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INSTRUCTIONAL CALENDAR

FALL 2004 TERM

Classes Begin
- On-Campus Day Classes .................................................. Monday, August 30
- On-Campus Evening Classes ......................................... Tuesday, September 7
- Evening Classes at Off-Campus Sites ............................... Monday, September 13

NO CLASSES/COLLEGE CLOSED ......................................... Monday, September 6

County List Census Date ............................................. Monday, September 20

NO CLASSES ................................................................. Monday, October 11

Mid-Term Grades Due .................................................. Monday, October 25

Sprint Classes Begin .................................................... Monday, October 25

Last Day to Withdraw from Courses ................................. Friday, November 19

NO CLASSES/COLLEGE CLOSED .......................................... Wednesday - Saturday, November 24 - 27

Last Day of Instruction .................................................. Friday, December 17

TERM EXAMS
- Day and Evening Class Exams ........................................ Saturday - Wednesday, December 18 - 22
- Day and Evening Class Snow Day Exams ...................... Thursday, December 23

COLLEGE CLOSED .......................................................... Friday - Monday, December 24 - 27

INTERSESSION 2004

Classes Begin ............................................................... Tuesday, December 28

NO CLASSES/COLLEGE CLOSED ........................................ Friday - Monday, December 31 - January 3

Last Day to Withdraw from Courses ................................. Monday, January 10

Classes End ................................................................. Wednesday, January 12

Final Exams ................................................................. Thursday, January 13

Snow Day ................................................................. Friday, January 14
SPRING 2005 TERM

NO CLASSES - Martin Luther King Day .............................. Monday, January 17
Classes Begin
   On-Campus Day and Evening Classes ............................... Tuesday, January 18
   Evening Classes at Off-Campus Sites ............................... Monday, January 24
County List Census Date ..................................................... Monday, February 7
NO CLASSES - Faculty Workshop Day ............................... Wednesday, February 16
Mid-Term Grades Due ......................................................... Monday, March 14
Sprint Classes Begin ......................................................... Monday, March 14
NO CLASSES ................................................................. Thursday, March 24
   Wednesday - Saturday,
   March 30 - April 2
COLLEGE CLOSED .......................................................... Friday - Tuesday,
   March 25 - 29
Last Day to Withdraw from Courses ................................. Friday, April 22
Last Day of Instruction ..................................................... Thursday, May 12
   Saturday Class Exams ..................................................... Saturday, May 14
   Day & Evening Class Exams ............................................. Monday - Thursday, May 16 - 19
Commencement ................................................................. Saturday, May 21 (9 a.m.)

SUMMER 2005 TERM

NO CLASSES/COLLEGE CLOSED ....................................... Monday, May 30
   Monday, July 4
Summer Part of Term 1 (3 weeks)
Classes Begin ................................................................. Monday, May 23
Classes End ................................................................. Friday, June 10
Summer Part of Term 2 (6 weeks)
Classes Begin ................................................................. Monday, May 23
Classes End ................................................................. Friday, July 1
Summer Part of Term 3 (3 weeks)
Classes Begin ................................................................. Tuesday, July 5
Classes End ................................................................. Friday, July 22
Summer Part of Term 4 (6 weeks)
Classes Begin ................................................................. Tuesday, July 5
Classes End ................................................................. Friday, August 12
Summer Part of Term 5 (12 weeks)
Classes Begin ................................................................. Monday, May 23
Classes End ................................................................. Friday, August 12

Please be advised that information, policies and procedures detailed in this publication are subject to change at the discretion of Hudson Valley Community College.
ABOUT HUDSON VALLEY COMMUNITY COLLEGE

Statement of Commitment

Hudson Valley Community College is committed to providing caring, personal, high-quality service at a reasonable cost to support students’ success in reaching and raising their goals.

Mission Statement

Hudson Valley Community College’s mission is to provide dynamic, student-centered, comprehensive, and accessible educational opportunities that address the diverse needs of the community.

Historical Preamble

The college was created to respond to the needs of Rensselaer County and other nearby counties following World War II, and after the closing of the Veteran’s Vocational School in 1953. At first, the college’s programs were largely technical, but by 1960 the first science, business, and liberal arts programs were added. In the decades since, the college has steadily increased its offerings, both in degree and certificate programs, so that it is now comprehensive in its majors and mission.

Since its inception in 1953, Hudson Valley Community College has been sponsored by Rensselaer County under the supervision of the State University of New York. As one of the 30 community colleges in the state, all of its programs are registered and approved by the New York State Department of Education* with the authority to award certificates and associate degrees in arts, science, applied science, and occupational studies.

Hudson Valley Community College is accredited by the Commission on Recognition of Postsecondary Accreditation. Many of the college’s academic programs also are accredited by specialized national professional accrediting associations.

In 1966, the college began administering the Capital District Educational Opportunity Center to better serve the needs of the community.

*New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, NY 12230 (518) 474-5851

Goals and Objectives

1. To enhance and promote excellence in teaching and learning.
   1.1 To institute an integrated academic and administrative infrastructure that makes optimal employee support a priority.
   1.2 To support faculty with the necessary resources for professional and personal development.
   1.3 To develop effective teaching and learning methods that will assist the college in adapting to changing student academic needs.
   1.4 To increase and strengthen articulation agreements with educational institutions and affiliations with educational partner-ships.
   1.5 To explore thoroughly all aspects of new educational delivery systems prior to implementation.
   1.6 To create an academic atmosphere that encourages and supports innovation in the teaching and learning environment.
   1.7 To assess effectiveness in the teaching and learning environment.
   1.8 To ensure that the goals and standards of the college’s academic programs are achieved.
   1.9 To provide and maintain a classroom environment that is conducive to teaching and learning.
2. To develop and support a student centered collegial environment.
   2.1 To promote and provide friendly, informative and supportive services for students.
   2.2 To develop a systematic and integrated approach to student persistence and success.
   2.3 To provide effective academic advising for all students.
   2.4 To develop and maintain a student scheduling system that is driven by student needs.
   2.5 To increase awareness of student support services, policies and campus events.
   2.6 To foster and promote student responsibility and involvement in his/her education.

3. To promote the integration of pluralism within the college community.
   3.1 To develop and promote institutional programs and processes that embrace diversity.
   3.2 To promote affirmative action and equal employment opportunities to increase the number of faculty and staff members from under-represented groups.
   3.3 To increase the recruitment, retention, success and transfer of students from under-represented groups.

4. To create and sustain a technological environment that is supportive of academic and administrative needs.
   4.1 To provide for continuous review and upgrading of technology as it serves academic and administrative applications.
   4.2 To promote computer competency for students, faculty and staff.
   4.3 To maintain an administrative information system that is useful, integrated and user friendly.
   4.4 To provide a supportive environment for the development and implementation of distance learning opportunities.

5. To maintain and improve administrative services.
   5.1 To develop and maintain an integrated institutional planning process.
   5.2 To regularly assess the effectiveness of all areas under administrative services.
   5.3 To promote communication, cooperation and shared decision making among administrative and academic departments.
   5.4 To ensure fair and equitable performance evaluation, promotion and compensation systems for all faculty and staff.
   5.5 To support the staff with the necessary resources for professional and personal development.
   5.6 To implement a non-adversarial and collaborative approach to the bargaining process.
   5.7 To provide a clean, safe and accessible environment which meets the needs of students, faculty and staff.
   5.8 To promote fiscal responsibility and accountability.

6. To develop and foster beneficial relationships with the community.
   6.1 To enrich and increase administrative and academic partnerships with businesses and the community.
   6.2 To promote and support the departmental efforts that generate external revenue.
   6.3 To develop a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students.
   6.4 To promote the maximum achievable graduation rate for students.
   6.5 To promote Hudson Valley Community College as an exemplary educational institution through an institution-wide marketing focus, that highlights the merits of all programs.
   6.6 To promote a spirit of community service among students, faculty and staff.
   6.7 To serve as a cultural resource for internal and external communities through both curricular and non-curricular programs and activities.
   6.8 To cultivate relationships with external funding sources and actively pursue financial support for programming goods and services not supported by the college budget.
Community Bill of Rights and Responsibilities

Hudson Valley Community College serves residents of the Capital Region and other areas in appropriate and diverse ways, striving always to improve their quality of life by offering affordable education, training and service. As a full-opportunity college dedicated to teaching and learning, Hudson Valley Community College makes it possible for every applicant to pursue an appropriate program of study. In the spirit of its mission, the Community Bill of Rights and Responsibilities states that:

All members of the college community have the right and responsibility to work and learn in a collegial setting:

- Where all members of the college community are treated with courtesy and respect;
- That has clear ethics and conduct codes with fair and consistently enforced consequences for non-compliance;
- That is safe, orderly and drug free;
- That has clearly stated, high academic standards and the instructional materials and equipment necessary to implement rigorous academic programs;
- Where the college’s mission statement drives all academic and administrative operations and functions.

GLOSSARY OF COLLEGE TERMS

This catalog is a resource document containing information about program requirements and other College policies for which a student is ultimately responsible. It also contains information about the academic, student and community services the College offers.

This section defines many college terms that will help a student gain a full understanding of the information within the catalog.

Academic Dismissal: A student who is dismissed is no longer matriculated and, in addition, may not register for any credit courses at the college for one full term. Refer to Policies and Procedures.

Academic Probation: A student will be placed on academic probation at the end of a term in which the student's grade point average falls below that which is required according to the Retention Table. Refer to Policies and Procedures.

Academic Suspension: Academic Suspension is the removal of a student from a matriculated status in a program. Refer to Policies and Procedures.

Articulation Agreement: A formal agreement between Hudson Valley Community College and a baccalaureate degree granting institution. These agreements are established for specific academic programs and assure transfer with junior standing upon completion of appropriate coursework and achievement of a minimum grade average.

Attendance: Attendance in class is necessary for successful completion of a course of study. To understand the College’s policy on attendance, refer to Policies and Procedures.

Associate Degree: A title conferred on a student signifying completion of a two-year program comprised of sixty or more credits. For additional information refer to Policies and Procedures.
Certificate: A document issued to a student signifying completion of a specific series of skill courses. A certificate program is one year or less in length.

Change of Major: The process of changing a student's matriculation in one program to a different program. To change majors, a student must be in good academic standing, and meet all prerequisites for the desired new program. A student should initiate the change by contacting his/her current academic advisor.

Contact Hours: The total hours of class and lab required per week in a course.

Continuing Education: The Office of Continuing Education is designed to offer students a viable and flexible alternative to the traditional full-time college degree. Advisors are available to assist with the selection of courses.

Course Description: Tells the student what is taught in the course, what the objectives are, and what one should be able to do upon completion. It also describes the required classroom hours, lab hours, clinic or co-op hours, credit hours, and indicates if a prerequisite/corequisite is needed.

Course Load Status: Regardless of matriculation status, a student who carries 12 or more credits during the Fall or Spring term is considered a full-time student. Anything less than 12 credits is part-time.

Course Withdrawal: If a student is unable to complete a course, for whatever reason, the student must withdraw from the course or risk receiving a grade of “F” for the course. For withdrawal procedures refer to Policies and Procedures.

Corequisite: Any course which must be taken during the same term as the course that specifies the corequisite.

Credit: A unit of academic award applicable toward a degree, measured in term hours.

Drop/Add: The procedure whereby a student may change his/her class schedule, after initial registration, by dropping or adding a course without academic penalty.

Elective Course: A major requirement which a student may choose to take from a number of possible courses, as distinguished from specific required courses.

Full-time Student: A student enrolled for 12 or more credits per term.

Note: Full-time status for New York State scholarships is determined by enrollment in 12 or more degree applicable hours. A course in which a grade of “D” or better was previously earned is not counted toward the 12-hour full-time study requirement.

General Education Coursework: Courses which represent the common areas of knowledge and skills that pertain to educated persons and those which offer a coherent and broadly comprehensive academic foundation.

Good Academic Standing: The status of a student who has met or exceeded the requirements specified in Policies and Procedures. A student must be in good academic standing to be eligible for veterans' benefits, intercollegiate athletics, the Student Senate and other campus activities.

Grade Point Index: The numerical average based on the credit hours attempted and grades earned for courses taken at Hudson Valley Community College. At the close of each term a separate index is calculated to indicate the term, and cumulative average.

Humanities Elective: Courses from those branches of knowledge which are concerned with man and his culture.

In-State Resident: A legal resident of New York State for a minimum of one calendar year.

Learning Skills Courses: Basic courses which prepare students for college-level study.

Liberal Arts and Science Coursework: Courses which are intended to provide chiefly general knowledge and to develop student's general intellectual capacities.

Major: A set of courses which awards a certificate or associate degree with a purpose such as preparing a student to enter the work world immediately or to transfer to a degree program at another college.
**Mathematics Elective:** Courses which study number, form, arrangement and associated relationships, using defined literal, numerical and operational symbols.

**Matriculated Student:** A matriculated student has been accepted for admission to the college, has registered in a major and is pursuing courses toward a degree or certificate.

**Mid-Term Grades:** Mid-term grades are indicators of a student’s progress. Mid-term grades are not recorded on official transcripts, but they may be used to determine the eligibility of a student to continue participation in intercollegiate sports or student activities.

**Non-degree Courses:** A course that is not applicable toward a degree, and is designated “ND” in the course description. ND units indicate the number of hours for which a student is charged tuition and the number of hours counted toward course load status.

**Non-matriculated Student:** A non-matriculated student is one who has not yet been accepted for admission to the college, has lost matriculated status by not enrolling in coursework for one term, or has been suspended from a program because of failure to maintain good academic standing. Courses taken by a non-matriculated student may later count toward a degree, however, the student will not be eligible for financial aid.

**Out-of-State Residents:** Legal resident of a state other than New York, or of a foreign country.

**Part-time Student:** A student enrolled for fewer than 12 credits per term.

**Prerequisite:** A course that a student must successfully complete for background information before enrolling in a particular course. For example, Nursing II has a prerequisite of Nursing I.

**Program:** (see Major).

**Registered Student:** A registered student is one who has scheduled classes. A student who registers but does not complete the payment process will not be granted credit, regardless of class attendance.

**Restricted Elective:** Major requirements which may be chosen from a group of courses specifically identified for that major.

**Term:** A 15-week period of instruction and a one-week period of examinations and outcome assessments.

**Satisfactory Academic Progress (SAP):** The status of a student who has met or exceeded both the qualitative and quantitative measurements specified in Policies and Procedures. A student must meet the Satisfactory Academic Progress requirements to be eligible for financial aid.

**Science Elective:** Courses which foster the observation, identification, description, experimental investigation and theoretical explanation of natural phenomena.

**Social Science Elective:** Courses which study society and the individual relationships in and to society.

**Title IV Financial Aid:** The student financial assistance programs authorized by Title IV of the Federal Higher Education Act of 1965, as amended, consist of: Federal Pell Grant Program, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study (FWS), Federal Direct Student Loans (including the Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and the Federal Direct Parent Loan for Undergraduate Students (PLUS) Loans).

**Total Withdrawal:** The procedure whereby a student may withdraw from all coursework. The withdrawal process must be completed at the Enrollment Information Center, Guenther Enrollment Services Center lobby, by the deadlines published each term.

**Transcript (student record):** A student’s official academic record maintained by the Registrar’s Office. It shows all academic work attempted and grades earned, as well as transfer credits accepted from other schools.

**Transfer Credit:** Credit from coursework taken at a previous institution which is accepted toward a degree requirement at Hudson Valley Community College. Transfer credit is posted to the transcript of matriculated students only.
ADMISSIONS

General Information
Hudson Valley Community College’s Admissions staff offers guidance, counseling and support services to assist students in finding areas of study best suited to their interest, aptitudes and abilities. The Admissions Office is responsible for providing initial, relevant information about academic opportunities at the college. Interested students can contact the office to receive program information, Applications for Admission and to discuss initial academic plans with an Admissions representative. In addition, the office coordinates the review of Applications for Admission to degree and certificate programs.

Students who are interested in working towards a degree must complete the application process described on the following pages. Students not planning to complete a Hudson Valley Community College degree, but who wish to be matriculated (formally accepted into a program) for other reasons, must complete the application process as well.

The Office of Continuing Education assists students who wish to take college course work as a non-degree student. For part-time, non-degree course information, contact the Office of Continuing Education at (518)629-7338.

All students who wish to become eligible for Federal or New York State financial aid must be admitted to a degree program for the purpose of earning a degree or certificate.

General Admission Requirements
Candidates for admission are considered without discrimination on the basis of age, gender, race, ethnicity, national origin, religion, disabling condition or sexual orientation.

• Applicants must provide evidence of a diploma from an accredited high school or an equivalency diploma. Transfer students possessing an associate or bachelor degree are eligible for a waiver.
• High school seniors, who apply for admission during their senior year, must demonstrate adequate scholastic achievement based on their junior or latest senior year academic record.
• Applicants must select a desired program choice. Each academic program has specific program entrance requirements established to ensure student success in the program. Applicants must provide official documentation of having met the requirements for the chosen program. These requirements may be met through high school and/or college course work. Program Entrance Requirements can be found on pages 13-17.
• The college recommends, but does not require, that applicants complete the American College Test (ACT) or the Scholastic Aptitude Test (SAT) as an aid to course placement.
• Applicants who have previously been convicted of a felony or misdemeanor may not be able to receive final licensure in certain fields upon completion of the degree or certificate. Also, certain career opportunities from some programs may be limited. For more specific details and advice, the applicant should discuss his/her situation with the appropriate department chairperson.

Early Admission Program
Hudson Valley Community College recognizes that certain high school students may benefit by beginning their college study early. The Early Admission Program (EAP) allows qualified students the opportunity to fulfill high school graduation requirements through completed college credit. High school students who have successfully completed the junior year and who have achieved an overall high school average of 80 (B) or better are encouraged to consider the Early Admission Program.

Students interested in the Early Admission Program will need to complete the following to be considered:

1. High school juniors must complete the Application for Admission and submit it to their guidance counselor, using the Program Choice Code (0199) EAP, for Early Admission Program - Liberal Arts ONLY. A recommendation letter from a high school official other than the guidance counselor or a teacher is required as well.
2. The guidance counselor then completes the Early Admission Agreement form. This along with a Transcript Release Form is then submitted to the Admissions Office.
3. The applicant must make an appointment with an Admissions counselor.
Proof of high school graduation for the Early Admission Program

1. At the end of each term, the Hudson Valley Community College’s registrar will send the high school a copy of the student’s college transcript.
2. At the end of the term/year in which the student will graduate from high school, the high school is required to send Hudson Valley Community College an official transcript to show proof of graduation.
3. If the student fails to complete high school diploma requirements, the student should consider taking a General Equivalency Diploma (GED) examination or request an Equivalency Diploma based on completion of 24 college credits.

Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) provides the one-on-one tutorial and counseling services for New York State applicants who are considered academically at risk and from low-income households, according to definitions set forth by the State University of New York.

Applicants must complete the Hudson Valley Community College Application for Admission and the Educational Opportunity Program (EOP) Early Information Form to be considered for enrollment in the program. Both applications are available in the Admissions Office and EOP Office.

In order to meet the eligibility requirements of EOP, applicants must be:
1) A graduate of a New York State accredited high school and a resident of New York State (at least 12 months prior to the first term of enrollment.)
2) Academically under-prepared for college level work (high school averages under 80) and/or be a recipient of the general equivalency diploma (GED).
3) A first-time college student and apply during his/her first term of enrollment. Selection of eligible applicants is conducted by the EOP Director.

EOP students are entitled to $150 to $300 in personal expenses per academic year.

For more information contact the Director of the Educational Opportunity Program (EOP) at 629-7348.

Non High School Graduates - 24-Credit Hour Program

The High School Equivalency Program of the New York State Education Department has established the following guidelines for granting an equivalency diploma based on earned college credit:

A student who has not earned a high school diploma may be issued a New York State High School Equivalency Diploma. This will be granted if satisfactory documentation is provided of the student’s successful completion of the required 24 college credits as a recognized candidate for a college-level degree or certificate at an approved institution.

If the only reason a student could not apply the credits to a regular program is the lack of a high school diploma or its equivalent, the student may be considered by the college as a recognized candidate for a degree or certificate for the purpose of the equivalency diploma certification.

The candidate must send a completed special application form (DET 603A) and have the institution where the credit was earned send the credit certification form (DET 616) and a transcript to the State Education Department.

In concert with this program, Hudson Valley Community College will consider an Application for Admission from students who do not have a high school diploma or equivalency, providing they meet the following minimum criteria.

1. Student has reached “maximum” compulsory school attendance age.
2. The student must contact the Admissions Office for an individual appointment to discuss and determine eligibility for enrollment.
3. The student must take the placement testing to determine if, in the judgement of the college, the student has a reasonable chance of succeeding in college course work.
4. The student must enroll in the course work recommended by the college following placement testing, a personal interview with an academic advisor, and submission of supportive academic transcripts or recommendations as requested by the college.

Successful applicants to this program will only be admitted to the college’s Individual Studies program.

Students who have or will be graduating with an Individual Education Program (IEP) diploma should apply to the 24 Credit Hour Program.
New York State has established specific cause requirements which must be completed to obtain an equivalency diploma. Students should work closely with their advisor to ensure the requirements are met.

Admission to the 24-Credit Hour Program does not automatically qualify students for State and Federal financial aid (refer to Financial Aid section, page 23). Consult with an Admissions representative for more information.

International Students

International students are accepted for admission to the college through the Admissions Office. International students should request application forms 10 to 12 months before they intend to begin studies at Hudson Valley Community College. This will allow time for exchange of correspondence and evaluation of all necessary documents. An international student must present, for admission, a translated, notarized copy of all academic credentials.

It will be required that international students utilize a fee-based credentialing service (World Education Services). This service will evaluate transcript(s) and then provide a transcript evaluation that can be presented to Hudson Valley Community College for potential transfer credit evaluation.

International applicants must display proficiency in English and they are required to take the Test of English as a Foreign Language (TOEFL). To gain admittance to the college, a minimum score of 500 is required on the paper-based test or a minimum score of 173 on the computer-based test. The Advanced Placement International English Exam (APIEL) is also accepted with a minimum score of “3.” Finally, the international student applicant must demonstrate sufficient economic resources to cover the cost of education and living in the United States of America. Specific inquiries should be directed to the International Student Advisor (518) 629-7325.

All international students residing in the United States of America who have obtained permanent resident status must submit a copy of their “green card” when filing the Application for Admission to the College.

For information regarding the Intensive English Language Program (IELP), refer to page 39.

For information regarding English as a Second Language courses, refer to page 213.

Dental Hygiene Program

Applicants for the Dental Hygiene program must submit a complete Application for Admission by February 1 to be considered for acceptance to the following Fall term. Applications received after February 1 will be considered on a space available basis. A completed Application for Admission includes the application or change of major form, an official high school transcript and official transcripts of all college course work.

Admission to the Dental Hygiene program is selective. An Admissions Review Committee including, but not limited to, the Dental Hygiene Department chairperson and an Admissions representative who will select the applicants to be accepted for Fall admission. Since this is a very competitive program, it is likely that many new applicants will be placed on a wait list and offered acceptance according to the wait list policy (refer to page 12). Although a student may have the prerequisites in place, the student may have to wait for a future fall entrance date.

A published set of guidelines highlighting the criteria used to evaluate candidates can be obtained from the Admissions Office by calling (518) 629-7309.

Nursing

In order to be considered for acceptance into the Nursing Program, either day/evening, all prerequisites should be completed the previous Fall term. Students completing prerequisite courses during the Spring term will be placed on a wait list after submission of final grades with no guarantee of acceptance for the desired Fall term. Please refer to the wait list policy on page 12.

Radiologic Technology Program

Applicants for the Radiologic Technology Program must submit a complete Application for Admission by February 1 to be considered for acceptance in the following Fall term. Applicants received after February 1 will be considered on a space available basis.

Admission to the Radiologic Technology program is competitive. An Admissions Review Committee including, but not limited to, the Radiologic Technology department chairperson and an Admissions representative will select the applicants to be accepted for Fall admission. Since this is a very competitive program, it is likely that many new applicants will be placed on a wait list and offered acceptance according to the wait list policy (refer to page 12). Although a student may have the prerequisites in place, the student may have to wait for a future Fall entrance date.

A published set of guidelines highlighting the criteria used to evaluate candidates can be obtained from the Admissions Office by calling (518) 629-7309.
Application For Admission Procedures and Policies

Students are encouraged to apply early. Applications for admission are processed on a continuous basis and should be received by the Admissions Office prior to the beginning of classes. Students who have previously applied to or attended Hudson Valley Community College should contact the Admissions Office for specific directions on completing the application process. Generally, the application process is as follows:

1. All applicants must submit a completed Hudson Valley Community College or SUNY Application for Admission. Applications and college literature are available from the Admissions Office, area high schools, community agencies and libraries. An online Application for Admission also can be obtained and completed by visiting the Hudson Valley Community College Web site at www.hvcc.edu.

2. All applicants must submit the $30 Application Fee. Students unable to pay the $30 fee may submit an application and pay the fee as part of the tuition bill.

3. Applicants must submit an official, final high school transcript. This and all required documents must be submitted to the Admissions Office at Hudson Valley Community College.

- If still enrolled in high school, submit the completed application, the $30 application fee, payable to Hudson Valley Community College, to the high school guidance office. The guidance office should then forward your application along with an official high school transcript to the Admissions Office. Upon completion of your high school diploma or equivalency, you must submit official, final academic records to complete the admission process.
- Applicants who have graduated from high school should request that an official, final high school transcript, with proof of graduation, be sent to the Admissions Office.
- Applicants who hold a General Equivalency Diploma (GED) must submit a copy of their score report.
- Transfer students must indicate all collegiate institutions the student has previously or is currently attending on the Application for Admission. In addition to the high school transcript, official transcripts of all completed college work must be forwarded to the Admissions Office. Transfer students possessing an Associate or Baccalaureate degree are eligible for a waiver of the high school transcript requirement.

4. The Admissions process generally involves review of the completed Application for Admission and all academic transcripts. Personal interviews are not usually required, however, the college may require an interview with individual applicants for counseling or clarification. The student is notified of the resulting admission decision through written correspondence.

5. An official acceptance notification will be made conditional if any part of the student’s application requirements are incomplete. The acceptance will be finalized upon satisfactory completion of any course work currently in progress, demonstration of basic competency in the areas of reading, writing and math skills, receipt of any required documentation or other needed information.

Wait List Policy

Some academic programs have limitations to the number of qualified applicants that can be accepted and enrolled in a given term. Hudson Valley Community College has established specific procedures for when qualified applicants exceed the number of spaces available in a program. The Admissions Office and student must adhere to the following procedures to ensure the student may access his/her program of choice at a later date.

Wait List

A. The wait list will be created in any program which has a specific number of spaces available for the academic year, and the number of qualified applicants exceeds that number. A letter will be sent to that student explaining the situation and indicating that they have been added to the wait list. The student will be offered the possibility of entering an alternative program. The student may elect to be admitted into Individual Studies and remain on the wait list in his/her preferred major.

B. Qualified applicants placed on the wait list are numbered according to the date their completed application is received. Should several qualified applications arrive on the same date, they will be placed according to the strength of the application; i.e. college credit, advanced courses in high school, grades, etc.
C. Only those who currently meet the requirements for admittance will be placed on the wait list.

D. Those who do not meet the qualifications will be offered placement in Individual Studies until prerequisite courses are completed.

E. When an accepted student cancels his/her space in the class, a phone call will be made to a candidate on the wait list, in order of placement, to determine if that candidate is still interested. If the candidate is interested, a letter of acceptance will be issued. If the candidate is not interested, the next individual on the wait list will be notified.

F. The department chair and advisor will assist the Admissions Office in making sure those accepted into the major are serious about their intent to attend Hudson Valley Community College:
   1) The department chair or advisor will contact each accepted applicant before scheduling that student to determine interest in attending the college. This includes those who are waived from testing.
   2) Both the Admissions Office and the department will check the “Report to Departments” regularly to see who has not paid the tuition deposit. After 30 days, Admissions, after discussion with the department, will send out a letter to those who have not paid tuition deposit and who have not been in touch with the department or the Admissions Office, asking for payment within 10 days. Also, the Admissions Office will ask the student to call to reaffirm interest in the program. If the student does not respond by the required time, that student’s name will be removed from the list of accepted students and a letter will be sent to the student stating that his/her name has been removed. The first name on the waiting list will be called and offered the space in the program.
   3) The academic department and the Admissions liaison will keep in touch regularly when a student cancels acceptance so those on the wait list can be moved into the spaces available as soon as possible.

G. By August 30, 2004, all those on the wait list who have not been offered acceptance into their preferred program for the Fall 2004 term will receive a letter offering that student consideration for admission into the next class. The student must then contact the Admissions Office to reactivate their file.

**Priority for Acceptance**

A. Students on the Wait List from the previous academic year.

B. Students enrolled at Hudson Valley Community College who have satisfied all program prerequisites and completed the major change process.

C. New applicants who satisfy all program prerequisites and have a completed Application for Admission on file.

D. Students enrolled at Hudson Valley Community College who satisfy all program prerequisites during the Spring 2004 term and completed the major change process.

**Program Entrance Requirements**

In planning for a college education, it may be advisable for students to enroll in a college preparatory major before entering the major of his/her choice. The following tables document those courses required for entrance to each of the college majors.

(Note: Candidates who lack mathematics and/or science courses required by certain departments, but who are otherwise qualified, may meet requirements by satisfactorily completing preparatory courses at Hudson Valley Community College.) Also, in order to maximize opportunity for academic success, students whose reading, writing or math skills are weak, as demonstrated on placement testing, will be advised to take developmental courses to strengthen those skills before taking related core courses for their major.
Program Entrance Requirements

Admissions to Hudson Valley Community College is open to students who have earned a high school diploma or high school equivalency diploma (GED). The charts below list specific courses that are required for admission and to ensure success in the individual program choice. Students who are interested in pursuing programs for which they are not currently prepared should consult with the Admissions Office for extended options that will provide necessary preparation.

School of Business
Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>HIGH SCHOOL COURSES REQUIRED</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Certificate)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Bookkeeping and Accounting courses recommended</td>
</tr>
<tr>
<td>ATG (0932)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Information Technician (A.A.S.)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Business and Software courses recommended</td>
</tr>
<tr>
<td>ATC (0974)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business - Accounting (A.A.S.)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Bookkeeping and Accounting courses recommended</td>
</tr>
<tr>
<td>ATG (0630)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration (A.A.S.)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>BSA (0632)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business-Business Administration (A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Transfer students are required to have a 2.75 GPA or higher in 5 courses applicable to the degree. Math courses recommended</td>
</tr>
<tr>
<td>BAD (0671)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business-Marketing (A.A.S.)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>MRT (0635)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CIS (0581)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: Business Applications Programming (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CBA (1748)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: E-Commerce (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CEC (1751)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: Internet &amp; Web Programming (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CIP (1749)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: System &amp; Network Administration (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CSA (1750)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems: Web Design (A.A.S.)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Computer Courses recommended Transfer Students are required to have a 2.0 GPA or higher</td>
</tr>
<tr>
<td>CWD (1747)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Information Technician (A.A.S.)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Business and Software courses recommended</td>
</tr>
<tr>
<td>HIT (0676)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems (Certificate)</td>
<td>Math A (80+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>ISC (1108)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# School of Engineering and Industrial Technologies

## Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>HIGH SCHOOL COURSES REQUIRED</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technical Services (A.O.S.) ATS (0411)</td>
<td>(Sequential) One unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Need valid driver's license</td>
</tr>
<tr>
<td>Automotive Technical Services-Auto Body Repair (A.O.S.) ABR (0453)</td>
<td>(Sequential) One unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Need valid driver's license</td>
</tr>
<tr>
<td>Automotive Technical Services-Chrysler (A.O.S.) CAP (1152)</td>
<td></td>
<td>Fall only</td>
<td>Need valid driver's license Special testing through program coordinator</td>
</tr>
<tr>
<td>Automotive Technical Services-General Motors (A.O.S.) AGM (1153)</td>
<td></td>
<td>Fall only</td>
<td>Need valid driver's license Special testing through program coordinator</td>
</tr>
<tr>
<td>Civil Engineering Technology (A.A.S.) CIV (0517)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Additional Science, Math, and Mechanical Drawing courses recommended</td>
</tr>
<tr>
<td>Computer Integrated Technology (A.A.S.) CIT (1754)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Construction (Certificate) CNC (0921)</td>
<td>One unit of any math (70+ HS Avg.)</td>
<td>Fall Only</td>
<td>Carpentry capability recommended</td>
</tr>
<tr>
<td>Construction Technology-Building Construction (A.A.S.) CON (0540)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Drafting (Certificate) DFT (0950)</td>
<td>One unit of any math</td>
<td>Fall only</td>
<td>Interview with Program Coordinator is required</td>
</tr>
<tr>
<td>Electrical Construction &amp; Maintenance (A.O.S.) ECM (0461)</td>
<td>One unit of any math (70+ HS Avg.)</td>
<td>Fall only</td>
<td>Additional math courses recommended</td>
</tr>
<tr>
<td>Electrical Engineering Technology-Electronics (A.A.S.) ELT (0699)</td>
<td>Math A (75+ HS Avg.)</td>
<td>Fall only</td>
<td>Additional Science, Math, and Mechanical Drawing courses recommended</td>
</tr>
<tr>
<td>Heating/Air Conditioning Refrigeration Tech. Services (A.O.S.) HRS (1590)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall only</td>
<td>Additional math courses recommended</td>
</tr>
<tr>
<td>Manufacturing Technical Systems (A.O.S.) MFT (0490)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall only</td>
<td>Additional math courses recommended</td>
</tr>
<tr>
<td>Mechanical Engineering Technology (A.A.S.) MEC (0493)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall only</td>
<td>Additional math courses recommended</td>
</tr>
<tr>
<td>Network &amp; Information Technology (A.A.S.) NIT (0415)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Additional math course recommended</td>
</tr>
<tr>
<td>Plant Utilities Technology (A.A.S.) PUT (0455)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall only</td>
<td>Required ASSET Placement Test Scores: Reading-35, Writing-34, Numerical Skills-34, Algebra-34</td>
</tr>
<tr>
<td>Telecommunications Technology (A.A.S.) TLB (1022)</td>
<td>Math A</td>
<td>Fall only</td>
<td></td>
</tr>
</tbody>
</table>
## School of Health Sciences
### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>HIGH SCHOOL COURSES REQUIRED</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene (A.A.S.) DHY (0545)</td>
<td>Math A, Bio. &amp; Chem w/lab, College Level Chemistry (4) credits with a “C” grade or higher (75+ HS Avg.-Regents or 85+ HS Avg. NR)</td>
<td>Fall only</td>
<td>Additional science courses with “C” or better preferred. College Chemistry course must include organic, inorganic, and Biochemistry with lab.</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography (Certificate) MSC (1018)</td>
<td>High School Diploma</td>
<td>Fall only</td>
<td>Bachelors Degree w/2.5 GPA and w/8 credits of Anatomy &amp; Physiology and direct hospital patient care experience.</td>
</tr>
<tr>
<td>Echocardiography (Certificate) ECO (1096)</td>
<td>High School Diploma</td>
<td>Fall only</td>
<td>Bachelors Degree w/2.5 GPA and w/8 credits of Anatomy &amp; Physiology and direct hospital patient care experience.</td>
</tr>
<tr>
<td>Emergency Medical Technician-Paramedic (A.A.S.) EMS (1293)</td>
<td>High School Diploma or equivalent</td>
<td>Fall &amp; Spring</td>
<td>Information session with coordinator of program is required.</td>
</tr>
<tr>
<td>Emergency Medical Technician-Paramedic (Certificate) PAR (1332)</td>
<td>High School Diploma or equivalent</td>
<td>Fall &amp; Spring</td>
<td>Candidates must hold current NYS EMT Card, have one year of EMT Experience &amp; information session with coordinator of program is required.</td>
</tr>
<tr>
<td>Invasive Cardiovascular Technology (Certificate) CVC (1533)</td>
<td>Math A, Biology &amp; Chemistry or Physics w/labs (H.S. average in these courses - 85+ Non Regents, 75+ Regents)</td>
<td>Fall only</td>
<td>Minimum of 200 hours patient care experience, American Heart Association Basic Life Support Certification - Course C for Health Care Providers, Course 03084, Interpretation of the Electrocardiogram or equivalent experience evaluated by challenge exam.</td>
</tr>
<tr>
<td>Mortuary Science (A.A.S.) MTS (0599)</td>
<td>Math A, Biology &amp; Chemistry w/labs (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Social Science electives recommended</td>
</tr>
<tr>
<td>Nursing (A.A.S.) NUR (0622) (Full-time) day</td>
<td>Math A, Biology &amp; Chemistry w/labs (75+ HS Avg.-Regents or 85+ HS Avg. NR)</td>
<td>Fall only</td>
<td>Physics preferred, CPR Certificate required for clinical courses. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math &amp; science courses.</td>
</tr>
<tr>
<td>Nursing (A.A.S.) NUR (1546) (Part-time) evening</td>
<td>Math A, Biology &amp; Chemistry w/labs (75+ HS Avg.-Regents or 85+ HS Avg. NR)</td>
<td>Fall only</td>
<td>Physics preferred, CPR Certificate required for clinical courses. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math &amp; science courses.</td>
</tr>
<tr>
<td>Radiologic Technology (A.A.S.) XRY (0628)</td>
<td>Math A, Biology &amp; Chemistry or Physics w/labs (75+ HS Avg.-Regents or 85+ HS Avg. NR)</td>
<td>Fall only</td>
<td>Additional math &amp; science recommended. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math &amp; science courses.</td>
</tr>
<tr>
<td>Respiratory Care (A.A.S.) RES (0440)</td>
<td>Math A, Biology &amp; Chemistry or Physics w/labs (H.S. average in these courses - 85+Non Regents, 75+ Regents)</td>
<td>Fall only</td>
<td>Additional math &amp; science recommended. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math &amp; science courses.</td>
</tr>
</tbody>
</table>
# School of Liberal Arts & Sciences
## Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>HIGH SCHOOL COURSES REQUIRED</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology (A.S.) BI (1211)</td>
<td>Math A &amp; B, Biology, Chemistry (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Physics recommended.</td>
</tr>
<tr>
<td>Broadcast Communications (A.A.S.) BCC (1597)</td>
<td>One unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Interview with The New School of Radio and Television required.</td>
</tr>
<tr>
<td>Chemical Dependency Counseling (A.A.S.) CDC (1070)</td>
<td>One unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Or GED</td>
</tr>
<tr>
<td>Chemical Technician (A.S.) CMT (0535)</td>
<td>Math A &amp; B, Chemistry w/Lab (85+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Physics recommended.</td>
</tr>
<tr>
<td>Civil &amp; Public Service (A.A.S.) CPS (0692)</td>
<td>1 unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Humanities, Lab Science and Social Science courses recommended</td>
</tr>
<tr>
<td>Criminal Justice (A.A.S.) CRJ (1100)</td>
<td>1 unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Social Science, Humanities and Lab Sciences courses recommended</td>
</tr>
<tr>
<td>Early Childhood (A.A.S.) ECD (1327)</td>
<td>Math A (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>A 2.0 GPA is required for transfer and major changes. Additional social science or humanities recommended.</td>
</tr>
<tr>
<td>Engineering Science (A.S.) ENS (0950)</td>
<td>Math A &amp; B &amp; Math 12, Chemistry &amp; Physics w/labs. (90+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Math 12X recommended</td>
</tr>
<tr>
<td>Environmental Studies (A.S.) ENV (1016)</td>
<td>Math A &amp; B, Biology &amp; Chemistry (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Fine Arts (A.S.) FAR (0664)</td>
<td>Math A and one unit of any lab science (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Strongly recommend Math III, Biology, Chemistry &amp; Physics. High School art courses recommended.</td>
</tr>
<tr>
<td>Forensic Science Studies (A.S.) FSS (1666)</td>
<td>Math A &amp; B, Regents Chemistry (80+ HS Avg.)</td>
<td>Fall</td>
<td>Current Hudson Valley Community College and transfer students must have a 3.0 in both Math &amp; Chemistry. An interview with Dept. Chairperson is required for current HVCC students.</td>
</tr>
<tr>
<td>Forest Technology (1+1) ENV</td>
<td>High School Diploma or equivalent (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>HVCC cooperates with the SUNY College of ESF in offering a special 1+1 Program. The second year is spent at SUNY College of ESF.</td>
</tr>
<tr>
<td>Human Services (A.A.S.) HIS (0604)</td>
<td>One unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Or GED</td>
</tr>
<tr>
<td>Individual Studies (A.A.) &amp; (A.S.) INS (0688)</td>
<td>None</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Individual Studies On-line (A.A.) &amp; (A.S.) IND (1651)</td>
<td>None</td>
<td>Fall &amp; Spring</td>
<td></td>
</tr>
<tr>
<td>Labor Studies (A.A.S.) LBS (696)</td>
<td>1 unit of any math (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Program offered in cooperation with Cornell University School of Industrial Labor Relations</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences-Humanities and Social Science (A.A.) LAR (1120)</td>
<td>Math A and 1 unit of any lab science (70+ HS Avg.)</td>
<td>Fall &amp; Spring</td>
<td>Strongly recommend Math III, Biology, Chemistry &amp; Physics. Courses of Study in: Behavioral &amp; Social Sciences, Foreign Studies, Journalism, Political Science and other specialized areas.</td>
</tr>
<tr>
<td>Physical Education Studies (A.A.) PES (1485) (70+ HS Avg.)</td>
<td>One unit of any math One unit of any lab science</td>
<td>Fall &amp; Spring</td>
<td>Strongly recommend High School Biology.</td>
</tr>
<tr>
<td>Teaching Assistant (Certificate) TAC (1130) (70+ HS Avg.)</td>
<td>Math A</td>
<td>Fall &amp; Spring</td>
<td>A 2.0 GPA is required for transfer students.</td>
</tr>
</tbody>
</table>
Steps to Enroll

How do I complete the registration process at Hudson Valley Community College?

