



# COLUMBIA-GREENE COMMUNITY COLLEGE



# 2023-24

## COLLEGE CATALOG



**REAL PEOPLE. REAL COMMUNITY.**





# Columbia-Greene Community College Academic Catalog 2023-2024



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

Melissa Fandozzi, Director of Human Resources (518.697.6337), is the Affirmative Action Officer and Title IX Coordinator.

Michael Phippen, Professor of Transitional Studies (518.697.6471), is the Section 504 Compliance Officer for New York State Education Department Regulations.

## **Title IX**

Title IX is a federal law that prohibits discrimination based on sex and gender, which includes sexual harassment and sexual violence. This law requires Columbia-Greene Community College to establish a robust campus response to combat sexual violence and harassment and respond to survivors' needs in order to ensure that all students have equal access to education. Information about Sexual Violence Prevention / Response and the Sexual Violence Prevention Report may be found on the website under "Student Life." Address questions and concerns to the Title IX Coordinator, Melissa Fandozzi, at 518.697.6337.

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

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

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Middle States Commission on Higher Education  
1007 North Orange Street  
4th Floor, MB #166  
Wilmington, DE 19801

New York State Board of Regents  
89 Washington Avenue  
Room 110 EB  
Albany, NY 12234  
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## 2023-2024 Academic Calendar

### Fall 2023

July 28.....	Last day to submit an Academic Appeal
August 22.....	All College meeting
August 23.....	Faculty meeting
August 25.....	New Student Orientation
August 25.....	Last day to submit an Academic Appeal (Summer dismissals only)
August 28.....	First day of Fall 2023 classes
September 3.....	Last day to add Fall 2023 classes
September 4.....	Labor Day – NO CLASSES - COLLEGE CLOSED
September 5.....	Last day to add Fall 2023 classes
September 18.....	Last day to drop Fall 2023 classes
September 19.....	Census Date
October 9.....	Indigenous Peoples’ Day – NO CLASSES - COLLEGE OPEN
October 10.....	Classes resume: Follow Monday class schedule
October 16.....	Matriculated students make appointments to register for Spring 2024
October 16.....	Incomplete grades due from Summer 2023
October 23.....	Matriculated students begin registering for Spring 2024
October 30.....	Non-matriculated students begin registering for Spring 2024
November 6.....	Last day to withdraw from Fall 2023 classes
November 10.....	Veterans Day – COLLEGE OPEN - CLASSES HELD
November 22 – 24.....	Thanksgiving – NO CLASSES - COLLEGE CLOSED
December 11.....	Last day of classes
December 12.....	Reading day
December 13.....	Exam day
December 14.....	Exam day
December 18.....	Grades due – 12 p.m.
December 23, 2023 – January 1, 2024.....	COLLEGE CLOSED

*Incomplete Grades due from Fall 2023: February 12, 2024*



## Spring 2024

January 2 .....	COLLEGE OPEN
January 5 .....	Last day to submit an Academic Appeal
January 9 .....	All College Meeting
January 15 .....	Martin Luther King Jr. Day – NO CLASSES – COLLEGE CLOSED
January 16 .....	First day of Spring 2024 classes
January 22 .....	Last day to add Spring 2024 classes
February 5 .....	Last day to drop Spring 2024 classes
February 6 .....	Census Date
February 12 .....	Incomplete grades due from Fall 2023
February 19 .....	Presidents Day – NO CLASSES – COLLEGE CLOSED
March 4 .....	Matriculated students make appointments to register for Summer & Fall 2024
March 11 – March 17.....	Spring Break – COLLEGE OPEN – NO CLASSES
March 18 .....	Matriculated students begin registering for Summer & Fall 2024
April 1 .....	Non-matriculated students begin registering for Summer & Fall 2024
April 2 .....	Last day to withdraw from Spring 2024 classes
May 6 .....	Last day of classes
May 7 .....	Exam day
May 8 .....	Exam day
May 9 .....	Grades due by 4 PM
May 10 .....	Nurses' Pinning ceremony (proposed)
May 11 .....	Commencement - 10 a.m.

*Incomplete grades due from Spring 2024: July 9, 2024*

## Summer 2024

- May 13 .....First day of Summer I classes
- May 13 .....Last day to add Summer I classes 5/13 - 6/20
- May 21 .....Last day to drop Summer I classes
- May 22 .....Census Date for Summer I classes
- May 27 .....Memorial Day – NO CLASSES – COLLEGE CLOSED
- June 10 .....Last day to withdraw from Summer I classes
- June 20 .....Last Day of Summer I classes
- June 24 .....Grades Due for Summer I classes - 10 a.m.
- June 27 .....Juneteenth Observance – NO CLASSES – COLLEGE CLOSED
- June 28 – July 7.....NO CLASSES – COLLEGE CLOSED
- July 8.....First day of Summer II classes running 7/8 - 8/15
- July 8.....Last day to add Summer II classes
- July 9.....Incomplete grades due from Spring 2024
- July 16.....Last day to drop Summer II classes
- July 17.....Census Date
- August 5.....Last day to withdraw from Summer II classes
- August 15.....Last day of Summer II classes
- August 19.....Grades due for Summer 2024 - 10 a.m.

*Incomplete grades due from Summer 2024: October 18, 2024*

## 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

Columbia-Greene Community College seeks to inspire our community and create lifelong learners.

### Values

Columbia-Greene Community College models the following values:

- Service based on a foundation of empathy, caring, and compassion;
- Knowledge that includes critical judgement;
- Transformation to promote personal growth;
- Commitment to the communities served;
- Purpose and passion as principles for decisions and actions; and
- Respect, integrity, and inclusiveness as attributes of morality and justice.

### Mission

Columbia-Greene Community College offers individualized guidance in a respectful learning environment, inspiring students to reach their academic goals and become engaged citizens..

### Goals

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

1. Academic Programs: Annually analyze and develop academic offerings that respond to diverse student needs and meet local market demands.
2. Equity, Diversity, and Inclusion: Increase the level of commitment to be a more culturally competent and responsive institution that acknowledges, respects, and celebrates identity, background, and idea expression.
3. Enrollment: Increase the College's overall enrollment by an annual average of five percent over the three years of the plan by expanding marketing, recruitment, and

retention efforts to attain a more diverse student body.

4. Student Success: Provide all students with a holistic educational experience which supports persistence, retention, and goal completion.
5. Technical and Computing Environment: Leverage technology to improve operating efficiency and provide resources to support a first-rate experience.

### **Academic Philosophy**

The College's academic philosophy is an extension of its mission and goals. C-GCC provides students with knowledge and skills that will serve as the basis for a productive and insightful life. As a democratizing force, the College empowers its students to become engaged citizens and lifelong learners, able to demonstrate the following institutional learning outcomes:

- Communicate effectively through writing, speaking, and creative expression;
- Employ scientific and quantitative reasoning to engage in critical analysis and make evidence-based decisions;
- Use established and emerging technologies to identify and apply information;
- Recognize and consider a diversity of values and ethical beliefs; and
- Learn how to become actively engaged citizens in the communities they serve.

### **Sponsors**

The College is sponsored locally by the counties of Greene and Columbia through the Greene County Legislature and the Columbia County Board of Supervisors ([see page 3](#)).

### **Accreditation of the College**

Columbia-Greene Community College is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, [www.msche.org](http://www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The college's nursing curriculum is accredited by the Accreditation Commission for Education in Nursing (formerly known as The National League of Nursing Accrediting Commission). The college's automotive curriculum is accredited by (ASE) Automotive Service Excellence Education Foundation as M.A.S.T. Programs (Master Automotive Service Training).

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

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

### **The Community**

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

City, the area offers a wide variety of cultural opportunities.

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

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

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

### **College Campus**

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

### **Main Building**

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

### **Arts Center**

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

### **Technology Center**

The Technology Center, also of postmodern architecture, is the focal point of the College's programs in automotive technology. While introductory courses cover all types of vehicles, specialized programs offer students a closer look at specific manufacturers, such as Toyota, Lexus and Subaru. This building is outfitted with appropriate tools and equipment to train our students to become certified entry-level technicians. The Technology Center is also home to the College's Medical Assisting program.

### **Professional Academic Center**

Opened in 2007, the Professional Academic Center completes the campus quadrangle at C-GCC. A workforce-related facility, the PAC is home to the Columbia-Greene Workforce New York Career Center, which includes a New York State Department of Labor Resource Room. The two-story structure, which offers breathtaking views of the

campus, also houses the Saland Forum – named in honor of former state Senator Stephen Saland, seminar rooms, classrooms, and the Alumni Gallery.

### **Construction Technology Building**

In 2018, Columbia-Greene Community College broke ground on the Construction Technology Building as part of a larger, three-phase, \$20 million capital expansion project, the College's first in over a decade. Completed in 2019, the Construction Technology Building is located just south of the Technology Center on campus and features architecture similar to the rest of the campus. The building houses the College's Construction Technology/Preservation Carpentry Certificate program, which trains students to construct and renovate residential properties through valuable hands-on experience, using current and emerging practices in the field.

### **The Hudson River Environmental Field Station**

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

The purpose of the river field station is fourfold:

1. Expand the laboratory resources and teaching capability of the Division of Math and Science
2. Provide extracurricular study opportunities for area grade school and secondary school students
3. Establish a river research facility for grant-funded projects, and

4. Provide an ecological study and research center to support efforts to improve the Hudson River environment.

The field station serves as a laboratory annex for General Ecology, Hudson River Ecology, and Environmental Science classes on campus. The college offers an associate degree in environmental science. 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 principal exhibition space of the Fine Arts Department, which is dedicated to the goal of excellence in the arts. Work from both professional artists and students are exhibited in the gallery, exposing the college community to a wide range of artistic endeavors.

Lastly, the Alumni Gallery houses special exhibits.

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

### **Alumni Association**

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

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

Anyone who holds a certificate or degree from C-GCC is a member of the Alumni Association. For further information on membership, volunteering time, or the annual awards program, call the Alumni Office at 518.697.6369 or email [alumni@sunycgcc.edu](mailto:alumni@sunycgcc.edu).

## **Community Engagement and Professional Development**

The Office of Community Engagement and Professional Development 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 non-credit courses, training programs, workshops, camps, community events, and a highly acclaimed concert/lecture program, which is part of CoGreene Presents. For more information, call 518.697.6370.

### **Non-credit Courses**

The non-credit 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 non-credit program operates throughout the year.

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

### **Training for Business and Industry**

The Office of Community Engagement and Professional Development 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 Office of Community Engagement and Professional Development 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 Engagement and Professional Development.

### **Workforce New York**

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

All job seekers in the two counties can use the Career Center located in the Professional Academic Center. This facility provides access to computer workstations and the Internet for job search purposes. Job seekers have a comprehensive array of resources that



can be utilized including resume development, a database of available employment opportunities, and a wide range of up-to-date career and labor market information.

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

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

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

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

Learn more about how the Workforce New York Career Center can benefit you or members

of your family by calling 518.697.6510, or by visiting the office in the Professional Academic Center on the College campus.

### **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 Office of Community Engagement and Professional Development at Columbia-Greene Community College. Call 518.697.6370.

### **CoGreene Presents**

Utilizing the vibrant Arts Center Theater and other campus venues, the College offers CoGreene Presents, formerly known as The Gemini Series. CoGreene Presents is series of public events to entertain, inform and serve the community as one of the premier cultural centers in the area. The community-at-large as well as student life are enriched through access to theater and Special Events. CoGreene Presents mixes high quality performing arts with cultural and academic lectures and discussion to engage members of the community with their community college. In the recent past, CoGreene Presents has showcased an eclectic mix of shows featuring The Tanglewood Marionettes, singer-songwriter Amy Helm, acclaimed actor Stephen Lang's one-man show "Beyond Glory," Upstage Productions "Jeckyll and Hyde," residency and creation of Bindlestiff Family Cirkus's "Brooklyn Abridged," the Twin Counties Science Fair, and the Colloquia featuring renown artists and historians. The Office of Community Engagement and Professional Development is always looking for fresh and innovative topics to feature in the Concert Lecture Series and strive to bring the community together in an exciting way.

## Admissions

### 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. Columbia-Greene Community College adheres to the standards set forth by the National Association for College Admission Counseling (NACAC). By doing so, we follow a code of ethics as related to the recruitment and admission of all students. 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.

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. Non-matriculated students who wish to register for more than eleven credits in the same semester must meet with an academic advisor prior to registering.

**Full time:** A student who is enrolled in 12 semester hours or more.

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

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

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

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

### Application Procedures and Requirements

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

1. The applicant must be a high school graduate or hold a High School Equivalency

Diploma (TASC or GED) or the student's high school class must have already graduated.

2. The applicant must complete a Columbia-Greene Application for Admission, which can be obtained from a high school guidance office, the Admissions Office at Columbia-Greene Community College, or on the Web at <https://www.columbiagreene.edu/admissions/how-to-apply>. The application should be filled out completely and mailed to C-GCC Admissions Office.

3. The applicant must request high school transcripts be sent to the Admissions Office at Columbia-Greene Community College. Official high school transcripts may be mailed, faxed to 518.828.0035, or emailed as an attachment directly to the Admissions office accompanied by an official cover sheet from the high school guidance office. If a candidate possesses a High School Equivalency (GED/TASC) diploma, the Diploma must be submitted to the Office of Admissions. A copy of the original will be made in the Admissions Office. In addition, the Admissions Staff may verify this information.

An applicant who has earned an associate degree or higher is not required to submit high school transcripts or an equivalency diploma in order to be accepted. If the applicant wishes to receive financial aid, submission of high school records or equivalency diploma will be required.

4. If the applicant is transferring from a different college or university, official copies of academic transcripts from each college attended must be mailed to the Office of Admissions at Columbia-Greene Community College. A transfer applicant who is

academically ineligible to continue at the previous college of matriculation must generally wait at least one full semester before being considered for admission to Columbia-Greene. An applicant with less than a 2.0 GPA from another college may be required to take a placement test at the time of application.

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

6. The applicant is required to attend an information session for acceptance into the Nursing and Police Basic Training programs. Applicants into our Automotive Technology program need to submit a signed Automotive Acknowledgement Form. An interview is required for students without a high school diploma or high school equivalency diploma. All other applicants are welcome to meet with a counselor.

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

### **Criteria for Testing**

- a. Applicant graduated from high school more than five years prior to application and has no college course work.
- b. Applicant did not graduate from high school.
- c. Applicant received a High School Equivalency Diploma (TASC or GED).
- d. Applicant is a transfer student with less than 2.0 GPA and/or has not demonstrated successful completion of college math or English.
- e. Applicant is a recent high school graduate with a local diploma.
- f. Placement exams will be waived if an applicant has obtained an Advanced Regents diploma and has 80% or higher on English and math. In addition, the applicant must have an average of 80% or better on all the Math Regents exams. Placement testing may be required for applicants with inconsistent academic performance and/or at the discretion of the Admissions Staff Review Committee. Placement exam may be waived if applicant scored 500 or better on the Math and Critical Reading sections of the SAT.
- g. Readmit applicant whose transcript indicates academic weakness.
- h. Full-time, concurrent enrollment.
- i. An applicant who completed the placement exam more than two years ago but has not successfully completed college course work may be required to retest.

### **Placement Test Retesting**

An applicant may apply through Admissions to retest once in any of the following situations:

1. After two weeks with documented remediation.

2. Extenuating circumstances during testing, i.e., medical, (documents may be required), technical.
3. Presentation of proof of a documented disability.

### **Acceptance Criteria**

1. The applicant must submit an application and all required transcripts.
2. The applicant must attend the information session or interview if required.
3. An applicant who did not graduate from high school or does not have a high school equivalency diploma must achieve the minimum required score on the Ability-to-Benefit Test.
4. If Multiple Measures or placement test results indicate transitional courses are required, the applicant must enroll in these courses. Applicants needing more than one transitional course should begin their transitional course work within their first 12 credits. All transitional course work should be successfully completed by the end of 24 credits.
5. There are additional requirements and criteria for the Automotive Technology and Nursing programs (see pages [82](#) and [176](#)).

### **Student Review Committee**

The Student Review Committee evaluates, recommends and makes final decisions for new and returning student applications that serve the best interest of the applicant. The Committee reviews applications when the applicant is someone who poses a concern for the safety and welfare of the College Community, has been dismissed from an institution for disciplinary reasons, received an academic dismissal (see [Dismissal, page 41](#)), or who demonstrates difficulty in completing a given program successfully. The Student Review Committee consists of the Dean of Student Development, Chair, and

representatives from the Admissions, Academic Affairs and Accessibility Services Offices.

### **Policy 3200 – Admission of Persons with Prior Felony Convictions**

Individuals seeking admission to the college, in credit coursework, who also are persons with prior felony convictions, must be aware of the following:

*State University of New York (SUNY) policy prohibits Columbia Greene Community College admission applications from inquiring into an applicant's prior criminal history. After acceptance, the College shall inquire if the student previously has been convicted of a felony if such individual seeks participation in clinical or field experiences or internships. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law.*

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

### **Multiple Measures and Placement Tests**

A placement test may be required to determine whether the applicant has the necessary skills and/or knowledge for a particular program. Applicants who need skill-building will be required to complete one or more of the following non-credit courses based on placement testing scores or Multiple Measures assessment:

**EN 090** A transitional skills English course designed to prepare a student in developing

skills in written and oral communication. ACCUPLACER WritePlacer (essay) scores 1 and 2.

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

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

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

**MA 100** A transitional skills pre-algebra course designed to prepare a student for MA 110. NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic or 237-259 in Quantitative Reasoning, Algebra & Statistics.

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

Applicants with documented disabilities may request academic adjustments for the Placement Test. Inquiries should be directed to the Office of Accessibility Services at 518.697.6437.

### **ESL/ELL Placement Test**

Criteria for ESL/ELL Testing:

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

If a student does not identify English as their native language and their high school

transcript indicates ESL/ELL courses, then the student may be required to take a CLASSIC ACCUPLACER ESL/ELL placement exam.

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

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

**ES 098** A transitional skills course designed to develop and promote advanced level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. NEXT GENERATION 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 apply.

### **Immunization Requirements for College Students**

New York State Public Health Law 2165 requires that all post-secondary students born on or after January 1, 1957, and enrolled for six or more credits, document immunity against measles, mumps, and rubella before

registering for classes. Proof of immunity consists of:

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

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

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

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

Students in the Nursing Program must comply with additional immunization requirements as indicated on their health assessment form

which is to be returned to the Health Services Office.

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

### **Applicants without a High School Diploma**

Applicants who lack a high school diploma, or who are graduating from non-registered schools or correspondence schools both within and outside of New York State, may apply for admission to Columbia-Greene if their high school class has already graduated.

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 or CDOS Credential**

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

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

Applicants with documented disabilities may request academic adjustments for the Placement Test. Inquiries should be directed to the Office of Accessibility Services at 518.697.6437.

### **Concurrent Enrollment Program for Qualified High School Students**

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

#### **College in the High School (CIHS): Students enroll part-time in college credit-bearing courses offered at their high school**

A student wishing to concurrently enroll in Columbia-Greene Community College courses at their high school must:

- be currently enrolled in a high school pursuing a Regents diploma

- submit to the College a part-time concurrent enrollment application, which may be obtained through their high school guidance office
- submit official transcripts of all high school course work completed at the time of application
- have a minimum of 80% average in the academic area they wish to study, or an 80% in English and/or math if there is no academic history in that desired area of study

If qualified, the student will automatically be registered for their requested courses. An official letter of approval will be mailed, followed by billing, payment and residency information.

**Concurrent Enrollment at Columbia-Greene Community College, simultaneously enrolled high school or homeschool**

1. A student wishing to enroll in Columbia-Greene Community College while simultaneously enrolled in high school:
  - a. must submit the Early College Application with appropriate signatures and permission of parent/guardian and school official (School Counselor, Principal or Superintendent).
  - b. must submit an official transcript of all high school work completed at the time of application.
  - c. must have a minimum of an 80% average in the academic area in which he/she wishes to study, or an 80% in English and/or an 80% in Math if there is no academic history in that desired academic area.
  - d. may be required to take a placement exam. Course placement will be determined by college readiness assessment (Multiple Measures,

Placement test and/or advising consultation).

2. A student wishing to enroll in Columbia-Greene Community College while a homeschooled student:
  - a. must be currently enrolled in a homeschooling program approved by the New York State Board of Regents.
  - b. must submit the Early College Application with appropriate signatures and permission of parent/guardian and school official (School Counselor, Principal or Superintendent).
  - c. must submit official documentation from the school district (on the school's letterhead) or accredited institution that an IHIP is on file for the semester attended.
  - d. may be required to take a placement exam. Course placement will be determined by college readiness assessment (Multiple Measures, Placement test and/or advising consultation).

**Homeschooled Applicants**

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

Submit a Columbia-Greene Application for Admission.

- Submit to the college verification from the school district of residence that the student will meet the compulsory education requirements through full-time college study. This documentation must indicate that the student has completed the homeschooling or indicate the projected date of completion. It should be in the form of a letter on the district or institution's letterhead. The letter should also refer to 8 NYCCC section 100.10, as authorized by the district and signed by the Superintendent.



Online education or documentation cannot be accepted. It cannot be a homemade transcript or letter from a parent. Additionally, applicants must submit a copy of their Individualized Home Instruction Plans (IHIP) reflecting their high school coursework. 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 High School Equivalency Diploma (TASC or GED). Students interested in participating in intercollegiate athletics must provide documentation as required by the National Junior College Athletic Association (NJCAA). For detailed information, contact the College's Athletics Director at 518.697.6310.

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

### **International Students**

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

#### **International Student Financial Statement**

The student must submit original or officially certified bank statements or income verification documents which show evidence of sufficient financial support (\$24,884 US – subject to change based on cost of attendance per academic year) 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 (subject to change based on cost of attendance). Financial Aid and/or scholarships are NOT available to international students.

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

### **English Proficiency**

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

A TOEFL or IELTS score is required for ALL International students unless a student can demonstrate proficiency in English.

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

### **High School or Secondary School Transcript**

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

Students must have their transcripts evaluated by an approved National Association of Credential Evaluation Services (NACES) member 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 page 41](#))
- 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 24 additional semester hours must be completed for any additional degrees to be awarded, that is, a total of at least 85 credits must be achieved for a second degree. The following chart represents the total required semester hours that must be completed for a certificate to be awarded, unless concurrently receiving two degrees.

30 credit hours certificate: 15 credits required  
24 credit hours certificate: 12 credits required  
15 credit hours certificate: 9 credits required

### **Transfer Policies and Prior Learning Assessment for Advanced Standing**

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

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

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

### **a.) Transfer Credit from Previous College Work**

To have a course accepted as transfer for an equivalent to an existing C-GCC course, the course content, learning outcomes, and length/time of instruction of the course will be the primary determining factors to its transferability. While credits earned at an institution either accredited for post-secondary by one of the six regional accrediting agencies (e.g., Middle States Commission on Higher Education) or by the New York State Board of Regents more readily transfer than others, C-GCC does not determine transferability exclusively on the basis of the sending institution's accreditation.

However, the institution must be accredited for post-secondary by an agency the U.S. Department of Education recognizes and if the institution is not accredited by one of the above regional or state agencies, a complete course syllabus may be required to determine transferability rather than the usual brief catalog course description. This will result in slower turnarounds of such evaluations.

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

1. Students must submit official transcripts from all colleges attended directly to the Admissions Office in order to be evaluated.
2. Only courses completed with a grade of C or better will be considered for transfer credit.
3. Grades and quality points for courses transferred into C-GCC will not be used in calculating the grade point average at the college. Only credits transferred will be added to the cumulative credits earned.

4. A minimum of 24 semester hours of classroom instruction must be completed at C-GCC for a degree to be granted. The following chart illustrates the minimum number of semester hours of classroom instruction that must be completed at C-GCC for a certificate to be granted.

30 credit hours certificate: 15 credits required

24 credit hours certificate: 12 credits required

15 credit hours certificate: 9 credits required

5. Students transferring into Nursing will not receive credit for science courses completed more than ten years prior to their entry into NU 101.
6. Students who change their curriculum while attending C-GCC will have their credits re-evaluated to determine applicability to the new curriculum governed by the catalog that is current at the time of the curriculum change.
7. Students who lose their matriculation and re-admit will have their credits re-evaluated to determine applicability according to the catalog current at the time of readmission. If the student attends another college or university between the time of loss of matriculation and readmission, an official transcript from that college must be submitted at the time of readmission and prior to re-evaluation. If more than 7 years has elapsed between the time of loss of matriculation and readmission, the student is required to submit new official transcripts from all colleges attended.

#### **b.) College Level Examination Program (CLEP)**

1. Columbia-Greene Community College recognizes credit earned through testing by the College Level Examination Program of the College Board and awards credit for successful completion of CLEP tests in the same manner that transfer

credits are awarded. For further information, inquire at the Admissions Office or visit [www.collegeboard.com/CLEP](http://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 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 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 Student Success 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 Student Success Center proxy administering the exam.
4. The decision of the division chairperson as to who will be allowed to challenge college courses through internal examination will be final. The scheduling of the examination is at the discretion of the division chairperson. No challenge will be administered after Late Registration for the upcoming semester.
5. A minimum of 30 semester hours of formal classroom instruction must be earned at Columbia-Greene for a degree to be awarded (15 semester hours for a certificate).
6. The fee for taking an internal challenge exam will be \$25 per examination (non-

refundable), payable prior to sitting for the exam.

7. LPNs may challenge NU 101 and NU 102 courses. The challenge exam fee is \$135 per examination (non-refundable). See the Nursing section of this catalog for more information.

### **Excelsior External Degree Examinations**

1. Columbia-Greene Community College recognizes credit earned through testing by Excelsior College and awards credit for successful completion of Excelsior College External Degree Examinations in the same manner that transfer credits or CLEP test credits are awarded.
2. The student must be matriculated, and the Excelsior External Degree Exam equivalent course must be applicable to the student's matriculated curriculum.
3. Credit granted through this means at Columbia-Greene Community College may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

#### **d.) Credit for Life Experience**

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

1. Credit for life experience will be evaluated upon admission but will not appear on the student's transcript until after completion of 6 credits at C-GCC with a GPA of 2.0.
2. Credit is awarded only to matriculated students and only where applicable to the student's program.
3. Interested students must apply and be accepted to C-GCC. Once matriculated,

the student should contact the Admissions Office.

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

*Note: Please refer to the Schedule of Tuition and Fees on [page 64](#) for information on fee structure.*

### **Armed Forces Credit**

1. Credit granted through this means may count toward graduation at Columbia-Greene Community College, but it is not guaranteed to be accepted as transfer credit at another college.
2. Armed Forces Credit will be evaluated on admission but will not appear on the transcript until after completion of 6 Columbia-Greene credits with a GPA of 2.0.
3. Degree candidates at C-GCC may receive transfer credit for parallel courses completed while in the armed forces that have been recommended for credit by the American Council on Education.
4. The student must be matriculated, and the Armed Forces Credit equivalent course must be applicable to the student's matriculated curriculum.

## Academic Standards and Regulations

### Registration Policies

#### Limitations on Course Loads

A student cannot take more than 19 semester hours without the written permission of the student's academic advisor and the 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.

#### Audit Policy

To audit a course, students must register by contacting 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. A list of courses appropriate for audit is available in the Office of the Provost. 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 or older may audit credit courses on a space-available basis at no charge (see above audit policy for details). Anyone interested should contact the Office of Records and Registration. Proof of age may be required.

#### Cross Registration of Full-Time Students

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

#### Waiver of Requirements

Institutional degree requirements for associate degree programs at Columbia-Greene Community College, on file with the New York State Education Department and the State University of New York, and found on [page 70](#), should not be waived. Any exceptions must be approved in writing by the 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 69](#) 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*

Students wishing to drop courses may do so through Banner Self-Service. All students are advised to check with their academic advisor and the Bursar's Office to determine the impact a drop will have on degree completion and financial liability. Matriculated students receiving financial aid should also contact the Financial Aid Office to discuss any possible impact on financial aid eligibility.

Students wishing to drop or withdraw from all courses must contact the Office of Records and Registration.

### **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 Dean of Academic Affairs after consultation with the instructor. The last day to add courses that are special dated is determined on a per-course, per-semester

basis. Check with the Records and Registration Office for details.

### **Withdrawing from a Course**

The withdrawal period begins after census date. A student may withdraw from a class after the census date, typically 20 percent of the full semester, but this may vary for individual courses. Please check with the Office of Records and Registration for specific details. The student will receive a grade of W for the withdrawn course on their 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*

Students who wish to withdraw from courses may do so through Banner Self-Service unless they are withdrawing from all courses. Any student who wishes to withdraw from all courses must complete a withdrawal form, which is available from the student's academic advisor or from the Office of Records and Registration. Signatures must be obtained from the student's academic advisor as well as the Financial Aid Office before submitting this form to the Office of Records and Registration. Forms must be submitted 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 Dean of Student Development. Supporting documentation must be included and received by the last day of classes for the semester in order for the appeal to be accepted and approved. The student will receive notice of the decision.

Matriculated students who withdraw from all courses may enroll for courses in a subsequent semester without having to apply for readmission. If, however, matriculated students withdraw from all courses and do not continue their enrollment in a subsequent semester, they 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 from an accredited college and possess a cumulative grade point average of 3.0 or higher as of the date of the written contract for independent study.
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 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 Provost.

### **Student Records**

#### **Annual Notification to Students**

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

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

or otherwise in violation of the student's privacy rights under FERPA.

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

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

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

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

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

education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another college official in performing his or her tasks.

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

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

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

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

without obtaining prior written consent of the student –

- To other college officials, including teachers, within the college whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to a 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 may be disclosed without the student's written permission, as defined in 20 USC § 1232g(a)(5)(A) and adopted by the college, includes:

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

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

### **Note to Parents**

At the post-secondary level, parents have no inherent rights to inspect a student's education records. The right to inspect is limited solely

to the student. Records may be released to parents only if one of the following conditions have been met:

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

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

### **Student Access to Records**

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

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

1. Letters of recommendation that have been obtained under a waiver of inspection rights.
2. Records made by administrators and faculty at Columbia-Greene Community College for their own use and not shown to others.
3. Financial information furnished by parents, on the Free Application for Federal Student Aid (FAFSA). Students will be allowed to review such information if written authorization is provided by their parents.

## **Classroom Expectation**

### **Student Conduct**

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

Additionally, the *Student Handbook* contains the College's policy about the rules for maintaining public order as passed by the Board of Trustees and approved by the State Education Department. Copies may be obtained from the Office of the Dean of Student Development or the Office of Student Activities and Leadership Development.

### **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.

Although Columbia-Greene Community College does not have an institutional attendance policy, students' eligibility for Title IV financial aid is determined, in part, by their attendance in classes.

Per federal regulations, student attendance includes, but is not limited to:

- Physically attending an on-campus or synchronous remote class where there is an opportunity for direct interaction with the instructor;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a group session that is assigned by the instructor;
- Participating in an online discussion about academic matters; or

- Initiating contact with the instructor to ask a question about the academic subject studied in the course

### **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. Does not indicate the ability to succeed at a higher level.	1.00
F		0
S	Satisfactory. This grade is given to students who satisfactorily complete all course work in certain credit or non-credit courses as approved by the Dean of Academic Affairs.	
S <sup>^</sup>	Satisfactory. This grade is given to students who satisfactorily complete all course work in certain transitional courses.	
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 non-credit courses as approved by the Dean of Academic Affairs.	
W	Student-initiated withdrawal from a course. This grade carries no penalty in the calculation of the student's GPA.	
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 on track to receive D or F grades may receive a notification indicating unsatisfactory progress. These grades are not entered on the transcript and are used for guidance purposes only.

## Final Grades

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

## Transcripts

Official and student copies of transcripts will be issued at the written request of the student. Current students may request a transcript using Banner Self-Service. Alumni may obtain a Transcript Request form from the College website or from 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.

## 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**

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### **Repeating Courses**

A student may repeat any course a maximum of one time, except with the permission of the Dean of Academic Affairs. A grade of W counts as an attempt. A course in which a grade of C or better is received can be repeated only with the permission of the 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. This rule also includes any transfer courses that are considered equivalent to a C-GCC course.

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

### **Change of Grade**

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

### **Semester Credit Hour**

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

### **Change of Curriculum**

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

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

### **Discount Grades/Fresh Start**

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

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

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

- the course(s) have not been used to certify a previous C-GCC degree completion.

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

Discounting of grades may impact financial aid eligibility.

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

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

### Dean’s List and President’s List

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

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

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

### Good Academic Standing

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

### Academic Progress

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

### Academic Progress Charts

Semester Hours Attempted	Average is Between:	Grade Point Average is Less Than:	
	Academic Warning	Probation	Dismissal
0–13	1.00 - 1.99	1.00	—
14–24	1.50 - 1.99	1.50	1.00
25–38	1.75 - 1.99	1.75	1.25
39–54	1.90 - 1.99	1.90	1.50
55+	—	2.00	1.75

Total credit hours above include only those attempted at C-GCC. Although not normally included in the calculation of a student’s grade point average, for purposes of determining academic progress, satisfactory and unsatisfactory grades will be equivalent to a grade of C and F, respectively.

### 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 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 is 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 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 Dean of Academic Affairs for consideration and resolution. If the issue is still not resolved satisfactorily by the 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 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 Dean of Academic Affairs.
2. 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 Dean of Academic Affairs.

For more information, please contact the Director of Honors Studies at 518.697.6467.

### **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.

### **ALPHA BETA GAMMA Honor Society**

Alpha Beta Gamma is the sole international business honor society for accredited junior, community, and technical two-year colleges. The society exists to recognize and reward academic excellence and encourage scholarship among business and professional honor students and to recognize the contribution to learning by professors and business professionals.

To be eligible for membership in Alpha Beta Gamma, students must be enrolled in Business or Professional curriculum at a two-year degree granting institution. Students must have completed 12 credit hours, with a minimum of 3.0 or equivalent GPA.

### **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

### Student Success Center

Located opposite the campus library, the Student Success Center is a dynamic learning space where students can collaborate with their peers, SSC staff and faculty. The SSC delivers a range of services and programs that support students' academic experiences, including tutoring in all subject areas, academic success coaching, study and testing areas, assistance with utilizing student technology, and a variety of workshops. The Student Success Center also provides students with on campus computer lab spaces, as well as calculator and laptop loaner programs. All services and resources are available in person in Suite 113 or virtually through the C-GCC website and Virtual SSC in Brightspace; walk-in services are available but scheduled appointments are recommended for tutoring and coaching.

### Testing in the Student Success Center

The Student Success Center administers placement tests and challenge exams as determined appropriate by Admissions and Academic Advising. The SSC also serves as a make-up testing space through the semester. Students wishing to take make-up tests in the SSC need to seek permission from their instructor and first make arrangements with them. All testing administered and proctored by the Student Success Center requires pre-scheduled appointments, walk-in testing services are not available. Students needing extended time or other accommodations should contact the Office of Accessibility Services for testing.

### Library and Media Services

The Columbia-Greene Community College Library & Media Services supports the college mission by providing access to information services, resources, and

instruction central to student success. The library supports the academic programs, diverse cultural interests, intellectual growth, and general needs of the entire college community.

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 approximately 100.

The library features Wi-Fi, printing, and several desktop computers with full internet access. In addition, the library provides a variety of study spaces including a group study room.

The physical collection is approximately 70,000 books in addition to print periodical subscriptions, archival microfilm, and DVDs. Special collections include the Ettelt Children's Collection, young adult fiction, popular fiction, Local History/Rare Books, and a collection of local maps.

