Columbia-Greene Community College
Academic Catalog 2017-2018

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(518) 828-1399 (TTY)
http://www.sunycgcc.edu

A campus of the State University of New York and sponsored by the counties of Columbia and Greene.

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 for all qualified persons; to prohibit discrimination; and to promote the full realization of equal opportunity. This policy of nondiscrimination applies to everyone, without regard to race, color, creed, familial status, predisposing genetic characteristics, sex, religion, national origin, age, disability, sexual orientation or gender identity, pregnancy, criminal conviction, domestic violence victim status or military status in the administration of all college programs including employment.

Affirmative Action Officer is Melissa Fandozzi, Director of Human Resources, extension 3337.
Title IX Coordinators are Gail Shader, Registrar; and Joseph M. Watson, Ph.D., Vice President and Dean of Students and Enrollment Management, extension 3364.

Section 504 Compliance Officer for New York State Education Department Regulations is Joseph M. Watson, Ph.D., Vice President and Dean of Students and Enrollment Management, extension 3364.

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.

Accreditations
The Middle States Commission on Higher Education  New York State Board of Regents
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# Table of Contents

Columbia-Greene Community College ........................................................................ 1
Academic Catalog 2017-2018.................................................................................. 1
Table of Contents ..................................................................................................... 4
2017-2018 Academic Calendar .............................................................................. 8
General Information ................................................................................................. 10
Community Services ............................................................................................... 14
Admissions .............................................................................................................. 16
Academic Standards and Regulations .................................................................. 30
Academic and Student Services ............................................................................. 44
Financial Aid .......................................................................................................... 50
Tuition and Fees ..................................................................................................... 61
Schedule of Tuition and Fees ............................................................................... 63
Degree and Certificate Requirements .................................................................. 66
Academic Divisions ............................................................................................... 73
Degree and Certificate Programs .......................................................................... 74
Automotive Technology (A.A.S.) College Based ................................................. 79
Automotive Technology (A.A.S.) College Based ................................................. 80
Automotive Technology: T-TEN (A.O.S.) ............................................................. 81
Automotive Technology: T-TEN (A.O.S.) ............................................................. 83
Automotive Technology (A.O.S.) .......................................................................... 84
Automotive Technology (A.O.S.) .......................................................................... 85
Automotive Technology (Certificate) ................................................................. 86
Automotive Technology (Certificate) ................................................................. 87
Business—Accounting (A.A.S.) ........................................................................... 88
Business—Accounting (A.A.S.) ........................................................................... 89
Accounting Studies (Certificate) (Business) ....................................................... 90
Accounting Studies (Certificate) .......................................................................... 91
Business A.A.S. (Online Delivery) ....................................................................... 92
Business A.A.S. (Online Delivery) ....................................................................... 93
Business—Business Administration (A.S.) .......................................................... 94
Business—Business Administration (A.S.) .......................................................... 95
Business—Business Administration (A.A.S.) ...................................................... 96
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business – Business Administration (A.A.S.)</td>
<td>97</td>
</tr>
<tr>
<td>Computer Graphics and Design (Certificate)</td>
<td>98</td>
</tr>
<tr>
<td>Computer Graphics and Design (Certificate)</td>
<td>99</td>
</tr>
<tr>
<td>Computer Science (A.S.)</td>
<td>100</td>
</tr>
<tr>
<td>Computer Science (A.S.)</td>
<td>101</td>
</tr>
<tr>
<td>Computer Science—Information Technology (A.A.S.)</td>
<td>102</td>
</tr>
<tr>
<td>Computer Science—Information Technology (A.A.S.)</td>
<td>103</td>
</tr>
<tr>
<td>Criminal Justice (A.A.)</td>
<td>104</td>
</tr>
<tr>
<td>Criminal Justice (A.A.)</td>
<td>105</td>
</tr>
<tr>
<td>Criminal Justice (A.A.S.)</td>
<td>106</td>
</tr>
<tr>
<td>Criminal Justice (A.A.S.)</td>
<td>107</td>
</tr>
<tr>
<td>Teacher Education Program</td>
<td>108</td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz</td>
<td>110</td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>111</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>112</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>113</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>114</td>
</tr>
<tr>
<td>Humanities (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>115</td>
</tr>
<tr>
<td>Humanities (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/Social</td>
<td>116</td>
</tr>
<tr>
<td>Science (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/Social</td>
<td>117</td>
</tr>
<tr>
<td>Science (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/Certification Option Childhood</td>
<td>118</td>
</tr>
<tr>
<td>Childhood</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>119</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>120</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>121</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>122</td>
</tr>
<tr>
<td>Mathematics and Science (A.S.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>123</td>
</tr>
<tr>
<td>Humanities (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>124</td>
</tr>
<tr>
<td>Humanities (A.A.)</td>
<td></td>
</tr>
<tr>
<td>Jointly Registered Teacher Education Program with SUNY New Paltz/</td>
<td>125</td>
</tr>
</tbody>
</table>
Teaching Assistant (Certificate) .......................................................... 169
Course Descriptions .............................................................................. 170
Administration, Faculty and Staff ......................................................... 218
State University of New York ................................................................. 228
Disclosure of Completion, Persistence, and Transfer Rates .................. 230
Index .................................................................................................. 231
2017-2018 Academic Calendar

Fall 2017

May 11 .................................................. Open Registration
June 21 .................................................. Zone Registration – by appointment
August 3 .................................................. Academic Appeals – by appointment
August 8 .................................................. Zone Registration – by appointment
August 16 .............................................. Zone Registration – by appointment
August 18 ............................................. Academic Appeals – by appointment
August 22 ............................................. All College Meeting
August 23 ............................................. Faculty Meeting
August 23 ............................................. Adult Student Orientation
August 24 ............................................. Zone Registration – by appointment
August 25 ............................................. New Student Orientation/Family and Friends
August 29 ............................................. Late Registration
September 4 ............................................ Labor Day – College Closed
September 5 ............................................. First Day of Classes
September 11 ........................................... Last Day to Add Classes
September 25 ......................................... Last Day to Drop Classes
September 26 ........................................ Census Date for 15-Week Classes*
October 9 ................................................ Columbus Day – Classes Held – College Open
October 19 .............................................. Incomplete Grades due from Summer 2017
November 11 ......................................... Veteran’s Day – Saturday – College Open
November 14 ......................................... Last Day to Withdraw from 15-Week Classes*
November 22-24 ..................................... Thanksgiving Recess – No Classes – College Closed
December 18 .......................................... Last Day of Classes
December 19 and 20 ............................... Exam Days
December 21 .......................................... Grades Due: 5:00 pm
December 24-January 1, 2018 .......... College Closed

* Incomplete Grades due from Fall 2017: February 20, 2018
Spring 2018

January 2 .................................. College Open
January 8 .................................. Academic Appeals – by appointment
January 8 .................................. New Student Orientation/Family and Friends
January 8 .................................. Adult Student Orientation
January 9 .................................. All College Meeting and Faculty Meeting
January 10 .................................. Late Registration (snow date: January 11)
January 15 .................................. Martin Luther King, Jr. Day – No Classes – College Closed
January 16 .................................. First Day of Classes
January 22 .................................. Last Day to Add Classes
February 5 .................................. Last Day to Drop Classes
February 6 .................................. Census Date for 15-Week Classes*
February 19 .................................. President’s Day – No Classes – College Closed
February 20 .................................. Incomplete Grades due from Fall 2017
March 10-16 .................................. Spring Break – No Classes – College Open
April 3 .................................. Last Day to Withdraw from 15-Week Classes*
May 7 .................................. Last Day of Classes
May 8 and 9 .................................. Exam Days
May 10 .................................. Grades Due: 5 PM
May 10 .................................. Open Registration Summer and Fall 2018
May 12 .................................. Graduation – 10:00 am

* Incomplete Grades due from Spring 2018: July 9, 2018

Summer 2018

For more information contact the Office of Records and Registration at extension 5514.

May 10 .................................. Open Registration
May 14-June 21 .................................. Summer Session One
May 28 .................................. Memorial Day – No Classes – College Closed
June 29-July 8 .................................. No Classes – College Closed
July 9-August 16 .................................. Summer Session Two
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 (ILO):

- 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 opening pages]

Accreditation of the College
Columbia-Greene Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104. 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 four academic buildings—the Main Building, the Arts Center, the Technology Center, the Professional Academic Center—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.

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’s 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 Art 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 the Gemini Series. 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 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.

**The Gemini Series**

Utilizing its vibrant Arts Center and other campus venues as well, the College offers the Gemini Series of public events to entertain, inform, and serve the general public as one of the premier cultural centers in the community. Both student life and the community-at-large are enriched through access to theater, dance, and musical performances as well as noteworthy speakers and special events such as The Tanglewood Marionettes presentation of “The Dragon King,” The Inflatable Fred Garbo, and noted Rock-n-Roll photographer Patrick Harbron.

Throughout the years, the Gemini Series has featured such luminaries as former President Gerald Ford, Apollo 13 astronaut James Lovell, columnist Jack Anderson, historian Arthur Schlesinger, Jr., and poet Allen Ginsberg; actor Stephen Lang, The National Shakespeare Company; local companies such as Up Stage Productions and musical acts, including Doc Watson, Buddy Guy, KoKo Taylor, Delbert McClinton, Larry and Murali Coryell, Cherish the Ladies, James Cotton, Levon Helm, The United States Air Force Concert Band with the Singing Sergeants, just to name a few.
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 or a certificate and, in most cases, for a student to receive scholarships 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 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 student must be a high school graduate or hold a GED or the student’s high school class must have already graduated.

2. The student 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 www.mycommunitycollege.com. The application should be filled out completely and mailed to C-GCC Admissions Office.

3. The student must obtain official copies of his/her academic transcripts from his/her high school and have them mailed to C-GCC Admissions Office.

4. A transfer student 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. Students 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 student 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 by the T-TEN Coordinator is required for any applicant for Automotive Technology: T-TEN (A.O.S.) 2514. 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 students are welcome to meet with a counselor.

7. Based on the student’s intended program and academic preparation, it may be necessary to take the admissions placement test. Acceptance to a particular program is based on the student’s academic record, intended program, and placement test results. Students who are required to take a placement test must complete the application process and testing before they are accepted and before the first day of classes. Placement tests are not administered after the last placement test date prior to the subsequent semester start. Students who apply late and need placement tests may be able to attend as a part-time, non-matriculated student 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 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. Applicant is a recent high school graduate in the Regents program with less than a 75 average in math and/or English. Placement testing may be required for students 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, and/or Regents Exam scores of 80% or higher in subject area (English and average of Math exams).

g. Applicant seeks admission to the Automotive, Medical Assisting, or Nursing programs.

h. Readmit applicant whose transcript indicates academic weakness.

i. Full-time, early admit applicants.

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

Placement Test Retesting:
A student may apply through Admissions to retest once in any of the following situations:

1) After 30 days and with documented remediation.

2) Extenuating circumstances during testing, i.e. medical, technical.

3) Presentation of proof of a documented disability.

Acceptance Criteria
1. The student must submit an application and all required transcripts.

2. The student must attend the information session or interview if required.

3. If the applicant did not graduate from high school or does not have a high school equivalency diploma, the student must achieve the minimum required scores on the placement test.

4. If test results indicate transitional courses are required, the student must enroll in these courses. Students 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. Additional criteria are required for Nursing, Automotive Technology, and Education programs. See pages 156, 77, and 108.

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

Admissions Review Committee
The Admissions Review Committee reviews, recommends and makes final decisions for new and returning student applications that serve in the best interest of the student. Applications are recommended to the committee when the student is an ex-offender, if the safety and welfare of the College Community are of concern, dismissed from an institution for disciplinary reasons, academically dismissed from the college for more than three years (see Dismissal, page 39), or who demonstrates difficulty in successful completion of a given program. The Admissions Review Committee consists of the Vice President and Dean of Students and Enrollment Management, Chair; and representatives from the Admissions, Academic Affairs and Accessibility Services Offices.

Ex-Offenders Admission Policy
Individuals seeking admission to the college and/or registration in credit or credit-free course work who are ex-offenders are required to submit a Request for Study form to the Vice President and Dean of Students and Enrollment Management. Forms are available from the Admissions Office, Community Service Office, and Vice President and Dean of Students. The Vice President and Dean of Students and
Enrollment Management will then conduct a preliminary review. Individuals will meet with the Admissions Review Committee as necessary to discuss the request for study at C-GCC.

**Placement Tests**

A placement test may be required to determine whether the applicant has the necessary skills and/or knowledge for a particular program. Students 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 ACCUPLACER Placement Test:

**EN 090** A transitional skills English course designed to prepare a student in developing skills in written and oral communication. ACCUPLACER score 60-67.

**EN 100** A transitional skills English composition course designed to better prepare a student for EN 101. ACCUPLACER score 68-83.

**MA 090** A transitional skills basic mathematics/pre-algebra course designed to prepare a student for MA 098 or MA 100. ACCUPLACER score 34-89 in arithmetic.

**MA 098** A transitional skills pre-statistics course designed to prepare a student for MA 102. ACCUPLACER score 90-120 in arithmetic or 39-76 in pre-algebra.

**MA 100** A transitional skills pre-algebra course designed to prepare a student for MA 110. ACCUPLACER score of 90-120 in arithmetic or 39-76 in pre-algebra.

**RS 100** A transitional skills course designed to improve reading comprehension level. ACCUPLACER score 55-74.

**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 an 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 an 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. 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 college ready. ACCUPLACER ESL/ELL score 302-377.

**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**

Students who lack a high school diploma, or students 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 students must meet minimum passing scores on all three parts of the ATB placement test on 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 students under the terms of the New York State Full Opportunity Policy. Students who hold an IEP diploma may apply for admission to C-GCC if their high school class has already graduated.

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

Students must supply sufficient documentation of the specific disability prior to scheduling the placement test.

Early Admission Program
The college has established an Early Admission Program in accordance with New York State Education Department guidelines.

There are three basic methods for academically capable high school students to have an opportunity to take age appropriate, college-level courses while still in high school:

1. C-GCC approves a high school teacher to offer college-credit-bearing course work to secondary students in the high school.
2. A C-GCC faculty member offers a college course to high school students at the high school.
3. High school students come to C-GCC to take a college course.

Two options are available for students to take college-level courses:

1. Students enroll part-time at C-GCC as non-matriculated students while continuing to take their high school courses. Part-time early admission applications are available from local high school guidance offices or the C-GCC Admissions Office. Before a student can register, approval and recommendation must be obtained from a high school official, parent, and then approval received from the C-GCC Admissions Office.

2. Students enroll full-time at C-GCC as matriculated students before completing formal course work at the high school level. Students in this category must file a Columbia-Greene Community College Application for Admission and meet all C-GCC admissions requirements normally mandated of college freshmen.

Students considering part-time or full-time early admission attendance should contact their high school guidance office or C-GCC Admissions Office for further details and requirements for the program. Early admission students are not eligible to participate in any federally funded financial assistance programs.
aid programs, but they may qualify for state financial aid.

Qualifications for Early Admission Study:
1. Student is currently enrolled in high school, pursuing a Regents diploma.
2. Students who are not candidates for a Regents diploma, may not be considered for full-time or part-time early admit status.
3. Student must submit an official transcript of all high school work completed at the time of application.

Part-Time Early Admission Requirements
Part-time early admission applications are available from local high school guidance offices or the C-GCC Admissions Office.
1. Student must submit the Request for Part-Time Early Admission application complete with approval signatures from an official high school representative and a parent/guardian.
2. Part-time early admit student has a minimum of an 80% average in the academic area in which he/she wishes to study or 80% in English.
3. Students with an average from 75-79 or students who are attending a non-regents accredited high school may be eligible for early-admit status if he/she takes the admissions placement exam and results indicate he/she is ready for college-level courses.
4. If approved, the student will receive notification with instructions on how to complete the registration and payment process.

Full-Time Early Admission Requirements
Before a student can register, full-time early admit students must file a Columbia-Greene Community College Application for Admission and meet all C-GCC admissions requirements normally mandated of college freshmen.
1. Full-time early admit student has an overall 80% average in all academic course work leading to a Regents diploma.
2. Full-time early admit applicants must take the placement test and score at college level in English, reading, and math.
3. Full-time early admit applicants must submit to Columbia-Greene Community College Admissions Office written documentation specifying course work that must be completed to obtain a Regents diploma.
4. Full-time early admit applicants must submit three letters of recommendation from a high school official, a faculty member, and a parent/guardian.
5. An interview with the Director of Admissions is required of all full-time early admit students.

College Course Work Information
Columbia-Greene maintains evidence that the following processes and procedures are in place for the college course work to be offered in a high school:
- At each high school site, the course syllabus must be reviewed and approved by the college as being comparable to the course offered by the college. This comparability is reaffirmed annually by the college academic officer responsible for the course.
- The high school instructor’s qualifications are judged by the college to be comparable to those of the college instructors teaching the course on the home campus. The high school instructor would be designated as a temporary adjunct instructor for the college.
The content of course instruction is reviewed at each offering by such means as:

a. Collaboration/mentoring by full-time college faculty for outcomes assessment
b. Student evaluations of the course and observation of the instructor
c. Rotating review by the division chair.

The college commitment to support the professional development of the high school instructor.

Assessment of student learning in the high school-taught course must indicate that it is comparable to that of its campus counterpart. Such comparability is ensured either by faculty review of the exams and other assessments of student learning or by employing the same assessment methods as are used for the campus course.

The course is recorded on the college transcript the same as all other college courses.

