

PRESIDENT'S MESSAGE

A Message from Farmingdale State College President Robert S. Prezant, PhD

We're so pleased that you've joined Farmingdale State College, a premier institution of learning and discovery. As Long Island's first public institution of higher education, we hold a rich history shared with over 120,000 alumni. Represented by a diverse and energetic 10,000 students on campus today, Farmingdale is one SUNY's fastest growing colleges.

Founded in 1912, Farmingdale State is SUNY's leading College of Technology. Our Schools of Business, Health Sciences, Engineering Technology, and Arts and Sciences are designed to equip students with the skills and understanding needed to compete in the 21st century. With a beautiful 380-acre campus located in the heart of Long Island, FSC offers abundant opportunities for internships and scholarly research. In fact, applied or experiential learning is a requirement for all of our students, as we know this gives you an edge for future career opportunities.

This catalog will help guide you through our numerous degree programs in emerging and career focused disciplines. Our programs are designed to prepare our students for exciting careers in rapidly growing disciplines including renewable energy, business analytics, health and life sciences, aviation, computer security, criminal justice, artificial intelligence, visual communications, and many, many more. Our record demonstrates that our outstanding faculty, excellent facilities and student-centric support services ensure a positive and enviable experience.

In excess of \$300 million in ongoing building and renovation projects ensure our facilities keep up with the needs of a cutting-edge education. This investment in new construction and improved facilities for academics, student activities, and athletics, provides an exceptional setting for learning and student growth.

Farmingdale is nationally recognized as a great educational value. Our students graduate with little or no debt, and the results of a Farmingdale education are exceptional. Located along a major corporate corridor and in close proximity to New York City, we are a leader in building connections with top employers. Our students use the depth and breadth of a Farmingdale education to move into outstanding careers. According to CollegeNET's 2024 Social Mobility Index, FSC ranks in the top 1% nationally for moving low-income students into high earning careers. FSC is truly a finely tuned engine-preparing students for tomorrow.

Farmingdale State was awarded a Carnegie Community Engagement Classification confirming our commitment to service and the bonds between our campus and our surrounding community. For the last three years, the College was recognized with the

Higher Education Excellence in Diversity Award affirming our dedication to an inclusive campus. And, the shared research and creative activities of our faculty and students thrive in our innovative and entrepreneurial environment.

Our history has set us apart and on a firm path while our readiness for tomorrow is reflected in a unique blend of education and service to make Farmingdale a selective and thriving college of choice. Farmingdale State is the right choice to learn, explore, discover, and pursue all the excitement that the future holds. We are glad to have you join and contribute to our community.

Sincerely,

Robert S. Prezant, PhD

President

TABLE OF CONTENTS

President's Message.....	2	Grades and Transcripts.....	25
General Information.....	6	Registrar's Office.....	25
Mission of the College.....	6	DegreeWorks.....	25
Accreditations.....	6	Employment Placement and Graduate Education Information.....	25
Air Agency Certification.....	6	Attendance and Lateness in the Classroom.....	25
Academic Freedom.....	7	Religious Absences.....	26
Diversity Equity & Inclusion Farmingdale State		School Closing.....	26
College Statement of Compliance.....	7	Change of Name and Address.....	27
Americans with Disabilities.....	7	Academic Programs.....	28
Sexual Harassment Response and Prevention Policy.....	7	Graduate Instructional Program.....	28
Student Concerns, Complaints and Suggestions.....	9	Undergraduate Instructional Programs.....	28
Campus Safety Report.....	9	Microcredentials.....	29
Bias Crimes Prevention.....	9	Admissions Information.....	30
Campus Safety Advisory Committee	9	Health Requirements.....	30
Environmental Health and Safety Office	9	Admission and Enrollment of Persons with Prior Felony Convictions.....	30
Notification of Rights Under FERPA For Postsecondary Institutions.....	10	Admission of Persons with Disciplinary Dismissals.....	30
Notice for Directory Information	10	Admission to Undergraduate Degree Programs.....	30
Parental Notification Policy.....	10	Application Procedures – Undergraduate Degree Programs.....	30
Public Officers Law.....	10	Application Procedures – Certificate Programs.....	31
Electronic Devices in the Classroom	11	Application Procedures – Non-Degree Undergraduate Courses.....	31
Guidelines for the Use of Digital Material:		Transfer Students.....	31
Music, Video, Pictures, Software and Games.....	11	The Educational Opportunity Program.....	31
Use of College Email.....	11	TRIO Student Support Services (SSS).....	31
Consumer Information.....	11	Collegiate Science and Technology Entry Program.....	31
General Information.....	12	Admission of International Students	31
Academic Calendar.....	12	Admission Decisions.....	32
Undergraduate Academic Information.....	15	Admissions Appeals.....	32
College Requirements.....	15	Earning a General Equivalency Diploma (GED).....	32
Grades and Achievement Points.....	15	Articulation, Joint Admissions and Unified Transfer Agreements	32
Academic Standing for Matriculated Students.....	15	University in the High School.....	32
Freshman Forgiveness Policy.....	15	Student Immunization Policy.....	32
Appeal of Academic Suspension for Matriculated Students.....	15	Cross Registration.....	33
Academic Reinstatement Following Suspension		Admissions Information.....	34
for Matriculated Students	15	Admissions Requirements- Bachelor & Associate Degrees.....	34
Academic Readmission for Matriculated Students.....	16	Admissions Information.....	36
Policies for Academic Standing for Non-Matriculated Students.....	16	School of Health Sciences - Technical Standards	
Change of Major.....	16	for Admission and Retention.....	36
Course Numbering.....	16	School of Engineering Technology - Technical	
Late Registration and Drop/Add Period.....	16	Standards for Admission and Retention.....	37
Drop and Withdrawal Period.....	16	Distance Learning.....	40
Permission to Carry Extra Courses.....	17	NYS Mandatory Licensure Disclosures.....	40
Permission to Enroll in Off-Campus Courses.....	17	Campus Resources.....	42
Special Session Registration Limitations.....	17	Institute for Research Technology Transfer (IRTT).....	42
Leave of Absence for Military Personnel.....	17	The Memorial Gallery.....	42
Withdrawals.....	17	Office of International Education Programs (OIEP).....	42
Policy on Non-Attendance.....	18	Institute For Networking Systems Technology	
Financial Aid Attendance Policy.....	18	and Education Programs	42
Title IV Recalculation of Federal Aid.....	18	Green Building Institute at FSC.....	42
Placement for English and Mathematics.....	19	Renewable Energy and Sustainability Center Mission.....	42
Standardized Testing.....	19	Greenley Library.....	42
Assignment of Credit Hours.....	19	Instructional Technologies Support Center (ITSC).....	43
Prior Learning Assessment.....	19	Solar Energy Center.....	43
Transfer Credit Evaluation Process	20	Acceptable Use Policy for Computer Facilities.....	43
Military Transfer Credits.....	20	Barnes & Noble Campus Bookstore.....	44
Transfer Credit Appeal Process.....	20	Auxiliary Service Corporation.....	44
Course Applicability to Degree Requirements.....	20	Children's Center	44
Residency Requirement.....	20	Small Business Development Center	44
Early Warning System.....	21	Farmingdale College Alumni Association.....	44
Policy for Repeating Courses (failing grades,		Farmingdale College Foundation.....	44
minimum required grades, non-attendance, withdrawals).....	21	The Long Island Educational Opportunity Center (LIEOC).....	45
Repeating Other Courses.....	21	Marketing & Communications.....	45
Change of Grade.....	21	Student Orientation.....	45
Grade Grievance Procedure.....	21	Residence Life.....	45
Incompletes.....	22	Student Activities & Campus Center	45
Computer Literacy Requirement.....	22	Intercollegiate Athletics.....	46
Requirements for Graduation.....	22	Campus Recreation and Intramurals	46
Procedure for Degree Candidates	22	University Police.....	47
Commencement Ceremony Attendance Policy.....	22	Identification Cards.....	47
Amnesty Policy.....	22	Parking.....	47
Guidelines for Awarding Two Degrees Concurrently or Consecutively.....	22	Campus Notification of Registered Sex Offender (Megan's Law) New York	
Academic Minors.....	23	State Registered Sex Offenders Notification Process.....	47
Valedictorian Award.....	23	Dean of Students.....	47
The Dean's List and President's List.....	23	Student Code of Conduct.....	47
Latin Honors - Degrees of Distinction	23	Academic Integrity Policy and Disciplinary Procedures.....	48
Student Awards for Academic Excellence.....	23	Smoking and Tobacco Policy.....	48
Honor Societies.....	24		

Health and Wellness Center.....	48
Campus Mental Health Services.....	49
Disability Services Center.....	49
Nexus Center for Applied Learning & Career Development.....	49
Academic Advisement and Information Center.....	50
Research Aligned Mentorship (RAM) Program.....	50
Honors Program.....	50
Educational Opportunity Program.....	50
TRIO Student Support Services (SSS).....	50
Pre-Health Professions Advisement	51
The Center for Academic Success & Tutoring.....	51
The Math Learning Center.....	51
The Writing Center.....	51
Veteran Services.....	51
STUDY ABROAD OFFICE (SAO).....	52
Finances: Tuition & Fees.....	53
Tuition & Fees.....	53
Financial Aid.....	58
Federal Grants & Loans.....	58
State Aid Programs.....	59
Other New York State Grants, Scholarships and Awards.....	60
Financial Aid Policies.....	61
Satisfactory Academic Progress for Financial Aid.....	61
Financial Aid.....	62
Academic Standards for New York State Programs.....	62
Academic Standards for Federal Financial Aid and EOP Funding.....	63
Graduation Requirements.....	66
General Education Requirements.....	66
Applied Learning Graduation Requirement.....	69
Writing Intensive Graduation Requirement.....	69
Academic Service Departments.....	70
Air Force ROTC	70
Biology Department.....	70
Chemistry Department	70
Economics Department.....	70
English Department.....	70
History, Politics and Geography Department	71
Modern Languages Department.....	71
Physics Department.....	71
Psychology Department.....	71
Sociology and Anthropology Department	72
Mathematics Department.....	72
Graduate Program Information.....	73
Admissions Requirements.....	73
Academic Information for Master's Degree.....	73
Academic Standing for Graduate Students.....	74
Requirements for Graduation.....	74
Graduate Student Financial Aid.....	74
Graduate Satisfactory Academic Progress Standards for Federal Financial Aid.....	74
Graduate Tuition and Fees.....	75
Policies and General Procedures.....	76
Program List.....	77
Course Index.....	78
Course Index.....	78
Faculty and Staff.....	79
Chancellor's Awards Recipients.....	95
Faculty Emeriti.....	97
Advisory Committees.....	99
State University Administration.....	104
Campuses of the State University of New York.....	106
Telephone Numbers.....	107

GENERAL INFORMATION

Farmingdale State College, State University of New York, is located on 380 acres in central Long Island. The College is easily accessible via the Long Island Expressway, the Northern and Southern State Parkways, and the Long Island Railroad.

Established in 1912 to serve a largely agrarian community, the College now meets the needs of the region and New York State through its emphasis on the applied sciences and high technology. As Long Island's first public college, Farmingdale offers the master of science, bachelor of science, bachelor of technology and a comprehensive base of associate degree programs, as well as a wide range of certificate programs, minors, non-credit workshops and seminars.

At Farmingdale State College there are approximately 9,500 students in attendance. Of the first-time, full-time baccalaureate degree seeking students that entered in fall 2015, 52% graduated with a bachelor's degree within 150% of the normal completion time and 26% transferred out. Of the first-time, full-time students that entered in fall 2015 seeking a certificate or associate degree, 53% graduated with a certificate, associate or baccalaureate degree within 150% of the normal completion time and 24% transferred out.

Under the Federal "Student Right-To-Know" Act, statistics are combined for certificates, associates and bachelor degrees. Of the total cohort of first-time full-time, degree seeking students who entered in fall 2015, 53% graduated with a certificate, associates or baccalaureate degree within 150% of the normal completion time and 25% transferred out. The four-year average graduation rate is 52% and the four-year average transfer-out rate is 28%.

MISSION OF THE COLLEGE

Dedicated to student success, Farmingdale State College delivers exceptional academic and applied learning outcomes through scholarship, research, and student engagement for Long Island and beyond. FSC's commitment to student-centered learning and inclusiveness prepares graduates to be exemplary citizens equipped to excel in a competitive, diverse, and technologically dynamic society. In fulfilling its mission, the College shall:

- be recognized as a center of excellence in teaching and applied learning
- generate external resources to support the advancement of Farmingdale State College.
- broaden the academic foundation to promote enrollment stability.
- strengthen relationships with the Long Island community and surrounding areas.
- increase the prominence of Farmingdale State College as a center of technological innovation.
- promote civic engagement and sustain an environment that is inclusive of all learners and embraces the diversity of culture, thought, and perspectives.
- upgrade and expand buildings, grounds and facilities to accommodate program innovation, expansion, and student engagement.

You are invited to visit the College's website at www.farmingdale.edu for the most current and up-to-date information.

ACCREDITATIONS

All curricula are registered by the State Education Department.

Middle States Commission on Higher Education¹

Farmingdale State College is accredited by the Middle States Commission on Higher Education (MSCHE) 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Farmingdale State College's accreditation was most recently reaffirmed on December 2, 2021, when it was also commended for the quality of the Periodic Review Report and process. The next self-study evaluation for the Middle States Commission on Higher Education is scheduled for 2028-2029.

Complaints and third party comments directed to Farmingdale State College's accreditor (Middle States Commission on Higher Education) may be submitted at <https://www.msche.org/complaints/>.

Engineering Technology Accreditation Commission of ABET²:

Architectural Engineering Technology (BS) Computer Engineering Technology (BS) Construction Management Engineering Technology (BS) Electrical Engineering Technology (BS) Manufacturing Engineering Technology (BS) Mechanical Engineering Technology (BS)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS³):

Medical Laboratory Science (BS)

Commission on Collegiate Nursing Education (CCNE⁴):

Nursing (BS)

Nursing RN to BS Completion – online (BS)

American Dental Association, Commission on Dental Accreditation⁵:

Dental Hygiene - Entry-Level (BS)

Dental Hygiene - Entry-Level (AAS)

Aviation Accreditation Board International (AABI⁶):

Aeronautical Science - Professional Pilot (BS)

Aviation Administration (BS)

National Alliance of Concurrent Enrollment Partnerships (NACEP⁷)

The University in the High School Program

Granted Candidacy Status by Commission on Sport Management Accreditation (COSMA)

Sport Management (BS)

Accreditation inquiries may be directed to:

1. Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, Telephone: (267) 284-5000 www.msche.org, E-mail: info@msche.org
2. Engineering Technology Accreditation Commission of ABET, www.abet.org
3. National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119, 773-714-8880 www.naacsl.org
4. Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791, Fax (202) 887-8476, www.ccneaccreditation.org
5. American Dental Association, Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, IL 60611- 2678, 312-440-4653 www.ada.org/coda
6. Aviation Accreditation Board International, 115 S. 8th Street, Suite 102, Opelika, AL 36801, Phone (334)748-9359, Fax: (334) 844-2432 www.aabi.aero
7. National Alliance of Concurrent Enrollment Partnerships, 179 East Franklin Street, #578 Chapel Hill, NC, 27514. Phone: (919) 593-5205, Fax: (877) 572-8693. Website: www.nacep.org

Requests to review documents describing accreditation may be addressed to the Provost's Office, Horton Hall, Room 230, and further information can be found on <https://www.farmingdale.edu/accreditation/index.shtml>

AIR AGENCY CERTIFICATION

Federal Aviation Administration: Aeronautical Science - Professional Pilot Inquiries may be directed to: Farmingdale Flight Standards District Office, 7150 Republic Airport, Suite 235, Farmingdale, NY 11735 934-755-1300, Ext. 262

ACADEMIC FREEDOM

As cited in the SUNY Policies of the Board of Trustees 2019, Article XI, Title I, it is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons.

DIVERSITY EQUITY & INCLUSION FARMINGDALE STATE COLLEGE STATEMENT OF COMPLIANCE

Farmingdale State College (FSC) is committed to fostering a diverse community of outstanding faculty, staff, and students. FSC ensures equal educational opportunity, employment, and access to services, programs, and activities without regard to a person's identity. Protected classes include race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

FSC is unwavering in its promise to protect all members of the campus community (including but not limited to vendors, visitors, and guests) from harassment that is prohibited by law, or adverse treatment or retaliation against based upon a protected characteristic. The College's policies are pursuant to Federal and New York State laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972, and the New York State Human Rights Law. The above-mentioned rules and regulations prohibit all forms of discrimination and harassment, including those forms related to sexual violence.

For inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination, retaliation, Title IX questions, Discrimination and Sexual Harassment Complaint Procedure, and filing a complaint, contact:

Dr. Kevin D. Jordan, Vice President Diversity, Equity, and Inclusive Excellence and Chief Diversity Officer at 934 420-2775 or Kevin.Jordan@farmingdale.edu

Inquiries may also be made to:

The United States Department of Education's Office for Civil Rights, 32 Old Slip, 26th Floor, New York, NY 10005-2500; Tel. 646 428-3800; Email OCR.NewYork@ed.gov.

AMERICANS WITH DISABILITIES

Farmingdale State College is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational and employment programs and services on an equal basis. The aim is to provide this opportunity in an integrated setting that fosters independence and meets the guidelines of the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973.

SEXUAL HARASSMENT RESPONSE AND PREVENTION POLICY

The State University of New York (SUNY), including Farmingdale State College, is committed to maintaining campuses and a workplace free from sexual harassment and from unlawful discrimination. While all SUNY campuses have long maintained programs which apply evidence-based approaches to preventing and responding to sexual harassment and other forms of sex-based discrimination, such best practices should be uniformly applied at all SUNY campuses, allowing SUNY to leverage its power as the most comprehensive system of higher education in the country to speak

with one voice in combating all forms of sexual harassment. For uniformity with SUNY and its campuses, this SUNY-wide policy has been adopted by Farmingdale State College.

Persons Affected

Faculty, Staff, Students, Third-Parties

Policy Statement

Sexual harassment is a form of sex discrimination which is unlawful in the workplace under Title VII of the Civil Rights Act of 1964, as amended, and the New York State Human Rights Law. Under Title IX of the Educational Amendments of 1972, sexual harassment also is prohibited in the provision of educational services and protects students and employees from sexual harassment.

Sexual harassment is prohibited and will not be tolerated at SUNY. Farmingdale State College has implemented measures to address and prevent sexual harassment and is taking additional affirmative steps to increase awareness of, and sensitivity to, all forms of sexual harassment in order to maintain a workplace and learning environment free of its harmful effects.

Sexual harassment is a form of workplace discrimination and employee misconduct, as well as a form of discrimination in the academic setting, and all employees and students are entitled to work and learn in a campus environment that prevents sexual harassment. All employees and students have a legal right to a workplace and a campus free from sexual harassment, and employees and students can enforce this right by filing a complaint internally with the College, or with a government agency, or in court under federal or state anti-discrimination laws, as detailed in the Discrimination and Sexual Harassment Complaint Procedure.

In accordance with applicable law, sexual harassment is generally described as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic benefit; or
- Submission to or rejection of the conduct is used as the basis for an employment or academic decision affecting the person rejecting or submitting to the conduct; or
- The conduct has the purpose or effect of unreasonably interfering with an affected person's work or academic performance, or creating an intimidating, hostile or offensive work or learning environment.

Sexual harassment can include physical touching, verbal comments, non-verbal conduct such as leering or inappropriate written or electronic communications, or a combination of these things. Examples of sexual harassment may include, but are not limited to:

- Seeking sexual favors or a sexual relationship in return for the promise of a favorable grade or academic opportunity;
- Conditioning an employment-related action (such as hiring, promotion, salary increase, or performance appraisal) on a sexual favor or relationship; or
- Intentional and undesired physical contact, sexually explicit language or writing, lewd pictures or notes, and other forms of sexually offensive conduct by individuals in positions of authority, co-workers or student peers, that unreasonably interferes with the ability of a person to perform their employment or academic responsibilities.
- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against, or poking another person's body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning a target's job performance evaluation, a promotion or other job benefits or detriments, or an educational benefit or detriment;
 - Subtle or obvious pressure for unwelcome sexual activities.

- Physical acts of a sexual nature, such as:
- Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile environment:
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on computers or cell phones and sharing such displays while in the workplace or classroom.
 - Hostile actions taken against an individual because of that individual's sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender, such as:
 - o Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform his or her employment or academic duties;
 - o Sabotaging an individual's work;
 - o Bullying, yelling, name-calling.

Such behavior can constitute sexual harassment regardless of the sex, gender, sexual orientation, self-identified or perceived sex, gender expression, status of being transgender, or gender identity of any of the persons involved. Sexual harassment is considered a form of employee and student misconduct which may lead to disciplinary action. Further, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue. Employees and students who believe they have been subjected to sexual harassment may use the Discrimination and Sexual Harassment Complaint Procedure for more details on how to have their allegations reviewed, including a link to a complaint form.

Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure, is unlawful, is strictly prohibited and may result in disciplinary action. Retaliation is an adverse action taken against an individual as a result of complaining about or provides information regarding unlawful discrimination or harassment, exercising a legal right, and/or participating in a complaint investigation as a third-party witness. Adverse action includes being discharged, disciplined, discriminated against, or otherwise subject to adverse action because the individual reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Participants who experience retaliation should contact the campus AAO, and may file a complaint pursuant to these procedures.

SUNY campuses and System Administration shall take the necessary steps to ensure that this Sexual Harassment Response and Prevention Policy Statement is distributed, implemented, and enforced in accordance with their respective policies.

Procedures

Farmingdale State College, in its continuing effort to seek equity in education and employment, and in support of federal and state anti-discrimination legislation, has adopted the [Discrimination and Sexual Harassment Complaint Policy and Procedure](#) for prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Harassment is a form of unlawful discrimination. Any faculty or staff member who receives a complaint of sex discrimination, or who wishes to file such a complaint on their own shall report the complaint to the Title IX Coordinator at 934-420-2104 for students and 934-420-5363 for faculty, staff, and third-parties.

Definitions

Harassment on the Basis of Protected Characteristic(s) other than Sex/Gender - harassment based on race, color, age, religion, national origin, disability, sexual orientation or other protected characteristics is oral, written, graphic or physical conduct relating to an individual's protected characteristics that is sufficiently severe and/or serious, pervasive, or

persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the educational institution's programs or activities.

Sex Discrimination - behaviors and actions that deny or limit a person's ability to benefit from, and/or fully participate in the educational programs or activities or employment opportunities because of a person's sex. This includes but is not limited to sexual harassment, sexual assault, sexual violence by employees, students, or third parties. Employees should report sex discrimination, including but not limited to, sexual harassment and assault that they observe or become aware of, to the Title IX Coordinator.

Sexual Assault - "is defined as a physical sexual act or acts committed against a person's will and consent or when a person is incapable of giving active consent, incapable of appraising the nature of the conduct, or incapable of declining participation in, or communicating unwillingness to engage in, a sexual act or acts. Sexual assault is an extreme form of sexual harassment.* Sexual assault includes what is commonly known as "rape," whether forcible or non-forcible, "date rape" and "acquaintance rape." Nothing contained in this definition shall be construed to limit or, conflict with the sex offenses enumerated in Article 130 of the New York State Penal Law, which shall be the guiding reference in determining if alleged conduct is consistent with the definition of sexual assault.

Sexual Harassment - a form of sex discrimination and is unlawful under federal and state law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment includes, but is not limited to, of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance. Sexual harassment also occurs when a person in authority tries to trade job benefits, including hiring, promotion, continued employment or any other terms, conditions or privileges of employment, for sexual favors.

Sexual harassment in the educational setting can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student denies or limits, on the basis of sex, the student's ability to participate in or to receive benefits, services, or opportunities in the educational institution's program.

Sexual Violence - physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.

Preponderance of the Evidence - the standard of proof in sexual harassment and sexual assault cases, which asks whether it is "more likely than not" that the sexual harassment or sexual violence occurred. If the evidence presented meets this standard, then the accused should be found responsible.

Related Documents

[Discrimination and Sexual Harassment Complaint Policy and Procedure](#)

[SUNY document 6507 Sexual Harassment Response and Prevention Statement](#)

Farmingdale's policy and procedures can be found in the student handbook.

For information regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination, retaliation, Title IX questions, Discrimination and Sexual Harassment Complaint Procedure, and filing a complaint, contact:

Kathleen M. Flynn
Title IX Coordinator
flynnbk@farmingdale.edu
<https://www.farmingdale.edu/dean/title-ix/>

934-420-5772
Dewey Hall-115

Inquiries can also be made to:

The United States Department of Education's Office for Civil Rights
32 Old Slip, 26th Floor
New York, NY 10005-2500
646-428-3800
OCR.Newyork@ed.gov

STUDENT CONCERNS, COMPLAINTS AND SUGGESTIONS

Often, concerns from or about students on matters large and small go unreported or are reported to faculty or staff members but are not shared more broadly. In order to better address these issues and facilitate the process for reporting concerns on a range of topics, the FSC community can use the [student concerns reporting portal](#). The portal is intended to reduce uncertainty about how to raise or address an issue in a convenient way.

This digital portal will centralize how students and others provide feedback to college officials - making concerns easier to track and resolve. Whether it's a behavioral matter, academic integrity violation, or other issue affecting the overall campus experience, the College encourages students, faculty, and staff to use this tool. The reporting process is user-friendly, accessible on mobile devices, and streamlined, ensuring that FSC assigns appropriate campus departments to quickly and effectively receive and address concerns.

The portal is now live and accessible to the campus community. Please contact the Dean of Students office with any questions or for more information, at dean.students@farmingdale.edu

Complaints directed to Farmingdale State College's State approval entity (State University of New York) may be submitted at <https://system.suny.edu/university-life/student-concerns/>

CAMPUS SAFETY REPORT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a landmark federal law, originally known as the Campus Security Act. It requires colleges and universities across the United States to disclose information about crime on and around their campuses. In compliance with this federal law, Farmingdale State College provides reports and statistics about campus safety and security programs, incidents of crime on campus, and information regarding registered sex offenders. Copies of the campus safety and crime reports are available at www.farmingdale.edu/university-police/ and at the Headquarters of the New York State University Police at Farmingdale (University Police).

BIAS CRIMES PREVENTION

Hate Crimes and the Law

It is a Farmingdale College policy mandate to protect all members of the Farmingdale College community by preventing and prosecuting bias or hate crimes that occur within the campus's jurisdiction.

Hate crimes, also called bias crimes or bias related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as race, color, national origin, religion, creed, age, disability, sex,

gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the New York law are available from University Police headquarters.

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Perpetrators who are students will also be subject to campus disciplinary procedures where sanctions including dismissal are possible. In addition to preventing and prosecuting hate/bias crimes, Farmingdale State College Policy also assist in addressing bias-related activities that do not rise to the level of a crime. These activities, referred to as bias incidents and defined by the University as acts of bigotry, harassment, or intimidation directed at a member or group within the Farmingdale community based on such as race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, may be addressed through the State University's Discrimination Complaint Procedure or the campus conduct code. Bias incidents can be reported to University Police as well as to AA/EEO Office. If you are a victim of, or witness to, a hate/bias crime on campus, report it to University Police by calling x2111 in an emergency, using a Blue Light or other campus emergency telephone or stopping by the Dean of Students Office. University Police will investigate and follow the appropriate adjudication procedures.

Victims of bias crime or bias incidents can avail themselves of counseling and support services from the campus as follows: Campus Mental Health Services in Sinclair Hall or by calling 934-420-2006.

If you are sexually or otherwise assaulted on campus:

- Get to a safe place as soon as you can.
- Try to preserve all physical evidence; do not bathe, douche, or change your clothes.
- Contact University Police immediately (call 911 in an emergency, or use a Blue Light or other campus emergency phone), at 934-420-2111.

Remember, assaults – sexual or otherwise – are crimes; they are not the victims' fault. Victims have the right to pursue adjudication of crimes that occur on the Farmingdale State College campus through criminal courts and/or through the University's internal disciplinary process (under the Campus Code of Conduct). University Police are trained to assist with prosecution in both systems.

CAMPUS SAFETY ADVISORY COMMITTEE

The Campus Personal Safety Advisory Committee was established to provide advice and written reports on issues relating to personal safety on the campus, as well as to perform requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Additionally, it is a purpose of the committee to inform the campus community of prevention programs, intervention programs, awareness programs, and to ensure that all safety policies and regulations are being adhered to by the College such that there exists a safe work and learning environment. The committee is comprised by members of all campus constituencies and, in accordance with State law and State University regulations must have as its membership a numerical majority being female. To bring concerns to this committee, you may either ask your student government representative, faculty representative, union representative, or the Chief of University Police as Chair of the committee to represent your views, concerns and/or needs.

ENVIRONMENTAL HEALTH AND SAFETY OFFICE

The Office of Environmental Health and Safety (EH&S) at Farmingdale State College supports the mission of the State University of New York (SUNY) System by promoting the principles of safety, environmental compliance, and risk management and assists the College in achieving these outcomes through education, hazard assessment, exposure mitigation, and the responsible management of hazardous materials.

Farmingdale State College is committed to the safety and well-being of our employees, students and visitors. We will ensure that policies and

practices are developed and adopted that will best protect our campus community, our facilities and our resources. The ultimate goal of EH&S is to provide guidance to every manager, supervisor, faculty or staff member, and student of Farmingdale State College so that a safe, healthful and environmentally sustainable learning environment is achieved and maintained.

NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS

In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR Part 99), Farmingdale State College has adopted the following regulations to protect the privacy rights of its students. Copies of this statement as well as the law are available upon request in the Office of the Registrar.

Disclosure of Education Records

Farmingdale State College will disclose information from a student's education record only with the written or electronic consent of the student. At its discretion, Farmingdale State College may release information without consent, under the following circumstances:

- To school officials who have a legitimate educational interest in the records;
- Upon request to officials of another school in which a student seeks or intends to enroll or where the student has already enrolled;
- To certain federal, state, SUNY, and local education officials in connection with certain federal or state supported education programs;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of that aid;
- If required by a state law concerning the juvenile justice system which law requires disclosure and which was adopted before November 19, 1974.
- To organizations conducting certain studies/research for or on behalf of the College;
- To accrediting organizations;
- To comply with a judicial order or a lawfully issued subpoena or IRS summons after making a reasonable effort to notify the student in advance;
- To appropriate parties in a health and/or safety emergency;
- Where the student and SUNY are engaged in litigation;
- Where the information to be disclosed is that designated as "directory information";
- To the victim of a student determined by the College to be an alleged perpetrator of a crime of violence or non-forcible sex offense; the final results reached on or after October 7, 1998 in a disciplinary proceeding involving that charge;
- To the parents of a student under the age of 21; information that the college has determined that the student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance.
- To anyone if the disclosure is the final results of a disciplinary proceeding involving a crime of violence or non forcible sex offense and the student was found responsible.

Directory Information

Farmingdale State College designates the following items as Directory Information:

- Student's Name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Degrees, honors and awards received
- Date and place of birth
- Major field of study n Dates of enrollment n Grade level
- The most recent educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of member of athletic teams

The College may disclose any of these items without prior written consent of the student. Students may opt out of the release of this information by completing the FERPA Disclosure Form.

Right to File a Complaint

Students are afforded the right to file a complaint with the US Department of Education concerning alleged failures by Farmingdale State College to comply with the requirements of FERPA. The name and address of the office administering FERPA is:

Family Policy Compliance Office US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

For more information about FERPA, please visit
www.farmingdale.edu/registrar/ferpa.shtml

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Farmingdale State College, with certain exceptions, obtains your written consent prior to the disclosure of personally identifiable information from your education records. However, Farmingdale State College may disclose appropriately designated "directory information" without written consent, unless you have advised the College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow Farmingdale State College to include this type of information from your education records in certain publications. Examples include:

- A playbill, showing role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

PARENTAL NOTIFICATION POLICY

In October 1998, Congress passed the Higher Education Amendment which permits post-secondary institutions to disclose to parents or legal guardians of students under 21, without their consent, information regarding the student's violation of any federal, state, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance. The Office of Student Life or the Office of the Dean of Students normally informs parents of any alcohol or drug violation involving students under 21.

PUBLIC OFFICERS LAW

Farmingdale State College complies fully with the New York State Freedom of Information Law (Article 6, §§ 84-90), which was enacted to ensure public accountability of state agencies while protecting individuals against unwarranted invasions of personal privacy. The regulations are posted on the College's website, at the Human Resources Office and at the campus library in Greenley Hall. Freedom of Information Law (FOIL) requests are to be made in writing to the campus Records Access Officer:

Records Access Officer
Farmingdale State College
2350 Broadhollow Road
Farmingdale, New York 11735
Email: Jill.Silvestro@farmingdale.edu

The request must reasonably describe the record or records that are being requested, and be as specific as possible (e.g., indicate dates, titles, specific files and designations, as appropriate). Reasonable fees may be charged for duplication of materials.

SUNY policy requires that the College post conspicuously:

- Locations where records are made available. Individuals requesting records of Farmingdale State College are directed to contact the Records Access Officer.
- The name or title and business address of the records access officer and FOIL appeals officer. The Records Access Officer may be contacted by telephone at (934) 420-2728. Appeals are to be directed to: FOIL Appeals Officer, State University of New York, State University Plaza, Albany, New York 12246

ELECTRONIC DEVICES IN THE CLASSROOM

The College is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment. The course instructor decides when, if, and what type of technology is to be used during class. Any use of technology that degrades the learning environment, promotes dishonesty, or is used for illegal activities is prohibited.

Electronic devices and illegal activities: Activities involving electronic devices that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual or other forms of harassment are prohibited. Examples include using a camera phone to videotape a lecture or meeting or taking photos without the participants' written permission. It is advisable for instructors to anticipate that such issues with wireless communications and electronic devices may arise and publish restrictions in their course syllabi.

GUIDELINES FOR THE USE OF DIGITAL MATERIAL: MUSIC, VIDEO, PICTURES, SOFTWARE AND GAMES

The Digital Millennium Copyright Act of 1998 ("DMCA"), which addresses copyright issues regarding digital materials, was signed into law by the President on October 28, 1998. One of the provisions of the DMCA is to limit the liability of educational institutions for damages due to copyright infringement by members of their community. The College complies with all DMCA's requirements and requires that:

- all members of the College community must follow the College's Copyright Guidelines for digital material
- all members of the College community must adhere to the College's Acceptable Use Policy

Both policies are available on the Farmingdale website at <https://www.farmingdale.edu/policies/?pid=214625>

USE OF COLLEGE EMAIL

Information Technology (IT) has assigned all students and staff an official Farmingdale email address. It is to this official address that the College will send email communications.

The College has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended to meet only the academic and administrative needs of the campus community.

Students and staff are obliged to check their email periodically. Any questions regarding the set up or access of the Farmingdale email account should be directed by email to helpdesk@farmingdale.edu or by calling (934) 420-2754.

Students seeking to contact College faculty, staff and/or offices via email must use their Farmingdale State College email address. Emails coming from private email providers may not be answered if doing so violates laws pertaining to the privacy of personal information.

CONSUMER INFORMATION

Farmingdale State College publishes information and data on a wide variety of consumer information topics, including (but not limited to) Security and Fire Safety, Privacy of Student Records (FERPA), Articulation Agreements, etc. Complete information can be obtained at the following link - www.farmingdale.edu/consumer-information/

GENERAL INFORMATION

ACADEMIC CALENDAR

Fall 2025

Event	Date	End Date
Faculty and Staff Convocation Professional Development Day	Aug. 20	
Last Two Days of Registration	Aug. 21	Aug. 22
Regular full-term classes begin First 7-week term begins	Aug. 25	
*Last day for in-person schedule changes for regular full-term and First 7-week term (5 PM)1	Aug. 29	
*Last day for online schedule changes for regular full-term and First 7-week term (11:59 PM)	Aug. 31	
No Classes Labor Day	Sep. 1	
*Last day for schedule changes for Saturday classes and Second 7-Week term (5 PM)	Sep. 5	
Regular Saturday classes begin Accelerated Saturday classes begin	Sep. 6	
No Classes (Fall Break)	Sep. 22	Sep. 27
PM Governance Meeting No classes that begin after 12:00 PM	Oct. 7	
Last day to submit a grade OR grade extension for incompletes (for Spring Semester or Summer)	Oct. 9	
Classes in session (Indigenous Peoples' Day)	Oct. 13	
First 7-Week term end (Final Exam Session)	Oct. 20	
Second 7-week term begins	Oct. 22	
Last day to withdraw for full-term and Saturday classes	Oct. 23	
Fall Open House (Subject to Admissions Approval)	Nov. 2	
Classes in session (Veterans Day)	Nov. 11	
Accelerated Saturday classes end (Final exam session)	Nov. 15	
AM Governance Meeting No classes that begin before 12:00 PM	Nov. 18	
No Classes (Thanksgiving Break) (Wednesday through Saturday)	Nov. 26	Nov. 29
Second 7-week term end (Final Exam Session)	Dec. 12	
Regular full-term classes end	Dec. 12	
Final Exam/Evaluation Period for regular full- term classes	Dec. 15	Dec. 19
Regular Saturday classes end (Final exam session)	Dec. 20	
Semester Ends	Dec. 20	

Event	Date	End Date
GRADES DUE 72 HOURS AFTER FINAL EXAM - Regular Full-Term and Accelerated Saturday classes		
GRADES DUE 24 HOURS AFTER FINAL EXAM - First 7-Week and Second 7-Week terms		
Accelerated Saturday classes meet 11 times and meet for 68 minutes for each hour of instruction. Saturday classes meet 14 times during the semester and meet for 54 minutes for each hour of instruction. Special arrangements must be made between a student and an instructor, or between a faculty or staff member and his/her department chair or supervisor, for religious observances. *For the Financial Refund schedule, refer to the Student Accounts Web page.		

Intersession 2026

Event	Date	End Date
Winter Session Begins	Jan. 2	
Last day for schedule changes	Jan. 5	
Last day to withdraw	Jan. 9	
No classes Martin Luther King Jr. Day	Jan. 19	
Winter Session Ends	Jan. 20	
GRADES DUE 72 HOURS AFTER FINAL EXAM		
Special arrangements must be made between a student and instructor for religious observances. Special arrangements must be made between a faculty or staff member and his/her department chair or supervisor for religious observances. *For the Financial Refund schedule, refer to the Student Accounts Web page.		

Spring 2026

Event	Date	End Date
Last two Days of Registration	Jan. 21	Jan. 22
Regular full-term classes begin First 7-week term begin.	Jan. 26	
*Last day for in-person schedule changes for regular full-term and First 7-week term (5 PM)¹	Jan. 30	
Regular Saturday classes begin Accelerated Saturday classes begin	Jan. 31	
*Last day for schedule changes for Saturday classes and Second 7-week term (5 PM)	Feb. 6	
Classes meet (Presidents Day)	Feb. 16	
Last day to withdraw for First 7-Week term	Feb. 20	
No classes (AM Professional Development - PM Governance Meeting)	Feb. 23	
Last day to submit a grade OR grade extension for incompletes (for Fall/Summer semester)	Mar. 12	
No classes (Spring Break)	Mar. 16	Mar. 21
First 7-Week term end. (Final exam session)	Mar. 23	
Second 7-week term begin	Mar. 25	
Last day to withdraw for regular full-term and Saturday classes.	Apr. 2	
Spring Open House Subject to Admissions Approval	Apr. 12	

Event	Date	End Date
No classes (AM Governance Meeting - PM Professional Development)	Apr. 14	
Accelerated Saturday Classes End (Final Exam Session)	Apr. 18	
Last day to withdraw for Second 7-Week term.	Apr. 21	
Regular Saturday classes end (Final Exam Session)	May. 9	
Regular full-term classes end	May. 12	
Study day / Make-up day for regular full-term classes.	May. 13	
Second 7-Week term end. ²	May. 13	
Final Exam / Evaluation Period	May. 14	May. 20
¹ Last day for online schedule changes for regular full-term and First 7-week term: Sunday, February 1 (11:59 PM)		
² May 13 (Wednesday) may be used in lieu of April 14 th (Governance/Professional Development) session for Second 7-Week term.		
Semester Ends	May. 20	
GRADES DUE 72 HOURS AFTER FINAL EXAM Regular full-term, Regular Saturday and Accelerated Saturday		
GRADES DUE 24 HOURS AFTER FINAL EXAM First 7-week and Second 7-week terms.		
Commencement	TBD	
Accelerated Saturday classes meet 11 times and meet for 68 minutes for each hour of instruction. Saturday classes meet 14 times during the semester and meet for 54 minutes for each hour of instruction. Special arrangements must be made between a student and an instructor, or between a faculty or staff member and his/her department chair or supervisor, for religious observances * For the Financial Refund schedule, refer to the Student Accounts Web page. ** May 13 (Wednesday) may be utilized as a campus make-up day, at the discretion of campus administration.		

UNDERGRADUATE ACADEMIC INFORMATION

COLLEGE REQUIREMENTS

The completion of EGL 101 (Composition I: College Writing) and EGL 102 (Composition II: Writing About Literature) with a grade of C or better are graduation requirements for all students at Farmingdale State College. Additionally, students enrolled in baccalaureate programs are required to complete a writing intensive course with a grade of C or better as outlined in their program of study as well as satisfaction of an approved Applied Learning experience. Students should consult with their program advisors to ensure that all requirements for graduation have been successfully satisfied. <https://www.farmingdale.edu/nexus-center/applied-learning.shtml>

GRADES AND ACHIEVEMENT POINTS

The following is the official college grading system:

Minimum Grade Percentage Equivalent	Grade	GPA Equivalent	Interpretation
93.0	A	4.00	Excellent
90.0	A-	3.67	
87.0	B+	3.33	
83.0	B	3.00	Good
80.0	B-	2.67	
77.0	C+	2.33	
73.0	C	2.00	Satisfactory
70.0	C-	1.67	
67.0	D+	1.33	
60.0	D	1.00	Minimum Passing
0	F		Failure
0	I		Incomplete
0	W		Withdrawal
0	UW		Unofficial Withdrawal
0	N	0	Never Attended

To determine the cumulative grade point average, multiply the achievement point value of each grade by the credits designated for each subject, then divide the total achievement points by the number of credits carried.

Only grades earned in the college are considered in the computation of averages for all students. A student must attain a 2.0 cumulative grade point average in order to qualify for graduation. If at the end of any semester a student is deficient in achievement points or deficient in a major course (see specific program requirements), the student may be placed on probation or considered for dismissal, depending on the extent of the deficiency. On recommendation of the Department Chair, a student may be required to carry a reduced schedule.

ACADEMIC STANDING FOR MATRICULATED STUDENTS

To be eligible for graduation, a Farmingdale student must achieve a cumulative grade point average of at least 2.0. To advance satisfactorily toward graduation, students are advised to remain in "good academic standing" which is defined in the following.

GOOD ACADEMIC STANDING – A student is in satisfactory academic standing when above the level for probation according to the College's guidelines.

ACADEMIC PROBATION – The purpose of academic probation is to alert the student and the institution to problems associated with the student's academic performance and to recommend or implement strategies for improvement. According to College policy, students who fail to obtain a minimum grade point average of 2.0 in any particular semester will automatically be placed on academic probation which is a warning that their good academic standing is in jeopardy. However, your major may have higher standards to continue in that major. Students placed on academic probation are permitted to continue with their studies at Farmingdale, but are expected to meet with faculty advisors and to seek tutoring and further assistance.

ACADEMIC SUSPENSION – Students who are placed on academic probation (one semester with a GPA below 2.0, not including summer or winter intersession) are subject to suspension in the following semester. A student who has been suspended for poor academic performance is not permitted to enroll at the College in any coursework for one academic semester (fall or spring) from the date of suspension.

FRESHMAN FORGIVENESS POLICY

First-year, first-semester freshman students with a GPA below 2.0 will be put on Academic Warning for the following semester. A "hold" will be placed on their registration until an Action Plan for success is appropriately executed with the College. Once filed, the hold will be released and students are expected to abide by the academic success plans and goals as outlined in their Action Plan. Thereafter, freshman students will follow the academic probation/suspension policies outlined above. First-year, first-semester freshman students who fall below full-time status are not eligible. Students who withdraw and/or never attend and fall below full-time status in their first semester are ineligible and will follow the academic probation policy.

APPEAL OF ACADEMIC SUSPENSION FOR MATRICULATED STUDENTS

Any student who has been suspended for academic reasons may appeal that decision by submitting a petition, in writing, to the appropriate academic chair requesting a review of the decision. The appeal should include supporting evidence such as medical explanations and changes in grades that might justify a reversal of academic suspension.

ACADEMIC REINSTATEMENT FOLLOWING SUSPENSION FOR MATRICULATED STUDENTS

Academic reinstatement refers to the process by which a student is granted permission to return to Farmingdale State College following an absence of one or more semesters due to suspension for reason of poor academic performance. A student seeking reinstatement should petition the academic chair, in writing, requesting permission to return. Supporting evidence, such as successful completion of coursework at another institution while on suspension from Farmingdale State College, must be submitted in writing with the petition. The reinstatement permits the student to resume matriculated status in the same department for the semester immediately following the one during which they were suspended.

ACADEMIC READMISSION FOR MATRICULATED STUDENTS

Academic readmission refers to the process by which a matriculated student seeks permission to return to Farmingdale State College after an absence of two or more academic semesters. There are two different processes:

1. Students who have discontinued their attendance for less than five years and wish to apply for readmission to complete their degree are advised to meet with the appropriate Chair to discuss their intentions and evaluate their academic record. Students who withdrew in poor standing or who were academically suspended will be expected to present evidence that they are capable of improved academic performance on return. A student who re-enrolls in the same major in which they were last enrolled and re-enrolls within five years of the last date they attended the College is allowed to meet graduation requirements that were in effect at the time the student was originally enrolled.
2. For students who have discontinued their attendance for five or more years and wish to apply for readmission to complete their degree, they must file a SUNY application as a "TRANSFER" student and list Farmingdale State College (95) as a prior college. The application fee is non-refundable regardless of the readmission decision. Each application will be evaluated according to the specific admission criteria in place at the time of the readmission application. A student who re-enrolls in the same major in which they were last enrolled and re-enrolls more than five years after they last attended the College must meet the most current graduation requirements. All course work previously completed will be reviewed on a course-by-course basis to determine whether it meets current graduation requirements. All courses completed will remain on the student's transcript. Only credits for courses that meet the current requirements will be used in calculating the student's graduation grade-point average. Students can file a SUNY application online at www.suny.edu/attend. For more information contact the Admissions Office at 934-420-2200.

For both processes, a student who re-enrolls in a different major than the one in which they were last enrolled is subject to a course-by-course evaluation to determine whether the completed course work meets the requirements of the new major. Only credits for courses that meet the requirements of the current major will be used in calculating the student's graduation grade-point average. However, all courses completed will remain on the student's transcript. A student re-enrolling in a new major is required to meet the graduation requirements at the time of re-enrollment.

POLICIES FOR ACADEMIC STANDING FOR NON-MATRICULATED STUDENTS

1. First-time students, or students with prior academic credit who are in good academic standing, may take a maximum of 5 classes or 16 credits each semester (fall/spring), unless an appeal is processed through the Non-Matriculated Student Academic Advisor located in the Academic Advisement and Information Center (AAIC).
2. Good Academic Standing – students are in good academic standing when their GPA is 2.0 or higher.
3. Academic Probation – students who fail to obtain a minimum grade point average of 2.0 in any particular semester will automatically be placed on academic probation.
4. Academic Suspension – students who are on academic probation twice in succession (not including summer, or winter intersession) are subject to suspension. Students who have been suspended for poor academic performance are not permitted to enroll at the College in any coursework for one academic semester (fall or spring) from the date of suspension.
5. Appeal of Academic Suspension – Any student who has been suspended for academic reasons may appeal that decision by submitting a petition, in writing, requesting a review of the evidence. The appeal should include supporting evidence such as medical evidence or changes in grades that might justify a reversal of academic suspension. To initiate this appeal, the student should first meet with the Non-Matriculated Student Academic Advisor. Review and final decision of an appeal will be made by the Provost's Office.

6. Non-Matriculated students may earn a maximum of 32 credits, after which they must seek admission to a program or request permission from the Non-Matriculated Student Academic Advisor to remain as a non-matriculated student. Failure to do so will prevent the student from registering for further courses.
7. Non-Matriculated students who wish to continue taking courses with non-matriculated status after their initial term at Farmingdale are required to submit official high school and/or college transcripts to the Admissions Office in order to maintain registration privileges for future semesters.

See the Non-Matriculated Student Handbook for Information on readmission and advisement at <https://www.farmingdale.edu/aaic/non-matriculated-students.shtml>

CHANGE OF MAJOR

Matriculated students who wish to declare or change their program of study must file a curriculum/major change application, available in Registrar in Laffin Hall, prior to the semester in which the change is to be effective. For further information, call the Registrar at 934-420-2776.

COURSE NUMBERING

Each course is identified by a six digit code.

The three letters in the code identify the department offering the course, and the three digits following the letters identify the course within the department.

Degree credit courses are numbered 100 and above. College courses are numbered from 001 to 099 and for purposes of determining tuition and fees only, these courses are assigned an appropriate number of non-college units (ncu) rather than college credit.

