets General Education requirement in Foreign Languages.</i>	<i>CHIN 1020 or equivalent.</i>
CHIN 2020: Intermediate Chinese II	Continued development at the intermediate level of a facility in reading, writing, speaking and understanding the language through systematic study of its structures. Attention to the culture of Chinese-speaking countries. (4 cr. hrs.) <i>Lecture / recitation / laboratory. Upper-level course. Meets General Education requirement in Foreign Languages.</i>	<i>CHIN 2010 or equivalent.</i>
CRJ 1010:NEW Introduction to Criminal Justice	Agencies and processes in the criminal justice system – legislature, police, prosecutor, public defender, courts and corrections. Roles and problems of law enforcement in a democratic society, component interrelations and checks and balances. (3 cr. hrs.)	
CSCS 1200: Computer Essentials	Theories and applications of computers. Includes computer architecture, hardware, software, number coding, problem solving paradigms, microcomputer applications, network technology, computer ethics, computer careers, e-commerce, and system software. (4 cr. hrs.) <i>Lecture/laboratory; Recommended for computer majors only; non-majors see CSIT 1390. Shelf Life Alert.</i>	<i>HS GPA 85% or higher</i>

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Course	Course Description	Prerequisite(s)
CSCS 1240: NEW Problem Solving	Logic for analyzing problems and communicating problem-solving procedures to the computer. Data types and variables, control structures, arrays, sorting and searching, "common sense" analysis, problem-solving, logic flow charting, pseudo coding, and Unified Modeling Language (UML). (3 cr. hrs) Lecture/Laboratory.	HS GPA 85% or higher
CSNT 1200: Intro to Networks	A theoretical overview of networks. Introduction to the OSI model, communications media, various network equipment, data transmission, protocols, topologies, architectures, Local area networks, Wide area networks, Routing and Routing protocols, IP addressing, and structured cabling. (4 cr. hrs.) <i>Lecture/laboratory.</i>	HS GPA 85% or higher
CSNT 1500: Routing and Switching Essentials	The focus of this course is on learning the architecture, components, and operations of routers and switches in a small network. In this course, you will learn how to configure a router and a switch for basic functionality. By the end of this course, you will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single -area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks, (4 cr. hrs.)	CSNT 1200

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Course	Course Description	Prerequisite(s)
CSWT 1200: Web Site Development Fundamentals	Web page development techniques using HTML, XHTML, and web site authoring software. Presents skills necessary to build, deploy, and manage professional web pages. Topics include basic tags and more advanced features while emphasizing accessibility, compatibility, security, and emerging Internet trends. (3 cr. hrs.) <i>Lecture/laboratory</i> .	<i>9th Grade Math</i> <i>AND</i> <i>HS GPA 85% or higher</i>
ECED 1110: NEW Introduction to Early Childhood Education	Survey of early childhood education theories and principles and the alternative settings available for the care and education of young children. Emphasis on defining program quality as it pertains to developmentally appropriate care and other characteristics of the child care environment. (3 cr. hrs.). Lecture/Projects/Field assignments and/or observations.	<i>HS GPA 85% or higher</i> Instructors must have certification in Birth-2nd in order to teach this course.
ECON 1000: Elements of Economics	Structure and functioning of the U.S economy. National economic goals, the market system, price determination, taxation and government spending, business cycles, fiscal and monetary policy, international trade. Understanding of current economic events and issues. (3 cr. hrs.)	
ECON 2001: Principles of Economics - Macro	U.S. macro-economic goals, the American market system, price determination, distribution of income, government taxation and spending, national income accounting, fiscal policy, and monetary policy. (3 cr. hrs.) <i>Upper-level course. Meets General Education requirement in Social Sciences.</i>	<i>9th Grade Math</i> <i>AND</i> <i>HS GPA 85% or higher</i>

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Course	Course Description	Prerequisite(s)
ECON 2002: Principles of Economics - Micro	Elasticity of supply and demand, utility theory, production cost analysis, profit maximization, monopoly and government regulation, labor organization, international trade and finance, economics of growth, resource depletion, and pollution. (3 cr. hrs.) <i>Upper-level course.</i>	<i>9th Grade Math</i> <i>AND</i> <i>HS GPA 85% or higher</i>
EDUC 1010: NEW Foundations of Education	The aims of public education in our society; philosophical, historical, economic, political and social bases of our educational system. Current trends in education; popular myths about the teaching profession; roles, responsibilities, problems and concerns of teachers. (3 cr. hrs). Field observation.	<i>HS GPA 85% or higher</i> Instructors must have certification in B-2 or 1-6th or both to teach this course
ENGL 1010: College Composition I	Essay writing designed to sharpen the student's perceptions of the world through the study and use of non-fiction writings and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. (3 cr. hrs.) <i>Meets General Education requirement in Basic Communication.</i>	<i>HS GPA 85% or higher</i>

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Course	Course Description	Prerequisite(s)
ENGL 1020: College Composition II	Essay writing course designed to advance critical, analytical, and writing abilities begun in ENGL 1010. Literary analysis and interpretation on works of fiction, poetry, and drama. (3 cr. hrs.) <i>Meets General Education requirement in Humanities and Basic Communication.</i>	<i>ENGL 1010</i>
ENGR 1010: Engineering Orientation	Aspects of engineering study and the engineering profession. Methods of solution of engineering problems. (2 cr. hrs.)	<i>Three years of high school math including intermediate algebra and trigonometry</i>
ENGR 1030: Graphics for Engineers	Techniques and practices of engineering graphics for communication and interpretation of engineering design intent through the use of three-dimensional parametric modeling program (SolidWorks) and international standard governing geometric dimensioning and tolerance. (ASME/ANSI Y14.5 and ISO) Engineering freehand sketching and graphically solving problems including pictorial and multiview drawings, geometric constructions, plane and descriptive geometry, sectioning conventions and coordinate dimensioning and tolerancing. (3 cr. hrs.) <i>Lecture/laboratory. Lab fee</i>	<i>Three years of high school math including intermediate algebra and trigonometry</i>
FREN 2010: Intermediate French	Development of greater facility in reading, writing, speaking, and understanding the language through a systematic review of its structures. Representative readings introduce the civilization of France. (4 cr. hrs.) <i>Lecture/recitation/laboratory. Upper level course. Meets the General Education requirement in Foreign Languages.</i>	<i>FREN 1020 or the equivalent of three years of Regents high school French.</i>