Additionally, the library subscribes to dozens of online databases. These databases provide access to scholarly, magazine, and newspaper articles, most of which are available in full text. Database access also includes e-books, streaming video and audio that support research, teaching, and learning. The library provides access to complimentary digital subscriptions to *The New York Times* and *The Wall Street Journal* for all students, staff, and faculty.

Students are encouraged to discover the many library services offered. These include library instruction, reference services, individual research consultations, and resource sharing/Interlibrary loan. Librarians build and maintain a variety of online study guides for specific class projects, citing sources, and tutorials. Guides include links to subject-specific databases, information on selecting a research topic, citing sources, and credible

websites. The library also maintains a channel on YouTube to aid in using the online catalog and other tutorials.

The library staff is eager to assist students with all research needs. Librarians conduct frequent mini courses in the use of the library. These mini-courses are designed to teach the information literacy skills necessary for successful college-level research. These courses are taught face-to-face and online each semester.

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 while 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.

Library Hours are posted on the website. The Library's main number is: 518-828-4181, ext. 3286 or contact us via email at [reference@sunycgcc.edu](mailto:reference@sunycgcc.edu)

### **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 Clubss**

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 or the [college website](#) 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 athletics, 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.

### **Daycare Center**

A licensed daycare 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 daycare as soon as their schedules are complete for the semester. Fee schedules are posted annually.

## **Advising, Career & Transfer**

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

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

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

### **Academic Advising**

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

### **Career & Transfer**

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

## **FOCUS2 Career Tool**

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

### **Office of Career Success**

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

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

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

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

The Office of Career Success maintains relationships with local employers and provides assistance with posting opportunities in Purple Briefcase, designing appropriate internship and experiential learning opportunities for students, and connecting



with the Workforce and Student Activities offices for job fairs and other career-related student events.

### **Location**

The Office of Career Success is located in room 107A in the Community Engagement and Professional Development suite. Appointments can be made in the Advising Office (Room 112) or by e-mailing [intern.jobs@sunycgcc.edu](mailto:intern.jobs@sunycgcc.edu).

Office hours are 8 a.m. to 4 p.m., Monday through Friday, and evening appointments are available upon request. The office is open when classes are in session, as well as during the winter break. Telephone: 518.697.6395.

### **College Central**

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

### **Laptop and Calculator Loan Programs**

The Columbia-Greene Community College Foundation offers a Laptop Loan Program, facilitated through the Student Success Center. Students may borrow a laptop for the duration of the semester. Students also have the option to borrow a scientific or graphing calculator through the SSC for the semester. Availability may vary for laptops and calculators, contact the SSC to request information or submit a request to borrow a device for a current term. This service is offered at no cost for students, students are only charged to replace damaged or non-returned devices (charges are applied to student account through Bursar's Office).

## **Office of Accessibility Services**

### **Vision**

The Office of Accessibility Services seeks to facilitate a respectful, equitable college campus, inclusive of students with disabilities.

### **Mission**

The Office of Accessibility Services is committed to providing expertise and guidance toward the development of inclusive environments which allow students with disabilities to access all institutional opportunities. We engage in disability education, advance the concepts of Universal Design, and promote disability as a component of diversity.

### **Enduring Values**

The Office of Accessibility Services aligns itself with the following CAS Standards, when adopting its values: "The values and practices of DRS (OAS) should advance the philosophy that human variation is natural and vital in the development of dynamic communities; inclusion and equal participation are matters of social justice; accessible and usable design is a shared responsibility essential for equity and full participation; and disability is a sociopolitical construct that includes people with a variety of conditions who share common experiences." (CAS Standards 2019).

A "**student with a disability**" is defined as one "who has a physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment". A "qualified" student is one who meets the requisite academic and technical standards required for admission to the college.

Academic adjustments may include:

- physical accessibility arrangements;
- sign language interpretation for deaf students;
- assistive technology devices;
- audio taped lectures; Note: Digital recorders are considered personal devices.
- peer note takers/readers/scribes; Note: These services may be provided through the use of technology
- alternatives to print materials, e.g., textbooks in digital format; Note: Reformatted textbooks are not audio books. Text reading software, which is free on most computer operating systems, is required to reformat the printed text to speech;
- reduced course load/full time status;
- course substitutions if appropriate;
- testing accommodations such as extra test time, a reduced distraction environment, alternative formats for exams and learning materials.

Academic adjustments DO NOT include:

- personal assistants, individual personal tutors or personal assistive technology,
- academic adjustments that are unduly expensive, substantially disruptive, pose a hazard to others or would fundamentally alter the nature of a program, or
- waivers or modifications to the Code of Conduct.

Columbia-Greene Community College is not required to provide requested or preferred academic adjustments. In our quest to create an equitable environment which leads to successful learning, OAS is committed to the consideration of reasonable, appropriate, and effective adjustments.

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

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. Please see [our page on the college website](#) for information about office hours. Telephone: 518.697.6437.

### **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 the 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 Student Life Office.

### **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 Health Services Office 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 518.697.6303. 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 workplace. For more information see the Student Handbook.

### **Crime Statistics**

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

A copy of the C-GCC Campus Crime Statistics Report is available from the Office of the Dean of Student Development.

## Financial Aid

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

### General Financial Aid Requirements

To be eligible for financial aid a student must:

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

### Verification Procedures

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

### Deadline Dates for Verification

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

### Notification to Student of Required Documentation of Verification

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

### Degree Applicable Credit Hours

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

for any discrepancies relating to courses and financial aid.

### High School Completion Status

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

### Financial Need and Expected Family Contribution

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

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

### Cost of Attendance

These figures are provided for estimating expenses as individual student costs will vary and change. Figures will not be finalized until passage of the state, counties and college budgets (late spring or early summer).

The estimated cost of attendance (COA) at C-GCC for full time students who are NYS residents for 2023-2024 is as follows (these amounts are based on 2022-2023 costs and are subject to change).

#### NY Residents: Estimated Costs for Fall 2023 and Spring 2024

Full Time Students	Estimated Costs
Tuition & Fees	\$5,904
Housing and food	\$10,000
Books, course materials, supplies and equipment	\$1,600
Miscellaneous personal Expenses	\$2,700
<hr/>	
Total Estimated Costs	\$20,204

The estimated cost of attendance (COA) at CGCC for full time students who are NOT NYS residents for 2023-2024 is as follows (these amounts are based on 2022-2023 costs and are subject to change).

**Non-NY Residents: Estimated Costs for Fall 2023 and Spring 2024**

<b>Full Time Students</b>	<b>Estimated Costs</b>
Tuition & Fees	\$11,160
Housing and food	\$10,000
Books, course materials, supplies and equipment	\$1,600
Miscellaneous personal Expenses	\$2,700
<hr/>	
Total Estimated Costs	\$25,460

**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 2023-2024 academic year range from \$924 to \$7,395. The amount of the award will be affected by the (EFC) Expected Family Contribution, student’s cost of attendance and enrollment status.

**Application Procedures:** Complete the Free Application for Federal Student Aid (FAFSA) annually and submit the application for processing. After the application has been processed, the student will receive a Student Aid Report (SAR). Based on the SAR

information, the Financial Aid Office will determine the student’s eligibility for Federal student aid. Once the award is determined, the Federal Pell Grant will be credited to the student’s account and will be disbursed according to the College’s disbursement policy.

**Year-Round Federal Pell Grants**

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

**Federal Supplemental Educational Opportunity Grant (FSEOG)**

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

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

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

other award program, and (4) the student must not be in default on any student loan.

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

### **Federal College Work Study Programs (FCWS)**

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

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

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

### **William D. Ford Direct Loan Program**

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

expenses. There are three types of Direct Student Loans:

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

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

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

**Loan Schedule:** A first-year undergraduate student (defined as less than 30 Degree hours earned) may borrow up to \$3,500 per year. Eligibility increases to \$4,500 for students defined as second-year students (30+ earned degree hours). Students may qualify for additional unsubsidized federal direct Stafford

funds depending on their dependency status. An undergraduate may borrow up to an aggregate limit of \$31,000 or \$57,500 if the student is considered independent for federal financial aid purposes. C-GCC is required to delay the first disbursement of all federal loans for first-time freshman borrowers until the 31st day of the term.

**Repayment Terms:** The interest rate for the Federal Direct Subsidized Loan program is fixed at 3.73 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 3.73 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 6.28 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.057 percent. Direct PLUS borrowers are charged a 4.236 percent origination fee.

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

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

- A standard repayment plan has a fixed monthly repayment amount for a fixed period of time, usually 10 years.
- An extended repayment plan has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual ten years.
- A graduated repayment plan usually begins with lower monthly payments, and payment amounts increase at specified times. Payments may be for the usual ten-year period, or they may be extended beyond 10 years.
- An income-based repayment plan sets an annual repayment amount based on

the borrower's income after leaving school. The loan is repaid over an extended period of time, not to exceed 25 years.

- Pay as you Earn Repayment Plan (PAYE) has a maximum monthly payment of 10 percent of discretionary income and are recalculated each year.
- Revised Pay as you Earn (REPAYE) has a maximum monthly payment of 10 percent of your discretionary income and are recalculated each year. Good option if you are seeking the Public Service Loan Forgiveness plan.
- Income-Contingent Repayment Plan is the payments will be lesser of 20 percent of discretionary income and recalculated each year.

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

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

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

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



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

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

be repaid. New York State TAP requires a minimum 2.00 cumulative grade point average after a student has received 4 payments.

**New York State Satisfactory Academic Progress**

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

**Academic Requirements for the New York State Programs**

Program: Associate Degree Semester Based Program Chart – applies to non-remedial students first receiving aid in 2010-11 and thereafter:						
Before being certified for this TAP Payment	1st	2nd	3rd	4th	5th	6th
You must have completed (passed or failed) this many credits since your last TAP payment*	0	6	6	9	9	12
You must have accrued at least this many credits since your last TAP payment*	0	6	15	27	39	51
With at least this cumulative grade point average	0	1.3	1.5	1.8	2.0	2.0
*Grades A, B+, B, B-, C+, C, C-, D, F, S, or U constitute completed credits.						

## **TAP Payments**

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

## **TAP (with ADA)**

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

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

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

## **New York State Aid for Part Time Study (APTS)**

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

## **New York State Part-Time Scholarship (PTS)**

The New York State Part-time Scholarship (PTS) Award Program provides tuition awards to students attending a SUNY or

CUNY community college who are enrolled in at least 6 but less than 12 credits each term.

***Eligibility:***

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

**The Excelsior Scholarship**

New York’s tuition-free degree program, the Excelsior Scholarship, is the first of its kind in the nation. Even as higher education becomes more necessary for an individual to succeed, the cost to attain a college degree is rising beyond what most families can afford.

***Eligibility:***

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

***How it Works:***

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

**Other New York State Scholarship Programs**

New York State offers several scholarships to students with specific criteria. Listed are several scholarship opportunities available to New York State students. Please refer to New York State Higher Education Services Corporation’s website [www.hesc.ny.org](http://www.hesc.ny.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: <https://benefits.va.gov/gibill/>. Applicants will receive a Certificate of Eligibility that must be submitted to the college VA Certifying Official for certification of benefits.

**Books and Supplies**

**Book Vouchers**

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.

**Federal Student Aid Satisfactory Academic Progress**

**Satisfactory Academic Progress Status:** Students who meet or exceed the minimum

cumulative qualitative and quantitative requirements will be considered to be maintaining satisfactory academic progress.

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

Overall Attempted Credit Hours	Percentage of Overall Credits Earned	Minimum GPA Required
1-20	0%	1.0
21-35	30%	1.50
36-50	40%	1.90
51-60	50%	2.0
61-75	60%	2.0
76-85	70%	2.0
86-100	75%	2.0

**Timing of Evaluations and Evaluation Process**

The college will measure academic progress at the end of each term in which Title IV aid is awarded to students (i.e., fall, spring, summer). Academic progress will be measured for all students, both matriculated and non-matriculated, who are registered in the term being reviewed. Evaluation of progress will occur shortly after final grades are posted by the Records & Registration Office. Notices of ineligibility will be sent to students from the college. At the time of evaluation, grades listed as I (incomplete), F (failure), W (withdrawal), IP (in progress) will be considered attempted and unearned. If a student’s academic record is changed after the evaluation, the student must submit a written request to the director of financial aid for re-evaluation of the ineligibility determination.

The most common situation leading to such a request is the successful resolution of “incomplete” or “late” grades. For a grade change or course completion to be considered in the academic progress calculation, the coursework leading to the grade change must be completed prior to the first day of classes in the effective term.

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

**Appeal for Maximum Timeframe (150 Percent Waiver)** - A student may appeal their ineligibility for federal Title IV aid due to reaching the 150% maximum timeframe. Appeals must be made in writing to the director of financial aid by noon on the first day of classes in the effective term.

### **Appeal of Federal Aid Ineligibility Decision**

**Appeal for Unsatisfactory Academic Progress Status** - A determination of ineligibility for federal student aid may be appealed based on mitigating circumstances which occurred in the reviewed term. A mitigating circumstance is defined as an exceptional or unusual event beyond the student's direct control, which contributed to or caused the academic difficulty. Examples of mitigating circumstances may include a student becoming very ill or seriously injured, or a death in the student's immediate family. An appeal of the ineligibility decision may be made through the college's financial aid

waiver process, which begins in the Financial Aid Office, located in the Main Building. Complete documentation of the circumstances that led to the academic difficulty must be submitted as part of the appeal process. Appeals are due by noon on the first day of classes in the effective term. Students receiving a waiver of academic standing requirements and students in good academic standing who receive a waiver of academic progress requirements will be placed in satisfactory academic progress for the effective term only. This is considered the student's financial aid probationary period. Students will then be required to meet academic standing and academic progress requirements at the end of the effective term and in all subsequent terms.

### **Regaining Eligibility for Federal Student Aid**

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

### **Enrollment Status and Repeat Coursework**

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

being enrolled in at least 6 credit hours per semester. Full-time enrollment is defined as being enrolled in at least 12 credit hours per semester.

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

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

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

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

### **Unusual Enrollment History**

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

### **Identity and Statement of Educational Purpose**

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

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

**Return of Title IV Aid:** Under the Higher Education Amendments of 1998, Federal student aid (Pell, FSEOG, and Federal Student Loans) must be recalculated for students who withdraw from or stop attending all their

courses before completing at least 60% of the term. This calculation is required under the Return of Title IV Aid regulation. Class attendance is monitored throughout each term.

**Official Withdrawals:** If a student officially withdraws from all 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 completed in the term.

**Unofficial Withdrawals:** If a student does not formally withdraw from all courses but stops attending 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 tuition and fees, even if the student's financial aid is decreased. If the student's financial aid previously covered the bill, but no longer covers it after the Return of Title IV Aid calculation, the student will be expected to pay the 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 being 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.

## **Curriculum Changes and Second Degrees**

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

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

## **Withdraw/Drop**

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

## **Columbia-Greene Community Foundation Award Programs**

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

The Foundation is headed by a board of directors comprised of community leaders who oversee the holding, investing, managing, and awarding of foundation assets. The availability of awards is based on money raised and the disposition of funds is at the sole discretion of the board of directors.

For further information contact Joan Koweek at 518.697.6369 or email at [foundation@sunycgcc.edu](mailto:foundation@sunycgcc.edu).

### **Presidential Scholarships**

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

1. Applicants must submit a scholarship application form by the first day of classes to be considered for the next academic year. No applications will be accepted after the first week of classes. Admission scholarships and financial aid forms will not be accepted after the first week of classes.
2. Scholarships will be awarded to graduating students residing in Columbia or Greene Counties or applying from high schools in the Columbia-Greene Counselors Association. Applicants must graduate with an average of 90% or higher. Early Admittance students are eligible the first semester of their sophomore year only. Early Admittance students must have entered C-GCC from high school with a 90% average or higher. The student must then have a GPA of 3.25 with a minimum of 12 credits each semester for their first year attending C-GCC. Home schooled students must be 17 years old and have a SAT score of 1350 or higher to be eligible for a Presidential Scholarship award of \$800.00 per semester.
3. Students earning valedictory or salutatory rank in their graduation class will be offered full-tuition scholarships up to 17 credits.
4. The recipient must be a full-time matriculated student with a minimum of 12 C-GCC credit hours per semester and be in attendance on the college's census date.
5. The scholarship must be used the fall semester immediately following the student's high school graduation. If the student needs to defer this scholarship for one semester, the decision to do so will be at the discretion of the board of directors of the C-GCC Foundation. Only first-time college attendees may apply for the spring semester.
6. Scholarship recipients must complete at least 12 semester hours of work by the end of their first semester at C-GCC to continue eligibility for the second semester and hold a minimum GPA of 2.5 to continue eligibility for the second semester.
7. The Presidential Scholarship will be renewed for the third semester students who have maintained a 3.25 GPA at the end of the second semester and have completed at least 12 C-GCC credit hours each semester.
8. Disciplinary sanction will cause revocation of the scholarship.
9. The disposition of all scholarships remains the prerogative of the board of directors of the C-GCC Foundation.
10. Students must be enrolled consecutive semesters in order to maintain eligibility.

### **Nursing Scholarships**

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

The Royce Forgham Hudson Lodge #7 F. & A.M. Memorial Nursing Scholarship: Two \$1000 scholarships are available to NU 201 students who reside in Columbia County, demonstrate financial need, and the ability to succeed in the nursing program. Students may



submit a letter of application by October 1. Selection is made by the nursing faculty.

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

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

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

### **Other Scholarships**

Information on other scholarships that are available may be found by calling the Foundation Office at 518.697.6369.

## Tuition and Fees

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

Payment and/or financial aid award is a valid commitment of intent to attend C-GCC. Students who do not pay their accounts in full by the due date indicated on their bill may be dropped from classes for non-payment and will not be able to re-register until full payment is made. Students who withdraw, officially or unofficially, are 100% liable for all tuition and fees. In addition, students who register for a class but do not attend, will be reported for non-attendance and incur responsibility for 25% of tuition plus fees.

C-GCC offers a convenient, automatic payment plan to help students manage their educational expenses. This payment option is offered through a partnership with Nelnet Business Solutions and allows for up to 4-monthly payments. Students can enroll quickly and easily via their Banner accounts and should monitor their C-GCC email for payment plan notifications and enrollment periods. For more information, contact the Bursar's Office.

### Residency

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

submit a Certificate of Residence within this time frame are responsible for paying the non-resident tuition rate.

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

### Refunds

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

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

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

### Delinquent Accounts

Students will be billed monthly from the time they register until the time their bill is paid in full. The College primarily uses an e-billing

platform, and students must monitor their C-GCC email for billing notifications. 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 deny permission to register for a subsequent semester until the balance is paid in full.

### **Veteran's Tuition Deferrals**

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

- Prevent or delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

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

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified.

**Schedule of Tuition and Fees** (pending approval by New York State and County Sponsors)

TUITION AND FEES ARE SUBJECT TO CHANGE. ALL FEES ARE NON-REFUNDABLE.

**Full-Time Students: 12+ Semester Hours Per Semester**

Tuition – New York State Residents .....	\$2,628.00 per semester
Tuition – Nonresidents.....	5,256.00 per semester
Student Activities Fee.....	132.00 per semester
Student Health Fee.....	12.00 per semester
Student Technology Fee .....	180.00 per semester

**Part-Time Students: Less Than 12 Semester Hours Per Semester**

Tuition – New York State Residents .....	219.00 per semester hour
Tuition – Nonresidents.....	438.00 per semester hour
Student Activities Fee.....	12.00 per semester hour
Student Health Fee.....	1.00 per semester hour
Student Technology Fee .....	15.00 per semester hour

**Additional Fees:**

Course Fee: Art, Photography .....	25.00
Course Fee: Automotive Technology .....	50.00
Course Fee: Construction Technology (CC 101, CC 105, CC 107, CC 109, CC 111, CC 114, CC 119).....	50.00
Course Fee: National Criminal Justice Study (CJ 298) .....	300.00
Course Fee: Dance .....	10.00
Course Fee: First Aid and Safety (HE 201).....	25.00
Course Fee: Lab Science.....	25.00
Course Fee: Medical Assisting (AH 106, AH 201) .....	50.00
Course Fee: Medical Assisting (AH 108, AH 109, AH 207, AH 208) .....	25.00
Course Fee: Nursing.....	285.00
Course Fee: Police Basic Training Program (LE 110) .....	200.00
Course Fee: Police Basic Training Program (LE 101) .....	150.00
Course Fee: Theater .....	10.00
Automotive Technology Uniform Fee.....	125.00
Credit for Life Experience/Portfolio Fee (per semester hour).....	30.00
Departmental Challenge Exam Fee.....	25.00
External Exam Fee .....	25.00
Locker Fee (per semester).....	5.00
Nursing Challenge Exam Fee .....	135.00
Nursing/Medical Assisting Malpractice Insurance (per year).....	20.00
Official Transcript Fee (first 15 copies).....	0.00
Official Transcript Fee (each transcript over 15) .....	5.00
Returned Check Fee .....	15.00

**Estimated Other Expenses (Annual)**

Books, Course Materials, Supplies, and Equipment.....	1,600.00
Housing and Food .....	10,000.00
Miscellaneous Personal Expenses.....	2700.00

*The above figures are generally considered to be the maximum in each category.*

## Refund Policy

Students who officially drop or withdraw from the College may be eligible for a tuition adjustment. Tuition is refundable according to the following schedule for both full- and part-time students. The adjustment is determined by the date of the drop.

Federal aid recipients who withdraw completely before completing 60% of the semester will be subject to the federal government's Return of Title IV Aid regulation (see Financial Aid section).

Students who unofficially withdraw, in part or whole, are 100% liable for all tuition and fees.

### Refund Policy for Courses 15 Weeks in Duration

<b>Course Dropped:</b>	<b>Refund:</b>	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	75%
During the second week of the term	TUITION ONLY	50%
During the third week of the term	TUITION ONLY	25%
After the third week of the term	NO REFUND	0%

### Refund Policy for Courses 9 - 14 Weeks in Duration

<b>Course Dropped:</b>	<b>Refund:</b>	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	60%
During the second week of the term	TUITION ONLY	30%
During the third week of the term	NO REFUND	0%
After the third week of the term	NO REFUND	0%

### Refund Policy for Courses 1 - 8 Weeks in Duration

<b>Course Dropped:</b>	<b>Refund:</b>	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	25%
After the first week of the term	NO REFUND	0%

### 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.
- Refund calculations are based on the start date of the term.

### **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 recalculations 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.

## 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 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 half of the required semester hours of course work for a degree or 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 24 semester hours as required in a certificate program. Physical education courses are not considered part of the minimum number of semester hours.
6. Students who entered the college without a high school diploma or High School Equivalency Diploma (TASC or GED) must apply to the New York State Education Department for the equivalency diploma concurrently with applying for the college degree. Forms may be obtained in the Office of Records and Registration.
7. Payment (or satisfactory adjustment) of all college fees and satisfaction of all other obligations. Matriculation is terminated on graduation. Students returning to continue in another degree or certificate program must reapply to that new curriculum and satisfy the above requirements.

### Graduation with Honors or High Honors

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

### Degree and Certificate Programs

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

## **Institutional Degree Requirements**

### **Associate in Arts**

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

1. Minimum number of semester hours: 61
2. Liberal Arts requirements: 45 semester hours

A minimum of 45 semester hours must be distributed among the following areas of study:

- a. Humanities – must include EN 101 and EN 102
  - b. Social Science
  - c. Lab sciences and mathematics (not MA 105 or MA 114) -at least one of each area
  - d. A minimum of 3 semester hours must be earned in mathematics and a minimum of 3 semester hours must be earned in a lab science. A minimum of 12 semester hours must be earned in each: Humanities and Social Science areas and the remaining 15 semester hours must be earned in these liberal arts areas.
3. Program requirements: 16 semester hours. A minimum of 12 semester hours are considered free electives and may be earned in any field(s) of study at the college.
  4. CE 101 College Experience: one semester hour. See Course Description for further information.
  5. Minimum academic average: a cumulative grade point average of 2.0 or better.

### **Associate in Science**

Designed primarily to serve students in science or professionally related transfer programs leading to the Bachelor of Science

degree although may be used for certain occupationally oriented curricula.

1. Minimum number of semester hours: 61 semester hours.
2. Liberal Arts requirements: 30 semester hours.

A minimum of 30 semester hours must be distributed among the following three areas of study:

- a. Humanities – must include EN 101 and EN 102
  - b. Social sciences
  - c. Lab sciences and mathematics (not MA 105 or MA 114) – at least one in each area
3. Program requirements: 31 semester hours. A minimum of 31 semester hours are considered free electives and may be earned in any field(s) of study at the college.
  4. CE 101 College Experience: one semester hour. See Course Description for further information.
  5. Minimum academic average: a cumulative grade point average of 2.0 or better.

### **Associate in Applied Science**

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

1. Minimum number of semester hours: 61 semester hours.
2. Liberal Arts requirements: 21 semester hours.

A minimum of 21 semester hours must be completed according to the following distribution.

- a. EN 101 and EN 102 or EN 105 – 6 semester hours



- b. Humanities elective – 3 semester hours
  - c. Social sciences – 6 semester hours
  - d. Science – 3 semester hours
  - e. Mathematics – 3 semester hours
3. Program requirements: 40 semester hours
- A minimum of 40 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better

### **Associate in Occupational Studies**

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

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

### **Certificate Programs**

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

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

### **Transfer Opportunities**

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

Many transfer agreements exist with four-year colleges.

1. To guarantee maximum transferability of courses, students should begin early and be proactive in researching transfer opportunities.
2. Students anticipating transfer should pursue a program compatible with the requirements of the transfer college or institution.
3. Individual assistance in preparing for transfer is available in Advising, Career & Transfer Services.

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

## SUNY General Education Program

Columbia-Greene Community College's General Education (GE) program is consistent with the Middle States Commission on Higher Education and SUNY standards which require each program to enable graduates of SUNY undergraduate degree programs to meet the SUNY GE framework knowledge and skills areas and core competencies. In line with SUNY GE policy, the GE Program is "designed to foster foundational skills proficiency with essential skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, enhancement of the values and disposition of an engaged 21st century global citizenry..." [SUNY GE Framework](#)

All graduates of C-GCC's A.A. and A.S. programs will complete the College's general education curriculum, designed to foster foundational skills that support the intellectual development, critical thinking, communication, mathematical and scientific reasoning, civic engagement, global and historical understanding, and diversity, equity, and inclusion.

The SUNY General Education Framework is effective Fall 2023, for new first-time students entering A.A. and A.S. degree programs. As a condition of graduation, students must complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours in at least 7 out of the 10 knowledge and skill areas.

Your academic advisor can help you plan a path to meet the General Education requirements.

### 2023 SUNY General Education Knowledge and Skill Areas

*Students will select a minimum of 1 course from each of the following 4 areas:*

*Communication – Written and Oral  
(Required)*

BU 105 Business Communication  
EN 101 Composition  
EN 105 Technical Writing  
EN 212 Expository Writing

*Diversity: Equity, Inclusion and Social Justice  
(Required)*

BI 113 Environmental Science  
BU 220 Business Ethics  
CO 205 Intercultural Communication  
ED 110 Education of Diverse Populations  
EN 201 American Literature Colonial to 1899  
EN 204 American Literature 1900-Present  
EN 215 African American Literature  
EN 216 Women in Literature  
EN 232 Short Stories  
EN 235 Latin American Literature  
HI 122 African American History  
HI 127 History of Latin America  
HI 219 Women in History  
HI 222 Revisiting Civil Rights  
PL 103 Philosophy of Eastern Religion  
PS 104 Contemporary Global Issues  
PY 203 Social Psychology  
SL 110 Cultural Diversity  
SL 170 Social Cultural History of Cannabis  
SO 101 Introduction to Sociology  
SO 102 Social Problems  
SO 243 Sociology of Gender

*Mathematics (and Quantitative Reasoning)  
(Required)*

MA 102 Statistics  
MA 103 Business Mathematics  
MA 110 College Algebra  
MA 111 Precalculus  
MA 113 Statistics for the Behavioral Sciences  
MA 117 Algebra & Trigonometry  
MA 122 Calculus I  
MA 123 Calculus II

*Natural Sciences (and Scientific Reasoning)  
(Required)*

BI 101 General Biology I  
BI 102 General Biology II  
BI 103 General Ecology  
BI 112 Human Biology I  
BI 113 Environmental Science  
BI 119 River Ecology  
BI 125 Plant Identification  
BI 130 Anatomy & Physiology I  
CH 101 General Chemistry I  
CH 102 General Chemistry II

CH 121 The Chemistry of Food, Drugs & Behavior  
 PX 101 College Physics I  
 PX 103 University Physics I  
 SC 141 Forensic Science  
 SC 143 Astronomy & Culture  
 SC 150 Fundamentals of Agribusiness  
 SC 160 Extreme Weather & Climate Change

***Students will select a minimum of 1 course  
 in 3 of the following 6 areas:***

*Humanities*

CO 102 Interpersonal Communication  
 CO 207 Media and Society  
 EN 102 Composition & Literature  
 EN 205 British Literature  
 EN 236 Poetry  
 EN 237 Modern Fiction  
 PL 101 Introduction to Philosophy

*World Languages*

FR 101 French I  
 FR 102 French II  
 IT 101 Italian I  
 IT 102 Italian II  
 SA 101 Spanish I  
 SA 102 Spanish II  
 SA 201 Spanish III  
 SA 202 Spanish IV  
 SN 101 American Sign Language I  
 SN 102 American Sign Language II

*Social Sciences*

EC 101 Macroeconomics  
 EC 102 Microeconomics  
 MA 113 Statistics for the Behavioral Sciences  
 PS 101 American Government  
 PY 101 General Psychology  
 PY 104 Psychology for Business  
 PY 106 Psychology of Effectiveness  
 PY 201 Lifespan Development  
 PY 203 Social Psychology  
 PY 205 Child and Adolescence Psychology  
 PY 215 Theories of Personality  
 PY 299 Abnormal Psychology  
 SL 113 Research Methods for the  
 Behavioral Sciences  
 SL 150 Leadership Theory and Practice  
 SO 101 Introduction to Sociology  
 SO 102 Social Problems

SO 207 Criminology  
 SO 250 Environment and Society

*The Arts*

AR 104 Basic Painting  
 AR 106 Ceramics  
 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 135 Digital Photography  
 AR 140 Computer Graphics  
 AR 145 Motion Graphics  
 AR 205 3-D Graphics and Animation  
 DA 101 Dance I  
 EN 211 Creative Writing  
 MU 101 Introduction to Music  
 MU 103 History of Jazz  
 MU 104 History of Rock Music  
 TH 102 Acting I  
 TH 110 Introduction to Theater

*U.S. History and Civic Engagement*

HI 103 United States History 1492-1865  
 HI 104 United States History 1865-Present  
 HI 108 History of the Hudson Valley  
 HI 122 African American History  
 HI 125 US Environmental History  
 HI 219 Women in U.S. History  
 HI 221 American Civil War  
 HI 222 Revisiting American Civil Rights

*World History and Global Awareness*

HI 101 Western Civilization 13,000 BCE –  
 1517 CE  
 HI 102 Western Civilization 1517-present  
 HI 114 World History I  
 HI 115 World History II  
 HI 120 History of the Modern Middle East  
 HI 127 History of Latin America  
 HI 209 Europe in the 20th Century  
 HI 220 History of the Arab-Israeli Conflict  
 HI 265 History of Modern China  
 HI 266 History of Japan  
 PL 103 Philosophy of Eastern Religion

### **Transfer Opportunities/Articulation Agreements**

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

### **SUNY**

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

[www.suny.edu/transfer](http://www.suny.edu/transfer)

### **Top 5 SUNY Colleges**

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

### **Top 5 Private Colleges**

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

### **Top 5 Non-Traditional Colleges**

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

Presented here are a small number of the many agreements established between Columbia-Greene and four-year colleges and universities. If the college in which you are interested isn't listed, be sure to see one of our transfer advisors in the Advising, Career & Transfer Office, Room 112, to assist you in developing a solid transfer strategy.

### **Transfer Articulation Agreements**

- Albany College of Pharmacy and Health Sciences
- Burlington College
- Cazenovia College
- College of Technology Delhi
- College of Saint Rose
- Dominican College
- Excelsior College
- Franklin University
- Hartwick College
- Maria College
- Marist College
- Massachusetts College of Liberal Arts
- Morrisville State College
- New York University
- Rochester Institute of Technology
- Russell Sage College
- Sage College of Albany
- SUNY Buffalo
- SUNY Canton
- SUNY Cobleskill
- SUNY Delhi
- SUNY Empire State College
- SUNY Upstate Medical University
- SUNY Polytechnic Institute
- SUNY New Paltz
- University at Albany

- University of Delaware
- Virginia State University
- Western Governors University

### **Non-Traditional Degrees**

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

### **Further Education and Employment Outcomes Measures**

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

#### **Further Education**

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

#### **Employment**

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

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

### **Course Delivery Modalities**

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

Reasonable accommodations are available if a student has a qualified disability. For further information, contact the Office of Accessibility Services by e-mail at [oasweb@sunycgcc.edu](mailto:oasweb@sunycgcc.edu) or call 518.697.6437.

#### **In-Person**

All of the direct instruction occurs face-to-face.

#### **Synchronous Remote**

All of the direct instruction occurs in real time remotely via live webcast.

#### **Asynchronous Online**

All of the course content is delivered online. There is no face-to-face requirement, and the course does not meet at any specified days or times.

#### **Hybrid**

Course content is delivered primarily through face-to-face instruction, meets less often, but includes additional content and requirements asynchronously in the online space.

#### **Hybrid Remote**

Similar to Hybrid, but the course content is delivered in real time remotely via live webcast rather than face-to-face.

#### **Hyflex**

Offers students the flexibility to attend class either on campus, remotely via live webcast, or as an online learner who may access course materials and lectures asynchronously.

**In Person with Remote Option**

Similar to HyFlex, but without the fully online asynchronous option.