**AM I MATRICULATED?** A matriculated student has been accepted for admission to the college, has registered in a program, is pursuing a degree or certificate and is eligible to apply for financial aid. Go to Step 1.

**AM I NON-MATRICULATED?** A non-matriculated student is one who has not yet been accepted for admission to the college; or has lost matriculated status by not enrolling in coursework for one term, or has been suspended from a program because of failure to maintain good academic standing. Courses taken by a non-matriculated student may later count toward a degree, however, the student will not be eligible for financial aid. Go to Step 3.

**STEP 1 ACCEPTED FOR ADMISSION AND FINANCIAL AID**

All candidates seeking general admission as a matriculated student to associate degree programs must have a completed application for admission on file in the Admissions Office no later than noon on the Saturday prior to the start of classes. The Hudson Valley Community College application for admission is available in the Admissions Office or on the college’s Web site at www.hvcc.edu.

General entrance requirements, special admissions programs, and academic program prerequisites for both associate degree and certificate programs are detailed on pages 14-17.

**FINANCIAL AID** - Financial aid is available to qualified, matriculated students enrolled in Hudson Valley Community College programs approved for financial aid eligibility. Those students requesting assistance from aid programs must complete, on an annual basis, a Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at www.fafsa.ed.gov. New York State residents who complete their FAFSA online will also have the ability to complete their Express TAP Application (ETA) online in the same session (to apply for a TAP award).

To avoid delays and to ensure having the financial aid available to assist with the payment of tuition and fees, students must begin the financial aid application process at least eight weeks prior to the term in which they enroll. Information concerning the available financial aid programs may be found in the college catalog and publications available in the Financial Aid Office.

**STEP 2 PLACEMENT TEST**

To ensure that every student has the greatest chance for academic success at Hudson Valley Community College, first-time matriculated students or students reactivating their matriculation after a period of one year, are required to take basic skills placement tests in writing, reading, arithmetic and elementary algebra. The result will assist the student’s academic advisor when recommending specific coursework for the student’s upcoming term.

Some first-time matriculated students may be automatically waived from testing during the Admissions process. Waivers may be granted based on any of the following:

1. Substantial previous college work
2. Previous Hudson Valley Community College placement testing within the past year
3. College determined SAT/ACT cut-off scores

The Office of Instructional Support Services and Retention will notify students by mail if a waiver is granted.

**STEP 3 ADVISEMENT**

An advisement session allows the student the opportunity to discuss with his/her advisor interests, educational and career goals, as well as appropriate coursework for the upcoming term.

**MATRICULATED STUDENTS** - Following the placement test, new students will be directed to contact their academic department for advisement and scheduling. Returning students and those new students who are waived from testing must contact their academic department to receive advisement.

**NON-MATRICULATED STUDENTS** - Those students interested in receiving advisement may contact the Office of Continuing Education and Summer Sessions at (518) 629-7338.
REGISTER FOR CLASSES

All students may register for courses through consultation with their academic department. The academic department for non-matriculated students is the Office of Continuing Education and Summer Sessions. After consultation, the student may receive an Advisement Verification Number (AVN) which will allow access to registration over the Web via the Hudson Valley WIReD system. Eligibility for Web registration is at the discretion of the advisor.

In addition, non-matriculated students may register by phone or mail. Please refer to the registration publication for specific dates.

IMMUNIZATION

New York State law requires that all students born on or after January 1, 1957, and who enroll in six or more credits for any given term must provide proof of immunity to measles, mumps and rubella.

All vaccinations must have been administered after 1967 and also after the student’s first birthday to be considered valid.

NUMBER OF REQUIRED VACCINATIONS -
- Measles 2 (The two measles vaccinations must have been given at least 30 days apart.)
- Mumps 1
- Rubella 1

In each of the above instances, a blood test which proves immunity is considered valid proof. Physician documentation of having had either measles or mumps is also considered valid proof.

Notification may be made to the college Health Services Office in any of the following ways:

1. The student’s medical facility or high school may provide the information directly by mail or by fax at (518) 629-7471.
2. The student may provide the information, but the documentation must contain an original signature or stamp of either a physician or school nurse.

In the event incomplete or inappropriate data is provided, the college Health Services Office will attempt to notify the student either by phone or mail.

BILLS

Tuition bills are mailed on a weekly basis to the permanent address of all scheduled students beginning approximately 60 days prior to the start of classes.

Bills are no longer mailed three to four weeks prior to the start of classes, but may be picked up in person according to registration instructions available each term.

PAYMENT

Payment consists of the submission of the tuition bill, the certificate of residence as required and tuition payment. Payment may be in the form of cash, check, MasterCard or VISA, or other approved deferrals. Specific information will accompany the tuition bill.

Refer to Tuition and Fees on Page 20 for detailed information.

CERTIFICATE OF RESIDENCE

In order to qualify for New York State resident tuition rates, students must submit a valid Certificate of Residence to the Cashier’s Office along with their registration bill and payment.

WHY DO YOU NEED IT?
A Certificate of Residence allows Hudson Valley Community College to charge a student’s county for part of the student’s tuition costs.

WHERE DO YOU GET IT?
A Certificate of Residence is obtained from the county of the student’s permanent address. If a Certificate of Residence is required, the necessary application will accompany the tuition bill.

WHEN DO YOU GET IT?
Certificates must be dated no earlier than 60 days prior to the start of classes.

WHEN DO YOU GIVE IT TO THE COLLEGE?
The Certificate of Residence must be submitted to Hudson Valley Community College at the same time payment is made for Tuition and Fees. A Certificate of Residence is valid for ONE (1) YEAR ONLY.

REGISTRATION IS COMPLETE

Once the registration process has been completed, the college will issue the student a schedule which includes class times, room assignments, and instructor names.
# Tuition and Fees

All fees listed below are charged each term unless otherwise stated.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost to Certified Residents of New York State</th>
<th>Cost to Out-of-State Residents and Non-Certified Residents of New York State</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time*</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Tuition Rate</td>
<td>$1,300 per term</td>
<td>$108 per credit hour</td>
<td>$3,900 per term</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$50</td>
<td>None</td>
<td>$50</td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$30</td>
<td>$1.50 per credit hour</td>
<td>$30</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>$30</td>
<td>$1.50 per credit hour</td>
<td>$30</td>
</tr>
<tr>
<td>Accident &amp; Sickness Insurance Fee</td>
<td>$30 per term</td>
<td>$30 per term</td>
<td>$30 per term</td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>$10-$200 per lab course</td>
<td>$10-$200 per lab course</td>
<td>$10-$200 per lab course</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>$100</td>
<td>$7 per credit hour</td>
<td>$100</td>
</tr>
<tr>
<td>Vehicle Registration Fee</td>
<td>$64.80</td>
<td>$5.40</td>
<td>$64.80</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$20</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Cultural Affairs Fee</td>
<td>$5</td>
<td>None</td>
<td>$5</td>
</tr>
</tbody>
</table>

*A full-time student is one who is enrolled in at least 12 credit hours in a term. A part-time student is one who is enrolled in less than 12 credits in a term.

All tuition and fees must be paid in full. A student will be placed in a delinquent status if he/she maintains an unpaid tuition and fee balance. Delinquent student accounts will be forwarded to the college's collection agency and then to the attorney for collection. Students will be notified in advance of any action that occurs. The student will be responsible for any and all collection costs, attorneys fees, accrued interest, etc. that result from the collection of his/her delinquent tuition and fees.

A student must be in good financial standing and have all prior term tuition balances paid in full before he/she can pay for additional credit hours in a subsequent term.

PLEASE NOTE: All tuition and fee charges are subject to change pending adoption of the Hudson Valley Community College 2004-05 budget.
**Special Fees and Expenses**

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service/Repair Fee (each job)</td>
<td>$10</td>
</tr>
<tr>
<td>Credit by examination/per credit hour</td>
<td>$50</td>
</tr>
<tr>
<td>Dental Clinic Registration Fee - Adult</td>
<td>$10</td>
</tr>
<tr>
<td>Children age 4-12</td>
<td>$6</td>
</tr>
<tr>
<td>Graduation Fee (Required for all students</td>
<td>$35</td>
</tr>
<tr>
<td>who are candidates for a degree.)</td>
<td></td>
</tr>
<tr>
<td>Identification Card Replacement Fee</td>
<td>$9</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$60</td>
</tr>
<tr>
<td>(Payable for registration after official registration dates as indicated on the administrative calendar.)</td>
<td></td>
</tr>
<tr>
<td>Library Fine (per item)</td>
<td>$3</td>
</tr>
<tr>
<td>Life Experience Evaluation/per credit hour</td>
<td>$30</td>
</tr>
<tr>
<td>Locker Fee (optional)</td>
<td>$3</td>
</tr>
<tr>
<td>or Lost Locker Combination</td>
<td>50¢</td>
</tr>
<tr>
<td>Lost or Damaged Material (print or audiovisual):</td>
<td></td>
</tr>
<tr>
<td>The patron will be held responsible for the replacement cost of all lost/damaged items in addition to a $2 service charge.</td>
<td></td>
</tr>
<tr>
<td>Parking Fine (each violation)</td>
<td>$10 - $25</td>
</tr>
<tr>
<td>Return Check Fee (each time)</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Fee (mail or in-person)</td>
<td>$3</td>
</tr>
<tr>
<td>Transcript Fee (fax)</td>
<td>$10</td>
</tr>
<tr>
<td>Tuition Deposit (non-refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Uniforms and/or tools (where required)</td>
<td></td>
</tr>
<tr>
<td>Outfitter's Price</td>
<td></td>
</tr>
</tbody>
</table>

**Refund Policy**

Refunds are based on the date of the student’s add/drop, complete termination, or official course withdrawal as noted below. Furthermore, refunds are based on the official starting date of the term, not the student’s actual class attendance. Refunds will be granted according to the schedule immediately following this section and as noted in the registration publications.

**Add/Drop** - Students may change sections or courses of equal credits without financial penalty. Adding new courses or changing to a course with more credits may incur additional tuition and fee liability according to the tuition and fees schedule on page 20.

**Complete Termination** - Students who drop all registered courses through the last day of the add/drop period will be eligible to receive the appropriate refund percentage as noted below.

**Course Withdrawal** - Students who withdraw from courses during the withdrawal period will be eligible to receive the appropriate refund percentage as noted below.

**For Parts of Term greater than eight weeks in duration:**

- **Requested prior to the start of the Part of Term:** 100% of tuition and fees.

- **Requested during the first week of the Part of Term:** 75% of tuition and lab fees.

- **Requested during the second week of the Part of Term:** 50% of tuition and lab fees.

- **Requested during the third week of the Part of Term:** 25% of tuition and lab fees.

**For Parts of Term of eight weeks or less in duration:**

- **Requested prior to the start of the Part of Term:** 100% of tuition and fees.

- **Requested during the first week of the Part of Term:** 25% of tuition and lab fees.

Note: Student Activity and Athletic fees are non-refundable once the Part of Term has begun. Official notification is required. Not attending class, informing the instructor of withdrawal, or stopping payment on a check used for tuition DOES NOT constitute official withdrawal and WILL NOT change tuition liability. Students should allow 2-3 weeks for refund claims to be mailed.

*Refund schedules are subject to change without notice.

**EXCEPTIONS:** Students who withdraw to enter military service prior to the end of the term are eligible for a refund of 100% of tuition and refundable fees for courses not completed. Documentation of such military service must be provided from an appropriate military official.

Students who withdraw due to military changes of assignment and who have paid their own tuition and fees are eligible for a full refund. Documentation of such military service must be provided from an appropriate military official.
NOTE: Students earn their financial aid by attending classes.

Federal regulations require Hudson Valley Community College to recalculate a student's financial aid eligibility if the student withdraws from or stops attending his/her classes before completing at least 60% of the term. If a student stops attending classes after the end of the college's refund period, the student is liable for all of his/her tuition and fees, even if the financial aid eligibility is reduced under the Return of Title IV Aid recalculation. See Return of Title IV Aid on page 28 for more information.
Financial aid is available to qualified students at Hudson Valley Community College. Financial aid is any grant, scholarship, loan, or employment opportunity with the express purpose of assisting students with educationally related expenses. Financial aid at Hudson Valley Community College is awarded on the basis of student need and the availability of funds.

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. Additional financial aid resources are available at www.studentaid.ed.gov and at www.hesc.org.

Students wishing to be considered for assistance from aid programs administered by Hudson Valley Community College must complete a Free Application for Federal Student Aid (FAFSA) annually. The FAFSA may be completed online at www.fafsa.ed.gov. New York State residents who complete their FAFSA online will also have the opportunity to complete their Express TAP Application (ETA) online in the same session (to apply for a TAP award).

### Estimated Cost of Attendance

#### Full-Time Students

<table>
<thead>
<tr>
<th>Expense</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$3,136</td>
<td>$8,336</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$2,700</td>
<td>$2,700</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,500</td>
<td>$3,450</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,520</td>
<td>$2,520</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$46</td>
<td>$46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$13,602</td>
<td>$18,802</td>
</tr>
</tbody>
</table>

#### Living with Parent(s)

<table>
<thead>
<tr>
<th>Expense</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
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<tr>
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<td>$2,520</td>
<td>$2,520</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$46</td>
<td>$46</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$10,902</td>
<td>$18,052</td>
</tr>
</tbody>
</table>

### Federal Programs

The following Federal student aid programs are administered by the Financial Aid Office. For policies that affect financial aid eligibility, please refer to page 28.

#### 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).

**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.

**Selection of Recipients and Allocation of Awards:** In order to be eligible for a Federal Pell Grant, the student must be matriculated in an eligible degree program, in good academic standing and making satisfactory academic progress.

Financial need is determined by the information provided on the student’s FAFSA. A formula developed by the U.S. Department of Education and approved by Congress is applied to the application during processing. The formula calculates the student’s Estimated Family Contribution (EFC) on which Pell eligibility is based.
Award Schedule: Federal Pell Grant awards for the 2004-2005 academic year range from $400 to $4,050. The amount of the award will be affected by the student’s cost of attendance and enrollment status. The Pell Grant award is not duplicative of State awards.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program. (See pages 30-32 for Academic Progress requirements). 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. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

Please refer to the Financial Aid Information Brochure for Pell disbursement information.

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 to the extent that without FSEOG the student’s education could not be continued; (2) be matriculated in an eligible degree program and enrolled for six or more credits; (3) not owe any refunds from the Federal Pell Grant or any other award program, and the student must not be in default on any student loan.

Award Schedule: Awards range from $100 to $800, depending upon the student’s financial need, the availability of FSEOG funds at Hudson Valley Community College, and the amount of any other financial aid.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program. (See pages 62-64 for Academic Progress requirements). 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. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

Please refer to the Financial Aid Information Brochure for FSEOG disbursement information.

Federal Work-Study Programs (FWS)

The Federal Work-Study Program is financed by both federal and college funds. This program gives the student the opportunity to pay for part of his/her educational expenses by working a part-time job.

Application Procedures: Eligibility for FWS is automatically determined for all students who complete the FAFSA.

Selection of Recipients and Allocation of Awards: In order for a student to be eligible for FWS, the student must be matriculated, and enrolled at least half time in an eligible degree program.

Financial need is determined by the information provided on the student’s FAFSA. A formula developed by the U.S. Department of Education and approved by Congress is applied to the application during processing. The formula calculates the student’s Estimated Family Contribution (EFC).

The college makes employment reasonably available to all eligible students. In the event that more students are eligible for FWS than there are funds available and/or positions available, preference is given to students who have great financial need and who must earn part of their educational expenses.

Award Schedule: The Financial Aid Office and The Center for Careers and Employment will work with the student to arrange a job for up to 15 hours per week during enrollment periods and up to 35 hours per week during non-enrollment periods. Many factors, including but not limited to, financial need, the student’s class schedule, academic progress, and health status, are considered by the Financial Aid Office when determining the student’s work schedule.

Students are paid $7.50 per hour and receive a paycheck every two weeks.
Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program. (See pages 30-32 for Academic Progress requirements). 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. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

Federal Direct Student Loan

Federal Direct Student Loans are a way for the student to borrow money from the Federal government to pay for some of his/her educational expenses. Hudson Valley Community College will use the student's Federal Direct Loan to pay for school charges, and will disburse remaining money to the student for other educational expenses.

There are three types of Federal Direct Loans:
- **Federal Direct Subsidized Loans** - These loans are based on financial need. The Federal government will defer the interest on this type of loan while the student is in school.
- **Federal Direct Unsubsidized Loans** - Eligible students may borrow this type of loan regardless of need. The students are responsible for all interest charged on these loans.
- **Federal Direct PLUS loans** - Parents of eligible dependent students may borrow this loan to assist with their child's educational expenses.

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 to the Financial Aid Office. The student will be required to sign an online master promissory note as part of the application.

Additionally, the student must complete an entrance interview, and an exit interview when the student graduates or stops attending the college.

Loan applications must be submitted in a timely manner. Students should review the application for loan procedures and deadlines. The loan process may take up to four weeks.

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) take at least six 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 under 27 degree hours earned) may borrow up to $2,625 per year. Eligibility increases to $3,500 for students defined as second-year students (27+ earned degree hours). An undergraduate may borrow up to an aggregate limit of $23,000. Hudson Valley Community College is required to delay the first disbursement of all federal loans for first-time freshman borrowers until the 31st day of the term.

Repayment Terms: Interest rates for the Federal Direct Loan program are variable, and are recalculated each year. The maximum interest rate for a Direct Stafford Loan is 8.25 percent. The maximum interest rate for the Federal Direct PLUS Loan is 9 percent. Additionally, all Federal Direct Loans borrowers are charged an origination fee of 3 percent. Direct Plus borrowers are charged a 4 percent origination fee.

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 10 years.
- A **graduated repayment plan** usually begins with lower monthly payments, and payment amounts increase at specified times. Payments may be for the usual 10-year period, or they may be extended beyond 10 years.
- An **income-contingent 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.

A servicing agency 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. (See pages 30-32 for Academic Progress requirements). 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. At the time of application, the student must sign an affidavit stating that all money received will be used only for educational expenses. The student must continue to attend classes regularly.

Please refer to the Financial Aid Information Brochure for Direct Loan disbursement information.

Title IV Disbursement Policy

Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG)
After tuition and other charges due to Hudson Valley Community College are deducted, the remaining financial aid will be refunded to the student. The college disburses these proceeds in installments. For percentages and disbursement dates, please refer to the Financial Aid Information Brochure fact sheet available in the Financial Aid Office. Refund checks are mailed to the student’s local address.

Students should arrive prior to the start of each term with sufficient resources to cover educational costs anticipated through at least the first four weeks of classes (e.g. rent deposits, rent for September/January if due on the first of the month, food, transportation, school supplies, etc.).

Federal Direct Loan Programs
After tuition and other charges due to Hudson Valley Community College are deducted, the remaining student loan proceeds will be refunded to the student.

To receive student aid, the student must be attending classes regularly.

Students should arrive prior to the start of each term with sufficient resources to cover educational costs anticipated through at least the first four weeks of classes (e.g. rent deposits, rent for September/January if due on the first of the month, food, transportation, school supplies, etc.). Federal regulations require loan refunds for first-time borrowers to be disbursed no earlier than the 31st day of the term.

U. S. Department of Veterans Affairs (VA) Educational Benefits
Eligible veterans 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 35 Survivors’ and Dependents’ Educational Assistance Program
Chapter 106 Montgomery G.I. Bill - Selected Reserve

Application Procedures: Application forms are available at and submitted to the Enrollment Information Center in the lobby of the Guenther Enrollment Services Center.

Veteran Deferrals: Eligible veteran students receiving educational benefits may receive a tuition deferral at the Enrollment Information Center. Students who will be receiving benefits for the first time at Hudson Valley must submit a Certificate of Eligibility prior to receipt of a tuition deferral.

Veterans enrolled in full-time study may agree to part-time employment under Veterans’ Affairs supervision and receive extra benefits. For 250 hours of work, the student will receive 250 x the minimum wage, but not less than $625. Lesser numbers of hours are paid proportionately. Veterans may borrow up to $2,500 for an academic year of full-time study through a special loan program for veterans. Further information concerning part-time employment or the loan program is available at all Veterans’ Affairs offices.

Rights and Responsibilities of Recipients:
Educational and vocational counseling will be provided by the Veterans’ Affairs on request. A program of education outside the United States may be pursued at an approved institution of higher learning.

Institutions are required to report promptly to the Department of Veterans’ Affairs any interrupted attendance or termination of study on the part of the students receiving benefits.
New York State Programs

Tuition Assistance Program (TAP)

The New York State Higher Education Services Corporation (NYSHESC) administers the Tuition Assistance Program (TAP). TAP is a grant and does not have to be repaid.

**NOTE:** The Tuition Assistance Program is subject to the final passage of the New York State budget. The budget was not in place at the time of this publication; As a result, some of the information presented in this portion of the catalog may not be up to date.

**Application Procedures:** Complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov and if the student is a New York State resident, then he/she will be given access to a link to complete the Express TAP application on the Web. If the FAFSA is not processed online, and, if, on the FAFSA, the student indicates that he/she is a New York State resident and lists at least one New York State college or university in Step 6 of the FAFSA, the student’s information will be forwarded to New York State Higher Education Services Corporation (NYSHESC). Once NYSHESC receives the record, they will send the student an Express TAP application, a Request for Information or a status letter and change form. The student should submit requested information directly to NYSHESC.

NYSHESC will determine the student’s eligibility and will mail or e-mail an award certificate.

Selection of Recipients and Allocation of Awards:

TAP is an entitlement program. There are not a limited number of awards. To qualify, the student must: (1) be a New York State resident and a U.S. citizen or permanent resident alien; (2) be enrolled full time* and matriculated in an approved New York State post-secondary institution; (3) meet income requirements (see the TAP application for details); (4) be charged a tuition of at least $200 per year; and (5) be in compliance with the academic requirements.

*A full-time status for New York State scholarships is determined by enrollment in 12 or more degree-applicable credits per term. A course in which a grade of “D” or better was previously earned is not counted toward the 12 hour full-time study requirement.

Undergraduate students may generally receive eight total TAP awards throughout their course of post-secondary study. New York State, however, has limited students to six term awards while enrolled in an Associate Degree program.

**Award Schedule:** The TAP award is scaled according to the student’s level of study, tuition charge, and net taxable income.

Aid for Part-Time Study (APTS)

APTS is a New York State grant program that provides funding if the student is attending college on a part-time basis (3-11 degree applicable credits per term). At Hudson Valley, this grant is awarded only to students who have a 2.0 cumulative grade point average from prior attendance.

**Note:** The APTS program is subject to the final passage of the New York State budget. The budget was not in place at the time of this publication. As a result, some of the information presented in this section may not be up to date.

Selection of Recipients and Allocation of Awards:

Awards will be made to dependent and independent students who meet the income limits set by NYSHESC (see the APTS application available in the Financial Aid Office for income guidelines.)

Applications must be completed and submitted to the Financial Aid Office by the deadline indicated on the application.

Applicants must be undergraduate New York State resident enrolled for 3 to 11 credits (Note: Part-time status is determined by enrollment in no less than 3 degree applicable hours and no more than 11 credit hours. Courses in which a grade of “D” or better was previously earned are not counted toward the part-time study requirement.)

After receiving one term of APTS, the student must maintain a 2.0 cumulative average. Additionally, the student is not eligible for APTS if he/she has used all terms of TAP eligibility.

**Award Schedule:** APTS awards at Hudson Valley Community College range from $100 to $1,000. Awards are determined by the Financial Aid Office.

Supplemental Tuition Assistance Program

Supplemental Tuition Assistance Program (STAP) is designed to provide additional state support for undergraduate students who are educationally disadvantaged and in need of remediation.
The STAP program was changed with the 1995 New York State budget. In order to qualify for STAP a student must be accepted into an institution of higher education and be enrolled in an approved non-credit bearing remediation program in the summer term immediately preceding and/or immediately following the initial year of matriculated study. Students enrolled in the Educational Opportunity Program (EOP) are not eligible for STAP.

Students who meet the eligibility criteria for a summer term STAP award are eligible for an award up to one-quarter of what the student would receive as an annual TAP award.

**Persian Gulf Veterans Tuition Award**

This New York State program is for veterans who served during the Persian Gulf hostilities.

**Application Procedures:** Full-time applicants must apply annually by completing a Free Application for Federal Student Aid (FAFSA), and the NYS TAP Application. On initial application, the Persian Gulf Veterans Tuition Award Supplement also must be completed. Part-time applicants must complete the FAFSA and a Persian Gulf Veterans Tuition Award Supplement.

**Selection of Recipients and Allocation of Awards:** Funding is available for students that have served in the U.S. Armed Forces in the hostilities that occurred in the Persian Gulf from August 2, 1990, to the end of such hostilities as evidenced by receipt of the Southwest Asia Medal, which was awarded from August 2, 1990, to November 30, 1995. To be eligible, a student must be a New York State resident; discharged from the U.S. Armed Forces under other than dishonorable conditions; be in a degree program at an undergraduate degree-granting institution in New York State; have applied for Tuition Assistance Program (TAP) award if full-time; have applied for a federal Pell Grant award for full-time or part-time undergraduate study.

**Award Schedule:** For full-time study, awards are $1,000 per term, or tuition, whichever is less. For part-time study, awards are $500 per term, or tuition, whichever is less. If a Tuition Assistance Program (TAP) award also is received, the combined academic year award cannot exceed tuition. Total undergraduate and graduate veterans tuition awards received cannot exceed $10,000.

**Vietnam Veterans Tuition Award**

This New York State program is for veterans who served during the Vietnam era.

**Application Procedures:** Full-time applicants must apply annually by completing a Free Application for Federal Student Aid (FAFSA), and the NYS TAP application. Part-time applicants must complete a FAFSA and a Veterans Tuition Award Supplement.

**Selection of Recipients and Allocation of Awards:** Funding is available for U.S. veterans who served in Indochina between December 22, 1961, and May 7, 1975, and who received discharges from the U.S. Armed Forces under other than dishonorable conditions. Applicants must be residents of New York State, and must apply to the New York State Higher Education Services Corporation (NYSHESC) prior to their application deadline.

**Award Schedule:** For full-time study, awards are $1,000 per term, or tuition, whichever is less. Full-time study is defined as 12 or more credits per term. For part-time study, awards are $500 per term, or tuition, whichever is less. Part-time study is defined as 3 to 11 credits per term. If a TAP award also is received, the combined academic year award cannot exceed tuition. Thus, the TAP award will be reduced accordingly.

**Policies Affecting Financial Aid Eligibility**

**Return of Title IV Aid**

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

**Official Withdrawals:** If a student officially withdraws from all of his/her courses before completing at least 60 percent of the term, his/her federal financial aid will be recalculated based on the student’s withdrawal date. The student’s recalculated aid will be based on the percentage of time he/she completed in the term. The percentage of financial aid eligibility will
be directly related to the percentage of the term completed. For example, if a student completes 10 percent of the term, he/she will be eligible for 10 percent of his/her financial aid. If he/she completes 30 percent of the term, he/she will be eligible for 30 percent of his/her financial aid.

**Unofficial Withdrawals:** If a student does not formally withdraw from all of his/her courses but stops attending his/her courses before completing at least 60 percent of the term, the student is considered unofficially withdrawn from the college and his/her 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 midpoint of the term.

**Tuition Liability:** If a student officially or unofficially withdraws after the end of the college's refund period, the student is liable for all of his/her tuition and fees, even if the student's financial aid is decreased. If the student's financial aid previously covered his/her bill, but no longer covers it after the Return of Title IV Aid calculation, the student will be expected to pay his/her outstanding tuition and fees. Further, if the student receives a disbursement of financial aid, and the Return of Title IV Aid calculation shows that the student was not entitled to the funds, the student will be billed for the funds, and the overpayment information will be forwarded to the U.S. Department of Education. It will be the student's responsibility to repay the funds before he/she is eligible to receive any further federal student aid, even if the student attends another college. This overpayment will appear on the student aid report until the overpayment is repaid.

**Matriculation**

To be eligible for state or federal financial aid, a student must be accepted into a major and pursuing courses toward that degree or certificate. For New York State scholarships, students accepted into part-time programs will only be eligible for part-time scholarship programs, even if registered full-time in a given term.

**Ability-To-Benefit**

To be eligible for federal student aid (includes Federal Pell Grant, Federal Work Study, FSEOG, and Federal Direct Loans), and New York State aid, a student must have a high school diploma or its recognized equivalent, or demonstrate the ability to benefit from the education or training offered. Students seeking federal or state financial aid who do not have a high school diploma or its recognized equivalent and who have been accepted through the 24-Credit Hour program must pass an independently administered examination approved by the Department of Education.

The college's placement tests, ASSET and COMPASS, have been approved as measures of the ability of a student to benefit from post-secondary instruction.

The Department of Education also has established that institutions use a passing score (cut-score) that is one full standard deviation below the mean for the examination. The minimum passing scores for such students on the ASSET test are:

- Writing Skills 35
- Reading Skills 35
- Numerical Skills 33

The minimum passing scores for such students on the COMPASS test are:

- Writing Skills 32
- Reading Skills 62
- PreAlgebra 25

Students who fail to reach the passing score on one or more of the tests are ineligible for federal and state financial aid.

**Course Selection**

State and federal financial assistance is available to assist students in pursuing their program of study. To receive New York State scholarships, a full-time student must be enrolled in at least 12 credits that are required for the student’s degree program. Students receiving part-time New York State scholarships must be registered for less than 12 credits and the aid will be based only on the coursework that is required of the degree program.

Although federal aid programs do not require review of each term’s coursework, all courses taken will count toward the calculation of credits for the maximum timeframe standard (150 Percent Rule) under the Satisfactory Academic Progress policy, see page 30.

**Good Academic Standing**

Students must meet the college’s good academic standing requirements as outlined under Policies and Procedures to be considered for financial aid eligibility. Additionally, students must meet the satisfactory academic progress requirements as outlined below.

To receive federal financial aid, a student must meet the federal satisfactory academic progress requirements. To receive state financial aid, a student must meet the state academic progress requirements, see page 33.
Federal Satisfactory Academic Progress

The tables below outline the satisfactory academic progress (SAP) standards for Hudson Valley Community College.

To be eligible for Federal Title IV student aid, a student must demonstrate satisfactory academic progress. Under Federal law and regulation, the College is required to establish, publish and enforce minimum academic standards for the continued receipt of Federal Title IV student aid. A satisfactory progress policy must include both a qualitative measure and a quantitative measure of the student's progress. At Hudson Valley Community College, the qualitative standard is measured using the student's cumulative grade point average (GPA)\(^1\) as calculated by the Registrar's Office, and the quantitative standard is measured using the student's percentage of overall credit hours earned (overall credit hours earned divided by overall credit hours attempted) or, based upon the percentage of credit hours earned in the term (term credit hours earned divided by earned credit hours attempted). Additionally, a measure of maximum timeframe (150 Percent Rule) is performed as a part of the policy (see SAP Measurement Standards). Students must meet the minimum requirements of the SAP policy to retain eligibility for Federal Title IV student aid.

The Title IV student aid programs affected by the satisfactory academic progress policy are the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study Program, and the Federal Direct Loan Program (including the Subsidized, Unsubsidized and Parent Loans for Undergraduate Students). Additionally, many scholarships and alternative funding sources may have specific requirements regarding satisfactory academic progress.

SAP Measurement Standards

Qualitative Standard: The qualitative measure of satisfactory academic progress follows the college's measure for good academic standing (from the Retention Table). These requirements are outlined in the tables below. Please note that for academic progress purposes, academic probation is considered a warning period for academic standing. Students measuring in academic probation are considered to be meeting the qualitative requirement of the satisfactory academic progress policy.

Quantitative Standards: (Students must meet A, and B or C below)

(A). Maximum Timeframe Standard: (150 Percent Rule): To quantify academic progress, the college is required to set a maximum timeframe in which a student is expected to complete a program. At Hudson Valley Community College the maximum timeframe cannot exceed 150 percent of the published length of the program, measured in credit hours attempted. For example, students in associate degree programs where the published length of the program is 60 credit hours can receive federal student aid through the point when they reach 90 attempted hours (one and one-half times the published length of program). The maximum timeframe evaluation for transfer students will consider both those credits attempted at Hudson Valley Community College and those accepted as transfer credit by the college.

The calculation of maximum timeframe is based on the cumulative student record at the college. If the student has already completed a program or has changed majors, the student may submit an appeal of the ineligibility decision. See the section on Appeal of Ineligibility Decision below. Unless granted a waiver, students whose credit hours attempted exceed 150 percent of the published length of their program will no longer be eligible for Federal Title IV aid.

(B). Percentage of Overall Credit Hours Earned Standard: Under the quantitative measure of academic progress, the student's percentage of overall credit hours earned must meet or exceed the minimum percentage requirement for each increment on the chart below. “Attempted” credit hours include all credit coursework included in the student's academic history at Hudson Valley Community College, including all accepted transfer credits. “Earned” credits include all attempted credit hours for which a passing grade has been received. In this measurement, withdrawals (including official, unofficial, and administrative), grades of “incomplete”, failing grades, excused medical (EXM), instances of no grade submitted (NGS), and instances where courses are still in progress (IP) at the time of grade submission will be treated as attempted and unearned. Repeated credit courses will be counted as attempted credit hours for each

\(^1\) Fresh Start and credit exclusions do not affect the cumulative GPA for the measurement of academic progress.
attempt, and will be counted as earned credit hours only once (when and if the student earns a passing grade). Non-credit remedial courses will not count as attempted or as earned. Please note that the minimum percentage of overall credit hours earned differs depending upon whether a student is in an associate degree program or a certificate program. Both tables are illustrated on the following pages.

(C). Percentage of Term Credit Hours Earned Standard: Students who meet the qualitative requirement, as well as the quantitative requirement in (A) above, but do not meet (B) above, under certain conditions may have their progress evaluated based upon the student’s current term performance. Measurement conditions under this standard depend upon the student’s current academic progress status. If a student is currently in unsatisfactory academic progress, the student must attempt at least six credit hours in the current term to be evaluated under this standard. A student meeting those criteria must earn at least 75 percent of the attempted credit hours in the current term to be placed in satisfactory academic progress. If a student is currently in satisfactory academic progress, the student must take at least one credit-bearing course in the current term to be evaluated under this standard. A student meeting those criteria must earn at least 75 percent of his/her term credit hours under this standard.

Satisfactory Academic Progress Table for Associate Degree Programs

| Standards of Satisfactory Academic Progress for Determining Continuing Eligibility for Federal Title IV Student Aid |
| Minimum Academic Progress Requirements |
| Associate Degree Programs |

<table>
<thead>
<tr>
<th>Overall Attempted Credit Hours*</th>
<th>Qualitative</th>
<th>Satisfactory Academic Progress</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Cumulative Grade Point Average (GPA)</td>
<td>Percentage of Overall Credit Hours Earned</td>
<td>Percentage of Term Credit Hours Earned</td>
</tr>
<tr>
<td>0.5-18.99</td>
<td>.5</td>
<td>50 percent</td>
<td>75 percent</td>
</tr>
<tr>
<td>19-36.99</td>
<td>1.3</td>
<td>60 percent</td>
<td>75 percent</td>
</tr>
<tr>
<td>37-48.99</td>
<td>1.70</td>
<td>75 percent</td>
<td>75 percent</td>
</tr>
<tr>
<td>49+</td>
<td>1.90</td>
<td>75 percent</td>
<td>75 percent</td>
</tr>
</tbody>
</table>

* The number of overall attempted credit hours is the sum of all attempted credit hours at Hudson Valley Community College and all transfer credit hours accepted by the college.