LATE REGISTRATION AND DROP/ADD PERIOD

The official Late Registration and Drop/Add period takes place during the first week of classes. This period officially ends at midnight on the seventh day after the first class of the semester. Students may add or drop classes from their schedule during this week. Students who have not yet registered for classes may be permitted to do so during this period under extenuating circumstances only. During this period, students will receive 100% refund for dropped courses and/or cancellation of their schedule.

All registration activities cease AFTER the first week of classes. The College does not guarantee that any student will be allowed to register for classes after the official late registration, add/drop period.

DROP AND WITHDRAWAL PERIOD

Courses that are dropped during the first week of classes will not appear on a student's transcript.

During the first week of classes students will receive 100% refund for courses that are dropped and for schedules that are canceled. During the second week of classes students will be entitled to a 70% refund. During the 3rd week they are entitled to a 50% refund and during the 4th week they are entitled to receive a 30% refund. After the 4th week of classes students are fully liable for all tuition and fees.

The withdrawal process begins on the second week of classes. Starting the second week of classes students who initiate a withdrawal, course or semester withdrawal will receive a "W" for that course on their transcript. The financial liability will be determined by the refund schedule in effect at the time the withdrawal is processed. For further information on the withdrawal procedure, refer to either "WITHDRAWAL FROM A COURSE" or "WITHDRAWAL FROM THE COLLEGE" sections in the catalog.

PERMISSION TO CARRY EXTRA COURSES

Any student who wishes to carry more than 18 credits during any one semester must receive written permission from the Department Chair and the School Dean of the student's major. To obtain this permission, a student must display evidence which substantiates the ability to succeed in the additional course work.

- Fall & Spring - Maximum 18 credits
- Summer - Maximum 14 credits*
- Winter Intersession - Maximum 4 credits

*In the summer students are not permitted to take all 14 credits in one session. Students are limited to 7 credits in individual sessions (A/B/C/E).

PERMISSION TO ENROLL IN OFF-CAMPUS COURSES

Students who wish to register for courses at other SUNY colleges must go through the cross-registration process. SUNY cross-registration information is available on the [Farmingdale State College website](#).

Students who wish to register for courses at other colleges (Non SUNY) are advised to obtain course descriptions and to consult with the Department Chair and the School Dean. The off-campus approval forms are available in the Office of Transfer Services.

SPECIAL SESSION REGISTRATION LIMITATIONS

Farmingdale State College limits its winter intersession (January) to 4 credits per student. For summer sessions, students may not register for more than 7 credits in either Session A or Session B. The maximum number of credits for which a student may register during the combined terms of the entire Summer Session is 14. Exceptions to these credit limits are few and must be approved by the curriculum Chair or Dean or, in the case of non-matriculated students, the AAIC.

LEAVE OF ABSENCE FOR MILITARY PERSONNEL

The following procedure is for military personnel who interrupt their studies for up to three (3) weeks for military training which is in compliance with US Executive Order 13607. Some courses may not lend themselves to a Leave of Absence. The course of action is to be determined by the faculty member teaching the course.

1. Students identified as US service members or reservists (SMR), must inform the campus' Director of Veterans Services (DVS), as well as their instructors, of such designation during the first week of each semester.
2. SMR students, who are subject to drill schedules, must provide the DVS, as well as their instructors, with a current copy of their drill schedule for the current semester. The drill schedule must be provided during the first week of the semester. If the drill schedule is updated, and the update(s) could potentially interfere with the student's coursework, such updated schedule must also be provided to the DVS and instructors within five business days of receipt of such update.
3. If an SMR student needs to suspend studies due to an active mobilization obligation, such request must be in writing prior to the interruption and addressed to each of their faculty, with copy to the DVS. Such request will only be considered if the SMR student has made satisfactory progress in the course, as determined by the faculty member, prior to the expected interruption. If progress in the course is unsatisfactory, the instructor can suggest several options (e.g. withdrawal, incomplete).
4. Should the training commence at the beginning of the semester, or before classes begin, the Veteran's Advisor will serve as a liaison between student and instructor in order to determine if the course objectives can still be met. If the leave of absence is approved, and occurs prior to the first day of classes, the student will not be marked Non Attended on the Non Attendance Roster.

5. To the degree possible, the student must maintain electronic communication with the instructor in order to make sure that s/he is keeping up to date with assignments while away.
6. The student must make up all missed course work in a time frame agreed upon with the instructor.

WITHDRAWALS

Withdrawal from a Course

A matriculated student who wishes to withdraw from a course should seek the counsel of the curriculum chair. Students wishing to withdraw from a course must obtain a withdrawal form from the Registrar's Office, complete it, obtain the instructor's signature with verification date of last attendance, sign the form, and return it to the Registrar's Office for processing.

Students who withdraw to enter military service and wish to receive credit for course work or a tuition refund must submit a written request, together with a copy of their orders, to the Registrar's Office.

A grade of "W" will be given to any student who officially withdraws from a course from the beginning of the second week through the end of the ninth week of classes. Withdrawal after the ninth week of classes is permitted only under extenuating circumstances at the discretion of the instructor.

NOTE: Students receiving financial aid for a financial aid period that includes a shortened session, such as a summer session or Intersession, who drop or withdraw from a class/classes in a session and are not currently attending any classes may be required to submit a "Statement of Intent to Return" to maintain their aid for that period. Please consult with the Office of Financial Aid.

Withdrawal from Current Semester

Any student enrolled in more than one course who wishes to withdraw from every course must initiate the semester withdrawal procedure through the Registrar's Office. Students are first encouraged to discuss semester withdrawal and its potential academic and financial aid consequences with the chair of their department. Then follow this procedure:

- **First week of classes:** This is the add/drop period during which students may withdraw from courses freely.
- **Second week of classes through the last day of classes:** Students must request a Semester Withdrawal Form from the Registrar's Office.
- **After the last day of classes:** Please refer to the section in the College Catalog titled "Retroactive Withdrawal."

Students who do not follow this procedure will remain enrolled in their courses and may receive failing grades for work not completed. In addition, the College will not consider a full or partial refund of fees for any semester in which a student has failed to complete the withdrawal procedure nor will the College release information about a student's academic record until financial clearance is obtained.

Formal readmission to the College following semester withdrawal is only required after an absence of two or more consecutive academic semesters (fall or spring). For more information, please review the section titled "Academic Readmission" in the College Catalog. Be aware that certain academic programs may follow their own guidelines for readmission.

Please note that any student with questions about semester withdrawal or who encounters difficulty completing the process may request assistance by visiting the Registrar's Office in person or contacting the Office by phone at (934) 420-2776 or email at regoffice@farmingdale.edu.

Retroactive Withdrawal

Students who wish to apply for withdrawal from a previous semester in which they received a failing grade (F) must apply to the Chair of the Admissions and Academic Standards (AAS) Committee for Retroactive Withdrawal. Retroactive withdrawal, if granted, applies to all courses for the semester in question. Application must be made within one year of the term in question.

Retroactive withdrawal is granted if there are medical issues, serious family situations or other severe extenuating circumstances which prevented a student from attending classes during the semester or completing their academic obligations. It applies to students who did not officially withdraw from their courses or the college in a timely manner due to these circumstances.

Students who apply for retroactive withdrawal must do by submitting an appeal to the Chair of the AASC/Retroactive Withdrawal Committee at AASC@farmingdale.edu explaining their circumstances, and providing documentation of their situation (hospital record, accident report, death certificate, etc.).

If students have been granted Retroactive Withdrawal in any given semester, under some circumstances, they may appeal for a tuition refund outside of the normal refund policy and schedule. Please see the policy of the Extenuating Circumstance Committee outlined below.

Extenuating Circumstance Committee

There are times when medical issues, serious family situations or other similar severe circumstances arise that may prevent a student from attending classes for the remainder of a semester in which they are enrolled. These circumstances may compel a student to withdraw from their classes. SUNY Policy establishes criteria where the student may appeal to the Extenuating Circumstances Committee (ECC) to request a refund which is outside the normal refund policy and schedule.

That criterion includes:

- The circumstance must be of a serious enough nature that would preclude the student from continuing their studies for the semester.
- Application for the refund must be made within one year after the end of the term in question. However, it is advisable for appeals to be filed as soon as possible.
- The student has not completed more than one half of the term. If a student has completed more than one half of the term, the case is not eligible for consideration by the ECC.
- The student must have officially withdrawn from their classes (if the semester is over, this would involve appealing first to the Retroactive Withdrawal Committee).
- The student has not received or will not receive academic credit for the term.

If the circumstance meets all of the above, the student may appeal in writing to the ECC. Along with a letter explaining the circumstances, documentation should be provided which can independently verify the facts presented in the case (doctor's notes, etc.). The ECC can only review written requests and will respond in writing to the student. No information can be given out via email or phone, as per FERPA laws. All decisions of the ECC are final and cannot be appealed elsewhere. Appeals should be sent to: Extenuating Circumstance Committee Farmingdale State College, Farmingdale, NY 11735

POLICY ON NON-ATTENDANCE

Students who do not attend class at least once during the first two weeks of the semester will be removed from the official class roster and receive a "N" notation, for non-attendance, on their academic record for that class.

Non-attendance does not cancel a student's financial liability for the class. In order to remove the liability, the official withdrawal procedure must be followed. Refunds will be calculated according to the schedule in effect at the time of withdrawal.

There may be situations where students who never attend class and do not follow the official withdrawal procedure may be eligible for consideration to have their liability cancelled due to extenuating personal circumstances. In such cases, the student must make a written appeal to the Extenuating Circumstances Committee to have their case evaluated. The Committee reserves the right to assess an Administrative Cancelled Registration Fee for successful appeals if such action is deemed appropriate. This fee is assessed at one half of the tuition per course for each cancellation of liability, up to a maximum of \$250 per semester.

FINANCIAL AID ATTENDANCE POLICY

Title IV Programs

Students who fail to attend any classes will be ineligible for Title IV financial aid. Financial Aid eligibility is based on the course load of courses actually attended. If notification of non-attendance in any class is received at any time, the determination of federal financial aid eligibility will be re-evaluated

for that term and may result in financial aid forfeiture and/or a balance due to the College.

In addition, the following are circumstances in which a student's Title IV aid will be adjusted/prorated:

- Withdrawal from classes during the first week may affect the awarding of Title IV aid. Students should be aware that their financial aid is based on the number of credits for which the student is registered and attending that apply toward their current academic program at the end of the first week of classes. For example, a student who registers as full-time (12 credits or more) and is packaged as a full time student, and subsequently drops to nine credits during the first week, will have their aid adjusted to 3/4 time status, reflecting the nine credit load.
- Federal regulations require the College to prorate Title IV aid for students who stop attending all classes after the first day of school, up until the 60% point of the semester, generally defined as through the ninth week of classes. This recalculation is based on the formal withdrawal date or the last date of attendance during the semester regardless of whether the student withdrew officially or simply stopped attending classes (unofficial withdrawal).

New York State Programs

State Education Law specifies that students be in full-time attendance as defined by the Commissioner of Education, in order to be eligible for State Sponsored Student Aid. The commissioner has defined full-time attendance as enrollment for 12 or more credits per semester and provided that the student is registered for at least 12 credits required for their program. Students should be aware that repeated courses and/or courses not required for their program do not count towards their full-time status.

TAP Waivers: Students who have not met the state policy for academic progress due to extraordinary circumstances, may apply for a TAP waiver. Applications may be obtained for a TAP waiver from the Office of Financial Aid. This is a state regulated form of appeal, and requires detailed documentation in order to be considered for a one-time waiver for New York State mandated academic guidelines. Please see the state academic guideline chart in the Financial Aid section of this catalog for additional information on State mandated progress. You may submit your application and evidence of the reasons you failed to meet the academic standards mandated by New York State. Applications will be evaluated and a response will be received within two weeks.

TITLE IV RECALCULATION OF FEDERAL AID

Return of Federal (Title IV) Financial Aid

Students who completely withdraw from classes (through successive dropping of courses until they are no longer registered or in a complete withdrawal from all courses at once) are subject to the Return of Title IV refund calculation as dictated by federal regulations.

NOTE: Students who partially withdraw from courses for the term are not subject to a return of their federal aid but should be aware that their financial aid eligibility will be recalculated.

Determination of Federal Aid Earned

Earned aid is determined based on the number of calendar days the student attended classes divided by the total number of calendar days in the term. The result is a percentage of federal aid funds that the student is entitled to keep. For example, a student who attends 30% of the term has earned 30% of the total aid. If the student attended classes through 60% or more of the term, the percentage of federal aid earned is 100%.

Return of Unearned Federal Aid

The total federal aid disbursed at the point of withdrawal less the earned amount constitutes the unearned aid that must be returned to the federal government. If it is determined that the student has received excess funds, the College must return a portion of the excess equal to the lesser of the student's institutional charges multiplied by the unearned percentage of funds, or the entire amount of the excess funds.

The College will allocate the return of unearned aid in the following order:

1. Federal Unsubsidized Loan
2. Federal Subsidized Loan
3. Federal Perkins Loan
4. Federal Parent or Graduate PLUS Loan
5. Federal Pell Grant

6. Federal SEOG
Return of Title IV federal funds may result in the student owing the College. If a balance due is created, a registration block will prevent future registration until it is paid.

PLACEMENT FOR ENGLISH AND MATHEMATICS

English - Students who have received a score of 83 on the ELA Regents exam will be placed in English 101; students who have received a score of 70 or below on the ELA Regents exam will be placed in EGL 097. Students who have received a score between 71 and 82 or have not taken the ELA Regents exam can take the Guided Self-Placement (GSP) survey otherwise, they will be placed in EGL 097.

The GSP survey will be offered by the English and Humanities Department and the Writing Center during the winter break, the spring semester, and early summer. Please call the Writing Center at (934) 420-2082 for more information about GSP.

As of spring 2022, in-class writing placement exams will not take place in the first week of English 097 or 101.

Mathematics - Most first-time students are placed in mathematics courses based upon their performance in high school and on New York State Regents Examinations in Math. A transfer student who has received credit for mathematics courses taken at another college will be placed at the highest Math Placement (MP) level satisfied by either those courses or by the student's high school Regents/ precalculus performance. As explained below, there are some instances where a new student will be required to take the College's placement test in mathematics.*

Math Placement Level	NYS Regents Exam Score, High School Course, and/or Previous College Course	Prerequisite satisfied for entry into:
MP 4	Precalculus (high school) grade ≥ 70 or FSC MTH 117 - Precalculus with Applications or FSC MTH 129 - Precalculus	MTH130: Calculus I with Applications or MTH150: Calculus 1
MP 3	NYS Common Core Algebra II Regents score of ≥ 70 or NYS Algebra2/Trig Regents score of ≥ 70 or FSC MTH 116 - College Algebra	MTH 117: Precalculus with Applications or MTH 129: Precalculus
MP 2	NYS Common Core Algebra I Regents score of ≥ 70 or NYS Integrated Algebra Regents Score of ≥ 70 or FSC MTH 015 - Elements of Algebra	MTH 102: Elementary Discrete Mathematical Models MTH 103: Sets, Probability & Logic MTH 107: Introduction to Mathematical Ideas MTH 110: Statistics MTH116: College Algebra
MP 1	None	MTH 015: Elements of Algebra (noncredit)

*The following students are required to take the College's math placement exam to determine their mathematics placement level. These students should contact the Admissions office at 934-420-2457 to schedule the exam:

1. Students who graduated from high school more than five years from the time of application for admission and had not passed any college mathematics course at time of application.
2. Students from outside New York who have not taken a NYS Math Regents Examination and who have not passed high school precalculus or any other credit-bearing college mathematics course.

Placement Testing Information: Students who need special accommodations for testing should contact the Disability Services Center at 934-420-2411 to make a request.

STANDARDIZED TESTING

A student can obtain college credit by successfully passing standardized tests such as the College Proficiency Examination Program (CPEP), the College Level Proficiency Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES; formerly USAFI). Credit can be obtained in subject areas and for general examination with departmental approval. The student may also receive advanced standing and/or credit for any specific courses (if applicable) taken through the Advanced Placement Program. For further information about these programs and their applicability to the programs at this College, write to the Director of Admissions.

ASSIGNMENT OF CREDIT HOURS

As part of the State University of New York, Farmingdale State College abides by the Credit/Contact Hour Policy (document number 1305) www.suny.edu/sunyp/documents.cfm?doc_id=168 of the State University of New York. The primary academic measure used throughout the University System is "semester credit hour". In accordance with the SUNY Policy, the semester credit hour has been defined as one 50 minute session of instruction per week including two hours of out-of-class preparation by the student 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. On-line, hybrid courses and other formats of learning should contain the same amount of instruction as provided in a traditional setting and in accordance with the credits assigned. See the College Policy on Credit Hour Assignment, <https://www.farmingdale.edu/policies/?pid=214133>

PRIOR LEARNING ASSESSMENT

Matriculated students who are enrolled at the College may apply for and be granted a maximum of 18 credits through Prior Learning Assessment. (The process for seeking such credit had been referred to as Credit-by-Evaluation in previous catalogs.) The current college policy regarding Prior Learning Assessment is available [here](#).

The four major categories of credit awarded by Prior Learning Assessment, and the procedures for seeking such credit in each category, are the following:

1. Standardized published examinations, including Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program Subject Examinations (CLEP), and others. To seek Prior Learning Assessment credit for a score on one of these published examinations, the student must request submission of that score by the sponsoring organization directly to Farmingdale Admissions. The number of credits awarded for a given score is based on the recommendation of the faculty. There is no fee for processing such a submission.
2. Military education and corporate training evaluated by organizations such as the American Council on Education (ACE), National College Credit Recommendation Service (NCCRS), and the Council for Adult and Experiential Learning (CAEL). To seek Prior Learning Assessment credit for such training, the student must request the submission of the evaluation of their training by such an organization directly to Farmingdale Admissions. The number of credits awarded for a given evaluation is based on the recommendation of the faculty. There is no fee for processing such a submission.
3. Industry certifications and apprenticeships, based on faculty review of the learning outcomes achieved through participation in such programs. To seek Prior Learning Assessment of the learning outcomes that were achieved in such a program, the student must submit an application and pay the fee as described below for the campus-based evaluation.

4. Evaluation of the achievement of learning outcomes by the student based on a portfolio review by college faculty, or by means of a challenge exam which is developed, administered, and scored by college faculty. To seek Prior Learning Assessment of the learning outcomes that were evaluated by one of these measures, the student must submit an application and pay the fee as described below for the campus-based evaluation.

To apply for Prior Learning Assessment by a campus-based evaluation of industry certifications and apprenticeships, by a portfolio review, or by the administration of a challenge exam (#3 and #4 above), the student will be required to complete, sign, and submit the application for this purpose to the Department Chair of their curriculum for approval. A fillable pdf of this application form is available on the [Registrar's website](#). The completed form should be submitted to the Department Chair as an email attachment.

Upon approval of the application by the Department Chair, the student is expected to pay the current processing fee through Student Accounts. This fee represents the cost to the college for performing this evaluation, and is not related to the number of credits sought by this process. For information regarding a waiver of this fee, please refer to the college policy on the [waiver of fees](#).

Upon the completion of the Prior Learning Assessment by a campus-based evaluation as described above, the student will be informed whether or not college credits are to be awarded based on the recommendation of the faculty. If a student wishes to appeal the recommendation of the faculty regarding the awarding of credits, they would need to follow the Grade Grievance Procedure that is described elsewhere in this catalog.

Some important points the student should be aware of regarding credit awarded by Prior Learning Assessment:

1. Credits awarded by means of Prior Learning Assessment shall be considered full college credits and need not be made up by other courses. However, such credits are treated the same as transfer credits, not credits earned in residence at the college, therefore they do not count toward the minimum credits in residence that are required for awarding of a Farmingdale State College degree or certificate, and no Achievement Points shall be awarded for such credits.
2. Students whose financial aid award (including the Excelsior Scholarship) depends on full-time enrollment at the college should consult with the Financial Aid office regarding the possible impact of credits awarded through Prior Learning Assessment on that eligibility.
3. Credits awarded by Prior Learning Assessment cannot be counted toward fulfillment of any specialized degree requirements that must be satisfied in residence, and which therefore cannot be satisfied by any externally generated credits including transfer credits from another institution. Any such specialized degree requirements will be designated by the faculty of each academic program and communicated in their catalog curriculum display. Finally, such credits cannot be used to receive credit for a course in which the student is enrolled or has previously earned credit.

TRANSFER CREDIT EVALUATION PROCESS

Transfer students must meet curriculum entrance requirements. Official transcripts from all previously attended institutions must be sent to the Admissions Office in order to begin the transfer credit evaluation process. All courses regardless of their mode of delivery will be considered for transfer credit including on-line, hybrid, web enhanced, accelerated, interactive television (ITV) and independent study courses. Any earned degrees must be specifically noted on the transcript.

In addition to courses accepted by Farmingdale State College, students are required to complete the specific requirements of their major and of the College.

1. Accreditation. Courses taken at regionally accredited institutions are more likely to be accepted; credits taken at other institutions will be evaluated on a case-by-case basis.
2. Grades. As a general rule, courses with a grade of C or better will be considered for transfer. However, many majors require a C+ or better in order for a course to satisfy a major requirement. If a course is transferred in with a C, the student will get the credits but the transfer

- course will not satisfy the requirement of the major and the course may have to be repeated. Most AP tests require a score of 3 or higher.
 3. Credit Value. Credits not expressed in semester hours (such as quarter or trimester hours) are factored to give semester hour equivalents. This means that a similar course may not be accepted as equal to one given at Farmingdale College.
 4. Transfer Students with Associate Degrees. Students who have earned an associate degree and are admitted to the college are generally awarded full transfer credit for their associate degree coursework. The specific number of credits required for graduation will be determined by the number of courses the student needs to successfully complete to meet the requirements of the College and the major.
 5. Transfer Students without Associate Degrees. Credits are awarded on a course-by-course basis.
 6. Curriculum Requirements. Only courses required to complete requirements or electives of the major will count toward completion of the major and graduation.
 7. Grade Point Average. Farmingdale State College requires that students earn a grade point average of 2.0 or higher to graduate.
- For further information on the transfer credit evaluation process, contact the Office of Transfer Services at 934-420-5446.

MILITARY TRANSFER CREDITS

Military credits may be granted on a case-by-case basis based upon review of a Military Smart transcript.

TRANSFER CREDIT APPEAL PROCESS

In the event that a student would like to challenge the evaluation of their transfer credits from other colleges and universities into Farmingdale State College, the following appeal process may be followed.

All appeals should include your name, Ram ID #, and a clear explanation as to why you believe the initial response was inappropriate. Any information or evidence provided to justify that the course credit should be transferred would assist in the appeal process. Examples of support include a comparison of topics covered, credit hours, lab hours, sample course syllabi or other material indicating the courses are comparable. Appeals are to be addressed to chairperson of the Admissions and Academic Standards Committee, Farmingdale State College, State University of New York, 2350 Broadhollow Road, Farmingdale, NY 11735.

COURSE APPLICABILITY TO DEGREE REQUIREMENTS

To assure viability with current technology, a Curriculum Department Chair may evaluate the suitability and timeliness of all curriculum courses, and whether they will satisfy degree and/ or certificate program requirements.

RESIDENCY REQUIREMENT

Candidates for a baccalaureate degree must complete a minimum of 30 of the last 60 credits at the college, with 15 of those credits in the major. At least 9 of the 15 major credits must be taken at the 300/400 level. Associate degree candidates must complete 15 credits of the last 30 credits, and certificate programs require 25% of the course requirements to be taken in residence.

Any exceptions to the final degree credit requirement are at the discretion of the program chair in consultation with their Dean.

Credits earned through approved study abroad or exchange programs may count toward satisfaction of the residency requirements. However, credits earned through advanced standing (e.g., credit by evaluation, advanced placement, etc.) do not fulfill the minimum residency requirements.

EARLY WARNING SYSTEM

In keeping with the College's concern that all students be afforded every opportunity to reach their maximum potential, students are notified early each semester if their progress is less than a "C." This early warning allows students sufficient time to meet with an advisor and develop a course of action aimed at improving their grades. A variety of support systems are available to assist students as they move toward the completion of their academic goals.

POLICY FOR REPEATING COURSES (FAILING GRADES, MINIMUM REQUIRED GRADES, NON-ATTENDANCE, WITHDRAWALS)

A student must successfully complete all academic requirements before the College will confer a degree. In cases where a requirement may not be fulfilled with an approved equivalent course, the same course must be repeated to replace a grade that: 1) is failing ("F"), 2) falls below the minimum required by the College or program, 3) indicates non-attendance ("N"), or 4) indicates withdrawal ("W" and "UW").

Students may repeat the same course once (total of two attempts). Additional repeats of the same course may only be authorized by the chairperson of the student's program. Students who do not achieve a satisfactory grade on their second attempt may be subject to removal from certain programs. For more information before repeating a course, students are strongly encouraged to speak with a program advisor or the Academic Advisement and Information Center (934-420-2776 or email advisement@farmingdale.edu).

Please note that both achievement points and credits for all course attempts completed at the College will be applied to the degree. For repeated courses completed at other institutions, only credits and not achievement points will be applied to the degree.

NOTE: A student's financial aid may be affected when repeating courses. For New York State, repeated courses for a previously failed course may be counted in a student's course load until the course is passed. For federal financial aid, it may be counted one additional time if taken to improve a previously passed grade. However, all attempts at passing the course are counted as attempted credits which may affect Pace of Progress (cumulative hours earned divided by cumulative hours attempted). Please refer to the Academic Standard for Federal Financial Aid and the EOP funding chart found under "Satisfactory Academic Progress for Financial Aid." The Financial Aid Office should be consulted for advice in these cases rather than your academic department. Please note that the regulations for New York State and other aid programs may differ.

REPEATING OTHER COURSES

Normally, a student is not permitted to repeat a course they have completed and for which they have earned a passing grade. In rare instances, a student may have special reason to repeat a passed course. In such cases, a student must have written approval of the Department Chair if a course is to be repeated in order to raise a grade. The most recent grade in the course becomes the official grade for the course. It is the student's responsibility to ensure that they are not unnecessarily repeating a course they have already received credit for.

NOTE: A student's financial aid may be affected when repeating courses, as repeated courses may not be counted in a student's course load for financial aid purposes. Repeated courses for a previously passed course can only be counted once in the student's course load. Please seek the advice of the Office of Financial Aid before consulting with your department chair. State and other program regulations may differ.

CHANGE OF GRADE

Grades and grade changes are the responsibility of faculty. Grade changes must be submitted within a timely manner after the conclusion of the semester in question. Appropriate documentation with a clear explanation must be submitted on the approved grade change form for processing with the Registrar. Faculty may submit a grade change within one year from the date on which the grade was issued as long as it is consistent with the College's need to maintain academic standards and the integrity of students records, as well as conform to Federal and State laws. Only an extreme extenuating circumstance (eg., service to the military) may require a change of grade beyond this one year time period. Any such case must be appealed by the instructor to the Faculty Standing Committee on Admissions and Academic Standards for their consultation and approval.

GRADE GRIEVANCE PROCEDURE

The following procedures serve as a structured mechanism to allow a group of faculty and students within the college community to review a given situation and to arrive at a fair and equitable resolution of the dispute. All official communications about grade appeals are to be sent to students by certified mail with a return receipt or by another written or electronic method for which delivery confirmation is available.

Step 1: A student who contests a grade recorded on the transcript must first discuss the grade with the instructor. This step must be initiated no later than 30 calendar days from the beginning of the next regular fall or spring semester following posting of the grade. For grades posted during other academic terms, such as January intersession, summer sessions, or 7-week terms, the 30-day window begins at the start of the next regular fall or spring semester. All grade grievances must be based solely on requirements listed on the instructor's syllabus, or the most recent college catalog, or a grade calculation (math) error.

Step 2: If no mutually satisfactory agreement can be reached with the instructor:

- The student should submit to the instructor's department chairperson* or designated representative, a written statement of the grievances, within seven (7) calendar days of the completion of Step 1. Before any review can be undertaken by the department chairperson, the student shall submit records of evaluations, tests, term papers, projects, and/or any other information from which judgments can be or were made. It is expected that in support of this process, the instructor will provide copies of all appropriate materials.
- The chairperson shall, within fourteen (14) calendar days of the submission of the grievance, communicate with each party to discuss the problem and collect evidence.
- The chairperson shall submit a written recommendation to both parties within seven (7) calendar days. Copies of such recommendation shall be maintained by the chairperson.
- If the chairperson is party to the grievance, the highest ranking senior member of the department shall act in the chairperson's stead.

*Note: The role of the department chairperson may be superseded by a departmental review committee if the department deems it desirable.

Step 3: If no mutually satisfactory agreement has been reached at the completion of the Step 2 process, either party may submit a written statement of appeal with supportive information to the chairperson of the Admissions and Academic Standards Committee. Such appeal must be submitted within fourteen (14) calendar days after receipt of the decision of the department chairperson or representative.

Within twenty-one (21) calendar days after receipt of the written appeal, the chairperson of the Admissions and Academic Standards Committee shall convene and chair a campus appeals committee.

The Campus Appeals Committee shall consist of:

1. The chairperson of the Admissions and Academic Standards Committee, or a member of that committee assigned by the chairperson.
2. The chairperson of the Faculty Executive Committee, or a member of that committee assigned by the chairperson.
3. An academic dean, assigned by the Provost, from a school other than that in which the grievance occurred.

4. the chairperson of the appropriate student governing body of SGA or a member of that body assigned by the chairperson.
- No member of the committee shall be a member of the department in which the grievance occurred.
- The department chairperson or representative shall make available to members of the Campus Appeals Committee all information relating to the grievance.
- The Campus Appeals Committee shall attempt to ascertain all pertinent information. Either party may request or be requested to appear before the committee.
- The committee shall present its written recommendations to each party of the grievance within fourteen (14) calendar days of the completion of the review. These recommendations could include.
 1. No change in the original grade.
 2. A request for the instructor to reevaluate the original grade. If a reevaluation is requested, the instructor shall have fourteen (14) calendar days to submit a response to the committee.
 3. Credit-by-Examination with fee waived.

Step 4: If the instructor's response or reevaluation is contrary to the consensus of the Campus Appeals Committee, the Committee shall refer the issue to the Admissions and Academic Standards Committee for review with their recommendation whether and how the grade should be revised. The AAS Committee, after review, may authorize that the student's grade be changed. The Committee will determine the final grade to be assigned, after a majority vote of the Committee, at the next scheduled AAS Committee meeting. This decision will be final. Any member of the Campus Appeals Committee that is part of AAS Committee should be excused from the discussion and the voting process. The AAS Committee will inform all parties of the disposition of the case, including the student, in writing.

A written record of the appeal, the Committee's recommendations, and the disposition of the case, shall be kept on file in the Office of the Provost, the Dean of the School in which the grievance occurred, and the academic department.

INCOMPLETES

A grade of "I" (Incomplete) is reported when, for some reason beyond their control, the student misses the final examination or has not completed a portion of the required work for the course. The decision to grant an "I" is at the sole discretion of the instructor. No achievement points are awarded for an incomplete. All incompletes must be resolved and a change of grade must be submitted no later than 30 days after the beginning of the next semester (fall to spring, winter intersession to spring, spring to fall, summer session to fall). An instructor may grant an extension of an incomplete (I) grade until the end of the semester by documenting and filing the approved form with the Registrar prior to the conclusion of the 30 day period. Any incomplete (I) grade not finalized or not extended by the instructor within the 30 day time period mentioned above will automatically be changed to an "F." An Incomplete does not constitute successful completion of a prerequisite.

COMPUTER LITERACY REQUIREMENT

To meet the diverse needs of its programs, and in the spirit of providing a liberal education to all students, the college requires the use of the computer be integrated into each curriculum.

REQUIREMENTS FOR GRADUATION

1. Recommendation of the faculty.
2. Satisfactory completion of the minimum number of credits required by the specific major.
3. Satisfactory completion of dual major or academic minor (if pursuing either) requirements must be completed at the same time as graduation certification of the major.
4. A 2.0 cumulative achievement average.
5. Satisfactory completion of the General Education requirements; EGL 101 with a grade of C or better; EGL 102 with a grade of C or better; for baccalaureate programs, a Writing Intensive course with a grade of C or better, and an approved Applied Learning experience.

6. All outstanding incomplete grades must be resolved; degree is awarded in the term the grade is finalized (Fall, Spring or Summer semesters).

PROCEDURE FOR DEGREE CANDIDATES

Student "Intent-to-Graduate" applications must be received in the Registrar's Office no later than eight weeks prior to the intended date of graduation. Students failing to file by the deadline cannot be considered for graduation scholarships and achievement awards. In addition, such students will not be listed in the Commencement program, nor will they receive information regarding graduation activities. The complete an Intent to Graduate application, please visit the Registrar's webpage.

COMMENCEMENT CEREMONY ATTENDANCE POLICY

- Students graduating in the fall or winter term will only be allowed to attend the winter ceremony.
- Students graduating in the spring and subsequent summer term will only be allowed to attend the Spring commencement ceremony.

Commencement dates can be found online on the academic calendars at <https://www.farmingdale.edu/calendar/academic/>

Times for commencement ceremonies will be announced on the commencement site at <https://www.farmingdale.edu/commencement/>

AMNESTY POLICY

The Amnesty Policy applies to returning students who have not attended any college on either a full-time, part-time, matriculated, or non-matriculated basis for a minimum period of four years immediately prior to reentry to Farmingdale, and the student's GPA must be below 2.0. Under amnesty, all prior grades will be excluded from subsequent GPA calculations but will remain on the student's transcript along with all previous coursework. The GPA will begin at the time that studies are resumed.

Courses in which grades of C or better were earned will be counted towards graduation.

To qualify for amnesty the student must be matriculated and have completed six credits per semester for two consecutive semesters excluding winter and summer sessions, upon returning to the college, maintaining a B average during this time with no grade below a C.

The recomputed GPA under this amnesty policy cannot be used to qualify for any academic honors other than that of the Dean's or President's lists, and an application for amnesty can be made only once. The student must file a formal petition, as follows, in order for amnesty to be considered:

After the student has met the requirements for eligibility under amnesty as stated above, the student will file an application with the chair of the Admissions and Academic Standards Committee at least one semester prior to graduation. Upon verification of the student's eligibility under amnesty, the Chair of AAS will so notify the registrar.

The above policy will not supersede the College's Admissions Policies, specific Curriculum Department requirements, or financial aid guidelines.

GUIDELINES FOR AWARDING TWO DEGREES CONCURRENTLY OR CONSECUTIVELY

A student who desires to create a varied educational background may do so by seeking to graduate with two significantly different degrees (Dual Degrees) or to major in two disciplines at the same level of degree (Dual Majors). Students interested in these opportunities are directed to the following descriptions and guidelines.

Dual Degrees

Under certain circumstances, a student may pursue a second degree of the same level either concurrently or consecutively. A student seeking to earn two degrees must meet the admission requirements of both degree areas as listed in the College catalog and must receive advisement from the academic department responsible for the second discipline. Further, these programs must lead to two significantly different academic objectives. Once accepted, the student must satisfactorily complete the program requirements of both degrees, the resident credit requirement and the general education core requirements. At a minimum, an additional 30 credit hours must be completed in the second degree area which are significantly different from the first degree.

- Students seeking to earn two degrees must seek advisement from the Department Chair of the second degree.
- Students completing a dual degree must file an "Intent to graduate" form for BOTH degrees in order to receive two separate diplomas.

Dual Majors

A student wishing to major in two disciplines at the same degree level (i.e., associate or baccalaureate) concurrently would be awarded a single degree based on the primary major. The student must meet all the admission requirements for both majors as listed in the College catalog and must receive advisement in the second area from the academic department responsible for the second discipline. The student must complete all major, resident credit and general education core requirements of the primary major. Once accepted, the student must meet the course requirements of the second major as defined by that academic department. Both majors will be listed on the official transcript and diploma. Note: The dual major option may not apply to all curricula.

Students seeking to earn two majors must seek advisement from the Department Chair of the second major.

ACADEMIC MINORS

Farmingdale State College students are invited to enhance their studies with an "Academic Minor." A minor is a cluster of thematically related courses drawn from one or more departments. In addition to department based minors (e.g. computer programming & info systems), interdisciplinary minors are also available (e.g. legal studies).

Academic minors are approved by the College-Wide Curriculum Committee and the Provost. Students must make application for an academic minor through the department offering the minor in conjunction with the Registrar's Office. Specific course work must be determined in consultation with a faculty member in the department offering the minor. A statement of successful completion of the academic minor will appear on the student's transcript at the time of graduation.

The following requirements must be satisfied for approval of the minor:

- A minor is considered to be an optional supplement to a student's major program of study
- Completion of a minor is not a graduation requirement and is subject to the availability of the courses selected. However, if the requirements for a minor are not completed prior to certification of graduation in the major, it will be assumed that the minor has been dropped. Consequently, the student will only be certified for graduation in their primary major.
- Only students in 4 year baccalaureate programs can apply for a minor.
- A minor should consist of 15 to 21 credits.
- At least 12 credits must be in courses at the 200 level or higher.
- At least 9 credits must be residency credits.
- Specific requirements for each minor are determined by the department granting the minor.
- Students must maintain a minimum cumulative GPA of at least 2.0 in their minor. Some minors may require a higher GPA.
- Students are prohibited from declaring a minor in the same discipline as their major (e.g. one cannot combine an applied math minor with an applied math major). Academic minors may not apply to all curricula.
- Students are permitted to double-count courses.
- Students are only permitted to take more than one minor with appropriate written approval of their department chair or curriculum Dean.

VALEDICTORIAN AWARD

The College shall recognize one student as valedictorian for each of its annual Fall and Spring Commencement ceremonies. The standards for selection are as follows:

1. Must be a potential candidate for graduation
2. Must be in a 4 year program
3. Must currently have a 3.9 GPA or higher
4. Transfer students must have no more than 48 transfer credits
5. Good Standing and no pending restrictions

Additionally, to be considered for this award, the student shall have achieved an outstanding academic record along with notable service to the College and/or the community. Potential graduates in the fall or winter must complete degree requirements at the end of the respective semester. Potential graduates in the Spring and subsequent summer semesters must complete degree requirements by the end of each respective semester.

THE DEAN'S LIST AND PRESIDENT'S LIST

Full-Time Students

The Dean's List is an indicator of high academic achievement earned by full-time matriculated students who obtain an average of 3.30 or better. The President's List recognizes full-time, matriculated students who distinguish themselves by attaining an average of 3.75 or higher. Students who have failures, incompletes, or "D, D+, W, UW or NA" grades are ineligible for Dean's List or President's List designation. The Dean's and President's lists are finalized by the Registrar's Office once all grades are entered and calculated at the end of each semester, and are entered on the student's permanent record.

Part-Time Students

Dean's or President's List candidates can also be currently enrolled part-time students who apply and are accepted for matriculation into a degree program and have completed a minimum of eighteen (18) credits in a maximum of three (3) consecutive semesters. The summer session will be considered a semester for this purpose. They must also have earned an average of either 3.30 or 3.75 or better.

No failing, incomplete, "D, D+, W, UW or NA" grades are allowed during the period of consideration. A semester consisting of all "W" grades counts as a semester and will eliminate a student from consideration for either list. Normally, three consecutive semesters involve fall and spring semesters. However, if a summer session is taken, it is then calculated within the consecutive semester's evaluation.

LATIN HONORS - DEGREES OF DISTINCTION

Degrees of distinction are conferred upon candidates for the baccalaureate degree who meet the College residency requirement and achieve the GPA standards below. The College recognizes these potential distinctions during commencement exercises every semester. The official distinction will be documented on the student's record once final grades/graduation evaluations have been completed in the semester for which the student applied for graduation. Latin honors will also be documented on the student's diploma.

Achievement standards for Latin Honors are:

Summa cum laude: 3.9+

Magna cum laude: 3.7+

Cum laude: 3.5+

STUDENT AWARDS FOR ACADEMIC EXCELLENCE

Each semester FSC bestows "Awards for Academic Excellence" on students in each major/minor who have been selected by their faculty as truly outstanding. The primary consideration for selection is the student's overall grade point average in coursework completed at Farmingdale. Additional consideration is given to exceptional performance in areas including research, internships, special student projects, and contribution

to departmental clubs and honor societies. Students eligible for this award are those who have completed the requirements to receive the Student Award for Academic Excellence within the 12 month period prior to Commencement. A minimum average of 3.20 is required. The students must be in good standing at the College and have no pending restrictions on their records.

HONOR SOCIETIES

Alpha Phi Sigma

Alpha Phi Sigma is the only National Criminal Justice Honor Society for Criminal Justice majors. The society recognizes academic excellence of undergraduate, graduate students of criminal justice, as well as juris doctorate students. Students at Farmingdale must have declared the Criminal Justice and/or Security Systems bachelor program as their major, have a minimum cumulative grade point average of 3.2, and a minimum criminal justice grade point average of 3.2. Additionally, students must have completed at least 36 credits, and of those, 16 credits would be criminal justice courses. Students must be within the top 35% of their class.

For more information, please go to: www.alphaphisigma.org

Beta Beta Beta

Beta Beta Beta (Tri-Beta) is a National Honor Society in Biology. Tri-Beta is dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. The Society strives to cultivate intellectual interest in the natural sciences and to promote a better appreciation of the value of biological study. The Farmingdale Chapter, Chi Delta Eta, was established in 2015. Chapter programs include guest speakers, reports of research by members and faculty, field trips, community service, and social gatherings.

To be eligible for membership consideration, students must have a minimum GPA of 3.2 in Bioscience or a related discipline. For more information, please visit www.tri-beta.org.

Chi Alpha Epsilon

Chi Alpha Epsilon is a national honor society dedicated to recognizing the academic achievements of students admitted to colleges and universities through non-traditional criteria. Its purpose is to promote continued high academic standards, foster increased communication among members, and honor the academic excellence of those students admitted to college via developmental programs. Gamma Eta is the local chapter chartered at Farmingdale State College on December 6, 2001.

To be eligible for membership consideration, students must hold a minimum cumulative grade point average of 3.0 for two (2) consecutive, full-time semesters and have been admitted to Farmingdale State College through the Educational Opportunity Program. National link: www.chialphaepsilon.org.

(Eligible alumni who have graduated with a 3.0 or better cumulative grade point average, prior to the formation of a campus chapter, may also be considered for alumni membership.)

Application forms may be obtained from the Educational Opportunity Program office.

Chi Gamma chapter of Sigma Theta Tau International (STTI) the Honor Society of Nursing

The Chi Gamma chapter of STTI at Farmingdale State College supports the mission and vision of the parent organization to celebrate nursing excellence in scholarship, leadership, and service. The Chi Gamma chapter works to develop a community of nurses dedicated to making a difference in health locally, through regional activity, and global networking.

Membership is by invitation to baccalaureate nursing students who demonstrate excellence in scholarship and service. Students enrolled in the baccalaureate program who have completed one-half of the nursing curriculum and are within the upper 35% of their class are eligible. Students need faculty recommendation to complete the application.

In addition, nurse leaders outside the Farmingdale community who have earned at least a baccalaureate degree are eligible for membership in the Chi Gamma chapter.

The STTI link is www.nursingsociety.org.

Epsilon Pi Tau

An international honor society for professions in technology, Epsilon Pi Tau recognizes academic excellence of students in fields devoted to the study of technology and the preparation of practitioners for the technology professions. In addition to a recognition program that extends through members' careers and beyond, Epsilon Pi Tau continually seeks to serve, support, and strengthen the technology professions through publications, conferences, thought leadership, and alliances with corporations, professional associations, government agencies, and non-governmental organizations.

To be eligible for consideration, students must meet criteria as established by the honor society. Information may be obtained at www.epsilonpitau.org.

Applications for membership will be mailed to eligible students, which is sponsored by the Dean's Office, School of Engineering Technology.

Golden Key

Golden Key is a mission-focused, values-based and demographics-driven organization. With 30 years of rich tradition, Golden Key remains committed to scholarship, career development, leadership and service. Our mission defines who we are; our core values provide us guidance in executing our activities; and our history reminds us that nearly two million members are counting on us to shape the future through our strategic planning process.

To be eligible for consideration, students must meet criteria as established by the honor society. Information may be obtained at www.goldenkey.org. Applications will be mailed to eligible students.

Lambda Pi Eta

Lambda Pi Eta is the honor society of the National Communication Association for four-year institutions of higher education. Lambda Pi Eta represents the first letters of what Aristotle described in Rhetoric as the three modes of persuasion: logos, pathos, and ethos. The official colors of Lambda Pi Eta are crimson to represent the Communication discipline and silver in recognition of speech and oratory skills. The purpose of the honor society is to promote outstanding academic achievement in the Communication discipline. To be eligible for membership, undergraduate students must have completed 60 semester credit hours, have a minimum overall cumulative GPA of 3.0 and rank within the top 35% of their class in the major, have completed at least 12 semester credit hours in Communications studies with a GPA of at least 3.25, and be enrolled in good standing.

Omicron Delta Epsilon

Omicron Delta Epsilon (ODE) is an International Honor Society in Economics. Its objectives are: (1) to confer distinction for high scholastic achievement in economics; (2) to stimulate and promote student interest in all aspects of economics; (3) to publish an official journal to be entitled "The American Economist"; and (4) to sponsor the Fisher-Taussig Award Competitions. Membership is opened to students who satisfy the following criteria: (1) in residence at least one semester, with a major or minor in economics; (2) twelve semester (term) hours of economics, and (3) an average of B or better and a class standing in the upper one-third. Application forms are available at the Department of Economics.

Phi Alpha Theta

Phi Alpha Theta is the National History Honor Society that recognizes academic distinction for students interested in the field of history. Less than 1% of students attending the college qualify for membership in this society. The mission of Phi Alpha Theta is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas. We bring students and faculty together for intellectual and social exchanges that promote research, presentations and publications by our members in a variety of ways. The faculty officer will invite students who have a GPA of 3.0 overall and have completed four history courses with a GPA of 3.1 to join Alpha-Omicron-Iota, the Farmingdale chapter of Phi Alpha Theta. Application forms are available at the Department of History, Politics, and Geography.

Phi Theta Kappa

One of the highest honors a Farmingdale student may receive is election to Phi Theta Kappa, Mu Omega, an international honor society. All Farmingdale students meeting the criteria below within their first two years of either their associate or bachelor degree programs will be considered:

- Students must have completed a minimum of **12 credits at Farmingdale State College** (this does not include credits transferred from another institution)

- **Bachelor degree students will not be considered if they have earned 43 credits or higher** (this includes transfer credits)
- All students must have achieved a minimum cumulative GPA of 3.5
- All students who have earned a degree will no longer be eligible

National link: www.ptk.org.

Membership invitations will be emailed to your Farmingdale State College email address from either a Farmingdale faculty/staff member or directly from Phi Theta Kappa, identified by a ptk.org email address. If you receive an email inviting you to join Phi Theta Kappa but are not certain that it is from a PTK affiliated person or organization, please email one of the advisors on campus to verify its legitimacy.

Psi Chi

Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. Psi Chi is the oldest surviving student organization in psychology. Psi Chi sponsors student paper readings at regional and national meetings; presents programs at regional and national meetings; presents graduate, undergraduate, chapter, and faculty awards; and publishes a quarterly newsletter. Each year, through its local chapters, Psi Chi is responsible for hundreds of other academic activities, social functions, and acts of community service among its student members. The Farmingdale Chapter was established in 2011. To become a member of Psi Chi students must be registered in the Applied Psychology program; have second- semester, Sophomore status; have completed 9 semester hours in Psychology; have a minimum GPA of 3.0 and be ranked in the top 35% of their overall class.

For more information, please go to: www.psichi.org. Applications can be completed online. Acceptance/induction occurs in the spring semester only.

Sigma Beta Delta

The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business, management and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind. To be eligible for membership, a business management, business computer systems and sport management student must rank in the upper 20 percent of the junior or senior class, have earned 30 credits at the college and be invited to membership by the faculty officers. Faculty officers operate the Sigma Beta Delta chapter for the mutual benefit of students. Farmingdale State College's Business Management Bachelor of Science degree sponsors a chapter of Sigma Beta Delta.

National link: www.sigmapetadelta.org.

Sigma Phi Alpha

Sigma Phi Alpha is a National Dental Hygiene Honor Society that promotes and recognizes scholarship, service, and leadership among students and graduates of dental hygiene educational programs. The local component chapter at Farmingdale State College is Alpha Mu. To be eligible for membership, students must rank within the top 10 percent of either the sophomore class for the Associate Degree or the senior class for the Bachelor Degree. Membership in the society is offered by the faculty officers of the society.

Sword & Shield

The Order of the Sword & Shield National Honor Society is the largest and most respected organization representing the Homeland Security, Intelligence, Emergency Management, Cyber and Information Security, and all Protective Security disciplines. Students at Farmingdale State College must have declared the Criminal Justice and/or Security Systems bachelor program as their major and have a minimum cumulative grade point average of 3.25. Additionally, students must have completed half of the credits required for their major, and of those, half of the credits must be in criminal justice courses. Students must be within the top 20% of their class.