## **Academic Divisions**

### **Division of Arts and Humanities**

Michael Phippen, Chairperson

### **Division of Business and Technology**

Joseph Scampoli, Chairperson

### **Division of Natural Sciences**

Melissa Boles, Chairperson

### **Division of Nursing**

Dawn Wrigley, Chairperson

### **Division of Social Sciences**

Barbara Shaffer, Chairperson

### **Division of Technical Professions**

Nicole Childrose, Chairperson

## Degree, Certificate and Microcredential 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.

### Microcredentials

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

<b>CIP Code</b>	<b>Program Title</b>	<b>Degree</b>	<b>CGCC Code</b>
47.0604	Automotive Technology	A.O.S.	0525
47.0604	Automotive Technology	Certificate	1733
52.0302	Business – Accounting	A.A.S.	0630
52.0302	Accounting Studies	Certificate	0903
52.0101	Business (Online Delivery)	A.A.S.	2539
52.0201	Business – Business Administration	A.S.	0671
52.0201	Business – Business Administration	A.A.S.	0632
01.0699	Cannabis Cultivation and Processing	Microcredential	
52.1803	Cannabis Retail and Sales	Microcredential	
11.0701	Computer Science	A.S.	0532
46.0415	Construction Technology/Preservation Carpentry	Certificate	2694
43.0103	Criminal Justice	A.A.S.	0640
43.0103	Criminal Justice	A.A.	1100
32.0111	Customer Skills for Professions	Microcredential	
43.0403	Cyber Security/Digital Forensics	A.S.	2730
24.0199	Education (Liberal Arts & Science) Biology (Childhood)	A.S.	1614



<b>CIP Code</b>	<b>Program Title</b>	<b>Degree</b>	<b>CGCC Code</b>
24.0199	Education (Liberal Arts & Science) Mathematics (Childhood)	A.S.	1614
24.0199	Education (Liberal Arts & Science) English (Childhood)	A.A.	1613
24.0199	Education (Liberal Arts & Science) History (Childhood)	A.A.	1612
24.0199	Education (Liberal Arts & Science) Biology (Adolescence)	A.S.	1633
24.0199	Education (Liberal Arts & Science) Mathematics (Adolescence)	A.S.	1639
24.0199	Education (Liberal Arts & Science) Chemistry (Adolescence)	A.S.	1634
24.0199	Education (Liberal Arts & Science) English (Adolescence)	A.A.	1636
24.0199	Education (Liberal Arts & Science) Social Studies (Adolescence)	A.A.	1640
03.0103	Environmental Biology	A.S.	1016
50.0702	Fine Arts	A.A.	0664
51.0712	Health Care Facilitator	Microcredential	
44.0000	Human Services	A.S.	1175
24.0102	Individual Studies	A.A.	0687
24.0102	Individual Studies	A.A.S.	0688
24.0102	Individual Studies	A.S.	0689
24.0102	Individual Studies Automotive Technology Concentration	A.O.S.	0683
24.0102	Individual Studies Business/Accounting Concentration	A.O.S.	0684
24.0102	Individual Studies Computer Science Concentration	A.O.S.	0685
24.0102	Individual Studies Construction Technology Concentration	A.O.S.	0686
24.0102	Individual Studies Police Basic Training Concentration	A.O.S.	0682
24.0103	Liberal Arts and Science – Humanities	A.A.	0201
24.0103	Liberal Arts and Science – Humanities Communication Concentration	A.A.	0203
24.0103	Liberal Arts and Science – Social Science	A.A.	0212
24.0103	Liberal Arts and Science – Social Science History Concentration	A.A.	0214

<b>CIP Code</b>	<b>Program Title</b>	<b>Degree</b>	<b>CGCC Code</b>
24.0103	Liberal Arts and Science – Social Science Psychology Concentration	A.A.	0213
24.0101	Liberal Arts and Science – Mathematics/Science	A.S.	0645
24.0101	Liberal Arts and Science – Mathematics/Science Chiropractic Medicine Transfer Track	A.S.	0647
24.0101	Liberal Arts and Science – Mathematics/Science Health Science Concentration	A.S.	0646
24.0101	Liberal Arts and Science – Mathematics/Science Medical Imaging, X-ray, or Ultrasound Transfer Track	A.S.	0648
24.0101	Liberal Arts and Science – Mathematics/Science Occupational Therapy Transfer Track	A.S.	0649
24.0101	Liberal Arts and Science – Mathematics/Science Pharmacy Transfer Track	A.S.	0650
24.0101	Liberal Arts and Science – Mathematics/Science Physical Therapy Transfer Track	A.S.	0651
24.0101	Liberal Arts and Science – Mathematics/Science Physician Assistant Transfer Track	A.S.	0652
51.0801	Medical Assisting	A.A.S.	1967
51.0716	Medical Office Assistant	Certificate	1797
51.3801	Nursing	A.S.	0622
43.0107	Police Basic Training	Certificate	1510
52.0799	Small Business	Microcredential	
13.1501	Teaching Assistant	Certificate	1330
35.0103	Workplace Professionalism Microcredential	Microcredential	

## Key to Course Electives

### Allied Health Electives

All courses with the following prefixes:

AH Allied Health

### Business Electives

All courses with the following prefixes:

AC Accounting  
 AH 125 Medical Office Procedures  
 AH 126 Medical Billing  
 AH 132 Medical Coding  
 AH 145 Administrative Office Management  
 BU Business  
 CI Computer Information  
 CS 134 Computer and Informatics Science I  
 CS 203 Database Concepts  
 EC Economics  
 MA 103 Business Mathematics  
 MK Marketing  
 PY 104 Psychology for Business  
 SL 115 Conflict Resolution: Theory and Practice

### Computer Information Electives

CI Computer Information  
 MK 160 Introduction to Digital Marketing

### Computer Science Electives

CS Computer Science

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

### Humanities Electives

All courses with the following prefixes:

AR Art  
 CO Communications  
 DA Dance  
 EN English  
 FR French  
 HU Humanities  
 IT Italian  
 MU Music

PL Philosophy  
 SA Spanish  
 SN Sign Language  
 TH Theater

### Mathematics/Science Electives

All courses with the following prefixes:

AH 202 Pharmacology  
 BI Biology  
 CH Chemistry  
 GE 101 Physical Geology  
 MA Mathematics (except MA 105 & MA 114 unless otherwise noted in programs)  
 PX Physics  
 SC Science

### Social Science Electives

All courses with the following prefixes:

CD Chemical Dependency  
 CJ 102 Introduction to Criminal Justice  
 CJ 114 Corrections: Institutional and Community  
 CJ 115 American Policing  
 CJ 150 Terrorism and Homeland Security  
 CJ 211 Substantive Criminal Law  
 CJ 212 Procedural Criminal Law  
 EC Economics  
 ED Education  
 HI History  
 HS Human Services  
 PS Political Science  
 PY Psychology  
 SL Social Science  
 SO Sociology

## Automotive Technology

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

The Automotive Technology programs are accredited by:

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

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

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

The student may also choose Toyota TECS Elite, which provides students training in Toyota and Lexus specific technology.

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

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

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

NOTE: All students attending automotive courses are required to have a basic set of hand

tools. See the C-GCC web site for a list of tools.

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

*Automotive Technology Requirements: A.A.S.*

This program prepares students for immediate employment upon graduation.

1. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101-Composition) and competency in mathematics fundamentals.
2. All students must complete the Automotive Work Study Courses (Internships) before graduation.
3. Students must obtain a 2.0 GPA to graduate.

*Automotive Technology Requirements: A.O.S.*

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

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

and competency in mathematics fundamentals.

2. All students must complete the Automotive Internship Work Study Courses before graduation.
3. Students must obtain a 2.0 GPA to graduate.

*Automotive Technology Requirements:  
Certificate*

1. This one-year certificate program is designed to provide entry-level skills for those students interested in immediate employment in this trade area.
2. Minimum requirements for admission into this program are 12th-grade reading (readiness to begin EN 101 Composition) and competency in mathematics fundamentals.
3. Students must obtain a 2.0 GPA to graduate.

## Automotive Technology (A.O.S.)

Curriculum Code: 0525

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

Competency in mathematics fundamentals is required.

### LIBERAL ARTS REQUIREMENTS

0 Semester Hours

### PROGRAM REQUIREMENTS

61 Semester Hours

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
EN 101	Composition	3
GN ELE	General Elective	3
HE 201	First Aid and Safety	3
MA 103	Business Mathematics	3

**Minimum Credits 61**

## Automotive Technology (A.O.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AU 128	Introduction to Automotive Repair	4
AU 129	Basic Heating, Ventilation and Air Conditioning	3
AU 130	Basic Steering, Suspension and Brakes	4
AU 132	Electricity and Electronics	4
CE 101	College Experience	1
Total		16

#### *2nd Semester*

AU 117	Gas and Diesel Engines	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4
Total		14

#### *Summer*

AU 131	Work Study I	2
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#### *3rd Semester*

AU 211	Manual Transmissions and Drivelines	4
AU 215	Body Electrical and Electronics	3
EN 101	Composition	3
HE 201	First Aid and Safety	3
Total		13

#### *4th Semester*

AU 212	Automotive Diagnostics	4
AU 213	Automatic Transmissions and Transaxles	4
GN ELE	General Elective	3
MA 103	Business Mathematics	3
Total		14

#### *Summer*

AU 231	Work Study II	2
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Career Opportunities: Repair shop owner, automotive technician or component re-builder, fleet repair, parts department manager.

## Automotive Technology (Certificate)

Curriculum Code: 1733

Semester Hours Required for Graduation: 32

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

Competency in mathematics fundamentals is required.

### LIBERAL ARTS REQUIREMENTS

0 Semester Hours

### PROGRAM REQUIREMENTS

32 Semester Hours

AU 117	Gas and Diesel Engines	4
AU 128	Introduction to Automotive Repair	4
AU 129	Basic Heating, Ventilation and Air Conditioning	3
AU 130	Basic Steering, Suspension and Brakes	4
AU 132	Electricity and Electronics	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4
HE 201	First Aid and Safety	3

**Minimum Credits** **32**



## Automotive Technology (Certificate)

### SUGGESTED PROGRAM SEQUENCE

<i>1st Semester</i>		<i>2nd Semester</i>	
AU 128	Introduction to Automotive Repair 4	AU 117	Gas and Diesel Engines 4
AU 129	Basic Heating, Ventilation and Air Conditioning 3	AU 134	Engine Performance 6
AU 130	Basic Steering, Suspension and Brakes 4	AU 203	Advanced Automotive Operations 4
AU 132	Electricity and Electronics 4	HE 201	First Aid and Safety 3
Total	15	Total	17

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: 62

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

21 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature or	
EN 105	Technical Writing	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SC ELE	Science Elective	3
SL ELE	Social Science Electives	6

### PROGRAM REQUIREMENTS

41 Semester Hours

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

**Minimum Credits 62**

## Business – Accounting (A.A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CE 101	College Experience	1
CI 150	EXCEL	3
EN 101	Composition	3
MA ELE	Mathematics Elective	3
Total		16

#### *2nd Semester*

AC 102	Managerial Accounting	3
BU 105	Business Communications	3
CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	3
EN 102	Composition and Literature	
	or	
EN 105	Technical Writing	3
GN ELE	General Elective	3
Total		15

#### *3rd Semester*

AC 116	QuickBooks	3
BU 150	Financial Planning	3
BU 209	Business Professional Development	3
CP 101	Job Search Preparation	1
SC ELE	Science Elective	3
SL ELE	Social Science Elective	3
Total		16

#### *4th Semester*

BU 220	Business Ethics	3
BU ELE	Business Elective	6
HU ELE	Humanities Elective	3
SL ELE	Social Science Elective	3
Total		15

Career Opportunities: Bookkeeper, full-charge bookkeeper, accounting technician, accounting associate, accounting clerk, accounts payable or receivable clerk, junior auditor or junior accountant, assistant office manager, assistant accounting clerk, junior clerk, cost accounting clerk, payroll clerk, and purchasing agent.

## Accounting Studies (Certificate) (Business)

Curriculum Code: 0903

Semester Hours Required for Graduation: 30

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

Must be prepared to take CI 105 – Computer Applications.

### LIBERAL ARTS REQUIREMENTS

0 Semester Hours

### PROGRAM REQUIREMENTS

30 Semester Hours

AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
AC 116	QuickBooks	3
BU 103	Foundations of Business	3
BU 105	Business Communications	3
BU ELE	Business Elective	
	or	
CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	6
CI 105	Computer Applications	3
CI 150	EXCEL	3
MA ELE	Mathematics Elective	3

**Minimum Credits 30**

## Accounting Studies (Certificate)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CI 105	Computer Applications	3
CI 150	EXCEL	3
MA ELE	Mathematics Elective	3
Total		15

#### *2nd Semester*

AC 102	Managerial Accounting	3
AC 116	QuickBooks	3
BU 105	Business Communications	3
BU ELE	Business Elective	
	or	
CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	6
Total		15

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 on-line class work, and successful completion of a required internship experience, which will be remotely administered with electronic log and status report submissions. Students will be able to complete the 61 required credits of this Business degree within four semesters with all required coursework offered in a fully online format.

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

21 Semester Hours

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
AC 116	QuickBooks	3
BU 103	Foundations of Business	3
BU 105	Business Communications	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

#### *1st Semester*

AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
BU 105	Business Communications	3
CE 101	College Experience	1
EN 101	English Composition	3
SL ELE	Social Science Elective**	3
Total		16

#### *2nd Semester*

AC 116	QuickBooks	3
CI 105	Computer Applications	3
EN 105	Technical Writing	3
HU ELE	Humanities Elective	3
SL ELE	Social Science Elective **	3
Total		15

#### *3rd Semester*

BU 220	Business Ethics	3
CS 116	Contemporary Computer Concepts	3
HU ELE	Humanities Elective	3
MA 103	Business Mathematics	3
SC ELE	Science Elective	3
Total		15

#### *4th Semester*

BU 211	Business Experience Internship*	3
BU 230	Management	3
BU ELE	Business Electives***	6
SL 115	Conflict Resolution	3
Total		15

\* 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: 61

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Demonstrate applications of basic management principles.
- Demonstrate applications of accounting principles.
- Demonstrate applications of business law.
- Demonstrate use of applications of computer technology.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EC 101	Macroeconomics	3
EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Electives	6
MA ELE	Mathematics Electives	6
SC ELE	Lab Science Elective	3
SL ELE	Social Science Electives	6

### PROGRAM REQUIREMENTS

31 Semester Hours

AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
BU 103	Foundations of Business	3
BU 107	Business Law I	3
CE 101	College Experience	1
CS ELE	Computer Elective Science or	
CI ELE	Computer Information Elective	3
EC 102	Microeconomics	3
GN ELE	General Electives	9
MK 101	Principles of Marketing	3

**Minimum Credits** **61**



## Business – Business Administration (A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CE 101	College Experience	1
EN 101	Composition	3
MA ELE	Mathematics Elective	3
MK 101	Principles of Marketing	3
Total		16

#### *2nd Semester*

AC 102	Managerial Accounting	3
BU 107	Business Law I	3
EN 102	Composition and Literature	3
GN ELE	General Elective	3
MA ELE	Mathematics Elective	3
Total		15

#### *3rd Semester*

CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	3
EC 101	Macroeconomics	3
HU ELE	Humanities Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	3
Total		15

#### *4th Semester*

EC 102	Microeconomics	3
GN ELE	General Electives	6
HU ELE	Humanities Elective	3
SL ELE	Social Science Elective	3
Total		15

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

## Business – Business Administration (A.A.S.)

Curriculum Code: 0632

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Demonstrate applications of basic management and marketing principles.
- Demonstrate applications of accounting principles and maintaining business records.
- Demonstrate applications of business law.
- Demonstrate use of applications of computer technology.
- Demonstrate proficiency in written and oral communication.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

21 Semester Hours

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 209	Business Professional Development or	
BU 211	Business Experience Internship	3
BU 220	Business Ethics	3
BU 230	Management	3
CE 101	College Experience	1
CI 105	Computer Applications	3
GN ELE	General Electives	9
MK 101	Principles of Marketing	3

**Minimum Credits 61**

\*Recommend MA 102 Statistics or MA 103 Business Mathematics

\*\*Recommend EC 101 Macroeconomics or EC 102 Microeconomics AND PY or SO elective

## Business – Business Administration (A.A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CE 101	College Experience	1
CI 105	Computer Applications	3
EN 101	Composition	3
SL ELE	Social Science Elective	3
Total		16

#### *2nd Semester*

AC 102	Managerial Accounting	3
BU 105	Business Communication	3
EN 102	Composition and Literature	
	or	
EN 105	Technical Writing	3
MA ELE	Mathematics Elective	3
MK 101	Principles of Marketing	3
Total		15

#### *3rd Semester*

BU 107	Business Law I	3
BU 220	Business Ethics	3
BU 230	Management	3
SC ELE	Science Elective	3
HU ELE	Humanities Elective	3
Total		15

#### *4th Semester*

BU 209	Business Professional Development	
	or	
BU 211	Business Experience Internship	3
GN ELE	General Electives	9
SL ELE	Social Science Elective	3
Total		15

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 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 LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Elective <i>or</i>	
SL ELE	Social Science Elective <i>or</i>	
SC ELE	Science Elective <i>or</i>	
MA ELE	Mathematics Electives	6
MA 111	Pre-Calculus	4
MA ELE	Mathematics Elective	4
HU ELE	Humanities Elective	3
SC ELE	Lab Science Elective	4
SL ELE	Social Science Elective	3

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
CS 134	Computer and Informatics Science I	4
CS 127	Practical Programming	3
CS 256	Computer Science II	4
CS ELE	Computer Science Electives*	6
GN ELE	General Electives	13

**Minimum Credits 61**

\* Note: It is important to consult with your advisor or transfer counselor to discuss the requirements of the transfer institution prior to registering for class.

## Computer Science (A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
CS 134	Computer and Informatics Science I	4
EN 101	Composition	3
HU ELE	Humanities Elective	3
MA ELE	Math Elective	4
Total		15

#### *2nd Semester*

CS 127	Practical Programming	3
GN ELE	General Electives	3
EN 102	Composition and Literature	3
MA 111	Pre-Calculus	4
SL ELE	Social Science Elective	3
Total		16

#### *3rd Semester*

CS ELE	Computer Science Elective	**3
GN ELE	General Elective	6
HU ELE	Humanities Elective or	
SL ELE	Social Science Elective or	
MA ELE	Mathematics Elective or	
SC ELE	Science Elective	3
SC ELE	Lab Science Elective	4
Total		16

#### *4th Semester*

CS 256	Computer Science II	4
CS ELE	Computer Science Elective**	3
GN ELE	General Electives	4
HU ELE	Humanities Elective or	
SC ELE	Science Elective or	
SL ELE	Social Science Elective or	
MA ELE	Mathematics Elective	3
Total		14

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

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

## Cyber Security/Digital Forensics (A.S.)

Curriculum Code: 2730

Semester Hours Required for Graduation: 64

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

12th-grade reading level is required.

Placement test scores must indicate readiness to begin EN 101-Composition.

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

Competency in basic computer skills and knowledge.

### LIBERAL ARTS REQUIREMENTS

32 Semester Hours

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

### PROGRAM REQUIREMENTS

32 Semester Hours

CS 134	Computer and Informatics Science I	4
CS 126	Introduction to Cyber Security	3
CS 156	Network Essentials	3
CS 203	Database Concepts	3
CS 219	Data Analytics Programming	3
CS 241	Computer Forensics	3
CS 235	Network Security	3
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
HI 101	Western Civ. 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civ. 1517 to present	3
CE 101	College Experience	1

**Minimum Credits 64**

## Cyber Security/Digital Forensics (A.S.)

### SUGGESTED PROGRAM SEQUENCE

<i>1st Semester</i>		<i>2nd Semester</i>			
CE 101	College Experience	1			
EN 101	Composition	3	EN 102	Composition and Literature	3
AC 101	Financial Accounting	3	AC 102	Managerial Accounting	3
CS 134	Computer and Informatics	3	MA 102	Statistics	3
	Science I	4	CS 126	Introduction to Cyber Security	3
CJ 102	Introduction to Criminal Justice	3	SO 101	Introduction to Sociology	3
PY 101	General Psychology	3	Total		15
Total		17			
<i>3rd Semester</i>		<i>4th Semester</i>			
MA 110	College Algebra	4	CS 219	Data Analytics Programming	3
CS 156	Network Essentials	3	CS 241	Computer Forensics	3
CS 203	Database Concepts	3	CS 235	Network Security	3
HU ELE	Humanities Elective	3	HI 103	US History 1492-1865	
SC 141	Forensic Science	4		or	
Total		17	HI 104	US History 1865-present	3
			HI 101	Western Civ. 13,000 BCE to 1517 CE	
				or	
			HI 102	Western Civ. 1517 to present	3
			Total		15

Transfer opportunities include but are not limited to: University at Albany-SUNY, Utica College and Excelsior College.

## Construction Technology/Preservation Carpentry (Certificate)

Curriculum Code: 2694

Semester Hours Required for Graduation: 30

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

Students who successfully complete this certificate will be able to:

- Perform general carpentry skills with specialized training in preservation carpentry
- Identify, select, and implement application of construction materials
- Draw, read, and interpret drawings and specifications
- Interpret and apply codes, regulations, and construction documents
- Select and maintain construction site tools and equipment
- Estimate the amount and cost of materials and labor

- Plan, coordinate, schedule, and control projects
- Use hand and power tools safely and efficiently
- Interpret technical information from blueprints
- Perform calculations and measurements required to work as a carpenter
- Work independently and interdependently to safely accomplish shared professional outcomes.

### ACADEMIC PREPARATION:

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

### PROGRAM PREPARATION:

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

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

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

Construction Carpentry courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program with the exception of CC 103.



**LIBERAL ARTS REQUIREMENTS**

0 Semester Hours

**PROGRAM REQUIREMENTS**

30 Semester Hours

CC 101	Introduction to Construction Carpentry	3
CC 103	Construction Drawing and Blueprint Reading	3
CC 105	Building Layout and Framing	4
CC 107	Exterior Building Envelope and Finish	4
CC 109	Introduction to Mechanicals, Electrical, Plumbing, and HVAC	4
CC 111	Interior Finish Basic	3
CC 114	Interior Finish Intermediate	3
CC 119	Historic Preservation	3
CC 124	Construction Technology Internship	3
<b>Minimum Credits:</b>		<b>30</b>

## Construction Technology/Preservation Carpentry (Certificate)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CC 101	Introduction to Construction Carpentry	3
CC 103	Construction Drawing and Blueprint Reading	3
CC 105	Building Layout and Framing	4
CC 107	Exterior Building Envelope and Finish	4
Total		14

#### *2nd Semester*

CC 109	Introduction to Mechanicals, Electrical, Plumbing, and HVAC	4
CC 111	Interior Finish Basic	3
CC 114	Interior Finish Intermediate	3
CC 119	Historic Preservation	3
Total		13

#### *3rd Semester (Summer)*

CC 124	Construction Technology Internship	3
Total		3

## Criminal Justice (A.A.)

Curriculum Code: 1100

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

CJ 102	Introduction to Criminal Justice	3
CJ 114	Corrections: Institutional and Community	3
CJ 211	Substantive Criminal Law	3
CJ ELE	Criminal Justice Electives	6
EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Electives	6
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
PS ELE	Political Science Elective	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3
SO 207	Criminology	3

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
CJ 115	American Policing	3
GN ELE	General Electives	12

**Minimum Credits 61**

## Criminal Justice (A.A.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
CJ 102	Introduction to Criminal Justice	3
EN 101	Composition	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SO 101	Introduction to Sociology	3
Total		16

#### *2nd Semester*

CJ 114	Corrections: Institutional and Community	3
CJ 115	American Policing	3
EN 102	Composition and Literature	3
GN ELE	General Elective	3
PY 101	General Psychology	3
Total		15

#### *3rd Semester*

CJ 211	Substantive Criminal Law	3
CJ ELE	Criminal Justice Elective*	3
GN ELE	General Elective	3
PS ELE	Political Science Elective	3
SO 207	Criminology	3
Total		15

#### *4th Semester*

CJ ELE	Criminal Justice Elective*	3
GN ELE	General Electives	6
HU ELE	Humanities Elective	3
SC ELE	Lab Science Elective	3
Total		15

## Criminal Justice (A.A.S.)

Curriculum Code: 0640

Semester Hours Required for Graduation: 62

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

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

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

21 Semester Hours

EN 101	Composition	3
EN 105	Technical Writing	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SC ELE	Science Elective	3
PS ELE	Political Science Elective	3
PY 101	General Psychology	3

### PROGRAM REQUIREMENTS

41 Semester Hours

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

**Minimum Credits 62**

## Criminal Justice (A.A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
CJ 102	Introduction to Criminal Justice	3
EN 101	Composition	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SO 101	Introduction to Sociology	3
Total		16

#### *2nd Semester*

CJ 114	Corrections: Institutional and Community	3
CJ 115	American Policing	3
CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	3
PE 118	Physical Fitness for Law Enforcement	1
PY 101	General Psychology	3
SC ELE	Science Elective	3
Total		16

#### *3rd Semester*

CJ ELE	Criminal Justice Elective*	3
CJ 211	Substantive Criminal Law	3
EN 105	Technical Writing	3
GN ELE	General Elective	3
SO 207	Criminology	
	or	
PS ELE	Political Science Elective**	3
Total		15

#### *4th Semester*

CJ 204	Criminal Investigation	3
CJ 212	Procedural Criminal Law	3
CJ 251	Criminal Justice Prof. Dev.	3
GN ELE	General Elective	3
SO 209	Juvenile Delinquency	
	or	
PS ELE	Political Science Elective**	3
Total		15

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

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

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

## Teacher Education Program

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

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable) (if applicable).
- Develop one's personal philosophy of education based on readings, research, and class assignments.
- Construct basic lesson plans.
- Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

## Jointly Registered Teacher Education Program with SUNY New Paltz

HEGIS (5649)

This program has two certification options:

Childhood – First to Sixth Grade (1-6)

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

Six academic concentrations:

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

(Childhood only)

6. Liberal Arts & Science, Social Science: Social Studies A.A. Degree (Adolescence only)

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

- A. complete a prescribed program with an academic concentration and a 3.0 GPA or higher.
- B. for Childhood Education students, a grade of B- or above is required in ED 101, ED 110, ED 201, MA 105, MA 114, and PY 205. A grade of B or above is required for EN 101 and EN 102. A grade of C or above is required in all non-education prerequisite courses.
- C. a grade of B- or above is required in PY 205 and ED 101 in Adolescence Education. A grade of B or above is required in EN 101 and EN 102 in Adolescence Education.
- D. submit documentation of approved work experience with children.
- E. Students must submit an essay or writing sample prior to beginning the program at SUNY New Paltz.

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

*The joint admission program is designed for students who plan to transfer to the College at New Paltz in childhood, adolescence education with the certification options and academic concentrations listed above. However, please be informed that course adjustments can be made in order for students to successfully transfer to other SUNY and private colleges. Students transferring to an education program other than the College at New Paltz may discuss their plans with the Education Coordinator, Bill Mathews. He can be reached in the Advising, Career, and Transfer Office, Room 112 or at 518.697.6395.*



## **Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)**

### **LIBERAL ARTS & SCIENCE: CHILDHOOD EDUCATION**

Biology Concentration

Curriculum Code 1614

Semester Hours Required for Graduation 64

### **PROGRAM GOALS:**

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

### **PROGRAM LEARNING OUTCOMES:**

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills.
- 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

#### *1st Semester*

EN 101	Composition	3
BI 101	General Biology I	4
MA ELE	Mathematics Elective	3
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
Total		16

#### *2nd Semester*

EN 102	Composition & Literature	3
BI 102	General Biology II	4
SC ELE	Science Elective	3
PY 205	Child & Adolescence Psychology	3
ED 101	Foundations of Education	3
Total		16

#### *3rd Semester*

*BI ELE	Biology Elective	4
MA 105	Math for Elementary Teachers I	3
Language I	(FR, IT, SA, SN)	3
ED 110	Education of Diverse Populations	3
HU ELE	Humanities Elective (The Arts)	3
Total		16

#### *4th Semester*

BI 103	General Ecology	4
Language II	(FR, IT, SA, SN)	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517 to Present	3
ED 201	Symbolic Representation	3
MA 114	Math for Elementary Teachers II	3
Total		16

\*Recommend Genetics via Open SUNY or BI 210 General Microbiology at C-GCC.

## **Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)**

### **LIBERAL ARTS & SCIENCE: CHILDHOOD EDUCATION**

Mathematics Concentration

Curriculum Code 1614

Semester Hours Required for Graduation 63

### **PROGRAM GOALS:**

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

### **PROGRAM LEARNING OUTCOMES:**

- 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/Mathematics and Science (A.S.)

### *1st Semester*

EN 101	Composition	3
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865 or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>15</b>

### *2nd Semester*

EN 102	Composition & Literature	3
MA ELE	Mathematics Elective	4
PY 205	Child & Adolescence Psychology	3
HU ELE	Humanities Elective (The Arts)	3
ED 101	Foundations of Education	3
<b>Total</b>		<b>16</b>

### *3rd Semester*

ED 201	Symbolic Representation	3
MA 105	Math for Elementary Teachers I	3
Language I	(FR, IT, SA, SN)	3
ED 110	Education of Diverse Populations	3
MA ELE	Mathematics Elective	4
<b>Total</b>		<b>16</b>

### *4th Semester*

MA 102	Statistics	3
MA ELE	Mathematics Elective	4
Language II	(FR, IT, SA, SN)	3
HI 101	Western Civilization 13,000 BCE to 1517 CE or	
HI 102	Western Civilization 1517 to Present	3
MA 114	Math for Elementary Teachers II	3
<b>Total</b>		<b>16</b>

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

### LIBERAL ARTS & SCIENCE: CHILDHOOD EDUCATION

English Concentration

Curriculum Code 1613

Semester Hours Required for Graduation 60

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills.
- 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

#### *1st Semester*

EN 101	Composition	3
MA ELE	Mathematics Elective	3
	Language I (FR, IT, SA, SN)	3
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>15</b>

#### *2nd Semester*

EN 102	Composition & Literature	3
	Language II (FR, IT, SA, SN)	3
PY 205	Child & Adolescence Psychology	3
SC ELE	Lab Science Elective	3
ED 101	Foundations of Education	3
<b>Total</b>		<b>15</b>

#### *3rd Semester*

EN 205	British Literature	3
EN 211	Creative Writing	3
MA 105	Math for Elementary Teachers I	3
ED 110	Education of Diverse Populations	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517 to Present	3
<b>Total</b>		<b>15</b>

#### *4th Semester*

EN 201	American Literature: Colonial-1899	
	or	
EN 204	American Literature: 1900 to Present	3
EN ELE	Writing Elective	3
ED 201	Symbolic Representation	3
HI ELE	History Elective	
	or	
PL 103	Philosophy of Eastern Religion	3
MA 114	Math for Elementary Teachers II	3
<b>Total</b>		<b>15</b>

## Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)

### LIBERAL ARTS & SCIENCE: CHILDHOOD EDUCATION

History Concentration

Curriculum Code 1612

Semester Hours Required for Graduation 60

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills.
- 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*

EN 101	Composition	3
HI 103	U.S. History 1492-1865 <i>or</i>	
HI 104	U.S. History 1865-Present	3
HU ELE	Humanities Elective	3
PY 101	General Psychology	3
MA ELE	Mathematics Elective	3
<b>Total</b>		<b>15</b>

#### *2nd Semester*

EN 102	Composition & Literature	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	<i>or</i>	
HI 102	Western Civilization 1517 to Present	3
PY 205	Child & Adolescence Psychology	3
ED 101	Foundations of Education	3
HI ELE	History Elective	3
<b>Total</b>		<b>15</b>

#### *3rd Semester*

ED 201	Symbolic Representation	3
SC ELE	Lab Science Elective	3
Language I	(FR, IT, SA, SN)	3
MA 105	Math for Elementary Teachers I	3
ED 110	Education of Diverse Populations	3
<b>Total</b>		<b>15</b>

#### *4th Semester*

MA 114	Math for Elementary Teachers II	3
HI ELE	History Elective	3
Language II	(FR, IT, SA, SN)	3
HU ELE	Humanities Elective (The Arts)	3
HI ELE	History Elective	
	<i>or</i>	
PL 103	Philosophy of Eastern Religion	3
<b>Total</b>		<b>15</b>



## 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.

Year 3			
Semester 5		Semester 6	
Course	Credits	Course	Credits
EED371 Dev. Appr. Practices (UD)	3	EED380 Connecting MST (UD)	6
EED375 Teaching Reading I (UD/WI)	3	EED302 Fieldwork 2 (20 hrs.) (1-6) (MST Fieldwork) (UD)	1
EED301 Fieldwork 1 (40 hrs.) (pre-K-2) (UD)	1	Major course (UD)	3
Major course (UD)	3	Major course (UD)	3
Major course (UD)	3/4	SPE350 Inclusive Classrooms (UD)	3
EED412 Curriculum II (pre-K-K) (UD)	3		
<b>Total Number of Credits</b>	<b>16/17</b>	<b>Total Number of Credits</b>	<b>16</b>

Year 4			
Semester 7		Semester 8	
Course	Credits	Course	Credits
EED376 Teaching Reading/Lang. Arts Methods II (UD)	3	EED404 (pre-K-2)/EED405 (3-6) Student Teaching (UD)	12
EED379 Social Studies Methods (UD)	3		
EED303 Fieldwork 3 (60 hrs.) (3-6) (UD)	1	EED406 Student Teaching Seminar (UD)	1
Major course (UD)	3		
Major course (UD)	3		
Major course (UD)	3		
<b>Total Number of Credits</b>	<b>16</b>	<b>Total Number of Credits</b>	<b>13</b>

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 state certification exam.
4. Successfully transfer to a four-year teacher education program, either public or private.
5. Increase students' awareness of NYS teacher certification requirements and mandated training courses in Child Abuse, SAVE and DASA.

### **PROGRAM LEARNING OUTCOMES:**

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable).
- 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

#### *1st Semester*

EN 101	Composition	3
BI 101	General Biology I	4
MA 122	Calculus I	4
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865 or	
HI 104	U.S. History 1865-Present	3
Total		17

#### *2nd Semester*

EN 102	Composition & Literature	3
BI 102	General Biology II	4
CH 101	General Chemistry I	4
MA 102	Statistics or	
MA 123	Calculus II	3
ED 101	Foundations of Education	3
Total		17

#### *3rd Semester*

*BI ELE	Biology Elective	3
Language I	(FR, IT, SA, SN)	3
CH 102	General Chemistry II	4
GN ELE	General Elective	3
PY 205	Child & Adolescence Psychology	3
Total		16

#### *4th Semester*

BI 103	General Ecology	4
Language II	(FR, IT, SA, SN)	3
HI 101	Western Civilization 13,000 BCE to 1517 CE or	
HI 102	Western Civilization 1517 to Present	3
HI ELE	History Elective or	
PL 103	Philosophy of Eastern Religion	3
HU ELE	Humanities Elective (The Arts)	3
Total		16

\*Recommend Genetics through Open SUNY or BI 210 General Microbiology at C-GCC.

See [page 130](#) for SUNY New Paltz completion sequence and appropriate certification option.

## **Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)**

### **LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION**

Mathematics Concentration

Curriculum Code 1639

Semester Hours Required for Graduation 67

### **PROGRAM GOALS:**

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

### **PROGRAM LEARNING OUTCOMES:**

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable).

- 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

#### *1st Semester*

EN 101	Composition	3
MA 122	Calculus I	4
PX 103	University Physics I	4
PY 101	General Psychology	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517 to Present	3
Total		17

#### *2nd Semester*

EN 102	Composition & Literature	3
MA 123	Calculus II	4
PY 205	Child & Adolescence Psychology	3
PX 104	University Physics II	4
ED 101	Foundations of Education	3
Total		17

#### *3rd Semester*

CS 134	Computer and Informatics Science I	4
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
MA ELE	Mathematics Elective	4
Language I	(FR, IT, SA, SN)	3
GN ELE	General Elective	3
Total		17

#### *4th Semester*

MA ELE	Mathematics Elective	3
MA ELE	Mathematics Elective	4
Language II	(FR, IT, SA, SN)	3
HI ELE	History Elective	
	or	
PL 103	Philosophy of Eastern Religion	3
HU ELE	Humanities Elective (The Arts)	3
Total		16

See [page 130](#) for SUNY New Paltz completion sequence and appropriate certification option.

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

### LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION

English Concentration

Curriculum Code 1636

Semester Hours Required for Graduation 63

### PROGRAM GOALS:

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

### PROGRAM LEARNING OUTCOMES:

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable).