**The percentage of overall credits earned will be rounded to the nearest percentage (i.e. .745 will be rounded up to .75 but .744 will be rounded down to .74).
Satisfactory Academic Progress for Certificate Programs

Standards of Satisfactory Academic Progress for Determining Continuing Eligibility for Federal Title IV Student Aid

Minimum Academic Progress Requirements

Certificate Programs

<table>
<thead>
<tr>
<th>Overall Attempted Credit Hours*</th>
<th>Qualitative</th>
<th>Satisfactory Academic Progress</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Cumulative Grade Point Average (GPA)</td>
<td>Percentage of Overall Credit Hours Earned</td>
<td>Percentage of Term Credit Hours Earned/Term Credit Hours Attempted**</td>
</tr>
<tr>
<td>0.5-18.99</td>
<td>.5</td>
<td>50 percent</td>
<td>75%</td>
</tr>
<tr>
<td>19-36.99</td>
<td>1.3</td>
<td>75 percent</td>
<td>75%</td>
</tr>
<tr>
<td>37-48.99</td>
<td>1.70</td>
<td>75 percent</td>
<td>75%</td>
</tr>
<tr>
<td>49+</td>
<td>1.90</td>
<td>AND</td>
<td>75%</td>
</tr>
</tbody>
</table>

* The number of overall attempted credit hours is the sum of all attempted credit hours at Hudson Valley Community College and all transfer credit hours accepted by the college.

**The percentage of overall credits earned will be rounded to the nearest percentage (i.e., .745 will be rounded up to .75 but .744 will be rounded down to .74).

SAP Status

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 quantitative requirements will be placed in unsatisfactory academic progress. Students who measure in this status are ineligible for federal student aid. Students may regain eligibility for federal student aid by making up their deficiencies in such a way that in subsequent evaluations they measure at or above the minimum academic progress requirements (see section below on Regaining Eligibility for Federal Student Aid).

Transitioning to the New Policy

Under the college’s academic standing/progress policy effective prior to Fall 2002, students who were suspended or dismissed in Spring 2002 were advised that if they sat out for one year they could return to the college in good standing and receive aid. In order for the college to uphold the conditions of the old policy, after one year’s absence, the student’s academic progress status will be changed to reflect satisfactory academic progress. These students will be eligible for financial aid in their first term back, but will have to meet the requirements of the new satisfactory academic progress policy by the end of the term in order for them to continue their eligibility for federal student aid.

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 Registrar’s Office. Notices of ineligibility-
ty will be sent to students from the college. At the
time of evaluation, grades listed as I (incomplete), F
(failure), Z (absent without withdrawal), W (with-
drawal), IP (in progress), EXM (excused medical)
and/or NGS (No Grade Submitted) will be considered
attempted and unearned. If a student’s academic
record is changed subsequent to the evaluation, the
student may 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 aca-
demic progress calculation, the coursework leading
to the grade change must be completed on or 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 timeframe 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 of Ineligibility Decision**

**Appeal for Unsatisfactory Academic Progress Status**

A determination of ineligibility for federal student
aid may be appealed based on mitigating circum-
stances 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 diffi-
culty. 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
to the Director of Financial Aid, as the Director
of Financial Aid is the final authority on the
eligibility decision. The appeal process begins with
the student submitting a written request to the
Director of Financial Aid, explaining the circum-
stances that led to or contributed to the academic
difficulty. The Director may choose to conduct a
manual review of the student’s academic record,
request additional documentation from the student,
or forward the appeal to the appropriate campus
agency for review.

**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 stan-
dards. Such courses taken at Hudson Valley
Community College must be funded without benefit of
Title IV student aid and under no circumstances will
aid be paid retroactively for those courses once eligi-
bility has been re-established. If these courses are
completed at Hudson Valley Community College
during the fall, spring, or summer term, the student’s
academic progress will automatically be measured at
the end of the term. If the courses are completed
during the intersession term, upon completion of
these courses, the student should submit a written
request for re-evaluation of eligibility to the Director
of Financial Aid by the first day of classes in the sub-
sequent term. For this situation, a manual review
will be completed after the grades are processed by
the Registrar’s Office. If the courses are completed
at another institution, it is the student’s responsibility
to provide an academic transcript from the other
institution to the Admissions Office by the first day of
classes. The transcript will be forwarded to the
student's academic department for transfer credit
evaluation and the student will be notified by the
Registrar's Office of any accepted transfer credits. If
sufficient credits to make up the deficiency are
accepted as transfer credit, the student should sub-
mit a written request to the Director of Financial Aid
for re-evaluation of eligibility.

**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.

**New York State Academic Progress Requirements**

<table>
<thead>
<tr>
<th>After this award</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>This many degree credits must be accrued.</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>This grade point average must be attained.</td>
<td>0.5</td>
<td>0.75</td>
<td>1.30</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>In the term of this award, this many hours must be completed.</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

*Academic requirements are continually reviewed by the state and federal governments and are subject to change.

If a student fails to meet the academic standing requirements outlined above due to extenuating circumstances, New York State allows the college to consider a request for a waiver of the requirements. The student’s situation must be viewed as an exceptional and extraordinary case, meaning, the circumstances preventing the student from meeting the requirements were highly unusual and most probably out of the student’s control. The student must be an otherwise serious and successful student. A waiver of the state requirements may only be granted once in a student’s educational career. If a student feels his/her situation warrants use of this **one-time only** waiver, the appeal process is begun in the Counseling and Testing Office, located on the second floor of the Siek Campus Center.

In 1996, New York State legislation changed the required grade point average to a “C”, or 2.0, at the end of the fourth term in which the student receives state aid. If a student does not meet this requirement due to circumstances that can be demonstrated to have affected the student’s ability to achieve a “C” average at the end of a particular term, the student may request a waiver. Requests for waiver of this requirement are separate from the Waiver of Good Academic Standing Requirements and should be made directly to the Registrar’s Office.

**Remedial Courses**

In determining financial aid eligibility, the credit hour equivalent of remedial courses is counted toward enrollment status if the student is required to take the courses based on placement test results. For TAP purposes, a first-time TAP recipient must be enrolled in at least 3 credit hours per term that pertain to their degree program. Students who have received TAP previously must be enrolled in 6 credit hours per term that apply to their degree program.

**Repeat Courses**

Courses in which a grade of “D” (“C”, if that is the course’s passing grade) or better was previously earned do not count toward a student’s enrollment status for New York State scholarships.

Although federal aid programs do not specifically prohibit repeating courses in which a grade of “D” has been earned, all attempts of any course will count toward the calculation of credits for the 150 Percent Rule.

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**Hudson Valley Community College Scholarship Awards Policy and Guidelines**

**Policy**

Recognizing the variety of financial needs among students of Hudson Valley Community College, and recognizing the desires of individuals and community groups to extend financial assistance to meet such needs through awards and scholarships, and further recognizing the desire for establishing memorial funds and special gift accounts, the college has hereby established the following policy regarding scholarships, awards, memorial funds, and special gifts.

**Conditions for Acceptance**

1. All scholarship funds contributed for student financial assistance shall be administered through the Office of Financial Aid.
2. All such scholarship funds and awards granted by individuals or groups for students of Hudson Valley Community College must be free of restrictions or discriminatory provisions prohibited by law.
3. All funds contributed to the college for student financial assistance shall be awarded on the basis of academic achievement and established needs analysis procedures, except where special restrictions are specifically requested by the donor and fit within the purpose and limits of the college.
4. The college welcomes recommendations from donors on the use of scholarship funds. However, the college and Board of Trustees must reserve the right of final determination of all scholarship awards and the use of all scholarship monies.
Outside Scholarships
Donors wishing to select their own recipients, within the confines of their own stipulations and in keeping with whatever policies and procedures they may have established, are free to do so with the understanding that:
1. The college, upon request, will supply the names and addresses of interested students. Further information must be requested from the individual students.
2. The donor will be responsible for determining need and otherwise awarding the actual funds.
3. When such a donor or donors select their recipients, the scholarship or award should be sent directly to the recipient and not to the college.

Types of Funds
1. Individual Scholarships
   The college will administer scholarship funds in the amounts designated per awardee per term as individual scholarships, in the name of the donor if desired, under the general policy outlined above.

2. Internal College Scholarships
   a. Hudson Valley Community College Scholarship
   b. Lester O. Higbee Scholarship
   c. Otto V. Guenther Scholarship
   d. John O. Amstuz Scholarship
   e. Ralph H. O’Brien Scholarship
   f. Faculty Student Association (FSA) Scholarship
   g. Cathy Hunter-Roberts Memorial Scholarship
   h. Prestige Service, Inc.
   i. The Willie A. Hammett Student Services Scholarship

3. School of Business Awards
   a. Eastman Kodak
   b. Urbach, Kahn and Werlin

4. School of Engineering and Industrial Technologies
   a. General Electric
   b. Eastman Kodak
   c. R. D. Marshall
   d. ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers)
   e. GEPOO (General Electric Polyphenylene Oxide)
   f. Goliber Scholarship Award

5. School of Health Sciences
   a. Dorothy S. Cushman Scholarship
   b. Mortuary Science Award
   c. Dental Hygiene Award
   d. Frank Hanrahan Memorial Scholarship
   e. Rev. Francis E. Kelley Memorial Scholarship (DAV)

6. School of Liberal Arts and Sciences
   a. Frank Hanrahan Memorial Scholarship
   b. Patricia Field Memorial Scholarship
   c. Theodore Whyland Memorial Scholarship

Restrictions
In general, scholarship awards from the above funds are based entirely upon the accrued interest income available.

The HUDSON VALLEY COMMUNITY COLLEGE SCHOLARSHIP and the LESTER O. HIGBEE SCHOLARSHIP are unrestricted.

The OTTO V. GUENTHER SCHOLARSHIP is restricted only insofar as a maximum of 20% of the available income may be awarded to children/spouses of full-time employees of Hudson Valley Community College as grants. Eighty percent (80%) of the income to be awarded on the basis of academic achievement.
1. Awards must be based on need and academic achievement. This does not apply to the Guenther Scholarship Awards for children/spouses of full-time employees of Hudson Valley Community College.
2. Children/spouses of employees must maintain a cumulative index of at least 2.00 to be eligible for the Guenther Scholarship Award as it pertains to the 20% restriction.
3. Awards must be made available first to Rensselaer County residents, but not limited to such residents.

The RALPH H. O’BRIEN SCHOLARSHIP shall be awarded on the basis of academic achievement and participation in student activities, with priority given to those in student government, the Student Senate, and the student newspaper.

The CATHY HUNTER-ROBERTS MEMORIAL SCHOLARSHIP shall be awarded on the basis of academic achievement and financial need. The award must be made available first to minority students, but not limited to such students.

Those scholarships which are restricted by school or department must be awarded by recommendation of the school dean. It is the responsibility of the dean of the school to consult with the department chairpersons for their input on students to be recommended for division or department scholarship awards.

Procedures
A. In general, the provisions which will govern the awarding of scholarships to students of Hudson
Valley Community College will be based upon academic achievement and financial need. In no case shall the awarding of a scholarship exceed in dollars the total financial need of a student as predetermined by applied needs analysis procedures. In the case of scholarships which are awarded solely on the basis of academics, the financial need analysis requirement will be waived.

B. 1. All scholarships will be available to full-time (having completed a minimum of twelve credit hours), matriculated students.
2. The minimum academic qualification will be a 3.5 cumulative index.
3. All applicants for college scholarships must file a needs analysis application with the Financial Aid Office.
4. All applicants for college-based scholarships will be required to complete a campus application form.
5. Applicants must be registered for the Spring semester of the academic year for which the award is made.

C. The awarding of all scholarships will be administratively accomplished through a Campus Scholarship Committee. This committee shall be comprised of a chairperson, two representatives of the College Board of Trustees, a representative of each school of the College, and a student representative. In addition, ex officio members shall include a representative of the Business Office and a representative of the Financial Aid Office. All results of needs analyses, together with the scholarship application forms, shall be processed through the Financial Aid Office and subsequently forwarded to the Chairperson of the Scholarship Committee by specific dates to be publicized by the committee.

A final list of nominees for all awards by scholarship fund will then be forwarded by the committee to the Board of Trustees of the College for approval.

Hudson Valley Community College Foundation

The Hudson Valley Community College Foundation, exists solely for charitable and educational purposes. By securing private funds to supplement the college's traditional revenue sources, the Foundation works to support the college's education programs and services and to enhance the college's institutional goals and objectives.

A not-for-profit, independent 501(c)(3) corporation founded in 1983, the Foundation is governed by a Board of Directors composed of community leaders and college representatives who participate in and oversee the Foundation's philanthropic activities designed to produce a positive and beneficial impact upon the college, its students, and the communities it serves.

Through its ongoing fund raising efforts, the Foundation provides funding for student scholarships, enrichment programs, educational equipment, innovative programs, student development activities and support services, cultural programs, and campus beautification.

Scholarships

The Foundation's endowment includes more than 130 scholarship funds. The Foundation offers a wide variety of scholarships for both prospective and current students. Foundation Scholarships are awarded primarily during fall and spring terms. In order to remain eligible for Foundation scholarships, students must have a completed FAFSA (Free Application for Federal Student Aid) form on file with the college's Office of Financial Aid. Additional scholarship information is available on our Web site at www hvcc edu/scholarships or by contacting the Foundation directly at (518) 629-8012.
2004-05 Hudson Valley Community College Foundation active scholarships:

Fall 2004
- Albany Kennel Club Paramedic Scholarship
- Albany Rods & Kustoms, Inc. Scholarship
- Alumni Legacy Scholarship
- Automobilists of Upper Hudson Valley Scholarship in memory of John A. English
- Hazel Hayes Atwater Memorial Scholarship
- Lois and John H. Atwater Jr. Memorial Scholarship
- Class of ’93 Scholarship
- Continuing Education Scholarship
- Dewar Foundation Scholarship
- Richard Dinn Memorial Scholarship
- Kenneth P. LaCorte Memorial Scholarship
- James K. and Jeannette M. Morse Memorial Scholarship
- Parents Fund Scholarship
- Dr. Lawrence Emil Porcelli Memorial Scholarship
- The Aimee Lynn Pyskadlo Memorial Scholarship
- Rensselaer County Association of Town Superintendents of Highways Scholarship
- Elizabeth K. Ripple Memorial Scholarship
- Raymond J. Stasny Memorial Scholarship
- Second Chance Scholarship
- Steven Sultan Scholarship Fund
- Michael D. Tisenchek Memorial Scholarship
- Patty Walsh ’92 Memorial Scholarship

Spring 2005 (continued)
- Frank Hanrahan Memorial Scholarship
- New York State Federation of Home Bureaus, Inc. Scholarship
- In honor of Saratoga County Home Bureaus
- In honor of Addie R. Timber
- In honor of Rensselaer County Home Bureaus
- Richard “Butch” Kalinowski Memorial Scholarship
- Kevin E. King Memorial Scholarship
- John and Marguerite LaPan Memorial Scholarship
- Lockheed Martin Scholarship
- McKinley Faculty Memorial Scholarship
- Dr. Frank J. Morgan, Jr. Memorial Scholarship
- Louis D. Nagi Scholarship
- William E. Peck ’82 Memorial Scholarship
- Harold M. Perkins Automotive Technology Scholarship
- Dr. Lawrence Emil Porcelli Memorial Scholarship
- Ray Richardson Scholarship in honor of Dr. Frank J. Morgan, Jr.
- Leonard Spiegel Scholarship
- Eugenia M. Staerker Individual Studies Scholarship
- Charles R. Vaughn Educational Trust
- Shamrao Vasudeo Watwe Memorial Scholarship

Summer 2005
- Continuing Education Scholarship

High School Scholarships
- Kevin H. Davidson Memorial Scholarship
- Hudson Valley Community College Presidential Scholarship
- Athens Presidential Scholarship
- Athens Technology Scholarship
- Senator Joseph L. Bruno Public Service Scholarship
- Dr. Anthony M. De Bonis Memorial Scholarship
- Kenneth P. LaCorte Memorial Scholarship
- Rensselaer County Association of Town Superintendents of Highways Scholarship
- Frank J. Ryan ’69 Memorial Scholarship
COLLEGE ACADEMIC SERVICES

Biology Study Center

In an effort to provide extended academic support for students, the Biology Department staffs and equips the Biology Study Center. Students come to the center to have biology questions answered by knowledgeable faculty, meet with their instructors and form study groups. The center also has available textbooks, audio visual tapes and slides, computer programs, reserve articles and other course related materials.

Missed laboratory work may be made up in the Biology Study Center’s wet lab area. Study groups may prepare for a laboratory practical exam using the wet lab area, models, bones or microscope slides available for them. The center also has several computers with Internet capability that can be used for writing papers, research or to view computer tutorials.

The Biology Study Center is located in Amstuz Hall, Room 219, and is open five days a week and most evenings.

Cooperative Education Program

The Cooperative Education Program in the School of Engineering and Industrial Technologies and School of Business provides students with practical, hands-on experience as part of their preparation to enter the world of work. This is done by placing them in part-time jobs which are related as closely as possible to their career goals. By engaging in these work assignments, they discover what it is like in the professions they plan to enter. As they gain this on-the-job experience, they are able to test their career choices and determine if they are preparing for careers that will offer them satisfaction and accomplishment.

Students in good standing are eligible for admission to the program. They are paid for the jobs they hold and accept the same responsibilities as regular employees. Students also are eligible to earn a certificate from the program after completing 200 hours of work and achieving the learning objectives established by their employer. Students must complete the required reports to be eligible for the Cooperative Education certificate.

Students are encouraged to come to the Center for Careers and Employment in the Siek Campus Center, Room 201, and learn more about the Cooperative Education Program.

Computer Learning Centers

Six Computer Learning Centers are available for students for individualized academic instruction under the supervision of instructional employees.

The Computer Learning Centers are staffed by full and part-time Education Specialists who assist students in the development of basic computer skills as they relate to the academic environment. Classroom faculty and academic advisors may refer students to the Computer Learning Centers for individualized instruction or contact learning center faculty to develop customized workshops or instructional sessions.

BULMER TELECOMMUNICATIONS CENTER

Room 216: M-Th, 7 a.m. - 10 p.m.
Fri., 7 a.m. - 4:30 p.m.
Room 217: M-Th, 7 a.m. - 10 p.m.
Fri., 7 a.m. - 4:30 p.m.
(except during scheduled workshops)
Room 218 M-Th, 7 a.m. - 10 p.m.
Fri., 7 a.m. - 4:30 p.m.

MARVIN LIBRARY (lower level and 2nd floor):
M-Th, 7 a.m. - 10 p.m.
Fri., 7 a.m. - 4:30 p.m.
Sat., 9 a.m. - 4 p.m.
(Inter session and Summer hours may vary)

CAMPUS CENTER:
Open 24 hours a day, 7 days a week.

The Dwight Marvin Library

The library’s mission is to provide access to information, instruction, and services to enhance student learning.

The library collections and services directly support the college’s academic programs. There are more than 100,000 books and several hundred periodical subscriptions in various formats. The media collection is one of the largest in the Capital Region. The library’s Web site http://www.hvcc.edu/academ/lrc/index.html
includes access to the online catalog, subscription databases, and other informational services. The research databases provide students with on- and off-campus access to thousands of full text articles, abstracts, and citations. The large reference collection includes information in print, CD-ROM and electronic formats. The library increases its services and resource sharing capabilities through its memberships in the Capital District Library Council, SUNY Connect, SUNY Direct Access Program, NOVEL (New York Online Virtual Electronic Library), and OCLC, an international on-line bibliographic database. One such service is the rapid delivery of documents that we don’t own.

The library is open six days a week with faculty librarians and staff always available to help users make the best use of our materials and services. The library offers a bibliographic instruction program as well as a variety of special interest workshops throughout the school year. They provide comprehensive user education to classes, small groups and individuals. Additionally, the faculty librarians teach a one credit course, ENGL 115, Library Skills for Research.

Other services include the facilities for interactive video programs, computer-aided instruction and CD-ROM programs, Internet access, group study and viewing rooms, electric typewriters, word processors and copying machines for paper and microforms.

The New York State Education Department recognizes Hudson Valley’s library as an Advanced Electronic Doorway Library because of the library's use of computer and telecommunications technology, the full range of library resources and the services of skilled librarians and staff available to meet the library and information needs of its constituents.

Intensive English Language Program (IELP)

The Intensive English Language Program provides students with the opportunity to engage in an English language immersion program during the academic school year. Students who participate in this program will have the opportunity to study with experienced instructors in a variety of classroom situations such as the traditional classroom, the computer laboratory classroom, the language laboratory, and the college Learning Assistance Center. In addition, class discussion will be enhanced with field trips and special events.

Learning Assistance Center (LAC)

The Learning Assistance Center, located in the lower level of the Marvin Library, provides academic assistance and programs which encourage students to become independent and confident learners. The LAC operates on a “walk-in” and “by appointment” basis and is open Monday through Thursday from 8 a.m. - 10 p.m.; Friday from 7 a.m. to 4:30 p.m.; and Saturday from 9 a.m. to 4 p.m.

All services offered through the LAC are free to full- and part-time students taking day or evening courses at the college. Faculty are available for one-on-one or small group instruction in math, study skills, and writing. Software, videos, worksheets, and handouts for selected skills development are available.

Other LAC services

Scheduled LAC Skill Building “Courses”: Blocks of time can be built into students’ schedules for activities in the LAC with LRAC “course” numbers, (LRAC 090 LAC Reading and Study Skills; LRAC 091, LAC Math; LRAC 093, LAC Writing; LRAC 095, LAC Learning Disabilities Lab).

Workshops Series: LAC faculty teach about managing your time, taking class notes, getting the most out of your text, preparing for tests, minimizing your stress, maximizing your memory, improving grammar, and more.

Peer Tutoring Program: Professional and trained peer tutors provide assistance in specific courses in science, business, technology, and liberal arts.

Faculty Support: LAC staff is available to collaborate with instructors on specific activities to supplement classroom instruction. These projects may take the form of classroom presentations, workshops, labs or special study groups in the Learning Assistance Center.

Learning Disabilities Services

Hudson Valley Community College offers a variety of services for students with learning disabilities and/or attention deficit disorders. Recommendations for services/accommodations are made on an individual basis by the LD Specialist. These services are designed to ensure students with documented disabilities full access to the college, but should not be interpreted as a guarantee to academic success.

We Encourage You To:
• Set realistic goals
• Be aware of your learning strengths and weaknesses
• Contact us for a complete information packet
Learning Skills Department

The Learning Skills Department provides academic support services to all students seeking to improve their ability to learn. These services are offered through classroom instruction. A complete list and description of courses taught by the department may be found on page 228.

Overseas Studies/Study Abroad

Hudson Valley Community College is a member of the College Consortium for International Studies (CCIS), a partnership of colleges and universities in the United States and abroad which sponsors more than 75 study abroad programs in 31 countries. Under the auspices of this consortium, Hudson Valley Community College students may spend a term, summer or academic year at universities and colleges overseas in countries such as Australia, Costa Rica, England, France, Germany, Italy, Ireland, Japan, New Zealand, Spain, and Switzerland. Credits earned at the overseas study centers are placed on Hudson Valley transcripts and become part of the student’s academic record.

Most of the courses taught overseas by CCIS member institutions are taught in English, so students do not have to be proficient in a foreign language to participate. Curricular options include intensive foreign language courses as well as courses in the Humanities, Social Sciences, Business, Marketing, Studio Art and Design.

Hudson Valley also offers a summer Fine Arts "Italy Study Program" in partnership with the American Institute for Foreign Study (AIFS). This month-long program, taught by a Hudson Valley faculty member, runs from late-May to late-June and provides students in the Fine Arts Program with the opportunity to fulfill a required elective while expanding their artistic horizons in Rome and Florence, Italy.

Students registering for these courses pay their regular tuition at Hudson Valley Community College. Additional charges for overseas lodging, board and transportation are added to the total program cost and are paid directly by the student to the sponsoring institution.

The college’s Financial Aid Office provides qualified students with federal financial aid when they register for term-length overseas studies at Hudson Valley Community College. Additionally, some alternative loan products are available for students who register for summer programs. Students interested in

• Thoroughly read and understand the admission and graduation requirements for the program(s) you are interested in
• Schedule a pre-admission interview with us as well as tour the campus
• Apply EARLY
• Investigate your financial aid needs EARLY
• Register EARLY for support services
• Take the placement test and register EARLY for classes
• ASK QUESTIONS

To Receive Services You Must:

- Schedule an intake meeting with the LD Specialist
- Meet with the staff of the Disability Resource Center
- Provide recent documentation concerning your learning disability, according to the guidelines
- Complete all registration forms for services
- Sign release forms

Services will be provided only upon completion of the above steps.

The college does:

- Encourage self advocacy
- Provide pre-admission counseling
- Provide assistance with registration and interacting with advisors
- Offer informal skills evaluation and instruction in independent learning strategies
- Determine what services/accommodations we feel meet your needs
- Act as liaison with faculty
- Work with the staff of the Learning Assistance Center to coordinate academic support services, i.e. math, writing, study skills assistance
- Work with the Coordinator of Tutorial Services
- Assist students in finding notetakers
- Assist students in acquiring taped texts (through Recordings for the Blind and Dyslexic)
- Offer testing modifications such as readers, extended time, etc.
- Act as a liaison with community agencies such as VESID
- Offer informational personal counseling
- Offer accessible computer labs

The college does not:

- Offer formal diagnostic evaluations
- Resemble a high school resource room
- Offer self-contained classes

For additional information, contact the Learning Disabilities Specialist in the Learning Assistance Center or call (518) 629-7552.
learning more about study abroad should contact Amy A. Gumaer, director of international education, at (518) 629-7500.

**Placement Testing and Course Advisement**

To ensure that every student has the greatest chance for academic success at Hudson Valley Community College, entering students are required to take basic skills placement tests in writing, reading, and mathematics. Test results will be used to aid academic advisors in helping students choose first term courses. Recommendations may include non-credit courses, which may not be applicable to a degree program. Students who test weak (below college level) in the three basic skills areas (Reading, Writing, and Math) will be required to register for at least one (1) appropriate learning skills course during their first term of full-time study or earlier.

Tests should be taken after being accepted to the college but before registering for first-term courses. Students can expect to receive information on placement testing approximately one week after receiving notification of acceptance to the college.

Some entering students may be eligible for waivers from testing based on substantial previous college work, previous ASSET or COMPASS placement testing, or college determined SAT/ACT cut-off scores (SAT: 500 verbal/500 math, ACT: 21 composite score). These students will be granted waivers automatically during the admission process and will be directly informed that they are exempt from the test.

Placement tests are administered weekly by the Office of Instructional Support Services and Retention. Evening and Saturday test dates also are available on a limited basis. Weekday tests are scored immediately, and students go on to meet with their academic advisor on the same day.

### Samaritan and Albany Memorial Hospital School of Nursing Joint Programs

Hudson Valley Community College offers general education courses to students in the Samaritan and Memorial Schools of Nursing. Each school conducts their own nursing courses and degrees are granted by the respective School of Nursing.

<table>
<thead>
<tr>
<th>Offered at Hudson Valley Community College</th>
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<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>BIOL 109 Biology of Human Organisms</td>
</tr>
<tr>
<td>BIOL 205 Microbiology</td>
</tr>
<tr>
<td>BIOL 270 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIOL 271 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
</tr>
<tr>
<td>PSYC 100 General Psychology</td>
</tr>
<tr>
<td>PSYC 205 Developmental Psychology</td>
</tr>
<tr>
<td>* English Elective</td>
</tr>
<tr>
<td>* Social Science Elective</td>
</tr>
<tr>
<td>* Directed Elective</td>
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</tbody>
</table>

*Electives must be approved by the School of Nursing.

### Samaritan Hospital

Students interested in this program should write or call the school at 2215 Burdett Avenue, Troy, NY 12180; (518) 271-3285.

### Albany Memorial Hospital

Interested persons may obtain additional information and application materials by calling or writing: Albany Memorial Hospital School of Nursing, 600 Northern Boulevard, Albany, NY 12204; (518) 471-3260.
COLLEGE STUDENT SERVICES

Philosophy of Student Services

The philosophy of the Student Services program at Hudson Valley is to promote concern for the whole person, including his/her preparation for the future. It also involves developing the ability to make a living which is of service to others and the encouragement of a search for what is relevant. The Student Services staff will promote understanding and fellowship among those of diverse faiths, ages, races, cultures and nations. The Student Services staff will provide guidance to an individual for formal and informal educational experiences and for maximum personal fulfillment.

The Student Services professionals will continue to provide total concern for the needs of every student enrolled at Hudson Valley Community College. The staff is concerned with the entire college community and will utilize all resources available on and off campus to support the Student Services program. The staff will always meet the students' needs with professionalism, courtesy and patience.

Army Reserve Officer Training Corps (ROTC)

Full-time students may cross-enroll in the Army ROTC Program at Siena College. Classes are taught on the Siena Campus, as well as on the Rensselaer Polytechnic Institute campus. This program qualifies students for commissions as officers in the U.S. Army. Scholarships are available to first and second year students who plan to attend a four year college, and who meet qualification requirements. For details about this program, interested students should contact the Professor of Military Science at Siena College.

Air Force Reserve Officer Training Corps (AFROTC)

AFROTC is an educational program designed to give men and women the opportunity to become Air Force officers while completing a four-year degree program. The AFROTC major is designed to prepare you to assume positions of increasing responsibility and importance in today’s Air Force. The program at Hudson Valley Community College is offered in a partnership with the Department of Aerospace Studies at Rensselaer Polytechnic Institute. Scholarships and incentives are available to those who qualify. See your Academic Advisor or contact AFROTC Detachment 550 at (518) 276-6236. Also refer to http://www.rpi.edu/edu/dept/afrotc for additional information.

Athletics

Intercollegiate Athletics

Hudson Valley Community College has a long tradition of successful intercollegiate athletics, and has fielded competitive varsity teams since the college's inception in 1953. Viking athletes, male and female, are recognized among the nation's two-year colleges for their leadership and excellence.

While academic success is a student's top priority, participation in intercollegiate athletics can enhance the educational experience. Tryouts for Hudson Valley's varsity teams are publicized across the campus, and all students are welcome to attend. If you are interested in participating in athletics at Hudson Valley Community College, stop by Room 219 of the McDonough Sports Complex to fill out the necessary paperwork.

During the 2004-05 school year, Hudson Valley student-athletes will have 14 intercollegiate athletic programs, seven for men and seven for women to choose from. The offerings are as follows:

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country (Women)</td>
<td>Basketball (Men)</td>
<td>Baseball (Men)</td>
</tr>
<tr>
<td>Football (Men)</td>
<td>Basketball (Women)</td>
<td>Lacrosse (Men)</td>
</tr>
<tr>
<td>Soccer (Men)</td>
<td>Bowling (Men)</td>
<td>Softball (Women)</td>
</tr>
<tr>
<td>Soccer (Women)</td>
<td>Bowling (Women)</td>
<td></td>
</tr>
<tr>
<td>Tennis (Women)</td>
<td>Ice Hockey (Men)</td>
<td></td>
</tr>
<tr>
<td>Volleyball (Women)</td>
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</table>
There are few schools that can rival the success of the Hudson Valley athletic program. Hudson Valley’s athletic teams have combined to win five NJCAA national championships. The most recent came in 2001, when the ice hockey team ventured to North Dakota to bring home the national championship. During the past five years, the Vikings’ men’s and women’s basketball, baseball, softball, ice hockey, football, men’s bowling and women’s tennis teams have each won Region III titles, while women’s bowling finished second in the country in 2002. In addition, the Hudson Valley football team has won two of the last three Northeastern Football Conference Championships, and ventured to Cedar Falls, Iowa, to compete in the Graphic Edge Bowl in 2003. More than 10 Hudson Valley athletes have earned NJCAA All-American honors over the last three years.

**Athletic Facilities**

Hudson Valley Community College boasts some of the finest athletic facilities found on any two-year college campus in the country. Among the varsity sports held on the Troy grounds are: men’s and women’s basketball; ice hockey; football; women’s cross country; women’s tennis; men’s and women’s soccer; men’s lacrosse; and baseball. The college also hosts physical education classes and intramural competitions in its indoor and outdoor facilities.

All of Hudson Valley’s athletic teams also enjoy the benefits of the McDonough Sports Complex, a 126,000-square-foot recreation facility that is home to a 4,000-seat gymnasium and the first on-campus ice rink at any American community college. The complex also has a weight room, indoor track, racquetball courts and a fitness room with integrative adaptive equipment.

The baseball team plays at Joseph L. Bruno Stadium. Erected in 2002, “The Joe” is a 4,500-seat on-campus baseball stadium that also is the home of the New York-Penn League’s Tri-City ValleyCats, a Houston Astros-affiliated Class A baseball team. The stadium also houses one of the most complete exercise physiology labs in the Northeast and is accessible by physical education students through classes.

Several other outdoor fields were built adjacent to the baseball stadium in 2002. The football, soccer, softball and tennis teams all have new homes on the Hudson Valley campus.

**Intramurals**

The Department of Athletics sponsors an extensive program of intramural sports and recreational activities. Participation in the program is open to all students and employees of the college. As students, the primary reason for being at Hudson Valley Community College is education. However, participation in the Intramural Program will enrich the student’s educational experience, helping the student physically. Additionally, the wonderful friendships students make throughout the participation in the program will make college life much more enjoyable. Participation in the Intramural Program also will provide an opportunity to compete in athletic events without the pressure associated with varsity competition.

There are several intramural events scheduled for the 2004-05 school year. These include traditional sports such as soccer, volleyball and basketball, but also activities such as darts, racquetball, Frisbee golf, chess, and lacrosse. Come and be a part of the excitement of intramural athletics. It’s for everyone. For more information, please contact the intramural coordinator at (518) 629-7366.

In addition to the intramural activities program, students are encouraged to use the recreational facilities when classes are not in session and in the evening hours.

The Department of Athletics is located in the McDonough Sports Complex and can be contacted at (518) 629-7328.

**Bookstore**

In addition to textbooks, the Viking Cove Bookstore (the bookstore) carries a variety of items including school supplies, clothing, greeting cards, paperback books, magazines and newspapers.

Each fall and spring semester, students may have their books pre-packaged for easy pick up. The textbook pre-pack order may be completed on the bookstore’s Web site or by faxing or mailing an order form to the bookstore. Textbook pre-pack order forms and information are available by contacting the bookstore customer service desk at (518) 629-7371.

Textbooks are available for purchase two weeks before classes begin. Students who wish to avoid long lines during the “rush” period are encouraged to purchase their books early. The bookstore accepts cash, check and credit cards (Visa, MasterCard and Discover only). Picture ID is required for all check and charge purchases.

For more information and to obtain the bookstore’s return policy, visit the Web site at www hvcc edu/bookstore or call Stephen Stegman at (518) 629-7157.
The Campus Center

The Raymond Siek Campus Center houses a wide variety of student-centered services, as well as a 350-seat theater. Located in the Campus Center are the Security Office, Viking Cove Bookstore, the Student Activities and Student Senate offices, the office of the student newspaper, The Hudsonian, the Faculty Student Association, Center for Careers and Employment, Disability Resource Center, Center for Counseling and Transfer, the Educational Opportunity Program, International Student Services, Cultural Events, the College Chaplain, a 400-seat cafeteria, snack bar, lounges and the O’Brien Reading Room. The Computer Cafe, located on the first floor, offers students the opportunity to access academic computing 24 hours a day, seven days a week.

The Maureen Stapleton Theatre, at the far south end of the Center, has hosted many fine performances open to the public such as the Ghanaian Dance Company, Odadaa!, Australian storyteller and musician, Paul Taylor, and the multi-talented Samite. Throughout the school year, the Campus Center also serves as the focal point for many student sponsored events such as afternoon concerts, talent shows, and guest speakers. Informally, the Center is almost always alive with student activity and campus interaction.

Campus Ministry

The Campus Ministry Office offers students the opportunity to deepen their faith while at Hudson Valley Community College. Sister Rosemary Ann Cuneo, C.R., a Sister of the Resurrection, is the Minister at the college. She strives to be available to students to help create an atmosphere in which they can integrate their faith life with their social and educational life. Sister Rosemary offers a variety of experiences, which center around issues of faith, self-awareness, religious heritage and religious perspective on current events and social issues. Should students desire it, individual counseling is available to further personal and spiritual growth and development.

The Campus Ministry Office is located in Room 109, next to the theater on the first floor of the Campus Center. Sister Rosemary can be reached at (518) 629-7168.

The Center for Careers and Employment

This centralized center serves the college’s students and alumni. A wide array of services are available including: career counseling, employment counseling, resume consultations, job networking, careers on video, a career library and much more. These services are augmented by an extensive Web site which provides access to services 24 hours a day, seven days a week. The Web site includes: the eRecruiting Network and job bank, links to hundreds of statewide and national job banks, search engines and Web locators, links to research companies located in the Capital District or beyond, assistance in relocation, sample resumes, more than 14 online hand outs, access to an e-mail mentoring system and other exciting services. Placement and transfer reports are available on the Web site, providing the reader with valuable information and statistics including: placement and transfer rates, transfer colleges and programs, and employers/careers graduates choose.

Child Care Services

The mission of Viking Child Care Center is to provide safe, affordable, high quality child care for Hudson Valley Community College students. Accredited by the National Association for the Education of Young Children, the center maintains a warm, homelike atmosphere and is staffed by professionals who are trained to recognize and understand children’s developmental stages. Program components promote social, emotional, intellectual and physical growth.

The center is located on the southeastern end of the campus on Williams Road. Two fenced-in play areas offer opportunities for children to run, jump, climb, explore, and to experience the wonders of nature. The center itself is filled with blocks and books, computers and an indoor gym. Caring teachers, student interns, foster grandparents and work-study students offer the children attention throughout the day.

The center is open Monday through Friday from 7:30 a.m. to 5:30 p.m. and accepts children aged six weeks to five years. Breakfast, lunch and an afternoon snack are provided daily. Fees are based on a sliding scale base on a student’s gross income. Tuition assistance is available to eligible parents. Enrollment is on a first-come, first-serve basis.

For more information, call (518) 629-4506.

The Center for Counseling and Transfer

The Center for Counseling and Transfer is located on the second floor of the Campus Center in Room 200. Office hours are Monday through Friday, 8 a.m. to 5 p.m. during the academic year with evening
hours available by appointment only. Summer hours are 8 a.m. to 4 p.m., Monday through Friday. Appointments may be made by stopping by the office, or calling (518) 629-7320. Students also may be seen on a walk-in basis, pending the availability of a counselor. Our counselors are skilled, qualified professionals who provide a range of services including the following:

**Academic Counseling**

The Center for Counseling and Transfer is responsible for assisting students who are having academic difficulties. This includes counseling students who lose their good academic standing, and assisting those who are seeking an academic waiver.

