Columbia-Greene Community College
Academic Catalog 2020-2021

Affirmative Action
The policy of Columbia-Greene Community College is to take affirmative action to provide equal opportunity in admission, employment, and all College activities; to prohibit discrimination; and to promote the full realization of equal opportunity. This policy of nondiscrimination applies to everyone, without regard to race, color, national origin, religion, creed, age, disability, sex, gender identification, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, veteran status, domestic violence victim status, criminal conviction in the administration of all College programs including employment. Employees, students, or applicants may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

Melissa Fandozzi, Director of Human Resources (518.828.4181, extension 3337), is the Affirmative Action Officer and Title IX Coordinator.

Michael Phippen, Professor of Transitional Studies (518.828.4181, extension 3236), is the Section 504 Compliance Officer for New York State Education Department Regulations.

Title IX
Title IX is a federal law that prohibits discrimination based on sex and gender, which includes sexual harassment and sexual violence. This law requires Columbia-Greene Community College to establish a robust campus response to combat sexual violence and harassment and respond to survivors’ needs in order to ensure that all students have equal access to education. Information about Sexual Violence Prevention / Response and the Sexual Violence Prevention Report may be found on the website under “Student Life”. Address questions and concerns to the Title IX Coordinator, Melissa Fandozzi, at 518.828.4181, extension 3337.

Note: The College reserves the right at any time to make appropriate changes deemed advisable in the policies and procedures contained in this publication. The college also reserves the right to cancel any course described in this or any other college publication.

The Columbia-Greene Community College Catalog is published by the College Office of Academic Affairs.

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2020-2021 Academic Calendar

Fall 2020

May 13 .................................................. Open Registration
June 17 .................................................. Zone Registration – by appointment
August 3 ................................................ Academic Appeals – by appointment
August 4 ................................................ Zone Registration – by appointment
August 11 ............................................. Academic Appeals – by appointment
August 12 ............................................. Zone Registration – by appointment
August 20 ............................................. Zone Registration – by appointment
August 21 ............................................. New Student Orientation
August 25 ............................................. All College Meeting
August 26 ............................................. Faculty Meeting
September 1 .......................................... Late Registration
September 7 .......................................... Labor Day – No Classes – College Closed
September 8 .......................................... First Day of Classes
September 14 ........................................ Last Day to Add Classes
September 28 ........................................ Last Day to Drop Classes
September 29 ........................................ Census Date
September 29 ........................................ Last Day to Add Honors Sections
October 12 .......................................... Columbus Day – Classes Held – College Open
October 16 .......................................... Incomplete Grades Due from Summer 2020
November 11 ......................................... Veterans Day – Classes Held – College Open
November 17 ......................................... Last Day to Withdraw from 15-Week classes
November 17 ......................................... Last Day to Drop Honors Sections
November 25-27 ................................... Thanksgiving – No Classes – College Closed
December 21 .......................................... Last Day of Classes
December 22 .......................................... Exam Day
December 23 .......................................... Exam Day – Morning Only
December 23 .......................................... Grades Due by 4 p.m.
December 24, 2020-January 3, 2021 .... College Closed

Incomplete Grades due from Fall 2020: February 22, 2021
Spring 2021
January 4 ...........................................College Open
January 4 ...........................................Academic Appeals – by appointment
January 11 ..........................................New Student Orientation
January 12 ..........................................All College Meeting
January 13 ..........................................Late Registration (Snow Date: January 14)
January 18 ..........................................Martin Luther King Jr. Day – No Classes – College Closed
January 19 ..........................................First Day of Classes
January 25 ..........................................Last Day to Add Classes
February 8 ..........................................Last Day to Drop Classes
February 9 ..........................................Census Date
February 9 ..........................................Last Day to Add Honors Sections
February 15 ..........................................President's Day – No Classes – College Closed
February 22 ..........................................Incomplete Grades Due from Fall 2020
March 15-21 ........................................ Spring Break – No Classes – College Open
April 6 ................................................ Last Day to Withdraw from 15-Week Classes
April 6 ................................................ Last Day to Drop Honors Sections
May 3 .................................................. Student Leadership Awards Ceremony – 6 p.m.
May 10 ................................................ Last Day of Classes
May 11 ................................................ Nurses Pinning Ceremony – 2 p.m.
May 11 - 12 ......................................... Exam days
May 12 .............................................. Open Registration Summer and Fall 2021
May 13 ................................................ Grades Due by 4 p.m.
May 15 ................................................ Graduation 10 a.m.

Incomplete Grades due from Spring 2021: July 12, 2021
Summer 2021

Summer 2021 dates are tentative and may be subject to change. Please check the C-GCC website at www.sunycgcc.edu/ for the most up-to-date information.

May 12 ..................................................Open Registration
May 17 ..................................................First Day of Summer I Classes
May 17 ..................................................Last Day to Add Summer I Classes
May 25 ..................................................Last Day to Drop Summer I Classes
May 31 ..................................................Memorial Day – No Classes – College Closed
June 14 ..................................................Last Day to Withdraw from Summer I Classes
June 16 ..................................................Zone Registration – by appointment
June 24 ..................................................Last Day of Summer I Classes
June 28 ..................................................Grades Due for Summer I Classes by 10 a.m.
July 2 - 11..............................................No Classes – College Closed
July 12 ...................................................First Day of Summer II Classes
July 12 ...................................................Last Day to Add Summer II Classes
July 12 ...................................................Incomplete Grades Due from Spring 2021
July 20 ...................................................Last Day to Drop Summer II Classes
July 21 ...................................................Census Date
August 3 ..................................................Zone Registration – by appointment
August 9 ..................................................Last Day to Withdraw from Summer II Classes
August 11 ..................................................Zone Registration – by appointment
August 19 ..................................................Last Day of Summer II Classes
August 19 ..................................................Zone Registration – by appointment
August 23 ..................................................Grades Due for Summer Classes by 10 a.m.

Incomplete Grades due from Summer 2021: October 11, 2021
General Information

Columbia-Greene Community College, a campus of the State University of New York, is a comprehensive two-year college offering a variety of transfer and career programs leading to the degrees of Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Occupational Studies as well as one-year certificate programs and specialized courses geared to community interest.

Columbia-Greene is situated on a picturesque campus near the banks of the Hudson River, bordered on the west by the Catskill Mountains and to the east by the Taconic and Berkshire Hills. Students can enjoy the benefits of a rural campus while taking advantage of cultural opportunities in nearby Albany, the Berkshires, and New York City.

The college offers a quality education through its dedicated faculty, who have received a high degree of professional recognition. Campus life is full and varied, as exemplified by student clubs, activities, and sports on all levels. The campus atmosphere is friendly and safe. Student backgrounds and hometowns are diverse, leading to a stimulating and challenging environment. With forty-three quality degree and certificate programs, a distinguished faculty, and a beautiful campus, Columbia-Greene is an excellent place to attend college.

Normal weekday hours of operation of the College: 7:30 a.m. to 10:30 p.m. Weekends: (Saturday and Sunday) 7:30 a.m. to 5:00 p.m.

Vision

Inspiring our community and creating lifelong learners.

Mission

Columbia-Greene Community College welcomes a geographically and culturally diverse student population and recognizes its responsibilities for providing transfer, vocational, technical, remedial, and lifelong learning for all. The college is dedicated to developing and administering high quality, post-secondary educational programs that are accessible to the residents of the service area. C-GCC is responsive to the changing needs of the community and maintains a caring environment that is dedicated to personal attention.

Goals

In meeting the responsibilities of a comprehensive community college, Columbia-Greene has developed the following institutional goals:

1. Quality Education: The college will provide a quality education through an array of academic programs and instructional support services that reflect its commitment to excellence.

2. Accessibility: The college is committed to expanding educational opportunity.

3. Excellent Facilities: The college will provide a physical infrastructure – facilities and equipment – that supports its commitment to educational excellence.

4. Student-Centered: The college will foster an atmosphere where students feel connected to the college in a personal way.

5. Service to the Community: The college will effectively serve the needs of its local community by offering a variety of programs and services responsive to those needs.

6. Sound Management: The College will maintain its public trust and meet its mission efficiently and effectively.
Academic Philosophy
Columbia-Greene Community College’s academic philosophy is an extension of our mission and goals. We are dedicated to providing students with knowledge and skills that will serve as the basis for a productive and insightful life. As a democratizing force, Columbia-Greene Community College is committed to empowering its students to become engaged citizens and lifelong learners.

This is accomplished by students being able to meet the following Institutional Learning Outcomes (ILOs):

- Communicate through writing and speaking clearly and effectively.
- Demonstrate an understanding of how the arts and humanities enrich the human experience.
- Demonstrate the ability to identify relevant information and make decisions based on evidence.
- Demonstrate the ability to use established and emerging technology to identify and apply information.
- Recognize and respect individual and group diversity and alternate points of view.

Sponsors
The college is sponsored locally by the counties of Greene and Columbia through the Greene County Legislature and the Columbia County Board of Supervisors (see page 3).

Accreditation of the College
Columbia-Greene Community College is accredited by the Middle States Commission on Higher Education, 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). The college’s nursing curriculum is accredited by the Accreditation Commission for Education in Nursing (formerly known as The National League of Nursing Accrediting Commission). The college’s automotive curriculum is accredited by (NATEF) The National Automotive Technicians Education Foundation as M.A.S.T. Programs (Master Automotive Service Training).

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

Inquiries can be made to: The New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; 518.474.5851.

The Community
Located in the Hudson River Valley, Columbia-Greene Community College is surrounded by one of the Northeast’s most scenic and historic areas. Thirty miles south of Albany and 110 miles north of New York City, the landscape is dominated by the verdant Catskill Mountains to the west and the rolling Taconic and Berkshire Hills to the east. Being near the state capital and New York City, the area offers a wide variety of cultural opportunities.

It is an area rich in the history of the early settlement of America. The legends of the Native Americans and Dutch settlers of the region often find their way into history and literature courses at the college. Many of the residences in use today date back to the 1700s and early 1800s. Historical museums such as
the Bronck House, the Van Alen House, Lindenwald, the Pratt Museum, the Durham Center Museum, the House of History, the Shaker Museum, and the American Museum of Fire Fighting are all within a short drive of the campus.

Olana, the Moorish castle-like dwelling of the renowned nineteenth-century artist Frederic Church and now a state-owned landmark, is adjacent to the C-GCC campus and only a brief walk away. There, students can view paintings by Church and his instructor, Thomas Cole, along with Church’s impressive collections gathered during his world travels.

Columbia and Greene Counties abound in outdoor recreational resources. North Lake, Devil’s Tombstone, Lake Taghkanic, and Bash-Bish Falls all offer public campgrounds and facilities. Three major ski areas – Hunter Mountain, Catamount, and Ski-Windham – are each within a thirty-minute drive from the campus. The Hudson River and more than twenty lakes provide excellent boating and fishing. Nearby golf courses, tennis courts, and athletic fields are also available to students.

College Campus

The Columbia-Greene campus includes five academic buildings – the Main Building, the Arts Center, the Technology Center, the Professional Academic Center, the Construction Technology Building – and the Day Care Center.

Main Building

The Main Building houses science and nursing labs, computer classrooms, and learning resource and student services centers. The facility also houses a library, gymnasium, student center, and faculty and administrative offices.

Arts Center

Built in the postmodern style, the Arts Center provides a creative setting in which to study the fine and performing arts. With a 450-seat theater at its core, the gabled building features sky-lit studio spaces for painting and sculpture as well as a ceramics studio. The airy structure also includes a dance studio, several teaching classrooms, and the Foundation Art Gallery. The theater, which is equipped with professional lighting and sound systems, is designed to accommodate full-scale dramas and musicals as well as live concerts.

Technology Center

The Technology Center, also of postmodern architecture, provides a modern home for the college’s programs in automotive technology and is also home to the college’s Medical Assisting program.

Professional Academic Center

Opened in 2007, the Professional Academic Center completes the campus quadrangle at C-GCC. A workforce-related facility, the PAC is home to the Columbia-Greene Workforce New York Career Center, which includes a New York State Department of Labor Resource Room. The two-story structure, which offers breathtaking views of the campus, also houses the Saland Forum – named in honor of former state Senator Stephen Saland, seminar rooms, classrooms, and the Alumni Gallery.

Construction Technology Building

Ground was broken on the Construction Technology Building in 2018 as part of a larger, three-phase, $20 million capital project. Located just south of the Technology Center on campus, the building houses C-GCC’s Construction Technology/Preservation Carpentry Certificate program, which trains students to construct and
renovate residential properties through valuable hands-on experience.

The Hudson River Environmental Field Station

The Hudson River Environmental Field Station at Cohotate Preserve, Greene County Environmental Education Center, is on the west bank of the Hudson River approximately two miles north of the Rip Van Winkle Bridge. The field station serves as a college laboratory and classroom as well as a study and research center.

The purpose of the river field station is fourfold:

1. Expand the laboratory resources and teaching capability of the Division of Math and Science
2. Provide extracurricular study opportunities for area grade school and secondary school students
3. Establish a river research facility for grant-funded projects, and
4. Provide an ecological study and research center to support efforts to improve the Hudson River environment.

The field station serves as a laboratory annex for General Ecology, Hudson River Ecology, and Environmental Science classes on campus. The college offers an associate degree in environmental studies. Groups of grade school children also take part in daylong workshops that introduce them to species in and around the waterway.

The college has participated in a research project involving the infestation of zebra mussels into the Hudson River water system and its effect on the river’s native macro-invertebrate populations.

Galleries

The college houses five art galleries: the Kaaterskill Gallery adjacent to the Library, the Blue Hill Gallery at the main entrance; the Belknap Memorial Gallery in the Administrative Wing; the Foundation Gallery in the Arts Center; and the Alumni Gallery in the Professional Academic Center.

Exhibits in the Kaaterskill Gallery and the Blue Hill Gallery are changed monthly; in the Foundation Gallery, three times a semester. All galleries contain a diverse mixture of works by area artists and students. The Belknap Gallery contains works from the college’s collection, which also appear at other locations on campus on a rotating basis.

Located in the Arts Center, the Foundation Gallery is a locus of discussion and enrichment. The gallery is the principle exhibition space of the Fine Arts Department, which is dedicated to the goal of excellence in the arts. Work from both professional artists and students are exhibited in the gallery, exposing the college community to a wide range of artistic endeavors.

Lastly, the Alumni Gallery houses special exhibits.

The college strives for diversity of exhibits as a part of its effort to provide cultural enrichment for the community.

Alumni Association

The C-GCC Alumni Association, formed in 1999 and currently under the direction of the Alumni Association Board of Directors, has the following objectives: to encourage prospective students to apply to the college, to award scholarships to help C-GCC students achieve their goals, to recognize the achievements of C-GCC graduates, and to promote the continued involvement of alumni in campus life.

The Association presents annual awards to graduates and holds various fundraising events throughout the year.

Anyone who holds a certificate or degree from C-GCC is a member of the Alumni Association. For further information on membership, volunteering time, or the annual awards program, call the Alumni Office at 518.828.4181, extension 3727 or email joan.koweek@sunycgcc.edu.
Community Services

The Office of Community Services provides varied educational, vocational, personal interest, and cultural opportunities. The program, one of the most innovative in the State University system, strives to meet the lifelong learning and personal enrichment needs of area residents by offering noncredit courses, training programs, workshops, camps, community events, and a highly acclaimed concert/lecture program, which is part of CoGreene Presents. For more information, call 518.828.4181, extension 3342.

Noncredit Courses

The noncredit program provides a wide array of courses and workshops intended to meet the personal enrichment and lifelong learning needs of the general public. Areas of instruction include arts and crafts, computer literacy and software application skills, personal finance, health and personal development, professional development and topics of special interest such as music and dance, defensive driving, foreign language, motorcycle and boating safety, and outdoor activities. The noncredit program operates throughout the year.

The program provides opportunities for collaboration with business, community organizations, government agencies and area professionals. Accessible and affordable, noncredit classes can be scheduled at community locations as well as on the college campus.

Training for Business and Industry

The Community Services Office administers the college’s quality-driven training programs. The mission of these programs is to assist organizations to achieve peak effectiveness by providing employees, at all levels, with practical tools and insights that enable them to be more productive. The Business and Industry Program is committed to working closely with company managers to achieve effective customized assessment, training, scheduling and organizational development services.

In addition, the Community Services Office works cooperatively with the SUNY Workforce Development Training Grants Program, Empire State Development, The New York State Department of Labor, The Workforce Investment Board of Columbia and Greene Counties, and other workforce development programs to access resources that meet specific goals.

A brochure detailing specific training options is available by request from the Office of Community Services.

Workforce New York

The Workforce Investment Board of Columbia and Greene Counties has certified the college, along with the NYS Department of Labor, as a Workforce New York agency. As such, the Workforce Investment Office is responsible for providing residents of Columbia and Greene Counties with a One-Stop Delivery System for a variety of federal and state educational support and employment assistance programs. These programs are designed to assist residents with finding appropriate employment opportunities through services ranging from job search assistance, to career planning, to funding for occupational training programs.

All job seekers in the two counties can use the Career Center located in the Professional Academic Center. This facility provides access to computer workstations and the Internet for job search purposes. Job seekers have a comprehensive array of resources that can be utilized including resume...
development, a database of available employment opportunities, and a wide range of up-to-date career and labor market information.

For residents seeking intensive career planning or training services, certain eligibility criteria must be met. Individuals are provided with assistance in identifying their vocational interests and abilities and in developing a plan of action to help reach their personal, educational, and vocational goals related to gaining meaningful employment.

Under guidance provided by the Workforce Investment Board, WIO administers Individual Training Accounts (financial aid) for occupational fields ranging from nursing, office technology, welding, truck driving, and auto technology, to other in-demand occupations. Individuals also have the opportunity to develop pre-employment skills such as increased academic competency, career planning, and computer literacy.

Career planning, education and employment programs are also available to assist youth between the ages of 14 and 24. For youth who are still in school, special career planning and job shadowing projects are administered by certain local school districts. Youth who are out of school can access High School Equivalency Diploma (TASC or GED) or employment preparation programs.

Workforce New York maintains active communication with the local business community to help them meet their personnel and human resource needs. Services include free use of the NYS Job Bank to help find qualified job candidates and access to government funds for employee training. In addition, we can provide valuable information on labor laws, workplace safety, wages and benefits, and the local labor market.

Learn more about how the Workforce New York Career Center can benefit you or members of your family by calling the college or visiting the office in the Professional Academic Center.

**Adult Learning Institute**

An affiliate of the Road Scholar LLI Resource Network, the Adult Learning Institute at Columbia-Greene Community College is a member-directed, peer-led organization that provides educational and cultural programs for mature adults in Columbia and Greene Counties. Membership and program information may be obtained by contacting the Adult Learning Institute office at Columbia-Greene Community College. Call 518.828.4181, extension 3431.

**CoGreene Presents**

Utilizing the vibrant Arts Center Theater and other campus venues, the College offers CoGreene Presents, formerly known as The Gemini Series. CoGreene Presents is series of public events to entertain, inform and serve the community as one of the premier cultural centers in the area. The community-at-large as well as student life are enriched through access to theater and Special Events. CoGreene Presents mixes high quality performing arts with cultural and academic lectures and discussion to engage members of the community with their community college.

In the recent past, CoGreene Presents has showcased an eclectic mix of shows featuring The Tanglewood Marionettes, singer-songwriter Amy Helm, acclaimed actor Stephen Lang’s one-man show “Beyond Glory,” Upstage Productions “Jeckyll and Hyde,” residency and creation of Bindlestiff Family Cirkus's "Brooklyn Abridged," the Twin Counties Science Fair, and the Colloquia featuring renown artists and historians. The Office of Community Services is always looking for fresh and innovative topics to feature in the Concert Lecture Series and strive to bring the community together in an exciting way.
Admissions

As a college under the Full Opportunity Plan of the State of New York, Columbia-Greene Community College assures a place to any applicant who meets admissions requirements, although acceptance to particular programs is not guaranteed. Admission to C-GCC is based on individual student records, with priority given to Columbia and Greene County residents. Admission is granted for fall, spring, and summer. In accordance with New York State law, the college reserves the right to refuse admission to any applicant when it is deemed in the best interest of the institution to do so.

Definitions

**Matriculated**: The academic status of a student who is officially committed to a particular degree or certificate program. Requirements for matriculation include completion of the application process, acceptance to a specific program, and enrollment and attendance in courses. Matriculation is mandatory to confer a degree and/or financial aid and/or credits for advanced standing. “Matriculation” or “matriculated status” indicates that:

1. The college has evaluated the student’s application and credentials and has reason to believe the student has the ability to complete all degree requirements. Please note, High School programs of correspondence study do not meet the New York State requirements for Secondary education.
2. The college has formally accepted the student as a degree candidate. In most cases, only matriculated students may attend full time (12 or more credits per semester).
3. The student remains in good academic standing.

**Non-matriculated**: The academic status of a student who is enrolled in a course or courses who has not been formally accepted in a degree or certificate program or whose matriculation has been terminated for any reason. Non-matriculated students are not eligible for a degree or financial aid. Credits accrued while non-matriculated may be applied to a degree once the student becomes matriculated.

**Full time**: A student who is enrolled in 12 semester hours or more usually a minimum of four courses. In most cases full-time students must be matriculated.

**Part time**: A student who is enrolled in fewer than 12 semester hours.

**Freshman**: A student with no previous college experience or a student with 0 to 29 semester hours.

**Sophomore**: A student with 30 to 64 semester hours.

**Transfer**: A student who has taken college-level work, after high school graduation, at an institution other than Columbia-Greene.

Application Procedures and Requirements

First-time applicants who would like to matriculate in a degree or certificate program at Columbia-Greene Community College must meet the following requirements:

1. The applicant must be a high school graduate or hold a High School Equivalency Diploma (TASC or GED) or the student’s high school class must have already graduated.
2. The applicant must complete a Columbia-Greene Application for Admission, which can be obtained from a high school guidance
office, the Admissions Office at Columbia-Greene Community College, or on the Web at https://www.sunyccc.edu/apply. The application should be filled out completely and mailed to C-GCC Admissions Office.

3. Submit transcripts: Request that your high school transcript be sent to the C-GCC Admissions Office. Official high school transcripts may be mailed, or faxed to 518.822.2015, or emailed (as an attachment), directly to the Admissions office, if accompanied by an official cover sheet from the high school guidance office. If candidates possess a High School Equivalency diploma, they must submit test results or Diploma. A copy of the original will be made in the Admissions Office. In addition, the Admissions Staff may verify this information.

4. A transfer applicant must obtain official copies of his/her academic transcripts from each college attended and have them mailed to C-GCC Admissions Office. Transfer applicants who are academically ineligible to continue at their previous college of matriculation must generally wait at least one full semester before being considered for admission to Columbia-Greene. An applicant with less than a 2.0 GPA from another college may be required to take a placement test at the time of application.

5. Although not required, if available, SAT or ACT scores may be used to waive the placement test requirement.

6. The applicant is required to attend an information session for acceptance into Automotive Technology (information session only required for 0524, 0525, and 1733), Nursing, Childhood and Adolescence Education programs. An interview is required for applicants to the Human Services program, and students without a high school diploma or high school equivalency diploma. All other applicants are welcome to meet with a counselor.

7. A placement test may be necessary based on the applicant’s intended program and academic preparation. Acceptance to a particular program is based on the applicant’s academic record, intended program, and placement test results. Placement tests are not administered after the last placement test date prior to the subsequent semester start. Applicants who apply late and need placement tests may be able to attend as part-time, non-matriculated students until all admissions requirements are completed. Acceptance into a specific major is contingent upon the successful completion of any transitional courses required by placement test results and program Academic Readiness as set forth in the college catalog.

Criteria for Testing

a. Applicant graduated from high school more than five years prior to application and has no college course work.

b. Applicant did not graduate from high school.

c. Applicant received a High School Equivalency Diploma (TASC or GED).

d. Applicant is a transfer student with less than 2.0 GPA and/or has not demonstrated successful completion of college math or English.

e. Applicant is a recent high school graduate with a local diploma.

f. Placement exams will be waived if an applicant has obtained an Advanced Regents diploma and has 80% or higher on English and math. In addition, the applicant must have an average of 80% or better on all the Math Regents exams. Placement testing may be required for applicants with inconsistent academic performance and/or at the discretion of the Admissions Staff Review Committee. Placement exam may be waived if applicant scored 500 or better on the Math and Critical Reading sections of the SAT.
g. Applicant seeks admission to the Automotive, Medical Assisting, or Nursing programs.

h. Readmit applicant whose transcript indicates academic weakness.

i. Full-time, concurrent enrollment.

j. An applicant who completed the placement exam more than two years ago but has not successfully completed college course work may be required to retest.

Placement Test Retesting
An applicant may apply through Admissions to retest once in any of the following situations:
1. After two weeks with documented remediation.
2. Extenuating circumstances during testing, i.e. medical, (documents may be required), technical.
3. Presentation of proof of a documented disability.

Acceptance Criteria
1. The applicant must submit an application and all required transcripts.
2. The applicant must attend the information session or interview if required.
3. An applicant who did not graduate from high school or does not have a high school equivalency diploma must achieve the minimum required scores on the placement test.
4. If test results indicate transitional courses are required, the applicant must enroll in these courses. Applicants needing more than one transitional course should begin their transitional course work within their first 12 credits. All transitional course work should be successfully completed by the end of 24 credits.

5. There are additional requirements and criteria for the Automotive Technology, Teacher Education, and Nursing programs (see pages 79, 111 and 161).

6. Information Sessions are required for Automotive Technology, Teacher Education, and Nursing. Human Services requires an interview with an admissions counselor.

Student Review Committee
The Student Review Committee evaluates, recommends and makes final decisions for new and returning student applications that serve the best interest of the applicant. The Committee reviews applications when the applicant is someone who poses a concern for the safety and welfare of the College Community, has been dismissed from an institution for disciplinary reasons, received an academic dismissal (see Dismissal, page 39), or who demonstrates difficulty in completing a given program successfully. The Student Review Committee consists of the Interim Vice President for Student Services, Chair; and representatives from the Admissions, Academic Affairs and Accessibility Services Offices.

Policy 3200 – Admission of Persons with Prior Felony Convictions
Individuals seeking admission to the college, in credit coursework, who also are persons with prior felony convictions, must be aware of the following:

State University of New York (SUNY) policy prohibits Columbia Greene Community College admission applications 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 participation in clinical or field experiences or internships. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee
consistent with the legal standards articulated in New York State Corrections Law.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the office of the Office of the Interim Vice President for Student Services.

Placement Tests

A placement test may be required to determine whether the applicant has the necessary skills and/or knowledge for a particular program. Applicants who are lacking particular skills will be required to complete one or more of the following noncredit courses based on the score achieved on the NEXT GENERATION ACCUPLACER Placement Test:

**EN 090** A transitional skills English course designed to prepare a student in developing skills in written and oral communication. ACCUPLACER WritePlacer (essay) scores 1 and 2.

**EN 100** A transitional skills English composition course designed to better prepare a student for EN 101. ACCUPLACER WritePlacer (essay) scores 3 and 4.

**MA 090** A transitional skills basic mathematics/pre-algebra course designed to prepare a student for MA 098 or MA 100. NEXT GENERATION ACCUPLACER score 236-244 in arithmetic.

**MA 098** A transitional skills pre-statistics course designed to prepare a student for MA 102. NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic or 237-259 in Quantitative Reasoning, Algebra & Statistics.

**MA 100** A transitional skills pre-algebra course designed to prepare a student for MA

110. NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic or 237-259 in Quantitative Reasoning, Algebra & Statistics.

**RS 100** A transitional skills course designed to improve reading comprehension level. NEXT GENERATION ACCUPLACER score 260-300.

Applicants with documented disabilities may request academic adjustments for the Placement Test. Inquiries should be directed to the Office of Accessibility Services at 518.828.4181 extension 3437.

ESL/ELL Placement Test

Criteria for ESL/ELL Testing:

Depending on previous college or high school coursework, students who identify English as their second language may be required to take a CLASSIC ACCUPLACER ESL/ELL placement exam.

If a student does not identify English as their native language and their high school transcript indicates ESL/ELL courses, then the student may be required to take a CLASSIC ACCUPLACER ESL/ELL placement exam.

Based on the results of the placement test, students may be required to complete one or more of the following noncredit courses:

**ES 096** A transitional skills course designed to develop and promote intermediate level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. NEXT GENERATION ACCUPLACER ESL/ELL score 203-301.

**ES 098** A transitional skills course designed to develop and promote advanced level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become
ESL/ELL Placement Scores:
Out of a possible 480 composite total for four tests: ESL Language Use, ESL Listening, ESL Reading Skills, and ESL Sentence Meaning:
Total Score: 378-480 = Tester is exempt from ES course(s)
Total Score: 302-377 = ES 098 and RS 100 required
Total Score: 203-301 = ES 096 required
Total Score of 202 or LOWER = May be too low (if student does not have high school diploma)
All other Admissions criteria applies.

Immunization Requirements for College Students
New York State Public Health Law 2165 requires that all post-secondary students born on or after January 1, 1957, and enrolled for six or more credits, document immunity against measles, mumps, and rubella before registering for classes. Proof of immunity consists of:

- **Measles** - TWO doses of measles vaccine administered no more than four days prior to the first birthday and at least 28 days apart or serologic evidence of immunity.
- **Mumps** - ONE dose of mumps vaccine administered no more than four days prior to the first birthday or serologic evidence of immunity.
- **Rubella** - ONE dose of rubella vaccine administered no more than four days prior to the first birthday or serologic evidence of immunity.

Proof of immunity must be established with documentation such as an immunization certificate from a physician or authorized person who administered the vaccine, a signed copy of the immunization portion of the cumulative health record from a prior school, a military immunization record, or laboratory evidence of immunity and must be submitted to the Health Services Office.

Appeals may be made to the Director of Health Services/College Nurse if such immunization is medically contraindicated or contrary to genuine and sincere religious beliefs.

**Meningococcal Meningitis** – all students who are enrolled for at least six semester hours must also return the meningitis information response form certifying they have had an immunization against meningococcal meningitis within the preceding five years OR they have received and reviewed the information about meningococcal meningitis provided by Columbia-Greene Community College, understand the risk of the disease and the benefits of immunization and have decided NOT to obtain the immunization.

Students in the Nursing Program must comply with additional immunization requirements as indicated on their health assessment form which is to be returned to the Health Services Office.

*New York State law mandates that a student be excluded from all classes 30 days after the semester begins if his/her immunization requirements have not been met.*

**Applicants without a High School Diploma**
Applicants who lack a high school diploma, or who are graduating from non-registered schools or correspondence schools both within and outside of New York State, may apply for admission to Columbia-Greene if their high school class has already graduated. These applicants must meet minimum passing scores on all three parts of the ATB placement test on NEXT GENERATION ACCUPLACER and meet with an admissions counselor.
Students who first enroll in a program of study on or after July 1, 2012, will NOT be eligible to receive Title IV student aid. See Financial Aid section for complete information. Students may qualify for a high school equivalency diploma by successfully completing 24 semester hours in a degree or certificate program at Columbia-Greene Community College.

The State Education Department of New York has specified the 24 semester hours required to earn a high school equivalency diploma:

- 6 semester hours in English Language Arts, including writing, speaking and literature
- 3 semester hours in mathematics
- 3 semester hours in natural science
- 3 semester hours in social science
- 3 semester hours in humanities
- 6 credits in the student’s registered program

Upon completion of this program, it is the student’s responsibility to apply to the New York State Education Department for the equivalency diploma. The student must receive the high school equivalency diploma before qualifying to complete a degree at C-GCC. Transitional skills courses are not included in the 24-credit-hour requirement.

Applicants with an IEP Diploma

The New York State Education Department has ruled that an IEP diploma is not equivalent to a high school diploma. Therefore, community colleges, including Columbia-Greene, are under no legal obligation to accept these applicants under the terms of the New York State Full Opportunity Policy. Students who hold IEP diplomas may apply for admission to C-GCC if their high school classes have already graduated.

The policy of C-GCC is to review the application of an IEP student based on the same criteria used for an applicant who lacks a high school diploma or high school equivalency diploma. An applicant with an IEP diploma must take the C-GCC placement test.

Applicants with documented disabilities may request academic adjustments for the Placement Test. Inquiries should be directed to the Office of Accessibility Services at 518.828.4181 extension 3437.

Concurrent Enrollment Program for Qualified High School Students

There are opportunities for area high school students to earn college-level credit by participating in the Concurrent Enrollment Program. They are as follows:

I. Part-time at the Student’s high school (also referred to as the College-in-the-High School Program)
II. Part-time at Columbia-Greene Community College
III. Full-time at Columbia-Greene Community College

I. Part-time Concurrent Enrollment at the High School

Student must be currently enrolled in a high school pursuing a Regents diploma.

Student must submit an official transcript of all high school work completed at the time of application. The student must have a minimum of an 80% average in the academic area in which he/she wishes to study, or an 80% in English and/or an 80% in math if there is no academic history in that desired academic area.

Student must submit a part-time concurrent enrollment application which may be obtained through their area High School Guidance Office.

If qualified, the student will receive information regarding registration and payment.
II. Part-time Concurrent Enrollment at Columbia-Greene Community College

Student must be currently enrolled in a high school pursuing a Regents diploma.

Student must submit an official transcript of all high school work completed at the time of application. The student must have a minimum of an 80% average in the academic area in which he/she wishes to study, or an 80% in English and/or an 80% in math if there is no academic history in that desired academic area.

Student must submit a part-time concurrent enrollment application which may be obtained through their area High School Guidance Office.

If qualified, the student will receive information regarding registration and payment.

III. Full-time Concurrent Enrollment at Columbia-Greene Community College

Before a student can register, a full-time concurrent enrollment student must file a Columbia-Greene Community College Application for Admission and meet all Columbia-Greene Community College admissions requirements normally mandated of college freshmen.

Full-time concurrent enrollment applicant has an overall 80% average in all academic course work leading to a Regents diploma.

Full-time concurrent enrollment applicant must take the placement test and score at college level in English, reading, and math.

Full-time concurrent enrollment applicant must submit to Columbia-Greene Community College Admissions Office written documentation from his/her high school specifying course work that must be completed to obtain a Regents diploma.

Full-time concurrent enrollment applicant must submit three letters of recommendation, one letter from each of the following: a high school official, a faculty member, and a parent/guardian.

Full-time concurrent enrollment applicant must complete an interview with the Director of Admissions.

If qualified, the student will receive information regarding registration and payment.

Concurrent Enrollment Program for Qualified Homeschooled Students

There are opportunities for area homeschooled students to participate in the Concurrent Enrollment Program. They are as follows:

I. Part-time Concurrent Enrollment at Columbia-Greene Community College

II. Full-time Concurrent Enrollment at Columbia-Greene Community College

I. Part-time Concurrent Enrollment at Columbia-Greene Community College

Student must be currently enrolled in a homeschooling program approved by the New York State Board of Regents.

Student must submit official documentation from the school district (on the school’s letterhead) or accredited institution monitoring the homeschooled experience that attests to the student’s satisfactory completion of the equivalent of the junior year in high school.

Student must submit a part-time concurrent enrollment application for homeschooled students, which may be obtained from the college’s admissions office.

Students must take the placement exam and score college level in English, reading, and math.
If qualified, the student will receive information regarding registration and payment.

II. Full-time Concurrent Enrollment at Columbia-Greene Community College

Before a student can register, a full-time concurrent enrollment student must file a Columbia-Greene Community College Application for Admission and meet all Columbia-Greene Community College admissions requirements normally mandated of homeschooled college freshmen.

Student must submit official documentation from the school district (On the school’s letterhead) or accredited institution monitoring the homeschooled experience that attests to the student’s satisfactory completion of the equivalent of the junior year in high school.

Full-time concurrent enrollment applicant must take the placement test and score at college level in English, reading, and math.

Full-time concurrent enrollment applicant must submit to Columbia-Greene Community College Admissions Office written documentation from the school monitoring the homeschooled experience, which specifies course work that he/she must be complete to fulfill graduation requirements.

Full-time concurrent enrollment applicant must complete an interview with the Director of Admissions.

If the student qualifies, he/she will receive information regarding registration and payment.

Homeschooled Applicants

A student who has been homeschooled may apply for admission to C-GCC. The homeschooled student must:

• Submit a Columbia-Greene Application for Admission.

• Submit to the college verification from the school district of residence that the student will meet the compulsory education requirements through full-time college study. This documentation must indicate that the student has completed the homeschooling or indicate the projected date of completion. It should be in the form of a letter on the district or institution’s letterhead. The letter should also refer to 8 NYCCC section 100.10, as authorized by the district and signed by the Superintendent. Online education or documentation cannot be accepted. It cannot be a homemade transcript or letter from a parent. If the student’s homeschooling experience was not monitored by a school district or accredited institution, or there is not sufficient evidence that the student completed the home study, he/she will be considered a student without a high school diploma or High School Equivalency Diploma (TASC or GED). Students interested in participating in intercollegiate athletics must provide documentation as required by the National Junior College Athletic Association (NJCAA). For detailed information, contact the College’s Athletics Director at extension 3556.

• Complete a placement test and demonstrate the ability to do college-level work in reading, mathematics and English. If test results indicate the need for transitional courses, the student must enroll in these courses.

International Students

In addition to a Columbia-Greene Application for Admission, international students must provide C-GCC with the following information before we can make an admissions decision:

Foreign Student Financial Statement

The student must submit original or officially certified bank statements or income
verification documents which show evidence of sufficient financial support ($15,000 US) for one academic year sent to the Admissions Office. Please be aware that the same amount will be needed for the second year of study. Financial Aid and/or scholarships are NOT available to international students.

**NOTE**: It is highly recommended that you retain a notarized/certified copy of the financial documentation to present to the U.S. Immigration Official at the U.S. Embassy in your country when applying for a student visa.

**English Proficiency**

Columbia-Greene Community College does not have an English as a Second Language (ESL) program. Therefore, English proficiency is required for acceptance to the college. International students must take the Test of English as a Foreign Language (TOEFL) examination and receive a minimum score of 525 on the paper-based test and 175 on the computer-based test or 70 on the internet-based test. A score of 6.5 or better on the IELTS (International English Language Testing System) with no sub scores lower than 6.0 will be reviewed. An official score report must be sent to the Admissions Office. For more information on TOEFL test sites, visit [https://www.ets.org/toefl](https://www.ets.org/toefl) or for IELTS, visit [https://www.ielts.org/](https://www.ielts.org/).

A TOEFL or IELTS score is required for ALL International students.

The SUNY English Proficiency Report does not replace the TOEFL examination that all the international students are required to take.

**High School or Secondary School Transcript**

The student must submit an original, official transcript to the C-GCC Admissions Office. Official high school transcripts are original, or officially certified copies, signed and sealed documents that are sent directly from a high school or secondary school to C-GCC in a sealed envelope.

Students must have their transcripts evaluated and translated into English with information regarding the equivalent educational level obtained in the American educational system (high school, college, etc.). The cost of this evaluation is incumbent upon the student. An official copy of the evaluation must be sent directly to C-GCC in a sealed envelope from the evaluator/evaluation agency.

**College or University Transcripts**

Students who attended another college or university (in ANY country) must arrange to have official transcripts sent to the C-GCC Admissions Office. Official college transcripts are original, or officially certified copies, signed and sealed documents that are sent directly from a college, university or post-secondary school to C-GCC in a sealed envelope.

Students must have their transcripts evaluated and translated into English with information regarding the equivalent educational level obtained in the American educational system (high school, college, etc.). The cost of this evaluation is incumbent upon the student. An official copy of the evaluation must be sent directly to C-GCC in a sealed envelope from the evaluator/evaluation agency.

If the international student is accepted, the college will issue an I-20 form and provide students with guidance on the F-1 student visa process.

**Re-admission**

Formerly matriculated students who have left the college and want to return must submit a new application for readmission, available from the Admissions Office. A student must apply for re-admission if:

- the student did not attend a fall or spring semester
• the student is no longer matriculated
• the student withdraws from the college
• the student is academically dismissed (see dismissal information pages 39-40)
• the student has graduated from one course of study and wishes to continue full time in a new program.

No fee is involved. Re-admitted students are bound by the program and degree requirements of the catalog published for the year they were re-admitted.

Multiple Degrees at C-GCC

According to State Education Department guidelines and possible limitations on financial aid eligibility, students are encouraged to work toward advanced educational achievement, such as bachelor’s degrees, rather than additional associate degrees at C-GCC. In general, students should not re-admit for a second degree at the same degree level. Students are welcome to continue taking courses at C-GCC with non-matriculated status and no financial aid eligibility. There are some conditions which may allow for a waiver of this policy:

• Students who seek education or training in a completely different area.
• Students who have completed a certificate in an area and wish to pursue a degree in the same or different area.
• Students who have completed an occupational degree (AAS or AOS) in an area and wish to pursue a transfer degree (AA or AS) in the same or different area.
• Students who have completed the AA or AS portion of a dual degree and wish to continue in courses prescribed by the BA or BS portion of the degree may do so provided the student obtains a letter on college letterhead from the bachelor’s level school confirming that the student is working with both colleges to satisfy dual degree requirements.

Any exception to the above criteria should adhere to the following guidelines:

A minimum of 30 additional semester hours must be completed for any additional degree to be awarded – that is, a total of at least 91 credits must be achieved for a second degree. A minimum of 15 additional semester hours must be completed for any additional certificate to be awarded, unless concurrently receiving two degrees – that is, a total of at least 45 credits must be achieved for a second certificate.

Transfer Policies and Prior Learning Assessment for Advanced Standing

Advanced standing will be awarded in the following hierarchy and sequence:

a. transfer course work from other institutions of higher education
b. credit from national exams (CLEP, DSST, AP)
c. C-GCC challenge exams
d. credit for life experience

A student who has attended another college or post-secondary school may be admitted to Columbia-Greene Community College with advanced standing. Up to half of the required credit hours in the C-GCC program can be earned at another college or through advanced placement; but to earn credit, courses completed elsewhere must fulfill the requirements of the C-GCC degree or certificate program in which the student is enrolled. For information about the transfer of credit, contact the Office of Records and Registration.

a) Transfer Credit from Previous College Work

To have a course accepted as transfer for an equivalent to an existing C-GCC course, the course content, learning outcomes, and length/time of instruction of the course will be
the primary determining factors to its transferability. While credits earned at an institution either accredited for post-secondary by one of the six regional accrediting agencies (e.g. Middle States Commission on Higher Education) or by the New York State Board of Regents more readily transfer than others, C-GCC does not determine transferability exclusively on the basis of the sending institution’s accreditation. However, the institution must be accredited for post-secondary by an agency the U.S. Department of Education recognizes and if the institution is not accredited by one of the above regional or state agencies, a complete course syllabus may be required to determine transferability rather than the usual brief catalog course description. This will result in slower turnarounds of such evaluations.

All transfer credit evaluations will be completed by the Records & Registration Office. All re-evaluations of any eligible transfer credit must be approved by the Registrar.

1. Students must submit official transcripts from all colleges attended directly to the Admissions Office in order to be evaluated.

2. Only courses completed with a grade of C or better will be considered for transfer credit.

3. Grades and quality points for courses transferred into C-GCC will not be used in calculating the grade point average at the college. Only credits transferred will be added to the cumulative credits earned.

4. College-level work completed at Columbia-Greene or elsewhere will be credited only where applicable to the student’s program. A minimum of 30 semester hours of classroom instruction must be completed at Columbia-Greene for a degree to be granted. A minimum of 15 semester hours of classroom instruction must be completed at Columbia-Greene for a certificate to be granted.

5. Students transferring into Nursing will not receive credit for science courses completed more than ten years prior to their entry into NU 101.

6. Students who change their curriculum while attending C-GCC will have their credits re-evaluated to determine applicability to the new curriculum governed by the catalog that is current at the time of the curriculum change.

7. Students who lose their matriculation and re-admit will have their credits re-evaluated to determine applicability according to the catalog current at the time of readmission. If the student attends another college or university between the time of loss of matriculation and readmission, an official transcript from that college must be submitted at the time of readmission and prior to re-evaluation. If more than 7 years has elapsed between the time of loss of matriculation and readmission, the student is required to submit new official transcripts from all colleges attended.

b.) College Level Examination Program (CLEP)

1. Columbia-Greene Community College recognizes credit earned through testing by the College Level Examination Program of the College Board and awards credit for successful completion of CLEP tests in the same manner that transfer credits are awarded. For further information, inquire at the Admissions Office or visit www.collegeboard.com/CLEP.

2. The student must be matriculated and the CLEP test equivalent course must be
applicable to the student’s current matriculated curriculum.

3. Successful completion of CLEP exams is generally the equivalent of a C level score.

4. Credits awarded from CLEP exams will meet institutional degree requirements in their appropriate academic area and can be used for elective courses. However, they cannot be substituted for a required course unless the CLEP exam is considered to be that particular course or a course substitution is granted by the Vice President and Dean of Academic Affairs.

5. Credits awarded from a science CLEP exam may not be used to meet a lab science requirement.

6. Credits awarded from CLEP exams do not always meet SUNY general education requirements.

7. Credit granted through this means at C-GCC may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

DSST (DSST Subject Standardized Tests)

1. Columbia-Greene Community College recognizes credit earned through testing by the DSST program and awards credit for successful completion of DSST tests in the same manner that transfer credits are awarded. For further information or dates of exams, inquire in the Admissions Office.

2. The student must be matriculated, and the DSST test equivalent course must be applicable to the student’s matriculated curriculum.

3. Successful completion of DSST tests is generally recognized to be the equivalent of a C level score.

4. Credits awarded from DSST tests will meet institutional degree requirements in their appropriate academic area and can be used for elective courses. They cannot be substituted for a required course unless the DSST test is considered to be that particular course or a course substitution is granted by the Vice President and Dean of Academic Affairs.

5. Credits awarded from DSST tests do not always meet SUNY general education requirements.

6. Credit granted through this means at Columbia-Greene Community College may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

The College Board Advanced Placement Exam

1. The college recognizes the College Board Advanced Placement (AP) exams and awards credit for successful completion of AP exams in the same manner that transfer credits are awarded.

2. Successful completion of AP exams is indicated by a grade of 3, 4, or 5. Credits awarded from AP exams will meet institutional degree requirements in their appropriate academic area and can be used for elective courses.

3. The student must be matriculated, and the College Board Advanced Placement Exam equivalent course must be applicable to the student’s matriculated curriculum.

c.) Internal (C-GCC) Challenge Examinations

1. Permission to challenge a course by internal examination must be obtained from the appropriate division chairperson. The student must be matriculated with a grade point average (GPA) of 2.0 or higher, and the course challenged must be applicable to the student’s matriculated curriculum. Under no circumstances can
the student challenge a physical education, business/career experience internship, or Automotive Technology courses. The student will be required to furnish some evidence of the reasonableness of the request. A student is allowed only one challenge attempt.

2. Credit for internal challenge exams will be evaluated but will not appear on transcripts until after completion of 6 credits with a GPA of 2.0.

3. Internal challenge exams will be prepared, administered, and graded by the college faculty or designee in the Academic Support Center and will only be provided when it is apparent to the division chairperson that the student is adequately prepared to sit for the exam and a CLEP or DSST exam does not exist for that course. Arrangements for the date, time and place for the challenge exam will be made with the faculty member or Academic Support Center proxy administering the exam.

4. The decision of the division chairperson as to who will be allowed to challenge college courses through internal examination will be final. The scheduling of the examination is at the discretion of the division chairperson. No challenge will be administered after Late Registration for the upcoming semester.

5. A minimum of 30 semester hours of formal classroom instruction must be earned at Columbia-Greene for a degree to be awarded (15 semester hours for a certificate).

6. The fee for taking an internal challenge exam will be $25 per examination, payable prior to sitting for the exam and non-refundable.

7. LPNs may challenge NU 101 and NU 102 courses. The challenge exam fee is $135 per exam. See the Nursing section of this catalog for more information.

**Excelsior External Degree Examinations**

1. Columbia-Greene Community College recognizes credit earned through testing by Excelsior College and awards credit for successful completion of Excelsior College External Degree Examinations in the same manner that transfer credits or CLEP test credits are awarded.

2. The student must be matriculated, and the Excelsior External Degree Exam equivalent course must be applicable to the student’s matriculated curriculum.

3. Credit granted through this means at Columbia-Greene Community College may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

d.) **Credit for Life Experience**

Formal education is only one type of learning experience. If you are entering or returning to college after several years and have been working, volunteering in the community, serving in the military, or studying independently, you may have acquired some college-level learning from these experiences.

1. Credit for life experience will be evaluated upon admission but will not appear on the student’s transcript until after completion of 6 credits at C-GCC with a GPA of 2.0.

2. Credit is awarded only to matriculated students and only where applicable to the student’s program.

3. Interested students must apply and be accepted to C-GCC. Once matriculated, the student should contact the Admissions Office.

4. A maximum of 30 semester hours may be awarded toward the degree through life experience; at least 30 semester hours for a degree (15 for a certificate) must be completed at Columbia-Greene Community College.
5. Evaluation may be by a variety of methods including, but not limited to, CLEP exams, DSST tests, and certificates attesting to successful completion of military, corrections, or police training. Evaluation may also be obtained by preparing a comprehensive portfolio detailing learning experiences and providing appropriate documentation.

Note: Please refer to the Schedule of Tuition and Fees on page 64 for information on fee structure.

Armed Forces Credit

1. Credit granted through this means may count toward graduation at Columbia-Greene Community College, but it is not guaranteed to be accepted as transfer credit at another college.

2. Armed Forces Credit will be evaluated on admission but will not appear on the transcript until after completion of 6 Columbia-Greene credits with a GPA of 2.0.

3. Degree candidates at C-GCC may receive transfer credit for parallel courses completed while in the armed forces that have been recommended for credit by the American Council on Education.

4. The student must be matriculated, and the Armed Forces Credit equivalent course must be applicable to the student’s matriculated curriculum.
Academic Standards and Regulations

Registration Policies

Limitations on Course Loads
In no case can a student take more than 19 semester hours without the written permission of the student’s academic advisor and the Vice President and Dean of Academic Affairs. Generally, this permission is not granted to a student who does not have at least a 3.5 cumulative grade point average. The academic dean’s signature must appear on the student’s registration form indicating approval.