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Course	Course Description	Prerequisite(s)
FREN 2020: Composition & Conversation	A thorough analysis of the language. Intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports and more informed class discussions and conversations. (4 cr. hrs.) <i>Meets General Education requirement in Foreign Languages. Upper level course. Essential for French majors who plan to take upper-level language and Literature studies.</i>	<i>FREN 2010 or four years of high school French.</i>
FREN 2310: Brief Introduction to French Literature	Advanced study with an introduction to serious reading of some of the great writers of literature. Develops the ability to exchange ideas through writing and discussion in the foreign language. (3 cr. hrs.) <i>Also fulfills 2000-level English requirement. Upper level course. Meets General Education requirement in Foreign Languages.</i>	<i>ENGL 1010 AND FREN 2020.</i>
FYEX 1000: First-Year Experience	Designed to assist first-year students in adjusting to the college environment as well as becoming familiar with strategies for success. A general orientation to the resources of the college, essential academic success skills to better understand the learning process, and career exploration will be covered. (3 cr. hrs.) <i>Lectures/discussions/activities.</i>	
GEOG 1010: NEW World Geography	Examination of the kinds of physical and cultural features encountered on this planet, their location and significance. Course is organized on an economic and political basis considering developed and developing regions. Extensive map work required. (3 cr hrs.)	

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Course	Course Description	Prerequisite(s)
GOVT 1010: American Federal Government	Theories and practices of American Federal Government with emphasis on the national level. Changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. (3 cr. hrs.) <i>Meets General Education requirement in Western Civilization.</i>	<i>HS GPS 85% or higher</i>
HIST 1110: American History I	Dreams and concepts brought to the New World and their development into America's institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred. (3 cr. hrs.) <i>Meets General Education requirement in American History</i>	<i>HS GPA 85% or higher</i>
HIST 1120: American History II	End of the Civil War to the present. Topics include: industrial-urbanization, racism, sexism, the new manifest destiny, political changes, and the growth of a modern nation. (3 cr. hrs.) <i>Meets General Education requirement in American History.</i>	<i>HS GPA 85% or higher</i>
HIST 2110: Modern Africa	Focuses on basic knowledge and understanding of modern Africa, its people, their history and cultures. Its socio-political crises will be examined. Helps to eliminate stereotyping of Bantu African civilizations and exposes students to non-European cultures. Students will become proficient in one specific geographic realm. (3 cr. hrs.) <i>Upper level course.</i>	<i>HS GPA 85% or higher</i>

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Course	Course Description	Prerequisite(s)
HIST 2030: History of Medieval Europe	Surveys the period of European history extending from late Roman Antiquity to the early Renaissance. Emphasizes the use of primary sources. Explores the tension within medieval civilization between tradition and change, order and disorder. (3 cr. hrs.) (ASN). Prerequisite: Writing in content area. Upper-level course.	HS GPA 85% or higher
HIST 2040: History of Modern Europe	The history of Europe since 1815, beginning with reactionism after the “excesses” of the French Revolution and Napoleon and covering the European alliances and the wars of the 20th century. (3 cr. hrs.) (ASN). Prerequisite: Eligible to take ENGL 1010. Upper-level course.	HS GPA 85% or higher
HLTH 1202: Perspectives of Drugs	A comprehensive course addressing the use and abuse of drugs in contemporary society with emphasis on motivation for drug use and abuse; specific types of drugs and their identification; physiological and psychological implications of drug abuse; and the treatment of the person with drug dependence. (3 cr. hrs)	HS GPA 85% or higher
HLTH 1203: Perspectives of Alcohol	A comprehensive course addressing the use and abuse of alcohol in contemporary society with emphasis on motivation for alcohol use and abuse; causes and symptoms of abuse; legal aspects of alcohol abuse; and treatment of the person with alcohol dependence. (3 cr. hrs.)	HS GPA 85% or higher

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Course	Course Description	Prerequisite(s)
HLTH 1207: NEW Foundations of Personal Health	A comprehensive course addressing the current health problems facing our society, focusing on behavioral health strategies for prevention; riskreduction; and basic principles and practices involved with attaining and maintaining optimal personal health and wellness. (3 cr. hrs.)	
INTD 1000: Service Learning	Service Learning Requirements, obligations, and strategies for successful community service. Historical impact of community service in U.S. society. Emphasis on benefits of civic engagement and lifelong community involvement. Setting work and commitment expectations, identifying skills, and learning basic skills essential to volunteer situations. (1 cr. Hr.) May be taken up to 3 times for a total of not more than 3 credit hours.	
MATH 1310: Elementary Statistics	An intuitive approach to statistics. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, confidence intervals, hypothesis testing, chi-square, linear regression, and correlation. The statistical computer language Minitab will be used. (4 cr. hrs.) <i>Graphing calculator required; Texas Instruments TI-83 or TI-84 recommended</i>	<i>11th Grade Math-Algebra2/Trig</i>