- 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

#### *1st Semester*

EN 101	Composition	3
MA ELE	Mathematics Elective	3
	Language I (FR, IT, SA, SN)	3
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
Total		15

#### *2nd Semester*

EN 102	Composition & Literature	3
	Language II (FR, IT, SA, SN)	3
PY 205	Child & Adolescence Psychology	3
SC ELE	Lab Science Elective	3
ED 101	Foundations of Education	3
Total		15

#### *3rd Semester*

*EN ELE	Literature Elective	3
EN ELE	Literature Elective	3
EN 201	American Literature: Colonial-1899	
	or	
EN 204	American Literature: 1900 to Present	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517-Present	3
GN ELE	General Elective	6
Total		18

#### *4th Semester*

EN ELE	Literature/Writing Elective	3
EN 205	British Literature	3
EN 211	Creative Writing	3
HU ELE	Humanities Elective (The Arts)	3
HI ELE	History Elective	
	or	
PL 103	Philosophy of Eastern Religion	3
Total		15

\*Recommend EN 235 Latin American Literature.

See [page 130](#) for SUNY New Paltz completion sequence and appropriate certification option.

## **Jointly Registered Teacher Education Program with SUNY New Paltz/Social Science (A.A.)**

### **LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION**

Social Studies Concentration

Curriculum Code 1640

Semester Hours Required for Graduation: 60

### **PROGRAM GOALS:**

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

### **PROGRAM LEARNING OUTCOMES:**

- 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 understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable).

- 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

#### *1st Semester*

EN 101	Composition	3
HI 103	U.S. History 1492-1865	3
HU ELE	Humanities Elective (The Arts)	3
PY 101	General Psychology	3
MA ELE	Mathematics Elective	3
Total		15

#### *2nd Semester*

EN 102	Composition & Literature	3
HI 104	U.S. History 1865-present	3
PY 205	Child & Adolescence Psychology	3
ED 101	Foundations of Education	3
HI ELE	History Elective	3
Total		15

#### *3rd Semester*

PS 101	American Government	3
SC ELE	Lab Science Elective	3
	Language I (FR, IT, SA, SN)	3
EC 101	Macroeconomics	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517 to Present	3
Total		15

#### *4th Semester*

GN ELE	General Elective	3
PS 130	Contemporary Constitutional Issues	3
	Language II (FR, IT, SA, SN)	3
EC 102	Microeconomics	3
HI ELE	History Elective	
	or	
PL 103	Philosophy of Eastern Religion	3
Total		15

See [page 130](#) for SUNY New Paltz completion sequence and appropriate certification option.

## **Jointly Registered Teacher Education Program with SUNY New Paltz/Mathematics and Science (A.S.)**

### **LIBERAL ARTS & SCIENCE: ADOLESCENCE EDUCATION**

Chemistry Concentration

Curriculum Code 1634

Semester Hours Required for Graduation: 64

### **PROGRAM GOALS:**

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

### **PROGRAM LEARNING OUTCOMES:**

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- 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 (if applicable).

- 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.)

*1st Semester*

EN 101	Composition	3
CH 101	General Chemistry I	4
MA 122	Calculus I	4
PY 101	General Psychology	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
Total		17

*2nd Semester*

EN 102	Composition & Literature	3
CH 102	General Chemistry II	4
MA 123	Calculus II	4
SC ELE	Lab Science Elective	3
ED 101	Foundations of Education	3
Total		17

*3rd Semester*

CH 201	Organic Chemistry I	4
PY 205	Child & Adolescence Psychology	3
Language I	(FR, IT, SA, SN)	3
HU ELE	Humanities Elective (The Arts)	3
HI 101	Western Civilization 13,000 BCE to 1517 CE	
	or	
HI 102	Western Civilization 1517 to Present	3
Total		16

*4th Semester*

CH 202	Organic Chemistry II	4
GE 101	Physical Geology	4
Language II	(FR, IT, SA, SN)	3
HI ELE	History Elective	
	or	
PL 103	Philosophy of Eastern Religion	3
Total		14

See [page 130](#) 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 Biology (A.S.)

Curriculum Code: 1016

Semester Hours Required for Graduation: 62

### PROGRAM GOALS:

This program prepares students for transfer into a Bachelor of Science program in Environmental Science or a related field and is part of the Environmental Science Transfer Path, biophysical tract. Students should work closely with their academic advisor to determine choice of electives to help ensure articulation with specific transfer colleges. Upon completion, career opportunities include Natural Resource Specialist, Field Biologist, Environmental Health Technician, Fisheries Technician, and Forest Ranger. The program combines classroom, laboratory, and field study instruction giving students a well-rounded preparation. It is designed to meet the ever-increasing need for well-qualified professionals in this field.

### PROGRAM LEARNING OUTCOMES:

- Students will evaluate and employ current scientific evidence to develop hypotheses, perform measurements, and interpret results of experiments that explore natural phenomena.
- Demonstrate laboratory and field-based skills in scientific techniques and methodology.
- Discover and analyze the complex systems that shape concepts in environmental biology and utilize scientific methods to explain real world environmental issues.
- Display an understanding of local environmental issues, particularly as it relates to local flora and fauna as well as anthropogenic crises.

### 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 Regents-level science courses in Biology, Chemistry and/or Physics are highly recommended.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

BI 103	General Ecology	4
BI 113	Environmental Science	4
EN 101	Composition	3
EN 102	Composition and Literature	3
SL ELE	Social Science Electives	6
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	4
SC ELE	Lab Science Elective	3

### PROGRAM REQUIREMENTS

32 Semester Hours

BI 101	General Biology I	4
BI 102	General Biology II	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
CE 101	College Experience	1
GN ELE	General Elective	9
MA ELE	Mathematics Elective	3
HU/SL ELE	Humanities/Social Science Elective	3

**Minimum Credits** **62**

## Environmental Biology (A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

BI 113	Environmental Science	4
CE 101	College Experience	1
EN 101	Composition	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SL ELE	Social Science Elective*	3
<b>Total</b>		<b>17</b>

#### *2nd Semester*

BI 103	General Ecology	4
EN 102	Composition & Literature	3
GN ELE	General Elective	3
SL ELE	Social Science Elective	3
MA ELE	Mathematics Elective	4
<b>Total</b>		<b>17</b>

#### *3rd Semester*

BI 101	General Biology I	4
CH 101	General Chemistry I	4
GN ELE	General Electives	6
<b>Total</b>		<b>14</b>

#### *4th Semester*

BI 102	General Biology II	4
CH 102	General Chemistry II	4
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
SC ELE	Lab Science Electives	3
<b>Total</b>		<b>14</b>

\* HI 125 U.S. Environmental History is recommended.

Transfer opportunities include, but are not limited to: SUNY Plattsburgh, Marist College, SUNY Stony Brook, Paul Smith's College, SUNY Environmental Science and Forestry, (ESF) B.S. in Environmental Studies Program only.

## Fine Arts (A.A.)

Curriculum Code: 0664

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This course of study provides a foundation in computer graphics, animation, design, drawing, sculpture, and photography. It is designed primarily for students who plan to earn a Bachelor of Fine Arts (B.F.A.) degree. Fine arts students will learn in the studio in a professional atmosphere.

The Fine Arts program encourages academically strong students to apply to the Honors Program, a challenging environment that enables highly motivated students to best develop their creative abilities and thus ensure their future professional success.

### PROGRAM LEARNING OUTCOMES:

- Develop the ability to apply drawing skills.
- Develop the ability to apply design skills.
- Develop the ability to apply inventive and creative thinking.
- Demonstrate knowledge of the disciplines and history of the arts.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

AR 107	Visual Arts-2D	3
AR 108	Visual Arts-3D	3
AR 118	Figure Drawing	3
AR 119	Basic Drawing	3
AR ELE	Art Electives	9
EN 101	Composition	3
EN 102	Composition and Literature	3
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	12

Note: Only CI 105 can be substituted for an AR Elective.

### PROGRAM REQUIREMENTS

16 Semester Hours

AR ELE	Art Elective	3
CE 101	College Experience	1
GN ELE	General Electives	12

**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

#### *3rd Semester*

AR ELE	Art Electives	6
GN ELE	General Electives	3
SL ELE	Social Science Elective	6
Total		15

#### *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

#### *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.



## Human Services (A.S.)

Curriculum Code: 1175

Semester Hours Required for Graduation: 62

### PROGRAM GOALS:

The A.S. Human Services degree prepares the student to transfer to four-year schools with junior status to continue their bachelor level education in social work, psychology, sociology or related fields. Additionally, the A.S. Human Services degree provides the student with the skills necessary to gain immediate employment in the human services field at the beginning professional level.

### PROGRAM LEARNING OUTCOMES:

- Interpret and articulate knowledge of historical and contemporary research in the social and behavioral sciences.
- Demonstrate competency in understanding and application of current helping theories and professional practices, including ethical considerations.
- Employ practical knowledge of coursework in community settings.
- Examine historical and contemporary social issues/problems.
- Analyze current research and its implications and select and apply strategies to positively impact social issues/problems.
- Demonstrate standards and ethics of the Human Service profession.

### PROGRAM REQUIREMENT:

Note: In compliance with the NYS Justice Center "Protection of People with Special Needs Act," participants in HS 230 (Internship in Human Services) are required by Community Agencies that host interns to complete background checks through the NYS Justice Center before being accepted as an intern. Students can log onto [www.justicecenter.ny.gov](http://www.justicecenter.ny.gov) for more information.

### ACADEMIC PREPARATION:

An interview is required for applicants to the Human Services program. Students who are interested in pursuing the field of Human Services must be emotionally prepared to challenge their own perceptions and worldview in order to begin to understand the multicultural worldviews of the people they will be serving.

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

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

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

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

CD 208	Chemical Dependency and Addiction	
	or	
SL 205	Trauma and Resilience	3
EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Elective	6
MA 113	Statistics for the Behavioral Sciences	3
PY 101	General Psychology	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Electives	3
SO 101	Introduction to Sociology	3

## Human Services (A.S.)

### PROGRAM REQUIREMENTS

32 Semester Hours

CE 101	College Experience	1
GN ELE	General Elective	9
HS 103	Introduction to Human Services	3
HS 105	Interventions in Human Services	3
HS 110	Interviewing Techniques	3
HS 212	Community Organizing	3
HS 230	Human Services Internship I	4
SL 110	Cultural Diversity	3
SO 102	Social Problems	3

**Minimum Credits 62**

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
HS 103	Introduction to Human Services	3
HU ELE	Humanities Elective	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3
Total		16

#### *2nd Semester*

EN 102	Composition and Literature	3
HS 105	Interventions in Human Services	3
HS 110	Interviewing Techniques	3
CD 208	Chemical Dependency and Addiction or	
SL 205	Trauma and Resilience	3
SL ELE	Social Science Elective	3
Total		15

#### *3rd Semester*

GN ELE	General Elective	3
HS 212	Community Organizing	3
MA 113	Statistics for the Behavioral Sciences	3
SC ELE	Lab Science Elective	3
SL 110	Cultural Diversity	3
Total		15

#### *4th Semester*

GN ELE	General Elective	6
HS 230	Human Services Internship I	4
HU ELE	Humanities Elective	3
SO 102	Social Problems	3
Total		16

**\*\* Students must maintain a C average in HS 103, HS 105, and HS 110 in order to enroll in HS 230.**

Transfer opportunities include, but are not limited to: Marist College, The College of Saint Rose, University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, Adelphi University, and the Sage Colleges.

## Individual Studies (A.A.)

Curriculum Code: 0687

Semester Hours Required for Graduation: 61

This program prepares students for transfer to complete work for a bachelor's degree in a variety of areas. The flexible design of this program offers the ability to customize courses toward specific academic disciplines or transfer schools. It is also appropriate for undecided students, since it allows students to explore a range of disciplines and conduct career research before concentrating in a specific area.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

### PROGRAM LEARNING OUTCOMES:

- Acquire oral, written, and creative communication skills.
- Develop competency in scientific, quantitative, and technological skills
- Understand the commonalities and diversity of the human experience, values, and opinions.
- Understand and use basic research techniques to perform critical analysis and synthesize information.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Electives	6
HU ELE	Humanities Electives	
	or	
SL ELE	Social Science Electives	15
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Electives	12

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	15

**Minimum Credits 61**

## Individual Studies (A.S.)

Curriculum Code: 0689

Semester Hours Required for Graduation: 61

This program prepares students for transfer to complete work for a bachelor's degree in a variety of areas. The flexible design of this program offers the ability to customize courses toward specific academic disciplines or transfer schools. It is also appropriate for undecided students, since it allows students to explore a range of academic disciplines and conduct career research before concentrating in a specific area.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

### PROGRAM LEARNING OUTCOMES:

- Acquire oral, written, and creative communication skills.
- Develop competency in scientific, quantitative, and technological skills
- Understand the commonalities and diversity of the human experience, values, and opinions.
- Understand and use basic research techniques to perform critical analysis and synthesize information.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Electives	6
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Electives	6
SL ELE	Social Science Elective or	
HU ELE	Humanities Elective or	
MA ELE	Mathematics Elective or	
SC ELE	Science Elective	6

### PROGRAM REQUIREMENTS

31 Semester Hours

15-credit concentration in one of the following:

AT/AU	Automotive*	
	or	
SL	Social Science**	
	or	
BU	Business**	
	or	
CS	Computer Science	
	or	
MA/SC	Math and Science	
	or	
NU	Nursing*	15
CE 101	College Experience	1
GN ELE	General Electives	15

**Minimum Credits 61**

\*Available only to students previously matriculated in the program

\*\*Students matriculated in these concentrations may complete their degree in a fully online format.

## Individual Studies (A.A.S.)

Curriculum Code: 0688

Semester Hours Required for Graduation: 61

This program offers undecided students the most flexibility with course selections, allowing for exploration in a variety of academic disciplines before deciding upon an area of concentration. It is also appropriate for students requiring transitional coursework to be eligible for his/her preferred degree program.

Academic advisement is a critical part of student success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

### PROGRAM LEARNING OUTCOMES:

- Acquire oral, written, and creative communication skills.
- Develop competency in scientific, quantitative, and technological skills
- Understand the commonalities and diversity of the human experience, values, and opinions.
- Understand and use basic research techniques to perform critical analysis and synthesize information.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

21 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	
	or	
EN 105	Technical Writing	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
SC ELE	Science Elective	3
SL ELE	Social Science Electives	6

### PROGRAM REQUIREMENTS

40 Semester Hours

15-credit concentration in one of the following:

AR/HU	Arts and Humanities	
	or	
AU	Automotive*	
	or	
SL	Behavioral and Social Sciences	
	or	
BU	Business	
	or	
CS	Computer Science	
	or	
MA/SC	Math and Science	
	or	
NU	Nursing*	15
CS ELE	Computer Science Elective	
	or	
CI ELE	Computer Information Elective	
	or	
BU ELE	Business Elective	3
CE 101	College Experience	1
GN ELE	General Electives	18
HU ELE	Humanities Elective	3

**Minimum Credits 61**

\*Available only to students previously matriculated in the program

## **Individual Studies (A.O.S.)**

### **Automotive Technology Concentration**

### **Business/Accounting Concentration**

### **Computer Science Concentration**

### **Construction Technology Concentration**

### **Police Basic Training Concentration**

Curriculum Codes: 0683, 0684, 0685, 0686, 0682

Semester Hours Required for Graduation: 61

#### **PROGRAM GOALS:**

An innovative and flexible program that incorporates a technical concentration, micro-credentials, and program electives into an occupational-oriented associate degree, this program provides specialized study for students with clearly identified career goals that cannot be met by another associate degree program. Academic advisement is critical to students' success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

The Individual Studies A.O.S. degree will offer students four distinct 15 credit-hour concentrations to choose from:

- Automotive Technology (0683)
- Business/Accounting (0684)
- Computer Science (0685)
- Construction Technology (0686)
- Police Basic Training (0682)

#### **PROGRAM LEARNING OUTCOMES:**

##### **Overall**

- Demonstrate oral and written communication skills necessary for successful employment
- Demonstrate critical thinking and problem-solving skills
- Apply basic mathematical principles to solve problems

- Demonstrate technical competencies in Automotive Technology, Business/Accounting, Computer Science, or Construction Technology

##### **Automotive Technology Concentration**

- Interpret automotive contextual information to determine appropriate service actions.
- Clearly establish and outline specific repair costs to customers.
- Learn to complete automotive repairs in a courteous and timely manner.

##### **Business/Accounting Concentration**

- Demonstrate applications of accounting principles.
- Demonstrate knowledge of basic management principles and implement effective supervisory techniques.
- Demonstrate effective written and oral business communication skills.

##### **Computer Science Concentration**

- Identify and demonstrate understanding of computer terminology.
- Demonstrate ability to troubleshoot and fix basic hardware installation issues.
- Demonstrate knowledge of computer networks including network hardware, software and architecture.

**Construction Technology Concentration**

- Perform calculations and measurements required to complete carpentry projects.
- Use hand and power tools safely and effectively.
- Perform general carpentry skills to complete, restore or repair a residential structure.

**Police Basic Training Concentration**

- Demonstrate proficiency in the core competencies required of police officers in New York.
- Apply the laws police officers utilize and are governed by in the performance of their duties.
- Exhibit the skills required of police officers to effectively communicate and interact with the communities they serve.

**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**

12 Semester Hours

EN 101	Composition	3
MA 103	Business Mathematics	3
PY ELE	Psychology Elective(s) or	
EC ELE	Economics Elective(s)	6*

**PROGRAM REQUIREMENTS**

49 Semester Hours

15-credit concentration in one of the following:

AU	Automotive Technology or	
BU	Business/Accounting or	
CS	Computer Science or	
CC	Construction Technology or	
LE	Police Basic Training	15
CE 101	College Experience	1
GN ELE	General Electives	33

**Minimum Credits 61**

\*For the Police Basic Training program only, 6 credit hours of SL electives may be used.

## Liberal Arts and Science–Humanities (A.A.)

Curriculum Code: 0201

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This program prepares students for transfer to complete work for a bachelor’s degree in Liberal Arts and is suggested for students seeking to prepare for elementary or secondary education. With proper selection of electives, students can prepare for further study in specific academic disciplines such as English, foreign languages, humanistic studies, as well as career-related programs in speech and theater, education, journalism, communication and media arts.

### PROGRAM LEARNING OUTCOMES:

- Demonstrate the ability to analyze and interpret literature.
- Demonstrate comprehension of communication barriers and ways to improve communication and/or demonstrate ability to think critically about the media in historic and current contexts.
- Demonstrate knowledge of the development and distinctive features in the history, economy, society, culture, etc. of Western civilization or American civilization.
- Demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, economy, society, culture, etc. of a non-Western Civilization.
- Show understanding of at least one principal form of artistic expression and the creative process inherent therein.
- Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HI ELE	History Elective	3
HU ELE	Humanities Electives	21
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	9

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	15

**Minimum Credits** **61**



## Liberal Arts and Science–Humanities (A.A.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
HU ELE	Humanities Elective	6
MA ELE	Mathematics Elective	3
SL ELE	Social Science Electives	3
Total		16

#### *2nd Semester*

HU ELE	Humanities Elective	3
EN 102	Composition and Literature	3
HI ELE	History Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	3
Total		15

#### *3rd Semester*

GN ELE	General Elective	6
HU ELE	Humanities Elective	6
SL ELE	Social Science Elective	3
Total		15

#### *4th Semester*

GN ELE	General Electives	9
HU ELE	Humanities Electives	6
Total		15

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.) Communication Concentration

Curriculum Code: 0203

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

The Communication concentration provides a transfer pathway for students seeking a bachelor's degree in a variety of communications specialties, such as human communication, organizational communication, and public relations. This concentration combines required general education courses, institutional degree requirements, and strong transfer-based communication courses.

### PROGRAM LEARNING OUTCOMES:

- Differentiate between various communication settings and determine methods for improving efficacy within each.
- Analyze and evaluate messages within various communication contexts to determine credibility, effectiveness, and appropriateness.
- Construct and deliver effective messages that are appropriate to the audience, purpose, and context.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HI ELE	History Elective	3
CO 102	Interpersonal Communications*	3
CO 104	Public Communication*	3
CO 120	Foundations of Contemporary Communication*	3
CO 122	Social Media for Professional Use	3
CO 205	Intercultural Communication	3
CO 207	Media and Society*	3
EN	English Writing Elective	3
MA ELE	Math Elective	3
SC ELE	Lab Science Elective	3
PY 101	General Psychology	3
SL ELE	Social Science Electives	6

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives**	15

\*Meet SUNY Transfer Path: Communication

\*\*General Electives based on advisement. Additional GER's and courses that fulfill specific transfer requirements. Additional writing courses recommended.

**Minimum Credits 61**

## Liberal Arts and Science–Humanities (A.A.) Communication Concentration

### *1st Semester*

CE 101	College Experience	1
CO 102	Interpersonal Comm.	3
CO 104	Public Communication	3
EN 101	Composition	3
MA ELE	Math Elective	3
PY 101	General Psychology	3
Total		16

### *2nd Semester*

CO 120	Found. Cont. Comm.	3
EN 102	Composition & Literature	3
HI ELE	History Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	3
Total		15

### *3rd Semester*

CO 122	Soc. Media Prof. Use	3
CO 205	Intercultural Comm.	3
GN ELE	General Electives	6
SL ELE	Social Science Elective	3
Total		15

### *4th Semester*

CO 207	Media and Society	3
EN ELE	English Writing Elective	3
GN ELE	General Electives	9
Total		15

The Communication Concentration provides exceptional transfer possibilities to public and private colleges in-state and nationwide. Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Oswego, SUNY Buffalo State, SUNY Plattsburgh, The College of St. Rose, Marist College, Sage College and Siena College.

## Liberal Arts and Science – Mathematics/Science (A.S.)

Curriculum Code: 0645

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This program prepares students for transfer to complete work for a bachelor's degree in mathematics, science, and related fields, such as engineering, medicine, chiropractic, physical therapy, and laboratory technology. Columbia-Greene maintains transfer agreements with many four-year colleges, which may apply to graduates of this program. Students should work closely with their academic advisor to determine an overall course sequence and choice of electives to help ensure articulation with a specific transfer college.

### PROGRAM LEARNING OUTCOMES:

- Demonstrate the knowledge and application of technology supporting mathematical and scientific concepts.
- Demonstrate the ability to construct and interpret graphs, tables, and schematics.
- Articulate observations using mathematical and scientific terminology.
- Apply mathematical models and the scientific method to analyze and solve concrete problems.

### ACADEMIC PREPARATION:

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

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

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

High School Regents-level science courses in Biology, Chemistry and/or Physics are highly recommended.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA ELE	Mathematics Electives	7
SC ELE	Lab Science Electives	8
SL ELE	Social Science Electives	6

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	15
MA ELE	Mathematics Electives	
	or	
SC ELE	Lab Science Electives	8
SC ELE	Lab Science Electives	7

**Minimum Credits 61**

## Liberal Arts and Science – Mathematics/Science (A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
GN ELE	General Elective	3
EN 101	Composition	3
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	4
Total		14

#### *2nd Semester*

EN 102	Composition and Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA ELE	Mathematics Elective	4
SC ELE	Lab Science Elective	4
Total		14

#### *3rd Semester*

GN ELE	General Electives	6
MA ELE	Mathematics Elective	
	or	
SC ELE	Lab Science Elective	4
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	3
Total		16

#### *4th Semester*

GN ELE	General Electives	6
SC ELE	Lab Science Elective	4
SL ELE	Social Science Elective	3
MA ELE	Mathematics Elective	
	or	
SC ELE	Lab Science Elective	4
Total		17

Transfer opportunities include but are not limited to: University at Albany-SUNY, College of Saint Rose, Siena College, SUNY New Paltz, Clarkson University, SUNY Stonybrook, SUNY College of Environmental Science and Forestry, SUNY Plattsburgh, Rensselaer Polytechnic Institute, Albany College of Pharmacy, SUNY Oneonta, SUNY Oswego.

## **Liberal Arts and Science – Mathematics/Science (A.S.) Health Concentrations**

If you care deeply about the health and welfare of others, are science oriented and seek excellent employment opportunities, a health science career may be the path for you.

Within the Liberal Arts and Science – Mathematics/Science – Health Science Concentrations are available in:

- Health Science (0646)
- Chiropractic Medicine (0647)
- Medical Imaging/X-ray or Ultrasound (0648)
- Physical Therapy (0651)
- Occupational Therapy (0649)
- Pharmacy (0650)
- Physician Assistant (0652)

These concentrations are designed to provide maximum transferability to Upstate Medical University, New York Chiropractic College, the University of Buffalo and Sage College. Other health career transfer options are available. Please see your academic advisor for details.

### **PROGRAM GOALS:**

These concentrations prepare students for transfer into a variety of health science bachelor's degree programs. Specific courses for each health science option are outlined along with general career information regarding each health science specialty. Intensive advisement is provided to help students make smart, reality-based transfer and career decisions.

### **PROGRAM LEARNING OUTCOMES:**

Effectively use basic scientific equipment

Demonstrate the knowledge and application of technology supporting mathematical and scientific concepts

Articulate observations using mathematical and scientific terminology

Understand and integrate basic scientific principles and how these principles relate to health care careers

Demonstrate the foundational ability in science, math and social sciences to be a competitive transfer student in a variety of Health Science bachelor's program

### **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 and Science – Mathematics/Science (A.S.) Health Sciences Concentration

Curriculum Code: 0646

Semester Hours Required for Graduation: 61

People who succeed at health sciences are interested in studying biology, human anatomy, chemistry and the physical sciences.

This general program can be customized to provide a strong transfer for pre-medical, pre-dental, pre-veterinary medicine, optometry or podiatry. Although there is a high degree of uniformity among the various health professions, some variation in requirements does occur. These variations will be identified by your academic advisor and your program will be individually customized.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	OR	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
PY ELE	Psychology Elective	3

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	9
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
SC ELE	Lab Science Elective	3
PX 101	College Physics I	4

**Minimum Credits 61**

\*NOTE: MA 110, MA 111, MA 117, MA 122  
OR MA 123 may be taken to fulfill this  
requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Health Sciences Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101	College Experience	1	
EN 101	Composition	3	
MA 102	Statistics	3	
BI 130	Anatomy & Physiology I	4	
HI 101	Western Civilizations 13,000 BCE to 1517 CE OR		
HI 102	Western Civilizations 1517 to Present	3	
<b>Total</b>		<b>14</b>	

*2nd Semester*

EN 102	Composition & Literature	3	
PY 101	General Psychology	3	
BI 131	Anatomy & Physiology	4	
MA 110	College Algebra or higher	4	
HI 103	U.S. History 1492-1865 or		
HI 104	U.S. History 1865-Present	3	
<b>Total</b>		<b>17</b>	

*3rd Semester*

GN ELE	General Elective	3	
CH 101	General Chemistry I	4	
PY ELE	Psychology Elective	3	
PX 101	College Physics I	4	
<b>Total</b>		<b>14</b>	

*4th Semester*

GN ELE	General Electives	6	
HU ELE	Humanities Elective or		
SL ELE	Social Science Elective	3	
CH 102	General Chemistry II	4	
SC ELE	Lab Science Elective	3	
<b>Total</b>		<b>16</b>	

See your academic advisor for more details and additional transfer options



## Liberal Arts and Science – Mathematics/Science (A.S.) Chiropractic Medicine Concentration

Curriculum Code: 0647

Semester Hours Required for Graduation: 61

People who succeed at chiropractic studies are interested in how the spine or vertebrae dysfunction alter many important body functions by affecting its nervous system. That skeletal imbalance through joint or articular dysfunction, especially in the spine, can cause pain.

Chiropractors are involved in the diagnosis, treatment, and prevention of disorders of the neuromusculoskeletal system and the effects these disorders have on general health. Chiropractors use manual manipulation of joints and soft tissues to improve patient function and overall health.

This concentration is designed for transfer to the New York Chiropractic College (NYCC). Admission to NYCC requires a total of 90 credits. The 90 credits must include the Core Course Entrance Requirement credits from the 61 credits listed below; the remaining 29 credits may be obtained at Columbia-Greene Community College or another academic institution. NYCC typically will accept the 29 remaining credits from a wide range of courses. The Doctor of Chiropractic degree at NYCC requires a minimum of ten 15-week trimesters of full-time resident study, including a clinical internship. Students are admitted to NYCC on a fall rotation.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	OR	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
PY ELE	Psychology Elective	3

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	8
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
PX 101	College Physics I	4
PX 102	College Physics II	4

**Minimum Credits** **61**

\*NOTE: MA 110, MA 111, MA 117, MA 122  
OR MA 123 may be taken to fulfill this  
requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Chiropractic Medicine Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
MA 110	College Algebra or higher	4
BI 130	Anatomy & Physiology I	4
PY 101	General Psychology	3
<b>Total</b>		<b>15</b>

*2nd Semester*

EN 102	Composition & Literature	3
BI 131	Anatomy & Physiology II	4
MA 102	Statistics	3
HU ELE	Humanities Elective	
	OR	
SL ELE	Social Science Elective	3
PY ELE	Psychology Elective	3
<b>Total</b>		<b>16</b>

*3rd Semester*

CH 101	General Chemistry I	4
PX 101	College Physics I	4
GN ELE	General Electives	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
<b>Total</b>		<b>14</b>

*4th Semester*

CH 102	General Chemistry II	4
PX 102	College Physics II	4
GN ELE	General Electives	5
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>16</b>

## Liberal Arts and Science – Mathematics/Science (A.S.) Medical Imaging/Radiography X-ray or Ultrasound Concentration

Curriculum Code: 0648

Semester Hours Required for Graduation: 60

People who succeed at medical imaging sciences enjoy working with patients and are comfortable with computers and high-tech equipment.

A medical imaging sciences program educates students in the use of sophisticated equipment and procedures to produce radiographic images (x-rays), computed tomography scans (CTs), and magnetic resonance images (MRIs) and other diagnostic exams.

Medical imaging science professionals use a variety of complex technologies and computer applications to provide physicians with information for the diagnosis and treatment of disease.

These professionals have a high level of patient contact in which the use of interpersonal skills is critical. Furthermore, they have the opportunity to work in hospitals, clinics, physicians' offices, imaging centers and industry. Moreover, leadership roles as supervisors, administrators, educators and researchers provide avenues for career development.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3

### PROGRAM REQUIREMENTS

30 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	12
BI 112	Human Biology I	3
BI 115	Human Biology II	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
CH 101	General Chemistry	4
PX 101	College Physics I	4

**Minimum Credits** **60**

\*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill this requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Medical Imaging/Radiography X-ray or Ultrasound Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
BI 112	Human Biology I	3
MA 110	College Algebra or higher	4
PY 101	General Psychology	3
<b>Total</b>		<b>14</b>

*2nd Semester*

EN 102	Composition & Literature	3
MA 102	Statistics	3
BI 115	Human Biology II	3
SO 101	Introduction to Sociology	3
GN ELE	General Elective	3
<b>Total</b>		<b>15</b>

*3rd Semester*

BI 130	Anatomy & Physiology I	4
PX 101	College Physics I	4
GN ELE	General Elective	6
HU ELE	Humanities Elective	
	OR	
SL ELE	Social Science Elective	3
<b>Total</b>		<b>17</b>

*4th Semester*

BI 131	Anatomy & Physiology II	4
CH 101	General Chemistry I	4
GN ELE	General Electives	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>14</b>

This program is designed as part of an articulation agreement with SUNY Upstate Medical College.

## Liberal Arts and Science – Mathematics/Science (A.S.) Physical Therapy Concentration

Curriculum Code: 0651

Semester Hours Required for Graduation: 61

People who succeed in physical therapy enjoy working as part of teams in health care settings caring for people of all ages with a variety of health problems.

Physical therapists work directly with people to enhance movement and foster optimal health and functional ability. Patients include those who have sustained injury or illness, have developmental deficits, have age-related problems or need preventive care.

Physical therapists examine and evaluate patients to determine functional abilities such as walking, work capacity and community activities. They may examine and evaluate strength, sensation, joint mobility, endurance, pain, reflexes and movement skill of patients. They plan therapy programs that may include exercises to improve functional abilities by increasing strength, endurance, balance, coordination and range of motion. Interventions also include massage, traction, ultrasound, water, heat, electricity and joint mobilizations. Physical therapists work with all systems of the body, including the muscular, skeletal, circulatory, respiratory and nervous systems.

Physical therapists work as members of health care teams in a variety of settings, including hospitals, rehabilitation centers, private practices, home-care agencies, schools, research centers, universities, extended care facilities, corporate or industrial health centers, and sports medicine centers. Advanced expertise leads to work in administration, consulting, research and education.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
SL ELE	Social Science Elective	3

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
BI 101	General Biology I	4
BI 102	General Biology II	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
PX 101	College Physics I	4
PX 102	College Physics II	4

**Minimum Credits 61**

\*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill this requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Physical Therapy Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101 College Experience	1
EN 101 Composition	3
BI 130 Anatomy & Physiology I	4
MA 110 College Algebra or higher	4
CH 101 General Chemistry I	4
<b>Total</b>	<b>16</b>

*2nd Semester*

EN 102 Composition & Literature	3
BI 131 Anatomy & Physiology II	4
CH 102 General Chemistry II	4
MA 102 Statistics	3
PY 101 General Psychology	3
<b>Total</b>	<b>17</b>

*3rd Semester*

BI 101 General Biology I	4
PX 101 College Physics I	4
HU ELE Humanities Elective or SL ELE Social Science Elective	3
HI 101 Western Civilizations 13,000 BCE to 1517 CE OR HI 102 Western Civilizations 1517 to Present	3
<b>Total</b>	<b>14</b>

*4th Semester*

BI 102 General Biology II	4
PX 102 College Physics II	4
SL ELE Social Science Elective	3
HI 103 U.S. History 1492-1865 or HI 104 U.S. History 1865-Present	3
<b>Total</b>	<b>14</b>

Physical Therapy is a graduate program that requires a bachelor’s degree prior to admission. The licensing credential for physical therapy is a Doctor of Physical Therapy degree, DPT.

The University of Buffalo, Upstate Medical University and Sage College Graduate School are three of several physical therapy colleges in New York State. Concentration is designed for transfer to SUNY Upstate Medical University or Sage graduate school

## Liberal Arts and Science – Mathematics/Science (A.S.) Occupational Therapy Concentration

Curriculum Code: 0649

Semester Hours Required for Graduation: 60

People who succeed in occupational therapy enjoy communicating with and teaching others to reach their full functioning capacity.

Occupational therapists assess, plan, organize and participate in rehabilitative programs that help restore general independence and vocational and daily living skills to people with injuries or disabilities. They work with individuals who have conditions that are mentally, physically, developmentally or emotionally disabling. Occupational therapist not only help clients improve basic motor functions and reasoning abilities, but also compensate for permanent loss of function. Their goal is to help clients have independent, productive and satisfying lives.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3

### PROGRAM REQUIREMENTS

30 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	9
BI 112	Human Biology I	3
BI 115	Human Biology II	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
CH 101	General Chemistry I	4
PX 101	College Physics I	4

**Minimum Credits** **60**

\*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill this requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Occupational Therapy Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
BI 112	Human Biology I	3
MA 110	College Algebra or higher	4
PY 101	General Psychology	3
<b>Total</b>		<b>14</b>

*2nd Semester*

EN 102	Composition & Literature	3
MA 102	Statistics	3
BI 115	Human Biology II	3
GN ELE	General Elective	3
SO 101	Introduction to Sociology	3
<b>Total</b>		<b>15</b>

*3rd Semester*

BI 130	Anatomy & Physiology I	4
PX 101	College Physics I	4
GN ELE	General Elective	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
<b>Total</b>		<b>17</b>

*4th Semester*

BI 131	Anatomy & Physiology II	4
CH ELE	Chemistry Elective	4
GN ELE	General Electives	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>14</b>



## Liberal Arts and Science – Mathematics/Science (A.S.) Pharmacy Concentration

Curriculum Code: 0650

Semester Hours Required for Graduation: 61

People who succeed in pharmacy are detail-oriented and enjoy interpreting complex information to others.