Audit Policy
To audit a course, students must register in the Office of Records and Registration. Those who audit do so only to peruse a class; they may not have the privilege of participation in class discussions, laboratory work, or fieldwork. Auditing is limited to credit courses. No online courses may be audited. A list of courses inappropriate for audit is available in the Office of the Vice President and Dean of Academic Affairs. Auditing will not be permitted if a class is filled.

Auditors do not take tests, submit term papers, or receive grades, nor do they have the privilege of receiving peer tutoring. Auditors will not receive college credit or a grade for the course; however, a notation of the audit will be made on the student’s permanent record. Library privileges are available under this status.

Changing from audit to credit or credit to audit will be permitted only during the designated add period at the beginning of each semester (only during the first week of classes). Credit for audited courses cannot be established at a later date except by enrolling in the course for credit in a subsequent semester and satisfying all course requirements at that time.

Students who audit a class will pay full tuition and fees for the course. A certificate of residence is also required.

Older Adult Audit
Adults 60 and older may audit credit courses on a space-available basis at no charge (see above audit policy for details). Anyone interested should contact the Office of Records and Registration. Proof of age may be required.

Cross Registration of Full-Time Students
Full-time matriculated students can enter into a cross registration arrangement with other SUNY campuses. Students may cross register for 3 credits of college-level courses each semester. Students must be matriculated, have a GPA of 2.0, be in good academic standing, and be registered for at least 12 combined credits. Approval from both the home and host institution is required. Anyone interested should contact the Office of Records and Registration for further information and guidelines.

Waiver of Requirements
Institutional degree requirements for associate degree programs at Columbia-Greene Community College, on file with the New York State Education Department and the State University of New York, found on page 67, should not be waived. Any exceptions must be approved in writing by the Vice President and Dean of Academic Affairs.

Waived courses do not decrease the number of credit hours required for graduation.

Course Substitutions
Academic advisors must provide written approval for all course substitutions. Substitutions may only be made with
equivalent courses within the same division’s offerings.

Division chairs must provide written approval for any substitution, which uses courses from divisions other than their own.

**Dropping a Course**

Students may drop a course until the census date, which may vary for individual courses (check with the Office of Records and Registration for specific details). Census date is defined as 20 percent of the full semester. After officially dropping a course, it will not appear on the student’s transcript. However, there may be a financial liability for originally registering for this course. Refer to the refund policy on page 65 for further information.

A student may also be dropped from a course if he or she has been reported by the instructor as never attending.

**To Drop One or More Courses**

Drop forms are available from the Office of Records and Registration. Students must contact the Office of Records and Registration by the deadline established in the college catalog.

Matriculated students who lose their full-time status as a result of dropping one or more courses are required to participate in the Stepping Out Process, described below.

Matriculated students who drop all courses must apply for readmission and meet any new curriculum requirements in effect at the date of readmission.

**Stepping Out Process**

Students who are matriculated and would like to drop a class during the first three weeks of the semester or would like to withdraw from college or a course that would affect their full-time status will need to meet with a financial aid counselor. Students will be informed of their rights and responsibilities as they pertain to academic progress, reinstatement, financial aid eligibility and financial liability. Students may obtain the drop/add form or withdrawal form from the Registrar’s Office and be referred to the financial aid counselor to discuss and complete this process.

**Adding a Course**

Students may add a course until the end of the first week of classes without special permission. After the first week of classes, special consideration will be determined by the Vice President and Dean of Academic Affairs after consultation with the instructor. The last day to add courses that are special dated is determined on a per-course, per-semester basis. Check with the Records and Registration Office for details.

**Withdrawal**

Withdrawal period begins after the census date. A student may withdraw from a class after the census date, typically 20 percent of the full semester, but this may vary for individual courses. Please check with the Office of Records and Registration for specific details. The student will receive a grade of W for this course on the transcript. Failure to attend class or an informal notification to instructors will not be considered official notice of withdrawal.

**To Withdraw from One or More Courses**

Withdrawal forms are available from the Office of Records and Registration. Students must contact the Office of Records and Registration by the deadline established in the college catalog.

**Medical/Compassionate Withdrawal**

A student can request a medical/compassionate withdrawal where extreme illness, injury, or other significant situation prevents them from completing classes. The circumstances for the student request would generally involve death in the
student’s immediate family, unforeseen physical or mental health difficulties, or an unexpected family illness that requires the student’s presence and prohibits the completion of the course.

Withdrawals may result in a recalculation of financial aid eligibility. Students receiving financial aid should discuss the implications with the financial aid office before requesting a withdrawal.

Requests for a medical/compassionate withdrawal must be submitted in writing to the Interim Vice President for Student Services. Supporting documentation must be included and received by the last day of classes for the semester in order for the appeal to be accepted and approved. The student will receive notice of the decision.

Matriculated students who withdraw from all courses must apply for readmission and meet any new curriculum requirements in effect at the date of readmission.

**Independent Study**

Independent study is a form of learning whereby a faculty member and the student cooperatively design a written contract equivalent to college-level study within a specific discipline.

1. Students must have completed at least 12 semester hours with a minimum grade point average of 3.0 from an accredited college.

2. Transfer students must supply official transcripts to verify grade point average.

3. Independent study will be under the supervision of a faculty member affiliated with Columbia-Greene Community College.

4. An independent study cannot be substituted for a course in the catalog. It will appear on the transcript with a course title and code identifying it as an independent study.

5. A student may take only one independent study per semester and a maximum of three at Columbia-Greene.

6. Each hour of credit should reflect a minimum of 45 hours of work.

7. To register, a student must hand in a completed contract approved and signed in the following order: the student, the faculty, the registrar, the division chairperson, and the Vice President and Dean of Academic Affairs.

8. Deadline for registration and completion of projects will follow the regular college calendar as published in the current catalog.

9. Independent study contract forms and regulations are available in the Office of the Vice President and Dean of Academic Affairs.

**Student Records**

**Annual Notification to Students**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Columbia-Greene Community College (hereafter, the “college”) receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the college to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the college discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The college discloses education records without a student’s prior written consent under the FERPA exception for disclosure to college officials with legitimate educational interests.

A college official is a person employed by the college in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee; a person employed by SUNY System Administration; or a person who is employed by the campus’s law enforcement unit. A college official also may include a volunteer or contractor outside of the college who performs an institutional service of function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another college official in performing his or her tasks.

A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the college; performs a task that is specified in his or her position description or contract agreement; performs a task related to a student’s education; performs a task related to the discipline of a student; provides a service or benefit relating to the student or student’s family, such as health care, counseling, job placement or financial aid; maintains the safety and security of the campus or participates in conducting studies, evaluations or assessments of educational programs.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to college officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right
to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- To other college officials, including teachers, within the college whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to a statute adopted prior to Nov. 19 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or information that is allowed to be reported pursuant to a State statute adopted after November 19,1974, which concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To the parents of an eligible student if the parents have submitted official evidence that the student is a dependent for IRS tax purposes. (§99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

- Information the college has designated as “Directory Information” under §99.37. (§99.31(a)(11)) (see list below)

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the college
determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

• To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the college, governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

• To Veterans Administration Officials pursuant to 38 USC §3690 (c).

• To the court those records that are necessary to defend the college when a student initiates legal action against the institution. (§99.31(a)(9))

• To the Military, directory information as it is presently defined under the Solomon Amendment, the student's name and address; telephone listing; date and place of birth; class level; academic major; degrees received and the educational institution in which the student was most recently enrolled even if the institution has not designated such information as directory information in its policy. Information that is not required to release to the Military: directory information, but only if the student has requested that the college not release such information to anyone, information the institution certifies it does not have, and information not defined as directory information.

• When the disclosure concerns a registered sex offender, including a student, and information received under a community notification program under 42 USC §14071. (99.31(a)(16))

**Directory Information**

Directory Information or information from an eligible student’s education record, that may be disclosed without the student’s written permission, as defined in 20 USC §1232g(a)(5)(A) and adopted by the college, includes:

- The student’s name
- Address
- Telephone Listing
- E-Mail Addresses
- Major field of study
- Dates of attendance
- Enrollment status (full time or part time)
- Degrees and awards received
- Dates of degrees, honors and awards
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Students have the right to withhold disclosure of such Directory Information upon submission of an Authorization to Withhold Directory Information form, which is available from the Registrar.

**Note to Parents**

At the post-secondary level, parents have no inherent rights to inspect a student’s education records. The right to inspect is limited solely to the student. Records may be released to parents only if one of the following conditions have been met:

1) through written consent of the student,
2) in compliance with a subpoena,
3) in connection with some health or safety issue (as determined by the college), and
4) by submission of official evidence, i.e. a Federal tax return transcript, that the parents declare the student as a dependent on their most recent Federal Income Tax return (Internal Revenue Code of 1986, Section 152).

Parents cannot assume that because their tax records have been submitted to the Financial
Aid Office, that the determination of “dependent” status is resolved. If a parent is requesting access to a student’s records, a recent Federal tax return transcript must be submitted along with the request to the Registrar.

**Student Access to Records**

Columbia-Greene Community College affirms the right of students to know what records are maintained about them and the type of information such records contain. No entry or document will be placed in a student’s record without notice to the student, with the exception of published grades, announcements of honors, and documents or entries supplied by or at the request of the student. In general, students’ access to their records will be limited only by reasonable regulations as to time, place and supervision.

“Student records” include files, documents, and other material maintained by officials of the college that contains information directly related to a student. Students will not, however, be allowed to inspect the following records, except as noted below:

1. Letters of recommendation that have been obtained under a waiver of inspection rights.

2. Records made by administrators and faculty at Columbia-Greene Community College for their own use and not shown to others.

3. Financial information furnished by parents, on the Free Application for Federal Student Aid (FAFSA). Students will be allowed to review such information if written authorization is provided by their parents.

**Classroom Expectation**

**Student Conduct**

Based on the assumption that students at C-GCC are mature and responsible members of both the community and respectful of others’ rights as well as their own, the College has specific regulations regarding conduct printed in the Student Handbook.

Additionally, the Student Handbook contains the College’s policy about the rules for maintaining public order as passed by the Board of Trustees and approved by the State Education Department. Copies may be obtained from the Office of the President or the Office of the Interim Vice President for Student Services.

**Student Rights**

The college supports the following position of the American Association of University Professors (1968 Joint Statement of Rights and Freedoms of Students):

In the classroom and in conference, professors should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of freedom of expression. Students should be free to take reasonable exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection against improper academic evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining the standards
of academic performance established for each course in which they are enrolled.

C. Protection against improper disclosure. Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Course Requirements

An outline of all course requirements will be provided by each instructor to students. This outline will include a grading policy used to determine a student’s final grade.

Students are responsible for meeting course prerequisites and for promptly obtaining any texts or materials required for the course.

Students who have met course prerequisites at other institutions will be required to provide transcripts evidencing satisfactory completion of the prerequisite courses prior to registration.

Attendance Policy

Specific attendance policies should be confirmed with each instructor. Students must be prompt and in attendance for all classes; when absent, they are responsible for any assignments and/or material they may have missed. A class meeting is an uninterrupted instructional session involving one or more classes, a practicum, or a laboratory period during which a single attendance record is made. Excusable absences are those verified as required by the individual faculty member.

If faculty records indicate that a student has never attended a class, the Office of Records and Registration will drop the student from a class. This may affect health insurance, athletic and financial aid eligibility.

Students receiving financial aid must attend all courses that they are registered for to receive funds. Financial aid may be affected if a student stops attending or never attends classes. Numerous absences may result in failure.

Academic Integrity

All students must do their own work; cheating, plagiarism, abuse of college computers, and other forms of academic dishonesty can result in a failing grade or other penalties under the college’s judiciary procedures. (See “Code of Conduct” section of the Student Handbook.)

Academic Status

Approved Grading System

(Note: students should check course outlines for exact grading policy for each course.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>High Achievement</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good Achievement</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Achievement</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>Minimal Passing Grade, Does not indicate the ability to succeed at a higher level.</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory. This grade is given to students who satisfactorily complete all course work in certain credit or noncredit courses as approved by the Vice President and Dean of Academic Affairs.</td>
<td></td>
</tr>
</tbody>
</table>
ST  Satisfactory testing to next level (transitional courses only).
U  Unsatisfactory. This grade is given to students who do not satisfactorily complete all course work in certain credit or noncredit courses as approved by the Vice President and Dean of Academic Affairs.
W  Student-initiated withdrawal from a course. This grade carries no penalty in the calculation of the student’s GPA. It does impact the student’s Pursuit of Program requirements (page 39).
I  Incomplete. A temporary grade issued by an instructor when a student has not completed course requirements due to illness or extenuating circumstances and when the instructor believes that the course requirements can be completed. Arrangements to complete the course must be made by contract between the student and the instructor prior to the final grading period. The course work must be made up within 60 days from when final grades are due in a given semester or session, or the grade of I will automatically become a grade of F.
AU  Available only to those students registered as audit students.

Computation of Cumulative Average
Multiply course credits by quality points for grade received in the class; add total semester hours; add total points generated. Divide the total quality points by total semester hours. The result is the cumulative grade point average.

Warning Notices
Students who are not making satisfactory progress in particular courses or who are receiving D or F grades may receive a letter indicating unsatisfactory progress. These grades are not entered on the transcript and are used for guidance purposes only.

Final Grades
Unofficial transcripts are accessible through Banner Self-Service for current students or upon request to Records and Registration, provided there are no outstanding obligations.

Transcripts
Official and student copies of transcripts will be issued at the written request of the student. There is a $5.00 fee for each official transcript. Transcript Request forms are available in the Office of Records and Registration. If the student is in good standing with all college offices and does not have any financial holds, the request will be granted. Allow approximately seven to ten days for processing.

Repeating Courses
A student may repeat any course a maximum of one time, except with the permission of the Vice President and Dean of Academic Affairs. A grade of W counts as an attempt and may impact Pursuit of Program. A course in which a grade of C or better is received can be repeated only with the permission of the Vice President and Dean of Academic Affairs. The original grade will remain on the student’s transcript; however, the last grade earned will be used in computing the student’s cumulative grade point average.

Only students repeating courses with the grade of F can include those courses in their full-time status for TAP eligibility.

Change of Grade
Students wishing to appeal a grade must do so no later than one year after completion of the course.

Semester Credit Hour
A semester hour is an academic unit earned that represents one hour of lecture or a
minimum of two hours of laboratory per week for fifteen weeks.

**Change of Curriculum**

Students wanting to change curriculum should discuss the change with their academic advisor and then secure an application to change curriculum from the Office of Records and Registration and/or academic advisor. It is the student’s responsibility to submit approved paperwork in order to request a change of curriculum. A student who changes curriculum will be bound by the graduation requirements of the catalog current at the time of the change. Students who change curriculum and who have transferred credits from another institution must request a new transfer-credit evaluation.

All requests to change curriculum will be reviewed to determine eligibility for entrance into new curriculum.

**Discount Grades/Fresh Start**

Discount Grades/Fresh Start is a one-time only opportunity for students to have previous grades discounted based on the following criteria:

A grade of C-, D or F may be discounted if:

- the student was not enrolled at C-GCC for three consecutive years, and
- the student has now completed 12 or more semester hours with a 2.0 cumulative grade point average, and
- the course(s) with the C-, D or F grade(s) are not able to be used as a general elective,
- the course(s) have not been used to certify a previous C-GCC degree completion.

If all of these conditions have been met, the student must then file a letter with the Office of Records and Registration naming the course(s) and reason(s) for requesting the elimination, subject to approval by the Vice President and Dean of Academic Affairs.

Discounting of grades may impact financial aid eligibility.

Any grades so discounted will remain on the student’s transcript but will not be used to compute the cumulative average.

There is no guarantee, expressed or implied, that the Fresh Start policy will be recognized by any other college or university.

**Dean’s List and President’s List**

The distinction of Dean’s List is awarded for a grade point average of 3.25 or higher. President’s List is awarded for a minimum grade point average of 3.75.

Any student, full or part-time, who demonstrates either of the above levels of achievement during any given semester, will automatically be placed on the Dean’s or President’s List for that semester.

To qualify for these honors, the student must complete a minimum of 6 semester hours of college-level courses per semester. These college-level courses must earn quality points towards their GPA and does not include transitional courses. The student must have no failures, repeats, or incomplete grades within the semester under consideration.

**Good Academic Standing**

A matriculated student is considered to be in good academic standing at the end of a term and for the subsequent term if the cumulative GPA is 2.0 or higher and the criteria for pursuit of program are met.

**Academic Progress**

A student is considered to be making satisfactory progress if a cumulative GPA is maintained above the level of dismissal defined in the table below.
Academic Progress Charts

<table>
<thead>
<tr>
<th>Semester Hours Attempted</th>
<th>Average is Between:</th>
<th>Average is Less Than:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Warning</td>
<td>Probation</td>
</tr>
<tr>
<td>0–13</td>
<td>1.01 - 1.99</td>
<td>1.00</td>
</tr>
<tr>
<td>14–24</td>
<td>1.51 - 1.99</td>
<td>1.50</td>
</tr>
<tr>
<td>25–38</td>
<td>1.76 - 1.99</td>
<td>1.75</td>
</tr>
<tr>
<td>39–54</td>
<td>1.91 - 1.99</td>
<td>1.90</td>
</tr>
<tr>
<td>55–90</td>
<td>—</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Total credit hours above include only credit hours earned at C-GCC.

Pursuit of Program

Students are considered to be in Pursuit of Program if they maintain a level above the point of dismissal by completing the specified number of hours indicated in the table below.

<table>
<thead>
<tr>
<th>Total Semester Hours Attempted</th>
<th>Minimum Number of Semester Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Academic Probation)</td>
<td></td>
</tr>
<tr>
<td>00–22</td>
<td>0</td>
</tr>
<tr>
<td>23–35</td>
<td>fewer than 12</td>
</tr>
<tr>
<td>36–47</td>
<td>fewer than 21</td>
</tr>
<tr>
<td>48–59</td>
<td>fewer than 30</td>
</tr>
<tr>
<td>(Academic Dismissal)</td>
<td></td>
</tr>
<tr>
<td>60–71</td>
<td>fewer than 42</td>
</tr>
<tr>
<td>72–83</td>
<td>fewer than 54</td>
</tr>
<tr>
<td>84–90</td>
<td>fewer than 66</td>
</tr>
<tr>
<td>91–over</td>
<td>fewer than 72</td>
</tr>
</tbody>
</table>

Total credit hours above include both credit hours earned at C-GCC and credit hours transferred from previous college work.

Grades of Withdrawal (W) or Incomplete (I) will not be counted as satisfactory completion. Financial Aid awards for the next semester will not be certified until the Incomplete has been changed to a final grade and the student’s academic progress and program pursuit can be measured.

When the requirements of good academic standing are not met, the student will be notified by the Vice President and Dean of Academic Affairs and lose eligibility for all financial aid, including student loans.

Probation

In some instances, the college may define a student as being “on academic probation.” Academic probation, including any accompanying constraints on a student’s activities (e.g. varsity sports, student senate), is intended as an educational tool to encourage greater effort by a student who appears to be having difficulty meeting certain academic standards. Being on academic probation may prevent a student from registering for academic course work as a matriculated student if certain conditions are not met.

Matriculated students placed on probation will generally not be allowed to register for more than 13 semester hours. Transitional skills course work will be included in the calculation of the grade point average when determining probation status.

Dismissal

( Unsatisfactory Academic Progress)

Matriculated students are recommended for dismissal when, in the opinion of the college, they fail to demonstrate the ability and interest required for successful completion of a given program, and are not considered to be in good academic standing.

A dismissed student will lose matriculated status and has the following options:

1. Continue as a part-time, non-matriculated student until the criteria for satisfactory progress and pursuit of program are met with a minimum of 6 credit hours, and then seek readmission.

2. Appeal the dismissal. If the dismissal is upheld, the student cannot be considered for readmission until the criteria for satisfactory progress and pursuit of program are met, as described in paragraph 1, above.

3. A student who has been academically dismissed two or more times will be
denied the opportunity to appeal until the student returns on a non-matriculated basis, completes a minimum of six credit hours per semester for two consecutive semesters, and earns a GPA of 2.0 or higher in each semester.

Academic Appeals
If a student fails to meet the requirements of good academic standing and believes that extenuating circumstances contributed to this failure, the student may appeal dismissal and apply for reinstatement to matriculated status. The student must file a written appeal with the Vice President and Dean of Academic Affairs by the date indicated in the notification. A hearing will be granted by the Academic Appeals Subcommittee at the earliest possible time. If reinstatement to matriculated status is conferred, the student will be placed on academic and federal financial aid probation and required to follow an academic plan designed to return the student to good academic standing by a specified point in time. If the student does not meet the requirements of the academic plan, the student will be dismissed and will lose eligibility for all federal financial aid, including student loans, again. New York State financial aid awards have separate criteria for reinstatement of eligibility following academic dismissal.

Academic Grievance Procedure
A student with a complaint against an instructor regarding a grade or academic misconduct should make the complaint to the particular instructor within twenty days of receiving the grade or alleged misconduct. The student and the faculty member should attempt to resolve the difference informally in a manner acceptable to both.

Change of grade grievances will not be accepted after one year of receiving the grade in question.

If, after meeting with the faculty member, the student still believes that the situation has not been resolved, he/she is advised to meet with the appropriate division/department head. If necessary, the appeal may then be forwarded in writing by the student to the Vice President and Dean of Academic Affairs for consideration and resolution. If the issue is still not resolved satisfactorily by the Vice President and Dean of Academic Affairs, the student may appeal directly to the President of the college for a hearing. The decision of the President is final.

Honors Studies Program
Mission of the Honors Studies Program
The Honors Studies Program at C-GCC provides highly motivated students the opportunity to pursue academic excellence within a challenging, educational framework. Honors Studies students will engage in creative, divergent, and critical thinking; work closely with faculty; conduct in-depth study and research; collaborate with other highly motivated students; participate in seminars; enhance their academic records and enrich their resumes.

Honors Students are encouraged to participate in extra-curricular activities and community services.

Admission to the Honors Studies Program
1. Each applicant must submit a completed application form.
2. All applicants will be interviewed by the Director of the Honors Studies Program.
3. To be accepted into the program, students must be matriculated with a minimum cumulative GPA of 3.25 after completion of 12 semester hours.
4. New students or transfer students with no cumulative GPA may also apply. The
application will be reviewed by the Honors Committee.

**Honors Studies Program Graduation Requirements**

1. A minimum of 12 semester hours of Honors level courses that includes 4 out of the following 5 requirements: (Transfer students may transfer 2 of the 4 requirements.)
   - An Honors course in the student’s major field of study.
   - An additional Honors course in the student’s major field of study.
   - An Honors interdisciplinary course.
   - An Honors general education course.
   - An Honors course of student’s choosing.

   AND

2. A minimum grade of B in each Honors course.

   AND

3. A minimum cumulative GPA of 3.25 at the time of graduation from the college.

**Honors Studies Opportunities**

Honors Studies credits may be earned through the following options:

1. **Honors Courses:** A list of courses can be found in the college catalog.

2. **Honors Enriched Courses:** Students with the prior agreement of their professor(s) may choose and/or continue a project, paper, or body of work to elevate a regular course to Honors level. The student will collaborate with the professor(s) to design/construct the project. A written contract is then submitted to the Director of Honors Studies by the due date indicated on the contract. The project must be approved by the Director of Honors Studies and the Vice President and Dean of Academic Affairs.

3. **Independent Study:** This opportunity allows a student and professor(s) to cooperatively design and undertake a course equivalent to Honors-level study within a specific discipline. A written proposal from the student and the professor must be submitted to the Honors Studies Director by Census Date. The proposal must be approved by the Director of Honors Studies, the professor’s Division Chairperson, and the Vice President and Dean of Academic Affairs.

For more information, please contact the Director of Honors Studies at 518.828.4181, extension 3236.

**Adult Student Honor Society**

Chi Gamma Chi chapter of Alpha Sigma Lambda is one of the nation’s oldest and largest adult honor societies. The aim is to recognize the special achievements of adults who accomplish academic excellence while facing the competing interests of home and work. It is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student’s career.

To qualify for membership, students must be at least 24 years old, matriculated, have a minimum of 24 graded semester hours from C-GCC in an undergraduate degree program and have a minimum GPA of 3.2 on a 4.0 scale. Members are then selected from the highest ten percent of those students who meet the requirements.

**PHI THETA KAPPA Honor Society**

The Phi Theta Kappa Honor Society recognizes and encourages scholarship among two-year-college students. The Honor Society provides students with an opportunity to grow as leaders, serve the college and the community, exchange ideas and ideals, reap the benefits of fellowship activities with peers, and stimulate an interest in continued academic excellence. A student who has completed at least 12 semester hours at C-GCC and has a cumulative GPA of at least 3.5 is eligible to join the Phi Theta Kappa Honor Society.
Academic and Student Services

Academic Support Center
Located in spacious quarters opposite the campus library, the Academic Support Center provides student support services that include software and hardware to supplement many areas of academic instruction. Services are provided through computer classrooms, alternative learning classrooms, computer labs, study and testing areas, and include peer and professional tutoring, drop-in mathematics and science assistance, test-review sessions, make-up testing, support for English Language Learners, academic coaching, and access to software used by most of the academic divisions on campus.

The Academic Support Center has PCs available for academic use and laptops for loan on a first come first served basis. Enrichment including some course texts for daily borrowing, and supplemental A/V resources are on-hand for many academic areas. Staff members are available to assist students with computers and other equipment. Study skills workshops and on-line learning strategies assistance and Academic Success Workshops for incoming students and interested parents are also provided.

Academic Support Center hours are 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 4:30 p.m. Friday, and 9 a.m. to 1 p.m. Saturday during the academic year. Schedules for SPARK Programs (Students with Peers Actively Reinforcing Knowledge), our tutoring services and walk-in hours, are advertised at the Center’s main desk, entranceways, and on various announcement boards on campus. Summer hours, as well as holiday and semester break schedules, are posted at the Center’s main desk, and on the webpage, as needed.

Testing in the Academic Support Center
The Academic Support Center administers the college placement test, DSST (DSST Subject Standardized Tests), and C-GCC challenge examinations. The ASC also serves as an Open Test Center for students residing in Columbia and Greene counties enrolled in a Distance Learning program elsewhere.

This service is offered only by appointment. Call the ASC at 518.828.4181 extension 3235 for the schedule and to make arrangements for a proctored exam. We encourage early sign-up as the ASC reserves the right to stop taking appointments for a particular date once the session is filled. There is limited space for on-line testing.

A non-refundable $25 sitting fee is required to reserve a testing slot. Current C-GCC students may take a DSST test in the ASC without paying a sitting fee.

Testers must bring some form of picture identification on the day of the test.

Library and Media Services
The two-story college library is located at the north end of the Main Building. It occupies 15,900 square feet and has a seating capacity for more than 100.

The library is fully computerized, providing networking within the SUNY system. The open-shelf system permits easy access to the library’s collection of over 70,000 bound volumes and microfilm and print subscriptions. There is also a large collection of back issues of periodicals on microfilm.

In addition to the book and periodical collection, resources include subscriptions to a number of online databases. These databases provide access to indexes of magazine, journal, and newspaper articles, many of which are available in full text. Information
materials are available at the circulation desk, including the circulation policy, a periodical directory, and guides to research.

Circulation and reference privileges are extended to students, faculty, and the community at large. The library provides traditional study areas, including all-purpose study carrels on the upper floor, and a conference room.

The library staff is eager to assist students and librarians conduct frequent mini-courses in the use of the library. These mini-courses are designed to teach the library skills necessary for success in college-level research. Special collections include the Ettelt Children’s Collection, young adult fiction, rare books, and a special map collection.

Media Services include technical support and equipment for instructional purposes for faculty, students, and community groups. Other responsibilities include maintenance and distribution of audio-visual equipment used in the classroom setting, as well as other on-campus programs and activities.

The library supports and complies with New York State Law (New York State Civil Practice Law & Rules 4509, Chapter 112, Laws of 1988) with respect to the confidentiality of library records, including, but not limited to the circulation of materials, database searches, interlibrary loan transactions, reference queries, and course reserve requests.

All library records relating to an individual patron’s use of the library and its resources are confidential. These records may be consulted and used by library staff in the course of carrying out library operations, but will not be disclosed to others except upon the request or consent of the library user, or pursuant to subpoena, court order, or otherwise required by law.

**Academic Advisement**

The academic advisement system helps matriculated students achieve their immediate and long-term academic and vocational goals. On admission, students are assigned a faculty advisor to assist in planning and implementing their programs. This is done prior to each semester by appointment for registration, and office hours reserved for advisement issues are maintained throughout the semester.

**Student Activities and Clubs**

Social, cultural, and recreational activities are a vital part of the college experience. To promote these activities, the Student Senate disburses student activity fees to various clubs as well as the intercollegiate and intramural athletics programs.

Consult the Student Handbook for a detailed listing of current clubs, organizations, and athletic programs.

**Athletics and Intramurals**

The athletic and intramural program complements the academic mission of the college by providing Student-Athletes with a well-rounded collegiate experience. C-GCC is a member of the National Junior College Athletic Association (NJCAA) and Region III. C-GCC encourages participation in intercollegiate athletic, club sports and intramural programs.

**Bookstore**

The college bookstore carries not only the usual textbooks and supplies that are stocked for the convenience of students but also such items as C-GCC clothing, student crafts, backpacks and totes, art supplies, and paperbacks.

**Child Care Center**

A licensed child-care center operates in a separate and specially designed building for
three- to five-year-old children of students, faculty, and staff. Parents are encouraged to make arrangements for child care as soon as their schedules are complete for the semester. Fee schedules are posted annually.

**Advising, Career & Transfer**

Academic, career, and transfer advising is a shared responsibility essential to the educational experience and student success. As a result of their experience in Advising, Career & Transfer Services, students will:

- Explore fields of study and career paths.
- Take advantage of campus and community opportunities to gain experience and enhance classroom learning.
- Independently evaluate their progress toward degree completion and/or college transfer.
- Navigate the transfer process and/or pursue employment opportunities.

Advising, Career & Transfer strives to help students achieve these outcomes by offering individual appointments and a variety of activities and resources designed to supplement the individual counseling sessions.

**Academic Advising**

Upon admission, students are assigned a faculty advisor who will meet with them individually to guide them through their college education and degree requirements. Students can receive help in choosing a major, selecting courses to fulfill requirement for their major, and tailor their college education to prepare them for employment or transfer for further study.

**Career & Transfer**

Advisors provide individual assistance to students in the areas of self-assessment, career exploration, choosing a career path, employment after degree completion or college transfer for further study.

**FOCUS2 Career Tool**

FOCUS2 is a web-based career guidance system that helps individuals systematically make decisions about college majors and career choices. FOCUS2 is best utilized in conjunction with advising and other career development services offered.

**Office of Career Success**

The mission of the Office of Career Success is to ensure every student at C-GCC has access to meaningful, experiential learning opportunities that foster self-discovery and develop professional skills for lifelong career success.

Services provided to students include, but are not limited to:

- one-on-one coaching sessions for career and professional skills;
- résumé and cover letter review;
- job interview preparation;
- job and internship search assistance, and
- preparation for academic internships, including identification of appropriate learning objectives, completion of any required background checks/screening, and self-assessment of career competencies.

Each semester, the Office of Career Success collaborates with faculty to provide valuable career-related events including a speaker series, mock interviews, and workshops. Students can find out more about these events by logging on to Purple Briefcase and viewing the events calendar. This calendar also includes external events (job fairs, hiring days) that may be of interest to students.

The Office of Career Success maintains relationships with local employers and provides assistance with posting opportunities in Purple Briefcase, designing appropriate
internship and experiential learning opportunities for students, and connecting with the Workforce and Student Activities offices for job fairs and other career-related student events.

**Location**

The Office of Career Success is located in room 107A in the Community Services suite. Appointments can be made in the Advising Office (Room 112) or by e-mailing intern.jobs@sunycgcc.edu.

Office hours are 8 a.m. to 4 p.m., Monday through Friday, and evening appointments are available upon request. The office is open when classes are in session, as well as during the winter break. Telephone: 518.828.4181, extension 3343.

**Purple Briefcase**

Purple Briefcase is a web-based career management system available to C-GCC students and alumni, which can be accessed through the MyCGCC page on the college website. Free registration allows access to local and national job listings, as well as internship and gap year opportunities. Students/alumni may also apply for jobs, view upcoming events and browse academic, career and transfer resources and links.

**Office of Accessibility Services**

**Mission**

The mission of the Office of Accessibility Services (OAS) is to ensure that students with disabilities have equal access to all college programs and activities. Services provided by the OAS include:

- coordinating academic adjustments and support services,
- promoting independence and self-advocacy, and
- providing information and referral to appropriate resources.

Academic adjustments provided by the Office of Accessibility Services include:

- physical accessibility arrangements;
- sign language interpretation for deaf students;
- assistive technology devices;
- audio taped lectures; Note: Digital recorders are considered personal devices and should be purchased by the student.
- peer note takers/readers/scribes; Note: If class notes are provided on Blackboard, note takers are not provided by OAS
- alternatives to print materials, e.g. text books in electronic (digital) format; Note: Digital text books are not usually audio books. A text reading software program is required to reformat the printed text to speech;
- reduced course load/full time status;
- course substitutions or waivers;
- testing accommodations such as extra test time, distraction-reduced environment, alternative formats.

All academic adjustment requests are reviewed on a case-by-case, course-by-course basis in consideration of each student’s academic needs and the fundamental learning objectives of each course. Academic adjustment requests are approved or denied based on what is reasonable for both.

Columbia-Greene Community College is not required to provide requested or preferred academic adjustments, but rather reasonable, appropriate and effective adjustments for disabilities that are adequately documented and for which a request is made.

To receive services, students are required to identify themselves to the Office of Accessibility Services in a timely manner and provide documentation of the disability from a qualified professional in the area of the disability.
Location of the OAS
The OAS is located in room 101A of the Main Building. The office hours are 8:00 a.m. to 4:00 p.m. Monday, Thursday, Friday and 8:00 a.m. to 7:00 p.m. Tuesday and Wednesday when classes are in session for the Fall and Spring semesters. Summer hours are 8:00 a.m. to 4:00 p.m. Monday – Thursday. The college campus is closed on Fridays during the summer. Telephone: 518.828.4181, extension 3437.

NVRA
The Office of Accessibility Services is a National Voter Registration Act (NVRA) voter registration site. Assistance is provided, upon request, to any student with a disability that wishes to complete a Voter Registration Form. The form can also be found on-line at: www.elections.ny.gov/NVRA.html

Off-Campus Housing
C-GCC does not have residence halls, but a current list of available apartments, efficiencies, and rooms is maintained in Admissions and Student Services Office. Housing and transportation are the students’ responsibilities; the college does not inspect, supervise, or endorse student-housing facilities. Because public transportation is unavailable, a vehicle is recommended. Contact the Admissions or Student Life Office.

New Student Orientation
Conducted near the beginning of the academic year, the Orientation Program facilitates the adjustment to college life at Columbia-Greene by enabling students to informally become acquainted with each other, faculty, staff, and available services.

All new full-time and part-time matriculated students are notified by mail of the orientation date(s) and agenda. Non-matriculated students are also welcome to attend.

There is a mandatory, 1-day Nursing Orientation program in August for all students entering NU 101. See the Nursing Program section of this catalog for more information.

Adult Student Orientation
An Adult Student Orientation is offered at the beginning of the fall and spring semesters. Typically, the orientation is held in the evening to accommodate the adult learners.

Health Services/College Nurse
The College Nurse is located in Room 316. Services provided include: emergency first aid, disease prevention education, assistance with referrals to medical/healthcare providers and strategies to manage illnesses while on campus. In addition, a limited number of over-the-counter oral medications are available. Immunization records are reviewed and filed in the Health Services Office. Student athletes’ physical evaluations, as well as nursing students’ health assessments, are also reviewed and maintained in the Health Services Office. Immunization transcripts for students transferring to other colleges can be provided upon receipt of signed authorization. Informative materials on various health-related topics are available. The Health Services Office may be reached at extension 3202. In the event of a medical emergency in the Nurse’s absence, contact Security by calling the switchboard operator.

Sexual Harassment Policy
Sexual harassment is against the law and a violation of the non-discriminatory policy of Columbia-Greene Community College. Harassment on the basis of sex is a violation of federal law, including Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. It is also a violation of New York State’s human
rights law. Sexual harassment, like harassment, based on race, color, national origin, or religion, will not be condoned by Columbia-Greene Community College whether it occurs in our educational programs or at our work place. For more information see the Student Handbook.

**Crime Statistics**

Columbia-Greene Community College complies with the United States Department of Education, Title 20 of the U.S. Code Section 1092 (f), Chapter 597, Article 129-A. On request, the Office of the Interim Vice President for Student Services as well as The Office of Security, will provide all campus crime statistics as reported to the United States Department of Education. The Department of Education assists colleges and universities in providing students with a safe environment in which to learn and keeps parents and students well informed about campus security.

A copy of the C-GCC Campus Crime Statistics Report is available from the Office of the Interim Vice President for Student Services.
Financial Aid

Financial aid is available to qualified students at Columbia-Greene Community College (C-GCC). Financial aid is considered any grant, scholarship, loan, or employment opportunity with the purpose of assisting students with educationally related expenses. Financial aid at C-GCC is awarded on the basis of student need and the availability of funds. Funds are limited so students are encouraged to submit the Free Application for Federal Student Aid (FAFSA) as soon after October 1 as possible. Financial aid funding comes primarily from four sources, the Federal government, State government, colleges and universities, and private organizations. Descriptions of the aid programs, eligibility requirements, application procedures, and award amounts are summarized on the following pages. Students wishing to be considered for assistance from aid programs administered by C-GCC must complete a Free Application for Federal Student Aid (FAFSA School Code 006789) annually. The FAFSA may be completed online at www.fafsa.gov. New York State residents who complete their FAFSA online will also have the opportunity to complete their Express TAP Application (TAP School Code 2038) online in the same session (to apply for a TAP award).

General Financial Aid Requirements

To be eligible for financial aid a student must:

• Be a U.S. or eligible noncitizen
• Have graduated from a high school in the U.S., or earned a High School Equivalency Diploma (TASC or GED), or passed federal approved “Ability to Benefit” test as defined by the commissioner of the State Education Department
• Be matriculated in an approved program of study and be in good academic standing

Verification Procedures

The College will comply with all verification requirements as required in the current year U.S. Department of Education Verification Guide. If an application has been selected for verification, no disbursement for any Title IV program will be given until verification has been completed.

Deadline Dates for Verification

All applicants for whom the College has received a valid Student Aid Report (SAR or ISIR) while the student was enrolled must submit all required documentation by the deadline date. The deadline date for completing the verification process is Aug. 31, at the end of each academic year, or no later than 120 days after the student’s last day of enrollment, whichever is earlier. Any applicant who does not complete the verification process by the deadline date will forfeit all right to payment.

Notification to Student of Required Documentation of Verification

When a student’s financial aid application indicates a need for verification, the student will be informed by mail in a timely manner what documentation is needed to satisfy the verification requirements. Any student who does not respond to requests for documentation will be contacted and informed about the appropriate deadlines for verification and the consequences of failing to complete the verification process.

Degree Applicable Credit Hours

Students can only receive federal and state aid for courses that count toward their degree
program. Tuition bills will NOT reflect financial aid credits for courses that are not degree applicable. Students should review their schedule and tuition bills very carefully for any discrepancies relating to courses and financial aid.

**High School Completion Status**

Certain federal aid applicants are now required to verify their high school completion status (i.e. high school diploma, High School Equivalency Diploma (TASC or GED) or homeschool). College policy requires that students must submit appropriate documentation to the Admission's Office to prove their status. The Financial Aid Office must review these documents prior to awarding federal financial aid. Additional documentation from the student may be required.

**Financial Need and Expected Family Contribution**

Financial aid from most of the major federal programs is based on financial need (except for unsubsidized Federal Direct Stafford and PLUS loans). When you apply for federal student aid, using the Free Application for Federal Student Aid (FAFSA), the information you provide is used in a formula established and approved by the Department of Education called Federal Methodology (FM). The formula calculates your Expected Family Contribution (EFC). This is the amount that you and your family will be expected to have available to contribute to your education. If your EFC is below an amount set by the federal government, you should be eligible for a Federal Pell Grant, assuming you meet all other eligibility requirements. Your EFC is also used in an equation to determine how much funding you may need to attend school. The financial Aid Office subtracts your EFC from your cost of attendance. Cost of Attendance - EFC = Estimated Financial Need to Attend School.

If a student has financial need, this need can be filled with grants, federal work study, scholarships and subsidized Federal Direct Loans, depending on the student's eligibility. Students who have little or no financial need can receive grants and scholarships for which they are eligible. However, they may have limited or no eligibility for subsidized Federal Direct Loans. These students, in most cases, would qualify for unsubsidized Federal Direct Loan funds. You can get further information on the EFC formula by contacting the U.S. Department of Education at 1-800-4FEDAID or from their website at [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

**Cost of Attendance**

These figures are provided for estimating expenses as individual student costs will vary and change. Figures will not be finalized until passage of the state, counties and college budgets (late spring or early summer). The estimated cost of attendance (COA) at C-GCC for full time students who are NYS residents for 2020-2021 is as follows (these amounts are based on 2019-2020 costs and are subject to change).

### Estimated Costs for Fall 2020 and Spring 2021

<table>
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Federal Financial Aid Programs

Federal Pell Grant

The Federal Pell Grant is awarded to eligible full and part-time undergraduate students. The amount of the award is determined by the student’s financial need. The Federal Pell Grant may be used for any college related expenses and, as a grant, does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid). Students who have already completed their first baccalaureate (four-year) degree are ineligible to receive a Federal Pell Grant.

All students may receive Pell grants for up to 12 semesters, measured by percentage of Scheduled Award(s) disbursed (“Lifetime Eligibility Used,” or “LEU” field in COD up to 600%). Award Schedule: Federal Pell Grant awards for the 2020-2021 academic year range from $639 to $6,345. The amount of the award will be affected by the (EFC) Expected Family Contribution, student’s cost of attendance and enrollment status.

Application Procedures: Complete the Free Application for Federal Student Aid (FAFSA) annually and submit the application for processing. After the application has been processed, the student will receive a Student Aid Report (SAR). Based on the SAR information, the Financial Aid Office will determine the student’s eligibility for Federal student aid. Once the award is determined, the Federal Pell Grant will be credited to the student’s account and will be disbursed according to the College’s disbursement policy.

Year-Round Federal Pell Grants

In certain situations, an eligible student can receive up to 150 percent of his or her scheduled Pell Grant award for an award year. For example, if you are eligible for a $2,000 Pell Grant for the award year and are enrolled full-time for both the fall and spring semesters, you’ll likely receive $1,000 in the fall and $1,000 in the spring. However, under certain circumstances, you may be eligible to receive an additional $1,000 in the summer semester (resulting in your receiving 150% of your original award).

Federal Supplemental Educational Opportunity Grant (FSEOG)

This Federal grant is awarded to eligible full and part-time undergraduate students. The amount of the award is determined by the student’s financial need, and by the amount of funding available to the College. FSEOG may be used for any college-related expenses and, as a grant, does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid).

Application Procedures: Eligibility for FSEOG is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA).

Selection of Recipients and Allocation of Awards: To be eligible for FSEOG, the student must: (1) be in exceptional financial need determined by the Expected Family Contribution (EFC) (2) be matriculated in an eligible degree program (3) not owe any refunds from the Federal Pell Grant or any other award program, and (4) the student must not be in default on any student loan.

Award Schedule: Awards range from $100 to $1,000 depending upon the student’s financial need, the availability of FSEOG funds at C-GCC, and the amount of any other financial aid.

Federal College Work Study Programs (FCWS)

The Federal College Work-Study Program is financed by federal & institutional funds. This program gives the student the
opportunity to pay for part of his/her educational expenses by working a part-time job either on- or off-campus.

Application Procedures: Eligibility for FCWS is determined for all students who complete the FAFSA, indicate an interest in Work-Study, and complete a work study contract.

Selection of Recipients and Allocation of Awards: In order for a student to be eligible for FCWS, the student must be matriculated, enrolled at least half time in an eligible degree program and demonstrate financial need. Financial need is determined by the information provided on the student’s FAFSA. The college makes employment reasonably available to all eligible students. In the event that more students are eligible for FCWS than there are funds and/or positions available, preference is given to students on a first-come, first-served basis. Students may only work for ONE department at a time.

William D. Ford Direct Loan Program

Direct Stafford Loans are a way for the student to borrow money from the Department of Education to help finance his/her education. The student may authorize the college to use loan proceeds to pay for college charges, and balances will be refunded to the student to be used for other educational expenses. There are three types of Direct Student Loans:

- Direct Subsidized Stafford Loans – A Subsidized loan is based on financial need. Interest will be deferred while the student is in college.
- Direct Unsubsidized Stafford Loan – An Unsubsidized loan is not based on financial need. Interest starts accruing at the time the loan is disbursed and continues until it is paid in full.
- Direct Parent PLUS loan – A PLUS loan is for parent(s) of eligible dependent students to assist with their child’s educational expenses after Repayment begins 60 days after the loan is disbursed.

Application Procedures: Eligibility for the Federal Direct Subsidized and Unsubsidized loans is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA). If the student chooses to borrow a loan, he/she must submit a Federal Direct Student Loan Application. The student will be required to sign an online master promissory note and complete an online entrance interview as part of the application. The forms can be found at https://studentaid.gov.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct Loan, the student must: (1) be a U.S. citizen or permanent resident alien; (2) be enrolled in at least six degree-applicable credit hours and be matriculated in an eligible degree program; and (3) not owe any refunds from the Federal Pell Grant or any other award program and must not be in default on any student loan.

Loan Schedule: A first-year undergraduate student (defined as less than 30 Degree hours earned) may borrow up to $3,500 per year. Eligibility increases to $4,500 for students defined as second-year students (30+ earned degree hours). Students may qualify for additional unsubsidized federal direct Stafford funds depending on their dependency status. An undergraduate may borrow up to an aggregate limit of $31,000 or $57,500 if the student is considered independent for federal financial aid purposes. C-GCC is required to delay the first disbursement of all federal loans for first-time freshman borrowers until the 31st day of the term.

Repayment Terms: The interest rate for the Federal Direct Subsidized Loan program is fixed at 2.75 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 2.75 percent. The interest rate for the
Federal Direct PLUS Loan is fixed at 5.3 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.059 percent. Direct PLUS borrowers are charged a 4.236 percent origination fee.

**Selection of Recipients and Allocation of Awards:** To be eligible for a Federal Direct Loan, the student must: (1) be a U.S. citizen or permanent resident alien; (2) be enrolled in at least six degree-applicable credit hours and be matriculated in an eligible degree program; and (3) not owe any refunds from the Federal Pell Grant or any other award program and must not be in default on any student loan.

There are several different ways to repay a Federal Direct Loan:

- A standard repayment plan has a fixed monthly repayment amount for a fixed period of time, usually 10 years.
- An extended repayment plan has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual ten years.
- A graduated repayment plan usually begins with lower monthly payments, and payment amounts increase at specified times. Payments may be for the usual ten-year period, or they may be extended beyond 10 years.
- An income-based repayment plan sets an annual repayment amount based on the borrower’s income after leaving school. The loan is repaid over an extended period of time, not to exceed 25 years.
- Pay as you Earn Repayment Plan (PAYE) has a maximum monthly payment of 10 percent of discretionary income and are recalculated each year.
- Revised Pay as you Earn (REPAYE) has a maximum monthly payment of 10 percent of your discretionary income and are recalculated each year. Good option if you are seeking the Public Service Loan Forgiveness plan.
- Income-Contingent Repayment Plan is the payments will be lesser of 20 percent of discretionary income and recalculated each year.

The Direct Loan Servicing Center will be responsible for maintaining the student’s loan account and repayments. It is the student’s responsibility to maintain contact with that agency. The student will receive information at both the entrance and exit interviews.

**Rights and Responsibilities of Recipients:** The student must continue to make satisfactory academic progress in his/her program. The student must not owe any refunds from the Federal Pell Grant or any other award program and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to attend classes regularly.

**Title IV Disbursement Policy Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG) and Direct Students**

After tuition and other charges (such as Café Cash, bookstore, day care and emergency loans) due to Columbia-Greene Community College are deducted, the remaining financial aid will be refunded to the student.

**New York State Financial Aid**

**New York State Tuition Assistance Program (TAP) (School Code – 2038)**

TAP is a New York State grant program available to qualified New York State residents who attend an approved postsecondary institution within the State on a full-time basis. Eligibility is based on the family’s New York State taxable income. Awards will range from a minimum of $500 per year to a maximum of the annual cost of tuition or $5000 whichever is less. Students and families will initiate the TAP application...
process by completing the Free Application for Federal Student Aid (FAFSA). The New York State Higher Education Services Corporation (HESC) administers the TAP program. TAP is a grant and does not have to be repaid. New York State TAP requires a minimum 2.00 cumulative grade point average after a student has received 4 payments.

New York State Satisfactory Academic Progress

New York State academic standards require that a student complete a certain number of credits each term an award is received, accrue degree credit at specified levels, and maintain a certain grade point average. The specific requirements, however, are based on the number of state awards received, no matter at what institution, as outlined in the chart below. An Aid for Part-time Study or part-time summer TAP award counts as one-half of a TAP award.