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Course	Course Description	Prerequisite(s)
MATH 1411: NEW Elementary Functions I	Semester includes definitions and axioms of the number systems, inequalities, absolute value, graphical analyses of polynomial, rational functions, and systems of equations. (3 cr. hrs.) (Fall, Spring). Cannot take both MATH 1411-1412 and MATH 1413 for credit. A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Meets SUNY General Education requirement in Mathematics.	<i>Three years of HS Math including intermediate Algebra and Trig</i> Cannot take both MATH 1411-1412 and MATH 1413 for credit.
MATH 1412: NEW Elementary Functions II	The second semester of a two-semester sequence to prepare students to take Calculus. The course thoroughly studies trigonometric functions of real numbers, including their graphs, and trig identities and applications of trigonometry. Analytical geometry is covered and an introduction to polar coordinates. Mathematical induction and the binomial theorem are also introduced. (3 cr. hrs) A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Meets SUNY General Education requirements in Mathematics.	<i>MATH 1411</i> Cannot take both MATH 1411-1412 and MATH 1413 for credit.
MATH 1413: NEW Pre-Calculus	The characteristics of elementary real functions including algebraic and graphical analysis, inequalities, absolute values, logarithms, trigonometry of real numbers, plane analytic geometry, polar coordinates, complex numbers and Binomial Theorem. (4 cr. hrs.). A graphing calculator without a CAS (Computer Algebra System) is required; Texas Instruments TI-83 or TI-84 recommended. Meets SUNY General Education requirements in Mathematics.	<i>4 years of HS Math</i> Cannot take both MATH 1411-1412 and MATH 1413 for credit

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Course	Course Description	Prerequisite(s)
MATH 1610: Calculus I	The first semester of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered by algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass. (4 cr. hrs.) <i>Graphing calculator required; Texas Instruments TI-83 or TI-84 recommended.</i> <i>Cannot receive credit for this course and MATH 1510-1520. Meets SUNY General Education requirement in Mathematics.</i>	<i>Four (4) years HS math, including HS Pre-Calculus</i>
MATH 1620: Calculus II	A continuation of Calculus I. Topics include calculus of conics, logarithmic, exponential and hyperbolic functions, techniques of integration, infinite series, parametric equations, and polar coordinates. (4 cr. hrs.) <i>Graphing calculator required; Texas Instruments TI-83 or TI-84 recommended. Meets SUNY General Education requirement in Mathematics.</i>	<i>MATH 1610 or equivalent HS Calculus course</i>
MECH 1050: Engineering Graphics I	Engineering graphics fundamentals, incorporating both manual and computer-aided drafting. Includes freehand sketching, principles of applied geometry, multi-view drawings, dimensioning, sectioned views, pictorials, conventional drawing practices and standards, and an introduction to AutoCAD. (3 cr. hrs.) <i>Lecture/laboratory.</i>	<i>11th Grade Math-Algebra2/Trig</i> AutoCADD software required

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Course	Course Description	Prerequisite(s)
MGMT 1010: NEW Introduction to Sports Mgmt	This course is designed to provide an introduction to sport management and an overview of the role and scope of sport events, sport management and sport marketing as they contribute to the planning and development of a sport business. Legal, sociocultural, historical, political, and psychological concepts relevant to the management of sport; the professional skills and attitudes of successful sport managers; and ways in which the globalization of sport continues to affect sport management professions will be addressed. Explore career options in sport management, including entities such as but not limited to intercollegiate athletics, recreation, event and facility management, health and fitness clubs as well as professional sport. (3 cr. hrs.)	
MUSC 1010: Fundamentals of Music	This course introduces fundamental elements of pitch, rhythm, musical notation and symbols, major and minor scales, intervals and tonality. Course work will involve both written and aural skills. (3 cr. hrs.) <i>Lecture/Listening/Practice/Discussion</i>	<i>HS GPA 85% or higher</i>
MUSC 1110: Music Theory I	Music notation, scales, modes, keys, intervals, simple chord progressions, elementary sight singing, and elementary keyboard accompaniment using primary chords. (3 cr. hrs.) <i>Lecture. Appropriate for the student planning elementary education as a career. Meets SUNY General Education requirement in Humanities.</i>	<i>MUSC 1010 or Instructor permission</i>

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Course	Course Description	Prerequisite(s)
MUSC 2120: Music Theory II	Part writing, harmonic analysis, modulation, melodic and harmonic dictation. (3 cr. hrs.) <i>Lecture. Upper-level course. Meets SUNY General Education requirement in Humanities.</i>	<i>MUSC 1110</i>
PEPD 1007: Lifeguard Training	Develop knowledge and skills to manage aquatic emergencies. Satisfies NYS requirement to become a lifeguard. (1 cr. hr.) <i>Lecture/activity.</i>	<i>At least 15 years of age; strong swimming skills</i>
PEPD 2007: Water Safety Instructor	Preparation for qualification as instructor in Red Cross Water Safety. Emphasis is on swimming strokes, life saving skills, and teaching techniques. (2 cr. hrs.) <i>Lecture/activity.</i>	
PHYS 1730: Principles of Physics I	Introductory principles of classical and modern physics. Mechanics of solids, periodic motion and sound, and heat and properties of matter. (4 cr. hrs.) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. A transfer course for students majoring in biology, chemistry, mathematics, or health sciences. Students wishing to major in physics may take this course but should transfer to PHYS 1820, 2830 and 2840 sequence after one semester. Maximum of 18 total students in a single LAB section. If more than 18 students are in the course, they must be broken up into at least 2 sections</i>	<i>MATH 1411 or equivalent; (11th Grade Math – Algebra2/Trig) may also be taken with PHYS 1730</i>
PHYS 1740: Principles of Physics II	The second semester in the physics sequence, continuation of PHYS 1730; electricity, magnetism, optics, and modern physics. (4 cr. hrs.) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. . Maximum of 18 total students in a single LAB section. If more than 18 students are in the course, they must be broken up into at least 2 sections</i>	<i>PHYS 1730</i>