For more information please go to <https://www.securityhonorsociety.org/>

GRADES AND TRANSCRIPTS

Approximately two weeks after the end of each semester, grades are posted on students' records. Students are expected to view their grades online. Those with an outstanding financial obligation to the College will not be able to access their grades until the financial obligation has been

satisfied (for details contact the Student Accounts Office). Farmingdale State College has partnered with Credentials Solutions, LLC to accept online transcript orders. You can order your official transcripts 24 hours a day, 7 days a week. Transcripts can be sent electronically or mailed in hard copy, depending on the receiving institution or destination. You will receive an e-mail communication while your order is being processed and you will receive a confirmation email when the transcript order is complete. For more information, contact the Registrar's Office or visit, <https://www.farmingdale.edu/registrar/transcripts.shtml>.

REGISTRAR'S OFFICE

The Office of the Registrar, located in Laffin Hall, is responsible for student registration, processing official and unofficial transcripts, class scheduling, posting grades and degrees on students' records, and verifying enrollment for all students, including veterans.

DEGREEWORKS

DegreeWorks is an accessible and user-friendly advisement tool. It provides students with an organized outlook degree plan evaluation. It is aimed to help the student progress through his or her degree plan efficiently. DegreeWorks compares the student's academic history with the degree requirements outlined in the College catalog. The student can use it to track their academic progress toward a degree, review the requirements they have completed and plan the courses they can take to complete their remaining requirements. To log into DegreeWorks go to: www.farmingdale.edu/registrar/degree-works

Any questions regarding DegreeWorks please email degreeworks@farmingdale.edu.

EMPLOYMENT PLACEMENT AND GRADUATE EDUCATION INFORMATION

The Office of Institutional Research issues an annual report on the employment placement of graduates and on graduates who continue their education. The report contains information by curriculum about colleges where graduates continued their education, as well as places of employment. The report is available on the Office of Institutional Research webpage. For further information, please email oir@farmingdale.edu.

ATTENDANCE AND LATENESS IN THE CLASSROOM

Faculty are required to maintain a complete record of student attendance in their classes in order to:

- Submit an accurate Non-Attendance Roster as required by federal financial aid regulations.
- Enter the date of last attendance when a student officially withdraws from the course, is assigned a UW because of failure to remain in the course, or is assigned an F because of failure to pass the course.
- Assign a grade in those classes in which the student's active participation is a requirement.

Student attendance is defined as being present in a timely manner for the duration of a face-to-face class meeting, or the equivalent level of participation in an online class. Such attendance is a reasonable and customary expectation for success in any course; however, grading policies that deduct points or letter grades for attendance issues alone are not allowed.

Students cannot be prohibited from entering a class during the scheduled meeting time unless this behavior creates a repetitive disruption, is considered hazardous, or compromises a classroom activity in progress such as an exam. Conversely, a student cannot be prevented from leaving a class at any time.

Attendance can be made a condition for earning full credit in any course in which participation is an integral part of the learning experience. The course syllabus must explain the basis for the participation requirement including the proportion of the grade that is based on participation as well as the specific student activities that are evaluated during that participation. The syllabus must also explain the provisions for making up an assignment related to attendance in those cases when the student cannot attend because of religious observances, a documented emergency, documented disabling conditions (medical, psychiatric, learning, etc.) or approved team sport obligations (such as a tournament or game).

Given the specific attendance requirements that are associated with various categories of courses offered by the college, guidelines for some of the more common categories are offered below:

- **Clinical Experiences:** Attendance policies that relate to clinical experiences are mandated by the standards of the programs in the School of Health Sciences; therefore, those policies would apply in addition to all other attendance policies of the college.
- **Laboratory Courses –** Attendance in laboratory courses other than clinical experiences is an integral part of the learning experience in such courses. Because lab courses are participatory, points can be appropriately deducted from the full credit for a student's grade in such a course for absences, separately from any grades earned on written or practical tests or exams in that course.
- **Studio/Design Courses –** The fundamental nature of most studio and design courses relies on student participation as an essential method for learning through both practical activity and critique. Students develop skills and techniques through significant applied experience under the guidance of an instructor and each class can build on the experience of the one before it. Therefore, points can be appropriately deducted from the full credit for a student's grade in such a course for absences, separately from any grades earned on submitted assignments or exams.
- **Online/Hybrid Courses –** Maintaining the required level of participation in an online or hybrid course is an integral part of the learning experience. Grading points can appropriately be deducted from the full credit for a student's grade in such a course for failure to maintain that required level of participation, separately from any grades earned on tests or for submission of assignments in the online format.
- **Courses with In-Class Collaborative Activities and Student Presentations –** These are lecture/theory courses in which active participation, including completing in-class projects or presentations, is an integral part of the learning experience and course requirements of the course. If such requirements are made clear in the syllabus, grading points can be appropriately deducted from the full credit for a student's grade in such a course for absences, separately from any grades earned on submitted assignments or tests or exams in that course.

To view the full policy, please visit: <https://www.farmingdale.edu/policies/?pid=254274>

RELIGIOUS ABSENCES

Students unable, because of religious beliefs, to attend classes on certain days are protected under the State Education Law as follows:

1. No person shall be expelled from or refused admission as a student to an institution of higher education for the reason that they are unable, because of their religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of their religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which they may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or make-up classes, examinations, study or work requirements shall be made

available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of their availing themselves of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of their rights under this section.
 1. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

SCHOOL CLOSING

In the event that inclement weather or other unforeseen circumstances necessitate the cancellation of classes and/or activities at the College, students are advised to utilize the following media: Radio Stations: (AM) - WCBS[880], WINS[1010], WHLI[104.7], and WRIV[1390]; (FM) - WLNG[92.1], WMJC[94.3], WBAB[95.3 & 102.3], WALK[97.5], KJOY[98.3], 103.1MAXFM[103.1], LINewsRadio[103.9], and WBLI[106.1], as well as Channel 2, Channel 4, Channel 7, FOX 5, Channel 11, and News 12 Long Island Television.

The following websites can also be utilized: FARMINGDALE.EDU, NEWS12.COM, WBAB.COM, WBLI.COM, WALKRADIO.COM, 1010WINS.COM, WCBS880.COM, KJOY.COM, 1031MAXFM.COM, WMJCFM.COM, LONGISLANDNEWSRADIO.COM, WHLI.COM and NEWSDAY.COM. New York State has implemented the New York State All-Hazards Alert and Notification web-based portal, <https://alert.ny.gov>

This website contains critical emergency-related information, public instructions, and life-safety public information. Faculty, staff and students may register with SUNY NY Alert, a multiple technology notification service that will notify them of cancellations. Enrollment in NY-alert for Farmingdale State College specific notifications is available on the University Police webpage <https://www.farmingdale.edu/university-police> or the Farmingdale State College Oasis webpage: https://oasis.farmingdale.edu/pls/prod/twbkwbis.P_WWWLogin

Farmingdale State College has partnered with a commercial provider of emergency notification services that requires individual enrollment. Enrollment is available at www.getrave.com and select Farmingdale State College. In order to make up for lost class time, classes that have been canceled may be rescheduled at the discretion of the College. Cancellation of day classes does not necessarily mean that evening classes are also canceled. Students are to assume that classes are in session unless there is an announcement specifically canceling evening classes.

CHANGE OF NAME AND ADDRESS.

The College reserves the right to discontinue mailing information to any student or former student upon notification from the US Postal Service that the address on record with the College is no longer valid.

ACADEMIC PROGRAMS

GRADUATE INSTRUCTIONAL PROGRAM

The New York State Education Department has authorized the State University of New York at Farmingdale to award the Master of Science degree in the following program.

Program	Degree Granted	Hegis Code ¹
Nursing Administration	Master of Science	1203.10
Technology Management	Master of Science	0599

¹ Higher Education General Information Survey (Not to be confused with curriculum code required on SUNY application)

UNDERGRADUATE INSTRUCTIONAL PROGRAMS

The Baccalaureate Degree

The Bachelor of Science and Bachelor of Technology degrees accept eligible freshmen and transfer students. Graduates of all BS and BTech programs are qualified for gainful and rewarding careers or to pursue their education at the graduate level. The New York State Education Department has authorized the State University of New York at Farmingdale to award degrees in the following programs.

Program	Degree Granted	Hegis Code ¹
Aeronautical Science- Professional Pilot	BS*	0510
Applied Economics	BS	2304
Applied Gerontology	BS	1299
Applied Mathematics	BS	1703
Applied Psychology	BS	2008
Architectural Engineering Technology	BS	0925
Artificial Intelligence Management - online	BS	0799
Aviation Administration	BS	0599
Bioscience	BS	0499
Business Analytics	BS	0503
Business Management	BS	0506
Civil Engineering Technology	BS	0925
Computer Engineering Technology	BS	0925
Computer Programming and Information Systems	BS	0799
Computer Science	BS	0701
Computer Security Technology	BS	0925

Construction Management Engineering Technology	BS	0925
Criminal Justice: Law Enforcement Technology	BS	2105
Criminal Justice: Police, Courts and Corrections	BS	2105
Dental Hygiene	BS	1213
Dental Hygiene Completion- online	BS	1213
Electrical Engineering Technology	BS	0925
Geographic Information Systems	BS	2206
Global Business Management	BS	0513
Health Promotion and Wellness	BS	1299
Horticultural Technology Management	BTech**	0599
Industrial Technology-Facility Management Technology	BS	0925
Interaction Design	BS	1009
Manufacturing Engineering Technology	BS	0925
Mechanical Engineering Technology	BS	0925
Medical Laboratory Science	BS	1223
Nursing	BS	1203
Nursing RN to BS Completion - online	BS	1203
Nutrition Science	BS	0424
Professional Communications	BS	0601
Science, Technology, & Society	BS	4904
Security Systems	BS	2105
Sport Management	BS	0182
Visual Communications: Art & Graphic Design	BS	0699

*BS – Bachelor of Science

**BTech – Bachelor of Technology AA – Associate in Arts

The Associate Degree

The Associate in Arts (AA) and the Associate in Science (AS) degrees are offered as the first two years of a traditional baccalaureate program. The Associate in Applied Science (AAS) programs were originally intended to be "career" rather than "transfer" programs. However, growing numbers of students continue their education after completing one of the career programs primarily oriented to a specific occupation. Anyone considering enrollment in an AAS degree program who is concerned about transfer potential should see an admissions counselor.

The New York State Education Department has authorized the State University of New York at Farmingdale to award degrees in the following programs.

Program	Degree Granted	Hegis Code ¹
Criminal Justice –Law Enforcement	AS*	5505
Dental Hygiene	AAS**	5203
General Horticulture	AAS	5402
Landscape Development	AAS	5402
Liberal Arts and Sciences	AA	5649

*AS – Associate in Science

**AAS – Associate in Applied Science

Certificate Programs

Each certificate program is approved by the State Education Department and is a comprehensive sequence of courses in a specialized field. For prerequisites and college-level courses in the recommended sequence of study, refer to the certificate program outline.

Program	Hegis Code ¹
Accounting	5002
Cannabis Production and Management	5402
Computer Information Systems	5101
Human Resource Management	0515
Management	5004
Marketing	5004
Modern Manufacturing and Quality Assurance	5315
Ornamental Horticulture	5402
Sciences for the Health Professions	5299
Sustainable Energy	5699
Wind Turbine Technology	5301

To review the Gainful Employment Disclosures for each certificate programs please refer to the certificate program outlines.

¹ Higher Education General Information Survey (Not to be confused with curriculum code required on SUNY application)

MICROCREDENTIALS

Microcredentials issued by Farmingdale State College verify, validate and attest that specific skills and/or competencies have been achieved. They serve as an introduction or entry into a degree program, provide complimentary skills in the form of workforce training, and highlight student competencies earned in a credit-bearing program. Offered in flexible timespans, microcredentials can be taken in an online, hybrid, or on campus format. Microcredentials provide students with skill sets complimentary to those learned in their degree program or on the job, helping distinguish them in a competitive market place.

Three types of microcredentials are offered at Farmingdale State College:

College (two types both require credit bearing activities):

1. At least two and no more than four 3-credit classes or the equivalent.
2. A cluster of content across several credit-bearing courses that builds to a requisite body of knowledge.

Workforce Development:

Regional workforce training that can be credit or non-credit bearing, including training for FSC faculty and staff.

Co-curricular:

Related to career development, applied learning, and/or campus and civic engagement and is non-credit bearing.

A listing of all microcredentials is available at this link <https://www.farmingdale.edu/provost/microcredentials/index.shtml>

ADMISSIONS INFORMATION

Admission to this College and to all other units of the State University of New York is based on the academic qualifications of the respective applicants, and is made without regard to the race, color, creed, age, sex, sexual orientation, national origin, disability, handicap or veteran status of an individual.

Matriculation / Non-Matriculation

A matriculated student is one who has been officially accepted into a degree or certificate program and is making satisfactory progress. A non-matriculated student is one who has not been accepted into a degree or certificate program.

New York State Residents/Non-residents of New York State

A resident of New York State is entitled to pay the in-state tuition rate. To qualify for the in-state tuition rate, a student must have resided in the State of New York for a period of at least one year immediately preceding the time of their registration at Farmingdale State College. All other persons shall be considered out-of-state residents and will pay the out-of-state tuition rate. In cases of discrepancy, a student may be asked to supply documentation such as place of voter registration, New York State tax returns or driver's license, or telephone/electric bills as proof of principal residence.

Occasionally, extenuating circumstances warrant special consideration. Please call 934-420-2560 for further information.

HEALTH REQUIREMENTS

All full-time and/or matriculated students are required to submit a Student Information, Medical History, and Physical Report Form to the Health and Wellness Center.

ADMISSION AND ENROLLMENT OF PERSONS WITH PRIOR FELONY CONVICTIONS

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

ADMISSION OF PERSONS WITH DISCIPLINARY DISMISSALS

State University of New York (SUNY) policy requires applicants for admission to report whether they have been dismissed from an institution of higher education for disciplinary reasons.

Applications from such candidates are reviewed by a campus committee whose purpose is to decide whether an applicant with a disciplinary dismissal from an institution of higher education should be admitted. After review of all information the committee will determine whether to deny admission, admit or admit with certain conditions.

ADMISSION TO UNDERGRADUATE DEGREE PROGRAMS

(see Graduate section for Graduate program information)

General Admission Requirements

Note: In addition to the General Admission Requirements listed, specific high school level courses are required for each major. Please refer to details found later in this section. Furthermore, for admission to programs in Dental Hygiene, Medical Laboratory Science, Nursing and Aeronautical Science- Professional Pilot, applicants must meet specific standards which can also be found later in this section.

1. Applicants must be graduates of approved four-year high schools, or hold a General Equivalency Diploma or its equivalent.
2. Applicants applying on the basis of their high school record must have satisfactorily completed the specific course requirements noted under each program's listing. Additional courses may be required as deemed necessary by each academic department.
3. The College requires all first time college applicants to take one of two entrance examinations: The Scholastic Assessment Test (SAT) or the American College Testing Program. When submitted, scores from these examinations may be considered in selecting students for admission as well as for guidance purposes. Additional tests may, at times, be required.
4. Students transferring to the college should have minimum cumulative grade point average of 2.5 or above and be in good standing at their prior institution. Contact the Admissions Office for requirements by program as some have higher minimum grade point average requirements. The College requires high school transcripts and SAT/ACT exam scores of applicants who have not completed 24 credits. Proof of high school graduation is required for ALL transfer students who do not possess a college degree.
5. Any student graduating with a high school transcript or General Equivalency Diploma (GED) prior to June 1998 will not have to submit SAT/ACT test scores.

APPLICATION PROCEDURES - UNDERGRADUATE DEGREE PROGRAMS

All United States citizens and permanent residents applying to a degree program must follow the State University of New York application procedure.

1. The application for admission is available at www.suny.edu/student or www.commonapp.org
2. Transcripts and other printed materials may be sent to the Admissions Office at the following address:
Secure Scan- Farmingdale State College
Attn: Admissions Processing
1060 Broadway,
Albany, NY 12204
934-420-2200
Digital.processing@farmingdale.edu
 - For high school seniors, an official copy of the high school transcript should be sent directly to the Admissions Office. Final high school transcripts must be submitted for all enrolled students after graduation. Also, SAT (code 2526) or ACT (code 2918) exam scores should be sent directly to the Admissions Office.
 - Individuals no longer in high school should request that an official final high school transcript be sent by the guidance office at the high school from which they graduated, or attended, directly to the address above.
3. Individuals who have attended any other college must have official high school and college transcripts sent directly to the Admissions Processing at the address listed above
4. Holders of a High School Equivalency Diploma (GED) must send an official copy of test scores and diploma directly to the Admissions Processing at the address listed above.
5. Applicants are strongly encouraged to complete the SUNY supplemental application and are encouraged to include essays, letters of recommendation, and any other information that may be of use to

the Admissions Committee. Applicants may be requested to appear for a personal interview during the admissions process.

- Home schooled students must provide documentation of successful completion of the high school home school program. This can be done by providing an official notation of completion from the local school district; providing the official score report of the GED or TASC examination; providing a college transcript indicating the student has taken and successfully completed 24 college credits in accordance with the NYS Education Commissioner's Regulations. Important Note for NYS Residents: Residents of New York State MAY NOT use a high school program of correspondence study to meet the requirements for high school in New York State (NYSED-3/20/2008).

APPLICATION PROCEDURES – CERTIFICATE PROGRAMS

Admission to certificate programs is based upon proof of graduation from an accredited four-year high school or successful completion of a General Equivalency Diploma or its equivalent. Certain certificate programs may also have specific prerequisite course requirements. Contact the Admissions Office for further information.

APPLICATION PROCEDURES – NON-DEGREE UNDERGRADUATE COURSES

Applications for non-degree/non-matriculated undergraduate registrations are available at www.farmingdale.edu/admissions. A completed application along with a non-refundable \$50 application fee is required. A verifiable record from high school and/or prior colleges attended will be required for proof of completion of pre-requisite courses. Contact the Admissions Office for further information. **NOTE: Non-matriculated students are NOT ELIGIBLE to receive any Federal or State Financial Aid.**

Matriculated vs. Non-matriculated	Matriculated	Non-Matriculated
Eligible for Financial Aid (Federal & State)	Yes	No
Priority Registration	Yes	No
Eligible for a Degree	Yes	No
Receive Academic Advisement	Yes	Yes

- Non-Matriculated students who wish to continue taking courses with non-matriculated status after their initial term at Farmingdale are required to submit official high school and/ or college transcripts to the Admissions Office in order to maintain registration privileges for future semesters.
- Non-Matriculated students may earn a maximum of 32 credits, after which they must seek admission to a program or request permission from the Non-Matriculated Student Academic Advisor to remain as a non-matriculated student. Failure to do so will prevent the student from registering for further courses.
- Non-Matriculated students do not have standing within academic programs and therefore are not permitted to register for internship classes.
- Non-Matriculated students are limited to 5 courses (including associated labs) for a maximum of 16 credits per semester. Students seeking to take more than 16 credits must meet with the Academic Advisor for Non-Matriculated Students and apply for permission to do so.
- Non-Matriculated students must maintain the same academic standards as matriculated students, i.e., a grade point average of 2.0 or above to remain in good academic standing (a GPA of 2.0 will not ensure admission to a student's preferred program). If suspended from the College, the student may appeal for academic reinstatement from the Non-Matriculated Student Academic Advisor who will process the appeal through the Provost's Office.

TRANSFER STUDENTS

Transfer students are considered for admission to programs at Farmingdale State College based upon their level of achievement in coursework undertaken at other colleges and universities, as well as their high school academic record in some instances.

All applicants admitted to the college as transfer students must supply official transcripts for each college previously attended before the transfer credit evaluation process can begin. Please refer to the section on Academic Information concerning transfer credit.

THE EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program provides admission and support of New York State residents who are historically economically and academically disadvantaged. All such students will have demonstrated the academic potential to succeed at the college level and once accepted receive various academic, personal and financial support services. Applicants must select EOP on the SUNY application for consideration and must meet the academic guidelines for admission as determined by the college and the financial guidelines as established by the Office of Opportunity Programs in Albany. For further information, please call 934-420-2230.

TRIO STUDENT SUPPORT SERVICES (SSS)

TRIO SSS supports the academic success of a select group of students who are officially accepted to a program. For specific criteria and further information, please see the program details in the Campus Resources section.

COLLEGIATE SCIENCE AND TECHNOLOGY ENTRY PROGRAM

The Collegiate Science and Technology Entry Program (CSTEP) is a New York State Department of Education Program that helps to increase access and preparation of underrepresented students for STEM (Science, Technology, Engineering and Math) careers and licensed professions. Students in CSTEP receive academic and pre-professional support services including advisement, tutoring, educational workshops and graduate/ medical school visits. Students are also connected to internship and research opportunities have may participate in statewide conferences and competitions.

ADMISSION OF INTERNATIONAL STUDENTS

International students are individuals who are not U.S. citizens, permanent residents, or do not have refugee status in the U.S. Students attending on an F-1 Student Visa must be enrolled full time and submit the following information along with the standard SUNY application or common application:

- Farmingdale State requires that foreign credentials be evaluated by a member of NACES www.naces.org. World Education Services www.wes.org (WES) or Spantran www.spantran.com are recommended. Secondary school records must reflect academic achievement equivalent to the minimum for admission (B average) when converted to the American grading scale. A transfer grade point average of at least C+ is required of international students who wish to transfer from other colleges in the United States.
- Applicant's whose native language is not English must submit an official score report from one of the following tests to demonstrate English language proficiency or submit an official transcript from an accredited U.S. college with a grade of C+ or better in a college level

writing course. Alternative methods of evaluation may be considered based on credentials.

Test	Minimum Requirement
TOEFL- IBT (internet-based)	74
TOEFL- (paper-based)	537
IELTS	6
SAT (critical reading)	400

3. It is also necessary to provide financial documentation indicating that the applicant has sufficient funding to pay for all educational and personal expenses while in the United States. International students must be able to cover all the costs of attendance, as financial aid is not available to international students. The amount considered as sufficient funding may vary from year to year.

4. Application deadlines for students residing in another country are June 1 for the Fall term and November 1 for the Spring term.

Note: International students currently studying in the United States on an F-1 visa must also submit the following items:

1. Copies of current I-20, passport, visa, and I-94 form.
2. Completed transfer verification form indicating enrollment status at current institution

For additional information, please contact the Office of International Admissions, Laffin Hall or visit the webpage at www.farmingdale.edu/international

ADMISSION DECISIONS

Admission to programs is on a "rolling" basis, admitting all eligible candidates on a first-come, first-served basis. The College cannot guarantee that applications received after June 1st will be granted consideration.

Applicants apply and are accepted to a specific curriculum. Admissions requirements vary according to program. Decisions are based primarily on grades in all academic courses including the specific prerequisite courses required for each curriculum. Applicants with prerequisite courses in progress can be offered conditional acceptance.

Final transcripts must be received prior to the start of the semester in order to maintain matriculated status.

Applications to the Applied Psychology, Dental Hygiene, and Nursing programs are not accepted on a rolling basis. Recommended application filing dates are October 15 (Spring) and March 1 (Fall) for Applied Psychology, October 1 (Spring) and (Fall) for Nursing, and January 15 for Dental Hygiene.

Applications to the Aeronautical Science - Professional Pilot are not accepted on a rolling basis. Recommended application filing date is March 1 for the Fall semester.

ADMISSIONS APPEALS

Applicants who are denied and wish to request reconsideration of their application must submit a formal request in writing. It is recommended that a personal statement, updated academic information and letter of recommendation be included. Updated information should be sent to admissions@farmingdale.edu.

EARNING A GENERAL EQUIVALENCY DIPLOMA (GED)

Individuals who have not earned a high school diploma may be issued a General Equivalency Diploma (GED) upon successful completion of 24 college credits. For further information contact the High School Equivalency Program at the New York State Education Department at 518-474-5906 or visit www.acces.nysed.gov/what-hsetasc-test

ARTICULATION, JOINT ADMISSIONS AND UNIFIED TRANSFER AGREEMENTS

Farmingdale State College has entered into several special agreements with local high schools, BOCES, two-year colleges, and other educational institutions designed to provide an easy transition to students both entering the College's academic programs and moving on to graduate school upon degree completion.

New York State residents who are graduates of a State University of New York two-year college or a City University two-year college, including University community colleges operating under the program of the University, and who possess an AA or AS degree, shall be guaranteed an opportunity to continue their education on a full-time basis at a baccalaureate campus of the University. AA and AS graduates will be granted full credit transfer for general education courses taken and not be required to repeat successfully completed course with similar curricular content. Transfer students are obligated to meet only those admissions requirements to institutions or to a particular program applicable to continuing and returning students. Transfer students are to be accorded, as far as possible, opportunities in areas such as housing, advisement and registration comparable to those of continuing and returning students. Graduates, when accepted in parallel programs at baccalaureate campuses of the University, will be afforded full junior standing and be given the opportunity to complete the requirements for a bachelor's degree within four additional semesters of full-time work. To be eligible for the program, a student must comply with application submission deadlines and have an AA or AS degree at the time of application.

Additional information about these agreements and Associate/ Bachelor degree parallel programs at Farmingdale is available from the Admissions Office or the Provost's Office webpage, https://www.farmingdale.edu/provost/articulation_agreements.shtml

UNIVERSITY IN THE HIGH SCHOOL

University in the High School (UHS) is a dual enrollment program which helps bridge the gap between high school and college level study. The UHS Program enables qualified high school students to earn college credit for approved courses offered in their own high school. Students who register with Farmingdale State College and successfully complete a course will be eligible to earn undergraduate college credits. Credits will be recorded on an official Farmingdale State College transcript and can be used to pursue a degree at Farmingdale or transferred to another institution.

Additional information about the [University in the High School](#) program is available on our website or by emailing UHSOffice@farmingdale.edu or calling 934-420-2199.

STUDENT IMMUNIZATION POLICY

New York State law requires all students born on or after January 1, 1957 who are attending an institution of higher education to show proof of two doses of live measles vaccine given at least one month apart after twelve months of age and after 1968; one dose of live mumps vaccine given after twelve months of age; one dose of live rubella vaccine given after twelve months of age.

In lieu of immunization dates, students may submit physician documentation of disease for measles and mumps (not acceptable for rubella), or have blood tests called titers for each of the three diseases. Titers show the actual level of immunity to each disease (copies of laboratory reports required).

New York State law also requires that all students read and sign a letter about meningitis, the meningitis immunization, and to then make a choice regarding the immunization. Note: all resident students must be immunized for meningitis. Students who fail to comply with either NYS laws regarding MMR immunization or meningitis will be disenrolled and will not receive any refund of their tuition as per NYS law.

Students must comply with these requirements prior to July 1st for the fall semester. Failure to comply will result in a hold being placed on your account, which will prevent you from any future registrations

at Farmingdale State College, and may result in cancellation of your enrollment. Medical exemptions are granted if a physician provides documentation demonstrating that immunization for measles, mumps, and rubella will be detrimental to a student's health, and exemptions are also granted for those submitting documentation of sincere religious beliefs against such immunizations. For those with exemptions, titers (laboratory tests) that demonstrate actual levels of immunity to measles, mumps, and rubella are required.

In order for Health Sciences students to be sent to clinical sites for educational training, agencies must be provided with information regarding student health status, including immunizations. Without documented immunity/vaccination, including MMR, varicella, Hepatitis B acknowledgement, Tdap, influenza and PPD, students will be unable to attend clinical rotations and receive the educational training necessary to meet program, licensure, and/or certification requirements. All students are required to meet New York State Hospital Code requirements and agency requirements prior to admission to clinical sites.

For further information, contact your physician, high school, county health department or the Health and Wellness Center at: 934-420-2009/2014.

CROSS REGISTRATION

The primary intent of cross registration is to improve on-time degree completion by providing students access to the courses they need, when they need them. Cross-registration occurs when one SUNY institution (the Host Campus) provides instruction for a student enrolled in a degree or certificate program at another SUNY institution (the Home Campus) during the same academic term. For further information on the procedure for cross registration, please visit the FSC Registrar's webpage. You will be directed to the SUNY page to apply for cross registration. www.farmingdale.edu/registrar/cross-registration.shtml

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS- BACHELOR & ASSOCIATE DEGREES

Code	Program/Title	Minimum Entrance Requirements
1092	Aeronautical Science-Professional Pilot (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0087	Applied Mathematics (BS)	Precalculus with a B- or better
2037	Architectural Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1093	Aviation Administration (BS) <i>Airport Management</i> <i>Air Cargo</i> <i>Flight Management</i>	Algebra 1; Geometry; Algebra 2; Precalculus, Physics
2981	Civil Engineering Technology	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1676	Bioscience (BS)	Algebra 1; Geometry; Algebra 2; Laboratory Biology and Laboratory Chemistry
2703	Business Analytics (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
2038	Business Management (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1357	Computer Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1510	Computer Programming & Information Systems (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0286	Computer Science (BS)	Algebra 1; Geometry; Algebra 2; Precalculus; 1 Unit of Laboratory Science
2728	Computer Security Technology (BS)	Algebra 1; Geometry; 1 Unit of Laboratory Science
1603	Construction Management Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1035	Criminal Justice-Law Enforcement (AS)	Algebra 1; Geometry; 2 Units of Science; Laboratory Biology required
2105	Criminal Justice: Law Enforcement Technology (BS)	Algebra 1; Geometry; 2 Units of Science; Laboratory Biology required
0845	Dental Hygiene - Completion- online (BS)	Associate Degree in Dental Hygiene from an ADA Accredited Program; Licensure as a Dental Hygienist; GPA to be considered
2616	Dental Hygiene (BS)	Algebra 1; Geometry; Laboratory Biology & Laboratory Chemistry; Applications submitted by 1/15 Receive Priority Consideration
2545	Dental Hygiene (AAS)	Algebra 1; Geometry; Laboratory Biology & Laboratory Chemistry; EGL 101; BIO 166. Applications submitted by 1/15 Receive Priority Consideration
0216	Electrical Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0257*	Facility Management Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0610	General Horticulture (AAS)	Algebra 1; 2 Units of Science

1186	Geographic Information Systems (BS)	Algebra 1; Geometry
2394	Global Business Management (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
2880	Health Promotion and Wellness (BS)	Algebra 1; Geometry; Laboratory Biology and Laboratory Chemistry
2570	Interaction Design (B Tech)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1851	Horticultural Technology Management (B Tech)	Algebra 1; Geometry; 1 Unit of Laboratory Science
0611	Landscape Development (AAS)	Algebra 1; 2 Units of Science
0635	Liberal Arts & Sciences (AA)	Algebra 1; Geometry; 2 Units of Science; Priority admission is given to students who possess all minimum requirements
0261	Manufacturing Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0493	Mechanical Engineering Technology (AAS)	PTech Students Only-Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0235	Mechanical Engineering Technology (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
0290	Medical Laboratory Science (BS)	Algebra 1; Geometry; Algebra 2; Laboratory Biology and Laboratory Chemistry required
0291	Nursing (BS)	Algebra 1; Geometry; Algebra 2; Laboratory Biology; Laboratory Chemistry; ATI-TEAS Preadmission Exam
2021	Nursing (RN-BS)	An unencumbered RN license; degree from an accredited institution
2727	Nutrition Science (BS)	Algebra 1; Geometry; Algebra 2; Laboratory Biology and Laboratory Chemistry
1021	Professional Communications (BS)	Algebra 1; Geometry; 2 Units of Science
2014	Science, Technology, & Society (BS)	Algebra 1; Geometry; 2 Units of Science
1319	Security Systems (BS)	Algebra 1; Geometry; 2 Units of Science
2082	Software Technology (BS)	Algebra 1; Geometry; 1 Unit of Laboratory Science
0182	Sport Management (BS)	Algebra 1; Geometry; Algebra 2; 1 Unit of Laboratory Science
1091	Visual Communications: Art & Graphic Design (B Tech)	Algebra 1; 1 Unit of Art; Art Aptitude Test; Portfolio Review

* This is a concentration within the Industrial Technology Program.

ADMISSIONS INFORMATION

SCHOOL OF HEALTH SCIENCES - TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

Dental Hygiene Department

Dental Hygiene education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills essential to the profession. The curriculum is stressful requiring both emotional stability and physical stamina. Candidates seeking enrollment into the Dental Hygiene program at Farmingdale State College must meet the safety and technical standards in the following areas: communication, observation/sensory, motor, intellectual-conceptual, and behavioral-social attributes.

Communication: The student must possess the ability to communicate effectively in English using reasonable spelling, grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when performing dental hygiene care. Examples of communication include but are not limited to:

- Effectively obtain a patient's history
- Accurately interpret data from medical records
- Document pertinent observations
- Interact effectively with members of the health care team
- Explain alternative treatment options
- Communicate directions during and after treatment

Observation/Sensory: Students must be able to observe a patient accurately, both at a distance and close at hand. In addition, the student must have the functional use of the senses of vision, touch, hearing, and smell which are necessary in assessing patients and maintaining their safety. Examples of observation/sensory skills include but are not limited to:

- Auditory ability to monitor vital signs.
- Visual ability to determine variations in color, shape, texture and consistency i.e. early signs of inflammation, skin changes (pallor, cyanosis and ecchymosis).
- Visual acuity to read charts, records, small print, handwritten notations and instrument markings.
- Tactile ability must be sufficient for assessment and performance of dental hygiene procedures, i.e. calculus detection, tooth defect identification.
- Palpation of pulses

Motor: The student is required to perform gross and fine motor movements, maintain consciousness and equilibrium, and possess the physical strength and stamina which are necessary to provide safe patient care. The candidate should have full manual dexterity including the functioning of both arms, both wrists, both hands and all fingers. Examples of motor skills include but are not limited to:

- Instrumentation skills requiring dexterity i.e. grasping, fingering, pinching, pushing, pulling, holding, extending, and rotation
- Controlled intraoral and extraoral hand movements of less than one millimeter
- Operation of foot controls for low speed handpieces, ultrasonic scalers, air polishers etc...
- Responding rapidly to emergency situations (cardiac arrest, respiratory arrest, falls)
- Transferring patients
- Protect and remove patients from an area in the event of a fire or disaster

Intellectual-conceptual: The student must possess the ability to problem solve, establish a plan of care, set priorities, calculate, measure, analyze and synthesize objective as well as subjective data. These critical skills are essential for providing quality dental hygiene care. In addition, the candidate must possess the ability to understand and comprehend three dimensional and spatial relationships. Examples of intellectual- conceptual skills include but are not limited to:

- Calculate the variations in milliamperage, kilovoltage, distance and exposure time on the resulting dental radiograph
- Measure clinical attachment loss
- Develop care plans based on individual patients needs
- Utilize appropriate instrument adaptation

Behavioral-social attributes: The student must possess emotional stability and flexibility, which will enable them to develop the ability to function effectively in stressful situations. This includes the ability to adapt to changing environments, exercise sound judgment, complete assessment and intervention activities and develop sensitive interpersonal relationships

with patients, families and others responsible for health care. Examples of these behavioral and social attributes include but are not limited to:

- Ability to express empathy
- Ability to think and act rationally during a crisis
- Demonstrate appropriate behavior towards staff, peers and patients according to societal norms
- Maintaining confidentiality
- Accepting constructive criticism

Admission to the dental hygiene program is open to all qualified individuals in accordance with the 1973 Vocational Rehabilitation Act (29 U.S.C. 701 et seq.) and the Americans with Disabilities Act (42 U.S.C. 12101 et seq.). However, due to the rigors of the curriculum and the immense responsibility for safe patient treatment a student can be denied admission to the dental hygiene program or disenrolled from the program if accommodating the student's disability would pose a direct threat to patients or would compromise the academic integrity of the program.

Medical Laboratory Science Department

Candidates seeking enrollment into the MLS curriculum must complete the College entrance requirement of a physical examination demonstrating satisfactory physical and emotional health, as well as the necessary proof of immunization against measles, mumps, and rubella. Candidates will also be expected to meet the safety and technical standards that are necessary to perform the "essential functions" of a Medical Laboratory Scientist. The technical standards are in the following areas: observation-communication, motor, intellectual-conceptual, and behavioral-social attributes.

Observation-Communication: The student must possess the ability to communicate effectively and read, write and use the English language. In addition, the student must have the functional use of the senses of vision, touch, hearing, and smell. Examples of observation-communication include but are not limited to:

- Read and interpret laboratory endpoints such as color, cloudiness/turbidity and texture.
- Identify stained and unstained cellular elements using a microscope.
- Report results in writing, orally, or by computer entry.
- Possess a sense of touch and temperature discrimination.
- Work safely with potential chemical, radiological and biological hazards.

Sensory/Motor: The student is required to perform gross and fine motor movements, maintain consciousness and equilibrium. Examples of sensory/motor skills include but are not limited to:

- Demonstrate manual dexterity of both upper limbs to operate laboratory equipment, and perform manual laboratory procedures such as pipetting, venipuncture, and plating microorganisms.
- Possess eye-hand coordination to operate a microscope.
- Respond rapidly to an emergency situation (spills, fire, disaster)

Intellectual-conceptual: The student must possess the ability to problem solve, prioritize work, calculate, measure, analyze and synthesize objective as well as subjective data. Examples of intellectual-conceptual skills include but are not limited to:

- Perform statistical calculations to interpret test results
- Sample measurement and evaluation
- Interpret quality control results
- Work on multiple tasks simultaneously

Behavioral-social attributes: The student must possess emotional stability and flexibility, which will enable them to develop the ability to exhibit appropriate professional conduct in stressful situations. Examples of these behavioral and social attributes include but are not limited to:

- Fulfill commitments and be accountable for actions.
- Maintain composure in stressful situations, i.e. under pressure and with time constraints.
- Willingly follow directions.
- Recognize emergency situations and react appropriately.
- Maintain patient confidentiality.

A person who cannot perform the "essential functions" of the profession will not be considered qualified for entrance into the program and may be denied access without being subject to legal action for discrimination. Both section 504 of the Rehabilitation Act. 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. Those persons not meeting the technical

standards are not considered "otherwise qualified" to enter into the profession.

Nursing Department

Candidates seeking enrollment into the nursing program at Farmingdale State College must meet the safety and technical standards in the following areas: observation-communication, motor, intellectual-conceptual, and behavioral-social attributes.

Observation-Communication: The student must possess the ability to communicate effectively and read, write and use the English language. In addition, the student must have the functional use of the senses of vision, touch, hearing, and smell which are essential in assessing patients and maintaining their safety. Examples of observation-communication include but are not limited to:

- Listening to heart and breath sounds
- Responding to alarms
- Visualizing early signs of distress/complications, e.g. changes in skin color; assessing surgical wounds
- Detecting the presence of a foul odor or drainage
- Feeling pulses
- Effectively obtain a patient's history
- Accurately interpret data from medical records
- Document pertinent observations
- Interact effectively with members of the health care team

Sensory/Motor: The student is required to perform gross and fine motor movements, maintain consciousness and equilibrium, and possess the physical strength and stamina which are necessary to provide safe nursing care. Examples of sensory/ motor skills include but are not limited to:

- Transferring patients
- Performing skills requiring dexterity (insertion of tubes, medication injections, instilling injections, inserting suppositories, tracheostomy care)
- Responding rapidly to emergency situations (cardiac arrest, respiratory arrest, falls)
- Protecting and remove patients from an area in the event of a fire or disaster

Intellectual-conceptual: The student must possess the ability to problem solve, establish a plan of care, set priorities, calculate, measure, analyze and synthesize objective as well as subjective data. These critical skills are demanded of nurses in today's complex health care settings. Examples of intellectual- conceptual skills include but are not limited to:

- Calculating medication dosages, IV flow rates
- Measuring intake and output
- Developing teaching plans for individual patients

Behavioral-social attributes: The student must possess emotional stability and flexibility, which will enable them to develop the ability to function effectively in stressful situations. This includes the ability to adapt to changing environments, exercise sound judgment, complete assessment and intervention activities and develop sensitive interpersonal relationships with patients, families and others responsible for health care. Examples of these behavioral and social attributes include but are not limited to:

- Ability to express empathy
- Ability to think and act rationally during a crisis
- Demonstrating appropriate behavior towards staff, peers and patients according to societal norms
- Maintaining confidentiality
- Accepting constructive criticism

SCHOOL OF ENGINEERING TECHNOLOGY - TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

Architectural Engineering Technology

Farmingdale State College recognizes and complies with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. Otherwise-qualified individuals shall not be excluded from participation solely by reason of their disability or medical condition.

The Technical Standards are intended to inform students of the skills, abilities, and behavioral expectations required in the Department of Architecture & Construction Management programs with or without reasonable accommodation. The Technical Standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the programs.

Students enrolled at Farmingdale State College are responsible for requesting accommodations, and providing the appropriate and required documentation of a disability, in a timely manner with Disability Services Center. If you feel you are unable to meet the Technical Standards because of a disability, you are encouraged to discuss your concerns with Disability Services Center prior to enrollment.

Technical Standards

These technical standards outlined in this section establish the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies to enter these fields. The successful student must possess the following skills and abilities or be able to demonstrate that they can complete the requirements of the program, with or without reasonable accommodation, using some other combination of skills and abilities:

Physical and Motor Abilities:

Sufficient manual dexterity and motor coordination to coordinate eyes, hands, and fingers to perform individual and simultaneous tasks. The student is required to possess the physical strength and stamina necessary to function indoor and outdoor spaces in activities such as

- perform drafting and drawing techniques using manual or computer-based tools
- create architectural models using manual material-based skills or computer-based visualization tools
- properly assemble and utilize measurement instruments and other laboratory tools.
- conduct experiments with soils and building materials.

Sensory Abilities:

Student must have the functional use of vision that is necessary in assessing and interpreting ideas and concepts visually and/or graphically. Students must be able to assess spatial relationships and wayfinding to assemble patterns, objects and other physical systems. In addition, students must make independent observations and assessments when utilizing hand tools, drafting equipment and drawing/modeling/visualization software. Examples of sensory observation skills include but are not limited to:

- read small print and colors associated with architectural drawings and construction plans
- determine distance and spatial relationships of building components and materials
- understand spatial relationships and wayfinding to assemble and interpret patterns and objects needed for representation of architectural and construction concepts in projects

Environmental Tolerability

The student must have ability to work outdoors, in instructional, and construction site conditions that may include: extreme noise, heat, fumes, dust, chemicals, toxins, water, cement, asphaltic cement, and/or other construction materials. Examples of these skills include:

- visits to active construction sites
- compliance with site safety requirements such as OSHA that specify the use of personal protective equipment such as eye and hearing protection, boots and hard hats

Communications Skills:

The student must possess the ability to communicate effectively using reasonable grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when preparing, interpreting, and presenting architectural design and/or construction project specifications. Examples of communication skills include but are not limited to:

- understand client requests, instructions, and descriptions
- effectively report to the supervisor any architectural, construction, or infrastructure- related issues
- effectively work as a member of a technical, design, or problem-solving team, collaborating with clients and stakeholders to bring proposals/projects to conclusion
- read and comprehend technical manuals, drawings, manufacturer's specifications, instructions, and warning labels in the prevailing language of United States codes, standards, and licensure

Construction Management Engineering Technology and Civil Engineering Technology

Farmingdale State College recognizes and complies with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. Otherwise-qualified individuals shall not be excluded from participation solely by reason of their disability or medical condition.

The Technical Standards are intended to inform students of the skills, abilities, and behavioral expectations required in the Department of Architecture & Construction Management programs with or without reasonable accommodation. The Technical Standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the programs.

Students enrolled at Farmingdale State College are responsible for requesting accommodations, and providing the appropriate and required documentation of a disability, in a timely manner with Disability Services Center. If you feel you are unable to meet the Technical Standards because of a disability, you are encouraged to discuss your concerns with Disability Services Center prior to enrollment.

Technical Standards

These technical standards outlined in this section establish the essential qualities considered necessary for students admitted to these programs to achieve the knowledge, skills, and competencies to enter these fields. The successful student must possess the following skills and abilities or be able to demonstrate that they can complete the requirements of the program, with or without reasonable accommodation, using some other combination of skills and abilities:

Physical and Motor Abilities:

Sufficient manual dexterity and motor coordination to coordinate eyes, hands, and fingers to perform individual and simultaneous tasks. The student is required to possess the physical strength and stamina necessary to function indoor and outdoor spaces in activities such as

- perform drafting and drawing techniques using manual or computer-based tools
- create architectural models using manual material-based skills or computer-based visualization tools
- properly assemble and utilize measurement instruments and other laboratory tools
- conduct lab experiments with soils and building materials
- safely traverse terrain of 2000 feet that may be uneven and/or have a steep incline during surveying and site visits
- safely lift and handle weight of 25 pounds during laboratory activities utilizing soil samples or cement.

Sensory Abilities:

Student must have the functional use of vision that is necessary in assessing and interpreting ideas and concepts visually and/or graphically. Students must be able to understand spatial relationships and wayfinding to assemble patterns, objects and other physical systems. In addition, students must make independent observations and assessments when utilizing hand tools, drafting equipment and drawing/modeling/visualization software. Examples of sensory observation skills include but are not limited to:

- read small print, drafting lines, symbols and colors associated with multi-disciplinary (architectural, mechanical, plumbing and electrical) drawings and construction plans
- determine distance and spatial relationships of building components and materials
- understand spatial relationships and wayfinding to assemble and interpret patterns and objects needed for representation of architectural and construction projects

Environmental Tolerability:

The student must have ability to work outdoors, in laboratory, instructional, and construction site conditions that may include: extreme noise, heat, fumes, dust, chemicals, toxins, water, cement, asphaltic cement, and/or other construction materials. Examples of these skills include:

- surveying
- visits to active construction site
- compliance with site safety requirements such as OSHA that specify the use of personal protective equipment such as eye and hearing protection, boots and hard hats.

Communications Skills:

The student must possess the ability to communicate effectively using reasonable grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when preparing, interpreting, and presenting multi-disciplinary design and/or construction project specifications. Examples of communication skills include but are not limited to:

- effectively work as a member of a technical, design, or problem-solving team, collaborating with clients and stakeholders to bring construction proposals/projects to conclusion
- read and comprehend technical manuals, drawings, manufacturer's specifications, instructions, and warning labels in the prevailing language of United States codes, standards, and licensure

Aviation Professional Pilot Program

Flight training requires that the accumulation of aeronautical knowledge be accompanied by the simultaneous acquisition of skills essential to the profession. The curriculum is stressful requiring both emotional stability and physical stamina. All students flight training at Farmingdale State College must meet the safety and technical standards in the following areas: Communication Skills, Sensory Observation Skills, Motor Skills, Intellectual-Conceptual (Thinking) Skills, Behavioral-Social Skills, and Environmental Tolerance Skills. In addition, students must be able to obtain and maintain a FAA Medical Certificate as specified in the Medical Standards in the Code of Federal Regulations Title 14 Part 67, and provide acceptable United States Citizenship Documentation or acceptance by the Transportation Security Administration Flight School Security Program for Legal Aliens in the Code of Federal Regulations Title 14 Part 1552.

Communication Skills: The student must possess the ability to communicate effectively in English using reasonable grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when performing the duties of Pilot in Command (PIC). Communication skills will be evaluated upon the student's pronunciation, structure, vocabulary, fluency, comprehension, and interactions of the English language as per the English language eligibility requirements of 14 CFR parts 61 and 63. Read, write, and understand English as required by FAA standards. Use English to obtain necessary information from aural and written sources. Express information clearly in English both verbally and in writing. Understand and correctly respond to radio and air traffic communication. Communicate clearly by radio with air traffic control. Communicate clearly by radio with other pilots in the air.