### Academic Requirements for the New York State Programs

<table>
<thead>
<tr>
<th>Program: Associate Degree Semester Based Program Chart – applies to non-remedial students first receiving aid in 2010-11 and thereafter:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before being certified for this TAP Payment</strong></td>
</tr>
<tr>
<td>You must have completed (passed or failed) this many credits since your last TAP payment*</td>
</tr>
<tr>
<td>You must have accrued at least this many credits since your last TAP payment*</td>
</tr>
<tr>
<td>With at least this cumulative grade point average</td>
</tr>
</tbody>
</table>


### TAP Payments

- TAP payments are limited to three years (6 payments) for students enrolled in a two-year associate’s program.
- Payment and any TAP award or scholarship can only be made after a student begins classes and is matriculated full time in an approved program.
- Students may not repeat a course in which a grade of D or better was achieved. Students may not repeat a course for which credit was already granted.
- Transfer students must submit all academic transcripts for credit evaluation.
- To retain eligibility for a TAP award or scholarship, a student must maintain good academic standing as determined by the college.
- If, after completing one associate degree, students pursue a second associate’s degree, they may be eligible for TAP if the second degree program is entirely new subject matter with the student taking 12 credits of required course work in the new program. It is strongly recommended to check with the TAP certifying officer in the Registrar’s Office regarding the use of TAP funds for a second associate degree.
TAP (with ADA)

Education Law section 661(d) (4) provides that for students who are disabled as defined by the Americans with Disability Act of 1990, “the full-time attendance requirement is eliminated. Such disabled students may be in part-time attendance, as defined by the commissioner in order to be eligible to receive payments…”

According to section 145-2.1(a)(4) of the Regulations of the Commissioner of Education, for a student with a disability, “part-time study or attendance shall mean enrollment for at least three but less than 12 semester hours per semester or the equivalent, or at least two but less than eight semester hours per quarter.” ADA Part-Time TAP recipients must meet all TAP eligibility requirements. Prior to the 2015-16 academic year, good academic standing was determined using the same satisfactory academic progress standard used for Aid for Part-Time Study – that was, for each ADA Part-Time TAP award, a recipient had two semesters to meet the progress standard.

Beginning with the 2015-16 academic year, for ADA students who received their first state award during the 2010-11 academic year and thereafter and who are enrolled less than full-time, good academic standing will be determined using new SAP standards which does not modify the requirements for disabled students, but aligns them to be equivalent with those required of full-time students.

New York State Aid for Part Time Study (APTS)

The APTS grant program provides funding for students who are attending college on a part-time basis (3-11 degree applicable credits per term). At C-GCC this grant is awarded to students who have a 2.00 cumulative grade point average and earned a minimum of 6 credits. APTS awards range from $100 to $1000. A separate APTS application is required along with a signed copy of the NYS tax return.

New York State Part-Time Scholarship (PTS)

The New York State Part-time Scholarship (PTS) Award Program provides tuition awards to students attending a SUNY or CUNY community college who are enrolled in at least 6 but less than 12 credits each term.

Eligibility:

In order to apply a student must be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term; be a U.S. citizen or eligible non-citizen; have graduated from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department; be matriculated in an approved undergraduate program at a SUNY or CUNY community college; be enrolled in at least six but less than 12 credits per term; maintain a cumulative grade point average of 2.0 or higher; be in a non-default status on a student loan made under any NYS or federal education loan program or repayment of any NYS award; and be in compliance with the terms of any service condition imposed by a NYS award. A recipient of a PTS Award will receive an award that covers the cost of six credit hours or $1,500 per term, whichever is less, at a SUNY or CUNY community college. Recipients will be selected and prioritized based on financial need. Financial need is established in the year the award is first granted and is determined by the applicant’s federal Expected Family Contribution as reflected on the applicant’s federal student aid report. A lower Expected Family Contribution demonstrates evidence of greater financial need.
The Excelsior Scholarship
New York’s tuition-free degree program, the Excelsior Scholarship, is the first of its kind in the nation. Even as higher education becomes more necessary for an individual to succeed, the cost to attain a college degree is rising beyond what most families can afford.

Eligibility:
In order to apply, students must: Be residents of New York State. Plan to attend a SUNY or CUNY two- or four-year degree program and take 30 credits per year and make progress towards graduation. Continue to maintain good academic standing and be on track to graduate on time with an Associate Degree in two years or a Bachelor’s Degree in four years.

How it Works:
Covers full tuition for eligible SUNY and CUNY students. Up to $5,500, minus amounts received for TAP, Pell or other awards: A credit from the SUNY/CUNY school will cover the difference.

Other New York State Scholarship Programs
New York State offers several scholarships to students with specific criteria. Listed are several scholarship opportunities available to New York State students. Please refer to New York State Higher Education Services Corporation’s website www.hesc.org for details.

Other Assistance

Application Procedures: The U.S. Department of Veterans Affairs website describes the various VA education programs, eligibility, and benefit rates. Applicants may file an online application through the website: http://gibill.va.gov. Applicants will receive a Certificate of Eligibility that must be submitted to the college VA Certifying Official for certification of benefits.

Veteran’s Benefits: U. S. Department of Veterans Affairs (VA) Educational Benefits
Eligible veterans and their dependents are entitled to receive monthly educational benefits for full- or part-time study under the provision of several different veteran programs. They are as follows:

Type:
- Chapter 30 Montgomery G.I. Bill – Active Duty
- Chapter 31 Vocational Rehabilitation
- Chapter 32 Post-Vietnam Era Veterans’ Educational Assistance Program
- Chapter 33 Post-9/11 G.I. Bill
- Chapter 35 Survivors’ and Dependents’ Educational Assistance Program
- Chapter 1606 Montgomery G.I. Bill
- Selected Reserves
- Chapter 1607 Reserve Educational Assistance Program
- VRAP Veterans Retaining Assistance Program (Subject to availability and program expiration date)

Other Assistance

Book Deferrals
Students who will be receiving financial assistance from scholarships, grants or loans may be eligible for credit at the College Store
for books and supplies after classes begin. Contact the Financial Aid Office for more information.

**Emergency Loans**

The Jan Riss/Betty Elliott Emergency Loan Fund was established in 1998 by the C-GCC Chapter of Phi Theta Kappa. By establishing this fund, Phi Theta Kappa assists students experiencing short-term financial difficulties. Small short-term loans (not to exceed $150 per student) will be made for emergency/crisis situations only. Additional documentation may be required; contact the Financial Aid Office for more information.

**Café Cash**

Students with verifiable financial aid awards from grants, loans and scholarships that are greater than the cost of tuition, fees and books may elect to have an authorized amount disbursed directly to a Cafe Cash Card from Chartwells. Contact the Financial Aid Office for more information.

**Federal Student Aid Satisfactory Academic Progress**

**Satisfactory Academic Progress Status:**

Students who meet or exceed the minimum cumulative qualitative and quantitative requirements will be considered to be maintaining satisfactory academic progress.

**Unsatisfactory Academic Progress Status:**

Students who measure below the minimum cumulative qualitative and/or quantitative requirements will be placed on Financial Aid warning for one semester with the benefit of aid.

<table>
<thead>
<tr>
<th>Overall Attempted Credit Hours</th>
<th>Percentage of Overall Credits Earned</th>
<th>Minimum GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-20</td>
<td>0%</td>
<td>1.0</td>
</tr>
<tr>
<td>21-35</td>
<td>30%</td>
<td>1.50</td>
</tr>
<tr>
<td>36-50</td>
<td>40%</td>
<td>1.90</td>
</tr>
<tr>
<td>51-60</td>
<td>50%</td>
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</tr>
<tr>
<td>61-75</td>
<td>60%</td>
<td>2.0</td>
</tr>
<tr>
<td>76-85</td>
<td>70%</td>
<td>2.0</td>
</tr>
<tr>
<td>86-100</td>
<td>75%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Timing of Evaluations and Evaluation Process**

The college will measure academic progress at the end of each term in which Title IV aid is awarded to students (i.e. fall, spring, summer). Academic progress will be measured for all students, both matriculated and non-matriculated, who are registered in the term being reviewed. Evaluation of progress will occur shortly after final grades are posted by the Records & Registration Office. Notices of ineligibility will be sent to students from the college. At the time of evaluation, grades listed as I (incomplete), F (failure), W (withdrawal), IP (in progress) will be considered attempted and unearned. If a student’s academic record is changed after the evaluation, the student must submit a written request to the director of financial aid for re-evaluation of the ineligibility determination. The most common situation leading to such a request is the successful resolution of “incomplete” or “late” grades. For a grade change or course completion to be considered in the academic progress calculation, the coursework leading to the
grade change must be completed prior to the first day of classes in the effective term.

Additionally, the maximum timeframe evaluation will be completed at the end of each term. If at the time of evaluation, the student has attempted less than 150 percent of the course work required for his/her program, the student will be considered eligible under the maximum time frame standard for Title IV aid for the following term. If, however, the student has exceeded the maximum number of attempted credit hours for his/her program, the student will no longer be eligible for federal financial aid programs (grants or loans) for any future term in the program.

Appeal for Maximum Timeframe (150 Percent Waiver) - A student may appeal their ineligibility for federal Title IV aid due to reaching the 150% maximum timeframe. Appeals must be made in writing to the director of financial aid by noon on the first day of classes in the effective term. The 150% waiver can be found online at www.sunycgcc.edu/financial-aid/applying-for-aid/financial-aid-forms/.

Appeal of Federal Aid Ineligibility Decision

Appeal for Unsatisfactory Academic Progress Status - A determination of ineligibility for federal student aid may be appealed based on mitigating circumstances which occurred in the reviewed term. A mitigating circumstance is defined as an exceptional or unusual event beyond the student's direct control, which contributed to or caused the academic difficulty. Examples of mitigating circumstances may include a student becoming very ill or seriously injured, or a death in the student's immediate family. An appeal of the ineligibility decision may be made through the college's financial aid waiver process, which begins in the Financial Aid Office, located in the Main Building. Complete documentation of the circumstances that led to the academic difficulty must be submitted as part of the appeal process. Appeals are due by noon on the first day of classes in the effective term. Students receiving a waiver of academic standing requirements and students in good academic standing who receive a waiver of academic progress requirements will be placed in satisfactory academic progress for the effective term only. This is considered the student's financial aid probationary period. Students will then be required to meet academic standing and academic progress requirements at the end of the effective term and in all subsequent terms.

Regaining Eligibility for Federal Student Aid

A student who loses eligibility for federal student aid due to unsatisfactory academic progress may regain eligibility by successfully completing credit courses such that the student meets the requirements of the satisfactory academic progress policy standards. Such courses taken at C-GCC must be funded without benefit of Title IV student aid and under no circumstances will aid be paid retroactively for those courses once eligibility has been re-established. If these courses are completed at C-GCC during the fall, spring or summer term, the student's academic progress will automatically be measured at the end of the term.

Enrollment Status and Repeat Coursework

A student must be enrolled at least half-time to receive aid from Federal Direct and PLUS loan programs and Federal Work Study (FWS). The Pell Grant does not require half-time enrollment; however, enrollment status does affect the amount of Pell Grant a student receives. Half-time enrollment is defined as being enrolled in at least 6 credit hours per semester. Full-time enrollment is defined as
being enrolled in at least 12 credit hours per semester.

Enrollment status can include repetition of a previously passed course one time only. The repetition cannot be due to the student failing other coursework. For this purpose, passed means any grade higher than an “F”, regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to have passed the course. Below are two scenarios in which a student can receive federal aid for repeat coursework:

• If a student receives an F or W grade, they can repeat the course with the benefit of federal aid until the course is passed with a grade of D or better.
• If a student passes a course with an A, B, C or D grade, they can repeat that course ONE time only.

Please note: Satisfactory Academic Progress and 150% rules apply. The highest grade is calculated in Grade Point Average. Withdrawals do not count as a retake for the course. College policy states a student can only repeat a course two times, unless an exception is approved by the student’s academic department.

Important: A student CANNOT receive federal aid for repeating a previously passed course due to the student failing other coursework. Example: Student is taking a series of courses (this is common in Health Science programs). Student passes a course(s) early in the series but then fails a subsequent course. Student may choose (or be required by the academic department) to repeat the previously passed course(s) in the series. The repeat of the previously passed course(s), will NOT count in enrollment status for federal student aid.

Unusual Enrollment History

Students identified by the U.S. Department of Education as having unusual enrollment history must be reviewed by the Financial Aid Office to determine federal aid eligibility. The Financial Aid Office must determine if there were valid reasons for the unusual enrollment history by reviewing enrollment, college transcripts and financial aid history. Additional documentation from the student regarding failure to earn academic credit will be required. The Financial Aid Office must document the approval or denial of continued federal aid eligibility. The decision is final and cannot be appealed to the Department of Education. Students who are identified with unusual enrollment history must also complete an Identity and Statement of Educational Purpose.

Identity and Statement of Educational Purpose

Certain federal aid applicants are now required to verify their identities and resubmit a Statement of Education Purpose, as was originally provided as part of the FAFSA submission.

The student must appear in person at C-GCC to verify his or her identity by presenting valid government-issued photo identification (ID), such as, but not limited to, a driver’s license, other state-issued ID, or passport. The college will maintain a copy of the student’s photo ID that is annotated with the date it was received and the name of the official at the college authorized to collect the student’s ID. Students may also provide this statement via postal mail with an original notarized signature and a copy of valid government-issued photo identification.

Return of Title IV Aid: Under the Higher Education Amendments of 1998, Federal student aid (Pell, FSEOG, and Federal Student Loans) must be recalculated for students who withdraw from or stop attending all their courses before completing at least 60% of the term. This calculation is required under the Return of Title IV Aid
Curriculum Changes and Second Degrees

If a student changes curriculum or graduates and requests a second degree, the transcript will be evaluated to determine what portion of the requirements for that curriculum has been satisfied.

After a graduation check has been completed, a new count of credits attempted will be determined based on the credits completed that satisfy requirements in the new curriculum. For example, if a student has attempted 60 credits but only 30 earned credits will satisfy requirements in the new curriculum, the count of the attempted credits will be reset from 60 to 30. The student will have a new maximum of 60 additional credits to complete the new curriculum.

Withdraw/Drop

Financial aid recipients who decide to withdraw or drop from a course should first speak to their academic advisors, the Financial Aid Office, and Records and Registration Office.

Columbia-Greene Community Foundation Award Programs

The C-GCC Foundation is a nonprofit New York State corporation organized and operated exclusively for educational and cultural purposes to develop and foster scholarship and charitable activities. The foundation administers general and academic scholarships that have been made available by contributions, gifts, and bequests.

The Foundation is headed by a board of directors comprised of community leaders who oversee the holding, investing, managing, and awarding of foundation assets. The availability of awards is based on money raised and the disposition of funds is at the sole discretion of the board of directors.
For further information contact Joan Koweek at 828-4181, extension 3727 or email at joan.koweek@sunycgcc.edu.

The C-GCC Presidential Scholarships are funded through the foundation and are awarded based on the following guidelines:

**Presidential Scholarship Guidelines**

1. Applicants must submit a scholarship application form by the first day of classes to be considered for the next academic year. No applications will be accepted after the first week of classes. Admission scholarships and financial aid forms will not be accepted after the first week of classes.

2. Scholarships will be awarded to graduating students residing in Columbia or Greene Counties or applying from high schools in the Columbia-Greene Counselors Association. Applicants must graduate with an average of 90% or higher. Early Admittance students are eligible the first semester of their sophomore year only. Early Admittance students must have entered C-GCC from high school with a 90% average or higher. The student must then have a GPA of 3.25 with a minimum of 12 credits each semester for their first year attending C-GCC. Home schooled students must be 17 years old and have a SAT score of 1350 or higher to be eligible for a Presidential Scholarship award of $800.00 per semester.

3. Students earning valedictory or salutatory rank in their graduation class will be offered full-tuition scholarships up to 17 credits.

4. The recipient must be a full-time matriculated student with a minimum of 12 C-GCC credit hours per semester and be in attendance on the college’s census date.

5. The scholarship must be used the fall semester immediately following the student’s high school graduation. If the student needs to defer this scholarship for one semester, the decision to do so will be at the discretion of the board of directors of the C-GCC Foundation. Only first-time college attendees may apply for the spring semester.

6. Scholarship recipients must complete at least 12 semester hours of work by the end of their first semester at C-GCC to continue eligibility for the second semester and hold a minimum GPA of 2.5 to continue eligibility for the second semester.

7. The Presidential Scholarship will be renewed for the third semester students who have maintained a 3.25 GPA at the end of the second semester and have completed at least 12 C-GCC credit hours each semester.

8. Disciplinary sanction will cause revocation of the scholarship.

9. The disposition of all scholarships remains the prerogative of the board of directors of the C-GCC Foundation.

10. Students must be enrolled consecutive semesters in order to maintain eligibility.

**Nursing Scholarships**

General Nursing Scholarships: available to students in NU 101, 102, 201, and 202 who reside in Columbia or Greene County. Students are selected according to highest GPA. Number of scholarships awarded is based on available funds.

The Royce Forgham Hudson Lodge #7 F. & A.M. Memorial Nursing Scholarship: Two $1000 scholarships are available to NU 201 students who reside in Columbia County, demonstrate financial need, and the ability to succeed in the nursing program. Students
may submit a letter of application by October 1. Selection is made by the nursing faculty.

Home Bureau Scholarship: One $500 scholarship is available to a student in NU 102 who resides in Columbia County, is a U.S. citizen, documents financial need, and has an anticipated GPA of 2.5 or higher by the end of NU 102. Applications are available in the nursing department.

Paul Kellner Nursing Scholarships: for two semesters are available to students who have completed NU 102 and plan to work at Columbia Memorial Hospital upon graduation. Students must demonstrate financial need and ability to succeed in the nursing profession. Application and reference form are part of the application process. Applications meeting criteria will be forwarded to the donor, who will interview the candidates and select three recipients.

Eleanor & Herman Abel Nursing Scholarships: Up to ten awards equal to tuition for two semesters available to Columbia County students who are eligible to enter NU 201 and demonstrate financial need. Selected by nursing faculty in May.

Other Scholarships

Information on other scholarships that are available may be found by calling the Foundation Office at 518.828.4181, extension 3727.
Tuition and Fees

Tuition and fees are established by the C-GCC Board of Trustees and are subject to change as deemed necessary. Payment in full is required by the date specified on the bill.

Payment and/or financial aid award is a valid commitment of intent to attend C-GCC. Students who do not pay their accounts in full by the due date indicated on their bill may be dropped from classes for non-payment and will not be able to re-register until full payment is made. Students who withdraw, officially or unofficially, are 100% liable for all tuition and fees.

To help students manage their educational expenses, C-GCC offers an automatic payment plan through NELNET Business Solutions as a convenient option to pay tuition and fees. This is a semester-based payment plan and students can easily enroll each semester through their student accounts on Banner Self-Service. For more information contact the Bursar’s Office or visit your Banner Student Account.

Residency

To qualify for the New York State resident tuition rate, a student must currently live in New York State and have lived within the state continuously for a period of at least one year. A student must also be a U.S. citizen, a permanent resident or have valid immigrant status. To qualify for the in-state tuition rate, a student must submit a Certificate of Residence annually. Per New York State Education Law, Certificates of Residence can be obtained no sooner than 60 days prior to the start of classes and no later than 30 days after the start of classes. Students who fail to submit a Certificate of Residence within this time frame are responsible for paying the non-resident tuition rate.

Residents of Columbia and Greene Counties can show proof of residency at the Bursar’s Office to complete the process for a Certificate of Residence but, in some instances may be required to go to their County Treasurer’s Office. Residents of all other NYS counties must obtain a Certificate of Residence from the county in which they reside. New York State residents who have lived in more than one county during the past six months must submit a Certificate of Residence from each county in which they have resided.

Refunds

Students may be eligible to receive a refund from financial aid or tuition overpayment. A refund occurs when payments and credits on a student account exceed tuition, fees and other charges. The date of refund depends on the date of the billing adjustment or financial aid disbursement. Students are encouraged to monitor their accounts on Banner Self-Service to check the status of charges, payments, financial aid disbursements, and refunds.

Financial aid awards will be applied to student accounts in the order in which they are received. If the posting of a financial aid award results in a credit balance, a refund will be issued within 14 days of the aid posting.

If a student becomes ineligible for financial aid, all balances due to the reduction or loss of financial aid funds, are the responsibility of the student.

Delinquent Accounts

Students will be billed monthly from the time they register until the time their bill is paid in full. If full payment is not received, the College may assign any outstanding balance to a collection agency. The student will be responsible for payment of all attorney’s fees,
reasonable collection fees and/or costs and other charges necessary for collection of any amount not paid when due. The College may have such default information forwarded to credit-reporting agencies.

The college reserves the right to withhold the transcript of students who owe funds to the College and deny permission to register for a subsequent semester until the balance is paid in full.

**Veteran's Tuition Deferrals**

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. Columbia-Greene Community College will not:

- Prevent or 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 will be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified.
Schedule of Tuition and Fees
TUITION AND FEES ARE SUBJECT TO CHANGE. ALL FEES ARE NON-REFUNDABLE.

FULL-TIME STUDENTS: 12+ SEMESTER HOURS PER SEMESTER
Tuition – New York State Residents ........................................................... $2,484.00 per semester
Tuition – Nonresidents .............................................................................. 4,968.00 per semester
Student Activities Fee ............................................................................... 132.00 per semester
Student Health Fee .................................................................................. 12.00 per semester
Student Technology Fee ............................................................................ 180.00 per semester

PART-TIME STUDENTS: LESS THAN 12 SEMESTER HOURS PER SEMESTER
Tuition – New York State Residents ......................................................... 207.00 per semester hour
Tuition – Nonresidents ............................................................................ 414.00 per semester hour
Student Activities Fee ............................................................................. 12.00 per semester hour
Student Health Fee .................................................................................. 1.00 per semester hour
Student Technology Fee .......................................................................... 15.00 per semester hour

ADDITIONAL FEES:
Course Fee: Art ............................................................................................ 25.00
Course Fee: Automotive Technology .......................................................... 50.00
Course Fee: Construction Technology (CC 101, CC 105, CC 107, CC 109, CC 111, CC 114, CC 119) ............................................. 50.00
Course Fee: National Criminal Justice Study (CJ 298) .................................. 300.00
Course Fee: Dance ....................................................................................... 10.00
Course Fee: First Aid and Safety (HE 201) .................................................. 25.00
Course Fee: Lab Science ............................................................................. 25.00
Course Fee: Medical Assisting (AH 106) ..................................................... 50.00
Course Fee: Medical Assisting (AH 108, AH 109, AH 207, AH 208) ............... 25.00
Course Fee: Nursing ................................................................................... 285.00
Course Fee: Theater .................................................................................... 10.00
Automotive Technology Uniform Fee .......................................................... 125.00
Credit for Life Experience/Portfolio Fee (per semester hour) ......................... 30.00
Departmental Challenge Exam Fee .............................................................. 25.00
External Exam Fee ..................................................................................... 25.00
Locker Fee (per semester) ........................................................................... 5.00
Nursing Challenge Exam Fee ....................................................................... 135.00
Nursing/Medical Assisting Malpractice Insurance (per year) ......................... 20.00
Official Transcript Fee (first 15 copies) ......................................................... 0.00
Official Transcript Fee (each transcript over 15) ........................................... 5.00
Returned Check Fee ................................................................................... 15.00

ESTIMATED OTHER EXPENSES (ANNUAL)
Books and Supplies .................................................................................. 1,600.00
Room and Board ....................................................................................... 7,000.00
Other Personal Expenses ........................................................................... 900.00
Transportation .......................................................................................... 1,800.00

The above figures are generally considered to be the maximum in each category.
Refund Policy for Courses 12-15 Weeks in Duration

Tuition is refundable according to the following schedule for both full- and part-time students. Each student is responsible for completing the appropriate paperwork to be eligible for a refund.

<table>
<thead>
<tr>
<th>Course Dropped:</th>
<th>Refund:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of classes</td>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>During the first week of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>After the third week of classes</td>
<td>NO REFUNDS</td>
</tr>
</tbody>
</table>

Refund Policy for Courses 6-8 Weeks in Duration

<table>
<thead>
<tr>
<th>Course Dropped:</th>
<th>Refund:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of classes</td>
<td>Tuition &amp; Fees</td>
</tr>
<tr>
<td>On the first day of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>On the third day of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>On the ninth day of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>After the ninth day of classes</td>
<td>NO REFUNDS</td>
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Refund Policy for Courses 3-4 Weeks in Duration

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<th>Refund:</th>
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<td>Before the first day of classes</td>
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Important Notes:

- Any student who registers for a class and is reported as never attending the class, will be dropped for non-attendance AND incur a 25% tuition (plus fees) liability.
- Students who officially drop class(es) before the first day of the semester will not incur a tuition liability.
- For courses less than 3-4 weeks in duration, please contact the Bursar’s Office for refund information.
- Refund calculations are based on start date of the course, which is normally the first day of the semester.
Federal Financial Aid Refund Policy for Total Withdrawals

The Higher Education Amendments of 1998 require colleges to recalculate Federal Title IV Aid (PELL, SEOG, and all Stafford Loans) eligibility for recipients who withdraw from or stop attending all of their courses before completing at least 60% of the semester. Students are now only eligible for a percentage of federal aid earned up to the 60% point of the semester. Class attendance rosters are reviewed each semester and recalculations are performed accordingly.

Official Withdrawals: Students who follow the college’s formal withdrawal procedures and totally withdraw before completing 60% of the semester will have their federal aid eligibility recalculated using the date of withdrawal on file in the Registrar’s Office. For example, students who complete 20% of the semester will be eligible for 20% of their federal aid.

Unofficial Withdrawals: Students who stop attending and do not formally withdraw before completing 60% of the semester will be considered unofficially withdrawn and subject to a Federal Title IV Aid recalculation. The college will use the 50% point in the semester to calculate eligibility for aid for unofficial withdrawals.

Tuition Liability: Students who officially or unofficially withdraw after the college’s refund period has ended are responsible for any unpaid tuition and fees even if their financial aid is decreased. Students subject to Federal Title IV Aid recalculation are responsible for any remaining unpaid tuition and fee balances resulting from the recalculation. Additionally, if the student received a disbursement of federal financial aid, and a federal Title IV recalculation results in their not being eligible for all or a portion of the funds dispersed, the student will be billed for the outstanding funds.
Responsibility for meeting the requirements for a degree or a certificate rests with the student.

**Application for Graduation**

Students who are planning to graduate must apply for graduation. To qualify for graduation, the student must be a current matriculated student. Students who are planning to graduate should speak to their advisor when registering for their last semester to ensure their course selections meet degree requirements.

Graduation is based on the successful completion of all requirements as listed for the program in which the student is matriculated. Any change in meeting degree requirements must be approved by the Vice President and Dean of Academic Affairs before the student registers for the final semester. Any change in the recommended program for a curriculum needs the approval of the student’s academic advisor.

Students who have completed the requirements of an associate degree and have also completed the requirements for a certificate degree, may concurrently apply to graduate in both degrees.

To qualify for graduation, a student must have fulfilled all college requirements and have achieved the following:

1. Apply for graduation in the Office of Records and Registration.
2. Be a currently enrolled matriculated student or readmitted student for the purpose of graduation.
3. Completion at Columbia-Greene Community College of at least 30 semester hours of course work for a degree or 15 semester hours of course work for a certificate, unless concurrently receiving two degrees.
4. A 2.0 cumulative grade point average or better.
5. Completion of a minimum of 60 semester hours as required in a degree program or 30 semester hours as required in a certificate program. Physical education courses are not considered part of the minimum number of semester hours.
6. Students who entered the college without a high school diploma or High School Equivalency Diploma (TASC or GED) must apply to the New York State Education Department for the equivalency diploma concurrently with applying for the college degree. Forms may be obtained in the Office of Records and Registration.
7. Payment (or satisfactory adjustment) of all college fees and satisfaction of all other obligations. Matriculation is terminated on graduation. Students returning to continue in another degree or certificate program must reapply to that new curriculum and satisfy the above requirements.

**Graduation with Honors or High Honors**

A student who attains a cumulative grade point average of 3.5 will graduate with honors. A student who attains a cumulative GPA of 3.75 will graduate with high honors.

**Degree and Certificate Programs**

As part of the State University of New York, C-GCC is authorized to award four associate degrees and certificates. Listed below are the institutional degree requirements on file with the New York State Education Department and the State University of New York. All students must meet these degree requirements,
which cannot be waived. Any additional requirements are noted at the beginning of each program/certificate description.

**Institutional Degree Requirements**

**Associate in Arts**

Designed primarily for transfer programs leading to a Bachelor of Arts degree.

1. Minimum number of semester hours: 61
2. Liberal Arts requirements: 45 semester hours
   A minimum of 45 semester hours must be distributed among the following areas of study:
   a. Humanities – must include EN 101 and EN 102
   b. Social Science
   c. Lab sciences and mathematics (not MA 105 or MA 114) - at least one of each area
   d. A minimum of 3 semester hours must be earned in mathematics and a minimum of 3 semester hours must be earned in a lab science. A minimum of 12 semester hours must be earned in each: Humanities and Social Science areas and the remaining 15 semester hours must be earned in these liberal arts areas.

3. Program requirements: 16 semester hours. A minimum of 12 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better.

**Associate in Science**

Designed primarily to serve students in science or professionally related transfer programs leading to the Bachelor of Science degree although may be used for certain occupationally oriented curricula.

1. Minimum number of semester hours: 61 semester hours.
2. Liberal Arts requirements: 30 semester hours.
   A minimum of 30 semester hours must be distributed among the following three areas of study:
   a. Humanities – must include EN 101 and EN 102
   b. Social sciences
   c. Lab sciences and mathematics (not MA 105 or MA 114) – at least one in each area

3. Program requirements: 31 semester hours. A minimum of 31 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better.

**Associate in Applied Science**

Designed primarily for occupationally oriented curricula but may be appropriate to transfer to certain types of specialized baccalaureate programs.

1. Minimum number of semester hours: 61 semester hours.
2. Liberal Arts requirements: 21 semester hours.
A minimum of 21 semester hours must be completed according to the following distribution.

a. EN 101 and EN 102 or EN 105 – 6 semester hours
b. Humanities elective – 3 semester hours
c. Social sciences – 6 semester hours
d. Science – 3 semester hours
e. Mathematics – 3 semester hours

3. Program requirements: 40 semester hours
   A minimum of 40 semester hours are considered free electives and may be earned in any field(s) of study at the college.

4. CE 101 College Experience: one semester hour. See Course Description for further information.

5. Minimum academic average: a cumulative grade point average of 2.0 or better

**Associate in Occupational Studies**

Designed for occupationally oriented curricula. A student entering this program is not planning to transfer into a baccalaureate program but is preparing to enter a career field on completion of the degree.

Minimum academic average: a cumulative grade point average of 2.0 or better.

**Certificate Programs**

Designed for occupationally oriented curricula. Completion of certificate programs typically leads directly to employment.

Minimum academic average: a cumulative grade point average of 2.0 or better.

**Transfer Opportunities**

Columbia-Greene Community College students who want to further their education have almost limitless transfer options. Graduates of C-GCC are accepted at both public and private four-year colleges and universities throughout New York State and nationwide. Students can also transfer into specialized technical and allied health programs at other two-year colleges.

Many transfer agreements exist with four-year colleges.

1. To guarantee maximum transferability of courses, students should begin early and be proactive in researching transfer opportunities.

2. Students anticipating transfer should pursue a program compatible with the requirements of the transfer college or institution.

3. Individual assistance in preparing for transfer is available in Advising, Career & Transfer Services.

Students transferring to a SUNY college or university should complete a minimum of one course in 7 of the 10 Knowledge and Skill areas in the SUNY General Education requirements. See the key below for the listing.
# Key to SUNY General Education Requirements

Students planning to transfer to a SUNY college or university should complete a minimum of one course in 7 of the 10 Knowledge and Skill areas from the following C-GCC courses:

**American History**
- HI 103  U.S. History 1492-1865
- HI 104  U.S. History 1865-Present
- HI 108  History of the Hudson Valley*
- HI 125  U.S. Environmental History*
- HI 219  Women in U.S. History*
- HI 221  American Civil War

**Basic Communications**
- EN 101  Composition

**Foreign Language**
- FR 101  French I
- FR 102  French II
- IT 101  Italian I
- IT 102  Italian II
- SA 101  Spanish I
- SA 102  Spanish II
- SN 101  Sign Language I
- SN 102  Sign Language II

**Humanities**
- CO 120  Foundations of Contemporary Communication
- EN 102  Composition & Literature
- EN 216  Women in Literature

**Mathematics**
- MA 102  Statistics
- MA 103  Business Mathematics
- MA 104  Finite Mathematics
- MA 110  College Algebra
- MA 111  Precalculus
- MA 113  Statistics for the Behavioral Sciences
- MA 117  Algebra and Trigonometry

**Natural Sciences**
- BI 101  General Biology
- BI 103  General Ecology
- BI 112  Human Biology I
- BI 113  Environmental Studies
- BI 119  River Ecology
- BI 125  Plant Identification
- BI 130  Anatomy & Physiology
- BI 140  Biodiversity
- BI 214  Advanced Microbiological Laboratory Techniques
- BI 218  Conservation Limnology
- CH 101  General Chemistry I
- CH 105  Intro Chemistry
- GE 101  Physical Geology
- PX 101  College Physics I
- PX 103  University Physics I
- SC 141  Forensic Science
- SC 142  Forensic Anthropology
- SC 143  Astronomy and Culture
- SC 150  Fundamentals of Agribusiness

**Other World Civilizations**
- CO 205  Intercultural Communications
- EN 235  Latin American Literature
- HI 120  History of Modern Middle East
- HI 127  History of Latin America
- HI 217  History of South Africa
- HI 220  History of Arab/Israeli Conflict
- HI 265  History of Modern China
- HI 266  History of Japan
- PL 103  Philosophy of Eastern Religion
- PS 104  Contemporary Global Issues

**Social Sciences**
- EC 101  Macroeconomics
- EC 102  Microeconomics
- MA 113  Statistics for the Behavioral Sciences
- PY 101  General Psychology
- SL 113  Research Methods for the Behavioral Sciences
- SO 101  Intro to Sociology
- SO 250  Environment and Society
The Arts

AR 107 Visual Arts 2-D
AR 108 Visual Arts 3-D
AR 116 Art History: Pre-history to 14C
AR 117 Art History: 14C to Present
AR 118 Figure Drawing
AR 119 Basic Drawing
AR 140 Computer Graphics
AR 145 Motion Graphics
AR 205 3-D Graphics and Animation
DA 101 Dance I
MU 101 Intro to Music
MU 103 History of Jazz
MU 104 History of Rock Music
TH 102 Acting I
TH 110 Intro to Theater

Western Civilization

HI 101 Western Civilization 13,000 BCE – 1517 CE
HI 102 Western Civilization 1517-present

* For students scoring 85 or above on the NYS Regents Exam in American History

Transfer Opportunities/Articulation Agreements

There are countless possibilities for Columbia-Greene students who want to transfer to other colleges. Students transfer to public and private colleges and universities in New York State and throughout the country. They transfer to both traditional and non-traditional adult oriented programs depending on their needs and priorities in life. Advising, Career & Transfer Services at Columbia-Greene has developed partnerships with many colleges and has established a long tradition of helping students customize their academic programs to maximize their transfer potential. Research, goal setting, and smart decision making is the key to transfer success. Students are encouraged to speak with an advisor about transfer early in their college career.

SUNY

The State University of New York is one of the largest and most comprehensive university systems in the world. Columbia-Greene students enjoy a partnership with the other 63 colleges and universities that emphasizes student mobility from campus to campus. Further student mobility information can be found online at:

www.suny.edu/transfer

Top 5 SUNY Colleges

• SUNY University at Albany
• SUNY New Paltz
• SUNY Empire State College
• SUNY Oneonta
• SUNY Delhi

Top 5 Private Colleges

• The Sage College
• The College of Saint Rose
• Maria College
• Marist College
• Excelsior College

Top 5 Non-Traditional Colleges

• SUNY Empire State College
• Excelsior College
• Marist College (Adult Completion Program)
• Franklin University
• CUNY online Baccalaureate

Presented here are a small number of the many agreements established between Columbia-Greene and four-year colleges and universities. If the college you are interested in isn’t listed, be sure to see one of our transfer advisors in the Advising, Career & Transfer Office, Room 112, to assist you in developing a solid transfer strategy.
Transfer Articulation Agreements
- Albany College of Pharmacy and Health Sciences
- Burlington College
- Cazenovia College
- College of Technology Delhi
- College of Saint Rose
- Dominican College
- Excelsior College
- Franklin University
- Hartwick College
- Maria College
- Marist College
- Massachusetts College of Liberal Arts
- Morrisville State College
- New York University
- Rochester Institute of Technology
- Russell Sage College
- Sage College of Albany
- SUNY Buffalo
- SUNY Canton
- SUNY Cobleskill
- SUNY Empire State College
- SUNY Upstate Medical University
- SUNY Polytechnic Institute
- SUNY New Paltz
- University at Albany
- University of Delaware
- Virginia State University

Non-Traditional Degrees
Columbia-Greene Community College enjoys a cooperative relationship with several bachelor-degree-granting colleges and universities that offer alternatives for obtaining a bachelor’s degree. These are designed to provide maximum flexibility in earning credits through a combination of evening, part-time, Internet, and experiential learning. For more information and/or to speak with a transfer counselor, contact Advising, Career & Transfer, Room 112.

Further Education and Employment Outcomes Measures
Each year C-GCC surveys all of its graduates to collect information regarding their educational and employment status one year after graduation. The most recent survey of graduates reported the following outcomes:

Further Education
Forty percent of C-GCC graduates continued their education on a full-time basis immediately after graduating. Sixty percent of those graduates went on to attend a senior institution in the State University of New York system, while thirty percent went on to attend private colleges and universities within the state. Ten percent continued their education out of state.

Employment
Fifty-five percent of associate and certificate graduates were employed immediately after graduation.

Over ninety-five percent of nursing graduates found employment as registered nurses immediately after graduation, with an average starting salary of $52,170.

Course Delivery Modalities
Admission to an Internet or Hybrid class requires the ability to begin EN 101 and, when applicable, the achievement of a score of 75 or higher on the reading placement test.

Reasonable accommodations are available if a student has a qualified disability. For further information, contact the Office of Accessibility Services by e-mail at oasweb@sunycgcc.edu or call 518.828.4181, extension 3437.

On-Campus
All of the direct instruction occurs face-to-face while on campus.
Hybrid
Course content is delivered through a combination of online as well as face-to-face instruction

Online/Internet (Asynchronous)
Online, but not live, or at the same time/place. All of the course content is delivered online under time delay. There is no live video.

Remote (Synchronous)
All of the direct instruction occurs in real time through live video.

Remote (Combined Synchronous/Asynchronous)
All of the direct instruction combines both synchronous and asynchronous online delivery.
Academic Divisions

Division of Arts and Humanities
   Siri Carlisle, Chairperson

Division of Automotive
   Nicole Childrose and Marc Gilbert, Co-Chairpersons

Division of Behavioral and Social Sciences
   Frankie Beaver-Timmons and Barbara Shaffer, Co-Chairpersons

Division of Math and Science
   Dawn Holsapple, Chairperson

Division of Nursing
   Dawn Wrigley, Chairperson

Division of Technology (Business and Computer Science)
   Siri Carlisle and Joseph Scampoli, Co-Chairpersons

Division of Transitional Studies
   Dawn-Marie Blasl, Chairperson
Degree and Certificate Programs

Registered Programs
These programs and certificates have been approved by the State University of New York and are registered with the New York State Education Department. Enrollment in other-than-registered programs or certificates may jeopardize a student’s eligibility for certain financial aid awards.

Certificates
Designed for students wanting to attain a high level of proficiency in skills for specific occupations. These programs can usually be completed by a full-time student in one year and are offered to enhance the employment opportunities of students who may be unable to undertake the degree programs or who seek specialized training.

Micro-Credentials
Micro-credentials differ from a traditional associate degree or certificate in that they are offered in shorter or more flexible timespans and tend to be more narrowly focused. All C-GCC Micro-credentials include a capstone experience along with either non-credit or credit-bearing educational experiences. Upon completion, students will earn a digital badge, which serves to verify, validate, and attest that they have achieved specific skills and/or competencies.

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<th>Program Title</th>
<th>Degree</th>
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### Key to Course Electives

#### Business Electives
All courses with the following prefixes:
- **AC**  Accounting
- **BU**  Business*
- **CI**  Computer Information
- **CS 134**  Computer and Informatics Science I
- **CS 125**  Web Page Authoring
- **CS 203**  Database Concepts
- **EC**  Economics
- **MA 103**  Business Mathematics
- **MK**  Marketing
- **PY 104**  Psychology for Business
- **SL 115**  Conflict Resolution: Theory and Practice

* BU 129 – Restricted BU Elective for AAS/Certificates only

#### Computer Information Electives
- **CI**  Computer Information
- **MK 160**  Introduction to Digital Marketing

#### Computer Science Electives
- **CS**  Computer Science

*Note: CI courses are not approved as computer science electives for Computer Science A.S. majors.*

#### Humanities Electives
All courses with the following prefixes:
- **AR**  Art
- **CO**  Communications
- **DA**  Dance
- **EN**  English
- **FR**  French
- **HU**  Humanities
- **IT**  Italian
- **MU**  Music
- **PL**  Philosophy
- **SA**  Spanish
- **SN**  Sign Language
- **TH**  Theater

#### Mathematics/Science Electives
All courses with the following prefixes:
- **AH 202**  Pharmacology
- **BI**  Biology
- **CH**  Chemistry
- **GE 101**  Physical Geology
- **MA**  Mathematics (except MA 105 & MA 114 unless otherwise noted in programs)
- **PX**  Physics
- **SC**  Science

#### Social Science Electives
All courses with the following prefixes:
- **CD**  Chemical Dependency
- **CJ 102**  Introduction to Criminal Justice
- **CJ 114**  Corrections: Institutional and Community
- **CJ 115**  American Policing
- **CJ 150**  Terrorism and Homeland Security
- **CJ 211**  Substantive Criminal Law
- **CJ 212**  Procedural Criminal Law
- **EC**  Economics
- **ED**  Education
- **HI**  History
- **HS**  Human Services
- **PS**  Political Science
- **PY**  Psychology
- **SL**  Social Science
- **SO**  Sociology
Automotive Technology

Automotive Technology, with its highly trained and certified professional faculty, is dedicated to instructing students in the operation, diagnosis and repair of the complex systems of the modern automobile.

The Automotive Technology programs are accredited by:

National Automotive Technicians Education Foundation
13505 Dulles Technology Drive
Herndon, VA 20171
(703) 713-0100

Automotive Technology offers one certificate and three degree options designed to prepare the student for a career in this field. Within the degree options the student may pursue an Associate in Applied Science (A.A.S.) or an Associate in Occupational Studies (A.O.S.) degree.

The student may also choose Subaru University (Subaru-U), which provides students training in Subaru specific technology.

C-GCC also offers a college-based program. This general program provides training in the repair of many different vehicles and systems which leads to employment at new car dealerships, independent repair facilities, and fleet repair operations.

NOTE: Students are required to attend an information session for acceptance into the Automotive program.

NOTE: All students taking Automotive Technology courses are required to attend mandatory orientation sessions. Students will be given the date of the orientation session at the time of registration or they may contact the Automotive Technology Department by phone or email.

NOTE: All students attending automotive courses are required to have a basic set of hand tools. See the C-GCC web site for a list of tools.

NOTE: Only students matriculated in Automotive Technology are allowed to take courses with the “AU” prefix.

Automotive Technology Requirements: A.A.S.

This program prepares students for immediate employment upon graduation.

1. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101-Composition) and competency in mathematics fundamentals.

2. All students must complete the Automotive Work Study Courses (Internships) before graduation.

3. Students must obtain a 2.0 GPA to graduate.

Automotive Technology Requirements: A.O.S.

The Associate in Occupational Studies degree is designed for the student who wants concentrated skills in the automotive area, with a minimum general education requirement. This program is designed for immediate employment after graduation and is not intended for transfer.

1. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101-Composition) and competency in mathematics fundamentals.
2. All students must complete the Automotive Internship Work Study Courses before graduation.

3. Students must obtain a 2.0 GPA to graduate.

Automotive Technology Requirements:

Certificate

1. This one-year certificate program is designed to provide entry-level skills for those students interested in immediate employment in this trade area.

2. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101 Composition) and competency in mathematics fundamentals.

3. Students must obtain a 2.0 GPA to graduate.
Automotive Technology (A.A.S.) College Based

Curriculum Code: 0524
Semester Hours Required for Graduation: 73

PROGRAM GOALS:
This program trains students in the repair of the modern vehicle without focusing on one specific manufacturer. It is a general program that allows graduates the opportunity to work at specific dealerships, independent repair centers, or fleet repair facilities.

PROGRAM LEARNING OUTCOMES:
• Interpret automotive contextual information to determine appropriate service actions.
• Collect and analyze printed and electronic vehicle data to correctly identify a system failure.
• Apply mathematical principles as they relate to the automotive industry.
• Evaluate digital oscilloscope graphing for the purpose of diagnostic philosophy.
• Interact effectively in a diverse automotive environment.
• Ability to work independently on e-learning modules and research papers to successful completion.
• Analyze data and formulate an effective repair philosophy.
• Clearly articulate in an automotive environment the specific diagnostic and repair process.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required.

LIBERAL ARTS REQUIREMENTS
21 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature or
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA ELE Mathematics Elective 3
SC ELE Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
52 Semester Hours
AU 117 Gas and Diesel Engines 4
AU 128 Introduction to Automotive Repair 4
AU 129 Basic Heating, Ventilation and Air Conditioning (HVAC) 3
AU 130 Basic Steering, Suspension and Brakes 4
AU 131 Work Study I 2
AU 132 Electricity and Electronics 4
AU 134 Engine Performance 6
AU 203 Advanced Automotive Operations 4
AU 211 Manual Transmissions and Drivelines 4
AU 212 Automotive Diagnostics 4
AU 213 Automatic Transmissions and Transaxles 4
AU 215 Body Electrical and Electronics 3
AU 231 Work Study II 2
CE 101 College Experience 1
HE 201 First Aid and Safety 3

Minimum Credits 73
## Automotive Technology (A.A.S.) College Based

### SUGGESTED PROGRAM SEQUENCE

#### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AU 128</td>
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<td>Basic Steering, Suspension and Brakes</td>
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**Total:** 16

#### 2nd Semester

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<td>4</td>
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<tr>
<td>AU 134</td>
<td>Engine Performance</td>
<td>6</td>
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<tr>
<td>AU 203</td>
<td>Advanced Automotive Operations</td>
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<tr>
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<td>Composition</td>
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**Total:** 20

#### Summer

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#### 3rd Semester

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<th>Title</th>
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<tbody>
<tr>
<td>AU 211</td>
<td>Manual Transmissions and Drivelines</td>
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<td>AU 215</td>
<td>Body Electrical and Electronics</td>
<td>3</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature or Technical Writing</td>
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<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
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**Total:** 16

#### 4th Semester

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<td>Automatic Transmissions and Transaxles</td>
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**Total:** 17

#### Summer

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>AU 231</td>
<td>Work Study II</td>
<td>2</td>
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</tbody>
</table>

Career Opportunities: Dealership technician, repair shop owner, automotive component re-builder, parts department manager, service equipment representative, fleet technician.
Automotive Technology (A.O.S.)

Curriculum Code: 0525
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program trains students in the repair of the modern automobile without focusing on one specific manufacturer. It is a general program, allowing graduates the opportunity to work at specific dealerships, independent repair centers, and/or fleet repair facilities.

PROGRAM LEARNING OUTCOMES:
- Interpret automotive contextual information to determine appropriate service actions.
- Collect and analyze printed and electronic vehicle data to correctly identify a system failure.
- Apply mathematical principles as they relate to the automotive industry.
- Evaluate digital oscilloscope graphing for the purpose of diagnostic philosophy.
- Interact effectively in a diverse automotive environment.
- Ability to work independently on e-learning modules and research papers to successful completion.
- Analyze data and formulate an effective repair philosophy.
- Clearly articulate in an automotive environment the specific diagnostic and repair process.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in mathematics fundamentals is required.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
61 Semester Hours

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<th>Course Title</th>
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<tr>
<td>AU 117</td>
<td>Gas and Diesel Engines</td>
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<td>AU 128</td>
<td>Introduction to Automotive Repair</td>
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<td>AU 129</td>
<td>Basic Heating, Ventilation and Air Conditioning (HVAC)</td>
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<td>AU 130</td>
<td>Basic Steering, Suspension and Brakes</td>
<td>4</td>
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<tr>
<td>AU 131</td>
<td>Work Study I</td>
<td>2</td>
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<tr>
<td>AU 132</td>
<td>Electricity and Electronics</td>
<td>4</td>
</tr>
<tr>
<td>AU 134</td>
<td>Engine Performance</td>
<td>6</td>
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<td>AU 203</td>
<td>Advanced Automotive Operations</td>
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<tr>
<td>AU 211</td>
<td>Manual Transmissions and Drivelines</td>
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<tr>
<td>AU 212</td>
<td>Automotive Diagnostics</td>
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<td>Automatic Transmissions and Transaxles</td>
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<td>AU 231</td>
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<td>MA 103</td>
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Minimum Credits 61
## Automotive Technology (A.O.S.)

**SUGGESTED PROGRAM SEQUENCE**

### 1st Semester

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### 2nd Semester

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<tr>
<td>AU 117</td>
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<tr>
<td>AU 134</td>
<td>Engine Performance</td>
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<tr>
<td>AU 203</td>
<td>Advanced Automotive Operations</td>
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### Summer

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<tr>
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### 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>AU 211</td>
<td>Manual Transmissions and Drivelines</td>
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<tr>
<td>AU 215</td>
<td>Body Electrical and Electronics</td>
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<td>EN 101</td>
<td>Composition</td>
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<td>HE 201</td>
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### 4th Semester

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<tr>
<td>AU 212</td>
<td>Automotive Diagnostics</td>
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<td>AU 213</td>
<td>Automatic Transmissions and Transaxles</td>
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<tr>
<td>GN ELE</td>
<td>General Elective</td>
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<tr>
<td>MA 103</td>
<td>Business Mathematics</td>
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### Summer

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU 231</td>
<td>Work Study II</td>
<td>2</td>
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</table>

Career Opportunities: Repair shop owner, automotive technician or component re-builder, fleet repair, parts department manager.
Automotive Technology (Certificate)

Curriculum Code: 1733
Semester Hours Required for Graduation: 32

PROGRAM GOALS:
This certificate is designed to provide entry-level skills for those students interested in immediate employment in this trade area. This program is the first year of the two-year degree option.

PROGRAM LEARNING OUTCOMES:
• Interpret automotive contextual information to determine appropriate service actions.
• Collect and analyze printed and electronic vehicle data to correctly identify a system failure.
• Apply mathematical principles as they relate to the automotive industry.
• Evaluate digital oscilloscope graphing for the purpose of diagnostic philosophy.
• Interact effectively in a diverse automotive environment.
• Ability to work independently on e-learning modules and research papers to successful completion.
• Analyze data and formulate an effective repair philosophy.
• Clearly articulate in an automotive environment the specific diagnostic and repair process.