Pharmacists compound and dispense medication, following prescriptions issued by physicians, dentists or other authorized medical practitioners. They answer questions and provide information to pharmacy customers on drug interactions, side effect, dosage and storage of pharmaceuticals.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
PY 201	Lifespan Development	
	or	
PY 205	Child & Adolescence Psychology	3

### PROGRAM REQUIREMENTS

31 Semester Hours

CE 101	College Experience	1
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
BI 101	General Biology I	4
BI 102	General Biology II	4
BI 210	Microbiology	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
PX 101	College Physics I	4

**Minimum Credits 61**

\*NOTE: MA 110, MA 111, MA 117, MA 122  
OR MA 123 may be taken to fulfill this  
requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Pharmacy Concentration

### SUGGESTED PROGRAM SEQUENCE

<i>1<sup>st</sup> Semester</i>		<i>2<sup>nd</sup> Semester</i>	
CE 101 College Experience	1	EN 102 Composition & Literature	3
EN 101 Composition	3	BI 131 Anatomy & Physiology II	4
BI 130 Anatomy & Physiology I	4	CH 102 General Chemistry II	4
CH 101 General Chemistry I	4	MA 102 Statistics	3
MA 110 College Algebra or higher	4	PY 101 General Psychology	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>17</b>
<i>3<sup>rd</sup> Semester</i>		<i>4<sup>th</sup> Semester</i>	
BI 101 General Biology I	4	BI 102 General Biology II	4
PX 101 College Physics I	4	BI 210 Microbiology	4
PY 205 Child Adolescence Psychology		HU ELE Humanities Elective	
or		or	
PY 201 Lifespan Development	3	SL ELE Social Science Elective	3
HI 101 Western Civilizations 13,000 BCE to 1517 CE		HI 103 U.S. History 1492-1865	
OR		or	
HI 102 Western Civilizations 1517 to Present	3	HI 104 U.S. History 1865-Present	3
<b>Total</b>	<b>14</b>	<b>Total</b>	<b>14</b>

Notes:

1. Two major transfer institutions for pharmacy are the University of Buffalo and Albany College of Pharmacy.
2. Your program will be customized by your academic advisor based on specific transfer plans.
3. The organic chemistry courses can be taken at a senior college or university.

## Liberal Arts and Science – Mathematics/Science (A.S.) Physician Assistant Concentration

Curriculum Code: 0652

Semester Hours Required for Graduation: 63

People who succeed as a physician assistant (PA's) enjoy working as part of a health care team working under the direction of a physician. PA's need leadership skills, self-confidence and emotional stability. They must be willing to continue studying throughout their career to keep up with medical advances.

Physician assistants (PA's) provide health care services with supervision by physicians. PA's are formally trained to provide diagnostic, therapeutic and preventative care services as delegated by a physician. Working as members of the health care team, they take medical histories, examine patients, order and interpret laboratory tests and x-rays and make diagnosis. They also treat minor injuries by suturing, splinting and casting. PA's record progress notes, instruct and counsel patients and order or carry out therapy.

### LIBERAL ARTS REQUIREMENTS

30 Semester Hours

EN 101	Composition	3
EN 102	Composition & Literature	3
HU ELE	Humanities Elective	
	or	
SL ELE	Social Science Elective	3
MA 102	Statistics	3
MA 110	College Algebra or higher*	4
BI 130	Anatomy & Physiology I	4
BI 131	Anatomy & Physiology II	4
PY 101	General Psychology	3
SL ELE	Social Science Elective	3

### PROGRAM REQUIREMENTS

33 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	6
HI 101	Western Civilizations 13,000 BCE to 1517 CE	
	OR	
HI 102	Western Civilizations 1517 to Present	3
HI 103	U.S. History 1492-1865	
	or	
HI 104	U.S. History 1865-Present	3
BI 101	General Biology I	4
BI 102	General Biology II	4
BI 210	Microbiology	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4

**Minimum Credits 63**

\*NOTE: MA 110, MA 111, MA 117, MA 122  
OR MA 123 may be taken to fulfill this  
requirement

## Liberal Arts and Science – Mathematics/Science (A.S.) Physician Assistant Concentration

### SUGGESTED PROGRAM SEQUENCE

#### *1<sup>st</sup> Semester*

CE 101	College Experience	1
EN 101	Composition	3
MA 110	College Algebra or higher	4
BI 130	Anatomy & Physiology I	4
CH 101	General Chemistry	4
<b>Total</b>		<b>16</b>

#### *2<sup>nd</sup> Semester*

EN 102	Composition & Literature	3
MA 102	Statistics	3
BI 131	Anatomy & Physiology II	4
CH 102	General Chemistry II	4
PY 101	General Psychology	3
<b>Total</b>		<b>17</b>

#### *3<sup>rd</sup> Semester*

BI 101	General Biology I	4
HU ELE	Humanities Elective or	
SL ELE	Social Science Elective	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE OR	
HI 102	Western Civilizations 1517 to Present	3
SL ELE	Social Science Elective	3
<b>Total</b>		<b>13</b>

#### *4<sup>th</sup> Semester*

BI 102	General Biology II	4
BI 210	Microbiology	4
GN ELE	General Electives	6
HI 103	U.S. History 1492-1865 or	
HI 104	U.S. History 1865-Present	3
<b>Total</b>		<b>17</b>

#### Notes:

1. Major transfer institutions for the Master of Science in Physician Assistant are: Upstate Medical University, Marist College and Albany Medical College.
2. Our two-year degree is a starting point for transfer into a bachelor's degree program prior to graduate studies. The M.S. in Physician Assistant is a two-year full-time commitment with summer coursework involved.

See your academic advisor for more transfer details.

## Liberal Arts and Science–Social Science (A.A.)

Curriculum Code: 0212

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This program prepares students for transfer into a bachelor's degree program. Students can complete concentrations in psychology, history, or sociology which should give them advance standing upon transfer to a bachelor's program in these areas.

### PROGRAM LEARNING OUTCOMES:

- Analyze and interpret materials relating to the human experience.
- Identify credible sources of information, analyze collected data, and produce evidence-based assignments.
- Demonstrate analytical and creative approaches to problem solving.
- Demonstrate knowledge of the development and distinctive features in the history, economy, society, culture, etc. of Western civilization or American civilization or non-Western civilizations.
- Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HI ELE	History Electives	6
HU ELE	Humanities Electives	6
MA ELE	Mathematics Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Electives	21

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	15

**Minimum Credits 61**

## Liberal Arts and Science–Social Science (A.A.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
HI ELE	History Elective	3
HU ELE	Humanities Elective	3
SL ELE	Social Science Electives	6
Total		16

#### *2nd Semester*

EN 102	Composition and Literature	3
GN ELE	General Elective	3
HI ELE	History Elective	3
HU ELE	Humanities Elective	3
MA ELE	Mathematics Elective	3
Total		15

#### *3rd Semester*

GN ELE	General Elective	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	9
Total		15

#### *4th Semester*

GN ELE	General Electives	9
SL ELE	Social Science Electives	6
Total		15

Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Bard College, and Syracuse University.

## Liberal Arts and Science–Social Science (A.A.) Psychology Concentration

Curriculum Code: 0213

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This program provides an introduction to the field of Psychology and prepares students for transfer into a bachelor's degree program. Students will engage in the scientific study of human behavior and will be challenged to think critically about individual differences, social behavior, human development, and scientific inquiry. Students who successfully complete this concentration can expect advanced standing upon transfer to a bachelor's program in this area of study.

### PROGRAM LEARNING OUTCOMES:

- Analyze and interpret materials relating to the human experience.
- Identify credible sources of information, analyze collected data, and produce evidence-based assignments.
- Demonstrate analytical and creative approaches to problem solving.
- Demonstrate knowledge of the major concepts related to the scientific study of human behavior including human development, personality, social behavior, and abnormal psychology.
- Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

### ACADEMIC PREPARATION:

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

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

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

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HI ELE	History Electives	6
HU ELE	Humanities Electives	6
MA 113	Statistics for the Behavioral Sciences *	3
PY 101	General Psychology *	3
PY 201	Life Span Development or	
PY 205	Child and Adolescence Psychology *	3
PY 203	Social Psychology *	3
PY 215	Theories of Personality *	3
PY 299	Abnormal Psychology *	3
SC ELE	Lab Science Elective	3
SL 113	Research Methods for the Behavioral Sciences	3
SO 101	Introduction to Sociology	3

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	15

**Minimum Credits 61**

\* These courses meet the SUNY transfer path for a psychology concentration.

## Liberal Arts and Science–Social Science (A.A.) Psychology Concentration

### SUGGESTED PROGRAM SEQUENCE

*1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
HI ELE	History Elective	3
HU ELE	Humanities Elective	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3
<b>Total</b>		<b>16</b>

*2nd Semester*

EN 102	Composition and Literature	3
HU ELE	Humanities Elective	3
MA 113	Statistics for the Behavioral Sciences	3
PY 201	Life Span Development or	
PY 205	Child and Adolescence Psychology	3
GN ELE	General Elective	3
<b>Total</b>		<b>15</b>

*3rd Semester*

PY 203	Social Psychology	3
PY 215	Theories of Personality	3
PY 299	Abnormal Psychology	3
SC ELE	Lab Science Elective	3
SL 113	Research Methods for the Behavioral Sciences	3
<b>Total</b>		<b>15</b>

*4th Semester*

HI ELE	History Elective	3
GN ELE	General Electives	12
<b>Total</b>		<b>15</b>

Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Sage College, and Siena College.



## Liberal Arts and Science–Social Science (A.A.) History Concentration

Curriculum Code: 0214

Semester Hours Required for Graduation: 61

### PROGRAM GOALS:

This program provides an introduction to the field of history and prepares students for transfer into a bachelor's degree program. Students will investigate the past, assess primary sources and craft-evidence based arguments while being challenged to consider specific time periods, regions, cause, effect and general change over time. Students who successfully complete this concentration can expect advanced standing upon transfer to a bachelor's program in this area of study.

### PROGRAM LEARNING OUTCOMES:

- Analyze and interpret materials relating to the human experience.
- Identify credible sources of information, analyze collected data and produce evidence-based assignments by locating a range of primary sources and secondary sources including unpublished texts, maps, artifacts, archeological remains, and images, scholarly journal and peer reviewed resources.
- Produce written material that demonstrate abilities to conduct research, develop an argument and organize supporting materials.
- Evaluate the impact of geography on the development of societies throughout time.
- Compare and contrast past and contemporary societies, politics and cultures.
- Generate an appreciation and deeper understanding of human values, diversity and cultures throughout time and place.
- Understand and apply historiography.

### LIBERAL ARTS REQUIREMENTS

45 Semester Hours

EN 101	Composition	3
EN 102	Composition and Literature	3
HI 101*	Western Civilizations 13,000 BCE to 1517 CE	3
HI 102*	Western Civilizations 1517 to Present	3
HI 103*	United States History 1492-1865	3
HI 104*	United States History 1865- Present	3
HI ELE	History Elective	3
HI ELE	History Elective (World History and Global Awareness Elective see <a href="#">page 73</a> )	3
HU ELE	Humanities Electives	6
MA ELE	Mathematics Elective	3
PS 101	American Government Or	
PS 104	Contemporary Global Issues	3
PY 101	General Psychology	3
SC ELE	Lab Science Elective	3
SL ELE	Social Science Elective	3

### PROGRAM REQUIREMENTS

16 Semester Hours

CE 101	College Experience	1
GN ELE	General Electives	9
EC 101	Macroeconomics Or	
EC 102	Microeconomics	3
SO 101	Introduction to Sociology	3

**Minimum Credits 61**

\* These courses meet the SUNY transfer path for a history concentration.

## Liberal Arts and Science–Social Science (A.A.) History Concentration

### *1st Semester*

CE 101	College Experience	1
EN 101	Composition	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	3
HI 103	United States History 1492-1865	3
MA ELE	Mathematics Elective	3
GN ELE	General Elective	3
Total		16

### *2nd Semester*

EN 102	Composition and Literature	3
HI 104	United States History 1865- Present	3
PS 101	American Government Or	
PS 104	Contemporary Global Issues	3
SC ELE	Lab Science Elective	3
SO 101	Introduction to Sociology	3
Total		15

### *3rd Semester*

EC 101	Macroeconomics Or	
EC 102	Microeconomics	3
HI ELE	History Elective (World History and Global Awareness Elective see <a href="#">page 73</a> )	3
HI 102	Western Civilizations 1517 to Present	3
HU ELE	Humanities Elective	3
PY 101	General Psychology	3
Total		15

### *4th Semester*

GN ELE	General Electives	6
HI ELE	History Elective	3
HU ELE	Humanities Elective	3
SL ELE	Social Science Elective	3
Total		15

The history concentration provides exceptional transfer possibilities to public and private colleges in-state and nationwide. Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, The College of St. Rose, Marist College, Sage College, and Siena College.

## Medical Assisting (A.A.S.)

Curriculum Code: 1967

Semester Hours Required for Graduation: 64

### PROGRAM GOALS:

Medical Assistants are multi-skilled, versatile, and essential members of the allied health profession who perform a range of professional duties. This includes routine administrative, clinical responsibilities, and tasks in a variety of healthcare settings including hospitals, doctors' and specialists' offices.

All students successfully completing the Medical Assisting A.A.S. will have received exceptional instruction and appropriate applied learning experiences to prepare them as competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Since they can 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, but are not limited to patient advocacy, taking vital signs, collecting and preparing laboratory specimens and tests, drawing blood, taking ECGs, and sterilizing instruments.

### PROGRAM LEARNING OUTCOMES:

Upon completion of this program, students will become competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

We specifically map course learning outcomes to program learning outcomes in the following areas:

### Cognitive (knowledge):

Students will

- 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;
- understand and describe the professional, ethical, and legal responsibilities and limitations of the medical assistant's role

### Psychomotor (skills):

Students will

- accurately and competently schedule appointments utilizing various platforms and technical tools,
- appropriately maintain office records, prepare billing and insurance forms
- assist the physician with compassionate patient care, the performance of venipuncture, ECG, and CLIA-waived hematology, chemistry, urinalysis, and immunology testing

### Affective (behavior):

Students will

- effectively and accurately communicate doctors' orders for prescriptions to pharmacies
- define the professional role and scope of a practicing medical assistant
- stimulate ideas through collaboration between classmates to learn the best patient care practices
- lead learning environments to work with and collaborate on ideas with other classmates
- develop critical thinking skills to understand cases scenarios related to ambulatory care
- understand team development and work as a cooperative team member in a healthcare facility

### **ACADEMIC PREPARATION:**

All Medical Assisting program applicants must take the College placement test in accordance with Admissions requirements stated on [pages 16-20](#).

Admission into the Medical Assisting program requires the ability to begin EN 101 and MA 102, MA 103, or MA 110.

Admission for the Medical Assisting A.A.S. is in the fall semester. Exceptions may be made at the discretion of the Coordinator of Medical Assisting.

### **ADDITIONAL REQUIREMENTS:**

1. **Motor skills and dexterity:** In order to be successful in the Medical Assisting program, students must have sufficient physical strength and coordination to be able to assist patients and the physician in a number of routine procedures. Students must also have the dexterity to perform activities using a variety of equipment and instruments.
2. **Academic standing:** Students must maintain a minimum grade of C in these courses in the major (AH 106, AH 108, AH 109, AH 207, AH 208, AH 202, BI 112, BI 115) and must receive a passing grade in all other coursework. Courses in the major may be repeated once if minimal grades are not attained.
3. **Professional conduct:** Medical Assisting students must demonstrate the ability to communicate effectively and sensitively both in oral and written form with a patient and other members of a health care team. The department reserves the right to 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. **Program Orientation:** All newly admitted students must complete a safety and on-boarding orientation to the program prior to the beginning of their first semester. At such time important information, protocols, and procedures will be discussed to ensure student-readiness and set program expectations. Information regarding the scheduling of the orientation will be made available to newly accepted students. The orientation will occur prior to the start of the academic year.
6. **Certification in CPR/First Aid:** Students must have current certification in CPR/First Aid at the time of their externship (AH 203).
7. **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.
8. **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.

9. Background checks and drug screening test: Externship sites require a background check and drug testing. Students are responsible for all related fees. Any student unable to pass a background check and/or drug screening test will not be allowed to continue in the Medical Assisting program.

## LIBERAL ARTS REQUIREMENTS

21 Semester Hours

BI 112	Human Biology I	3
EN 101	English Composition	3
EN 102	Composition and Literature or	
EN 105	Technical Writing	3
HU ELE	Humanities Elective	3
MA ELE	Math Elective	3
PY 101	General Psychology	3
SL ELE	Social Science Elective	3

## PROGRAM REQUIREMENTS

43 Semester Hours

AH 106	Medical Assisting I	4
AH 108	Medical Assisting II	2
AH 109	EKG	2
AH 125	Medical Office Procedures	3
AH 126	Medical Billing	3
AH 129	Medical Terminology	3
AH 132	Medical Coding	3
AH 202	Pharmacology	3
AH 203	Medical Assisting Externship	3
AH 207	Medical Assisting III	2
AH 208	Venipuncture/Phlebotomy	2
BI 115	Human Biology II	3
CE 101	College Experience	1
CI 105	Computer Applications	3
CO 102	Interpersonal Communication	3
HE 201	First Aid & Safety	3

**Minimum Credits 64**

## Medical Assisting (A.A.S.)

### SUGGESTED PROGRAM SEQUENCE

#### *1st Semester*

AH 106	Medical Assisting I	4
BI 112	Human Biology I	3
AH 129	Medical Terminology	3
CE 101	College Experience	1
EN 101	Composition	3
MA ELE	Math Elective	3
Total		17

#### *2nd Semester*

AH 108	Medical Assisting II	2
AH 109	EKG	2
BI 115	Human Biology II	3
AH 126	Medical Billing	3
CI 105	Computer Applications	3
HE 201	First Aid & Safety	3
Total		16

#### *3rd Semester*

AH 207	Medical Assisting III	2
AH 208	Venipuncture/Phlebotomy	2
AH 202	Pharmacology	3
AH 125	Medical Office Procedures	3
CO 102	Interpersonal Communication	3
PY 101	General Psychology	3
Total		16

#### *4th Semester*

AH 203	Medical Assisting Externship	3
AH 132	Medical Coding	3
EN102	Composition and Literature or	
EN 105	Technical Writing	3
HU ELE	Humanities elective	3
SL ELE	Social Science Elective	3
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 LEARNING OUTCOMES:

Upon completion students will be able to:

- Communicate effectively with all stakeholders within the health care setting.
- Interact within the health care setting in a legal and ethical manner.
- Demonstrate acceptable personal behaviors that are consistent with satisfactory job performance.
- Perform administrative and clerical duties using appropriate information technology tools and information.
- Demonstrate and apply those skills necessary to effectively manage a medical office.
- Perform the daily duties as prescribed by standard office procedures.

### ACADEMIC PREPARATION:

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

Competency in keyboarding is required.

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

### LIBERAL ARTS REQUIREMENTS

0 Semester Hours

### PROGRAM REQUIREMENTS

24 Semester Hours

AH 125	Medical Office Procedures	3
AH 126	Medical Billing	3
AH 129	Medical Terminology	3
AH 132	Medical Coding	3
AH 145	Administrative Office Management	3
BI 112	Human Biology I*	3
BU 105	Business Communications	3
BU ELE	Business Elective	3

**Minimum Credits** **24**

\* BI 130 Anatomy & Physiology I may be substituted



## Medical Office Assistant (Certificate)

### SUGGESTED PROGRAM SEQUENCE

<i>1st Semester</i>		<i>2nd Semester</i>			
AH 125	Medical Office Procedures	3	AH 126	Medical Billing	3
AH 129	Medical Terminology	3	AH 132	Medical Coding	3
BI 112	Human Biology I*	3	AH 145	Administrative Office	
BU ELE	Business Elective	3		Management	3
Total		12	BU 105	Business Communications	3
			Total		12

\* BI 130 Anatomy & Physiology I may be substituted

Career Opportunities: Hospital or medical office assistant

## 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 associate degree nursing program at Columbia Greene Community College located in Hudson, NY is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)  
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326  
404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree program is continuing accreditation.

View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

The nursing program is registered by the:

New York State Education Department  
Division of Professional Education  
89 Washington Avenue, 2nd Floor West Wing  
Albany, NY 12234  
Telephone 518.474.3817 extension 360

## Nursing (A.S.)

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 (NIS): Applicants must attend an information session specific to nursing program requirements. This must be done prior to being considered for the nursing program. A NIS expires after 5 years.

B. Students must have a GPA of 2.5 or above (calculated by the most recent college attended where a semester was completed) and a score of 50 or above on the "Kaplan Nursing Entrance Exam" to be considered for the nursing program.

C. Nursing program applicants take the college placement test in accordance with

the admissions requirements stated on [pages 16-20](#).

D. Applicants must submit official transcript(s) from high school (or GED) and ALL other colleges attended.

E. Admission to the nursing program requires the readiness to begin EN 101, MA 102, and BI 130. 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 required courses. Basic skills course work is available for students who do not meet placement 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 basic science course.

- F. 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.
- G. Entrance to the nursing program is based on the following point system:

### **Points for Kaplan Nursing Entrance Exam:**

Students must be admitted into the college and meet all requirements for acceptance into the Nursing Pathway as Kaplan Ready before they can take the Kaplan Nursing Entrance Exam. These requirements must be met at least 2 business days prior to being able to sign up for a Kaplan exam.

"Kaplan Nursing School Entrance Exams" book is available at most book suppliers to help prepare for this exam.

Students must take the Kaplan Nursing Entrance 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. Kaplan Nursing Entrance Exam may be taken twice in an admissions cycle. The exams will be offered January, April, September, and December. The highest score will be used. For exam dates and times, and to register to take the exam, email [kaplancontact@sunycgcc.edu](mailto:kaplancontact@sunycgcc.edu)

Students with a score of 50 or above on the "Kaplan Nursing Entrance Exam" may submit Nursing Program Entrance Form. Forms must be e-mailed to the Nursing Division at [nursingcontact@sunycgcc.edu](mailto:nursingcontact@sunycgcc.edu) by February 1st.

Students with a score of 50-59 on the "Kaplan Nursing Entrance Exam" will receive 30 points.

Students with a score of 60 or above on the "Kaplan Nursing Entrance 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

- These courses do not need to be taken prior to acceptance into the program.
- Minimum grade of C allowed. However, no points will be given for a grade less than B.
- Science course must be less than 10 years old at the time the student enters NU 101.
- Courses graded as "pass" will be counted as a grade of C.

### **High School Students:**

Students who meet all admission requirements, are accepted to the college, score 50 or higher on the "Kaplan Nursing Entrance 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 have two options:

*Option one:* start Nursing 101 in the fall and complete the program (nursing and non-nursing courses) in two years.

*Option two:* (highly recommended option) required to attend one year at C-GCC to complete some or all of the non-nursing

courses required for the nursing program and be guaranteed a seat in Nursing 101 the following year (as long as their GPA is 2.5 or higher and they submit a new "Nursing Program Entrance Form").

High School students who do not meet all admission requirements or do not submit a "Nursing Program Entrance Form" by February 1st but meet all requirements (including the Kaplan Exam) by the end of August, will only be allowed *Option two*.

### **Application Procedure:**

Students who meet all requirements for the nursing program and have a score of 50 or above on the "Kaplan Nursing Entrance Exam," may apply for entrance into the nursing program. The Nursing Program Entrance Form must be received by February 1st. Seats will be given to students achieving the highest number of points. Students submitting the Nursing Program Entrance Form after February 1st will be considered if seats are available. Students are only admitted into the nursing program once a year (in March). Students who do not meet all requirements for the nursing program, or students who would like to take non-nursing courses can be admitted to the college. If they meet all requirements and are accepted into the nursing program in March, their curriculum will be changed to nursing.

### **Program Content**

A. Nursing courses are comprised of concepts and experiences that assist in comprehending the health-illness theories that promote the highest level of wellness in clients. Courses in the behavioral and biological sciences, as well as liberal arts, are integral to the learner's comprehension of nursing. Nurses facilitate activities for clients to attain, maintain, or regain health, as well as proceed to a peaceful death. The

interactive components of the health-illness continuum are integrated throughout all nursing courses.

- B. Nursing campus laboratory sessions are conducted at Columbia-Greene Community College. A variety of health-care agencies in Columbia and Greene, as well as neighboring counties, are used to provide students with the opportunity to participate in the delivery of client care. Students are responsible for transportation to all clinical agencies.
- C. During the first three weeks of the semester in NU 201 and NU 202, clinical laboratory may 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 from another college 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), document varicella immunity, and meet current COVID vaccination(s). The due date for the

- completed health assessment form, including immunizations, will be given to the students during their registration appointment. Any student not submitting the completed form, including immunizations, by the due date will be deregistered from the nursing course.
- C. Students must have an American Heart Association CPR (Basic Life Support for Healthcare Providers) card effective through May of the current academic year. The due date for submission for a copy of the CPR card will be given to students during their registration appointment. Any student not submitting a copy of the CPR card by the due date will be deregistered from the nursing program.
- D. There is a mandatory one-day Nursing Orientation program in August for all students entering NU 101. Students will be notified of this date during their registration appointment. Any student not attending the orientation program will be deregistered from NU 101.
- E. Students will need to spend additional time in classroom laboratory sessions to develop required skills. Students must also go to some clinical agencies prior to scheduled clinical to research patients.
- F. Liability insurance is required and is available through the college at the time of registration.
- G. Special fees for nursing students' uniforms and equipment amounts to approximately \$800 in the first semester.
- H. Students will not be allowed to enter (or continue in) the nursing program if any of the following occur:
- The student is not allowed to practice in the affiliated clinical agencies.
  - The student is unable to pass a drug screening test required by a clinical agency.
  - The student is unable to pass a background check required by a clinical agency.
  - The student engages in unprofessional behavior that jeopardizes confidentiality of patient information.
- I. Students will have selected evening clinical assignments during the second year nursing courses.
- J. Any applicant who has been convicted of a misdemeanor or a felony under New York State law, Federal Law, or the law of another jurisdiction will be subject to a review by an investigator for the Office of Professional Discipline, New York State Education Department, prior to a licensing decision. Upon acceptance to the program, students must immediately notify the division chairperson of any convictions. A graduate of the program may apply for, and take, the National Council Licensing Exam for Registered Nurse. However, the license will be held by the State Education Department until any necessary investigation or hearing is completed and a decision is made by the Commissioner of Education.
- K. In order to be successful in the nursing program students must be able to:
- Perform motor skills safely such as: lifting, bathing, positioning, and transporting patients; moving efficiently enough to meet the needs of several patients in a timely fashion; lifting, positioning or moving an unconscious patient in order to perform life-saving procedures.
  - Perform activities requiring manual dexterity: giving injections, operating equipment and devices such as thermometers, blood pressure cuffs and IV pumps; efficiently operating equipment and devices in emergency situations; inserting and/or maintaining any patient catheters or other tubes.

- Perform activities requiring accurate and efficient interpretation and communication of information in English, both written and spoken. For example: responding to physician's orders, reading and recording information, and directing staff.
- Respond to signals, alarms, and other displays indicating urgent patient need, and take immediate action.
- Perform effectively under stress.
- Demonstrate ability to analyze data, calculate, and measure.

### **End of Program Student Learning Outcomes**

Upon completion of the Columbia-Greene Community College nursing program, graduates will have the following skills:

#### **Critical Knowledge and Clinical Reasoning**

Exercise critical thinking and clinical reasoning to safely care for groups of clients with complex needs.

#### **Communication**

Utilize effective communication techniques that demonstrate caring with clients and interprofessionals, and that empower clients to advocate for their health care values.

#### **Health Care Promotion**

Analyze, and practice within, the legal/ethical/professional nursing standards when collaborating with interprofessionals to provide safe, client-centered care.

#### **Ethical Comportment**

Prioritize and manage client care throughout the lifespan, utilizing ethical decision making, interprofessional collaboration, client advocacy, cultural competency, and inclusion of diversity.

### **Evidence-Based Practice**

Incorporate evidence-based practice when performing contemporary nursing skills and caring for groups of clients in various health care settings.

### **Transformational Leadership**

Analyze nursing leadership roles, the importance of lifelong learning, and the pathways to achieve higher levels of education.

### **Program Learning Outcomes**

- A. A minimum of 75% of the students entering NU 101 will graduate from the program.
- B. Graduate passing rate on the NCLEX will 80% or higher.
- C. 90% of graduates seeking employment will be able to find employment in nursing within six months after graduation.
- D. A minimum of 90% of the graduates will rate program satisfaction as satisfactory or above.
- E. A minimum of 90% of employers will rate graduate performance as satisfactory or above.

### **Grading Policy**

- A. Students must maintain the minimum grade of C in all nursing courses, a GPA of 2.0 or above, and maintain accepted standards of care in all nursing clinical experiences in order to continue in the nursing program. Each nursing course consists of three components: classroom, campus laboratory, and clinical. In NU 101 and NU 102, students must average 78% or better in both classroom and campus laboratory, as well as "satisfactory" in campus lab on skills and in clinical. In NU 201 and NU 202,

students must average 78% or better in classroom and a “satisfactory” in both campus laboratory and clinical. A “U” in either campus lab or clinical will result in failure of the course regardless of the classroom grade. If performance in clinical is graded U, the student will be notified in writing and given the opportunity to demonstrate satisfactory performance. A student exhibiting unsafe behavior in clinical may not be given this opportunity and may be dismissed from the course at that time, as stated in each nursing clinical evaluation tool. Determination of safe practice is guided by the ANA Code for Nurses (see the C-GCC Student Handbook.) The student may appeal the decision as outlined in the College Catalog.

- B. Students can only repeat one nursing course one time.

### **Licensed Practical Nurse (LPN) Challenge Opportunities**

- A. Eligibility requirements: LPN challenge students must be current students and meet all admissions criteria for acceptance and program requirements. The challenge applicant must be a currently licensed LPN (and provide an official LPN transcript, current registration, and license). Providing official LPN transcript and license will meet the prerequisite for Anatomy and Physiology I (BI 130).
- B. LPNs are not eligible to take a challenge exam if they have already failed, or withdrawn from, that nursing course. The only exception is if the LPN program was completed AFTER the withdrawal or failure.
- C. Licensed Practical Nurses attending C-GCC who meet all admission requirements for the nursing program may request to challenge NU 101 & NU 102. There is a \$135 non-refundable fee paid

prior to each challenge exam. Only one attempt will be allowed to pass each challenge exam. The exam must be taken no more than one year before the student enters a nursing course.

- D. To challenge nursing courses the procedure must begin with the nursing enrollment specialist where the student’s eligibility requirements are evaluated. The student must request via email the “LPN Nursing Course Challenge Application” from the nursing division assistant. The application with the student’s signature must be emailed to the nursing enrollment specialist. The application should be submitted at least two weeks 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 for the exam will be emailed to the student once the application is approved. The challenge exam consists of three parts – medication calculation, lecture, and lab skills. Part 1 is the medication calculation exam - passing is 95%. Part 2 covers the remainder of the course content - passing is 78%. Part 3 is the lab skills - this is scheduled if the student obtains passing scores on Parts 1 and 2. Challenge exams are rated pass/fail. Pass/fail grades are not counted toward GPA. Successful challenge of NU 101, completion of all corequisites, and a GPA of 2.0 is required for the student to be admitted into or challenge NU 102. Successful challenge of NU 102, completion of all corequisites, and a GPA of 2.0 is required for the student to be admitted into NU 201. Exams for both courses (NU 101 & NU 102) cannot be taken at the same time. Obtaining a passing grade on the challenge exam does not guarantee a seat in the requested nursing course. Admission will be considered based on: grades in other courses, the grade received on the

challenge exam, current GPA, and available seats. LPNs cannot register for the nursing course until the end of the semester (after students presently in the program have registered and the number of available seats can be determined).

### **Standardized examinations**

Standardized examinations are allowed for students who feel they are proficient in the following non-nursing courses required in the nursing curriculum. (EN 101, EN 102, PY 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**

- A. Students who fail, drop, or withdraw from a nursing course or do not enter the next nursing course the following semester are not automatically readmitted to the nursing program. They will be considered for readmission the next time the course is offered (if they meet the criteria and if they apply). Students who do not enter the course the next time it is offered will need to start over in NU 101.
- B. Students requesting to reenter NU 101 will be considered with all other students applying for NU 101.
- C. In addition to applying to the college (Application for Readmission form), students must submit an application letter emailed to the nursing division chairperson, requesting readmission. The letter should include the following:
  - The reason the student was not successful or withdrew from the nursing course.
  - What he/she has done to remediate.

- Specific plans for successful completion.

The readmission letter must be emailed to the nursing division chairperson by January 15 for students requesting to reenter the nursing program into NU 101 or NU 201. The readmission letter must be submitted by August 1 for students requesting to reenter the nursing program into NU 102 or NU 202. Nursing division recommendation is required for the student to be considered for readmission. Faculty recommendation will be based on the following:

- performance in prior nursing courses
- student accountability
- student honesty and professional behavior
- potential for student to meet Program Learning Outcomes

Student will be notified of division decision via email.

- D. Students requesting readmission to the nursing program into NU 102, NU 201, or NU 202 need to pass a readiness exam for the last nursing course successfully completed in order to demonstrate that the information has been retained. To be eligible to take the readiness exam, the student must be matriculated at C-GCC, meet all nursing program admission criteria, have recommendation of the nursing division, and have a minimum GPA of 2.0.
- E. Readiness exam for NU 102 (knowledge of NU 101) can be taken in September. Readiness exam for NU 201 (knowledge of NU 102) can be taken in April. Readiness exam for NU 202 (knowledge of NU 201) can be taken in November. A study guide for the exam will be emailed to the student once the Nursing Division Faculty approve readmission. The written exam is composed of two parts: part 1 is a medication calculation exam (passing is



95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. If the readiness exam is not passed, the student will not be readmitted. The exam can only be taken once. Students who are unsuccessful on the readiness exam may apply to re-enter NU 101.

- F. Students will be allowed one readiness exam for only one nursing course.
- G. Faculty recommendation for readmission and passing a readiness exam (if required) do not guarantee the student a seat in the nursing course. Admission will be based on prior academic performance in the nursing courses, grades in other courses, the grade on the readiness exam, current GPA, and available seats. If admitted to the college, returning students can register for all non-nursing courses. However, they cannot register for the nursing courses until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)

### Transfer Students

- A. Applicants must submit official transcripts from high school (or GED), and ALL other college (s) attended
- B. 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.
- C. A challenge exam for NU 101 only is available for students who have taken a nursing course at another college (that covers the content of NU 101 at C-GCC) and meets the criteria for challenge indicated below. Nursing courses from

other colleges will be considered if the student provides detailed course information to the nursing division chairperson by September 1.