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Course	Course Description	Prerequisite(s)
PHYS 1820: Physics I	The first semester of a three semester sequence in calculus-based physics. Mechanics, including vectors, particle kinematics and dynamics, work and energy, impulse and momentum, rotational motion, and certain aspects of gravitational and fluid mechanics, if time permits. (4 cr. hrs.) <i>Lecture/laboratory. Meets General Education requirement in Natural Sciences. Is intended for students majoring in engineering, mathematics, physics and computer science. .</i> Maximum of 18 total students in a single LAB section. If more than 18 students are in the course, they must be broken up into at least 2 sections	<i>MATH 1610 or concurrently enrolled in MATH 1610</i>
SOCI 1010: Introduction to Sociology	Social and cultural factors in the origin, structure and functioning of group life. Sub-divisions to be emphasized include social structure, culture, socialization, institutions, and stratification. (3 cr. hrs) <i>Meets the General Education requirement in Social Sciences.</i>	<i>HS GPA 85% or higher</i>
SPAN 2010: Intermediate Spanish	Development of facility in reading, writing, speaking and understanding the language through a systematic review of its structure. Representative readings as an introduction to Spanish civilizations. (4 cr. hrs.) <i>Lecture/recitation/laboratory. Upper-level course. Meets General Education requirement in Foreign Languages.</i>	<i>SPAN 1020 or the equivalent of three years of Regents high school Spanish.</i>

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Course	Course Description	Prerequisite(s)
SPAN 2020: Composition & Conversation	A thorough analysis of the language; intensive discussion of grammar, usage, style and vocabulary, enhancing expression through composition, oral reports and more informed class discussions and conversations. (4 cr. hrs.) <i>Lecture/recitation/laboratory. Essential for Spanish majors who plan to take upper-level language and literature studies. Upper-level course. Meets General Education requirement in Foreign Languages.</i>	SPAN 2010
SPAN 2310: Brief Introduction to Literature	Advanced study in the language with an introduction to serious reading of some of the great writers of literature. Conveys ideas and develops the ability to exchange ideas through writing and discussion in the language. (3 cr. hrs.) <i>Upper level course. Meets General Education requirement in Foreign Languages. Also fulfills 2000-level English requirement</i>	<i>Eligible to enroll in ENGL 1010 (85% on English Regents or Placement Test) AND SPAN 2020</i>
SPCH 1080: Public Speaking	Develops self-awareness and audience awareness through oral presentation. Organize and present material in a variety of speaking occasions, including information, visualization, demonstration, argumentation, persuasion. (3 cr. hrs.) (Fall, Spring). Lecture/presentations	

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Course	Course Description	Prerequisite(s)
THEA 1010: Introduction to Theatre	Presents theatre as an all-encompassing art form. Surveys the history of theatre and the diversity of theatrical genres from story-telling to 20 th century 'Realism' to performance art. Studies dramatic literature as it relates to practical theatrical production. Examines the collaborative process leading to production. Students present a full production plan as a final project. (3 cr. hrs.) <i>Meets General Education requirement in the Arts and Western Civilization.</i>	
WELL 1000: Introduction to Wellness	Awareness and participation in a positive, balanced wellness lifestyle. Dimensions of wellness, health related assessments, and the development of personal wellness action plan. (1cr. hr.) <i>Cannot earn credit for this course and HLTH 1207.</i>	

Participating ACE Schools: 2021-2022

Addison Central School	Goshen High School
Alfred-Almond Central School	Hammondsport Central School
Andover Central School	Hornell Central School
Arkport Central School	Horseheads High School
Avoca Central School	Jasper-Troupsburg Central School
Bath - Haverling Central School	Notre Dame High School
Bradford Central School	Odessa-Montour Central School
Campbell-Savona Central School	Prattsburgh Central School
Canaseraga Central School	Sayre Area High School
Canisteo-Greenwood Central School	Spencer-VanEtten High School
Corning-Painted Post High School	Twin Tiers Christian Academy
Cowanesque- Valley High School	Watkins Glen High School
Elmira Heights-Thomas Edison	Waverly Central School
Elmira High School	Wayland-Cohocton High School
Fillmore High School	Wyalusing High School
Genesee Valley High School	Whitesville Central School
GST BOCES-Bush Campus	Williamson Jr. Sr. High School
GST BOCES-Coopers Campus	
GST BOCES-Wildwood Campus	

Administrator Roles

ACE High School Coordinator

The Principal at each high school will appoint a guidance counselor to be the ACE Coordinator at that school. This individual performs the following duties:

- Serves as the main contact between the HS and the SUNY CCC ACE Office
- Provides SUNY CCC with the ***ACE Course Offering Form*** for the next academic year by the designated deadline
- Provides a spreadsheet of ACE students with addresses, DOB, Phone #, and Grade level to the ACE office the designated deadline
- Provides the individual ***Class Rosters*** for ACE courses by the established deadline even if the information is tentative
- Ensures that enrolled students meet enrollment / prerequisite criteria
- Assists in coordinating, scheduling and proctoring of Assessments if needed
- Communicates all enrollment / prerequisite criteria to other onsite HS counselors
- Tracks students' Regents final exam scores in English for a score of 85 or higher
- Disseminates and collects the ***Student Reaction to Instructor Surveys*** and returns them to the ACE Office by the designated deadline
- Ensures that faculty enter final grades for each course
- Communicates to the ACE Office any issues that arise

ACE Instructor

An ACE Instructor performs the following functions:

- Becomes familiar with logging into MyCCC and checking their class rosters throughout the semester
- Communicates all COURSE WITHDRAWAL AND DROP DEADLINES to their student
- Assists ACE students in accessing their MyCCC accounts
- Submits an electronic copy of the ***course syllabus and final exam*** to the ACE Liaison or ACE Office by the established deadlines (2 weeks after the course starts)
- Maintains college-level standards in all assigned classes
- Verifies that class lists(s) are accurate and complete and returns the ***Verified Class Lists*** to the ACE Office by the designated deadline. – Email ACE office at ace@corning-cc.edu
 - Student can not be added to the course after the Registration deadlines
 - Students who are not withdrawn by the deadlines must receive the grade earned in the course.