**Career Counseling**

The center also offers counseling for students who are undecided about their academic major and career path. Through the administration and interpretation of various career assessment inventories, students may make a thorough self-appraisal of their abilities, values and interests as related to the choice of a career. In addition to interpreting personal test data with the student, a counselor can identify current job market and occupational trends and recommend appropriate occupational literature, which is available in the Center for Counseling and Transfer. To better serve our students we have available the Myers-Briggs Type Indicator, the Strong Interest Inventory and Discover, a computer-based career assessment program.

**Credit By Examination**

The College Level Examination Program (CLEP) and DANTES are administered through the Center for Counseling and Transfer. Students interested in satisfying degree requirements through CLEP or DANTES testing should see a counselor to explore the opportunities.

**Personal and Psychological Counseling**

When students don’t succeed in college, it is often due to personal problems interfering with their academic performance. Some of the issues that students are typically dealing with include depression, anxiety, procrastination, lack of motivation, family or relationship problems, stress, substance abuse, eating disorders, etc. To assist students in working through such problems, the Center for Counseling and Transfer offers individual counseling that is both private and confidential.

**Transfer Counseling**

Almost half of all graduates from Hudson Valley Community College go on to pursue an advanced degree from a four-year college or university. To assist students with researching transfer opportunities, the center maintains an extensive library of college catalogs, videotapes, and reference books. Additionally, the center coordinates numerous campus visits of four-year college and university admissions officers throughout the year, as well as a large College Transfer Fair that is held every fall term. Transfer counselors can also advise students on course selections, GPA requirements, and other details that will best prepare them for transferring to the college of their choice. Hudson Valley Community College has many formal transfer articulation agreements with four-year colleges and universities. Students are advised to visit the center early in their academic pursuit to obtain the most accurate and current information available regarding articulation agreements.

**Dental Hygiene Clinic**

Numerous dental health services such as cleanings, x-rays and sealants, are available to Hudson Valley Community College students, faculty, staff and the general public. Cleanings are free to college students, staff and faculty. A nominal fee is charged for x-rays and sealants and general public cleanings. Any dental x-rays taken may be duplicated and transferred to private dentists upon request. All dental hygiene services are performed by dental hygiene students under the supervision of dental hygiene faculty.

Appointments are necessary and can be made at the clinic located on the first floor of Fitzgibbons, Room 127 or by calling (518) 629-7400.

**Disability Resource Center**

The major goal of the office is to assist all qualified students with disabilities in the pursuit of their educational objectives. We attempt to coordinate the students’ needs with services and resources available within our college system and to ensure accessible educational opportunities for students according to their individual needs. To assist the students, we offer a number of support service programs. The purpose of these programs is not to create a competitive advantage for disabled students, but to eliminate any competitive disadvantages that may exist.

Operation of the Disability Resource Center is based on the philosophy that the individuals it serves are students first and that their disabilities are secondary.
The office strives to coordinate services that will enable students with disabilities to act as independently as possible in a supportive atmosphere that promotes self-reliance. It is the students’ choice whether or not they utilize the available services.

A pre-admissions visit to the college is highly recommended to all applicants. Persons with special needs are urged to visit early, preferably during their junior year of high school. The Admissions Office and the Disability Resource Center should be contacted for an appointment.

Hudson Valley Community College is approximately 90 percent accessible to the mobility impaired with the remaining 10 percent accommodated through special scheduling. Existing structures on campus have been modified and are continually being updated with regard to accessibility. Among those modifications are reserved parking spaces, curb cutouts, building approaches, wheelchair ramps, enclosed walkways, electric doors, lowered pay telephones, lowered drinking fountains and first floor bathrooms.

The Disability Resource Center offers a wide range of support services. Each incoming student completes a needs assessment form which indicates to the office the type of disability the student has, the special equipment and skills a student possesses, and the support services the student feels are necessary to his/her successful academic functioning.

Methods to ensure life safety and property safety are a major concern on the college campus. The Disability Resource Center, in conjunction with the Public Safety Office, the Health Office, and the Fire Marshalls, has established an emergency evacuation plan for students with disabilities that has served as a model program for other colleges within New York State. All students with disabilities are invited to visit the Public Safety Office to discuss any special circumstances they may have to consider during an emergency evacuation.

The Disability Resource Center offers assistance to both temporarily and permanently disabled students on the College campus. General services include:

- liaison with local, state, federal agencies
- individual orientation
- pre-admission counseling
- assistance with registration
- special scheduling
- classroom accommodations and faculty liaison
- supplemental tutorial services
- monitoring of academic progress
- academic counseling
- personal counseling
- assistance in acquiring special equipment
- extended test taking time when needed
- proctored setting for examinations
- assistance with reading and/or writing examinations when needed
- resource for high schools
- loan equipment program

**Technology Center**

Hudson Valley Community College has established the ACT Center to provide students with disabilities with access to computer technology through specifically designed adaptive equipment. Students may use the equipment in conjunction with computer courses offered by the college, request an orientation to the specifically designed computer equipment for personal knowledge, or be evaluated on the ACT equipment. This assists students in determining the type of components they may wish to purchase or have purchased by a funding agency such as the NYS Office of Vocational and Educational Services for Individuals with Disabilities (VESID) or the NYS Commission for the Blind and Visually Handicapped (CBVH). Eight individual computer work stations with various components are available within the Disabled Students Services Office.

The Disability Resource Center is located on the first floor of the Campus Center, by the Maureen Stapleton Theatre. The office hours are Monday through Friday, 8 a.m. to 5 p.m. Evening hours are available by appointment. During these hours the office is open on a walk-in basis. In addition, special appointments for students may be made by calling (518) 629-7154; T.D.D. (518) 629-7596; Fax (518) 629-4831.

**Learning Disabled Students**

Hudson Valley Community College offers a variety of services for students with learning disabilities. Recommendations for services/accommodations are made on an individual basis by the Learning Disability Specialist located in the Learning Assistance Center. These services are designed to ensure students full access to the college, but should not be interpreted as a guarantee to academic success. For additional information, refer to page 39 or call (518) 629-7552.

**Faculty Student Association of Hudson Valley Community College, Inc.**

The general purpose of the Faculty Student Association of Hudson Valley Community College, Inc.
(FSA) is to establish, operate, manage, promote and cultivate educational activities and relationships between and among the students and faculty of the college and aid the students, faculty and the administration of the college in the furtherance of their education and work in collaboration and coordination with the educational goals of the college.

The FSA operates certain auxiliary services on campus including the Viking Cove Bookstore, Food Services, the Viking Child Care Center and campus vending.

The FSA Business Office is located on the first floor of the Campus Center opposite the Viking Cove Bookstore. The office is open from 8 a.m. to 4:30 p.m. Monday through Friday. Students can obtain information on any of the FSA’s services, pay graduation and Viking Child Care fees, obtain vending machine refunds or make change at the FSA Business Office. Any student who has a suggestion and/or complaint regarding any FSA service should contact Ann Carrozza, Executive Director, Faculty Student Association, (518) 629-7165.

**Food Service**

Food services are provided in the Campus Center, Williams Hall, Brahan Hall, and the Hy Rosenblum Administrative Center. Hours of operation are as follows:

**CAMPUS CENTER**

- Snack Bar - 1st Floor 7:30 a.m. - 6 p.m. Monday - Thursday
- Bagel Bar - 1st Floor 7:30 a.m. - 2 p.m. Monday - Friday
- Student Cafeteria - 2nd Floor 9 a.m. - 2 p.m. Monday - Friday

*Subject to the Campus Center renovation schedule

**BRAHAN HALL KIOSK**

**Hours subject to change** 7:30 a.m. - 2 p.m. Monday - Friday

**HY ROSENBLUM ADMINISTRATIVE CENTER**

Faculty/Staff/Student Cafeteria 7:30 a.m. - 2 p.m. Monday - Friday

**WILLIAMS HALL**

Snack Bar 7:30 a.m. - 2 p.m. Monday - Friday

Food ranging from full breakfast, deli sandwiches, salads, hot entrees, hot and cold beverages and a variety of snack items are available at all locations.

Food and beverages also are available from vending machines located in the Campus Center, Brahan Hall, Hudson Hall, Guenther Enrollment Services Center, Williams Hall, Viking Child Care Center, and the McDonough Sports Complex.

Additional information may be obtained by contacting the Food Service Manager at (518) 629-7174.

**Health Services**

Students requesting health information or medical attention may visit the College Health Service in Fitzgibbons Building, Room 146, Monday through Friday. A registered nurse is available for assistance with injuries and routine health counseling from 8 a.m. to 9 p.m. Monday through Thursday and 8 a.m. to 4:30 p.m. on Friday during the fall and spring terms. Nurses are available 8 a.m. to 4 p.m. other times the college is open.

**All treatment at the College Health Service is strictly confidential.** A nurse practitioner is available each class day during the fall and spring terms. The college physician is available to see students in need of care by appointment during the fall and spring terms. There is a charge for laboratory tests and x-rays performed by facilities outside the college, which may be covered (partially, if not completely) by the student health insurance.

All full-time students are provided with a limited accident/illness insurance plan which provides coverage on or off campus. Claim forms can be obtained in the College Health Service.

All injuries that occur on campus should be reported to the College Health Service even if the injury appears to be insignificant.

Matriculated students are required to have current health, tuberculin and tetanus information on file in the College Health Service. All students, born on or after January 1, 1957, taking more than five credit hours, are required to comply with New York State immunization requirements and submit documented proof of immunity to measles, mumps and rubella. Proper immunity is defined by either positive blood titers OR vaccinations given after January 1968, and after the first birthday. Two measles vaccinations are required for college. All forms must have an original signature or stamp to be considered properly documented. Students are also required by New York State law to have a meningitis response form on file. This is simply a requirement for a signed form; an immunization is not required. Students who do not meet immunization requirements by the New York State mandatory deadline will be administratively withdrawn from the college.

A counselor from the Rensselaer County Sexual Assault Care Center is available in the College Health Service on Wednesday afternoons. An appointment is preferred but not necessary. Special arrangements for meeting times and places are available upon request. To reach a counselor for immediate assistance, please call the HOT-LINE at (518) 271-3257.

For further information, please contact the College Health Service at (518) 629-7468.
Student Activities

The Student Activities serves as the liaison office between the college and students. Any student with a problem, either academic or personal, can come to this office and receive assistance with his/her difficulty.

Students wishing to schedule, participate in or discuss campus activities should contact the Student Activities Office on the second floor of the Campus Center. The telephone number is (518) 629-7348.

All student activities are conducted under the sponsorship of the Student Senate and the supervision of the Student Activities Office. Participation is encouraged in the following areas:

Clubs and Organizations

Any group of students with a common interest and purpose can request that the Student Senate recognize them and provide them with a charter and financial assistance. Most clubs meet at least once a month on Monday afternoons from 2 to 4 p.m. which has been set aside specifically for student club activities. No classes have been scheduled during this time period.

Currently there are 45 clubs chartered on campus. All clubs are categorized in one of the following areas: cultural, professional, recreational, and service organizations.

Clubs are set up for the pursuit of educational, cultural and social goals for the students of Hudson Valley Community College. Anyone wishing to obtain additional information should contact the Office of Student Activities.

Field Trips and Cultural Events

There are many day trips to Boston, New York City and Montreal to sightsee, attend plays and athletic events. Weekend and week-long ventures during term breaks are to such places as the Caribbean, Florida, Utah, Europe and the Bahamas.

Housing

**Determining your needs**—If you are seeking housing information, contact the Student Activities and Housing Office located on the 2nd floor of the Campus Center, Room 206. The telephone number is (518) 629-7348.

The Housing Office publishes the Student Housing Guide which includes a list of available housing.

**How to Start and Where to Look**—Plan to spend some time in your search. Apartment hunting can be frustrating, but don’t settle for inadequate accommodations or sign any legally binding documents before you are aware of what you are signing.

You should try to assess your needs and desires as accurately as possible before you start looking.

Special Events

Special assemblies such as convocations, graduation and appearances by national figures from the fields of government, arts, music and literature are presented. Social events include: Homecoming Weekend and Spring Weekend, and major concerts are held on campus, and the Pepsi Arena in Albany.

Student Government

The aim of the Student Government Association is to promote a clear and continuing exchange of ideas among individuals and groups of the college community; to participate in formulating aims, objectives and policies of the college and interpreting them to the Student Body and the broader community as well, to organize and provide, contribute to the controlling and regulating of student activities, to foster social, recreational, academic, cultural and spiritual needs beyond those offered in the formal major; and to exhibit concern for the future needs of the college community.

Students at Hudson Valley Community College, with administration and faculty guidance, assume the responsibility of promoting and coordinating student affairs, authorizing the establishment of new clubs and activities, promoting student welfare and assisting with the annual budget which supports the extracurricular program of more than 45 different activities.

The Senate consists of president, vice president, secretary and treasurer positions as well as senator seats. Senators and officers are elected every year by the student body. In any given year the Senate has openings for 10 to 18 freshmen and 15 to 18 seniors, representing all four academic divisions on campus. Freshman class and Senior class presidents also are voted on by the students on campus.

Additionally, students are encouraged to represent the student body on campus committees such as: Learning Resource, President's/Chancellor's Awards, Scholarship, Facilities, Safety, Traffic Appeals, Affirmative Action, and Major. These committees are a combination of students, faculty and staff, and students play an integral role on campus.

Student Publications

There are two publications produced in the Student Activities Office. One is the Hudsonian, which is the student newspaper. Editions of the Hudsonian are printed approximately 13 times per year.
Second, is the Hudson Valley Community College Student Handbook and Calendar, which is published once a year during the summer. This resourceful guide is given out at college orientation sessions and registration for students entering both Fall and Spring terms.

Veterans
The New York State Education Department, through the office of the Assistant Commissioner of Higher Education, has approved the college majors and continuing education programs as required by the Veterans Affairs for its certification of eligibility of qualified veterans. Detailed information may be obtained from the Enrollment Information Center or from the nearest Veterans Affairs office.

There is a counselor for veterans in the Counseling Center.

Who’s Who
Each year, editors of the national publication of Who’s Who Among Students in American Junior Colleges solicit nominations from Hudson Valley Community College.

Nominations are based on academic achievement, service to the community, leadership in extracurricular activities and potential for continued success. Additionally, nominees must be in their second year and be registered for the Spring term.

Selected students join an elite group of students selected from more than 1,400 institutions of higher education in all 50 states, the District of Columbia and several foreign nations.

Nominations are made by the department chairpersons and faculty to the office of the Vice President for Student Services.
COLLEGE COMMUNITY SERVICES

The Alumni Association

The mission of the Hudson Valley Community College Alumni Association is to maintain the lifelong bond between the college and its graduates, which currently number more than 59,000. An alumnus’s lifelong relationship with the college involves a process of learning, teaching, leading, and serving to advance the college. With each passing year, the diversity of Hudson Valley's students, alumni, employees, and friends of the college increases. Therefore, the Alumni Association believes it is important to educate alumni on the importance of relationships, philanthropy and heritage.

• The Alumni Association recognizes the relationship between alumni and the college. This relationship begins when someone joins the Hudson Valley family, and it lasts a lifetime. It is a two-way relationship that requires time and attention to strengthen and grow.

• The Alumni Association recognizes the importance of philanthropy for the college. Since the Hudson Valley Community College Foundation was created in 1983, alumni, employees, and friends have contributed financially to the college. Every alumnus has an opportunity and responsibility to carry on that tradition. Our philanthropy philosophy is that all alumni should contribute what they can, because their financial gifts help maintain the college and advance Hudson Valley’s commitment to excellence in education. The Foundation’s Annual Fund provides an opportunity for alumni to provide support towards the college’s greatest needs. The Annual Fund runs every year from September 1 to August 31.

• The Alumni Association recognizes the heritage of our college and hope that all alumni strive to learn from the past as we focus on the future. Hudson Valley Community College has grown significantly since its founding 50 years ago. From serving 88 students in 1953 to serving more than 10,000 students today, Hudson Valley must learn from its past in order to be a better place for future generations.

Alumni enjoy reconnecting with their alma mater by attending college and alumni events and by reading our semi-annual newsletter, The Valley View. Additionally, the Foundation hosts an annual event in May to highlight the accomplishments of an outstanding alumnus through the Distinguished Alumni Award Luncheon.

The Alumni Association, a component of the Foundation, is located in room 1076 of the Bulmer Telecommunications Center. For additional information about the association’s programs and services, contact Aimee A. LaLiberte, director of alumni affairs and annual giving at (518) 629-8077 or e-mail alumni@hvcc.edu. Additional information is available on the college’s Web site at www.hvcc.edu/alumni.

McDonough Sports Complex

Opened in 1992, the McDonough Sports Complex is a 126,000-square-foot health, physical education and recreation complex that houses three regulation basketball courts, a 1/10 mile inside track, a fitness room, a free weight room, three racquetball courts and an ice arena.

The field house of the complex accommodates up to 5,000 spectators and offers substantial flexibility in floor plan and seating arrangements. The sports complex is recognized as one of the premier venues in upstate New York for athletic competition, playing host to events such as the NYS Public High School Athletic Association’s Girls State Basketball Tournament. Suited to a wide variety of activities, in addition to athletics, this facility offers opportunities for conferences, trade shows and entertainment events. In fact, the field house has been the site for community events such as garden shows, trade shows, health fairs, craft shows, computer fairs and area graduation ceremonies.

The NCAA regulation rink serves as the “home ice” for the Hudson Valley Vikings and neighboring LaSalle Institute hockey teams. It is also used by local youth hockey and figure skating organizations, various local adult hockey leagues, as well as physical education classes, community recreational skating, and other community events during the off-season.

The complex is an outstanding facility that supports the college’s efforts to continually improve its physical education offerings, promote health and wellness, and expand the college’s role as a valuable and versatile community resource.

Hudson Valley Community College Foundation

By securing private funds to supplement the college’s traditional revenue sources, the Hudson Valley Community College Foundation works to support the
college’s education programs and services and to enhance the college’s institutional goals and objectives.

A not-for-profit, independent 501(c)(3) corporation founded in 1983, the Foundation is governed by a Board of Directors composed of community leaders and college representatives who participate in and oversee the Foundation’s philanthropic activities designed to produce a positive and beneficial impact upon the college, its students, and the communities it serves.

Through its ongoing fund raising efforts, the Foundation provides funding for student scholarships, enrichment programs, educational equipment, innovative programs, student development activities and support services, cultural programs, and campus beautification.

The Hudson Valley Community College Alumni Association falls under the umbrella of and works in concert with the Foundation to provide close links to the community, potential opportunities for our students, business partnerships with the college, and a knowledgeable resource for campus-wide advisory committees.

**Bulmer Telecommunications Center**

The college’s Bulmer Telecommunications Center is a state-of-the-art facility committed to innovative instructional technology. The center houses the college’s Center for Effective Teaching, TV/audio production studios, a 215-seat interactive auditorium, computer labs, an electronic arts lab with full multi-media production capability, distance learning facilities, a photography studio, and high-tech classrooms and meeting rooms.

The facility’s Center for Effective Teaching (CET) assists faculty and staff in the application of innovative teaching methods and emerging new instructional technology. The CET provides faculty symposiums on post-secondary pedagogy and asynchronous distance learning, faculty/staff development workshops, and a media library for faculty. The CET also coordinates distance learning courses, for college credit, with area high schools. In response to the needs of the external community, the CET provides presentations and training to several external organizations, including the NYS Public Service Commission, Rensselaer County Regional Chamber of Commerce, Albany International Corporation and the SUNY Health Science Center. Businesses, government agencies, schools and colleges have used the Bulmer Telecommunications Center to host teleconference downlinks that connect their group with others around the country.

The CET also assists faculty and staff in the application of innovative teaching methods and emerging new instructional technology. The CET provides faculty symposiums on post-secondary pedagogy and asynchronous distance learning, faculty/staff development workshops, and a media library for faculty. The CET also coordinates distance learning courses, for college credit, with area high schools. In response to the needs of the external community, the CET provides presentations and training to several external organizations, including the NYS Public Service Commission, Rensselaer County Regional Chamber of Commerce, Albany International Corporation and the SUNY Health Science Center. Businesses, government agencies, schools and colleges have used the Bulmer Telecommunications Center to host teleconference downlinks that connect their group with others around the country.

The college Office of Special Events and College Facilities Utilization enhances the role of the CET by marketing, within the community, the use of this facility for conferences, workshops and business meetings.

**The Public Safety Department**

The Public Safety Department’s mission is to provide a safe, secure atmosphere at Hudson Valley Community College, one that is conducive to freedom of expression and movement for people and their property within the constraints of federal, state and local laws and ordinances.

The actions of all students, college personnel and visitors are governed by a code of conduct, which can be found on Page 262 of this catalog. Any sanctions that may be imposed for violations of these campus regulations also can be found on Page 262 of this catalog.

The Public Safety Department is located in the Siek Campus Center on the first floor, adjacent to the Computer Learning Center. Public Safety is open 24 hours a day, seven days a week, and 365 days of the year.

To contact the Public Safety Department, call 911 from any campus or emergency phone or call (518) 629-7210 from any non-campus or cell phone.

Emergency telephones directly linked to Public Safety and the college’s Health Services are located on each floor, each hallway and each elevator of each building on campus.

Additional emergency telephones, identified by a blue light, are strategically located across campus, in parking lots and walkways.

Public safety encourages the reporting of all criminal or unusual incidents, no matter how minor they may seem.

A copy of Hudson Valley Community College’s campus crime statistics as reported annually to the U.S. Department of Education will be provided upon request. Please direct all such requests to the Public Safety Department at (518) 629-7210. Information also can be obtained from the U.S. Department of Education Web site at [http://ope.ed.gov/security/](http://ope.ed.gov/security/) or the college’s Web site at [http://www hvcc edu/ public_safety/security report](http://www hvcc edu/ public_safety/security report).

Hudson Valley Community College has a Campus Personal Safety subcommittee, which is comprised of equal numbers of faculty, staff, and student representation in compliance with statutory provisions. Although the Committee’s primary responsibility is to inform and enlighten the college community about sexual assault prevention, it has evolved into a forum on all matters that pertain to personal safety, crime prevention, and victim counseling on campus.

**Keeping Safe**

You are the eyes and ears of safety and security on campus. Here are some suggestions you can consider to enhance your own safety on campus:

...
• When parking on campus in the evening, try to park in a well-lit area near buildings.
• If you arrive on campus early in the day and have to park a considerable distance from an evening class, go out before dark and move your vehicle to a spot near the building your class is in.
• Try to leave your classes or buildings with others. Be aware of your surroundings. If it appears that someone is following or observing you, call Public Safety immediately and/or go to an area where other people are present.
• Report suspicious activities. If something doesn’t seem right (for example, if someone is sitting in a vehicle and watching you), report it.
• If you are a victim of a crime, or if you witness one, report it to Public Safety immediately.

Hudson Valley also offers many forms of support including the college’s Health Service and counseling services.

Reporting Criminal Incidents and Other Emergencies
Any crime reported to Public Safety that meets the requirements of New York State Penal Law, Section 70.02 “Violent Felony Crimes,” will be reported to the appropriate law enforcement agency.

Upon receipt of a report of a crime or serious incident, Public Safety or emergency personnel will be dispatched to the scene. All matters reported to Public Safety are entered in the security log, a thorough investigation is conducted, investigative reports are completed, and appropriate action is taken.

Campus Facility Access and Security Policies
Hudson Valley provides 24-hour-a-day vehicle and foot patrol protection to campus personnel, visitors, and properties.

Security on campus is maintained with a key control system whereby only authorized persons have access to their particular area. In addition, college buildings are monitored through electronic security and fire alarms connected to Public Safety. At night and during times when the campus is officially closed, campus buildings are locked. Persons wishing access when the buildings are locked must report to Public Safety.

In addition, campus buildings and grounds are inspected daily by security officers and monthly by a Campus Safety officer. Any problems discovered during inspections are immediately submitted to the Physical Plant for corrective action.

Enforcement Authority of Campus Security Officers
Campus security officers at Hudson Valley are not police/peace officers and, therefore, are subject to Section 140-30 of the Criminal Procedure Law when making arrests. This law authorizes security officers to make arrests for any offense committed in their presence. In matters which Hudson Valley security officers lack authority or where a police report is necessary, local and state police agencies are contacted.

Policies Regarding Alcohol, Drugs, and Drug/Alcohol Education Programs
Possession, transportation, or use of any illegal drugs on campus is prohibited. The president of the college is the only individual who can approve events at which alcoholic beverages can be consumed on campus. With the exception of the president’s approval, alcoholic beverages may not be brought, possessed, or consumed on campus. Students and staff are regularly educated on the risks associated with alcohol and other drug use through brochures, orientation programs, class presentations, the student newspaper, and special awareness activities scheduled throughout the year.

The college’s referral/intervention specialist, a credentialed addictions counselor, provides counseling for students experiencing problems from their own or someone else’s drinking or drug use. Information on various treatment programs and self-help groups is available in the Counseling Center, Room 200, Siek Campus Center, (518) 629-7320.

Hudson Valley also provides an Employee Assistance Program where counseling can be obtained free of charge. This service can be reached at (518) 462-6531.

Crime Prevention and Security Awareness Program
Protection of life and property is the ultimate goal of the Public Safety Department. To achieve this goal, Public Safety concentrates considerable energy on crime prevention and security awareness.

The electronic alarm system, the key control system, security patrols, emergency telephones, and closed-circuit cameras focus on crime prevention. Timely notice of serious crimes on campus is made by means of the campus TV service, e-mail, crime alert posters, campus security personnel, the campus newspaper, employee newsletter, and Web posting.

Escort Service
Public Safety provides a 24-hour-a-day escort service for students and staff anywhere on campus.
**Vehicle Lock-out and Jump-Start Service**

Public Safety will assist students, faculty, staff and visitors if they lock their keys in their vehicles, or need a jump-start because their vehicle battery is dead.

**Missing Students**

A missing student means any student of an institution who resides in a facility owned or operated by such institution and who is reported to such institution as missing from his or her residence.

Hudson Valley Community College does not own or operate resident facilities. In the event a missing student is reported to the Public Safety Office, the following procedures will be followed:

- All information will be obtained as to the identity of the student, the person reporting the incident and the relationship of the person reporting as well as the circumstances that caused the reporting person to file the report.
- A case report will be initiated and the report will be investigated and information documented.
- The reporting person will be advised that missing person reports must be filed with the law enforcement agency having jurisdiction where the student resides.
- Information sharing with police on missing persons will follow guidelines established under the federal Family Educational Rights and Privacy Act.

**The Prevention of Sexual Offenses**

*Hudson Valley Community College Policy:*

Sexual misconduct is not tolerated at Hudson Valley Community College. Any form of sexual misconduct listed in this pamphlet is a violation of the New York State Penal Law.

A conviction of any of the sexual crimes listed may result in incarceration and/or monetary fine to the perpetrator. Persons who have a complaint filed against them for an incident involving sexual misconduct occurring on campus will be processed in accordance with the adjudication procedures contained in the college’s regulations. Copies of these regulations are available in the Public Safety Department.

**Procedures to Prevent Sex Offenses**

*Education Programs*

The college is continually updating its education programs to promote the awareness of rape, acquaintance rape, and other sex offenses. This is done through orientation, media presentations, lectures by county rape crisis personnel, posters, counseling services provided on campus, and distribution of educational material.

**What is a Sexual Crime?**

Article 130 of the New York State Law contains the following legal provisions defining crimes related to sexual assault. A copy of Article 130 is available in the Public Safety Department, located on the first floor of the Siek Campus Center.

*Section 130.20 – Sexual Misconduct.* This offense includes sexual intercourse without consent and deviate sexual intercourse without consent. The penalty for violation of this section includes imprisonment for a definite period to be fixed by the court up to one year.

*Section 130.25/.30/.35 – Rape.* This series of offenses includes sexual intercourse with a person incapable of consent because of the use of forcible compulsion or because the person is incapable of consent due to a mental defect, mental incapacity or physical helplessness. This series of offenses further includes sexual intercourse with a person under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed four years up to imprisonment for a period not to exceed 25 years.

*Section 130.40/.45/.50 – Criminal Sexual Act.* This series of offenses includes oral or anal sexual conduct with a person incapable of consent because of the use of forcible compulsion or because the person is incapable of consent due to a mental defect, mental incapacity or physical helplessness. This series of offenses further includes oral or anal conduct with a person under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed four years up to imprisonment for a period not to exceed 25 years.

*Section 130.52 – Forcible Touching.* This offense involves the forcible touching of the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor’s sexual desires. Forcible touching includes the squeezing, grabbing, or pinching of another person’s sexual or other intimate parts. The penalty for violation of this section includes imprisonment for a period of up to one year in jail.

*Section 130.55/.60/.65 – Sexual Abuse.* This series of offenses includes sexual contact with a person by forcible compulsion, or with a person who is
incapable of consent due to physical helplessness, or due to a person being under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed three months up to imprisonment for a period not to exceed seven years.

Section 130.65-a/.66/.67/.70 – Aggravated Sexual Abuse. This series of offenses occurs when a person inserts a finger or foreign object in the vagina, urethra, penis or rectum of another person by forcible compulsion, when the other person is incapable of consent by reason of being physically helpless, or when the other person is under the age of consent. The level of this offense is enhanced if the insertion of a finger or foreign object causes injury to the other person. The penalties for violation of these sections range from imprisonment for a period not to exceed seven years up to imprisonment for a period not to exceed 25 years.

Sexual Harassment
Sexual harassment is a form of sex discrimination and as such is specifically prohibited by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. Sexual harassment is defined as unwelcome verbal or physical conduct of a sexual nature which has the purpose of effecting an individual’s performance or which creates a hostile or intimidating environment. Examples of sexual harassment range from remarks and joking to actual sexual relations.

For information about Hudson Valley’s Sexual Harassment Policy, see Page 276 of this catalog.

Access to the New York State Sex Offender Registry
The Sexual Offender Registration Act (SORA) of New York State established a Sex Offender Registry within the New York State Division of Criminal Justice Services. As part of the Registry, the SORA requires the Division of Criminal Justice Services to maintain a Subdirectory of High-Risk (Level 3) Sex Offenders. The Registry also contains information on low-risk (Level 1) and moderate-risk (Level 2) sex offenders.

The referenced site provides free public access to the database of Level 3 sexual offenders only. You may however, access information on Level 1 and Level 2 offenders for a fee. To access the New York State Sexual Offender registry, visit: http://criminaljustice.state.ny.us/nsor/index.htm.

Prevention
Most sexual assaults are not committed by strangers. College students are in greater danger of being sexually assaulted by a friend or a fellow student than by a stranger.

With its high number of dating and social activities, the campus setting can offer opportunities for date rape to occur. When the relationship with the offender or when the circumstances that are involved make a victim hesitant to report a sexual crime, the term “date rape” or “acquaintance rape” is frequently used.

In date rape, the offender may be a friend or an acquaintance. Also, the victim may have consumed drugs or alcohol. Regardless of the circumstances, when sexual play beyond a mutually agreed upon point is forced on a partner, date rape occurs.

What to do if you are attacked:
1. After an attack, it is extremely important that the victim take appropriate action promptly.
2. Try to be as calm as possible.
3. Get to a safe place.
4. Call for help. Call the police, a friend, or a rape crisis service. If the attack occurs on campus, immediately contact the Public Safety Office or the College Health Office, where there is a nurse on duty.
5. Remain in the same condition as when the attacker left. Do not change, wash, or destroy any clothing. Do not wash yourself, douche, or comb your hair.
6. Seek medical aid promptly. Not only can internal and external injuries be treated, but measures can be taken to combat the possibilities of disease. It is also an opportunity to collect evidence.
7. Leave the crime scene exactly as it is. Do not touch anything. Do not clean up or throw anything away.

As soon as possible, write down every detail about the incident: who, what, when, where, how.

- What the offender looked like
- Where the assault occurred
- What kind of force or coercion was used.
- Make and model of vehicle used
- Any objects touched or taken by the rapist
- Any noticeable speech patterns used by the rapist - particular words, grammar, accents, or speech defects
- Any possible witnesses - who or where they might be
Counseling and Support Services

At Hudson Valley Community College, we are concerned for every student’s safety and security. If you have been the victim of a sexual crime, please contact one or more of the following on-campus and off-campus agencies:

Public Safety: 911 from any campus phone or (518) 629-7210 from any cell or non campus telephone
College Health Services: (518) 629-7468
The Center for Counseling and Transfer: (518) 629-7320
Rensselaer County Rape Crisis Center, Samaritan Hospital, Troy, 24-hour hotline: (518) 271-3257

Procedures for On-Campus Discipline

Procedures for on-campus disciplinary actions in cases of alleged sexual assault include an allowance for an advisor to meet with both the complainant and the respondent throughout the grievance process. An advisor might be a member of the Hudson Valley Community College sexual harassment advisor’s group, the college’s affirmative action coordinator, a member of the faculty, or any responsible member of the campus community.

Also, a formal written statement of the outcome of the grievance process will be provided to both parties and their designated advisors. The entire procedure, from filing an initial complaint to the decision of the review board, is explained in the college catalog as well as in the Student Handbook, which is available to each incoming student.

Hate Crime / Bias Related Incidents

Many individuals become targets of hateful acts because others are unable to accept differences based on race, gender, sexual orientation, religion, age, ethnicity or disability. Hudson Valley Community College condemns such acts. At the college, a hateful incident directed at an individual or group, owing to their difference, is viewed as an attack on the entire College community and such acts simply will not be tolerated and shall be adjudicated in accord with the student judicial process as specified in the College catalogue and the student handbook.

The college’s policy as it relates to hate crimes/bias-related incidents can be found in the college’s code of conduct for all students, college personnel and visitors on page 263 of this catalog.

Counseling

Members of the college community should be aware that if they are the victim of sexual assault, hate crime or bias related incident, or any other crime, that many counseling services are available.

Assistance can be obtained through the college’s Health Services and Center for Counseling and Transfer at the college. To ensure that the victims of crime in Rensselaer County are appropriately served, the Rensselaer County District Attorney’s Office provides a Crime Victim Assistance Program.

Additionally, if you are the victim of a sexual assault, assistance may be sought from the Sexual Assault and Crime Victims Assistance Program at Samaritan Hospital. Public Safety personnel will assist in understanding options available to the victim of a crime.

Policies for Visitors

All visitors to Hudson Valley Community College are required to request temporary visitors’ identification cards and temporary parking permits at the Public Safety Office. Visitors having legitimate business on Hudson Valley’s campus must present personal identification and car registration when applying for visitors’ credentials. Visitors’ cars must be parked in the designated area.

Violations of campus regulations by any organization authorized to be on campus may result in immediate ejection from the campus and the organization may be subject to any sanctions provided under applicable law.

ID Cards

All students, faculty, administration and staff are required to obtain and carry Hudson Valley Community College identification cards at all times and to present them upon request to any security officer or faculty or staff member. Other identification must be shown if such a request is made and the person questioned does not have a Hudson Valley ID card in his/her possession. Hudson Valley ID cards are to be surrendered upon termination for any reason. Loss of an ID card must be reported to the registrar immediately.

Motor Vehicle and Parking Regulations

All rules and regulations shall be in effect from September 1, 2004, through August 31, 2005.

1) All Hudson Valley Community College students, faculty and staff using the college’s parking facilities must register each vehicle and accept the responsibilities for observing campus traffic regulations as set forth here.
2) **Vehicle Registration**

A. Every student who operates a motor vehicle on the Hudson Valley campus must register that vehicle with the Cashier's Office, either by mail or in person.

B. A vehicle registration fee will be assessed per semester as follows:

1. Full-time student (12 credit hours or more) $64.80
2. Part-time student (less than 12 credit hours) $5.40

C. After a student has paid a vehicle registration fee, a numbered parking decal will be provided. This decal must be displayed on the left rear side window of the vehicle being registered.

D. Multiple Vehicles – If a student should have an occasion to park different vehicle(s) on campus, that student must complete a parking registration form for each additional vehicle and obtain decals (at no additional charge) for each vehicle they wish to register (limit 2 plus the original vehicle).

A valid Hudson Valley Community College decal must be displayed in the vehicle's left rear side window to be properly parked on campus!

E. Lost or Stolen Decals

If a vehicle is registered with the college and for any reason that vehicle is sold, stolen or damaged in an accident, an effort to return the original decal to the Cashier's Office should be made.

In any event, the student should report this or the theft of a decal to the Cashier's Office immediately. The student will then be required to sign a statement as to the reason for the loss of the decal; a new decal will then be issued.

F. College registration decals will be color coded by semester.

G. Reproducing, defacing, altering or unauthorized transferring of a parking permit or falsification of any information given during vehicle registration procedures subjects the violator to a $ 25.00 fine and/or revocation of driving privileges on campus.

3) **Traffic Regulations**

A. All New York State Motor Vehicle regulations will be applicable on campus.

B. No vehicle shall be operated:

1. At a speed in excess of 15 mph or in a reckless or careless manner or at a speed that is not reasonable and prudent under the conditions and have regard to the actual and potential hazards then existing.
2. With disregard to any traffic sign, signal and/or pavement marking and/or.
3. On any sidewalk, pedestrian walkway or lawn.

C. It is prohibited to park:

1. Without a valid parking permit.
2. In No Parking areas.
3. In handicap areas without a handicap permit.
4. Blocking fire lanes or fire hydrants on grass areas*, sidewalks, crosswalks or parking lot driveways.
5. On or over painted lines in parking areas.
6. In faculty/staff parking areas.

* Parking on grass areas permitted when authorized by Public Safety.

D. Parking for disabled students needed disabled parking on campus are required to submit an application with the Disability Resource Center (Campus Center 112). Temporary disabled parking authorization will be issued by Health Services.

Use of a NY State Disabled Parking Permit without registering at the Disability Resource Center may be cause for enforcement action. You must register for disabled parking on campus. Due to the limited number of spaces for individuals with disabilities, this registration requirement is necessary to ensure safety and fairness for all students.

E. Students and staff who are on trips, away for athletic events or abandon a vehicle, especially due to hazardous driving or vehicle breakdown, must contact the Public Safety office for parking instructions. Failure to do so could result in the vehicle being removed from the campus at the owner’s expense.

All vehicles not displaying a valid Hudson Valley Community College parking permit will be ticketed.