#### D. Criteria for Challenge:

The following must be completed before request to take a nursing challenge exam will be considered. The student must:

- Be currently matriculated at C-GCC and meet all admission criteria for the nursing program.
- Provide official transcript documentation of a grade of C+ or higher in the nursing course (or courses) that have been determined to be equivalent to Nursing 101 at C-GCC.
- Submit a letter of recommendation from a clinical instructor at the institution the student is transferring from.

Challenge exams must be taken no more than one year prior to entering Nursing 102, and the student must enter Nursing 102 within one year of completion of the nursing course at the college they transferred from.

Challenge exam for NU 101 can be taken in September or January. Email the nursing division assistant at [nursingcontact@sunycgcc.edu](mailto:nursingcontact@sunycgcc.edu) for exact dates. A study guide for the exam will be emailed to the student once the application is approved.

The challenge exam consists of a written test, graded as pass/fail. The written exam is composed of two parts: part 1 is a medication calculation exam (passing is 95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. The exam can only be taken one time.

Any student who successfully challenges Nursing 101 must also successfully

complete all prerequisites for Nursing 102 in order to be considered for admission.

Passing a challenge exam does not guarantee a seat in Nursing 102. Admission will be considered based on: grades in other courses, the grade received on the challenge exam, current GPA, and available seats. Transfer students cannot register for the nursing course until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)

### Licensure and Degree Transfer

Graduates are eligible to take the National Council Licensing Exam for licensure as RNs. Graduates are prepared to assume nursing responsibilities in a variety of structured health-care settings, such as acute care, long-term care, and other community agencies. They are also qualified to seek admission to other institutions for continued study toward a bachelor's degree in nursing.

For transfer assistance, contact Advising, Career and Transfer, room 112, email [advising@sunycgcc.edu](mailto:advising@sunycgcc.edu), or call 518.697.6395.

### Nursing Program Progression

The Nursing Program can be completed in two years. However, because of family and/or employment obligations, many students choose to take longer.

In deciding which courses, and the number of credits to take each semester, keep the following in mind:

- A. For each hour in class, plan two hours for study/homework. (ex. 3-semester-hour course, plan on 6 hours for study/homework.)
- B. Any non-nursing course can be taken prior to taking the nursing courses. Many

students take some, or all, non-nursing courses prior to registering for NU 101.

- C. All nursing courses have prerequisites and/or corequisites.

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.

- D. Some non-nursing courses consist of classroom and lab components. All nursing courses consist of classroom, campus lab, and clinical components. Each clock hour of the classroom component equals one semester hour. Three clock hours of lab or clinical equal one credit hour. The "Nursing Program

Curriculum” on the following page identifies the time spent in classroom, lab, and clinical for all courses required in the nursing curriculum.

**Adjunct Faculty**

The Nursing program has 3-4 adjunct nursing faculty who teach some of the clinical groups each semester.

## Nursing Program Curriculum

### Nursing Courses

	Hours Per Week Classroom/ Lecture	Hours Per Week Lab*	Clinicals**	Total Clock Hrs Per Week	Total Clock Hrs Per Semester (15 Weeks)	Semester Hours
NU 101	4	5	4	13	195	7
NU 102	4	5	4	13	195	7
NU 201	5	2	13	20	300	10
NU 202	5	2	13	20	300	10

\*HOURS PER WEEK IN CLINICAL CONFERENCE, OR CAMPUS LAB

\*\*HOURS PER WEEK AT OFF CAMPUS AGENCY CLINICALS

### Non-Nursing Courses

	Hours Per Week Classroom/Lecture	Hours Per Week Lab	Total Clock Hrs Per Week	Total Clock Hrs Per Semester (15 Weeks)	Semester Hours
EN 101	3		3	45	3
EN 102	3		3	45	3
BI 130	3	3	6	90	4
BI 131	3	3	6	90	4
BI 210	3	3	6	90	4
PY 101	3		3	45	3
PY 201	3		3	45	3
SO 101	3		3	45	3
MA 102	3		3	45	3
<b>Total</b>					<b>64</b>

## **LIBERAL ARTS REQUIREMENTS**

30 Semester Hours

BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
BI 210	General Microbiology	4
EN 101	Composition	3
EN 102	Composition and Literature	3
MA 102	Statistics*	3
PY 101	General Psychology	3
PY 201	Life Span Development	3
SO 101	Introduction to Sociology	3

## **PROGRAM REQUIREMENTS**

34 Semester Hours

NU 101	Nursing I	7
NU 102	Nursing II	7
NU 201	Nursing III	10
NU 202	Nursing IV	10

**Minimum Credits** **64**

\*(MA 110-College Algebra or higher level math will be accepted)

## Nursing (A.S.)

\* SUGGESTED PROGRAM SEQUENCE FOR  
COMPLETING THE PROGRAM IN TWO YEARS

*1st Semester*

BI 130	Anatomy and Physiology I	4
EN 101	Composition	3
MA 102	Statistics**	3
NU 101	Nursing I	7
Total		17

*2nd Semester*

BI 131	Anatomy and Physiology II	4
BI 210	General Microbiology	4
PY 101	General Psychology	3
NU 102	Nursing II	7
Total		18

*3rd Semester*

PY 201	Life Span Development	3
SO 101	Introduction to Sociology	3
NU 201	Nursing III	10
Total		16

*4th Semester*

EN 102	Composition and Literature	3
NU 202	Nursing IV	10
Total		13

\*All Nursing courses have prerequisites or corequisites (refer to course descriptions [page 238](#))

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

Transfer opportunities include, but are not limited to: SUNY Delhi, University of Rhode Island, SUNY Institute of Technology: Utica/Rome, SUNY Binghamton, Russell Sage College, New York University, Syracuse University, SUNY Plattsburgh, University of Delaware, Maria College, Excelsior College. For more information, contact Advising, Career, and Transfer, 518.697.6395.

## Police Basic Training (Certificate)

Curriculum Code: 1510

Semester Hours Required for Graduation: 30

### PROGRAM GOALS:

Upon completion of this program students will:

- 1) Possess the knowledge and skills to fulfill the requirements of Phase I Police Basic Training as set forth by the New York State Division of Criminal Justice Services and
- 2) Be prepared to enter into a career in law enforcement or related fields.

### PROGRAM LEARNING OUTCOMES:

Upon completion of this program students will:

- Demonstrate proficiency in the core competences required of police officers in New York.
- Apply the laws police officers utilize and are governed by in the performance of their duties.
- Exhibit the skills required of police officers to effectively communicate and interact with the communities they serve.

### ACADEMIC PREPARATION:

Possess a high school diploma or a General Education Diploma.

A 12th-grade reading level is recommended.

Must also meet eligibility requirements as set forth by the NYS Division of Criminal Justice Services.

### LIBERAL ARTS REQUIREMENTS

0 Semester Hours

### PROGRAM REQUIREMENTS

30 Semester Hours

LE 101	Police Physical Fitness & Wellness I	1
LE 102	Police Physical Fitness & Wellness II	1
LE 110	Law for Police Officers	5
LE 120	Police Process & Procedure I	5
LE 122	Police Process & Procedure II	4
LE 124	Police Process & Procedure III	4
LE 130	Emergency Medical Services for Police	3
LE 140	Investigative Techniques for Police Officers	4
LE 150	Police Community Interactions	3
<b>Minimum Credits</b>		<b>30</b>

## Police Basic Training (Certificate)

### SUGGESTED PROGRAM SEQUENCE

<i>1st Semester</i>			<i>2nd Semester</i>		
LE 101	Police Physical Fitness & Wellness I	1	LE 102	Police Physical Fitness & Wellness II	1
LE 110	Law for Police Officers	5	LE 122	Police Process & Procedure II	4
LE 120	Police Process & Procedure I	5	LE 124	Police Process & Procedure III	4
LE 130	Emergency Medical Services for Police	3	LE 140	Investigative Techniques for Police Officers	4
Total		14	LE 150	Police Community Interactions	3
			Total		16

LE courses must be completed in sequence in consecutive semesters as a cohesive unit. Participation is required in all phases of the educational process. A course grade of C or better is required in all courses for students to graduate from the program



## Teaching Assistant (Certificate)

Curriculum Code: 1330

Semester Hours Required for Graduation: 24

### PROGRAM GOALS:

1. Assist students in making a realistic decision regarding Teaching Assistant as a para-professional career.
2. Understand the opportunities and challenges facing the Teaching Assistant in today's educational climate.
3. Provide eligible students with the opportunity for continued education to complete a two-year degree in a transfer or non-transfer based program.

### PROGRAM LEARNING OUTCOMES:

- Develop skills to enhance ability to speak and write effectively.
- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Analyze and interpret trends in classroom practices.
- Develop one's personal philosophy of education based on reading, research, and class assignments.
- Respond to the daily classroom management needs.
- Provide support and assistance for students with special and/or diverse needs.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable)
- Demonstrate use of creativity and the arts as teaching tools (if applicable)

### 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*

EN 101	Composition	3
PY 101	Psychology	3
AR ELE	AR, MU, TH, DA Elective	3
ED 101	Foundations of Education	3
Total		12

#### *2nd Semester*

PY 205	Child and Adolescence Psychology	3
ELE*	Restricted Elective	3
ELE*	Restricted Elective	3
ELE*	Restricted Elective	3
Total		12

### \*RESTRICTED ELECTIVE OPTIONS:

#### Option 1:

Electives are restricted to the approved SUNY General Education courses listed on ([page 72](#)). One of these courses must be selected in the knowledge and skill areas of American History, Western Civilization or Other World Civilization.

#### Option 2:

Designed for Teaching Assistants working with the birth to 2nd grades. (Choose 3).

MA 105	Math for Elementary Teachers I	3
ED 110	Education of Diverse Populations	3
HI ELE	History Elective	3
ELE	SUNY Gen Ed Elective	3

#### Option 3:

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

MA 105	Math for Elementary Teachers I	3
ED 110	Education of Diverse Populations	3
HI ELE	History Elective	3

#### Option 4:

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

HI ELE	History Elective	3
ELE	SUNY Gen Ed Elective	3
ELE	SUNY Gen Ed Elective	3

SUNY General Education and History courses must be applicable to educational programs leading to teacher certification.

#### Option 5:

Most flexible. Designed to maximize transferability to private colleges.

EN 101	Composition	3
MA 090	Mathematics Fundamentals	0
PY 101	Psychology	3
HU ELE	Humanities Elective	3
ED 101	Foundations of Education	3
PY 205	Child and Adolescence Psychology	3
GN ELE	General Elective	9

**Minimum Credits 24**

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

## **Microcredentials**

### **Cannabis Cultivation and Processing Microcredential**

This microcredential is designed to provide our region with entry-level employees in the cannabis industry. It can be completed in one semester, with three 3-credit courses. Students completing this microcredential will develop the knowledge and skills for employment in the cannabis cultivation and process sectors industry. This includes cannabis industry production and supply chain information, overview of state regulations for each sector, and industry-specific training in cultivation and processing.

#### **PROGRAM LEARNING OUTCOMES:**

- Demonstrate knowledge of the cannabis industry from cultivation through retail sales
- Demonstrate understanding of skill sets necessary for success in the cannabis cultivation industry
- Demonstrate understanding of skill sets necessary for success in the cannabis processing industry

#### **REQUIRED COURSES:**

- BU 170 Introduction to the Cannabis Industry (3 credits)
- TP 110 Introduction to Cannabis Cultivation (3 credits)
- TP 114 Introduction to Cannabis Processing (3 credits)
- Capstone Experience

#### **CAPSTONE EXPERIENCE:**

- Students will design a resume and cover letter specifically highlighting their learning in the courses, as assessed with a rubric

#### **REQUIREMENTS**

Students enrolled in this microcredential may qualify for internships with local cannabis businesses, and therefore must be 21+ years of age. Exceptions may be made at the discretion of the Program Coordinator

## **Cannabis Retail and Sales Microcredential**

The CGCC Cannabis Retail and Sales Micro-credential is designed to provide our region with entry-level retail employees in the cannabis industry. It can be completed in one semester, with three 3-credit courses. Students completing this micro-credential will develop the knowledge and skills for employment in the cannabis retail industry. This includes historical and contemporary contextualization for legalization, cannabis industry production and supply chain information, an overview of state regulations for each sector, and industry-specific training in retail and sales, including state-mandated *Responsible Vendor Training*.

### **PROGRAM LEARNING OUTCOMES:**

- Demonstrate knowledge of the social and cultural contexts around criminalization and legalization of cannabis in the United States
- Demonstrate knowledge of the cannabis industry from cultivation through retail sales
- Demonstrate understanding of skill sets necessary for success in the cannabis retail industry

### **REQUIRED COURSES:**

- SL 170 Social and Cultural History of Cannabis
- BU 170 Introduction to the Cannabis Industry
- BU 172 Cannabis Retail Operations and Sales

### **CAPSTONE EXPERIENCE:**

- Students are expected to visit a legal cannabis retail operation as a customer and analyze their experience via knowledge obtained during their micro-credential. The report will be evaluated using a rubric designed to measure the learning objectives from each of the courses within the micro-credential

### **REQUIREMENTS:**

- Students enrolled in this microcredential may qualify for internships with local cannabis businesses, and therefore must be 21+ years of age. Exceptions may be made at the discretion of the Program Coordinator

## **Civic Engagement and Leadership Microcredential**

The CGCC Civic Engagement and Leadership Microcredential is a nine-credit program designed to develop individuals' abilities to become active, engaged, and empowered members of society. Through an examination of contemporary social justice issues at the local, national, and/or global level, students will explore how public policy, law, governmental systems, methods of civic engagement, and dynamic, culturally informed leadership models serve to guide transformative change. In doing so, students will critically examine the role of individual and group participation in communities and government, apply evidence to inform decision-making, and expand their knowledge of a broad array of leadership theories and models to develop an action plan designed to address an issue of choice.

### **PROGRAM LEARNING OUTCOMES:**

Students will:

- Demonstrate knowledge of the structure and function of national, state, and local levels of government.
- Demonstrate an understanding of social problems in contemporary American society and will evaluate the strengths and weaknesses of the concepts and theories that shed light on the critical issues which humans face.
- Recognize and consider the utility of various leadership approaches for addressing real-life situations.
- Design a comprehensive action plan on a contemporary issue of their choice which integrates knowledge obtained from the courses, an overview of the issue, and application of leadership theory and practice that can be utilized to inform their community engagement, and next steps.

### **REQUIRED COURSES:**

- PS 101 American Government (3 credits) OR PS 102 American State and Local Government (3 credits)
- PS 104 Contemporary Global Issues (3 credits) OR SO 102 Social Problems (3 credits)
- SL 150 Leadership Theory and Practice (3 credits)
- Capstone Experience

### **CAPSTONE EXPERIENCE:**

Students will be required to complete an action plan that involves the research of a contemporary issue of their choice, integration of the knowledge obtained from the courses, and application of leadership theory and practice that can be utilized to inform their community engagement. The action plan will be assessed using the AAC&U Civic Engagement VALUE rubric.

## **Customer Skills for Professions Microcredential**

Learners who complete the Customer Skills for Professions will demonstrate a thorough understanding of their job-specific role in customer interactions. They will understand the benefits of customer-centric service, as well as adapt to specific and diverse customer behaviors. By employing customer-centric techniques to deal with stressful situations and challenging conversations, successful completers will demonstrate their ability to overcome barriers to outstanding delivery. Through the development of a personal action plan, they will identify areas for continued growth and professional development in job-specific customer service.

### **PROGRAM LEARNING OUTCOMES:**

- Recognize foundational principles of customer service applied to their profession
- Identify and communicate the benefits of customer-centric service
- Demonstrate an understanding of effective communication, professional delivery, recognizing the barriers to the delivery of outstanding customer service specific to their profession
- Adapt to specific and diverse customer behavior styles
- Reflect, identify, and set personal goals for exceptional customer service

### **PROGRAM REQUIREMENTS:**

- 16-hour non-credit employer/industry-specific course
- Capstone Experience

### **CAPSTONE EXPERIENCE:**

After practice with several scenarios, students will be assigned a case study related to their industry/workplace. Students will gather information about the situation, evaluate the approaches applied, and suggest successful strategies. In addition, students will identify their own strengths and weaknesses in communicating with customers and submit a personal action plan for growth and professional development in this area.

## **Foundations of Diversity, Equity and Inclusion (DEI) Microcredential**

The CGCC Foundations of Diversity, Equity, and Inclusion (DEI) Microcredential is a nine-credit program designed to broaden students' understanding of multiculturalism in the United States today. Through an examination of the major social institutions present in American society and their relationship to power, conflict, and social change, students will investigate concepts such as privilege, justice, oppression, and bias as it pertains to social class, gender, sexual orientation, race, religion, and ethnicity. Students will expand their knowledge of diversity issues, thereby increasing awareness and sensitivity to cultural differences.

### **PROGRAM LEARNING OUTCOMES:**

Students will:

- Demonstrate an understanding of the major concepts, models, and DEI issues investigated by past and present sociologists
- Demonstrate an understanding of sociological research on contemporary American social problems related to diversity, equity, and inclusion
- Demonstrate a basic understanding of cultural diversity.
- Demonstrate an ability to apply their knowledge of sociological theory and research, along with their understanding of cultural diversity, to a real-world problem

### **PROGRAM REQUIREMENTS:**

- SO 101 Introduction to Sociology (3 credits)
- SL 110 Cultural Diversity (3 credits)
- SO 102 Social Problems (3 credits)
- Capstone Experience

### **CAPSTONE EXPERIENCE:**

Students will be required to complete a paper or project that involves an integration of the knowledge obtained from the aforementioned courses and applied to a practical experience. The paper/project will be assessed using the Integrative Learning Rubric – Grose, A., Burke, A. & Toston, T. (2017) Internship semester capstone reflection essay. Washington, DC: The Washington Center for Internships and Academic Seminars.

## **Health Care Facilitator Microcredential**

This microcredential provides students with the skills and knowledge to help healthcare facilities and providers in their telemedicine endeavors. The Health Care Facilitator is a knowledgeable person who will provide confidential one-on-one assistance in connecting patients with their healthcare providers.

### **PROGRAM LEARNING OUTCOMES:**

- Demonstrate a proficiency in common abbreviations, acronyms, symbols, and common medical terms
- Demonstrate a proficiency in various computer applications utilized for patient care records
- Employ professional ethics, values, and honesty when remaining in compliance with HIPAA
- Understand terminology related to patient medical records, insurance, and billing

### **REQUIRED COURSES:**

- AH 125 Medical Office Procedures (3 credits)
- AH 129 Medical Terminology (3 credits)
- CI 105 Computer Applications (3 credits)
- Capstone Experience

### **CAPSTONE EXPERIENCE:**

Students will complete a comprehensive exam that will incorporate a hands-on practicum of the use of the computer platform systems, and students' ability to manage a set of data related to a hypothetical patient case study. Students must score an 80 or above on the comprehensive exam and will have two opportunities to successfully complete it.



## **Small Business Microcredential**

This program provides a toolkit of skills and materials to those who would like to start their own business. Students develop their business idea, access and use the resources necessary to implement their idea, and have completed plans reviewed by an expert panel for feedback on feasibility and funding. This nine-credit series integrates three courses: Foundation of Business, Business Professional Development and Entrepreneurship. Class includes in-person, remote, and self-paced online content.

### **PROGRAM LEARNING OUTCOMES:**

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

### **REQUIRED COURSES:**

- BU 103 Foundations of Business (3 credits)
- BU 113 Entrepreneurship (3 credits)
- BU 209 Business Professional Development (3 credits)
- Capstone Experience

### **CAPSTONE EXPERIENCE:**

Students will participate in a Columbia-Greene Community College sponsored Business Plan Presentation event. External judges from the region will review the presentations (final format TBD) and provide feedback to the students on the concept feasibility and overall readiness of the plan to be implemented and/or seek funding for further development.

## **Workplace Professionalism Microcredential**

Earners of the Workplace Professionalism microcredential demonstrate achievement in leadership, communication and productive workplace relationships. They can identify effective methods of communication and conflict resolution in workplace scenarios, and utilize those methods through written email and face-to-face presentation. Through a statement of professionalism, they reflect the skills and behaviors of their professional identity, and complete an applied learning project on one professional skill of their choice.

### **PROGRAM REQUIREMENTS:**

- Attendance at the Career Institute (12-hour non-credit course)
- Interview, Social Media, and Professional Competency Project
- Capstone Experience

### **PROGRAM LEARNING OUTCOMES:**

- Describe specific elements of professionalism in the workplace and develop a list of skills and behaviors important to professional identity
- Identify effective methods of communication and conflict resolution for common workplace scenarios
- Write concise, professional business emails
- Effectively describe skills and competencies verbally and in writing

## Course Descriptions

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

AC	Accounting	HI	History
AH	Allied Health	HS	Human Services
AR	Art	HU	Humanities
AU	Automotive	ID	Independent Study
BI	Biology	IT	Italian
BU	Business	LE	Law Enforcement
CC	Construction Technology	MA	Mathematics
CD	Chemical Dependency	MK	Marketing
CE	College Experience	MU	Music
CH	Chemistry	NU	Nursing
CI	Computer Information	PE	Physical Education
CJ	Criminal Justice	PL	Philosophy
CO	Communications	PS	Political Science
CP	Career Planning	PX	Physics
CS	Computer Science	PY	Psychology
DA	Dance	RS	Reading Skills
EC	Economics	SA	Spanish
ED	Education	SC	Science
EN	English	SL	Social Science
ES	English as a Second Language	SN	Sign Language
FR	French	SO	Sociology
GE	Geology	TH	Theater
HE	Health	TP	Technical Professions

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. For classes noted as Special Rotation, contact chairperson of the appropriate 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) Spring

### **AC 116 – QuickBooks**

An in-depth application of the uses of the computerized accounting package QuickBooks. Students will learn to use the software to deal with all the accounting applications for a small business including invoices, receipts, payroll, bank reconciliations, tracking inventory and all year-end procedures. NOTE: Repeat of AC 222 and BU 116. Prerequisite or Corequisite: AC 101. (3 semester hours) Spring

## **ALLIED HEALTH**

### **AH 106 – Medical Assisting I**

This course is the first of a three-course sequence which introduces topics and clinical skills essential to students in the Medical Assisting AAS degree program. The course is designed to provide safe, technically proficient, and professional medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Matriculation in the Medical Assisting AAS degree program is required to take this course.

(3 lecture hours/3 lab hours) (4 semester hours) Fall

### **AH 108 – Medical Assisting II**

This course is a continuation of Medical Assisting I. This course provides valuable information about an individual's health and teaches medical assistants the skills and techniques necessary to take and record vital signs accurately. Main topics include vital signs (blood pressure, pulse, respiration), temperature conversions, and calculating Body Mass Index. NOTE: This course, in combination with AH 109, is a repeat of AH 107. Prerequisite: AH 106 with a grade of C or better. (2 semester hours) Spring

### **AH 109 – EKG**

This course is designed to provide safe, technically proficient, and professional EKG technicians to work in a variety of healthcare provider offices. Topics include: anatomy of the heart, cardiac conduction system, performing a 12 lead EKG, analyzing and interpreting a six second rhythm strip. Upon completion of this course, students are eligible to take the EKG certification exam through numerous certification agencies. NOTE: This course, in combination with AH 108, is a repeat of AH 107. (1 lecture hour/3 lab hours) (2 semester hours) Spring

### **AH 125 – Medical Office Procedures**

This course will provide knowledge of administrative support in today's health care environment. Students will learn to input patient information, schedule appointments, handle billing, and produce medical office lists and reports. NOTE: Repeat of OT 134 and BU 125. (3 semester hours) Fall

### **AH 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. NOTE: Repeat of BU 126. (3 semester hours) Spring

### **AH 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. NOTE: Repeat of AH 114 and BU 129. (3 semester hours) Fall/Spring

### **AH 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. NOTE: Repeat of BU 132. (3 semester hours) Spring

### **AH 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 and BU 145. (3 semester hours) Spring

### **AH 202 – Pharmacology**

Pharmacology is a survey course designed to meet the needs of students in the Medical Assisting AAS degree program. Students will gain an understanding of the principles of pharmacology. Major topics will include: Legal regulations, prescriptions, calculations, interactions and uses of drugs, as well as toxicology. Prerequisites: BI 115 or BI 131 with a grade of C or better. (3 semester hours) Fall

### **AH 203 – Medical Assisting Externship**

Medical assisting students will have the opportunity to study and take part in the

functioning of a private practice medical office or a hospital office. A total of 160 hours of work experience will be required. Students are required to complete 80 hours on the administrative side and 80 hours on the clinical side of the medical practice during their externship. Students will meet with the instructor for a 1-hr. class four times during the course of the semester. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisites: AH 207, AH 208 and AH 202 with a grade of C or better, must have current CPR/First Aid certification at the time of externship. (3 semester hours) Spring

### **AH 207 – Medical Assisting III**

This is the last in the sequence of five courses, including AH 106, AH 108, AH 109, and AH 208. The course is designed to provide safe, technically proficient medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Topics include blood function, formation and components, reading and interpreting Laboratory reports, slide preparation and microscopic evaluation, and interpretation of formed elements and associated tests. NOTE: This course, in combination with AH 208, is a repeat of AH 201. Prerequisites: AH 106 and AH 108 with grades of C or better. (2 semester hours) Fall

### **AH 208 – Venipuncture/Phlebotomy**

This course is designed to provide safe, technically proficient medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Topics include performing capillary punctures, performing venipuncture using the vacutainer and winged infusion set, centrifuging blood cells, proper specimen testing, and understanding lab value and norm ranges. Note: This course, in conjunction with AH

207, is a repeat of AH 201 (1 lecture hour/3 lab hours) (2 semester hours) Fall

### **AH 220 – Phlebotomy Externship**

Phlebotomy students will have the opportunity to study and take part in the functioning of an inpatient/outpatient laboratory setting. Skill development in the performance of a variety of blood collection methods using proper techniques and standard precautions will be stressed throughout this clinical experience. Emphasis on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessing, and ethics are incorporated into 54-hour clinical experience. Upon completion of this course, students are eligible to sit for the National Certification Exam. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: AH 208 Venipuncture/Phlebotomy. (1 semester hour) Spring

## **ART**

### **AR 104 – Basic Painting**

An introduction to the basic materials and methods of painting. Emphasis will be on color and value perception, mixing, brushwork application as well as perspective and the control of pictorial space. Students will also learn how to stretch and build their own canvases and will work in oil paint. No prior experience in painting required. All levels of experience welcome. (2 lecture/2 studio hours) (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **AR 106 – Ceramics I**

A general course involving hand-building techniques to construct forms out of clay through coiling, slab construction, molding, and beginning wheel. Projects will introduce students to various ideas and uses of clay, both traditional and nontraditional. Creative work

will be encouraged. (2 lecture hours/2 studio hours) (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **AR 107 – Visual Arts 2-D**

This studio course serves as an introduction to, and foundation for, all two-dimensional artistic forms such as painting, photography, graphic design, and digital media. Through weekly and monthly projects, students will explore design basics, composition, and materiality. In-class lectures and video presentations will supplement studio time working on projects. (2 lecture hours/2 studio hours) (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for The Arts.*

### **AR 108 – Visual Arts 3-D**

This studio course serves as an introduction to three-dimensional artistic forms such as sculpture, design, and installation. Through weekly and monthly projects, students will explore the physical aspects of the 3-D object world in different materials and methods including woodworking, textiles, and mold making and casting with plaster and wax. (2 lecture hours/2 studio hours) (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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 charcoal, pencil, ink and chalk pastels. No prior experience in figure drawing required. All levels of experience are welcome, however, taking AR 119 Basic Drawing before this course is highly recommended. (2 lecture hours/2 studio hours) (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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, pencil, ink, and chalk pastels will be used. No prior experience in drawing required. All levels of experience

are welcome. (2 lecture hours/2 studio hours) (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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. 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 on supplies. NOTE: Students must provide their own DSLR (digital single-lens reflex) camera. Camera phones are not acceptable. There are a limited number of DSLR cameras that are available to borrow for the semester. (2 lecture hours/2 lab hours) (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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. To enroll in this course, a subscription to Adobe Creative Cloud may be required. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **AR 205 – 3-D Graphics and Animation**

This course is designed to provide students who have some computer graphics knowledge with the ability to create artwork in the 3-D computer environment. Students will learn to create their own models, create surfaces for the models, set up lighting and cameras, and finally render still illustrations and animations. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for The Arts.*

### **AR 218 – Fine Arts Seminar**

This course is designed to develop the inventive abilities of students beyond the foundation level. Students will be mentored through a series of individually directed weekly assignments designed to promote inventive art-making. There will be group discussions of works-in-progress, in-class presentations, and visits to museums and art exhibitions. There will be production of artwork that can be utilized for portfolio purposes. Prerequisite: Any 3 credit art

course. (2 lecture hours/2 studio hours) (3 semester hours) Spring

### **AR 240 – Digital Imagery**

A course in digital photographic manipulation and design, intended for students who already possess a basic understanding of computer graphics. Students will learn how to acquire, manipulate, and enhance digital images using current computer technology. Prerequisite: AR 140. (3 semester hours) Spring

### **AR 245 – Web Page Design**

In this course students will learn the basic skills required to construct and program web pages using basic HTML and CSS scripting languages. Web and screen design principles will be covered as students learn the basics of wireframing, page design and core web development skills. Software used will be Adobe Dreamweaver, Photoshop, and Illustrator. Prerequisite: AR 140. To enroll in this course, a subscription to Adobe Creative Cloud may be required. (3 semester hours) Spring

### **AR 250 – Art for Game Design**

This course is designed to introduce students to the fundamentals of creating artwork and models for use in computer games. Students will investigate production techniques such as low-poly modeling, UVW mapping, creating textures, animating, and other aspects of game art creation. Programs used will be 3ds Max and Adobe Photoshop. Prerequisite: AR 205. (3 semester hours) Spring

## **AUTOMOTIVE**

### **AU 117 – Gas and Diesel Engines**

Operational principles of the internal combustion engine will be discussed and include gasoline and diesel units. Emphasis is placed on proper use of precision measuring equipment, specialty tools, manuals, and diagnostic evaluations. Location and interpretation of specifications are included.



Alternate sources of fuel as well as non-polluting power plants will be explored. Prerequisite: AU 128. (2 lecture hours/6 lab hours) (4 semester hours) Spring

### **AU 128 – Introduction to Automotive Repair**

This course introduces the student to the field of automotive technology and to develop the basic skills, knowledge and professional ethics necessary as an entry-level technician in areas of automotive maintenance, service repair, parts and pre-delivery device. The objectives of this course are developed through classroom and laboratory activities. Personal and shop safety, and the proper utilization of service information are emphasized. *This course is open to students who are not currently enrolled in the automotive technology program but would like to learn the basics of repair.* A minimum set of tools is required **only for students matriculated in an automotive technology program.** See our website for the list. (2 lecture hour/6 lab hours) (4 semester hours) Fall

### **AU 129 – Heating, Ventilation and Air Conditioning (HVAC)**

This course is designed to introduce the student to the theory of HVAC systems and to develop the skills and knowledge necessary to diagnose and service automotive heating and air conditioning systems, and environmental effects of chlorofluorocarbons on the earth's atmosphere. Also included: principles of refrigeration, reclaiming, evacuation, recycling and recharging, and other diagnostic testing. Prerequisite or Corequisite: AU 128 and AU 132. (1 lecture hour/ 6 lab hours) (3 semester hours) Fall

### **AU 130 – Basic Steering, Suspension & Brakes**

This course is intended to develop the skills, knowledge and professional ethics required to service general automotive steering, suspension and brake systems. The objectives

of this course are developed through classroom and laboratory activities. Special emphasis is placed on personal and shop safety, component identification and inspection, proper use of service information, special service tools and equipment, interpretation of data and adjustment techniques. Prerequisite or Corequisite: AU 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Fall

### **AU 131 – Work-Study I**

Students completing their second semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This hands-on job experience introduces students to actual work situations and reinforces skills learned during the year. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: Many employers require a DMV driver's background check. Having a poor driving record can prevent your employment in an automotive repair facility. Prerequisite: Successful completion of the first year of the A.A.S. or A.O.S. Automotive Program. (2 semester hours) Summer

### **AU 132 – Electricity and Electronics**

Develops those skills needed by today's technicians to diagnose, service, and repair the electrically and/or electronically operated systems of automobiles. Topics covered include basic electrical and electronic principles and components, electrical wiring diagrams, the battery, starting, and charging systems. Component location and system operation will be stressed. Prerequisite or Corequisite: AU 128. (2 lecture hours/6 lab hours) (4 semester hours) Fall

### **AU 134 – Engine Performance**

This course is designed to provide those skills necessary for the diagnosis and repair of the engine's ignition, fuel and emission systems. Emphasis will be placed on computer-

controlled engine management, scan tool usage, and correct diagnostic philosophy. Optimum engine performance will be assured through classroom and laboratory study. This course will be taught from a general perspective. Prerequisite: AU 128 and AU 132. (3 lecture hours/9 lab hours) (6 semester hours) Spring

### **AU 203 – Advanced Automotive Operations**

This course is intended to develop the skills, knowledge and professional ethics required to service and diagnose antilock braking systems, computer-controlled suspension systems, manual and automatic transmissions. Special emphasis is placed on personal and shop safety, component identification, use of service information, special service tools and equipment, and interpretation of data and specific diagnostic techniques. Prerequisites: AU 128, AU 130, and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Spring

### **AU 211 – Manual Transmissions and Drivelines**

Studies operation, diagnosis, and repair of clutches, standard transmissions, drivelines, differentials, front-wheel-drive, and four-wheel-drive units. Emphasis is placed on understanding the principles of speed reduction through the use of gearing. Prerequisite AU 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Fall

### **AU 212 – Automotive Diagnostics**

This course is designed to develop those skills needed to successfully diagnose engine-, body- and chassis-related problems. Emphasis is placed on correct use of diagnostic equipment, proper procedures, use of specifications, and interpretation of test results to enable quick isolation of malfunctions of a particular system or component. Prerequisites: AU 128, AU 132,

AU 134 and AU 215. (2 lecture hours/6 lab hours) (4 semester hours) 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 128 and AU 132. (2 lecture hours/6 lab hours) (4 semester hours) Spring

### **AU 215 – Body Electrical and Electronics**

This course is intended to develop the skills, knowledge and professional ethics required to service body electrical and electronics systems. The objectives of this course are developed through classroom and laboratory activities with special emphasis placed on personal and shop safety, component identification, testing and inspection, proper use of service information and wiring diagrams. The use of electronic diagnostic tools and equipment will be discussed also. Prerequisites: AU 128 and AU 132. (1 lecture hour/6 lab hours) (3 semester hours) Fall

### **AU 231 – Work-Study II**

Students completing their fourth semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This program is similar to AU 131; however, the breadth and depth of the work experience is expanded to include all areas instructed during the two-year program. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: Many employers require a DMV driver's background check. Having a poor driving record can prevent your employment in an automotive repair facility. Prerequisite: Successful completion of four semesters of

Automotive Study. (2 semester hours)  
Summer

## **BIOLOGY**

### **BI 101 – General Biology I**

The first in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include the chemical basis of life, cell structure, cellular metabolism, cell division, as well as Mendelian and molecular genetics. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab activities will complement the lecture topics. Prerequisites (any ONE of the following): Minimum score of 80% in Regents-level Chemistry taken within the last five years. College-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years (includes high-school AP Biology). A score of 75% or better on the College science placement exam or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **BI 102 – General Biology II**

The second in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include evolution and cladistics analysis, history of life on Earth, a survey of anatomy and physiology of major groups of living organisms, and an introduction to ecological principles. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab will include some dissections of animals or mammalian organs.