- Works with the ACE High School Coordinator to ensure that the ***Student Reaction to Instructor Survey*** is administered and completed
- Reminds students to notify the ACE Office if they decide to drop a course and include this information in the course syllabus
- **Submits final grades via MyCCC by the posted deadline at the end of each course (within 72 hours of course completion)**
- Becomes familiar with and enforces all ACE, divisional, and departmental policies and procedures
- Participates in Professional Development opportunities offered by SUNY CCC at least once every 3 years. If unable to attend an event, an alternative meeting must be scheduled between the instructor and college faculty. Professional Development is an important and essential piece to the concurrent enrollment offering. In order to maintain our compliance with NACEP, instructors must participate once every 3 years. Non-compliance will result in discontinuing of ACE credentials.

ACE Liaison

The three academic divisions appoint a liaison for each course to work with ACE instructors for the purpose of ensuring curricular consistency and program rigor, as well as providing content area expertise and guidance concerning course material.

An ACE Liaison performs the following functions:

- Serves as the primary contact for the ACE instructor
- Contacts their assigned Instructors within the first 3 weeks for the semester
- Establishes and communicates assessment criteria and final exam requirements
- Collects and approves the course syllabus within the first month of the course. If changes need to be made, the liaison will contact the instructor and copy the ACE Office
- Forwards a copy of the approved syllabus and/or final exam to the ACE Office
- Supplies the ACE Office with departmental policies for the ACE course(s)
- Orientates and mentors' new instructors, providing information on divisional and departmental policies and procedures, an overview of the target course and academic subject area, as well as the College's website and email system
- Attends at least one class session each semester for the purpose of observing the course content using the standard CCC instructor evaluation form
 - Evaluates the ACE course to ensure that it meets the College's academic standards
 - Meets with the instructor after the observation to review what was observed and makes any recommendations for changes
 - The observation report is submitted to the ACE Office no later than two weeks after the course ends.

- Attends meetings called by the Director of ACE
- Attends annual workshops for all ACE instructors and plans agenda items and appropriate professional development activities within the discipline.

Director of ACE

The Director of ACE performs the following functions:

- Serves as the primary contact at SUNY CCC for the entire program, acting as a bridge between the high school (guidance counselors, principal, superintendent) and the College
- Coordinates with each high school to discuss which courses will be offered
- Calls meetings to discuss issues that arise, as needed
- Assists with ensuring program quality standards
- Serves as a major contact to facilitate the resolution of any issues involving program quality
- Resolves issues pertaining to materials and equipment
- Works with the Associate Deans of Instruction to establish credential requirements for ACE Instructors, reviews instructor evaluations, and sets guidelines for ACE Liaisons
- Seeks out new member schools located within the College's service area
- Assists with oversight of syllabus usage and formation
- Maintains the ACE program website and handbook
- Serves as principal contact for the college regarding NACEP membership and other regional and national professional organizations
- Coordinate's registration efforts and testing
- Coordinates and Assist with Educational Planning for ACE students

Associate Dean of Instruction

Each of the three Associate Deans of Instruction, representing Humanities and Social Sciences, Professional Studies, and STEM performs the following functions:

- Approves new instructors in conjunction with the Department Chair of the target discipline
- Assists with ensuring program quality standards
- Addresses questions pertaining to curricular issues, changes, content, and prerequisites
- Shares oversight of the course syllabus in conjunction with the ACE Liaison as well as the Department Chair

ACE Administrative Processes

Registration

- Students enroll in ACE courses with their guidance counselor in the spring.
- The ACE Coordinator along with the administration at the high schools will submit a ***Course Offering Form*** indicating the courses, times, and instructors for the upcoming academic year
- The ACE Coordinator will submit an Excel file of the Student Information needed by the ACE Office by June 1st
- ACE Coordinators will submit class rosters for each course by August 1st.
- Students are required to obtain a “Certificate of Residency” from their county of residence by the due date to ensure that no “out of state” tuition charges will be incurred by the student.
- **A non-resident fee of \$136/cr hr will be assessed to students who do not submit a Certificate of Residency by their county deadlines. There will be a HOLD placed on their account which will prohibit them from registering for upcoming semesters or from obtaining a transcript.**
- A College Representative visits high schools to explain the ACE process to students
- ACE faculty are responsible for using MyCCC to ensure that their class rosters are accurate and complete, as well as for entering final grades at the end of the semester.
- Instructors should direct questions about MyCCC and entering grades to the ACE office at (607-962-9533) or ace@corning-cc.edu

Approving Instructors

- The potential new instructor completes the application form and submits it and any other pertinent supporting documentation, including academic transcripts, to the ACE Office, which in turn sends the application forth to the Associate Dean of Instruction for the appropriate discipline
- The Associate Dean of Instruction reviews the application and transcripts in conjunction with the Department Chair and determines whether to accept or reject the application
- In some cases, the Academic Department reserves the right to offer a provisional acceptance for the first year, to be reviewed annually.
- The Director of ACE receives the decision and passes it on to the applicant, the High School Principal, and any other designated parties at the high school
- Once an applicant is approved, the ACE Liaison helps orientate the new instructor to the college and the course.

Evaluating Instructors

- The ACE Liaison attends at least one class session each semester for the purpose of observing the course content
- The ACE Liaison meets with the instructor after the observation to review what was observed and makes any recommendations for changes
- If results are unsatisfactory, this information is to be communicated to the Director of ACE, who will in turn consult with the Associate Dean of Instruction and Department Chair to determine if an intervention is required
- After 5 years of successful observations; the academic division will then attend a class session once every 3 years for the purpose of observing the course content.