ACADEMIC PREPARATION:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
32 Semester Hours

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>AU 117</td>
<td>Gas and Diesel Engines</td>
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<td>AU 128</td>
<td>Introduction to Automotive Repair</td>
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<td>AU 129</td>
<td>Basic Heating, Ventilation and Air Conditioning</td>
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<td>Basic Steering, Suspension and Brakes</td>
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<td>AU 132</td>
<td>Electricity and Electronics</td>
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<td>AU 134</td>
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<td>AU 203</td>
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Minimum Credits: 32
# Automotive Technology (Certificate)

## SUGGESTED PROGRAM SEQUENCE

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<tr>
<td>AU 128 Introduction to Automotive Repair 4</td>
<td>AU 117 Gas and Diesel Engines 4</td>
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<tr>
<td>AU 129 Basic Heating, Ventilation and Air Conditioning 3</td>
<td>AU 134 Engine Performance 6</td>
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<td>AU 130 Basic Steering, Suspension and Brakes 4</td>
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<td>AU 132 Electricity and Electronics 4</td>
<td>HE 201 First Aid and Safety 3</td>
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<tr>
<td><strong>Total</strong> 15</td>
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Career Opportunities: Dealership Technician, Independent and Fleet Repair, Service Equipment Representative, Parts Department Counterperson or Owner.
Columbia-Greene Community College 2020-2021 Catalog

Business – Accounting (A.A.S.)

Curriculum Code: 0630
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program prepares students for entry into the accounting profession at a paraprofessional level. Graduates have found jobs as management trainees in wholesaling, retailing, private industry, government, and financial institutions.

PROGRAM LEARNING OUTCOMES:
• Demonstrate an ability to utilize generally accepted introductory accounting principles.
• Efficiently utilize current technology in accounting activities.
• Adhere to ethical guidelines governing the conduct of accountants.
• Demonstrate proficiency in written and oral communication.
• Demonstrate an understanding of business operations including management, economic principles, and finance.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in mathematics fundamentals is required. Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
21 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature or
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA ELE Mathematics Elective 3
SC ELE Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
40 Semester Hours
AC 101 Financial Accounting 3
AC 102 Managerial Accounting 3
AC 116 QuickBooks 3
BU ELE Business Electives 6
BU 103 Foundations of Business 3
BU 105 Business Communications 3
BU 150 Financial Planning 3
BU 209 Business Professional Development 2
BU 220 Business Ethics 3
CE 101 College Experience 1
CI 150 EXCEL 3
CS ELE Computer Science Elective or
CI ELE Computer Information Elective 3
CP 101 Job Search Preparation 1
GN ELE General Electives 3

Minimum Credits 61
Business – Accounting (A.A.S.)

SUGGESTED PROGRAM SEQUENCE

1st Semester

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<tr>
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<tr>
<td>BU 103</td>
<td>Foundations of Business</td>
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2nd Semester

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3rd Semester

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<td>QuickBooks</td>
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<tr>
<td>BU 150</td>
<td>Financial Planning</td>
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<tr>
<td>BU 209</td>
<td>Business Professional</td>
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<td>CP 101</td>
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<td>SL ELE</td>
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4th Semester

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<td>HU ELE</td>
<td>Humanities Elective</td>
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<tr>
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Career Opportunities: Bookkeeper, full-charge bookkeeper, accounting technician, accounting associate, accounting clerk, accounts payable or receivable clerk, junior auditor or junior accountant, assistant office manager, assistant accounting clerk, junior clerk, cost accounting clerk, payroll clerk, and purchasing agent.
Accounting Studies (Certificate) (Business)

Curriculum Code: 0903
Semester Hours Required for Graduation: 30

PROGRAM GOALS:
This program provides students with the basic skills and knowledge for entry-level positions in accounting or business. Employment can be found in business, private industry, government, and financial institutions.

PROGRAM LEARNING OUTCOMES:
- Demonstrate an ability to utilize generally accepted introductory accounting principles.
- Efficiently utilize current technology in accounting activities.
- Adhere to ethical guidelines governing the conduct of accountants.
- Demonstrate proficiency in written and oral communication.

ACADEMIC PREPARATION:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required: Pre-Algebra or Pre-Statistics is recommended.

Must be prepared to take CI 105 – Computer Applications. If not, CI 101 – Computer Essentials – is required for admission to the program.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
30 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>AC 102</td>
<td>Managerial Accounting</td>
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Minimum Credits 30
Accounting Studies (Certificate)

SUGGESTED PROGRAM SEQUENCE

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Career Opportunities: Payroll clerk, bookkeeper, accounts receivable or payable clerk or trainee, purchaser trainee, office manager trainee or assistant.
**Business A.A.S. (Online Delivery)**

Curriculum Code: 2539  
Semester Hours Required for Graduation: 61

**PROGRAM GOALS:**
The program has been designed to prepare a student for employment or advancement in a business or public sector environment. Students will show proficiency through online class work, and successful completion of a required internship experience, which will be remotely administered with electronic log and status report submissions. Students will be able to complete the 61 required credits of this Business degree within four semesters with all required coursework offered in a fully online format.

**PROGRAM LEARNING OUTCOMES:**
- Apply management and market principles as necessary.
- Use business related computer software applications.
- Employ professional values, honesty, and etiquette appropriate for the workplace.
- Demonstrate an availability to utilize generally accepted introductory accounting principles.
- Demonstrate proficiency in written and oral communications.

**ACADEMIC PREPARATION:**
To enter this degree a student must meet the required 12th-grade level. Placement test scores must indicate readiness to begin EN 101 - Composition.

It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

Competency in Mathematics Fundamentals is required; Pre-Algebra or Pre-Statistics is recommended.

**LIBERAL ARTS REQUIREMENTS**
21 Semester Hours

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**PROGRAM REQUIREMENTS**
40 Semester Hours

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Minimum Credits 61
## Business A.A.S. (Online Delivery)

### SUGGESTED PROGRAM SEQUENCE

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* *Approved business externship remotely administered with electronic log and status reporting.
* **Economics recommended (EC 101, EC 102 or EC 104)
* ***BU 203 International Business recommended
Business – Business Administration (A.S.)

Curriculum Code: 0671
Semester Hours Required for Graduation: 62

PROGRAM GOALS:
This program prepares students for transfer to complete work for a bachelor’s degree with specialization in business administration or accounting.

PROGRAM LEARNING OUTCOMES:
• Demonstrate applications of basic management principles.
• Demonstrate applications of accounting principles.
• Demonstrate applications of business law.
• Demonstrate use of applications of computer technology.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
31 Semester Hours
EC 101 Macroeconomics 3
EN 101 Composition 3
EN 102 Composition and Literature 3
HU ELE Humanities Electives 6
MA ELE Mathematics Electives 7
SC ELE Lab Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
31 Semester Hours
AC 101 Financial Accounting 3
AC 102 Managerial Accounting 3
BU 103 Foundations of Business 3
BU 107 Business Law I 3
CE 101 College Experience 1
CS ELE Computer Elective Science or
CI ELE Computer Information Elective 3
EC 102 Microeconomics 3
GN ELE General Electives 9
MK 101 Principles of Marketing 3
Minimum Credits 62
## Business – Business Administration (A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### 1st Semester

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#### 3rd Semester

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Transfer opportunities include, but are not limited to: University at Albany-SUNY, SUNY College of Technology at Utica/Rome, SUNY New Paltz, SUNY Brockport, Marist College, The College of St. Rose, Siena College, SUNY Empire State, Dominican College, SUNY Binghamton, SUNY Oswego, SUNY Plattsburgh, Pace University, LeMoyne College, Central Connecticut College, Johnson and Wales University, St. John Fisher, University of Arizona.
Business – Business Administration (A.A.S.)

Curriculum Code: 0632
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program qualifies students for a wide range of entry-level positions in private industry, business, and government.

PROGRAM LEARNING OUTCOMES:
• Demonstrate applications of basic management and marketing principles.
• Demonstrate applications of accounting principles and maintaining business records.
• Demonstrate applications of business law.
• Demonstrate use of applications of computer technology.
• Demonstrate proficiency in written and oral communication.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required: Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
21 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EN 101</td>
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PROGRAM REQUIREMENTS
40 Semester Hours

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Minimum Credits 61
# Business – Business Administration (A.A.S.)

**SUGGESTED PROGRAM SEQUENCE**

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<tr>
<td>CS ELE</td>
<td>Computer Science Elective</td>
<td>3</td>
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<tr>
<td>CI ELE</td>
<td>Computer Information Elective</td>
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<tr>
<td>GN ELE</td>
<td>General Electives</td>
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<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>SL ELE</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Career Opportunities: Business management and management trainee in retail and wholesale organizations; banking, insurance, and other financial institutions; marketing, advertising, and sales; personnel and general management; customer service representative; production assistant; marketing research; account executive; special events assistant; front-end manager; office manager.
Computer Graphics and Design (Certificate)

Curriculum Code: 1334
Semester Hours Required for Graduation: 30

PROGRAM GOALS:
This course of study provides students an introduction to design vocabulary and concepts, developing observational and compositional skills, fostering development of a creative attitude toward visual exploration and problem solving. The program will combine creative design with computer graphics and ready students for a variety of design-related careers.

PROGRAM LEARNING OUTCOMES:
• Demonstrate the ability to apply technical computer graphics skills.
• Demonstrate the ability to apply design and drawing abilities.
• Demonstrate the ability to apply inventive and creative thinking.

ACADEMIC PREPARATION:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

Competency in basic computer skills and knowledge.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
30 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 107</td>
<td>Visual Arts 2-D</td>
<td>3</td>
</tr>
<tr>
<td>AR 118</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 119</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 140</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>AR 145</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>AR 205</td>
<td>3-D Graphics and Animation</td>
<td>3</td>
</tr>
<tr>
<td>AR 240</td>
<td>Digital Imagery</td>
<td>3</td>
</tr>
<tr>
<td>AR 245</td>
<td>Web Page Design</td>
<td>3</td>
</tr>
<tr>
<td>AR 250</td>
<td>Art for Game Design</td>
<td>3</td>
</tr>
<tr>
<td>CI 141</td>
<td>Desktop Publishing</td>
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</table>

Minimum Credits 30
# Computer Graphics and Design (Certificate)

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 107 Visual Arts 2-D</td>
<td>AR 118 Figure Drawing</td>
</tr>
<tr>
<td>AR 119 Basic Drawing</td>
<td>AR 240 Digital Imagery</td>
</tr>
<tr>
<td>AR 140 Computer Graphics</td>
<td>AR 245 Web Page Design</td>
</tr>
<tr>
<td>AR 145 Motion Graphics</td>
<td>AR 250 Art for Game Design</td>
</tr>
<tr>
<td>AR 205 3-D Graphics &amp; Animation</td>
<td>CI 141 Desktop Publishing</td>
</tr>
<tr>
<td>Total 15</td>
<td>Total 15</td>
</tr>
</tbody>
</table>

Career Opportunities: Graphic design, animation, advertising, Web based publishing, commercial art.
Program Code: 0532
Semester Hours Required for Graduation: 61

Program Goals:
This program prepares students for transfer to complete work for a bachelor’s degree in computer science, computer information systems, or related fields.

Program Learning Outcomes:
- Identify and demonstrate understanding of computer terminology.
- Recognize and analyze a problem to formulate and implement a solution.
- Demonstrate competency in the use of contemporary technology.
- Write effectively and verbally communicate technically with clients and peers.

Academic Preparation:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

Liberal Arts Requirements
30 Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>Composition</td>
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</tr>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>HU ELE</td>
<td>Humanities Elective or</td>
<td></td>
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<tr>
<td>SL ELE</td>
<td>Social Science Elective or</td>
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<td>SC ELE</td>
<td>Science Elective or</td>
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<tr>
<td>MA ELE</td>
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<td>6</td>
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<tr>
<td>MA 111</td>
<td>Pre-Calculus</td>
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Program Requirements
31 Semester Hours

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CE 101</td>
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<tr>
<td>CS 134</td>
<td>Computer and Informatics Science I</td>
<td>4</td>
</tr>
<tr>
<td>CS 154</td>
<td>JAVA Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 256</td>
<td>Computer Science II</td>
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<td>CS ELE</td>
<td>Computer Science Electives*</td>
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</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
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</tbody>
</table>

Minimum Credits 61

* Note: It is important to consult with your advisor or transfer counselor to discuss the requirements of the transfer institution prior to registering for class.
# Computer Science (A.S.)

## SUGGESTED PROGRAM SEQUENCE

### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 101</td>
<td>College Experience</td>
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<tr>
<td>CS 134</td>
<td>Computer and Informatics Science I</td>
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</tr>
<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
</tr>
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<td>HU ELE</td>
<td>Humanities Elective</td>
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<tr>
<td>MA ELE</td>
<td>Math Elective</td>
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<td><strong>Total</strong></td>
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### 2nd Semester

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<tr>
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<tbody>
<tr>
<td>CS 154</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MA 111</td>
<td>Pre-Calculus</td>
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</tr>
<tr>
<td>SL ELE</td>
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### 3rd Semester

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<tr>
<td>GN ELE</td>
<td>General Elective</td>
<td>6</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>or</td>
</tr>
<tr>
<td>SL ELE</td>
<td>Social Science Elective</td>
<td>or</td>
</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>or</td>
</tr>
<tr>
<td>SC ELE</td>
<td>Science Elective</td>
<td>3</td>
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<tr>
<td>SC ELE</td>
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<td><strong>Total</strong></td>
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### 4th Semester

<table>
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<tr>
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<th>Credit</th>
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<tbody>
<tr>
<td>CS 256</td>
<td>Computer Science II</td>
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<td>CS ELE</td>
<td>Computer Science Elective**</td>
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<td>GN ELE</td>
<td>General Electives</td>
<td>4</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>or</td>
</tr>
<tr>
<td>SC ELE</td>
<td>Science Elective</td>
<td>or</td>
</tr>
<tr>
<td>SL ELE</td>
<td>Social Science Elective</td>
<td>or</td>
</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

**AR 140, AR 205, AR 245, and AR 250 may be used as CS Electives. Students should consult with their advisor prior to the selection of these courses.**

Transfer opportunities include, but are not limited to: SUNY Plattsburgh, SUNY Potsdam, Union College, SUNY College of Technology at Utica/Rome, SUNY New Paltz, SUNY Binghamton, SUNY Geneseo, University at Albany-SUNY, The College of St. Rose, Siena College, Marist College, SUNY Oneonta, and Rensselaer Polytechnic Institute.
Cyber Security/Digital Forensics (A.S.)

Curriculum Code: 2730
Semester Hours Required for Graduation: 64

**PROGRAM GOALS:**
This curriculum prepares students for transfer to complete work for a bachelor’s degree in cyber security, computer security, digital forensics or related fields.

**PROGRAM LEARNING OUTCOMES:**
- Identify and demonstrate understanding of computer terminology.
- Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections.
- Recognize and analyze a problem to formulate and implement a solution.
- Demonstrate competency in the use of contemporary technology.
- Use research skills to locate, analyze, and discuss contemporary principles of cyber security and computer forensics.
- Write effectively and verbally communicate technically with clients and peers.
- Articulate either orally or in writing, concepts or theories applicable to cyber security or digital forensics.

**ACADEMIC PREPARATION:**
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
- 12th-grade reading level is required.
- Placement test scores must indicate readiness to begin EN 101-Composition.
- Competency in Pre-Algebra or Pre-Statistics is required.

Competency in basic computer skills and knowledge.

**LIBERAL ARTS REQUIREMENTS**
32 Semester Hours
- EN 101 Composition 3
- EN 102 Composition and Literature 3
- CJ 102 Introduction to Criminal Justice 3
- HU ELE Humanities Elective 3
- HI 103 US History 1492-1865 or
- HI 104 US History 1865-present 3
- MA 102 Statistics 3
- MA 110 College Algebra 4
- PY 101 General Psychology 3
- SC 141 Forensic Science 4
- SO 101 Introduction to Sociology 3

**PROGRAM REQUIREMENTS**
32 Semester Hours
- CS 134 Computer and Informatics Science I 4
- CS 126 Introduction to Cyber Security 3
- CS 156 Network Essentials 3
- CS 241 Computer Forensics 3
- CS 235 Network Security 3
- AC 101 Financial Accounting 3
- AC 102 Managerial Accounting 3
- CJ 212 Procedural Criminal Law 3
- SO 207 Criminology 3
- HI 101 Western Civ. 13,000 BCE to 1517 CE or
- HI 102 Western Civ. 1517 to present 3
- CE 101 College Experience 1

**Minimum Credits** 64
## Cyber Security/Digital Forensics (A.S.)

### SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CE 101</strong> College Experience</td>
<td><strong>EN 102</strong> Composition and Literature 1</td>
<td><strong>MA 110</strong> College Algebra 4</td>
<td><strong>CS 241</strong> Computer Forensics 3</td>
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<tr>
<td><strong>EN 10</strong> Composition 3</td>
<td><strong>AC 102</strong> Managerial Accounting 3</td>
<td><strong>SO 207</strong> Criminology 3</td>
<td><strong>CS 235</strong> Network Security 3</td>
</tr>
<tr>
<td><strong>AC 101</strong> Financial Accounting 3</td>
<td><strong>MA 102</strong> Statistics 3</td>
<td><strong>CS 156</strong> Network Essentials 3</td>
<td><strong>CJ 212</strong> Procedural Criminal Law 3</td>
</tr>
<tr>
<td><strong>CS 134</strong> Computer and Informatics Science I 4</td>
<td><strong>CS 126</strong> Introduction to Cyber Security 3</td>
<td><strong>HU ELE</strong> Humanities Elective 3</td>
<td><strong>HI 103</strong> US History 1492-1865 or <strong>HI 104</strong> US History 1865-present 3</td>
</tr>
<tr>
<td><strong>CJ 102</strong> Introduction to Criminal Justice 3</td>
<td><strong>SO 101</strong> Introduction to Sociology 3</td>
<td><strong>SC 141</strong> Forensic Science 4</td>
<td><strong>HI 101</strong> Western Civ. 13,000 BCE to 1517 CE or <strong>HI 102</strong> Western Civ. 1517 to present 3</td>
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<td><strong>PY 101</strong> General Psychology 3</td>
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<td><strong>Total</strong> 17</td>
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</table>

Transfer opportunities include but are not limited to: University at Albany-SUNY, Utica College and Excelsior College.
Computer Science – Information Technology (A.A.S.)

Curriculum Code: 0581
Semester Hours Required for Graduation: 62

PROGRAM GOALS:
This program trains students as Information Technology specialists. Graduates will be prepared for employment in the IT departments in retailing, banking, insurance, education, health organizations, public utilities, private industry, and government.

PROGRAM LEARNING OUTCOMES:
• Identify and demonstrate understanding of computer terminology.
• Recognize and analyze a problem to formulate and implement a solution.
• Demonstrate competency in the use of contemporary technology.
• Write effectively and verbally communicate technically with clients and peers.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Must be prepared to take CI 105. If not, CI 101 is required for admission to the program.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
22 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature or
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA 110 College Algebra 4
SC ELE Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
40 Semester Hours
CE 101 College Experience 1
CI 105 Computer Applications 3
CS 125 Web Authoring 3
CS 134 Computer and Informatics Science I 4
CS 156 Networking Essentials 3
CS 203 Database Concepts 3
CS 205 Systems Analysis 3
CS 211 PC/Computer Hardware 3
CS ELE Computer Science Electives 12
GN ELE General Electives 5

Minimum Credits 62
# Computer Science – Information Technology (A.A.S.)

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>CE 101 College Experience</td>
<td>CS 125 Web Page Authoring</td>
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<tr>
<td>CI 105 Computer Applications</td>
<td>CS ELE Computer Science Elective</td>
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<tr>
<td>CS 134 Computer and Informatics Science I</td>
<td>EN 102 Composition and Literature or</td>
</tr>
<tr>
<td>EN 101 Composition</td>
<td>EN 105 Technical Writing</td>
</tr>
<tr>
<td>CS 156 Networking Essentials</td>
<td>GN ELE General Elective</td>
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<tr>
<td>HU ELE Humanities Elective</td>
<td>MA 110 College Algebra</td>
</tr>
<tr>
<td>Total 17</td>
<td>Total 16</td>
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</table>

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 211 PC Hardware</td>
<td>CS 205 Systems Analysis</td>
</tr>
<tr>
<td>CS 203 Database Concepts</td>
<td>SL ELE Social Science Elective</td>
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<tr>
<td>CS ELE Computer Science Elective</td>
<td>CS ELE Computer Science Electives</td>
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<tr>
<td>GN ELE General Elective</td>
<td>SC ELE Science Elective</td>
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<td>SL ELE Social Science Elective</td>
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<tr>
<td>Total 14</td>
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</table>

*AR 140, AR 205, AR 245, and AR 250 may be used as CS Electives. Students should consult with their advisor prior to the selection of these courses.*
Construction Technology/Preservation Carpentry  
(Certificate)

Curriculum Code: 2694  
Semester Hours Required for Graduation: 30

PROGRAM GOALS:  
This program is designed for students to jump start their carpentry careers and quickly earn a return on their educational investment. The hands-on curriculum trains students to construct and renovate residential buildings through skilled use of tools and machines, knowledge of efficient procedures and an understanding of traditional construction principles, including current and emerging industry standards and building practices.

PROGRAM LEARNING OUTCOMES:  
Students will gain experience with tools and equipment used in the industry, learn to read blueprints, become familiar with building codes and historic preservation guidelines, and learn exterior and interior finishing and frame construction through valuable hands-on experience. Special emphasis will be placed on historic preservation techniques and these skills will be integrated throughout the program. Expert instructors will help students develop the work ethic, teamwork, flexibility, and customer service skills employers are looking for.

Students who successfully complete this certificate will be able to:

- Perform general carpentry skills with specialized training in preservation carpentry
- Identify, select, and implement application of construction materials
- Draw, read, and interpret drawings and specifications
- Interpret and apply codes, regulations, and construction documents
- Select and maintain construction site tools and equipment
- Estimate the amount and cost of materials and labor
- Plan, coordinate, schedule, and control projects
- Use hand and power tools safely and efficiently
- Interpret technical information from blueprints
- Perform calculations and measurements required to work as a carpenter
- Work independently and interdependently to safely accomplish shared professional outcomes.

ACADEMIC PREPARATION:  
A 12th grade reading level and competency in mathematics fundamentals is recommended.

PROGRAM PREPARATION:  
No prior carpentry or construction experience is required for entrance into this program.

In order to be successful in the Construction Technology/Preservation certificate program, students must have sufficient physical strength, stamina, flexibility, and dexterity to perform a variety of construction work such as operating tools and equipment properly, doing physical labor for prolonged periods, working at varying heights, and lifting and transporting equipment and materials as necessary. Students must also be able to follow approved safety procedures and work both independently with periodic supervision as well as cooperatively with a partner or group.

Only students matriculated in the Construction Technology/Preservation Carpentry certificate may take second-semester courses with the “CC” prefix (or by permission of the program coordinator).

Note: All students attending construction technology courses are required to have a basic set of hand tools and safety equipment. See the C-GCC web site for the required list.
LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
30 Semester Hours

CC 101  Introduction to Construction Carpentry  3
CC 103  Construction Drawing and Blueprint Reading  3
CC 105  Building Layout and Framing  4
CC 107  Exterior Building Envelope and Finish  4
CC 109  Introduction to Mechanicals, Electrical, Plumbing, and HVAC  2
CC 111  Interior Finish Basic  3
CC 114  Interior Finish Intermediate  3
CC 116  Building Codes and Regulations  2
CC 119  Historic Preservation  3
CC 124  Construction Technology Internship  3

Minimum Credits:  30
Construction Technology/Preservation Carpentry  
(Certificate)

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>CC 101 Introduction to Construction Carpentry</td>
<td>CC 109 Introduction to Mechanicals, Electrical, Plumbing, and HVAC</td>
</tr>
<tr>
<td>CC 103 Construction Drawing and Blueprint Reading</td>
<td>CC 111 Interior Finish Basic</td>
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<td>CC 105 Building Layout and Framing</td>
<td>CC 114 Interior Finish Intermediate</td>
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<td>CC 107 Exterior Building Envelope and Finish</td>
<td>CC 116 Building Codes and Regulations</td>
</tr>
<tr>
<td>Total 14</td>
<td>Total 13</td>
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</tbody>
</table>

| 3rd Semester (Summer)             |                                                           |
| CC 124 Construction Technology Internship |                                 |
| Total 3                           |                                                           |
Criminal Justice (A.A.)

Curriculum Code: 1100
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This curriculum prepares students for transfer to complete work for a bachelor’s degree in criminal justice, economic crime investigation, homeland security or related fields. Proper selection of curriculum electives enables students to further study other academic disciplines, such as political science, sociology or public administration. This program is also appropriate for students considering law school.

PROGRAM LEARNING OUTCOMES:
• Explain the function and role of the core components and agencies that constitute the criminal justice system.
• Locate, examine and apply criminal justice and social science information and data.
• Identify and apply Constitutional principles and related legal principles to the activities of the criminal justice system.
• Demonstrate critical thinking skills to formulate, present and defend logical arguments, either orally and in writing.
• Articulate, either orally or in writing, concepts or theories related to the causes of crime and the processes of the criminal justice system.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours

<table>
<thead>
<tr>
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<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJ 114</td>
<td>Corrections: Institutional and Community</td>
<td>3</td>
</tr>
<tr>
<td>CJ 211</td>
<td>Substantive Criminal Law</td>
<td>3</td>
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<td>CJ ELE</td>
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PROGRAM REQUIREMENTS
16 Semester Hours

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# Criminal Justice (A.A.)

## SUGGESTED PROGRAM SEQUENCE

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<tr>
<td>CE 101</td>
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<td>American Policing</td>
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*PY 230, CS 126, CS 241 and SO 209 may be used as CJ Electives.

Transfer Opportunities include but are not limited to: University at Albany-SUNY, SUNY Canton, SUNY Plattsburgh, College of Technology at Delhi, The College of St. Rose, Marist College, Hilbert College, Utica College, John Jay College of Criminal Justice, and Sage College of Albany.

This program is aligned with the SUNY pathway for Criminal Justice majors to facilitate transfer to SUNY 4 year Criminal Justice degree programs.
Criminal Justice (A.A.S.)

Curriculum Code: 0640
Semester Hours Required for Graduation: 62

PROGRAM GOALS:
This curriculum prepares students for positions with federal, state, county, and local law enforcement organizations including positions with private and public security agencies. The courses offered fulfill the educational needs of students to aid them in becoming efficient and knowledgeable criminal justice and security personnel.

PROGRAM LEARNING OUTCOMES:

• Explain the function and role of the core components and agencies that constitute the criminal justice system.

• Locate, examine and apply criminal justice and social science information and data.

• Identify and apply Constitutional principles and related legal principles to the activities of the criminal justice system.

• Demonstrate critical thinking skills to formulate, present and defend logical arguments, either orally and in writing.

• Articulate, either orally or in writing, concepts or theories related to the causes of crime and the processes of the criminal justice system.

• Demonstrate an understanding of the contemporary professional obligations of criminal justice professionals.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required. Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
21 Semester Hours
EN 101 Composition 3
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA ELE Mathematics Elective 3
SC ELE Science Elective 3
PS ELE Political Science Elective 3
PY 101 General Psychology 3

PROGRAM REQUIREMENTS
41 Semester Hours
CE 101 College Experience 1
CJ 102 Introduction to Criminal Justice 3
CJ 114 Corrections: Institutional and Community 3
CJ 115 American Policing 3
CJ 204 Criminal Investigation 3
CJ 211 Substantive Criminal Law 3
CJ 212 Procedural Criminal Law 3
CJ 251 Criminal Justice Prof. Dev. 3
CJ ELE Criminal Justice Elective 3
CI ELE Computer Information Elective or
CS ELE Computer Science Elective 3
GN ELE General Electives 6
PE 118 Physical Fitness for Law Enforcement 1
SO 101 Introduction to Sociology 3
SO 207 Criminology or
SO 209 Juvenile Delinquency 3
Minimum Credits 62
Criminal Justice (A.A.S.)

SUGGESTED PROGRAM SEQUENCE

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*CS 126, CS 241, PY 230, SO 207 and SO 209 may be used as Criminal Justice Electives.

**Students must take either SO 207 or SO 209 and a PS Elective.

Career Opportunities: New York State Trooper and other state-level law enforcement positions, county sheriff, city police officer, village and town police officer, correctional officer, detention counselor, pretrial services coordinator, as well as security related positions.
Teacher Education Program

The College is proud to offer a jointly registered Teacher Education Program with SUNY New Paltz that is approved by the New York State Education Department.

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.
Jointly Registered Teacher Education Program with SUNY New Paltz

HEGIS (5649)

This program has two certification options:

Childhood – First to Sixth Grade (1-6)

Adolescence – Seventh to Twelfth Grade (7-12) and

Six academic concentrations:

1. Liberal Arts & Science, Math and Science: Biology A.S. Degree
2. Liberal Arts & Science, Math and Science: Chemistry A.S. Degree (Adolescence only)
3. Liberal Arts & Science, Math and Science: Mathematics A.S. Degree
4. Liberal Arts & Science, Humanities: English A.A. Degree
5. Liberal Arts & Science, Social Science: History A.A. Degree (Childhood only)
6. Liberal Arts & Science, Social Science: Social Studies A.A. Degree (Adolescence only)

Columbia-Greene students entering this program are advised to follow a course sequence designed to facilitate transferability into the College at New Paltz. Upon successful completion of either an A.A. degree (English, history or social studies concentration) or an A.S. degree (biology, chemistry or mathematics concentration), students can seamlessly transfer to SUNY-New Paltz with full junior standing in order to complete the bachelor’s degree. Admission to New Paltz is guaranteed under this joint program if the following criteria for acceptance are met:

A. complete a prescribed program with an academic concentration and a 3.0 GPA or higher.

B. for Childhood Education students, a grade of B- or above is required in ED 101, ED 110, ED 201, MA 105, MA 114, and PY 205. A grade of B or above is required for EN 101 and EN 102. A grade of C or above is required in all non-education prerequisite courses.

C. a grade of B- or above is required in PY 205 and ED 101 in Adolescence Education. A grade of B or above is required in EN 101 and EN 102 in Adolescence Education.

D. submit documentation of approved work experience with children.

E. Students must submit an essay or writing sample prior to beginning the program at SUNY New Paltz.

NOTE: The Childhood 1-6 option will provide the transfer base for dual certification of B-2 and 1-6 at SUNY New Paltz.

The joint admission program is designed for students who plan to transfer to the College at New Paltz in childhood, adolescence education with the certification options and academic concentrations listed above. However, please be informed that course adjustments can be made in order for students to successfully transfer to other SUNY and private colleges. Students transferring to an education program other than the College at New Paltz may discuss their plans with the Education Coordinator, Bill Mathews. He can be reached in the Counseling Office, Room 112 or at 518.828.4181 extension 3396.
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

LIBERAL ARTS & SCIENCE:
CHILDHOOD EDUCATION
Biology Concentration
Curriculum Code 1614
Semester Hours Required for Graduation 64

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASÁ.

PROGRAM LEARNING OUTCOMES:
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
## Jointly Registered Teacher Education Program with SUNY
### New Paltz/Mathematics and Science (A.S.)

**SUGGESTED PROGRAM SEQUENCE**

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<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition &amp; Literature</td>
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<tr>
<td>BI 101 General Biology I</td>
<td>BI 102 General Biology II</td>
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<tr>
<td>MA ELE Mathematics Elective</td>
<td>SC ELE Science Elective</td>
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<td>PY 101 General Psychology</td>
<td>PY 205 Child &amp; Adolescence Psychology</td>
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<td>HI 103 U.S. History 1492-1865</td>
<td>ED 101 Foundations of Education</td>
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<td>ED 110 Education of Diverse Populations</td>
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<td>MA 114 Math for Elementary Teachers II</td>
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*Recommend Genetics via Open SUNY or BI 210 General Microbiology at C-GCC.*
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

LIBERAL ARTS & SCIENCE: CHILDHOOD EDUCATION
Mathematics Concentration
Curriculum Code 1614
Semester Hours Required for Graduation 63

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
### Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

**SUGGESTED PROGRAM SEQUENCE**

#### 1st Semester
- EN 101 Composition 3
- MA ELE Mathematics Elective 3
- SC ELE Lab Science Elective 3
- PY 101 General Psychology 3
- HI 103 U.S. History 1492-1865 3
  - or
- HI 104 U.S. History 1865-Present 3

Total 15

#### 2nd Semester
- EN 102 Composition & Literature 3
- MA ELE Mathematics Elective 4
- PY 205 Child & Adolescence Psychology 3
- HU ELE Humanities Elective (The Arts) 3
- ED 101 Foundations of Education 3

Total 16

#### 3rd Semester
- ED 201 Symbolic Representation 3
- MA 105 Math for Elementary Teachers I 3
- Foreign Language I (FR, IT, SA, SN) 3
- ED 110 Education of Diverse Populations 3
- MA ELE Mathematics Elective 4

Total 16

#### 4th Semester
- MA 102 Statistics 3
- MA ELE Mathematics Elective 4
- Foreign Language II (FR, IT, SA, SN) 3
- HI 101 Western Civilization 13,000 BCE to 1517 CE 3
  - or
- HI 102 Western Civilization 1517 to Present 3
- MA 114 Math for Elementary Teachers II 3

Total 16
Jointly Registered Teacher Education Program with SUNY New Paltz/Humanities (A.A.)

LIBERAL ARTS & SCIENCE: 
CHILDHOOD EDUCATION

English Concentration
Curriculum Code 1613
Semester Hours Required for Graduation 60

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
### Jointly Registered Teacher Education Program with SUNY New Paltz/Humanities (A.A.)

#### SUGGESTED PROGRAM SEQUENCE

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<th>1st Semester</th>
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<td>EN 205 British Literature 3</td>
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<td>EN 211 Creative Writing 3</td>
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<td>MA 105 Math for Elementary Teachers I 3</td>
<td>EN ELE Writing Elective 3</td>
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<td>ED 110 Education of Diverse Populations 3</td>
<td>ED 201 Symbolic Representation 3</td>
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<td>HI 101 Western Civilization 13,000 BCE to 1517 CE or</td>
<td>*HI ELE History Elective (Other World Civilizations Elective - see page 70) or</td>
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*Recommend EN 235 Latin American Literature
Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)

LIBERAL ARTS & SCIENCE:
CHILDHOOD EDUCATION
History Concentration
Curriculum Code 1612
Semester Hours Required for Graduation 60

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)

SUGGESTED PROGRAM SEQUENCE

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<tr>
<td>Math for Elementary Teachers II</td>
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<tr>
<td>History Elective</td>
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<tr>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<tr>
<td>Humanities Elective (The Arts)</td>
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<tr>
<td>History Elective (Other World Civilizations Elective - see page 70)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of Eastern Religion</td>
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Jointly Registered Teacher Education Program with SUNY New Paltz/Certification Option Childhood

Upon completion of A.A. or A.S. degrees in Jointly Registered Teacher Education program, students will complete the Bachelor of Science degree through the following program sequence at SUNY New Paltz.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Semester 5</th>
<th>Credits</th>
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<td>EED371 Dev. Appr. Practices (UD)</td>
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<td>EED380 Connecting MST (UD)</td>
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<td>EED375 Teaching Reading I (UD/WI)</td>
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<tr>
<td>Major course (UD)</td>
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<td>SPE350 Inclusive Classrooms (UD)</td>
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<td>EED412 Curriculum II (pre-K-K) (UD)</td>
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<td>Course</td>
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<td>EED376 Teaching Reading/Lang. Arts Methods II (UD)</td>
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<td>EED404 (pre-K-2)/EED405 (3-6) Student Teaching (UD)</td>
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<td>EED379 Social Studies Methods (UD)</td>
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<td>EED303 Fieldwork 3 (60 hrs.) (3-6) (UD)</td>
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<td>EED406 Student Teaching Seminar (UD)</td>
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UD = Upper Division

MINIMUM CREDITS 121-124
LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION
Biology Concentration
Curriculum Code 1633
Semester Hours Required for Graduation: 66

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the math placement test.

NOTE: A grade of “B” or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

SUGGESTED COURSE SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition &amp; Literature</td>
</tr>
<tr>
<td>BI 101 General Biology I</td>
<td>BI 102 General Biology II</td>
</tr>
<tr>
<td>MA 122 Calculus I</td>
<td>CH 101 General Chemistry I</td>
</tr>
<tr>
<td>PY 101 General Psychology</td>
<td>MA 102 Statistics or</td>
</tr>
<tr>
<td>HI 103 U.S. History 1492-1865</td>
<td>MA 123 Calculus II</td>
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<tr>
<td>HI 104 U.S. History 1865-Present</td>
<td>ED 101 Foundations of Education</td>
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<tr>
<th>3rd Semester</th>
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<tr>
<td>*BI ELE Biology Elective</td>
<td>BI 103 General Ecology</td>
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<tr>
<td>Foreign Language I (FR, IT, SA, SN)</td>
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<tr>
<td>CH 102 General Chemistry II</td>
<td>HI 101 Western Civilization 13,000 BCE to 1517 CE or</td>
</tr>
<tr>
<td>GN ELE General Elective</td>
<td>HI 102 Western Civilization 1517 to Present</td>
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<tr>
<td>PY 205 Child &amp; Adolescence Psychology</td>
<td>HI ELE History Elective (Other World Civilizations Elective - see page 70) or</td>
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<td>Total 16</td>
<td>PL 103 Philosophy of Eastern Religion</td>
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<td>HU ELE Humanities Elective (The Arts)</td>
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*Recommend Genetics through Open SUNY or BI 210 General Microbiology at C-GCC.

See page 132 for SUNY New Paltz completion sequence and appropriate certification option.
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

LIBERAL ARTS & SCIENCE:
ADOLESCENCE EDUCATION
Mathematics Concentration
Curriculum Code 1639
Semester Hours Required for Graduation 67

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
NOTE: A grade of “B” or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.
Jointly Registered Teacher Education Program with SUNY
New Paltz/Mathematics and Science (A.S.)

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition &amp; Literature</td>
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<tr>
<td>MA 122 Calculus I</td>
<td>MA 123 Calculus II</td>
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<tr>
<td>PX 103 University Physics I</td>
<td>PY 205 Child &amp; Adolescence Psychology</td>
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<tr>
<td>PY 101 General Psychology</td>
<td>PX 104 University Physics II</td>
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<td>HI 101 Western Civilization 13,000</td>
<td>ED 101 Foundations of Education</td>
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<tr>
<td>BCE to 1517 CE</td>
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<tr>
<td>HI 102 Western Civilization 1517 to</td>
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<tr>
<td>CS 134 Computer and Informatics</td>
<td>MA ELE Mathematics Elective</td>
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<td>Science I</td>
<td>MA ELE Mathematics Elective</td>
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<tr>
<td>HI 103 U.S. History 1492-1865</td>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<tr>
<td>or</td>
<td>HI ELE History Elective (Other World</td>
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<tr>
<td>HI 104 U.S. History 1865-Present</td>
<td>Civilizations Elective - see [page 70]</td>
</tr>
<tr>
<td>MA ELE Mathematics Elective</td>
<td>or</td>
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<tr>
<td>Foreign Language I (FR, IT, SA, SN)</td>
<td>PL 103 Philosophy of Eastern Religion</td>
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<td>GN ELE General Elective</td>
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See [page 132](#) for SUNY New Paltz completion sequence and appropriate certification option.
Jointly Registered Teacher Education Program with SUNY New Paltz/Humanities (A.A.)

LIBERAL ARTS & SCIENCE:
ADOLESCENCE EDUCATION
English Concentration
Curriculum Code 1636
Semester Hours Required for Graduation 63

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of “B” or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.
**Jointly Registered Teacher Education Program with SUNY New Paltz/Humanities (A.A.)**

**SUGGESTED PROGRAM SEQUENCE**

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<thead>
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<th>1st Semester</th>
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<tr>
<td>EN 101 Composition 3</td>
<td>EN 102 Composition &amp; Literature 3</td>
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<td>MA ELE Mathematics Elective 3</td>
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<td>PY 101 General Psychology 3</td>
<td>SC ELE Lab Science Elective 3</td>
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<td>HI 103 U.S. History 1492-1865 or</td>
<td>ED 101 Foundations of Education 3</td>
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<tr>
<td>HI 104 U.S. History 1865-Present 3</td>
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<td>EN ELE Literature Elective 3</td>
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<td>EN ELE Literature Elective 3</td>
<td>EN 205 British Literature 3</td>
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<td>EN 201 American Literature: Colonial-1899 or</td>
<td>EN 211 Creative Writing 3</td>
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<tr>
<td>HI 101 Western Civilization 13,000 BCE to 1517 CE or</td>
<td>HI ELE History Elective (Other World Civilizations Elective - see page 70) or</td>
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<tr>
<td>HI 102 Western Civilization 1517-Present 3</td>
<td>PL 103 Philosophy of Eastern Religion 3</td>
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<td>GN ELE General Elective 6</td>
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*Recommend EN 235 Latin American Literature.

See page 132 for SUNY New Paltz completion sequence and appropriate certification option.
Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)

LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION

Social Studies Concentration
Curriculum Code 1640
Semester Hours Required for Graduation: 60

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
- Develop one’s personal philosophy of education based on readings, research, and class assignments.
- Construct basic lesson plans.
- Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of “B” or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.
## Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)

### SUGGESTED PROGRAM SEQUENCE

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<tr>
<td>EN 101 Composition 3</td>
<td>EN 102 Composition &amp; Literature 3</td>
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<tr>
<td>HI 103 U.S. History 1492-1865 3</td>
<td>HI 104 U.S. History 1865-present 3</td>
</tr>
<tr>
<td>HU ELE Humanities Elective (The Arts) 3</td>
<td>PY 205 Child &amp; Adolescence Psychology 3</td>
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<tr>
<td>PY 101 General Psychology 3</td>
<td>ED 101 Foundations of Education 3</td>
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<tr>
<td>MA ELE Mathematics Elective 3</td>
<td>HI ELE History Elective 3</td>
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<th>3rd Semester</th>
<th>4th Semester</th>
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<tbody>
<tr>
<td>PS 101 American Government 3</td>
<td>GN ELE General Elective 3</td>
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<tr>
<td>SC ELE Lab Science Elective 3</td>
<td>PS 130 Contemporary Constitutional Issues 3</td>
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<td>Foreign Language I (FR, IT, SA, SN) 3</td>
<td>Foreign Language II (FR, IT, SA, SN) 3</td>
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<td>EC 101 Macroeconomics 3</td>
<td>EC 102 Microeconomics 3</td>
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<tr>
<td>HI 101 Western Civilization 13,000 BCE to 1517 CE or</td>
<td>HI ELE History Elective (Other World Civilizations Elective - see page 70) or</td>
</tr>
<tr>
<td>HI 102 Western Civilization 1517 to Present 3</td>
<td>PL 103 Philosophy of Eastern Religion 3</td>
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</table>

See page 132 for SUNY New Paltz completion sequence and appropriate certification option.
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION
Chemistry Concentration
Curriculum Code 1634
Semester Hours Required for Graduation: 64

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding teaching as a career.
2. Understand the opportunities and challenges facing the teaching profession today.
3. Provide students with a strong liberal arts background to aid in the success in passing state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students’ awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

PROGRAM LEARNING OUTCOMES:
• Interpret developmental theories to understand the learning and behavior of children and adolescents.
• Collect and analyze personal data to develop an accurate awareness of one’s potential to become a teacher.
• Demonstrate ability to effectively instruct basic mathematics.
• Analyze and interpret trends in classroom practices.
• Draw conclusions about particular students’ cultural and group differences to improve classroom practice.
• Demonstrate use of creativity and the arts as teaching tools.
• Develop one’s personal philosophy of education based on readings, research, and class assignments.
• Construct basic lesson plans.
• Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.
NOTE: A grade of “B” or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.
# Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

**SUGGESTED COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101 Composition 3</td>
<td>EN 102 Composition &amp; Literature 3</td>
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<tr>
<td>CH 101 General Chemistry I 4</td>
<td>CH 102 General Chemistry II 4</td>
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<tr>
<td>MA 122 Calculus I 4</td>
<td>MA 123 Calculus II 4</td>
</tr>
<tr>
<td>PY 101 General Psychology 3</td>
<td>SC ELE Lab Science Elective 3</td>
</tr>
<tr>
<td>HI 103 U.S. History 1492-1865 or HI 104 U.S. History 1865-Present 3</td>
<td>ED 101 Foundations of Education 3</td>
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<thead>
<tr>
<th>3rd Semester</th>
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<tbody>
<tr>
<td>CH 201 Organic Chemistry I 4</td>
<td>CH 202 Organic Chemistry II 4</td>
</tr>
<tr>
<td>PY 205 Child &amp; Adolescence Psychology 3</td>
<td>GE 101 Physical Geology 4</td>
</tr>
<tr>
<td>Foreign Language I (FR, IT, SA, SN) 3</td>
<td>Foreign Language II (FR, IT, SA, SN) 3</td>
</tr>
<tr>
<td>HU ELE Humanities Elective (The Arts) 3</td>
<td>HI ELE History Elective (Other World Civilizations Elective - see page 70) or PL 103 Philosophy of Eastern Religion 3</td>
</tr>
<tr>
<td>HI 101 Western Civilization 13,000 BCE to 1517 CE or HI 102 Western Civilization 1517 to Present 3</td>
<td>Total 16</td>
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See [page 132](#) for SUNY New Paltz completion sequence and appropriate certification option.
Jointly Registered Teacher Education Program with SUNY New Paltz/Certification Option Adolescence

Upon completion of A.A. or A.S. degrees in Jointly Registered Teacher Education program, students will complete the Bachelor of Science degree through the following program sequence at SUNY New Paltz.

<table>
<thead>
<tr>
<th>5th Semester/New Paltz</th>
<th>6th Semester/New Paltz</th>
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</thead>
<tbody>
<tr>
<td>38340 Social and Philosophical Foundations of Education 3</td>
<td>38383 Introduction to Literacy for Diverse Learners 3</td>
</tr>
<tr>
<td>36354 Discipline Specific Foundations Seminar 1</td>
<td>39385 Differentiating Instruction in Secondary Education 3</td>
</tr>
<tr>
<td>Liberal Arts Major 3</td>
<td>36453 Introduction to Curriculum Assessment 3</td>
</tr>
<tr>
<td>Liberal Arts Major 3-4</td>
<td>36353 Field Work # 1/35 hours 1</td>
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<tr>
<td>Liberal Arts Major 3-4</td>
<td>Liberal Arts Major 3-4</td>
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<tr>
<td>Semester Credits 13-15</td>
<td>Semester Credits 16-18</td>
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<table>
<thead>
<tr>
<th>7th Semester/New Paltz</th>
<th>8th Semester/New Paltz</th>
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<tbody>
<tr>
<td>36356 Computers in the Classroom 3</td>
<td>36404 Student Teaching in the Middle School 6</td>
</tr>
<tr>
<td>36370-5 Discipline Specific Methods Course 3</td>
<td>36405 Student Teaching in the Senior High School 6</td>
</tr>
<tr>
<td>36350 Field Work # 2/35 hours 1</td>
<td>36406 Discipline Specific Student Teaching Seminar 1</td>
</tr>
<tr>
<td>Liberal Arts Major 3</td>
<td>36707 Field Work # 3/60 hours 1</td>
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<tr>
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</tr>
<tr>
<td>Semester Credits 16-18</td>
<td>Semester Credits 14</td>
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</table>
Environmental Studies (A.S.)

Curriculum Code: 1016
Semester Hours Required for Graduation: 62

PROGRAM GOALS:
This program prepares students for transfer into a Bachelor of Science program in Environmental Studies or a related field. Students should work closely with their academic advisor to determine choice of electives to help ensure articulation with specific transfer colleges. Upon completion of a Bachelor’s degree, career opportunities include Natural Resource Specialist, Field Biologist, Environmental Health Technician, Fisheries Technician, and Forest Ranger. The program combines classroom, laboratory, and field study instruction giving students a well-rounded preparation. It is designed to meet the ever-increasing need for well-qualified professionals in this field.

PROGRAM LEARNING OUTCOMES:
• Demonstrate understanding of the methods scientists use to explore natural phenomena (meets SUNY General Education outcomes for the natural sciences).
• Demonstrate skills in scientific techniques and methodology.
• Apply concepts and implement scientific methods to real world environmental issues.
• Demonstrate an understanding of local environmental issues.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

High School Regent’s level science courses in Biology, Chemistry and/or Physics are highly recommended.

LIBERAL ARTS REQUIREMENTS
30 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature 3
SL ELE Social Science Electives 12
HU ELE Humanities Elective 3
SL/HU ELE Social Science or Humanities Elective 3
MA ELE Mathematics Elective 3
SC ELE Lab Science Elective 3

PROGRAM REQUIREMENTS
32 Semester Hours
BI 103 General Ecology 4
BI 113 Environmental Studies 4
CH 101 General Chemistry I 4
CE 101 College Experience 1
GN ELE General Elective 3
BI 101 General Biology or
CH 102 General Chemistry II 4
MA ELE Mathematics Elective 4
MA/SC ELE Mathematics/Science Electives 8

Minimum Credits 62
**Environmental Studies (A.S.)**

**SUGGESTED PROGRAM SEQUENCE**

1st Semester

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BI 113</td>
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<td>CE 101</td>
<td>1</td>
</tr>
<tr>
<td>CH 101</td>
<td>4</td>
</tr>
<tr>
<td>MA ELE</td>
<td>4</td>
</tr>
<tr>
<td>EN 101</td>
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2nd Semester

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BI 103</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CH 102</td>
<td>4</td>
</tr>
<tr>
<td>HU ELE</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>3</td>
</tr>
<tr>
<td>SL ELE</td>
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<td>MA ELE</td>
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3rd Semester

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>MA/SC ELE Mathematics/Science Electives</td>
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<tr>
<td>SC ELE</td>
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<tr>
<td>BI 101</td>
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<td>SL ELE</td>
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4th Semester

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<tr>
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<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CH 102</td>
<td>4</td>
</tr>
<tr>
<td>GN ELE</td>
<td>3</td>
</tr>
<tr>
<td>HU ELE</td>
<td>3</td>
</tr>
<tr>
<td>SL ELE</td>
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<td>SL ELE</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

*Either BI 101 or CH102 is required.