Home-Schooled Applicants

A student who has been home-schooled may apply for admission to C-GCC. The home-schooled 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 home-schooling 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 home-schooling 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 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.

Early Admission for Home-Schooled Applicants

Home-schooled students who have not completed their home school program have the following two options to register for age appropriate college course work:

1. Students enroll part-time at C-GCC as non-matriculated students while continuing to take their high school level courses. Students may take courses part time in the summer after completion of the equivalent of their junior year or during the equivalent of their senior year. Part-time early admissions applications specifically for home-schooled students are available from the C-GCC Admissions Office. Before a student can register, the following criteria must be met:
• Submit a completed Early Admissions Application for Home-Schooled Students to the C-GCC Admissions Office.
• Submit official documentation from the school district (on the school’s letterhead) or accredited institution monitoring the home-schooled experience that attests to the student’s satisfactory completion of the equivalent of the junior year in high school.

• Take the placement exam and score college level in English, reading and math.

• Obtain approval from the C-GCC Admissions Office.

2. Students enroll full-time at C-GCC as matriculated students before completing their home-schooled experience. Students in this category must meet all C-GCC admissions requirements normally mandated of home-schooled college freshmen including:

• Submit a Columbia-Greene application for admission.

• Submit official documentation from the school district (on the school’s letterhead) or accredited institution monitoring the home-schooled experience that attests to the student’s satisfactory completion of the equivalent of the junior year in high school.

• Take the placement exam and score college level in English, reading and math.

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 575 on the paper-based test and 230 on the computer-based test or 89 on the internet-based test. An official score report must be sent to the Admissions Office. For more information on TOEFL test sites, visit www.toefl.com.

A TOEFL score report is required for ALL international students.

The SUNY English Proficiency Report does replace the TOEFL examination that all 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 on pg. 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 Association) 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.

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

2. 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.

3. 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.

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

5. Transfer students who change their curriculum while attending Columbia-Greene must notify the Office of Records and Registration to have their transfer credits reevaluated as applicable to the
new curriculum governed by the then current college catalog. It is the responsibility of the student to request a reevaluation of transfer credits.

6. Students who lose their matriculation and re-admit must request that their credits be reevaluated according to the most recent catalog.

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.

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 63 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. Up to 6 credits per semester can be taken at a host campus. 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, and 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 64 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 may also start the drop process by telephone. However, a written and signed request is required to process any drop and it must be received by 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 at ext. 5514 for details.

**Withdrawal**

Withdrawal period begins after the census date. A student may withdraw from a class after the census date—20 percent of the full semester—, which may vary for individual courses (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 may also start the withdrawal process by telephone. However, a written and signed request is required to process any withdrawal and it must be received by 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 Vice President/Dean of Students and Enrollment Management. 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. Notice of the decision will be communicated to the student.

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 who such information is specifically required to be reported or disclosed pursuant to a state 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 is 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 can 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 college and the community and respectful of others’ rights as well as their own, the college has few specific regulations regarding conduct, and these are printed in the Student Handbook.

Additionally, the Student Handbook contains the college policy about the rules for maintaining public order as passed by the board of trustees and approved by the State Education Department. Copies may also be obtained from the Office of the President or the Office of the Vice President and Dean of Students and Enrollment Management.

**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.)

Grade Definition Quality Points
A High Achievement 4.00
A- 3.67
B+ 3.33
B Good Achievement 3.00
B-  2.67  
C+  2.33  
C  Satisfactory Achievement  2.00  
C-  1.67  
D  Minimal Passing Grade  1.00  

Does not indicate the ability to succeed at a higher level.

F  0
S 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.

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 not impact the student’s Pursuit of Program requirements (page 40).

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 Campus Connect 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.

**Academic Standards and Regulations**

**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.

A matriculated 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 that earn quality points towards their GPA. 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 criteria for satisfactory progress and 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.

<table>
<thead>
<tr>
<th>Semester Hours Attempted</th>
<th>Average is Less Than:</th>
<th>Probation</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–13</td>
<td>1.00</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>14–24</td>
<td>1.50</td>
<td>1.00</td>
<td>___</td>
</tr>
<tr>
<td>25–38</td>
<td>1.75</td>
<td>1.25</td>
<td>___</td>
</tr>
<tr>
<td>39–54</td>
<td>1.90</td>
<td>1.50</td>
<td>___</td>
</tr>
<tr>
<td>55–90</td>
<td>2.00</td>
<td>1.75</td>
<td>___</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>

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, and access to software used by most of the academic divisions on campus.

The Academic Support Center has PCs available for academic use. Enrichment 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 once a week on Monday mornings. Call the ASC at 518-828-4181 (Ext. 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 60,000 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 Counseling & Transfer Services

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 Counseling & Transfer Services, students will:

• Explore fields of study and career paths that are congruent with their personal values, interests, abilities, and life goals.
• Take advantage of campus and community opportunities and articulate how these contribute to their educational and career exploration.
• Establish meaningful goals using effective decision making strategies.
• Independently identify and utilize resources to evaluate their progress toward degree completion and/or college transfer.
• Utilize college resources to navigate the transfer process and/or pursue employment opportunities.

Advising, Career Counseling & Transfer Services 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. These include a career planning course, experiential learning, online career resources, workshops and printed materials.

Academic Advising

Advisors work with students to provide them with the information and skills necessary to take responsibility for their academic success. Students will work with their advisor on their education plans using the resources and support systems the college provides.

Career & Transfer Counseling

Counselors provide individual assistance to students in the areas of self-assessment, career exploration, college transfer, resume/cover letters, interview preparation and individualized internship/job search strategies.

Experiential Learning

Counselors work with students to secure experiential learning opportunities in a variety of formats and time commitments designed to meet their individual needs and academic programs. These engagements are designed to increase industry knowledge and professional skills as students prepare for careers and/or selective transfer programs through experiential, hands-on learning.

Purple Briefcase

Purple Briefcase is an online system available to C-GCC students and alumni. Registration allows access to local and national job listings and experiential learning opportunities. Students/ alumni may also post resumes, apply for jobs, view upcoming events and browse academic, career and transfer resources and links.

FOCUS

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

Supported Education

Supported Education is a program for students with mental health needs who desire support on campus as they pursue their academic goals. The Supported Education program functions to enhance a student’s personal mental health treatment plan and advocates for a holistic approach to support services.
both on and off the college campus. Services include individual support counseling sessions (which include skill-building and mental health education), assistance negotiating the college admissions and financial aid process, collaboration with college counselors and college support services, linkage to community Human Services agencies and coordination of services with community mental health therapeutic counselors. Each semester, if there is student interest, facilitation of a peer-led/group support meeting will be provided for Supported Education program participants. For specific information contact the Supported Education Office at extension 3323.

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. textbooks in electronic (digital) format; Note: CDs are not audio books and 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.

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: http://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. The Office of the Vice President and Dean of Students and Enrollment Management, as well as The Office of Security, will provide upon request all campus crime statistics as reported to the United States Department of Education. The Department of Education is
committed to assisting schools in providing students with a safe environment in which to learn and to keep parents and students well informed about campus security.

A copy of the C-GCC Campus Crime Statistics Report can be obtained by contacting the Office of the Vice President and Dean of Students and Enrollment Management at (518) 828-4181 ext. 3364.
FINANCIAL AID

Financial aid is available to qualified students at Columbia-Greene Community College. Financial aid is considered any grant, scholarship, loan, or employment opportunity with the purpose of assisting students with educationally related expenses. Financial aid at Columbia-Greene Community College 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 Columbia-Greene Community College 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 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.

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
The estimated cost of attendance (COA) at Columbia-Greene Community College for full time students who are NYS residents for 2017-2018 is as follows (these amounts are based on 2016-2017 costs and are subject to change).

### Estimated Costs for Fall 2017 and Spring 2018

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<thead>
<tr>
<th>Full Time Students</th>
<th>Estimated Costs</th>
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<tr>
<td>Tuition &amp; Fees</td>
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<td>Personal Expenses</td>
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<tr>
<td><strong>Estimated Cost</strong></td>
<td><strong>$15,768</strong></td>
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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 2017-2018 academic year range from $606 to $5,920. 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.

#### 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. SEOG 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 SEOG 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 SEOG, 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 SEOG funds at Columbia-Greene Community College, 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 www.studentloans.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. Columbia-Greene Community College 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 4.66 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 4.66 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 7.21 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.0 percent. Direct PLUS borrowers are charged a 2.5 percent origination fee. The Direct Loan Service Center currently offers a rebate on the origination fee. The rebate is added back into the outstanding balance if the borrower fails to make their first 12 on-time consecutive payments. The rebate for subsidized and unsubsidized loans is .5 percent. The rebate on PLUS loans is 1.5 percent.

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 (SEOG) 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>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this TAP Payment</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>You must have completed (passed or failed) this many credits since your last TAP payment*</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>You must have accrued at least this many credits since your last TAP payment*</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</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’s 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’s 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.

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
• Take 30 credits per year and make progress towards graduation
• Maintain good academic standing
• Be on track to graduate on time with an Associate’s 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.
- For Fall 2017, eligible families include those who earn up to $100,000. Recipients agree to live in NYS for the number of years equal to awards received.

To learn more about how to apply, visit www.HESC.ny.gov

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.

- New York State World Trade Center Memorial Scholarship
- Awards for Children of Veterans
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers,
- Peace Officers and Emergency Service Workers
- Persian Gulf Veterans Tuition Awards
- Vietnam Veterans Tuition Awards
- New York State Aid to Native Americans
- New York State Volunteer Recruitment Service Scholarship

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)

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.

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 Columbia-Greene Community College 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 Café Cash Card from Chartwells. Contact the Financial Aid Office for more information.

**Policies Affecting Financial Aid Eligibility**

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

Official Withdrawals: If a student officially withdraws from all of his/her courses before completing at least 60% of the term, federal financial aid will be recalculated based on the student’s withdrawal date. The student’s recalculated aid will be based on the percentage of time he/she completed in the term.

Unofficial Withdrawals: If a student does not formally withdraw from all of his/her courses but stops attending his/her courses before completing at least 60% of the term, the student is considered unofficially withdrawn from the College and the aid will be recalculated under the Return of Title IV Aid regulation.

In the case of an unofficial withdrawal, the effective date of withdrawal will be the last date of documented attendance. If a student officially or unofficially withdraws after the end of the college’s refund period, the student is liable for all of his or her tuition and fees, even if the student’s financial aid is decreased. If the student’s financial aid previously covered his or her bill, but no longer covers it after the Return of Title IV Aid calculation, the student will be expected to pay his or her outstanding tuition and fees. Further, if the student receives a disbursement of financial aid, and the Return of Title IV Aid calculation shows that the student was not entitled to the funds, the student will be billed for the funds, and the overpayment information will be forwarded to the U.S. Department of Education. It will be the student’s responsibility to repay the funds before he or she is eligible to receive any further federal student aid, even if the student attends another college. This overpayment will appear on the Student Aid Report (SAR) until the overpayment is repaid.

**Academic Standards and Regulations for Title IV Financial Aid Recipients**

Grades of A, A-, B+, B, B-, C+, C, C-, D, F, U, or S are considered successfully completed. A grade of "I" will not be taken into consideration until the "I" is removed and a grade is assigned. If due to withdrawals, failed courses, and so on, the maximum number of attempted credits for the student’s program has been exceeded, the student will be ineligible for federal financial aid programs (grants or loans) for any future semester.

**Repeated Course Work**

If a course is repeated, the course credits will count toward a student’s maximum number of attempted credits each time the course is taken.
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.

Maximum Time Frame for Completion
Federal regulations require C-GCC to set a time frame for completion of a degree or certificate not to exceed 150 percent of the normal requirements of that program.

For purposes of Title IV financial aid (Pell, FSEOG, FCWS, and Stafford loans), the college defines the maximum number of attempted hours for completion of a two-year degree to be 93 credits, or 150 percent of the required credits for that particular degree. The maximum number of attempted hours for a one-year certificate is 45 credits, or 150 percent of the required credits for that particular certificate.

The college will review each student’s eligibility at the end of each semester. If at that time less than 150 percent of the course work has been attempted, the student will be considered to be making progress and will be eligible for Title IV aid for the following semester.

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

Academic Progress and Financial Aid Eligibility
Students receiving financial aid from federal, state, or institutional sources must meet the standards for both satisfactory academic progress and program pursuit as detailed by the Federal Higher Education Amendments of 1976 and New York State’s Education Commissioner’s Regulations and enforced by Columbia-Greene Community College. Failure to make both satisfactory academic progress and program pursuit will result in the loss of financial aid eligibility. Since the requirements for the state and federal programs differ, eligibility for each program will be reviewed individually at the required intervals.

- TITLE IV (FEDERAL AID) — the academic standards for federal financial aid eligibility are the same as the college’s academic standards for degree completion. Please refer to page 40 for the Academic Progress and Program Pursuit requirements at C-GCC. Students who have lost their Title IV aid eligibility and request a hearing by the Academic Appeals Committee will have their Title IV aid eligibility reevaluated. If eligibility is reinstated, the student will be granted a waiver.

- TAP (NEW YORK STATE AID) — Students who have lost eligibility for the New York State Tuition Assistance Program should contact the Financial Aid Office and the TAP certifying officer for aid appeal and reinstatement procedures.

- A one-time waiver of Satisfactory Academic Progress and Pursuit of Program due to unusual or extraordinary circumstances may be granted.
• The C average requirement may be waived on the basis of undue hardship if the circumstance(s) can be demonstrated to have affected the student’s ability to achieve a C average at the end of a particular semester.

• These waiver requests are separate from an academic appeal. Waiver forms are available from the financial aid office and should be submitted prior to the start of the next semester.

Consortia Agreements
Consortia agreements allow students to take courses at a school other than their ‘home institution’ and have those courses count toward their degree or certificate. Students wishing to pursue course work through the use of a consortium agreement are encouraged to complete six credits at C-GCC prior to requesting study through this method. A student must be enrolled in at least one course at C-GCC and complete a consortium agreement form available in the Financial Aid Office.

Columbia-Greene Community Foundation Award Programs
The Columbia-Greene Community 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, ext. 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 Columbia Greene Community 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 Columbia-Greene Community 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, ext. 3727.
Tuition and Fees

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 Campus Connect account 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.
## 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition—New York State Residents</td>
<td>$2,268.00 per semester</td>
</tr>
<tr>
<td>Tuition—Nonresidents</td>
<td>$4,536.00</td>
</tr>
<tr>
<td>Student Activities Fee</td>
<td>$9.00 per semester</td>
</tr>
<tr>
<td>Student Accident Insurance</td>
<td>$5.00 per semester</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$12.00 per semester</td>
</tr>
<tr>
<td>Student Technology Fee</td>
<td>$60.00 per semester</td>
</tr>
</tbody>
</table>

### PART-TIME STUDENTS: LESS THAN 12 SEMESTER HOURS PER SEMESTER

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition—New York State Residents</td>
<td>$189.00 per semester hour</td>
</tr>
<tr>
<td>Tuition—Nonresidents</td>
<td>$378.00 per semester hour</td>
</tr>
<tr>
<td>Student Activities</td>
<td>$9.00 per semester hour</td>
</tr>
<tr>
<td>Student Accident Insurance</td>
<td>$5.00 per semester hour</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$1.00 per semester hour</td>
</tr>
<tr>
<td>Student Technology Fee</td>
<td>$5.00 per semester hour</td>
</tr>
</tbody>
</table>

### ALL STUDENTS: (PER SEMESTER UNLESS NOTED)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Fee: Art</td>
<td>$25.00</td>
</tr>
<tr>
<td>Course Fee: Cross Country Skiing - PE 182</td>
<td>$225.00</td>
</tr>
<tr>
<td>Course Fee: Dance</td>
<td>$10.00</td>
</tr>
<tr>
<td>Course Fee: First Aid and Safety - HE 201</td>
<td>$25.00</td>
</tr>
<tr>
<td>Course Fee: Photography</td>
<td>$25.00</td>
</tr>
<tr>
<td>Course Fee: Theater</td>
<td>$10.00</td>
</tr>
<tr>
<td>Course Fee: Lab Science</td>
<td>$25.00</td>
</tr>
<tr>
<td>Course Fee: Medical Assisting (AH 106, AH 107, AH 201)</td>
<td>$50.00</td>
</tr>
<tr>
<td>Course Fee: Automotive Technology</td>
<td>$50.00</td>
</tr>
<tr>
<td>Course Fee: Automotive Technology Uniforms (one-time fee)</td>
<td>$125.00</td>
</tr>
<tr>
<td>Credit for Life Experience/Portfolio Fee</td>
<td>$30.00 per semester hr.</td>
</tr>
<tr>
<td>External Exam Fee</td>
<td>$25.00</td>
</tr>
<tr>
<td>Departmental Challenge Exam</td>
<td>$25.00</td>
</tr>
<tr>
<td>Nursing Challenge Exam</td>
<td>$135.00</td>
</tr>
<tr>
<td>Nursing Course Fee</td>
<td>$195.00</td>
</tr>
<tr>
<td>Nursing/Medical Assisting Malpractice Insurance (per year)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$15.00</td>
</tr>
<tr>
<td>Official Transcript Fee</td>
<td>$5.00</td>
</tr>
<tr>
<td>Locker Fee</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

### ESTIMATED OTHER EXPENSES (ANNUAL)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and Supplies</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$7,000.00</td>
</tr>
<tr>
<td>Other Personal Expenses</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,800.00</td>
</tr>
</tbody>
</table>

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>
</tr>
</tbody>
</table>

## Refund Policy for Courses 3-4 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 fifth day of classes</td>
<td>Tuition Only</td>
</tr>
<tr>
<td>After the fifth day of classes</td>
<td>NO REFUNDS</td>
</tr>
</tbody>
</table>

## 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 by contacting the Office of Records and Registration will not incur a tuition liability.
- For courses less than 3-4 weeks in duration, please contact the Bursar’s Office for refund information.
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.