4) **Emergency Procedures**

A. In case of motor vehicle accidents, loss by theft or vehicle breakdown, call or visit Public Safety.

B. All accidents and thefts must be reported to Public Safety.

C. The Public Safety Department will provide emergency notification on campus, when necessary.
5) **Violations and Fines**

A. Owners of vehicles found to be in violation of the college's regulations shall be subject to a fine. Fines for the following violations will be $10 for each violation:

- **Obstructing:**
  - Traffic
  - Entrance
  - Sidewalk/Crosswalk

- **Parking:**
  - Roadway
  - End of lane
  - On grass
  - On sidewalk
  - Improper area
  - No parking area.

B. Fines for the following violations will be $25:

1. Parking in fire lane.
2. Obstructing a fire hydrant.
3. Parking in designated handicap areas.
4. Violations of not registering or displaying parking permit.
5. Any violation or altering or falsifying college registration decals.

C. The Public Safety Department is authorized to immobilize or remove vehicles from college property under the following circumstances:

1. Vehicles in violation of fire lanes or fire hydrants.
2. Abandoned vehicles.
3. For safety reasons, including snow removal.
4. Scofflaw violators.

D. Violations of these regulations may result in additional charges being brought against a violator under the “Campus Regulations for Students, Visitors and College Personnel and Organizations”. (Published in College Catalog and Student Handbook/Calendar).

E. Payment of Fines

Fines are payable within five (5) calendar days of issuance of the ticket at the Cashier’s Office located in the Guenther Enrollment Services Center, first floor. Fines may be paid by mail addressed to:

Hudson Valley Community College  
80 Vandenburg Avenue  
Troy, NY 12180  
Attention: Cashier’s office.

Failure to pay will result in the withholding of final grades, transcripts, graduation diploma and future registrations.

F. Appeals

Appeals for violations must be made in writing within 72 hours of issuance. Appeal forms may be obtained from Public Safety. Appeals will be presented to the Traffic Appeals Board; those submitting appeals will be notified by mail of their decision.

6) **Driver Responsibility**

A. Finding authorized space – Drivers are responsible for finding an authorized parking space. Mechanical problems, inclement weather or tardiness do not justify parking violations.

B. Space availability – A parking permit does not guarantee the holder a parking space, but only an opportunity to park within a specified area or areas.

C. Permit Ownership – A parking permit signifies that an individual has been granted the privilege of parking on campus property. Ownership of parking permit remains with the college.

D. Permit Display – Parking decals must be displayed on the left rear side of window.

E. Special permits for visitors attending one-day classes may be obtained from Public Safety and should be displayed on the dashboard of the vehicle.

F. Public Safety is authorized to restrict use of parking spaces on a temporary basis to accommodate special meetings, activities or construction.

G. Hudson Valley Community College is in no way liable for personal injury, damage or loss of parts or contents of any vehicle parked on our campus.

Traffic regulations for Hudson Valley Community College have been approved by the president in accordance with the Board of Trustees resolution adopted on January 22, 1998.

7) **Restricted Parking Areas**


2. Between Amstuz and Brahan Hall – Restricted and Handicapped

3. “D” Lot:

   - Southwest side – Faculty and Staff only
   - Southeast side – Students only

4. Behind Campus Center – Employees only

5. Between Hudson Hall and Field House – Employees only
6. Southside of Williams Hall:
   a. 1st Lot: Employees only.
   b. Handicapped students when applicable.

   Work-student students are not considered employees and will not be issued employee parking permits.

   Protect your valuables – lock your car!

   The college cannot be responsible for your personal property. Conceal all books, supplies, etc., in the car when possible. All valuable articles should be locked in the trunk. All serial numbered items, for example, tape players, record players, calculators, should have numbers recorded and carried with you.

   **Class Cancellations**

   For information on weather-related class cancellations or delays, call (518) 629-HVCC (4822) or visit www.hvcc.edu.

   **Workforce Development Institute**

   The Workforce Development Institute (WDI) was established in Spring 1999 to provide a regional training resource to meet the employment needs of corporate and government clients throughout the Capital Region.

   The Workforce Development Institute includes two primary training units, Public Training Programs and the Business and Industry Training department which serves corporate clients. In addition to these units the WDI provides support training and coordination for all other campus-based training efforts which serve external clients.

   The WDI has additional training facilities in the Albany One Stop facility at 175 Central Avenue, Albany.

   The Workforce Development Institute is devoted to training, consulting, executive coaching, and organization development activities in support of regional economic growth. WDI also offers certificate programs in Web Publishing, A+ Support Technician Training, Network+ and Microsoft Certified System Engineer (MCSE) as well as open enrollment computer training and technical training in such areas as National Electric Code, Structural Welding, Small Engine Repair, and Water and Wastewater Treatment.

   **Public Training Programs**

   Since 1980, Public Training Programs has provided a comprehensive array of credit and non-credit courses to meet the job-related needs of government and non-profit agency employees throughout New York State. Public Training Program services include assessment, curriculum development, organizational development and employer-specific training.

   Public Training Programs projects provide on-site degree acquisition courses, training for unemployed and under-employed individuals, Welfare Reform initiatives, supervisory training, and high-level systems training.

   **Business and Industry Training**

   Business and Industry Training provides businesses and industries with employer-specific training programs. Training for employees can be presented at the work-site during work hours in any topic. All programs are delivered by experienced, professional instructors. Business and Industry Training also provides training needs assessments, custom curriculum development and skills testing.

   The following is a sample of the diversity of programs offered:
   - Computer Skills
   - Self-Directed Work Teams
   - Project Management
   - ISO Training
   - Total Quality Management
   - Customer Service and Sales
   - Management and Supervisory Skills
   - Web Page Development and Design
   - Geometric Dimensioning and Tolerancing
   - Technical Writing
   - Basic Math Skills for the Workplace
   - Business Writing
   - E-Commerce Skills
   - Effective Leadership Skills
   - Blueprint Reading
   - Diversity Training
   - Online Learning
   - High Adventure Team Development
   - Bulletproof Manager Training

   **The World’s Children Center**

   The World’s Children Center, a part of the Teacher Preparation Department, has as its primary purpose to explore the interrelatedness of local and global issues which influence children’s development. The World’s Children Center provides a forum for student interaction among children, parents, educators, the college community and the community at large who are directly or indirectly involved with children. The goal of the World’s Children Center is to allow children and adults to explore the common issues of diverse peoples, develop sensitivity to likenesses and differences and advocate for the rights of the world’s children. The World’s Children Center offers programs for students, parents and professionals to respond to the development of children within the context of a global society in transition.
POLICIES AND PROCEDURES

Associate Degrees

The Associate in Arts (A.A.) and Associate in Science (A.S.) degrees are awarded upon satisfactory completion of university paralleled programs. These programs provide flexibility in terms of ultimate educational goals and are bases for further development of professional competence in many specialized fields. An Associate in Arts requires a student to complete a minimum of forty-five credits of liberal arts coursework. An Associate in Science requires a student to complete a minimum of thirty credits of liberal arts coursework.

An Associate in Applied Science (A.A.S.) degree is awarded upon satisfactory completion of any of the career programs. While these majors are designed as preparation for employment in responsible positions in business and industry, they do not preclude transfer with significant credit for some programs. An Associate in Applied Science requires a student to complete a minimum of twenty credits of liberal arts coursework.

An Associate in Occupational Studies (A.O.S.) degree is awarded upon satisfactory completion of occupational programs which are designed to prepare the graduate for direct entry into industry and the trades. An Associate in Occupational Studies does not require completion of liberal arts coursework.

Attendance Policy

Excessive absence interferes with the successful completion of a course of study and diminishes the quality of group interaction in class. To encourage students to accept their obligation to attend class the following policy is established:

Class attendance is a matter between the instructor and the student. Instructors are obliged to announce and interpret specific attendance policies to their classes at the beginning of the part of term in the course syllabus.

Faculty are encouraged to be considerate of students with special circumstances.

Change of Major

A student must obtain the approval of the department chairperson for permission to change majors. The student must be in good standing and meet all prerequisites for the desired program. Forms for requesting changes may be obtained from the department chairperson or the department chairperson may initiate the change on-line with the Admissions Office.

Following a change of major and the completion of a term, all previous Hudson Valley Community College coursework which is applicable to the new major will be reflected in the student's degree index.

Computer Use Policy

The goals of Hudson Valley Community College are to provide computer users with state-of-the-art computing facilities and to keep the number of restrictions on individuals to a minimum, while maintaining excellent service for all users, students in pursuit of their academic goals and employees to conduct assigned work activity.

To assist the college in achieving these objectives, users themselves must observe reasonable standards of behavior in the use of these facilities and maintain an atmosphere of civility, mutual respect and high ethical standards. Proper use includes compliance with the following guidelines:

- No attempt will be made to modify or destroy system software components such as operating systems, compilers, utilities, applications or other software residing on any college computer, except the user's own files.
- No attempt will be made to electronically transmit or post any material which is considered harmful, abusive, threatening, defamatory, derogatory, harassing, vulgar, obscene, sexually explicit, hateful, or racially, ethnically or otherwise objectionable.
- No attempt will be made to access, read, modify or destroy files belonging to another user without complete authorization from that user to do so.
- No attempt will be made to connect to or use college computers with a user ID which was not assigned to you by the college. Use of another person's user ID or password is prohibited.
- No attempt will be made to gain access to a password belonging to another person or place a password other than your own in a file on a College computer. In addition, no attempt will be made to install, run or place software designed for this purpose on any college computer.
• No attempt will be made to bypass or otherwise defeat system security to gain access to programs, files or other computer data or to install, run or place software designed for this purpose on any college computer.

• No attempt will be made to copy, store, post or distribute computer software, files or any other material in violation of trademark, copyright or confidentiality laws or when you do not have a legal right to do so.

• No attempt will be made to interfere with proper operation of a computer or interfere with another person's use of a computer, including for example, the electronic transmission or posting of files or programs containing viruses or any other content intended to interfere with proper operation of a computer.

• No attempt will be made to impersonate any person, including other Hudson Valley Community College students and employees. No attempt will be made to disguise the origin of any electronically transmitted or posted material. No attempt will be made to make unauthorized use of someone else's electronic signature.

• No unauthorized attempt to use, modify, connect or disconnect computer equipment, peripherals, communication equipment and cables.

• No unauthorized attempt will be made to use college computer systems to electronically transmit chain letters, junk mail, pyramid schemes or any other unsolicited mass mailings to multiple recipients with the exception of employees conducting college business and students' required college course assignments.

• No unauthorized attempt will be made to connect to and/or gain access to information being transported by computer networks, or to install, run or place software designed for this purpose on any college computer. Installation or use of any network communication software not approved by the college is prohibited.

• No user will make their password known to anyone other than an employee of the college authorized to assist students with computer related problems.

• No food or drink is permitted in any computer classroom or computer learning center with the exception of the Computer Cafe in the Campus Center.

• Users of college computers will comply with all local, state, federal and international laws relating to the use of computers and any other electronic communication services provided by the college.

• Use of college computers for commercial, business purposes or personal profit is prohibited without specific authorization from the college for such use. Commercial or business purposes includes advertising the sale of goods and services not directly related to Hudson Valley Community College or campus based organizations.

• Use of college computers to falsify or modify documents in a manner which is unauthorized, is a violation of the rights of owners, is a violation of copyright laws, or is not properly attributed, is prohibited.

• Use of college computers and network services for local or remote game playing is prohibited unless specifically required as a part of a course in which a student is currently registered or a faculty member is currently teaching. In addition, the installation, uploading, downloading or storage of any game software on college computers is prohibited.

• Use of college computers and network services for IRC (Internet Relay Chat) or any other form of interactive chat communication is prohibited unless specifically required for communication as part of a course in which a student is currently registered or a faculty member is currently teaching.

• Web site services for the entire campus community are provided on a centralized server by the Office of Computer Services. Use of any other college computer for the purpose of serving a Web site is prohibited.

The Computer Services department regularly monitors all computer systems usage. All occurrences of computer usage abuse, which interfere with other users or with proper functioning of the computer system will be investigated “in depth.” When placing files on the college’s computer systems, users should be aware that Computer Services has access to their files and may review the contents of their account at any time when investigating problems or suspected computer usage abuse. Findings of each investigation are forwarded to the Vice President for Student Services. In addition, Hudson Valley Community College reserves the right to remove or otherwise restrict access to material stored on any college computer system in violation of the college’s computer policy as stated above.

All instances of unethical or irresponsible use of computing facilities are grounds for disciplinary action by the college’s Regulations Review Board (see section in the college catalog on Campus Regulations for Students, Visitors and college Personnel and Organizations). Instances of abuse may result in civil and/or criminal proceedings. The college expects that all users of computing facilities will observe reasonable standards of behavior.
Course Audits for Senior Citizens

Hudson Valley Community College offers to senior citizens who are at least 60 years of age the opportunity to audit credit bearing courses. There are no tuition or fee charges, however, there will be a $7 per credit charge if an optional computer account is purchased, and the student audits as a part-time student. A $100 fee is charged full-time students. College credit will not be granted for auditing a course. Registration is based on space availability and is held the Friday prior to the start of the specific course. The Arts Center courses may also be audited; however, The Center must be contacted directly.

Course Withdrawal

A student may withdraw from a course prior to the end of the day on Friday of the twelfth week of the term. Students are encouraged to meet with the instructor or the instructor’s department chair prior to withdrawal. Students must obtain approval from their department chair for a course withdrawal. The official date of withdrawal is the date that the completed form is received in the Registrar’s Office. Discontinuance of class attendance or notice to the instructor does not constitute authorized withdrawal. For any part of term other than a standard 15 week term, the withdrawal date shall be set on a four-fifths pro-rata basis.

Cross Registration

The college is a member of the Hudson-Mohawk Association of Colleges and Universities, which is a consortium of private and public colleges located in and around the Capital District. By means of cross registration, students are permitted to take courses at colleges and universities without extra charge for tuition.

HUDSON VALLEY STUDENTS:

To qualify, a person must be a full-time matriculated undergraduate student. The course wanted must be one that is not available on the student’s home campus. A limit of two courses per term has been established and initial approval must be granted by the student’s department chairperson and the registrar.

VISITING STUDENTS:

Students from other consortium colleges must register for courses during the In-Person registration period. Those students who opt to initially register as a non-matriculated student will not be allowed to transfer their registration to a cross-registration status thereafter. A cross-registration form, complete with the designated home school official signature, must be presented at the time of registration. Visiting students are responsible for all related fees. Students may not cross-register for courses taught through The Arts Center. Interested students may contact the Registrar’s Office at (518) 629-4754. For specific dates, please refer to the registration publications.

Exemption from Final Exams

Final examination exemption is a matter between the instructor and the student. Instructors are obliged to announce and interpret specific exemption policies to their classes at the beginning of the term in the course syllabus.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Also afforded the rights of students are, upon proper presentation of the dependency condition, either parent of a student who is claimed as a dependent on either parent’s Federal Income Tax. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the college receives a request for access.

Students should complete the request form available in the Registrar’s Office identifying the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the student will be advised to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

Students may ask the college to amend a record that they believe is inaccurate or misleading. They should complete the request form available in the Registrar’s Office, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his
or her 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 consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit and personal health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or college agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. Hudson Valley Community College designates the following items as directory information: student’s name, dates of attendance, date of birth, enrollment status, major and date of graduation. The college may disclose any of those items without prior consent, unless notified in writing to the contrary within thirty days of the beginning of the term.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University 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, 20202-4605

The Solomon Amendment

Under a 1997 rule adopted by the United States Department of Defense, the college must provide to the military, if requested, the student’s name, address, telephone listing, date of birth, level of education, current major and degrees received.

If the student places a hold on his/her record through the Family Educational Rights and Privacy Act (FERPA), information will not be given to the military. However, the student would then need to authorize, in writing to the Registrar’s Office, each individual disclosure of any information.

Fresh Start Policy

The Fresh Start program provides a second opportunity to any former Hudson Valley Community College student who has experienced past academic difficulties. A student who is interested in pursuing a Fresh Start must complete a petition with his/her academic advisor. The deadline to submit a completed petition to the Registrar’s Office is the published withdrawal deadline in the student’s term of re-enrollment to the college.

To be eligible for the program, a student must:

1. have been absent from the college for a consecutive period of two years or more
2. achieve a term index of at least 2.00 with no grades of “F,” “Z,” “W,” “AW,” “I,” or the remedial equivalents in the Fresh Start term.

If a student successfully meets all eligibility requirements at the end of the Fresh Start term, all courses previously completed with grades of “C” or better will remain part of the student’s calculated grade point average. Prior coursework in which a grade of “D” or “F” was received will remain on the transcript but will not be calculated in any future grade point average and will not earn credit.

Students will be approved for a Fresh Start one-time only. The re-calculated grade point average will be used for the purposes of academic standing and NYS Tuition Assistance Program (TAP) certification. It will not, however, be used in the calculation of Satisfactory Academic Progress for federal financial aid eligibility. There is no guarantee, expressed or implied, that the Fresh Start policy will be recognized by any other college or university.

Good Academic Standing

All students attending Hudson Valley Community College will be reviewed for good academic standing. To be in good academic standing, a student must meet or exceed the requirements specified in the retention table depicted below. In addition, a student must be in good academic standing for purposes of veteran’s benefits, federal and state financial aid monies, participation in intercollegiate athletics, the Student Senate, the student newspaper staff, the college theatrical group, Yearbook staff, Peer Information Center and other campus activities as may be defined.
Prohibition

A student will be placed on academic probation at the end of a term in which the student’s cumulative grade point average falls below that which is required according to the Retention Table. A student placed on academic probation must meet with his/her department chairperson or faculty advisor to develop an Academic Intervention Plan prior to attending the following term. As part of the plan, previous coursework, academic strategies, available resources and course selection will be discussed. The plan represents an agreement signed by both the student and advisor. In addition, a student on academic probation may not enroll for more than fourteen credits, unless the student is enrolling in his/her last term to meet graduation requirements.

A student who raises his/her cumulative grade point average to the required level, as designated on the Retention Table, will be removed from academic probationary status.

Suspension

A student will be placed on academic suspension at the end of a term in which the student’s cumulative grade point average falls below that which is required according to the Retention Table. A student who is subject to suspension is removed from matriculated status but may return as a non-matriculated student.

A student placed on academic suspension must meet with his/her department chairperson or academic advisor to discuss future academic goals. Such a student may be restricted by the department chairperson as to the number of credits for which the student will be allowed to register.

The student placed on academic suspension may also use the services of the college’s Counseling and Testing Office for additional career counseling.

After correcting his/her cumulative grade point average deficiencies and meeting academic progress requirements or after not registering for two consecutive terms (fall, spring, summer), the suspended student may seek readmission.

Dismissal

A student will be placed on academic dismissal at the end of a term in which the student’s cumulative grade point average falls below that which is required according to the Retention Table. A student subject to dismissal is removed from matriculated status and cannot register for any credit or credit equivalent courses at the college.

After one full term the dismissed student may return on a non-matriculated basis. After correcting his/her cumulative grade point average deficiencies or after not registering for two consecutive terms (fall, spring, summer), the dismissed student may seek readmission.

Waiver of Good Academic Standing Requirements

Understanding there may be extenuating circumstances which have caused a student to lose good academic standing, the college provides the opportunity for a student to request a waiver of these standards. Such a waiver will be granted only if the student’s situation is viewed as an exceptional or extraordinary case, meaning, the circumstances preventing the student from meeting the requirements were highly unusual and most probably out of the student’s control. The student must be an otherwise serious and successful student.

If the student feels his/her situation warrants use of the one-time only waiver of good academic standing requirements, the appeal process is begun in the Counseling and Testing Office, located on the second floor of the Siek Campus Center.

Grading System

1. The college uses a letter system of grading which indicates the following standards:

<table>
<thead>
<tr>
<th>GRADÊS</th>
<th>NUMERICAL EQUIVALENT</th>
<th>QUALITY POINTS PER CREDIT HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A Excellent</td>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>*B Very Good</td>
<td>80-89</td>
<td>3</td>
</tr>
<tr>
<td>*C Average</td>
<td>70-79</td>
<td>2</td>
</tr>
<tr>
<td>*D Passing</td>
<td>60-69</td>
<td>1</td>
</tr>
<tr>
<td>*F Failure</td>
<td>Below 60</td>
<td>0</td>
</tr>
<tr>
<td>*I Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*S Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*IP Course in Progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*W Withdraw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*AW Administrative Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Z Absent Without Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXM Excused Medical (Physical Education courses only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All grades earned will appear and remain permanently on student’s record.

2. A grade of “I” (Incomplete) at Midterm or Final is assigned only after the student has consulted with the faculty member and has demonstrated a legitimate reason acceptable to the faculty member (health problems, a death in the family or other circumstances beyond the student’s control) for not completing the work. The decision to assign the “I”
(Incomplete) grade is entirely at the discretion of the faculty member. A grade of “I” (Incomplete) must be removed within the first (30) calendar days of the next term; otherwise it automatically becomes an “F.” If the grade of “I” (Incomplete) has caused the student to lose good academic standing, the final grade must be submitted by the beginning of the next term in order to be considered for readmission for that term.

3. The grade of “IP” (Course in Progress) is assigned to a student when the course has not concluded at the close of the regularly scheduled term.

4. A grade of “W” (Withdrawal) is assigned only when a student has completed the appropriate withdrawal process as outlined below.

5. The grade of “AW” (Administrative Withdrawal) will be assigned by the college to students who do not comply with certain college policies and campus regulations.

6. The grade of “Z” (Absent Without Withdrawal) is assigned to a student who has not attended class, or submitted assigned work, subsequent to the 60% point of the course part of term.

7. The computation of the grade point index is based on the GPA hours and grades earned. Quality points are assigned to each credit hour attempted, according to the table above. Grades of “I,” “IP,” “S,” “W,” “AW,” “Z,” or “EXM” do not calculate into the grade point index. The following example illustrates how the grade point index would be determined for one term:

A 3 credit course x 4 quality points = 12
B 3 credit course x 3 quality points =  9
B 4 credit course x 3 quality points = 12
F 3 credit course x 0 quality points =   0

Total GPA Hours = 13 Total quality points = 33

Term Index = \( \frac{33}{13} = 2.54 \)

8. A course may be repeated for a higher grade. The highest grade will be included in the average, although both grades will appear on the transcript. Such repetition will be permitted twice. Special permission may be granted through the department chairperson for a student to repeat a course which has been completed with a “C” or better.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility.

Graduation Requirements

To receive an associate degree, a student must meet all of the following requirements:

1. Attain a 2.00 grade point index.
2. Complete all prescribed courses with a passing grade.
3. Complete all prescribed minimum credit requirements.
4. Complete a minimum of 50 percent of the required course credit in residence at Hudson Valley Community College.
5. Submit completed degree application to the Registrar’s Office.
6. Participate in commencement.
7. Complete payment of all financial obligations and have returned all loaned college property.

The student is ultimately responsible for ensuring that all degree requirements have been fulfilled. Course requirements for each program are specified in this catalog. A student may complete the degree requirements at the end of any term that the college is in session. Hudson Valley Community College confers degrees following the close of each term, however there is only one commencement ceremony each year. In order to be considered for graduation, degree applications must be submitted according to the following dates.

- Fall Graduation - September 17
- Spring Graduation - January 30
- Summer Graduation - May 30*

*Graduates must apply by April 15 in order to participate in the commencement ceremony. Summer graduates will be allowed to participate in the commencement ceremony only upon demonstration that degree requirements will be completed by the August graduation date.

If a student does not file an application, the student’s academic record will not be reviewed for graduation. Upon review, any student who has not met all degree requirements, as outlined in the college catalog, will be notified of the deficiency and may reapply for a subsequent graduation period.

Statute of Limitation on Degree Completion

Requirements for degree completion are based on those stated in the catalog for the year a student matriculates in a specific program. A student will have a maximum of five (5) years from the date of matriculation to complete a degree based on those requirements. After the five (5) year limitation, requirements for all programs convert to those cited in the most current catalog. A student may opt for the current catalog requirements at any time.
Graduation with Honors

Students who have attained a 3.5-4.0 cumulative grade point index prior to the term of graduation at Hudson Valley Community College will graduate with academic honors.

Honors

The college’s President’s List, each fall and spring term, includes those full-time matriculated students who have a term average of between 3.5 and 4.0 and who received no “D”, “F”, “I”, “Z”, or “W” on their record for that term. The grade of “W” will not remove a student from the President’s List if the student has met all other requirements and completed at least 12 credits successfully.

The college’s Dean’s List, each fall and spring term, includes those full-time matriculated students who have a term average of between 3.5 and 4.0 and who received no “D”, “F”, “I”, “Z”, or “W” on their record for that term. The grade of “W” will not remove a student from the Dean’s List if the student has met all other requirements and completed at least 12 credits successfully.

The college’s President’s List, each fall and spring term, includes those part-time matriculated students, registered for at least six degree credits, who have a term average of between 3.5 and 4.0 and who received no “D”, “F”, “I”, “Z”, or “W” on their record for that term. The grade of “W” will not remove a student from the President’s List if the student has met all other requirements and completed at least 12 credits successfully.

The college’s Dean’s List, each fall and spring term, includes those part-time matriculated students, registered for at least six degree credits, who have a term average of between 3.5 and 4.0 and who received no “D”, “F”, “I”, “Z”, or “W” on their record for that term. The grade of “W” will not remove a student from the Dean’s List if the student has met all other requirements and completed at least 12 credits successfully.

Intercollegiate Athletes and Officers of Student Senate Sponsored Organizations - Academic Eligibility Requirements

For the purpose of determining eligibility to participate in the FSA governed intercollegiate athletics, or to function as an officer in Student Senate sponsored organizations, a student must maintain a 2.0 cumulative GPA. For these purposes, the mid-term grade report will be considered and reckoned in the cumulative GPA as if it were the end of term grade report and will stand until over-ridden by the end of term grades.

Matriculation/Course Load Status

A matriculated student is one who has been formally accepted for admission to the college, has registered in a major or designated program and is pursuing courses toward a degree or certificate. A student will lose matriculated status if he or she does not enroll for more than two terms.

Regardless of matriculation status, a student who carries 12 or more term hours during the fall or spring term is considered a full-time student.

One credit hour is granted based on one period of classroom work per week or one session of laboratory work of two or more periods. A minimum of two hours of outside preparation is expected of the student for each period of classroom work.

NOTE: Full-time status for New York State scholarships is determined by enrollment in 12 or more degree applicable hours. Courses in which a grade of “D” or better was previously earned are not counted toward the 12-hour full-time study requirement.

Methods of Earning Credit

A student, regardless of matriculation status, who enrolls in a regularly scheduled day division or continuing education course at Hudson Valley Community College and satisfactorily completes this course with a passing grade will be granted the number of credits for that course as set forth in this catalog.

In accordance with the following guidelines, credit is also awarded through examination, transfer from accredited institutions and evaluation of life experience. Credit will be granted provisionally through these methods until such time the student has been formally matriculated and has completed one term at the College.

Transfer credit will appear on the Hudson Valley Community College transcript with a “T” entered in the grade column and the credit will be included in the degree hours only.

No more than 50 percent of the credit to be applied to a degree or certificate may be granted by transfer, examination, or evaluation.
Transfer Credit

Students with coursework from accredited institutions may complete specific program requirements by transferring courses essentially equivalent to the corresponding Hudson Valley Community College courses. Elective coursework may be transferred without equivalency with approval of the department chairperson. The student will only be allowed to transfer course credit for which a grade of “C” or better or “P” (pass) or the equivalent has been received.

Credit by Examination

Degree credit is awarded through the following examination programs:

Advanced Placement Examination - This program, administered by the College Entrance Examination Board, is an instrument that relates college level courses at secondary schools to appropriate placement and credit at collegiate institutions.

College Level Examination Program - This program, administered by the College Entrance Examination Board, provides opportunities to earn college credits through subject and general examinations.

Hudson Valley does recognize and award credit for many CLEP subject exams. In some instances, additional requirements must be met before credit will be awarded. Granting of credit for CLEP General Exams is not automatic and must be approved on the departmental level.

Specific information concerning exams, acceptable scores and Hudson Valley course equivalents may be obtained from the Counseling Center.

Excelsior College Examination Program -Administered by the New York State Education Department this program has been established whereby individuals who have developed college-level competencies outside the formal classroom can demonstrate those competencies and receive credit for them.

Exams in each of these programs have been reviewed jointly by the appropriate department chairperson and school dean with consultation of the Vice President for Academic Affairs to establish the amount of credit to be granted, the minimum acceptable score requirement, and the equivalency of each exam to a college offering.

For further information concerning approved exams, contact the Office of the Registrar or the Counseling Center.

Life Experience Program

The Life Experience Program offers returning adult students an alternative to traditional classroom study. Students can receive college credit for knowledge that is acquired through work experiences, both paid and volunteer. Students must be matriculated in a degree program.

In order to receive college credit, the student must submit a portfolio, documenting and describing their college-level knowledge as it relates to a specific course requirement. A departmental evaluator will review the portfolio. A fee will be charged for the evaluation. Life Experience credit will not be posted on the student's transcript until the student becomes eligible for graduation. Interested students should contact the Continuing Education Division for information.

Challenge Exam

By reason of occupational or educational experience, a student may earn credit for any Hudson Valley Community College course in the student's degree program by taking the final examination for the course. A challenge exam cannot be administered once a student is registered for and is attending the course.

The student must request this evaluation of learning by, and obtain approval of, the department chairperson of the course to be challenged. The student's department chairperson must also approve the course as part of the student's degree program.

Once these approvals have been obtained, the student must pay for the examination in the Cashier's Office. Please refer to Tuition and Fees for the current fee structure. The student must then present the receipt to the Office of the Registrar to obtain the Challenge Exam form, which must be signed by the student's department chairperson and submitted to the faculty member administering the examination.

Mid-Term Grades

Mid-term grades are indicators of a student's progress. They are equally important to the potential Dean's List student, the student on probation and the marginal student. In each case, the student's efforts can be directed to achieve his or her goals. Mid-term grades are not recorded on official student transcripts.

A student will be considered academically at-risk if his/her mid-term grade point average (average based...
on that term’s mid-term grades) falls below 2.0. A student at-risk (in this situation) will be encouraged, by letter, to meet with his/her department chairperson or faculty advisor to discuss options and implement a course of action to improve the student’s academic performance.

**Phi Theta Kappa**

In November 1988, Hudson Valley Community College established the Alpha Xi Sigma Chapter of Phi Theta Kappa, the only nationally acclaimed honor fraternity serving regionally accredited American institutions which offer associate degrees.

Membership in Phi Theta Kappa is a highly coveted honor. Students eligible for membership must achieve a cumulative grade point average of 3.70, be of good moral character, and possess the recognized qualities of leadership. Induction into the chapter occurs in the fall and spring of each academic year. Scholarships to four-year institutions are available to Phi Theta Kappa members.

**Readmission Following Suspension or Dismissal**

A student who has been placed on academic suspension or dismissal may be considered for readmission after an absence from the college of at least two consecutive terms (fall, spring, summer) if evidence of his/her ability to successfully complete an approved program is presented.

**Student Right To Know**

Information concerning disclosure of completion, persistence, and transfer rates for first time, full time associate level students described under the Student Right To Know Act is available in the Office of Planning and Research. Inquiries may be directed to this office at (518) 629-7353.

**Total Withdrawal**

A student may withdraw from all registered courses within a term prior to the end of the day on Friday of the twelfth week of the term. The student must meet with a counselor at the Enrollment Information Center, in the lobby of the Guenther Enrollment Services Center, for advisement and to complete the required form. The official date of withdrawal is the date that the form is completed.

Total withdrawal from a term may jeopardize current and will jeopardize future financial aid eligibility.

**Transcripts**

An official transcript, bearing the seal of the college and the signature of the Registrar, is a document required by colleges, universities and prospective employers. An official transcript is sent only with the written request of the student. A transcript issued to the student will bear the stamp “Unofficial Copy.” Students can save time by following the procedures listed below.

A student may request academic transcripts be forwarded to other institutions or places of employment, etc. by notifying the Registrar’s Office in writing. The student’s request must include the following:

1. Student name and Social Security number
2. Approximate dates of attendance
3. Address to which transcript is to be forwarded
4. Student signature

Forms are available directly at the Registrar’s Office, or students may send their request via the United States Postal Service or fax their request to (518) 629-8094. Faxed requests must include type of credit card (VISA or MasterCard), credit card number, expiration date, and authorization to charge the card. Faxed requests will be processed with those received by mail. There is a $3 fee per transcript, which is payable to Hudson Valley Community College. There is a $10 fee to fax an unofficial transcript.

Transcripts will not be released for those students who have financial obligations (in arrears). By federal law, e-mail requests cannot be considered consent for release of transcript information.

**Two Associate Degrees**

A second degree at the same level may be undertaken concurrently or consecutively, but is awarded only when an additional year of coursework and the degree requirements in a different field are completed (i.e. 50 percent of the second degree program).

When a student concurrently meets the requirements of more than one emphasis within a single broad field of study, a single degree is awarded rather than two separate degrees.
CAREER AND TRANSFER OPPORTUNITIES

Three Year Program with Siena College

Hudson Valley Community College and Siena College have entered a collaborative educational venture through which students are able to complete the requirements for the A.S. in Business - Business Administration and a Bachelor degree in Accounting, Finance or Marketing/Management within three calendar years. Students attend classes the full calendar year, beginning at Hudson Valley and completing the third year entirely at Siena College.

For additional information contact the Admissions Office at (518) 629-7309.

State University Transfer Guarantee

An opportunity to continue full-time study at a four-year State University college is guaranteed to all New York State residents who transfer directly from a degree-granting State University or CUNY two-year college with an Associate in Arts (A.A.) or an Associate in Science (A.S.) degree.

The transfer guarantee becomes effective if the student is denied admission at all of the student’s four year college choices. Although the program ensures admission to a four-year college, it does not ensure admission to a specific campus or major.

Articulation Agreements

Hudson Valley Community College has many formal articulation agreements with public and private four-year institutions. Generally, these agreements are from program to program, and they specify the courses the student should take at Hudson Valley Community College, along with the required grade average, to ensure junior status at the four-year institution.

Since these articulation agreements continue to increase in number and are constantly evolving to reflect changes in program requirements, it is imperative that students consult early with a transfer counselor in the Center for Counseling and Transfer to ascertain the terms and conditions of agreements that might be of interest. Below are institutions with whom Hudson Valley Community College has formal articulation agreements. This list is subject to change at any time.

CUNY Colleges

John Jay College of Criminal Justice

SUNY Colleges & Universities

University at Albany
Binghamton University
College at Cortland
College at New Paltz
College at Oswego
College at Plattsburgh

SUNY Specialized Colleges

College of Agriculture and Technology at Cobleskill
College of Technology at Delhi
College of Environmental Science and Forestry at Syracuse University
Institute of Technology at Utica/Rome
Upstate Medical University

Online Agreements

Jones International University
Saint Leo University

Private Institutions

Cazenovia College
Clarkson University
Eastern Kentucky University
Hartwick College
Houghton College
Manhattan College
Manhattanville College
Massachusetts College of Liberal Arts
Paul Smith’s College
University of Plymouth (England)
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Sage Colleges
College of Saint Rose
School of the Arts Institute of Chicago
Siena College
Springfield College
Southern Vermont College
Union College
Utica College
Yonok College (Thailand)
Transfer Opportunities

Hudson Valley Community College students transfer to a wide variety of colleges and universities throughout the country. As a result of their academic performance at Hudson Valley, many students gain admission to colleges and universities that might not have been obtainable after high school. The following have no formal articulation agreements with Hudson Valley Community College, but are some of the colleges and universities to which our recent graduates have transferred:

Albany College of Pharmacy
Arizona State University
Bennington College
Boston College
Boston University
Brigham Young University
Brooklyn College
Castleton State College
City University of New York Medger Evers College
Clemson University
Coastal Carolina University
College of William and Mary
Cornell University
Daeman College
Dowling College
East Carolina University
Excelsior College, The University of the State of New York
Fashion Institute of Technology
Florida State University
Fordham University
Hofstra University
Howard University
Hunter College
Ithaca College
James Madison University
Johnson and Whales University
LeMoyne College
Lesley College
Limestone College
Lindsey Wilson College
Long Island University
Marist College
Massachusetts Institute of Technology
Massachusetts Maritime Academy
Messiah College
Morgan State University
Mount Saint Mary’s College
New York City Technical College Brooklyn
New York University
North Carolina State University
Northeastern University
Pennsylvania State University
Pratt Institute
Radford University
Roger Williams University
Rutgers, The State University of New Jersey
Sacred Heart University
Skidmore College
Smith College
State University of New York College at Brockport
State University of New York College at Buffalo
State University of New York College at Geneseo
State University of New York College at Oneonta
State University of New York College at Potsdam
State University of New York College at Purchase
State University of New York Empire College
University of Colorado
University of Massachusetts
University of Miami
University of New Hampshire
University of North Carolina
University of North Dakota
University of Rochester
University of South Florida
University of Tampa
University of Texas
University of Virginia
Villanova University
Wentworth Institute of Technology
Wheelock College
Worcester Polytechnic Institute
## Career Opportunities

Hudson Valley Community College's career and transfer programs offer students the opportunity either to complete studies for many careers or to initiate college studies to enter various professions and career fields.

The following list represents some of the frequently chosen career fields and the corresponding Hudson Valley Community College program of study title.

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<td>Nanotechnology</td>
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<td>On-Air Radio News/Sports Broadcaster</td>
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<td>On-Air Radio Personality</td>
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<td>Civil and Public Service</td>
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<td>Radio Commercial Production/</td>
<td>Broadcast Communications</td>
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<td>Voice Talent</td>
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<td>Radio Studio Operator</td>
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<td>Security/Loss Prevention</td>
<td>Criminal Justice</td>
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<td>Semiconductor Technician</td>
<td>Electrical Construction &amp; Maintenance or Electrical Engineering Technology</td>
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<td>Teaching Assistant</td>
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<td>Web Page Developer</td>
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Academic Program Listing

<table>
<thead>
<tr>
<th>HEGIS Code</th>
<th>School/Program</th>
<th>Type of Degree (see code)</th>
<th>Program can be completed by attending entirely in the evening</th>
<th>Application Processing</th>
<th>Catalog Description Page</th>
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<td>Construction Technology-Sheet Metal</td>
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<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
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</table>

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student financial aid awards.

*Majors so noted are being deactivated and as such, applications for admission are no longer accepted.

Key to Degrees Earned:   AA = Associate in Arts     AS = Associate in Science    AAS = Associate in Applied Science   AOS = Associate in Occupational Studies
SCHOOL OF BUSINESS

Dr. Ann Marie Murray, Dean

The School of Business offers students with various academic backgrounds, experiences and goals an opportunity to meet the real-time needs of a technological society through seven degree and two certificate programs. The certificates and degrees offered are in three curricular areas: the core business programs, computer information systems, and the office assistant programs. Each program includes an area of specialization, a core of common learning in communications, computation, computer use and electives.