** HI 125 U.S. Environmental History is recommended.

Transfer opportunities include, but are not limited to: SUNY Plattsburgh, Marist College, SUNY Stony Brook, Paul Smith’s College, SUNY Environmental Science and Forestry, (ESF) B.S. in Environmental Studies Program only.
Fine Arts (A.A.)

Curriculum Code: 0664
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This course of study provides a foundation in computer graphics, animation, design, drawing, sculpture, and photography. It is designed primarily for students who plan to earn a Bachelor of Fine Arts (B.F.A.) degree. Fine arts students will learn in the studio in a professional atmosphere.

The Fine Arts program encourages academically strong students to apply to the Honors Program, a challenging environment that enables highly motivated students to best develop their creative abilities and thus ensure their future professional success.

PROGRAM LEARNING OUTCOMES:
• Develop the ability to apply drawing skills.
• Develop the ability to apply design skills.
• Develop the ability to apply inventive and creative thinking.
• Demonstrate knowledge of the disciplines and history of the arts.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR 107</td>
<td>Visual Arts-2D</td>
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<tr>
<td>AR 108</td>
<td>Visual Arts-3D</td>
<td>3</td>
</tr>
<tr>
<td>AR 118</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR 119</td>
<td>Basic Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR ELE</td>
<td>Art Electives</td>
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<tr>
<td>EN 101</td>
<td>Composition</td>
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<td>EN 102</td>
<td>Composition and Literature</td>
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<td>MA ELE</td>
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<td>SC ELE</td>
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<tr>
<td>SL ELE</td>
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</tbody>
</table>

Note: Only CI 105, and CS 125 can be substituted for AR Electives.

PROGRAM REQUIREMENTS
16 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR ELE</td>
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</tr>
<tr>
<td>CE 101</td>
<td>College Experience</td>
<td>1</td>
</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
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</table>

Minimum Credits 61
### Fine Arts (A.A.)

**SUGGESTED PROGRAM SEQUENCE**

#### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AR 107</td>
<td>Visual Arts 2D</td>
<td>3</td>
</tr>
<tr>
<td>AR 119</td>
<td>Basic Drawing</td>
<td>3</td>
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<td>AR ELE</td>
<td>Art Elective</td>
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<tr>
<td>CE 101</td>
<td>College Experience</td>
<td>1</td>
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<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
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**Total**: 16

#### 2nd Semester

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<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>AR 108</td>
<td>Visual Arts 3D</td>
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</tr>
<tr>
<td>AR 118</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>AR ELE</td>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td></td>
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<tr>
<td>SC ELE</td>
<td>Lab Science Elective</td>
<td>3</td>
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**Total**: 15

#### 3rd Semester

<table>
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<tr>
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<th>Units</th>
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<tr>
<td>AR ELE</td>
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<td>GN ELE</td>
<td>General Electives</td>
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<td>SL ELE</td>
<td>Social Science Elective</td>
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**Total**: 15

#### 4th Semester

<table>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SL ELE</td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
<td>9</td>
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</tbody>
</table>

**Total**: 15

Transfer opportunities include, but are not limited to: SUNY New Paltz, University at Albany-SUNY, SUNY Purchase, SUNY Plattsburgh, The College of Saint Rose, Cazenovia, Rhode Island School of Design, Russell Sage, Skidmore, San Francisco Art Institute, Savannah College of Art and Design and Bard College.

With the help of an advisor, students need to carefully plan the sequence of art electives that best suit their career plans.
Human Services (A.S.)

Curriculum Code: 1175
Semester Hours Required for Graduation: 62

PROGRAM GOALS:
The A.S. Human Services degree prepares the student to transfer to four-year schools with junior status to continue their Bachelor level education in social work, psychology, sociology or related fields. Additionally, the A.S. Human Services degree provides the student with the skills necessary to gain immediate employment in the human services field at the beginning professional level.

PROGRAM LEARNING OUTCOMES:
• Interpret and articulate knowledge of historical and contemporary research in the social and behavioral sciences.
• Demonstrate competency in understanding and application of current helping theories and professional practices, including ethical considerations.
• Employ practical knowledge of coursework in community settings.
• Examine historical and contemporary social issues/problems.
• Analyze current research and its implications and select and apply strategies to positively impact social issues/problems.
• Demonstrate standards and ethics of the Human Service profession.

PROGRAM REQUIREMENT:
Note: In compliance with the NYS Justice Center "Protection of People with Special Needs Act," participants in HS 230 (Internship in Human Services) are required by Community Agencies that host interns to complete background checks through the NYS Justice Center before being accepted as an intern. Students can log onto www.justicecenter.ny.gov for more information.

ACADEMIC PREPARATION:
An interview is required for applicants to the Human Services program. Students who are interested in pursuing the field of Human Services must be emotionally prepared to challenge their own perceptions and worldview in order to begin to understand the multicultural worldviews of the people they will be serving.

It is highly recommended that the following criteria be met to begin this program, and is REQUIRED by the completion of 24 credits:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
30 Semester Hours

CD 208 Chemical Dependency and Addiction
or
SL 205 Trauma and Resilience 3
EN 101 Composition 3
EN 102 Composition and Literature 3
HU ELE Humanities Elective 6
MA 113 Statistics for the Behavioral Sciences 3
PY 101 General Psychology 3
SC ELE Lab Science Elective 3
SL ELE Social Science Electives 3
SO 101 Introduction to Sociology 3
## Human Services (A.S.)

### PROGRAM REQUIREMENTS

32 Semester Hours

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
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<td>CE 101</td>
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<tr>
<td>HS 103</td>
<td>Introduction to Human Services</td>
<td>3</td>
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<tr>
<td>HS 105</td>
<td>Interventions in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 212</td>
<td>Community Organizing</td>
<td>3</td>
</tr>
<tr>
<td>HS 230</td>
<td>Human Services Internship I</td>
<td>4</td>
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<tr>
<td>SL 110</td>
<td>Cultural Diversity</td>
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<tr>
<td>SO 102</td>
<td>Social Problems</td>
<td>3</td>
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</tbody>
</table>

**Minimum Credits** 62

### SUGGESTED PROGRAM SEQUENCE

#### 1st Semester

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CE 101</td>
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<tr>
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<td>Composition</td>
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<td>Introduction to Human Services</td>
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<td>PY 101</td>
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<td>SO 101</td>
<td>Introduction to Sociology</td>
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#### 2nd Semester

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
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<tr>
<td>HS 105</td>
<td>Interventions in Human Services</td>
<td>3</td>
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<td>HS 110</td>
<td>Interviewing Techniques</td>
<td>3</td>
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<tr>
<td>CD 208</td>
<td>Chemical Dependency and Addiction</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>SL 205</td>
<td>Trauma and Resilience</td>
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#### 3rd Semester

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<th>Course Title</th>
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<tr>
<td>GN ELE</td>
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<td>HS 212</td>
<td>Community Organizing</td>
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<td>MA 113</td>
<td>Statistics for the Behavioral Sciences</td>
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<td>SC ELE</td>
<td>Lab Science Elective</td>
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<td>SL 110</td>
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#### 4th Semester

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<td>HU ELE</td>
<td>Humanities Elective</td>
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<td>SO 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
</tbody>
</table>

**Students must maintain a C average in HS 103, HS 105, and HS 110 in order to enroll in HS 230.**

Transfer opportunities include, but are not limited to: Marist College, The College of Saint Rose, University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, Adelphi University, and the Sage Colleges.
Individual Studies (A.A.)

Curriculum Code: 0687
Semester Hours Required for Graduation: 61

This program prepares students for transfer to complete work for a bachelor’s degree in a variety of areas. The flexible design of this program offers the ability to customize courses toward specific academic disciplines or transfer schools. It is also appropriate for undecided students, since it allows students to explore a range of disciplines and conduct career research before concentrating in a specific area.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

**PROGRAM LEARNING OUTCOMES:**
- Acquire oral, written, and creative communication skills.
- Develop competency in scientific, quantitative, and technological skills
- Understand the commonalities and diversity of the human experience, values, and opinions.
- Understand and use basic research techniques to perform critical analysis and synthesize information.

**ACADEMIC PREPARATION:**
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

**LIBERAL ARTS REQUIREMENTS**
45 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>Composition</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
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<tr>
<td>HU ELE</td>
<td>Humanities Electives</td>
<td>6</td>
</tr>
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<td>HU ELE</td>
<td>Humanities Electives or</td>
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<tr>
<td>SL ELE</td>
<td>Social Science Electives</td>
<td>15</td>
</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>3</td>
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<td>SC ELE</td>
<td>Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>SL ELE</td>
<td>Social Science Electives</td>
<td>12</td>
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</table>

**PROGRAM REQUIREMENTS**
16 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CE 101</td>
<td>College Experience</td>
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<tr>
<td>GN ELE</td>
<td>General Electives</td>
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</table>

**Minimum Credits**
61
Individual Studies (A.S.)

Curriculum Code: 0689
Semester Hours Required for Graduation: 61

This program prepares students for transfer to complete work for a bachelor’s degree in a variety of areas. The flexible design of this program offers the ability to customize courses toward specific academic disciplines or transfer schools. It is also appropriate for undecided students, since it allows students to explore a range of academic disciplines and conduct career research before concentrating in a specific area.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

PROGRAM LEARNING OUTCOMES:
• Acquire oral, written, and creative communication skills.
• Develop competency in scientific, quantitative, and technological skills
• Understand the commonalities and diversity of the human experience, values, and opinions.
• Understand and use basic research techniques to perform critical analysis and synthesize information.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
30 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature 3

Program Requirements
31 Semester Hours
15-credit concentration in one of the following:

AT/AU Automotive* or
SL Behavioral and Social Sciences or
BU Business or
CS Computer Science or
MA/SC Math and Science or
NU Nursing* 15
CE 101 College Experience 1
GN ELE General Electives 15

Minimum Credits 61

*Available only to students previously matriculated in the program
Individual Studies (A.A.S.)

Curriculum Code: 0688
Semester Hours Required for Graduation: 61

This program offers undecided students the most flexibility with course selections, allowing for exploration in a variety of academic disciplines before deciding upon an area of concentration. It is also appropriate for students requiring transitional coursework to be eligible for his/her preferred degree program.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

PROGRAM LEARNING OUTCOMES:
• Acquire oral, written, and creative communication skills.
• Develop competency in scientific, quantitative, and technological skills
• Understand the commonalities and diversity of the human experience, values, and opinions.
• Understand and use basic research techniques to perform critical analysis and synthesize information.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required: Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
21 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature or
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA ELE Mathematics Elective 3
SC ELE Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
40 Semester Hours
15-credit concentration in one of the following:
AR/HU Arts and Humanities or
AU Automotive* or
SL Behavioral and Social Sciences or
BU Business or
CS Computer Science or
MA/SC Math and Science or
NU Nursing* 15
CS ELE Computer Science Elective or
CI ELE Computer Information Elective or
BU ELE Business Elective 3
CE 101 College Experience 1
GN ELE General Electives 18
HU ELE Humanities Elective 3

Minimum Credits 61

*Available only to students previously matriculated in the program
Liberal Arts and Science–Humanities (A.A.)

Curriculum Code: 0201
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program prepares students for transfer to complete work for a bachelor’s degree in Liberal Arts and is suggested for students seeking to prepare for elementary or secondary education. With proper selection of electives, students can prepare for further study in specific academic disciplines such as English, foreign languages, humanistic studies, as well as career-related programs in speech and theater, education, journalism, communication and media arts.

PROGRAM LEARNING OUTCOMES:
• Demonstrate the ability to analyze and interpret literature.
• Demonstrate comprehension of communication barriers and ways to improve communication and/or demonstrate ability to think critically about the media in historic and current contexts.
• Demonstrate knowledge of the development and distinctive features in the history, economy, society, culture, etc. of Western civilization or American civilization.
• Demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, economy, society, culture, etc. of a non-Western Civilization.
• Show understanding of at least one principle form of artistic expression and the creative process inherent therein.
• Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature 3
HI ELE History Elective 3
HU ELE Humanities Electives 21
MA ELE Mathematics Elective 3
SC ELE Lab Science Elective 3
SL ELE Social Science Elective 9

PROGRAM REQUIREMENTS
16 Semester Hours
CE 101 College Experience 1
GN ELE General Electives 15

Minimum Credits 61
# Liberal Arts and Science–Humanities (A.A.)

## SUGGESTED PROGRAM SEQUENCE

### 1st Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<td>EN 102</td>
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### 3rd Semester

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<td>HU ELE</td>
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Transfer opportunities include, but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Plattsburgh, SUNY Oneonta, SUNY Cortland, SUNY Brockport, Emerson College, Marist College, The College of Saint Rose, Southern California College, Gordon College, and Russell Sage.
Liberal Arts and Science–Humanities (A.A.) Digital Design Concentration

Curriculum Code: 0202
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program prepares students for transfer to complete work for a bachelor’s degree in Liberal Arts with a focus in Digital Design.

PROGRAM LEARNING OUTCOMES:
• Develop the ability to apply design and drawing skills.
• Demonstrate the ability to apply technical computer graphics skills.
• Demonstrate the ability to think critically about the media in historic and current contexts.
• Develop the ability to apply inventive and creative thinking.
• Show understanding of a principle form of artistic expression and the creative process inherent therein.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours
AR 116  Art History 1*            3
AR 117  Art History 2*            3
AR 140  Computer Graphics         3
AR 245  Web Page Design           3
EN 101  Composition               3
EN 102  Composition and Literature 3
HU  Restricted Humanities Electives 6
MA ELE  Mathematics Elective      3
SC ELE  Lab Science Elective      3
SL ELE  Social Science Elective   15

PROGRAM REQUIREMENTS
16 Semester Hours
AR 107  Visual Arts 2-D*          3
AR 108  Visual Arts 3-D*          3
AR 119  Basic Drawing*            3
AR 145  Motion Graphics           3
AR 205  3-D Graphics & Animation  3
CE 101  College Experience        1

*Meet SUNY Transfer Path: Design

Minimum Credits                  61
Liberal Arts and Science–Humanities (A.A.) Digital Design Concentration

**SUGGESTED PROGRAM SEQUENCE**

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<th>1st Semester</th>
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<tr>
<td>AR 107 Visual Arts 2-D 3</td>
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<td>AR 140 Computer Graphics 3</td>
<td>MA ELE Mathematics Elective 3</td>
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<td>AR 145 Motion Graphics 3</td>
<td>AR 108 Visual Arts 3-D 3</td>
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<td>AR 119 Basic Drawing 3</td>
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<td>AR 117 Art History 14c-Pres 3</td>
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<td>AR 245 Web Page Design 3</td>
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<td>SL ELE Social Science Elective 6</td>
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Transfer opportunities include, but are not limited to: SUNY Cortland, SUNY New Paltz, Sage College of Albany.
Liberal Arts and Science – Mathematics/Science (A.S.)

Curriculum Code: 0645
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program prepares students for transfer to complete work for a bachelor’s degree in mathematics, science, and related fields, such as engineering, medicine, chiropractic, physical therapy, and laboratory technology. Columbia-Greene maintains transfer agreements with many four-year colleges, which may apply to graduates of this program. Students should work closely with their academic advisor to determine an overall course sequence and choice of electives to help ensure articulation with a specific transfer college.

PROGRAM LEARNING OUTCOMES:
• Demonstrate the knowledge and application of technology supporting mathematical and scientific concepts.
• Demonstrate the ability to construct and interpret graphs, tables, and schematics.
• Articulate observations using mathematical and scientific terminology.
• Apply mathematical models and the scientific method to analyze and solve concrete problems.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required.
Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in Pre-Algebra or Pre-Statistics is required.
High School Regent’s level science courses in Biology, Chemistry and/or Physics are highly recommended.

LIBERAL ARTS REQUIREMENTS
30 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature 3
HU ELE Humanities Elective or
SL ELE Social Science Elective 3
MA ELE Mathematics Electives 7
SC ELE Lab Science Electives 8
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
31 Semester Hours
CE 101 College Experience 1
CI 105 Computer Applications or
CI 110 Advanced Computer Applications or
CS 118 Computer & Programming Theory or
CS 134 Computer and Informatics Science I (4) 3
GN ELE General Electives 12
MA ELE Mathematics Electives or
SC ELE Lab Science Electives 8
SC ELE Lab Science Electives 7
Minimum Credits 61
## Liberal Arts and Science – Mathematics/Science (A.S.)

### SUGGESTED PROGRAM SEQUENCE

<table>
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<tr>
<th>1st Semester</th>
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<th>3rd Semester</th>
<th>4th Semester</th>
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<td>CE 101 College Experience</td>
<td>EN 102 Composition and Literature</td>
<td>GN ELE General Electives</td>
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<td>MA ELE Mathematics Elective</td>
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<td>CS 134 Computer and Informatics Science I (4)</td>
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| Total 14                              |                                   |                                     |                                 |

| 3rd Semester                          | 4th Semester                      |                                     |                                 |
| GN ELE General Electives             | GN ELE General Electives          |                                     |                                 |
| SC ELE Lab Science Elective          | SC ELE Lab Science Elective       |                                     |                                 |
| SL ELE Social Science Elective       | SL ELE Social Science Elective    |                                     |                                 |
| MA ELE Mathematics Elective or       | MA ELE Mathematics Elective       |                                     |                                 |
| SC ELE Lab Science Elective          | SC ELE Lab Science Elective       |                                     |                                 |
| Total 16                             | Total 17                          |                                     |                                 |

Transfer opportunities include but are not limited to: University at Albany-SUNY, College of Saint Rose, Siena College, SUNY New Paltz, Clarkson University, SUNY Stonybrook, SUNY College of Environmental Science and Forestry, SUNY Plattsburgh, Rensselaer Polytechnic Institute, Albany College of Pharmacy, SUNY Oneonta, SUNY Oswego.
Liberal Arts and Science–Social Science (A.A.)

Curriculum Code: 0212
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program prepares students for transfer into a bachelor’s degree program. Students can complete concentrations in psychology, history, or sociology which should give them advance standing upon transfer to a bachelor’s program in these areas.

PROGRAM LEARNING OUTCOMES:
• Analyze and interpret materials relating to the human experience.
• Identify credible sources of information, analyze collected data, and produce evidence-based assignments.
• Demonstrate analytical and creative approaches to problem solving.
• Demonstrate knowledge of the development and distinctive features in the history, economy, society, culture, etc. of Western civilization or American civilization or non-Western civilizations.
• Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours

EN 101 Composition 3
EN 102 Composition and Literature 3
HI ELE History Electives 6
HU ELE Humanities Electives 6
MA ELE Mathematics Elective 3
SC ELE Lab Science Elective 3
SL ELE Social Science Electives 21

PROGRAM REQUIREMENTS
16 Semester Hours

CE 101 College Experience 1
GN ELE General Electives 15
Minimum Credits 61
Liberal Arts and Science–Social Science (A.A.)

SUGGESTED PROGRAM SEQUENCE

1st Semester

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2nd Semester

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<tr>
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3rd Semester

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Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Bard College, and Syracuse University.
Liberal Arts and Science–Social Science (A.A.) Psychology Concentration

Curriculum Code: 0213
Semester Hours Required for Graduation: 61

PROGRAM GOALS:
This program provides an introduction to the field of Psychology and prepares students for transfer into a bachelor’s degree program. Students will engage in the scientific study of human behavior and will be challenged to think critically about individual differences, social behavior, human development, and scientific inquiry. Students who successfully complete this concentration can expect advanced standing upon transfer to a bachelor’s program in this area of study.

PROGRAM LEARNING OUTCOMES:
• Analyze and interpret materials relating to the human experience.
• Identify credible sources of information, analyze collected data, and produce evidence-based assignments.
• Demonstrate analytical and creative approaches to problem solving.
• Demonstrate knowledge of the major concepts related to the scientific study of human behavior including human development, personality, social behavior, and abnormal psychology.
• Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in Pre-Algebra or Pre-Statistics is required.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours
EN 101 Composition 3
EN 102 Composition and Literature 3
HI ELE History Electives 6
HU ELE Humanities Electives 6
MA 113 Statistics for the Behavioral Sciences * 3
PY 101 General Psychology * 3
PY 201 Life Span Development or
PY 205 Child and Adolescence Psychology * 3
PY 203 Social Psychology * 3
PY 215 Theories of Personality * 3
PY 299 Abnormal Psychology * 3
SC ELE Lab Science Elective 3
SL 113 Research Methods for the Behavioral Sciences 3
SO 101 Introduction to Sociology 3

PROGRAM REQUIREMENTS
16 Semester Hours
CE 101 College Experience 1
GN ELE General Electives 15
Minimum Credits 61

* These courses meet the SUNY transfer path for a psychology concentration.
# Liberal Arts and Science–Social Science (A.A.) Psychology Concentration

## SUGGESTED PROGRAM SEQUENCE

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<tr>
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<td>EN 101 Composition</td>
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<tr>
<td>HI ELE History Elective</td>
<td>MA 113 Statistics for the Behavioral Sciences 3</td>
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<td>HU ELE Humanities Elective</td>
<td>PY 201 Life Span Development or PY 205 Child and Adolescence Psychology 3</td>
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<tr>
<td>PY 101 General Psychology</td>
<td>SC ELE Lab Science Elective 3</td>
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<td>SO 101 Introduction to Sociology</td>
<td>SL 113 Research Methods for the Behavioral Sciences 3</td>
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<tr>
<td>PY 203 Social Psychology</td>
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<td>PY 215 Theories of Personality</td>
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Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Sage College, and Siena College.
Liberal Arts and Science–Social Science (A.A.) History Concentration

Curriculum Code: 0214  
Semester Hours Required for Graduation: 61  

PROGRAM GOALS:  
This program provides an introduction to the field of history and prepares students for transfer into a bachelor’s degree program. Students will investigate the past, assess primary sources and craft-evidence based arguments while being challenged to consider specific time periods, regions, cause, effect and general change over time. Students who successfully complete this concentration can expect advanced standing upon transfer to a bachelor’s program in this area of study.  

PROGRAM LEARNING OUTCOMES:  
• Analyze and interpret materials relating to the human experience.  
• Identify credible sources of information, analyze collected data and produce evidence-based assignments by locating a range of primary sources and secondary sources including unpublished texts, maps, artifacts, archeological remains, and images, scholarly journal and peer reviewed resources.  
• Produce written material that demonstrate abilities to conduct research, develop an argument and organize supporting materials.  
• Evaluate the impact of geography on the development of societies throughout time.  
• Compare and contrast past and contemporary societies, politics and cultures.  
• Generate an appreciation and deeper understanding of human values, diversity and cultures throughout time and place.  
• Understand and apply historiography.  

ACADEMIC PREPARATION:  
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:  
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.  
Competency in Pre-Algebra or Pre-Statistics is required.
## LIBERAL ARTS REQUIREMENTS

45 Semester Hours

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EN 101</td>
<td>Composition</td>
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</tr>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>HI 101*</td>
<td>Western Civilizations 13,000 BCE to 1517 CE</td>
<td>3</td>
</tr>
<tr>
<td>HI 102*</td>
<td>Western Civilizations 1517 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HI 103*</td>
<td>United States History 1492-1865</td>
<td>3</td>
</tr>
<tr>
<td>HI 104*</td>
<td>United States History 1865-Present</td>
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<td>HI ELE</td>
<td>History Elective</td>
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<td>HI ELE</td>
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<tr>
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<tr>
<td>PS 101</td>
<td>American Government Or</td>
<td></td>
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<tr>
<td>PS 104</td>
<td>Contemporary Global Issues</td>
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## PROGRAM REQUIREMENTS

16 Semester Hours

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<td>EC 102</td>
<td>Microeconomics</td>
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<tr>
<td>SO 101</td>
<td>Introduction to Sociology</td>
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Minimum Credits 61

* These courses meet the SUNY transfer path for a history concentration.
Liberal Arts and Science–Social Science (A.A.) History Concentration

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>CE 101 College Experience 1</td>
<td>EN 102 Composition and Literature 3</td>
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<tr>
<td>EN 101 Composition 3</td>
<td>HI 104 United Stated History 1865-Present 3</td>
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<tr>
<td>HI 101 Western Civilizations 3</td>
<td>PS 101 American Government Or</td>
</tr>
<tr>
<td>HI 103 United States History 1492-1865 3</td>
<td>PS 104 Contemporary Global Issues 3</td>
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<tr>
<td>MA ELE Mathematics Elective 3</td>
<td>SC ELE Lab Science Elective 3</td>
</tr>
<tr>
<td>GN ELE General Elective 3</td>
<td>SO 101 Introduction to Sociology 3</td>
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<tr>
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<tr>
<td>EC 101 Macroeconomics</td>
<td>GN ELE General Electives 6</td>
</tr>
<tr>
<td>Or</td>
<td>HI ELE History Elective 3</td>
</tr>
<tr>
<td>EC 102 Microeconomics</td>
<td>HU ELE Humanities Elective 3</td>
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<tr>
<td>HI ELE History Elective (Other World Civilizations Elective see page 70) 3</td>
<td>SL ELE Social Science Elective 3</td>
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<tr>
<td>HI 102 Western Civilizations 1517 to Present 3</td>
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<tr>
<td>HU ELE Humanities Elective 3</td>
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<tr>
<td>PY 101 General Psychology 3</td>
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<tr>
<td>Total 15</td>
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</tr>
</tbody>
</table>

The history concentration provides exceptional transfer possibilities to public and private colleges in-state and nationwide. Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Sage College, and Siena College.
Program Code: 1967
Semester Hours Required for Graduation: 64

PROGRAM GOALS:
Medical Assistants are multi-skilled and versatile members of the allied health profession who perform a variety of routine administrative and clinical tasks in physicians’ offices, clinics, hospitals, pharmaceutical companies, laboratories, and other healthcare settings. Since they are able to work on both the administrative and clinical side of a variety of health care facilities, medical assistants are viewed as vital members of the health care team.

A medical assistant’s administrative duties may include using computer applications, scheduling appointments, updating and filing patient medical records, coding and filling out insurance forms, billing, bookkeeping, and arranging hospital admission and lab services.

Clinical duties include taking vital signs, collecting and preparing laboratory specimens and tests, drawing blood, taking ECGs, and sterilizing instruments.

PROGRAM LEARNING OUTCOMES:
Upon completion of this program, students will be prepared to work in doctors’ offices, clinics, and other health care facilities and do the following:

- Schedule appointments, maintain office records, prepare billing and insurance forms;
- Communicate doctors’ orders for prescriptions to pharmacies;
- Follow established protocols, prepare patients for examination, and perform patient screening such as recording vital signs;
- Assist in the preparation of space and equipment used in routine procedures and minor surgery;
- Define the professional role and scope of practice of a practicing medical assistant;
- Understand and describe the professional, ethical, and legal responsibilities and limitations of the medical assistant’s role.

ACADEMIC PREPARATION:
All Medical Assisting program applicants must take the College placement test in accordance with Admissions requirements stated on pages 15-19.

Admission into the Medical Assisting program requires the ability to begin EN 101 and MA 102, MA 103, or MA 110.

ADDITIONAL REQUIREMENTS:
1. Motor skills and dexterity: In order to be successful in the Medical Assisting program, students must have sufficient physical strength and coordination to be able to assist patients and the physician in a number of routine procedures. Students must also have the dexterity to perform activities using a variety of equipment and instruments.

2. Academic standing: Students must maintain a minimum grade of C in these courses in the major (AH 106, AH 108, AH 109, AH 207, AH 208, AH 202, BI 112, BI 115) and must receive a passing grade in all other coursework. Courses in the major may be repeated once if minimal grades are not attained.

3. Professional conduct: Medical Assisting students must demonstrate the ability to communicate effectively and sensitively both in oral and written form with a patient and other members of a health care team. The department reserves the right to

Medical Assisting (A.A.S.)

- Assist the physician with patient care, the performance of venipuncture, ECG, and CLIA-waived hematology, chemistry, urinalysis, and immunology testing;
- Define the professional role and scope of practice of a practicing medical assistant;
- Understand and describe the professional, ethical, and legal responsibilities and limitations of the medical assistant’s role.
immediately remove the student from any course and/or dismiss that student from the program if it is determined that the student has acted in an unprofessional manner or if the student is unable to abide by safe laboratory practices.

4. Externship: The student will complete an externship in a healthcare facility and is responsible for all transportation to the externship site.

5. Certification in CPR/First Aid: Students must have current certification in CPR/First Aid at the time of their externship (AH 203).

6. Health Assessment: Students should be in good health to safely participate in the Medical Assisting program. A medical health examination is required of all Medical Assisting students within a three-month period prior to their externship and must be submitted to the College Nurse. Students will be notified of the due date for the health assessment report at the time of registration. Students with missing or incomplete health assessment reports will not be permitted to attend their externship until completed.

7. Immunizations: In addition to the College immunization requirements, we recommend that students handling body fluids be vaccinated against Hepatitis B. Students must be tested for TB (PPD test) within a three-month period prior to their externship. Furthermore, the NYS Department of Health mandates that all students participating in their externship receive the influenza vaccine or, if declined, that they wear a mask when at the externship site.

8. Background checks and drug screening test: Externship sites require a background check and drug testing. Students are responsible for all related fees. Any student unable to pass a background check and/or drug screening test will not be allowed to continue in the Medical Assisting program.
**LIBERAL ARTS REQUIREMENTS**

21 Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BI 112</td>
<td>Human Biology I</td>
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<tr>
<td>EN 101</td>
<td>English Composition</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
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<tr>
<td>or</td>
<td>EN 105 Technical Writing</td>
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<td>HU ELE</td>
<td>Humanities Elective</td>
<td>3</td>
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<tr>
<td>MA ELE</td>
<td>Math Elective</td>
<td>3</td>
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<tr>
<td>PY 101</td>
<td>General Psychology</td>
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<td>SL ELE</td>
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**PROGRAM REQUIREMENTS**

43 Semester Hours

<table>
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<tr>
<td>AH 106</td>
<td>Medical Assisting I</td>
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<tr>
<td>AH 108</td>
<td>Medical Assisting II</td>
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<tr>
<td>AH 109</td>
<td>EKG</td>
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<tr>
<td>AH 202</td>
<td>Pharmacology</td>
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<td>AH 203</td>
<td>Medical Assisting Externship</td>
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<tr>
<td>AH 207</td>
<td>Medical Assisting III</td>
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<td>AH 208</td>
<td>Venipuncture/Phlebotomy</td>
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<tr>
<td>BI 115</td>
<td>Human Biology II</td>
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<tr>
<td>BU 125</td>
<td>Medical Office Procedures</td>
<td>3</td>
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<td>BU 126</td>
<td>Medical Billing</td>
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<tr>
<td>BU 129</td>
<td>Medical Terminology</td>
<td>3</td>
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<td>BU 132</td>
<td>Medical Coding</td>
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<tr>
<td>CE 101</td>
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<tr>
<td>CI 105</td>
<td>Computer Applications</td>
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<tr>
<td>CO 102</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HE 201</td>
<td>First Aid &amp; Safety</td>
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</table>

**Minimum Credits** 64
# Medical Assisting (A.A.S.)

## SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>AH 106 Medical Assisting I</td>
<td>AH 108 Medical Assisting II</td>
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<tr>
<td>BI 112 Human Biology I</td>
<td>AH 109 EKG</td>
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<td>BU 129 Medical Terminology</td>
<td>BI 115 Human Biology II</td>
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<td>CE 101 College Experience</td>
<td>BU 126 Medical Billing</td>
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<table>
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<tr>
<td>AH 207 Medical Assisting III</td>
<td>AH 203 Medical Assisting Externship</td>
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<tr>
<td>AH 208 Venipuncture/Plebotomy</td>
<td>BU 132 Medical Coding</td>
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<tr>
<td>AH 202 Pharmacology</td>
<td>EN102 Composition and Literature or</td>
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<tr>
<td>BU 125 Medical Office Procedures</td>
<td>EN 105 Technical Writing</td>
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<td><strong>Total</strong></td>
</tr>
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<td>16</td>
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</table>
Medical Office Assistant (Certificate)

Curriculum Code: 1797
Semester Hours Required for Graduation: 24

PROGRAM GOALS:
This program prepares students for entry into the medical office field with a wide range of skills such as transcription, updating and filing patient medical records, completing insurance forms, arranging for hospital admission and laboratory services, billing, and bookkeeping.

PROGRAM LEARNING OUTCOMES:
UPON COMPLETION STUDENTS WILL BE ABLE TO:

• Communicate effectively with all stakeholders within the health care setting.
• Interact within the health care setting in a legal and ethical manner.
• Demonstrate acceptable personal behaviors that are consistent with satisfactory job performance.
• Perform administrative and clerical duties using appropriate information technology tools and information.
• Demonstrate and apply those skills necessary to effectively manage a medical office.
• Perform the daily duties as prescribed by standard office procedures.

ACADEMIC PREPARATION:
12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.
Competency in keyboarding (CI 101 or equivalent) is required.
Competency in mathematics fundamentals is required: Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
24 Semester Hours
BI 112  Human Biology I* 3
BU 105  Business Communications 3
BU 125  Medical Office Procedures 3
BU 126  Medical Billing 3
BU 129  Medical Terminology 3
BU 132  Medical Coding 3
BU 145  Administrative Office Management 3
BU ELE  Business Elective 3

Minimum Credits 24

* BI 130 Anatomy & Physiology I may be substituted
Medical Office Assistant (Certificate)

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>BI 112 Human Biology I*</td>
<td>BU 105 Business Communications</td>
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<tr>
<td>BU 125 Medical Office Procedures</td>
<td>BU 126 Medical Billing</td>
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</table>

Career Opportunities: Hospital or medical office assistant

* BI 130 Anatomy & Physiology I may be substituted
Nursing

Nursing offers an outstanding associate degree program. The faculty of highly trained nursing professionals is dedicated to working with their students. Agreements with hospitals and health facilities provide excellent opportunities for clinical practice in the region. The nursing program is accredited by the:

Accreditation Commission for Education in Nursing (ACEN) (formerly known as the National League for Nursing Accrediting Commission)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
Telephone: 866.747.9965 or 404.975.5000

The nursing program is registered by the:

New York State Education Department
Division of Professional Education
89 Washington Avenue, 2nd Floor West Wing
Albany, NY 12234
Telephone 518.474.3817 extension 360

Curriculum Code: 0622
Semester Hours Required for Graduation: 64
This program prepares students for a career in nursing.

Criteria for Admission
A. Nursing Information Session: Applicants must attend an information session specific to nursing program requirements. This must be done prior to being considered for the nursing program.
B. All nursing program applicants must take the college placement test in accordance with the admissions requirements stated on pages 16-20.
C. Admission to the nursing program requires the ability to begin EN 101, MA 102, and BI 130.
D. Students who do not meet all of the nursing program criteria will not be accepted into the nursing program, but may be accepted to the college while completing prerequisites. Basic skills course work is available for students who do not meet placement test criteria. Basic science courses (Human Biology I, General Biology, General Chemistry, and Introductory Chemistry) are available for applicants who do not meet the science requirements. Students must receive a minimum grade of C in the course.
E. Students who receive a grade of less than C in a nursing course at another institution will not be accepted into the C-GCC nursing program. The only exception is for LPN’s who received the less than C grade PRIOR to successful completion of an LPN program.
F. Students must have a GPA of 2.5 or above (calculated by the most recent college attended) and a score of 50 or above on the "Kaplan Nursing Admission Exam" to be considered for the nursing program.
G. Entrance to the nursing program is based on the following point system:
Points for Kaplan Nursing Admission Exam:

Students must be admitted into the college and meet all requirements for acceptance into the nursing program before they can take the Kaplan Nursing Admissions Exam. These requirements must be met at least 2 business days prior to being able to sign up for a Kaplan exam.

"Kaplan Nursing School Entrance Exams" book is available in the College Bookstore or online to help prepare for this exam.

Students must take the Kaplan Nursing Admission Exam and achieve a minimum score of 50. Students with a score of less than 50 can repeat the exam in an attempt to achieve a score of 50 or above. Students who already achieved the required minimum score of 50 can repeat the exam in an attempt to achieve a higher score. This exam can be attempted a maximum of two times per calendar year (January 1 - December 31). The last attempted test score will be used. The exam will be given in January, May, August, September, October, November, and December. Please contact Betty Xedis in the Academic Support Center at 518.828.4181 extension 3233 for exam dates and times, and to register to take the exam.

Students with a score of 50 or above on the "Kaplan Nursing Admission Exam" may submit Nursing Program Entrance Form. Forms can be mailed, e-mailed or dropped in the lockbox in the Nursing Division by February 1st.

Students with a score of 50-59 on the "Kaplan Nursing Admission Exam" will receive 30 points.

Students with a score of 60 or above on the "Kaplan Nursing Admission Exam" will receive points for the grade they received. For example, grade of 60 = 60 points, grade of 68 = 68 points, etc.

Points for A&P I, A&P II, and Microbiology:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>9.0</td>
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<tr>
<td>B+</td>
<td>8.0</td>
</tr>
<tr>
<td>B</td>
<td>7.0</td>
</tr>
</tbody>
</table>

• These courses do not need to be taken prior to acceptance into the program.
• Minimum grade of C allowed. However, no points will be given for a grade less than B.
• Science course must be less than 10 years old at the time the student enters NU 101.
• Courses graded as "pass" will be counted as a grade of C.

High School Students:

Students who meet all admission requirements, are accepted to the college, score 50 or higher on the "Kaplan Nursing Admission Exam," and submit a Nursing Program Entrance Form by February 1st of their senior year of high school will be considered based on high school grades. Acceptance will be contingent on final high school grades upon graduation. High school students who are offered a seat in the nursing program can choose to take a year of required non-nursing courses before beginning Nursing 101. They are guaranteed a seat in Nursing 101 the following year, if their GPA is 2.5 or higher and they submit another "Nursing Program Entrance Form."

High school students who do NOT submit a "Nursing Program Entrance Form" by February 1st but meet all requirements (including the Kaplan Exam) by the end of August, will be allowed to take non-nursing courses at C-GCC for a year. They are guaranteed a seat in Nursing 101 the following year, if their GPA is 2.5 or higher and they submit a "Nursing Program Entrance Form" by February 1st.
Application Procedure:
Students who meet all requirements for the nursing program and have a score of 50 or above on the "Kaplan Nursing Admission Exam," may apply for entrance into the nursing program. The Nursing Program Entrance form must be received by February 1st (or the next business day, if the college is closed on February 1st). Seats will be given to students achieving the highest number of points. Students submitting the Nursing Program Entrance Form after February 1st will be considered if seats are available. Students are only admitted into the nursing program once a year (in March). Students who do not meet all requirements for the nursing program, or would like to take non nursing courses, can be admitted to the college. If they meet all requirements and are accepted into the nursing program in March, their curriculum will be changed to nursing.

Program Content
A. Nursing courses are comprised of concepts and experiences that assist in comprehending the health-illness theories that promote the highest level of wellness in clients. Courses in the behavioral and biological sciences, as well as liberal arts, are integral to the learner’s comprehension of nursing. Nurses facilitate activities for clients to attain, maintain, or regain health, as well as proceed to a peaceful death. The interactive components of the health-illness continuum are integrated throughout all nursing courses.

B. Nursing courses and campus laboratory sessions are conducted at Columbia-Greene Community College. A variety of health-care agencies in Columbia and Greene, as well as neighboring counties, are used to provide students with the opportunity to participate in the delivery of client care. Students are responsible for transportation to all clinical agencies.

C. During the first three weeks of the semester in NU 201 and NU 202, clinical laboratory will be conducted in the campus laboratory setting.

Program Requirements
A. The nursing curriculum may be completed in two years. The nursing courses must be taken in sequential order. The non-nursing courses which are part of the program requirements must be taken and successfully completed before or concurrently with the nursing courses as stated in nursing course descriptions. Nursing students must receive a grade of C or better in NU 101, NU 102, NU 201, and NU 202, BI 130, BI 131, BI 210, EN 101 and PY 101 to continue taking nursing courses. A grade of less than C in any course will not transfer into the nursing program.

B. Candidates must be in good health to safely participate in the nursing program. An annual health assessment is required of all nursing students and must be submitted to the College Nurse. Nursing students must not only submit immunization records required of all students, but are also required to have a yearly flu shot and TB test, Hepatitis B vaccinations (or a signed declination), and to document varicella immunity. The due date for the completed health assessment form, including immunizations, will be given to the students during their registration appointment. Any student not submitting the completed form, including immunizations, by the due date will be deregistered from the nursing course.

C. Students must have an American Heart Association CPR (Basic Life Support for Healthcare Providers) card effective through May of the current academic year.
The due date for submission for a copy of the CPR card will be given to students during their registration appointment. Any student not submitting a copy of the CPR card by the due date will be deregistered from the nursing program.

D. There is a mandatory one-day Nursing Orientation program in August for all students entering NU 101. Students will be notified of this date during their registration appointment. Any student not attending the orientation program will be deregistered from NU 101.

E. Students will need to spend additional time in classroom laboratory sessions to develop required skills. Students must also go to some clinical agencies prior to scheduled clinical to research patients.

F. Liability insurance is required and is available through the college at the time of registration.

G. Special fees for nursing students’ uniforms and equipment amounts to approximately $800 in the first semester.

H. Students will not be allowed to enter (or continue in) the nursing program if any of the following occur:
   • The student is not allowed to practice in the affiliated clinical agencies.
   • The student is unable to pass a drug screening test required by a clinical agency.
   • The student is unable to pass a background check required by a clinical agency.
   • The student engages in unprofessional behavior that jeopardizes confidentiality of patient information.

I. Students will have selected evening clinical assignments during the second year nursing courses.

J. Any applicant who has been convicted of a misdemeanor or a felony under New York State law, Federal Law, or the law of another jurisdiction will be subject to a review by an investigator for the Office of Professional Discipline, New York State Education Department, prior to a licensing decision. Upon acceptance to the program, students must immediately notify the division chairperson of any convictions. A graduate of the program may apply for, and take, the National Council Licensing Exam for Registered Nurse. However, the license will be held by the State Education Department until any necessary investigation or hearing is completed and a decision is made by the Commissioner of Education.

K. In order to be successful in the nursing program students must be able to:
   • Perform motor skills safely such as: lifting, bathing, positioning, and transporting patients; moving efficiently enough to meet the needs of several patients in a timely fashion; lifting, positioning or moving an unconscious patient in order to perform life-saving procedures.
   • Perform activities requiring manual dexterity: giving injections, operating equipment and devices such as thermometers, blood pressure cuffs and IV pumps; efficiently operating equipment and devices in emergency situations; inserting and/or maintaining any patient catheters or other tubes.
   • Perform activities requiring accurate and efficient interpretation and communication of information in English, both written and spoken. For example: responding to physician’s orders, reading and recording information, and directing staff.
   • Respond to signals, alarms, and other displays indicating urgent patient need, and take immediate action.
   • Perform effectively under stress.
• Demonstrate ability to analyze data, calculate, and measure.

End of Program Student Learning Outcomes

Upon completion of the Columbia-Greene Community College nursing program, graduates will have the following skills:

Critical Knowledge and Clinical Reasoning

Exercise critical thinking and clinical reasoning to safely care for groups of clients with complex needs.

Communication

Utilize effective communication techniques that demonstrate caring with clients and interprofessionals, and that empower clients to advocate for their health care values.

Health Care Promotion

Analyze, and practice within, the legal/ethical/professional nursing standards when collaborating with interprofessionals to provide safe, client-centered care.

Ethical Comportment

Prioritize and manage client care throughout the lifespan, utilizing ethical decision making, interprofessional collaboration, client advocacy, cultural competency, and inclusion of diversity.

Evidence-Based Practice

Incorporate evidence-based practice when performing contemporary nursing skills and caring for groups of clients in various health care settings.

Transformational Leadership

Analyze nursing leadership roles, the importance of lifelong learning, and the pathways to achieve higher levels of education.

Program Learning Outcomes

A. A minimum of 75% of the students entering NU 101 will graduate from the program.

B. Graduate passing rate on the NCLEX will be 80% or higher.

C. 90% of graduates seeking employment will be able to find employment in nursing within six months after graduation.

D. A minimum of 90% of the graduates will rate program satisfaction as satisfactory or above.

E. A minimum of 90% of employers will rate graduate performance as satisfactory or above.

Grading Policy

A. Students must maintain the minimum grade of C in all nursing courses, a GPA of 2.0 or above, and maintain accepted standards of care in all nursing clinical experiences in order to continue in the nursing program. Each nursing course consists of three components: classroom, campus laboratory, and clinical. In NU 101 and NU 102, students must average 78% or better in both classroom and campus laboratory, as well as “satisfactory” in campus lab on skills and in clinical. In NU 201 and NU 202, students must average 78% or better in classroom and a “satisfactory” in both campus laboratory and clinical. A “U” in either campus lab or clinical will result in failure of the course regardless of the classroom grade. If performance in clinical is graded U, the student will be notified in writing and given the opportunity to demonstrate satisfactory performance. A student exhibiting unsafe behavior in clinical may not be given this opportunity and may be dismissed from the course at that time, as stated in each
nursing clinical evaluation tool. Determination of safe practice is guided by the ANA Code for Nurses (see the C-GCC Student Handbook.) The student may appeal the decision as outlined in the College Catalog.

B. Students can only repeat one nursing course one time.

**Licensed Practical Nurse (LPN) Challenge Opportunities**

A. Eligibility requirements: LPN challenge students must meet all admissions criteria for acceptance (page 161) and program requirements (page 163). The challenge applicant must be a currently licensed LPN (and provide an official LPN transcript and license). Providing official LPN transcript and license will meet the prerequisite for Anatomy and Physiology I (BI 130).

B. LPN’s are not eligible to take a challenge exam if they have already failed, or withdrawn from, that nursing course. The only exception is if the LPN program was completed AFTER the withdrawal or failure.

C. Licensed Practical Nurses attending C-GCC who meet all admission requirements for the nursing program may request to challenge NU 101 & NU 102. There is a $135 non-refundable fee paid prior to each challenge exam. Only one attempt will be allowed to pass each challenge exam. The exam must be taken no more than one year before the student enters a nursing course.

D. To challenge nursing courses the procedure must begin in the admissions office where the student’s eligibility requirements are evaluated. The student must obtain the “LPN Nursing Course Challenge Application” from the nursing division secretary and obtain the required signatures before scheduling the exam with the nursing division secretary. The application should be submitted at least one week before the exam date to allow enough time to obtain the signatures. The exam for NU 101 can be taken in September or January. The exam for NU 102 can be taken in November or April. A study guide is available and can be obtained from the nursing division secretary. The challenge exam consists of three parts - math, lecture, and lab skills. Part 1 is the math test - passing is 95%. Part 2 covers the remainder of the course content - passing is 78%. Part 3 is the lab skills - this is scheduled if the student obtains passing scores on Parts 1 and 2. Challenge exams are rated pass/fail. Pass/fail grades are not counted toward GPA. Successful challenge of NU 101, completion of all corequisites, and a GPA of 2.0 is required for the student to be admitted into or challenge NU 102. Successful challenge of NU 102, completion of all corequisites, and a GPA of 2.0 is required for the student to be admitted into NU 201. Exams for both courses (NU 101 & NU 102) cannot be taken at the same time. Obtaining a passing grade on the challenge exam does not guarantee a seat in the requested nursing course. Admission will be considered based on: grades in other courses, the grade received on the challenge exam, current GPA, and available seats. LPNs cannot register for the nursing course until the end of the semester (after students presently in the program have registered and the number of available seats can be determined).

**Standardized examinations**

Standardized examinations are allowed for students who feel they are proficient in the following non-nursing courses required in the nursing curriculum. (EN 101, EN 102, PY
In addition, internal challenge exams are available for BI 130 and BI 131. (Passing the BI 130 and BI 131 challenge exams is equivalent to a grade of C.) However, it is important to note that a minimum of 30 credits of C-GCC classroom instruction must be completed for a degree to be granted.

Returning Nursing Students

A. Students who fail, drop, or withdraw from a nursing course or do not enter the next nursing course the following semester are not automatically readmitted to the nursing program. They will be considered for readmission the next time the course is offered (if they meet the criteria and if they apply). Students who do not enter the course the next time it is offered will need to start over in NU 101.

B. Students requesting to reenter NU 101 will be considered with all other students applying for NU 101.

C. In addition to applying to the college (Application for Readmission form), students must submit an application letter emailed to the nursing division chairperson, requesting readmission. The letter should include the following:
   • The reason the student was not successful or withdrew from the nursing course.
   • What he/she has done to remediate.
   • Specific plans for successful completion.

The readmission letter must be submitted by January 15 for students requesting to reenter the nursing program into NU 101 or NU 201. The readmission letter must be submitted by August 1 for students requesting to reenter the nursing program into NU 102 or NU 202. Nursing division recommendation is required for the student to be considered for readmission.

Faculty recommendation will be based on the following:
   • performance in prior nursing courses
   • student accountability
   • student honesty and professional behavior
   • potential for student to meet Program Learning Outcomes

Student will be notified of division decision via email.

D. Students requesting readmission to the nursing program into NU 102, NU 201, or NU 202 need to pass a readiness exam for the last nursing course successfully completed in order to demonstrate that the information has been retained. To be eligible to take the readiness exam, the student must be matriculated at C-GCC, meet all nursing program admission criteria, have recommendation of the nursing division, and have a minimum GPA of 2.5.

E. Readiness exam for NU 102 (knowledge of NU 101) can be taken in September. Readiness exam for NU 201 (knowledge of NU 102) can be taken in April. Readiness exam for NU 202 (knowledge of NU 201) can be taken in November. A study guide can be obtained from the nursing division secretary. The written exam is composed of two parts: part 1 is a math test (passing is 95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. If the readiness exam is not passed, the student will not be readmitted. The exam can only be taken once. Students who are unsuccessful on the readiness exam may apply to re-enter NU 101.