Lab activities will complement the lecture topics. Prerequisite: BI 101 with a grade of C or better, or permission of instructor. (3 lecture hours/3 lab hours) (4 semester hours) Spring

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **BI 109 – Contemporary Environmental Issues**

This course is designed to expose students to contemporary environmental issues. Topics will include policy development, use of and access to natural resources, hazardous waste management, global climate, and the effects of the growing population. NOTE: Repeat of BI 209. (3 semester hours) Special Rotation

### **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

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **BI 113 – Environmental Science**

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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for Natural Sciences (and Scientific Reasoning).*

### **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 field ecology course in which students will gain a working knowledge of flora, fauna, and ecosystem processes associated with streams and rivers. With more than ½ of the learning taking place in the outdoors (in most weather conditions), this field work offers opportunities for students to examine live organisms in their natural habitats and in the laboratory. Group and individual research is conducted. This course

is based at the C-GCC Hudson River field-station, and students will hike and sometimes kayak to gain access to the ecosystems along the Hudson River and its tributaries. Both local and distant habitats are studied, as is the human impact on the environment. An appreciation and resilience for natural weather conditions and terrain is advisable. NOTE: Meets lab science requirement. (2 lecture hours/3 lab hours) (3 semester hours) Summer

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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) Special Rotation

### **BI 130 – Anatomy and Physiology I**

An in-depth survey of the scientific principles involved in the study of human anatomy and physiology. Pertinent concepts of chemistry, physics, and biology are reviewed, with

emphasis on their application to human form and function. Topics include cytology, histology, and the integumentary, skeletomuscular, and neurological systems. The laboratory consists of an organized study of the body, including some dissection, the use of human and other mammalian organs and anatomical models, and the use of appropriate anatomy and physiology software. Evaluation is based on testing and laboratory work. NOTE: Repeat of BI 205. Prerequisite: A minimum score of 80% in Regents-level Chemistry taken within the last five years, OR AP Biology with a score of three or better taken within the last five years, OR any college-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years, OR holding a current *license* in a health field (for example: LPN, Paramedic, EMT, MT, OT, PT, Dietician), OR a score of 75 or better on the College science placement exam. (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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

### **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

## **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

*This course fulfills the SUNY General Education requirements for Communication – Written and Oral.*

### **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 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 170 – Introduction to the Cannabis Industry**

This course introduces students to all sectors of the cannabis industry production and

supply chain. Students will learn and analyze key operational definitions, economic considerations and regulatory issues affecting each sector, as well as resource opportunities, challenges and best practices. Upon completion of the course, students will have a foundational knowledge of this unique industry from the cultivation stage through to final retail sale. (3 semester hours) Fall/Spring

### **BU 172 – Cannabis Retail Operations and Sales**

This course prepares students for work in the cannabis retail industry. The content focuses on specific knowledge and skill sets to work at dispensaries, including: basic supply chain information specific to the cannabis industry; basic marketing and sales techniques and how they are applied in the cannabis industry; various medical uses of cannabis and the effects on the endocannabinoid system as they apply to the sale of cannabis to potential customers. Includes New York State Responsible Vendor Training certification. (3 semester hours) Fall/Spring

### **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 209 – Business Professional Development**

This course provides students an opportunity to integrate their learning from previous courses into an applied learning experience. Students will evaluate their career readiness, build workplace and teamwork skills, and

learn to document work in a professionally appropriate manner. Class culminates in an Applied Learning Action Plan which will be implemented for a business or community organization. (3 semester hours) Fall/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. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (3 semester hours) Fall/Spring

### **BU 220 – Business Ethics**

This course examines the role of ethics in the business world, paying particular attention to decision-making processes. Students will examine dilemmas common to employees and leaders including issues of: education and training, hiring and continued employment, diversity and inclusion, and legal responsibilities. Prerequisite: BU 103 (3 semester hours) E/O Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **BU 230 – Management**

Management theory, the nature of management, the traditional functions of management – planning, organizing, staffing, directing, and controlling; the decision-making process, delegation, leadership styles and theories, and motivational theories will be

covered. Prerequisite: BU 103 or permission of instructor. (3 semester hours) Spring

## **CHEMICAL DEPENDENCY**

### **CD 208 – Chemical Dependency and Addiction**

A survey of the current theories of chemical dependency and addiction; including current biological, psychological and social theories of chemical dependency and addiction that inform our current treatment approaches: including a review and analysis of historical and contemporary chemical dependency and addiction treatment modalities. Prerequisite: PY 101 (3 semester hours) Fall/Spring

## **COLLEGE EXPERIENCE**

### **CE 101 – College Experience**

Students will explore the role of higher education in their personal and professional development. Students will be introduced to various strategies and thought processes that will maximize their time in college. In order to acclimate students to the academic environment, reflective writing, student projects and activities, along with guest speakers will be incorporated into the learning environment to demystify the process of higher education. NOTE: Repeat of FS 101. (1 semester hour) Fall/Spring/Summer

## **CHEMISTRY**

### **CH 101 – General Chemistry I**

A comprehensive introduction to chemical theories. Major topics include dimensional analysis, atomic structure, chemical formulas, names and equations, stoichiometry, ideal gas laws, periodic properties of elements, chemical bonding, and molecular geometry. NOTE: The CH 101/CH 102 sequence is intended for students majoring in scientific and technical fields. Students planning to take both CH 101 and CH 102 should register for the fall section of CH 101. Prerequisite: High

school Algebra II/Trigonometry (third math class in high school) with a grade of 75% or better or Prerequisite/Co-requisite: MA 110. High school chemistry is recommended (3 lecture hours/3 lab hours) (4 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **CH 121 – The Chemistry of Food, Drugs and Behavior**

This course will explore the chemical composition of ingested compounds and their effects on the human body. This course will cover the major macromolecules (carbohydrates, nucleic acids, proteins, and lipids) of living things and the basic chemistry of vitamins, minerals, and food additives. This course will also cover common drugs (depressants, stimulants, opioids, and hallucinogens) and their effects on the body. The goal of this course is to encourage a

lifelong interest in chemistry and its relevance to everyday life. (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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) Special Rotation

### **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) Offered by special rotation.

## **CONSTRUCTION TECHNOLOGY**

### **CC 101 – Introduction to Construction Carpentry/Historic Preservation**

An entry-level course for students interested in the building trades. This class covers beginning elements of construction used to complete, repair, and/or restore a residential structure. Topics included in this course are: demolition, framing, roofing, doors and windows, hardware, insulation, interior trim, and the basics of construction contracting. An introduction to preservation with an emphasis on historic restoration techniques will be covered where appropriate. The student will learn to operate common construction tools (power saws, electric drills, hammers, levels,



and staple and nail guns) complying with OSHA and EPA health and safety standards. Completing the OSHA 10-hour training course for construction is a required component of the course. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. (2 lecture hours/3 lab hours) (3 semester hours) Fall

### **CC 103 – Construction Drawing and Blueprint Reading**

This course is designed to introduce students to concepts, practices, standards and drafting techniques needed to both read and create architectural drawings in the construction industry. It focuses on the organization of drawings, reading floor plans and elevations drawings, symbols and notations, scaling and dimensioning practices, and materials of construction. Students will learn how to develop “shop drawings” from architectural drawings, extrapolate information from architects’ drawings, and create the necessary construction details needed to execute the design and build the project as they would in a job-site situation. Both hand drawing and computer assisted drawing methods will be explored. (3 semester hours) Fall

### **CC 105 – Building Layout and Framing**

A study of the sequential framing techniques used to build a residential home. Instruction on conventional floor, wall and roof systems common to wood frame construction are the main components of the course, with an introduction to steel stud and traditional timber frame methodology. Other topics include: math to solve construction problems, identification of building components, basic site and building layout, fundamentals of site work, and understanding the construction process. Safe work practices and the use, maintenance and selection of tools and equipment is integrated throughout the course.

NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. Prerequisite/Corequisite: CC 101. (2 lecture hours/6 lab hours) (4 semester hours) Fall

### **CC 107 – Exterior Building Envelope and Finish**

A study of the exterior finish materials and techniques for residential buildings. The major topics include windows and doors, roofing, siding, decks, and gutter installation. Historic restoration principles will be covered when appropriate. Special attention will be given to historic window repair and restoration. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. (2 lecture hours/6 lab hours) (4 semester hours) Fall

### **CC 109 – Introduction to Mechanicals, Electrical, Plumbing and HVAC**

A course that allows students to develop a basic understanding of electrical wiring, residential plumbing, Heating Ventilation and Air Conditioning, and other electro-mechanical systems common to light construction. The electrical component of this course concentrates on residential application of codes, practices, terminology and equipment. The plumbing component will involve learning water supply and distribution, drain, waste and vent systems. General plumbing installation, maintenance and repair will also be covered. Electrical and plumbing safety and use of power and hand tools will be integrated throughout the course. Hands-on lab time will reinforce lecture and reading assignments. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate

Program. (2 lecture hour/6 lab hours) (4 semester hours) Spring

### **CC 111 – Interior Finish Basic**

Interior finish is the study and practice of the common materials and procedures used for finishing the interior of residential housing. Students will participate in lecture and lab activities that include techniques and best practices for hanging drywall, compound and taping, interior molding and trim work, modern and reproduction floor and ceiling finishes, and materials estimating. Safety procedures, proper use of hand and power tools, and specific math calculations will be integrated throughout the class. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Spring

### **CC 114 – Interior Finish Intermediate**

Students learn about stair layout, stair components and assembly, hanging interior doors, advanced molding techniques, interpreting kitchen and bath drawings, and installation of manufactured cabinetry. Students will also learn to evaluate countertop materials and perform entry level fabrication and installation. Basic math, historic features, safety procedures, and proper use and maintenance of both hand and power tools are integrated throughout the course. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Spring

### **CC 116 – Building Codes and Regulations**

Explores codes, regulations and specifications governing construction of residential and

historic buildings. Students learn to locate and interpret technical information available from the NYS Building Code, County Zoning Regulations, local governments, and product literature. Concepts of building science and the engineering principles foundational to code development will be conveyed, along with an overview of construction labor regulation. Following classroom review and discussion, students will be evaluated on their ability to comply with rules and regulations during a simulated building construction project. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. (2 semester hours) Spring

### **CC 119 – Historic Preservation**

An introductory course taught to provide students with an overview of 18th, 19th, and early 20th century residential architecture and the societal case for historic building preservation. Through lectures, demonstrations and site visits, students are exposed to a range of construction, preservation and restoration methods, including stabilizing endangered buildings, and preserving and recovering architectural details. Students develop an understanding of building components and systems and learn to compare current technology with traditional tools and practices. NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. Prerequisites: CC 101 and CC 105. (2 lecture hours/3 lab hours) (3 semester hours) Spring

### **CC 124 – Construction Technology Internship**

This capstone course provides opportunities for students to apply knowledge, aptitude and skills that were learned in previous

coursework in a more comprehensive and authentic way. Under supervision of the college and through community partnerships, students will be involved in new site construction and/or repairs, and the rehabilitation of existing and historic buildings. Site location and project will be determined by current opportunities available and, when possible, by student preference. Grading for this 145-hour course is Satisfactory (S) or Unsatisfactory (U). NOTE: With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program. Prerequisite: Completion of all coursework of CC certificate program. (3 semester hours) Summer

## **CRIMINAL JUSTICE**

### **CJ 102 – Introduction to Criminal Justice**

An overview of the United States criminal justice system designed to present the introductory student with a basic understanding of both the theoretical and the practical aspects of, as well as the interrelationship between, law enforcement, the courts, and corrections. Topics to be covered include: criminal law; types of and measurement of crime; the conflict between crime control and due process; police history, development, organization and training; state and federal court systems; history and role of corrections and a brief overview of the changing juvenile justice system. (3 semester hours) Fall/Spring

### **CJ 110 – Ethics for Criminal Justice**

This course is designed to challenge students to consider their professional ethical responsibilities when faced with dilemmas in the areas of policing, the courts, and corrections. Students will be introduced to ethical theory and required to apply ethical decision-making in a variety of contexts to

address contemporary issues in the criminal justice system. (3 semester hours) Fall

### **CJ 114 – Corrections: Institutional and Community**

This course will introduce the student to the correctional systems used in the United States, the ideological and historical roots of corrections as well as sanctions used within the community (probation, parole, intermediate sanctions) and those within institutions (jails, prisons, women’s facilities, juvenile facilities, death penalty). Discussions on the different incarceration categories such as minimum, medium, maximum and “super max” facilities, constitutional rights of offenders and the role of the correctional worker, is included. (3 semester hours) Spring

### **CJ 115 – American Policing**

This course is designed to familiarize students with the history, responsibilities, functions and organization of policing in the United States. The legal and procedural restraints upon the practices of the police in a free society are emphasized along with the causes of police deviance. Traditional processes and procedures are analyzed along with an examination of contemporary issues affecting the police. (3 semester hours) Spring

### **CJ 150 – Terrorism and Homeland Security**

This course examines the historical and contemporary threat posed by terrorism to the United States. The causation and organization of terrorism will be examined along with the impact of terrorism on intelligence, law enforcement and homeland security agencies. An examination of the challenge posed by the desire to maintain safety and security in a free

society while preserving civil liberties will also be addressed. (3 semester hours) Fall

### **CJ 160 – Security Operations & Administration**

This course will focus on the role and function of security operations and administration in both private and public settings. Internal and external threats to safety and security will be examined and possible solutions explored. (3 semester hours) Special Rotation

### **CJ 204 – Criminal Investigation**

An analysis of the nature and purpose of criminal investigation. Discussion will include various methods of investigation, the interview and interrogation of witnesses and suspects, collection and preservation of evidence, use of informants, techniques of surveillance, and documentation of investigative activities. NOTE: This course is a repeat of CJ 104. Prerequisite: CJ 102 or CJ 115. (3 semester hours) Spring

### **CJ 211 – Substantive Criminal Law**

Studies the law of crimes, including the scope, purpose, definitions, and classifications of criminal acts. In addition to surveying the history and philosophy of criminal law, significant time will be devoted to the study and analysis of offenses against the person, offenses against property, aspects of criminal liability, jurisdiction, and criminal defenses such as justification, necessity, entrapment and insanity. NOTE: Repeat of CJ 111. Prerequisite: CJ 102. (3 semester hours) Fall

### **CJ 212 – Procedural Criminal Law**

An examination of the Law of Criminal Procedure and the constitutional limitations placed on those charged with the responsibility of crime control and the administration of criminal justice in the United States. Major topics include: the laws of arrest, search and seizure, confessions, statements and admissions, trial rights and civil liabilities of those who deny others their

constitutional rights. Prerequisite: CJ 102. (3 semester hours) Spring

### **CJ 251 – Criminal Justice Professional Development**

This course is a culmination of the Criminal Justice student's academic experience and is designed to assist students in the transition from the community college to entry-level career positions in the criminal justice system. Students will engage in projects that require them to think critically about themselves and reflect on the knowledge gained during their community college experience. Students will explore potential career paths and develop skills to enhance their employment prospects. This course should be taken during a student's final semester of study. Prerequisites: CJ 102, CJ 114, CJ 115. Corequisite: CJ 211 or CJ 212 (3 semester hours) Fall/Spring

### **CJ 294 – Criminal Justice 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. Pre-requisites are available upon request. A minimum of 90 hours at the field study site is required. Grading is Satisfactory (S) or Unsatisfactory (U). (2 semester hours) Fall/Spring

### **CJ 295 – Criminal Justice 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. Pre-requisites are available upon request. A minimum of 135 hours at the field study site is required. Grading is Satisfactory (S) or

Unsatisfactory(U). (3 semester hours)  
Fall/Spring

### **CJ 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) Special Rotation

## **COMMUNICATIONS**

### **CO 102 – Interpersonal Communication**

This is an introductory course that blends research and theory to help students build effective interpersonal communication skills. The course explores such basic topics as self-concept and self-disclosure, listening, verbal and non-verbal messages, perception, emotions, and conflict management. Other communications topics include sex and gender roles, cultural differences, power and relationships, and communication ethics. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Humanities.*

### **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)  
Spring

### **CO 106 – Introduction to Film**

This course will familiarize students with the different artistic elements of cinema, including cinematography, editing, music and sound, and screenwriting. These elements of film will be discussed and viewed in a mix of clips and full-length films. (3 semester hours)  
Spring

### **CO 120 – Foundations of Contemporary Communication**

This course will explore the foundations of human communication in social and personal interactions and examine the ways in which digital channels influence both the sending and receiving of messages. Content will focus on the definition and analysis of rhetoric and presentation; media literacy; cultural orientations; small-group interaction; and interpersonal skills such as listening, language, and non-verbal communication. Assignments will utilize digital platforms, and are designed to encourage students to become more perceptive, aware, and confident communicators in any computer mediated setting. (3 semester hours) Fall

### **CO 122 – Social Media for Professional Use**

This online course will introduce students to various forms of social media, and teach them how to use these platforms appropriately and strategically for commercial and professional applications. Subject matter will focus on writing and visual content, but will also include usability, organization, credibility, and other skills necessary to connect with a prospective user. Students will be expected to apply their knowledge through participation

on different digital platforms and interactive class projects. (3 semester hours) Fall

### **CO 205 – Intercultural Communication**

This is an introductory course that studies the nature of intercultural communication. Topics such as cultural communication contexts, cultural variables and values, and subcultures will all be discussed. By the end of the semester, students are expected to be more perceptive, aware, and confident communicators, both within their own culture and others. Prerequisite: EN 101 (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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) Spring

*This course fulfills the SUNY General Education requirements for Humanities.*

## **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) Spring

### **CP 112 – Career Experience Internship**

Provides students with directed exposure to an actual job situation. Students will be placed in

a work site for 90 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (2 semester hours) Fall/Spring

### **CP 113 – Career Experience Internship**

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 45 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (1 semester hour) Fall/Spring

### **CP 114 – Career Experience Internship**

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 135 hours of fieldwork that will provide exposure to a career of interest to the student. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisite: Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed. (3 semester hours) Fall/Spring

## **COMPUTER INFORMATION**

### **CI 105 – Computer Applications**

This course examines how to use Windows-based Microsoft Office to solve problems, write reports, and present data. Students learn basic file management, terminology, and skills related to word processing (Word), spreadsheets (Excel), and presentation software (PowerPoint). Programming a

computer will not be studied. (*3 semester hours*) Fall/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 tools in solving analytical problems within Windows-based Microsoft Excel. Topics include: charts and graphs, formulas, what-if analysis and financial functions, table queries, pivot tables, data validation and macros. VBA will also be introduced. Students will create, format, and manage multiple worksheets and workbooks using features of the software. NOTE: Repeat of CS 142, CS 143, CS 144, CS 145. (*3 semester hours*) E/O 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

### **CS 126 – Introduction to Cyber Security**

This course will introduce students to the fundamental principles of cyber security; security problems; and the relationship of

cyber security to businesses, society, and people. Topics include basic cyber security concepts, networking concepts related to cyber security, intrusion detection, risk management, security policies, vulnerabilities analysis, legal issues, psychological and ethical issues of cyber security. Special topics include cyber warfare, malware, and protocol-based attacks. NOTE: Students should have basic functional computer skills to take this course. (*3 semester hours*) Fall

### **CS 127 – Practical Programming**

Students learn the concepts, techniques, skills, and tools needed for developing programs in Python. Core topics include types, variables, functions, iteration, conditionals, data structures, classes, objects, modules, and I/O operations. Students get an introductory experience with several development environments, including Jupyter Notebook, as well as selected software development practices, such as test-driven development, debugging, and style. Course projects include real-life applications on enterprise data and document manipulations, web scraping, and data analysis. (*3 semester hours*) Spring

### **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 156 – Networking Essentials**

This course is designed to provide students with an understanding of computer networks. Topics include: network hardware, software, and architecture; communication protocols; local-area and wide-area networks; installing, troubleshooting and managing networks; and

network security issues. (*3 semester hours*)  
Fall

### **CS 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 216 – Linux Operating Environments**

This course introduces the concepts and features of the Linux operating system. Students will install, administer, and test Linux operating system software and applications. Topics include file management, application installation, scripting, system and network configuration, kernel management, OS security, and system and server administration. Prerequisite: CS 134. (*3 semester hours*) Spring

### **CS 219 – Data Analytics Programming**

This course will introduce students to data analytics concepts and programming. Students will use a shell scripting language to sort, search, and clean data. The Python programming language and libraries will be used to process large datasets. Students will be expected to engage in data analysis with Python in the Linux operating system environment. Prerequisite: CS 134. (*3 semester hours*) Spring

### **CS 235 – Network Security**

This course takes an in-depth look at the network security concepts, secure system design techniques, and network encryption. Students will be introduced to a practical, hands-on approach to securing networks, detecting unauthorized access and using encryption to secure networks. Students will

learn how to track and identify the packets involved in a simple TCP connection. They will learn to use networking tools such as WireShark, and network mapping tools, such as NMap. Other topics will include identifying types of attacks, methods used by attackers, protecting e-mail systems, securing internet systems and implementing security policies. Prerequisite: CS 156. (*3 semester hours*) Spring

### **CS 241 – Computer Forensics**

This course prepares students to analyze data collected from electronic devices. Students will be introduced to the proper techniques and tools to secure, analyze, and properly document digital and multimedia evidence. This course will also be an introduction to selected computer forensics hardware and software used to investigate a digital crime scene. Other topics include evidence chain of custody, digital crime scene reports and digital crime scene investigative procedures. NOTE: Students should have basic functional computer skills to take this course. (*3 semester hours*) Spring

### **CS 256 – Computer Science II**

An introduction to C++ and JAVA programming languages and the programming techniques associated with them. Topics include input/output, data types, program controls, Object-Oriented Programming (OOP), pointers, recursive programming, stacks, queues, lists and trees, and their applications. Prerequisite: CS 134. (2 lecture hours/3 lab hours) (*4 semester hours*) Spring

## **DANCE**

### **DA 101 – Dance I**

An introduction to ballet, modern, jazz, and improvisational dance through representative warm-ups and dance combinations. Balance, turning, jumping, falls, and recovery are explored with a special focus on their



relationship to athletics. Students will create brief dance studies, attend a professional dance performance, and work 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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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) Spring

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **EC 104 – Consumer Economics**

A practical course in developing educated-consumer skills. Topics include: personal budget plans, credit and consumer loans, investments, insurance, and tax laws. Consumer protection laws are also studied. Although math is utilized, this is not a math-focused course. (3 semester hours) Fall

## **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 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/Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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

*This course fulfills the SUNY General Education requirements for Communication – Written and Oral.*

### **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

*This course fulfills the SUNY General Education requirements for Humanities.*

### **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

*This course fulfills the SUNY General Education requirements for Communication – Written and Oral.*

### **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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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

*This course fulfills the SUNY General Education requirements for Communication – Written and Oral.*

## **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **EN 204 – American Literature: 1900 to Present**

This course familiarizes students with representative authors and intellectual currents from Naturalism up to today. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors' particular visions. Prerequisites: EN 101 and EN 102. (3 semester hours) Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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) Spring

*This course fulfills the SUNY General Education requirements for Humanities.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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) E/O Summer (beginning Summer 2023)

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Humanities.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Humanities.*

## **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. (3 semester hours) Offered by Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

### **FR 102 – French II**

A continuation of FR 101. Emphasizes all four basic comprehension skills, the *passé composé* and *imparfait*, 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) Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

### **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) Special Rotation

### **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) Special Rotation

## **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) Special Rotation

## **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) Spring

### **HE 104 – Nutrition and Wellness**

This course introduces students to the basics of nutrition and nutritional trends and the role of supplementation and lifestyle in maintaining and promoting health as well as disease prevention. It explores the role of oxidative stress and antioxidants on health and disease, and introduces students to lifestyle changes to retard the aging process, enhance quality of life, and manage weight. (3 semester hours) Fall

### **HE 201 – First Aid and Safety**

Develops functional first aid capabilities to provide the initial emergency care necessary to sustain life support to victims of accidents or sudden illness. Students will be eligible to become certified in CPR and First Aid by satisfying the requirements established by the American Heart Association or National

Safety Council. (3 semester hours)  
Fall/Spring

## **HISTORY**

### **HI 101 – Western Civilizations 13,000 BCE to 1517 CE**

This course is a survey of the political, economic, social, cultural, and intellectual origins of Western Civilizations from the Neolithic Revolution to the Protestant Reformation. Emphasis is placed on the importance of agriculture, the rise and fall of civilizations such as Greece and Rome, the growth of Christianity, cultural aspects of the Middle Ages and the Renaissance, and the legacies of the Protestant Reformation. Students will also explore the influences of transformational figures from the era that have shaped subsequent history. (3 semester hours)  
Fall/Spring

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **HI 102 – Western Civilizations 1517 to Present**

This course is a survey of Europe and the modern world, from the Protestant Reformation to the present. Emphasis is placed on the historical evolution of the major events and transformations that occurred during the age of absolutism and exploration, the Enlightenment, French Revolution, World Wars and the Cold War. Students will focus on the questions and ideas that have arisen from these transformational periods, and have shaped the politics, social organization, culture, technology and economies of the West. Students will also explore the influences of important figures who have had

a lasting impact on history. (3 semester hours)  
Fall/Spring

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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

*This course fulfills the SUNY General Education requirements for US History and Civic Engagement.*

### **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

*This course fulfills the SUNY General Education requirements for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for US History and Civic Engagement.*

### **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) Special Rotation

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **HI 122 – African American History**

Students will discover history organized through five principles: oppression and power, agency and perseverance, Africa and the African diaspora, Black culture, resiliency and contribution to trajectory and narrative of the American experience. This course includes an exploration of the history of African American origins in Africa, slavery and emancipation, resistance and revolution in the Atlantic world, migration, religious, artistic, and cultural expression, participation in wars, Civil Rights and Black power movements to present social justice issues. Students will analyze primary sources and participate in learning activities designed to frame questions about social justice, culture, and identity particular to the American experience. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for World History and Global Awareness.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Diversity: Equity,*



*Inclusion, and Social Justice AND for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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. (3 semester hours) E/O Spring

*This course fulfills the SUNY General Education requirements for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for US History and Civic Engagement.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World History and Global Awareness.*

## **HUMAN SERVICES**

### **HS 103 – Introduction to Human Services**

A survey of the history, philosophy, and development of human services in the United States. Topics include theoretical approaches to meeting human needs, target populations, careers in human services, and the service delivery system, with particular emphasis on Columbia and Greene Counties. This course serves as an introduction to the Human Services curriculum and prepares students for continuation in the program. (3 semester hours) Fall

### **HS 105 – Interventions in Human Services**

A combination of classroom and field study to introduce students to the various roles in human services, to learn fundamentals of the helping process, and be acquainted with the nature of care giving in human-service practice. Students are required to participate in a 30-hour supervised community service experience. Prerequisite: HS 103. (3 semester hours) Spring

### **HS 110 – Interviewing Techniques**

Students will develop skills through intensive role playing and real-life interviews in and out

of class. Skills covered include listening, focusing, attending behavior, maintaining communication, structuring, confronting, and observation. Students will also learn interview structure and process. The micro-skills hierarchy concept will guide students through successive steps of intentional interviewing. Prerequisite: HS 103. (3 semester hours) Spring

### **HS 212 – Community Organizing**

Examines the field of human services, utilizing a community counseling perspective. Emphasis is placed on prevention of human services problems and client advocacy. Focus is on community organizing strategies to produce systems changes and community change. NOTE: Repeat of HS 211. Prerequisites: HS 103, HS 105, and HS 110. (3 semester hours) Fall

### **HS 230 – Human Services Internship I**

Students participate in fieldwork experience in a local human service agency for a total of 135 hours during the semester. Requirements include keeping a weekly journal of activities, plus evaluation of the fieldwork itself and the fieldwork experience. Grading is Satisfactory (S) or Unsatisfactory (U). Prerequisites: HS 105 and HS 110. Corequisite: HS 212. (4 semester hours) Fall

## **HUMANITIES**

### **HU 113 – World Mythology**

An in-depth study of various myths and legends from classical Greece and Rome and selected other-world cultures. Mythical patterns, character types, and themes are studied as well as the relationship of myth to art and literature. (3 semester hours) Special Rotation

## INDEPENDENT STUDY

### ID 299 – 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. (3 semester hours) Offered by Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

### 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) Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

### 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) Special Rotation

### 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) Special Rotation

## LAW ENFORCEMENT

### LE 101 – Police Physical Fitness & Wellness I

Students will participate in a comprehensive program of physical fitness and wellness to enable them to meet the minimum requirements for physical fitness in accordance with the New York State Division of Criminal Justice Services by the end of training program. This course includes both a pre-test and post-test to assess student progress towards the graduation requirement of meeting the fiftieth percentile Cooper Standard. Also included is information related to wellness and stress awareness. The New York State Division of Criminal Justice Services mandates the content of this course for Phase 1 of the Basic Course for Police

Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Co-Requisites: LE 110, LE 120, LE 130. (1 semester hour) Fall

### **LE 102 – Police Physical Fitness & Wellness II**

This is a continuation of Police Physical Fitness & Wellness I. Students participate in a comprehensive program of physical fitness and wellness to enable them to meet the minimum requirements for physical fitness in accordance with the New York State Division of Criminal Justice Services by the end of training program. The fiftieth percentile Cooper Standard must be met before the end of the training program. Also included is information related to wellness and stress awareness. The New York State Division of Criminal Justice Services mandates the content of this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Prerequisite: LE 101. Co-Requisites: LE 122, LE 124, LE 140, LE 150. (1 semester hour) Spring

### **LE 110 – Law for Police Officers**

This course examines the laws that a police officer will be expected to utilize in the performance of their duties. Constitutional, penal, procedural, vehicle & traffic, and juvenile laws are covered along with the laws governing the use of physical & deadly force, civil liability, and other statutes police officers are expected to be knowledgeable of. The laws and their applications to the police officers' work environment are explained. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic

Training Program. Co-Requisites: LE 101, LE 120, LE 130. (5 semester hours) Fall

### **LE 120 – Police Process & Procedure I**

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in scenario-based learning exercises. Topics include report writing, electronic communications, observation & patrol, arrest processing, professional communications, crisis intervention, traffic direction & control, off-duty encounters, standardized response for unusual events, and basic crash management and reporting. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Co-Requisites: LE 101, LE 110, and LE 130. (5 semester hours) Fall

### **LE 122 – Police Process & Procedure II**

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in performance- and scenario-based learning exercises. Topics include emergency vehicle operation & control, defensive tactics and principles of control, aerosol subject restraint, and the nature and control of civil disorder. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Prerequisite: LE 120. Co-

Requisites: LE 102, LE 124, LE 140, LE 150.  
(4 semester hours) Spring

### **LE 124 – Police Process & Procedure III**

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in scenario-based learning exercises. Topics include vehicle stops and traffic enforcement, recognizing the cannabis impaired motorist, impaired driver detection and standardized field sobriety testing, active shooter and reality-based training. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Prerequisite: LE 120. Co-Requisites: LE 102, LE 122, LE 140, LE 150. (4 semester hours) Spring

### **LE 130 – Emergency Medical Services for Police**

This course will provide students the information relevant to provide immediate and temporary care of persons with medical emergencies encountered by police officers. Demonstrated proficiency in these skills is required. The standards of the course meet the standards of the U.S. Department of Transportation. The New York State Division of Criminal Justice Services mandates the content of this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Co-Requisites: LE 101, LE 110, LE 120. (3 semester hours) Fall

### **LE 140 – Investigative Techniques for Police Officers**

This course examines the processes and techniques to conduct investigations. Students will develop the skills required to conduct

preliminary investigations, obtain information and identify, collect & document evidence. Students will be familiarized with the processes to investigate specific types of crimes and incidents. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Co-Requisites: LE 102, LE 122, LE 150. (4 semester hours) Spring

### **LE 150 – Police Community Interactions**

This course examines the community needs and concerns that can affect the police-community relationship and the skills police officers need to address them. Emphasis is placed on developing skills to utilize discretion and decision-making skills fairly and acting in a procedurally just and ethical manner. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program. Co-Requisites: LE 102, LE 122, LE 124, LE 140. (3 semester hours) Spring

## **MATHEMATICS**

### **MA 090 – Mathematics Fundamentals**

*See Transitional.*

### **MA 098 – Pre-Statistics**

*See Transitional.*

### **MA 100 – Pre-Algebra**

*See Transitional.*

### **MA 102 – Statistics**

This is a first course in statistics and data analysis. Topics in descriptive statistics, probability and probability distributions and inferential statistics will be covered. NOTE: The TI-83/84 Plus calculator is required.

Pre/co-requisite: Pre-Statistics (MA 098), if required based on multiple measures. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **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

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **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 110 – College Algebra**

This is a reform math course. Students will work in collaborative groups on activities in which the mathematics arises from context. Real life data is interpreted numerically, symbolically and graphically. Topics include: linear, quadratic, rational and exponential

functions. NOTE: The TI-83/84 Plus calculator is required. Pre/co-requisite: Elementary Algebra (MA 100), if required based on multiple measures. (4 semester hours) Fall/Spring

This course cannot be taken as a pre-requisite for Precalculus.

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **MA 111 – Precalculus**

This is a study of functions that model real world behavior. Linear, exponential, logarithmic, trigonometric, polynomial and rational functions are studied. This course serves as a foundation for students going on to Calculus. NOTE: The TI-83/84 Plus calculator is required. Pre-requisite: MA 117 with a course grade of C or better. (4 semester hours) Fall/Spring

MA110 may not be taken as a prerequisite for this course.

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **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

*This course fulfills the SUNY General Education requirements for Mathematics*

*(and Quantitative Reasoning) AND for Social Sciences.*

### **MA 114 – Math for Elementary Teachers II**

Second course of a two-semester sequence covering problem solving, logic, analysis of geometric shapes and solids, measurement, congruence, similarity, constructions, coordinate geometry, transformations, calculator and measurement, and conversions in English and metric systems. Prerequisite: MA 105. (3 semester hours) E/O Spring

### **MA 117 – Algebra and Trigonometry**

This is a study of linear, exponential, logarithmic, radical, quadratic, polynomial, rational, and trigonometric functions and equations with an emphasis on real world applications. This course serves as a foundation for students going on to Precalculus. NOTE: The TI-83/84 Plus graphing calculator is required. Pre-requisite: MA 100. (4 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **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/Spring

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

### **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

*This course fulfills the SUNY General Education requirements for Mathematics (and Quantitative Reasoning).*

## **MARKETING**

### **MK 101 – Principles of Marketing**

A survey of marketing theory and practice. Covers marketing planning and management, marketing strategy, sales forecasting, consumer buying behavior, product development, pricing, placement, and promotion methods. (3 semester hours) Fall/Spring

### **MK 160 – Introduction to Digital Marketing**

This course examines the basic principles and concepts of digital marketing. Topics include: social media marketing, search engine optimization, content creation and designing effective advertising campaigns, email marketing, and analysis of online marketing programs. NOTE: Students who successfully complete all required elements of MK 160 and MK 161 will earn a professional certificate in Google Digital Marketing and E-Commerce. NOTE: Repeat of CI 160. (3 semester hours) Fall

### **MK 161 – Introduction to E-Commerce**

Students will explore terminology, trends, and techniques related to conducting digital commerce. Current platforms for operating a digital storefront will be identified and utilized throughout the course. Audience identification and analysis of success metrics will also be covered. NOTE: Students who successfully complete all required elements of MK 160 and MK 161 will earn a professional certificate in Google Digital Marketing and E-

Commerce. NOTE: Repeat of BU 130. (3 semester hours) 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

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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) Spring

*This course fulfills the SUNY General Education requirements for The Arts.*

## **NURSING**

### **NU 101 – Nursing I**

In this course, the student examines the concepts which form the health-illness framework of the nursing program.