Each certificate and degree program has a primary purpose: either employment or transfer. The college knows, however, that students may change their minds. Therefore, within each of the primary major areas, and in most cases among the areas, students have an opportunity to both reach and raise their goals.

All programs in the School of Business include course work in the area of the liberal arts and sciences in addition to the business courses. This means that in any of the Associate in Applied Science degree programs the student is guaranteed at least twelve and possibly eighteen credits of liberal arts and sciences course work will apply to any other program. The student is also guaranteed to receive at least six credits of elective business course work. Additionally, many of these credits also apply to the Associate in Science degree. The college knows it is important to provide maximum flexibility and minimum loss of dollars and credits in the future.

Certificate Programs:
Accounting and Information Systems

Two certificate programs are offered to students who are seeking immediate employment or promotion in an existing position in the areas of accounting and information processing. All credits earned in these certificate programs may be applied to their corresponding degree programs at the college. Appropriate credits may also be applied to other programs in the School of Business and in other schools.

The Core Business Programs:
Accounting, Business Administration and Marketing

The core business programs include an Associate in Science (AS) degree in business administration and Associate in Applied Science (AAS) degrees in accounting, business administration and marketing. All of these degrees are based on a core of common learning that both employers and transfer institutions have determined is necessary and appropriate. The basic core includes seven courses in the areas of English, economics, accounting, law, applied business mathematics, areas of statistics, and computer literacy.

The AS degree in Business Administration is offered to students whose primary goal is transfer to a university center or upper division college that requires an AS degree and mathematics through at least pre-calculus. The AAS degrees in Accounting and Marketing are offered to students whose primary goal is immediate employment. However, because of the core requirements, twelve of the twenty courses in both programs are common with the AS degree and transferable. Many of the additional courses also transfer to public and private colleges both in and outside of New York State. The AAS degree in Business Administration is offered to students who need to develop a personalized business degree for either employment or transfer. The amount of transfer credit a student may receive is dependent upon courses elected in the program.

Computer Information Systems

The Computer Information Systems program is based on the model CIS curriculum that has been adopted by over 500 colleges and universities nationally. This Associate in Applied Science degree program is offered to students seeking a position in information systems. The program provides students with knowledge and skills in the areas of programming, data base management, and information systems design. At the same time, the program includes six of the business core courses and almost half of the courses in the program may be applied to any of the core business programs that award an Associate in Applied Science degree. Course work in this program is also highly transferable to many institutions.
The Information Technician Programs: Administrative and Health

The information technician programs are based on a core of common business and technology skills and concepts which include: business communication, word processing, database, spreadsheet, Web page design, Web page management, information architecture, business and information integration, and computer security skills. Both of these Associate in Applied Science degree programs are offered to students seeking entry-level positions as technical assistants, research assistants or office assistants. Specialized coursework prepares students for employment in the public, private, or medical sector. In both programs, at least eighteen credits will also apply to any of the core business programs that award an Associate in Applied Science degree.

Accounting Certificate

HEGIS #5002
Interim Chairperson: Karen Marbot
Brahan Hall, Room 220, (518) 629-7225

The Accounting Certificate is designed for students who would like to gain a core understanding of the principals of accounting. Many who take the certificate program are looking for advancement in their careers or the ability to learn a new skill set. The certificate program can provide an intensive immersion in the fundamentals of accounting, including financial and managerial accounting. The college offers instruction in widely used accounting software applications. All credits earned in the certificate program may be applied to the accounting degree program. Appropriate credits may also be applied to other programs in the School of Business and in other schools of the college. Certificate requirements can be completed through either full- or part-time study. Courses are offered both day and evenings.

PROGRAM ENTRANCE REQUIREMENTS

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<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
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<td>Math A</td>
<td>70+</td>
<td>Accounting &amp; Bookkeeping Courses recommended</td>
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MAJOR REQUIREMENTS*

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<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 120</td>
<td>Business Mathematics or Complex Business Applications</td>
<td>3-4</td>
</tr>
<tr>
<td>BADM 221</td>
<td>Quantitative Business Applications</td>
<td>3-4</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Applications I or Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Comp. II or</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking or</td>
<td>3</td>
</tr>
<tr>
<td>BADM 200</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>(1) Accounting Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 30-31

*or specific course equivalents as approved by department chair.
(1) Courses fulfilling this requirement: ACTG 202, ACTG 210, ACTG 212, ACTG 215, ACTG 216, ACTG 218, ACTG 219, ACTG 260. Descriptions of Accounting courses can be found on pages 155-156.
Information Systems
Certificate
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahm Hall, Room 206, (518) 629-7225

This certificate program will provide students with the essential background needed to analyze, design and develop Unix and Windows based information systems. Courses are devoted to programming languages such as C, C++, COBOL, Visual BASIC, Java, SQL, Oracle and database management and Web page development. This certificate includes most of the core course requirements of the Associate in Applied Science degree program in Computer Information Systems. In many cases it will be accepted for advancement in civil service environments. The growing popularity of client server information systems and personal computers in the home has created a demand for the knowledge and skills transferred by this program.

This certificate was designed with the mature returning adult in mind. It is becoming common for people with an academic credential in another concentration to find themselves in a professional environment where computing and allied technologies are used in all business operations and communications. Certificate requirements can be fulfilled through day or evening course offerings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>80+</td>
<td></td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information</td>
<td>3</td>
</tr>
<tr>
<td>CISS 101</td>
<td>Processing</td>
<td>3</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Microcomputer Application</td>
<td>4</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Programming and Logic I</td>
<td>3</td>
</tr>
<tr>
<td>CISS 211</td>
<td>Programming and Logic II</td>
<td>3</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Analysis and Design of</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Database Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>Computer Information Systems</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 32

*or specific course equivalents as approved by department chair.
(1) Computer Information Systems Elective must be chosen from those listed with approval of department chairperson: CISS 102, CISS 150, CISS 200, CISS 201, CISS 211, CISS 220, CISS 221, CISS 225, CISS 227, CISS 230, CISS 231, CISS 240, CISS 241, CMPT 118, ELET 120, TLMG 210, TLMG 210, TLMG 211. One sequence is required.

Descriptions of Information Systems courses can be found on pages 177-180.
The Administrative Information Technician program is offered to students whose primary goal is to obtain an entry-level position as an office professional in either the public or private sector. The program provides students with the knowledge and skills necessary to provide information to management and clients. In addition to technology applications, course work in the program provides a foundation in document preparation, spreadsheets, databases, business communications, office management and desktop publishing.

Full-time students who wish to complete this program in exactly four terms of study must complete five courses each term. Degree requirements can be completed through either full-time or part-time study through day offerings only.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Business and software courses recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $295 to $565.

**MAJOR REQUIREMENTS**

- **Credits Required:** 61

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>AITC 160</td>
<td>Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>AITC 162</td>
<td>Advanced Information Processing with English Skills</td>
<td>3</td>
</tr>
<tr>
<td>AITC 163</td>
<td>Integrated Applications</td>
<td>4</td>
</tr>
<tr>
<td>AITC 166</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 105</td>
<td>Personal Computer Concepts/Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 110</td>
<td>Document Formatting on Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
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<tr>
<td>(1) Business Electives</td>
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<tr>
<td>(2) Liberal Arts Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>(3) Physical Science Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(4) Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by Department Chairperson.

(1) Business Elective – Recommended Courses – CMPT 118, BADM 110, BADM 120, BADM 200, BADM 207, BADM 221, CMPT 101, CMPT 105, CMPT 120, MKTG 212, MKTG 216.

(2) Liberal Arts Elective – Recommended Courses – ECON 100, ECON 101, POLS 110.

(3) Physical Science Elective – Recommended Courses – BIOL 104, BIOL 105, BIOL 109, BIOL 125, MATH 110, MATH 130, PHYS 100, PHYS 101.

(4) Social Science Elective – Recommended Courses – PSYC 100, PSYC 215, SOCL 100, SOCL 110, SOCL 115, SOCL 120.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 110</td>
<td>Document Formatting on Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITC 160</td>
<td>Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 105</td>
<td>Personal Computer Concepts/Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Database Concepts and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITC 162</td>
<td>Advanced Information Processing with English Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Web Page Design and Management</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 125</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 150</td>
<td>Physical Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITC 163</td>
<td>Integrated Applications</td>
<td>4</td>
</tr>
<tr>
<td>AITC 166</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 125</td>
<td>Introduction to Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 150</td>
<td>Advanced Topics in Office Technology</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.
Business - Accounting
Associate in Applied Science
HEGIS #5002
Interim Chairperson: Karen Marbot
Brahm Hall, Room 220, (518) 629-7225

The Accounting degree program is designed for students whose goal is to obtain an entry-level position in the accounting field. The program prepares students for work in either the public or private sector. Graduates receive an associate’s degree in applied science. Students are required to complete core business courses, as well as areas of specialization in the field of accounting, including computerized accounting software. Degree requirements can be completed through either full- or part-time study. Courses are offered both day and evenings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Accounting &amp; Bookkeeping courses recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term in courses ACTG 110, BADM 110, BADM 120 or BADM 221, ECON 100, ENGL 101 and FORM 104, would range from $500 to $650.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104**</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>CORE REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal and Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BADM 120 Bus. Mathematics or BADM 221 Quantitative Bus. Applications</td>
<td>3-4</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/ Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SPECIALIZATION COURSES</td>
<td></td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 210</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Accounting Electives</td>
<td>9</td>
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<tr>
<td></td>
<td>PROGRAM ELECTIVES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mathematics or Science Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Credits Required 63-65

*or specific course equivalents as approved by the department chairperson.
**Required of first time full-time students

Descriptions of Accounting courses can be found on pages 155-156.
Business - Business Administration (A.S.)

The School of Business offers students two different degree programs in Business Administration. The AS degree program is often referred to as a university parallel program since students complete courses equivalent to those taken by first-and-second-year students in the four-year colleges. The AAS degree program is known as a flexible options program since it affords each student the opportunity to create a program that meets individual transfer, employment, or promotion needs.

Associate in Science

HEGIS #5004
Chairperson: Karen Holmes
Brahan Hall, Room 206, (518) 629-7225

This Business Administration program is offered to students whose primary goal is to transfer to a four-year college or university that prefers an associate in science degree. Course work in the program is equally balanced between the areas of business and the liberal arts and sciences, and mathematics through at least precalculus is required. Since transfer institutions have unique admission and degree requirements, students are strongly encouraged to contact their college of choice to determine preferred electives. Students seeking a baccalaureate degree in international business should include a foreign language as part of their program of study. As part of the core business major in the School of Business, at least twelve courses are also appropriate for all other programs in the core.

Full-time students who wish to complete this program in exactly four terms of study must successfully complete five courses each term. Degree requirements can be completed via distance learning or through either full-or part-time study and through both day and evening offerings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>80+</td>
<td>2.75 average in 5 courses applicable to the degree for transfers.</td>
</tr>
</tbody>
</table>

Associate in Applied Science

HEGIS #5004
Chairperson: Karen Holmes
Brahan Hall, Room 206, (518) 629-7225

This Business Administration program is offered to students whose needs cannot be met through one of our other business programs or who needs to create an academic program required by a specific employer or upper division college. Additionally, this program may assist the student who is unsure of an area of concentration by providing introduction to the several fields within business. However, students who plan on transferring will find their elective choices will be substantially limited by their college of choice, and must include higher mathematics courses. As part of the core business major in the School of Business, not less than nine courses are also appropriate for all other programs in the core.

Depending on the electives a student chooses, this program may be completed with nineteen courses. Therefore, full-time students who wish to complete this program in exactly four terms of study must successfully complete four to five courses each term. Degree requirements can be completed via distance learning or through either full-or part-time study and through both day and evening offerings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>2.0 average in 4 courses applicable to degree for transfers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Business-Business Administration Associate in Science

**MAJOR REQUIREMENTS***

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104**</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal &amp; Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal &amp; Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>BADM 221***</td>
<td>Quantitative Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Comp. II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Comp. II, Writing About Literature</td>
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<tr>
<td><strong>OTHER PROGRAM REQUIREMENTS</strong></td>
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<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry</td>
<td>4</td>
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<tr>
<td>MATH 160</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120***</td>
<td>Principles of Marketing</td>
<td>3</td>
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<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
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<tr>
<td><strong>PROGRAM ELECTIVES</strong></td>
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</tr>
<tr>
<td>(1)</td>
<td>Computer Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>(2)</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>(3)</td>
<td>Math or Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>(4)</td>
<td>Restricted English Elective</td>
<td>3</td>
</tr>
<tr>
<td>(5)</td>
<td>Restricted Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term in courses ACTG 110, BADM 110, BADM 111 or BADM 120, ECON 100, ENGL 101 and FORM 104, would range from $500 to $650.

*or specific course equivalents as approved by Department Chairperson.

**Required of first-time full-time students. May be waived at Department Chairperson’s discretion.

***Course substitution may be made, with Department Chairperson approval, to meet transfer institution requirements.

(1) Computer Elective-Recommended Courses-CISS 110, CMPT 101, CMPT 105, CSCI 110.

(2) History Elective-Recommended Courses-HIST 100, HIST 101, HIST 110, HIST 111, HIST 112, HIST 113, HIST 120, HIST 121, HIST 130, HIST 135.

(3)Mathematics or Science Elective-Recommend any 4 credit course in Biology, Chemistry, Mathematics or Physics.

(4) Restricted English Elective-Recommended Courses-ENGL 200, ENGL 202, ENGL 204, ENGL 206, ENGL 210, ENGL 214.

(5)Restricted Elective-Recommend MATH 180, or any foreign language, history or literature course.

### Business Administration Associate in Applied Science

**MAJOR REQUIREMENTS***

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104**</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>CORE REQUIREMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal and Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td><strong>PROGRAM ELECTIVES</strong></td>
<td></td>
<td></td>
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<tr>
<td>(1)</td>
<td>Business Electives</td>
<td>15</td>
</tr>
<tr>
<td>(2)</td>
<td>Liberal Arts Electives</td>
<td>14</td>
</tr>
<tr>
<td>(3)</td>
<td>Business or Liberal Arts Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
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</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term in courses ACTG 110, BADM 110, BADM 120, BADM 220, ECON 100 or ENGL 101 would range from $527 to $605.

*or specific course equivalents as approved by the Department Chairperson

**Required of first-time, full-time students. May be waived at Department Chairperson's discretion

(1) Business Electives are those courses offered in the departments of Accounting, Administrative Information Technician, Business Administration, Computer Information Systems, Health Information Technician, and Marketing. Students interested in obtaining a baccalaureate degree should include an additional term of Economics and Accounting.

(2) Students interested in obtaining a baccalaureate degree should include ECON 101 and ENGL 102. A complete list of liberal arts and science courses can be found on pages 152-154.

Descriptions of Business Administration courses can be found on pages 168-170.
The marketing program is offered to students whose primary goal is to establish and operate a small business or to obtain an entry-level position in areas such as marketing, management, and sales. As part of their area of specialization, students are required to complete foundation courses in marketing, advertising, organization and management and communications. Additional course work that meets student’s needs may then be elected. As part of the core business major in the School of Business, at least 12 courses are also appropriate for all other programs in the core.

Full-time students who wish to complete this program in exactly four terms of study must successfully complete five courses each term. Degree requirements can be completed through either full-time or part-time study through both day and evening offerings.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term in courses ACTG 110, BADM 110, BADM 120 or BADM 221, ECON 100, ENGL 101 and FORM 104 would range from $455 to $590.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104**</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
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</table>

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal &amp; Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal &amp; Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 120</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 207</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>(1) Business Electives</td>
<td>6-9</td>
<td></td>
</tr>
</tbody>
</table>

**SPECIALIZATION COURSES**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BADM 207</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>(1) Business Electives</td>
<td>6-9</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM ELECTIVES**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Accounting Elective</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>(3) English Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(4) Restricted Liberal Arts and Business Electives</td>
<td>7-9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required  60-68

*or specific course equivalents as approved by the department chairperson.

**Required of first-time, full-time students. May be waived at Department Chairperson’s discretion.

(1) Business Electives-Recommended Courses - BADM 100 or any MKTG course.

(2) Accounting Elective - Recommended Courses - ACTG 111, ACTG 200.

(3) English Elective - Recommended Courses - ENGL 102, ENGL 104, ENGL 125.

(4) Restricted Liberal Arts and Business Electives. Any course listed as a Liberal Arts and Science course or any course offered in the School of Business.

Description of Marketing courses may be found on page 230-231.
The School of Business offers six different degree programs in Computer Information Systems to accommodate students who are pursuing a two-year terminal degree as well as those who are seeking to transfer to a four-year institution. All Computer Information Systems graduates possess a strong computer information systems and business common core. This includes Programming and Logic, Analysis and Design of Information Systems, Decision Support Systems, Database Management, Financial Accounting and Economics. The Computer Information Systems program options allow the degree to be tailored to achieve a specific desired outcome.

Computer Information Systems
Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Computer Information Systems program is offered to students whose goal is to gain employment in the information technologies or to transfer to a Computer or Management Information Systems four year degree program. This program provides students with a foundation in information resource management, systems analysis and design and multiple programming languages. The course work in the program increases employment opportunities in computing environments of public and private businesses as programmers, analysts, technicians and help desk staff.

Full-time students who wish to complete this program in exactly four terms of study must successfully complete five courses each term. Degree requirements can be completed through either full-or part-time study and through both day and evening offerings.

PROGRAM ENTRANCE REQUIREMENTS
Courses High School Average Notes
Math A 80+ 2.0 average for transfers. Computer Course Recommended

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.

MAJOR REQUIREMENTS*
*Each of the six Computer Information Systems programs have the major requirements as listed below. Students should consult with their academic advisor as to which of the six programs will best meet their career goals.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information</td>
<td>3</td>
</tr>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application</td>
<td>3</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Analysis and Design of Info Sys.3</td>
<td></td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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<tr>
<td>CISS 210</td>
<td>Computer Information Systems</td>
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<tr>
<td>CISS 220</td>
<td>CIS Electives</td>
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<td>CISS 221</td>
<td>CIS Sequence I</td>
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<td>CISS 222</td>
<td>CIS Sequence II</td>
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<tr>
<td>CISS 223</td>
<td>Math/Sci. Elective</td>
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<td>Soc. Sci. Elective</td>
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<td>Phase Mgmt. Sys.</td>
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<td>CISS 228</td>
<td>CIS Sequence II</td>
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<td>CISS 229</td>
<td>Math/Sci. Elective</td>
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<tr>
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<td>CIS Elective</td>
<td>3</td>
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<td>CISS 234</td>
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<tr>
<td>CISS 241</td>
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<td>CISS 256</td>
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<td>CISS 279</td>
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<td>CISS 281</td>
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<td>CISS 282</td>
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<td>CISS 283</td>
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<td>CISS 284</td>
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<td>CISS 285</td>
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<tr>
<td>CISS 286</td>
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<tr>
<td>CISS 287</td>
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</tbody>
</table>

Total Credits Required 64

* or specific course equivalents as approved by Dept. Chairperson.
(1) Computer Information Systems Electives: Computer Information Systems Electives must be chosen fror those listed with the approval of the department chairperson. Please note that some of the programs have very specific courses that must be taken to fulfill this requirement. Please refer to the appropriate "suggested course sequence for full-time study" chart below and on pages 83-87 for listing of course information.
(2) As approved by department chairperson.
(3) Restricted Elective: Restricted Electives must be chosen from those listed with the approval of the department chairperson. Please note that some of the programs have very specific courses that must be taken to fulfill this requirement. Please refer to the appropriate "suggested course sequence for full-time study" chart below and on pages 83-87 for listing of course information.
(4) Social Science Elective – Recommended Courses – PSYC 100, PSYC 215, SOC 100, SOC 110, SOC 115, SOC 120.

Description of Computer Information System courses may be found on pages 177-181.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104 College Forum*</td>
<td>ACTG 110 Financial Actg.</td>
</tr>
<tr>
<td>CISS 102 Unix Oper. System</td>
<td>CISS 110 Prog. &amp; Logic I</td>
</tr>
<tr>
<td>CISS 110 Prog. &amp; Logic I</td>
<td>CISS 111 Prog. &amp; Logic II</td>
</tr>
<tr>
<td>ECON 100 Prim. of Macrecon</td>
<td>ECON 101 Prim. of Macrecon</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>ENGL 102 Composition II</td>
</tr>
</tbody>
</table>

Term Total 15 Term Total 16

*Required of first time, full-time students.
The Business Applications Programming degree program option is intended for students seeking employment in local government and industry as Application Developers. This option provides students with a strong information systems and business background with further specialization in several Programming Languages, Decision Support Systems, Systems Analysis and Design and Database Management Systems using Oracle. A few of the common job titles for a student completing the Business Applications Programming option include: Applications or Programmer Designer/Analyst, Database Analyst/Administrator/Architect/Developer/Specialist, Technical Sales, Software or Information Systems Applications Specialist/Technician/Engineer, and Information Systems or Software Quality and Assurance/Test Engineer. Please note: Government work requires COBOL experience.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>80+</td>
<td>2.0 average for transfers. Computer Course Recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.
Computer Information Systems: E-Commerce
Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The E-Commerce degree program option is intended for students seeking employment in local industry as E-Commerce Information System specialists. This option provides students with a strong information systems, business and marketing background with further specialization in E-Commerce, Internet Programming and Technologies and Database Transaction Processing. A few of the common job titles for a student completing the E-Commerce option include: Customer Service Management, Internet and Technical Sales, Internet Database Programmer, E-Commerce or Internet Developer/Application Developer, and E-Commerce or Internet Analyst/Consultant.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>80+</td>
<td>2.0 average for transfers. Computer Course Recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum†</td>
<td>1</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Web Page Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>18</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Analysis and Design of Info Systems</td>
<td>3</td>
</tr>
<tr>
<td>CISS 220</td>
<td>Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math/Science Elective</td>
<td>3</td>
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<td>Term Total</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
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<tbody>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 210</td>
<td>E-Commerce</td>
<td>3</td>
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<tr>
<td>*</td>
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<td>Math/Science Elective</td>
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<td></td>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: CISS 211, CISS 221, CISS 225, CISS 227, CISS 230, CISS 240, CISS 260
Computer Information Systems: Internet & Web Programming

Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Internet & Web Programming degree program option is intended for students seeking employment in local government and industry as Internet Application Developers and Programmers. This option provides students with a strong information systems and business background with further detailed specialization in several Internet Programming Languages, Internet based Database Management and Internet Technologies. A few of the common job titles for a student completing the Internet & Web Programming option include: Internet Applications of Internet Programmer/Designer/Analyst, Internet Technical Sales, Internet Systems Applications specialist/Technician/Engineer, and Internet Quality and Assurance/Test Engineer. Please note: Quite often specific programming language skills are sought. (e.g. Java Programmer, VB.Net developer, PHP and MySQL specialist or XML programmer/engineer).

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>80+</td>
<td>2.0 average for transfers. Computer Course Recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum†</td>
<td>1</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>CMPT 118 Web Page Mgmt. or ARTS 145 Intro. to Electronic Art</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
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<td><strong>Term Total</strong></td>
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<td><strong>15</strong></td>
</tr>
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<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
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<tbody>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
</tr>
<tr>
<td>CISS 220</td>
<td>Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II Math/Science Elective</td>
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<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 210</td>
<td>Analysis and Design of Info Systems</td>
<td>3</td>
</tr>
<tr>
<td>CISS 225</td>
<td>Internet Proc. PHP</td>
<td>3</td>
</tr>
<tr>
<td>CISS 240</td>
<td>Java</td>
<td>3</td>
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<td>ECON 101</td>
<td>Economics II</td>
<td>3</td>
</tr>
<tr>
<td>*</td>
<td>CIS Elective</td>
<td>3</td>
</tr>
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<td><strong>Term Total</strong></td>
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<tr>
<th>Course No.</th>
<th>Fourth Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>**</td>
<td>CIS Sequence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math/Science Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Social Science Elective</td>
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<tr>
<td><strong>Term Total</strong></td>
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<td><strong>17</strong></td>
</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: CISS 211, 221, CISS 227, CISS 230, 231, CISS 241, CISS 260
** - CIS Sequence options (one sequence required): CISS 210-CISS 211, CISS 220-CISS 221, CISS 220-CISS 225, CISS 240-CISS 241
Computer Information Systems: System and Network Administration
Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The System and Network Administration degree program option is intended for students seeking employment in local government and industry as Network and System Administrators. This option provides students with a strong information systems and business background with further specialization in Programming and Scripting, Operating Systems Administration and Network Management and Administration, and also provides comprehensive preparation for CISCO certification. A few of the common job titles for a student completing the Systems and Network Administration option include: Operating Systems Specialist/Technician/Administrator/Engineer, Network or System Specialist/Technician/Administrator/Engineer, PC Support Specialist/Technician, Help Desk and PC or Customer Support, Technical Sales, and Hardware Installation/Maintenance/Technician.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>FORM 104</td>
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<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Intro to Data Comm</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
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<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Intro to Network Ad</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
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</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
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<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>CISS 210</td>
<td>Analysis and Design of Info Systems</td>
<td>3</td>
</tr>
<tr>
<td>CISS 270</td>
<td>Network Infrastructure</td>
<td>3</td>
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<tr>
<td>ECON 101</td>
<td>Economics II</td>
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<td><strong>16</strong></td>
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<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>CISS 150</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
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<td>* CIS Elective</td>
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<tr>
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<td><strong>Term Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: CISS 211, CISS 220, CISS 225, CISS 230, CISS 231, CISS 240, CISS 241, CISS 260, preferably CISS 271
Computer Information Systems: Web Design
Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Web Design degree program option is intended for students seeking employment in local government and industry as Web Designers and Developers. This option provides students with a strong information systems and business background with further specialization in Web Design, Authoring, Development, Accessibility and Usability and Internet Technologies. A few of the common job titles for a student completing the Web Design option include: Web or Graphics or Media Designer/Content Designer/Developer, Multi-Media or Web Specialist/Technician/Quality and Assurance Technician, Visual Design or Imaging Specialist/Consultant, and Technical Writer/Developer.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
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</tr>
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<tbody>
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The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $420 to $540.

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<tbody>
<tr>
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<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
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<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
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<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
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<tr>
<td>CMPT 118</td>
<td>Web Page Management</td>
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<td>ENGL 101</td>
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<td>Programming and Logic II</td>
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</tr>
<tr>
<td>CISS 220</td>
<td>Web Design and Development</td>
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<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Analysis and Design of Info Systems</td>
<td>3</td>
</tr>
<tr>
<td>CISS 221</td>
<td>Advanced Web Dev.</td>
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<td>ECON 101</td>
<td>Economics II</td>
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</tr>
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<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>ARTS 145</td>
<td>Introduction to Electronic Art or ENGL 130 Journalism</td>
<td>3</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
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<td>*</td>
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<td>3</td>
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<tr>
<td>Math/Science Elective</td>
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<tr>
<td>Social Science Elective</td>
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<td></td>
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</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: ARTS 145, CISS 211, CISS 225, CISS 227, CISS 260
The Health Information Technician program is offered to students whose primary goal is to obtain an entry-level position as an office professional in a medical facility or office. The program provides students with the knowledge and skills necessary to provide information to medical professionals and patients. In addition to technology applications, course work in the program provides a foundation in document preparation including medical documents, spreadsheets, databases, business communications and medical office management.

Full-time students who wish to complete this program in exactly four terms of study must complete five courses each term. Degree requirements can be completed through either full- or part-time study through day offerings only.

PROGRAM ENTRANCE REQUIREMENTS

Course | High School Average | Notes
--- | --- | ---
Math A | 70+ | Business and software courses recommended

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $355 to $565.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>AITC 160</td>
<td>Information Processing</td>
<td>3</td>
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<tr>
<td>AITC 162</td>
<td>Advanced Information Processing w/English Skills</td>
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<tr>
<td>AITC 166</td>
<td>Internship</td>
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<tr>
<td></td>
<td>BIOL 115 Medical Terminology or BIOL 116 Medical Terminology for Office Assistants</td>
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</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 105</td>
<td>Personal Computer Concepts/Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 110</td>
<td>Document Formatting on Microcomputers</td>
<td>3</td>
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<tr>
<td>CMPT 115</td>
<td>Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Database Concepts &amp; Applications</td>
<td>3</td>
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<tr>
<td>CMPT 150</td>
<td>Advanced Topics in Office Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
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<tr>
<td>ENGL 102</td>
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<tr>
<td>HITC 100</td>
<td>Medical Office Procedures</td>
<td>4</td>
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<tr>
<td>HITC 101</td>
<td>Medical Transcription</td>
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<td>HITC 105</td>
<td>Clinical Office Procedures</td>
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<td></td>
<td>(1) Business Elective</td>
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<td>(2) Health Science Electives</td>
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<td>(3) Liberal Arts Elective</td>
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<td></td>
<td>(4) Social Science Elective</td>
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</table>

Total Credits Required: 62

*or specific course equivalents as approved by the Department Chairperson.


3. Liberal Arts Elective – Recommended Courses – ECON 100, ECON 101, POLS 100.

4. Social Science Elective – Recommended Courses – PSYC 100, PSYC 215, SOCL 100, SOCL 110, SOCL 115, SOCL 120.

Description of Health Information Technician courses may be found on page 218.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
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</thead>
<tbody>
<tr>
<td>FORM 104 College Forum* 1</td>
<td>AITC 160 Info. Processing 3</td>
</tr>
<tr>
<td>CMPT 101 Pers. Comp. 5</td>
<td>CMPT 105 Pers. Comp. 3</td>
</tr>
<tr>
<td>Concepts/App. I</td>
<td>Concepts/App. II</td>
</tr>
<tr>
<td>CMPT 110 Doc. Formatting on Microcomp.</td>
<td>CMPT 115 Excel 3</td>
</tr>
<tr>
<td>ENGL 101 English Comp. I 3</td>
<td>ENGL 102 English Comp. II 3</td>
</tr>
<tr>
<td>Business Elective 3</td>
<td>Lib. Arts Elective 3</td>
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<td>Soc. Sci. Elective 3</td>
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<tr>
<td>Term Total 16</td>
<td>Term Total 15</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

THIRD TERM

| FOURTH TERM |
|---|---|
| AITC 162 Adv. Info. Proc. 3 | AITC 166 Internship 3 |
| w/English Skills | CMPT 120 Dbase Con. & App 5 |
| BIOL 115 Med. Termin. or 3 | CMPT 150 Adv. Topics in Office Technology 3 |
| BIOL 116 Med. Terminology for Office Assistant | HITC 101 Med. Transcript 4 |
| HITC 100 Med. Office Proc. 4 | Hlth. Sci. Elective 3 |
| Term Total 16 | Term Total 16 |
Numerous studies and reports have pointed to the need for a highly skilled workforce if we are to remain competitive in the global marketplace. A critical component of the work team so important to our future is the engineering technician. A satisfying career with upward mobility and opportunity for continued education awaits those who complete one of the college’s technology programs. The Engineering Technologies programs, which are mathematics and science-based, lead to the degree of Associate in Applied Science.

The following programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (A.B.E.T):

- Mechanical Engineering Technology
- Civil Engineering Technology
- Electrical Engineering Technology: Electronics

The Industrial Technology programs assure qualified students the necessary preparation to meet the demands for skilled workers. These programs develop manipulative skills, an understanding of procedures and processes, knowledge of qualities and characteristics of materials, and the application of modern techniques.

The programs are designed to offer the student an opportunity to become a craftsperson in his/her own right, a respected and accepted member of today’s society. The programs lead to a degree of Associate in Occupational Studies.

**CERTIFICATE PROGRAMS**

**Construction Certificate**

HEGIS #5317

Interim Chairperson: William W. Darling
Hudson Hall, Room 129, (518) 629-7355

The Construction Certificate program is comprised of a combination of technical and practical “hands-on” knowledge. Upon completion of the program, the students may select to enter the work force or continue their education by enrolling in the A.A.S. degree Construction Technology program.

**Mission:**
To meet the current practical and technical needs of the construction industry for students who wish to go into that field at an entry level position.
Program Objectives:
The Construction Certificate program is comprised of a combination of technical and practical “hands-on” knowledge. A student completing this program should be able to:
• identify and/or locate specific items in a set of working drawings.
• construct floor, wall, ceiling and roof systems using conventional framing lumber and/or fabricated building components.
• develop architectural working drawings for a residence, complete enough to satisfy the requirements to obtain a building permit.
• design and test concrete, wood and asphalt components of construction.
• apply exterior and interior finish materials to the superstructure of a building.
• make a quantity survey, price out an estimate from the quantity survey and develop time schedules for completion of the work for a specific project.
• use hand tools, power hand tools and stationary power tools with safe and proper procedures.

Students completing this one-year program may select to enter the work force or continue their education by enrolling in the A.A.S. degree Construction Technology program. Credit will be granted for the appropriate courses in that major.

PROGRAM ENTRANCE REQUIREMENTS
Courses High School Average Notes
1 unit any math 70+ Carpentry capability recommended

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $390 to $450.

MAJOR REQUIREMENTS* Course No. Title Credit Hrs.
CIVL 114 Construction Materials 2
CIVL 224 Estimating 3
CNST 103 Blueprint Reading for Technologies 3
CNST 120 Architectural Drawing I 2
CNST 130 Principles & Practices of Light Construction I 3
CNST 131 Construction Laboratory I 2
CNST 132 Construction Laboratory II 2
CNST 133 Principles & Practices of Light Construction II 4
CNST 220 Architectural Drawing II 2
CNST 231 Building Services Systems 3
MATH 105 Applied Technical Mathematics I 3
MATH 106 Applied Technical Mathematics II 3

Total Credits Required 32
*Or specific course equivalents as approved by department chair.

Descriptions of Construction courses can be found on pages 183-185.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY
FIRST TERM | SECOND TERM
--- | ---
CIVL 114 Const. Materials 2 | CIVL 224 Estimating 3
CNST 103 Blueprint Reading for Tech. 3 | CNST 132 Constr. Lab II 2
CNST 120 Architect. Draw I 2 | CNST 133 Prin. & Pract. of Light Construction I 3
CNST 130 Prin. & Pract. of Light Construction I 3 | CNST 220 Architect. Draw II 2
CNST 131 Constr. Lab I 2 | CNST 231 Building Serv. Sys. 3
MATH 105 Mathematics I* 3 | MATH 106 Mathematics I* 3

Term Total 15 | Term Total 17

Drafting Certificate
HEGIS #5603
Interim Chairperson: Phillip White
Lang Hall, Room 105, (518) 629-7584

This unique program offers students an intensified training in computer aided drafting (CAD). Students receive instruction in eleven courses, followed by a two-month internship (practicum) with an area company, gaining valuable hands-on experience as an entry level CAD Technician. This program is offered only in a full-time day schedule, and is ideal for individuals who need to enter or re-enter the workforce within a short period of time. Credits are transferable, and many graduates continue on in 2-year degree programs after entering the workforce. For information on application procedures and admission prerequisites contact the School of Technology Academic Advising Center at (518) 629-7584.

PROGRAM ENTRANCE REQUIREMENTS
Courses High School Average Notes
1 unit any math

MAJOR REQUIREMENTS* Course No. Title Credit Hrs.
CADD 100 Computer Aided Drafting I 4
CADD 110 Computer Aided Drafting II 4
CADD 120 Computer Aided Drafting III 4
CADD 125 Blueprint Reading and Mech. Draw. 2
CADD 200 Computer Aided Drafting IV 4
CADD 210 Computer Aided Drafting V 4
CADD 230 Computer Aided Drafting Practicum 8
ENGL 101 English Composition I 3
ENGL 106 English Composition II: Writing for the Technicians 3
INDS 100 Career Planning & Decision Making 3
MATH 105 Applied Technical Mathematics I 3
MATH 106 Applied Technical Mathematics II 3

Total Credits Required 45
*Or specific course equivalents as approved by department chair.

Descriptions of Drafting courses can be found on pages 194-195.
Automotive Technical Services
Associate in Occupational Studies
HEGIS #5306
Interim Chairperson: Phillip White
Cogan Hall, Room 145, (518) 629-7272

The new frontiers of the automotive industry encompassing new computerized controls, new fuel delivery systems, and new power train designs offer a challenging future to the new student, as well as the line mechanic whose knowledge and techniques must be the latest state of the art.

The Automotive Technical Services major provides a classroom-laboratory “hands-on” learning experience in the theory, operation, diagnosis and overhaul of all automotive system components. The most modern diagnostic and vehicle service equipment is available to help provide a knowledge and skill level to the student and is based upon meeting the performance standards of the automotive industry.

The instruction, course of study, facilities, and equipment of this institution, were evaluated by the National Automotive Technicians Education Foundation and were found to meet the National Institute for Automotive Service Excellence standards of quality for the training of automobile technicians in all areas.

Entering students must possess a valid NYS driver’s license and a professional tool set as prescribed by the Automotive Department. In addition, students must wear uniforms, purchase required manuals, and adhere to the attendance policy of the department. Attendance is mandatory.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>One unit of any math</td>
<td>70+</td>
<td>Need valid driver’s license</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $335 to $350. Tools for this program have an estimated cost of $1,750.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
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<td>Engines</td>
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<td>AUTO 125</td>
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<td>AUTO 130</td>
<td>Automotive Specifications</td>
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</tr>
<tr>
<td>AUTO 140</td>
<td>Fuel Systems</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 145</td>
<td>Passenger Car Chassis I</td>
<td>3</td>
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<tr>
<td>AUTO 150</td>
<td>Transmissions/Transaxles</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 200</td>
<td>America on Wheels or</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 220</td>
<td>Alternative Fuels</td>
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<td>AUTO 225</td>
<td>Automotive Lab I</td>
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<tr>
<td>AUTO 230</td>
<td>Automotive Lab II</td>
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<td>AUTO 235</td>
<td>Automotive Electronics</td>
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<td>AUTO 245</td>
<td>Passenger Car Chassis II</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 250</td>
<td>Diesel Engines</td>
<td>3</td>
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<tr>
<td>AUTO 255</td>
<td>Passenger Car Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Business Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
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<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics</td>
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</table>

Total Credits Required 64

*or specific course equivalents as approved by the department chairperson.