Student Accident Insurance

Student accident insurance is required for the protection of all full-time and part-time students. This insurance is in effect during the academic year and covers students taking classes on campus, courses off campus, and other related college activities.

Coverage is in effect for accidental injury, accidental death, accidental dismemberment, loss of sight, and dental injury. Claims must be made to the Office of Human Resources of the college within twenty days after the injury occurred.

If students are covered by their own or their parents’ health insurance, that coverage is considered the primary coverage, and bills should be submitted to that insurance carrier first. (Some exceptions apply; see the personnel officer.) Any portion of the bill(s) left unpaid by the primary coverage will be paid by the student accident insurance provider. Coverage may change if changes on the policy take place.

The following information may be helpful in the event of a student accident insurance claim:

1. If a student is covered by their own or by their parents’ health insurance, that coverage is considered the primary coverage, and hospital and doctors’ statements should be submitted to that insurance first. Any portion of the bill(s) left unpaid by their own or by their parents’ coverage will be paid by the college’s accident insurance policy. A claim form must be completed with all unpaid itemized bills.

2. Forms for student accident insurance claims are available in the Office of Human Resources.
Degree and Certificate Requirements

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

2. To guarantee maximum transferability of courses, students should be proactive in researching transfer opportunities and stay current of any changes at the institutions to which they plan to transfer.

3. Assistance in preparing for transfer is available in the Office of Advising, Career Counseling & Transfer Services and from academic advisors.

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

### 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
- PX 110 Technical Physics
- 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
**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 5000 BC - 1700
- HI 102 Western Civilization 1700-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. The Advising, Career Counseling & Transfer Services Office 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.

**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:

http://system.suny.edu/academic-affairs/student-mobility

C-GCC students Transfer to…

**Top 5 SUNY Colleges**

- University at Albany – SUNY
- SUNY New Paltz (jointly registered Teacher Education Program)
- SUNY Plattsburgh
- SUNY Oneonta
- SUNY Institute of Technology

**Top 5 Private Colleges**

- The College of Saint Rose
- The Sage College
- Massachusetts College of Liberal Arts
- Utica College
- Siena College
Top 5 Non-Traditional Colleges

• 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 Counseling & Transfer Services Office, Room 112, to assist you in developing a solid transfer strategy.

Transfer Articulation Agreements

• Burlington College
• Champlain College
• College of New Rochelle
• College of Technology Delhi
• College of Saint Rose
• Dominican College
• Excelsior College
• Franklin University
• Hartwick College
• Houghton College
• Manhattan College
• Maria College
• Marist College
• Massachusetts College of Liberal Arts
• Morrisville State College
• New York University
• Pennsylvania College of Technology
• Rochester Institute of Technology
• Russell Sage College

• Sage College of Albany
• SUNY Binghamton
• SUNY Canton
• SUNY Cobleskill
• SUNY Empire State College
• SUNY Environmental Science and Forestry (ESF)
• SUNY Health Science Center (Syracuse)
• SUNY Institute of Technology at Utica Rome
• SUNY New Paltz
• SUNY Oswego
• SUNY Plattsburgh
• Trinity College
• University at Albany - SUNY*
• University of Delaware
• Virginia State University

*Students interested in Digital Forensics can enroll in Individual Studies A.S. and follow the articulation with University at Albany for a B.S. in Digital Forensics.

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 the Office of Advising, Career Counseling & Transfer Services, 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.

Distance Learning

Distance learning opportunities at the college are offered via the Internet using Blackboard as the course management system. In compliance with the Higher Education Opportunity Act, Blackboard access is obtained through secure sign-on that allows students the opportunity to change their passwords.

Hybrid

Hybrid courses consist of both face-to-face (physical classroom) meetings and online learning activities. Students can expect that between 30% and 60% of the coursework will be completed through designated online learning activities. Students must have access to a computer and the Internet. Hybrid courses are designed to have the same academic rigor as campus based courses.

Online

Online courses are fully online through our learning management system. All teaching and interaction takes place online. Students are required to use a computer with Internet access as the primary technology and may be required to use other technologies to acquire and learn course content.

Web-Enhanced

Web-enhanced courses are campus based courses that use online components to complement class sessions without reducing the number of class meetings.

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.

For more information on Distance Learning contact the Coordinator at 518-828-4181, Ext. 3711.

Reasonable accommodations are available if a student has a qualified disability. For further information, contact the Office of Accessibility Services at 518-828-4181, Ext. 3437.
Academic Divisions

Division of Arts and Humanities
   Siri Carlisle, Chairperson

Division of Automotive
   Michael Allard, Chairperson

Division of Behavioral and Social Sciences
   William DeLuca, Chairperson

Division of Math and Science
   Dawn Holsapple, Chairperson

Division of Nursing
   Dawn Wrigley, Chairperson

Division of Technology (Business and Computer Science)
   Marcia Fitzgerald, Chairperson

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.

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<th>Program Title</th>
<th>Degree</th>
<th>Code</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

**Computer Science Electives**

- CS  Computer Science

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

**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

**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
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 a program that is manufacturer specific. C-GCC is currently affiliated with Toyota Motor Sales and offers the Toyota Technical Education Network (T-TEN) program. This program is designed to provide specific training on the Toyota and Lexus products.

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: Students wishing to pursue the Toyota T-TEN option must complete special admission requirements.

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.

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). Pre-Algebra skills are required.

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). Competency in mathematics fundamentals is required. Pre-Algebra skills are required.

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: A.O.S. T-TEN

1. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101-Composition). Competency in mathematics fundamentals is required. Pre-Algebra skills are recommended.

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

3. Students must obtain a 2.0 GPA to graduate.

4. Toyota T-TEN students must pass a minimum of two ASE certification exams A1-A8 and complete all required T-TEN e-learnings and courses before receiving Toyota recognition and factory course credit.

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). Competency in mathematics fundamentals is required. Pre-Algebra skills are recommended.

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: 74

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 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 Pre-Algebra is required. College-level proficiency on Math Placement Examination.

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
PX ELE Physics 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 74
Automotive Technology (A.A.S.) College Based

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
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<tbody>
<tr>
<td>AU 128 Introduction to</td>
<td>AU 117 Gas and Diesel Engines 4</td>
</tr>
<tr>
<td>Automotive Repair 4</td>
<td>AU 134 Engine Performance 6</td>
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<td>AU 129 Basic Heating,</td>
<td>AU 203 Advanced Automotive Operations 4</td>
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<tr>
<td>Ventilation and Air</td>
<td>EN 101 Composition 3</td>
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<tr>
<td>Conditioning 3</td>
<td>HE 201 First Aid and Safety 3</td>
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<td>AU 130 Basic Steering,</td>
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<td>Suspension and Brakes 4</td>
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Summer

| AU 131 Work Study I 2      |                                        |

3rd Semester

| AU 211 Manual Transmissions and Drivelines 4 | AU 212 Automotive Diagnostics 4 |
| AU 215 Body Electrical and Electronics 3   | AU 213 Automatic Transmissions and Transaxles 4 |
| EN 102 Composition and Literature or       | HU ELE Humanities Elective 3           |
| EN 105 Technical Writing 3                  | PX ELE Physics Elective 3              |
| MA 110 College Algebra 4                    | SL ELE Social Sciences Elective 3      |
| SL ELE Social Science Elective 3            | Total 17                               |
| Total 17                                   |                                        |

Summer

| AU 231 Work Study II 2     |                                        |

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

Curriculum Code: 2514
Semester Hours Required for Graduation: 64

PROGRAM GOALS:
The Toyota T-TEN program prepares qualified students as entry-level technicians for Toyota or Lexus dealership employment. Students are prepared through extensive hands-on lab activities while the student practices advanced automotive theory with practical classroom applications. This program requires sponsorship by a Toyota or Lexus dealership and provides a paid internship working alongside qualified Toyota, Lexus Technicians. Student must remain employed by the sponsoring dealership for the entire program.

The National Automotive Technicians Education Foundation, NATEF, certifies the program as Master Automotive Service Training (M.A.S.T.). The instructors are Master Technicians certified by Automotive Service Excellence (ASE).

Students accepted into the program will be placed in a Toyota or Lexus dealership as part of their program layout of 8-weeks class, 7-weeks paid internship, earn-while-you-learn format.

PROGRAM OUTCOMES:
• Demonstrate an ability to use technology along with critical thinking to identify and make decisions based on the evidence presented.
• Apply fundamentals of automotive training including the basics of automotive diagnostics.
• Use of electronic analyzers and scanners to diagnose, test, and repair various systems.
• Application of electrical theory in “on car” diagnostic scenarios

• Perform maintenance, service, diagnose, and repair on all eight ASE Automotive repair categories A1-A8.
• Complete successfully a minimum of 2 ASE certifications A1-A8.
• Demonstrate professional values and work ethics appropriate for the workplace.

These skills gained in class and as part of internships are designed to prepare students to be Toyota Certified Technicians at graduation.

ACADEMIC PREPARATION:
1. Students entering will have a 12th-grade reading level; placement test scores must indicate readiness to begin EN101.
2. Competency in mathematics fundamentals is also required.

ADDITIONAL REQUIREMENTS:
1. Mandatory Interview Session with Program Coordinator for program entry.
2. Specified Tool Inventory, and uniform purchase.
### LIBERAL ARTS REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tr>
<td>EN 101</td>
<td>Composition</td>
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<tr>
<td>EN 105</td>
<td>Technical Writing</td>
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<tr>
<td>MA 103</td>
<td>Business Mathematics</td>
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#### PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>AT 101</td>
<td>T-TEN Internship #1</td>
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<tr>
<td>AT 102</td>
<td>T-TEN Internship #2</td>
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<tr>
<td>AT 117</td>
<td>Engine Mechanical T-TEN</td>
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<tr>
<td>AT 128</td>
<td>Introduction to Toyota</td>
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<tr>
<td>AT 129</td>
<td>Heat, Vent &amp; Air Cond T-TEN</td>
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<td>AT 130</td>
<td>Brake Systems T-TEN</td>
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<td>AT 131</td>
<td>Steering &amp; Suspension T-TEN</td>
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<td>AT 133</td>
<td>Electrical I &amp; II T-TEN</td>
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<td>AT 203</td>
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<td>AT 204</td>
<td>T-TEN Internship #4</td>
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<td>AT 213</td>
<td>Auto. Transmissions T-TEN</td>
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<tr>
<td>AT 234</td>
<td>Engine Perf. I &amp; II T-TEN</td>
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**Minimum Credits**: 64
### Automotive Technology: T-TEN (A.O.S.)

*SUGGESTED PROGRAM SEQUENCE*

#### 1st Semester (Summer)

<table>
<thead>
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<tr>
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<td>AT 133</td>
<td>Electrical I &amp; II T-TEN</td>
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<td>AT 101</td>
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#### 3rd Semester (Spring)

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<tbody>
<tr>
<td>MA 103</td>
<td>Business Mathematics</td>
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<tr>
<td>AT 130</td>
<td>Brake Systems T-TEN</td>
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</tr>
<tr>
<td>AT 131</td>
<td>Steering/Susp. T-TEN</td>
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</tr>
<tr>
<td>AT 102</td>
<td>T-TEN Internship #2</td>
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#### 4th Semester (Summer)

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<th>Course</th>
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<td>AT 129</td>
<td>HVAC T-TEN</td>
<td>4</td>
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<tr>
<td>AT 117</td>
<td>Engine Mechanical T-TEN</td>
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#### 5th Semester (Fall)

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<td>AT 203</td>
<td>T-TEN Internship #3</td>
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<td>AT 234</td>
<td>Engine Perf. I &amp; II T-TEN</td>
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#### 6th Semester (Spring)

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<tbody>
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<tr>
<td>AT 211</td>
<td>Manual Trans. T-TEN</td>
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<td>AT 213</td>
<td>Auto. Transmissions T-TEN</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
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</tbody>
</table>

Career Opportunities: automotive technician.

* All T-TEN AT courses have prerequisites (refer to course descriptions section of catalog.)
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 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: Pre-Algebra is recommended.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
61 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>AU 117</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>Basic Steering, Suspension and Brakes</td>
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<td>AU 211</td>
<td>Manual Transmissions and Drivelines</td>
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<td>AU 212</td>
<td>Automotive Diagnostics</td>
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<td>Automatic Transmissions and Transaxles</td>
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<td>AU 215</td>
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<td>AU 231</td>
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<td>General Elective</td>
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<td>HE 201</td>
<td>First Aid and Safety</td>
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<tr>
<td>MA 103</td>
<td>Business Mathematics</td>
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Minimum Credits: 61
# Automotive Technology (A.O.S.)

**SUGGESTED PROGRAM SEQUENCE**

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<td>AU 129</td>
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<td>AU 130</td>
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<td>AU 132</td>
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<td>CE 101</td>
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**Summer**

| AU 131 | Work Study I | 2 |

<table>
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<th>4th Semester</th>
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<tbody>
<tr>
<td>AU 211</td>
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<td>AU 215</td>
<td>AU 213</td>
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<td>EN 101</td>
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<td>HE 201</td>
<td>MA 103</td>
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</tr>
<tr>
<td>13</td>
<td>14</td>
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</table>

**Summer**

| AU 231 | Work Study II | 2 |

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 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: Pre-Algebra is recommended.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
32 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>AU 117</td>
<td>Gas and Diesel Engines</td>
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<tr>
<td>AU 128</td>
<td>Introduction to Automotive Repair</td>
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</tr>
<tr>
<td>AU 129</td>
<td>Basic Heating, Ventilation and Air Conditioning</td>
<td>3</td>
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<td>AU 130</td>
<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>
<td>Engine Performance</td>
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<td>AU 203</td>
<td>Advanced Automotive Operations</td>
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<tr>
<td>HE 201</td>
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Minimum Credits 32
# Automotive Technology (Certificate)

## SUGGESTED PROGRAM SEQUENCE

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<tr>
<td><strong>AU 128</strong> Introduction to</td>
<td><strong>AU 117</strong> Gas and Diesel Engines</td>
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<tr>
<td>Automotive Repair</td>
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<tr>
<td><strong>AU 129</strong> Basic Heating,</td>
<td><strong>AU 134</strong> Engine Performance</td>
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<tr>
<td>Conditioning</td>
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<td><strong>AU 130</strong> Basic Steering,</td>
<td><strong>AU 203</strong> Advanced Automotive</td>
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<tr>
<td>Suspension and Brakes</td>
<td>Operations</td>
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<td><strong>AU 132</strong> Electricity and</td>
<td><strong>HE 201</strong> First Aid and Safety</td>
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Career Opportunities: Dealership Technician, Independent and Fleet Repair, Service Equipment Representative, Parts Department Counterperson or Owner.
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 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
BU ELE Business Electives 6
BU 103 Foundations of Business 3
BU 105 Business Communications 3
BU 107 Business Law I 3
BU 116 QuickBooks 3
BU 150 Financial Planning 3
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
GN ELE General Electives 3
Minimum Credits 61
# Business—Accounting (A.A.S.)

## SUGGESTED PROGRAM SEQUENCE

### 1st Semester

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<td>BU 103</td>
<td>Foundations of Business</td>
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<tr>
<td>AC 102</td>
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<td>3</td>
</tr>
<tr>
<td>BU 105</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BU 107</td>
<td>Business Law I</td>
<td>3</td>
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<tr>
<td>CS ELE</td>
<td>Computer Science Elective or</td>
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<tr>
<td>CI ELE</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature or</td>
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<td>EN 105</td>
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### 3rd Semester

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<tr>
<td>BU 116</td>
<td>QuickBooks</td>
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<td>BU 150</td>
<td>Financial Planning</td>
<td>3</td>
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<tr>
<td>GN ELE</td>
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<td>SC ELE</td>
<td>Science Elective</td>
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<tr>
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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 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
AC 101   Financial Accounting   3
AC 102   Managerial Accounting   3
BU 103   Foundations of Business   3
BU 105   Business Communications   3
BU 116   QuickBooks   3
BU/CS/CI ELE   Business Elective
               or
               Computer Science Elective
               or
               Computer Information
               Elective
CI 105   Computer Applications   3
CI 150   EXCEL   3
MA ELE   Mathematics Elective   3

Minimum Credits   30
### Accounting Studies (Certificate)

#### SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td><strong>AC 101</strong> Financial Accounting 3</td>
<td><strong>AC 102</strong> Managerial Accounting 3</td>
</tr>
<tr>
<td><strong>BU 103</strong> Foundations of Business 3</td>
<td><strong>BU 105</strong> Business Communications 3</td>
</tr>
<tr>
<td><strong>CI 105</strong> Computer Applications 3</td>
<td><strong>BU 116</strong> QuickBooks 3</td>
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<tr>
<td><strong>CI 150</strong> EXCEL</td>
<td><strong>BU ELE</strong> Business Elective</td>
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<tr>
<td><strong>MA ELE</strong> Mathematics Elective 3</td>
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<td><strong>Total</strong> 15</td>
<td><strong>CS ELE</strong> Computer Science Elective</td>
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<td><em>or</em></td>
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<td></td>
<td><strong>CI ELE</strong> Computer Information</td>
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<td></td>
<td><em>Elective</em> 6</td>
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<tr>
<td><strong>Total</strong> 15</td>
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</table>

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 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
EN 101 Composition 3
EN 105 Technical Writing 3
HU ELE Humanities Elective 3
MA 103 Business Mathematics 3
SC ELE Science Elective 3
SL ELE Social Science Electives 6

PROGRAM REQUIREMENTS
40 Semester Hours
AC 101 Financial Accounting 3
BU 103 Foundations of Business 3
BU 105 Business Communications 3
BU 116 QuickBooks 3
BU 211 Business Experience Internship 3
BU 220 Business Ethics 3
BU 230 Management 3
BU ELE Business Electives 6
CE 101 College Experience 1
CI 105 Computer Applications 3
CS 116 Contemporary Computer Concepts 3
HU ELE Humanities Elective 3
SL 115 Conflict Resolution 3

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

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
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<tbody>
<tr>
<td>AC 101 Financial Accounting 3</td>
<td>BU 116 QuickBooks 3</td>
<td>BU 220 Business Ethics 3</td>
<td>BU 211 Business Experience Internship* 3</td>
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<td>BU 103 Foundations of Business 3</td>
<td>CI 105 Computer Applications 3</td>
<td>CS 116 Contemporary Computer Concepts 3</td>
<td>BU 230 Management 3</td>
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<td>BU 105 Business Communications 3</td>
<td>EN 105 Technical Writing 3</td>
<td>HU ELE Humanities Elective 3</td>
<td>BU ELE Business Electives*** 6</td>
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<td>CE 101 College Experience 1</td>
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<td>SL 115 Conflict Resolution 3</td>
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<td>SL ELE Social Science Elective ** 3</td>
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<td>Total 16</td>
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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 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.