F. Students will be allowed one readiness exam for only one nursing course.
G. Faculty recommendation for readmission and passing a readiness exam (if required) do not guarantee the student a seat in the nursing course. Admission will be based on prior academic performance in the nursing courses, grades in other courses, the grade on the readiness exam, current GPA, and available seats. If admitted to the college, returning students can register for all non-nursing courses. However, they cannot register for the nursing courses until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)

Transfer Students

A. Students requesting to transfer only non-nursing courses will follow the same procedure as any student requesting admission to NU 101. The point system will be applied to courses taken at the transferring institution, as well as courses taken at C-GCC.

B. A challenge exam for NU 101 only is available for students who have taken a nursing course at another college (that covers the content of NU 101 at C-GCC) and meets the criteria for challenge indicated below. Nursing courses from other colleges will be considered if the student provides detailed course information to the nursing division chairperson by September 1.

C. Criteria for Challenge:

The following must be completed before request to take a nursing challenge exam will be considered. The student must:

- Be matriculated at C-GCC and meet all admission criteria for the nursing program.
- Provide official transcript documentation of a grade of C+ or higher in the nursing course (or courses) that have been determined to be equivalent to Nursing 101 at C-GCC.
- Submit a letter of recommendation from a clinical instructor at the institution the student is transferring from.

Challenge exams must be taken no more than one year prior to entering Nursing 102, and the student must enter Nursing 102 within one year of completion of the nursing course at the college they transferred from.

Challenge exam for NU 101 can be taken in September or January. Call the nursing division secretary for exact dates 518.828.4181, extension 3401. A study guide for the exam can be obtained from the nursing division secretary.

The challenge exam consists of a written test, graded as pass/fail. The written exam is composed of two parts: part 1 is a math test (passing is 95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. The exam can only be taken one time.

Any student who successfully challenges Nursing 101 must also successfully complete all prerequisites for Nursing 102 in order to be considered for admission.

Passing a challenge exam does not guarantee a seat in Nursing 102. Admission will be considered based on: grades in other courses, the grade received on the challenge exam, current GPA, and available seats. Transfer students cannot register for the nursing course until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)
Licensure and Degree Transfer
Graduates are eligible to take the National Council Licensing Exam for licensure as RNs. Graduates are prepared to assume nursing responsibilities in a variety of structured health-care settings, such as acute care, long-term care, and other community agencies. They are also qualified to seek admission to other institutions for continued study toward a bachelor’s degree in nursing. Consult with our Office of Advising, Career and Transfer, room 112, for options.

Nursing Program Progression
The Nursing Program can be completed in two years. However, because of family and/or employment obligations, many students choose to take longer.

In deciding which courses, and the number of credits to take each semester, keep the following in mind:
A. For each hour in class, plan two hours for study/homework. (ex. 3-semester-hour course, plan on 6 hours for study/homework.)
B. Any non-nursing course can be taken prior to taking the nursing courses. Many students take some, or all, non-nursing courses prior to registering for NU 101.
C. All nursing courses have prerequisites and/or corequisites.
D. Prerequisites must be taken prior to the nursing course.
E. Corequisites can be taken prior to or with the nursing course.

NU 101:
Prerequisites: none
Corequisites: BI 130, EN 101

NU 102:
Prerequisites: NU 101, BI 130, EN 101

Corequisites: BI 131, BI 210, PY 101

NU 201:
Prerequisites: NU 101, NU 102, BI 130, BI 131, BI 210, PY 101, EN 101, MA 102 (MA 110 or higher level math will be accepted)
Corequisites: PY 201, SO 101

NU 202:
Prerequisites: NU 101, NU 102, NU 201, BI 130, BI 131, BI 210, PY 101, EN 101, PY 201, SO 101, MA 102 (MA 110 or higher level math will be accepted)
Corequisites: EN 102

A student MAY NOT withdraw from a corequisite and remain in the nursing course.

Some non-nursing courses consist of classroom and lab components. All nursing courses consist of classroom, campus lab, and clinical components. Each clock hour of the classroom component equals one semester hour. Three clock hours of lab or clinical equal one credit hour. The “Nursing Program Curriculum” on the following page identifies the time spent in classroom, lab, and clinical for all courses required in the nursing curriculum.

Adjunct Faculty
The Nursing program has 3-4 adjunct nursing faculty who teach some of the clinical groups each semester.
# Nursing Program Curriculum

## Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week Classroom/Lecture</th>
<th>Hours Per Week Lab*</th>
<th>Clinicals**</th>
<th>Total Clock Hrs Per Week</th>
<th>Total Clock Hrs Per Semester (15 Weeks)</th>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>NU 101</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>195</td>
<td>7</td>
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<tr>
<td>NU 102</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>195</td>
<td>7</td>
</tr>
<tr>
<td>NU 201</td>
<td>5</td>
<td>2</td>
<td>13</td>
<td>20</td>
<td>300</td>
<td>10</td>
</tr>
<tr>
<td>NU 202</td>
<td>5</td>
<td>2</td>
<td>13</td>
<td>20</td>
<td>300</td>
<td>10</td>
</tr>
</tbody>
</table>

*HOURS PER WEEK ON CAMPUS IN CLINICAL CONFERENCE, OR CAMPUS LAB

**HOURS PER WEEK AT OFF CAMPUS AGENCY CLINICALS

## Non-Nursing Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Per Week Classroom/Lecture</th>
<th>Hours Per Week Lab</th>
<th>Total Clock Hrs Per Week</th>
<th>Total Clock Hrs Per Semester (15 Weeks)</th>
<th>Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>EN 102</td>
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<td>3</td>
<td>45</td>
<td>3</td>
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<tr>
<td>BI 130</td>
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<td>6</td>
<td>90</td>
<td>4</td>
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<tr>
<td>BI 131</td>
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<td>6</td>
<td>90</td>
<td>4</td>
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<td>PY 201</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>SO 101</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MA 102</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 64**
LIBERAL ARTS REQUIREMENTS
30 Semester Hours
BI 130  Anatomy and Physiology I  4
BI 131  Anatomy and Physiology II  4
BI 210  General Microbiology  4
EN 101  Composition  3
EN 102  Composition and Literature  3
MA 102  Statistics*  3
PY 101  General Psychology  3
PY 201  Life Span Development  3
SO 101  Introduction to Sociology  3

PROGRAM REQUIREMENTS
34 Semester Hours
NU 101  Nursing I  7
NU 102  Nursing II  7
NU 201  Nursing III  10
NU 202  Nursing IV  10

Minimum Credits  64

*(MA 110-College Algebra or higher level math will be accepted)
**Nursing (A.S.)**

* SUGGESTED PROGRAM SEQUENCE FOR COMPLETING THE PROGRAM IN TWO YEARS

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 130 Anatomy and Physiology I</td>
<td>BI 131 Anatomy and Physiology II</td>
</tr>
<tr>
<td>EN 101 Composition</td>
<td>BI 210 General Microbiology</td>
</tr>
<tr>
<td>MA 102 Statistics**</td>
<td>PY 101 General Psychology</td>
</tr>
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<td>NU 101 Nursing I</td>
<td>NU 102 Nursing II</td>
</tr>
<tr>
<td>Total 17</td>
<td>Total 18</td>
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</table>

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 201 Life Span Development</td>
<td>EN 102 Composition and Literature</td>
</tr>
<tr>
<td>SO 101 Introduction to Sociology</td>
<td>NU 202 Nursing IV</td>
</tr>
<tr>
<td>NU 201 Nursing III</td>
<td>Total 10</td>
</tr>
<tr>
<td>Total 16</td>
<td>Total 13</td>
</tr>
</tbody>
</table>

*All Nursing courses have prerequisites or corequisites (refer to course descriptions page 210)*

**(MA 110 or higher level math will be accepted)**

Transfer opportunities include, but are not limited to: SUNY Delhi, University of Rhode Island, SUNY Institute of Technology: Utica/Rome, SUNY Binghamton, Russell Sage College, New York University, Syracuse University, SUNY Plattsburgh, University of Delaware, Maria College, Excelsior College. For more information, contact Advising, Career, and Transfer, 518.828.4181, extension 3396.
Teaching Assistant (Certificate)

Curriculum Code: 1330
Semester Hours Required for Graduation: 24

PROGRAM GOALS:
1. Assist students in making a realistic decision regarding Teaching Assistant as a para-professional career.
2. Understand the opportunities and challenges facing the Teaching Assistant in today’s educational climate.
3. Provide eligible students with the opportunity for continued education to complete a two-year degree in a transfer or non-transfer based program.

PROGRAM LEARNING OUTCOMES:
- Develop skills to enhance ability to speak and write effectively.
- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Analyze and interpret trends in classroom practices.
- Develop one’s personal philosophy of education based on reading, research, and class assignments.
- Respond to the daily classroom management needs.
- Provide support and assistance for students with special and/or diverse needs.

ACADEMIC PREPARATION:
It is highly recommended that the following criteria be met to begin this program, and it is REQUIRED by the completion of 24 credits:

12th-grade reading level is required. Placement test scores must indicate readiness to begin EN 101-Composition.

Competency in mathematics fundamentals is required for T.A. certificate options 1 and 4. Pre-Algebra or Pre-Statistics is recommended.

PROGRAM REQUIREMENTS
24 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>PY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PY 205</td>
<td>Child and Adolescence Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 101</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>AR ELE</td>
<td>General Arts Elective</td>
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<tr>
<td>ELE</td>
<td>Restricted Elective</td>
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<tr>
<td>ELE</td>
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<tr>
<td>ELE</td>
<td>Restricted Elective</td>
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</tbody>
</table>

Minimum Credits 24
# Teaching Assistant (Certificate)

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101 Composition 3</td>
<td>PY 205 Child and Adolescence Psychology 3</td>
</tr>
<tr>
<td>PY 101 Psychology 3</td>
<td>ELE* Restricted Elective 3</td>
</tr>
<tr>
<td>AR ELE AR, MU, TH, DA Elective 3</td>
<td>ELE* Restricted Elective 3</td>
</tr>
<tr>
<td>ED 101 Foundations of Education 3</td>
<td>ELE* Restricted Elective 3</td>
</tr>
<tr>
<td>Total 12</td>
<td>Total 12</td>
</tr>
</tbody>
</table>

*RESTRICTED ELECTIVE OPTIONS:*

**Option 1:**
Electives are restricted to the approved SUNY General Education courses listed on [page 70](#). One of these courses must be selected in the knowledge and skill areas of American History, Western Civilization or Other World Civilization.

**Option 2:**
Designed for Teaching Assistants working with the birth to 2nd grades. (Choose 3).

- MA 105 Math for Elementary Teachers I 3
- ED 110 Education of Diverse Populations 3
- HI ELE History Elective 3
- ELE SUNY Gen Ed Elective 3

**Option 3:**
Designed for Teaching Assistants working in 1st to 6th grades.

- MA 105 Math for Elementary Teachers I 3
- ED 110 Education of Diverse Populations 3
- HI ELE History Elective 3

**Option 4:**
Designed for Teaching Assistants working in 7th to 12th grades.

- HI ELE History Elective 3
- ELE SUNY Gen Ed Elective 3
- ELE SUNY Gen Ed Elective 3

SUNY General Education and History courses must be applicable to educational programs leading to teacher certification.

**Option 5:**
Most flexible. Designed to maximize transferability to private colleges.

- EN 101 Composition 3
- MA 090 Mathematics Fundamentals 0
- PY 101 Psychology 3
- HU ELE Humanities Elective 3
- ED 101 Foundations of Education 3
- PY 205 Child and Adolescence Psychology 3
- GN ELE General Elective 9

**Minimum Credits** 24

Career Opportunities: Meets New York State requirements for Teaching Assistants and provides transfer base for continued study in teacher education.
Micro-credentials

Workplace Professionalism

Workplace Professionalism earners demonstrate achievement in leadership, communication and productive workplace relationships. They can identify effective methods of communication and conflict resolution in workplace scenarios, and utilize those methods through written email and face-to-face presentation. Through a statement of professionalism, they reflect the skills and behaviors of their professional identity, and complete an applied learning project on one professional skill of their choice.
Course Descriptions

Courses offered at Columbia-Greene Community College are identified as follows:

<table>
<thead>
<tr>
<th>AC</th>
<th>Accounting</th>
<th>HI</th>
<th>History</th>
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<tbody>
<tr>
<td>AH</td>
<td>Allied Health</td>
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<tr>
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<td>HS</td>
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<td>Humanities</td>
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<td>Biology</td>
<td>ID</td>
<td>Independent Study</td>
</tr>
<tr>
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<td>Business</td>
<td>IT</td>
<td>Italian</td>
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<tr>
<td>CC</td>
<td>Construction Technology</td>
<td>MA</td>
<td>Mathematics</td>
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<td>CD</td>
<td>Chemical Dependency</td>
<td>MK</td>
<td>Marketing</td>
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<td>MU</td>
<td>Music</td>
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<td>Chemistry</td>
<td>NU</td>
<td>Nursing</td>
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<td>CI</td>
<td>Computer Information</td>
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<td>English as a Second Language</td>
<td>SN</td>
<td>Sign Language</td>
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<td>FR</td>
<td>French</td>
<td>SO</td>
<td>Sociology</td>
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<td>TH</td>
<td>Theater</td>
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Fall, Spring, Summer: Notations indicate the semester or semesters a course is normally offered during the year. E/O indicates the course will run every other fall or spring as indicated. SP/R indicates Special Rotation (contact Chair of Division for scheduling).

Prerequisite: a course which must be successfully completed in order to succeed at a higher level of study.

Corequisite: a course of study required to be taken previously or simultaneously with another.
ACCOUNTING

AC 101 – Financial Accounting
Introduces general concepts and basic principles of financial accounting. Applications include the accounting cycle, internal control, reporting the results of operations and financial position. NOTE: Repeat of Principles of Accounting I. (3 semester hours) Fall/Spring

AC 102 – Managerial Accounting
Introduction to managerial accounting. Applications include cash flow analysis, cost system designs, planning and controlling business operations, and decision making. NOTE: Repeat of Principles of Accounting II. Prerequisite: AC 101. (3 semester hours) Fall/Spring

AC 116 – QuickBooks
An in-depth application of the uses of the computerized accounting package QuickBooks. Students will learn to use the software to deal with all the accounting applications for a small business including invoices, receipts, payroll, bank reconciliations, tracking inventory and all year-end procedures. NOTE: Repeat of AC 222 and BU 116. Prerequisite or Corequisite: AC 101. (3 semester hours) Fall/Spring

ALLIED HEALTH

AH 106 – Medical Assisting I
This course is the first of a three-course sequence which introduces topics and clinical skills essential to students in the Medical Assisting AAS degree program. The course is designed to provide safe, technically proficient, and professional medical assistants to work in physicians’ offices and a variety of other healthcare provider offices. Matriculation in the Medical Assisting AAS degree program is required to take this course. (3 lecture hours/3 lab hours) (4 semester hours) Fall

AH 108 – Medical Assisting II
This course is a continuation of Medical Assisting I. This course provides valuable information about an individual's health and teaches medical assistants the skills and techniques necessary to take and record vital signs accurately. Main topics include vital signs (blood pressure, pulse, respiration), temperature conversions, and calculating Body Mass Index. NOTE: This course, in combination with AH 109, is a repeat of AH 107. Prerequisite: AH 106 with a grade of C or better. (2 semester hours) Spring

AH 109 – EKG
This course is designed to provide safe, technically proficient, and professional EKG technicians to work in a variety of healthcare provider offices. Topics include: anatomy of the heart, cardiac conduction system, performing a 12 lead EKG, analyzing and interpreting a six second rhythm strip. Upon completion of this course, students are eligible to take the EKG certification exam through numerous certification agencies. NOTE: This course, in combination with AH 108, is a repeat of AH 107. (1 lecture hour/3 lab hours) (2 semester hours) Spring

AH 202 – Pharmacology
Pharmacology is a survey course designed to meet the needs of students in the Medical Assisting AAS degree program. Students will gain an understanding of the principles of pharmacology. Major topics will include: Legal regulations, prescriptions, calculations, interactions and uses of drugs, as well as toxicology. Prerequisites: BI 115 or BI 131 with a grade of C or better. (3 semester hours) Fall

AH 203 – Medical Assisting Externship
Medical assisting students will have the opportunity to study and take part in the
functioning of a private practice medical office or a hospital office. A total of 160 hours of work experience will be required. Students are required to complete 80 hours on the administrative side and 80 hours on the clinical side of the medical practice during their externship. Students will meet with the instructor for a 1-hr. class four times during the course of the semester. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisites: AH 207, AH 208 and AH 202 with a grade of C or better, must have current CPR/First Aid certification at the time of externship. (3 semester hours) Spring

AH 207 – Medical Assisting III

This is the last in the sequence of five courses, including AH 106, AH 108, AH 109, and AH 208. The course is designed to provide safe, technically proficient medical assistants to work in physicians’ offices and a variety of other healthcare provider offices. Topics include blood function, formation and components, reading and interpreting Laboratory reports, slide preparation and microscopic evaluation, and interpretation of formed elements and associated tests. Note: This course, in combination with AH 208, is a repeat of AH 201. Prerequisites: AH 106 and AH 108 with grades of C or better. (2 semester hours) Fall

AH 208 – Venipuncture/Phlebotomy

This course is designed to provide safe, technically proficient medical assistants to work in physicians’ offices and a variety of other healthcare provider offices. Topics include performing capillary punctures, performing venipuncture using the vacutainer and winged infusion set, centrifuging blood cells, proper specimen testing, and understanding lab value and norm ranges. Note: This course, in conjunction with AH 207, is a repeat of AH 201 (1 lecture hour/3 lab hours) (2 semester hours) Fall

ART

AR 104 – Basic Painting

An introduction to the basic materials and methods of painting. Emphasis will be on color perception, mixing, application and on the control of pictorial space. Students will also learn preparation of grounds for painting and will work in acrylic and/or oil paint. (2 lecture/2 studio hours) (3 semester hours) Spring

AR 106 – Ceramics I

A general course involving hand-building techniques to construct forms out of clay through coiling, slab construction, molding, and beginning wheel. Projects will introduce students to various ideas and uses of clay, both traditional and nontraditional. Creative work will be encouraged. (2 lecture hours/2 studio hours) (3 semester hours) Fall/Spring

AR 107 – Visual Arts 2-D

In this course, students are guided through a series of weekly assignments designed to develop their creative abilities. Each assignment focuses on a particular aspect of two-dimensional design. Through readings and in-class discussions, students will develop the ability to understand and control the principles of design. This course serves as the basis for all two-dimensional artistic forms such as painting, photography and all digital media. (2 lecture hours/2 studio hours) (3 semester hours) Fall

AR 108 – Visual Arts 3-D

The principal goal of this course is to develop students’ inventive abilities. Through a series of weekly assignments using simple materials and methods, students will investigate the physical aspects of objects, such as material, scale and placement. Through readings, films and in-class discussions, students will come to understand the complex nature of objects. This course serves as the basis for all three-dimensional artistic forms, such as sculpture,
product design, and architecture. (2 lecture hours/2 studio hours) (3 semester hours) Spring

AR 116 – Art History: Pre-history to 14C
A survey of world art history from the pre-classical to 1400 a.d., investigating forms in art and their link with history. Emphasis will be on the development of visual skills and visual memory. Written assignments and class discussions will be important factors in students’ evaluations. (3 semester hours) Fall

AR 117 – Art History: 14C to Present
A continuation of AR 116 with the history of world art from 1400 a.d. to present. A research project on current art trends will be required. Students’ visual skills and visual memory will be heightened through the observed relationship of history and art. (3 semester hours) Spring

AR 118 – Figure Drawing
A traditional figure drawing course emphasizing the accurate perception and rendering of the human figure incorporating nude models. Drawing materials will include graphite, charcoal, chalk and pencil. (2 lecture hours/2 studio hours) (3 semester hours) Spring

AR 119 – Basic Drawing
Drawing natural and fabricated objects, students will study the uses of line, light, and shade and be introduced to the basic principles of perspective and composition. A variety of materials, including charcoal and graphite, are used. (2 lecture hours/2 studio hours) (3 semester hours) Fall

AR 124 – Figure in Clay
The student will learn to construct a human figure in natural fired clay by participating in a series of exercises designed to develop correct observation and memory from a live model. Clay chemistry, firing, and construction techniques will be explored. (2 lecture hours/2 studio hours) (3 semester hours) Spring

AR 135 – Digital Photography
This course is an introduction to the fundamentals of photography using the digital camera, photo-editing software, and inkjet printing. The student will be instructed in the techniques of camera work, pre-visualization, and how to make and present finished prints. A strong emphasis will be placed on developing aesthetic judgment through a series of assignments and critiques. Classroom lectures will be a combination of technical instruction and discussion on the history of photography as an art form. Printmaking time is an integral part of the course and facilities will be available outside of class hours. Students should expect to spend approximately $100 for supplies. NOTE: Students must provide their own digital camera of at least 6 mega pixels. Digital cameras that are capable of being used in “manual” mode (this can also be defined on the camera as having available aperture priority mode and shutter speed priority mode) are preferred. Camera phones are not acceptable. (2 lecture hours/2 lab hours) (3 semester hours) Fall/Spring

AR 140 – Computer Graphics
An introductory course for students with little or no computer graphics background. Students will learn how various computer software and hardware components can be used to enhance creative expression. This course is specially designed for those students needing to develop their creative abilities using the computer. (3 semester hours) Fall/Spring

AR 145 – Motion Graphics
Introduction to the fundamentals of motion graphics design. This project-based course will explore video compositing, editing, animation, and graphic effects from both a technological and aesthetic perspective.
Students will not need to own a video camera. The software used will be Adobe After Effects. (3 semester hours) Fall

**AR 205 – 3-D Graphics and Animation**

This course is designed to provide students who have some computer graphics knowledge with the ability to create artwork in the 3-D computer environment. Students will learn to create their own models, create surfaces for the models, set up lighting and cameras, and finally render still illustrations and animations. (3 semester hours) Fall

**AR 206 – Ceramics Sculpture**

Introduces students to large clay sculpture techniques. The principal project in this course is the creation of a life-size human portrait. (2 lecture hours/2 studio hours) (3 semester hours) Spring

**AR 218 – Fine Arts Seminar**

This course is designed to develop the inventive abilities of students beyond the foundation level. Students will be mentored through a series of individually directed weekly assignments designed to promote inventive art-making. There will be group discussions of works-in-progress, in-class presentations, and visits to museums and art exhibitions. There will be production of artwork that can be utilized for portfolio purposes. Prerequisite: Any 3 credit art course. (2 lecture hours/2 studio hours) (3 semester hours) Spring

**AR 240 – Digital Imagery**

A course in digital photographic manipulation and design, intended for students who already possess a basic understanding of computer graphics. Students will learn how to acquire, manipulate, and enhance digital images using current computer technology. Prerequisite: AR 140. (3 semester hours) Spring

**AR 245 – Web Page Design**

In this course students will learn to build well-designed, organized, and functional websites. They will critique and develop solutions for a variety of client types. Software used will be Adobe Dreamweaver, Photoshop, and Illustrator. Prerequisite: AR 140. (3 semester hours) Spring

**AR 250 – Art for Game Design**

This course is designed to introduce students to the fundamentals of creating artwork and models for use in computer games. Students will investigate production techniques such as low-poly modeling, UVW mapping, creating textures, animating, and other aspects of game art creation. Programs used will be 3ds Max and Adobe Photoshop. Prerequisite: AR 205. (3 semester hours) Spring

**AUTOMOTIVE**

**AU 117 – Gas and Diesel Engines**

Operational principles of the internal combustion engine will be discussed and include gasoline and diesel units. Emphasis is placed on proper use of precision measuring equipment, specialty tools, manuals, and diagnostic evaluations. Location and interpretation of specifications are included. Alternate sources of fuel as well as non-polluting power plants will be explored. Prerequisite: AU 128. (2 lecture hours/6 lab hours) (4 semester hours) Spring

**AU 128 – Introduction to Automotive Repair**

This course introduces the student to the field of automotive technology and to develop the basic skills, knowledge and professional ethics necessary as an entry-level technician in areas of automotive maintenance, service repair, parts and pre-delivery device. The objectives of this course are developed through classroom and laboratory activities. Personal and shop safety, and the proper
utilization of service information are emphasized. A minimum set of tools is required to complete this course. See the website for the list. (2 lecture hour/6 lab hours) (4 semester hours) Fall

AU 129 – Heating, Ventilation and Air Conditioning (HVAC)

This course is designed to introduce the student to the theory of HVAC systems and to develop the skills and knowledge necessary to diagnose and service automotive heating and air conditioning systems, and environmental effects of chlorofluorocarbons on the earth’s atmosphere. Also included: principles of refrigeration, reclaiming, evacuation, recycling and recharging, and other diagnostic testing. Prerequisite or Corequisite: AU 128 and AU 132. (1 lecture hour/ 6 lab hours) (3 semester hours) Fall

AU 130 – Basic Steering, Suspension & Brakes

This course is intended to develop the skills, knowledge and professional ethics required to service general automotive steering, suspension and brake systems. The objectives of this course are developed through classroom and laboratory activities. Special emphasis is placed on personal and shop safety, component identification and inspection, proper use of service information, special service tools and equipment, interpretation of data and adjustment techniques. Prerequisite or Corequisite: AU 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Fall

AU 131 – Work-Study I

Students completing their second semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This hands-on job experience introduces students to actual work situations and reinforces skills learned during the year. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: Many employers require a DMV driver’s background check. Having a poor driving record can prevent your employment in an automotive repair facility. Prerequisite: Successful completion of the first year of the A.A.S. or A.O.S. Automotive Program. (2 semester hours) Summer

AU 132 – Electricity and Electronics

Develops those skills needed by today’s technicians to diagnose, service, and repair the electrically and/or electronically operated systems of automobiles. Topics covered include basic electrical and electronic principles and components, electrical wiring diagrams, the battery, starting, and charging systems. Component location and system operation will be stressed. Prerequisite or Corequisite: AU 128. (2 lecture hours/6 lab hours) (4 semester hours) Fall

AU 134 – Engine Performance

This course is designed to provide those skills necessary for the diagnosis and repair of the engine’s ignition, fuel and emission systems. Emphasis will be placed on computer-controlled engine management, scan tool usage, and correct diagnostic philosophy. Optimum engine performance will be assured through classroom and laboratory study. This course will be taught from a general perspective. Prerequisite: AU 128 and AU 132. (3 lecture hours/9 lab hours) (6 semester hours) Spring

AU 203 – Advanced Automotive Operations

This course is intended to develop the skills, knowledge and professional ethics required to service and diagnose antilock braking systems, computer-controlled suspension systems, manual and automatic transmissions. Special emphasis is placed on personal and shop safety, component identification, use of service information, special service tools and equipment, and interpretation of data and...
specific diagnostic techniques. Prerequisites: AU 128, AU 130, and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Spring

**AU 211 – Manual Transmissions and Drivelines**

Studies operation, diagnosis, and repair of clutches, standard transmissions, drivelines, differentials, front-wheel-drive, and four-wheel-drive units. Emphasis is placed on understanding the principles of speed reduction through the use of gearing. Prerequisite AU 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Fall

**AU 212 – Automotive Diagnostics**

This course is designed to develop those skills needed to successfully diagnose engine-, body- and chassis-related problems. Emphasis is placed on correct use of diagnostic equipment, proper procedures, use of specifications, and interpretation of test results to enable quick isolation of malfunctions of a particular system or component. Prerequisites: AU 128, AU 132, AU 134 and AU 215. (2 lecture hours/6 lab hours) (4 semester hours) Fall

**AU 213 – Automatic Transmissions and Transaxles**

Studies operation, diagnosis, maintenance, and overhaul procedures of automatic transmissions and transaxles. Emphasis is placed on automatic transmission hydraulic systems, principles of torque multiplication, and electronic control. Prerequisite: AU 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Spring

**AU 215 – Body Electrical and Electronics**

This course is intended to develop the skills, knowledge and professional ethics required to service body electrical and electronics systems. The objectives of this course are developed through classroom and laboratory activities with special emphasis placed on personal and shop safety, component identification, testing and inspection, proper use of service information and wiring diagrams. The use of electronic diagnostic tools and equipment will be discussed also. Prerequisites: AU 128 and AU 132. (1 lecture hour/6 lab hours) (3 semester hours) Fall

**AU 231 – Work-Study II**

Students completing their fourth semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This program is similar to AU 131; however, the breadth and depth of the work experience is expanded to include all areas instructed during the two-year program. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: Many employers require a DMV driver’s background check. Having a poor driving record can prevent your employment in an automotive repair facility. Prerequisite: Successful completion of four semesters of Automotive Study. (2 semester hours) Summer

**BIOLOGY**

**BI 101 – General Biology I**

The first in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include the chemical basis of life, cell structure, cellular metabolism, cell division, as well as Mendelian and molecular genetics. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab activities will complement the lecture topics. Prerequisites (any ONE of the following): Minimum score of 80% in Regents-level Chemistry taken within the last five years. College-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years (includes high-school AP Biology). A score of
75% or better on the College science placement exam or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**BI 102 – General Biology II**

The second in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include evolution and cladistics analysis, history of life on Earth, a survey of anatomy and physiology of major groups of living organisms, and an introduction to ecological principles. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab will include some dissections of animals or mammalian organs. Lab activities will complement the lecture topics. Prerequisite: BI 101 with a grade of C or better, or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**BI 103 – General Ecology**

A study of aquatic and terrestrial ecology. Laboratory work will include plot analysis, aquatic study of lentic and lotic systems, symbiosis, and animal and plant studies. Extensive outdoor field study is an integral part of this course. This is an intensive field course using the C-GCC Hudson River Field Station and other environmental resources. (3 lecture hours/3 lab hours) (4 semester hours) Spring

**BI 109 – Contemporary Environmental Issues**

This course is designed to expose students to contemporary environmental issues. Topics will include policy development, use of and access to natural resources, hazardous waste management, global climate, and the effects of the growing population. NOTE: Repeat of BI 209. (3 semester hours) SP/R

**BI 112 – Human Biology I**

This foundational biology course is a study of the human organism from the perspective of modern biology. Covered are basic chemistry of life, cells, tissues, organ systems, and ecology. Discussion, writing, and laboratory work are integral parts of this course. (2 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**BI 113 – Environmental Studies**

Provides in-depth study of important environmental issues, including pollution, energy conservation, land use, biological impacts, the urban environment, and human population. Students will monitor current events and perform laboratory exercises to become familiar with methods used in the field of ecology and natural resources management. (3 lecture hours/3 lab hours) (4 semester hours) Fall

**BI 115 – Human Biology II**

This course is a continuation of Human Biology I and introduces body systems not covered in the first course in the sequence, in addition to relevant health topics and an introduction to microbiology. Prerequisite: BI 112 with a grade of C or better, or BI 130 with a grade of C or better. This course may be waived if student has completed BI 131 with a grade of C or better taken within the last five years. (2 lecture hours/3 lab hours) (3 semester hours) Spring

**BI 119 – River Ecology**

An intensive on-site experimental course covering the ecology of the Hudson River. Both local and distant habitats are studied, as is the human impact on the environment. Live organisms are examined in their natural habitats and in the laboratory. This is an intensive field course using the C-GCC Hudson River Field Station and other ecosystems along the Hudson River. Individual research is required. NOTE: Meets
lab science requirement. (2 lecture hours/3 lab hours) (3 semester hours) Summer

**BI 125 – Plant Identification**

A field-oriented course to develop expertise in the ability to recognize the wide variety of plants that occur in the Northeast, including learning the scientific names and characteristics of the plant species encountered. Students will collect plants and make museum-quality herbarium mounts. (3 lecture hours/3 lab hours) (4 semester hours)

**BI 128 – Bird Study**

Provides an opportunity to learn to recognize the many species of birds represented in the college’s study skin collection. Emphasis is placed on diagnostic characteristics useful in field identification. This course introduces students to the fundamentals of avian taxonomy and includes a survey of the museum collection plus a curatorial project that teaches students how to use a collection to do research. (2 lecture hours/3 lab hours) (3 semester hours) SP/R

**BI 130 – Anatomy and Physiology I**

An in-depth survey of the scientific principles involved in the study of human anatomy and physiology. Pertinent concepts of chemistry, physics, and biology are reviewed, with emphasis on their application to human form and function. Topics include cytology, histology, and the integumentary, skeletomuscular, and neurological systems. The laboratory consists of an organized study of the body, including some dissection, the use of human and other mammalian organs and anatomical models, and the use of appropriate anatomy and physiology software. Evaluation is based on testing and laboratory work. NOTE: Repeat of BI 205. Prerequisite: A minimum score of 80% in Regents-level Chemistry taken within the last five years, OR AP Biology with a score of three or better taken within the last five years, OR any college-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years, OR holding a current license in a health field (for example: LPN, Paramedic, EMT, MT, OT, PT, Dietician), OR a score of 75 or better on the College science placement exam. (3 lecture hours/3 lab hours) (4 semester hours)

**BI 131 – Anatomy and Physiology II**

Emphasizes more advanced physiological concepts and homeostasis. Laboratory topics involve some in-depth dissection of specific organs and organ systems along with extensive use of anatomical models and the use of anatomy and physiology software. Evaluation is based on testing and laboratory work. NOTE: Repeat of BI 206. Prerequisite: BI 130 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours)

**BI 140 – Biodiversity**

Fundamental concepts in evolution, natural selection, and biodiversity will be examined as a basis for learning how to document species diversity. Adaptive radiation, genetic drift, biogeography and other forces of speciation and extinction will be discussed in lecture. The laboratory portion of this course will include practical work with bright-field microscopy to explore the diversity of microanatomy and function of cells and structures from a wide variety of organisms including (but not limited to) bacteria, fungi, plants and animals. Methods in species identification, specimen preparations, scientific illustration and documentation will be stressed. (3 lecture hours/3 lab hours) (4 semester hours)

**BI 203 – Dendrology**

This course introduces students to the methods used in field study, identification, and taxonomy of the trees in the eastern North American forests. Emphasis is placed on
important forest trees. Leaves are collected and mounted for reference. Prerequisite: BI 101, BI 103, or high school biology. (3 lecture hours/3 lab hours) (4 semester hours) SP/R

BI 210 – General Microbiology
Studies the fundamentals of microbiology. Emphasis is placed on the significance of microorganisms as well as societal diseases and the role of bacteria in infection, immunity, and the host-resistance mechanism of the body. Serology and diagnostic procedures will also be discussed. Laboratory will involve the identification, isolation, and proper handling of bacteria. Prerequisite: BI 101 or BI 130 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

BI 214 – Advanced Microbiological Laboratory Techniques
Further develops the basic concepts and skills introduced in BI 210 General Microbiology. Emphasis is placed on practical environmental aspects of microbiology including water and wastewater treatment, landfill design, food safety, agriculture, aquaculture, and fishery industries. Laboratory focuses on the development of skills necessary for maintenance of laboratory cultures and media preparation and the employment of current methodologies used to collect and analyze drinking water, recreational water, soil, milk, and food. Identification techniques include agglutination, immune precipitation, bacteriophage, and PCR with gel electrophoresis. There is an emphasis on lab protocol and quality control. Students are required to maintain laboratory notebooks for detailed data collection and reporting of results. Prerequisite: BI 210 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) SP/R

BI 218 – Conservation Limnology
This course will study biological, chemical, and physical features of lakes and other bodies of fresh water, with emphasis on the conservation limnology. This course requires participation in field studies, group discussions and/or debates, and carrying out an independent research project. Students will gain knowledge of conservation practices and threats, and restoration and management practices while practicing standard methods in limnology. Aquatic community structure and interactions will be studied in conjunction with surveys of flora and fauna. This is an intensive field course using the C-GCC Hudson River Field Station and other aquatic ecosystems near and along the Hudson River. Prerequisite: BI 101 or BI 119 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Fall

BUSINESS

BU 103 – Foundations of Business
A foundation course for students in the Department of Business. Organizations are examined as they relate to the economic system. Included are topics such as supervision, marketing, finance, production, employee regulations, international business, and union-management relations. Theoretical principles of management and organization are also covered. (3 semester hours) Fall/Spring

BU 104 – Human Resource Management
A study of the sociological problems in organizations, including topics such as supervision, labor relations, motivation, delegation, communications, decision-making techniques, and a review of policies and legislation affecting labor/management relations. (3 semester hours) Fall

BU 105 – Business Communications
Instruction and practice in written and oral business communication. Emphasis is placed on effectively writing specific types of business letters. Role playing and small group evaluation techniques may be used.
Techniques for finding and applying for employment are presented. Students will have to make several oral presentations on both business and non-business topics. The fundamentals of word usage and sentence structure are reviewed. NOTE: Keyboarding skills are required. (3 semester hours) Fall/Spring

**BU 107 – Business Law I**

Studies the fundamentals of legal liability and growth of our legal institutions, the principles of law and contracts, personal property and bailments, and sales. (3 semester hours) Fall/Spring

**BU 108 – Business Law II**

Topics include commercial paper, agency and employment, partnerships, corporations, real property and the environment, estates, and bankruptcy. Prerequisite: BU 107. (3 semester hours) E/O Spring

**BU 113 – Entrepreneurship**

Provides the foundation for entrepreneurs to start and build a successful business enterprise, acquire and continue an existing business, or to acquire a franchise operation. Key topics include developing a business plan, legal structures of business organizations, site location, financing, marketing, pricing, promotional, and growth strategies for the small business owner or manager. The psychology of entrepreneurs and their role in American business will also be discussed. (3 semester hours) Spring

**BU 125 – Medical Office Procedures**

This course will provide knowledge of administrative support in today’s health care environment. Students will learn to input patient information, schedule appointments, handle billing, and produce medical office lists and reports. NOTE: Repeat of OT 134. Prerequisite: CI 101 (3 semester hours) Fall

**BU 126 – Medical Billing**

This course is an introduction to medical billing and the coding process. Documentation and medical necessity guidelines, claims submission, and reimbursement protocols, both electronically and via mail, and working with different payers (HMOs, Medicare) will be presented. (3 semester hours) Spring

**BU 128 – Advanced Medical Billing**

This course is a continuation and expansion of Medical Billing (BU 126). It will present advanced processes and documentation procedures in the areas of medical necessity guidelines, claims submission, and reimbursement protocols. This is an intensive study of the processes involved when working with various payers in medical billing. Prerequisite: BU 126. (3 semester hours) Spring

**BU 129 – Medical Terminology**

An introduction to prefixes, roots, combining forms, and suffixes which are the component parts used to build medical terminology. These terms are then defined. Abbreviations, drug highlights, information on diagnostic tests and human anatomy are integrated throughout. Restricted BU Elective for AAS/Certificates only. Note: Repeat of AH 114. (3 semester hours) Fall/Spring

**BU 130 – Introduction to E-Commerce**

Students will receive an overview of the evolution of E-commerce. Topics will include terminology, business pre-e-commerce, current and future trends, marketing, advertising, and e-tailing. A review and analysis of e-business successes and failures will be included. (3 semester hours) Fall

**BU 132 – Medical Coding**

This course will cover the unique aspects of medical billing known as medical coding with a concentration on CPT and ICD9 or ICD10 coding along with modifiers that are
commonly used in medical billing. (3 semester hours) Spring

BU 145 – Administrative Office Management

This course studies the principles of administrative office management, the office environment, managing office employees, office systems, and office functions. NOTE: Repeat of OT 206. (3 semester hours) Spring

BU 150 – Financial Planning

This course will emphasize managing personal finances. Topics will include financial planning, tax planning, asset management, the role of open credit, consumer loans, insurance, managing investments, and estate planning. (3 semester hours) Fall

BU 203 – International Business

International business is a dynamic force for change in the modern world. Students will examine the opportunities as well as the challenges of conducting business in the global arena. Students will become familiar with the concepts and practices of international business, including cultural, political, economic, and legal aspects. Students will also learn about international business operations, trading partners, and trading blocs. Prerequisite: BU 103. (3 semester hours) Fall

BU 209 – Business Professional Development

This course is a culmination of the Business/Accounting student’s academic experience and is designed to assist students in the transition from the community college to entry-level positions. Students will engage in projects that require them to think critically about themselves and integrate Business course outcomes into a focus for future goals. Students will explore potential career paths and develop skills to enhance their employment prospects, and create a Career Reflection Portfolio. Students will conduct informational interviews with business professionals, some of which will incorporate site visits. Prerequisite: Students must have completed 12 credit hours of BU/AC courses, one of which must be BU 105. (2 semester hours) Fall

BU 211 – Business Experience Internship

On-the-job experience in various phases of business, with emphasis on student’s major area of preparation. Students will maintain daily logs and prepare reports that are integrated with their employment. Students must complete 135 hours of work during the semester to earn 3 semester hours. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (3 semester hours) Fall/Spring

BU 214 – Medical Transcription

This course will teach the skills involved in machine transcription for a medical office. Students will transcribe letters, memos, reports, and forms that include medical terminology. NOTE: Repeat of OT 214. Prerequisite: BU 129 and CI 101 or CI 105 or BU 141. (3 semester hours) Spring

BU 220 – Business Ethics

This course will examine the role of ethics in the business world. The ethical dilemmas encountered by managers will be examined and discussed. Topics will include risk management, preferential hiring, and moral accountability. Prerequisite: BU 103. (3 semester hours) Spring

BU 230 – Management

Management theory, the nature of management, the traditional functions of management – planning, organizing, staffing, directing, and controlling; the decision-making process, delegation, leadership styles
and theories, and motivational theories will be covered. Prerequisite: BU 103 or permission of instructor. (3 semester hours) Spring

**CHEMICAL DEPENDENCY**

**CD 208 – Chemical Dependency and Addiction**

A survey of the current theories of chemical dependency and addiction; including current biological, psychological and social theories of chemical dependency and addiction that inform our current treatment approaches: including a review and analysis of historical and contemporary chemical dependency and addiction treatment modalities. Prerequisite: PY 101 (3 semester hours) Spring

**COLLEGE EXPERIENCE**

**CE 101 – College Experience**

Students will explore the role of higher education in their personal and professional development. Students will be introduced to various strategies and thought processes that will maximize their time in college. In order to acclimate students to the academic environment, reflective writing, student projects and activities, along with guest speakers will be incorporated into the learning environment to demystify the process of higher education. NOTE: Repeat of FS 101. (1 semester hour) Fall/Spring/Summer

**CHEMISTRY**

**CH 101 – General Chemistry I**

A comprehensive introduction to chemical theories. Major topics include dimensional analysis, atomic structure, chemical formulas, names and equations, stoichiometry, ideal gas laws, periodic properties of elements, chemical bonding, and molecular geometry. NOTE: The CH 101/CH 102 sequence is intended for students majoring in scientific and technical fields. Students planning to take both CH101 and CH102 should register for the fall section of CH101. Prerequisite: High school Algebra II/Trigonometry (third math class in high school) with a grade of 75% or better or Prerequisite/Co-requisite: MA 110. High school chemistry is recommended (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**CH 102 – General Chemistry II**

A continuation of General Chemistry with emphasis on systems at equilibrium. Major topics include properties of solid, liquid, and gaseous matter, phase changes, solution characteristics, chemical kinetics, chemical equilibrium, acid-base equilibria, thermodynamics, and electrochemistry. Prerequisite: CH 101 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Spring

**CH 105 – Introductory Chemistry**

Introductory course for students with limited or no background in chemistry. Theoretical and conceptual chemistry necessary to interpret the natural and technical world are presented. Topics include the manipulations of measurements and unit systems, atomic structure, chemical formulas, and nomenclature, chemical bonding and structures, the Periodic Table, acids and bases, and some environmental chemistry. (3 lecture hours/3 lab hours) (4 semester hours) Fall

**CH 201 – Organic Chemistry I**

A study of organic compounds. Nomenclature, bonding, structure, stereochemistry, and reaction mechanisms with emphasis on substitution and elimination reactions are presented. Alkanes, alkyl halides, alkenes, alcohols, and basics of spectroscopy are studied. Prerequisite: CH 102 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) E/O Fall

**CH 202 – Organic Chemistry II**

A continuation of Organic Chemistry with a focus on structure and reactions of alcohols,
aldehydes, ketones, conjugated and aromatic compounds, carboxylic acids and derivatives, amines, and alpha-carbon chemistry. Organic synthesis and spectroscopic techniques will be presented. Prerequisite: CH 201 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Fall

CC 101 – Introduction to Construction Carpentry/Historic Preservation

An entry-level course for students interested in the building trades. This class covers beginning elements of construction used to complete, repair, and/or restore a residential structure. Topics included in this course are: demolition, framing, roofing, doors and windows, hardware, insulation, interior trim, and the basics of construction contracting. An introduction to preservation with an emphasis on historic restoration techniques will be covered where appropriate. The student will learn to operate common construction tools (power saws, electric drills, hammers, levels, and staple and nail guns) complying with OSHA and EPA health and safety standards. Completing the OSHA 10-hour training course for construction is a required component of the course. (2 lecture hours/3 lab hours) (3 semester hours) Fall

CC 103 – Construction Drawing and Blueprint Reading

This course is designed to introduce students to concepts, practices, standards and drafting techniques needed to both read and create architectural drawings in the construction industry. It focuses on the organization of drawings, reading floor plans and elevations drawings, symbols and notations, scaling and dimensioning practices, and materials of construction. Students will learn how to develop “shop drawings” from architectural drawings, extrapolate information from architects’ drawings, and create the necessary construction details needed to execute the design and build the project as they would in a job-site situation. Both hand drawing and computer assisted drawing methods will be explored. (3 semester hours) Fall

CC 105 – Building Layout and Framing

A study of the sequential framing techniques used to build a residential home. Instruction on conventional floor, wall and roof systems common to wood frame construction are the main components of the course, with an introduction to steel stud and traditional timber frame methodology. Other topics include: math to solve construction problems, identification of building components, basic site and building layout, fundamentals of site work, and understanding the construction process. Safe work practices and the use, maintenance and selection of tools and equipment is integrated throughout the course. Prerequisite/Corequisite: CC 101. (2 lecture hours/6 lab hours) (4 semester hours) Fall

CC 107 – Exterior Building Envelope and Finish

A study of the exterior finish materials and techniques for residential buildings. The major topics include windows and doors, roofing, siding, decks, and gutter installation. Historic restoration principles will be covered when appropriate. Special attention will be given to historic window repair and restoration. (2 lecture hours/6 lab hours) (4 semester hours) Spring

CC 109 – Introduction to Mechanics, Electrical, Plumbing and HVAC

A course that allows students to develop a basic understanding of electrical wiring, residential plumbing, Heating Ventilation and Air Conditioning, and other electro-mechanical systems common to light construction. The electrical component of this course concentrates on residential application of codes, practices, terminology and equipment. The plumbing component will involve learning water supply and
distribution, drain, waste and vent systems. General plumbing installation, maintenance and repair will also be covered. Electrical and plumbing safety and use of power and hand tools will be integrated throughout the course. Hands-on lab time will reinforce lecture and reading assignments. (1 lecture hour/3 lab hours) (2 semester hours) Spring

CC 111 – Interior Finish Basic
Interior finish is the study and practice of the common materials and procedures used for finishing the interior of residential housing. Students will participate in lecture and lab activities that include techniques and best practices for hanging drywall, compound and taping, interior molding and trim work, modern and reproduction floor and ceiling finishes, and materials estimating. Safety procedures, proper use of hand and power tools, and specific math calculations will be integrated throughout the class. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Fall

CC 114 – Interior Finish Intermediate
Students learn about stair layout, stair components and assembly, hanging interior doors, advanced molding techniques, interpreting kitchen and bath drawings, and installation of manufactured cabinetry. Students will also learn to evaluate countertop materials and perform entry level fabrication and installation. Basic math, historic features, safety procedures, and proper use and maintenance of both hand and power tools are integrated throughout the course. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Spring

CC 116 – Building Codes and Regulations
Explores codes, regulations and specifications governing construction of residential and historic buildings. Students learn to locate and interpret technical information available from the NYS Building Code, County Zoning Regulations, local governments, and product literature. Concepts of building science and the engineering principles foundational to code development will be conveyed, along with an overview of construction labor regulation. Following classroom review and discussion, students will be evaluated on their ability to comply with rules and regulations during a simulated building construction project. (2 semester hours) Fall

CC 119 – Historic Preservation
An introductory course taught to provide students with an overview of 18th, 19th, and early 20th century residential architecture and the societal case for historic building preservation. Through lectures, demonstrations and site visits, students are exposed to a range of construction, preservation and restoration methods, including stabilizing endangered buildings, and preserving and recovering architectural details. Students develop an understanding of building components and systems and learn to compare current technology with traditional tools and practices. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Spring

CC 124 – Construction Technology Internship
This capstone course provides opportunities for students to apply knowledge, aptitude and skills that were learned in previous coursework in a more comprehensive and authentic way. Under supervision of the college and through community partnerships, students will be involved in new site construction and/or repairs, and the rehabilitation of existing and historic buildings. Site location and project will be determined by current opportunities available and, when possible, by student preference. Grading for this 145-hour course is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Completion of all coursework of CC certificate program. (3 semester hours) Summer
CRIMINAL JUSTICE
CJ 102 – Introduction to Criminal Justice
An overview of the United States criminal justice system designed to present the introductory student with a basic understanding of both the theoretical and the practical aspects of, as well as the interrelationship between, law enforcement, the courts, and corrections. Topics to be covered include: criminal law; types of and measurement of crime; the conflict between crime control and due process; police history, development, organization and training; state and federal court systems; history and role of corrections and a brief overview of the changing juvenile justice system. (3 semester hours) Fall/Spring

CJ 114 – Corrections: Institutional and Community
This course will introduce the student to the correctional systems used in the United States, the ideological and historical roots of corrections as well as sanctions used within the community (probation, parole, intermediate sanctions) and those within institutions (jails, prisons, women’s facilities, juvenile facilities, death penalty). Discussions on the different incarceration categories such as minimum, medium, maximum and “super max” facilities, constitutional rights of offenders and the role of the correctional worker, is included. (3 semester hours) Spring

CJ 115 – American Policing
This course is designed to familiarize students with the history, responsibilities, functions and organization of policing in the United States. The legal and procedural restraints upon the practices of the police in a free society are emphasized along with the causes of police deviance. Traditional processes and procedures are analyzed along with an examination of contemporary issues affecting the police. (3 semester hours) Spring

CJ 150 – Terrorism and Homeland Security
This course examines the historical and contemporary threat posed by terrorism to the United States. The causation and organization of terrorism will be examined along with the impact of terrorism on intelligence, law enforcement and homeland security agencies. An examination of the challenge posed by the desire to maintain safety and security in a free society while preserving civil liberties will also be addressed. (3 semester hours) Fall