Descriptions of Automotive Technical Services courses can be found on pages 157-159.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM          SECOND TERM

| FORM 101 College Forum* | 1 | AUTO 140 Fuel Systems | 4 |
| AUTO 120 Engines       | 6 | AUTO 145 Pass. Car Chassis I | 3 |
| AUTO 125 Auto. Elective| 4 | AUTO 150 Trans./Transaxles | 6 |
| AUTO 130 Automotive Specs | 2 | ENGL 101 Composition I | 3 |
| MATH 105 App. Tech. Math I | 3 |

Term Total 16 Term Total 16

THIRD TERM          FOURTH TERM

| AUTO 200 Amer. on Wheels or | 3 | AUTO 230 Automotive Lab II | 7 |
| AUTO 220 Alternative Fuels | 3 | AUTO 250 Diesel Engines   | 3 |
| AUTO 225 Automotive Lab I  | 7 | AUTO 255 Pass. Car Diag.  | 5 |
| AUTO 235 Automotive Electronics | 4 | AUTO 260 Business Mgmt. | 5 |
| AUTO 245 Pass. Car Chassis II | 5 |

Term Total 17 Term Total 16

*Required of first time, full-time students.
Automotive Technical Services - Auto Body Repair

Associate in Occupational Studies
HEGIS #5306

Interim Chairperson: Phillip White
Cogan Hall, Room 145, (518) 629-7272

The automobiles of the future will be equally complex, or more so, than those being manufactured today. These vehicles will require body repair techniques that only a highly skilled Automotive Body Technician can provide; thus the need has been established to provide state-of-the-art training for those individuals who desire to enter this demanding field.

The Auto Body Repair major offers the latest automotive and autobody repair techniques. Emphasis will focus on the collision repair of the unibody structure and related systems. Lectures and laboratory work will be reinforced with extensive hands-on training.

Applicants for this program should be aware that success in this field requires enthusiastic performance and dedication to quality repair. Entering students must possess a valid New York State driver’s license and a professional tool set as prescribed by the Automotive Department. In addition, students must wear uniforms, purchase required manuals, and adhere to the attendance policy of the department. Attendance is mandatory.

Program Entrance Requirements

Courses High School Average Notes

One unit of any math 70+ Need valid driver’s license

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $335 to $350. Tools for this program have an estimated cost of $1,750.

Major Requirements*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>AUBR 220</td>
<td>Passenger Car Body/Frame Construction or AUTO 200 America on Wheels</td>
<td>3</td>
</tr>
<tr>
<td>AUBR 225</td>
<td>Frame/Underbody Repair</td>
<td>6</td>
</tr>
<tr>
<td>AUBR 230</td>
<td>Auto Body Panel Straightening</td>
<td>6</td>
</tr>
<tr>
<td>AUBR 235</td>
<td>Collision Repair</td>
<td>6</td>
</tr>
<tr>
<td>AUBR 240</td>
<td>Automotive Refinishing I</td>
<td>3</td>
</tr>
<tr>
<td>AUBR 245</td>
<td>Auto Refinishing II</td>
<td>6</td>
</tr>
<tr>
<td>AUBR 250</td>
<td>Estimating Auto Body Repairs</td>
<td>3</td>
</tr>
<tr>
<td>AUBR 255</td>
<td>Body Accessory Service/Repairs</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 120</td>
<td>Engines</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 125</td>
<td>Automotive Electricity</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 130</td>
<td>Automotive Specifications</td>
<td>2</td>
</tr>
<tr>
<td>AUTO 140</td>
<td>Fuel Systems</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 145</td>
<td>Passenger Car Chassis I</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 150</td>
<td>Transmissions/Transaxles</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td>3</td>
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</tbody>
</table>

Total Credits Required 67

*Suggested course equivalents as approved by the Department Chairperson.

Descriptions of Auto Body Repair courses can be found on page 159-160.

Suggested Course Sequence for Full-Time Study

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>AUTO 140 Fuel Systems 4</td>
</tr>
<tr>
<td>AUTO 120 Engines 6</td>
<td>AUTO 145 Pass. Car Chassis I 3</td>
</tr>
<tr>
<td>AUTO 125 Auto. Elective 4</td>
<td>AUTO 150 Trans./Transaxles 6</td>
</tr>
<tr>
<td>AUTO 130 Automotive Specs. 2</td>
<td>ENGL 101 Composition I 3</td>
</tr>
<tr>
<td>MATH 105 App. Tech. Math I 3</td>
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</tbody>
</table>

Term Total 16

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUBR 220 Passenger Car Body/Frame Const. or AUTO 200 America on Wheels Repair</td>
<td>AUBR 235 Collision Repair 6</td>
</tr>
<tr>
<td>AUBR 225 Frame/Underbody Repair</td>
<td>AUBR 245 Auto Refinishing 6</td>
</tr>
<tr>
<td>AUBR 240 Automotive Refinishing I</td>
<td>AUBR 255 Body Accessory Service/Repair 3</td>
</tr>
</tbody>
</table>

Term Total 18

* Required of first time, full-time students.
The Automotive Technical Services: DaimlerChrysler Program is an extended term variation of the Automotive Technical Services Program. This program is jointly sponsored by Hudson Valley Community College and the DaimlerChrysler Corporation’s DaimlerChrysler Dealer Apprenticeship Program (CAP). Students will enroll at Hudson Valley Community College and be sponsored by a participating DaimlerChrysler dealership. Hudson Valley’s Automotive Department will assist students in obtaining a DaimlerChrysler sponsor. This partnership between education and industry is designed to train tomorrow’s technician today. Lectures and laboratory work will be reinforced by hands-on, cooperative work experience of equal time at a sponsoring dealership.

The program’s Admission Committee, which is composed of representatives from industry and education, carefully screen each applicant. Minimum admission requirements are: high school diploma or the equivalent; evidence of automotive interest, and scores from a Hudson Valley Community College placement test. Since the number of applications greatly exceed the positions available each year, meeting only the minimal requirements may not be sufficient. Possessing one or more of the following will strengthen the application: more than one semester of high school level automotive training; military automotive training; dealership work experience; one year of college.

Retention in the program at the conclusion of each term is not automatic. The performance record of each student is reviewed at the end of each term by the Admissions Committee, which is composed of representatives of both the college and DaimlerChrysler. The committee’s approval is required to pass from term to term, phase to phase, and to certify graduation.

Entering students must possess a valid NYS driver’s license and a professional tool set as prescribed by the Automotive Department. In addition, students must wear uniforms, purchase required manuals, and adhere to the attendance policy of the department. Attendance is mandatory.

Additional information may be obtained through the program’s offices at Hudson Valley Community College or DaimlerChrysler Corporation, Syracuse, New York.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $240 to $250. Tools for this program have an estimated cost of $1,750.

### MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUCP 120</td>
<td>Automotive Electrical Systems</td>
<td>8</td>
</tr>
<tr>
<td>AUCP 150</td>
<td>Practical Work Experience I</td>
<td>5</td>
</tr>
<tr>
<td>AUCP 155</td>
<td>Practical Work Experience II</td>
<td>10</td>
</tr>
<tr>
<td>AUCP 220</td>
<td>Integral Frame &amp; Suspension Components</td>
<td>6</td>
</tr>
<tr>
<td>AUCP 250</td>
<td>Practical Work Experience III</td>
<td>5</td>
</tr>
<tr>
<td>AUCP 255</td>
<td>Practical Work Experience IV</td>
<td>10</td>
</tr>
<tr>
<td>AUTO 120</td>
<td>Engines</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 130</td>
<td>Automotive Specifications</td>
<td>2</td>
</tr>
<tr>
<td>AUTO 140</td>
<td>Fuel Systems</td>
<td>4</td>
</tr>
<tr>
<td>AUTO 150</td>
<td>Transmissions/Transaxles</td>
<td>6</td>
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<tr>
<td>AUTO 160</td>
<td>Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 200</td>
<td>America on Wheels or</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 250</td>
<td>Diesel Engines</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 255</td>
<td>Passenger Car Diagnosis</td>
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<td>AUTO 260</td>
<td>Business Management</td>
<td>3</td>
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<tr>
<td>ENGL 110</td>
<td>Technical Communications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 83

*or specific course equivalents as approved by the Department Chairperson.

Descriptions for DaimlerChrysler courses can be found on pages 160-161.

### SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
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</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>AUCP 155 Practical Work Experience II</td>
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<tr>
<td>AUCP 120 Auto. Electrical Systems</td>
<td>AUTO 120 Engines</td>
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<td>AUCP 150 Practical Work Experience I</td>
<td>AUTO 130 Specifications</td>
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<td>AUTO 160 Industrial Relations</td>
<td>AUTO 140 Fuel Systems</td>
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<td><strong>Term Total 25</strong></td>
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<tbody>
<tr>
<td>AUCP 220 Integral Frame &amp; Suspension Components</td>
<td>AUCP 255 Practical Work Experience IV</td>
</tr>
<tr>
<td>AUCP 250 Practical Work Experience III</td>
<td>AUTO 150 Trans/Transaxles</td>
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<tr>
<td>AUTO 200 America on Wheels or</td>
<td>AUTO 255 Pass. Car Diag.</td>
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<td>AUTO 220 Alternative Fuels</td>
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<td>AUTO 250 Diesel Engines</td>
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<td><strong>Term Total 17</strong></td>
<td><strong>Term Total 22</strong></td>
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*Required of first time, full-time students.*
The Automotive Technical Services: General Motors Program is an extended term variation of the Automotive Technical Services Program. This program is jointly sponsored by Hudson Valley Community College and the General Motor’s Corporation’s Automotive Service Educational Program (ASEP). Students will enroll at Hudson Valley Community College and be sponsored by a participating General Motors dealership. Hudson Valley’s Automotive Department will assist students in obtaining a General Motors sponsor. This partnership between education and industry is designed to train tomorrow’s technician today. Lectures and laboratory work will be reinforced by hands-on, cooperative work experience of equal time at a sponsoring dealership.

The program’s Admission Committee, which is composed of representatives from industry and education, carefully screen each applicant. Minimum admission requirements are: high school diploma or the equivalent; evidence of automotive interest, and scores from a Hudson Valley Community College placement test. Since the number of applications greatly exceed the positions available each year, meeting only the minimal requirements may not be sufficient. Possessing one or more of the following will strengthen the application: more than one semester of high school level automotive training; military automotive training; dealership work experience; one year of college.

Retention in the program at the conclusion of each term is not automatic. The performance record of each student is reviewed at the end of each term by the Admissions Committee, which is composed of representatives of both the college and Raytheon. The committee’s approval is required to pass from term to term, phase to phase, and to certify graduation.

Entering students must possess a valid NYS driver’s license and a professional tool set as prescribed by the Automotive Department. In addition, students must wear uniforms, purchase required manuals, and adhere to the attendance policy of the department. Attendance is mandatory.

Additional information may be obtained through the program’s offices at Hudson Valley Community College, General Motors Corporation, Tarrytown, New York, or Raytheon Corporation.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $240 to $250. Tools for this program have an estimated cost of $1,750.

### MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>AUCP 120</td>
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<td>AUCP 155</td>
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</tr>
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<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
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</table>

**Total Credits Required** 83

*or specific course equivalents as approved by the Department Chairperson.

### SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

#### FIRST TERM

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credit Hrs.</th>
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<tbody>
<tr>
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<td>AUCP 120</td>
<td>Auto. Electrical Systems</td>
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<td>Practical Work Experience I</td>
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<td>MATH 105</td>
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**Term Total** 20

#### SECOND TERM

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<td>AUCP 250</td>
<td>Practical Work Experience III</td>
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<td>AUTO 200</td>
<td>America on Wheels or</td>
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<td>AUTO 220</td>
<td>Alternative Fuels</td>
<td>3</td>
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<tr>
<td>AUTO 255</td>
<td>Practical Work Experience IV</td>
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<td>AUTO 150</td>
<td>Trans./Transaxles</td>
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<tr>
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<td>Pass. Car Diag.</td>
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</table>

**Term Total** 25

#### THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 200</td>
<td>America on Wheels or</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 220</td>
<td>Alternative Fuels</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 17

#### FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 255</td>
<td>Practical Work Experience IV</td>
<td>10</td>
</tr>
<tr>
<td>AUTO 150</td>
<td>Trans./Transaxles</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 255</td>
<td>Pass. Car Diag.</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Business Mgt.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 22

*Required of first time, full-time students.
Civil Engineering Technology
Associate in Applied Science
HEGIS #5309
Interim Chairperson: William W. Darling
Hudson Hall, Room 129, (518) 629-7355

Mission
The mission of the Civil Engineering Technology program is to meet the educational needs of the engineering and architectural fields by training technicians for entry level positions and by providing continuing education for employees in these fields.

Program Objectives
A graduate of the Civil Engineering Technology program will be able to:
- perform field surveys and prepare notes for subsequent use
- prepare engineering or architectural working drawings and apply appropriate building codes
- perform computer applications in an engineer's or architect's office
- assist in the design of steel and reinforced concrete structures
- perform test and analysis on materials used in construction
- assist in the design of highways or buildings
- interpret drawings and perform estimates
- assist in the analysis of soils and foundations
- address environmental concerns as related to construction projects

The Civil Engineering Technology program has had a successful placement history for graduates for over forty years. Many graduates transferred to four year colleges to obtain advanced degrees in architecture, civil engineering technology, and related fields. Transfer credit varied from approximately one to two years into architecture and two years into civil engineering technology. Students have transferred into other programs with varying amounts of transfer credit awarded at the discretion of the transfer institution. The program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202. Telephone (410) 347-7700.

This major provides a common first year presenting the necessary fundamentals for all phases of civil engineering technology, architectural technology, and construction. The second year provides an opportunity for specialization either toward highway design and construction or architecture, combining both building design and construction. Students may pursue either emphasis or may select a combination of courses from both areas of specialization subject to approval of the department chairperson. This major offers training in computer utilization and Computer-Aided Drafting (CAD).

The Architectural Field
The architectural electives are designed to provide technically trained personnel for the building construction industry and its interrelated fields of architecture and engineering at a level between the skilled artisan and the professional engineer and architect. These electives will develop an understanding of the interwoven problems and relationships of the owner, architect, engineer, contractor and municipalities as they apply to the planning, design and erection of buildings.

The Highway Field
The highway electives are designed to prepare technically-trained personnel for the highway construction industry and its closely related fields of highway and bridge design at a level between the skilled artisan and the professional engineer. These electives will develop an understanding of the interwoven problems and relationships of the governmental organization, engineers, contractors, manufacturers and sales representatives of construction materials and equipment and surveyors as they apply to the planning, design and construction of highways.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Additional Science, Math and Mechanical Drawing courses recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $215 to $230.
## MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 101</td>
<td>Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 111</td>
<td>Civil Engineering Applications</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 112</td>
<td>Statics and Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 113</td>
<td>Micro-Computer Applications</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 114</td>
<td>Construction Materials</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 210</td>
<td>Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 211</td>
<td>Structures II</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 212</td>
<td>Hydraulics and Drainage</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 213</td>
<td>Soils &amp; and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>English Composition II: Writing for Technicians</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytical Geometry and Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 136</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>______</td>
<td>Humanities or Social Science Elect.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required**: 69

*or specific course equivalents as approved by the department chairperson.

**Descriptions of Civil Engineering courses can be found on pages 174-176.**

A student may choose to take technical elective courses from the architectural field or from the highway field. A student may take all the electives in one field or select a combination of the two fields available. The students will make these selections upon consultation with and approval by the department chairperson.

## SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

### FIRST TERM

<table>
<thead>
<tr>
<th>FORM 101 College Forum*</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 101 Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 110 Engin. Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 111 Civil Engineering Applications</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 101 English Comp. I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150 College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
</tbody>
</table>

**Term Total**: 16

### SECOND TERM

| CIVL 112 Stat. & Strength of Materials | 4 |
| CIVL 113 Micro-Comp. App. 2 | 2 |
| CIVL 114 Const. Materials | 2 |
| ENGL 102 English Comp. II | 3 |
| MATH 151 Anal. Geometry | 4 |
| PHYS 135 Tech. Physics I | 4 |

**Term Total**: 19

### THIRD TERM

| CIVL 210 Structures I | 3 |
| CIVL 212 Hydraulics & Drainage | 3 |
| MATH 156 Tech. Physics II | 4 |
| Technical Elective 2-3 | 3 |
| Technical Elective 2-3 | 3 |
| Technical Elective 2-3 | 3 |

**Term Total**: 16-19

### FOURTH TERM

| CIVL 211 Structures II | 4 |
| CIVL 213 Soils & Fndations. 3 | 4 |
| Technical Elective 2-3 | 3 |
| Technical Elective 2-3 | 3 |
| Technical Elective 2-3 | 3 |
| Technical Elective 2-3 | 3 |

**Term Total**: 18-19

*Required of first time, full-time students.

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**ARCHITECTURAL ELECTIVES**

| CIVL 201 | Site Surveying | 2 |
| CIVL 220 | Architectural Graphics | 2 |
| CIVL 221 | Architectural Des. 2 | 1 |

| CIVL 222 | Building Constr. 3 | 3 |
| CIVL 224 | Estimating 3 | 3 |
| CUST 231 | Build. Service Sys. 3 | 3 |

**HIGHWAY ELECTIVES**

| CIVL 202 | Route Surveying | 3 |
| CIVL 234 | Trans. and Hwy. Systems Analysis | 3 |

| CIVL 233 | Bridge Design 3 | 3 |
| CIVL 235 | Traffic Oper. Anal. 3 | 3 |
| CIVL 236 | Hwy. Construction Planning & Methods | 3 |

---
The Computer Integrated Technology program prepares students to enter a position in industry with a background in planning, product utilization and evaluation, production supervision, management, and technical sales. The graduates are capable of analyzing problems, drafting and design, as well as recommending, implementing and supervising. They satisfy the need for technicians in the industrial sector.

Students may elect coursework in both technology and business that will enable them to focus their course of study toward either the area of drafting or management.

Most courses for this program also are offered late afternoon and evening.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term, in courses CNST 120, IDLT 100, IDLT 105, IDLT 110 and MATH 105 would range from $440 to $475.

**MAJOR REQUIREMENTS***

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>FORM 101</td>
<td>College Forum**</td>
<td>(1)</td>
</tr>
<tr>
<td>IDIT 100</td>
<td>Interpreting Engineering Drawings</td>
<td>3</td>
</tr>
<tr>
<td>IDIT 210</td>
<td>Facilities Layout and Design</td>
<td>3</td>
</tr>
<tr>
<td>IDIT 240</td>
<td>Design for Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>IDIT 105</td>
<td>Core Drafting Courses</td>
<td>7-8</td>
</tr>
<tr>
<td>IDIT 107</td>
<td>Microcomputer Drafting-Autocad or</td>
<td></td>
</tr>
<tr>
<td>IDIT 110</td>
<td>Computer Aided Design I: Autocad or</td>
<td></td>
</tr>
<tr>
<td>IDIT 207</td>
<td>Computer Aided Design II: Autocad or</td>
<td></td>
</tr>
<tr>
<td>IDIT 208</td>
<td>Inventor/CAD Basics III</td>
<td></td>
</tr>
<tr>
<td>MECT 105</td>
<td>Engineering Materials</td>
<td>4</td>
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<tr>
<td>(1) Liberal Arts Electives</td>
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<td>6</td>
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<tr>
<td>(2) Mathematics Electives</td>
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<td>6-8</td>
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<tr>
<td>(3) Technical Elective</td>
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<td>4</td>
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<tr>
<td>(4) Technology Electives</td>
<td></td>
<td>6</td>
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<tr>
<td>(5) Technology/Business Electives</td>
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<tr>
<td>Technology/Liberal Arts Electives</td>
<td></td>
<td>3</td>
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</tbody>
</table>

**Total Credits Required** 60-63

*or specific course equivalents as approved by the department chairperson.

**required of first time, full-time students.

(1) Liberal Arts electives may be any course identified as a Liberal Arts and Science course.

(2) Mathematics Requirement - either MATH 105 and MATH 106 or MATH 150 and MATH 151.

(3) Technical elective may be any course beginning with CIVL, CNST, ELET, IDLT, MECT, or MFTS.

(4) Technology electives may be any courses beginning with IDLT, CADD, CIVL, CNST, ELET, MECT, or MFTS, subject to approval by the department chairperson.

(5) Business electives may be any courses beginning with ACTG, BADM, CEGS, or CMPT 101, subject to approval by the department chairperson.

Descriptions of Computer Integrated Technology courses can be found on pages 181-182.
Construction Technology - Building Construction

Associate in Applied Science
HEGIS #5317
Interim Chairperson: William W. Darling
Hudson Hall, Room 129, (518) 629-7355

Mission:
The mission of the Construction Technology program is to meet the educational needs of the construction industry by training entry level construction managers and by providing continuing education for construction employees.

Program Objectives:
A graduate of the Construction Technology program will be able to:

- perform necessary surveys for construction site layout
- interpret construction drawings and perform quantity surveys and estimates
- plan, schedule and coordinate residential or commercial construction
- prepare drawings for a residential or commercial construction project and apply appropriate building codes
- perform shop and field calculations required for steel and concrete structures
- perform basic computer applications in a construction office
- interpret materials specifications
- apply management principles to a construction project
- assist in the layout and development of subdivisions

This major trains the student in the field of Construction Management. There is a growing need for people trained in management in construction. This program is the first in the country to achieve accreditation by the American Council for Construction Education.

The major also offers the Carpentry option and the Sheet Metal option, for individuals who have completed the apprenticeship program in the appropriate trade.

PROGRAM ENTRANCE REQUIREMENTS

Courses High School Average Notes
Math A 70+

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $510 to $585.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>ACTG 100</td>
<td>Applied Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 114</td>
<td>Construction Materials</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 213</td>
<td>Soils and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 224</td>
<td>Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CNST 100</td>
<td>Construction Surveying</td>
<td>3</td>
</tr>
<tr>
<td>CNST 103</td>
<td>Blueprint Reading for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CNST 110</td>
<td>Statics and Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Architectural Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>CNST 130</td>
<td>Principles &amp; Practices of Light Construction I</td>
<td>3</td>
</tr>
<tr>
<td>CNST 202</td>
<td>Construction Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>CNST 210</td>
<td>Steel Construction</td>
<td>3</td>
</tr>
<tr>
<td>CNST 211</td>
<td>Concrete Construction</td>
<td>3</td>
</tr>
<tr>
<td>CNST 220</td>
<td>Architectural Drawing II</td>
<td>2</td>
</tr>
<tr>
<td>CNST 230</td>
<td>Construction Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CNST 231</td>
<td>Building Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>CNST 232</td>
<td>Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CNST 239</td>
<td>Construction Capstone</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
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<tr>
<td>PHYS 115</td>
<td>Physics</td>
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<td></td>
<td>Humanities or Social Science Elect.</td>
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</tbody>
</table>

Total Credits Required 68-69

*or specific course equivalents as approved by the Department Chairperson.

(1) Restricted Mathematics Elective – Must be chosen from – Math 110, Math 150, Math 151, Math 160, Math 175, Math 176, Math 180 or Math 190.

Descriptions of Construction courses can be found on pages 183-185.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

<table>
<thead>
<tr>
<th>FORM 101 College Forum*</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 114</td>
<td>2</td>
</tr>
<tr>
<td>CNST 100</td>
<td>3</td>
</tr>
<tr>
<td>CNST 103</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>3</td>
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<tr>
<td>PHYS 115</td>
<td>4</td>
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<tr>
<td>Term Total             18-19</td>
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</tbody>
</table>

SECOND TERM

<table>
<thead>
<tr>
<th>ACTG 100 Applied Acctg.</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>CNST 110 Statics &amp;</td>
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</tr>
<tr>
<td>CNST 120 Architect. Draw.</td>
<td>2</td>
</tr>
<tr>
<td>CNST 130 Principles and</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Term Total             18</td>
<td></td>
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</tbody>
</table>

THIRD TERM

<table>
<thead>
<tr>
<th>CIVL 213 Soils &amp; Found.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 224 Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CNST 210 Steel Constr.</td>
<td>3</td>
</tr>
<tr>
<td>CNST 220 Architect. Draw.</td>
<td>2</td>
</tr>
<tr>
<td>CNST 230 Const. Mgmt. Sem.</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 115 Physics</td>
<td>4</td>
</tr>
<tr>
<td>Term Total             18</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH TERM

<table>
<thead>
<tr>
<th>CNST 202 Const. Plan. &amp; Grl</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNST 231 Build. Svce. Svst.</td>
<td>3</td>
</tr>
<tr>
<td>CNST 232 Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CNST 239 Const. Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Term Total                 15</td>
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</tr>
</tbody>
</table>

*Required of first time, full-time students.
Construction Technology-Carpentry

Associate in Applied Science
Interim Chairperson: William W. Darling
Hudson Hall, Room 129, (518) 629-7355
HEGIS #5317

This option is designed to provide an educational experience for individuals who are either currently enrolled in or have satisfactorily completed the New York State registered apprenticeship training program sponsored by the Albany-Schenectady-Troy and Vicinity District Council of the United Brotherhood of Carpenters and Joiners of America.

Journeymen who have never been affiliated with an apprenticeship training program, but who meet admission requirements to Hudson Valley Community College may be given up to 31 term credit hours equivalent transfer credit. Students in this option are required to complete a minimum of 37 term credit hours primarily in the liberal arts and sciences area.

Students may progress through the program at their own pace and pursue any sequential arrangement of courses subject to the approval of the department chairperson.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry &amp; Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities or Social Science Elect.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Electives</td>
<td>16</td>
</tr>
</tbody>
</table>

Apprenticeship Training Program 31 (maximum credit)

Total Credits Required 68

*or specific course equivalents as approved by the department chairperson.

Construction Technology-Sheet Metal

Associate in Applied Science
Interim Chairperson: William W. Darling
Hudson Hall, Room 129, (518) 629-7355
HEGIS #5317

This option is designed to provide an educational experience for individuals who are either currently enrolled in or have satisfactorily completed the New York State registered apprenticeship training program sponsored by the Capital District Joint Sheet Metal Apprenticeship Committee.

Journeymen who have never been affiliated with an apprenticeship training program, but who meet admission requirements to Hudson Valley Community College may be given up to 31 term credit hours equivalent transfer credit. Students in this option are required to complete a minimum of 37 term credit hours primarily in the liberal arts and sciences area.

Students may progress through the program at their own pace and pursue any sequential arrangement of courses subject to the approval of the department chairperson.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry &amp; Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities or Social Science Elect.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Electives</td>
<td>16</td>
</tr>
</tbody>
</table>

Apprenticeship Training Program 31 (maximum credit)

Total Credits Required 68

*or specific course equivalents as approved by the department chairperson.
Electrical Construction and Maintenance
Associate in Occupational Studies
HEGIS #5317
Chairperson: Joseph T. Sarubbi
Williams Hall, (518) 629-7275

The mission of the Electrical Construction and Maintenance Department is to provide a program of study that enables students to develop the academic skills and practical techniques required for them to seek entry into any area of the electrical industry.

This program prepares students to enter the construction and/or industrial and manufacturing workplace with knowledge and skill levels in four principle areas: residential, commercial and industrial installations; transformers; motors and motor control; programmable controllers, variable frequency drives and industrial electronics. The course of study is offered over four terms and covers core studies in electrical circuits, theory and the mathematics necessary to plan, install, troubleshoot, test and maintain electrical systems. The National Electrical Code and safe working practices serve as the foundation for each course in the program.

The first two terms provide foundation studies in DC and AC electrical theory, and construction wiring installation practices. These studies involve both “hands-on” workshop/laboratory activities, as well as classroom presentations. The “hands-on” coursework includes an in-depth study of residential and commercial wiring systems coupled with instruction in the use of diagnostic test equipment and troubleshooting techniques.

The third and fourth terms build upon these core courses and continue with “hands-on” training and a theoretical background in three phase transformer connections, AC motors, industrial motor control, industrial electronics, programmable logic controllers (PLC’s), and variable frequency drives (VFD’s), while gaining valuable troubleshooting techniques.

The Electrical Construction and Maintenance A.O.S. degree fulfills the related instruction component of the state certified apprenticeship program for construction and plant maintenance electrician.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unit of any Math</td>
<td>70+</td>
<td>Additional Math courses recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $410 to $430.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 101</td>
<td>Direct Current Theory and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 102</td>
<td>Alternating Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 111</td>
<td>Direct Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternating Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construction Wiring</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 130</td>
<td>Safety and Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 203</td>
<td>Transformers and Motors</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 204</td>
<td>Industrial Motor Control Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 205</td>
<td>Industrial Power Electronics I</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 206</td>
<td>Industrial Power Electronics II</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 213</td>
<td>Transformer and Motor Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 214</td>
<td>Industrial Motor Control Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 215</td>
<td>Industrial Power Electronics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 216</td>
<td>Industrial Power Electronics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 223</td>
<td>Industrial Wiring</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 224</td>
<td>Industrial Motor Control Wiring</td>
<td>5</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 64

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Electrical Construction and Maintenance courses can be found on pages 198-204.
SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>ECMN 102 Alt. Current Theory</td>
</tr>
<tr>
<td>ECMN 121 Residential Construct. Wiring</td>
<td>ECMN 132 Elect. Blueprint</td>
</tr>
<tr>
<td>ECMN 130 Safety &amp; Lbr. Rel. 2</td>
<td>Rdg. &amp; Est. II</td>
</tr>
<tr>
<td>ECMN 131 Elect. Blueprint</td>
<td>MATH 106 Appl. Tech. Math II</td>
</tr>
<tr>
<td>MATH 105 Appl. Tech. Math</td>
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</table>

Term Total 18 Term Total 15

*Required of first time, full-time students.

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 203 Trans. &amp; Motors 4</td>
<td>ECMN 204 Ind. Motor Cont. Theory</td>
</tr>
<tr>
<td>ECMN 205 Ind. Pwr. Elect. 1 5</td>
<td>ECMN 206 Ind. Pwr. Elect. II 5</td>
</tr>
<tr>
<td>ECMN 213 Transformers &amp; Motors Lab</td>
<td>ECMN 214 Ind. Mtr. Cont. Lab I</td>
</tr>
<tr>
<td>ECMN 215 Ind. Power Elect. Lab I</td>
<td>ECMN 216 Ind. Power Elect Lab II</td>
</tr>
<tr>
<td>ECMN 223 Industrial Wiring 5</td>
<td>ECMN 224 Ind. Motor Cont. Wiring</td>
</tr>
</tbody>
</table>

Term Total 16 Term Total 16

The Electrical Construction and Maintenance program also is offered part-time through evening course offerings. The student would have a course load of approximately six credit hours each term following the curriculum as described in the next column.

Electrical Construction and Maintenance (Part-time Evening Study)
Associate in Occupational Studies
HEGIS #5317
Chairperson: Joseph T. Sarubbi
Williams Hall, (518) 629-7275

The Electrical Construction and Maintenance major also is offered as a part-time evening program.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 151</td>
<td>Direct Current Theory and Magnetism, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 152</td>
<td>Direct Current Theory and Magnetism, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 153</td>
<td>Alternating Current Theory, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 154</td>
<td>Alternating Current Theory, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 161</td>
<td>Direct Current Applications Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 162</td>
<td>Direct Current Applications Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 163</td>
<td>Alternating Current Appl. Lab, Pt. I</td>
<td>0.5</td>
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<tr>
<td>ECMN 164</td>
<td>Alternating Current Appl. Lab, Pt. II</td>
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</tr>
<tr>
<td>ECMN 171</td>
<td>Residential Construction Wiring, Pt. I</td>
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<tr>
<td>ECMN 172</td>
<td>Residential Construction Wiring, Pt. II</td>
<td>2.5</td>
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<tr>
<td>ECMN 173</td>
<td>Commercial Construction Wiring, Pt. I</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 174</td>
<td>Commercial Construction Wiring, Pt. II</td>
<td>2.5</td>
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<tr>
<td>ECMN 180</td>
<td>Safety and Labor Relations, Pt. I</td>
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<tr>
<td>ECMN 181</td>
<td>Safety and Labor Relations, Pt. II</td>
<td>1</td>
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<tr>
<td>ECMN 205</td>
<td>Industrial Power Electronics I</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 206</td>
<td>Industrial Power Electronics II</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 215</td>
<td>Industrial Power Electronics Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 216</td>
<td>Industrial Power Electronics Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 255</td>
<td>Transformers and Motors, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 256</td>
<td>Transformers and Motors, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 257</td>
<td>Industrial Motor Control Theory, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 258</td>
<td>Industrial Motor Control Theory, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 265</td>
<td>Transformers &amp; Motor Lab, Pt. I</td>
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<tr>
<td>ECMN 266</td>
<td>Transformers &amp; Motor Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 267</td>
<td>Industrial Motor Control Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 268</td>
<td>Industrial Motor Control Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 275</td>
<td>Industrial Wiring, Pt. I</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 276</td>
<td>Industrial Wiring, Pt. II</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 277</td>
<td>Indus.Motor Control Wiring, Pt. I</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 278</td>
<td>Indus.Motor Control Wiring, Pt. II</td>
<td>2.5</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 64

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Electrical Construction and Maintenance courses can be found on pages 198-204.
SUGGESTED COURSE SEQUENCE FOR
PART-TIME EVENING STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 151</td>
<td>Direct Current Theory and Magnetism, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 161</td>
<td>Direct Current Applications Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 171</td>
<td>Residential Construction Wiring, Pt. I</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 180</td>
<td>Safety and Labor Relations, Pt. I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 9

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 152</td>
<td>Direct Current Theory and Magnetism, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 162</td>
<td>Direct Current Applications Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 172</td>
<td>Residential Construction Wiring, Pt. II</td>
<td>2.5</td>
</tr>
<tr>
<td>ECMN 181</td>
<td>Safety and Labor Relations, Pt. II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Mathematics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 9

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 153</td>
<td>Alternating Current Theory, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 163</td>
<td>Alternating Current Appl. Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 173</td>
<td>Commercial Construction Wiring, Pt. I</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Term Total** 5

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 154</td>
<td>Alternating Current Theory, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 164</td>
<td>Alternating Current Appl. Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 174</td>
<td>Commercial Construction Wiring, Pt. II</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Term Total** 5

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fifth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 255</td>
<td>Transformers and Motors, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 265</td>
<td>Transformers &amp; Motor Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 275</td>
<td>Industrial Wiring, Pt. I</td>
<td>2.5</td>
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</tbody>
</table>

**Term Total** 7

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Sixth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 256</td>
<td>Transformers and Motors, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 266</td>
<td>Transformers &amp; Motor Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 276</td>
<td>Industrial Wiring, Pt. II</td>
<td>2.5</td>
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</table>

**Term Total** 7

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Seventh Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 257</td>
<td>Industrial Motor Control Theory, Pt. I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 267</td>
<td>Industrial Motor Control Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 277</td>
<td>Ind ust. Motor Control Wiring, Pt. I</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Term Total** 5

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Eighth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 258</td>
<td>Industrial Motor Control Theory, Pt. II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 268</td>
<td>Industrial Motor Control Lab, Pt. II</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 278</td>
<td>Ind ust. Motor Control Wiring, Pt. II</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Term Total** 5

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Ninth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 205</td>
<td>Industrial Power Electronics I</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 215</td>
<td>Industrial Power Electronics Laboratory I</td>
<td>1</td>
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</table>

**Term Total** 6

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Tenth Term</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>ECMN 206</td>
<td>Industrial Power Electronics II</td>
<td>5</td>
</tr>
<tr>
<td>ECMN 216</td>
<td>Industrial Power Electronics Laboratory II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Term Total** 6

**Total Credits Required** 64

*Required of first time, full-time students.*
The Electrical Engineering Technology program trains students for careers as engineering technicians. The training provided is field oriented, generally covering the principles and practices which are pertinent to the industrial applications of electricity, electronics and semiconductors or microelectronics. Upon graduation, the student is prepared to work in capacity field service, test and manufacturing, or may transfer to a baccalaureate program in Engineering Technology.

Most Electrical Engineering Technology courses take a mathematical approach, typically consisting of both theory and laboratory. In the theory portion, the student learns basic rules and principles and their applications. In the laboratory, the student experimentally verifies the validity of these rules and principles, while developing a proficiency in the use of electronic test equipment.

The Electrical Engineering Technology program provides students the opportunity to pursue a specialization through the selection of technical electives in the Electronics or Semiconductor Manufacturing fields.

The program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202. Telephone (410) 347-7700.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>ELET 100 Electricity I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120 Micro Hdwre Ess</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
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</tr>
<tr>
<td>MATH 150 College Algebra &amp; Trigonometry</td>
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<tr>
<td>Term Total</td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
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<tbody>
<tr>
<td>ELET 210 Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELET 215 Operatioanl Amplifiers</td>
<td>4</td>
</tr>
<tr>
<td>ELET 245 Intro to Microcontrollers</td>
<td>4</td>
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<tr>
<td>PHYS 135 Technical Physics I</td>
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<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

| Term Total | 17 |

*Required of first time, full-time students.
Heating/Air Conditioning/Refrigeration Technical Services
Associate in Occupational Studies
HEGIS #5317
Chairperson: Joseph T. Sarubbi
Williams Hall, (518) 629-7275

The Heating, Air Conditioning and Refrigeration Technical Services program prepares the student to enter the industry with a background in the design, installation and service of commercial and residential HVAC/R systems. Course content includes: refrigeration theory, heat transfer systems, system design and electrical theory and application. The lecture courses are reinforced by nine hours per week of hands-on training in our state-of-the-art laboratories. This combination of lecture and hands-on work provides the student with a unique educational experience that will provide the training necessary to successfully enter the workforce.

Statement Of Purpose
The Heating and Refrigeration Technical Services Department at Hudson Valley Community College is dedicated to the purpose of education and preparing students for entry into the heating, ventilation and air conditioning profession and to provide continuing education for those employees already in the field.