<table>
<thead>
<tr>
<th>LIBERAL ARTS REQUIREMENTS</th>
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<tbody>
<tr>
<td>31 Semester Hours</td>
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<tr>
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<tr>
<td>EN 101</td>
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<td>EN 102</td>
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<td>SC ELE</td>
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<td>SL ELE</td>
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<tr>
<td>BU 103</td>
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<td>BU 107</td>
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<td>EC 102</td>
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<td>MK 101</td>
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**Minimum Credits** 62
### Business—Business Administration (A.S.)

**SUGGESTED PROGRAM SEQUENCE**

#### 1st Semester

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<th>Title</th>
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<tr>
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<td>EC 101</td>
<td>Macroeconomics</td>
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#### 4th 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 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
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
BU 103 Foundations of Business 3
BU 105 Business Communications 3
BU 107 Business Law I 3
BU 230 Management 3
BU ELE Business Electives 9
CE 101 College Experience 1
CS ELE Computer Science Elective or
CI ELE Computer Information Elective 6
GN ELE General Electives 3
MK 101 Principles of Marketing 3

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

**SUGGESTED PROGRAM SEQUENCE**

### 1st Semester

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<tr>
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<td>CS ELE or CI ELE</td>
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<td>3</td>
</tr>
<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>MK 101</td>
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### 2nd Semester

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<tr>
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<td>BU 107</td>
<td>Business Law I</td>
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<td>BU ELE</td>
<td>Business Elective</td>
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<tr>
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<td>EN 105</td>
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### 3rd Semester

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<tbody>
<tr>
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### 4th Semester

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<tbody>
<tr>
<td>BU 230</td>
<td>Management</td>
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<td>Computer Science or Information Elective</td>
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<td>GN ELE</td>
<td>General Electives</td>
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<td>HU ELE</td>
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<td>SL ELE</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**CS courses recommended**

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 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
AR 107 Visual Arts 2-D 3
AR 118 Figure Drawing 3
AR 119 Basic Drawing 3
AR 140 Computer Graphics 3
AR 145 Motion Graphics 3
AR 205 3-D Graphics and Animation 3
AR 240 Digital Imagery 3
AR 245 Web Page Design 3
AR 250 Art for Game Design 3
CI 141 Desktop Publishing 3

Minimum Credits 30
Computer Graphics and Design (Certificate)

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<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>
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<td>AR 140 Computer Graphics</td>
<td>AR 245 Web Page Design</td>
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<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><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Career Opportunities: Graphic design, animation, advertising, Web based publishing, commercial art.
Computer Science (A.S.)

Curriculum 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 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</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
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<tr>
<td>HU ELE</td>
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<tr>
<td>SL ELE</td>
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<tr>
<td>SC ELE</td>
<td>Science Elective or</td>
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<tr>
<td>MA ELE</td>
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<tr>
<td>MA 111</td>
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PROGRAM REQUIREMENTS
31 Semester Hours

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<td>CS 134</td>
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<td>4</td>
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<tr>
<td>CS 154</td>
<td>JAVA Programming</td>
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<td>CS 256</td>
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<tr>
<td>GN ELE</td>
<td>General Electives</td>
<td>13</td>
</tr>
</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

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
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<tbody>
<tr>
<td>CE 101 College Experience</td>
<td>CS 154 Java Programming</td>
<td>CS ELE Computer Science Elective**3</td>
<td>CS 256 Computer Science II</td>
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<tr>
<td>CS 134 Computer and Informatics Science I</td>
<td>CS ELE Computer Science Elective**3</td>
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<td>EN 102 Composition and Literature</td>
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<td>HU ELE Humanities Elective</td>
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<tr>
<td>MA ELE Math Elective</td>
<td>SL ELE Social Science Elective</td>
<td>MA ELE Mathematics Elective</td>
<td>MA ELE Mathematics Elective</td>
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<td><strong>Total</strong> 16</td>
<td><strong>Total</strong> 16</td>
<td><strong>Total</strong> 14</td>
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</table>

**AR 140, AR 205, AR 245, AR 250 and CJ 135 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.
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 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>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>CE 101 College Experience 1</td>
<td>CS 125 Web Page Authoring 3</td>
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<tr>
<td>CI 105 Computer Applications 3</td>
<td>CS ELE Computer Science Elective 3</td>
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</table>
| CS 134 Computer and Informatics Science I 4 | EN 102 Composition and Literature  
  or EN 105 Technical Writing 3 |
| EN 101 Composition 3          | GN ELE General Elective 3     |
| CS 156 Networking Essentials 3| MA 110 College Algebra 4      |
| HU ELE Humanities Elective 3  | 17                            |
| Total                         | Total                         |
| 17                            | 16                            |

<table>
<thead>
<tr>
<th>3rd Semester</th>
<th>4th Semester</th>
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<tbody>
<tr>
<td>CS 211 PC Hardware 3</td>
<td>CS 205 Systems Analysis 3</td>
</tr>
<tr>
<td>CS 203 Database Concepts 3</td>
<td>SL ELE Social Science Elective 3</td>
</tr>
<tr>
<td>CS ELE Computer Science Elective 3</td>
<td>CS ELE Computer Science Electives 6</td>
</tr>
<tr>
<td>GN ELE General Elective 2</td>
<td>SC ELE Science Elective 3</td>
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<td>14</td>
<td>15</td>
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</tbody>
</table>

*AR 140, AR 205, AR 245, AR 250 and CJ 135 may be used as CS Electives. Students should consult with their advisor prior to the selection of these courses.*
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 or a related field of study. This program would be appropriate for students contemplating law school. Proper selection of curriculum electives enables students to further study other academic disciplines, such as political science, sociology, and public administration.

PROGRAM OUTCOMES:
• Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections.
• Use legal research skills to locate, analyze, and discuss the content of statutory and case law.
• Examine criminal justice and/or social science data and explain their significance.
• Explain the underlying causes of anti-social and criminal behavior.
• Apply Constitutional principles to the practice of criminal justice.
• Articulate, either orally or in writing, concepts or theories applicable to 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.

LIBERAL ARTS REQUIREMENTS
45 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 102</td>
<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>
</tr>
<tr>
<td>CJ ELE</td>
<td>Criminal Justice Electives</td>
<td>6</td>
</tr>
<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Electives</td>
<td>6</td>
</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>SC ELE</td>
<td>Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PS ELE</td>
<td>Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY 101</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>SO 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SO 207</td>
<td>Criminology</td>
<td>3</td>
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PROGRAM REQUIREMENTS
16 Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CE 101</td>
<td>College Experience</td>
<td>1</td>
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<tr>
<td>CJ 115</td>
<td>American Policing</td>
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<tr>
<td>GN ELE</td>
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Minimum Credits 61
# Criminal Justice (A.A.)

**SUGGESTED PROGRAM SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
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<tbody>
<tr>
<td>CE 101 College Experience</td>
<td>CJ 114 Corrections: Institutional and Community</td>
</tr>
<tr>
<td>CJ 102 Introduction to Criminal Justice</td>
<td>CJ 115 American Policing</td>
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<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition and Literature</td>
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<tr>
<td>HU ELE Humanities Elective</td>
<td>GN ELE General Elective</td>
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<tr>
<td>MA ELE Mathematics Elective</td>
<td>PY 101 General Psychology</td>
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<tr>
<td>SO 101 Introduction to Sociology</td>
<td>Total 15</td>
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<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>CJ 211 Substantive Criminal Law</td>
<td>CJ ELE Criminal Justice Elective*</td>
</tr>
<tr>
<td>CJ ELE Criminal Justice Elective*</td>
<td>GN ELE General Electives 6</td>
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<tr>
<td>GN ELE General Elective</td>
<td>HU ELE Humanities Elective 3</td>
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<tr>
<td>PS ELE Political Science Elective</td>
<td>SC ELE Lab Science Elective 3</td>
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<tr>
<td>SO 207 Criminology</td>
<td>Total 15</td>
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<tr>
<td>Total 15</td>
<td></td>
</tr>
</tbody>
</table>

*PY 230, SO 207 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, Utica College, John Jay College of Criminal Justice, and Sage College of Albany.
Criminal Justice (A.A.S.)

Curriculum Code: 0640
Semester Hours Required for Graduation: 61

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, public safety, and security personnel.

PROGRAM OUTCOMES:
• Describe the individual functions and integrations of the components of the criminal justice system: police, courts, and corrections.
• Use legal research skills to locate, analyze, and discuss the content of statutory and case law.
• Examine criminal justice and/or social science data and explain their significance.
• Explain the underlying causes of anti-social and criminal behavior.
• Apply Constitutional principles to the practice of criminal justice.
• Articulate, either orally or in writing, concepts or theories applicable to 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 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>Hours</th>
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<tbody>
<tr>
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<tr>
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<td>Humanities Elective</td>
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<td>MA ELE</td>
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<td>SC ELE</td>
<td>Science Elective</td>
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<td>PS ELE</td>
<td>Political Science Elective</td>
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<td>PY 101</td>
<td>General Psychology</td>
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PROGRAM REQUIREMENTS
40 Semester Hours

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<td>CJ 102</td>
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<td>CJ 114</td>
<td>Corrections: Institutional and Community</td>
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<td>CJ 115</td>
<td>American Policing</td>
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<tr>
<td>CJ 204</td>
<td>Criminal Investigation</td>
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<tr>
<td>CJ 211</td>
<td>Substantive Criminal Law</td>
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<td>CJ 212</td>
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<td>CJ 250</td>
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<td>PE 118</td>
<td>Physical Fitness for Law Enforcement</td>
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<td>SO 101</td>
<td>Introduction to Sociology</td>
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<td>Juvenile Delinquency</td>
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Minimum Credits 61
Criminal Justice (A.A.S.)

SUGGESTED PROGRAM SEQUENCE

1st Semester

<table>
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<tr>
<th>Course</th>
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<td>EN 101</td>
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2nd Semester

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<td>CJ 115</td>
<td>American Policing</td>
<td>3</td>
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<tr>
<td>CS ELE</td>
<td>Computer Science Elective</td>
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</tr>
<tr>
<td>CI ELE</td>
<td>Computer Information Elective</td>
<td>3</td>
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<tr>
<td>PE 118</td>
<td>Physical Fitness for Law Enforcement</td>
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<tr>
<td>PY 101</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>SC ELE</td>
<td>Science Elective</td>
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3rd Semester

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<td>CJ 211</td>
<td>Substantive Criminal Law</td>
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<tr>
<td>EN 105</td>
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<td>GN ELE</td>
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4th Semester

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<td>CJ 212</td>
<td>Procedural Criminal Law</td>
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<td>CJ 250</td>
<td>Criminal Justice Prof. Dev.</td>
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<td>SO 209</td>
<td>Juvenile Delinquency</td>
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<td>PS ELE</td>
<td>Political Science Elective**</td>
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<tr>
<td>Total</td>
<td></td>
<td>14</td>
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</tbody>
</table>

*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, pretrial services coordinator.
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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.

4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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.
# STATE UNIVERSITY OF NEW YORK AT NEW PALTZ
DEPARTMENT OF ELEMENTARY EDUCATION
Early Childhood (B-2) & Childhood (1-6) Education Acceptance Matrix

<table>
<thead>
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<td><strong>On-site Writing Sample</strong></td>
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<td>24-25 points</td>
<td>26-27 points</td>
<td>28-30 points</td>
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<td>(B+/A-)</td>
<td>(A-/A)</td>
</tr>
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<td><strong>Fingerprinting Evidence</strong></td>
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<td><strong>30 Pre-program Fieldwork Hours</strong></td>
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<td><strong>GPA (based on a minimum of 30 cr.)</strong></td>
<td>2.75-2.79</td>
<td>2.8-2.89</td>
<td>2.9-2.99</td>
<td>3.0-3.19</td>
<td>3.2+</td>
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<tr>
<td><strong>Average of Grades in Comp I &amp; II</strong></td>
<td></td>
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<tr>
<td>(Note: a grade of “B” or better in each course is required)</td>
<td></td>
<td></td>
<td>3.0-3.29</td>
<td>3.3-3.69</td>
<td>3.7-4.0</td>
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<td></td>
<td>(B/B+)</td>
<td>(B+/A-)</td>
<td>(A-/A)</td>
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</table>

SCORING CRITERIA: TOTAL POSSIBLE = 23, TOTAL REQUIRED = 17

* A grade of “B” or better is required in all education courses and a grade of “C” or better is required in all non-education prerequisite courses.
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. A. Liberal Arts & Science, Social Science: History A.A. Degree (Childhood only)
6. B. 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 2.75 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 106, 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. complete a successful interview with program staff at SUNY New Paltz.

E. submit documentation of approved work experience with children.

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 ext. 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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM OUTCOMES:
• 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/Mathematics and Science (A.S.)

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd 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 ELE Mathematics Elective</td>
<td>SC ELE Science Elective</td>
</tr>
<tr>
<td>PY 101 General Psychology</td>
<td>PY 205 Child &amp; Adolescence</td>
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<tr>
<td>HI 103 U.S. History 1492-1865 or</td>
<td>HI 101 Western Civilization 1700 to Present</td>
</tr>
<tr>
<td>HI 104 U.S. History 1865-Present</td>
<td>ED 101 Foundations of Education</td>
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<thead>
<tr>
<th>3rd Semester</th>
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<tbody>
<tr>
<td>BI ELE Biology Elective</td>
<td>BI 103 General Ecology</td>
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<td>MA 105 Math for Elementary Teachers I</td>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<tr>
<td>Foreign Language I (FR, IT, SA, SN)</td>
<td>HI 101 Western Civilization BCE to 1700 CE or</td>
</tr>
<tr>
<td>ED 110 Education of Diverse Populations</td>
<td>HI 102 Western Civilization 1700 to Present</td>
</tr>
<tr>
<td>HU ELE Humanities Elective (The Arts)</td>
<td>ED 201 Symbolic Representation</td>
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<tr>
<td>MA 114 Math for Elementary Teachers II</td>
<td>MA 114 Math for Elementary Teachers II</td>
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<td>16</td>
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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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</tr>
<tr>
<td>SC ELE</td>
<td>Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY 101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HI 103</td>
<td>U.S. History 1492-1865 or</td>
<td>3</td>
</tr>
<tr>
<td>HI 104</td>
<td>U.S. History 1865-Present</td>
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<td><strong>Total</strong></td>
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### 2nd Semester

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<thead>
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<th>Course</th>
<th>Title</th>
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<tr>
<td>EN 102</td>
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<td>MA ELE</td>
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<td>4</td>
</tr>
<tr>
<td>PY 205</td>
<td>Child &amp; Adolescence Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective (The Arts)</td>
<td>3</td>
</tr>
<tr>
<td>ED 101</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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### 3rd Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Symbolic Representation</td>
<td>3</td>
</tr>
<tr>
<td>MA 105</td>
<td>Math for Elementary Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I (FR, IT, SA, SN)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ED 110</td>
<td>Education of Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>MA 102</td>
<td>Statistics</td>
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### 4th Semester