CJ 160 – Security Operations & Administration
This course will focus on the role and function of security operations and administration in both private and public settings. Internal and external threats to safety and security will be examined and possible solutions explored. (3 semester hours) Spring

CJ 201 – Criminal Justice Administration
Study of the principles of administration and management in their application to law enforcement agencies. Examination and analysis of police organizational structure and responsibilities and their interrelationships, plus an analysis of staff/line relationships and functions within the context of a police environment. NOTE: Repeat of CJ 101. Prerequisite: CJ 102, CJ 114, or CJ 115. (3 semester hours) Fall

CJ 204 – Criminal Investigation
An analysis of the nature and purpose of criminal investigation. Discussion will include various methods of investigation, the interview and interrogation of witnesses and suspects, collection and preservation of evidence, use of informants, techniques of surveillance, and documentation of investigative activities. NOTE: This course is a repeat of CJ 104. Prerequisite: CJ 102 or CJ 115. (3 semester hours) Spring
CJ 211 – Substantive Criminal Law
Studies the law of crimes, including the scope, purpose, definitions, and classifications of criminal acts. In addition to surveying the history and philosophy of criminal law, significant time will be devoted to the study and analysis of offenses against the person, offenses against property, aspects of criminal liability, jurisdiction, and criminal defenses such as justification, necessity, entrapment and insanity. NOTE: Repeat of CJ 111. Prerequisite: CJ 102. (3 semester hours) Fall

CJ 212 – Procedural Criminal Law
An examination of the Law of Criminal Procedure and the constitutional limitations placed on those charged with the responsibility of crime control and the administration of criminal justice in the United States. Major topics include: the laws of arrest, search and seizure, confessions, statements and admissions, trial rights and civil liabilities of those who deny others their constitutional rights. Prerequisite: CJ 102. (3 semester hours) Spring

CJ 251 – Criminal Justice Professional Development
This course is a culmination of the Criminal Justice student’s academic experience and is designed to assist students in the transition from the community college to entry-level career positions in the criminal justice system. Students will engage in projects that require them to think critically about themselves and reflect on the knowledge gained during their community college experience. Students will explore potential career paths and develop skills to enhance their employment prospects. This course should be taken during a student’s final semester of study. Prerequisites: CJ 102, CJ 114, CJ 115. Corequisite: CJ 211 or CJ 212 (3 semester hours) Fall/Spring

CJ 294 – Criminal Justice Field Study
An opportunity for students to participate in a program of observational and professional experience with a local criminal justice agency. Students will prepare reports and summaries of their activities. Students are also required to meet with the instructor throughout the semester. Permission of instructor is required. Pre-requisites are available upon request. A minimum of 90 hours at the field study site is required. Grading is Satisfactory (S) or Unsatisfactory (U). (2 semester hours) Fall/Spring

CJ 295 – Criminal Justice Field Study
An opportunity for students to participate in a program of observational and professional experience with a local criminal justice agency. Students will prepare reports and summaries of their activities. Students are also required to meet with the instructor throughout the semester. Permission of instructor is required. Pre-requisites are available upon request. A minimum of 135 hours at the field study site is required. Grading is Satisfactory (S) or Unsatisfactory (U). (3 semester hours) Fall/Spring

CJ 296 – Criminal Justice Field Study
A continuation of either CJ 294 or CJ 295, where a student participates in a program of observational and professional experience with a local criminal justice agency. Requires preparation of reports and summaries as well as meetings with the instructor throughout the semester. Permission of instructor is required. Pre-requisites are available upon request. A minimum of 135 hours at the field study site is required. Grading is Satisfactory (S) or Unsatisfactory (U). Pre-requisite: Criminal Justice major. (3 semester hours) Fall/Spring

CJ 298 – National Criminal Justice Study
An opportunity for students to learn about and participate in a program of criminal justice on
a national and local level in the District of Columbia metropolitan area, including Virginia and Maryland. The inception, history, and current method of operation of selected federal and local agencies will be examined. NOTE: Trip costs are borne by each student and include a course fee of $300 to cover expenses related to the trip. Repeat of CJ 297. Prerequisite: Students must have successfully completed six credits of coursework in Criminal Justice. SO 207 (Criminology) and SO 209 (Juvenile Delinquency) will also satisfy the coursework requirement. Permission of the instructor is required. (1 semester hour) Summer

COMMUNICATIONS

CO 102 – Interpersonal Communication
This is an introductory course that blends research and theory to help students build effective interpersonal communication skills. The course explores such basic topics as self-concept and self-disclosure, listening, verbal and non-verbal messages, perception, emotions, and conflict management. Other communications topics include sex and gender roles, cultural differences, power and relationships, and communication ethics. (3 semester hours) Fall/Spring

CO 104 – Public Communication
Strategies and techniques for making informative and persuasive public presentations. Topics include audience analysis, issue framing, patterns of development, visual aids, and oral delivery. Classroom instruction emphasizes presentations based on simulated situations in public forums, panel discussions, symposia, briefings, and debates. (3 semester hours) Fall

CO 106 – Introduction to Film
This course will familiarize students with the different artistic elements of cinema, including cinematography, editing, music and sound, and screenwriting. These elements of film will be discussed and viewed in a mix of clips and full-length films. (3 semester hours) Spring

CO 115 – Introduction to Journalism
This course examines the principles and practices of mass-media news in the United States. Topics include: news gathering and news reporting routines, reporters’ rights, the relationship between reporters and sources, editorial gatekeeping, journalistic ethics, accessing information, libel law, and the impact of emerging media technologies. Prerequisite: EN 101 (3 semester hours) Fall

CO 120 – Foundations of Contemporary Communication
This course will explore the foundations of human communication in social and personal interactions and examine the ways in which digital channels influence both the sending and receiving of messages. Content will focus on the definition and analysis of rhetoric and presentation; media literacy; cultural orientations; small-group interaction; and interpersonal skills such as listening, language, and non-verbal communication. Assignments will utilize digital platforms, and are designed to encourage students to become more perceptive, aware, and confident communicators in any computer mediated setting. (3 semester hours) Fall/Spring

CO 122 – Social Media for Professional Use
This online course will introduce students to various forms of social media, and teach them how to use these platforms appropriately and strategically for commercial and professional applications. Subject matter will focus on writing and visual content, but will also include usability, organization, credibility, and other skills necessary to connect with a prospective user. Students will be expected to apply their knowledge through participation on different digital platforms and interactive class projects. (3 semester hours) Fall
CO 205 – Intercultural Communication

This is an introductory course that studies the nature of intercultural communication. Topics such as cultural communication contexts, cultural variables and values, and subcultures will all be discussed. By the end of the semester, students are expected to be more perceptive, aware, and confident communicators, both within their own culture and others. Prerequisite: EN 101 (3 semester hours) Fall/Spring

CO 207 – Media and Society

This course explores the many relationships between media and contemporary society. Topics include the effects of media on human behavior, media ethics, media content, specific media industries operations, the convergence of media technologies, political uses and abuses of media, advertising practices, and media law. NOTE: Repeat of CO 103. Prerequisite: EN 101. (3 semester hours) Fall

CAREER PLANNING

CP 101 – Job Search Preparation

A comprehensive job search strategies course including skills assessment, targeted resume and cover letter development, networking, interviewing techniques, effective use of internet resources, and developing an effective job search plan. (1 semester hour) Fall

CP 102 – Career Planning

A systematic approach to choosing a career. Topics include an assessment of decision making and information concerning career choices, the employment possibilities in various careers and occupations, and personality characteristics and stress factors related to career choices. Vocational testing and web-based computer research are incorporated as self-assessment tools. (3 semester hours) Fall/Spring

CP 112 – Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 90 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (2 semester hours) Fall/Spring

CP 113 – Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 45 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (1 semester hour) Fall/Spring

CP 114 – Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 135 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (3 semester hours) Fall/Spring

COMPUTER INFORMATION

CI 101 – Computer Essentials

This course introduces the student to modern personal computers and touch-typing techniques. Topics include hardware, software, the Windows Operating Systems, the Internet, word processing and document formatting. NOTE: This course may not be
used as a computer science (CS) elective. (3 semester hours) Fall/Spring

**CI 105 – Computer Applications**

Examines how to use computers to solve problems, write reports, and summarize data. Simple word processing, spreadsheets, database management, and presentation software will be learned using Microsoft Office. Programming a computer will not be studied. Prerequisite: CI 101 or equivalent (competency in keyboarding) is required. (3 semester hours) Fall/Spring

**CI 110 – Advanced Computer Applications**

Advanced features in word processing, spreadsheets, database management, and presentation software using Microsoft Office. Prerequisite: CI 105 or equivalent (competency in Microsoft Office) is required. (3 semester hours) Spring

**CI 141 – Desktop Publishing**

Students will use desktop publishing software to import and manipulate text and graphics to create brochures, flyers, pamphlets and other documents. They will also learn the elements of good design, creating and using templates, libraries, and style sheets, and the use of color. Prerequisite: CI 105 or equivalent (competency in Microsoft Office) is required. (3 semester hours) Spring

**CI 150 – EXCEL**

Students will utilize the principles of computerized spreadsheet software tools in solving analytical problems. Students will design, develop, test, and debug worksheets. Topics include graphs, data sorting, data queries, entering and/or modifying labels, values, formulas, functions, and macro instructions. NOTE: Repeat of CS 142, CS 143, CS 144, CS 145. (3 semester hours) Fall

**CI 165 – Introduction to WordPress**

WordPress is a popular Content Management System (CMS) used to build modern, easy-to-navigate websites. Topics include how to install, set-up, and publish websites using the core functionality of the WordPress platform. Advanced topics will be site management, plugins installation, and customizing themes. NOTE: Students should have basic functional computer skills in order to take this course. (3 semester hours) Spring

**COMPUTER SCIENCE**

**CS 116 – Contemporary Computer Concepts**

This is an introductory course which studies contemporary computer technology and how it is used in society. Students will be provided with a hands-on experience using current technology for research, communications, education, and business. Topics include computer hardware, operating systems, networking, contemporary uses of the internet, and social issues. (3 semester hours) Fall/Spring

**CS 118 – Computer and Programming Theory**

This course is a preliminary investigation of computer theory and operations. Topics include computer hardware, programming theories, problem-solving, algorithms and data representation. Contemporary programming languages will be used. NOTE: Repeat of CS 130. (3 semester hours) Fall/Spring

**CS 125 – Web Page Authoring**

Provides students with the tools for authoring pages for the World Wide Web. Students will learn how to present information in a way that is both interesting to read and easy to find on the web. (3 semester hours) Fall/Spring
CS 126 – Introduction to Cyber Security
This course will introduce students to the fundamental principles of cyber security; security problems; and the relationship of cyber security to businesses, society, and people. Topics include basic cyber security concepts, networking concepts related to cyber security, intrusion detection, risk management, security policies, vulnerabilities analysis, legal issues, psychological and ethical issues of cyber security. Special topics include cyber warfare, malware, and protocol-based attacks. NOTE: Students should have basic functional computer skills to take this course. (3 semester hours) Fall

CS 134 – Computer and Informatics Science I
Provides an introduction to computers and informatics science. Topics include computer hardware, software, programming theories, operating systems, network technology, and the social impact of computers. (2 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

CS 154 – JAVA Programming
This course presents JAVA as a general-purpose, object-oriented programming language for the World Wide Web. Students will have hands-on experience developing applets for web pages and independent application. Topics include the JAVA API, developing animations, developing user interface, developing network applications, and combining JAVA with other tools. (3 semester hours) Spring

CS 156 – Networking Essentials
This course is designed to provide students with an understanding of computer networks. Topics include: network hardware, software, and architecture; communication protocols; local-area and wide-area networks; installing, troubleshooting and managing networks; and network security issues. (3 semester hours) Fall

CS 160 – Visual BASIC
An introduction to creating Windows applications using a visual programming language. This course covers the fundamentals of event-driven programming in a graphical user interface environment. Topics include basic programming concepts, object programming, forms, events, controls, built-in functions, procedures, graphics, and animation. Prerequisite: CS 134. (3 semester hours) Spring

CS 203 – Database Concepts
A study of the uses and types of database management systems. The main focus will be a combination of practical database design principles with hands-on experience in the computer lab. It will cover hierarchical and relational design, input and report formats, database programming techniques, query languages, and integration with other applications. Prerequisite: CS 134. (3 semester hours) Fall

CS 205 – Systems Analysis
The fundamental concepts of business informational systems analysis and design are covered. Students have the opportunity to develop skills as a systems analyst and become familiar with the various activities associated with each phase of systems analysis and development by completing a detailed case study. Prerequisite: CS 134. (3 semester hours) Spring

CS 211 – PC Computer Hardware
This course is designed to provide students with an extensive understanding of computer hardware. Major topics include: hardware terms, operating systems, hardware installation, hardware troubleshooting, and hardware maintenance. Prerequisite: CS 134. (3 semester hours) Fall
CS 216 – Linux Operating Environments
This course introduces the concepts and features of the Linux operating system. Students will install, administer, and test Linux operating system software and applications. Topics include file management, application installation, scripting, system and network configuration, kernel management, OS security, and system and server administration. Prerequisite: CS 134. (3 semester hours) Spring

CS 219 – Data Analytics Programming
This course will introduce students to data analytics concepts and programming. Students will use a shell scripting language to sort, search, and clean data. The Python programming language and libraries will be used to process large datasets. Students will be expected to engage in data analysis with Python in the Linux operating system environment. Prerequisite: CS 134. (3 semester hours) Spring

CS 235 – Network Security
This course takes an in-depth look at the network security concepts, secure system design techniques, and network encryption. Students will be introduced to a practical, hands-on approach to securing networks, detecting unauthorized access and using encryption to secure networks. Students will learn how to track and identify the packets involved in a simple TCP connection. They will learn to use networking tools such as WireShark, and network mapping tools, such as NMap. Other topics will include identifying types of attacks, methods used by attackers, protecting e-mail systems, securing internet systems and implementing security policies. Pre-requisite: CS 156. (3 semester hours) Spring

CS 240 – Website Management
This course is designed to give the student the knowledge and tools needed for managing complete websites. The student will learn how changing or deleting pages can affect many links. The student will also develop a site-specific search tool for helping the user find information. (3 semester hours) Fall

CS 241 – Computer Forensics
This course prepares students to analyze data collected from electronic devices. Students will be introduced to the proper techniques and tools to securing, analyzing, properly documenting digital multimedia evidences. This course will also be an introduction to selected computer forensics hardware and software used to investigation a digital crime scene. Other topics include evidence chain of custody, digital crime scene reports and digital crime scene investigative procedures. NOTE: Students should have basic functional computer skills to take this course. (3 semester hours) Spring

CS 256 – Computer Science II
An introduction to C++ and JAVA programming languages and the programming techniques associated with them. Topics include input/output, data types, program controls, Object-Oriented Programming (OOP), pointers, recursive programming, stacks, queues, lists and trees, and their applications. Prerequisite: CS 134. (2 lecture hours/3 lab hours) (4 semester hours) Spring

DANCE
DA 101 – Dance I
An introduction to ballet, modern, jazz, and improvisational dance through representative warm-ups and dance combinations. Balance, turning, jumping, falls, and recovery are explored with a special focus on their relationship to athletics. Students will create brief dance studies, attend a professional dance performance, and work backstag on a college dance production. The historic role of dance in the human experience and use of
music and props will also be explored. NOTE: Repeat of HU 116. (3 semester hours) Fall

DA 102 – Dance II
Focuses on jazz, modern dance, and improvisation while continuing work on the ballet components of warm-ups. Technical skills begun in DA 101 will be developed, with a special focus on the relationship to athletic skill, increasingly complex movement combinations will be perfected, and dance composition will be explored. Students will perform or assist backstage in the production of a college dance concert. NOTE: Repeat of HU 117. Prerequisite: DA 101 or permission of instructor. (3 semester hours) Spring

ECONOMICS

EC 101 – Macroeconomics
An overview of the American economic system, beginning with the theories of the classical economists, progressing to the Laws of Supply and Demand, use of economic indicators to predict future performance indicators, theories of the business cycle, the Federal Reserve System and monetary policy, government spending and taxation. Students will analyze information including that which is presented graphically. (3 semester hours) Fall/Spring

EC 102 – Microeconomics
An analysis of industry structures: pure competition, monopoly, monopolistic competition (oligopoly), business costs and the determination of optimal production levels. An in-depth examination of important economic issues such as financial insecurity, the environment and energy policies and a discussion of alternative approaches to addressing these issues. Students will analyze information including that which is presented graphically, and use concepts such as externalities and cost-benefit analysis. (3 semester hours) Fall/Spring

EC 104 – Consumer Economics
A practical course in developing educated-consumer skills. Covers tenants’ rights, insurance, home buying, banking services, borrowing money (car financing, mortgages, loans), money management, and small claims courts. Consumer protection laws are also studied. (3 semester hours) Spring

EDUCATION

ED 101 – Foundations of Education
An introductory study of education as a major social institution with special attention being given to the philosophies, patterns, cultural diversity, and issues which have characterized the American system. Designed for those planning careers as teachers and for those interested in the study of education as a social process. This course is for Teacher Education majors transferring to specific approved Teacher Education programs. NOTE: Repeat of SL 108. (3 semester hours) Fall/Spring

ED 104 – Education Field Work I
Students will be placed in a pre-arranged public school site for 45 hours of classroom observation. This course is for Teacher Education majors transferring to specific approved Teacher Education programs. Contact advisor. Corequisite: ED 101. (1 semester hour) Fall/Spring

ED 110 – Education of Diverse Populations
This course is designed as an introduction to the education of children in America. Specific emphasis is given to the exploration of the fields of early childhood and elementary education. Topics to be examined include an overview of current issues in American schooling; the diverse constituencies that compose the learning environments in the early childhood and elementary school classroom; curriculum with a multicultural and inclusive perspective; the increasing
collaboration between culturally diverse families and the school of education of children; and choosing a career in teaching. Active participation in field activities is required. (3 semester hours) Fall

ED 114 – Education Field Work II

Students will be placed in a pre-arranged public school site for 45 hours of observation. This course is for Teacher Education majors transferring to specific approved Teacher Education programs. Contact advisor. Corequisite: PY 292. (1 semester hour) Fall/Spring

ED 201 – Symbolic Representation, Language and Literacy

Focused on exploration of how young children learn language and literacy, the course will investigate the interaction between symbolic development, language, and literacy acquisition in children birth through five years of age. Development of strategies to encourage language and literacy in very young children is also covered. Prerequisite: ED 101. (3 semester hours) E/O Spring

ENGLISH

EN 090 – English Fundamentals

EN 100 – English Skills

ES 096 – English as a Second Language-Intermediate Level

ES 098 – English as a Second Language-Advanced Level

See Transitional.

NOTE: Papers for the following EN courses must be typed.

EN 101 – Composition

An introductory course emphasizing the process and patterns of writing college-level expository prose. Included are reading assignments; extensive practice in writing clear, well-developed, grammatically correct essays; a research paper; and an oral presentation. (3 semester hours) Fall/Spring

EN 102 – Composition and Literature

This course continues the reading and writing of EN 101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts. Prerequisite: EN 101. (3 semester hours) Fall/Spring

EN 102H – HNRS: Composition and Literature

This course continues the reading and writing of EN 101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts. The learning experience will be enhanced through the addition of more specialized information and experiences. Prerequisite: EN 101 and cumulative GPA of 3.25 or higher and submission of essay to the Honors Committee. (3 semester hours) Spring

EN 105 – Technical Writing

Technical Writing is an introductory writing course designed to prepare students to effectively communicate specialized information in professional and workplace settings. Students will learn skills and strategies to produce technical information for differing audiences and will create documents such as formal and informal reports, proposals, and cover letters and resumes. Emphasis will be placed on audience awareness, document layout and design, and the ability to use clear, concise grammatically correct language in their communication. Prerequisite: EN 101. (3 semester hours) Fall/Spring

EN 211 – Creative Writing

Weekly writing assignments in fiction, poetry, and drama emphasize the creative process and specific techniques from initial idea through final revision. Class sessions are devoted to examining students’ written work. There will
also be in-class writing assignments. Students are encouraged to work on creative efforts for publication as well as share poems and stories by writers they admire with classmates and the instructor. The dos and don’ts of submitting for publication will also be covered. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall/Spring

EN 212 – Expository Writing
This course is designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Students will study and practice advanced techniques of effective expository prose, including explanation, logic and persuasion analysis, and evaluation. Upon completion, students should be able to produce unified, coherent, well-developed essays. Prerequisite: EN 101. Corequisite: EN 102. (3 semester hours) Spring

EN 213 – Advanced Writing/Training for Writing Tutors
This course provides students with the opportunity to develop their writing skills in conjunction with learning to tutor in the college Writing Center. Through workshops, mock tutorials, and self-evaluation, students will work toward defining successful writing and developing the skills needed to help other students with writing. Prerequisites: EN 101 and permission of instructor. Corequisite: EN 102. (3 semester hours) Spring

ENGLISH - LITERATURE COURSES

EN 201 – American Literature: Colonial-1899
This course examines the development of American Literature, and familiarizes students with representative authors and intellectual currents from the Colonial period up to Realism. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors’ particular visions. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall

EN 204 – American Literature: 1900 to Present
This course familiarizes students with representative authors and intellectual currents from Naturalism up to today. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors’ particular visions. Prerequisites: EN 101 and EN 102. (3 semester hours) Spring

EN 205 – British Literature
Study of representative authors and intellectual currents in British literature from Anglo-Saxon times to the present. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall

EN 215 – African-American Literature
Review of literary works by African-American writers focuses on contributions of authors like Richard Wright, Toni Morrison, and August Wilson. Students will examine poetry, plays, novels, and short stories. Small and large group discussion, combined with formal and informal writing, will propel students’ participation in literary analysis. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall/Summer

EN 216 – Women in Literature
Women in Literature explores conscious and unconscious stereotypes of women in novels, short stories, poetry, drama and prose. Students will learn how gender roles develop and change women’s views of themselves. Students will also learn historical, cultural and religious information to help increase understanding of the works. Emphasis will be placed on critical analyses of selected works from traditional and feminist points of view.
Prerequisites: EN 101 and EN 102. (3 semester hours) SP/R

EN 232 – Short Stories
Representative short stories of the nineteenth and twentieth centuries are read and discussed. Includes American, British, and Continental authors. Prerequisites: EN 101 and EN 102. (3 semester hours) Spring

EN 235 – Latin American Literature
This course introduces students to the varied literatures of Latin America. Students will study forms of literature such as short stories, poetry, drama, and novels by a wide array of Latin American authors. Emphasis will be placed on the cultural and political environments in which the texts were written. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall

EN 236 – Poetry
Familiarizes students with the nature, techniques, and structure of poetry. To increase appreciation of the poem, historical, intellectual, and literary backgrounds are considered. Representative British and American poets are studied. Prerequisites: EN 101 and EN 102. (3 semester hours) Spring

EN 237 – Modern Fiction
A study of recent works of fiction. Special attention is directed to how experimentation in fictional forms relates to the social realities and philosophical attitudes of the contemporary world. Prerequisites: EN 101 and EN 102. (3 semester hours) Fall

FOREIGN LANGUAGES
See French, Italian, and Spanish

FRENCH
FR 101 – French I
For students with little or no background in French. While the four basic comprehension skills (reading, writing, speaking, and listening) are all emphasized, class time is used primarily to practice listening to and speaking French. Proficiency is achieved in the present and future tenses and in the use of articles and everyday vocabulary. An awareness of contemporary Francophone cultures is also emphasized. Students with three years of high school French, or equivalent, may not take this course. (3 semester hours) E/O Fall

FR 102 – French II
A continuation of FR 101. Emphasizes all four basic comprehension skills, the passe compose and imperfect, the use of direct and indirect pronouns, frequently used vocabulary, and contemporary Francophone civilization. Class time is spent primarily practicing, listening to, and speaking French. Prerequisite: FR 101. (3 semester hours) E/O Spring

FR 201 – French III
A continuation of FR 102. Emphasizes the four basic comprehension skills and focuses on the following areas: reflexives, the present subjunctive, and Francophone culture. Class is conducted entirely in French for extensive practice in listening and speaking skills. Prerequisite: FR 102. (3 semester hours) SP/R

FR 202 – French IV
A continuation of FR 201. Emphasizes the four basic comprehension skills, the use of the subjunctive and cultural readings and discussions. Class is conducted entirely in French for extensive practice in listening and speaking skills. Prerequisite: FR 201. (3 semester hours) SP/R

GEOLOGY
GE 101 – Physical Geology
A study of the composition of Earth’s crustal materials, processes of change, geologic time, plate tectonics, and sociologic and economic impact. Laboratory will include field trips,
rock and mineral identification, and use of topographic and geologic maps. NOTE: Prior knowledge of high school earth science and/or chemistry recommended. (3 lecture hours/ 3 lab hours) (4 semester hours) Fall/Spring

HEALTH

HE 103 – Critical Issues in Health
An introductory course dealing with the current critical issues involved in promoting and maintaining a wellness lifestyle. Emphasis is placed on viewing health in a multidimensional manner and assuming responsibility for maintaining one’s health. Major issues to be addressed include stress, cardiovascular diseases, cancer, drugs, nutrition, environmental health, and physical conditioning. (3 semester hours) Fall/Spring

HE 104 – Nutrition and Wellness
This course introduces students to the basics of nutrition and nutritional trends and the role of supplementation and lifestyle in maintaining and promoting health as well as disease prevention. It explores the role of oxidative stress and antioxidants on health and disease, and introduces students to lifestyle changes to retard the aging process, enhance quality of life, and manage weight. (3 semester hours) Fall/Spring

HE 105 – Principles of Fitness
Presents physiological information regarding the components of physical fitness: cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Additional topics covered as they relate to physical activity are ergogenic aids, environmental considerations, nutrition, aging, and health. Students will learn basic assessment measures for each fitness component plus monitor their own independent fitness program. NOTE: It is suggested that students clear their participation in this course with their physician. (3 semester hours) Fall

HE 106 – Health Sciences as Applied to Coaching Sports
Health Sciences as Applied to Coaching Sports is one of three mandatory courses required by the New York State Education Department to become permanently certified to coach high school athletics. Topics covered include exercises, health sciences, risk minimization, NYSED selection, and the classification/issues of maturing high school aged athletes. (3 semester hours) Spring

HE 107 – Wilderness & Remote First Aid
Students will learn how to respond appropriately to emergencies and give care in areas that are more than an hour from a medical facility or EMS (emergency medical services). These areas include remote and wilderness regions, as well as metropolitan areas that have been affected by natural disaster such as an earthquake or hurricane. Prerequisite: Must have a current Adult/CPR Certification. (1 semester hour) Fall

HE 201 – First Aid and Safety
Develops functional first aid capabilities to provide the initial emergency care necessary to sustain life support to victims of accidents or sudden illness. Students will be eligible to become certified in CPR and First Aid by satisfying the requirements established by the American Heart Association or National Safety Council. (3 semester hours) Fall/Spring

HISTORY

HI 101 – Western Civilizations 13,000 BCE to 1517 CE
This course is a survey of the political, economic, social, cultural, and intellectual origins of Western Civilizations from the Neolithic Revolution to the Protestant Reformation. Emphasis is placed on the importance of agriculture, the rise and fall of civilizations such as Greece and Rome, the
growth of Christianity, cultural aspects of the Middle Ages and the Renaissance, and the legacies of the Protestant Reformation. Students will also explore the influences of transformational figures from the era that have shaped subsequent history. (3 semester hours) Fall/Spring

**HI 102 – Western Civilizations 1517 to Present**

This course is a survey of Europe and the modern world, from the Protestant Reformation to the present. Emphasis is placed on the historical evolution of the major events and transformations that occurred during the age of absolutism and exploration, the Enlightenment, French Revolution, World Wars and the Cold War. Students will focus on the questions and ideas that have arisen from these transformational periods, and have shaped the politics, social organization, culture, technology and economies of the West. Students will also explore the influences of important figures who have had a lasting impact on history. (3 semester hours) Fall/Spring

**HI 103 – United States History 1492-1865**

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the major forces that shaped the social, political and economic developments of post-Civil War America. Topics will include Reconstruction, westward expansion, the Industrial Revolution, immigration, the Great Depression, the world wars, and the emergence of the United States as a world power. (3 semester hours) Spring

**HI 104 – United States History 1865-Present**

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the major forces that shaped the social, political and economic developments of post-Civil War America. Topics will include Reconstruction, westward expansion, the Industrial Revolution, immigration, the Great Depression, the world wars, and the emergence of the United States as a world power. (3 semester hours) Spring

**HI 108 – History of the Hudson Valley**

This course will focus on the history of both Columbia and Greene Counties. There are two main areas of study. 1. People, places and events that are representative of the grand themes of American History will be investigated. 2. Identification of remnants and artifacts and the historical sketches they represent will also be covered. (3 semester hours) E/O Spring

**HI 109 – Historical and Social Impact of the Automobile**

Students will develop a deeper understanding of the positive and negative impact the automobile has had on American society through the study of the following areas: the birth of the automobile, acceptance by the populace, infrastructure changes, early inventors, assembly line production, competition and environmental concerns. (3 semester hours) Spring

**HI 114 – World History I**

World history seeks a global perspective on the past, one that acknowledges and integrates the historical experiences of all of the world’s people. Only by examining humanity’s shared past is it possible to view today’s world in meaningful historical context. In this class, we will explore seven eras of global history through the lens of traditions: political, social, economic and cultural traditions that have guided the dynamics of societies. In addition, encounters will be explored: mass migrations, infectious diseases, imperial expansion, long distance trade and other human interactions. Topics will include: formation of societies,
the development of writing and communication, the rise of religions of salvation, and the creation of empires. *(3 semester hours)* Fall/Spring

**HI 115 – World History II**

World history seeks a global perspective on the past, one that acknowledges and integrates the historical experiences of all of the world’s people. Only by examining humanity’s shared past is it possible to view today’s world in meaningful historical context. In this class, we will explore seven eras of global history through the lens of traditions: political, social, economic and cultural traditions that have guided the dynamics of societies. In addition, we will explore encounters: mass migrations, infectious diseases, imperial expansion, long distance trade and other human interactions that have impacted the development of the world. Topics will include: exploration and conquest, Columbian exchange, Reformation, absolutism, colonialism, the spread of Islam, revolution, industrialization, world war and globalization. *(3 semester hours)* Fall/Spring

**HI 120 – History of the Modern Middle East**

An introduction to the emergence of the modern Middle East in the period, roughly from the late 18th century to the present. It deals with reformist attempts to meet the European challenge, Orientalism, the age of colonialism and imperialism, the rise of Arab nationalism, the quest for modernity, the impact of Israeli and Palestinian nationalism, the petroleum factor, the Islamic Revolution in Iran, Saddam Hussein’s Iraq, the Gulf War, and the war on terror. Consideration will also be given to the Islamic religion. *(3 semester hours)* Fall

**HI 125 – U.S. Environmental History**

This course will focus on the human impact on the environment since colonial times, the progress of the environmental ethic in American culture, from its roots in the Hudson River School and Thoreau to Rachel Carson and Aldo Leopold, and the development of legal environmental protections. *(3 semester hours)* Fall

**HI 127 – History of Latin America**

This course is an examination of race, ethnicity, and gender and how that has shaped Latin American politics and societies from colonial times to the present. Themes include: interactions of Iberian, American, African and Asian peoples; official and unofficial management of multiethnic and multicultural societies; scientific racism; and the relation between theories of race and development of ideas about class, gender, and nation. *(3 semester hours)* Fall

**HI 209 – Europe in the Twentieth Century**

An analysis of European development in the twentieth century. Emphasis is placed on intellectual, political, economic, and social factors. Special attention is given to the World Wars I and II, the Cold War, fascism, communism, the rise of the dictators, and possibilities for this century. Prerequisite: 3 semester hours in social science. *(3 semester hours)* SP/R

**HI 217 – History of South Africa**

From its inception as a distinct cultural region to the present day. Topics studied will include the ramifications of colonialism and the clash of European and African cultures, the interactions between the British and native Afrikaners and the development of the South African nation-state. Special attention will be given to the development and later repudiation of apartheid. Prerequisite: 3 semester hours of history. *(3 semester hours)* E/O Spring

**HI 219 – Women in U.S. History**

Introduces the history of women within the western tradition with a focus on the experience of women in the United States. Places the female experience at the center of our historical analysis, examining the various
intersections of women’s relations with others: their families, society, and the state. American history is viewed from the perspective of the women who have contributed to its growth and development and who have made significant contributions to the development of society. Prerequisite: 3 semester hours in social science. (3 semester hours) E/O Spring

HI 220 – History of the Arab-Israeli Conflict

Explores the origins and development of the Arab-Israeli conflict, as well as its implications presently. Examines the complexities and dynamism of this conflict through a critical examination of its origins, the actors involved, and the key historical and political factors that have shaped it. Prerequisite: 3 semester hours of history, and EN 101 recommended. (3 semester hours) E/O Spring

HI 221 – American Civil War

This course is an in-depth study of the events leading up to the American Civil War and the military and political history of the war. It will also include a short look at the consequences of the war. Students will examine military and political objectives and strategies, evaluate different versions of the same events, and explore alternative resolutions to historical issues. This course will require reading of primary and secondary texts, critical thinking, round table-type classroom discussion, and persuasive writing. NOTE: Repeat of HI 123 and HI 221H. Prerequisite: HI 103 or HI 104, or a score of 85 or above on the NYS Regents exam in American History. (3 semester hours) E/O Spring

HI 222 – Revisiting American Civil Rights

This course will examine the Civil Rights Movement in America. The movement changed those who participated in it, made America a more democratic society, gave rise to a host of other movements that transformed the face of American culture, and influenced a new generation of American leadership. As a critical examination, the period from 1955-1965 receives special attention, but the roots of the freedom struggle in an earlier era and the effect of the movement on recent American history also warrants investigation. This course will use primary source documents, film, interpretive literature, and music in order to fully study the most powerful mass protest movement in modern U.S. history. The course will be presented in a seminar style. (3 semester hours) E/O Fall

HI 265 – History of Modern China

An exploration of the main political and cultural themes in the history of modern China from the late Ming Dynasty to the present day. Topics will include exploring the notion of modernity; the fall of the Ming and Qing Dynasties; the Western imperialist challenge; nationalism; the development of communism; the Second World War and Civil War; the Great Leap Forward and the Cultural Revolution; and, after Mao’s death, the economic liberalization of the economy. Concludes with an examination of China in the years after Tiananmen Square. Prerequisite: 3 semester hours of history. (3 semester hours) E/O Fall

HI 266 – History of Japan

Undertakes a chronological survey of political, economic, social, cultural, religious and intellectual life in Japan from the third century to the present day. Emphasis is placed on both the origin and development of traditional Japanese civilization before the arrival of the modernizing West and the subsequent Japanese quest for international acceptance thereafter. Provides a background against which contemporary Japan might be better understood and appreciated. Stresses the origin and development of various systems and institutions (social, political, economic and religious) within both the traditional and modern Japanese cultural milieu. Explores the
modernization process; the Westernization process; and the fate of traditional institutions, systems, and customs. Considers Japan’s quest for acceptance as a major power in the modern world order. Prerequisite: 3 semester hours of history. (3 semester hours) E/O Fall

HONORS

EN 102H – HNRS: Composition and Literature

This course continues the reading and writing of EN 101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts. The learning experience will be enhanced through the addition of more specialized information and experiences. Prerequisite: EN 101 and cumulative GPA of 3.25 or higher and submission of essay to the Honors Committee. (3 semester hours) Spring

HUMAN SERVICES

HS 103 – Introduction to Human Services

A survey of the history, philosophy, and development of human services in the United States. Topics include theoretical approaches to meeting human needs, target populations, careers in human services, and the service delivery system, with particular emphasis on Columbia and Greene Counties. This course serves as an introduction to the Human Services curriculum and prepares students for continuation in the program. (3 semester hours) Fall

HS 105 – Interventions in Human Services

A combination of classroom and field study to introduce students to the various roles in human services, to learn fundamentals of the helping process, and be acquainted with the nature of care giving in human-service practice. Students are required to participate in a 30-hour supervised community service experience. Prerequisite: HS 103. (3 semester hours) Spring

HS 110 – Interviewing Techniques

Students will develop skills through intensive role playing and real-life interviews in and out of class. Skills covered include listening, focusing, attending behavior, maintaining communication, structuring, confronting, and observation. Students will also learn interview structure and process. The micro-skills hierarchy concept will guide students through successive steps of intentional interviewing. Prerequisite: HS 103. (3 semester hours) Spring

HS 212 – Community Organizing

Examines the field of human services, utilizing a community counseling perspective. Emphasis is placed on prevention of human services problems and client advocacy. Focus is on community organizing strategies to produce systems changes and community change. NOTE: Repeat of HS 211. Prerequisites: HS 103, HS 105, and HS 110. (3 semester hours) Fall

HS 230 – Human Services Internship I

Students participate in fieldwork experience in a local human service agency for a total of 135 hours during the semester. Requirements include keeping a weekly journal of activities, plus evaluation of the fieldwork itself and the fieldwork experience. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisites: HS 105 and HS 110. Corequisite: HS 212. (4 semester hours) Fall

HUMANITIES

HU 113 – World Mythology

An in-depth study of various myths and legends from classical Greece and Rome and selected other-world cultures. Mythical patterns, character types, and themes are studied as well as the relationship of myth to art and literature. (3 semester hours) Fall
HU 203 – Children’s Literature
This introduction to children’s literature will include an exploration of genres and will also emphasize principles of selection and evaluation of readings for children.

Students will write a journal about readings, complete quizzes about the textbook, and make informal and formal presentations on chosen children’s books. The course will also comprise a brief report on learning activities either for the student or the young reader. Prerequisite: EN 101 and EN 102. (3 semester hours) Fall/Spring

INDEPENDENT STUDY
Independent Study is a form of learning whereby a supervising Columbia-Greene Community College faculty member and a student cooperatively design a written contract equivalent to college-level study in a specific discipline. (Independent Study cannot, however, be a substitute for regularly scheduled course offerings.) To qualify, the student must have completed at least 12 semester hours with a minimum grade of 3.0 from an accredited college. Independent Study Contract forms and regulations are available in the Office of the Dean of Academic Affairs. The student must present the completed and signed contract when registering. Deadlines for registration and completion of projects will follow the regular college calendar as published in the current catalog. Fall/Spring

ITALIAN
IT 101 – Italian I
This course is for students with little or no background in Italian. Emphasizes the four comprehension skills (reading, writing, speaking, and listening), although class time is used primarily to practice listening to and speaking Italian. Proficiency is achieved in the present tenses, the use of articles, and everyday vocabulary. An awareness of contemporary Italian culture is also emphasized. Students with three years of high school Italian, or equivalent, may not take this course. (3 semester hours) E/O Fall

IT 102 – Italian II
A continuation of IT 101. Emphasizes the four basic comprehension skills, the past tenses, direct and indirect pronouns, reflexives, frequently used vocabulary, and Italian culture. Class time is spent primarily practicing, listening to, and speaking Italian. Prerequisite: IT 101. (3 semester hours) E/O Spring

IT 201 – Italian III
A continuation of IT 102. Emphasizes the four basic comprehension skills and focuses on the differences between the imperfect and passato prossimo, the future and conditional tenses, and Italian culture. Class is conducted entirely in Italian for extensive practice in listening and speaking skills. Prerequisite: IT 102. (3 semester hours) SP/R

IT 202 – Italian IV
A continuation of IT 201. Emphasizes the four basic comprehension skills, the use of the subjunctive, and cultural readings and discussions. Class is conducted entirely in Italian for extensive practice in listening and speaking skills. Prerequisite: IT 201. (3 semester hours) SP/R

MATHEMATICS
MA 090 – Mathematics Fundamentals
See Transitional.

MA 098 – Pre-Statistics
See Transitional.

MA 100 – Pre-Algebra
See Transitional.
MA 102 – Statistics
This is a first course in statistics and data analysis. Topics in descriptive statistics, probability and probability distributions and inferential statistics will be covered. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: Pre-Statistics (MA 098) or Pre-Algebra (MA 100). (3 semester hours) Fall/Spring

MA 103 – Business Mathematics
Studies the application of basic principles of business mathematics to provide skill in calculating and solving practical business and financial mathematical problems. Mathematics relating to retailing, manufacturing, banking, and consumers will be covered. Some algebra skills will be taught and used within the context of business mathematics problems. Prerequisite: Mathematics Fundamentals (MA 090). (3 semester hours) Fall/Spring

MA 104 – Finite Mathematics
An applications-oriented course covering the non-calculus portions of mathematics needed by students majoring in business, management, economics, and life or social sciences. Topics include straight lines and linear functions, systems of linear equations and matrices, linear programming, mathematics of finance, Markov chains and the Theory of Games. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: Pre-Algebra (MA 100). (3 semester hours) SP/R

MA 105 – Math for Elementary Teachers I
This course is designed for students transferring into elementary education programs. This course provides prospective elementary school teachers with a clear and broad understanding of the major mathematical concepts and skills commonly taught in elementary math classes. The emphasis will be on problem solving as it relates to the number system. Probability and statistics are also introduced. NOTE: Does not satisfy any mathematics requirement. Prerequisite: Pre-Algebra (MA 100). (3 semester hours) Fall

MA 108 – Technical Mathematics
This course is intended for students enrolled in a technical program. Topics include: Units of Measurement, Equations and Inequalities, Graphs, Quadratic Functions, Exponential Functions, and Right Triangle Trigonometry. All topics are approached from the applied perspective. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: Pre-Algebra (MA 100). (3 semester hours) SP/R

MA 110 – College Algebra
This is a reform math course. Students will work in collaborative groups on activities in which the mathematics arises from context. Real life data is interpreted numerically, symbolically and graphically. Topics include: linear, quadratic, rational and exponential functions. NOTE: The TI-83/84 Plus calculator is required. Pre-requisite: Elementary Algebra (MA 100). (4 semester hours) Fall/Spring

This course cannot be taken as a pre-requisite for Precalculus.

MA 111 – Precalculus
This is a study of functions that model real world behavior. Linear, exponential, logarithmic, trigonometric, polynomial and rational functions are studied. This course serves as a foundation for students going on to Calculus. NOTE: The TI-83/84 Plus calculator is required. Pre-requisite: MA 117 with a course grade of C or better. (4 semester hours) Fall/Spring

MA110 may not be taken as a prerequisite for this course.
MA 112 – Calculus for Business
Applications of differential and integral calculus to the analysis of marginal cost and revenue, effect of taxation, revenue from taxation, profits, inventory control, capital budgeting, producer and consumer surplus. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: MA 111 with a course grade of C or better. (3 semester hours) Spring

MA 113 – Statistics for the Behavioral Sciences
The purpose of this course is to introduce students to the statistical procedures used in social science research. Using a combination of hands-on activities, lecture, and discussion, students will learn how to select appropriate statistical tests and how to conduct data analyses. Upon completion of the course, students will have developed an understanding of statistical terminology, descriptive and inferential statistics, and the ethics of reporting. Prerequisite: Pre-Statistics (MA 098) or Pre-Algebra (MA 100). (3 semester hours) Fall/Spring

MA 114 – Math for Elementary Teachers II
Second course of a two-semester sequence covering problem solving, logic, analysis of geometric shapes and solids, measurement, congruence, similarity, constructions, coordinate geometry, transformations, calculator and measurement, and conversions in English and metric systems. Prerequisite: MA 105. (3 semester hours) E/O Spring

MA 117 – Algebra and Trigonometry
This is a study of linear, exponential, logarithmic, radical, quadratic, polynomial, rational, and trigonometric functions and equations with an emphasis on real world applications. This course serves as a foundation for students going on to Precalculus. NOTE: The TI-83/84 Plus graphing calculator is required. Pre-requisite: MA 100. (4 semester hours) Fall/Spring

MA 122 – Calculus I
This is the first course in the study of the concepts and procedures of Calculus. Topics include: Limits, The Derivative, Applications of the Derivative, and the Definite Integral. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: MA 111 with a course grade of C or better within 5 years. (4 semester hours) Fall

MA 123 – Calculus II
A continuation of MA 122. Topics include the integral, applications of the definite integral, differential equations, Taylor expansions. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: MA 122 with a course grade of C or better. (4 semester hours) Spring

MA 222 – Calculus III
A study of multivariable calculus. Topics include functions of many variables, vectors, partial derivatives, extrema, iterated integrals, parameterized curved, vector fields, and line integrals. The computer program Maple will be used. NOTE: The TI-83/84 Plus calculator is required. Prerequisite: MA 123 with a course grade of C or better. (4 semester hours) SP/R

MARKETING
MK 101 – Principles of Marketing
A survey of marketing theory and practice. Covers marketing planning and management, marketing strategy, sales forecasting, consumer buying behavior, product development, pricing, placement, and promotion methods. (3 semester hours) Fall/Spring

MK 160 – Introduction to Digital Marketing
This course examines the basic principles and concepts of digital marketing and how the
World Wide Web can be used as a marketing tool. Topics include inbound, content, and social media marketing, along with search engine optimization, mobile device marketing, and analysis of online marketing programs. NOTE: Students should have basic functional computer skills for this course. Repeat of CI 160. (3 semester hours) Fall

MUSIC

MU 101 – Introduction to Music
Teaches students how to listen to music and understand it by identifying the basic materials of music and relating them to other areas; e.g., poetry, painting, sculpture, and architecture. By way of reading, lectures, and listening to music, the course proceeds from basic concepts in music to an understanding of form, movement, and style. (3 semester hours) Fall

MU 103 – History of Jazz
A brief history of jazz from its beginning to the present through lectures, listening, and reading. The various styles will be presented as well as the lives and history of selected performers. (3 semester hours) Spring

MU 104 – History of Rock Music
This course surveys the history of the genre, starting with music's roots in Africa to its emergence as one of America's global cultural legacies. Key trends, subgenres and artists will be examined, as well as the influence of American and British society. A music background is not required. (3 semester hours) Fall

NURSING

NU 101 – Nursing I
Students will examine the health-illness framework of the nursing program. The nurse’s role as a communicator, care provider, client teacher, manager of client care, and member of the nursing profession is presented. The nursing process is utilized as the basis for all nursing practice throughout the lifecycle. A body of knowledge will be acquired to permit individualized nursing care of clients based on scientific rationale from the biological and behavioral sciences and liberal arts. Classroom and campus lab, and clinical practice will develop beginning skills in both the technical and interpersonal aspects of nursing. This course includes the fundamental concepts that subsequent courses will build on. Corequisites: BI 130, EN 101, and matriculation in the Nursing Program. (4 lecture hours/9 lab hours) (7 semester hours) Fall

NU 102 – Nursing II
The care of the client with common health needs related to oxygenation, fluid and electrolyte balance, and elimination are presented. Students will continue to develop skills in the campus laboratory and utilize the nursing process when administering nursing care to individual clients. Prerequisites: NU 101, BI 130, EN 101. Corequisites: BI 131, BI 210 and PY 101. (4 lecture hours/9 lab hours) (7 semester hours) Spring

NU 201 – Nursing III
The concepts and therapies used in the nursing care of clients with complex psychosocial needs and dysfunctional behaviors are introduced. Another focus will be on individuals during the reproductive stage of life and care of the newborn. Students will also have the opportunity to incorporate medical/surgical nursing concepts. A variety of classroom, clinical, and community laboratory experiences provide for correlation of theory and practice. Prerequisites: NU 101, NU 102, BI 130, BI 131, BI 210, EN 101, MA 102, and PY 101. Corequisites: PY 201 and SO 101. (5 lecture hours/15 lab hours) (10 semester hours) Fall
NU 202 – Nursing IV
This final course of the nursing program provides students the opportunity to fully integrate their previous learning from courses in nursing, behavioral and biological sciences, and the humanities. The course focuses on maintenance of health, related to care of clients with neurosensory dysfunction, gastrointestinal dysfunction, metabolic dysfunction, and alteration in body image. Care of the child will also be integrated. Students gain experience in assuming the nurse’s role of communicator, care provider, client teacher, manager of client care, and member of the nursing profession. Students will explore the professional and personal adjustments required for a successful transition from the student to the graduate nurse role. Prerequisites: NU 101, NU 102, NU 201, BI 130, BI 131, BI 210, EN 101, MA 102, PY 101, PY 201 and SO 101. Corequisites: EN 102. (5 lecture hours/15 lab hours) (10 semester hours) Spring

PHYSICAL EDUCATION

PE 103 – Foundations of Physical Education
Introduces students to the nature, scope, and future of physical education and sport. The course addresses in an evolutionary yet progressive manner the history of physical education, its scientific foundation, programs, professional considerations, and leadership requirements. Attention will be given to current issues that have an impact on the field of physical education, such as sexism, programs for handicapped, exercise physiology, sociological trends, and curriculum development. Future directions of physical education will be examined in depth. (3 semester hours) Spring

PE 108 – Principles, Philosophy and Organization of Athletics in Education
The course covers basic philosophy and principles as integral parts of physical education and general education; state, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities. Note: Students will be eligible for a State Education Department Certificate for successfully completing this course. (3 semester hours) Fall

PE 111 – Outdoor Activities
An outdoor course involving a variety of activities which may include hiking, backpacking, camping, canoeing, and challenge course elements. Other activities such as snowshoeing and kayaking will depend upon appropriate weather conditions. (1 semester hour) Fall/Summer

PE 112 – Canoeing/Kayaking
An introductory course designed to give participants the opportunity to acquire skills and knowledge in open water canoeing and kayaking. Topics will include paddling, navigating techniques, small craft equipment selection, water safety, route planning and relevant physical conditioning information. Prerequisite: Basic swimming ability. (1 semester hour) Summer

PE 114 – Theory and Techniques of Coaching
The course will begin with an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State. The objectives, rules, regulations and policies of athletics, as well as
performance skills, technical information, and organization and management practices will also be among the topics covered. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods will also be examined. An internship that will include practical experience as a coach in the specific sport and/or periods of observing other approved coaches. NOTE: Repeat of PE 104. (2 semester hours) Fall