Sensory Observation Skills: Students must be able to make independent observations and assessments to maintain positive aircraft control and safely pilot an airplane: observe air traffic accurately, both at a distance and near. In addition, the student must have the functional use of the senses of vision, touch, hearing, and smell which are necessary in assessing aircraft preflight actions and maintaining aircraft safety. Examples of Sensory Observation Skills include but are not limited to:

- Complete a pre-flight inspection of the engine, propeller, and electrical, environmental, hydraulic, pneumatic, fuel, ignition, lubrication, and flight control systems
- Process visual, auditory, and tactile input simultaneously
- Monitor for other air traffic through continuous visual scanning and radio calls
- Monitor instrument panel
- Detect and respond to auditory signals from air traffic control
- Chart flight plan with maps
- Possess quick sensory response time

Motor Skills: The student is required to possess sufficient physical strength, flexibility, and dexterity to operate an airplane, perform gross and fine motor movements, and maintain consciousness and equilibrium to provide safe aircraft operation. The candidate should have full manual dexterity including the functioning of both arms, both wrists, both hands and all fingers. Examples of motor skills include but are not limited to:

- Independently execute all required flight maneuvers including climbs, descents, stalls, turns, take-offs and landings
- Perform manual inspections of the airframe, engine, fuel tanks and oil reservoir requiring the ability to climb while maintaining balance and dexterity
- Respond to engine indications and instruments by making manual adjustments
- Sit for prolonged periods
- Possess quick physical response time

- Activate brake pedals for aircraft steering and braking
- Maintain balance and stability

Intellectual-Conceptual (Thinking) Skills: The student must possess the ability to problem solve, establish a plan of action, set priorities, calculate, measure, analyze and synthesize objective as well as subjective data. These critical skills are essential for applying aviation concepts and technology to safely pilot an aircraft. In addition, the candidate must possess the ability to understand and comprehend three dimensional and spatial relationships. Examples of intellectual-conceptual skills include but are not limited to:

- Read, understand, and follow Farmingdale State College State, and FAA Regulations
- Recognize the design and operation of aircraft components, instruments, and systems
- Evaluate information and conditions to do flight planning, maneuvering, and safety risk management
- Apply principles of flight, weather, aerodynamics, and navigation to complete flight lessons
- Evaluate flight situations and make decisions quickly with sound judgment
- Process multi-sensory input and multi-task simultaneously to maintain positive aircraft control
- Keep up with sequence and pace of instructions

Behavioral-Social Skills: The student must possess emotional stability and flexibility, which will enable them to develop the ability to function effectively in stressful situations. This includes the ability to adapt to changing environments, exercise sound judgment, comprehend constructive criticism, and behave appropriately and safely in a high-risk learning environment. Examples of these Behavioral-Social skills include but are not limited to:

- Work independently with minimal or no supervision
- Follow through with individual responsibilities
- Evaluate information and conditions to do flight planning, maneuvering, and safety risk management
- Exercise good judgment
- Ability to think and act rationally during stressful situations
- Comply with drug-free requirements and testing
- Demonstrate appropriate behavior towards staff, and peers according to societal norms
- Accepting constructive criticism

Environmental Tolerance Skills: The student must be able and willing to work in a flight training environment for prolonged periods of time. Examples of these Environmental Tolerance Skills include but are not limited to:

- Changes in altitudes
- Changes in temperature n Changes in air pressure n Extreme noise
- Gas and Fumes
- Moving objects and vehicles
- Slippery or uneven surfaces
- Variations of lighting

FAA Medical Certificate Standards: Please keep in mind that you will have to fulfill additional requirements to be eligible for certification exams or licensure in the field. A medical exam administered by an FAA Aviation Medical Examiner is required prior to flight training. Students must be able to obtain a 1st, 2nd or 3rd class FAA medical certificate. For students pursuing flight as a career choice the department strongly recommends students obtain a 1st class medical certificate. The requirements for medical standards are listed in the Code of Federal Regulations Title 14 Part 67. For specific information on medical standards required for obtaining licenses and ratings through an Aviation Medical Examiner, or to locate an Aviation Medical Examiner in your area, go to www.faa.gov/pilots/amelocator/.

Alien Flight Student Program (AFSP): The mission of the Alien Flight Student Program (AFSP) is to ensure that foreign students seeking training at flight schools regulated by the Federal Aviation Administration (FAA) do not pose a threat to aviation or national security. Section 612 of the Vision 100 - Century of Aviation Reauthorization Act (Public Law 108-176, December 12, 2003) prohibits flight schools regulated by the Federal Aviation Administration (FAA) from providing flight training to a foreign student unless the Secretary of Homeland Security first determines that the student does not pose a threat to aviation or national security. Vision 100 transferred responsibility for conducting security threat assessments for foreign students seeking flight training from the Department of Justice to the Department of Homeland Security. On September 20, 2004, the Transportation Security Administration (TSA) issued an interim final rule establishing the Alien Flight Student Program (AFSP).

Legal notices are available on the Candidate and Provider menus. These include the notices about the Vision 100 - Century of Aviation Reauthorization Act, Paperwork Reduction Act, Information Verification, and Privacy and Security within the AFSP website. For more information, first review the Flight Training for Aliens and Other Designated Individuals; Security Awareness Training for Flight School Employees Interim Final Rule (IFR) 49 CFR 1552. The rulemaking docket is available at www.regulations.gov. For the AFSP rulemaking docket, click on "Simple Search" and then enter the docket number for the AFSP rulemaking docket (19147) and click on "Search".

If you have further questions regarding legal notices on AFSP policy, please send questions with all relevant details by email to AFSP.Help@dhs.gov.

Disability Accommodations: We have developed our technical standards in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. We will provide reasonable accommodations to qualified students with disabilities. The College may not make inquiry regarding a prospective student's disability status prior to admission to the institution. However, students may choose, at any time during their association with the College, to disclose a documented disability. Students should be aware that certain disabilities and/ or their mitigating therapies might delay or preclude their participation in some of the College's programs of study due to regulatory limitations of the Federal Aviation Administration. Students are encouraged to discuss these concerns with an Aviation Medical Examiner or directly with the FAA in Oklahoma City, OK by phoning (405) 954-4821.

Farmingdale State College will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the College. In order to be admitted one must be able to perform all of the essential functions with or without reasonable accommodations. However, due to the rigors of the curriculum and the immense responsibility for safe aircraft operation a student can be denied admission to the Pro-Pilot program or disenrolled from the program if accommodating the student's disability would pose a direct threat to aircraft safety or would compromise the academic integrity of the program. If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student may be withdrawn from the Pro- Pilot program.

Graduation Requirements: All Pro-Pilot Majors must have all FAA certificates/ratings required prior to graduation. Grades earned are issued upon obtaining the FAA certificate/rating specified in the course. FSC Professional Pilot and Aviation Flight Minor students must demonstrate safe practices, good judgment, and sound aeronautical decision-making (ADM) as specified in the FSC Flight Operations Manual and the FAA Pilot's Handbook of Aeronautical Knowledge for ALL flights flown as a pilot during the period of their enrollment. This includes piloting aircraft that are not owned or operated by FSC. All flights by FSC enrolled flight students are subject to examination by the Chief Flight Instructor.

If at any point during your tenure with Farmingdale State College you fail to meet our safety and technical standards, the Aviation Center Management reserves the right to no longer provide you flight training. Only students who adhere to these behavioral-social skills standards and the rules/policies of our Flight Operations Manual are eligible for the Professional Pilot Degree or Aviation Flight Minor. Any student who fails to meet these standards while piloting any aircraft (whether FSC owned/operated or other) during their enrollment at Farmingdale State College may be removed from the Professional Pilot or Flight Minor program.

An admissions interview may be conducted at the discretion of Aviation Center management prior to allowing a student to flight train at Farmingdale State College.

Mechanical Engineering

All students in the Mechanical Engineering Technology program at Farmingdale State College must meet the safety and technical standards in the following areas: communication, observation, motor, and intellectual-conceptual attributes.

Communication Skills: The student must possess the ability to communicate effectively using reasonable grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when performing design or

manufacturing processes. Examples of communication skills include but are not limited to:

- Read and comprehend technical manuals, drawings, manufacturer's specifications, instructions, and warning labels in the prevailing language of United States codes, standards, and licensure
- Effectively report to the supervisor for any manufacturing related issues.
- Accurately explain manufacturing processes of mechanical components.
- Present experimental results to supervisor and/or peers

Sensory Observation Skills: Students must be able to make independent observations and assessments when operating testing equipment or machines. Student must have the functional use of the senses of vision, touch, hearing, and smell which are necessary in assessing and maintaining work environment safely. Examples of sensory observation skills include but are not limited to:

- Perform visual inspections on lathe and milling machines
- Possess appropriate sensory response time
- Detect and respond to auditory signals from testing equipment or machines

Motor Skills: The student is required to perform gross and fine motor movements, maintain consciousness and equilibrium, and possess the physical strength and stamina which are necessary to operate testing equipment or machines safely. Examples of motor skills include but are not limited to:

- Install cutting tools in lathe and milling machines
- Inspect mechanical components using measurement tools
- Connect hoses in pneumatic and hydraulic control circuits
- Connect wires between programmable logic controller PLC and solenoid valves

Intellectual-conceptual skills: The student must possess the ability to problem solve, establish a plan of action, set priorities, calculate, measure, analyze and synthesize objective as well as subjective data in order to apply mechanical and manufacturing concepts and technology to safely operate testing equipment or machines. In addition, the student must possess the ability to understand and comprehend three dimensional and spatial relationships.

Wind Turbine Technology

All students in the Wind Turbine Technology Certificate program at Farmingdale State College must meet the safety and technical standards in the following areas: communication, observation, motor, and intellectual-conceptual attributes.

Communication Skills: The student must possess the ability to communicate effectively using reasonable grammar and syntax in both oral and written formats. In addition, the student must notice and appreciate both verbal and nonverbal communication when performing design or manufacturing processes. Examples of communication skills include but are not limited to:

- Read and comprehend technical manuals, drawings, manufacturer's specifications, instructions, and warning labels in the prevailing language of United States codes, standards, and licensure
- Effectively report to the supervisor turbine-related issues.
- Present testing results to supervisor and/or peers

Sensory Observation Skills: Students must be able to make independent observations and assessments when operating testing equipment or machines. Student must have the functional use of the senses of vision, touch, hearing, and smell which are necessary in assessing and maintaining work environment safely. Examples of sensory observation skills include but are not limited to:

- Perform visual inspection on turbine and nacelle components
- Possess appropriate sensory response time
- Detect and respond to auditory signals from testing equipment or machines

Motor Skills: The student is required to perform gross and fine motor movements, maintain consciousness and equilibrium, and possess the physical strength and stamina which are necessary to operate testing equipment or machines safely. Examples of motor skills include but are not limited to:

- Inspect mechanical components using measurement tools
- Connect hoses in pneumatic and hydraulic control circuits

- Connect wires between programmable logic controller PLC and solenoid valves

Intellectual-conceptual skills: The student must possess the ability to problem solve, establish a plan of action, set priorities, calculate, measure, analyze and synthesize objective as well as subjective data in order to apply technical concepts and to safely operate testing equipment or machines. In addition, the student must possess the ability to understand and comprehend three dimensional and spatial relationships.

Environmental Tolerability: Students must have the ability and willingness to climb towers up to 300 feet, the ability to lift and manage up to 50 pounds, and the ability and willingness to transfer to/from boats and travel via boat to offshore towers.

Important Consideration: Addition screening may be required by employers following graduation including toxicology tests. In addition, specialized physical training such as GWO Basic Skills courses require participants to weigh less than 275 pounds.

It is the policy of Farmingdale State College to comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. Otherwise qualified individuals shall not be excluded from participation solely by reason of their disability or medical condition.

Students enrolled at FSC are responsible for requesting accommodations, and for providing the appropriate and required documentation of the disability in a timely manner to Disability Services Center.

The Technical Standards are intended to inform students of the skills, abilities, and behavioral expectations required in this program with or without reasonable accommodation. The Technical Standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of this program. If you feel you are unable to meet the Technical Standards because of a disability, you are encouraged to discuss your concerns with Disability Services Center.

DISTANCE LEARNING

The Office of Distance Learning at Farmingdale State College provides technical support to students and faculty for the college's learning management system, Brightspace, and all of the related software applications used in Brightspace. Students enrolled in online courses are also eligible for virtual services from the college, including mental health and tutoring services, library services, and other college services. Additionally, students in online degree programs at FSC are eligible for support from the Online Student Concierge. All students can submit support tickets for Brightspace and other learning technologies to distancelearning@farmingdale.edu.

Students Residing Outside New York State and Taking Distance Learning Courses at Farmingdale State College

Farmingdale State College is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the [SARA Policy Manual](#) and summarized [here](#). Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to distancelearning@farmingdale.edu for investigation and resolution.

If a student is dissatisfied with the campus-based resolution, a concern may be submitted to System Administration of the State University of New York as outlined in the [SUNY Student Concerns](#) policy. And, if still not satisfied, a complaint may be submitted, within two years of the incident about which the complaint is made, to the New York State Education Department as outlined on their [informational webpage](#). Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures.

NYS MANDATORY LICENSURE DISCLOSURES

Aeronautical Science Professional Pilot

Effective July 1, 2024, federal regulation requires institutions of higher education to make a determination whether a Title IV eligible academic

program that leads to professional licensure or certification meets the educational requirements for licensure/certification in the U.S. State where the institution is located and the U.S. States where “distance education” students are located at the time of initial enrollment in the program, as well as U.S. States where the program is advertised as meeting such requirements, and if applicable, the U.S. State where students attest they intend to be licensed/certified. The Aeronautical Science Professional Pilot program at Farmingdale State College is registered by the New York State Education Department and thus meets the educational requirements for licensure/certification for New York State. Through a good faith effort, and for the purpose of complying with the federal regulation, we have determined that Aeronautical Science Professional Pilot program at Farmingdale State College meets the educational requirements for licensure/certification in certain other U.S. States. For a complete list, please visit the College’s [Professional Licensure Disclosures](#) page. It is important to note that Farmingdale State College is not the licensure/certification authority in these U.S. States and cannot assess whether an individual candidate will be issued a license/certificate in these U.S. States and instead it is incumbent on each individual candidate to contact the licensure/certification authority in the applicable U.S. State for any further guidance on the requirements for licensure/certification requirements and application processes.

Medical Laboratory Science

Effective July 1, 2024, federal regulation requires institutions of higher education to make a determination whether a Title IV eligible academic program that leads to professional licensure or certification meets the educational requirements for licensure/certification in the U.S. State where the institution is located and the U.S. States where “distance education” students are located at the time of initial enrollment in the program, as well as U.S. States where the program is advertised as meeting such requirements, and if applicable, the U.S. State where students attest they intend to be licensed/certified. The Medical Laboratory Science Program at Farmingdale State College is registered by the New York State Education Department and thus meets the educational requirements for licensure/certification for New York State. Through a good faith effort, and for the purpose of complying with the federal regulation, we have determined that Medical Laboratory Science at Farmingdale State College meets the educational requirements for licensure/certification in certain other U.S. States. For a complete list, please visit the College’s [Professional Licensure Disclosures](#) page. It is important to note that Farmingdale State College is not the licensure/certification authority in these U.S. States and cannot assess whether an individual candidate will be issued a license/certificate in these U.S. States and instead it is incumbent on each individual candidate to contact the licensure/certification authority in the applicable U.S. State for any further guidance on the requirements for licensure/certification requirements and application processes.

Nursing

Effective July 1, 2024, federal regulation requires institutions of higher education to make a determination whether a Title IV eligible academic program that leads to professional licensure or certification meets the educational requirements for licensure/certification in the U.S. State where the institution is located and the U.S. States where “distance education” students are located at the time of initial enrollment in the program, as well as U.S. States where the program is advertised as meeting such requirements, and if applicable, the U.S. State where students attest they intend to be licensed/certified. The Nursing Program at Farmingdale State College is registered by the New York State Education Department and thus meets the educational requirements for licensure/certification for New York State. Through a good faith effort, and for the purpose of complying with the federal regulation, we have determined that Nursing at Farmingdale State College meets the educational requirements for licensure/certification in certain other U.S. States. For a complete list, please visit the College’s [Professional Licensure Disclosures](#) page. It is important to note that Farmingdale State College is not the licensure/certification authority in these U.S. States and cannot assess whether an individual candidate will be issued a license/certificate in these U.S. States and instead it is incumbent on each individual candidate to contact the licensure/certification authority in the applicable U.S. State for any further guidance on the requirements for licensure/certification requirements and application processes.

Dental Hygiene

Effective July 1, 2024, federal regulation requires institutions of higher education to make a determination whether a Title IV eligible academic program that leads to professional licensure or certification meets the educational requirements for licensure/certification in the U.S. State where the institution is located and the U.S. States where “distance education”

students are located at the time of initial enrollment in the program, as well as U.S. States where the program is advertised as meeting such requirements, and if applicable, the U.S. State where students attest they intend to be licensed/certified. The Dental Hygiene Program at Farmingdale State College is registered by the New York State Education Department and thus meets the educational requirements for licensure/certification for New York State. Through a good faith effort, and for the purpose of complying with the federal regulation, we have determined that Dental Hygiene at Farmingdale State College meets the educational requirements for licensure/certification in certain other U.S. States. For a complete list, please visit the College’s [Professional Licensure Disclosures](#) page. It is important to note that Farmingdale State College is not the licensure/certification authority in these U.S. States and cannot assess whether an individual candidate will be issued a license/certificate in these U.S. States and instead it is incumbent on each individual candidate to contact the licensure/certification authority in the applicable U.S. State for any further guidance on the requirements for licensure/certification requirements and application processes.

CAMPUS RESOURCES

INSTITUTE FOR RESEARCH TECHNOLOGY TRANSFER (IRTT)

The Institute for Research Technology Transfer (IRTT) was established in 1996 to support the economic growth of Long Island. The Institute provides local industries with ready access to modern, cost-effective manufacturing systems and faculty at the cutting edge of technology. IRTT's services to small and medium-sized companies include: Partnerships to secure R&D funds and Federal and State funds, collaborative applied research, demonstrations of state-of-the-art technologies to enhance industrial competitiveness, professional consulting and the dissemination of current knowledge and new techniques.

THE MEMORIAL GALLERY

The Memorial Gallery is an exhibition space located within the Visual Communications Department in Hale Hall. The Gallery plays a vital role in showcasing a variety of designers and artists whose work and careers are relevant to our students' future. The works exhibited represent a wide range of media, cultures, and time periods in the visual arts. The Gallery complements the exhibits with artist lectures, workshops, films, demonstrations, and other educational programs. The Gallery's mission is to enhance the teaching and learning of the visual arts and to serve as a visual and cultural resource to the campus and surrounding community.

OFFICE OF INTERNATIONAL EDUCATION PROGRAMS (OIEP)

International Students:

The Office of International Education and Programs (OIEP) provides a variety of services for all International Students. The OIEP supplies accepted International Students with the necessary forms which enable them to attain an F-1 or J-1 student visa.

The OIEP provides counseling and assistance to International Students seeking a change of status or applying for special benefits such as on campus work authorization and Optional Practical Training and Academic Training. The OIEP provides programs for International Students to facilitate their transition to American education and culture.

The OIEP operates as a U.S. Department of Justice-approved program responsible for reporting student status each semester to the U.S. Immigrations and Customs Enforcement (ICE) of the

U.S. Department of Homeland Security through the Student & Exchange Visitor Information Systems (SEVIS).

INSTITUTE FOR NETWORKING SYSTEMS TECHNOLOGY AND EDUCATION PROGRAMS

The Institute for Networking Systems Technology and Educational Programs (INSTEP) in the School of Business offers credit bearing and non-credit bearing courses in the latest Networking Technologies. Credit bearing courses are offered cooperatively with the Computer Systems Department. These courses can be used as electives in several bachelor degree programs on campus. They can also be applied toward Network Training Certification as specified by the CISCO Networking Academy, which operates under the Institute. INSTEP conducts campus seminars and workshops in new technology developments in Computer Networking & Communication that are available to both professionals and students. For additional information, contact Alexis Greenidge at M.Greenidge@farmingdale.edu.

GREEN BUILDING INSTITUTE AT FSC

The Green Building Institute (GBI) was established in fall of 2010 with a seed grant from the US Department of Education. The main objective of the Institute is to provide support to faculty members of the College in developing curriculum and teaching various aspects of green building and sustainably built environments. To support these activities, the Institute is engaged in faculty development through research, workshops, seminars and conferences. The Institute also helps local high school teachers to develop sustainability related curricula for their students. Further, the Institute develops, organizes, and offers green building related courses for industry and the professions.

RENEWABLE ENERGY AND SUSTAINABILITY CENTER MISSION

The mission of the Renewable Energy and Sustainability Center (RESC) is to enhance public awareness of emerging renewable energy resources through a focus on applied research and workforce training in the renewable/sustainable and smart grid technologies. The center is housed in the School of Engineering Technology (SET) and offers complementary training programs in other technology and manufacturing areas to serve the workforce needs of the Long Island.

This mission is achieved through the following objectives:

- Promote applied research in Renewable/Sustainable and Smart Grid Technologies.
- Create a forum for FSC Faculty to develop collaborative research grant proposals in energy related projects and share resources.
- Collaborate with engineering professional societies and local industry as well as the local and regional academic institutions to offer technical seminars and short courses to industry professionals and public in the area of energy, sustainability and engineering education.
- Show case Long Island's first Smart Energy Campus in conjunction with PSEG Long Island, with a focus on smart grid technology, building automation and integration of renewable energy resources.
- Implement live demonstration models emulating customer- owned equipment on renewable energy resources (e.g., wind, solar, plug-in hybrid electric vehicles) with smart grid technology and real time displays.
- Develop "STEM" K-16 student research and training programs for students and teachers, with the goal of integration of energy related projects and curriculum modules into K-16 curriculum.
- Develop certificate-level training programs in renewable energy resources for green technology, power, energy and manufacturing as well as energy security to serve the industry's workforce needs.
- Synergize and incorporate the activities of the Solar Energy Center, Green Building Institute and IRTT into Long Island's Renewable Energy and Sustainability Center (RESC) with focus on solar, small scale wind, geothermal, fuel cell, green data centers, alternative fuel vehicles and smart grids.

GREENLEY LIBRARY

The mission of Greenley Library is to enhance academic engagement, contribute to student success, and support teaching and scholarship by providing relevant information resources, responsive services, and innovative spaces to the FSC community. The Library is open seven days a week during the academic year--7:45 am to 11:00pm Monday through Thurs, 7:45am to 5:00pm on Friday, 9:00am to 5:00pm on Saturday, and 1:00pm to 9:00pm on Sunday. Holiday, intersession, and summer hours are posted on the Library website.

Seating for up to 400 students is available in a variety of settings, including the main floor computer lab with 36 desktop computers, printers, and laptops that can be checked out for 4 hours. Librarians provide reference services and instruction on an individual basis, and Information Literacy sessions taught by librarians are held in Greenley 105, a 30-seat computer lab.

The Library's online catalog provides access not only to Greenley's own collection, but also to the collections of all SUNY campuses. Students may browse our 70,000 print volumes, and can request items from other

libraries using Interlibrary Loan. The SUNYConnect program allows students to borrow materials from other SUNY libraries in-person with a Farmingdale student ID card. Farmingdale students can also arrange for access to many private university libraries on Long Island through LILRC's Research Loan Program.

Greenley Library subscribes to a wide variety of electronic databases that contain thousands of online journals. These databases can be accessed from off-campus with a Farmingdale username. A portion of our databases are available through Farmingdale's participation in the SUNYConnect program.

INSTRUCTIONAL TECHNOLOGIES SUPPORT CENTER (ITSC)

The Instructional Technologies Support Center integrates existing and emerging instructional technologies into the campus' learning spaces. ITSC staff presently design, install, and maintain the College's Technology Enhanced Classrooms (TECs), offering orientation seminars and emergency technical support. The ITSC also provides technical support for presentation technologies and sound reinforcement for academic and organizational events on campus and manages the distribution and maintenance of all general-use video, audio support and computer display equipment as well as instructional media equipment installed in all lecture halls and media viewing facilities.

SOLAR ENERGY CENTER

Farmingdale State College established its Solar Energy Center (SEC) in 2000. Since then the SEC has offered workshops on Residential Photovoltaic Systems Installation and Maintenance, Advanced Photovoltaics, Solar Thermal and Solar Marketing areas. In addition, SEC has conducted many free public seminars on solar energy. The Solar Energy Center of Farmingdale State College is accredited as a "Training Institution" and "Continuing Education Institution" on solar energy by the Institute of Sustainable Power. This is the first such center to be accredited in the North East and the fourth in the entire USA.

ACCEPTABLE USE POLICY FOR COMPUTER FACILITIES

Introduction

This policy is designed to guide students, faculty, staff and others in the acceptable use of computer and information systems and networks provided by Farmingdale State College. More importantly, it is meant as an application of the principles concerning the use of the network in a legal, ethical, collegial and nondestructive manner.

Guiding Principles

The Farmingdale State College community is encouraged to make innovative and creative use of information technologies in support of education and research. Access to information representing a multitude of views on current and historical issues should be allowed for the interest, information and enlightenment of the Farmingdale State College community. Consistent with other University policies, this policy is intended to respect the rights and obligations of academic freedom. The College recognizes that the purpose of copyright is to protect the rights of the creators of intellectual property and to prevent the unauthorized use or sale of works available in the private sector. Also consistent with other College policies, an individual's right of access to computer materials should not be denied or abridged because of race, creed, color, age, national origin, gender, sexual orientation, or disability.

The College cannot protect individuals against the existence or receipt of material that may be offensive to them. As such, those who make use of electronic communications are warned that they may come across or be recipients of material they find offensive. Those who use e-mail and/or make information about themselves available on the Internet should be forewarned that the University cannot protect them from invasions of privacy and other possible dangers that could result from the individual's distribution of personal information.

Responsibilities

Farmingdale State College reserves the right to monitor its computing resources to protect the integrity of its computing systems, workstations, and lab facilities. Users are responsible for all use of their computer-related accounts (including but not limited to automated, online and system accounts). They should make appropriate use of the system and network-provided protection features and take precautions against others obtaining access to their computer resources. Individual password security is the responsibility of each user. Abuse of computer resources is prohibited. Abuse includes, but is not limited to:

- Using the network for personal profit.
- Attempting to intentionally interfere with the performance of the network
- Interfering with the legitimate work of other users.
- Accessing another individual's account, private files, or e-mail without permission of the owner.
- Misrepresenting one's identity in electronic communication.
- Unauthorized copying or transmission of software.
- Abusing any interconnected network such as the Internet.
- Using the network to attempt to violate any connected computer system's security.
- Using the network to spread computer viruses, trojan horses, worms or any program designed to violate security, interfere with the proper operation of any computer system or destroy another user's data.
- Disobeying lab and system policies, procedures, and protocol.
- Using computing resources to threaten or harass others.
- Using computing resources to propagate electronic chain letters.
- Using computing resources for extensive or competitive recreational game playing. (Recreational game players occupying a seat in a public computing facility must give up the use of the work station when others who need to use the facility for academic or research purposes are waiting.)
- Using the network in a manner that violates any federal, state, or local law.

Administration and Implementation

The College encourages all members of its community to use electronic communications in a manner that is respectful to others. While respecting users' confidentiality and privacy, the University reserves the right to examine all computer files.

The College takes this step to enforce its policies regarding harassment and the safety of individuals; to prevent the posting of proprietary software or electronic copies of electronic texts or images in disregard of copyright restrictions or contractual obligations; to safeguard the integrity of computers, networks, and data either at the College or elsewhere; and to protect the College against seriously damaging consequences. The College may restrict the use of its computers and network systems for electronic communications when faced with evidence of violation of College policies or federal or local laws. The College reserves the right to limit access to its networks through College-owned or other computers and to remove or limit access to material posted on College-owned computers.

All users are expected to conduct themselves consistent with these responsibilities and all other applicable College policies. Abuse of computing privileges will subject the user to disciplinary action, as established by the applicable operating policies and procedures of the College. Abuse of networks or computers at other sites through the use of Farmingdale State College resources will be treated as an abuse of computing privileges at the College.

When appropriate, temporary restrictive actions will be taken by system or network administrators pending further disciplinary action. The loss of computing privileges may result.

When a user ceases being a member of the campus community (e.g., withdraws, graduates, or terminates employment, or otherwise leaves the university), or is assigned a new position and/or responsibilities within the State University system, their access authorization will be reviewed. A member of the campus community may not use facilities, accounts, access codes, privileges or information for which they are not authorized in their new circumstances.

Farmingdale State College recognizes that all members of the college community are bound by federal and local laws relating to civil rights, harassment, copyright, security and other statutes relating to electronic media. It should be understood that this policy does not preclude enforcement under the laws and regulations of the United States of America, the State of New York, the State University of New York or SUNY networking contracts.

Violations

Policy violations by students will be handled in accordance with the Student Code of Conduct and referred to the Dean of Students or designee for disciplinary action as appropriate. Policy violations by College employees will be referred to the head of that employee's department and handled in accordance with disciplinary actions set forth in the Professional Handbook or other appropriate document.

In addition, illegal acts involving Farmingdale State College's computing resources may also subject users to prosecution by state and/or federal authorities.

BARNES & NOBLE CAMPUS BOOKSTORE

A college bookstore, operated by the Barnes and Noble Corporation, is located in The Campus Center for the convenience of the entire College community. The bookstore carries required and recommended textbooks, instructional materials, supplies, clothing, and sundry items. The bookstore is open Monday, Tuesday, Wednesday and Thursday from 9:00 a.m. to 6:00 p.m. and Friday from 9:00 a.m. to 2:00 p.m. throughout the academic year.

B&N offers textbooks in digital format and under a textbook rental program. B&N continues to offer new and used textbooks as well. These options allow students to consider all costs alternatives when purchasing their required textbook materials.

"Textbook Express" is available for students to reserve their textbooks at the bookstore. "Textbook Express" allows students to reserve their textbooks online when students are registering for their classes online. The option to access "Textbook Express" is available via the online registration process through the students Oasis account. All available purchase options available for textbooks is indicated, i.e. new, used, digital, rental.

For the hours of operation during winter session, summer session and vacations, please call the Bookstore at 934-249-3048. Extended hours are offered during registration and during the first week of classes. For additional information, visit the Farmingdale State College Bookstore website at <https://farmingdale.bncollege.com/shop/farmingdale/home>

AUXILIARY SERVICE CORPORATION

The Auxiliary Service Corporation (ASC), with administrative offices located in Laffin Hall, is a not-for-profit educational corporation. The general purpose of ASC is to establish, operate, manage, and promote educationally related services for the benefit of the College's faculty, staff and students in harmony with the educational mission and goals of the College.

The Auxiliary Service Corporation provides the following campus services through contractual arrangements: food services for both commuting and resident students, faculty and staff; a bookstore operation; vending machines; laundry, washer and dryer services.

The Corporation directly provides various student services such as: FAX service and emergency student loans.

The Auxiliary Service Corporation as a fiscal agent provides accounting services for: Farmingdale Student Government, Trust and Agency Accounts, Alumni Association and the Farmingdale College Foundation.

For additional information, visit the Auxiliary Service Corporation website at <https://www.farmingdale.edu/auxiliary-service-corporation/>

CHILDREN'S CENTER

Monday – Friday Year Round
7:30 a.m.— 5:30 p.m.

The Children's Center at Farmingdale State College provides child care services to the children of students, faculty and staff. Priority is given to students who are taking at least 6 credits per semester. Fees are calculated according to income on a sliding scale fee for students and a discounted

rate for campus faculty and staff. Students may also be eligible for the SUNY Block Grants when they are available.

The Children's Center is a new state of the art facility with multiple outdoor play areas including an indoor gym. The Center cares for children ages eight weeks to five years. The Center utilizes the Creative Curriculum in all classrooms and follows appropriate developmental practices. Children engage in learning activities throughout the day and enjoy the outdoors twice daily. Two healthy snacks are included daily. The children engage in activities sponsored by the College as well as enjoy the campus grounds for walks.

During the summer, The Children's Center also has a summer camp program for children. For more information regarding summer camp and The Children's Center, please call 934-420-2125 or visit www.farmingdale.edu/childcare

SMALL BUSINESS DEVELOPMENT CENTER

In 1984, the State University of New York entered into an agreement with the United States Small Business Administration to establish Small Business Development Centers (SBDCs).

The Farmingdale State College SBDC delivers one-on-one counseling, training, and technical assistance in all aspects of small business management. Its services include, but are not limited to, assisting small businesses with financial, marketing, production, organization, and feasibility plans. One-on-one counseling is available at no cost to anyone interested in starting, improving, or expanding a small business.

The certified Business Advisors take a personal interest in assisting entrepreneurs realize their business goals. The Advisors continually participate in training programs to ensure that their business skills and knowledge are current. Additionally, the Advisors of the SBDC are supported by the SBDC Research Network, one of the most comprehensive and sophisticated business resource libraries in the United States.

Since the inception of the Farmingdale State College SBDC in 1985, the expert advisors of the Farmingdale SBDC have worked directly with 32,425 businesses, helping them to invest \$447,581,926 in the area's economy and to create or save 18,234 jobs. These numbers demonstrate that the Farmingdale State College SBDC clearly has a strong economic impact on Long Island.

The Farmingdale State College SBDC's goal is to help entrepreneurs, businesses, and industries become more productive and profitable. By assisting new and existing businesses, the SBDC contributes to the greater economic development of Long Island and New York State. Interested individuals, businesses, or industries may contact the SBDC at 934-420-2765 or visit the SBDC website at www.farmingdale.edu/sbdc. The hours of operation are Monday through Friday, 8:30 a.m. to 4:30 p.m.

FARMINGDALE COLLEGE ALUMNI ASSOCIATION

The Farmingdale Alumni Association is a 501(c)3, nonprofit organization that cultivates mutually beneficial relationships between Farmingdale State College and a growing community of the more than 100,000 alumni world-wide. The Association keeps our alumni informed, proud, engaged and inspired to support the College. Its programs and services, seeks to strengthen alumni bonds of friendship, scholarship and community. The Alumni Association welcomes the resources, talents, and initiatives of alumni and friends to support the Association and the College in achieving their respective missions and goals. The Alumni Association provides a vibrant alumni network and encourages engagement in the life of Farmingdale State College.

FARMINGDALE COLLEGE FOUNDATION

The Farmingdale College Foundation is a 501(c)3 nonprofit organization established in 1969 to support the mission of Farmingdale State College. The Foundation engages alumni, parents, friends and the greater Long

Island business community as strategic partners in advancing the mission of College. The core of its efforts, is to inspire and secure philanthropic support for the College and our students, and administer funds for endowments, scholarships and institutional support that enhance the student experience and elevate the profile and reputation of Farmingdale State College. The Foundation designs and implements data-driven fundraising programs to support student financial aid, faculty and staff development, campus beautification, and related campus priorities. The Foundation provides careful and transparent stewardship of all assets held in trust for the benefit of Farmingdale State College.

THE LONG ISLAND EDUCATIONAL OPPORTUNITY CENTER (LIEOC)

The Long Island Educational Opportunity Center (EOC) delivers comprehensive, community-based academic, workforce development programs and provides support services that lead to social mobility.

Now in its sixth decade of providing tuition-free academic and vocational/workforce development programs to economically and educationally disadvantaged adults, the Long Island EOC offers classes that help eligible students prepare to earn high school equivalency degrees, to improve their English language skills, and/or prepare to enter college or the workforce.

Along with their classroom experiences, students receive a myriad of supportive academic services including counseling, college application and job preparation, and placement activities.

Programs being offered include, but are not limited to multiple levels of English as a Second Language, High School Equivalency Preparation, College Preparation, Army Entrance Test Preparation, Certified Nurse Assistant, Pharmacy Technician, Emergency Medical Technician, Physical Therapy Aide, Home Health Aide, Virtual Assistant Entrepreneur, Administrative Assistant, Electronic Health Records, Office Specialist, Energy Industry Fundamentals, Security Guard, and Visual Technology.

The Brentwood and Hempstead locations of the Long Island EOC host SUNY ATTAIN labs: state-of-the-art computer labs equipped to provide over 32 self-guided occupational and academic computer-based training programs as well as Microsoft™ Office Specialist and Microsoft™ Technology Associate certification preparation and testing.

The Long Island EOC serves the wider community through partnerships with local employers, community organizations, and school districts. Whether these partnerships take the form of on-site English language classes at a local manufacturer, or high school equivalency preparation classes or a day-long college-awareness event for area high schoolers, the results are the same: the EOC is reaching out to Long Islanders to help them move forward with their education.

Students who successfully complete the LIEOC's high school equivalency preparation program and who pass the TASC exam are encouraged to apply to college or to continue on into one of the LIEOC vocational/workforce development programs. Many LIEOC students who go on to college are prime referrals to the EOP programs at SUNY's colleges and universities and to EOP programs at private, independent colleges and universities.

The Long Island EOC is sponsored by Farmingdale State College and has three locations: Farmingdale State College campus, 934-420-2280; 269 Fulton Ave., Hempstead, 516-489-8705; and 1090A Suffolk Ave., Brentwood, 631-434-3740.

MARKETING & COMMUNICATIONS

The Office for Marketing & Communications develops and implements comprehensive marketing and communications strategies closely aligned with the overarching vision of the College. With a team of communications and creative strategists, content developers, designers, and photographer/videographers, the Office oversees and produces advertising, marketing materials and print publications, the FSC website, social media, campus-wide emails, media relations, government relations, and brand management. Marketing & Communications supports academic and administrative departments by conveying a unified and consistent message about FSC's programs and academics, research opportunities,

student support and accessibility, campus life, and the critical role the College plays in regional economic development.

STUDENT ORIENTATION

Orientation for new students, including transfer students, is mandatory. Once you are accepted to Farmingdale State College, register for Orientation.

Student orientation activities give valuable information about the College's essential services, and provide the opportunity to meet other new students and learn from presently enrolled student leaders. New students will also be able to meet with faculty members who will advise them about academic program requirements. Becoming a part of the campus community through orientation makes it easier to embark upon a successful college experience.

For more information, you can call the Office of the Dean of Students 934-420-2104. There is a separate fee for Orientation – please visit www.farmingdale.edu/orientation for up to date details.

RESIDENCE LIFE

Residence Life, located on the first floor of James H. Sinclair Hall, coordinates all aspects of living on campus. Any registered FSC student is eligible to live on campus. However, preference for spaces will be given to those students who are matriculated and are full time.

Approximately 500 students live on the Farmingdale campus in our residence halls. The Residence Life program provides a living-learning experience for all students. The goal of the residence program is to provide an on-campus student centered living experience in a clean, safe, and stimulating environment. The residence halls are viewed as an extension of the classroom where learning and socialization takes place. The community atmosphere is conducive to fostering uniqueness and individuality as well as respect for the rights of others.

The Residence Life staff consists of both professional staff members and student staff members. The professional staff are called Resident Director (RD); they supervise the student staff members, called Resident Assistants. Together, they provide counseling, articulate and set limits for acceptable behavior,

and support the health and safety of all who reside in the residence halls. The professional and student staff also develop educational, social and cultural programs to complement the learning that occurs inside of the classroom. Students are encouraged to be active participants in the community.

STUDENT ACTIVITIES & CAMPUS CENTER

The Office of Student Activities mission is to enhance students' experiences beyond the classroom by promoting career, social, and personal development. It also oversees the operations and management of Quintyne Hall and the Campus Center.

The staff consists of 5 professionals and various student staff members. The staff works with student groups on various items such as event planning, facility reservation, budgeting, leadership development, and teamwork.

The Office of Student Activities hours are Monday – Friday 9:00 a.m. to 6:00 p.m. The office is located in Quintyne Hall, room 111. Phone: 934.420.2103, Fax: 934.420.2139, Email: STUACT@farmingdale.edu.

Quintyne Hall

Quintyne Hall is the center of campus life and activities. It houses the Office of Student Activities and the Student Government Association. Student clubs and organizations also have offices and workstations in the building. There are two meeting rooms, three small conference rooms, a media lounge and a recreational space.

The Hours of Operation are:

Monday – Friday: 8:00 a.m. to 12:00 a.m. and Saturday & Sunday: 10:00 a.m. to 7:00 .p.m.

Information Desk: 934-794-6227.

Campus Center

The Campus Center features modern dining facilities, a spacious bookstore, a student lounge, two small meeting rooms, and a ballroom.
The Hours of Operation are: Monday – Friday: 7:00 a.m. to 12:00 a.m. and Saturday & Sunday: 10:00 a.m. to 7:00 p.m.
Information Desk: 934-794-6227/6228.

Student Government Association

The Student Government Association (SGA) at Farmingdale State College promotes the education, welfare, advocacy and enrichment of the Student Body. It is responsible for allocating the Mandatory Student Activity Fee. SGA also provides leadership and networking opportunities. SGA's office is located in Quintyne Hall, room 118.

Student Clubs & Organizations

There are approximately 70 active clubs and organizations on campus. Student Clubs can open up amazing networking opportunities, confirm your career choice and provide leadership opportunities. Please note: club availability is subject to change each semester.

ACADEMIC

Accounting Society
Alpha Eta Rho (Professional Aviation Organization)
American Association of Airport Executives (AAAE)
American Production and Inventory Control Society (APICS)
American Society of Mechanical Engineers (ASME)
Architectural Construction Technology (ACT)
Biology Club
Botany Club
Computer Programming Club
Economics Club
Flying Rams
FSC Design Club Horticulture Club
FSC IEEE Student Branch
Medical Laboratory Science Club (MLS)
Pre-Dental Society
Pre-Health Club
Psychology Club
Sport Management Club
Student American Dental Hygienists Assoc. (SADHA)
TriBeta (National Honor Society, Biology)

CULTURAL / RELIGIOUS

Afro-Caribbean Student Association (ACSA)
Black Student Union (BSU)
Cru [Christian] Club
FSC Bhangra
Latin American Student Organization (LASO)
Muslim Student Association (MSA)
South Asian Student Association (SASA)
Spirituality Club

GREEK ORGANIZATIONS

Alpha Phi Delta Chapter Fraternity
Kappa Sigma Chapter Fraternity
Phi Iota Alpha Chapter Colony Fraternity
Phi Sigma Sigma Chapter Sorority
Sigma Delta Tau Chapter Sorority
Tau Kappa Epsilon Chapter Fraternity
Sigma Lambda Upsilon Colony Sorority

MEDIA

The Dale News Ram Nation Radio

PERFORMING ARTS

Backstage Theatre Company (BSTC)
Farmingdale Fusion (South Indian Dance)
FSC Dance Team

RECREATIONAL

Cheerleading Club Ice Hockey
Roller Hockey
Ski & Snowboard Club Wrestling Club

SERVICE / VOLUNTEER

Hugs Across America Men in Action (MIA)

SOCIAL AWARENESS

Active Minds
College Conservatives
Give Kindness
Love Over Hate
Social Justice Club
Society of Women Engineers (SWE)
Student Veterans of America (SVA)
Women in Business
Women in Computing

SPECIAL INTEREST

3D Printing Club
Campus Activities Board (CAB)
Farmingdale E-Sports
Gaming Club
Health Awareness Club
RAM Motor Sports Robotics Club
UAV (Unmanned Aerial Vehicle) Club

STUDENT GOVERNANCE

Greek Council Panhellenic Association
Residence Hall Association (RHA)
Student Government Association (SGA)

A detailed description of each club and their contact information can be found at: <https://www.farmingdale.edu/student-activities/>

INTERCOLLEGIATE ATHLETICS

The purpose of the Farmingdale State College intercollegiate athletic program is to support and expand the total educational experience of our students. The program, available for men and women, offers student-athletes a wide variety of opportunities for participation. The athletics program carries out the general mission of the College and is designed to educate student-athletes in areas such as: good sportsmanship, leadership, teamwork, health, well-being, loyalty and overall character development.

Farmingdale State College is a Division III member of the NCAA (National Collegiate Athletic Association) offering 18 intercollegiate sports, including:

Men's	Women's
Soccer	Soccer
Cross Country	Volleyball
Indoor/Outdoor Track	Cross Country
Basketball	Indoor/Outdoor Track
Lacrosse	Basketball
Baseball	Lacrosse
Golf	Softball
Tennis	Tennis

The College currently holds membership in the Skyline Conference and the NJAC.

Students who are not part of a Varsity team are encouraged to stay involved by way of our newly renovated, interior and exterior athletics facility, the George E. Nold Athletic Complex. The exterior facilities include a baseball stadium, lacrosse/ soccer/track complex, 6 tennis courts, multiple practice fields and a softball stadium. The building features classrooms, an athletic training facility, a weight room, racquetball courts, golf simulator, auxiliary gymnasium, and full gymnasium, including a 10 lap-to-the-mile indoor track. To join the weight room, there is a fee of just \$50/per semester, and all other areas are free of charge with a valid student ID card.

There is no admission to the home games. To view game schedules, intramural activities or follow results of all our teams, check out our Athletics website at www.farmingdalesports.com

CAMPUS RECREATION AND INTRAMURALS

Campus Recreation provides students, faculty, and staff outlets to experience physical, mental and spiritual growth by participating in a variety of sports, activities, clubs, and events. Campus Recreation strives to be an

essential component of the student experience through environments that facilitate learning and development for both participants and employees.

Intramural Sports provides the Farmingdale State community opportunities to compete, exercise, socialize and develop lifelong skills through organized leagues, tournaments and special events. Group Fitness offers daily opportunities to improve well-being through classes such as Yoga, Zumba and Boot Camp. There is no charge to participate in Intramural Sports or Group Fitness. Campus Recreation also sponsors off-campus trips to outdoor recreation activities and professional sports events. Please email recreation@farmingdale.edu or call 934-794-6249 for more information.

UNIVERSITY POLICE

The New York State University Police at Farmingdale (University Police) provides twenty-four hour service to the campus. In addition to safety, security, and emergency services, the University Police Department also offers programs in crime prevention, personal safety and related matters. For assistance, please call 934-420-2111.

Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University Police Department publishes annually the Campus Security and Fire Safety Report which contains the annual crime statistics. Copies of the report may be obtained from www.farmingdale.edu/university-police or the Department of University Police.

IDENTIFICATION CARDS

The University Police Department issues identification cards to all faculty, staff, students and other tenants of the campus at the University Police Office during normal business hours. All ID cards must be validated the beginning of each academic year. There is no charge for the initial identification card. Lost ID Cards are replaced at the University Police Office after the replacement fee has been paid on the Farmingdale University Police page, under Replacement ID

PARKING

In addition to the N.Y.S. Vehicle and Traffic Laws, the University Police enforces Parking Regulations promulgated as part of Section 569.1 of the Education Laws. Each individual operating a vehicle on campus is responsible for complying with these regulations. Copies are available at the University Police Office as well as on the following webpage <https://farmingdale.t2hosted.com/Account/Portal>

CAMPUS NOTIFICATION OF REGISTERED SEX OFFENDER (MEGAN'S LAW) NEW YORK STATE REGISTERED SEX OFFENDERS NOTIFICATION PROCESS

As a result of an amendment to New York State's Megan's Law, the State University of New York Police Departments will receive direct notification from the Division of Criminal Justice Services (DCJS) when a registered sex offender enrolls, is attending or is employed by a SUNY Campus. This statute authorizes law enforcement agencies that receive notification from DCJS to disseminate relevant information (about the sex offender) at their discretion. The information that can be disseminated to the campus community includes: name, address (either campus or home address) of Level 2 and Level 3 offenders, physical description, crime of conviction, modus operandi, type of victim targeted, special conditions of parole.

Once Farmingdale State College is properly notified by DCJS that a level 2 or level 3 sex offender is registered and is enrolled, attending or employed at the College, an announcement will be posted on the University Police webpage. Details about sex offenders will not be communicated via e-mail messages; rather interested individuals can choose to go to the NYS

Sex Registry site via the University Police Web link and learn more about level 3 offenders (level 3 offenders are the only ones reported by the Department of Criminal Justice on this site) and/or make an appointment with the Chief of University Police, so appropriate and allowable information can be shared about level 2 or 3 sex offenders. Please be informed that e-mail or phone call inquiries cannot be accepted on this topic. <https://www.farmingdale.edu/university-police/sex-offender-notification.shtml>

DEAN OF STUDENTS

The Office of the Dean of Students is probably best known for administering college judicial action, whereas, it is merely one function of the Office. It is more appropriate to view the Office of the Dean of Students as an area of advocacy for students. It is the primary place for students to receive guidance, assistance, resource information, and referral to the appropriate person or office. Located in Laffin Hall, Room 314, the Office of the Dean of Students additionally coordinates and administers:

- Campus Judicial Procedures
- New Student Orientation
- Student participation in Commencement

The Office of the Dean of Students can be reached at 934-420-2104 or fax at 934-420-2613.

STUDENT CODE OF CONDUCT

Farmingdale State College is committed to providing an environment in which living and learning can occur. In order to function effectively and to provide an educational climate in which members can fulfill their academic pursuits and the educational objectives of the campus community, the college has established guidelines for defining individual rights and responsibilities as outlined in this Student Code of Conduct.

This Student Code of Conduct has been adopted for the purpose of maintaining a quality of life that shares rights, privileges and responsibilities among its citizens, not for the purpose of duplicating public statutes. Respect for the dignity and rights of students, staff, faculty and administration is expected by all individuals and groups in the campus community. Alleged violations of the Student Code of Conduct, local, state or federal statutes on campus will not be tolerated and are subject to the campus judicial process. Each student, as a representative of the College, is expected to uphold the good name of the College and respect the rights and privileges of the College community. As such, incidents which occur off campus that are alleged violations of local ordinances, State or Federal law on or off the College's premises, or at College sponsored or supervised activities where said alleged violations pose a possible threat and/or danger to the safety of the campus community may be adjudicated on campus. The College will exercise this option when:

- The student(s) can be reasonably considered a possible threat and/or clear danger to the safety of the College community.
- The academic integrity, processes and/or functions of the College are violated.

Disciplinary action by the College shall be independent of any criminal or civil proceedings. The campus judicial procedures, established to respond to these alleged violations, do not duplicate public court procedures, but protect the campus community's interests.

The President of the College recognizes the rights of designees including University Police, to enforce all regulations, policies, license agreements, laws and codes on campus. If any individual allegedly violates the laws, Student Code of Conduct or campus policies, a President's designee will institute proceedings against the offenders. Alleged violation of the law or campus policies may result in EXPULSION/ SUSPENSION from the College and/or other disciplinary action.

Alleged violation of the Student Code of Conduct is listed under two (2) categories: Level I and Level II. Any violation is strictly prohibited and may result in disciplinary action ranging from a warning letter to probation, suspension or dismissal from the College.

The Student Code of Conduct may be found in its entirety in the Student Handbook and on Farmingdale State College website at <https://www.farmingdale.edu/dean/policies.shtml>

ACADEMIC INTEGRITY POLICY AND DISCIPLINARY PROCEDURES

Each member of the Farmingdale State College campus community is expected to maintain academic integrity. Farmingdale State College has developed regulations concerning academic dishonesty and integrity to protect all students and to maintain an ethical academic environment. This includes prohibiting any form of academic dishonesty as outlined below.