Addressing Problems with Instructors

Because quality control is the responsibility of all ACE staff, it is incumbent upon all members to participate in any necessary intervention, which may involve course content, pedagogy, or behavioral concerns. These efforts will be led by the Director of ACE, but may also involve the Associate Dean of Instruction, the Department Chair, the ACE Liaison, and the ACE Coordinator.

The following is the process for addressing a problem:

- If the CCC liaison perceives any problems serious enough to jeopardize the offering of the course, these problems will be discussed with the ACE instructor and presented in writing to that instructor. The ACE instructor will be offered an opportunity to respond in writing. The CCC liaison and ACE instructor will formulate a plan for correcting these problems and develop a timetable for the corrective actions. This plan and documentation will be shared with the Director of ACE.
- If the issue persists, then a second letter will be sent to the ACE instructor with copies to the divisional Associate Dean of Instruction, CCC Director of ACE, the Principal and the Superintendent of the school involved.
 - The second letter will describe the problem, the proposed corrective action, and the timeline for making the correction. It is expected that the ACE instructor will make every effort to correct the problem within the allotted time period.
- If the problem is not corrected within the allotted time, then the liaison may recommend to the divisional Associate Dean of Instruction one of two options: 1) that the instructor's certification be discontinued or 2) if some progress has been made, that additional time be granted to correct the problem.
- At any time during this process the ACE instructor may request an appeal to the

divisional Associate Dean of Instruction. If the divisional Associate Dean of Instruction, in consultation with the Director of ACE and ACE liaison, recommends discontinuation of certification, the ACE instructor, Principal, and Superintendent will receive a letter notifying them of this action.

- Discontinuation will be effective at the end of the semester. If an instructor's certification is discontinued, the ACE course being taught will not be offered until another instructor has been approved

Student Evaluations

In accordance with CCC policy, all students will have the opportunity to evaluate their instructors each semester. The specific process is as follows:

- The ACE Office provides the appropriate forms to each school's ACE Coordinator.
- HS Guidance Counselors will coordinate the administration of the evaluations and return them to the ACE Office by the designated deadline for each semester.
- These forms will be kept on file at the College in the respective Academic Divisions and forwarded to the ACE Instructors.

Final Examinations

- ACE Instructors are required to provide a tentative copy of their final exams along with a final copy of the syllabus for each class taught at the beginning of every semester.
- If a departmental final is used in the academic division at the College, the ACE instructor is required to give this same examination at the high school.

ACE Students

Eligibility

Academically sound high school students are eligible to take college courses. These students must meet all prerequisites for each course as described in this Handbook. If a course requires eligibility to enroll in ENGL 1010 (College Composition I), students must demonstrate proficiency through a means approved by the Department of English, or they need to complete the basic skills assessment in reading and writing through an Accuplacer assessment.

Withdrawal from a Course

- If students do not wish to take an ACE course for college credit, they are required to submit the Drop Request Form on the ACE Website at <https://www.corning-cc.edu/admissions-future-students/ace/drop-form.php> by the designated date in the semester to drop the course without incurring tuition charges.

- Students may also drop courses online through their MyCCC account. After the established deadline, a student will incur an official college transcript for the course.
- A student may elect to receive a grade of “W” (Withdrawal) instead of a letter grade (A-F) by contacting the ACE Office or the Registrar’s Office by the established date in the semester.
- **Please see Drop and Withdrawal Deadlines on pages 2 and 3**

Student Conduct/Academic Honesty

The rules of the host high school should be followed in non-academic behavioral misconduct situations. However, in cases involving academic misconduct, particularly academic dishonesty, the College’s regulations should prevail.

The following excerpt is taken from the “Academic Policies and Procedures” section of the *SUNY CCC 2021-2022 Course Catalog*, “Code of Student Conduct: <https://www.corning-cc.edu/current-students/code-conduct.php>” “The principles of integrity, respect and ethical behavior are long standing traditions at SUNY CCC. It is expected that all students will recognize these values and adhere to all aspects of student conduct and academic honesty inside and outside of the classroom. The act of academic dishonesty is one in which a student is trying to gain an unfair academic advantage or is avoiding actions required by a course, which have been designed to improve some aspect of the student’s education. Knowingly and willfully aiding or collaborating with a student in the violation of an Academic Honesty policy, even if not personally committing any violation, is considered academic dishonesty. The following list describes various instances or actions that the College considers to be acts of academic dishonesty. While trying to be thorough, this list is not absolute. It is up to the practical judgment of faculty and students to consider cases that are not included here.”

Attendance

Success in courses is directly related to attendance. Regular attendance in class and laboratory sessions is expected of all students; however, instructors should determine student attendance requirements for their courses in conjunction with any established divisional or departmental attendance policies. These attendance requirements, along with their relationship to final grades, should be clearly stated in the course syllabus. Attendance will only be considered in the final grade of a student when individual participation is deemed necessary for meeting course objectives.

Scholarships

ACE scholarships are available to residents of Chemung County only through a generous donation made by the Casella Waste Management Company. For further information, please contact GST BOCES at 739-3581, ext. 3152.

Transfer Credit

Because CCC is accredited by the Middle States Association of Colleges and Secondary Schools, the same agency that accredits every institution of higher learning in New York State, ACE courses will generally transfer to any State University of New York (SUNY) college or university. Over 300 other colleges and universities have indicated that they will accept CCC credit as well. However, program issues may determine whether a course is transferable as a program requirement or as an elective. It is strongly suggested that students, parents, and counselors consult the website or call the college or university of their choice about their specific transfer requirements. Students may request their transcripts at <https://www.corning-cc.edu/current-students/transcript.php> and there is a charge of \$2.50 for each request.