PE 116 – Self-defense and Anti-violence Education
Self-defense for populations especially at risk for violence will be studied. This course offers a sound foundation in basic self-defense including physical skills (blocks, strikes, releases), verbal and evasive strategies, legal protections, and accessing of community resources. (1 semester hour) Spring

PE 118 – Physical Fitness for Law Enforcement
This course is designed to acquaint students with information regarding physical fitness requirements for employment in law enforcement. This course will give students the skill necessary to establish fitness goals for themselves as well as the knowledge of how to achieve and maintain standards of physical fitness. (1 semester hour) Fall/Spring

PE 151 – Indoor Soccer
This course will focus on the unique game of indoor soccer. The emphasis will be on play area, offense, defense strategies, rules and playing skills. The course will also cover history of soccer and game etiquette. (1 semester hour) Spring

PE 162 – Total Cardio Fitness
This course consists of assorted aerobic activities based on the student’s target heart rate. Students will experience different forms of cardiovascular fitness training available at the college. This class will be an integration of a variety of exercises designed to increase cardiovascular strength and stamina. The course will also promote an awareness of the benefits of regular aerobic exercise. (1 semester hour) Fall/Spring

PE 176 – Volleyball
This course is designed to teach fundamental skills to include passing, setting, spiking, serving, game play (rotation, substitution), rules, safety, scoring, and basic strategies. (1 semester hour) Fall/Spring

PE 185 – Weight Training
Educates students in the principles of weight training plus offers them a supervised personal weight training program. Students will be instructed in proper weight-training techniques, safety measures, and specific exercises for each major muscle group. Universal and free-weight equipment will be used. (1 semester hour) Fall/Spring

PE 190 – Advanced Weight Training
Designed to enable students to continue to learn about the physiology of strength training as well as participate in a regular weight training program. Prerequisite: PE 185. (1 semester hour) Fall/Spring

PE 192 – Frontcountry Hiking and Camping
This practical and experiential course is designed for students with little or no knowledge of camping and hiking. The course will involve discussions, demonstrations, and activities to teach students the basics of frontcountry hiking and camping. Topics covered will include: equipment selection and use, map and compass skills, GPS, cooking, staying healthy in the outdoors, safety and emergency procedures, and frontcountry ethics (“Leave No Trace”). Application of these skills will be utilized over the duration of a required overnight camping trip. Not only will students have the opportunity to practice these skills, but they will also develop their
leadership abilities by working in a collaborative team environment. *(1 semester hour)* Fall/Spring

**PE 218 – Criminal Justice Fitness Leadership**

This course is designed to allow students to continue their own physical preparation for potential employment in law enforcement and to begin developing leadership skills in the training and motivating of others who are beginning fitness training. Students will be trained within the guideline of FitForce, a national comprehensive fitness program for law enforcement personnel. Prerequisite: PE 118. *(1 semester hour)* Fall/Spring

**PHILOSOPHY**

**PL 101 – Introduction to Philosophy**

A study of philosophical ethics, metaphysics, logic, epistemology, and aesthetics in the thinking of Western and Eastern philosophers. Special attention is given to the cultural setting and impact of philosophy and thinking philosophically. *(3 semester hours)* Fall/Spring

**PL 102 – Philosophical Approaches to Morality**

This course is a survey of ethics and morality in western and eastern philosophical traditions. The following topics will be addressed: definitions of ethics and morality, ethical relativism, egoism, ethical theories, virtue, feminist ethics, the ethics of compassion and suffering (Buddhism), Benevolence (Confucius) and Taoism. Applied ethics will be explored via the analysis of current issues in media ethics, political ethics, business ethics, educational ethics and bioethics. *(3 semester hours)* E/O Fall/Summer

**PL 103 – Philosophy of Eastern Religion**

An introduction to the philosophies and religions of the East. Particular attention is given to Hinduism, Buddhism, Confucianism, Taoism, and Islam. *(3 semester hours)* Spring

**POLITICAL SCIENCE**

**PS 101 – American Government**

An analysis of the American political system, with emphasis on the Constitution. Topics include American conservative and liberal political traditions, political parties, and the organization and operation of the executive, judicial, and legislative branches of government. *(3 semester hours)* Fall

**PS 102 – American State and Local Government**

This course studies the structure and functions of American governments, the American pattern of local government, relationship of local to state government, and of both to the Federal government. Special emphasis will be on the political institutions and legal system of the State of New York and the municipalities of Columbia and Greene counties. *(3 semester hours)* Spring

**PS 104 – Contemporary Global Issues**

Wars, revolutions, human rights, terrorism, natural and man-made disasters, international trade and economic issues impact the entire global community. This course is designed to acquaint the student with the tools and methods to analyze the historical, political, and industrial precursors leading up to these events. With this practical and theoretical foundation, students will be able to understand and engage in informed discussions about the important global issues in the coming decades. *(3 semester hours)* Fall

**PS 105 – Comparative Politics**

This course provides a broad overview of the comparative politics subfield by focusing on substantive questions about the world today. Students will use their knowledge of these concepts to help understand past and current developments in a variety of geographical
settings, including developing countries. The course invites students to grapple with ideas central to political structures around the world. For example, the state’s role enforcing order, the differences between autocracies and democracies and the institutional forms of democratic governments. Students will consider how some institutions are more likely than others to produce desirable social outcomes such as accountability, redistribution and political stability. (3 semester hours) Spring

PS 123 – Presidential Elections in America
This course will have three major components. It will investigate the history and the process of Presidential elections in America. It will also present the multiple viewpoints on the major issues of the current Presidential campaign. Finally, there will be a discussion of the value and practice of critical thinking. (3 semester hours) Fall (during Presidential election years)

PS 130 – Contemporary Constitutional Issues
Provides an introduction to constitutional law and public policy. Seminars emphasize effective reasoning on a range of contemporary issues, determining each credit on the basis of relevance to present-day concerns of American citizens. NOTE: Active participation in class discussions is required. (3 semester hours) Fall

PS 202 – Introduction to Political Thought
This course is a chronological introduction to a selection of influential works in Western political theory. Some of the central themes that the course will cover are: justice, human nature and political action. The course will draw on the works of important thinkers, including: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Tocqueville. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology. Prerequisite: one 100-level Political Science or History course. (3 semester hours) Spring

PHYSICS

PX 101 – College Physics I
An algebra-based theory and laboratory course covering the physics of mechanics, thermodynamics, and wave motion. Prerequisite: MA 108 or MA 110. (3 lecture hours/3 lab hours) (4 semester hours) Fall

PX 102 – College Physics II
A continuation of PX 101, covering the physics of optics, electricity and magnetism, and modern physics. Prerequisite: PX 101. (3 lecture hours/3 lab hours) (4 semester hours) E/O Spring

PX 103 – University Physics I
A calculus-based theory and laboratory course covering the physics of mechanics, including applications in rotation, static equilibrium, and fluids. Provides the material needed to transfer into engineering, physics, or other physical science programs. Corequisite: MA 122. (3 lecture hours/3 lab hours) (4 semester hours) SP/R

PX 104 – University Physics II
A continuation of PX 103, covering gravitation, oscillations, and electricity and magnetism. Prerequisite: PX 103. Corequisite: MA 123. (3 lecture hours/3 lab hours) (4 semester hours) SP/R

PSYCHOLOGY

PY 101 – General Psychology
An overview of the scientific discipline of psychology, including some of the methods and basic concepts of the field and major aspects of human behavior, such as emotion,
learning, conditioning, motivation, personality, and development. (3 semester hours) Fall/Spring

**PY 104 – Psychology for Business**
Survey of effective interpersonal and leadership behaviors that allow for team and human development. Topics include work motivation, stress management, communication strategies, psychological testing, coping with change, and personal and organizational improvement. (3 semester hours) Fall/Spring

**PY 106 – Psychology of Effectiveness**
This course is designed to introduce students to psychological concepts related to personal, relational, and occupational effectiveness. This course will assist students in building psychological resiliency, increase understanding of others, communicate more effectively, find life direction, and appreciate the complexity of society and those living within it. Psychological principles and research will form the foundation for each topic with emphasis given to skill development. (3 semester hours) Fall/Spring

**PY 201 – Lifespan Development**
A survey of current theory on development from conception to death. Topics include physical growth and maturation, cognitive and personality development, concerns of adolescence and young adulthood, and the special challenges of middle and late adulthood in our society. Prerequisite: PY 101. (3 semester hours) Fall

**PY 203 – Social Psychology**
Will focus on how individuals influence and relate to one another. Attention will be given to dynamics of interpersonal relationships, their effect on group processes, and personal adjustment. Topics include conformity, obedience, aggression, altruism, attraction, and persuasion. Prerequisite: PY 101. (3 semester hours) Fall

**PY 205 – Child and Adolescence Psychology**
An introduction to physical, cognitive, and socio-emotional development occurring from conception through adolescence. Topics include personality and identity, moral and social development, language development, changes in cognition, and intelligence. Prerequisite: PY 101. (3 semester hours) Fall/Spring

**PY 210 – Learning Disabilities**
A general survey of major learning disabilities, their classification, etiology, and prognosis. Special education legislation, service procurement and provisions, and some methods of instruction for children with learning disabilities are also covered. Prerequisite: PY 101. (3 semester hours) Fall

**PY 212 – Behavioral Change**
Principles of operant conditioning and application of these principles to modify behavior. Focus will be on practical procedures for changing behavior in the natural environment. Prerequisite: PY 101. (3 semester hours) Spring

**PY 215 – Theories of Personality**
Designed to investigate the nature of the personality, how it develops, and why we differ and act similarly. The goal is to expose students to a variety of approaches to personality, including psychoanalytical, behavioral, cognitive, humanistic, and traits. The ultimate goal is to give students the tools with which to derive their own answers about human personality and behavior. Prerequisite: PY 101. (3 semester hours) Spring

**PY 217 – Sport Psychology**
Examines the major psychological theories related to sport and exercise behavior. Topics covered will include the history and development of sport psychology, the personality and motivation of the athlete, arousal and anxiety, social influences,
intervention techniques, and counseling/clinical issues that are especially relevant to athletes. Prerequisite: PY 101. (3 semester hours) Fall

PY 230 – Criminal Psychology
An examination of the dynamics of the physiological, cognitive and learning factors involved in criminal behavior from a psychological perspective. Criminal profiling, forensic analysis, victim profiling and victim analysis will also be discussed. Prerequisite: PY 101. (3 semester hours) Fall

PY 250 – History of Psychology
This course is designed to assist students in developing a historical perspective of psychology. Students will examine psychological theory and ideas in relation to their social, cultural, and historical roots. Attention will be given to the development of psychology, both as a natural and experimental science. This course will provide students with a thorough overview of the philosophical underpinnings, scientific progression, and theoretical evolution of the study of the mind. Prerequisite: PY 101. (3 semester hours) E/O Spring

PY 292 – Educational Psychology
This course is an in-depth study of fundamental concepts and principles of psychology that have broad applicability to classroom practice. Topics include the nature of learning as it relates to children and adolescents; cognitive and linguistic development; personal, social and moral development; individual and group differences; special needs; instructional strategies; and classroom management. Case study analysis will be used to translate theory into practice. Prerequisite: PY 101. (3 semester hours) Spring

PY 298 – Human Sexuality
This course introduces students to the physical, psychological, and social study of Human Sexuality, including: current research, male and female reproductive anatomy and physiology, psychological aspects such as sexual orientation and gender development, and social aspects such as dating, communication, and the sex industry. Prerequisite: PY 101. (3 semester hours) Fall/Spring

PY 299 – Abnormal Psychology
Examines the dimensions, theories, and findings in human psychopathology with emphasis on cultural considerations when defining abnormality. Topics include concepts of abnormality, theories of classification, disorders, etiology, assessment, and treatment. Prerequisite: PY 101. (3 semester hours) Fall/Spring

READING SKILLS
RS 100 – Reading Skills
See Transitional.

SPANISH
SA 101 – Spanish I
For students with little or no background in Spanish. While all four comprehension skills (reading, writing, speaking and listening) are emphasized, class time is used primarily to practice listening to and speaking Spanish. Proficiency is achieved in the present and immediate future tenses, comparatives and superlatives, and the use of everyday vocabulary. An awareness of contemporary Hispanic cultures is also emphasized. Laboratory CDs supplement the course. Students with three years of high school Spanish, or equivalent, may not take this course. (3 semester hours) Fall/Spring

SA 102 – Spanish II
A continuation of SA 101. Emphasizes the four basic comprehension skills plus the past tenses, direct and indirect pronouns, frequently used vocabulary, and
contemporary Hispanic civilization. Class time is spent primarily practicing, listening to, and speaking Spanish. Laboratory CDs supplement the course. Prerequisite: SA 101 or three years of high school Spanish or equivalent. (3 semester hours) Fall/Spring

**SA 201 – Spanish III**

A continuation of SA 102. Emphasizes the four basic comprehension skills plus the reflexives, the present subjunctive, the present perfect, and Hispanic culture. Class is conducted entirely in Spanish for extensive practice in listening and speaking skills. Prerequisite: SA 102. (3 semester hours) E/O Spring

**SA 202 – Spanish IV**

A continuation of SA 201. Emphasizes the four basic comprehension skills plus the use of the subjunctive and cultural readings and discussions. Class is conducted entirely in Spanish for extensive practice in listening and speaking skills. Prerequisite: SA 201. (3 semester hours) SP/R

**SCIENCE**

**SC 141 – Forensic Science**

For the non-science major, an introduction to the basic scientific theory and techniques used in criminal investigation. Topics include: proper handling and preservation of crime-scene evidence; glass, soil, fingerprint, drug and paint chip examination, hair analysis; cloth, fiber, the uses of spectrophotometry, chromatography, and other instrumental methods in evidence analysis. Also, the description of serological techniques, DNA profiling, and toxicological techniques. Course covers sufficient inorganic and organic chemical concepts for students to gain an elementary understanding of the various analytical techniques. NOTE: Repeat of CH 125 (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**SC 142 – Forensic Anthropology**

For the non-science major, this course involves the study of bones and skeletal remains. Students will learn methods and techniques that are used to analyze skeletal remains in relationship to cases of legal importance. This course will use methods of observation, measurement, data collection, and evaluation of evidence. (2 lecture hours/3 lab hours) (3 semester hours) SP/R

**SC 143 – Astronomy and Culture**

This online course will focus on the influence of the sky on both ancient and modern civilization. The course covers basic astronomy concepts including: solar system alignments (solstices, equinoxes, and eclipses), the phases of the Moon, constellations, and calendars. It features case studies of historic sites with cultural and astronomical significance such as Stonehenge, The Great Pyramids, Templo de las Siete Muñecas and The Octagon Earthworks. Through the use of online tools, students will explore different views of the night sky related to traditional star stories. Emphasis will be placed on the interpretation of evidence involved in evaluating an archaeological site for astronomical importance. (3 semester hours) Fall

**SC 150 – Fundamentals of Agribusiness**

Fundamentals of Agribusiness is designed to appeal to a wide variety of people interested in exploring the possibility of using their property for agricultural purposes or exploring the possibility of a career in an agricultural occupation. Lecture topics will focus on the fundamentals of running an agricultural business. In lab, students will learn about the interrelationship between the business of agriculture and the scientific principles underlying a successful farm. Students will visit local farms, interview local farmers to discuss their strategies for success and problems to avoid, and collect data related
to operations of a farm. Students will also become familiar with the New York State Agricultural Tax Exemptions Schedule F. (3 lecture hours/3 lab hours) (4 semester hours) SP/R

**SC 160 – Extreme Weather and Climate Change**

A study of extreme weather events (e.g., hurricanes, floods, tornadoes, blizzards, drought, etc.) from a variety of perspectives. This non-lab course examines the atmospheric processes involved in the formation, evolution, and destruction caused by these events as well as the human impact in the region affected. Historic cases and real-time events will be utilized to illustrate these processes and impacts. In addition, the impact of the recent rapid warming of Earth’s climate system on the number and severity of different extreme weather events will be studied. In particular, evidence will be examined to help determine if there has already been a change over the past century and whether further, perhaps more profound, change is likely in the future. The physical basis for these proposed changes and possible impacts on human society will also be examined. (3 semester hours) Fall

**SOCIAL SCIENCE**

**SL 110 – Cultural Diversity**

An introduction to cultural pluralism in the United States by closely investigating issues in American culture such as power, privilege, social class, gender, sexual orientation, race, and ethnicity. The two-fold goal is to increase information about cultural diversity issues and thereby increase sensitivity, understanding, and appreciation of diversity. Diversity will be examined from the perspectives of psychology, sociology, and anthropology, the problems presented by cultural differences in the United States, and the consequences for individuals and groups who live in a pluralistic society. (3 semester hours) Fall/Spring

**SL 113 – Research Methods for the Behavioral Sciences**

The purpose of this course is to introduce students to the methods and experimental procedures used in research in the behavioral sciences. Using a combination of hands-on activities, lecture, and discussion, students will learn how to plan and conduct research. Students will gain knowledge of the scientific method, ethical standards in research, descriptive methodology, correlational research, experimental design, data analysis, statistical interpretation, and scientific writing. (3 semester hours) Fall

**SL 115 – Conflict Resolution: Theory and Practice**

This course will focus on the understanding of interpersonal and intergroup conflict. The significant factors leading to conflict and strategies for conflict intervention will be examined. Students will gain skills in de-escalating conflictual interactions, applying conflict analysis, conflict prevention and conflict management. (3 semester hours) E/O

**SL 205 – Trauma and Resilience**

This course is an exploration into the history of the traumatic syndromes, the neuroscience of the body-brain connection, developmental trauma theory, acute trauma, post-traumatic stress disorder, traumatic brain injury and secondary and tertiary trauma. Subject matter also includes an examination of the recovery process including an introduction into how evolutionary theory, cognitive behavioral therapy, narrative, EMDR, yoga, neurofeedback, community building and psychopharmacology have influenced contemporary treatment approaches. Prerequisite: PY 101. (3 semester hours) Spring
SIGN LANGUAGE

SN 101 – American Sign Language I
An introduction to the study of sign language and its various forms. Students will learn the use of the manual alphabet for fingerspelling and how to develop vocabulary through sign production. Opportunities to use and practice American Sign Language are provided. (3 semester hours) Fall

SN 102 – American Sign Language II
Advanced instruction in the use of American Sign Language (ASL). This course will allow participants to continue to develop their ability to use linguistic features, cultures, protocols, and core vocabulary to function in ASL conversations that include ASL grammar. Prerequisite: SN 101. (3 semester hours) Spring

SOCIOLOGY

SO 101 – Introduction to Sociology
An introduction to and overview of the field of sociology. Gives students a basic working knowledge of the major institutions present in American society and their relationship to power, conflict, and social change. (3 semester hours) Fall/Spring

SO 102 – Social Problems
An examination of current social problems, emphasizing the use of the sociological perspective in analyzing them. Each semester the course will focus on a few specific social problems. Topics will be chosen from among the following problem areas: environment, war, peace, terrorism, violence and the government. Prerequisite: SO 101. (3 semester hours) Spring

SO 207 – Criminology
This course provides an overview of the nature of crime, causes of criminal behavior, and the main sources of crime data. Major emphasis is given to the principle theories of criminality and the application of these theories to contemporary crime issues. A discussion of the characteristics and behavioral patterns of the offender will be included as well as the relevance of these factors for prediction, prevention, and control of crime. Prerequisite: SO 101. (3 semester hours) Fall

SO 209 – Juvenile Delinquency
This course explores the nature and extent of juvenile delinquency in the United States. An emphasis will be placed on the biological, sociological, and psychological factors contributing to the phenomenon of juvenile delinquency. Examines the history, philosophy, and development of the American juvenile and family court system with an emphasis on the rights of juveniles, dispositional alternatives, and current trends. Corequisite: SO 101 or CJ 102. (3 semester hours) Spring

SO 213 – Sociology Through Literature
This course is designed to assist students in developing a sociological imagination through an examination and analysis of literature. Works of fiction and nonfiction can serve as effective vehicles for social commentary, analysis, and criticism. To that end, this course will examine key social relations, concepts, and theoretical models, using a sociological perspective, through the study of literary texts. Prerequisite: EN 101 and SO 101. (3 semester hours) Spring

SO 215 – Sociology of Families
Development of sociological imagination through the study of family organization in a variety of socio-economic and cultural contexts. After examining the origins and development of families in different human societies, students analyze the diversity of contemporary families in the United States. Focus is on how the macro structures of the economy, the polity, and the stratification systems shape social dynamics within a
family life. Prerequisite: SO 101. (3 semester hours) Spring

SO 243 – Sociology of Gender
This course is a sociological analysis of gender in a variety of socio-economic and cultural contexts. After exploring the origins and evolution of gender, students analyze both the social construction of gender and the gendered structure of social life in contemporary U.S. society. The course examines the impact gender has on the lives of women and men in the areas of family, education, work, friendship, love, sexuality and violence. Prerequisite: SO 101. (3 semester hours) Fall

SO 250 – Environment and Society
This course is designed to illuminate the relationship between society and the environment. Particular attention will be given to the issues of sustainability and justice. Topics include the means of production, consumption, population, health and legislation. After completing this course, students will be able to apply sociological theory to environmental concerns utilizing critical analysis that examines both the social institutions of society and the practices of individuals. Prerequisite: SO 101. (3 semester hours) Spring

THEATER
TH 102 – Acting I
An introductory course in the theory and techniques of acting as a craft. Emphasis is on physical and vocal training, improvisation, theater games, monologue work, basic scene work, and ease in speaking and movement. (3 semester hours) Fall

TH 110 – Introduction to Theater
The course provides an introduction to historical, aesthetic, and technical aspects of theatrical production. To be experientially involved in theater, students will write, produce, stage and perform an original play developed through improvisational techniques. (3 semester hours) Fall

TH 202 – Acting II
A continuation of Acting I, employing in-depth scene study and further work on sense memory and emotional recall along with physical and vocal exercises. Students will engage in character analysis through the study and performance of scenes. Prerequisite: TH 102 or TH 110. (3 semester hours) Spring

TRANSPORTATION
Registration for transportation courses is determined by college placement test scores. The placement test is available to students who have officially applied to the college.

EN 090 – English Fundamentals
This course emphasizes the writing process which includes grammatical and written structures. It is intended for students who need to develop their skills in writing with emphasis in the development of sentence structure to paragraph structure. It is expected that students will master specific writing genres (narrative, descriptive, illustration, compare/contrast, and persuasive). Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the English requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 237-246. (0 semester hours) (3 equivalent hours) Fall

EN 100 – English Skills
This course emphasizes the writing process which includes grammatical and written structures. It is intended for students who need to develop their skills in writing with emphasis in the development of paragraph structure to essay structure. It is expected that students will master specific writing genres (narrative, descriptive, illustration, compare/contrast, and persuasive). Grading is
Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the English requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 247-262 or successful completion of EN 090. (0 semester hours) (3 equivalent hours) Fall/Spring

**ES 096 – English as a Second Language – Intermediate Level**

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote intermediate level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. Emphasis will be on vocabulary and their applications, and phonetic development within a literacy-based learning environment. (0 semester hours) (3 equivalent hours) Fall/Spring

**ES 098 – English as a Second Language – Advanced Level**

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote advanced level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. Emphasis will be on oral and written expressions, reading and listening skills, grammatical structures, every day and academic vocabulary and their applications, and phonetic development within a literacy-based learning environment. (0 semester hours) (3 equivalent hours) Fall/Spring

**MA 090 – Mathematics Fundamentals**

This course is designed for students who need to master basic arithmetic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include operations with whole numbers, fractions, decimals and percent. There will be an emphasis on introductory algebra. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the mathematics requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER Arithmetic score 236-244. (0 semester hours) (3 equivalent hours) Fall/Spring

**MA 098 – Pre-Statistics**

This course is designed to prepare students for a college-level statistics course. Topics include basic mathematical calculations with fractions, decimals, and percentages. There will be an emphasis on data collection, descriptive statistics, basic probability, and the use of the TI-83/84 graphing calculator. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the mathematics requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic, or 237-259 in Quantitative Reasoning, Algebra & Statistics, or successful completion of MA 090. (0 semester hours) (3 equivalent hours) Fall/Spring

**MA 100 – Pre-Algebra**

This course is designed for students who need to master basic algebraic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include evaluating and solving word problems; polynomials and algebraic functions, including factoring; and graphing and systems of linear equations. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the mathematics requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic, or 237-259 in Quantitative Reasoning, Algebra & Statistics, or successful completion of MA 090. (0 semester hours) (3 equivalent hours) Fall/Spring
**RS 100 – Reading Skills**

This course provides a comprehensive laboratory approach for strengthening and improving reading skills/strategies for students. Topics include reading comprehension, research, vocabulary acquisition and usage, textbook usage, exam preparation, and test taking. Frequent informal conferences with the instructor will aid students in reaching the goal of obtaining mastery in specific reading areas based upon the student’s individualized reading learning path and needs. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy any requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 260-300. (0 semester hours) (3 equivalent hours) Fall/Spring
Administration, Faculty and Staff

OFFICERS OF THE COLLEGE

Carlee Drummer  
President  
B.A. Wittenberg University; M.A. SUNY Stony Brook; Ph.D. SUNY Stony Brook

George Timmons  
Provost and Vice President for Academic Affairs, and Interim Vice President for Student Services  
B.S., Norfolk State University; M.S., Old Dominion University; Ph.D., Bowling Green State University

Dianne Topple  
Vice President for Administration and Chief Financial Officer  
B.S., SUNY Oswego; President's Award – Administration: 2016

PRESIDENT EMERITUS

James R. Campion

DEANS EMERITI

Phyllis Carito (Vice President)  
Bernardine J. LaMantia (Dean of Students)  
A. Joseph Matties (Vice President and CFO)

FACULTY

Michael Allard  
Associate Professor of English  
A.A., Hudson Valley Community College; B.A., SUNY Albany; M.A., The College of Saint Rose

Frankie Beaver-Timmons  
Associate Professor of Criminal Justice/Sociology and Co-Chairperson for the Behavioral and Social Sciences Division  
B.A., Norfolk State University; M.A., Hampton University; Chancellor's Award for Excellence in Teaching: 2017

Berne Bendel  
Associate Professor of Education/Psychology  
B.A., Fairleigh Dickinson University; M.P.S., SUNY College New Paltz; President’s Award - Administration: 2006; Chancellor’s Award for Excellence in Teaching: 2014

Gregg Berninger  
Professor of English  
A.S., Columbia-Greene Community College; B.A., M.A., SUNY Albany; President’s Award – Faculty: 2003; Chancellor’s Award for Excellence in Teaching: 2008

Dawn-Marie Blasl  
Associate Professor, Chairperson for Transitional Studies Division, Director of College-in-the-High School, and Interim Director of the Academic Support Center  
B.A., Manhattan College; M.A., New York University

Melissa Boles  
Assistant Professor of Biological Science  
Ph.D., Baylor College of Medicine, B.S., Spring Hill College

Siri Carlisle  
Professor of Foreign Languages/English Chairperson for Arts and Humanities Division, and Co-Chairperson for Technology Division  
B.A., Anglia Polytechnic, Cambridge; M.A., University of Georgia; Chancellor's Award for Excellence in Teaching: 2010; President’s Award-Faculty: 2014
Nicole Childrose  
*Associate Professor of History and Co-Chairperson for Automotive Division*  
B.A., M.S., The College of Saint Rose; Ph.D. Capella University; President’s Award—Faculty: 2015  

Daniel Connor  
*Professor of Computer Graphics*  
B.F.A., Southampton College of Long Island University; M.F.A., Rochester Institute of Technology  

Dari Cook-McGibbon, APRN, ANP  
*Assistant Professor of Nursing*  
A.S., A.S., Columbia-Greene Community College; B.S., M.S., The Sage Colleges  

Anna T. Cortese, R.N.  
*Professor of Nursing*  
A.A.S., Adirondack Community College; B.S., Russell Sage College; M.S., Sage Graduate School; Lieutenant Colonel-Retired – United States Army Reserve; President’s Award - Faculty: 2017; Chancellor’s Award for Excellence in Teaching: 2018  

Jessica Curley  
*Assistant Professor and Coordinator of Medical Assisting*  
A.A., Suffolk County Community College; Medical Assisting Certificate at Hunter Business School  

Dawn DeFino  
*Associate Professor for Human Services*  
B.A., University of Albany; M.S. Ed., The College of Saint Rose  

William DeLuca  
*Professor of Criminal Justice*  
A.A.S., Columbia-Greene Community College; B.P.S., SUNY College of Technology; M.A., SUNY Albany; President’s Award – Faculty: 2013; Chancellor’s Award for Excellence in Teaching: 2015; Assessy Award: 2019  

Geralynn Demarest  
*Professor, Librarian and Department Chairperson for Library and Media Services*  
A.A.S., Columbia-Greene Community College; B.S., SUNY College Plattsburgh; M.L.S., M.S., SUNY Albany; President’s Award – Classified Staff: 1995; Chancellor’s Award for Excellence in Professional Services: 1999; Chancellor’s Award for Excellence in Librarianship: 2004  

Cynthia Engel, R.N.  
*Professor of Nursing*  
B.S., M.S., Russell Sage College; C.S., American Nurses’ Association; President’s Award – Faculty: 2008  

Jessica Fell  
*Assistant Professor of Business*  
B.S., Marist College; M.B.A., Marist College; M.A. Psychology, New Paltz  

Hunter Fonda  
*Assistant Professor of Science*  
B.S., University of Nottingham, England; M.S., Washington State University; Ph.D., Michigan State University  

Mary Ellen Gallagher, CNM  
*Associate Professor of Nursing*  
B.S.N., Mount Saint Mary College; M.S.N., Columbia University  

Steven Gavlik  
*Associate Professor of Biological Sciences*  
B.S., Southampton College of Long Island; M.S., University of South Carolina; Ph.D., University of Rhode Island  

Marc Gilbert  
*Associate Professor of Automotive Technology and Co-Chairperson for Automotive Division*  
A.S., SUNY Delhi; B.P.S. SUNY Empire State College  

Maya Greene  
*Associate Professor of Communication/English*  
B.S., Bridgewater State College; M.A., University of Arkansas
Stacey Hills
*Assistant Professor of Business*
B.A., Russell Sage College; M.B.A. and Ph.D., Rensselaer Polytechnic Institute

J. Theodore Hilscher
*Professor of History*
B.A., Fordham; J.D., Albany Law School; M.A., SUNY Albany

Dawn Holsapple
*Professor of Biological Sciences and Chairperson for Math and Science Division*
B.A., SUNY College Oswego; M.A., SUNY College New Paltz; M.S., SUNY Albany; Chancellor's Award for Excellence in Teaching: 2020

Kristen Isabelle
*Associate Professor of English*
B.S., Syracuse University; M.A., University of Puerto Rico

Diane Johnson
*Associate Professor, Transfer & Career Counselor/Advisor*
B.M., Shorter College; M.Ed., University of Georgia; Chancellor’s Award for Excellence in Professional Service: 2016

Matthew Kenny
*Professor of Biological Sciences*
B.A., SUNY College Purchase; NYS License, Connecticut Center for Massage Therapy; M.P.S., SUNY College New Paltz

Diane Lew-Snider, R.N.
*Professor of Nursing*
R.N., St. Joseph’s Hospital Health Center School of Nursing; B.S., SUNY College Utica/Rome; M.S., Russell Sage College; Ph.D., Boston College

John Lombardi
*Assistant Professor of Construction Technology*
A.S., B.S., Pace University; M.S., Mountain State University

William Mathews
*Professor, Counselor and Department Chairperson for Advising*
B.A., SUNY College Plattsburgh; M.S., C.A.S., M.S., SUNY Albany; President’s Award – Faculty: 1984; Chancellor’s Award for Excellence in Professional Service: 1995

Ryan McCann
*Assistant Professor of Mathematics*
B.A., Boston College; M.A., Bard College

Clinton Mossman
*Associate Professor of Computer Science*
B.S., SUNY College Plattsburgh; M.S., SUNY Albany; President’s Award – Faculty: 2011

Stephanie Olstad
*Associate Professor of Mathematics*
B.S., SUNY Stony Brook; M.S., SUNY New Paltz; President’s Award – Faculty: 2016

Michael Phippen
*Professor of Transitional Studies; Director of Honors Studies Program*
B.A., SUNY College Oneonta; M.A., SUNY Binghamton; President’s Award – Faculty: 2004; Athletic Director's Award: 2004

Rebecca Pinder
*Associate Professor of Biological Sciences*
B.S., SUNY Cortland; M.S., John Carroll University; Ph.D., SUNY Albany

Marjorie Reilly, R.N.
*Assistant Professor of Nursing, Campus Lab Coordinator*
A.A.S., Columbia-Greene Community College; B.A., SUNY Potsdam; B.S.N., M.S., SUNY Delhi

Leslie Rousseau
*Assistant Professor, Transfer and Career Counselor/Advisor*
B.S., Southern Vermont College; M.S., The College of St. Rose
John Santana  
*Assistant Professor, Reference and Circulation Librarian*  
B.A., University of Nevada, Las Vegas;  
M.S., SUNY Albany

Joseph Scampoli  
*Professor of Computer Science/Mathematics and Co-Chairperson of Technology Division*  
A.A.S., Columbia-Greene Community College; B.S., M.S., Marist College;  
President’s Award – Classified Staff: 1998;  
Chancellor’s Award for Excellence in Teaching: 2005; President's Award – Faculty: 2019

Barbara Shaffer  
*Associate Professor of Psychology/Sociology and Co-Chairperson for the Behavioral and Social Sciences Division*  
B.A., M.S., Mount Aloysius College;  
Athletic Director's Award: 2013; President’s Award – Faculty: 2018

Edward Smith  
*Assistant Professor of Automotive Technology*  
A.A.S., Hudson Valley Community College;  
B.P.S., SUNY Empire State College

Jared Wagner  
*Assistant Professor of Biological Sciences*  
A.A., A.S., Columbia-Greene Community College; B.S., UAlbany; M.A., SUNY New Paltz

Dawn Wrigley, R.N.  
*Professor of Nursing and Chairperson for Nursing Division*  
B.S., SUNY College Plattsburgh; M.S., Russell Sage College; President’s Award–Faculty: 1993; Chancellor’s Award for Excellence in Teaching: 2011

Christine Yerks  
*Instructor of Transitional Studies*  
B.A., Loyola Marymount University; M.A., California State University at Northridge

**PROFESSORS EMERITI**

Peter J. Ambrose  
Binnie Antolowitz  
Ralph Bertelle  
Judith F. Blake  
Anita Broast  
Steve Careau  
William E. Cook  
Nancy Donahue*  
Donald A. Drum  
Thomas J. Gerry  
Jeanne Gizara  
Douglas Jones  
Robert Judd*  
Diane Koenig  
Gary Levine*  
Rosemary Lyons  
John C. McCreight Jr.  
Robert Pagnani  
Ronald Payson  
Thomas J. Powers*  
Richard Schmonsky*  
Nancy Smith  
Sandra Speenburgh  
Marcia Sullivan  
Leonard L. Symansky*  
Joseph Tyrol*  
Terry Valentine  
Richard Vuolo  
Clifford Wexler  
Patricia Wiswell  
*deceased

**ADMINISTRATORS**

Robert Albertson  
*Associate Director of Computer Information Systems*  
A.S., Columbia-Greene Community College;  
Chancellor’s Award for Excellence in Classified Service: 2016

Ann Bruno  
*Registrar*  
B.A. SUNY Plattsburgh, M.A. Marist
Dawn Bucci  
*Assistant Director of Accounting*  
*Fiscal Manager - Workforce Investment Office*  
A.A.S., Columbia-Greene Community College; Athletic Director's Award: 2009, 2011; President’s Award-Administration: 2013

Catherine Carlson  
*Director of Accessibility Services*  
B.A., SUNY Oswego; Chancellor’s Award for Excellence in Professional Services: 2015

Patricia Day  
*Purchasing Officer and Director of Auxiliary Services*  
A.A.S. Columbia-Greene Community College; B.S., SUNY College Oneonta; Chancellor’s Award for Excellence in Professional Service: 2007

Laura Decker  
*Assistant Director of Financial Aid and Counselor for Direct Loans*  
A.A., Columbia-Greene Community College; B.S., SUNY Empire State College; President’s Award – Part-Time Staff: 2007; President’s Award – Administration: 2017

Mark Decker  
*Assistant Director of Workforce Development*  
A.A.S., Columbia-Greene Community College; B.A., SUNY Plattsburgh

Melissa Fandozzi  
*Director of Human Resources*  
A.A.S., Maria College of Albany; B.B.A., Pace University; M.S., Sage College; President’s Award – Administration: 2010; Chancellor’s Award for Excellence in Professional Service: 2018

Mary Garafalo  
*Assistant to the President*  
Clerk/Typist Certificate; A.A.S., Columbia-Greene Community College; President’s Award-Classified Staff: 2008; Chancellor’s Award for Excellence in Classified Service: 2015

Wanda Gerber  
*Assistant Director of Financial Aid*  
A.A.S., Columbia-Greene Community College

Matthew Green  
*Assistant Dean of Enrollment Management*  
B.S., University of Mount Olive

Amanda J. Karch  
*Interim Director of Community Services*  
B.A., University of Albany; M.S., The College of St. Rose

Joan Koweek  
*Director of Development and Alumni Services*  
B.A., Ithaca College; Athletic Director's Award: 2009; Chancellor’s Award for Excellence in Professional Service: 2010; President’s Award - Administration: 2015

Kevin Kropp  
*Assistant Director of Admissions*  
A.S., Columbia-Greene Community College; B.A., M.S., SUNY Albany

Alison Murphy  
*Director of Building and Grounds*  
B.A., Michigan State; M.S., Swedish Institute; M.A., New School for Social Research

Christopher Nardone  
*Director of Workforce Investment*  
B.S. SUNY Empire State College

Casey O’Brien  
*Interim Assistant Dean of Academic Affairs*  
B.S., Siena College; M.P.H., SUNY Albany; Ed.D., St. John Fisher College; Chancellor's Award for Excellence in Professional Service: 2017
Danielle Palleschi  
*Assistant Director of Workforce Investment*  
*Office*  
A.A.S., Hudson Valley Community College;  
B.A., Empire State College

Christine Perry  
*Director of Alumni Relations*

Joel Phelps  
*Director of Financial Aid*  
B.S., M.S., The College of St. Rose

Rebecca Preusser  
*Assistant Director of WIO*  
B.S., SUNY Empire State College

Kelly Ann Radzik  
*Director of Career Success and Experiential Learning*  
B.S., Rochester Institute of Technology;  
M.Ed., University of Georgia

P. Gino Rizzi  
*Director of Computer Information Systems*  
A.S., Columbia-Greene Community College;  
B.A., SUNY College Potsdam; Chancellor’s Award for Excellence in Professional Service: 2008; President’s Award - Administration: 2014

Nancy Rudberg  
*Director of Accounting*  
A.S., Dutchess Community College; B.S., University of Phoenix

Jaclyn Stevenson  
*Director of Marketing and Communications*  
B.S., Bridgewater State College; M.S., American International College

Holly A. Wanek  
*Assistant Director Workforce Development*  
A.A.S., SUNY College Cobleskill

Christy Ward  
*Bursar*  
A.A., Columbia-Greene Community College;  
B.S., SUNY Albany; M.S., Capella University; President’s Award for Excellence: 2008

**PART-TIME ADMINISTRATORS**

Nicolas Dyer  
*Director of Athletics*  
B.S., Salem International University

John Leone  
*Director of Security*  
President's Award - Part-time  
Administration: 2016

Laura Sangi  
*Director of Health Services*  
A.S., Columbia-Greene Community College;  
B.S.N., Chamberlain College of Nursing

Barbara Wurtz  
*Tutor Coordinator*  
B.S., St. Bonaventure University

**STAFF**

Andrew Baker  
*Technical Assistant for Admissions*  
A.A., Columbia-Greene Community College

Terri Bellanger  
*Webmaster Coordinator/Programmer for Information Systems*  
A.A., Columbia-Greene Community College;  
Chancellor’s Award for Excellence in Classified Service: 2018

Charles Bost  
*Cleaner, Maintenance*

Tabitha Brash  
*Cleaner, Maintenance*

Beverly Burka  
*Senior Associate for the Interim Vice President for Student Services*  
A.O.S., Columbia-Greene Community College; President’s Award – Classified Staff: 2010; Athletic Director's Award: 2012
Margaret Choinsky-Farrell
Senior Clerk for Automotive, Faculty Secretary

Jennifer Colwell
Associate for Bursar
A.A.S., Columbia-Greene Community College

Delsie Favicchio
Associate for Accounting
A.A.S., Columbia-Greene Community College; President’s Award - Classified Staff: 2007; Chancellor's Award for Excellence in Classified Service: 2017

Karen Fiducia
Associate for Student Activities
A.A.S. Columbia-Greene Community College; B.S., SUNY Empire State College; Athletic Director's Award: 2014, 2016; President's Award - Classified Staff: 2016

Peter Girardi
General Mechanic

Nadia Hujtyn
Community Services Coordinator
A.A.S., Columbia-Greene Community College; B.S., SUNY Empire State College

John Kenny
Technical Assistant II – Theatre

Tyler Kritzman
Cleaner, Maintenance

Joann Lake
Help Desk Coordinator
A.S., Columbia-Greene Community College; President’s Award – Classified Staff: 2003

Harold Lansing, Jr.
Head Maintenance Worker
A.A.S., Columbia-Greene Community College; President’s Award - Classified Staff: 2015

Nancy Leonard
Payroll Officer
A.A.S., SUNY Cobleskill; President’s Award – Classified Staff: 2014

Mark Marchionne
Cleaner, Maintenance

Lori Mashaw
Associate for Academic Affairs
A.O.S., Albany Business College; President’s Award – Classified Staff: 2018

Marc Miller
Admissions Counselor
A.A.S., Columbia-Greene Community College

Carleen Moore
Technical Assistant for Records and Registration
A.A.S., Columbia-Greene Community College; B.S., Everglades University

Carl Nabozny
Multi-Media Coordinator
A.A.S., Columbia-Greene Community College; B.S., Excelsior College; M.P.S., SUNY New Paltz; President’s Award- Classified Staff: 2007; Chancellor’s Award for Excellence in the Classified Service: 2012

Krista Nevil
Technical Assistant for Records and Registration
B.S., Western New England University; M.S., Bay Path University

Albert Osuch
Technical Assistant Academic II
A.A.S., Columbia-Greene Community College

Vicky Pecord
Senior Clerk – Advising, Career & Transfer
Chancellor's Award for Excellence in Classified Service: 2019

Barbara Pilatich
Stenographer, Library and Media Services
A.S., Columbia-Greene Community College; B.A., M.S., SUNY New Paltz
Kimberly Rhinehart-Rizzi  
*Senior Associate for Business Office/HR*  
A.A.S., Mohawk Valley Community College  

Kevin Roebke  
*Technical Assistant II - Automotive*  

Barbara Sanson  
*Technical Assistant Academic III*  
A.A.S., Columbia-Greene Community College; President’s Award – Classified Staff: 2005  

Tina Marie Santiago  
*Senior Library Clerk*  
A.A.S., Columbia-Greene Community College; Athletic Director’s Award: 2010; President’s Award - Classified Staff: 2012  

Mark Schunk  
*Cleaner, Maintenance*  

Timothy Shufelt  
*Associate for Maintenance*  

Carl Simmons  
*Coordinator of Building Maintenance*  
Mechanic  

Diana C. Smith  
*Technical Assistant II for Institutional Effectiveness*  
A.A., A.A.S., Columbia-Greene Community College; B.S., Empire State College; President’s Award - Classified Staff: 2013  

Adrienne Tyrrell  
*Technical Assistant II Science*  
A.A.S., SUNY College Cobleskill  

Pedro Velazquez  
*Cleaner, Maintenance*  

Kenneth Ward  
*Cleaner, Maintenance*  

Robbin Wase  
*Clerk Typist, Nursing*  
A.S., Columbia-Greene Community College; Chancellor’s Award for Excellence in Classified Service: 2020  

Cynthia White  
*Account Clerk, Business Office*  
A.A., Tunxis Community College; B.A., Eastern Connecticut State College; President’s Award – Classified Staff: 2009; Assessy Award: 2018  

Frances Winig  
*Associate for Records and Registration*  
A.S., Columbia-Greene Community College; B.S., SUNY Potsdam  

Janice Winig  
*Coordinator, Programmer for Computer Information Systems*  
B.S., SUNY Albany; M.S., Marist College; President’s Award – Administration: 1984; Chancellor’s Award for Excellence in Classified Service: 2013  

Elizabeth Xedis  
*Associate for Academic Support Center*  
A.A.S., Columbia-Greene Community College; B.S., Excelsior College  

**PART-TIME STAFF**  
(as of July 1, 2020)  

**ACADEMIC SUPPORT CENTER**  
Christina Judisky  
*Clerk Typist*  

Eileen Ordu  
*ESL Professional Tutor, Academic Coach*  

Kathy Remaley  
*Technical Assistant I/Weekend Supervisor*  

**ACCESSIBILITY SERVICES**  
Laurel Phoenix  
*Technical Assistant*
ATHLETICS
Peter Dedrick  
*Head Coach - Softball*
Tanisha Edge  
*Head Coach – Women's Basketball*
R. Skip Ingham  
*Head Coach – Baseball*
Andrew Lashua  
*Head Coach – Women's Soccer*

COMMUNITY SERVICES
Corinne Lasher  
*Technical Assistant*

FITNESS CENTER
Patricia Fitzgerald  
*Coordinator*
President’s Award – Adjunct Faculty: 2011

LIBRARY AND MEDIA SERVICES
Susan Timan  
*Evening/Weekend Supervisor Library*

MEDICAL ASSISTING
Christina Judisky  
*Instructional Support*

SECURITY
William Burka Jr.  
John Drabick  
Frank Donoso  
William Hanna  
President’s Award Part-time Staff: 2013
J. Dean Hapeman  
Richard Juliano  
Michael Koskowski  
Angelo Melino  
Kerin O'Brien  
Michael Pousada  
Ken Ryman  
Dewan Sarowar  
Kenneth Scott  
John Szatko  
Michael Tarallo  
Maurice Whelan

AFFILIATED ORGANIZATIONS:

BOOKSTORE
Lesa Milson

CAFETERIA SERVICES
Sean O'Connor  
*Director of Dining Services - Chartwells*

DAY CARE
Bronwyn Taylor  
*Director*

COMMUNITY PARTNERSHIPS:

ADULT LEARNING INSTITUTE
Guy Spath  
*Board President*

ADVISORY COMMITTEES
Columbia-Greene Community College incorporates the assistance of Advisory Committees in the following areas:

- Automotive Technology (General)
- Business/Information Technology
- Criminal Justice
- Human Services
- Nursing

An Advisory Committee is an officially established and recognized body of individuals from the business, industrial, and labor community selected to assist and advise the faculty and administration of the college in the structure and operation of occupational/technical education programs. They are a valuable resource in the college’s continuing goal of meeting program efficiency and student development.
STATE UNIVERSITY OF NEW YORK

The sixty-four geographically dispersed campuses of the State University of New York bring educational opportunity within commuting distance of virtually every New Yorker and comprise the nation’s most diverse system of public higher education. Because of its structure and comprehensive programs, SUNY offers students a wide diversity of educational options to select from: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees, and postdoctoral studies. The university offers access to almost every field of academic or professional study somewhere within the system – some 7,500 programs of study overall.

The thirty locally sponsored two-year community colleges operating within the SUNY network offer programs that are directly and immediately job related as well as degree programs that provide job-entry educational experience or a transfer opportunity to a baccalaureate degree at a senior campus. In the forefront of efforts to meet the accelerating pace of technological developments and the requirements of continuing educational opportunity, community colleges furnish local industry with trained technicians and help companies and employees with retraining and skills upgrading.

As a public university, SUNY has a special responsibility to make its rich and varied resources accessible to all. By focusing its educational system on the needs of the state, the university – whose motto is To Learn – To Search – To Serve – becomes a valuable resource for meeting those needs for today and tomorrow. SUNY is committed to serving as the state's strongest economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers and students from across the country and the world.

EDUCATION LAW, STATE OF NEW YORK

A7224-a. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, 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 his or her religious beliefs an equivalent opportunity to register for classes or make up any examination, study, or work requirements that 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 the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work
requirements or opportunity to register 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 or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of 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 his or her availing himself or herself 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 his or her rights under this section.

6a. 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 that 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, that provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution that 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.
## Disclosure of Completion, Persistence, and Transfer Rates

**Pursuant to terms of the Student Right-to-Know Act**

**Institution: Columbia-Greene Community College**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
<th>Initial Cohort Entered Fall 2016</th>
<th>Graduated Within Three Years</th>
<th>Transferred Out</th>
<th>Still Enrolled as of Fall 2019</th>
<th>No Longer Enrolled as of Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>Men</td>
<td>American Indian or Alaska Native</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td></td>
<td>Asian</td>
<td>100%</td>
<td>67%</td>
<td>0%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>100%</td>
<td>12%</td>
<td>19%</td>
<td>19%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
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<td>21%</td>
<td>21%</td>
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<td>58%</td>
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<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td></td>
<td>White</td>
<td>100%</td>
<td>33%</td>
<td>10%</td>
<td>9%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
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</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>100%</strong></td>
<td><strong>29%</strong></td>
<td><strong>11%</strong></td>
<td><strong>9%</strong></td>
<td><strong>51%</strong></td>
</tr>
<tr>
<td>Women</td>
<td>American Indian or Alaska Native</td>
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<td>---</td>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>Asian</td>
<td>100%</td>
<td>0%</td>
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<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>100%</td>
<td>40%</td>
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<td>20%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino</td>
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<td>33%</td>
<td>11%</td>
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<tr>
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<tr>
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<td>45%</td>
<td>18%</td>
<td>5%</td>
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<tr>
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<td>Two or more races</td>
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<td>33%</td>
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<tr>
<td></td>
<td>Nonresident alien</td>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
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<td><strong>20%</strong></td>
<td><strong>5%</strong></td>
<td><strong>32%</strong></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<td>36%</td>
<td>16%</td>
<td>7%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Cohort: First-time, full-time, degree/certificate-seeking students who entered in Fall 2016
Col 1 = Cols 2+3+4+5

Source: IPEDS Graduation Rates 2019-20
Office of Planning and Institutional Effectiveness
February 2020
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