Academic dishonesty cannot be condoned or tolerated in a college community. Such behavior is considered a violation of the Student Code of Conduct, and students found guilty of committing an intentional act of fraud, cheating or plagiarizing will be disciplined and face penalties.

The College regards academic dishonesty as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another individual without correct documentation, or uses unauthorized, undocumented or fabricated information in any academic exercise.

The College also considers academic dishonesty to include forging of academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty. Academic dishonesty is divided into four categories which are defined as follows:

- Cheating: Intentionally using or attempting to use unauthorized materials (including all electronic devices), information or study aids in any academic exercise.
- Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating Academic Dishonesty: Knowingly helping someone commit an act of academic dishonesty.
- Plagiarism: Intentionally representing the content (e.g., words, images, sounds, etc.) design, or ideas of another as one's own in any academic exercise. This includes content, design, or ideas in either print or electronic format.

Academic dishonesty is morally wrong, and such behavior interferes with learning and intellectual development. Therefore, all members of the campus community have the responsibility to prevent dishonesty, protect honest students, and enforce campus policies. These responsibilities include but are not limited to the following:

- faculty members have the responsibility to establish standards of academic integrity and disciplinary policies in cases of academic dishonesty (consistent with the standards and policies of the College) and to include a statement of those standards on their course syllabi.
- students have the responsibility to abstain from academic dishonesty or facilitating the dishonest behavior of others.

Violation of the academic integrity policy is strictly prohibited and may result in a disciplinary action ranging from a warning letter to probation, suspension, or dismissal from the College with a permanent transcript notation.

SMOKING AND TOBACCO POLICY

Summary

Farmingdale State College is committed to providing a healthy, comfortable, and safe environment for its students, faculty, staff, and visitors and is implementing a policy of tobacco usage strictly in designated areas.

Farmingdale State College Policy

Farmingdale State College supports an environment where students, employees, and visitors can avoid exposure to second hand smoke and other forms of tobacco usage. Tobacco usage will only be permitted in designated areas that are clearly identified by signage as allowing tobacco usage.

Therefore, tobacco use is prohibited on campus run property including but not limited to:

- All campus owned buildings, classrooms, lecture halls, residence halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, and restrooms.

- All fields, athletic facilities, outdoor paths, building entrances, walkways, bus stops, and loading docks.
- All vehicles owned and leased by Farmingdale State College.

Designated Areas for Tobacco Use:

- Tobacco use is permitted in personal vehicles located in the perimeter parking lots.
- Tobacco use is also permitted at three locations across the campus. These locations are the gazebo adjacent to Orchard Hall, the smoking shelter between the Business School and Knapp Hall, and the smoking shelter between Lupton Hall and Greenley Library. Tobacco use is only permitted in the immediate vicinity of these locations. The locations will have clear signage identifying the area as a designated tobacco usage area.

Applicability

This policy applies to all members of the Farmingdale State College community including but not limited to students, faculty, staff, volunteers, staff employed through contract agencies, vendors, guests, and other visitors.

Definitions

Tobacco use is defined as the usage of tobacco in any form including but not limited to:

- cigarettes, electronic cigarettes, cigars, smokeless tobacco, pipes, water pipes, bongs, vaporizers, and hookahs.

Responsibility

Meaningful and effective implementation of this policy requires the cooperation and compliance of all members of the Farmingdale State College community.

Procedure

Farmingdale State College will begin an advertising campaign to inform the campus community of the new policy leading into, and continuing through the Spring 2018 Semester. The policy will go into effect for the Fall 2018 Semester.

- Ash receptacles will be removed from their current locations and moved to the designated areas.
- New "Tobacco Use Only in Designated Areas" signage will be placed at various locations on campus.
- The campus map will be updated to indicate locations where tobacco use will be permitted.

Distribution

This policy will be:

- Included during orientation for all enrolled students
- Communicated to all new hires, students, contractors, and vendors
- Announced on various digital forms including the usage of social media and electronic message boards
- Distributed to all supervisors for distribution to employees

Support and Education

Farmingdale State College understands the addictive nature of tobacco usage and wants to be of assistance for any member of the community who wishes to quit tobacco usage. Students should contact the Health and Wellness Center at 934-420-2009 who will provide tobacco cessation treatment options to them. Employees should contact the EAP office at 934-420-2644 for referrals for smoking cessation programs.

HEALTH AND WELLNESS CENTER

The mission of the Health and Wellness Center (HWC) is to provide high quality, cost effective, medical and wellness services utilizing a holistic philosophy. Working in conjunction with other campus departments, the HWC utilizes a multidisciplinary approach to overall wellness in order to address a diverse student population and enable the student to attain their educational goals along with becoming partners in their own health care.

The HWC is committed to supporting the physical, mental, and emotional needs of students by adhering to the most recent evidence-based guidelines, while at the same time offering complementary services that enhance our medical model. Services at the HWC include nursing visits, physician visits, addiction counseling, massage therapy, free flu shots, STI testing, chiropractic, and acupuncture services.

During operating hours, registered nurses are on hand for immediate assessment of a student's needs. Physician appointments are also available for physicals, women's health, laboratory, and general illness.

Phone: 934-420-2009
Fax: 934-420-2137

Hours when classes are in session:
Monday, Wednesday, Thursday 8:30 a.m.-6:00 p.m. Tuesday 8:30 a.m.-7:30 p.m.
Friday 8:30 a.m.-4:30 p.m.

Student Immunization Policy

Farmingdale State College requires that all students who were born on or after January 1, 1957 to demonstrate proof of immunity to measles, mumps, and rubella. Additionally, all students must certify that they have already received immunization against meningococcal meningitis within the last five years or that they have received and reviewed the information provided by Farmingdale State College, understand the risks of meningococcal meningitis and the benefits of immunization, and have decided not to obtain the meningococcal vaccine.

A certificate of immunization (required to provide proof of immunity) includes documents such as a certificate from a health care provider, immunization registry record, cumulative health record from a previous school, migrant health record, immunization transfer record, military immunization record, immunization portion of a passport or an immunization record card signed by a health care provider. An immunization record may also show health care provider diagnosis of disease or laboratory evidence of immunity. Immunization records must be signed or stamped by a health care provider. Both of these requirements must be met PRIOR to registration for class.

Proof of immunity for the following diseases must be demonstrated by the means listed below.

MEASLES:

- Two doses of live measles vaccine. The first dose must have been received no more than 4 days prior to the first birthday and the second dose received at least 28 days after the first dose, or
- Physician diagnosis of disease, or
- Serologic evidence of immunity.

MUMPS

- One dose of live mumps vaccine received no more than 4 days prior to the first birthday, or
- Physician diagnosis of disease, or
- Serologic evidence of immunity.

RUBELLA:

- One dose of live rubella vaccine received no more than 4 days prior to the first birthday, OR
- Serologic evidence of immunity,

Please note: Clinical diagnosis of rubella disease is not acceptable as proof of immunity.

EXEMPTIONS FROM IMMUNIZATIONS

1. A medical exemption must be written by a physician, physician assistant, or nurse practitioner and state that a valid contraindication to vaccination exists. The exemption must specify which immunizations are contraindicated and why.
2. A religious exemption is a written and signed statement from the student (parent or guardian of students less than 18 years of age) that he/she objects to immunization due to his/her religious beliefs.

PROCEDURES

Students must submit immunization records to the Health and Wellness Center in one of the following ways:

1. In person at the Health and Wellness Center
2. By mail to the Health and Wellness Center
3. By fax to the Health and Wellness Center (934) 420-2137
4. By email to wellness@farmingdale.edu

Please allow two business days for records to be processed prior to registering for classes.

CAMPUS MENTAL HEALTH SERVICES

Campus Mental Health Services (CMHS) provides a wide range of mental health services at no cost to registered students. CMHS follows accepted professional standards for privacy and confidentiality; offering services for individuals, couples, and groups, while making every effort to arrange meeting times that are convenient for students. CMHS addresses areas including, but not limited to: anxiety and stress management, coping and problem solving skills, relationship issues, depression, family crisis, trauma and loss, adjustment to college life and living, anger management, and substance use & abuse. CMHS offers a wide range of educational and personal growth oriented programs throughout the year in settings such as classrooms, residence halls, and the Campus Center meeting rooms to provide members of the campus community with opportunities to meet personal needs and enhance development. In addition, CMHS serves as a liaison and information source for students whose needs may best be met by resources in the local community, and strives to provide prompt response to urgent personal and community situations that may arise. For further information, call (934) 420-2006 or e-mail counseling@farmingdale.edu. Campus Mental Health Services is located in Sinclair 160; open Monday - Friday, 9:30 a.m. to 4:45 p.m., and selected evenings by appointment only. CMHS staff is available 7 days a week, 24 hours a day in an urgent situation by calling University Police at (934) 420-2111.

DISABILITY SERVICES CENTER

Farmingdale State College is committed to equality of opportunity for students with disabilities to participate and benefit from all of its programs, services and activities. Every effort is made to provide reasonable accommodations to our students.

The Disability Services Center is located in Roosevelt Hall. For further information come to Roosevelt Hall room 150/151 or call 934-794-6174, our secretary, or Malka Edelman, Director at 934-420-2411.

Voter Registration Forms and Procedures

Voter Registration forms and procedures can be found in the Disability Services Center. We encourage you to exercise your right and privilege to vote. Information about voting in New York State: www.elections.ny.gov/

For further information call 934-794-6174, or 934-420-2411 or come to the office located in Roosevelt Hall, room 150/151, <https://www.farmingdale.edu/voter-registration/>

NEXUS CENTER FOR APPLIED LEARNING & CAREER DEVELOPMENT

The Nexus Center is located in Greenley Hall, Lobby Level, Southside Outside Entrance. For more information, visit our website or call 934-420-2296.

The Nexus Center helps students connect to opportunities, including jobs (part-time, full-time, summer, post-grad) and Applied Learning experiences, such as internships for academic credit. By integrating Applied Learning and Career Development, students hone their skills, enhance professional networks, and become stronger candidates for employment.

APPLIED LEARNING GRADUATION REQUIREMENT

Applied Learning involves applying classroom knowledge and skills in practical hands-on environments, including internships, clinical placements, practicums, community service, undergraduate research, and study abroad.

All baccalaureate students are required to fulfill the Applied Learning Graduation Requirement. This can be achieved through designated Applied Learning full or enhanced courses satisfying the requirement OR by successfully completing a minimum of ten hours of pre-approved Applied Learning co-curricular activities.

For additional information about Applied Learning, satisfying the graduation requirement and log-in information for Axiom, our online applied learning platform, visit the [Applied Learning website](#).

CAREER DEVELOPMENT services include career and applied learning counseling, resume and cover letter review, workshops, career assessments, and recruiting events, such as job fairs. Meeting with a Nexus Center Counselor early during college is an excellent way to integrate your academic choices with exploring and realizing career goals.

Register for a [CareerConnect](#) account to make an appointment to meet with a Counselor, to apply to opportunities through our job postings system, and to access other services.

The OFFICE OF COMMUNITY & CIVIC ENGAGEMENT (OCCE) of the Nexus Center aims to foster and develop the next generation of community leaders. The OCCE supports community engagement efforts through a range of activities that promote social action, faculty scholarship and service, student leadership and community partnerships. In addition, the OCCE maintains the college's Carnegie Classification for Community Engagement, an elective designation for institutional commitment to community engagement given by the Carnegie Foundation.

The FSC FOOD PANTRY, a division of the Nexus Center, provides judgement-free, convenient on-campus access to nutritious food for all students and staff with a valid FSC ID. It is supported by SUNY, Island Harvest and other local community partners, as well as Volunteer Task Force of students and staff. The FSC Food Pantry also educates and engages our community about food security and its impact on educational outcomes.

The FSC Food Pantry is located in Room 114 of the Greenley Library, near the main floor elevator entrance. Look for the door with the green apple sign. For more information and current hours please visit us at [FSC Food Pantry](#).

ACADEMIC ADVISEMENT AND INFORMATION CENTER

The Academic Advisement and Information Center (AAIC), partnering with departmental faculty and professional advisors, provides guidance and essential resources to help ensure the academic success of all students at Farmingdale State College. Students will learn to access college services and resources and obtain timely information about special activities and events on the campus. Appointments to meet with an advisor can be made on our website or by phone.

AAIC services and information available to all students include:

- Academic advisement, planning, course selection and registration
- Assistance with understanding your degree requirements using Degree Works (DW)
- Advisement for students on Academic Warning and Academic Probation, or recipients of an Early Warning letter
- Provide information on how to change your major or declare a minor
- Workshops and programs offered to enhance college skills: test taking, study skills and time management workshops
- Guidance for Non-Matriculated students
- Exploring study abroad opportunities and learning about the Disney College Program

Location: Greenley Hall, Lower Level. Hours: Year-round, Monday through Friday. Visit our website for current hours.

Website: www.farmingdale.edu/aaic
Email: advisement@farmingdale.edu
Tel: 934-420-5160

RESEARCH ALIGNED MENTORSHIP (RAM) PROGRAM

The Research Aligned Mentorship (or RAM) Program is a special academic support and enrichment program originally funded by a First in the World Grant awarded to Farmingdale State College by the United States Department of Education. Students selected for this program will have the extraordinary opportunity to participate in a serious research project with a faculty mentor either on campus or at a major research university, national laboratory, business accelerator, or other appropriate research venue. In addition, RAM students will receive priority registration, one-on-

one academic counseling and support tailored to each students' needs, and invitations to special events and workshops. Farmingdale will strive to see that all RAM students graduate with a distinctive record of accomplishment. The RAM Program is located in the Lower Level of Greenley Hall.

Office Hours: Monday through Fridays, 9am to 5pm
Website: www.farmingdale.edu/ram-program
Email: ramprogram@farmingdale.edu
Tel: 934-420-5403

HONORS PROGRAM

Farmingdale State College will welcome in the inaugural cohort of students to the Honors Program in the Fall 2022.

Deeply rooted in our mission as one of SUNY's premier technological colleges focused on applied learning, the Honors Program affords students a dynamic and vibrant academic experience epitomized by a shared commitment to excellence. The Honors Program combines academic rigor in and out of the classroom, connection to community on and off campus, and access to prestigious scholarships, fellowships, and undergraduate research opportunities into one program spanning the course of a student's college career. Limited to just 20 accepted students per year, the cohort model provides students with opportunities to work intimately with faculty and advisors to build critical thinking and technological competencies necessary to investigate society's greatest challenges from a discipline-specific perspective.

The Honors Program at Farmingdale State College (FSC) creates a unique educational experience through a community of scholars, immersed in critical thinking, experiential learning, and interpersonal expression. It at once values excellence, innovation, fellowship, and community engagement at all levels of society. Through the highest standards of academic integrity, ethical leadership, and commitment to diversity and inclusion, the Honors Program allows our students to develop the tools necessary to not only critique, but also generate solutions to systemic problems as we prepare tomorrow's leaders. In so doing, the Honors program will benefit and uplift the entire FSC community.

The FSC Honors Program Mission

The Honors Program at FSC aims at enriching the most talented, determined, and inquisitive undergraduate students by providing an environment of intellectual challenges, inspiring independent thinking, and promoting self-discovery. The Honors Program offers students a dynamic community of faculty and students exemplifying a shared commitment to academic excellence. This program provides specialized and targeted coursework, laboratories, field experiences, and research in a curriculum designed to meet students' needs and thirst for knowledge. The result is a transformative experience that promotes FSC's commitment to student-centered learning and inclusiveness which prepares graduates to be exemplary citizens equipped to excel in a competitive, diverse, and technologically dynamic society.

For more information on the Honors Program and its requirements, please visit: <https://www.farmingdale.edu/provost/honors-program/>.

EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program (EOP) is an academic and financial aid program that provides admission and ongoing support to eligible disadvantaged students who demonstrate the potential to succeed in college. The EOP provides students with academic and career counseling; advocacy; and referrals when appropriate. Eligible students also receive an EOP grant added to their financial package. Students are also provided with various academic support services including tutoring and skill building workshops. All incoming EOP freshman will participate in a mandatory residential summer orientation program designed to strengthen skills and aid in their transition to college. EOP is located in Knapp Hall, Suite 115.

TRIO STUDENT SUPPORT SERVICES (SSS)

TRiO SSS is a federally funded support services program designed to support the academic success of a select group of students who meet at least one of the following criteria:

- First-generation (neither parent/guardian has earned a four-year baccalaureate degree)
- Low income (as determined by federal TRiO guidelines)
- Have a documented disability

Services provided to chosen participants include a free residential Summer Bridge Orientation Program for incoming first-year students, a specialized two-semester First-Year Experience course, career exploration and planning (including graduate school preparation), academic advising, financial counseling, referrals to tutoring services, opportunities for undergraduate research or internships, cultural activities, and mentoring. Applications can be completed online at <https://www.farmingdale.edu/asap/trio/>. TRiO is located in Laffin Hall, Room 112. Tel: 934-794-6152

PRE-HEALTH PROFESSIONS ADVISEMENT

Pre-Health Professions Advisement (PHPA) offers guidance to students preparing for admission to professional schools of medicine (M.D. and D.O.), dentistry, veterinary medicine, physician assistant, chiropractic, pharmacy, optometry, podiatry, physical therapy as well as all allied health disciplines.

The office assists in setting up a timeline to application and identifying requirements for application and admission to graduate health programs. Advisement will also include recommended and required courses, letters of recommendation, assistance with personal statement writing, career counseling, interview preparation, and assistance with test preparation services.

Matriculated students in any undergraduate curriculum, students enrolled in the post-baccalaureate certificate in Sciences for the Health Professions and alumni, may seek advisement by the office. All students must consult with their department advisor regarding their curriculum and/or degree requirements prior to meeting with the PHPA office. For more information, please visit the website www.farmingdale.edu/prehealth or call (934) 420-2530. The office of PHPA is located in Hale Hall Room 114.

THE CENTER FOR ACADEMIC SUCCESS & TUTORING

The Center for Academic Success & Tutoring is committed to ensuring student success by delivering high-quality tutoring and academic support services. The Center provides several support services to currently registered Farmingdale State College students for courses in which they are currently enrolled, free of charge. These services include face-to-face tutoring, online/remote tutoring, academic success workshops, and academic coaching. Face-to-face tutoring sessions are conducted on an appointment basis in an individual or small group setting. Although tutoring is not available for every course or subject area, the Center typically facilitates tutoring in over 100 courses each semester. Online/remote tutoring is available in select courses through NetTutor and RamTutor. The Center is located in the Greenley Hall, Room 302.

For the latest information and hours of operation, please visit the Center website at www.farmingdale.edu/tutoring

THE MATH LEARNING CENTER

The Nancy C. Thomson Mathematics Learning Center (Whitman 181, 934-420-2217) provides assistance for Farmingdale students who are experiencing difficulties in mathematics courses or in the math required for other disciplines. Tutoring is available at no charge when classes are in session. Hours vary by semester and are posted online and outside the Center.

The Math Learning Center is currently offering in-person tutoring on a walk-in basis, and online/remote tutoring on an appointment basis. For the latest information and hours of operation, please visit the Math Center website at www.farmingdale.edu/math-center

THE WRITING CENTER

The Writing Center is a free service for registered students currently enrolled in courses. Peer and professional tutors work with students in a friendly, supportive atmosphere. Our services include individual tutoring both online and on-campus, support for multilingual learners, and asynchronous feedback (WC-PRO) along with events and workshops throughout the academic year.

Our goal is to help students become confident in expressing their own ideas. Whether you are just getting started or want to go from a B+ to an A on a final draft, we assist you at any stage, from thought to page, and welcome all writing projects. The Writing Center is located in the Greenley Hall, Room 318.

For the latest information and hours of operation, please visit the Writing Center website at www.farmingdale.edu/writing-center

VETERAN SERVICES

The Office of Veterans Services is located in Roosevelt Hall, Rm 109. It has been established to assist veterans and/or their eligible dependents. The Office of Veterans Services coordinates all interaction between the student veteran and the college. Help is offered in areas from admissions and registration to student accounts and course advisement. Acting as a liaison and advocate for the student veteran is of paramount importance in ensuring that the veteran remains at Farmingdale until they receive their degree. The office is also the primary entity behind the Farmingdale chapter of Student Veterans of America and the on campus American Legion Post. Both the club and the Post focus on social interaction between veterans and non-veterans alike as well as running fund raisers for various veterans related charities in the region and nationwide.

All applications for VA benefits must be filed through the VA's website at www.gibill.va.gov. Those eligible to receive benefits must remain in good academic standing and comply with the academic standards for New York State programs. Military coursework may be eligible for college credit. Veterans should contact the transfer credit coordinator at 934-420-2643 to determine eligibility.

Upon admission to the College, veterans should contact the Director of Veterans Services to determine how to apply for the GI Bill® and related benefits. Once eligibility has been determined by the Department of VA Education, veterans should contact the School Certifying Officials in the Registrar's Office (934-420-2776). Veteran students utilizing VA Educational Benefits (CH 33, 31, 30, 1606, 1607, 35) will receive priority registration for all terms. Any changes in the status of the student must be reported to the Veterans Administration within thirty days. In compliance with this requirement, Farmingdale State College monitors the academic progress of all student veterans. For questions regarding VA benefit certification, please contact the School Certifying Officials in the Registrar's Office. Further information may be obtained by calling 934-420-2776.

In accordance with Title 38 US Code 3679 subsection (e), FSC adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

STUDY ABROAD OFFICE (SAO)

The Study Abroad Office supports the college's commitment to student-centered learning and inclusiveness that prepares graduates to be exemplary global citizens equipped to excel in a competitive, diverse, and technologically dynamic society. We accomplish this by offering transformative educational opportunities abroad and creating an environment of global learning on campus. Students who study abroad gain confidence, self-awareness, and global perspectives they can rely upon to forge their path into the future.

The SAO advises and prepares students for semester-long or short-term summer or winter study abroad opportunities. Students may choose from hundreds of programs offered throughout the world by Farmingdale State College and other SUNY campuses. Highlights include immersive overseas programs led in the summer and winter by FSC professors (Faculty-Led Programs). For additional information, please visit the [Study Abroad Office](#) (Greenley Library, Room 38G), or write to us at studyabroad@farmingdale.edu

FINANCES: TUITION & FEES

TUITION & FEES

As of the publication of the catalog, tuition and fee amounts are the 2024/25 rates.*

Advance Deposits	
Tuition	\$100.00
Room	\$50.00

Tuition

In the Fall and Spring terms, students taking 12 or more credits are considered full-time and pay the full-time flat rate. There is no full-time plateau for 12 or more credits in Intercession or Summer.

Undergraduate Tuition- NYS Resident	
Full-Time	\$3,535.00/semester
Part-Time	\$295.00/credit hour

Undergraduate Tuition- Non NYS Resident	
Full-Time	\$8,490.00/semester
Part-Time	\$708.00/credit hour

Undergraduate Tuition - Non NYS Resident - Online Program	
Full-Time	\$4,240.00/semester
Part-Time	\$353.00/credit hour

Graduate Tuition- NYS Resident	
Full-Time	\$5,655.00/semester
Part-Time	\$471.00/credit hour

Graduate Tuition- Non NYS Resident	
Full-Time	\$11,550.00/semester
Part-Time	\$963.00/credit hour

For additional information on graduate tuition and fees please see the Graduate Program Information section of this catalog.

Room and Board

Residence Hall	
Single Room	\$5107.00/semester
Double Room	\$4,551.00/semester
Residence Hall Damage Deposit	\$100.00/academic year
Common Area Damage Deposit	\$75.00/academic year
Board	
All Access Plan	\$2,912.00/semester
All Access VIP Plan	\$3037.00/semester
Weekly 14 Plan	\$2912.00/semester

Resident students living on campus are required to be on the All Access or All Access VIP meal plan. By default, all students are placed on the All

Access plan, and the charge will automatically be added to the student's bill. Students may upgrade to the All Access VIP meal plan. Both meal plans offer unlimited meals in POPs residential dining hall. The All Access plan offers \$150 declining balance and the All Access VIP plan offers \$200 declining balance. The All Access VIP meal plan includes four meal exchanges (ME), per week (1 per day), in the Campus Center Market.

The Weekly 14 meal plan offers resident students 14 meals per week, to be used at their discretion from Sunday to Saturday. This design enables students to use the 14 meals at their own pace. Each Sunday the meal plan "resets" with 14 meals set for the week. This plan also includes \$300 declining balance dollars and 4 meal exchanges (ME) per week (1 per day). Unused meals from one week will not carry forward to the next week.

Unused meals will not roll over from semester to semester. Declining balance dollars will roll over from the fall semester to the spring semester. However, they will not roll over from academic year to academic year and will expire at the end of the spring semester.

For those students with conflicts in class and/or work schedules or any other concerns or questions, please see the Food Service Director. It is the student's responsibility to activate and validate their meal plan card with Campus Dining. The student is also responsible to notify the Residence Life Office or the manager of Campus Dining immediately should there be any problems using their meal plan card or obtaining access to the campus dining facilities. Visit [Dining Services](#) and the Resident Student Handbook for more information.

Registration Fees

College Fee	
Full-Time	\$25.00/semester
Part-Time	\$1.70/credit

Other Registration Charges

Student Activity Fee	
Full-Time	\$100.00/semester
Part-Time	\$8.00/credit hour
Health Service Fee	
Full-Time	\$172.00/semester
Part-Time	\$14.30/credit hour
NOTE: Please be aware that this is not health insurance	
Intercollegiate Athletic Fee	
Full-Time	\$215.00/semester
Part-Time	\$17.90/credit hour
Recreation Fee	
Full-Time	\$10.00/semester
Part-Time	\$0.80/credit hour
Technology Fee	
Full-Time	\$222.00/semester
Part-Time	\$18.50/credit hour
Transportation Fee	
Full-Time	\$24.00/semester
Part-Time	\$2.00/credit hour
Transcript Fee	

Semester	\$10.00/semester
Program Specific Fees	
Flight Fees	\$9,000.00/semester
Special Course Fees	For the specific courses, please go to Lab/Course and First Day/ Inclusive Access Fee Information
First Day/Inclusive Access Fee	For the specific courses, please go to Lab/Course and First Day/ Inclusive Access Fee Information

In some curricula and/or courses additional costs to the student may be assessed. Refer to FEES section for details.

Credit by Evaluation	
Per Credit	\$40.00/per credit
If services of a consultant are required, a fee of \$60.00 is charged.	

International Student Insurance	
Fall	\$1,066.67
Spring	\$1,052.73
Spring/Summer	\$1,478.01

Other Registration Charges	
Payment Plan Set-Up Fee	\$25.00
Late Registration Fee	\$30.00
Late Payment Fee	Up to \$50.00 per occurrence depending on liability
Program Change (Drop/Add Fee)	\$20.00

Fines and Fees	
ID Card Replacement	\$25.00
Return Check Charge	\$20.00
Alumni Fee (optional)	\$50.00 lifetime membership
Vehicle Parking Permit (per vehicle)	\$30.00/academic year
Parking Citation	\$35.00/violation
Parking Citation (Handicapped)	\$150.00/violation
Parking Citation Late Fee	\$15.00/after 20 days unpaid
Impound Vehicle Storage Fee	\$10.00/day
Boot Fee	\$35.00
Temporary Parking Permit Fee	\$2.00/day

**Please note that tuition and fees are subject to change without notice by action of Farmingdale State College and/or SUNY Board of Trustees.*

Total Estimated Budget

Estimated expenses per academic year:

	NYS Resident	Non-NYS Resident
Tuition	\$7,070.00	\$16,980.00
Fees	\$1,556.00	\$1,556.00
SUBTOTAL	\$8,626.00	\$18,536.00
Room and Board (if applicable)	\$15,276.00	\$15,276.00
GRAND TOTAL	\$23,902.00	\$33,812.00

Note: Students should anticipate additional costs for books, supplies, transportation and personal expenses.

Payment of Tuition and Other Charges

Statements are sent electronically and are available to students and their authorized users to view online in the student's [Student Account Payment/ Billing Center](#). The billing statement indicates the payment due date for that particular semester. Students may complete the payment process online, by mail or in person in the Student Accounts Office. Additional information is available on the Student Accounts web site. Students who fail to settle their accounts by the payment due date will be subject to a late payment/ administrative fee of up to \$50 depending on their liability. The College also reserves the right to assess additional late payment fees, up to a maximum of 4 per semester, inclusive of any assessment made for failure to settle an account.

Please be aware that once a student has registered for classes, the student has incurred a financial liability for the cost of these courses. That liability may be canceled or reduced by subsequent actions taken by the student (withdrawal during the published refund schedule). Reduction of tuition and fee liability is made according to SUNY Board of Trustees policies. In order to be eligible to receive a reduction of tuition and fee liability for the semester, students must follow the official drop or withdrawal deadlines. Financial liability to the college will be determined by the refund schedule applicable at the time the drop or withdrawal process takes place. Failure to submit payment, stopping payment on a check, or not attending class(es) does not classify as an official withdrawal and does not absolve the student of their financial obligation or entitle the student to a refund. The college will not automatically cancel the schedules of students whose bill is in an unpaid status by the payment deadline, or for non-attendance and any liability will not be waived. Please refer to the Refund Policy section for further details.

The College recognizes that there may be instances such as medical circumstances, serious family situations, deaths and other similar severe events that may prevent a student from attending class(es) for the remainder of the semester for which they are currently enrolled. These serious circumstances may require that the student withdraw from their class(es) and request a refund that is beyond the normal refund schedule and policy. Students should be aware that they have the right to submit such an appeal to the Extenuating Circumstances Committee. The procedure for filing this appeal is detailed under the section Academic Information within this catalog.

Students should be aware that the State University of New York policy requires the College to take the following action for students who fail to meet their financial obligations:

1. Deny future registrations
2. Cancel current registrations
3. Withhold grade reports
4. Withhold diplomas

Where payment of tuition and other charges is not made, the student's account is subject to collection actions, including the referral to the Office of the New York State Attorney General.

Tuition Payment Plan

There is a payment plan available for students who wish to spread their payments over an extended period of time. For further details, please refer to the [Student Accounts](#).

Advance Deposits

An Advance Tuition Deposit of \$100 is required according to instructions conveyed in the student's letter of acceptance. This Advance Deposit is applicable towards tuition due at registration. A Room Deposit of \$50 is required of any student who wishes to apply for a room on campus. This fee, which is applicable to the room charge, is due at the time the student submits their Housing Application for college housing.

Tuition

Undergraduate

Residents of New York State are assessed \$7,070 per year as a full time student. Non-residents of New York State are assessed \$16,980 per year as a full time student. The per credit rates for residents and non-residents are \$295 and \$708 respectively.

The non-NYS online tuition rate will be charged to students taking courses in **exclusively online academic programs** that have been previously approved by the Provost's Office and registered by the New York State Education Department. These programs are in distance education format, consistent with the student's intention to take courses exclusively online at the time of application and matriculation toward the degree. Students who are non-residents whose intent is to be on campus learning, but may be studying remotely, will be charged the non-NYS rate. Non-NYS resident students who do not have a permanent or local presence in NYS may be eligible for the online out of state rate, which is 1.2 times the NYS resident rate specific to their program.

Graduate

Residents of New York State are assessed \$11,310 per year as a full time student. Non-residents of New York State are assessed \$23,100 per year as a full time student. The per credit rates for residents and non-residents are \$471 and \$963 respectively.

Tuition rates quoted above are the 2024/25 rates, and students should be aware that tuition and fees are subject to change without notice by action of the Farmingdale State College and/or SUNY Board of Trustees.

Fees

College Fee*

The College Fee is charged to all SUNY students and is utilized to supplement campus operations by providing additional funds to support the academic mission of the College.

Student Activity Fee*

As stated in the policy of the Board of Trustees, this fee supports student activities, programs, and events sponsored by the Student Government Association. These programs enhance the student experience and promote a quality of campus life that supports student academic success and personal development.

Intercollegiate Athletic Fee*

The purpose of the Farmingdale Intercollegiate Athletic Program is to support and expand the total educational experience offered by the College. The program, available for men and women, offers student-athletes a wide variety of opportunities for participation. Intercollegiate Athletics at Farmingdale function within guidelines established by the Board of Trustees of the State University of New York.

Farmingdale is a Division III member of the NCAA, and competes as members of the Skyline, ECAC, CTC Conferences and NJAC Conference (for track only).

Health Service Fee*

A Health Service Fee is required of all students by New York State Law. Revenue from the student Health Service Fee is directed to health, counseling, prevention services and related programming. At Farmingdale, the fee supports the operation of the Health and Wellness Center and Campus Mental Health Services. Students must have a completed Health

Report and Physician's Certificate on file to be eligible for all services except emergency care. *This is not health insurance.*

Recreation Fee*

A Recreation Fee has been implemented to support the Campus Recreation Department for the purpose of providing students, faculty and staff a wide variety of recreational activities. These activities include but are not limited to; Intramural Sports Leagues and Tournaments, Fitness and Group Exercise Classes, Outdoor Pursuits (Hiking, Biking, Skiing) and Professional Sporting Events. The Recreation Fee will also allow students to access the weight room in Roosevelt free of charge.

Technology Fee*

A Technology Fee is assessed to FSC students in order to build, maintain, and support an information technology infrastructure that is necessary to provide a high-quality learning environment. The fee supports the increased use of computing and communication technology in the deliverance of academic course offerings and administrative services available to all students. It is utilized to support broad-based campus projects which have a positive impact upon technology services and support for use by all students. Examples include: technological advances in classrooms, laboratories and enhanced learning spaces, library automation, student services automation, remote network access, and public computing sites.

Transportation Fee*

Transportation fees support the operation and maintenance of student transportation services on campus, and/or between the campus and the surrounding community.

Transcript Fee*

This fee is assessed on a per semester basis to all students to cover the cost of printing and mailing transcripts on the student's behalf to other institutions.

** These mandatory fees are included in the Comprehensive Fee. For additional information regarding the fees, see the [Broad-Based Fee Details](#) and the [College's Fee Waiver Policy](#).*

Flight Fee

Students enrolled in the Professional Pilot Program are assessed a \$9,000 per semester fee to cover the cost of flight instruction. Students outside of the Professional Pilot Program who elect to flight train at Farmingdale State College are also assessed this fee.

Course/Lab Fees

[SUNY fee policy 7804](#) allows campuses to charge course related fees for academic offerings that entail extraordinary costs and/or result in a tangible end product for students. Accordingly, the College is charging course/lab fees in certain curricula - for the specific courses, please go to [Lab/Course and First Day/Inclusive Access Fee Information](#).

First Day®/Inclusive Access Fees

The College is charging a First Day®/Inclusive Access Fee in certain courses that utilize digital course materials. An Inclusive Access Fee is assessed to all students registered for these courses. Students may opt-out of this fee and purchase the course materials separately. Opt-out requests must be received prior to the deadline. For the specific courses, please go to [Lab/Course and First Day/Inclusive Access Fee Information](#).

Payment Plan Set-Up Fee

There is a \$25 non-refundable set-up fee due upon enrolling in a semester payment plan.

Late Payment/Administrative Fee

A late payment/administrative fee of up to \$50 will be assessed to all students who do not submit payment for their balance due to the College.

Late Registration Fee

A late registration fee of \$30 may be assessed if students do not register before the prescribed deadline.

Drop/Add Fee

A Drop/Add fee of \$20 per session may be assessed for all adjustments occurring after the established cut-off date for these transactions.

Non-Matriculated Application Fee

A fee of \$50 will be assessed for all non-matriculated undergraduate and graduate applicants at time of application.

Vehicle Registration Fee

The Vehicle Registration Fee of \$30 covers the cost of the sticker for parking privileges on the campus for the entire academic year.

Parking Fines

Parking fines of \$35 will be assessed to all vehicles parked illegally, as defined by Campus Traffic regulations. Additionally, a fine of \$150 will be assessed to vehicles parked illegally in designated handicapped spaces.

Students may obtain parking permits and pay parking fines online utilizing their oasis pin by going to the [Campus Police Parking Portal](#) on the Farmingdale State College website.

Identification Card Replacement Fee

An Identification Card Replacement Fee must be paid by all faculty, staff, and students to cover the cost of the material and labor when replacement of an ID card is requested.

Returned Check Charge

A Returned Check Service Charge is assessed against the student when a check is returned unpaid by the bank against which it is drawn. In addition, a late payment fee may be assessed to the account at the same time. The College will not accept any more personal checks from a student who has had a check returned against his or her account. All liabilities will have to be paid by cash, certified or bank check or credit card.

Resident Students

Room Charges

Room charges cover the cost of a room on a seven-day-a-week basis. All pertinent information on the subject is provided in the Residence License and "The Residence Life Handbook."

Board Charges

The College requires that all students residing in residence hall facilities on campus purchase a meal plan. All resident students are automatically enrolled in the Week 19 plan.

In addition, a meal plan may be purchased on an optional basis by commuter students. Additional information is available at [CampusDish](#) and [Campus Dining](#) on the Farmingdale State College website.

Residence Hall and Common Area Damage Deposit

A Residence Hall and common area Damage Deposit is required from all resident students. If no assessments are made against the student's deposit, the deposit will be refunded in full at the end of the academic year. This deposit is payable at the time of registration.

Insurance

International Students

Students from countries other than the United States are required to be covered by the SUNY International Student and Scholar Health Insurance Program, and will have the charge added to their bill. Learn more by visiting [United Healthcare Student Resources](#).

Please note that tuition and fees are subject to change without notice by action of Farmingdale College Council and/or SUNY Board of Trustees.

Bankmobile and the Refund Process

Farmingdale State College delivers your refund with BankMobile Disbursements, a technology solution, powered by BMTX, Inc. BankMobile Disbursements will mail and email information on how to select your refund preference. For more information visit [BankMobile Disbursements](#).

Registered matriculated students will be sent a Refund Selection Kit from BankMobile Disbursements. Follow the steps to choose your refund preference. As soon as you have selected your refund preference, any refund processed will be delivered based on the method you have selected.

Please select your refund preference as soon as you receive your Refund Selection Kit. Remember, even if you are not currently expecting a refund from Farmingdale State, a refund may be due you in the future.

Refund Policy

In order to be eligible to receive a reduction of tuition and fee liability for the semester, students must follow the official drop or withdrawal deadlines. Failure to submit payment, stopping payment on a check, or not attending class(es) does not classify as an official withdrawal and does

not absolve students of their financial obligation or entitle the student to a refund. The College will not be canceling the schedules of students whose bill is in an unpaid status by the payment deadline or for non-attendance.

Financial liability to the College will be determined by the refund schedule applicable at the time the drop or withdrawal process takes place.

Refund Policy for Canceled Courses

The College takes responsibility to see that any student who is enrolled in a course that is subsequently canceled by the College will receive a full refund of all appropriate tuition and fees.

Refund Policy Before Classes Begin

Students who elect to cancel their schedule through the last business day before classes begin must drop their classes online or by emailing a notification to the [Registrar's Office](#). The College will process a refund for all appropriate tuition and fees.

Refund Policy After Classes Begin

If students decide to withdraw from a course or from the College, they must do so by completing the necessary withdrawal forms. Please contact the [Registrar's Office](#) for instructions.

For further information on the withdrawal procedure, refer to either "WITHDRAWAL FROM A COURSE" or "WITHDRAWAL FROM THE COLLEGE" sections in the catalog.

The refund schedule for the individual fees is as follows:

Tuition Refunds

<i>Fall and Spring Semester</i>	
First Week	100%
Second Week	70%
Third Week	50%
Fourth Week	30%
Fifth Week	0% refund
<i>Single Summer Session</i>	
First Week	100%
Second Week	25%
Third Week	0% refund

For refund purposes, the first week of classes shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed. The first day of classes as scheduled by the campus shall be deemed to be the first day that any classes are offered.

The College runs several courses that do not fall into the normal 15-week semester. The refund schedule for these courses is published separately.

See the refund schedules visit [Student Accounts - Refunds & Adjustments](#).

Refund schedules are subject to change by official action of the State University of New York.

Refund Policy for Dismissals

Any student who is expelled or suspended from school by the President of the College or his designee, or the Dean of Students, will not be eligible to receive tuition or any other refund.

Tuition and Fee Refund Policy for Military Service

There shall be no tuition or fee liability established for a student who withdraws to enter military service prior to the end of an academic term for those courses in which the student does not receive academic credit.

Note: The term "military service" means full-time active duty in the Army, Navy (including Marine Corps), Air Force, Coast Guard of the United States, or qualifying National Guard duty during a war, other military operation, or national emergency as defined in Section 5 of the Higher Education Relief

Opportunities for Students (HEROES) Act (Public Law 108-76).

Enlistment under a delayed enlistment plan does not constitute “full-time duty” until the student is required to leave school on the effective date of active duty as stated in the student’s orders.

A student who is a member of a National Guard, Army, Navy or Air Force Reserve unit that is not called up for duty as defined above, is entitled to a refund only, if in the judgment of the appropriate campus officer, the student is unable to attend classes due to hardship beyond the student’s control and the student has made bona fide efforts to permit continued class attendance. Documentation of membership on active duty in the military service shall be provided to and retained by the campus. In the event that a refund is granted to a student in National Guard or reserve status, documentation of the reasons for such action shall be in writing and retained by the campus.

Military personnel withdrawing from any program or term because of changes of assignment beyond their control and upon proper certification of such change from a base education service officer or other appropriate military official shall be deemed to have incurred no liability for tuition and fees due from the student, as opposed to tuition and fees paid by the federal government on the student’s behalf (to which federal regulations on return of such funds apply).

College Fee

The College Fee is refundable at 100% only through the first week of classes, except for the following: military service, request of the Chief Administrative Officer, and canceled course. Exceptions to these limitations will be granted only under extenuating circumstances and must be documented.

Student Activity Fee, Health Service Fee, Intercollegiate Athletic Fee, Technology Fee, Recreation Fee, Transportation Fee

These six fees are refunded according to the same schedule as tuition charges.

Transcript Fee

The transcript fee is refundable at 100% only through the first week of classes.

Lab/Course and First Day®/Inclusive Access Fees

These fees are refundable at 100% only through the first week of classes.

Room and Board

Residence hall and meal plan fees are refundable on a prorated basis according to the following schedule, providing that the student follows the check-out procedure through Residence Life.

<i>Time Frame</i>	<i>Liability</i>	<i>Refund</i>
First Week	10%	90%
Second Week	25%	75%
Third Week	50%	50%
Fourth Week	75%	25%

Any student who has been accorded due process and has been dismissed from the residence halls for disciplinary reasons will receive neither full nor partial refund of room, board or fee payments.

If any student self-initiates withdrawal from the resident halls subsequent to the refund period, the student may retain the board meal plan to which they originally subscribed. There is no conversion option.

Any resident student has the opportunity to upgrade their meal plan during the first two weeks of the fall and/or spring semester. First, go to the Student Accounts office in Laffin Hall. Then, go to the Dining Services office in Campus Center to update your account.

Room and Board Refunds for Military Service

Students who withdraw from the residence halls to enter military service (following the same criteria as defined in “Tuition and Fee Refund Policy for Military Service” above) prior to the end of the academic term will have their room and board charges prorated according to the week that the student officially withdraws from the residence halls. The fall and spring terms operate under a fifteen week semester, which shall be the denominator for the refund equation. For example, a student withdrawing to enter military service during the 9th week of the semester would receive a refund of 40% (6 unused weeks out of the 15 week semester).

With respect to refunds for military service, this policy supersedes the room and board refund policy for normal withdrawals described above, which pertains to withdrawals from the first through the eighth week of the semester. Also, this policy is directed to adjusting a student’s charges for and the resultant

refund, and does not apply to any return of federal financial aid resulting from such transactions, to which federal regulations on return of such funds apply.

Advance Tuition Deposit

Requests for refund of the Advance Tuition Deposit should be directed in writing to the College’s Admissions Office on or before May 1 for the fall semester, and November 1 for the spring semester. Refund requests received after these dates will be honored only for one of the following reasons:

1. Failure on the part of the accepted applicant to fulfill all admissions conditions as stated in the student’s letter of acceptance.
2. Circumstances considered to be beyond the control of the applicant as judged by the Chief Administrative Officer of the College, or his designee, who is the Chief Fiscal Officer.
3. Advance Deposits received for acceptances which are issued after April 1 or November 1 will be refundable providing such requests are received within 30 days after notification of acceptance, and providing further that such notification is received before the first day of classes in the term for which the Advance Deposit was made.

Advance Room Deposit

The Advance Room Deposit will be refunded in full if either of the following two conditions are met:

1. If the application for refund is made by June 15 or within 30 days after notification of acceptance, whichever is later.
2. If the application for refund is made later than as stated above, the refund will be granted only if:
 - The student withdraws to enter military service.
 - The student withdraws due to conditions beyond their control as certified and approved by the Chief Administrative Officer of the College.

Advance Deposit Refunds that are not requested within this timetable will not be refunded and will be forfeited to the State of New York.

FINANCIAL AID

To determine a student's financial aid package, we subtract the calculated Family Contribution, as determined through the FAFSA, from the College's Cost of Attendance budget. The Cost of Attendance includes: Direct costs (Actual Tuition, Fees, and On Campus Resident charges); and Indirect costs (Books, Supplies, Transportation, Off Campus Room and Board allowance, Personal Expenses and others)

Examples of Cost of Attendance at Farmingdale State College Based upon 2024-2025 rates.

Full-Time NYS Resident Living Home with Parent(s)

Tuition and Fees	\$8,626
Books and Supplies.....	\$1,300
Room and Board	\$2,536
Transportation.....	\$1,850
Personal Expenses	\$1,300
Total.....	\$15,612

Full-Time NYS Resident Living On Campus

Tuition and Fees.....	\$8,626
Books and Supplies.....	\$1,300
Room and Board (average).....	\$15,716
Transportation.....	\$700
Personal Expenses	\$1,300
Total.....	\$27,642

The costs listed are for estimating only. Charges for tuition, fees, room and meal plan are re-evaluated each year and are subject to the New York State budget process. Applying for financial aid can seem to be a complicated and complex procedure. With correct information and assistance from the Financial Aid Office, the process can be simplified. The office is located in room 324, Laffin Hall.

Federal and state governments, businesses, industry, organizations and the University endeavor to provide students with a variety of scholarships, grants, loans and work programs. The Financial Aid package is a combination of grants, loans, employment and scholarships which will be used to meet a student's financial need. The mix of the package depends upon the student's need and the available funds.

The chances for each individual to receive financial aid depend on a wide variety of circumstances. Some of which include family income and size, assets and other variables. Since every case is unique, all students who are enrolled in a matriculated (degree granting) program are encouraged to file for financial assistance. Applications and information concerning various types of financial aid may be obtained from the Financial Aid Office, Room 324, Laffin Hall.

File the Free Application for Federal Student Aid (FAFSA) electronically at studentaid.gov. The federal code for Farmingdale State College is 002858.

If you are filing your FAFSA on the web and wish to sign it electronically, both the student and parent need to apply for a Federal Student Aid (FSA) ID, which will be an electronic signature for future transactions. You and your parent can apply for your individual FSA ID on the web at studentaid.gov. This ID can be used each year for re-filing your FAFSA application. The FAFSA Submission Summary which shows the result of a student's application for federal financial aid, will be sent to the student within 2 weeks of submission of the completed, signed FAFSA application. The Summary is used to determine the student's financial need for federal programs including Pell, Federal Work Study, Supplemental Educational Opportunity Grant, Perkins Loan and Stafford Loans. A FAFSA must be re-filed for each academic year that a student wishes to receive financial aid. The preferred filing deadline for continuing students at Farmingdale State College is April 1st.

Verification of Information

Many financial aid applicants will be required to verify the information that is reported on the FAFSA/Renewal FAFSA. Financial data such as income, taxes paid and non-financial data such as family size and dependency status will be verified. For this reason, it is extremely important that the figures you report when completing the FAFSA/Renewal FAFSA are accurate. If there are any discrepancies in the data that was submitted on the application, the aid originally awarded will be revised (either increased or decreased). If you are selected for verification you may need to submit IRS Tax Transcripts, or signed 1040 with all schedules, proof of untaxed income, W-2 statements for you, your spouse, and your parent(s), if dependent, and any requested Verification Worksheets. You should be aware that by not submitting the required documents, as requested, all aid is placed on hold, including loans. When you apply for Federal aid, you sign a certification agreeing to give proof of all the information you have on the form, if asked. As such, if you do not give the proof, you will not receive aid. If you withdraw from the college prior to completing verification you will be given additional time to supply the requested verification documents. If you do not submit the documentation, your aid will be cancelled.

FEDERAL GRANTS & LOANS

Federal Pell Grant

Eligibility: This is a federal grant for matriculated students (in a degree granting program) who meet the financial need guidelines of the program, are in good academic standing and are making satisfactory academic progress.

Amount per year: \$740 to \$7,395 (2024-2025) depending on the student's enrollment status and federal funding for this program.

Pell Recalculation Policy: Schools must recalculate Pell Grants based on the number of credits enrolled in at a prescribed Pell Recalculation Date. We will review enrollment at the end of the drop/add period of each Part of term (session) within a semester and including the Winter term as a Part of Term for the Spring semester. A Pell Grant may be reduced or increased based on changes in enrollment.

Federal Supplemental Educational Opportunity Grant (SEOG)

This is a federal grant that may be awarded to Pell eligible students in good academic standing.