New York State Certificate of Residency and Tuition Charge

All ACE courses are tuition free in the 2021-2022 academic year. All Counties require that a student complete a Certificate of Residency for their county of residence.

All eligible students are required to submit a Certificate of Residency application by the due date for their county (within the first 30 days of the semester).

If not received by this deadline, students will be billed a non-residence fee of \$136/cr hr and a HOLD will be placed on their account, preventing future registrations and release of transcripts until either the payment of certificate is received.

Students can visit the ACE Website <https://www.corning-cc.edu/admissions-future-students/ace/certificate-of-residency.php> for a link to their county and the requirements for that county.

Honor Society: Phi Theta Kappa

ACE students are eligible to become members of the Phi Theta Kappa International Honor Society. Eligibility is based on completion of 12 credit hours of associate degree course work and a cumulative 3.5 GPA. It is organized on three levels: 1) *local* (student becomes a member at a two-year college), 2) *regional* (29 regions nationwide with information at www.ptk.org/regions), and 3) *international* (more than two million members and 1,200 chapters located worldwide).

ACE Instructors

Instructor Approval, Provisional Certification, and Credential Requirements *Instructor*

Approval: A high school faculty member wishing to be certified to teach an ACE course should submit a “Faculty Credential Application” signed by his or her Principal or Superintendent along with a copy of any undergraduate- and graduate-level transcripts to the ACE Director. See the ACE website at <https://www.corning-cc.edu/admissions-future-students/ace/ace-instructors.php> for the application.

Provisional Certification: An ACE instructor may be granted provisional approval for a specified period if he or she is in the process of completing coursework towards completing qualifications. The Academic Divisions may grant provisional approval to allow time to complete the necessary qualifications. These are **granted sparingly** to those who are very close to completing credential requirements and must be issued in writing by the Associate Dean of Instruction or Department Chair representing the appropriate Division. This document will state the requirements that must be met as well as a termination date by which the requirements must be completed. **A provisional may also be granted the first year of their ACE application and reviewed annually.**

Credential Requirements:

Minimum requirements are as follows: Masters of Education with significant coursework in the content area or with five years or more of high school teaching in the content area, with special consideration given for AP experience, corresponding IB experience, or concurrent enrollment certification through another college.

Optimal requirements would be as follows:

Accounting: B.S. in Accounting or B.S. in Business Administration with course work in Intermediate Accounting I and II

Art: M.F.A. or Master’s degree in Education with Art concentration (6-9 cr.)

Biology: Master’s degree in Biology; if degree is in Education, at least several graduate courses in Biology

Business: Bachelor’s degree in Business Education or Administration, or Master’s degree in related field and appropriate course work and/or demonstrated experience in the Business field.

Chemistry: Master’s degree in Chemistry; if Master’s degree is in Education, at least several courses in Chemistry; Bachelor’s degree must be in Chemistry.

- Computing:** Bachelor's degree and appropriate coursework and/or demonstrated work experience in the computing field, including knowledge of computers and microcomputer systems; interview with Computing Department and teaching demonstration may be required
- Economics:** Principles of Economics (6 cr.) required; Intermediate Microeconomics (3 cr.) required to teach Principles of Microeconomics; Intermediate Macroeconomics required to teach Principles of Macroeconomics
- English:** Master's in English; if M.A/M.S. in Education, six (6) graduate credits in English (3 cr. in Literature, 3 cr. in Composition or Rhetoric) required.
- Environmental Science:** Master's in Environmental Science or Biology with several Environmental Science courses; if Master's is in Education, at least several graduate courses in Environmental Sciences
- First Year Experience:** Successful completion of the College's FYEX training and Master's degree in a field emphasizing intrapersonal and interpersonal relations
- Government:** Master's in History/Government with course work in "American Federal Government" and "State/Local Government" courses; additional Government courses preferred; other Master's degrees with substantial Government courses may be considered
- Health:** Master's degree in Health Education, Community Health, Public Health or Health Promotion; if M.A./M.S. in Education, Bachelor's must be in Health Education Community Health, Public Health or Health Promotion with several graduate courses in relevant health courses; must be evaluated and/or interviewed by Community and Public Health Education Department Chair or faculty member with equivalent credentials.
- History:** Master's degree in History including a minimum of twelve (12) credits in undergraduate American History and a minimum of two (2) graduate American History courses (6-8 credits); Other Master's degrees with substantial course work related to American Studies considered
- Language:** Master's degree in the target language; if Master's degree is in Education, Bachelor's must be in the content area and twelve (12) credits in the target language at the graduate level or equivalent

Statistics: Bachelor's in Mathematics or Statistics or a related field.

Master's degree. At least 6 hours in graduate level mathematics or statistics; and at the undergraduate or graduate level, at least two courses in probability or statistics above elementary statistics. Some experience teaching. Interview with the Mathematics Department. Note that grades in coursework, types of course taken and courses taught will be considered.

Calculus I and II: Bachelor's in Mathematics or Statistics or a related field. Master's degree. At least 6 hours in graduate level mathematics. Some experience teaching. Interview with the Mathematics Department. Note that grades in coursework, types of course taken and courses taught will be considered.

[Current certified teachers would be grandfathered in.]

See Math Certification Checklist on page 44

Music: Master's degree in Music; if M.A. /M.S. in Education, substantial course work in music as acceptable to the Associate Dean of Communications/Humanities.