<table>
<thead>
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</tr>
<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<tr>
<td>HI 101</td>
<td>Western Civilization 5000 BCE to 1700 CE or</td>
<td></td>
</tr>
<tr>
<td>HI 102</td>
<td>Western Civilization 1700 to Present</td>
<td>3</td>
</tr>
<tr>
<td>MA 114</td>
<td>Math for Elementary Teachers II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>17</strong></td>
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</table>
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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition &amp; Literature</td>
</tr>
<tr>
<td>MA ELE Mathematics Elective</td>
<td>Foreign Language II (FR, IT, SA, SN)</td>
</tr>
<tr>
<td>Foreign Language I (FR, IT, SA, SN)</td>
<td>PY 205 Child &amp; Adolescence Psychology</td>
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<tr>
<td>PY 101 General Psychology</td>
<td>SC ELE Lab Science Elective</td>
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<tr>
<td>HI 103 U.S. History 1492-1865 (or)</td>
<td>ED 101 Foundations of Education</td>
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<tr>
<td>HI 104 U.S. History 1865-Present</td>
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<td>Total</td>
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<table>
<thead>
<tr>
<th>3rd Semester</th>
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<tbody>
<tr>
<td>EN 205 British Literature</td>
<td>EN 201 American Literature: Colonial-1899 (or)</td>
</tr>
<tr>
<td>EN 211 Creative Writing</td>
<td>EN 204 American Literature: 1900 to Present</td>
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<td>MA 105 Math for Elementary Teachers I</td>
<td>EN ELE Writing Elective</td>
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<tr>
<td>ED 110 Education of Diverse Populations</td>
<td>ED 201 Symbolic Representation</td>
</tr>
<tr>
<td>HI 101 Western Civilization 5000 BCE to 1700 CE (or)</td>
<td>HI ELE History Elective (Other World Civilizations Elective see page 69) (or)</td>
</tr>
<tr>
<td>HI 102 Western Civilization 1700 to Present</td>
<td>PL 103 Philosophy of Eastern Religion</td>
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<td>Total</td>
<td>15</td>
</tr>
<tr>
<td>MA 114 Math for Elementary Teachers II</td>
<td>Total</td>
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</table>
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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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**

### 1st Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>HI 103</td>
<td>U.S. History 1492-1865 or</td>
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<td>HI 104</td>
<td>U.S. History 1865-Present</td>
<td>3</td>
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<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PY 101</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
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### 2nd Semester

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN 102</td>
<td>Composition &amp; Literature</td>
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<tr>
<td>HI 101</td>
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<td>HI 102</td>
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<tr>
<td>PY 205</td>
<td>Child &amp; Adolescence Psychology</td>
<td>3</td>
</tr>
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<td>ED 101</td>
<td>Foundations of Education</td>
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<tr>
<td>HI ELE</td>
<td>History Elective</td>
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<td>MA 105</td>
<td>Math for Elementary Teachers I</td>
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<td>ED 110</td>
<td>Education of Diverse Populations</td>
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<tr>
<td>MA 114</td>
<td>Math for Elementary Teachers II</td>
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<tr>
<td>HI ELE</td>
<td>History Elective</td>
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<td>Foreign Language II (FR, IT, SA, SN)</td>
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<td>HU ELE</td>
<td>Humanities Elective The Arts</td>
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<tr>
<td>HI ELE</td>
<td>History Elective (Other World Civilizations Elective see page 69)</td>
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<tr>
<td>PL 103</td>
<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>EED375 Teaching Reading I (UD/WI)</td>
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<td>EED380 Connecting MST (UD)</td>
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<td>EED371 Dev. Appr. Practices (UD)</td>
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<td>EED375 Teaching Reading I (UD/WI)</td>
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<td>EED380 Connecting MST (UD)</td>
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<td>EED301 Fieldwork 1 (40 hrs.) (pre-K-2) (UD)</td>
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<td>Major course (UD)</td>
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<td>SPE350 Inclusive Classrooms (UD)</td>
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<td><strong>Total Number of Credits</strong></td>
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<tr>
<td>EED376 Teaching Reading/Lang. Arts Methods II (UD)</td>
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<td>EED379 Social Studies Methods (UD)</td>
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<td>EED376 Teaching Reading/Lang. Arts Methods II (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>Major course (UD)</td>
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<td>Major course (UD)</td>
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<td>EED406 Student Teaching Seminar (UD)</td>
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<td>Major course (UD)</td>
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<td><strong>Total Number of Credits</strong></td>
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UD = Upper Division

MINIMUM CREDITS 121-124
Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)

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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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/Mathematics and Science (A.S.)

**SUGGESTED COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
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<tr>
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<td>Foreign Language I (FR, IT, SA, SN)</td>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<td>GN ELE</td>
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<td>PY 205</td>
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See page 119 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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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

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<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101 Composition</td>
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<td>ED 101 Foundations of Education</td>
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<td>CS 134 Computer and Informatics Science I</td>
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<tr>
<td>Foreign Language II (FR, IT, SA, SN)</td>
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<tr>
<td>HI ELE History Elective (Other World Civilizations Elective see page 69)</td>
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<tr>
<td>or</td>
</tr>
<tr>
<td>PL 103 Philosophy of Eastern Religion</td>
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<td>3</td>
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<tr>
<td>HU ELE Humanities Elective (The Arts)</td>
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See page 119 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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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

<table>
<thead>
<tr>
<th>1st Semester</th>
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<tbody>
<tr>
<td>EN 101</td>
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<tr>
<td>Composition</td>
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<td>PY 205</td>
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<td>General Psychology</td>
<td>Child &amp; Adolescence</td>
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<tr>
<td>HI 103</td>
<td>SC ELE</td>
</tr>
<tr>
<td>U.S. History 1492-1865</td>
<td>Lab Science Elective</td>
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<tr>
<td>or</td>
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<td>HI 104</td>
<td>Foundations of Education</td>
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<td>U.S. History 1865-Present</td>
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<td>Literature Elective</td>
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<tr>
<td>EN 201</td>
</tr>
<tr>
<td>American Literature: Colonial-1899</td>
</tr>
<tr>
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<td>American Literature: 1900 to Present</td>
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See page 119 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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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/Social Science (A.A.)

**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>
</tr>
<tr>
<td>HI 103 U.S. History 1492-1865</td>
<td>HI 104 U.S. History 1865-present</td>
</tr>
<tr>
<td>HU ELE Humanities Elective (The Arts)</td>
<td>PY 205 Child &amp; Adolescence Psychology</td>
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<tr>
<td>PY 101 General Psychology</td>
<td>ED 101 Foundations of Education</td>
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<tr>
<td>MA ELE Mathematics Elective</td>
<td>HI ELE History Elective</td>
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<table>
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<tbody>
<tr>
<td>PS 101 American Government</td>
<td>GN ELE General Elective</td>
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<tr>
<td>SC ELE Lab Science Elective</td>
<td>PS 130 Contemporary Constitutional Issues</td>
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<td>EC 102 Microeconomics</td>
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<td>HI ELE History Elective (Other World Civilizations Elective see page 69)</td>
</tr>
<tr>
<td>HI 101 Western Civilization BCE to 1700 CE</td>
<td>or</td>
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<tr>
<td>HI 102 Western Civilization AD - present</td>
<td>PL 103 Philosophy of Eastern Religion</td>
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See page 119 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 the L.A.S.T. (Liberal Arts and Science Test) required for New York State teaching certification.
4. Successfully transfer to a four-year teacher education program, either public or private.

PROGRAM 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

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<th>Ist Semester</th>
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<tr>
<td>EN 101 Composition</td>
<td>EN 102 Composition &amp; Literature</td>
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<tr>
<td>CH 101 General Chemistry I</td>
<td>CH 102 General Chemistry II</td>
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<td>MA 122 Calculus I</td>
<td>MA 123 Calculus II</td>
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<tr>
<td>PY 101 General Psychology</td>
<td>SC ELE Lab Science Elective</td>
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<td>HI 103 U.S. History 1492-1865 or</td>
<td>ED 101 Foundations of Education</td>
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<tr>
<td>HI 104 U.S. History 1865-Present</td>
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<td>CH 201 Organic Chemistry I</td>
<td>CH 202 Organic Chemistry II</td>
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<td>PY 205 Child &amp; Adolescence Psychology</td>
<td>GE 101 Physical Geology</td>
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<td>Foreign Language II (FR, IT, SA, SN)</td>
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<td>HU ELE Humanities Elective (The Arts)</td>
<td>HI ELE History Elective (Other World Civilizations Elective see page 69) or</td>
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<tr>
<td>HI 101 Western Civilization 5000 BCE-1700 CE</td>
<td>PL 103 Philosophy of Eastern Religion</td>
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<tr>
<td>HI 102 Western Civilization 1700-Present</td>
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See page 119 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.

### 5th Semester/New Paltz
- **38340** Social and Philosophical Foundations of Education 3
- **36354** Discipline Specific Foundations Seminar 1
- Liberal Arts Major 3
- Liberal Arts Major 3-4
- Liberal Arts Major 3-4
- Semester Credits 13-15

### 6th Semester/New Paltz
- **38383** Introduction to Literacy for Diverse Learners 3
- **39385** Differentiating Instruction in Secondary Education 3
- **36453** Introduction to Curriculum Assessment 3
- **36353** Field Work # 1/35 hours 1
- Liberal Arts Major 3-4
- Liberal Arts Major 3-4
- Semester Credits 16-18

### 7th Semester/New Paltz
- **36356** Computers in the Classroom 3
- **36370-5** Discipline Specific Methods Course 3
- **36350** Field Work # 2/35 hours 1
- Liberal Arts Major 3
- Liberal Arts Major 3-4
- Liberal Arts Major 3-4
- Semester Credits 16-18

### 8th Semester/New Paltz
- **36404** Student Teaching in the Middle School 6
- **36405** Student Teaching in the Senior High School 6
- **36406** Discipline Specific Student Teaching Seminar 1
- **36707** Field Work # 3/60 hours 1
- Semester Credits 14
Environmental Studies (A.S.)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<td>EN 101</td>
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<td>EN 102</td>
<td>Composition and Literature</td>
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<td>Social Science Electives</td>
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<td>HU ELE</td>
<td>Humanities Elective</td>
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<td>Social Science or Humanities Elective</td>
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<td>MA ELE</td>
<td>Mathematics Elective</td>
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<td>Lab Science Elective</td>
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PROGRAM REQUIREMENTS

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<td>Environmental Studies</td>
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<td>BI 140</td>
<td>Biodiversity</td>
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Minimum Credits 62
## Environmental Studies (A.S.)

**SUGGESTED PROGRAM SEQUENCE**

### 1st Semester

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<td>CE 101</td>
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<td>CH 101</td>
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### 2nd Semester

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<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BI 103</td>
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<td></td>
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<tr>
<td></td>
<td><em>or</em></td>
<td></td>
</tr>
<tr>
<td>BI 140</td>
<td>Biodiversity</td>
<td>4</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>Composition &amp; Literature</td>
<td>3</td>
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<td>SL ELE</td>
<td>Social Science Elective</td>
<td>3</td>
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<td>MA ELE</td>
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### 3rd Semester

<table>
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<tbody>
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<td>MA/SC ELE</td>
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### 4th Semester

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<tr>
<td>BI 103</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><em>or</em></td>
<td></td>
</tr>
<tr>
<td>BI 140</td>
<td>Biodiversity</td>
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<td>GN ELE</td>
<td>General Elective</td>
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<td>HU ELE</td>
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<td></td>
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<tr>
<td></td>
<td><em>or</em></td>
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</tr>
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<td>SL ELE</td>
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<td>SL ELE</td>
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**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.
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 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.

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**LIBERAL ARTS REQUIREMENTS**

45 Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR 107</td>
<td>Visual Arts-2D</td>
<td>3</td>
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<td>AR 108</td>
<td>Visual Arts-3D</td>
<td>3</td>
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<tr>
<td>AR 118</td>
<td>Figure Drawing</td>
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<td>AR 119</td>
<td>Basic Drawing</td>
<td>3</td>
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<td>Art Electives</td>
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<tr>
<td>EN 101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
<td>3</td>
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<tr>
<td>MA ELE</td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>SC ELE</td>
<td>Lab Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>SL ELE</td>
<td>Social Science Elective</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: The following courses: CI 105, CI 141, and CS 125 only can be substituted for AR Electives.

**PROGRAM REQUIREMENTS**

16 Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>AR ELE</td>
<td>Art Elective</td>
<td>3</td>
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<tr>
<td>CE 101</td>
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</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
<td>12</td>
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</table>

**Minimum Credits** 61

---
### Fine Arts (A.A.)

**SUGGESTED PROGRAM SEQUENCE**

**1st Semester**
- AR 107 Visual Arts 2D 3
- AR 119 Basic Drawing 3
- AR ELE Art Elective 3
- CE 101 College Experience 1
- EN 101 Composition 3
- MA ELE Mathematics Elective 3
- **Total** 16

**2nd Semester**
- AR 108 Visual Arts 3D 3
- AR 118 Figure Drawing 3
- AR ELE Art Elective 3
- EN 102 Composition and Literature 3
- MA ELE Mathematics Elective or SC ELE Lab Science Elective 3
- **Total** 15

**3rd Semester**
- AR ELE Art Electives 6
- GN ELE General Electives 3
- SL ELE Social Science Elective 6
- **Total** 15

**4th Semester**
- SL ELE Social Science Electives 6
- GN ELE General Electives 9
- **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.
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 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: Any applicant who has been convicted of a misdemeanor or a felony under NYS law, federal law, or the law of another jurisdiction will be subject to a review. Upon acceptance to the program, students must immediately notify the department chairperson of any convictions because of the required participation in HS 230, Human Services Internship I.

In addition, an internship agency will require students to complete a background check. 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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>
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<td>HU ELE</td>
<td>Humanities Elective</td>
<td>6</td>
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<tr>
<td>MA 113</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
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<td>PY 101</td>
<td>General Psychology</td>
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<td>SC ELE</td>
<td>Lab Science Elective</td>
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<tr>
<td>SO 101</td>
<td>Introduction to Sociology</td>
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<tr>
<td>PROGRAM REQUIREMENTS</td>
<td>HS 110</td>
<td>Interviewing Techniques</td>
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<tr>
<td></td>
<td>HS 212</td>
<td>Community Organizing</td>
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<td></td>
<td>HS 230</td>
<td>Human Services Internship I</td>
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<td>SL 110</td>
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**Human Services (A.S.)**

**SUGGESTED PROGRAM SEQUENCE**

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<thead>
<tr>
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<td>HS 105</td>
</tr>
<tr>
<td>HS 103</td>
<td>HS 110</td>
</tr>
<tr>
<td>HU ELE</td>
<td>SL 110</td>
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<td>PY 101</td>
<td>SL ELE</td>
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<tr>
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<tr>
<td>HS 230</td>
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<table>
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<th>4th Semester</th>
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<td>HU ELE</td>
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<tr>
<td>SO 102</td>
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<tr>
<td><strong>Total</strong></td>
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**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 OUTCOMES:
1. Identify and apply broad areas of human knowledge, the humanities and fine arts, the social sciences, natural sciences, and mathematics.
2. Satisfy general education requirements for transfer towards a bachelor’s degree.
3. Achieve an expanded knowledge in humanities and/or social sciences.

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>Code</th>
<th>Description</th>
<th>Hours</th>
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<tr>
<td>EN 101</td>
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<td>Composition and Literature</td>
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PROGRAM REQUIREMENTS
16 Semester Hours

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<th>Code</th>
<th>Description</th>
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<td>GN ELE</td>
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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 OUTCOMES:
1. Identify and apply broad areas of human knowledge, the humanities and fine arts, the social sciences, natural sciences, mathematics and technology.
2. Satisfy general education requirements for transfer towards a bachelor’s degree.

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</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EN 101</td>
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<tr>
<td>EN 102</td>
<td>Composition and Literature</td>
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<td>HU ELE</td>
<td>Humanities Electives</td>
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<td>MA ELE</td>
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<td>SC ELE</td>
<td>Lab Science Elective</td>
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<td>SL ELE</td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>MA ELE</td>
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<td>SC ELE</td>
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<td>MA ELE</td>
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<tr>
<td>SC ELE</td>
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PROGRAM REQUIREMENTS
31 Semester Hours

*15-credit concentration in one of the following:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>AT/AU</td>
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<td>SL</td>
<td>Behavioral and Social Sciences or</td>
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<tr>
<td>BU</td>
<td>Business or</td>
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<tr>
<td>CS</td>
<td>Computer Science or</td>
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<tr>
<td>MA/SC</td>
<td>Math and Science*</td>
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<tr>
<td>CE 101</td>
<td>College Experience</td>
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<td>GN ELE</td>
<td>General Electives</td>
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</table>

Minimum Credits 61

** CJ 135 may be used as a CS Elective
Individual Studies (A.A.S.)

LIBERAL ARTS REQUIREMENTS
21 Semester Hours

<table>
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<th>Title</th>
<th>Credits</th>
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<td>Composition</td>
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<td>EN 102</td>
<td>Composition and Literature or</td>
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<tr>
<td>EN 105</td>
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</tr>
<tr>
<td>SL ELE</td>
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</table>

PROGRAM REQUIREMENTS
40 Semester Hours

*15-credit concentration in one of the following:

<table>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AR/HU</td>
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</tr>
<tr>
<td>AT/AU</td>
<td>Automotive or</td>
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<td>SL</td>
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<td>CI ELE</td>
<td>Computer Information Elective or</td>
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</tr>
<tr>
<td>BU ELE</td>
<td>Business Elective**</td>
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</tr>
<tr>
<td>CE 101</td>
<td>College Experience</td>
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</tr>
<tr>
<td>GN ELE</td>
<td>General Electives</td>
<td>18</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Credits 61

** CJ 135 may be used as a CS Elective

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 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 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
EN ELE  Literature Electives  6
HI ELE  History Elective  3
HU ELE  Humanities Electives  12
MA ELE  Mathematics Elective  3
SC ELE  Lab Science Elective  3
SL ELE  Social Science Elective  12

PROGRAM REQUIREMENTS
16 Semester Hours
AR/MU/DA Art, or Music, or Dance Elective  3
CE 101  College Experience  1
CO ELE  Communications Elective  3
GN ELE  General Elective  9

Minimum Credits  61
## Liberal Arts and Science–Humanities (A.A.)