Campus based amount per year: \$100 to \$2000. Priority is given to full-time students living in campus housing. If student is not enrolled full-time in courses that apply to their major, awards may be reduced or cancelled.

Eligibility: Awarded to students who have exceptional financial need and who are enrolled as matriculated students.

Awards are based on the FAFSA determination of need, the availability of funds, good academic standing, satisfactory progress towards a degree and filing the FAFSA each year by the Farmingdale State College filing deadline of April 1st.

Children of Fallen Heroes

Under this scholarship, beginning with the 2018-2019 award year, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. To qualify for this scholarship, a student must be Pell-eligible and have a Pell-eligible SAI and be less than 24 years of age or enrolled at an institution of higher education (full or part-time) at the time of his or her parent's or guardian's death. In subsequent award years, the student continues to be eligible for the scholarship, as long as the student has a Pell-eligible SAI and continues to be an eligible student.

The child of a parent or guardian who died in the line of duty while (a) serving on active duty as a member of the Armed Forces on or after September 11, 2001; or (b) actively serving as and performing the duties of a public safety officer; and Less than 33 years old as of the January 1 prior to the award year for which the applicant is applying (e.g., for the 2025-26 award year, a student must be less than 33 years old as of January 1, 2025, to be eligible).

Federal Direct Loan Program – Direct Subsidized and Direct Unsubsidized

Eligibility: This loan program enables students to borrow funds directly from the federal government to help pay educational costs. Students must file the FAFSA in order to establish eligibility for the Federal Direct Loan Program. Students must be registered at least half-time in a matriculated program, be in good academic standing, and be maintaining satisfactory progress towards a degree in order to borrow a loan. If a student is offered and accepts a Federal Direct Subsidized and/or a Federal Direct Unsubsidized loan, Entrance Counseling and an electronic Master Promissory Note (e-MPN) must both be completed online at www.studentaid.gov before any funds can be issued to the College on the student's behalf. A loan may never exceed the cost of education minus other financial aid received. Loan proceeds are not disbursed until at least 30 days after the first day of classes.

Eligibility for the Federal Direct Subsidized loan program is based on financial need as determined by the FAFSA. The federal government will subsidize the loan by paying the interest on the loan while the student is enrolled at least half-time in a matriculated program. Interest will begin to accrue on the loan after the student ceases to be enrolled at least half-time or ceases to be enrolled in a matriculated program; repayment of the loan principle begins six months after that date. For the 2024-25 academic year, the interest rate upon repayment is currently 6.53% and fixed. There is a 1.057% origination fee.

The Federal Direct Unsubsidized loan is available to all students enrolled at least half-time, regardless of financial need as determined by the FAFSA. Interest will accrue on the loan while the student is enrolled in classes. The student may choose to pay the interest while in school, or defer the interest until repayment of the loan principle begins. For the 2024-25 academic year, the interest rate on the Federal Direct Unsubsidized loan is currently 6.53% and fixed. There is a 1.057% origination fee.

A student who is a freshman (0-29.99 credits earned) dependent student may borrow up to \$5,500 for the academic year, and an independent student may borrow up to \$9,500 (the Federal Direct Subsidized loan may not exceed \$3,500). A sophomore (30-59.99 credits earned) dependent student may borrow up to \$6,500 for the academic year, and an independent student may borrow up to \$10,500 (Federal Direct Subsidized loan may not exceed \$4,500). Students enrolled in Bachelor degree programs who have earned 60+ credits may borrow up to \$7,500 as a dependent student and \$12,500 as an independent student (Federal Direct Subsidized loan may not exceed \$5,500). A student in an Associate Degree program may not exceed the sophomore loan limit. Certificate students should refer to the office of Financial Aid for information on their annual loan limits.

Repayment of the Federal Direct loans begin six months after a student graduates, leaves the College, or falls below half-time status. It is therefore mandatory for all students who have borrowed Federal Direct loans to complete Exit Counseling online at the U.S. Department of Education's website (<https://studentaid.gov/h/manage-loans>) This will provide information on the Federal Direct Loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all loans.

Typically, loans may be repaid over the course of ten years. The monthly payment will depend upon the total amount borrowed, interest rate assessed, fees calculated, and repayment period for each different loan.

The Federal Direct Parent Loan (PLUS) enables either a biological, adoptive, or step-parent of a dependent student to borrow a loan up to the cost of education, less financial aid, to meet the costs of education. While the PLUS loan is not based on financial need, the student must file a FAFSA to be eligible. The parent must apply for the Federal Direct PLUS loan online at www.studentaid.gov, must pass a credit check, and must complete an e-MPN. The Federal Direct PLUS loan will accrue interest at 9.08% for the 2024-25 academic year. There is currently a 4.228% origination fee. The repayment period for a Direct PLUS Loan begins at the time the PLUS loan is fully issued to the College, and the first payment is due within 60 days after the final disbursement. However, the parent can contact the loan servicer to make arrangements to defer repayment of Federal Direct PLUS if approved. If the parent does not get approved for a Federal Direct PLUS loan, the student may request to borrow additional Federal Direct Unsubsidized Loan funds and should contact the Office of Financial Aid for further details.

Important Information for First-Time Direct Loan Borrowers

Effective July 1, 2013, new Direct loan borrowers will no longer be eligible for the subsidized portion of the Student Loan program if he or she exceeds 150% of the published timeframe to complete a degree or certificate program.

For example, if you are enrolled in a four-year bachelor's degree program, the maximum eligibility period that you can receive Direct Subsidized Loans is six years (150% of 4 years = 6 years). If you are enrolled in a two-year associate degree program or a two-year certificate program, the maximum period that you can receive Direct Subsidized Loans is three years (150% of 2 years = 3 years). Finally, if you are enrolled in a one-year certificate program, the maximum period that you can receive Direct Subsidized Loans (150% of 1 year = 1.5 years).

In addition, if the borrower has reached the 150% percent limitation, the interest subsidy ends for all Federal Subsidized Loans disbursed to the borrower on or after July 1, 2013.

Federal Work Study Program

This program provides part-time jobs on campus and at select off campus community service locations

Campus based amount per year: up to \$2,000.

Eligibility: Open to all matriculated students who have established financial need and who are in good academic standing and maintaining satisfactory progress toward their degree. The amount of Federal Work Study (FWS) a student is awarded is determined by their need. The maximum award for the year is \$2,000. A student may work a maximum of 20 hours per week while school is in session. If the student is awarded FWS he or she must return to the financial aid office for placement and to complete their employment forms. FWS is disbursed to the student via bi-weekly payroll.

Students must accept award on OASIS by October 15th for the Fall term and February 15th for a Spring term award only or WITHIN 30 days of original offer, whichever is later. Due to availability of funds, the offer may be cancelled after it expires.

STATE AID PROGRAMS

Complete information regarding all scholarships and grant programs from New York State is available at www.hesc.ny.gov

High School Diploma

To be eligible for State student financial assistance, Education Law section 661(4) states that a student first receiving aid in academic year 2006-07 and thereafter, the certificate of graduation must be from a recognized school providing secondary education within the United States. To be acceptable, the certificate of graduation or high school diploma must be from a secondary school that is recognized, authorized or approved by the state educational entity having jurisdiction. A student who has graduated from an out-of-state secondary school that is not recognized or authorized by the state where the school is located must choose one of the other options for establishing eligibility for financial aid. In New York State, only public high schools and registered nonpublic schools are permitted by Education Law to issue high school diplomas. Students who have completed their education at a nonpublic school that has elected not to register with the State Education Department must choose one of the other options for establishing their eligibility for student aid.

The institution must have on file one of the following acceptable demonstrations of meeting the high school graduation requirement:

- A high school diploma as indicated on an official, final high school transcript with graduation date posted; or
- A prior degree as indicated on an official transcript with degree date posted; or
- An official transcript showing 24 semester hour credits earned at an accredited institution in the appropriate distribution to qualify for a high school equivalency diploma pursuant to the Regulations of the Commissioner of Education (6 credits in English Language arts, 3 credits each in the Humanities, Natural Sciences, Mathematics, and Social Sciences, and 6 additional credits applicable to the student's program); or
- Appropriate documentation from the local school district of completion of high school requirements through home schooling; or
- A GED/TASC test score certificate showing passing scores.

Excelsior Scholarship and Excelsior Tuition Credit

Recipients of the Excelsior Scholarship may receive up to \$5,500 or actual tuition, whichever is less. The maximum Excelsior Scholarship will be reduced by the amount of certain other student financial aid awards which

an applicant has or will receive for the academic year including a New York State Tuition Assistance Program (TAP) award and/or federal Pell grant.

A supplemental Excelsior Tuition Credit award will be added to the Excelsior Scholarship if the tuition is not fully covered by the Excelsior Scholarship, TAP, Pell and all other grants and scholarships.

Tuition Assistance Program (TAP)

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to \$5,665. Because TAP is a grant, it does not have to be paid back.

TAP is primarily for full-time students enrolled in 12 semester credits.

Please Note: Only courses that apply to the student's current academic program can be included. The only exception is if the student is a graduating senior in their last term and the remaining required coursework totals less than 12 credits. We may then include additional coursework that brings them up to full-time for TAP eligibility.

Effective for the 2007-08 academic year and thereafter, TAP is available for students attending SUNY, CUNY and not-for-profit independent degree-granting colleges on a part-time basis. To be eligible for Part-time TAP you must have been a first-time freshman in the 2006-07 academic year or thereafter, have earned 12 credits or more in each of two consecutive semesters, and maintain a "C" average.

Amount per year: \$1,000 - \$5,665 (2024-2025 academic year.) Award amounts are determined each year by the New York State Legislature.

Eligibility: All matriculated students who are New York State residents and whose family New York State net taxable income is within allowable limits in the preceding tax year, are eligible for a TAP grant to attend a New York State institution. Students must file the FAFSA and the Express TAP Application (ETA). The ETA will be forwarded to the student by New York State Higher Education Services Corporation (HESC) after the FAFSA has been processed. The TAP codes for Farmingdale State College are 3025 for students in a program leading to an Associate Degree. The TAP code for students enrolled in a Bachelors Degree program is 6025. TAP awards are subject to the New York State budget process. TAP must be re-applied for each academic year. In addition to re-filing each academic year, continuing students must meet program pursuit and academic standards established by the State University of New York.

Part-Time Tuition Assistance Program (P-TAP)

The 2022-2023 budget eliminates the prior full-time enrollment requirement, thereby expanding the Part-time Tuition Assistance Program (TAP) to cover all otherwise TAP-eligible students enrolled in six or more credits at a SUNY, CUNY or not-for-profit independent college. Recognizing that many students need access to effective training courses to upskill in their current careers, the Enacted Budget also expands the Part-time Tuition Assistance Program to support part-time students in non-degree training programs at community colleges that directly lead to employment or advancement in a significant industry, as identified by the New York State Department of Labor's Statewide Significant Industries Report.

Aid for Part-time Study (APTS)

This program provides assistance for undergraduate students who are New York State residents, attending college part-time, in New York State. Part-time attendance is defined as between 3 to 11 credits.

Amount per year: Actual tuition charges or \$1,000 per semester, whichever is less.

Eligibility: The student must be a New York State resident, who is a matriculated student in good academic standing, attending a New York State school. If a student is married, without dependents, the New York State net taxable income may not exceed \$34,250. If the student was claimed or was eligible to be claimed as a tax dependent on the parent's income tax, or the student was eligible to claim his or her own tax dependents other than a spouse, the family's New York State net taxable income can be as high as \$50,550. Income limits are defined each year by the New York State legislature. Awards can not exceed tuition and are based on financial need as defined by APTS legislation. Applicants must file an APTS application, available at the financial aid office on or about July 15th, each year. APTS funding allocations are subject to the New York State budget process and may vary from year to year.

Educational Opportunity Program

This program provides grant assistance to students who meet the EOP academic and financial guidelines for admission to the college and are full-time, matriculated students. Amount per year varies based on the student's enrollment status, class year, and commuter or residential dorm status. EOP grant awards are subject to the New York State budget process.

SUNY Tuition Credit

SUNY Tuition Credit funds are meant to assist with meeting the SUNY tuition increases. Award amounts are based upon the amount of the student's TAP grant and are calculated by HESC (Higher Education Services Corporation) for TAP eligible students enrolled at a SUNY institution. Awards are also dependent upon passage of the annual NY State budget. All SUNY Tuition Credits are initially estimated and are subject to change.

State University Supplemental Tuition Award (SUSTA)

SUSTA is a state grant that is based on a full time student's TAP grant eligibility and financial need. Amount of awards can range between \$200 and \$500 per academic year.

OTHER NEW YORK STATE GRANTS, SCHOLARSHIPS AND AWARDS

Scholarships

THE DREAM.US Scholarship is the nation's largest scholarship program for undocumented immigrant youth. In 2021, TheDream.US partnered with Farmingdale State College to provide its undocumented students the opportunity to attend. TheDream.US has two types of scholarships; one for high school or GED graduates and another one for community college graduates. For more information, visit www.thedream.us

Flight 3407 Memorial Scholarship provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

The Flight 587 Memorial Scholarship guarantees access to a college education for the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.

The Military Enhanced Recognition Incentive and Tribute- Merit Scholarship, (also known as), The Military Service Recognition Scholarship provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. For study in New York State.

The NYS Math & Science Teaching Incentive Scholarship provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

The NYS Memorial Scholarship provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. For study in New York State.

Scholarships for Academic Excellence are awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. For up to five years of undergraduate study in New York State.

The NYS World Trade Center Memorial Scholarship program guarantees access to a college education to the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.

The NYS Science, Technology, Engineering and Mathematics (STEM) Incentive Program provides a full SUNY or CUNY tuition scholarship for the top 10 percent of students in each New York State high school if they pursue a STEM degree in an associates or bachelor degree program and agree to work in a STEM field in New York State for 5 years after graduation.

The New York State Young Farmers Loan Forgiveness Incentive Program is offered to encourage recent college graduates to pursue careers in farming in New York State. This program provides loan forgiveness awards to individuals who obtain an undergraduate degree from an approved New York State college or university and agree to operate a farm in New York State, on a full-time basis, for five years.

New York State Part-Time Scholarship (PTS) Award Scholarship Award provides scholarship awards to students who attend a SUNY or CUNY Community College part-time and maintain a 2.0 GPA. Students can receive \$1,500 per semester for up to 2 years.

NYS Child Welfare Worker Incentive Scholarship grants awards for child welfare workers employed at voluntary not-for-profit child welfare agencies licensed by the NYS Office of Children and Family Services (OCFS). Recipients must agree to live in NYS and work at a voluntary not-for-profit child welfare agency licensed by OCFS for 5 years after graduation, and can use the award to get an associate's, bachelor's or graduate degree for not more than 2 years, 4 years, and 2 years, respectively.

Awards

NYS Aid to Native Americans provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe. For study in New York State.

NYS Regents Awards for Children of Deceased and Disabled Veterans provides to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.

Segal AmeriCorps Education Award provides to New York State residents interested in high quality opportunities in community service.

Veterans Tuition Award provides awards for full or part-time study to Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

Note About Scholarships and Awards:

Scholarships and awards are available to all students, based on certain criteria, in both the associate and bachelor degree programs. To receive information on Farmingdale State College scholarship programs and External Scholarships, please go to <https://www.farmingdale.edu/scholarships/>. For private scholarship sources, please visit www.fastweb.com. If you have any questions or need assistance filling out a scholarship application, you may contact the Financial Aid office at 934- 420-2578.

5. In order to receive financial aid at Farmingdale State College a student may not be in default on a Perkins (formerly National Direct Student Loan) or Stafford Loan. The student can not receive aid if they owe a refund on a Pell or SEOG grant.
6. Federal and New York State legislation mandate that all students receiving financial aid meet institutional, New York State and federal standards of Satisfactory Academic Progress as defined qualitatively by Grade Point Average and quantitatively by Pace of Progression (percentage of all credits attempted that are earned within a maximum time frame) in order to continue to receive federal and/or state aid. Farmingdale State College's academic progress requirements are fully explained in the chapter of this catalog titled "Academic Information".
7. The academic progress of a student is reviewed each semester. For students who are receiving financial aid, a determination of continued eligibility is made. Students who no longer qualify for continued financial aid are notified by mail.
8. A student's enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, Higher Education Amendment programs.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

In order to continue to receive financial assistance in the subsequent semester and thereafter, a student must meet the academic standards on the following pages.

FINANCIAL AID POLICIES

1. The Financial Aid Office reserves the right to request additional information and/or documentation from the student or parent(s), before disbursing aid to the student's Farmingdale State College account.
2. Financial Aid is not available to international students who are studying at Farmingdale State College.
3. In order to receive aid, a student must be enrolled in a matriculated program. Aid is based on the number of credits the student is enrolled in at the end of the first week of classes that apply to the student's current academic program. Adjustments in the amount of financial aid that the student is eligible for may be made for changes to the number of eligible credits the student is attempting.
4. Students must be enrolled in at least 6 eligible credits per term (Fall, Intersession and Spring combined, or Summer terms combined) to receive most federal financial aid, except Pell Grant. Only courses that apply to the student's current academic program, as determined by DegreeWorks or academic department, can be considered in determining the number of eligible credits for financial aid.

FINANCIAL AID

ACADEMIC STANDARDS FOR NEW YORK STATE PROGRAMS

Students are required to complete a certain percentage of courses each term, depending on the number of state awards they have received. The percentage is determined according to the following schedule:

No. of Payments	Must Receive a Grade for
Already Received	Pursuit of Program of A-F or P
1,2	50% of minimum full time (6 credits)
3,4	75% (9 credits)
5 or more	100% (12 credits)

Repeated courses will only count toward a full-time schedule and Pursuit of Program if a grade of F or W was received. A course with a grade of F or W can only be repeated once. If this course is repeated again, it would have to be in addition to the 12 credit minimum required in order to be considered full-time. The only exception would be if a minimum grade is required for a particular curriculum. This would have to be approved and documented by the Department Chair in order to be approved.

In addition, a student must meet the minimum academic progress standards. Academic standards for eligibility for TAP programs are available at: www.hesc.ny.gov/tap-coach/94-satisfactory-academic-progress.html.

The academic standard requirements can be viewed at <https://www.farmingdale.edu/student-financial-services/financial-aid/academic-standards.shtml>

A student may have New York State financial aid reinstated if they make up the deficiency without benefit of financial aid or is readmitted to Farmingdale State College after an absence of at least one calendar year. Part-time students receiving New York State assistance (Aid for Part-time Study Program) must meet the academic standards for full-time students as adapted to recognize the reduced enrollment status.

A student who fails to meet the minimum standards whether in Pursuit of Program (number of credits completed every semester with a letter grade of A-F or P) or satisfactory Academic Progress (cumulative number of credits that must be earned, and cumulative (GPA), may apply for a one-time waiver. Students who fail to meet the C-Average requirement (which must be achieved and maintained after receiving the Fourth TAP payment) may apply for a C-Average waiver which may be issued more than once.

The waiver is not automatically approved; a reason for the student's inability to meet the standards must be documented. In order to apply for a waiver, a student must present exceptional or extraordinary circumstances which must be approved by officials for the institution and maintained on file for review by HESC. Institutional officials are required to deny the waiver if the facts concerning a student's failure to adhere to standards do not warrant approval.

Academic Standard for NYS Programs

Bachelors Degree Programs - 6025								EOP		
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
(Equivalent TAP Points already earned/ used)	0	6	12	18	24	30	36	42	48	54
Must have earned this many credits	0	6	15	27	39	51	66	81	96	111
With this minimum GPA	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0
Prior Term Program Pursuit Credit Completion Percentage (A-F or P grades)	0	50% (6 credits)	50% (6 credits)	75% (9 credits)	75% (9 credits)	100% (12 credits)	100% (12 credits)	100% (12 credits)	100% (12 credits)	100% (12 credits)

Associates and Certificate Programs - 3025
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Before being certified for this payment	1st	2nd	3rd	4th	5th	6th
(Equivalent TAP Points already earned/used)	0	6	12	18	24	30
Must have earned this many credits	0	6	15	27	39	51
With this minimum GPA	0	1.3	1.5	1.8	2.0	2.0
Prior Term Program Pursuit Credit Completion Percentage (A-F or P grades)	0	50% (6 credits)	50% (6 credits)	75% (9 credits)	75% (9 credits)	100% (12 credits)

While the minimum number of credits to be considered full-time in a term is 12, a student needs to complete 30 credits per academic year to ensure they complete their degree in the recommended timeframe, maintain program pursuit and do not exhaust their eligibility as TAP awards 6 semesters to students pursuing an Associate's Degree and 8 semesters for a Bachelor's Degree.

Only courses that apply toward the current academic program can be counted in determining full-time status. Courses that apply to a second major, a minor or credits that are above the minimum amount of credits, if a range of credits is provided, WILL NOT be counted and the student may be subsequently de-certified by the TAP certifying officer.

EXCEPTION: If student is a graduating senior in their last semester, as determined by needing no additional coursework other than the courses for which they are registered, and they need less than 12 credits to meet their degree requirements, we may include additional non-applicable credits for which they are registered to determine full-time status.

ACADEMIC STANDARDS FOR FEDERAL FINANCIAL AID AND EOP FUNDING

In order to receive federal and EOP funds a student must meet the satisfactory academic standards set forth by the College as mandated by the federal government. **Satisfactory Academic Progress** is defined qualitatively by **Grade Point Average** and quantitatively by **Pace of Progression** to ensure completion within a maximum time frame.

Please be aware that only courses that apply toward the student's current program can be considered in determining the number of eligible credits for financial aid.

All credits attempted, whether or not the student ever received financial aid, must be evaluated in order to determine if a student is eligible for financial aid in subsequent terms. Program standards for financial aid will be evaluated at the end of each semester, including summer. Non-credit course work will be evaluated according to the University standards. **A student who fails to meet the progress standards, but who is permitted to remain in school as a matriculated student, will be allowed to receive one semester of financial aid and will be assigned a status of "Financial Aid Academic Warning." If the student fails to meet Satisfactory Academic Progress after that term they are no longer eligible to receive federal financial aid.**

Appeal of Ineligibility for Federal and EOP Funds due to Failure to Meet Academic Standards

A student who fails to meet the financial aid progress standards, is a matriculated student and has exhausted their semester of "Financial Aid Academic Warning" may appeal to the Director of Financial Aid or Designee. The student must submit the Appeal form and documentation to verify circumstances which interfered with the student's ability to meet academic progress standards and identify what has changed that will allow them to meet the standards at the next evaluation. The following circumstances may be considered in determining whether the student is eligible to be considered for a waiver:

- Serious illness to student or immediate family member.
- Death of immediate family member.
- Serious and/or unusual personal circumstances.

If the Appeal is approved, the student will be assigned a one-time status of "Financial Aid Probation" and is expected to meet the standards at the next evaluation and be placed on an academic plan with the Dean of Students that will ensure they will be able to meet the standards by a specific point in time. ***Failure to meet the standards will result in the loss of eligibility for all federal financial aid. No consecutive Appeals will be granted.***

Eligible Degree/Certificate Program	Eligible Maximum Attempted Credits
Associate Degrees	96
Bachelor Degrees	181
Accounting Certificate	54
Cannabis Production and Management Certificate	36
Computer Information Systems Certificate	49.5
Human Resource Management Certificate*	27
Management Certificate	54
Marketing Certificate	54

Ornamental Horticulture Certificate	51
Science for the Health Professions Certificate	243
Sustainable Energy Certificate*	27
Wind Turbine Technology Certificate	48
*Ineligible program for NYS financial aid, except Veterans Tuition Awards, as less than 24 credits	

Satisfactory Academic Progress Charts for Federal Financial Aid

<i>Bachelor Degree</i>	Total Credits Attempted	Total Credits Earned	Cumulative GPA
	0-12	0	0.0
	3-18	6	1.1
	19-24	8	1.4
	25-30	10	1.4
	31-35	12	1.5
	36-40	15	1.7
	41-45	18	1.7
	46-50	21	1.7
	51-55	25	1.7
	56-60	30	1.8
	61-65	35	2.0
	66-70	40	2.0
	71-75	45	2.0
	76-80	50	2.0
	81-85	55	2.0
	86-90	60	2.0
	91-96	65	2.0
	97-101	70	2.0
	102-106	75	2.0
	107-111	80	2.0
	112-116	85	2.0
	117-121	90	2.0
	122-126	95	2.0
	127-131	100	2.0
	132-136	105	2.0
	137-141	110	2.0
	142-146	115	2.0
	147-151	120	2.0
	152-156	125	2.0
	157-161	130	2.0
	162-166	135	2.0
	167-171	140	2.0

	172-176	145	2.0
	177-181	150	2.0

<i>Associate Degree</i>	Total Credits Attempted	Total Credits Earned	Cumulative GPA
	0-12	0	0.0
	13-18	6	1.1
	19-24	8	1.4
	25-30	10	1.4
	31-35	12	1.5
	36-40	15	1.7
	41-45	18	1.7
	46-50	21	1.7
	51-55	25	1.7
	56-60	30	1.8
	61-65	35	2.0
	66-70	40	2.0
	71-75	45	2.0
	76-80	50	2.0
	81-85	55	2.0
	86-90	60	2.0
	91-96	65	2.0

Incompletes, Withdrawals and Repeated Courses will be counted in Attempted Credits and affect your Pace of Progression. Transfer Credits will be included in Total Credits Attempted and Earned.

GRADUATION REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS

In 2021, the SUNY Board of Trustees approved the SUNY General Education Framework (SUNY GE), a new framework that is consistent with SUNY's continuing commitment to a strong general education program. SUNY GE is a system-wide framework that addresses the fundamental goals of higher education, including proficiency with essential skills, familiarization with disciplinary and interdisciplinary ways of knowing, and enhancement of the values and disposition of an engaged 21st century global citizenry.

Effective Fall 2023, all first-time full time freshman students entering Farmingdale will follow the newly established SUNY GE. Transfer students should reference the prior [General Education framework](#) and consult their advisor. As of Fall 2025, all incoming students will be required to follow the current SUNY General Education framework as outlined below.

Core Competencies:

Critical Thinking & Reasoning and Information Literacy are core competencies that all undergraduate degree-seeking student must meet.

These core competencies complement one another, and the student learning outcomes of the core competencies also intersect and support the knowledge and skills areas of the General Education Framework. As such, a learning experience (e.g., a course) may address more than one core competency and may also address a knowledge and skills area. Core competencies are infused throughout the curriculum and can be identified by GECT or GEIL attributes, which are displayed in the course offering webpage.

SUNY General Education Knowledge and Skills Areas:

Farmingdale students in mandated programs will earn 30 SUNY General Education Requirement (SUNY-GER) credits by completing one or more courses in each of the following areas:

Communication- Written and Oral

*Diversity: Equity, Inclusion and Social Justice**

Mathematics and Quantitative Reasoning

Natural Sciences and Scientific Reasoning

Arts

Humanities

World Languages

Social Sciences

World History & Global Awareness or US History & Civic Engagement

*As a part of the SUNY General Education Framework, all students at Farmingdale State College (FSC) are required to develop knowledge and skills in Diversity: Equity, Inclusion, and Social Justice (DEISJ). Students will be able to fulfill this requirement at FSC by taking a specially designated DEISJ course that has been developed by faculty and approved by the DEISJ Review Board. DEISJ-approved courses may meet other General Education Knowledge and Skills areas and/or core competencies and thus be dually designated. DEISJ-approved courses may also earn other special designations such as those for Applied Learning or Writing Intensive.

Please note that based on the major, some programs have specified general education courses and others have SUNY approved waivers. Always speak with your advisor to select the courses needed to satisfy the general education requirements specific to your program of study.

The ten General Education Knowledge and Skill Areas with the courses which have been approved to fulfill the student learning objectives in each area are as follows:

Communication- Written (Required)

BUS 141: Contemporary Business Communications

EGL 101: Composition 1 - College Writing

EGL 101E: Composition 1 - College Writing

EGL 303: Writing for the 21st Century

EGL 310: Technical Writing

PCM 120: Human Communication

PCM 203: Media Literacy

SPE 231: Introduction to Argument and Debate

Communication - Oral (Required)

BUS 141: Contemporary Business Communications

EGL 310: Technical Writing

NTR 340: Nutrition Communication

PCM 120: Human Communication

PCM 203: Media Literacy

NTR 340: Nutrition Communication

SPE 130: Public Speaking

SPE 202: Interpersonal Communications

SPE 231: Introduction to Argument and Debate

SPE 330: Professional and Technical Speech

SPE 331: Advanced Oral Communication

Diversity: Equity, Inclusion and Social Justice (Required)

ANT 110: Sociocultural Anthropology *D

ANT 130: Indigenous People of North America *D

ANT 211: Caribbean Cultures *D

ART 200: History of Graphic Design *D

ART 304: Global Art History *D

DEN 222: Community Oral Health II *D

EGL 225: Images of Women in Drama *D

EGL 235: Caribbean Literature *D

EGL 325: African American Literature *D

GEO 211: The World & Its Peoples *D

GEO 222: Human Geography *D

GEO 231: Europe and Its Peoples *D

GEO 322: Cultural Geography *D

HIS 114: Western Civilization I *D

HIS 115: Western Civilization II *D

HIS 117: World Civ I *D

HIS 121: US History to Reconstruction *D

HIS 122: US History Since Reconstruction *D

HIS 127: Sports in American History *D

HIS 130: African-American History to 1865 *D

HIS 131: African-American History Since 1865 *D

HIS 132: The Myth of the Great American Melting Pot *D

HIS 160: Exploitation and Sexploitation in World History *D

HIS 201: Modern African History *D

HIS 215: The World of Islam *D

HIS 233: Comparative Religions and Cultures *D

HIS 270: Genocide in the 20th Century *D

HIS 280: Caribbean History *D

HIS 281: Modern Latin America *D

HPW 470: Healthy America *D

HUM 332: Intercultural Communications *D

MLG 300: International Cinema *D

MLG 305: Hispanic and Latin American Culture and Civilization *D

MLG 321: Chinese Culture and Civilization *D

MLG 324: Italian Horror Films: Sex, Murder and Social Criticism *D

NTR 420: Community Nutrition *D

PHI 110: Philosophy, Politics, and Society *D

POL 250: American Politics *D

POL 370: International Relations *D

POL 393: Politics & Popular Culture *D

PSY 234: Social Psychology *D

SOC 122: Introduction to Sociology *D

SOC 150: Introduction to Africana Studies *D

SOC 200: Introduction to Women's Studies *D

SOC 228: Society and Health *D

SOC 229: Race and Ethnic Relations *D

SOC 231: Multiculturalism *D

SOC 240: Gender and Social Change *D

SOC 253: Black Popular Cultures *D

SOC 263: Immigration Past and Present *D

SOC 282: Introduction to LGBTQ+ Studies *D

SOC 283: Sex, Gender, and Sexuality *D

SOC 303: Sociology of Work and Occupation *D

SOC 308: Black Political and Social Thought *D

SOC 309: Sport in Society *D

SOC 325: Social Inequality *D

SOC 326: Visual Sociology *D

SOC 329: Social Movements *D

SOC 361: Gender Theory *D

*In order to fulfill the DEISJ requirement, students must register for sections with *D in the title*

Mathematics & Quantitative Reasoning (Required):

GIS 201: Math Principles in Geography

MTH 102: Elementary Discrete Mathematical Models

MTH 103: Sets, Probability & Logic

MTH 107: Intro to Mathematical Ideas

MTH 110: Statistics

MTH 116: College Algebra
 MTH 117: Precalc with Applications
 MTH 129: Precalculus
 MTH 130: Calculus I with Applications
 MTH 150: Calculus I
 MTH 151: Calculus II
 MTH 236: Calculus II with Applications

Natural Sciences & Scientific Reasoning (Required)

BIO 120: General Biology
 BIO 121: Health, Heredity and Behavior
 BIO 123: Human Body in Health & Disease
 BIO 130: Biological Principles I
 BIO 131: Biological Principles II
 BIO 135: Marine Science
 BIO 141: Biodiversity and You!
 BIO 166: Principles of Human Anatomy & Physiology
 BIO 170: Human Anatomy & Physiology I
 BIO 171: Human Anatomy & Physiology II
 BIO 192: Botany
 BIO 197: Human Biology
 BIO 198: Entomology
 BIO 221: Oral Microbiology
 CHM 111: Chemistry & Public Interest
 CHM 112L: Chem & Public Interest Lab*
 CHM 124: Principles of Chemistry
 CHM 140: Intro: Gen, Organic & Biochemistry
 CHM 152: General Chem Principles I
 CHM 153: General Chem Principles II
 CHM 260: Fundamentals of Organic Chemistry
 CHM 270: Organic Chemistry I
 GEO 201: Physical Geography
 GIS 303L: GIS Science Lab
 HOR 111: Horticulture II-Growth & Development
 HOR 112: Soils: The Foundation of Life
 NTR 110: Introduction Nutrition Science
 PHY 110: Physical Sci: Physical Geology
 PHY 111: Physical Sci: Historical Geology
 PHY 112: Physical Science Survey
 PHY 113: Physical Sci: Physics
 PHY 114: Physical Sci: Environment
 PHY 115: Physical Sci: Energy
 PHY 116: Physical Sci: Meteorology
 PHY 117: Physical Sci: Solar Astronomy
 PHY 118: Physical Sci: Stellar Astronomy
 PHY 119: Physical Sci: Technology
 PHY 120: Physical Sci: Extraterrestrial
 PHY 121: Descriptive Classical Physics
 PHY 122: Descriptive Modern Physics
 PHY 123: Theory of Everything: Unification of Physical Law
 PHY 124: Physics of Sound
 PHY 125L: Physical Sci. Laboratory I**
 PHY 126L: Physical Sci. Laboratory II**
 PHY 135: College Physics I
 PHY 136: College Physics II
 PHY 143: General Physics I (Calculus)
 PHY 144: General Physics II (Calculus)
 PHY 151: University Physics I
 PHY 152: University Physics II
 PHY 161: University Physics Laboratory
 PHY 253: University Physics III
 PHY 333: Modern Physics
 PHY 334L: Modern Physics Laboratory

* This Chemistry Lab qualifies for credit towards the General Education Program when taken with Chemistry 111.

** These Physics Labs qualify for credit towards the General Education Program when combined with any Physics course numbered 110 through 124. Each lab carries 1 credit.

Humanities:

ARC 100: Introduction to Architecture & Culture
 ARC 362: History Western Architecture
 ART 200/W: History of Graphic Design
 ART 201/W: Survey Art Hist: Prehistoric Times-Mid Ages
 ART 202/W: Survey Art Hist: Early Renaissance-Present
 ART 203: History of Interaction Design
 ART 242: Italian Renaissance Art
 ART 303: MesoAmerican Art History

ART 304: Global Art History
 ART 305: Contemporary Art History
 EGL 201: English Lit: Old English-18th Cent
 EGL 202: English Lit: 19th Century-Present
 EGL 203: American Lit: Beginnings-1865
 EGL 204/W: American Lit: 1865 to Present
 EGL 206: World Lit: Early Classics
 EGL 207: World Lit: The Moderns
 EGL 211: Children in American Literature
 EGL 212: Intro to Fiction
 EGL 213: Contemporary Jewish American Fiction
 EGL 235/D: Caribbean Literature
 EGL 239: Television, Genre, and Culture
 EGL 246: Themes in Literature
 EGL 250/W: Young Adult Literature
 EGL 255: Children's Literature
 EGL 307/W: Special Topics in Literature
 EGL 312/W: Major Authors in American Lit
 EGL 314: Major Authors in World Lit
 EGL 316/W: Women in Modern Literature
 EGL 322: Leadership: Fact, Fiction, Film
 EGL 323: Major Authors: British Literature
 EGL 325: African American Literature
 EGL 326: Advocacy and Social Justice
 HOR 350/W: History of Garden Design & Land
 HPW 245: Ethics in the Health Professions
 MLG 304: French Culture & Civilization
 MLG 306: Italian Culture & Civilization
 MLG 310: Latin American Women Writers
 MLG 311: Italian American Experiences
 MLG 312: Contemporary Latin Amer Short Stories
 MLG 313: Sci, Lit & Film in Hispanic World
 MLG 315: Art Culture & Civil of Spain
 MLG 316: French Fables and Folktales
 MLG 317: The Arab-American Experience
 MLG 320: Latino Writers in the U.S.
 MLG 321: Chinese Culture & Civilization
 MLG 322: The Latin American Novel
 MLG 326: French and Francophone Literature
 MLG 333: Languages of the World
 MUS 108: Survey of Western Music
 PHI 100: Critical Thinking
 PHI 102: Introduction to Humanities
 PHI 105: Phil: Classical and Medieval
 PHI 106: Phil: Modern and Contemporary
 PHI 110: Philosophy, Politics & Society
 PHI 205/H: Ethics
 PHI 230: Philosophy Through Film

Social Sciences:

ANT 100: Introduction to Anthropology
 ANT 110: Sociocultural Anthropology
 ANT 210: Anthropology & Globalization
 ECO 110: Intro to Personal Finance
 ECO 120: The Global Economy
 ECO 156: Prin of Economics (Macro)
 ECO 157: Prin of Economics (Micro)
 ECO 321: Engineering Economics
 GEO 110: Maps and Map Analysis
 GEO 222: Human Geography
 GIS 101: The Digital Earth
 HPW 101: Perspectives on Health & Wellness
 MLG 327: Indigenous People in Latin America
 POL 105: Introduction to Politics
 POL 250: American Politics
 POL 251: State and Local Government
 POL 262: Global Politics
 PSY 101: Introduction to Psychology
 PSY 232: Child Development
 PSY 234: Social Psychology
 PSY 238: Psychology of Human Sexuality
 SOC 122/W: Introduction to Sociology
 SOC 150: Introduction to Africana Studies
 SOC 200: Intro to Women's Studies
 SOC 225: Sociology of the Family
 SOC 228: Society & Health
 SOC 229: Race and Ethnic Relations
 SOC 231: Multiculturalism
 SOC 238: Youth Culture
 SOC 282: Introduction to LGBTQ+ Studies

The Arts:

ARC 100: Intro to Architecture & Culture
 ART 304: Global Art History
 ART 305: Contemporary Art History
 EGL 200/W: Shakespeare
 EGL 210/W: Intro to Dramatic Literature
 EGL 214/W: Intro to Poetry
 EGL 216: Creative Writing
 EGL 221: Dystopian Film and Literature
 EGL 225/W: Images of Women in Drama
 EGL 228: Classics & Myth in Pop Culture
 EGL 240: Themes Sci Fiction Film & Lit
 EGL 242/W: Film and Literature
 EGL 244: Classics Supernatural Film & Lit
 EGL 266: Fantasy in Literature & Film
 EGL 269/W: Romantic Art: Art/Dance/Lit/Music
 EGL 302: The 19th Century English Novel
 EGL 308/W: The City: Lit, Art, Film & Theatre
 EGL 309: Voices Black American: Poetry, Prose
 EGL 319: Modern Drama
 EGL 330/W: Classical Greek Tragedy
 EGL 331: Death, Madness & Sex: Victorians
 EGL 333: Contemporary Irish Drama Text
 GIS 105: The Art of Maps
 HOR 223T: Floral Design I- Basics
 IXD 101/H: Design Thinking
 IXD 102: Design for Game Play
 MLG 300: International Cinema
 MLG 301: Italian Cinema (In English)
 MLG 302: Spanish & Latin Amer Cinema
 MLG 303: French Cinema (In English)
 MLG 307: French & Francophone Fic & Film
 MLG 309: Arabic Cinema
 MLG 314: Hispanic Fiction to Film
 MLG 318: Italy: From Text to Film
 MLG 319: Italian Migrations to the Americas in Film
 MLG 323: The Holocaust in Italian Culture
 MLG 324: Italian Horror Films: Sex, Murder and Social Criticism
 THE 233: Introduction to Theatre
 VIS 101: Introduction to Drawing
 VIS 102: Interrelationship/Art & Music
 VIS 103: Introduction to Watercolor
 VIS 104: Introduction to Calligraphy
 VIS 105: Intro to Photography
 VIS 106: Introduction to Pastels
 VIS 107: Introduction to Collage
 VIS 114: Principles of Color
 VIS 115: Three-Dimensional Design
 VIS 215: Introduction to Animation
 VIS 216: Painting I
 VIS 217: Introduction to Printmaking
 VIS 260: Graphic Design for Non-Majors
 VIS 265: Web Design for Non-Majors

US History and Civic Engagement:

HIS 103: American Revolutions
 HIS 121: U.S. History to Reconstruction
 HIS 122: U.S. History since Reconstruction
 HIS 127: Sports in American History
 HIS 130: African American History to 1865
 HIS 131: African Amer History Since 1865
 HIS 132: The Myth of the Great American Melting Pot
 HIS 222: Women in U.S. History

World History & Global Awareness:

ANT 130: Indigenous Peoples of North America
 ANT 211: Caribbean Cultures
 GEO 211: The World and Its Peoples
 GEO 231: Europe and Its Peoples
 GEO 232: North America and Its Peoples
 HIS 101: Themes in World History
 HIS 114: Western Civilization I
 HIS 115: Western Civilization II
 HIS 117: World Civilization I
 HIS 118: World Civilization II
 HIS 160: Exploitation and Sexploitation in World History
 HIS 212: Modern World
 HIS 213: Peoples & Cultures of Asia

HIS 215: The World of Islam
 HIS 216: History Ctrl Asia: Genghi-Borat
 HIS 217: From Constantine to Columbus
 HIS 233: Comparative Religions/Cultures
 HIS 270: Genocide in the 20th Century
 HIS 280: Caribbean History
 HIS 281: Modern Latin America
 HIS 351: The Ottoman Empire & Modern Turkey
 MLG 305: Hispanic & Latin Amer Cult & Civ
 MLG 308: Arabic Culture & Civilization
 MLG 325: Visions East Hispanic Civilization
 POL 273: Italian Politics & Society

World Languages:

Note: While Level I language will satisfy the competency area, it may not satisfy program requirements; students are strongly advised to consult with an academic advisor on this particular general education area.

ARA 131: Arabic I (Elementary)
 ARA 132: Arabic II (Elementary)
 ARA 233: Arabic III
 ARA 234: Arabic IV
 CHI 151: Chinese I
 CHI 152: Chinese II
 FRE 101: French I (Elementary)
 FRE 102: French II (Elementary)
 FRE 203: French III (Intermediate)
 FRE 204: French IV (Intermediate)
 GER 111: German I (Elementary)
 GER 112: German II (Elementary)
 GER 213: German III Intermediate
 GER 214: German IV Intermediate
 ITA 121: Italian I (Elementary)
 ITA 122: Italian II (Elementary)
 ITA 125: Italian for Business
 ITA 223: Italian III (Intermediate)
 ITA 224: Italian IV (Intermediate)
 RUS 101: Russian I (Elementary)
 RUS 102: Russian II (Elementary)
 SPA 140: SPA for Law Enforcement
 SPA 141: Spanish I (Elementary)
 SPA 142: Spanish II (Elementary)
 SPA 145: Spanish for Medical Personnel I
 SPA 146: Spanish for Medical Personnel II
 SPA 147: Spanish for Business I
 SPA 243: Spanish III (Intermediate)
 SPA 244: Spanish IV (Intermediate)
 SPA 250: Spanish for Native Speakers
 SPA 251: Spanish Comp. & Conversation

Although Farmingdale State College does not offer American Sign Language courses, students who have taken ASL courses approved for SUNY General Education at other institutions may use it to satisfy the foreign language category. However, direct transfer of credits may not be feasible in all majors.

WAIVERS: Waivers in any specific competency area will be addressed on an individual basis under advisement. AP, CLEP, LOTE and REGENTS can be considered for waivers.

Any student who applies for and is granted a waiver in a particular competency area must still complete the minimum General Education credit requirement of their degree program. The number of credits waived may be applied to "elective" courses in any of the ten competency areas at the students' discretion though the College recommends that this be done under advisement.

Foreign Language Requirements Policy

The foreign language requirement for the SUNY General Education Program at Farmingdale State College requires students in most programs to successfully complete a course in the foreign language competency area. Some majors require a minimum proficiency of a Level II or higher foreign language. Language training must be taken in sequential order. Students who wish to register for a Level II course must have successfully completed a college Level I course (or three to four years of study in that same language in high school) or take a placement examination offered by the Modern Language Department.

The following provisions exempt a student from the Level I and Level II requirement:

- A student who has documentation of completion of primary education abroad in a foreign language other than English (this documentation must include a certified translation).
- A Regents, LOTE (Language other than English) exam or FLACS Checkpoint B of 85 or above.
- Advanced Placement examination in a foreign language with a score of 3 or above.
- International Baccalaureate examination in a foreign language with a score of 4 or above.
- A CLEP exam score of 50 or above.
- A foreign language proficiency exam offered by the Modern Languages Department.
- A Seal of Biliteracy

Students who are exempt from the foreign language requirement, may be required to take a higher level foreign language course, a foreign language culture/cinema course offered through the Modern Language Department or a liberal arts course to satisfy the credit requirements of the major. Students should consult with their academic advisor regarding this matter.

The Modern Language Department currently provides Proficiency Testing (credit by evaluation) in the following languages: Arabic, Bengali, Chinese (Mandarin), Ethiopian, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Persian (Farsi), Polish, Portuguese, Punjabi, Rumanian, Russian, Slovak, Spanish, Tamil, Turkish and Urdu. Students who successfully pass the exam will have three credits in Foreign Language.

If a student seeks exemption based on knowledge of a language not found on the list above, the student must take a language test administered by the Foreign Language Proficiency Testing Service of the New York University School of Continuing and Professional Services. If the student achieves a score of 8 or above on this test, they may receive up to six credits in foreign language. If the student's score is 5-7, the student must enroll in one of the Modern Language Department's elective culture/cinema courses taught in English to complete this requirement.

Consideration for a foreign language waiver/substitution for students with disabilities

To be considered for a Foreign Language Waiver (and then a course substitution), a student must be registered with the Disability Services Center (DSC).

The student requesting the foreign language waiver will provide documentation that explains the appropriateness of this request. An example could be documentation that explains a language processing problem. Documentation will be reviewed by the director of the DSC and a determination will be made.

Students are strongly encouraged not to wait until the final year of FSC to make this request. Not all requests are approved. When a foreign language waiver is approved, the student is required to substitute a Modern Language Course(s), (MLG) taught in English to fulfill the requirement in their curriculum.

APPLIED LEARNING GRADUATION REQUIREMENT

All students entering baccalaureate programs will be required to fulfill the Applied Learning Graduation Requirement. This means that they will be expected to earn passing grades in designated Applied Learning full or enhanced courses satisfying the requirement OR successfully complete a minimum of ten hours of pre-approved Applied Learning co-curricular activities. Consult with your program advisor to make sure you meet this requirement.

For additional information about Applied Learning and satisfying the graduation requirement, visit: <https://www.farmingdale.edu/nexus-center/applied-learning.shtml>

Campus-Wide Applied Learning Outcome

Graduates will apply the knowledge and skills learned in the classroom to real-world challenges within their chosen field of practice.

Campus-Wide Applied Learning Objectives:

Graduates are expected to:

1. Use reflective skills to evaluate personal performance and make positive experience-based changes.
2. Interact effectively with others, considering their diverse backgrounds, to work competently in cross-cultural situations.

3. Engage in their communities as active citizens who are prepared to contribute to the public good.

WRITING INTENSIVE GRADUATION REQUIREMENT

Effective Fall 2005, all students entering baccalaureate programs must complete at least one writing-intensive course (identified with a W after the course number) with a grade of C or better to meet graduation requirements. Courses where the subject is writing (such as EGL 102, EGL 310, or BUS 141) may be required in your degree program, but they do not fulfill the Writing in the Discipline (WID) requirement.

Most majors have a designated course within the structure of their curriculums to incorporate this requirement into the program coursework. Consult with your program advisor to make sure you meet this requirement. Electives vary each semester, so consult the list of writing-intensive courses on the Registrar's Web. The prerequisite for all WID course includes completion of EGL 101 with a grade of C or better, and may also include other prerequisites specific to the particular course.

ACADEMIC SERVICE DEPARTMENTS

AIR FORCE ROTC

The preparation of future Air Force officers is provided through the Air Force ROTC program. The curriculum provides the individual with a firm understanding of the concepts of aerospace power and the Air Force mission, organization, and operations. All ROTC courses are conducted at Manhattan College in the Bronx.

Enrollment in the AFROTC is voluntary and accomplished through the fall and spring registration periods. Scholarships are available in many academic disciplines on a competitive basis. Approximately one-third of the students hold scholarships. Depending on the semester, approximately one-third of the cadet corps consists of women. All Air Force career fields are open to women, including pilot positions.

General Program

Air Force ROTC offers an option of a three-year or four-year program. The program consists of the General Military Course (GMC) during the freshman and sophomore years and the Professional Officer Course (POC) for the remaining two years of college. All cadets participate in a four-week training period during the summer between their sophomore and junior years. Those students who elect to participate in the three-year option will complete the AFR 100 and 200 series of classes concurrently prior to attending field training.