Photography: M.F.A. or Master's degree in Education with portfolio review

Physical Fitness: Bachelor's or Master's in Education or Physical Education with a current American Red Cross Life Saving or Water Safety Instructor certification

Physics: New York State Teacher Certification in Physics or equivalent

Service Learning: Bachelor's degree, twelve (12) graduate credits in Education or Social Sciences, and two (2) years' experience in community organization work, community service, mentoring, or guidance counseling

Sociology: Master's degree in Sociology or Master's in a related field and a Bachelor's degree in Sociology and at least six (6) graduate credits in appropriate Sociology courses

Studio Arts: M.F.A. in the discipline or Master's in Education with a B.F.A. in the discipline with significant professional experience; portfolio may be required

Technology: ***Engineering Orientation (ENGR 1010)*** – Master's in Education or related field with a major in Technology or Bachelor's in Technology with

substantial graduate course work in an appropriate content area

Graphics for Engineers (ENGR 1030) – Bachelor’s degree in Mechanical Engineering or related field and three (3) years of industrial experience or Master’s in Education with CAD certification and successful completion of ENGR 1030 or equivalent course, or Bachelor’s in Technology and successful completion of ENGR 1030 or equivalent. Experience with ASME Y14.5 drafting standard desired.

Engineering Graphics I (MECH 1050) – Bachelor’s degree in Mechanical Engineering or related field and three (3) years of industrial experience or Master’s in Education with CAD certification and successful completion of MECH 1050 or equivalent course, or Bachelor’s in Technology and successful completion of MECH 1050 or equivalent

Computer Aided Drafting I (CADD 1700) – Same requirements as MECH 1050; in addition, successful completion of CADD 1700 or equivalent, working experience with SolidWorks, and portfolio

Theatre: Master’s in Theatre Arts, or M.F.A., or Master’s degree in Education with at least nine (9) credits in theatre arts and/or dramatic literature; portfolio review required

Wellness: Master’s degree in Health Education; if Masters is in Education, Bachelor’s must be in Health Education with several graduate courses in Health Education specific to Wellness; Department interview required.

MATH CERTIFICATION CHECKLIST

STATISTICS Certification

- _____ Bachelor's in Mathematics or Statistics or a related field.
- _____ Master's degree.
- _____ At least 6 hours in graduate level mathematics or statistics and at the undergraduate or graduate level at least two courses in probability or statistics above elementary statistics.
- _____ Experience teaching
- _____ Interview with the Mathematics Department.
- Things Considered
 - Grades in coursework
 - Types of course taken
 - Courses taught

PRECALCULUS Certification

- _____ Bachelor's in Mathematics or Statistics or a related field.
- _____ Master's degree.
- _____ At least 6 hours in graduate level mathematics
- _____ Experience teaching
- _____ Interview with the Mathematics Department.
- Things Considered
 - Grades in coursework
 - Types of course taken
 - Courses taught

CALCULUS Certification

- _____ Bachelor's in Mathematics or Statistics or a related field.
- _____ Master's degree.
- _____ At least 6 hours in graduate level mathematics
- _____ Experience teaching
- _____ Interview with the Mathematics Department.
- Things Considered
 - Grades in coursework
 - Types of course taken
 - Courses taught

ACE Workshops

SUNY CCC sponsors a workshop for all ACE instructors each academic year whose purpose is to give the three Academic Divisions an opportunity to keep instructors current on curricular changes and provide program policy updates. All instructors are required to attend. As part of the NACEP accreditation process (see page 6 of this *Handbook*), SUNY CCC is required to ensure that its ACE and College faculty meet each year. Therefore, if an instructor cannot attend the summer workshop, the ACE Instructor will contact the ACE Office to schedule an alternative professional development for that year. All ACE instructors must participate in a professional development opportunity once every three years.

Instructor Benefits: Dependent Tuition

Dependent Tuition: Tuition benefits for both ACE instructors and their dependents accrue in a bank of available credit hours and can be used at CCC. A maximum of 12 credit hours may be accumulated at the rate of one (1) credit for every three (3) credit hours taught. Instructors must be currently active in the ACE program to be eligible. Credit hours are grandfathered beginning in 2005. Tuition benefit coverage is limited to the NYS resident tuition rate and covers only tuition (not books, fees or other expenses), less any financial aid or scholarships. A new request form must be filed at the beginning of each semester. The required “ACE Instructor / Dependent Tuition Request Form” is on the ACE webpage at <https://www.corning-cc.edu/admissions-future-students/ace/tuition-benefits.php>.

Library Resources and Services

ACE students have full access to the Arthur A. Houghton, Jr. Library. The Library provides a broad array of print and electronic resources covering all subject areas taught at the College. Electronic resources (reference books, periodicals, and electronic books) are available anytime through the Library link, located on the “Welcome” tab in MyCCC.

ACE students may borrow print materials from the circulating collection. Students will be notified of the loan period at the time they borrow an item, and overdue notices are sent as a courtesy. Please encourage students to return or renew Library materials by the assigned due date. Materials may be renewed in person, by calling the Circulation Office at (607) 962-9251, or via e-mail to circulation@corning-cc.edu. Overdue fines and charges for lost books are the responsibility of the individual student; transcripts will be held until their accounts are cleared.

A CCC librarian can meet with your class either on campus or at your location to demonstrate CCC library resources, provide basic library skills instruction, or just give a general orientation to a college library. Librarians can conduct a library instruction session for any discipline.

Contact the Library as far in advance as possible at (607) 962-9251 or via e-mail at library@corning-cc.edu.

The Arthur A. Houghton, Jr. Library sponsors a **Student Research Award** competition to recognize excellence in student writing and research that includes a cash award. Submissions are evaluated by a panel of librarians and faculty members on the quality of writing (grammar, logic, and structure) and the quality of research (works cited, relevance, and support of argument). The winning entries should be models of college composition and research and demonstrate high levels of critical thinking. Instructors should encourage their most motivated students to submit entries; many ACE students have been winners in the past. Complete details can be found on the Library web page.

If you have any questions, please contact:
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Wendi Hammond, Administrative ACE Assistant
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(607)-962-9533



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