**SUGGESTED PROGRAM SEQUENCE**

### 1st Semester
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<thead>
<tr>
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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: 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 with a focus in Digital Design.

PROGRAM 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**

<table>
<thead>
<tr>
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<td>AR 107 Visual Arts 2-D 3</td>
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<td>AR 140 Computer Graphics 3</td>
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|          | AR 145 Motion Graphics 3     | AR 108 Visual Arts 3-D 3。
|          | AR 119 Basic Drawing 3       | HU ELE Humanities Elective 3  |
|          | CE 101 College Experience 1  | SL ELE Social Science Elective 3  |
|          | EN 101 Composition 3         | Total 15  |
| **Total** | 16                           | **Total** 16                                            |

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<td>AR 116 Art History Pre-his to 14c 3</td>
<td>AR 117 Art History 14c-Pres 3</td>
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<td>AR 205 3-D Graphics &amp; Animation 3</td>
<td>AR 245 Web Page Design 3</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 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

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PROGRAM REQUIREMENTS
31 Semester Hours

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<tr>
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Minimum Credits 61
Liberal Arts and Science—Mathematics/Science (A.S.)

SUGGESTED PROGRAM SEQUENCE

1st Semester

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<td>Composition</td>
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2nd Semester

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4th Semester

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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 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           12
MA ELE  Mathematics Elective           3
SC ELE  Lab Science Elective           3
SL ELE  Social Science Electives       15

PROGRAM REQUIREMENTS
16 Semester Hours
CE 101  College Experience              1
GN ELE  General Electives               12
SL ELE  Social Science Elective         3

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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3rd Semester

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4th 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: 0212
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 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 9
HU ELE Humanities Electives 12
MA 113 Statistics for the Behavioral Sciences * 3
SC ELE Lab Science Elective 3
SL 113 Research Methods for the Behavioral Sciences 3
SL ELE Social Science Electives 6
SO 101 Introduction to Sociology 3

PROGRAM REQUIREMENTS
16 Semester Hours
CE 101 College Experience 1
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

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

<table>
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<th>1st Semester</th>
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<tr>
<td>CE 101  College Experience</td>
<td>EN 102  Composition and Literature</td>
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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, Sage College, and Siena College.
Medical Assisting (A.A.S.)

Curriculum 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 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;

• 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.

ACADEMIC PREPARATION:
1. All Medical Assisting program applicants must take the College placement test in accordance with Admissions requirements stated on pages 16-20.
2. Admission into the Medical Assisting program requires the ability to begin EN 101 and MA 102, MA 103, or MA 110.
3. Additionally, all Medical Assisting applicants must take the reading placement test and achieve a score indicating college-level status.

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 107, AH 201, 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 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.
<table>
<thead>
<tr>
<th>LIBERAL ARTS REQUIREMENTS</th>
<th>PROGRAM REQUIREMENTS</th>
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</thead>
<tbody>
<tr>
<td>21 Semester Hours</td>
<td>43 Semester Hours</td>
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<tr>
<td>BI 112 Human Biology I</td>
<td>AH 106 Medical Assisting I 4</td>
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<tr>
<td>EN 101 English Composition</td>
<td>AH 107 Medical Assisting II 4</td>
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<tr>
<td>EN102 Composition and Literature</td>
<td>AH 201 Medical Assisting III 4</td>
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<td>or</td>
<td>AH 202 Pharmacology 3</td>
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<tr>
<td>EN 105 Technical Writing</td>
<td>AH 203 Medical Assisting Externship 3</td>
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<tr>
<td>HU ELE Humanities Elective</td>
<td>BI 115 Human Biology II 3</td>
</tr>
<tr>
<td>MA ELE Math Elective</td>
<td>BU 125 Medical Office Procedures 3</td>
</tr>
<tr>
<td>PY 101 General Psychology</td>
<td>BU 126 Medical Billing 3</td>
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<tr>
<td>SL ELE Social Science Elective</td>
<td>BU 129 Medical Terminology 3</td>
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<td>BU 132 Medical Coding 3</td>
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<td></td>
<td>CE 101 College Experience 1</td>
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<td>CI 105 Computer Applications 3</td>
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<td>CO 102 Interpersonal Communication 3</td>
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<td>HE 201 First Aid &amp; Safety 3</td>
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**Minimum Credits** 64
# Medical Assisting (A.A.S.)

SUGGESTED PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>AH 106 Medical Assisting I</td>
<td>AH 107 Medical Assisting II</td>
</tr>
<tr>
<td>BI 112 Human Biology I</td>
<td>BI 115 Human Biology II</td>
</tr>
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<tr>
<td>CE 101 College Experience</td>
<td>CI 105 Computer Applications</td>
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<tr>
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<td>HE 201 First Aid &amp; Safety</td>
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<tr>
<td>MA ELE Math Elective</td>
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<tr>
<th>2nd Semester</th>
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<tbody>
<tr>
<td>AH 107 Medical Assisting II</td>
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<tr>
<td>BI 115 Human Biology II</td>
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<tr>
<td>BU 126 Medical Billing</td>
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<tr>
<td>CI 105 Computer Applications</td>
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<tr>
<td>HE 201 First Aid &amp; Safety</td>
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<tr>
<th>3rd Semester</th>
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<tbody>
<tr>
<td>AH 201 Medical Assisting III</td>
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<td>AH 202 Pharmacology</td>
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<td>BU 125 Medical Office Procedures</td>
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<td>CO 102 Interpersonal Communication</td>
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<tr>
<td>PY 101 General Psychology</td>
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<tr>
<th>4th Semester</th>
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<tbody>
<tr>
<td>AH 203 Medical Assisting Externship</td>
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<tr>
<td>BU 132 Medical Coding</td>
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<tr>
<td>EN102 Composition and Literature or</td>
</tr>
<tr>
<td>EN 105 Technical Writing</td>
</tr>
<tr>
<td>HU ELE Humanities elective</td>
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<tr>
<td>SL ELE Social Science Elective</td>
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<tr>
<td>Total</td>
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| Total                  |

| Total                  | 15 |
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 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 mathematics fundamentals is required: Pre-Algebra or Pre-Statistics is recommended.

LIBERAL ARTS REQUIREMENTS
0 Semester Hours

PROGRAM REQUIREMENTS
24 Semester Hours

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<tr>
<th>Course</th>
<th>Title</th>
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</tr>
<tr>
<td>BU 105</td>
<td>Business Communications</td>
<td>3</td>
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<tr>
<td>BU 125</td>
<td>Medical Office Procedures</td>
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<tr>
<td>BU 126</td>
<td>Medical Billing</td>
<td>3</td>
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<tr>
<td>BU 129</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BU 132</td>
<td>Medical Coding</td>
<td>3</td>
</tr>
<tr>
<td>BU 145</td>
<td>Administrative Office Management</td>
<td>3</td>
</tr>
<tr>
<td>BU ELE</td>
<td>Business Electives</td>
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</table>

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>
<th>2nd 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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<td>BU 129 Medical Terminology</td>
<td>BU 132 Medical Coding</td>
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<tr>
<td>BU ELE Business Elective</td>
<td>BU 145 Administrative Office</td>
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<td>Total 12</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

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. It is strongly suggested that an applicant attend an information session before beginning the application process.

B. Academic Readiness

1. All nursing program applicants must take the college placement test in accordance with the admissions requirements stated on pages 16-20.

2. Admission to the nursing program requires the ability to begin EN 101, MA 102, and BI 130.

3. In addition, all nursing applicants must take the reading placement test and achieve a score indicating college-level status.

4. 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.

5. 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.

6. Students must have a GPA of 2.5 or above and a score of 50 or above on the "Kaplan Nursing Admission Exam" to be considered for the nursing program.

7. Entrance to the nursing program is based on the following point system:

Points for Kaplan Nursing Admission Exam:

Students must be in the Liberal Arts Math/Science Pre-Nursing curriculum to take
this exam. Students cannot take this exam if they are in Individual Studies Pre-Nursing.

"Kaplan Nursing School Entrance Exams" book is available in the College Bookstore or online (ISBN # 978-1-5062-0744), to help prepare for this exam.

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 taken.) The exam will be given monthly, beginning in May 2017. Please contact the Director of the Academic Support Center 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 to the Nursing Division Secretary by February 1st.

Students must receive a minimum score of 50 on the "Kaplan Nursing Admission Exam" to be considered for the nursing program. Scores of 50-59 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:**

- 10.0 points for a grade of A
- 9.0 points for a grade of A-
- 8.0 points for a grade of B+
- 7.0 points for a grade of B

• 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.”

**Application Procedure:**

Students matriculated in the Liberal Arts/Math Science: Pre-Nursing curriculum with 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.

**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 two weeks of the semester in NU 101 and 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 course.

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.

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

1. Demonstrate critical reasoning in the application of safe nursing care.
2. Analyze complex health data to develop nursing judgments.
3. Exercise clinical reasoning and engage in situated cognition as the clients’ conditions evolve.
4. Conceptualize the client’s health as dynamic according to the health-illness continuum.
Communication

5. Utilize communication techniques to effectively manage and advocate for needs of clients, families, and systems.
6. Appropriately delegate care.
7. Empower clients to advocate for their health care values.

Health Care Promotion

8. Incorporate theoretical knowledge of biological and behavioral sciences and humanities in the provision of nursing care.
9. Incorporate evidence-based practice to perform technical nursing skills according to agency criteria.
10. Apply the nursing process to assist the client to attain, maintain, or regain health, or proceed to a peaceful death.

Ethical Comportment

11. Engage in values clarification and ethical decision-making in order to provide client-centered care.
12. Practice within the legal-ethical parameters of the profession, which include accountability and responsibility for one’s actions.
13. Manage client care throughout the lifespan utilizing the process of collaboration, client advocacy, and respect for diversity.

Evidence-Based Practice

15. Utilize appropriate technology in order to optimize client care.
16. Utilize evidence-based research when developing a plan of care.

Transformational Leadership

17. Demonstrate initiative, autonomy, and professional behavior when functioning as a member of the health care team.
18. Appropriately utilize time management when prioritizing and delegating nursing care.
19. Effectively collaborate with the multidisciplinary team.
20. Recognize the value of learning as a continual life process.

Program Outcomes

1. A minimum of 60% of the students entering NU 101 will graduate from the program.
2. Graduate passing rate on the NCLEX will be equal to, or above, the New York State and national passing rate.
3. 90% of graduates seeking employment will be able to find employment in nursing within six months after graduation.
4. A minimum of 90% of the graduates will rate program satisfaction as satisfactory or above.
5. 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 and maintain accepted standards of care in all nursing clinical experiences. 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 156) and program requirements (page 158). 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). No credit will appear on the C-GCC transcript until the student has matriculated in the Nursing Program.

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 matriculated in the Liberal Arts/Math Science: Pre-nursing curriculum 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 must be submitted at least one week before the exam date. 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 2.5 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 2.5 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).

E. Standardized examinations are available for students who feel they are proficient in the non-nursing courses required in the nursing curriculum. (EN 101, EN 102, PY 101, SO 101, MA 102, PY 201.) 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

1. 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 placed in pre-nursing and 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.

2. Students requesting to reenter NU 101 will be considered with all other students applying for NU 101.

3. 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:
   a. The reason the student was not successful or withdrew from the nursing course.
   b. What he/she has done to remediate.
   c. 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 outcomes

Student will be notified of division decision in writing.

4. 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 in the Liberal Arts/Math Science: Pre-Nursing curriculum, have recommendation of the nursing division, and have a minimum GPA of 2.5.

5. 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.

6. Students will be allowed one readiness exam for only one nursing course.

7. 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

1. 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.

2. A challenge exam for NU 101 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.

3. Criteria for Challenge:

   a. The following must be completed before request to take a nursing challenge exam will be considered. The student must:
      - Be matriculated at C-GCC in Liberal Arts/Math Science: Pre-Nursing curriculum.
      - 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.

   b. 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.

   c. Challenge exam for NU 101 can be taken in September or January. Call the nursing division secretary for exact dates (518-828-4181, ext. 3401). A study guide for the exam can be obtained from the nursing division secretary.

   d. 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.

   e. Any student who successfully challenges Nursing 101 must also successfully complete all prerequisites for Nursing 102 in order to be considered for admission.

   f. 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.

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:

1. For each hour in class, plan two hours for study/homework. (ex. 3-semester-hour course, plan on 6 hours for study/homework.)

2. 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.

3. All nursing courses have prerequisites and/or corequisites.
   Prerequisites must be taken prior to the nursing course.
   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.

4. 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.

The Nursing program has 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>
</tr>
</thead>
<tbody>
<tr>
<td>NU 101</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>13</td>
<td>195</td>
<td>7</td>
</tr>
<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>
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<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>
</tr>
</thead>
<tbody>
<tr>
<td>EN 101</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>EN 102</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>BI 130</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>BI 131</td>
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<td>3</td>
<td>6</td>
<td>90</td>
<td>4</td>
</tr>
<tr>
<td>BI 210</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>90</td>
<td>4</td>
</tr>
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<td>3</td>
<td>3</td>
<td>45</td>
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</tr>
<tr>
<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>
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</table>

**Total: 64**
<table>
<thead>
<tr>
<th>LIBERAL ARTS REQUIREMENTS</th>
<th>PROGRAM REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>30 Semester Hours</strong></td>
<td><strong>34 Semester Hours</strong></td>
</tr>
<tr>
<td>BI 130 Anatomy and Physiology I</td>
<td>NU 101 Nursing I</td>
</tr>
<tr>
<td>BI 131 Anatomy and Physiology II</td>
<td>NU 102 Nursing II</td>
</tr>
<tr>
<td>BI 210 General Microbiology</td>
<td>NU 201 Nursing III</td>
</tr>
<tr>
<td>EN 101 Composition</td>
<td>NU 202 Nursing IV</td>
</tr>
<tr>
<td>EN 102 Composition and Literature</td>
<td>Minimum Credits</td>
</tr>
<tr>
<td>MA 102 Statistics*</td>
<td><strong>64</strong></td>
</tr>
<tr>
<td>PY 101 General Psychology</td>
<td><em>(MA 110-College Algebra or higher level math will be accepted)</em></td>
</tr>
<tr>
<td>PY 201 Life Span Development</td>
<td></td>
</tr>
<tr>
<td>SO 101 Introduction to Sociology</td>
<td></td>
</tr>
</tbody>
</table>
# 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 4</td>
<td>BI 131 Anatomy and Physiology II 4</td>
</tr>
<tr>
<td>EN 101 Composition 3</td>
<td>BI 210 General Microbiology 4</td>
</tr>
<tr>
<td>MA 102 Statistics** 3</td>
<td>PY 101 General Psychology 3</td>
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<tr>
<td>NU 101 Nursing I 7</td>
<td>NU 102 Nursing II 7</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 3</td>
<td>EN 102 Composition and Literature 3</td>
</tr>
<tr>
<td>SO 101 Introduction to Sociology 3</td>
<td>NU 202 Nursing IV 10</td>
</tr>
<tr>
<td>NU 201 Nursing III 10</td>
<td>Total 13</td>
</tr>
<tr>
<td>Total 16</td>
<td>Total 13</td>
</tr>
</tbody>
</table>

**(MA 110 or higher level math will be accepted)**

*All Nursing courses have prerequisites or corequisites (refer to course descriptions page 205)

Transfer opportunities include, but are not limited to: SUNY Delhi, SUNY Institute of Technology: Utica/Rome, SUNY Binghamton, Russell Sage College, New York University, Syracuse University, SUNY Plattsburgh, University of Delaware, Maria College.
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 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 Pre-Algebra or Pre-Statistics is required for options 2 and 3.
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
EN 101 Composition 3
PY 101 General Psychology 3
PY 205 Child and Adolescence Psychology 3
ED 101 Foundations of Education 3
AR ELE General Arts Elective 3
ELE Restricted Elective 3
ELE Restricted Elective 3
ELE Restricted Elective 3

Minimum Credits 24
# Teaching Assistant (Certificate)

**SUGGESTED PROGRAM SEQUENCE**

**1st Semester**

<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>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>AR ELE</td>
<td>AR, MU, TH, DA Elective</td>
<td>3</td>
</tr>
<tr>
<td>ED 101</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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**2nd Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 205</td>
<td>Child and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ELE*</td>
<td>Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE*</td>
<td>Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE*</td>
<td>Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
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</tbody>
</table>

**Option 4:**

Designed for Teaching Assistants working in 7th to 12th grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI ELE</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE</td>
<td>SUNY Gen Ed Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE</td>
<td>SUNY Gen Ed Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<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>MA 090</td>
<td>Mathematics Fundamentals</td>
<td>0</td>
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<tr>
<td>PY 101</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HU ELE</td>
<td>Humanities Elective</td>
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</tr>
<tr>
<td>ED 101</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>PY 205</td>
<td>Child and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>GN ELE</td>
<td>General Elective</td>
<td>9</td>
</tr>
</tbody>
</table>

**Minimum Credits** 24

Career Opportunities: Meets New York State requirements for Teaching Assistants and provides transfer base for continued study in teacher education.