Active Duty Obligation

There is no active duty obligation for enrolling in either the freshman or sophomore AFROTC courses. Students who accept award of an AFROTC scholarship incur a four-year active duty commitment. Students, upon commencement of the first academic term after completing field training, incur a four-year active duty commitment. Students who complete the Air Force ROTC program and receive a commission, incur a four-year active duty commitment. Flying officers serve additional commitments from the time they complete their pilot training.

Air Force ROTC Minor

The College offers an Air Force ROTC minor for baccalaureate students enrolled at Farmingdale who wish to enhance their studies with a minor. Visit the webpage or the section on minors in the college catalog. For further information, contact the Department of Aviation at 934-420-2308 or 934-4202445.

BIOLOGY DEPARTMENT

The Biology Department, which offers a four year degree program in Bioscience, provides a broad range of introductory courses and electives in support of the various curricula offered by the college, including Nursing, Dental Hygiene, Medical Laboratory Science and others. In addition, several courses offered by the Biology Department fulfill the Natural Science General Education requirements and Liberal Arts electives.

The department offers a range of courses in various fields of Biology, including Human Biology, Anatomy & Physiology, Medical Microbiology, Nutrition, Botany, and Entomology. Most of the courses offered by the department include both lecture and laboratory components, providing the students with both theoretical knowledge as well as hands-on experience. These courses introduce students to the complexities of living organisms, and train students in critical thinking skills and the scientific method.

Students not interested in pursuing a science-related career may choose from a variety of non-major courses, including the lab-based BIO 120 General Biology, BIO 123 Human Biology, and BIO 135 Marine Science (4 credits each), or BIO 121 Health, Heredity and behavior and BIO 197 Human Biology, which are lecture-only (3 credits each).

CHEMISTRY DEPARTMENT

The Chemistry Department offers courses to students who are planning to enter a baccalaureate program and/or to those whose goals include more immediate employment.

A program which includes an emphasis in chemistry would be applicable to the following career areas: chemistry, chemical engineering, medicine, dentistry, pharmacy, biology, forensic science, allied health professions and other professions which require a foundation in science.

An emphasis in chemistry, which is designed to be transferrable to a baccalaureate program, may be taken under the auspices of the Liberal Arts and Sciences Department (consult the specific department for details).

In its supportive role, the Chemistry Department offers courses that fulfill the General Education Natural Sciences requirement. Also, the department offers additional support courses to students enrolled in the following areas (consult the department for details): Bioscience, Dental Hygiene, Medical Laboratory Science, Nursing, and Science, Technology, & Society.

ECONOMICS DEPARTMENT

The Economics Department offers a four year degree program in Applied Economics, as well as a broad range of introductory courses and electives in support of the various two and four year curricula offered by the college.

Students enrolled in courses such as Principles of Macroeconomics or Microeconomics, as well as other offerings, will be able to satisfy their Social Science General Education requirements and additional elective or program requirements.

The department offers a wide range of economics courses that provides students with a broad understanding of our economic system and its application to modern economic problems. These courses include basic Macroeconomics and Microeconomics that satisfy the Social Science requirements of the General Education Program and also serve as foundations for the Applied Economics and Business Management degree programs. The department also offers a number of service and elective courses such as Labor Economics and Labor Relations, and Engineering Economics to satisfy the curricular needs of other programs on campus.

ENGLISH DEPARTMENT

Offerings in English are designed for a variety of purposes. Developmental English prepares students with the communication skills necessary for successful college-level work. Composition and literature courses involve the students in the achievement of greater writing and reading skills and in gaining insight into the human experience. All courses are designed to provide the necessary background for a college education.

EGL 101 Composition I: College Writing is the first part of a required sequence in college essay writing. Students learn to view writing as a process that involves generating ideas, formulating and developing a thesis, structuring paragraphs and essays, and revising and editing drafts. The focus is on the development of critical and analytical thinking. Students also learn the correct and ethical use of print and electronic sources. At least one research paper is required. Completing the class with a grade of C or higher is a graduation requirement.

EGL 101E Composition I: College Writing Extension
This section of EGL 101E provides additional support from your instructor in addition to class time. English 101E students participate in one-hour sessions on their assigned day and time, and participation is required to pass EGL 101E with a C or higher and progress to EGL 102. Both EGL 101 and EGL 102 are required for graduation. This is the first part of a required sequence, EGL 101 and EGL 102, in college essay writing. Students will learn to approach writing as a recursive process that involves generating ideas, formulating and developing a thesis, structuring paragraphs and essays, and revising and editing drafts. The focus of this course is on the development of critical and analytical thinking. Students will also learn the correct and ethical use of print and electronic sources. Research papers are required. Students are required to participate in an additional practicum hour of class.

Note: This section of EGL 101 provides additional support from your instructor in addition to class time. English 101E students participate in one-hour sessions on their assigned day and time, and participation is required

to pass EGL 101E with a C or higher and progress to EGL 102. Both EGL 101 and EGL 102 are required for graduation.

Prerequisite(s):
Placement during advisement:

For placement in EGL 101 Composition I: College Writing

Incoming students who have received a score of 83 on the ELA Regents exam will be placed in English 101.

Students who have received a score between 71 and 82 or have not taken the ELA Regents Exam can take the Guided Self-Placement (GSP) survey otherwise, they will be placed in EGL 101E.

For placement in EGL 101E Composition I: College Writing Extension

Incoming students who have received a score of 70 or below on the ELA Regents exam will be placed in EGL 101E.
Incoming students who have not taken the ELA Regents exam or the GSP will be placed into EGL 101E.

The English and Humanities Department and the Writing Center will offer the GSP survey during the winter break, the spring semester, and early summer. Please call the Writing Center at (934) 420-2082 for more information about GSP. As of spring 2022, in-class writing placement exams will not take place in the first week of English 097, 101E or 101.

Humanities: Offerings in the Humanities are designed to expose students to the humanistic tradition in the disciplines of philosophy, speech and the creative arts. All courses are designed to provide the necessary background for a college education.

HISTORY, POLITICS AND GEOGRAPHY DEPARTMENT

The History, Politics, and Geography department offers a four year degree program in Geographic Information Systems, five academic minors and a broad range of introductory courses and electives in support of the various two and four year curricula offered by the college. Students enrolled in courses such as U.S. History to/since Reconstruction, Western Civilization I and II, and World Civilization I and II, as well as other offerings, will be able to satisfy their American History, Western Civilization, and Other World Civilizations General Education requirements and additional elective or program requirements.

The History program seeks to develop a broad historical perspective necessary for an understanding of our contemporary world. The course offerings include a study of the Ancient World, European and American history, and non- Western history. These courses serve as part of a liberal arts education and also provide the necessary background to pursue advanced courses. Upper level courses focus on specific countries/world regions, historical issues, and/or themes, including but not limited to science and technology, gender, media, religion, imperialism, terrorism, and healthcare. The objective of Political Science courses is to provide students with an understanding of the political system of the United States and other countries. Courses cover the structure of state, local and national government, comparison of the political processes in foreign governments, and the study of America's post-World War II foreign relations. Students are prepared for advanced courses in Political Science as well as to pursue careers involving knowledge of our political system. Upper level courses focus on specific countries/world regions, sub- disciplines in the field, and/or themes and issues, including but not limited to political theory, mass media, religion, popular culture, and the environment. (Prefix for Political Science is POL)

The Department's offerings in Geography enable students to expand their spatial knowledge of the earth and all of its human and natural complexities. To understand where things are found, why they are there, and how they develop and change over time. Courses are divided between technology-centric offerings, including introductory and advanced courses in geographic information systems (GIS), quantitative methods, cartography, and spatial analysis, as well as introductory and advanced courses in physical, environmental, and human geography. Students may also select from specialized topics-based courses in Geography including: urban geography, population geography, political geography, economic geography,

medical geography, human- environment interactions, regional geography, remote sensing, and geospatial intelligence courses.

History, Politics, and Geography also houses the campus chapter of the Phi Alpha Theta: National History Honor Society. Well-qualified students are invited to contact the department secretary for more information.

MODERN LANGUAGES DEPARTMENT

The Department of Modern Languages offers courses in elementary, intermediate and advanced Arabic, Chinese, French, German, Italian and Spanish which fulfill the foreign language requirement. In addition, the department offers several courses, some taught in English, which can be used as electives.

The study of foreign languages, provides insight into the culture and civilization of other peoples and develops critical and analytical thinking. In addition, language learning can be a specialized, career-oriented educational experience that meets life's practical needs. Knowledge of a second language can be an asset to those students seeking career and professional advancement in areas such as business, health, social services, and travel.

PHYSICS DEPARTMENT

The Physics Department at Farmingdale State College provides its students with an understanding of the interactions among all forms of matter, energy, and space. Toward this end, the Department offers each student a physics education carefully tailored to suit their needs at all levels of baccalaureate education.

Students pursuing science-related or technically-oriented degrees take either the algebra-based College Physics sequence (PHY 135 and PHY 136) or the calculus-based Physics sequence (PHY 143 and PHY 144). Students who complete these sequences may also choose from a number of electives covering such fields as electromagnetic theory and modern physics.

Students not pursuing a science-related field of study may choose from among a diverse assortment of physical science courses, including astronomy, meteorology, geology, and the environment. These specialized courses for non-science students are taught by faculty with strong interest and expertise in the respective sub-disciplines. Students have the opportunity to taste the flavor of science and to appreciate its value to humanity in a technical society.

The Department of Physics offers a rich Minor program for those interested in extra rigor in the discipline.

The Department of Physics conducts research in experimental condensed matter physics, astrophysics, nuclear and particle physics. Students are heavily involved in all research investigations.

PSYCHOLOGY DEPARTMENT

Courses offered by the Psychology Department have been designed to expose the student to a broad spectrum of theories regarding the nature of scientific study of human behavior. In addition to meeting the specific requirements of Farmingdale State College, the courses assist the student in understanding and coping with processes experienced on a personal and societal level. The course offerings in Psychology seek to inform, stimulate, and promote an inquisitive attitude regarding scientific study of human behavior.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

Sociology is the scientific study of human social interaction. Our courses explore issues of diversity, the complexities of intimate relationships and family life, the causes and contours of inequality, and the workings of social institutions such as the educational system and mass media. Our overriding goal is to develop what the sociologist C. Wright Mills called the “sociological imagination” – specifically, to encourage students to understand their own personal lives and experiences in the context of larger social forces and processes, and to become more engaged and aware citizens. Courses in sociology are an excellent preparation for a variety of jobs in small businesses, large corporations, government agencies, non-profit organizations, community organizations, and research firms.

Anthropology deals with human evolution, cultural history, language, and sociocultural similarities and differences. Anthropology courses provide knowledge about the history, diversity, and development of the world's human populations. An anthropological perspective helps students appreciate and understand their position, and the position of others in our rapidly changing world.

The discipline of Anthropology provides students with the tools and perspectives necessary for understanding how humans and their cultures have developed and most critically, how we continue to develop and change our cultures and societies. The fundamental concepts, theories, and research methodologies of Anthropology provide students with useful tools for understanding human cultures and the various social institutions in which we all participate, enabling them to meet the many challenges of living and working in what has been termed “the global community.”

MATHEMATICS DEPARTMENT

The Mathematics Department offers a Bachelor of Science degree in Applied Mathematics. The department also offers a number of service and elective courses such as Statistics, Precalculus, and Precalculus with Applications to satisfy the Mathematics & Quantitative Reasoning requirements of the General Education Program. In addition, the department offers courses ranging from introductory to advanced courses in support of various two- and four-year programs offered by the college.

The department offers a wide range of mathematics courses that provide students with a broad understanding of mathematics and its application to fields such as finance, computer science, engineering technology, economics, or natural and social sciences. These courses include Calculus I and Calculus II that satisfy the Mathematics & Quantitative Reasoning requirements of the General Education Program and also serve as foundations for the Applied Mathematics degree program.

GRADUATE PROGRAM INFORMATION

ADMISSIONS REQUIREMENTS

Admission to graduate programs at Farmingdale State College requires applicants to have both the ability and preparation necessary for satisfactory progress in the degree program or certificate.

Requirements include a baccalaureate degree in the five years preceding application for entrance from an accredited post-secondary institution (U.S. or international), with a minimum GPA of 3.0 (out of a 4.0 scale) in a field related to the graduate program to which the applicant is applying. The student is further required to provide evidence that an undergraduate degree will be awarded by the time graduate work is to begin. Native speakers of foreign languages who have earned the minimum score, or better, on the Test of English as a Foreign Language (TOEFL) stated in the current FSC College Catalog.

Students who already hold an advanced academic degree from any university may not earn a second degree from Farmingdale State College at the same level in the same discipline.

International Graduate Students

International students are individuals who are not U.S. citizens, permanent residents, or do not have refugee status in the U.S. Students attending on an F-1 Student Visa must be enrolled full time (9 credits) and submit the following information along with the standard SUNY application or common application:

1. Farmingdale State College requires that foreign credentials be evaluated by a member of NACES www.naces.org; World Education Services www.wes.org or Spantran www.spantran.com are recommended. Undergraduate records must reflect academic achievement equivalent to the minimum for admission (3.0 GPA average) when converted to the American grading scale. A transfer grade point average of at least C+ is required of international students who wish to transfer from other colleges in the United States.
2. Applicant's whose native language is not English must submit an official score report from one of the following tests to demonstrate English language proficiency or submit an official transcript from an accredited U.S. college with a grade of C+ or better in a college level

Non-Matriculated Graduate Students

Non-matriculated students who wish to take graduate level courses are required to submit a copy of their official transcripts from all prior colleges and universities attended to the Admissions Office along with a copy of their resume. Students must also pay a \$75 graduate non-matriculation fee and complete an application at the following link <https://www.farmingdale.edu/admissions/non-matric-student-app.shtml>

A \$50 non-refundable processing fee will be assessed.

The maximum number of credits a Non-Matriculated graduate student may take at Farmingdale is 6 credits. After accumulating 6 credits, the Non-Matriculated graduate student must discuss the advisability of completing a degree at Farmingdale with the Graduate Program Coordinator. Non-matriculated students must maintain the same academic standards as matriculated students, i.e. a grade point average of 3.0 or above to remain in good academic standing (a GPA of 3.0 will not ensure admission to a graduate program). If suspended from the College, the student may appeal for academic reinstatement in writing to the Graduate Program Coordinator.

Any student seeking to continue beyond 6 credits with Non-Matriculated graduate student status must petition the Provost's Office for permission to do so. Students seeking such permission should begin by meeting with the Graduate Program Coordinator to complete an appeal entitled "Request to Remain in Non-Matriculated Student Status beyond 6 Credits."

More information can be found in the AAIC Handbook for Non-Matriculated Students, which can be found here: <https://www.farmingdale.edu/aaic/pdf/non-matriculated-handbook.pdf>.

Credit by Evaluation

Students enrolled in the graduate program may apply for and be granted up to 6 credits through either Credit by Evaluation or transfer credits from another institution. A fee of \$40 per credit will be charged for each examination, and this fee is subject to change without prior notice. Credit may be granted for coursework where the individual has gained knowledge and mastery through experience or study at a non-accredited institution.

Students must apply for credit by evaluation by submitting a written request to the Graduate Program Coordinator detailing the coursework for which credit is being sought and the manner by which mastery of this coursework was attained. Approval for seeking credit is granted at the discretion of the Graduate Program Coordinator or Dean. The Graduate Program Coordinator will determine the method of evaluation and make appropriate arrangements. Credit gained through credit by evaluation shall be considered full college credit and need not be made up by other courses. However, no achievement points shall be awarded for credits granted through evaluation.

How to Apply

To be considered for admission, all applicants must submit a completed application online. Conversely, applicants can submit the application and required documents to the Admissions Office at:

Graduate Admissions Processing Office of Admissions
Laffin Hall
Farmingdale State College
2350 Broadhollow Rd
Farmingdale, NY 11735

The following documentation is required and should be sent via email to admissions@farmingdale.edu with subject line "Graduate Admissions Processing" or by mail to address above:

- Official transcripts from all prior colleges/universities in which a degree was conferred. Previous or current Farmingdale students do not need to send official documents of their coursework at Farmingdale but must list Farmingdale as a College graduated on the application.
- Transfer Students - Applicants who have earned graduate credits at another accredited institution will be evaluated based on the same admissions criteria listed above and are eligible to receive a maximum of six credits by evaluation toward their degree.
- If applicable, applicants must also submit one official copy of any transcript relating to any graduate level work undertaken, regardless of whether or not a degree was earned.
 - Note: Educational systems that cannot be compared to the United States must be evaluated by a US credentials evaluation service before admission can be finalized.
- Personal Statement.
- Documented proficiency in English for international students (see the English Proficiency Requirements for Non-Native Speakers of English below for details).
- Applicants who are not applying directly from the undergraduate program are encouraged to submit a resume detailing relevant work experience.
- Applicants may submit letters of recommendation for consideration

Application Deadlines

Fall acceptance – August 1
Spring acceptance – January 20

Admissions Appeals

Applicants who are denied admission and wish to request reconsideration of their application must submit a formal request in writing to the Admissions Office.

ACADEMIC INFORMATION FOR MASTER'S DEGREE

Grades and Achievement Points (percentage equivalent per credit hour):

Minimum Grade Percentage Equivalent	Grade	GPA Equivalent	Interpretation
90.0	A	4.0	Excellent
80.0	B	3.0	Good
70.0	C	2.0	Unsatisfactory

0*	D	0.0	Failure
	I		Incomplete
	W		Withdrawal
	UW		Unofficial Withdrawal

*All grades below 70.0 receive a D and are considered failing grades.

The cumulative grade point average is determined by the achievement point value of each grade by the credits designated to each course, and then dividing the total achievement points by the number of credits carried.

Students whose cumulative grade point average falls below 3.0 in any given semester are placed on academic probation and given one semester to demonstrate improvement. Students who fail to demonstrate improvement will be considered for suspension or dismissal.

ACADEMIC STANDING FOR GRADUATE STUDENTS

Good Academic Standing – A student is considered to be in good academic standing by maintaining a cumulative grade point average of 3.0 or higher.

Academic Probation – The purpose of academic probation is to alert the student and the institution of problems associated with the student's academic performance and to implement strategies for improvement. Students on academic probation are permitted to continue with their studies but are expected to pursue strategies for improvement and raise their level of academic performance.

Academic Suspension – Students on academic probation who fail to raise their level of academic performance in the semester following their placement on academic probation (not including summer sessions or winter intersession), are subject to suspension. Students suspended for poor academic performance are not permitted to continue their studies at the College.

Appeal of Academic Suspension – Any student who has been suspended for academic reasons may appeal that decision by submitting a petition, in writing, to the Graduate Program Coordinator requesting a review of the decision. The appeal should include supporting evidence such as medical explanations and changes in grades that might justify a reversal of academic suspension.

Academic Readmission – Academic readmission refers to the process by which a matriculated graduate student seeks permission to return to Farmingdale State College after an absence. Students who have discontinued their attendance for one or two academic semesters and wish to apply for readmission to complete their degree are required to meet with the Graduate Program Coordinator to discuss their intentions and evaluate their academic record. Students who withdrew in poor standing or who were academically suspended will be expected to present evidence that they are capable of improved academic performance on return. For further information, contact the Graduate Program Coordinator.

Residency Requirement – Candidates for a Master's degree must complete a minimum of twenty-four (24) semester credits at the College. The twenty-four (24) credit minimum will consist of the final degree credits. Consideration will be given to credits earned through study abroad, exchange programs, or advanced standing (e.g., credit by evaluation, etc.). Any exception to the residency requirements are at the discretion of the Graduate Program Coordinator.

REQUIREMENTS FOR GRADUATION

1. Recommendation by student's mentor and the Graduate Program Coordinator.
2. Satisfactory completion of the minimum number of credits required by the program.

3. Satisfactory completion of coursework in the students chosen track of study.
4. Satisfactory completion of the master's project or master's thesis if applicable to the student's chosen track of study.
5. A cumulative GPA of 3.0.
6. All outstanding incomplete grades must be resolved.
7. The residency requirement of 24 credits successfully completed has been met.

GRADUATE STUDENT FINANCIAL AID

Graduate students at Farmingdale State College may be eligible for federal loans to help them finance their education. There are two federal loan options: Federal Direct Unsubsidized loans and Federal Graduate PLUS loans. Graduate students must be enrolled in 6 or more semester credits that apply to their current academic program and meet the Graduate Satisfactory Academic Progress Standards to be eligible for federal loan funding.

Federal Unsubsidized Loan

Graduate students can borrow up to \$20,500 in Federal Direct Unsubsidized loan funding (if eligible) each year. To determine eligibility students must complete a FAFSA application each year.

Graduate Plus Loan

To apply for the Graduate PLUS loan online, go to www.studentloans.gov. A credit check is performed as part of the application process. Applicants will receive an immediate credit decision. Award recipients must also complete an additional Master Promissory Note (MPN) for the Graduate PLUS loan at www.studentloans.gov.

Alternative (Private) Loan

Alternative, or private, loans are an additional resource for students to borrow from outside lenders. You can search "Alternative Student Loans" on-line.

GRADUATE SATISFACTORY ACADEMIC PROGRESS STANDARDS FOR FEDERAL FINANCIAL AID

The Graduate SAP Standards are utilized solely to determine federal financial aid eligibility. SAP financial aid eligibility standards do not cancel, modify or override the College Academic Standards Policy.

Qualitative and Quantitative SAP Standards
The following SAP standards must be met:

1. Cumulative Grade Point Average (GPA) Component
 - A student must be in good academic standing to receive federal financial aid. A student must maintain a graduate level institutional cumulative GPA of 2.75.
2. Minimum Completion Rate for Attempted Credit Hours –Pace (Quantitative) Component
 - A student must demonstrate progress by accumulating academic credits at a rate that indicates graduation in a timely manner. A student who is not progressing toward graduation at a defined Completion Rate will not receive federal financial aid regardless of GPA.
 - A student must complete at least 75 percent of all cumulative attempted credits hours in order to be eligible for federal financial aid. The cumulative attempted credit hours include all accepted transfer credits.
 - The following grades are considered to be attempted but not successfully completed: W, F, N, UW, UWF
 - Courses repeated will count in attempted credit hours.

Financial Aid Warning/Suspension

A student who fails to maintain the cumulative GPA and/or meet Pace (completion rate) standard will be placed on Academic Warning for the next registered semester.

A student who continues to fall below the standards for a subsequent semester after the warning period, will be placed on Academic Suspension and be ineligible to receive federal financial aid until all SAP standards are met.

Students may appeal the loss of eligibility if mitigating circumstances (events totally beyond the student's control) occurred during the preceding semester.

GRADUATE TUITION AND FEES

Tuition and Fees

As of the publication of the catalog, tuition and fee amounts are the 2024/25 rates.*

Tuition

In the Fall and Spring terms, students taking 12 or more credits are considered full-time and pay the full-time flat rate. There is no full-time plateau for 12 or more credits in Intercession or Summer.

Graduate Tuition - NYS Resident	
Full-Time	\$5,655.00/semester
Part-Time	\$471.00/credit hour

Graduate Tuition - Non NYS Resident	
Full-Time	\$11,550.00/semester
Part-Time	\$963.00/credit hour

Room and Board

Residence Hall	
Single Room	\$5107.00/semester
Double Room	\$4,551.00/semester
Residence Hall Damage Deposit	\$100.00/academic year
Common Area Damage Deposit	\$75.00/academic year
Board	
All Access Plan	\$2,912.00/semester
All Access VIP Plan	\$3037.00/semester
Weekly 14 Plan	\$2912.00/semester

Resident students living on campus are required to be on the All Access or All Access VIP meal plan. By default, all students are placed on the All Access plan, and the charge will automatically be added to the student's bill. Students may upgrade to the All Access VIP meal plan. Both meal plans offer unlimited meals in POPs residential dining hall. The All Access plan offers \$150 declining balance and the All Access VIP plan offers \$200 declining balance. The All Access VIP meal plan includes four meal exchanges (ME), per week (1 per day), in the Campus Center Market.

The Weekly 14 meal plan offers resident students 14 meals per week, to be used at their discretion from Sunday to Saturday. This design enables students to use the 14 meals at their own pace. Each Sunday the meal plan "resets" with 14 meals set for the week. This plan also includes \$300 declining balance dollars and 4 meal exchanges (ME) per week (1 per day). Unused meals from one week will not carry forward to the next week.

Unused meals will not roll over from semester to semester. Declining balance dollars will roll over from the fall semester to the spring semester. However, they will not roll over from academic year to academic year and will expire at the end of the spring semester.

For those students with conflicts in class and/or work schedules or any other concerns or questions, please see the Food Service Director. It is the student's responsibility to activate and validate their meal plan card with

Campus Dining. The student is also responsible to notify the Residence Life Office or the manager of Campus Dining immediately, should there be any problems using their meal plan card or obtaining access to the campus dining facilities. Visit [Dining Services](#) and the Resident Student Handbook for more information.

Registration Fees

College Fee	
Full-Time	\$25.00/semester
Part-Time	\$1.70/credit hour

Other Registration Charges

Student Activity Fee	
Full-Time	\$100.00/semester
Part-Time	\$8.00/credit hour
Health Service Fee	
Full-Time	\$172.00/semester
Part-Time	\$14.30/credit hour
Note: Please be aware that this is not health insurance	
Technology Fee	
Full-Time	\$222.00/semester
Part-Time	\$18.50/credit hour
Transcript Fee	
Semester	\$10.00/semester
Program Specific Fees	
Special Course Fees	For the specific courses, please go to Lab/Course and First Day/ Inclusive Access Fee Information
First Day/Inclusive Access Fee	For the specific courses, please go to Lab/Course and First Day/ Inclusive Access Fee Information

In some curricula and/or courses additional costs to the student may be assessed. Refer to the Fees section for details.

International Student Insurance	
Fall	\$1,066.67
Spring	\$1,052.73
Spring/Summer	\$1,478.01

Other Registration Charges	
Payment Plan Set-Up Fee	\$25.00
Late Registration Fee	\$30.00
Late Payment Fee	Up to \$50.00 per occurrence depending on liability

Program Change (Drop/Add Fee)	\$20.00
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Fines and Fees

Fines and Fees	
ID Card Replacement	\$25.00
Return Check Charge	\$20.00
Alumni Fee (optional)	\$50.00 lifetime membership
Vehicle Parking Permit (per vehicle)	\$30.00/academic year
Parking Citation	\$35.00/violation
Parking Citation (Handicapped)	\$150/violation
Parking Citation Late Fee	\$15.00/after 20 days unpaid
Impound Vehicle Storage Fee	\$10.00/day
Boot Fee	\$35.00/day
Temporary Parking Permit Fee	\$2.00/day

*Please note that tuition and fees are subject to change without notice by action of Farmingdale State College and/or SUNY Board of Trustees.

POLICIES AND GENERAL PROCEDURES

Unless otherwise stated, all policies and procedures detailed in previous sections of this catalog apply equally to all Farmingdale students. Please refer to the undergraduate sections for important information on the following:

- Student Immunization Policy (Health and Wellness Center)
- Residence Hall Information
- Student Code of Conduct
- Withdrawals (from a course, from the semester, from the College)
- Non-attendance Policy
- Appeal Process for Credit by Evaluation
- Repeating Courses
- Change of Grade
- Grade Grievance Procedure
- Incompletes
- DegreeWorks
- Campus Resources and Facilities

PROGRAM LIST

COURSE INDEX

COURSE INDEX

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Farmingdale Foundation Award for Excellence in Professional Service, 2011
Chancellor's Award for Excellence in Professional Service, 2012

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DEA, MBA, University of Paris
PhD, HEC School of Management, Paris

Yi-Fan Chen

Assistant Professor of Visual
Communications
MA, W. Page Pitt School of Journalism
and Mass Communications
MA, Marshall University

MFA, Miami University, Oxford, OH
PhD, Rutgers University

Fran Cherkis

Professor of Nursing
BS, Adelphi University
MS, Regis University
DHSc, A.T. Still University
Certified Nurse Educator
Certified Academic Clinical Nurse Educator
Chancellor's Award for Excellence in Faculty Service,
2017

Yuen S. Chinn

Professor of Physics
BS, City College of New York
MA, Columbia University
PhD, Stony Brook University

Andy Chiou

Assistant Professor of Business
Management
BA, New York University
MBA, National Cheng Kung University
PhD, Baruch College, CUNY

Hyejin (Ann) Cho

Assistant Professor of Business
Management
BA, Northwestern University
MBA, Yonsei University
PhD, Korea Advanced Institute
of Science & Technology

Susan Chory

Assistant Professor of Nursing
AAS, Queensborough Community College
BS, Stony Brook University
MSN, Sacred Heart University
EdD, Southern Connecticut University
Simulation Coordinator
Certified Nurse Educator

Loucas Chrysafi

Professor of Mathematics
BA, MA, Queens College
PhD, Adelphi University

Kathleen Cino

Professor of Nursing
BS, MS, Hunter College
PhD, Adelphi University
Certified Nurse Educator

Susan L. Conforti

Professor and Chair of Medical
Laboratory Science
BS, MS, Stony Brook University
EdD, Dowling College

LaNina N. Cooke

Assistant Professor and
Assistant Director of the Center for Criminal Justice
Studies
BS, Morgan State University
MA, MA, John Jay College of
Criminal Justice
PhD, City University of New York
Graduate Center

Evan Cooper

Associate Professor of Sociology
BA, University of Michigan
MA, PhD, SUNY Albany

Alireza Dalili

Assistant Professor of Mechanical Engineering

Nur Dean

Assistant Professor of Computer Systems
BS, Erciyes University, Kayseri, Turkey

MS, Hofstra University
MA, MPHIL, PhD, The Graduate Center (CUNY)

Michael DeCastro
Associate Professor of Chemistry
BS, Bloomfield College
MS, PhD, Seton Hall University

Katelynn DeLuca
Associate Professor of English
and Humanities
AA, Suffolk Community College
BA, MA, Stony Brook University
PhD, St. John's University

James DeLucca
Assistant Professor of Architecture
and Construction Management
AAS, Nassau Community College
BS, BArch, New York Institute of
Technology
MS, New York Institute of
Technology
RA, New York

Chiara De Santi
Assistant Professor of
Modern Languages
Laurea (MA equivalent), Universita' degli Studi di
Firenze
MRes, PhD, European University Institute
PhD University of Wisconsin-Madison

Deanna N. Devlin
Assistant Professor of Criminal Justice
BS, The College of New Jersey
MA, PhD, University of Maryland

Edmund M. Douglass
Associate Professor of Physics
and Chair of Science,
Technology, & Society
BS, University of Pittsburgh
MS, PhD, Boston University

April Lynne Earle
Senior Assistant Librarian
AA, Nassau Community College
BA, Adelphi University
MLS, MA, St. John's University

Daniel Ehrenfeld
Assistant Professor of English and Humanities
BA, Wesleyan University
MA, Loyola Marymount University
PhD, University of Massachusetts Amherst

Tarik Eltaeib
Assistant Professor of Security Systems
BCS, MCS, University of Garyounis (Benghazi)
PhD, University of Bridgeport

Shannon Fanning
Assistant Professor of Professional
Communications
BA, Ramapo College of New Jersey
MA, Montclair State University
PhD, Iowa State University

Tamara Faure
Assistant Professor for Dental Hygiene
AS, BS, Farmingdale State College
BS, Utica College
EdD, Maryville University

Jing Betty Feng
Associate Professor of
Business Management
BBA, MBA, Michigan State University
PhD, Georgia State University
Farmingdale Foundation Award for

Excellence in Teaching, 2019

George Fernandez
Professor of Visual Communications
AS, Farmingdale State College
BBA, Hofstra University
BFA, School of Visual Arts
MA, Syracuse University
MFA, Marywood University
Farmingdale Foundation Award for
Excellence in Teaching, 2012

Michael Figuccio
Associate Professor and Chair of Psychology
BS, MA, PhD, Boston University

Adam A. Filios
Professor and
Chair of Electrical/Computer
Engineering Technology
BS, University of Athens
MSE, PhD, University of North
Carolina at Charlotte

Emily A. Fogarty
Associate Professor of History,
Politics and Geography
BS, MS, PhD, Florida State University

Rosalie Forrester
Assistant Professor of Dental Hygiene
AS, BA, Farmingdale State College
MS, University of New England
EdD, University of New England

Michael Fraina
Associate Professor
and Chair of Sport Management
BS, MS, University of Miami
PhD, Ohio State University

Christine Freaney
Assistant Professor of Nutrition Science and Wellness
BA, University of North Carolina at Wilmington
MHA, Hofstra University
PhD, University of Tennessee, Knoxville

Matthew Fried
Assistant Professor of Computer Systems
BA, Touro College
MA, Queens College

Szu-Pei Peter Fu
Assistant Professor of Mathematics
BBA, Soochow University
MS, PhD, New Jersey Institute of Technology

Jeffrey S. Gaab
Professor of History
BA, Hofstra University
MA, PhD, Stony Brook University
Farmingdale Foundation Award for
Excellence in Teaching, 2006
Chancellor's Award for Excellence in
Teaching, 2011
Fulbright Fellow, Germany and Belgium, 2008

Douglas Galloway
Assistant Professor of History, Politics, and
Geography
BBA, Western Connecticut State University
MA, PhD, The University of North Carolina
at Greensboro

Qinghai John Gao
Professor of Security Systems and
Law Enforcement Technology
BS, China University of Petroleum
MS, Sun Yat-Sen University
MS, College of Staten Island
MA, Queens College

MS, City College of New York
PhD, City University of New York

Karen Gelles
Library Director
BA, SUNY Geneseo
MLS, Simmons College

Thomas Germano
Professor of Visual Communications
AS, Nassau Community College
BFA, Cornell University
MFA, Yale University
Chancellor's Award for Scholarship
& Creative Activities, 2016

David Gerstl
Associate Professor and Chair of Computer Systems
JD, Columbia Law School
PhD, Stony Brook University

Hamid Ghadyani
Associate Professor of Mechanical
Engineering Technology
BS, Sharif University of Technology
MS, PhD, Worcester Polytechnic Institute

Christine Glaser
Professor of Nursing
BS, College of Mount St. Vincent
MS, Stony Brook University
DHed, A.T. Still University

Jennifer Gonder
Professor of Psychology
BA, MA, PhD, Hofstra University
Farmingdale Foundation Award for Excellence
in Teaching, 2013

Ramon O. Gonzalez
Associate Professor of Aviation
AS, Nassau Community College
BS, Farmingdale State College
MBA, EdD, Dowling College

Lori Goodstone
Professor of Nursing
BS, Syracuse University
MS, University of Phoenix
DHed, A.T. Still University
Chancellor's Award for Excellence
in Teaching, 2019

Michael S. Goodstone
Professor of Psychology
BS, Syracuse University
MA, PhD, Hofstra University
Farmingdale Foundation Award for
Excellence in Teaching, 2003
Chancellor's Award for Excellence
in Teaching, 2005

Lorraine Greenwald
Professor of Computer Systems
BS, MS, PhD, Stony Brook University
MBA, New York University

Marlene San Miguel Groner
Professor of English and
Humanities
BA, MA, LIU-C.W. Post
DA, St. John's University
Chancellor's Award for Excellence
in Teaching, 1993

John Gross
Assistant Professor of History, Politics, and
Geography
BA, University of Michigan
MS, PhD, Central Michigan University

Sarah T. Gross

Dean, Santmann School of Health Sciences
and Professor of Biology
BA, Yeshiva University
MS, PhD, Albert Einstein College of Medicine
Chancellor's Award for Excellence
in Teaching, 2017

Richard S. Gustavson

Assistant Professor of Mathematics
BA, Cornell University
MA, MPhil, PhD, City University of New York Graduate
Center

Jean Hall

Assistant Professor of Dental Hygiene
AS, BS, Farmingdale State College
MS, Touro College
DHED, A.T. Still University

Jack Harris

Associate Professor and Chair
of Visual Communications
BFA, Virginia Commonwealth University
MA, Syracuse University
MFA, University of Hartford

Jaime Hartless

Assistant Professor of Sociology & Anthropology
BA, Randolph College
MSc, University of Oxford
MA, PhD, University of Virginia

Kathryn Hauschild

Assistant Professor of Psychology

Sharon A. Henle

Associate Professor of Nursing
AS, Farmingdale State College
BA, New School for Social Research
MS, Stony Brook University
MA, New School for Social Research
EdD, Dowling College
Certified Nurse Educator

Glen Hinckley

Associate Professor of Chemistry
BS, University at Buffalo
PhD, University of Wisconsin-Madison

Noel Holton Brathwaite

Associate Professor of English
and Humanities and Acting Chair of
Professional Communications
BA, Sarah Lawrence College
MA, New York University
PhD, Iowa State University

Arthur Hoskey

Professor of Computer Systems
BA, SUNY Purchase
MS, Hofstra University
PhD, CUNY
Chancellor's Award for Excellence
in Teaching, 2017

Marya Howell-Carter

Professor of Psychology and Associate Dean
of the School of Arts and Sciences
BSEd, MA, PhD, Northwestern University

Victor Huang

Associate Professor and Chair of Chemistry
BA, Stanford University
BS, Pace University
PhD, University of Chicago

Yue Hung

Professor and Chair of Mechanical
Engineering Technology
BS, Farmingdale State College

MS, PhD, Stony Brook University

Ahmed Z. Ibrahim

Professor of Mechanical
Engineering Technology
BSME, University of Helwan
MSME, Polytechnic Institute of New York
PhD, Stony Brook University
PE, New York State
Chancellor's Award for Scholarship
& Creative Activities, 2012

Shohana Iffat

Assistant Professor of Civil Engineering

Natalie Ingraham

Assistant Professor of Sociology
BA, University of Science and Arts of Oklahoma
MPH, Indiana University
PhD, University of California

M. Nazrul Islam

Professor and Chair of Security Systems
BS, MS, Bangladesh University of
Engineering and Technology
PhD, Muroran Institute of Technology, Japan

Sayeedul Islam

Associate Professor of Psychology
BA, Rutgers University
MA, MBA, Fairleigh Dickinson University
PhD, Hofstra University

Marjaneh Issapour

Professor of Electrical
Engineering Technology
BS, Stony Brook University
MS, Columbia University
PE, New York State
Chancellor's Award for Excellence
in Faculty Service, 2007

Christopher Iverson

Assistant Professor of English and Humanities
AA, Borough of Manhattan Community College
BA, Hunter College
MA, New York University
MA, Long Island University
PhD, University of Connecticut

Nahid Jafariasbagh

Assistant Professor of Business
Management
BS, MS, University of Tabriz
PhD, RMIT University

Vicki K. Janik

Distinguished Teaching Professor,
Professor of English and Humanities
BA, Vanderbilt University
MA, DePaul University
PhD, Stony Brook University
Chancellor's Award for Excellence
in Teaching, 2001

Yuri Janssen

Assistant Professor of Physics
M.Sc., PhD, Universiteit van Amsterdam

Lynn Johnson

Associate Professor of Nursing
AS, Queensborough Community College
BS, Adelphi University
MS, Stony Brook University
PhD, Adelphi University

Douglas Johnston

Associate Professor of Mathematics
BS, MS, PhD, Stony Brook University

Marla Jorgensen

Professor of Psychology
Chair of Liberal Arts & Sciences
AA, Farmingdale State College
BS, University of Maryland at College Park
MA, George Mason University
PhD, CUNY - The Graduate School
and University Center

Yvonne Joseph

Assistant Professor
AAS, Nassau Community College
BSN, St. Joseph's College
MSN, Molloy University
EdD, Capella University
Nursing Professional Development - NP-BC
Project Management Essential Certification - PMEC
Lean Six Sigma White Belt Certification - LSSWB

Wan Jung

Assistant Professor of Professional Communications
BA, Chung-Ang University, Seoul, South Korea
MA, PhD, The University of Florida

Agnes M. Kalemari

Associate Professor of Mathematics
Director, Nancy C. Thomson
Mathematics Learning Center
BA, Ladycliff College
MS, LIU-C.W. Post
DA, Adelphi University
Chancellor's Award for Excellence
in Teaching, 2004

Supriyo Karmakar

Associate Professor of Electrical/ Computer
Engineering Technology
BS, MS, MTech, University of Calcutta
PhD, University of Connecticut

Brian Kelly

Associate Professor of Criminal Justice
BS, St. John's University
MA, EdS, EdD, Seton Hall University

Jodeda Jamal Khanam

Assistant Professor of Electrical/Computer
Engineering Technology
BS, Chittagong University of Engineering and
Technology
MS, PhD, Florida State University

Doug Kim

Associate Professor of Electrical
Engineering Technology
BS, University of California Berkeley
MS, University of Southern California
PhD, Stony Brook University

Alex Kodess

Assistant Professor of Mathematics
BS, MS, Ural State University
PhD, University of Delaware

John Kostanoski

Professor of Criminal Justice
AAS, Farmingdale State College
BS, MA, John Jay College of Criminal
Justice, CUNY

Eugene Kwak

Associate Professor of Architecture and
Construction Management
BARC, Carnegie Mellon University
MS AUD, Columbia University
RA, New York
CTLT Award for Innovative Pedagogy 2022

Joanne B. Lapidus-Graham

Professor of Nursing
AAS, RN, Nassau Community

College
BS, Adelphi University
MA, New York University
CPNP, Molloy College
EdD, University of Phoenix
Certified Nurse Educator Excellence
in Faculty Service, 2014

Joyce YukTing Lau
Assistant Professor of Biology
BS, Stony Brook University
MS, Northeastern University
PhD, Stony Brook University

Mi Ae Lee
Assistant Professor of Sport
Management
AAS, Berkeley College
BA, INHA University
MA, The University of Iowa
PhD, Temple University

Shellon Lees
Assistant Professor of Computer Systems

Jonathan M. Lehrer
Associate Professor
Chair of Urban Horticulture
and Design
BS, Cornell University
MS, PhD, University of Connecticut

Martin Lewison
Associate Professor of Business
Management
AB, Columbia University
PhD, University of Pittsburgh

Jie Li
Associate Professor of Computer Systems
BSE, MSE, Shanghai Jiao Tong
University
MS, PhD, City University of New York

Wenhai Li
Assistant Professor of Mechanical Engineering

Yaping Li
Assistant Professor of Physics
BSc, Northeast Normal University
MSc, Northeast Normal University
PhD, Memorial University of Newfoundland

Kenneth Liao
Associate Professor of Economics
BA, Oberlin College
PhD, Iowa State University

Canchu Lin
Assistant Professor of Business Management
BA, Jiangxi University, Jiangxi, China
MA, Beijing Foreign Studies University, Beijing, China
Mini-MBA, MS, PhD, Purdue University
PhD, University of Toledo

Meron Lindenfeld
Assistant Professor of Aviation
BS, MS, EdD, Dowling College

Cory Look
Assistant Professor of Anthropology
BS, Marymount Manhattan College
MPhil, The Graduate Center, City University of New
York (CUNY)
PhD, The Graduate Center, City University of New
York (CUNY)

Jason Lotz
Associate Professor of English
and Humanities
BA, Azusa Pacific University

MA, PhD, Purdue University

Kerry Lutz
Professor of Biology
BA, PhD, Rutgers
MA, Binghamton University

Kimberly Macario
Assistant Professor of Nursing
BS, NYIT
MS, Walden University
EdD, Southern Connecticut State University
Certified Nurse Educator

Kathryn Machin
Senior Assistant Librarian
BA, New York Institute of Technology
MLS, Queens College, CUNY

Nancy Maggio
Associate Professor of Nursing
BS, Adelphi University
MS, Stony Brook University
DNP, Case Western Reserve University
Chancellor's Award for Excellence in Faculty Service,
2023

Lloyd Makarowitz
Professor and Chair of Physics
BS, City College of New York
MA, Columbia University
PhD, City University of New York
Chancellor's Award for Excellence
in Faculty Service, 2011

Sherry Manansingh
Associate Professor of Nursing
AS, Farmingdale State College
BS, MS, St. Joseph's College
PhD, EdD, St. John's University

Megan Marchese
Senior Assistant Librarian
BS, Adelphi University
MLS, St. John's University

Loretta Mariano
Assistant Professor of Dental Hygiene
AAS, AAS, BS, Farmingdale State College
MS, D.H.Sc., University of Bridgeport

Carlos A. Marques
Associate Professor and
Chair of Mathematics
BA, Queens College
MA, PhD, Stony Brook University

Lynn Marsh
Professor of Dental Hygiene
AS, BS, Farmingdale State College
MS, SUNY Institute of Technology at Utica/Rome
EdD, Dowling College
Farmingdale Foundation Award for Excellence
in Teaching, 2015
Chancellor's Award for Scholarship and
Creative Activities, 2020

Lourdes Martinez
Assistant Professor of Medical
Laboratory Science
BS, Adelphi University
MS, St. Joseph's College

Michael Mastermaker
Assistant Professor of Visual Communications
AAS, Farmingdale State College
BA, Dowling College
MFA, Parsons School of Design

Jessica McGivney
Senior Assistant Librarian

BA, Amherst College
MA, MLS, Queens College, CUNY

Nicholas Menchyk
Associate Professor of Urban
Horticulture and Design
BS, PhD, Clemson University

Larry K. Menna
Professor of History
BA, MA, MPhil, PhD, Columbia University

Sara Mir
Assistant Professor of Dental Hygiene
BA, State University of New York at Binghamton
DDS, State University of New York at Buffalo

Michelle D. Miranda
Professor and Director of the Center for Criminal
Justice Studies
and Law Enforcement Technology
BS, Manhattan College
MS, John Jay College of Criminal Justice
PhD, CUNY - Graduate Center

Adaobi Mofunanya
Assistant Professor of Biology
BS, MS, Adelphi University
PhD, Stony Brook University

Reza Mollapourasl
Assistant Professor of Mathematics
BS, MS, PhD, Iran University of Science and
Technology

Sue Moon
Assistant Professor of Business
Management
BCom, MIR, Queen's University
PhD, University of Toronto

Eric Morgan
Associate Professor of Biology
BS, Stony Brook University
MA, PhD, MPhil, City University of New York

Mark Moscarillo
Assistant Professor of Visual
Communications
MA, Syracuse University
BFA, RI School of Design

Michael Motta
Assistant Professor of History,
Politics, and Geography
BA, Stonehill College
JD, Boston College Law School
PhD, Northeastern University

Laura Mueller-Joseph
Professor of Dental Hygiene,
Senior Vice President and Provost
AS, Farmingdale State College
BSDH, MSDH, Old Dominion University
EdD, Columbia University
Chancellor's Award for Excellence
in Teaching, 2004

Abeba Mussa
Professor and Chair of Economics
BA, MS, Addis Ababa University, Ethiopia
MA, PhD, Western Michigan University
Farmingdale Foundation Award for Excellence
in Teaching, 2017

Luisa Nappo-Dattoma
Professor of Dental Hygiene
BS, Thomas Jefferson University
College of Allied Health
MS, LIU-C.W. Post
EdD, Columbia University, Teachers College

Chancellor's Award for Excellence
in Teaching, 2014

Christine Nebocat

Associate Professor of Medical
Laboratory Science
BS, Marist College
MS, Dowling College
DHed, A.T. Still University

Timothy Nicholson

Assistant Professor and Chair of History,
Politics, and Geography
BA, State University of New York
at Geneseo
MA, King's College
PhD, Stony Brook University

Anton Nikias

Assistant Professor of Business
Management
BA, Point Loma Nazarene University
MBA, University of California
PhD, Ohio State University

Maria Nikolaidou

Professor of Nursing
BS, MS, Stony Brook University
DHed, A. T. Still University
Certified Nurse Educator

Kevin O'Donnell

Associate Professor of Aviation
BA, Manhattan College
MS, New York Institute of Technology

Brian O'Keefe

Associate Professor of Visual
Communications
BFA, Tyler School of Art,
Temple University
PhD, University of Florence

Jill O'Sullivan

Professor of Computer Systems
BA, LIU-C.W. Post
MBA, Dowling College
DPS, Pace University
Farmingdale Foundation Award
for Excellence in Teaching, 2016
Chancellor's Award for Excellence
in Scholarship and Creative Activities, 2019

Shannon Olivieri

Assistant Professor of Nursing
AS, Farmingdale State College
BS, MS, Chamberlain College of Nursing
Certified Nurse Educator

Stephen R. Patnode

Associate Professor of History
BA, MA, Rutgers University
PhD, Stony Brook University

Peter Park

Assistant Professor of Biology
BS, BS, PhD, Stony Brook University

Bilas Paul

Assistant Professor of Physics
BSc, University of Dhaka
MS, University of Dhaka
PGD, International Center for Theoretical Physics
MS, Syracuse University
PhD, Syracuse University

Virginia Peterson-Graziose

Professor and Chair of Nursing
BS, College of New Rochelle
MS, Long Island University
DNP, Case Western Reserve University

Certified Nurse Educator

Edward A. Plough

Associate Professor of English & Humanities
BA, Bradley University
MA, University of London
MA, Royal Holloway, University of London
PhD, Purdue University

Tino Posillico

Associate Professor of Criminal Justice
BS, MS, PhD, Polytechnic Institute
of New York

Ashley Pothén

Assistant Professor of Nutrition Science and Wellness
MS, DPT, New York Institute of Technology
EdD, Teacher's College, Columbia University

Mitali Pradhan

Assistant Professor of Economics
BCom, University of Mumbai, India
PGDBA, S.I.E.S. College of Management Studies, India
MS, University at Buffalo
PhD, Fordham University