Professional standards are introduced. The nursing process is utilized as the basis for all nursing practice throughout the life cycle. Emphasis is placed upon acquiring a body of knowledge that will permit individualization of nursing care, based on evidence-based practice and scientific rationales from the biological and behavioral sciences, and the liberal arts. The major focus will be care of clients with alterations in mobility, skin integrity, and alterations in cellular functioning. Laboratory practice provides the opportunity to develop beginning skills in both technical and interpersonal aspects of nursing. This course includes fundamental concepts upon which subsequent courses will build. 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**

A continuation of NU 101 with emphasis on the care of the client with common health needs related to oxygenation, fluid and electrolyte balance, and elimination. Laboratory experiences provide the student with the opportunity to utilize the nursing process in the care of the healthy and the ill client throughout the life span. Students are expected to independently review classroom theory from NU 101 throughout this course. 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**

NU 201 will prepare the second-year student to apply the nursing process when caring for clients with physiological, psychosocial, and expanding family needs. Laboratory experiences will provide the student opportunity to increase their proficiency in meeting client needs. There is no new medical-surgical theory presented in this course. However, clinical conference time is



utilized to reinforce medical-surgical and pharmacology content presented in Nursing 101 and 102. This is done through case studies, clinical vignettes, and discussion of situations encountered in the clinical setting. Students are expected to independently review theory from NU 101 and NU 102 throughout this course. 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**

NU 202 will prepare the second-year student to care for clients with complex psychosocial and medical-surgical needs. The nursing process will be applied to clients throughout the life span who are experiencing alteration in the following systems: metabolic, endocrine, gastrointestinal, sensory, neurological, and burns. New pediatric content is presented. In addition, pediatric disorders that the student was *introduced* to earlier in the program, are now discussed in more depth. There is a great deal of emphasis on clinical application of classroom theory and critical thinking. This is done through case studies, clinical vignettes, and discussion of situations encountered in the clinical setting. Clinical experiences will provide the student opportunity to increase their proficiency in caring for clients with complex health needs. Students will explore the professional and personal adjustments required for transition to the graduate nurse role. Students are expected to independently review theory from NU 101, NU 102, and NU 201 throughout this course. Prerequisites: NU 101, NU 102, NU 201, BI 130, BI 131, BI 210, EN 101, MA 102, PY 101, PY 201 and SO

101. Corequisite: EN 102. (5 lecture hours/15 lab hours) (*10 semester hours*) Spring

### **PHYSICAL EDUCATION**

#### **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*) Special Rotation

#### **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*) Special Rotation

#### **PE 162 – Total Cardio Fitness**

This course will introduce students to cardiovascular fitness. Upon completion of the course, students will be able to design physical fitness plans tailored to specific interests and abilities. Students will also be able to describe the health benefits and safety concerns related to a variety of aerobic activities. The course will also promote an awareness of the lifelong benefits of regular aerobic exercise. (*1 semester hour*) Special Rotation

#### **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) Special Rotation

### **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) Special Rotation

### **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) Special Rotation

### **PE 262 – Advanced Total Cardio Fitness**

This course is designed to enable students to continue their cardiovascular fitness journey by building upon their existing knowledge of aerobic activities. Upon completion of the course, students will be able to design physical fitness plans tailored to specific interests and abilities. Students will also be able to describe the health benefits and safety concerns related to a variety of aerobic activities. The course will also promote an awareness of the lifelong benefits of regular aerobic exercise. Prerequisite: PE 162. (1 semester hour) Special Rotation

## **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

*This course fulfills the SUNY General Education requirements for Humanities.*

### **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) Special Rotation

### **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for World History and Global Awareness.*

## **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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) Special Rotation

### **PS 104 – Contemporary Global Issues**

Wars, revolutions, human rights, terrorism, natural and man-made disasters, international trade and economic issues impact the entire global community. This course is designed to acquaint the student with the tools and methods to analyze the historical, political, and industrial precursors leading up to these events. With this practical and theoretical foundation, students will be able to understand and engage in informed discussions about the important global issues in the coming decades. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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) Special Rotation

### **PS 123 – Presidential Elections in America**

This course will have three major components. It will investigate the history and the process of Presidential elections in America. It will also present the multiple viewpoints on the major issues of the current Presidential campaign. Finally, there will be a discussion of the value and practice of critical thinking. (3 semester hours) Fall (during Presidential election years)

### **PS 130 – Contemporary Constitutional Issues**

Provides an introduction to constitutional law and public policy. Seminars emphasize effective reasoning on a range of contemporary issues, determining each credit on the basis of relevance to present-day concerns of American citizens. NOTE: Active participation in class discussions is required. (3 semester hours) Fall

### **PS 202 – Introduction to Political Thought**

This course is a chronological introduction to a selection of influential works in Western political theory. Some of the central themes that the course will cover are: justice, human nature and political action. The course will draw on the works of important thinkers, including: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Tocqueville. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology. Prerequisite: one

100-level Political Science or History course.  
(3 semester hours) Special Rotation

## **PHYSICS**

### **PX 101 – College Physics I**

An algebra-based theory and laboratory course covering the physics of mechanics, thermodynamics, and wave motion. Prerequisite: MA 110, or MA 111, or MA 117, or MA 122, or MA 123. (3 lecture hours/3 lab hours) (4 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **PX 102 – College Physics II**

A continuation of PX 101, covering the physics of optics, electricity and magnetism, and modern physics. Prerequisite: PX 101. (3 lecture hours/3 lab hours) (4 semester hours) E/O Spring

### **PX 103 – University Physics I**

A calculus-based theory and laboratory course covering the physics of mechanics, including applications in rotation, static equilibrium, and fluids. Provides the material needed to transfer into engineering, physics, or other physical science programs. Corequisite: MA 122. (3 lecture hours/3 lab hours) (4 semester hours) Special Rotation

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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) Special Rotation

## **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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/Spring

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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/Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for Social Sciences.*

### **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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) Fall/Spring

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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) Summer

### **PY 230 – Criminal Psychology**

An examination of the dynamics of the physiological, cognitive and learning factors involved in criminal behavior from a psychological perspective. Criminal profiling, forensic analysis, victim profiling and victim analysis will also be discussed. Prerequisite: PY 101. (3 semester hours) Fall

### **PY 250 – History of Psychology**

This course is designed to assist students in developing a historical perspective of psychology. Students will examine psychological theory and ideas in relation to their social, cultural, and historical roots. Attention will be given to the development of psychology, both as a natural and experimental science. This course will provide students with a thorough overview of the philosophical underpinnings, scientific progression, and theoretical evolution of the study of the mind. Prerequisite: PY 101. (3 semester hours) E/O Spring

### **PY 292 – Educational Psychology**

This course is an in-depth study of fundamental concepts and principles of psychology that have broad applicability to classroom practice. Topics include the nature of learning as it relates to children and adolescents; cognitive and linguistic development; personal, social and moral development; individual and group differences; special needs; instructional strategies; and classroom management. Case study analysis will be used to translate theory into practice. Prerequisite: PY 101. (3 semester hours) Spring

### **PY 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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

## **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. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for World Languages.*

### **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) Spring

*This course fulfills the SUNY General Education requirements for World Languages.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for World Languages.*

## **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

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **SC 143 – Astronomy and Culture**

This online course will focus on the influence of the sky on both ancient and modern civilization. The course covers basic astronomy concepts including: solar system alignments (solstices, equinoxes, and eclipses), the phases of the Moon, constellations, and calendars. It features case studies of historic sites with cultural and astronomical significance such as Stonehenge, The Great Pyramids, Templo de las Siete Muñecas and The Octagon Earthworks. Through the use of online tools, students will explore different views of the night sky related to traditional star stories. Emphasis will be placed on the interpretation of evidence involved in evaluating an archaeological site for astronomical importance. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

### **SC 160 – Extreme Weather and Climate Change**

A study of extreme weather events (e.g., hurricanes, floods, tornadoes, blizzards, drought, etc.) from a variety of perspectives. This non-lab course examines the atmospheric processes involved in the formation, evolution, and destruction caused by these events as well as the human impact in the region affected. Historic cases and real-time events will be utilized to illustrate these processes and impacts. In addition, the impact of the recent rapid warming of Earth's climate system on the number and severity of different extreme weather events will be studied. In particular, evidence will be examined to help determine if there has already been a change over the past century and whether further, perhaps more profound, change is likely in the future. The physical basis for these proposed changes and possible impacts on human society will also be examined. (3 semester hours) Special Rotation

*This course fulfills the SUNY General Education requirements for Natural Sciences (and Scientific Reasoning).*

## **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **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 150 – Leadership Theory and Practice**

This course serves as an introduction to various theories of leadership and their applications in real-life situations. Students



who take this course will develop an understanding of the traits, skills, and behaviors associated with various leadership approaches through an examination of existing theoretical models. Students will have an opportunity to discuss and analyze the utility of multiple styles of leadership and will be able to identify ethical and culturally informed leadership skills that can be applied in a variety of settings. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **SL 170 – Social/Cultural History of Cannabis**

This course explores cannabis culture through various historical, sociological, psychological, and anthropological perspectives. Topics include historical and current uses, criminalization and discrimination, pop culture and media coverage, activism and movements toward legalization. Students taking this class will develop a foundational understanding of cannabis as both a medicinal and recreational tool in historic and contemporary societies. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **SL 205 – Trauma and Resilience**

This course is an exploration into the history of the traumatic syndromes, the neuroscience of the body-brain connection, developmental trauma theory, acute trauma, post-traumatic stress disorder, traumatic brain injury and secondary and tertiary trauma. Subject matter also includes an examination of the recovery process including an introduction into how evolutionary theory, cognitive behavioral therapy, narrative, EMDR, yoga, neurofeedback, community building and psychopharmacology have influenced

contemporary treatment approaches. Prerequisite: PY 101. (3 semester hours) Fall

## **SIGN LANGUAGE**

### **SN 101 – American Sign Language I**

An introduction to the study of sign language and its various forms. Students will learn the use of the manual alphabet for fingerspelling and how to develop vocabulary through sign production. Opportunities to use and practice American Sign Language are provided. (3 semester hours) Fall

*This course fulfills the SUNY General Education requirements for World Languages.*

### **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

*This course fulfills the SUNY General Education requirements for World Languages.*

## **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity,*

*Inclusion, and Social Justice AND for Social Sciences.*

### **SO 102 – Social Problems**

This course is designed to introduce students to a variety of contemporary social problems. Using sociological theory and concepts, students will come to better understand potential origins and remedies of modern-day social concerns. (3 semester hours) Fall/Spring

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice AND for Social Sciences.*

### **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 principal 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

*This course fulfills the SUNY General Education requirements for Social Sciences.*

### **SO 209 – Juvenile Delinquency**

This course explores the nature and extent of juvenile delinquency in the United States. An emphasis will be placed on the biological, sociological, and psychological factors contributing to the phenomenon of juvenile delinquency. Examines the history, philosophy, and development of the American juvenile and family court system with an emphasis on the rights of juveniles, dispositional alternatives, and current trends.

Corequisite: SO 101 or CJ 102. (3 semester hours) Spring

### **SO 213 – Sociology Through Literature**

This course is designed to assist students in developing a sociological imagination through an examination and analysis of literature. Works of fiction and nonfiction can serve as effective vehicles for social commentary, analysis, and criticism. To that end, this course will examine key social relations, concepts, and theoretical models, using a sociological perspective, through the study of literary texts. Prerequisite: EN 101 and SO 101. (3 semester hours) Special Rotation

### **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

*This course fulfills the SUNY General Education requirements for Diversity: Equity, Inclusion, and Social Justice.*

### **SO 250 – Environment and Society**

This course is designed to illuminate the relationship between society and the environment. Particular attention will be given to the issues of sustainability and justice. Topics include the means of production, consumption, population, health and legislation. After completing this course, students will be able to apply sociological theory to environmental concerns utilizing critical analysis that examines both the social institutions of society and the practices of

individuals. Prerequisite: SO 101. (3 semester hours) E/O Spring

*This course fulfills the SUNY General Education requirements for Social Sciences.*

## **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) Special Rotation

*This course fulfills the SUNY General Education requirements for The Arts.*

### **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) Special Rotation

*This course fulfills the SUNY General Education requirements for The Arts.*

## **TECHNICAL PROFESSIONS**

### **TP 110 – Introduction to Cannabis Cultivation**

This course prepares students for work in the cannabis cultivation industry. The content focuses on specific knowledge and skill sets to work in both indoor and outdoor grow facilities, including greenhouses. Students will learn about the cannabis growth cycle, elements of plant health, agricultural cultivation techniques, cannabis plant tracking systems, state regulations and

inspections, and biosecurity measures. (3 semester hours) Spring

### **TP 114 – Introduction to Cannabis Processing**

This course prepares students for work in the cannabis processing industry. The content focuses on specific knowledge and skill sets for employability in a variety of cannabis processing positions. Students will learn how to properly harvest, dry, trim, and cure raw plant material, as well as the various methods for refining cannabis. (3 semester hours) Spring

## **TRANSITIONAL**

### **EN 090 – English Fundamentals**

This course emphasizes the writing process which includes grammatical and written structures. It is intended for students who need to develop their skills in writing with emphasis in the development of sentence structure to paragraph structure. It is expected that students will master specific writing genres (narrative, descriptive, illustration, compare/contrast, and persuasive). Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the English requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 237-246 or course placement using Multiple Measures. (0 semester hours) (3 equivalent hours) Fall

### **EN 100 – English Skills**

This corequisite course, linked with EN 101, 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, illustrative, compare/contrast, and persuasive). Grading is Satisfactory (S) or Unsatisfactory (U). Note: This course does

not satisfy the English requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 247-262, or ACCUPLACER WritePlacer (essay) scores 3 and 4, or successful completion of EN 090, or course placement using Multiple Measures. *(0 semester hours) (1 equivalent hour)* Fall/Spring

### **ES 096 – English as a Second Language – Intermediate Level**

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote intermediate level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. Emphasis will be on vocabulary and their applications, and phonetic development within a literacy-based learning environment. *(0 semester hours) (3 equivalent hours)* Fall/Spring

### **ES 098 – English as a Second Language – Advanced Level**

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote advanced level proficiencies in all areas of language acquisition – reading, writing, listening, and speaking – necessary for students to become college ready. Emphasis will be on oral and written expressions, reading and listening skills, grammatical structures, every day and academic vocabulary and their applications, and phonetic development within a literacy-based learning environment. *(0 semester hours) (3 equivalent hours)* Fall/Spring

### **MA 090 – Mathematics Fundamentals**

This course is designed for students who need to master basic arithmetic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include operations with whole numbers, fractions, decimals and percent.

There will be an emphasis on introductory algebra. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the mathematics requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER Arithmetic score 236-244 or course placement using Multiple Measures. *(0 semester hours) (3 equivalent hours)* Fall/Spring

### **MA 098 – Pre-Statistics**

This course will prepare students for a college-level Statistics class. It covers basic math calculations with fractions, decimals, and percents, 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's degree. Prerequisite: ACCUPLACER Arithmetic score 90-120 or Elementary Algebra 39-76 or successful completion of MA 090, or course placement using Multiple Measures. *(0 semester hours) (2 equivalent hours)* Fall/Spring

### **MA 100 – Pre-Algebra**

This course is designed for students who need to master basic algebraic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include evaluating and solving word problems; polynomials and algebraic functions, including factoring; and graphing and systems of linear equations. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy the mathematics requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score of 245 or greater in Arithmetic, or 237-259 in Quantitative Reasoning, Algebra & Statistics, or successful completion of MA 090, or course placement

by using Multiple Measures. (*0 semester hours*) (*2 equivalent hours*) Fall/Spring

**RS 100 – Reading Skills**

This course provides a comprehensive laboratory approach for strengthening and improving reading skills/strategies for students. Topics include reading comprehension, research, vocabulary acquisition and usage, textbook usage, exam preparation, and test taking. Frequent informal conferences with the instructor will aid students in reaching the goal of obtaining mastery in specific reading areas based upon the student's individualized reading learning path and needs. Grading is Satisfactory (S) or Unsatisfactory (U). NOTE: This course does not satisfy any requirement for an associate degree. Prerequisite: NEXT GENERATION ACCUPLACER score 260-300, or course placement by using Multiple Measures. (*0 semester hours*) (*3 equivalent hours*) Fall/Spring

## Administration, Faculty, and Staff

### OFFICERS OF THE COLLEGE

Carlee Drummer  
*President*

B.A. Wittenberg University; M.A. SUNY  
Stony Brook; Ph.D. SUNY Stony Brook

Dianne Topple  
*Vice President for Administration and Chief  
Financial Officer*

B.S., SUNY Oswego; President's Award –  
Administration: 2016

Matthew Green  
*Dean of Enrollment Management*  
B.S., University of Mount Olive

Andrew Ledoux  
*Dean of Student Development*  
B.A., American International College; M.S.,  
The College of St. Rose

Casey O'Brien  
*Dean of Academic Affairs*  
B.S., Siena College; M.P.H., SUNY Albany;  
Ed.D., St. John Fisher College; Chancellor's  
Award for Excellence in Professional  
Service: 2017

### PRESIDENT EMERITUS

James R. Campion

### DEANS EMERITI

Phyllis Carito (Vice President)  
Bernardine J. LaMantia (Dean of Students)\*  
A. Joseph Matties (Vice President and CFO)

*\*deceased*

### FACULTY

Frankie Beaver-Timmons  
*Professor of Criminal Justice/Sociology and  
Chief Diversity Officer*  
B.A., Norfolk State University; M.A.,  
Hampton University; Chancellor's Award for  
Excellence in Teaching: 2017

Berne Bendel  
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B.A., Fairleigh Dickinson University;  
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President's Award - Administration: 2006;  
Chancellor's Award for Excellence in  
Teaching: 2014

Gregg Berninger  
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Award – Faculty: 2003; Chancellor's Award  
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College of Medicine

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University

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B.A., M.S., The College of Saint Rose; Ph.D.  
Capella University; President's Award –  
Faculty: 2015

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A.A.S., Columbia-Greene Community College; B.S., SUNY College Plattsburgh; M.L.S., M.S., SUNY Albany; President's Award – Classified Staff: 1995; Chancellor's Award for Excellence in Professional Services: 1999; Chancellor's Award for Excellence in Librarianship: 2004

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B.S., Syracuse University; M.A., University of Puerto Rico

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B.A., SUNY College Purchase; NYS License, Connecticut Center for Massage Therapy; M.P.S., SUNY College New Paltz

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R.N., St. Joseph's Hospital Health Center School of Nursing; B.S., SUNY College Utica/Rome; M.S., Russell Sage College; Ph.D., Boston College

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*Professor, Counselor and Department Chairperson for Advising, Career and Transfer Services*  
B.A., SUNY College Plattsburgh; M.S., C.A.S., M.S., SUNY Albany; President's Award – Faculty: 1984; Chancellor's Award for Excellence in Professional Service: 1995

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B.A., Boston College; M.A., Bard College

Stephanie Olstad

*Associate Professor of Mathematics*  
B.S., SUNY Stony Brook; M.S., SUNY New Paltz; President's Award – Faculty: 2016

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B.A., SUNY College Oneonta; M.A., SUNY Binghamton; President's Award – Faculty: 2004; Athletic Director's Award: 2004

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*Associate Professor of Nursing, Campus Lab Coordinator*

A.A.S., Columbia-Greene Community College; B.A., SUNY Potsdam; B.S.N., M.S., SUNY Delhi

Leslie Rousseau

*Associate Professor, Transfer and Career Counselor/Advisor for Advising, Career and Transfer Services*

B.S., Southern Vermont College; M.S., The College of St. Rose; Chancellor's Award for Excellence in Professional Service: 2023

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B.A., University of Nevada, Las Vegas; M.S., SUNY Albany

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*Professor of Computer Science/Mathematics and Chairperson of Business and Technology Division*

A.A.S., Columbia-Greene Community College; B.S., M.S., Marist College; President's Award – Classified Staff: 1998; Chancellor's Award for Excellence in Teaching: 2005; President's Award – Faculty: 2019

Barbara Shaffer

*Professor of Psychology/Sociology and Chairperson for Division of Social Sciences*

B.A., M.S., Mount Aloysius College; Athletic Director's Award: 2013; President's Award – Faculty: 2018; Chancellor's Award for Excellence in Teaching: 2021

Paula Shelley

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B.A., Marymount at Fordham University; M.S., Western Connecticut State University; M.B.A., Post University; Ed.D. University of Phoenix

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Andrew Soltano

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B.S., SUNY Stonybrook; M.S. New York Institute of Technology

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Jared Wagner

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A.A., A.S., Columbia-Greene Community College; B.S., UAlbany; M.A., SUNY New Paltz; Chancellor's Award for Excellence in Teaching: 2023



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*Professor of Nursing and Chairperson for  
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B.S., SUNY College Plattsburgh; M.S.,  
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Faculty: 1993; Chancellor's Award for  
Excellence in Teaching: 2011

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California State University at Northridge

### **PROFESSORS EMERITI**

Peter J. Ambrose  
Binnie Antolowitz  
Ralph Bertelle  
Judith F. Blake  
Anita Broast  
Steve Careau  
Siri Carlisle  
Daniel Connor  
William E. Cook  
Anna Cortese  
William DeLuca  
Nancy Donahue\*  
Donald A. Drum  
Thomas J. Gerry  
Jeanne Gizara  
J. Theodore Hilscher  
Dawn Holsapple  
Douglas Jones\*  
Robert Judd\*  
Diane Koenig\*  
Gary Levine\*  
Rosemary Lyons  
John C. McCreight Jr.  
Robert Pagnani  
Ronald Payson\*  
Susan Powell  
Thomas J. Powers\*  
Richard Schmonsky\*  
Nancy Smith\*  
Sandra Speenburgh  
Marcia Sullivan\*  
Leonard L. Symansky\*

Joseph Tyrol\*  
Terry Valentine  
Richard Vuolo  
Clifford Wexler  
Patricia Wiswell  
*\*deceased*

### **ADMINISTRATORS**

Robert Albertson  
*Associate Director of Information  
Technology*  
A.S., Columbia-Greene Community College;  
Chancellor's Award for Excellence in  
Classified Service: 2016

Andrew Baker  
*Enrollment Services Manager*  
A.A., Columbia-Greene Community College

Amanda Bishop  
*Assistant Director of Accounting*  
B.S., M.P.A., Marist College

Catherine Carlson  
*Director of Accessibility Services*  
B.A., SUNY Oswego; Chancellor's Award  
for Excellence in Professional Services: 2015

Racheal Chubb  
*Director of Institutional Research, Planning  
and Effectiveness*  
A.S., Jefferson Community College; B.A.,  
SUNY Potsdam; M.S., Syracuse University

Jonathan Coller-Takahashi  
*Registrar*  
B.A., Ursinus College; M.A., SUNY Albany

Douglas Colwell  
*Director of Security and Safety*  
A.S., Columbia-Greene Community College;  
B.S., SUNY New Paltz

Katherine Davis  
*Assistant Director of Community  
Engagement and Professional Development*  
M.A., M.S., SUNY Albany

Laura Decker

*Assistant Director of Student Financial Services and Counselor for Direct Loans*  
A.A., Columbia-Greene Community College;  
B.S., SUNY Empire State College;  
President's Award – Part-Time Staff: 2007;  
President's Award – Administration: 2017

Nicolas Dyer

*Director of Athletics*  
B.S., Salem International University

Melissa Fandozzi

*Director of Human Resources*  
A.A.S., Maria College of Albany; B.B.A.,  
Pace University; M.S., Sage College;  
President's Award – Administration: 2010;  
Chancellor's Award for Excellence in  
Professional Service: 2018

Mary Garafalo

*Assistant to the President*  
Clerk/Typist Certificate; A.A.S., Columbia-  
Greene Community College; President's  
Award-Classified Staff: 2008; Chancellor's  
Award for Excellence in Classified Service:  
2015

Wanda Gerber

*Assistant Director of Student Financial Services*  
A.A.S., Columbia-Greene Community  
College

Matthew Hertzog

*Chief Information Officer*  
Ph.D., Illinois State University; M.Ed.,  
Valdosta State University; B.S. Georgia  
Southern University

Amanda J. Karch

*Director of Community Engagement and Professional Development*  
B.A., University of Albany; M.S., The  
College of St. Rose

Joan Koweek

*Executive Director of Development*  
B.A., Ithaca College; Athletic Director's  
Award: 2009; Chancellor's Award for  
Excellence in Professional Service: 2010;  
President's Award - Administration: 2015

Kevin Kropp

*Assistant Director of Admissions*  
A.S., Columbia-Greene Community College;  
B.A., M.S., SUNY Albany

Alison Murphy

*Director of Buildings and Grounds*  
B.A., Michigan State; M.S., Swedish  
Institute; M.A., New School for Social  
Research

Christopher Nardone

*Director of Workforce Investment*  
B.S. SUNY Empire State College

Jeanette O'Neil

*Assistant Director of Workforce Investment*  
B.S. SUNY Albany

Maria Ostrander

*Director of Health Services*  
A.A.S., Maria College

Danielle Palleschi

*Assistant Director of Workforce Investment*  
A.A.S., Hudson Valley Community College;  
B.A., Empire State College

Christine Perry

*Director of Alumni Relations*

Joel Phelps

*Director of Student Financial Services*  
B.S., M.S., The College of St. Rose

Rebecca Preusser

*Assistant Director of Workforce Investment*  
B.S., SUNY Empire State College

Kelly Ann Radzik

*Director of Career Success and Experiential Learning*

B.S., Rochester Institute of Technology;  
M.Ed., University of Georgia; Chancellor's  
Award for Excellence in Professional  
Service: 2021

P. Gino Rizzi

*Director of Information Technology*

A.S., Columbia-Greene Community College;  
B.A., SUNY College Potsdam; Chancellor's  
Award for Excellence in Professional  
Service: 2008; President's Award -  
Administration: 2014

Nancy Rudberg

*Director of Accounting*

A.S., Dutchess Community College; B.S.,  
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A.S., Columbia-Greene Community College;  
B.S., SUNY New Paltz

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B.A., Rutgers's University; M.F.A., American  
Film Institute; Fordham University School of  
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Development*

B.A., M.A., Western Connecticut University

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*Director of College in the High School*

A.A., Columbia-Greene Community College;  
B.S., SUNY Albany; M.S., Capella  
University; President's Award for  
Excellence: 2008

## STAFF

Natalie Amendola

*Associate for College in the High School and  
Student Development*

A.A., Columbia-Greene Community College;  
B.A., SUNY Albany

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*Webmaster Coordinator/Programmer for  
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A.A., Columbia-Greene Community College;  
Chancellor's Award for Excellence in  
Classified Service: 2018

Charles Bost

*Cleaner, Maintenance*

Shelly Bowes

*Payroll Officer*

B.B.A., Siena College

Dennis Brink

*Cleaner*

Beverly Burka

*Senior Associate for the Dean of Student  
Development*

A.O.S., Columbia-Greene Community  
College; President's Award – Classified  
Staff: 2010; Athletic Director's Award: 2012

Margaret Choinsky-Farrell

*Senior Clerk for Automotive, Faculty  
Secretary*

Jennifer Colwell

*Associate for Bursar*

A.A.S., Columbia-Greene Community  
College

Caitlin Dorrer

*Associate for Admissions*

B.S., SUNY New Paltz; M.Ed., Hunter  
College

Delsie Favicchio

*Associate for Accounting*

A.A.S., Columbia-Greene Community  
College; President's Award- Classified Staff:  
2007; Chancellor's Award for Excellence in  
Classified Service: 2017

Peter Girardi

*General Mechanic*

Angela Guglielmini

*Assistant for Natural Sciences*

A.A.S., Suffolk County Community College;  
B.S., SUNY Farmingdale State College

Kevin Hammond

*Cleaner*

Christina Judisky

*Assistant for Medical Assisting, A.A.S.,  
Columbia-Greene Community College*

John Kenny

*Associate – Theatre*

Harold Lansing, Jr.

*Head Maintenance Worker*

A.A.S., Columbia-Greene Community  
College; President’s Award - Classified  
Staff: 2015; Chancellor’s Award for  
Excellence in Classified Service: 2023

Mark Marchionne

*Cleaner, Maintenance*

Lori Mashaw

*Associate for Academic Affairs*

A.O.S., Albany Business College;  
President’s Award – Classified Staff: 2018

Marc Miller

*Help Desk Associate for Information  
Technology*

A.A.S., Columbia-Greene Community  
College

Lesla Milsom

*Assistant for the Business Office*

A.A., Saint Peter’s University

Carleen Moore

*Assistant for Records and Registration*

A.A.S., Columbia-Greene Community  
College, B.S., Everglades University

Johnny Moree

*Associate for Construction Technology*

A.O.S., B.F.A., Rochester Institute of  
Technology

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 Classified Service: 2012

Albert Osuch

*Associate for Student Success Center*

A.A.S., Columbia-Greene Community  
College

Vicky Pecord

*Senior Clerk – Advising, Career & Transfer  
Services*

Chancellor's Award for Excellence in  
Classified Service: 2019

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

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Resources*

A.A.S., Mohawk Valley Community  
College; Chancellor’s Award for Excellence  
in Classified Service: 2021

Angela Rolon

*Assistant for Marketing*

A.A., Columbia-Greene Community College;  
B.A., Siena College

Barbara Sanson

*Senior Associate for Student Success Center*

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

Angela Rolon  
*Marketing Assistant*  
A.A., Columbia-Greene Community College;  
B.A., Siena College

Yvonne Scribner  
*Assistant for Nursing*

Carl Simmons  
*Coordinator Building Maintenance  
Mechanic*

Scott Shanley  
*Cleaner*

Diana C. Smith  
*Coordinator 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  
*Associate for Science*  
A.A.S., SUNY College Cobleskill

Pedro Velazquez  
*Cleaner, Maintenance*

Kenneth Ward  
*Cleaner, Maintenance*

**PART-TIME EMPLOYEES**  
*(as of July 1, 2023)*

Daryl Blanks  
*Security Guard for Security and Safety*

Carl Brash  
*Cleaner for Buildings and Grounds*

Elyse Browne  
*Library Assistant*

William Burka Jr.  
*Security Guard for Security and Safety*

Joseph Carr  
*Cleaner for Buildings and Grounds*  
Lifelong Learner Award 2023

Joseph Cordato  
*Cleaner for Buildings and Grounds*

Austin Dacey  
*Hudson Link Program Liaison*

Brian DiCamillo  
*Security Guard for Security and Safety*

Carol Doerfer  
*Consultant to Academic Affairs*

Frank Donoso  
*Security Guard for Security and Safety*

Michael Esslie  
*Head Coach – Women's Soccer*

Austin Haley-Berry  
*Assistant for Athletics, Assistant Coach –  
Baseball*

William Hanna  
*Security Guard for Security and Safety*  
President's Award Part-time Staff: 2013

J. Dean Hapeman  
*Security Guard for Security and Safety*

Marisa Hayes  
*Assistant for Accessibility Services*

R. Skip Ingham  
*Head Coach – Baseball*

Richard Juliano  
*Security Guard for Security and Safety*

Michael Koskowski  
*Security Guard for Security and Safety*

Corinne Lasher  
*Assistant for Community Engagement and  
Professional Development*

Terrence Lover  
*Professional Tutor, Mathematics*

Angelo Melino  
*Security Guard for Security and Safety*

Erica Nance  
*Academic Success Coach*

Michael Natransky  
*Cleaner for Buildings and Grounds*

Eileen Ordu  
*Professional Tutor, ESL and Writing*

Galen Pell  
*Security Guard for Security and Safety*

Robert Pilatich  
*Security Guard for Security and Safety*

Michael Pousada  
*Security Guard for Security and Safety*

Michael Quirk  
*Security Guard for Security and Safety*

Joseph Ross  
*Head Coach – Men's Basketball*

Dewan Sarowar  
*Security Guard for Security and Safety*

Skyler Scampoli  
*Assistant for Media Services*

Philip Simmons  
*Security Guard for Security and Safety*

Kenneth Scott  
*Security Guard for Security and Safety*

John Szatko  
*Security Guard for Security and Safety*

Michael Tarallo  
*Security Guard for Security and Safety*

Holly Wanek  
*Part Time Assistant Director for Workforce  
Development*

Cassandra Whitehead  
*Bookkeeper for Business Office*

## **AFFILIATED ORGANIZATIONS:**

### **Bookstore**

Lesa Milsom

### **Day Care**

Bronwyn Taylor  
*Director*

## **ADVISORY COMMITTEES**

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

- Automotive Technology (General)
- Business/Information Technology
- Criminal Justice
- Human Services
- Nursing

An Advisory Committee is an officially established and recognized body of individuals from the business, industrial, and labor community selected to assist and advise the faculty and administration of the college in the structure and operation of occupational/technical education programs.

They are a valuable resource in the college's continuing goal of meeting program efficiency and student development.

## State University of New York

### 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.

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

**DISCLOSURE OF COMPLETION, PERSISTENCE, AND TRANSFER RATES**  
PURSUANT TO TERMS OF THE STUDENT RIGHT-TO-KNOW ACT

**INSTITUTION: COLUMBIA-GREENE COMMUNITY COLLEGE**

Gender	Race	Initial Cohort Entered Fall 2019 (1)	Graduated Within Three Years (2)	Transferred Out (3)	Still Enrolled as of Fall 2022 (4)	No Longer Enrolled as of Fall 2022 (5)
Men	American Indian or Alaska Native	---	---	---	---	---
	Asian	100%	67%	0%	33%	0%
	Black or African American	100%	11%	11%	0%	78%
	Hispanic/Latino	100%	25%	17%	0%	58%
	Native Hawaiian or Other Pacific Islander	---	---	---	---	---
	White	100%	30%	17%	7%	46%
	Two or more races	---	---	---	---	---
	Nonresident alien	---	---	---	---	---
	Unknown	100%	100%	0%	0%	0%
<b>Subtotal</b>		<b>100%</b>	<b>29%</b>	<b>16%</b>	<b>6%</b>	<b>49%</b>
Women	American Indian or Alaska Native	---	---	---	---	---
	Asian	100%	50%	25%	0%	25%
	Black or African American	100%	0%	37%	13%	50%
	Hispanic/Latino	100%	43%	0%	14%	43%
	Native Hawaiian or Other Pacific Islander	---	---	---	---	---
	White	100%	39%	23%	12%	26%
	Two or more races	100%	0%	20%	0%	80%
	Nonresident alien	---	---	---	---	---
	Unknown	100%	100%	0%	0%	0%
<b>Subtotal</b>		<b>100%</b>	<b>36%</b>	<b>22%</b>	<b>11%</b>	<b>31%</b>
<b>Total</b>		<b>100%</b>	<b>33%</b>	<b>19%</b>	<b>9%</b>	<b>39%</b>

Cohort: First-time, full-time, degree/certificate-seeking students who entered in Fall 2019  
Col 1 = Cols 2+3+4+5

Source: IPEDS Graduation Rates 2022-23  
Office of Institutional Research, Planning, and Effectiveness  
April 2023

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