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**RESTRICTED ELECTIVE OPTIONS:**

**Option 1:**

Electives are restricted to the approved SUNY General Education courses listed on (page 69). 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).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 105</td>
<td>Math for Elementary Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>ED 110</td>
<td>Education of Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>HI ELE</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>ELE</td>
<td>SUNY Gen Ed Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option 3:**

Designed for Teaching Assistants working in 1st to 6th grades.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 105</td>
<td>Math for Elementary Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>ED 110</td>
<td>Education for Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>HI ELE</td>
<td>History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

Courses offered at Columbia-Greene Community College are identified as follows:

AC  Accounting
AH  Allied Health
AR  Art
AT  Toyota T-TEN
AU  Automotive
BI  Biology
BU  Business
CD  Chemical Dependency
CE  College Experience
CH  Chemistry
CI  Computer Information
CJ  Criminal Justice
CO  Communications
CP  Career Planning
CS  Computer Science
DA  Dance
EC  Economics
ED  Education
EN  English
ES  English as a Second Language
FR  French
GE  Geology
HE  Health
HI  History
HR  Honors
HS  Human Services
HU  Humanities
ID  Independent Study
IT  Italian
MA  Mathematics
<table>
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<th>Code</th>
<th>Subject</th>
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<tbody>
<tr>
<td>MK</td>
<td>Marketing</td>
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<tr>
<td>MU</td>
<td>Music</td>
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<tr>
<td>NU</td>
<td>Nursing</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PS</td>
<td>Political Science</td>
</tr>
<tr>
<td>PX</td>
<td>Physics</td>
</tr>
<tr>
<td>PY</td>
<td>Psychology</td>
</tr>
<tr>
<td>RS</td>
<td>Reading Skills</td>
</tr>
<tr>
<td>SA</td>
<td>Spanish</td>
</tr>
<tr>
<td>SC</td>
<td>Science</td>
</tr>
<tr>
<td>SL</td>
<td>Social Science</td>
</tr>
<tr>
<td>SN</td>
<td>Sign Language</td>
</tr>
<tr>
<td>SO</td>
<td>Sociology</td>
</tr>
<tr>
<td>TH</td>
<td>Theater</td>
</tr>
</tbody>
</table>

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

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 107—Medical Assisting II
This course is a continuation of Medical Assisting I. The course is designed to provide safe, technically proficient, and professional medical assistants to work in a variety of healthcare provider offices. Topics include taking and recording vital signs, performing and analyzing an ECG, performance of a complete health history and assisting the physician with a complete physical exam. Prerequisite: AH 106 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Spring

AH 201—Medical Assisting III
This is the last in the sequence of three courses, including AH 106 and AH 107. 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 covered include: diagnostic imaging, venipuncture, hematology, basic pharmacology, specialty laboratory tests, rehabilitation and therapeutic modalities. Prerequisite: AH 107 with a grade of C or better. (3 lecture hours/3 lab hours) (4 semester hours) Fall

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 201 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
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. Prerequisite for Fine Art Majors: AR 108. (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 lab 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 art work 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. Prerequisite for Fine Art Majors: AR 108. (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 lab 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 web sites. 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 – TOYOTA T-TEN

AT 101—T-TEN Internship 1
Students completing their second semester in T-TEN automotive technology courses will work at their sponsoring Toyota dealership full time for the period. This course is an opportunity for the student to continue learning in a Toyota Dealership setting. The student is expected to complete their Learning Objectives by journaling their learning progress in collaboration with the Technician/mentor assigned by their dealership. Prerequisites: AT 128, AT 133. (1 semester hour) Fall (second half; 7 weeks)

AT 102—T-TEN Internship 2
Students completing their third semester in T-TEN automotive technology courses will work at their sponsoring Toyota dealership full time for the period. This course is an opportunity for the student to continue learning in a Toyota Dealership setting. The student is expected to complete their Learning Objectives by journaling their learning progress in collaboration with the Technician/mentor assigned by their dealership. Prerequisites: AT 131. (1 semester hour) Spring (second half; 7 weeks)

AT 117—Engine Mechanical T-TEN
Introduces internal combustion engine fundamentals. Covers engine operation, servicing, diagnosis and overhaul. The proper procedure for the removal and reinstallation of complete engine assembly. Students disassemble, make precision measurements and reassemble an engine. Emphasizes theories in practical, hands-on applications in classroom and lab exercises. Upon completion of the course students will be required to take the ASE Certification test A-1 (Engines). Prerequisites: AT 102, AT 133. (5 semester hours) 2nd Summer

AT 128—Introduction to Toyota
This course introduces the student to Toyota automotive technology and to develop the basic skills, knowledge, and professional ethics necessary as an entry level Toyota Technician in areas of automotive maintenance, service repair, parts and pre-delivery service. The objectives of this course are developed through classroom, online, and laboratory activities. Personal and shop safety, and the proper utilization of service information are emphasized. Prerequisite: Sponsorship by a Toyota or Lexus dealership. (3 semester hours) 1st Summer

AT 129—Heating, Ventilation & Air Conditioning (HVAC) T-TEN
Designed to introduce the student to the theory of Toyota HVAC systems and to develop the skills and knowledge necessary to diagnose and service automotive heating and air conditioning systems. The course covers areas of safety while working with air conditioning systems, EPA Section 609 of the Clean Air Acts Amendments of 1990, and environmental effects of chlorofluorocarbons (CFC’s) on the earth’s atmosphere. Also
included in this course are the principles of refrigeration, A/C components, system controls, air distribution and an introduction to heating system. Testing systems for performance, utilizing methods for detecting leaks, to R-134a is also covered. Upon completion of the course students will be required to take the ASE Certification tests A-7 (Air Conditioning) & (Refrigerant Recovery/Recycling EPA Section 609 Certification). Prerequisites: AT 102, AT 117, AT 133. (4 semester hours) 2nd Summer

AT 130—Brake Systems T-TEN
Introduces automotive brake hydraulic system fundamentals. Covers brake system operation, servicing and diagnosis. Students machine rotors and drums, inspect disc/drum brakes and diagnose brake system electrical problems. Focuses on advanced braking systems, including antilock, electronic stability control, hill start and hybrid braking systems. Reinforces theories in practical, hands-on classroom and lab exercises. Upon completion of the course students will be required to take the ASE Certification test A-5 (Brakes). Prerequisites: AT 101, AT 133. (5 semester hours) Spring (first 4 weeks)

AT 131—Steering & Suspension T-TEN
This course is intended to develop the skills, knowledge and professional ethics required to service Toyota automotive steering & suspension systems. 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 alignment data and adjustment techniques. Upon completion of the course students will be required to take the ASE Certification test A-4 (Steering & Suspension). Prerequisites: AT 130, AT 133. (5 semester hours) Spring (second 4 weeks)

AT 133—Electrical I & II T-TEN

Electrical I
This course is designed to give the student an understanding of DC electrical principles including Ohm’s Law, basic circuits, semiconductors, automotive wiring and common electrical components. Emphasis will be placed on the maintenance, diagnosis and repair of basic automotive electrical systems including battery, starting, and charging systems, electrical motors, switches and relays. Students will also be introduced to computerized vehicle control systems. Laboratory periods will allow the student to develop proficiency in the use of wiring diagrams, diagnostic flow charts and hands-on techniques utilizing DVOM’s and other electrical test instruments. The students will learn the Toyota six step diagnostic procedures and utilize it during laboratory activities to determine various faults on vehicles.

Electrical II
This course covers automotive electrical systems, with an emphasis on network controlled auxiliary systems, including navigation, audio, supplemental restraint and immobilizer theft deterrent. Builds diagnostic skills through extensive use of oscilloscopes and multi-meter for body electrical circuit problems. Covers general servicing of hybrid vehicles. Upon completion of the course students will be required to take the ASE Certification test A-6 (Electrical). Prerequisites: AT 128. (10 semester hours) Fall (first 8 weeks)
Objectives by journaling their learning progress in collaboration with the Technician/mentor assigned by their dealership. Prerequisites: AT 117, AT 129. (1 semester hour) Fall (first half; 7 weeks)

**AT 204—T-TEN Internship 4**

Students completing their fifth semester in T-TEN automotive technology courses will work at their sponsoring Toyota dealership full time for the period. This course is an opportunity for the student to continue learning in a Toyota Dealership setting. The student is expected to complete their Learning Objectives by journaling their learning progress in collaboration with the Technician/mentor assigned by their dealership. Prerequisites: AT 203, AT 234. (1 semester hour) Spring (first half; 7 weeks)

**AT 211—Manual Transmissions T-TEN**

This class will teach students the skills necessary to service and repair Toyota manual transmission and four wheel drive systems. Students will perform inspections, service, and repairs on clutch systems. They will also overhaul a manual transmission, manual transaxle, front differential, rear differential, and a transfer case. Students will also learn to diagnose and repair Toyota electronic four wheel drive control systems. Students will be required to validate their understanding of the topics in this class through hands on competency based lab activities. Upon completion of the course students will be required to take the ASE test A-3 (Manual Drivetrain and Axle). Prerequisites: AT 133, AT 204. (4 semester hours) Spring (first 4 weeks)

**AT 213—Automatic Transmissions T-TEN**

This course will study the operation, diagnosis, maintenance and overhaul procedures of Toyota automatic transmission and transaxles. Emphasis will be placed upon power flow, torque multiplication, and the hydraulic and electronic control systems. Diagnostic procedures and system failures will be integrated throughout the course. Upon completion of the course students will be required to take the ASE test A-2 (Automatic Transmissions). Prerequisites: AT 133, AT 204, AT 211. (5 semester hours) Spring (second 4 weeks)

**AT 234—Engine Performance I & II T-TEN**

**Engine Performance I (Basic Engine Performance)**

Basic Engine Performance will explore the operation, diagnosis and repair of engine control system related concerns. Major topics include Sensor inputs, Control Module processing and outputs. Study will also include major systems and subsystems including air intake, fuel delivery and ignition systems. This course is designed to prepare the student for final hands-on skills validation and is heavily lab based. On-car diagnostic testing using the Toyota Techstream scan tool, digital multimeter, PC based oscilloscope and other related diagnostic equipment will be covered in detail.

**Engine Performance II (Advanced Engine Performance)**

Advanced Engine Performance will explore the operation, diagnosis and repair of engine control system related concerns. Major topics include Emissions Control systems, On Board Diagnostic II and advanced diagnostic scenarios. This course is designed to prepare the student for final hands-on skills validation and is heavily lab based. On-car diagnostic testing using the Toyota Techstream scan tool, digital multimeter, PC based oscilloscope and other related diagnostic equipment will be covered in detail. Upon completion of the course, students will be required to take the ASE test A-8 (Engine Performance). Prerequisites: AT 117, AT 133, AT 203. (10 semester hours) Fall (second 8 weeks)
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 nonpolluting 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. Included also, principles of refrigeration, reclaiming, evacuation, recycling and recharging, and other diagnostic testing. Prerequisite or Corequisite: AU 128. (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. (2 lecture hour/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. (3 lecture hours/3 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 132 (3 lecture hour/9 lab hours) (6 semester hours) Spring

**AU 203—Advanced Automotive Operations**

This course is designed to cover Toyota manufacture specific and other general manufacture advanced systems. It 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. This course meets the College-Based Automotive degree requirements. Prerequisites: AU 128, AU 130, & 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. (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 134 and AU 215. (2 lecture hours/6 lab hours) (4 semester hours) Spring

**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 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. This course meets College-Based Automotive degree requirements. Prerequisites: AU 128 & 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**

This course is 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. IMPORTANT NOTE: Effective Fall 2018 prerequisite will be BI 101 with a grade of C or better, or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) Spring

**BI 102—General Biology II**

This is 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 or high school biology. **IMPORTANT NOTE: Effective Fall 2018 prerequisite will be BI 101 with a grade of C or better, or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) 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 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) (3 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) SP/R

**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 license in health fields (such as LPN, Paramedic, EMT, MT, OT, PT, Dietician, etc.), OR a score of 75 or better on the College science placement exam. (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

**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) Fall/Spring
hours/3 lab hours) (4 semester hours) Spring

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) Fall/Spring

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 209—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. Prerequisites: BI 113 or BI 101 or BI 103. (3 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 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. Prerequisite/corequisite: AC 101. (3 semester hours) Fall/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 appointment, 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

**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. Prerequisite: CI 101 or CI 105. (3 semester hours) E/O 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) Spring

**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. 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. Grading is Satisfactory (S) or Unsatisfactory (U). (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 207—Psychology of Co-Dependency**

Discussion of the history and development of the concept of co-dependence and its classification as a disease within the addictive process, having an impact on not only the client but also on the family. Topics will include characteristics of co-dependents, treatment of co-dependence and its implication on the individual and his/her environment and society. NOTE: Repeat of SL 107. (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. 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. NOTE: Students planning to take both CH101 and CH102 should register for the fall section of CH101. (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) E/O Spring

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 135—Cyber Crime Investigations

This course prepares students to conduct a Cyber crime investigation as prescribed by the High Technology Crime Investigation Association (HTCIA). Students will be introduced to the techniques of identifying and collecting online information while
maintaining chain-of-custody legal standards. Students will be exposed to selected methods and techniques utilized to capture online information, as well as become familiar with laws and legal processes that facilitate Cyber crime investigation in the public and private sectors. (3 semester hours) Fall

**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 250—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. Corequisites: CJ 211 or CJ 212 (2 semester hours) Fall/Spring

CJ 294—Criminal Justice Internship
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. 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 Internship
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. 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 Internship
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. 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 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
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 nonverbal messages, perception, emotions, and conflict management. Other communications topics include sexual harassment, sex and gender roles, cultural differences, power and relationships, assertiveness training, 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 screen writing. 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 gate-keeping, journalistic ethics, accessing information, libel law, and the impact of emerging media technologies. Prerequisite: EN 101 (3 semester hours)

**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; gender influences; small-group interaction; and interpersonal skills such as listening, language, and non-verbal communication. Assignments may include the design and maintenance of a blog; a webinar presentation; the creation of online video content; and other digital forms of communication designed to encourage students to become more perceptive, aware, and confident communicators in any computer mediated setting. (3 semester hours)

**Spring/Summer**

**CO 205—Intercultural Communication**

This course introduces students to the theories, concepts, research findings and practical skills of communicating with people from diverse ethnic, racial, cultural and national backgrounds. Activities and readings are designed to develop cultural self-awareness in students, and build upon this to increase sensitivity and communication competence in an international world. An in-depth research project focusing on a non-Western culture is required. Prerequisite: EN 101 (3 semester hours)

**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)

**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)

**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 “SIGI” computer research are incorporated as self-assessment tools. (3 semester hours)

**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. 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. Grading is Satisfactory (S) or Unsatisfactory (U). (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. 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. Grading is Satisfactory (S) or Unsatisfactory (U). (2 semester hours) 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. 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. Grading is Satisfactory (S) or Unsatisfactory (U). (3 semester hours) Fall/Spring

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**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 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. (3 semester hours) Spring
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) Fall

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) 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, risk management, security policies, authentication, vulnerabilities analysis, incident response, intrusion detection, cryptography, legal, and ethical issues. NOTE: Students should have basic functional computer skills in order 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, trouble shooting 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 235—Network Security**
This course takes an in-depth look at the network security concepts and techniques. Students will be introduced to a practical, hands-on approach to securing networks and information from unauthorized access. Other topics will include identifying types of attacks, methods used by attackers, protecting e-mail systems, securing internet systems and implementing security policies. This course will follow the CompTIA’s Security+ certification standards. Prerequisites: CS 156 (3 semester hours) Spring

**CS 240—Web Site 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 conduct a computer forensics investigation as prescribed by the International Association of Computer Investigative Specialists (IACIS). Students will be introduced to the techniques of securing, analyzing, properly documenting digital evidences for court. Students will also be exposed to selected computer forensics hardware and software. Students should have a working knowledge of hardware and operating systems (OSs) to maximize their success in this course. Prerequisite: CS 211 and CJ 135 or CJ 204. (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 backstage 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) Fall

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) SP/R

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 supplemmentation 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/issuies of maturating 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 Red Cross, American Heart Association, or National Safety Council. (3 semester hours) Fall/Spring

HISTORY

HI 101—Western Civilizations 5000 BCE to 1700 CE
A survey of political, economic, social, cultural, and intellectual origins of Western civilization from the ancient world until the 1700s. Emphasis is placed on the rise and fall of classical civilizations such as Greece and Rome, the growth of Christianity, the Renaissance, and the Protestant Reformation. (3 semester hours) Fall/Spring

HI 102—Western Civilizations 1700 to Present
A survey of Europe and the modern world from the 1700s to the present. Emphasis is placed on the historical evolution and chronology of primarily European political, religious, cultural, and institutional aspects during this period. Exploration of the major events and transformation of this period, and focus on the great questions and ideas that have arisen from these transformations and in turn shaped the politics, social organizations, artistic culture, technological innovations and economies of Western Civilization. (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 development of a constitutional system as well as the social and economic events that helped shape early America. Topics include the Colonial period, American Revolution, the ratification of the Constitution, Jacksonian democracy, the forces that led to the development of the Civil War, and the lingering impact of the war on contemporary America. (3 semester hours) Fall

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) 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) 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) 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) Fall

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.