Lisa Prazak-Stockwell

Associate Professor of Biology
BA, Hofstra University
PhD, Stony Brook University

Lauren Price

Associate Professor and Chair of Biology
BA, New York University
MS, PhD, City University of New York

Donna Proper

Associate Professor of Visual
Communications
BA, Pace University
JD, University of Miami
Chancellor's Award for Excellence
in Teaching, 2014

Fatoma Rad

Senior Assistant Librarian
BA, SUNY at Old Westbury
MSLIS, Pratt Institute

Jeanne Radigan

Professor of Aviation
AAS, Farmingdale State College
BBA, University of North Dakota
MBA, Adelphi University
EdD, Dowling College

Mihaela Radu

Professor of Electrical
Engineering Technology
MS, The Polytechnic Institute of
Cluj- Napoca, Romania
PhD, The Technical University of
Cluj-Napoca, Romania

Maria Randazzo-Davis

Assistant Professor of Business Management
AAS, Suffolk County Community College
BS, SUNY Old Westbury
MBA, New York Institute of Technology
PHD BA, Northcentral University

Kimberly Riegel

Assistant Professor of Physics
BA, Vassar College
M.Eng., Pennsylvania State University
PhD, Pennsylvania State University

Margarita Rivera

Assistant Professor of
Dental Hygiene
AAS, New York City College

of Technology

BS, Farmingdale State College
MS, University of Bridgeport
EdD, University of New England

Meeghan Rogers

Assistant Professor of Business
Management
BS, Wagner College
MS, PhD, Queen's University Belfast

Laurie Rozakis

Professor of English and
Humanities
BA, MA, Hofstra University
PhD, Stony Brook University
Chancellor's Award for Excellence
in Teaching, 1994

Gary Rupp

Associate Professor of Business
Management
BBA, Hofstra University
MBA, LIU-C.W. Post
CPA, New York
Chancellor's Award for Excellence
in Teaching, 1996

Yeong Soon Ryu

Professor of Mechanical
Engineering Technology
BS, Chonnam National University
MS, City University of New York
MPh, PhD, Columbia University

Robert Saunders

Professor of History and Political Science
BA, University of Florida
MA, Stony Brook University
PhD, Rutgers University
Chancellor's Award for Scholarship
& Creative Activities, 2016

Louis Scala

Associate Professor of Aviation
BS, MA, New York University
Chancellor's Award for Excellence
in Faculty Service, 2019

Christine Schlendorf

Assistant Professor of Biology
BS, Manhattan College
MS, Stony Brook University
PhD, Stony Brook University

Jessica Seifert

Associate Professor of Biology
BS, Davidson College
PhD, Mount Sinai School of Medicine

Cristian Sepulveda

Associate Professor of Economics
BS, Pontificia Universidad Católica
de Valparaíso, Chile
PhD, Georgia State University

Jolly Shah

Assistant Professor of Medical Laboratory Science
BS, Farmingdale State College
MS, Fairleigh Dickinson University

Michael Shenoda

Assistant Professor of Architecture
& Construction Management
BS, MS, New Jersey Institute
of Technology
PhD, University of Texas

Wei Shi

Assistant Professor of Professional
Communications

BA, South China Normal University
MSED, University of Pennsylvania
PhD, Rutgers University

Khosro Shirvani

Assistant Professor of Mechanical Engineering
Technology
BS, Mazandaran University, Tehran, Iran
MS, Iran University of Science & Technology
PhD, Howard University

Amanda Shore

Assistant Professor of Biology
BS, University of Florida
PhD, University of Hawaii

Shan Siddiqui

Assistant Professor of Sociology
BS, The University of Texas at Austin
MOT, The University of Texas Medical Branch at Galveston
MA, PhD, The University of Texas at Austin

Jill Silverman

Assistant Professor of Nutrition Science and Wellness
BS, Binghamton University
MA, M.Phil, PhD, Columbia University

Jack Simonson

Associate Professor of Physics
BS, College of William and Mary
PhD, University of Virginia

Sarbjit Singh

Associate Professor of Sport Management
BSBA, Georgetown University
MBA, Emory University, Goizueta Business School
JD, Emory University Law School

Orla Smyth-LoPiccolo

Professor of Architecture
& Construction Management
BS, MA, The University of Dublin
MS Arch., New York Institute of Technology
PDip (CM) New York University
RA, New York
CTLT Pedagogy Award, 2017
Chancellor's Award for Excellence in Teaching, 2018
FSC Phenomenal Woman Award 2018
American Institute of Architects (AIA) Educators Award, 2019

Sung Wook (Sean) Son

Assistant Professor of Sport Management
BS, School of Visual Arts
MA, Brunel University
PhD, Indiana University

Hongyu Song

Assistant Professor of Business Management
BE, Tianjin University
MS, Columbia University
MA, State University of New York at Albany
PhD, Syracuse University

Monique Sosnowski

Assistant Professor of Criminal Justice

William J. Steedle

Associate Professor of Visual Communications and Assistant Dean of the School of Business
AAS, Farmingdale State College
BPS, SUNY Empire State College
MA, NY Institute of Technology
Farmingdale Foundation Award for Outstanding Service to the College, 1991
Chancellors Award for Excellence

in Faculty Service, 2004

Jeanette Sutherland

Assistant Professor of Biology
BS, Fordham University
MS, New York Medical College
PhD, New York Medical College

Aida Sy

Assistant Professor of Business Management
BA, Ecole Nationale Supérieure Post & Telecom Paris
BA, MSc, University of Paris IX Dauphine
PhD, University of Paris I Pantheon-Sorbonne

Hazem Tawfik

Distinguished Service Professor,
Professor of Mechanical Engineering Technology, and Director of the Institute For Research and Technology Transfer
BSc, MSc, University of Alexandria
PhD, University of Waterloo
PE, Ontario and New York State

Mengsteab Tesfayohannes-Beraki

Assistant Professor of Business Management
PhD, University of Graz Austrian

Jack Thomas

Assistant Professor of Biology and Chair of Nutrition Science and Wellness
BS, MFN, Bowling Green State University
PhD, The Ohio State University

Tesi Thomas

Assistant Professor of Nursing
BS, Sacred Heart College of Nursing, TN, India
MS, University of Phoenix, AZ

Svetlana Tlupova

Associate Professor of Mathematics
BS, Kabardino-Balkar State University
MS, PhD, Tulane University

Jinnette Tolentino Collado

Assistant Professor of Chemistry
BS, York College - CUNY
MS, Queens College - CUNY
PhD, Stony Brook University

Carly Tribull

Assistant Professor of Biology
BA, University of California
PhD, Richard Gilder Graduate School at the American Museum of Natural History

Ebru Ulusoy

Associate Professor of Business Management
BA, Istanbul University
MS, Marmara University
PhD, University of Texas-Pan American

Geraldo Vasquez

Assistant Professor of Business Management
BA, MS City University of New York - Queens College
DBA, Temple University

Mary Villani

Professor of Computer Systems
BS, SUNY Binghamton
MBA, DPS, Pace University
Chancellors Award for Excellence in Teaching, 2013

Eugenio Pacelli Villarreal

Associate Professor and Chair of

Modern Languages
Licenciatura, Universidad Autonoma de Nuevo Leon
MA, Washington State University
PhD, SUNY Albany

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Chancellor's Award for Excellence
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MS, PhD, City University of New York
PE, New York
Farmingdale Foundation Award for Excellence
in Teaching, 2014

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MS, PhD, City University of New York

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Chancellor's Award for Excellence in Professional Service, 1991
Farmingdale Foundation Award for Outstanding Service to the College, 1991
Farmingdale Foundation Award for Excellence in Professional Service, 2007

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Chancellor's Award for Excellence in Professional Service, 2016

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AAS, Farmingdale State College
BS, Empire State College
MS, New York Institute of Technology
Chancellor's Award for Excellence in Professional Service, 2019

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Education Center
BS, LIU-C.W. Post

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BS, Farmingdale State College
MS, Stony Brook University
Farmingdale Foundation Award for Excellence in Professional Service, 2016

Francis Winslow

Biology
BS, MS, Stony Brook University

CHANCELLOR'S AWARDS RECIPIENTS

Farmingdale State College Chancellor's Awards

Recipients Established in 1973

The Chancellor's Awards for Excellence were established in 1973 to give recognition to outstanding educators throughout the State of New York.

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Distinguished Teaching Professor:

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Dr. I. Edward Alcamo, Biology
Dr. John A. Winn, Mathematics
Dr. Miriam K. Deitsch, Sociology
Dr. Ann R. Shapiro, English
Dr. Sheldon P. Gordon, Mathematics
Dr. Vicki K. Janik, Professional Communications
Dr. John Fiorillo, Electrical Engineering Technology

Distinguished Service Professor:

Prof. Casimir Rakowski, Mechanical Engineering Technology
Dr. Charles Fishman, English
Prof. Cornelius P. McAdorey, English
Dr. Hazem Tawfik, Mechanical Engineering Technology
Dr. Amit Bandyopadhyay, Architecture/Construction Management
Prof. Yelleshpur Dathatri, Electrical Engineering Technology
Prof. Serdar Z. Elgun, Mechanical Engineering Technology
Dr. Daniel S. Marrone, Business Management

Excellence in Teaching:

Prof. Casimir Rakowski, Mechanical Technology
Dr. Austin Frishman, Biology
Prof. Ronald Dougher, Social Science
Dr. Abraham Blinderman, English
Prof. Stanley Mehlman, Chemistry
Dr. Harvey Barke, Horticulture
Prof. Anne Senyk, Sociology
Dr. Edwin F. Ore, English
Dr. Philip Silverstein, Dental Hygiene
Dr. Harold Highland, Data Processing
Dr. Stanley Lamberg, Medical Laboratory Technology
Prof. Cheryl Hicks, Secretarial Science
Dr. Michael Abbatiello, Veterinary Science
Dr. Frank Pellegrini, Chemistry
Dr. Charles Fishman, English
Prof. James Friel, English
Dr. Richard Telloni, Agriculture
Dr. Frank Cavaoli, History, Economics, Politics
Dr. Lois Rafenski, Nursing
Dr. Stanley Feist, Psychology
Dr. I. Edward Alcamo, Biology
Prof. Carolyn Cuttler, Office Management
Dr. Roger Hoffman, Psychology
Prof. Eileen Eichler, Business
Prof. Linda Calderone, Business
Dr. Marlene San Miguel Groner, English
Dr. Philip Poynor, Aerospace Technology
Dr. Laurie Rozakis, English/Humanities
Dr. John Fiorillo, Electrical Engineering Technology
Prof. Angela Blas, Business & Computer Information Systems
Dr. Lois Mignone, Modern Languages
Dr. Peter Nolan, Physics
Prof. Gary Rupp, Business & Computer Information Systems
Prof. Melanie Vainder, English/Professional Communications
Dr. Alexander Short, Business
Dr. Miriam K. Deitsch, College Studies
Dr. Gary Brown, Biology
Prof. Judith Friedman, Dental Hygiene
Dr. Barry Capella, English
Dr. Matilde Fava, Modern Languages
Dr. Henry Sikorski, English/Humanities
Prof. Joseph Betz, Architecture/Construction Management
Dr. Vicki Janik, English/Humanities
Prof. Sharon Struminger, Dental Hygiene
Dr. Louise Napolitano-Carman, English/Humanities
Prof. Margaret Porciello, Computer Systems
Dr. Charles N. Adair, Biology
Dr. Mary Stedman, Nursing

Dr. Agnes Kalemari, Mathematics
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Dr. Michael Goodstone, Psychology
Dr. Diane M. Smith, English
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Dr. Mary Villani, Computer Systems
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Dr. Jennifer Bryer, Nursing
Dr. Luisa Nappo-Dattoma, Dental Hygiene
Dr. Kathleen Walsh, Nursing
Prof. George Fernandez, Visual Communications
Dr. Sarah Gross, Biology
Prof. Janet Gruber, Dental Hygiene
Dr. Arthur Hoskey, Computer Systems
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Dr. Jonathan Lehrer, Urban Horticulture and Design
Dr. Lori Goodstone, Nursing
Dr. Doug Kim, Electrical Engineering Technology
Dr. Bryan Field, Physics

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Prof. Howard Gold, Professional Communications
Prof. Robert Seyler, Automotive & Mechanical Engineering Technology
Prof. Susan Candia, English & Humanities
Prof. John DeCarlo, Professional Communications
Dr. Jack Thomas, Biology
Prof. Amanda Lavery, Biology
Prof. Joseph Rossi, Criminal Justice
Prof. William Dodge, Professional Communications
Prof. Jennifer Mignano-Brady, English & Humanities
Prof. Maria Randazzo-Davis, Business Management
Prof. David Guarino, Visual Communications
Prof. Kathleen Hecht, Biology
Prof. Kimberly Wild, Visual Communications
Prof. Bentley Whitfield, English & Humanities
Dr. Shellon Lees, Computer Systems
Prof. George Kuscsik, Computer Systems
Dr. David Byrne, Criminal Justice

Excellence in Librarianship:

Ms. Carol Greenholz
Ms. Judi Bird
Ms. Theresa Zahor

Excellence in Faculty Service: (Est. in 2004)

Prof. William Steedle, Visual Communications
Dr. Kathleen Jacqueline, English
Prof. Marjaneh Issapour, Electrical Engineering Technology
Prof. Ruth Sapir, Computer Systems
Dr. Lloyd Makarowitz, Physics
Dr. Joanne Lapidus-Graham, Nursing
Prof. Wayne Krush, Visual Communications
Dr. Matilde Fava, Modern Languages
Dr. Susan Barrett-Landau, Nursing
Dr. Fran Cherkis, Nursing
Prof. Lou Scala, Aviation
Dr. Maureen Tsokris, Dental Hygiene
Prof. Sarbjit Singh, Sport Management
Dr. Susan Conforti, Medical Laboratory Science
Dr. Nancy Maggio, Nursing
Dr. Marya Howell-Carter, Psychology

Excellence for Scholarship & Creative Activities:

Dr. Daniel S. Marrone, Business Management
Dr. Ahmed Ibrahim, Mechanical Engineering Technology
Dr. Robert Saunders, History Politics and Geography
Prof. Thomas Germano, Visual Communications
Dr. Jill O'Sullivan, Computer Systems
Dr. Lynn Marsh, Dental Hygiene
Dr. Danden Chen, History, Politics & Geography

Dr. Monica Diamond-Caravella, Nursing
 Mr. Jack Harris, Visual Communications
 Dr. Jennifer Gonder, Psychology
 Dr. Kerry Lutz, Biology
 Dr. Angela Jones, Sociology & Anthropology

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 Mr. Ramon Rodriguez, Student Affairs
 Ms. Ann Diehl, Continuing Education
 Ms. Janet Snyder, Admissions
 Mr. Reginald T. Marshall, Learning Center
 Ms. Kathy Kollar, Office Management
 Mr. Fred Harrison, Physical Plant
 Mr. Wayne T. Clavering, Outcomes Assessment
 Mr. Michael Knauth, Head Librarian
 Ms. Terry Esnes-Johnson, Dean of Students
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 Ms. Diane E. Melamed, Student Accounts
 Mr. John W. Hendrickson, Construction/Architectural Management
 Ms. Sandra Lory-Snyder, Undeclared Major
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 Ms. Darleyne Mayers, Educational Opportunity Center
 Ms. Lauren Romer, Registrar
 Ms. Cynthia Thomas, Biology
 Ms. Marilyn Flores, Registrar
 Ms. Joanne Ulrich, Use of Facilities
 Mr. Jonathan Goldstein, Marketing & Communications
 Mr. Richard Beatty, Admissions
 Mr. Kevin Murphy, Health & Wellness Center
 Dr. Erwin Cabrera, RAM Program
 Ms. Jessica Bernadotte, Business Management
 Dr. Bahar M. Zoghi, School of Engineering Technology

Excellence in Classified Service: (Est. in 2009)

Ms. Amy Kaplan, Human Resources
 Ms. Nina Von Deesten, Modern Languages and History, Economics & Politics
 Mr. Daniel Daugherty, University Police
 Ms. Christine Dose, Student Affairs
 Ms. Deborah Faulhaber, Health Sciences
 Ms. Barbara Sarringer, Psychology
 Ms. Vanda Bordies, Urban Horticulture and Design
 Ms. Keri Hauff, University Police
 Ms. Mary-Beth Liegmann, School of Business
 Mr. Luis Llano, University Police
 Ms. Tara Zajack, Mechanical Engineering Technology
 Ms. Sandra Hahl, Liberal Arts and Sciences
 Ms. Suzanna Goench, Administration & Finance

Chancellor's Award for Student Excellence: (Est. in 1998)

Ms. Karen Conner, Business Administration
 Mr. Michael Rodriguez, Aviation Administration
 Ms. Eileen Therese Sullivan, Management Technology
 Mr. Jonathan Friedfertig, Management Technology
 Ms. Shirley Mohan, Computer Systems Technology
 Mr. Christopher Weppler, Management Technology
 Ms. Diane Bachor, Technical Communications
 Ms. Maria Orellana, Management Technology
 Mr. Matthew Preston, Professional Pilot
 Ms. Belinda Rodriguez, Computer Programming & Information Systems
 Ms. Prathibha Mohan, Computer Science
 Mr. Justin Schulz, Aviation Administration
 Ms. Nikiesha White, Computer Programming & Information Systems
 Mr. Jonathan Spolidora, Business Administration
 Ms. Sasha Lee Dawes, Business Administration

Ms. Cecilia Ambros, Visual Communications
 Ms. Stephanie Marinelli, Nursing
 Mr. Shawn Moir, Aviation
 Ms. Elizabeth Reilly, Nursing
 Mr. Patric Santiago, Business Administration
 Mr. Arnim Mondesir, Management Technology
 Ms. Shari Romar, Urban Horticulture and Design
 Mr. Brett Southard, Computer Programming & Information Systems
 Mr. Michael Tobin, Bioscience
 Ms. Denise Botiglione, Management Technology
 Ms. Robin Dunn, Business Administration
 Ms. Rachele Fischer, Liberal Arts and Sciences
 Ms. April Orthner, Management Technology
 Ms. Janine Segalini, Computer Programming & Information Systems
 Ms. Delia Sarich, Professional Communications
 Ms. Lauren Fink, Business Management
 Mr. Frank Rampello, Professional Communications
 Ms. Cheryl Williams, Nursing
 Ms. Nicole Andre, Bioscience
 Ms. Kathleen Flanagan, Bioscience
 Mr. Anthony Sbrocco, Business Management
 Mr. Matthew Dorsey, Business Management
 Ms. Elena Lee, Visual Communications
 Ms. Mary O'Neil, Nursing
 Mr. Aristoteli Dorizas, Technology Studies
 Ms. Lauren D'Alesandro, Dental Hygiene
 Mr. Andrew Hesse, Bioscience and Applied Mathematics
 Ms. Jaimie Dorr, Business Management
 Mr. Salvatore Hanusiewicz, Computer Programming and Applied Mathematics
 Ms. Amy Olenick, Nursing
 Mr. David Olivo, Dental Hygiene
 Ms. Christine Deeks, Dental Hygiene
 Ms. Jessica Micallef, Professional Communications
 Ms. Tara Polla, Nursing
 Ms. Joy Grynko, Applied Psychology
 Ms. Kristine Meyer, Nursing
 Mr. John Scuteri, Computer Programming & Information Systems
 Ms. Jade Truong, Bioscience
 Ms. Sarina Turbendian, Professional Communications
 Ms. Elizabeth Calvente, Bioscience
 Mr. John M. Campbell, Bioscience
 Ms. Shannon Vollmer, Applied Math
 Ms. Vianna M. Reyes Duran, Business Management
 Ms. Kristen Ranaldo, Dental Hygiene
 Ms. Kristin Bonura, Nursing
 Ms. Kimberly Gleason, Applied Psychology
 Ms. Kinza Nadeem Kasher, Visual Communications
 Ms. Alexa Artemis Toyas, Professional Communications
 Ms. Jessica Ann Daddino, Nursing
 Ms. Kristine Lycke, Applied Psychology
 Mr. Oscar Polanco-Reynoso, Applied Economics
 Mr. Shaquille Saillant, Visual Communications
 Ms. Samantha Stettinisch, Bioscience
 Ms. Carly Vittoria, Nursing
 Mr. Robert Adolfsen, Automotive & Mechanical Engineering Technology
 Mr. Bradley Correia, Nursing
 Ms. Emily McCue, Nursing
 Mr. Daniel Parks, Automotive & Mechanical Engineering Technology
 Mr. Matthew Schinasi, Applied Psychology
 Mr. Messiah Gaymon, Science Technology & Society
 Mr. Jamie Jones, Architectural Engineering Technology
 Ms. Lily Moldan, Criminal Justice: Law Enforcement Technology
 Ms. Jennifer Newins, Medical Laboratory Science
 Mr. Luke Rossi, Bioscience
 Mr. Nicholas Ferrigno, Computer Programming & Information Systems
 Ms. Maria Turbi Henderson, Bioscience
 Mr. David Ramirez, Computer Programming & Information Systems
 Mr. Garrett Spurlin, Aviation Administration
 Daniela Figueroa, Applied Psychology
 Destini Nevica Anderson Buchanan, Bioscience

FACULTY EMERTI

Yelleshpur Dathatri
Distinguished Service Professor

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Distinguished Teaching Professor

Charles Fishman
Distinguished Service Professor

Sheldon Gordon
Distinguished Teaching Professor

Cornelius R. McAdorey
Distinguished Service Professor

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John Winn
Distinguished Teaching Professor

Daniel Scott Marrone
Distinguished Teaching Professor

Serdar Z. Elgun
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Miriam K. Deitsch
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Gwendolyn Barckley
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Paul Bedell
Victor Bellard
Judith Bird
Robert C. Blank
Angela Blas
Abraham Blinderman
Marilyn Blumenthal
Kenneth Bowers
Dolores Bradley
Theresa Branciforte
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Jennifer Bryer
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Linda Calderone
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Maureen Capone
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George Cavisir
Helene Cerky
Stuart Chaskes
Horice Clapp
Herbert Cohen
Jerome Cohen
David Conford
Francis X. Corrigan
Howard Crandell
Peggy Rogers Crichton
Philip Cruz
Robert Culver
Norma Curchack
Angela Danzi
Joseph DeFalco
Bernard Defrin
Nicholas Dietz
Leo R. DiLiello
Gary Dittmer

Lois Donard
Henry Dondero
Daniel Dowd
Raymond Dunstan
Charles Ehlers
Eileen Eichler
Oscar Eichmann
Robert Elgart
Serdar Elgun
John Erdell
Charles Erlanger
Sylvia Ewen
Loretta Falk
Louis Fanning
Wayne S. Farrow
Matilde Fava
Sheldon Fein
David T. Ferrier
Gary Ferrigno
Paul Field
Alfred Flanter
Gerald Flynn
Norman Foote
James R. Friel
Sidney Fried
Judith Friedman
Julie Rae Friedman
Louis Friedman
Helmuth F. Fuchs
Thomas Galeazzi
Richard Game
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Joan Gardner
Ralph A. Giannotti
Anthony Giffone
Robert Gladwish
Edith Glantz
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Marian Gromet
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Kathleen Hawryluk
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Robert Hess
Cheryl Hicks
John Hillman
Roger Hoffman
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Steven Holzman
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Colleen Hosp
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Evelyn Hyatt
John Hyde
Eugene Indenbaum
Richard Iversen
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James O. Irwin
Lee Jacknow
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Mia Katonah
Dorothy Kavasch
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Yeshwant Purandare
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Leroy N. Young
Maria Zito
Mauro S. Zulli

ADVISORY COMMITTEES

ADVISORY COMMITTEES

Advisory Committees are recognized by Farmingdale State College as strong partnerships that are integral to program quality and viability. Consisting of local employers and community representatives, the Committees advise the College on the development and revision of academic programs as well as new applications of science and technology, new methods and materials, and trends in employment. These partnerships can help build community support, commitment, and resources for programs while ensuring that programs are up-to-date and responsive to the needs of the Long Island region and beyond.

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Mr. Ray Atkin	Vice President, Northeast, BUCH
Mr. Victor Canseco	Owner/Operator Sandpebble Builders, Inc.
Mrs. Graciela Carrillo, AIA, LEED AP BD+C, CEO	Senior Manager, Nassau Boces
Mr. John Faltings	President, G & S Solar Vice President of Development & Construction, G & S Investors
Mr. Brian A. Fisher, RA	Brian A. Fisher, Architect
Mr. Robert Morrissey, RA	Vice President, JRS Architect, PC
Mr. Paul O'Rourke	Vice President of Operations, EW Howell Co., Inc.
Mr. Ralph Ottaiano, AIA, LEED	Project Coordinator, Jobco Incorporated
Mr. Michael Peck, RA, VP	Architect, GTC CM & Consulting, LLC
Mr. William Recce, RA, LEED AP	Principal, SCC Construction Management Group
Mr. R. Joel Richardson	Associate, Senior Civil Discipline Engineer, H2M Architects + Engineers
Mr. Michael Rohan	Director, Engineering & Infrastructure, Northwell Health
Mr. Michael W. Spinelli, JD, AIA	Principal, Cashin Spinelli Ferretti LLC
Mr. John F. Sullivan	Senior Vice President of Operations, Skanska Civil
Mr. Phillip A. Toth	Lead Estimator, Preconstruction, Skanska USA Civil

AVIATION

Mr. Rafael A. Alvarado	Evaluator Pilot, 19th Special Operations Sq
Mr. Amin Khwaja	First Officer, United Airlines, Inc.
Mr. William R. Korbelt	Chief Meteorologist, News 12 Long Island
Mr. Warren D. Kroepfel	Senior Vice President, FBO Operations- Sheltair
Ms. Shelley LaRose-Arken	Airport Manager, Republic Airport - Farmingdale, NY
Mr. William J. Nugent	Vice President, Flight Safety International

Mr. Mahendra K. Raghubeer	Manager, Safety and Standards Branch and Airport Compliance Program Manager, FAA, Airports Division
Mr. Bob Seidel	President and CEO, JFI JETS

BIOLOGY

Mr. Andreas Grill	Executive Director, Pharmaceutical R&D
Mr. John Haley	Independent Consultant
Dr. Annette Lee	Director of Laboratory of Transitional Genetics, Feinstein Institutes for Medical Research
Mr. Daniel T. Polner	Executive Director, Broad Hollow BioScience Park, Inc.

BUSINESS MANAGEMENT

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Mr. Justin Cusano, CPA, MST	Finance Analyst, Fairfield Properties
Ms. Rachel Doukas	Founder/CEO Doukas Media
Mr. Steven Eisner, CLF	Managing Director, National Finance Network
Ms. Diane Gariti	Human Resource Manager, D3 LLC
Ms. Evelyn Geller, FSCP, LUTCF, RICP, CDFA, CLTC	Managing Director, Forest Hills Financial Group
Mr. John Liberti	Vice President Security Operations Center, Summit Security Services, Inc.
Mr. Robert N. Marrano	Sr. Director Strategy, Planning & Administration, Canon U.S.A., Inc.
Ms. Madalyn Moeller	Senior Corporate Recruiter, ClearVision Optical
Ms. Kim Poulos	President/Owner/Creative Director, KGI Design Group (Kimberleigh Graphics, Inc)
Mr. Andrew Siciliano	Partner, U.S. Practice Leader- Trade and Customs, KPMG
Ms. Elise Turley	Talent Acquisition Specialist, Enterprise Mobility

CENTER FOR CRIMINAL JUSTICE STUDIES

Mr. N. Scott Banks, Esq.	Attorney in Chief, Legal Aid Society of Nassau County
Mr. Marvin L. Colson, M.S., M.A.	Clinical Associate Professor, School of Social Welfare, Stony Brook University
Ms. Apryl N. Hargrove	Police Officer, Sergeant, Suffolk County Police Department
Mr. Patrick Ryder	Commanding Officer, Asset Forfeiture and Intelligence, Nassau County Police Department

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Mr. Kenneth Arnold, P.E.	Commissioner, Nassau County Department of Public Works
Mr. Richard B. Causin, P.E.	Regional Director, NYS Department of Transportation
Ms. Sarah Oral, P.E., LEED AP BD+C	Long Island Coordinator, Clean Energy Communities Program for NYSERDA
Dr. Ozlen Ozkurt	Department Manager, Dewberry Engineers Inc., New York, NY
Mr. Alexander J. Prego, P.E., PTOE	Chief Engineer, Suffolk County Department of Public Works

COMPUTER SECURITY

Mr. Tirumala Rao Chimpiri	Senior Programmer Analyst, Stony Brook University
Mr. Thomas Dinan	Director of Security Operation Center and Security Technology, Altice USA (Formerly Cablevision)
Mr. Frank Esposito	Ground Operations, JetBlue Airways; Sr. Security Analyst, Altice USA (Formerly Cablevision)
Mr. John Johrden	Executive Director of Operations, Culhane Associates, LLC
Mr. Taj Mahmud	Senior Advisory Consultant, Cyber Risk Services
Mr. Sean Ogonowski	Public Safety Officer, Suffolk Community College
Mr. Peter J. Theobald	Senior Site Reliability Engineer, Compute Technology Group at Akamai
Mr. Almon Tse	Chief Information Security Officer, Saks Fifth Avenue
Mr. Eric P. Vandenburg	Director of Training & Research, Culhane Associates, LLC

COMPUTER SYSTEMS

Ms. Peta-Gay Clarke	Google.org Global Community Program Lead, Google, Inc
Ms. Nancy A. Corrado	Director, Business Development and Customer Success, Canon USA, Inc
Mr. Jeffrey Herb	Manager, Information Technology Services 1-UI Support Team and eChannels Team (Tax and Finance), New York State Office of Information Technology
Ms. Cindy Hoskey	Customer Enablement Director/ Managing Consultant. Praesto Consulting
Ms. Louisa Petsitis	IS Security Analyst II, 1199SEIU Benefit and Pension Funds

DENTAL HYGIENE

Dr. Steven R. Feigelson, DDS, PC	CEO and President, Steven R. Feigelson DDS, 3PC; Associate
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	Clinical Professor, Stony Brook University
Ms. Eileen Feltz, RDH, BS, MHA	Director of Clinical Operations, SUNY Stonybrook School of Dental Medicine
Dr. Scott R. Firestone	Private Practice (retired)
Mr. Justin Hayes	Operations Director, Marotta Dental Studio
Ms. Donna Hickey	Licensed Registered Dental Hygienist
Dr. Kenneth Johannesen, DDS	Chief, Dental Service, Northport VA Medical Center
Ms. Maureen Knott	Vice President-Product Advertising, Henry Schein Inc
Dr. Allan Kucine	Clinical Asst. Professor, School of Dental Medicine, Stony Brook University
Ms. Jessica Leggio	Dental Hygienist, NYS Office of Mental Health at Pilgrim Psychiatric Center
Dr. Robert Peskin	General Dentistry, Dental Anesthesiology
Dr. Joan M. Waldron, D.D.S., M.P.A.	Director, Provider Relations and Outreach, Healthplex, Inc. (retired)
Dr. Steven Marshall Zove	Director of Predoctoral Periodontics, Clinical Associate Professor, School of Dental Medicine, Stony Brook University

ECONOMICS

Ms. Marian Chen	Vice President, New York Community Bank
Mr. Tommy W. Leung	Audit Senior Manager, KPMG LLP
Mr. Craig Levy	Vice President Senior Business Relationship Manager, HSBC Bank USA NA
Ms. Elizabeth Muehlemann	Economic Development Specialist, Empire State Development
Ms. Shital Patel	Labor Market Analyst, Principal Economist, NYS Dept of Labor

ELECTRICAL / COMPUTER ENGINEERING TECHNOLOGY

Mr. Peter Buitenkant	Consultant
Mr. Joseph Colucci	Sr. Engineering Project Manager, Telephonics Corp
Ms. Marietta Costa	Software Engineering Manager, BAE Systems
Mr. James Del Rossi	Founder and CTO, ADR Advisors, Inc.
Mr. Thomas Hayes	Senior Project Engineer, Brookhaven National Lab
Mr. Gary R. Johnson	Section Manager, Conformity Assessment Services, US East, Underwriters Laboratories
Mr. Se Yong Park	Founder & CEO, Intelibs, Inc.

Mr. Ira Soller, PE	Director of Biomedical Engineering, SUNY Health Science Center (retired)
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HISTORY, POLITICS, AND GEOGRAPHY

Dr. Jochen Albrecht	Professor of Computational and Theoretical Geography, Hunter College
Mr. Robert Hubbs	GIS Specialist, Town of Smithtown
Ms. Janet L. Kaczmarek	Earth Science Teacher, Sayville High School; Science Teacher Stony Brook Ace Program, Sayville High School
Mr. Robert Mozer	Science Teacher, William Floyd Middle School
Ms. Kara O'Neil	GIS Director, L.K. Mclean Associates P.C

INDUSTRIAL TECHNOLOGY - FACILITY MANAGEMENT TECHNOLOGY

Mr. Daniel Forino, P.E., MBA, CCP, LEED AP, WELL AP, FitWel	Integrated Facilities Management-Division Manager, Brookhaven National Laboratory
Mr. John V. Lucchi, P.E.	Senior Stationary Engineer (Chief Engineer), NYC Dept of Citywide Administrative Services (DCAS)
Mr. Alex Pamboris	Chief Cost Engineer, Hunter Pacific Group
Mr. Howard S. Poblner, CFM, FMP	Manager, Office Services, American Society of Mechanical Engineers
Mr. William Roblin	Owner/President/Property Owner, Baldwin Machine Works, Inc. & Baldwin Machine Properties LLC
Mr. Mark Slavin, LEED A.P.	Operations Manager of Engineering NYU Langone Health
Mr. Edward J. Sottile	Director of Manufacturing Engineering/Operational Excellence Coordinator, OERLIKON METCO US Inc

MATHEMATICS

Dr. Petar M. Djuric	Chair, Electrical and Computer Engineering Department, Stony Brook University
Mr. Stanley Kalemari, Jr.	MS, Aeronautical Engineering
Dr. Lev Neymotin	Project Manager, Brookhaven National Laboratory
Dr. Fabio Peixoto	Vice President, Royal Bank of Canada Capital Markets

MECHANICAL ENGINEERING TECHNOLOGY

Mr. Marc Anderes	VPO and Co-Founder, Maloya Corporation
Mr. Mark Klein, P.E.	Capital Program Manager/Engineer, NYCDEP Bureau of Engineering, Design and Construction

Mr. Robert Kufner	Vice Chairman, Emerging Technology Committee; President/CEO, Designatronics Inc.
Mr. Matthew May	Chief Environmental and Dynamics Engineer, Dayton T. Brown Inc.
Mr. Jeff Richlin	Tool Builder, Sales, Support, Richlin/Omniturn - Richlin Machinery
Dr. Raj Shah	Director, Koehler Instrument Company
Mr. George Tavitian	VP Project and Development Services, Jones Lang LaSalle
Mr. William Velkoff	Design Manager, Curtiss Wright-Target Rock
Mr. William Wahl	Vice President of Engineering, Fonar Corporation
Mr. Tom Zanatta	Development Engineer, Zebra Technologies

MEDICAL LABORATORY SCIENCE

Ms. Laurie Birnbaum	Lab Administrator, Northwell Health System
Ms. Adrienne Boyd, MT, CT (ASCP)	Clinical Laboratory Rotation Coordinator/Cytology Supervisor-NYU Langone Hospitals
Mr. Peter Colaninno	Laboratory Manager, Sunrise Medical Laboratories
Ms. Susan Henneborn	Program Manager Clinical Laboratory Education, Northwell Health Systems Laboratories
Mr. Jason Lee	Senior Clinical Laboratory Educator, Northwell Health Laboratories
Ms. Donna Manchisi	Clinical Education Coordinator, North Shore/LIJ Health System Laboratories
Ms. Geraldine Shikora	Quality Team Laboratory Educator/Safety Officer, Long Island Jewish Medical Center
Ms. Angela Tomei-Robinson	Clinical Coordinator, Winthrop University Hospital

NURSING

Ms. Kathleen Casler, MS, RN, NPD-BC	Senior Director, Clinical Professional Development, Northwell Health-Institute for Nursing
Ms. Melinda Anne Constantine, MSN, RN, CMSRN, ONC	Director of Professional Development, St. Charles Hospital & St. Catherine of Siena Hospital, Long Island, NY & Maimonides Midwood Community Hospital, Brooklyn, NY
Ms. Theresa Anne Dillman, DNP, MSN, MHA, RN, NE-BC	Associate Executive Director/Chief Nursing Officer, Plainview and Syosset Hospitals, Glen Cove Hospital-Northwell Health

Ms. Patricia Marie Farrell, MSN, MBA, RN-BC, NE-BC	Vice President Operations / Integrated Operations at Northwell Health
Ms. Katherine Lewin, MS, NPD-BC, CCRN-K	In-Service Educator, Stony Brook Medicine / Clinical Professional Development Educator, Mather Hospital Northwell Health
Ms. Sheri Lubniewski, MSN, BS, RN, MEDSURG-BC, NPD-BC	Director, Nursing Clinical Professional development & Assistant Director of Nursing, South Shore University Hospital
Dr. Eileen Magri, PhD, RN, NEA	Senior Director of Nursing NYU Langone
Ms. Barbara McKenna, MSN, RN-BC	Clinical Professional Development Educator at Northwell Health and President Elect for the Nassau/ Suffolk Coordinating Council
Ms. Robin Moulder, RN, MBA, CPHQ	Manager, Division of Quality & Safety, Memorial Sloan Kettering Cancer Center
The Honorable Maureen O'Connell, RN	Nassau County Clerk
Ms. Maureen G. Powers, MSN, RN, CCRN-K	Nurse Educator Onboarding Newly hired RN's/ Clinical Placement Coordinator/ Critical Care Educator, St. Francis Hospital, Roslyn, NY
Ms. Laraine Rasmussen, MBA, BSN, RN, CRRN, NE-BC	Director, Nursing Education, Professional Development & Research, Good Samaritan University Hospital
Dr. Cecilia M. Wells, PhD, RN	Clinical Program Manager, Critical Care, Mount Sinai Hospital; Director, Patient Care Services & Nursing Professional Development, South Oaks Hospital

PROFESSIONAL COMMUNICATIONS

Ms. Laura Lane	Editor-in-Chief, The Suffolk Lawyer
Mr. Victor Ordoñez	Producer, ABC News, Specialized Units

PSYCHOLOGY

Ms. Stephanie Cusumano	Manager, Organizational Development - FourLeaf Federal Credit Union, Bethpage, NY
Ms. Jeri Gunod Mendelsohn, LCSW	Consultant, Jeri Mendelsohn LCSW Consulting Services PLLC
Dr. Lisa Paler	Associate Professor, Department of Psychology The College of New Rochelle
Dr. Brian J. Ruggeberg	Partner, Aon Hewitt
Dr. Elizabeth R. Salib, PHD	Partner, RHR International, New York, NY

SCIENCE, TECHNOLOGY, & SOCIETY

Mr. Jason Richberg	Suffolk County Legislator
Ms. Rebecca Sanin, JD, MA	President/CEO, Health and Welfare Council of Long Island

Dr. Wolf Schafer	Associate Dean IAPS and Professor, Stony Brook University
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SPORT MANAGEMENT

George E. Breres	President/Co-Founder, Dynamic Sports Management
Robert Dranoff, EdD	Commissioner, East Coast Conference NCAA Division II
George Gorman, Jr.	Regional Director, Long Island State Parks, Recreation and Historic Preservation
Rebecca Li	Community Manager, Social Media Analyst, United States Tennis Association
Ms. Elisa Padilla	Senior Vice President, Creative Strategy and Partnership Marketing, ROC Nation
Michael Pfaff	President/Chief Business Officer, Long Island Ducks Baseball NCAA Division II
Adam Rubin	Director of Public Relations, Commack School District; Adjunct Professor Department of Communications, Hofstra University; Owner of Birmingham Bulls

TECHNOLOGY MANAGEMENT MS

Mr. Howard L. Rowland	President/COO EW Howell Construction Group
Mr. Raymond Tillman, P.E.	Independent advisor for USDOT Build America Bureau/TIFIA consultants

URBAN HORTICULTURE AND DESIGN

Mr. Stephen D'Amato	Professional Landscape Designer, D'Amato Landscaping, Inc.
Mr. Thomas DiDominica	Co-Owner, Dees' Nursery & Florist, Inc.
Ms. Michelle Doran	Plant Quality Specialist, Goldberg and Rodler
Ms. Bonnie Klein	Director of Horticulture, Town of North Hempstead
Mr. John Meyer	Manager, Atlantic Nursery
Mr. Anthony Pignataro	Business Development Manager, Central Turf & Irrigation Supply
Mr. George Starkie	President, Starkie Brothers Garden Center, Inc.
Ms. Jennifer Ulsheimer	Town of Babylon, Horticulturist
Ms. Adriann Valiquette	Landscape Designer, Fuschetto & Sons, Inc.

VISUAL COMMUNICATIONS

Ms. Cecilia Ambros	Director of Product Design, Mobile & Client Dashboard, Compass Real Estate
Ms. Katherine Arena	Product Design Manager, Meta

Mr. John Bruno	Design Director, Wallace Church, Inc.
Mr. Paul Cammarata	Sr. Vice President of Production, Curran and Connors
Ms. Abigail Canary	Graphic Designer, Kartenliebe GMBH
Mr. Rick Chiorando	Chief Creative Officer, Austin & Williams
Mr. Brandon Gerena	Site Optimization Strategist Manager, Razorfish
Mr. Steve Greco	Vice President, Creative Services Don Jagoda Associates
Mr. Stuart Karten	President, Karten Design
Mr. Patrick Macri	Chief Executive Office, Millennium Communications, Inc.
Mr. Mark Menghi	Senior VP/Guitar Product Owner, IK Multimedia
Ms. Kaitlyn Miller	VP, Associate Creative Director, H4B Chelsea, New York, NY

STATE UNIVERSITY ADMINISTRATION

BOARD OF TRUSTEES

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Eric Corngold, JD	New York City
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Camille Joseph Varlack, JD	Brooklyn
Candice Vacin, PhD	Batavia

SYSTEM ADMINISTRATION

Chancellor of the University	John B. King, Jr.
Executive Vice Chancellor for Academic Affairs and Provost	Melur K. Ramasubramanian
Senior Vice Chancellor for Policy Implementation and Chief of Staff	Ian Rosenblum
Senior Vice Chancellor for Research, Innovation and Economic Development	F. Shadi Sandvik
Senior Vice Chancellor for Operations and Management and Chief Operating Officer	Beth Berlin
Senior Vice Chancellor for Legal Affairs and General Counsel	Kapil Longani
Senior Vice Chancellor for Student Success	Donna Linderman
Senior Vice Chancellor for Diversity, Equity, and Inclusion and Chief Diversity Officer	Ricardo Nazario-Colón
Senior Vice Chancellor for Academic Health & Hospital Affairs	Valerie Grey
Senior Vice Chancellor for Capital Facilities; General Manager of the State University Construction Fund	Robert M. Haelen

COLLEGE COUNCIL

Patricia Hill Williams, Chair, EdD	West Babylon
Paul F. Caroleo, BS	North Babylon
David M. Curry, JD	Lindenhurst
Randi Shubin Dresner, AS, Hon. LLD	East Meadow
James E. Durant, MA	Port Jefferson
Jairo Orozco	Hewlett
Ralia E. Polechronis, JD	Manhasset

Robert K. Sweeney, MPA	Lindenhurst
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COLLEGE ADMINISTRATION

President	Robert S. Prezant, PhD
Senior Vice President and Provost	Laura Joseph, EdD
Executive Vice President and Chief Financial Officer	Gregory W. O'Connor, MBA
Vice President of Diversity, Equity, and Inclusive Excellence and Chief Diversity Officer	Kevin D. Jordan, EdD
Vice President for Development and Alumni Engagement	Matthew Colson, MS
Vice President for Enrollment Management	Rohan Howell, MBA
Chief Marketing and Communications Officer	Christine Maio, MS
Associate Provost	Christopher Malone, PhD
Assistant Provost	Christopher LaBarbera, PhD
Special Advisor to the Provost	Charles Adair, PhD
Dean, School of Arts and Sciences	Thomas Ward, PhD
Associate Dean, School of Arts and Sciences	Marya Howell-Carter, PhD
Dean, School of Business	Richard Vogel, PhD
Assistant Dean, School of Business	William Steedle, MA
Assistant Dean and Chair of Business Management, School of Business	Nanda Viswanathan, PhD
Dean, School of Engineering Technology	Kenneth Lee, PhD
Assistant Dean, School of Engineering Technology	Bahar Zoghi Moghadam, PhD
Dean, Theresa Patnode Santmann School of Health Sciences	Sarah Gross, PhD
Executive Director, University in the High School Programs	Laura McMullin, PhD
Acting Dean of Students	Michael Nembhard, MS
Executive Assistant to the President	Carolyn Fedder

CAMPUSES OF THE STATE UNIVERSITY OF NEW YORK

UNIVERSITY CENTERS

State University of New York at Albany
State University of New York at Binghamton
State University of New York at Buffalo
State University of New York at Stony Brook

UNIVERSITY COLLEGES

State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University of New York /Empire
State College State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury
State University College at Oneonta
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase

THE HEALTH SCIENCES CENTERS

State University of New York
Health Science Center at Brooklyn
State University of New York Health Science Center at Syracuse
Health Sciences Center at SUNY at Buffalo¹
Health Sciences Center at SUNY at Stony Brook¹

UNIVERSITY COLLEGES OF TECHNOLOGY

State University of New York College of Technology at Alfred
State University of New York College of Technology at Canton

State University of New York College of Agriculture

and Technology at Cobleskill

State University of New York College of Technology at Delhi
State University of New York College of Technology at Farmingdale
State University of New York College of Agriculture and Technology at Morrisville

SPECIALIZED COLLEGES

State University of New York College of Environmental Science and Forestry at Syracuse
State University of New York Maritime, College at Fort Schuyler
State University of New York College of Optometry at New York City
State University of New York Institute of Technology at Utica/Rome²

STATUTORY COLLEGES⁴

New York State College of Agriculture and Life Sciences at Cornell University
New York State College of Ceramics at Alfred University
New York State College of Human Ecology at Cornell University
New York State School of Industrial and Labor Relations at Cornell University
New York State College of Veterinary Medicine at Cornell University

COMMUNITY COLLEGES

(Locally-sponsored, two-year colleges under the program of the State University)

Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Corning Community College at Corning
Duchess Community College at Poughkeepsie

Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City³
Finger Lakes Community College
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Saranac
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North Country Community College at Utica
Lake Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

¹ The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.

² This is an upper-division institution authorized to offer baccalaureate and master's degree programs.

³ While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.

⁴ These operate as 'contract colleges' on the campuses of independent universities.

TELEPHONE NUMBERS

Topic	Location	Telephone
Academic Advisement and Information Center	Lower Level, Greenley Library	934-420-5160
Academic Requirements	Please See Your Curriculum Chair	
Admission Requirements	Admissions Office, Laffin Hall	934-420-2200/2671
Activities/Events	Office of Student Activities, Conklin Hall	934-420-2103
Alumni Engagement	Ward Hall	934-420-2369
Athletics	Nold Hall Gymnasium	934-420-2482
Billing Information	Student Accounts Office, Laffin Hall	934-420-2560
Books / Supplies	Bookstore, Campus Center	934-249-3048
Campus Information	Information Center, Laffin Hall	934-420-2000
Career Counseling / Applied Learning / Internships	Nexus Center, Greenley Library	934-420-2296
Center for Academic Success & Tutoring	Greenley Hall	934-420-2066
Child Care	Children's Center	934-420-2125
Disability Services Center	Office for Students With Disabilities, Whitman Hall	934-420-5174
Emergencies	University Police Headquarters	934-420-2111
Farmingdale College Foundation	Horton Hall	934-420-2142
Financial Aid	Financial Aid Office, Laffin Hall	934-420-2578
Health and Wellness	Health and Wellness Center	934-420-2009/2014
Information Technology	Help Desk, Whitman Hall	934-420-2754
Library	Greenley Library	934-420-2011
Lost & Found	University Police Headquarters	934-420-2112
Parking and Traffic	University Police Headquarters	934-420-2561
Personal Counseling	Sinclair Hall	934-420-2006
Placement Testing	Placement Testing Office, Laffin Hall	934-420-2629
Pre-Health Professions Advisement	Hale Hall	934-420-2530
RAM Program	Lower Level, Greenley Library	934-420-5403
Registrar	Registrar's Office, Laffin Hall	934-420-2776
Scholarships	Scholarship Office, Ward Hall	934-420-2144
Small Business Development Center	Campus Commons	934-420-2765
Student Health Services	Health and Wellness Center	934-420-2009/2014
Student ID Cards	University Police Headquarters	934-420-2561
Telephone Operator	Main Switchboard, Laffin Hall	934-420-2000
Math Learning Center	Mathematics Learning Center, Whitman Hall	934-420-2217
Writing Center	Greenley Hall	934-420-2082
Vehicle Registration for Staff	University Police Headquarters	934-420-2561
Vehicle Registration for Students	University Police Headquarters	934-420-2561
Veterans Services Office	Quintyne Hall	934-420-5168

For Additional Information Please Visit: <https://catalog.farmingdale.edu/contact-info.htm>

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