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
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 101—Survey of Mathematics**

For non-mathematics and non-science majors. Provides students with an overview of basic mathematics principles. Topics covered include: Inductive reasoning, sets, numeration systems, number theory, and the history of mathematics. Library research required. Prerequisite: Pre-Algebra (MA 100). (3 semester hours) Fall/Spring

**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. Prerequisite: Pre-Algebra (MA 100). (4 semester hours) Fall/Spring

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. Prerequisite: MA 110 with a course grade of C or better. (4 semester hours) Fall/Spring

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) 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 curves, 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

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 will rock music's place, influence, and reflection of American and British society. A music background is not required. (3 semester hours) Fall/Spring

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

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 snow-shoeing 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 182—Cross-country Skiing and Snowshoeing
This course is designed to give the student an opportunity to acquire skills and knowledge in beginning classic cross-country skiing, as well as experience the physical and environmental challenges that the sport offers. Students will be taught ski techniques, equipment selection, and outdoor safety information. Students need to have the physical stamina to be able to exert the physical effort necessary in this sport. NOTE: Minimum additional fee of $225. (1 semester hour) 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

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

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

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) Spring

**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 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/Spring

**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) SP/R

**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 224—Leadership and Group Dynamics**

This course explores the dynamics of human interaction within a group setting. Participants will be examining theories, concepts and practices associated with group process. The main purpose of the course is to develop the skills and knowledge to effectively lead and work in groups. There will be an emphasis on interpersonal communication skills, awareness of personal leadership styles, and how individual member behavior contributes to group development. In addition, theories of group development will be a major focus. NOTE: This is a repeat of PY 223. Prerequisites: PY 101 or SL 120. (3 semester hours) Spring

**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 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 first section of the course will introduce students to basic astronomy concepts including: solar system alignments (solstices, equinoxes, and eclipses), the phases of the Moon, constellations, and calendars. The second section of the course will focus on case studies of historic sites with cultural and astronomical significance including Stonehenge, Giza, Templo de las Siete
Muñecas, Casa Grande, Battery Park Korean War Memorial and others. Students will explore 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) Fall/Spring

**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 Spring

**SL 120—Introduction to Outdoor Education**

This is an experiential-based course that introduces students to the value and practical application of experiential/adventure/outdoor-based learning. Students will experience activities that include initiatives and games as well as low- and high-challenge course elements. The focus will be on leadership, cooperation, esteem building and development of trust. (2 lecture hours/2 lab hours) (3 semester hours) Fall/Spring

**SL 125—Ropes Course Facilitation**

This course is designed to enable participants to facilitate team building initiatives and both low and high challenge course activities. Skills developed include group facilitation,
technical rope skills as well as basic climbing and belaying. Skills are within industry standards established by the Association for Challenge Course Technology (ACCT) and meet the requirements to enable the participants to sit for the Practitioner Certification test available from ACCT authorized agencies. Prerequisite: PY 224 or SL 120 (2 lecture hours, 2 lab hours) (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 finger-spelling 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. Prerequisite: 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

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

TRANSITIONAL
Registration for transitional 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: ACCUPLACER score 60-67. (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: ACCUPLACER score 68-83 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: ACCUPLACER Arithmetic score 34-89. (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 percents. 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: ACCUPLACER Arithmetic score 90-120 or Pre-Algebra score 39-76 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: ACCUPLACER Arithmetic score 90-120 or Pre-Algebra score 39-76 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: ACCUPLACER score 55-74. (0 semester hours) (3 equivalent hours) Fall/Spring
Administration, Faculty and Staff

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James R. Campion, President
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B.A., University of Rhode Island; President’s Award - Administration: 1994; Chancellor’s Award for Excellence in Professional Service: 2012

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

Mark Decker
Assistant Director of Workforce Development
A.A.S., Columbia-Greene Community College; B.A., SUNY Plattsburgh

Carol M. Doerfer
Assistant Dean of Academic Affairs
A.A.S., Columbia-Greene Community College; B.S., SUNY Empire State College; M.S., SUNY Albany; President’s Award — Administration: 1996; Chancellor’s Award for Excellence in Professional Service: 1997; Athletic Director’s Award: 2007

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

James Folz
Director of Buildings and Grounds
President’s Award — Administration: 1998

Mary-Teresa Heath
Director of Academic Support Center
B.A. & Higher Diploma in Education, University College Galway; M.S., Johnson & Wales; M.A., Ph.D., SUNY Albany; President’s Award - Administration: 2012; Chancellor’s Award for Excellence in Professional Service: 2013

Rachel Kappel
Director of Admissions
B.S.A., Russell Sage College

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
Casey O’Brien  
*Director of Institutional Effectiveness*  
B.S., Siena College; M.P.H., SUNY Albany;  
Chancellor's Award for Excellence in Professional Service: 2017

Wendylee Pereira  
*Assistant Director Workforce Investment Office*  
B.S., SUNY College New Paltz; M.S., SUNY College New Paltz

Joel Phelps  
*Director of Financial Aid*  
B.S., M.S., The College of St. Rose

Kelly Ann Radzik  
*Director of Applied Learning and Job Development*  
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

Gail Shader  
*Registrar*  
B.S., Sage College; President’s Award - Administration: 2014

Jaclyn Stevenson  
*Director of Public Relations*  
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; President’s Award for Excellence: 2008

**PART-TIME ADMINISTRATORS**

Joni Groll, R.N.  
*Director of Health Services*  
A.A.S., North Country Community College

John Leone  
*Director of Security*  
President's Award - Part-time  
Administration: 2016

Richanna Lindo  
*Director of Athletics*  
B.B.A., Pfeifer University; M.S., United States Sports Academy

**STAFF**

Robert Albertson  
*Senior Associate Systems Network Manager for Computer Information Systems*  
A.S., Columbia-Greene Community College;  
Chancellor’s Award for Excellence in Classified Service: 2016

Steven Arnold  
*Cleaner, Maintenance*  
A.A., Columbia-Greene Community College

Andrew Baker  
*Technical Assistant for Records and Registration*  
A.A., Columbia-Greene Community College

Alfred Barto  
*Cleaner, Maintenance*  
A.A., Columbia-Greene Community College

Terri Bellanger  
*Webmaster Coordinator/ Programmer for Information Systems*  
A.A., Columbia-Greene Community College

Charles Bost  
*Cleaner, Maintenance*  
A.A., Columbia-Greene Community College

Tabitha Brash  
*Cleaner, Maintenance*  
A.A., Columbia-Greene Community College

Jessica Breslin  
*Technical Assistant for Science*  
A.S., Columbia-Greene Community College
AnnaJo Bundy
*Telephone Operator*
President’s Award – Classified Staff: 2011

Beverly Burka
*Associate for Vice President and Dean of Students and Enrollment Management*
A.O.S., Columbia-Greene Community College; President’s Award – Classified Staff: 2010; Athletic Director's Award: 2012

Jennifer Colwell
*Associate for Bursar*
A.A.S., Columbia-Greene Community College

David Cucinotta
*Senior Associate for Student Activities*
A.A.S., Columbia-Greene Community College; Athletics Director Award: 1993

Michele DeCarlo
*Associate for Public Relations*
A.A.S., Columbia-Greene Community College; A.A.S., Schenectady County Community College

Lynn Erceg
*Technical Assistant Library III*
A.S., Columbia-Greene Community College; President’s Award – Classified Staff: 2001; Chancellor’s Award for Excellence in Classified Service: 2010

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
*Clerk Typist, 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

Mary Garafalo
*Senior Associate for Academic Affairs*
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
*Technical Assistant for Admissions*
A.A.S., Columbia-Greene Community College

Peter Girardi
*General Mechanic*

Nadia Hujtyn
*Community Services Coordinator*
A.A.S., Columbia-Greene Community College; B.A., M.S., SUNY Empire State College

John Kenny
*Technical Assistant II – Theatre*

Tyler Kritzman
*Cleaner, Maintenance*

Kevin Kropp
*Admissions Counselor*
A.S., Columbia-Greene Community College; B.A., M.S., SUNY Albany

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

Mark Marchionne
*Cleaner, Maintenance*
Lori Mashaw  
*Senior Typist, Faculty Secretary*  
A.O.S., Albany Business College

Marc Miller  
*Technical Assistant - Welcome Desk*  
A.A.S., Columbia-Greene Community College

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 - Counseling Office*  

Eugene Peduzzi  
*Cleaner, Maintenance*  

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

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

Timothy Shufelt  
*Associate for Maintenance*  

Carl Simmons  
*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

Emily Weil  
*Technical Assistant I for Computer Information Systems*  
A.S., Columbia-Greene Community College

Cynthia White  
*Account Clerk, Business Office*  
A.A., Tunxis Community College; B.A., Eastern Connecticut State College; President’s Award—Classified Staff: 2009

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, Faculty Secretary*  
A.A.S., Columbia-Greene Community College; B.S., Excelsior College

**PART-TIME STAFF**  
(as of April 1, 2017)

**ACADEMIC SUPPORT CENTER**  
Anna Heath, *Assistant to Tutor Coordinator*  
Debra Kroder, *Clerk Typist (ASC)*  
Kathy Remaley, *Technical Assistant II/Evening & Weekends*  
Neil Seidner, *Clerk Typist (ASC)*  
Kianja Strobert, *Professional Tutor*

**ACCESSIBILITY SERVICES**  
Laurel Phoenix, *Technical Assistant*

**ATHLETICS**  
Jayme Bates, *Head Coach - Women’s Basketball*  
Nicolas Dyer, *Assistant for Athletics and P.E.; Head Coach – Baseball*  
Peter Dedrick, *Head Coach - Softball*  
Patrick LaChance, *Assistant for Athletics*  
Peter Maassmann, *Head Coach – Men’s and Women’s Golf*  
Brian Smith, *Head Coach - Men’s Basketball*

**BURSAR**  
Denise Vertetis, *Clerk Typist*; President’s Award – Part-time Staff: 2012

**COMMUNITY SERVICES**  
Elisabeth Hotter, *Technical Assistant*

**COMPUTER INFORMATION SYSTEMS**  
Shovon Parker, *Technical Assistant I*

**FITNESS CENTER**  
Patricia Fitzgerald, *Coordinator*  
President’s Award – Adjunct Faculty: 2011

**LIBRARY AND MEDIA SERVICES**  
Burton Andrews, *Clerk Typist Audio Visual*  
Margaret Bonneville, *Technical Assistant Library*  
Michael Gorman, *Clerk Typist Audio Visual*  
Kathy Hintz, *Evening Supervisor Library*  
Paula June, *Clerk Typist Library*  
Jeremy Schwartz, *Weekend Supervisor Library*  
Joanne Scopa, *Technical Assistant Library II*  
Susan Timan, *Evening/Weekend Supervisor Library*

**MAINTENANCE**  
Carl Brash  
Joseph Carr  
Donald Cranna  
Barbara Groll, President’s Award – Part-time Staff: 2015  
Matthew Nabozny  
Michael Nytransky
SECURITY
William Burka Jr.
John Drabick
William Hanna, President’s Award - Part-time Staff: 2013
Michael Koskowski
Angelo Melino
Michael Pousada
Ronald Rhyders
Ken Ryman
Dewan Sarowar
Kenneth Scott
John Szatko
Michael Tarallo
Maurice Whelan
Thomas Wright

• 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.

AFFILIATED ORGANIZATIONS:

BOOKSTORE
Jodi Hamilton

CAFETERIA SERVICES
Sean O’Connor, Director of Dining Services - Chartwells

DAY CARE
Jessica Miller, Director

COMMUNITY PARTNERSHIPS:

ADULT LEARNING INSTITUTE
Maryann Reinhardt, Board President
Margaret Choinsky-Farrell, Office Manager

ADVISORY COMMITTEES
Columbia-Greene Community College incorporates the assistance of Advisory Committees in the following areas:

• Automotive Technology (Toyota Specific)
State University of New York

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 on a particular day or days.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Race</th>
<th>Initial Cohort Entered Fall 2013</th>
<th>Graduated Within Three Years</th>
<th>Transferred Out</th>
<th>Still Enrolled as of Fall 2016</th>
<th>No Longer Enrolled as of Fall 2016</th>
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<td>(1)</td>
<td>(2)</td>
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<td>Men</td>
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<td></td>
<td>Asian</td>
<td>100%</td>
<td>67%</td>
<td>0%</td>
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<td></td>
<td>Black or African American</td>
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<tr>
<td></td>
<td>Hispanic/Latino</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>
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<td>42%</td>
<td>14%</td>
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<tr>
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<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>100%</strong></td>
<td><strong>38%</strong></td>
<td><strong>13%</strong></td>
<td><strong>7%</strong></td>
<td><strong>42%</strong></td>
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<tr>
<td>Women</td>
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</tr>
<tr>
<td></td>
<td>Asian</td>
<td>100%</td>
<td>67%</td>
<td>0%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
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<td>23%</td>
<td>31%</td>
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<tr>
<td></td>
<td>Hispanic/Latino</td>
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<td>21%</td>
<td>21%</td>
<td>15%</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>0%</td>
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<td>100%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>100%</td>
<td>36%</td>
<td>16%</td>
<td>8%</td>
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<tr>
<td></td>
<td>Two or more races</td>
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<td>25%</td>
<td>17%</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong></td>
<td><strong>100%</strong></td>
<td><strong>34%</strong></td>
<td><strong>18%</strong></td>
<td><strong>8%</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>36%</strong></td>
<td><strong>15%</strong></td>
<td><strong>8%</strong></td>
<td><strong>41%</strong></td>
</tr>
</tbody>
</table>

Cohort: First-time, full-time, degree/certificate-seeking students who entered in Fall 2013
Col 1 = Col2 + Col3 + Col4 + Col5

Source: IPEDS Graduation Rates 2016-17
Office of Institutional Effectiveness
March 2017
## Index

### A

- Academic Advisement .................................. 46
- Academic Advising .................................... 47
- Academic and Student Services ....................... 45
- Academic Appeals ..................................... 42
- Academic Calendar ..................................... 8
- Academic Divisions ................................... 75
- Academic Grievance Procedure ....................... 42
- Academic Integrity ...................................... 38
- Academic Philosophy .................................. 11
- Academic Progress ..................................... 41
- Academic Standards and Regulations 31, 40
- Academic Status ....................................... 39
- Academic Support Center .............................. 45
- Acceptance Criteria .................................... 19
- Accounting Studies (Certificate) (Business) ........ 92
- Accreditation of the College ......................... 11
- Accreditations ........................................... 1
- Academic Requirements for NYS Programs ........... 55
- Adding a Course ....................................... 32
- Administration, Faculty and Staff .................. 220
- Admissions ............................................... 17
  - Criteria for Testing .................................. 18
  - Definitions .......................................... 17
- Admissions Review Committee ....................... 19
- Adult Learning Institute ............................... 15
- Adult Student Honors Society ....................... 44
- Alumni Association ................................... 13
- Applicants with an IEP Diploma ..................... 22
- Applicants without a High School Diploma ......... 21
- Application for Graduation ......................... 68
- Application Procedures and Requirements 17
- Armed Forces Credit ................................. 30
- Arts Center ........................................... 12
- Athletics and Intramurals ............................. 46
- Attendance Policy ..................................... 38
- Audit Policy ........................................... 31
- Automotive Technology ............................... 79
- Automotive Technology (A.A.S.) College Based .... 81
- Automotive Technology (A.O.S.) .................... 86
- Automotive Technology (Certificate) ............... 88
- Automotive Technology: T-TEN (A.O.S.) ........... 83

### B

- Board of Trustees ...................................... 2
- Bookstore ................................................ 46
- Business A.A.S. (Online Delivery) ................. 94
- Business—Accounting (A.A.S.) ...................... 90
- Business—Business Administration (A.A.S.) .... 98
- Business—Business Administration (A.S.) ....... 96

### C

- Career & Transfer Counseling ........................ 47
- Change of Curriculum ................................ 40
- Child Care Center ..................................... 47
- College Board Advanced Placement Exam ........ 29
- College Campus ........................................ 12
- College Level Examination Program (CLEP) .... 28
- Columbia County Board of Supervisors .......... 3
- Columbia-Greene Community Foundation Award Programs ......................................... 60
<table>
<thead>
<tr>
<th>I</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Immunization Requirements for College Students</td>
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<tr>
<td>Independent Study</td>
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<td>Individual Studies (A.A.)</td>
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<td>Internal (C-GCC) Challenge Examinations</td>
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<td>International Students</td>
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<td>Jointly Registered Teacher Education Program with SUNY New Paltz</td>
<td>112</td>
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<td>Liberal Arts and Science–Humanities (A.A.)</td>
<td>142</td>
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<td>Liberal Arts and Science–Humanities (A.A.) Digital Design Concentration</td>
<td>144</td>
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<td>Liberal Arts and Science—Mathematics/Science (A.S.)</td>
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<td>Liberal Arts and Science–Social Science (A.A.)</td>
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<td>Medical Assisting (A.A.S.)</td>
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<td>Medical Office Assistant (Certificate)</td>
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<td>Nursing</td>
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<td>Nursing Program Curriculum</td>
<td>167</td>
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<td>NVRA</td>
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<td>NYS Scholarship Programs</td>
<td>57</td>
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<td>48</td>
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<td>Online</td>
<td>74</td>
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<td>Orientation</td>
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<td>Presidential Scholarship Guidelines</td>
<td>60</td>
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<td>Probation</td>
<td>42</td>
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<td>Professional Academic Center</td>
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<tr>
<td>Purple Briefcase</td>
<td>47</td>
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<td>Pursuit of Program</td>
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<td>Stepping Out Process</td>
<td>32</td>
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<td>Student Accident Insurance</td>
<td>67</td>
<td></td>
</tr>
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<td>Student Activities and Club</td>
<td>46</td>
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<td>Student Conduct</td>
<td>37</td>
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<td>Student Rights</td>
<td>38</td>
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<td>SUNY General Education Requirements</td>
<td>71</td>
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<td>TAP (with ADA)</td>
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<td>Transfer Credit</td>
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<td>Transfer Opportunities/Articulation Agreements</td>
<td>72</td>
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<td>Tuition and Fees</td>
<td>63</td>
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<tr>
<td>Tuition Refunds</td>
<td>63</td>
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<tr>
<td>Tuition Residency</td>
<td>63</td>
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<td>64</td>
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<td>39</td>
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