The HVAC/R field is a $175 billion per year industry that is not significantly influenced by the state of the economy. There is a constant need for qualified technicians as every residential and commercial building has HVAC/R equipment that needs installation and service. With jobs ranging from $25,000 and up, the Heating and Refrigeration Technical Services Department has achieved a job placement rate for graduates that approaches 100%.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Additional Math courses recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $285 to $320. Tools for this program have an estimated cost of $440.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 110</td>
<td>Refrigeration Principles I</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 111</td>
<td>Refrigeration Principles II</td>
<td>7</td>
</tr>
<tr>
<td>HVAC 120</td>
<td>Refrigeration Lab I</td>
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<tr>
<td>HVAC 121</td>
<td>Refrigeration Lab II</td>
<td>6</td>
</tr>
<tr>
<td>HVAC 130</td>
<td>Electricity for HVAC/R</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 203</td>
<td>HVAC/R Systems Design I</td>
<td>3</td>
</tr>
<tr>
<td>HVAC 210</td>
<td>Heat Transfer Systems</td>
<td>4</td>
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<tr>
<td>HVAC 211</td>
<td>Refrigeration and AC Systems</td>
<td>4</td>
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<tr>
<td></td>
<td>Applications I</td>
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<tr>
<td>HVAC 212</td>
<td>Refrigeration and AC Systems</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Applications II</td>
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</tr>
<tr>
<td>HVAC 213</td>
<td>HVAC/R Systems Design II</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 220</td>
<td>Heat Transfer Systems Lab</td>
<td>6</td>
</tr>
<tr>
<td>HVAC 221</td>
<td>Diagnosing &amp; Servicing Lab</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MATH 105 Applied Tech. Math I</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>MATH 150 College Algebra and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trigonometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 106 Applied Tech. Math II</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>MATH 151 Analytical Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Basic Calculus</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 67-69

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Heating/Air Conditioning/Refrigeration courses can be found on pages 218-220.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>HVAC 111 Refriger. Princ. II</td>
</tr>
<tr>
<td>HVAC 110 Refriger. Princ. I</td>
<td>HVAC 121 Refrigeration Lab II</td>
</tr>
<tr>
<td>HVAC 120 Refriger. Lab I</td>
<td>MATH 106 App. Tech. Math II 3-4</td>
</tr>
<tr>
<td>or MATH 150 Coll. Alg. &amp; Trig.</td>
<td>Term Total 18-19</td>
</tr>
<tr>
<td>Term Total 18-19</td>
<td>Term Total 16-17</td>
</tr>
</tbody>
</table>

THIRD TERM

| HVAC 210 Heat Tran. Systems 4   | HVAC 213 HVAC/R Sys Des II       |
| HVAC 211 Refrig. & AC Sys. 4    | HVAC 221 Diag. & Serv. Lab 6     |
| App. I                          | Term Total 17                    |
| HVAC 220 Heat Tran. Sys. Lab 6  | Term Total 17                    |

*Required of first time, full-time students.
Manufacturing Technical Systems
Associate in Occupational Studies
HEGIS #5312
Interim Chairperson: Phillip White
Lang Hall, Room 108, (518) 629-7381

This program prepares graduates to achieve immediate employment working with many of today's high-tech machining processes that produce tooling, and components used in the manufacturing of everything from electronics and semi-conductors to power generators and aerospace components. Covering an array of areas relating to the field of precision metal, composite and plastic manufacturing, students will learn how to operate milling machines, lathes, grinders, bandsaws, drill presses and computerized machinery. Computer-aided Design (CAD) and Computer-aided Manufacturing (CAM) are also an integral part of the program.

The Manufacturing Technical Systems courses are offered both day and evening. For full-time day students, the program will take two years to complete, while part-time evening students will probably take four years. Either full-time or part-time students will participate in a year long Senior Capstone Project in which students work together to manufacture and assemble a highly complex model of a working steam engine to test their precision machining skills.

Students and graduates of this program may participate in the Hudson Valley Apprentice Association (HVAA) which is comprised of over 90 participating companies, educational institutions and state agencies. This association makes it possible for graduates to enter the workforce and achieve journeyperson status after four years of experience in this field. HVAA also works to provide scholarships for graduating seniors from secondary schools, and employment opportunities for Hudson Valley Community College graduates.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Avg.</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Additional math courses recommended</td>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $485 to $510.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
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<tbody>
<tr>
<td>IDLT 100</td>
<td>Interpreting Engineering Drawings</td>
<td>3</td>
</tr>
<tr>
<td>IDLT 105</td>
<td>Microcomputer Drafting Autocad</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 101</td>
<td>Intro to Machine Tools (Lab. I)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 102</td>
<td>Machining Processes (Lab. II)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 111</td>
<td>Machining Processes Theory I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 112</td>
<td>Machining Processes Theory II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 113</td>
<td>Process Planning &amp; Drawing</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 203</td>
<td>CNC (Comp. Numerical Control) Machining Processes (Lab. III)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 204</td>
<td>Adv. Machining Processes (Lab. IV)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 221</td>
<td>Numerical Control Programming</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 222</td>
<td>Numerical Control (Advanced)</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Practical Metallurgy</td>
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<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I or</td>
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</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
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</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Math II or</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytical Geometry &amp; Basic Calculus</td>
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<tr>
<td>Restricted Computer Elective</td>
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</table>

Total Credits Required 68-70

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
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</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>IDLT 100 Intrp. Eng. Draw.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105 App. Tech. Math I or</td>
<td>3-4</td>
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<tr>
<td>MATH 150 Tech.Math I</td>
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</tr>
<tr>
<td>MFTS 101</td>
<td>Intro to Machine Tools (Lab. I)</td>
</tr>
<tr>
<td>MFTS 111 Mach. Processes Theory I</td>
<td>4</td>
</tr>
<tr>
<td>Term Total 18-19</td>
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</table>

<table>
<thead>
<tr>
<th>TERM TOTAL 18-19</th>
<th>TERM TOTAL 19-20</th>
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<tbody>
<tr>
<td>Form 101 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>IDLT 105 Microcomp. Drafting Autocad</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106 App. Tech. Math II or</td>
<td>3-4</td>
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<tr>
<td>MATH 151 Tech.Math II</td>
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</tr>
<tr>
<td>MFTS 102 Machining Processes (Lab. II)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 112 Machining Processes Theory II</td>
<td>4</td>
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<tr>
<td>MFTS 231 Proc. Plann. &amp; Draw 2</td>
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<tr>
<td>Term Total 15</td>
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</table>

THIRD TERM

| FOURTH TERM |
|-------------|-------------|
| MFTS 203 | CNC Mach. Proc. (Lab. III) | 7 |
| MFTS 221 | Numeric Controls | 3 |
| MFTS 241 Pract. Metallurgy | 2 |
| MFTS 231 Controls | 4 |
| Rest. Comp. Elect. | 3 |
| Term Total 17 |

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Manufacturing Technical Systems courses can be found on pages 229-230.

*Required of first time, full-time students.

The Manufacturing Technical Systems program also is offered part-time through evening course offerings.
The Mechanical Engineering Technology major provides the student with a general background in mathematics, physics and related technology subjects through a common core of courses. The flexibility provided the student in this program is necessary to accommodate the scope of interests in today's student audience and to cope with the rapidly changing technology field. Mechanical Technology students are instructed in computer programming, Computer Aided Manufacturing, Computer Aided Drafting (CAD/CAM) and microcomputer applications.

The job opportunities for graduates of these programs are virtually unlimited, the demand being far greater than the supply. Many of our graduates interested in education beyond the A.A.S. level have successfully transferred to four-year colleges across the country.

The Mechanical Engineering Technology program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202. Telephone (410) 347-7700.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $360 to $475.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>ENGL 101 Composition I</td>
</tr>
<tr>
<td>IDLT 100 Interpreting</td>
<td>MECT 115 Computer Graphic Application</td>
</tr>
<tr>
<td>MECT 105 Engin. Materials</td>
<td>MECT 125 Statistics and Dynamics</td>
</tr>
<tr>
<td>Rest. Math Elect.</td>
<td>PHYS 135 Tech Physics I</td>
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<tr>
<td>Term Total 16</td>
<td>Term Total 18</td>
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</tbody>
</table>

*Required of first time, full-time students.
Network and Information Technology
(formerly Telecommunications Management)
Associate in Applied Science
HEGIS #5008
Interim Chairperson: Phillip White
Amstutz Hall, Room 109, (518) 629-7334

In the last decade, telecommunications has moved from a background role of a utility to applications meant to create new competitive advantages in business, increased productivity in public services, and economic development in cities, states, or nations.

The key theme of Network and Information Technology is to identify innovative applications in a wide variety of business, public service and residential environments, as well as to see how new telecommunications services are an important infrastructure component in city, state, and national planning. What are the new telecommunications applications? How do they create value? What are the opportunities for strategic investment? How can telecommunications investment be evaluated? And what is the likely future for U.S. telecommunications now that the divestiture of AT&T is behind us? These are some of the questions and issues this program prepares students to analyze and pursue as they start their career in the emerging telecommunication era. Degree requirements can be fulfilled through evening course offerings.

PROGRAM ENTRANCE REQUIREMENTS
Courses High School Average Notes
Math A 70+ Additional Math course recommended

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY
Course No. First Term Credit Hrs.
FORM 101 College Forum* 1
CISS 120 Data Communication 3
ELET 120 Microcomputer Hardware Essentials 3
ENGL 101 English Composition I 3
MATH 105 Applied Technical Mathematics I 3
TLMG 100 Prin. of Telecommunications I 3
** Term Total 16

Course No. Second Term Credit Hrs.
CISS 101 Microcomputer Appl. Development 3
CISS 121 Intro to Network Administration 3
ELET 115 C/C++ for Technologies 4
ENGL 102 English Composition II 3
MATH 106 Applied Technical Mathematics II 3
** Term Total 16

Course No. Third Term Credit Hrs.
CISS 101 Microcomputer Appl. Development 3
CISS 120 Data Communication 3
CISS 121 Intro to Network Administration 3
ELET 115 C/C++ for Technologies 4
ENGL 102 English Composition II 3
MATH 106 Applied Technical Mathematics II 3
** Term Total 16

Course No. Fourth Term Credit Hrs.
CISS 101 Microcomputer Appl. Development 3
CISS 120 Data Communication 3
CISS 121 Intro to Network Administration 3
ELET 115 C/C++ for Technologies 4
ENGL 102 English Composition II 3
MATH 106 Applied Technical Mathematics II 3
** Term Total 15-16

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $400 to $670.

MAJOR REQUIREMENTS*
Course No. Title Credit Hrs.
FORM 101 College Forum** 1
CISS 101 Microcomputer Appl. Development 3
CISS 120 Data Communication 3
CISS 121 Intro to Network Administration 3
CISS 270 Network Infrastructure 3
CISS 271 Network Management 3
ECON 100 Principles of Macroeconomics 3
ECON 101 Principles of Microeconomics 3
ELET 115 C/C++ for Technologies 4
ELET 120 Microcomputer Hardware Essentials 3
ELET 270 Fund. of Fiber Optic Communication 4
ENGL 101 English Composition I 3
ENGL 102 English Composition II 3
ENGL 125 Public Speaking 3
MATH 105 Applied Technical Mathematics I 3
MATH 106 Applied Technical Mathematics II 3
PHYS 100 Phys. Science I/Physics & Chemistry 3
TLMG 100 Prin. of Telecommunications I 3
_______ Rest. Tech. Elective 6-7
_______ (1)Marketing Elective 3
(2)Term Total 62-63

Total Credits Required

* or specific course equivalents as approved by Department Chairperson.
(1) Marketing Elective - Recommended Courses - MKTG 120, MKTG 200, MKTG 212.
(2) Restricted Technical Elective - Recommended Courses - CISS 150, ELET 260, ELET 275.

Description of Network and Information Technology courses may be found on pages 240-241.

** Required of first time, full-time students.
Plant Utilities Technology

Associate in Applied Science

HEGIS #5317

Chairperson: Joseph T. Sarubbi

Williams Hall, (518) 629-7275

This program is designed to produce graduates who are familiar with the electrical, HVAC, steam power, refrigeration and mechanical systems found in large institutional, commercial, and municipal buildings. In addition to the technical subjects, students also will study the administrative, managerial and supervisory aspects of physical plant operation.

Course work includes studies in all of the technical areas listed as well as studies in the liberal arts, humanities and social sciences. Upon completion of the 63 credit hour program, graduates will have earned the A.A.S. degree.

Courses will be offered during days and evenings contingent upon enrollment. Course offerings will be structured so as to be convenient to part-time students.

PROGRAM ENTRANCE REQUIREMENTS

Courses High School Average Notes
Math A 70+

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $290 to $410.

MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.
AUTO 160 Industrial Relations 3
ENGL 101 English Composition I 3
ENGL 102 English Composition II 3
ENGL 110 Technical Communications 3
MATH 105 Applied Technical Math I 3
MATH 106 Applied Technical Math II 3
PHYS 120 Physics 4
PUTL 110 Blueprint Reading & Sketching 3
PUTL 120 Boiler & Steam Systems 4
PUTL 200 Heating Ventilation Air Cond. 4
PUTL 201 Utility Refrigeration Mechanics 4
PUTL 202 Industrial Electricity 4
PUTL 210 Electric Utility Systems 4
PUTL 211 Plant Operation & Maintenance 3
PUTL 212 Industrial Instrumentation & Control 4
PUTL 213 Industrial Safety 2

Total Credits Required 63

*or specific course equivalents as approved by the Department Chairperson.
(1) subject to department chairperson's approval.

Descriptions of Plant Utilities courses can be found on page 246-247.
Telecommunications Technology
Associate in Applied Science
HEGIS #5310
Interim Chairperson: Phillip White
Amstutz Hall, Room 109, (518) 629-7334

This program has been temporarily deactivated and as such, no applications for admissions will be accepted during the 2004-2005 academic year.

Rapid advances in technology and the changing regulatory climate, as epitomized by the Telecommunications Act of 1996, have created dramatic opportunities for growth in the Telecommunications field. Fiber optics, local and wide area networks, wireless communications and a host of other technologies are available to provide customer services that were not possible until the recent past. In addition, the 1996 Telco Act has opened local, long distance, cable and other services to competition and a wide array of service providers. This program is designed to give the graduate the necessary technical knowledge and skills to be an effective contributor in the Telecommunications marketplace.

The program also focuses on developing the personal skills that successful companies value in their employees. These include teamwork and team building, critical thinking and problem solving skills, and quality and customer focus. Taken together, the technical and personal skills developed in this program will make the graduate an effective member of the telecommunications industry.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $260 to $435.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
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</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Mathematical Applications I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Mathematical Applications II</td>
<td>4</td>
</tr>
<tr>
<td>MECT 110</td>
<td>Microcomputer Applications in Engineering Technology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 130</td>
<td>Physics for Telecomm. Technology</td>
<td>4</td>
</tr>
<tr>
<td>TELT 100</td>
<td>Electrical Circuits</td>
<td>4</td>
</tr>
<tr>
<td>TELT 205</td>
<td>Telecommunications Electronics II</td>
<td>4</td>
</tr>
<tr>
<td>TELT 207</td>
<td>Computer Systems for Telecomm.</td>
<td>4</td>
</tr>
<tr>
<td>TELT 210</td>
<td>Telecomm. I - Voice Comm.</td>
<td>4</td>
</tr>
<tr>
<td>TELT 220</td>
<td>Telecomm. II - Data Comm.</td>
<td>4</td>
</tr>
<tr>
<td>TELT 230</td>
<td>Telecommunications III- LANS</td>
<td>4</td>
</tr>
<tr>
<td>TELT 240</td>
<td>Telecomm. IV - Advanced Topics</td>
<td>4</td>
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</tbody>
</table>

Social Science Elective 3

Total Credits Required 61

*or specific course equivalents as approved by the department chairperson.

Descriptions of Telecommunications Technology courses can be found on pages 255-256.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM          SECOND TERM

| FORM 101 College Forum* | 1 | ELET 105 Electronics I | 4 |
| ENGL 101 Composition I  | 3 | ELET 210 Digital Electronics | 4 |
| MATH 140 Math. Applic. I | 4 | MATH 140 Math. Applic. II | 4 |
| MECT 110 Mic. App. in Eng | 4 | PHYS 130 Physics for Telecom. Technology | 4 |
| TELT 100 Electrical Circuits | 4 |                         |

Term Total 16   Term Total 16

THIRD TERM          FOURTH TERM

| ENGL 102 Composition II | 3 | TELT 207 Comp. Sys. For Telecom. | 4 |
| TELT 205 Telecom.-Elect. II | 4 | TELT 230 Telecom. III-LANS | 4 |
| TELT 210 Telecom. I-Voice Com. | 4 | TELT 240 Telecom. IV | 4 |
| TELT 220 Telecom. II-Data Com. | 4 | Adv. Topics Social Sci. Elect. | 3 |

Term Total 15   Term Total 15

*Required of first time, full-time students.
Telecommunications Technology - Verizon

Associate in Applied Science
HEGIS #5310
Interim Chairperson: Phillip White
Lang Hall, Room 112, (518) 629-7340

The Verizon option to the Telecommunications Technology program has been specifically designed to meet the requirements of the Verizon Corporation, the Communication Workers of America and the International Brotherhood of Electrical Workers. While similar to the Telecommunications Technology program in all major aspects, the Verizon option is scheduled and sequenced to be completed over a four year period while attending class one day per week. Only Verizon employees represented by CWA or IBEW are eligible to enter the program. Laptop computers are provided to all students and they are an integral part of the program. This option is part of a statewide program, called NEXT STEP, that is coordinated by Hudson Valley Community College under contract to Verizon.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
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<tr>
<td></td>
<td>Reading 35</td>
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</tr>
<tr>
<td></td>
<td>Writing 34</td>
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<td></td>
<td>Num. Skills 34</td>
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<td></td>
<td>Elem. Algebra 34</td>
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MAJOR REQUIREMENTS*

<table>
<thead>
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<th>Title</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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</tr>
<tr>
<td>MATH 140</td>
<td>Mathematical Applications I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Mathematical Applications II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 125</td>
<td>Physics for Telecomm. Tech.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Verizon</td>
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</tr>
<tr>
<td>TELT 100</td>
<td>Electrical Circuits</td>
<td>4</td>
</tr>
<tr>
<td>TELT 102</td>
<td>Computer Appli. in Telecomm.</td>
<td>3</td>
</tr>
<tr>
<td>TELT 105</td>
<td>Telecommunications Electronics I</td>
<td>4</td>
</tr>
<tr>
<td>TELT 110</td>
<td>Digital Electronics for Telecomm.</td>
<td>4</td>
</tr>
<tr>
<td>TELT 205</td>
<td>Telecommunications Electronics II</td>
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</tr>
<tr>
<td>TELT 207</td>
<td>Computer Systems for Telecomm.</td>
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</tr>
<tr>
<td>TELT 210</td>
<td>Telecomm. I - Voice Comm.</td>
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</tr>
<tr>
<td>TELT 220</td>
<td>Telecomm. II - Data Comm.</td>
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</tr>
<tr>
<td>TELT 230</td>
<td>Telecommunications III- LANS</td>
<td>4</td>
</tr>
<tr>
<td>TELT 240</td>
<td>Telecomm. IV - Adv. Topics</td>
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<tr>
<td></td>
<td>Social Science Elective</td>
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</tbody>
</table>

Total Credits Required: 60

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Telecommunications Technology courses can be found on pages 255-256.
The School of Health Sciences is composed of ten programs presenting both university-parallel and occupationally-oriented majors, leading to an Associate in Applied Science or Associate in Science. Graduates from the programs are prepared for professional licensure, university transfer, or immediate employment. The degree programs include: Nursing, Dental Hygiene, EMT-Paramedic, Respiratory Care, Radiological Technology, and Mortuary Science. There also are four non-degree certificate programs, Diagnostic Medical Sonography, Echocardiography, EMT-Paramedic and Invasive Cardiovascular Technology.

The Fitzgibbons Health Science Center offers students an up-to-date facility, coupled with state-of-the-art equipment. As a complement to this asset, the School of Health Sciences has made a wide variety of computer technology available for student use.

More than ever, issues of public health care can pose a great concern to our communities. The availability of highly skilled, qualified professionals must be assured in order to expand health services to a growing population. A growing movement which focuses on the removal of physical and financial barriers to quality health care presents new opportunities for everyone.

The past decade has been witness to great achievements in the area of health sciences. Along with this new-found knowledge comes the need for research to explore new technologies. The health science majors are among those fields experiencing exponential growth. Many exciting opportunities await the women and men who choose these challenging and rewarding careers.

NOTE: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed in the following disciplines: Diagnostic Medical Sonography, Echocardiography, Emergency Medical Technician-Paramedic, Radiologic Technology, and Respiratory Care. Applicants should see their respective Department Chairpersons.

### CERTIFICATE PROGRAMS

#### Diagnostic Medical Sonography Certificate

**HEGIS #5207**

**Chairperson: Jeanne Kelleher**

Brahman Hall, Room 026, (518) 629-7123

Diagnostic Medical Sonography is a one year certificate program offered through the Medical Imaging Department. Sonography has recently developed into a specialized and technical part of diagnostic medical imaging. The demands on a sonographer require a working knowledge of cross sectional anatomy, pathology and its echogenic appearance, as well as scanning techniques to obtain the optimum image.

The program coordinates academic study with clinical experience during two terms as well as a clinical component for one summer. The clinical experience will affiliate the student with at least one of fifteen area imaging centers. Upon successful completion of the program, the graduate will be eligible to sit for the ARDMS exam.

The program not only prepares the graduate for employment, but also for transfer to four year degree programs. Hudson Valley’s articulation agreement with Empire State College allows the graduate to pursue a baccalaureate degree while employed full-time.

The program has received New York State Education Department accreditation, and is accredited by the Joint Review Committee on Education for Diagnostic Medical Sonography, 7108C South Alton Way, Suite 150, Englewood, CO 80112-2106.

#### PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 avg. and</td>
<td>NA</td>
<td>2 years allied health program that is</td>
</tr>
<tr>
<td>8 credits of</td>
<td></td>
<td>patient care related</td>
</tr>
<tr>
<td>Anatomy &amp;</td>
<td></td>
<td>with a 2.5 cumulative average (includes</td>
</tr>
<tr>
<td>Physiology, direct</td>
<td></td>
<td>Radiologic Technology, Respiratory</td>
</tr>
<tr>
<td>hospital patient</td>
<td></td>
<td>Therapy, RN, OTA, PTA, MD or DO).</td>
</tr>
<tr>
<td>care.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $388 to $428.
Sonography cont.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONO 252</td>
<td>Diagnostic Sonography I</td>
<td>3</td>
</tr>
<tr>
<td>SONO 254</td>
<td>Cross Sectional Anatomy of the</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Abdomen</td>
<td></td>
</tr>
<tr>
<td>SONO 256</td>
<td>Cross Sectional Anatomy of Ob-Gyn</td>
<td>2</td>
</tr>
<tr>
<td>SONO 258</td>
<td>Sonography Clinic I</td>
<td>8</td>
</tr>
<tr>
<td>SONO 262</td>
<td>Diagnostic Sonography II</td>
<td>4</td>
</tr>
<tr>
<td>SONO 264</td>
<td>Pathophysiology of Abdomen</td>
<td>2</td>
</tr>
<tr>
<td>SONO 266</td>
<td>Pathophysiology of Ob-Gyn</td>
<td>2</td>
</tr>
<tr>
<td>SONO 268</td>
<td>Sonography Clinic II</td>
<td>8</td>
</tr>
<tr>
<td>SONO 278*</td>
<td>Sonography Clinic III</td>
<td>13</td>
</tr>
</tbody>
</table>

**Total Credits Required**  **44**

*Additional clinical experience at assigned hospital to qualify for national exam.

Description of Medical Sonography courses can be found on pages 193-194.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONO 252</td>
<td>SONO 262</td>
</tr>
<tr>
<td>SONO 254</td>
<td>SONO 264</td>
</tr>
<tr>
<td>SONO 256</td>
<td>SONO 266</td>
</tr>
<tr>
<td>SONO 258</td>
<td>SONO 268</td>
</tr>
</tbody>
</table>

Intersession 1 - Two 40 hr. weeks in clinic (part of SONO 258)*

Summer Term - SONO 278 Sonography Clinic III*

**Echocardiography Certificate**

HEGIS #5207

Chairperson: Jeanne Kelleher

Brahan Hall, Room 026, (518) 629-7123

Echocardiography is a one year certificate program offered through the Medical Imaging Department. Echocardiography is a specialized concentration within the field of sonography. The demands of the cardiac sonographer require a working knowledge of detailed anatomy and physiology of the heart and its echogenic appearance as it is presented as a 2-D image, as well as scanning techniques to obtain the optimum image.

The program coordinates academic study with clinical experience during two terms as well as a clinical component of one summer. The clinical experience will affiliate the student with at least eight cardiology departments. Upon successful completion of the program, the student will be eligible to sit for the ARDMS exam.

The program not only prepares the graduate for employment, but also for transfer to four year degree programs. Hudson Valley’s articulation agreement with Empire State College allows the graduate to pursue a baccalaureate degree while employed full-time.

The program has received New York Education Department Accreditation and is accredited by the Joint Review Committee on Education for Diagnostic Medical Sonography, 7108C South Alton Way, Suite 150, Englewood, CO 80112-2106.

Note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. Applicants should see the Department Chairperson.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bach. degree w/</td>
<td>NA</td>
<td>2 years allied health program that is</td>
</tr>
<tr>
<td>2.5 avg. and</td>
<td></td>
<td>patient care related</td>
</tr>
<tr>
<td>8 credits of Anatomy &amp;</td>
<td></td>
<td>with a 2.5 cumulative average (includes</td>
</tr>
<tr>
<td>Physiology, direct</td>
<td></td>
<td>Radiologic Technology, Respiratory</td>
</tr>
<tr>
<td>hospital patient care.</td>
<td></td>
<td>Therapy, RN, OTA, PTA, MD or DO).</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $335 to $440.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO 252</td>
<td>Echocardiography Principles &amp;</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Instrumentation</td>
<td></td>
</tr>
<tr>
<td>ECHO 254</td>
<td>Echocardiography I</td>
<td>2</td>
</tr>
<tr>
<td>ECHO 256</td>
<td>Anatomy/Physiology of the Heart</td>
<td>2</td>
</tr>
<tr>
<td>ECHO 258</td>
<td>Echocardiography Clinic I</td>
<td>8</td>
</tr>
<tr>
<td>ECHO 266</td>
<td>Pathology of the Heart</td>
<td>3</td>
</tr>
<tr>
<td>ECHO 268</td>
<td>Echocardiography Clinic II</td>
<td>8</td>
</tr>
<tr>
<td>ECHO 278*</td>
<td>Echocardiography Clinic III</td>
<td>13</td>
</tr>
<tr>
<td>SONO 262</td>
<td>Diagnostic Sonography II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits Required**  **43**

*Additional clinical experience at assigned hospital to qualify for national exam.

Description of Echocardiography courses can be found on pages 196-197.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO 252</td>
<td>ECHO 266</td>
</tr>
<tr>
<td>ECHO 254</td>
<td>ECHO 268</td>
</tr>
<tr>
<td>ECHO 256</td>
<td>SONO 262</td>
</tr>
<tr>
<td>ECHO 258</td>
<td>Sonography</td>
</tr>
<tr>
<td></td>
<td>Clinic I</td>
</tr>
</tbody>
</table>

Intersession 1 - Two 40 hr. weeks in clinic (part of ECHO 258)

Summer Term - ECHO 278 Echocardiography Clinic III
The Emergency Medical Technician-Paramedic (EMT-P) is a highly-skilled professional provider who practices the art and science of out-of-hospital medicine in conjunction with medical direction. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. EMT-Ps primarily provide care to emergency patients in an out-of-hospital setting. EMT-Ps possess the knowledge, skills and attitudes consistent with the expectations of the public and the profession. EMT-Ps recognize that they are an essential component of the continuum of care and serve as linkages among health resources. EMT-Ps are responsible and accountable to medical direction, the public, and their peers.

Upon completion of the (1,385 hour) ten course series constituting the EMT-Paramedic certificate, students will be eligible to sit for the State and National examinations. The Emergency Medical Technician-Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The entire program can be completed in a year during the daytime or two years in the evening. Please refer to pages 12 & 13 for more detailed information on admissions procedures and the wait list policy.

Description of EMT-Paramedic courses can be found on pages 206-209.

* A grade of “C” is required for program completion.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. diploma or equivalent</td>
<td>NA</td>
<td>Current NYS EMT card, 1 year EMT experience or 50 emergency calls, information session with coordinator of program.</td>
</tr>
</tbody>
</table>

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130</td>
<td>Concepts of Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 200*</td>
<td>Preparatory, Airway &amp; Assessment for the Paramedic</td>
<td>9</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>Clinical for Preparatory, Airway &amp; Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 205*</td>
<td>Operations for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 210*</td>
<td>Trauma Management for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 215*</td>
<td>Medical Management for the Paramedic</td>
<td>10</td>
</tr>
<tr>
<td>EMSP 220*</td>
<td>Special Consideration for the Paramedic</td>
<td>6</td>
</tr>
<tr>
<td>EMSP 221</td>
<td>Clinical for Trauma, Medical &amp; Special Considerations</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 230</td>
<td>Internship for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 240</td>
<td>Internship Final Evaluation Phase</td>
<td>1</td>
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</table>

Total Credits Required 40

*Required of first time, full-time students.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130</td>
<td>EMSP 215 Med. Mgt. for Para. 10</td>
</tr>
<tr>
<td>Conc. of Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>EMSP 200*</td>
<td>EMSP 220 Spec. Cons. for Para. 6</td>
</tr>
<tr>
<td>Prep., Airway &amp; Assessment</td>
<td>Clinical for Med. &amp; Spec. Considerations</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>EMSP 221 Clinical for Para.</td>
</tr>
<tr>
<td>Clinical for Prep., Airway Assessment</td>
<td></td>
</tr>
<tr>
<td>EMSP 205</td>
<td>EMSP 210 Trauma Mgt. for Paramedic</td>
</tr>
<tr>
<td>Oper. for Para.</td>
<td></td>
</tr>
<tr>
<td>EMSP 210*</td>
<td>EMSP 215 Med. Mgt. for Para. 10</td>
</tr>
<tr>
<td>Trauma Mgt. for Paramedic</td>
<td></td>
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</table>

Term Total 19 Term Total 18

**SUGGESTED COURSE SEQUENCE FOR EVENING STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130</td>
<td>EMSP 201 Clinical for Prep., Airway Assessment</td>
</tr>
<tr>
<td>Conc. of Anatomy &amp; Physiology</td>
<td></td>
</tr>
<tr>
<td>EMSP 200*</td>
<td>EMSP 205 Oper. for Para.</td>
</tr>
<tr>
<td>Prep., Airway &amp; Assessment</td>
<td></td>
</tr>
<tr>
<td>EMSP 201</td>
<td>EMSP 210 Trauma Mgt. for Paramedic</td>
</tr>
<tr>
<td>Clinical for Prep., Airway Assessment</td>
<td></td>
</tr>
<tr>
<td>EMSP 215</td>
<td>EMSP 215 Med. Mgt. for Para. 10</td>
</tr>
<tr>
<td>Spec. Consid. for Para.</td>
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</table>

Term Total 12 Term Total 17

**THIRD TERM**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>FOURTH TERM*</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 220 Spec. Consid. for Para.</td>
<td>EMSP 250 Paramedic Intern</td>
</tr>
<tr>
<td>EMSP 221 Clinical for Med. &amp; Spec. Consider.</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 8 Term Total 3

*Not eligible for financial aid.
Invasive Cardiovascular Technology Certificate
HEGIS #5207
Chairperson: Patricia G. Hyland
Fitzgibbons Hall, Room 201, (518) 629-7454

The Invasive Cardiovascular Technologist is a member of a team of individuals who work under the direction of a physician. The program is designed to provide the student with hands on clinical experience. There is a twelve week summer part of term where the student will attend clinical Monday through Friday. Affiliations exist with Albany Medical Center, Ellis Hospital, Glens Falls Hospital, St. Peter’s Hospital and Stratton Veterans Administration Medical Center.

After successful completion of this program, the student will be eligible to sit for the national registry exam administered by Cardiovascular Credentialing International. Depending upon background, some students may be required to take the Basic Science exam also.

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

PROGRAM ENTRANCE REQUIREMENTS

Course Requirements High School Average Notes
Math A, Biology & NA Minimum of 200 hrs. responsible patient care experience, Chemistry or Physics with labs. (H.S. avg. in these courses - 85+ non-Regents, 75+ Regents)

MINOR REQUIREMENTS

Major Requirements

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO 256</td>
<td>Anatomy &amp; Physiology of the Heart</td>
<td>2</td>
</tr>
<tr>
<td>ECHO 266</td>
<td>Pathology of the Heart</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 200</td>
<td>Introduction to Health Care</td>
<td>2</td>
</tr>
<tr>
<td>ICVT 210</td>
<td>Principles of Invasive Cardiovascular Tech I</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 211</td>
<td>Invasive Cardiovascular Technology Clinic I</td>
<td>8</td>
</tr>
<tr>
<td>ICVT 220</td>
<td>Principles of Invasive Cardiovascular Tech II</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 221</td>
<td>Invasive Cardiovascular Technology Clinic II</td>
<td>8</td>
</tr>
<tr>
<td>ICVT 230</td>
<td>Invasive Cardiovascular Technology Clinic III</td>
<td>13</td>
</tr>
<tr>
<td>RESP 115</td>
<td>Pharmacology</td>
<td>2</td>
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</tbody>
</table>

Total Credits Required 44

Description of Invasive Cardiovascular Technology courses can be found on pages 224-225.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO 256</td>
<td>Anatomy &amp; Physiology of the Heart</td>
<td>2</td>
</tr>
<tr>
<td>ICVT 200</td>
<td>Introduction to Health Care</td>
<td>2</td>
</tr>
<tr>
<td>ICVT 210</td>
<td>Principles of Invasive Cardiovascular Tech I</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 211</td>
<td>Invasive Cardiovascular Technology Clinic I</td>
<td>8</td>
</tr>
</tbody>
</table>

Term Total 15

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHO 266</td>
<td>Pathology of the Heart</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 220</td>
<td>Principles of Invasive Cardiovascular Tech II</td>
<td>3</td>
</tr>
<tr>
<td>ICVT 221</td>
<td>Invasive Cardiovascular Technology Clinic II</td>
<td>8</td>
</tr>
<tr>
<td>RESP 115</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total 16

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Summer Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICVT 230</td>
<td>Invasive Cardiovascular Technology Clinic III</td>
<td>13</td>
</tr>
</tbody>
</table>

Term Total 13
The Dental Hygiene major prepares the student to become a qualified Dental Hygiene practitioner, whose primary responsibility is to promote optimal health through the provision of preventive and educational services.

Course material and time are functionally divided between theory and technique in dental sciences. Individualized instruction is optimized by modern, professional equipment in the clinical and laboratory areas. Instruction in functions permitted by the New York State Dental Practice Act is provided at the Dental Hygiene Clinic on campus and various dental affiliations within the communities in the Capital District. All clinical settings comply with state and federal health and safety regulations.

The major is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Ave., Chicago, Illinois 60611-2678. Second term seniors are eligible to sit for the National Boards for Dental Hygiene and the Northeast Regional Boards. All dental hygiene students are required to be members of their professional organization—Student American Dental Hygienists’ Association (SADHA). Professional activities are a requirement for each of the four terms as a dental hygiene student.

New York State Dental Hygiene licensure requires the applicant be of good moral character. An applicant for licensure who has been convicted of a crime, or has committed an act which raises a reasonable question as to their moral character, will be subject to review by the state prior to licensure.

Special required expenses for uniforms, supplies and Student American Dental Hygienists’ Association (SADHA) membership for the first year are approximately $2,000 and $800 for senior year. Please note that these are approximate fees and are subject to change. There will be additional expenses for national and state exams and application for licensure in the final senior year. Transportation for off-campus affiliation assignments is the responsibility of the student. Part-time study is not available in this program once accepted into the Dental Hygiene Program.

Unsatisfactory pre-clinical, clinical, and academic performance will result in students being dismissed from the dental hygiene program. The dental hygiene faculty will make all decisions regarding recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to repeat previous clinical courses and/or academic courses. In addition, if a student is dismissed from the program for academic reasons, they will be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal, and must reapply under the program’s admission procedure.

Once a student has been admitted to Preventive Dentistry I, courses must be completed in term sequence, without interruption. Any student who misses a term will not be permitted to continue in the program. Certification in Basic Life Support through the American Heart Association is required and must be maintained while in the program.

Program Admission Procedure

Admission to the Dental Hygiene program will require a complete application for admission to be on file at the Admissions Office no later than February 1, if a student wishes to be considered a candidate for admission. Applications received after February 1 will be considered on a space available basis. Applications are accepted for admission into the fall term only.

Applicants should mail their applications and application fee to the Admissions Office well in advance of the February 1 deadline to assure timely receipt of all materials. For more information, contact Admissions. Health insurance and hepatitis vaccinations highly recommended.

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A, H.S.</td>
<td>Regents: 75</td>
<td>Additional science courses with “C” or better preferred. College chemistry course must include organic, inorganic and biochemistry w/lab and must be taken within 5 yrs.</td>
</tr>
<tr>
<td>Biology &amp; Chem. w/lab.</td>
<td>Non-Regents: 85</td>
<td></td>
</tr>
<tr>
<td>College Chemistry</td>
<td>(4 cr.) w/C Grade or higher.</td>
<td></td>
</tr>
</tbody>
</table>

To be licensed as a dental hygienist in New York State you must:
- be of good moral character
- be at least 17 years of age for licensure by examination: be at least 21 years of age for licensure by endorsement
- have satisfactorily practiced for at least two years for licensure by endorsement
- be a United States citizen or an alien lawfully admitted for permanent residence in the U.S.
The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $720 to $820. Freshman Instrument kit $660-$1,100.

*Pricing may vary based on equipment chosen by department.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 135</td>
<td>Oral History and Embryology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 136</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 105**</td>
<td>Tooth Morphology &amp; Occlusion</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 110**</td>
<td>Preventive Dentistry I</td>
<td>5</td>
</tr>
<tr>
<td>DHYG 115</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 116**</td>
<td>Head and Neck Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 117**</td>
<td>Dental Radiology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 120**</td>
<td>Preventive Dentistry II</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 121**</td>
<td>Clinical Dental Hygiene I</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 206</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 207**</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 208**</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 216</td>
<td>Health Care for the Geriatric Patient</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 217</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 218**</td>
<td>Community Dental Services</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 230**</td>
<td>Preventive Dentistry III</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 231**</td>
<td>Clinical Dental Hygiene II</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 240**</td>
<td>Preventive Dentistry IV</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 241**</td>
<td>Clinical Dental Hygiene III</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 70

*or specific course equivalents as approved by Department Chairperson.

**A grade of "C" or better is required in these Dental Science and Dental Hygiene courses for program completion. A "C" grade must be obtained for entrance into Sequential Preventive Dentistry and Clinical Dental Hygiene courses.

Description of Dental Hygiene courses may be found on pages 190-193.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 135</td>
<td>Oral History and Embryology</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 136</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 105</td>
<td>Tooth Morphology &amp; Occlusion</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 110</td>
<td>Preventive Dentistry I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 16

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 115</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 116</td>
<td>Head and Neck Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 117</td>
<td>Dental Radiology</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 120</td>
<td>Preventive Dentistry II</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 121</td>
<td>Clinical Dental Hygiene I</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 17

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Summer Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 7

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 206</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 207</td>
<td>Periodontology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 208</td>
<td>Dental Materials</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 230</td>
<td>Preventive Dentistry III</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 231</td>
<td>Clinical Dental Hygiene II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Term Total** 14

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 216</td>
<td>Health Care for the Geriatric Patient</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 217</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 218</td>
<td>Community Dental Services</td>
<td>3</td>
</tr>
<tr>
<td>DHYG 240</td>
<td>Preventive Dentistry IV</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Clinical Dental Hygiene III</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Term Total** 16
The Emergency Medical Technician-Paramedic (EMT-P) A.A.S. degree was designed to wrap around the ten course series that leads to the EMT-P certificate. The program is designed so that students could complete their EMT-Basic (EMSP 100) and EMT-Internship (EMSP 101) during the first year along with liberal arts and science courses as specified below. Students who are already certified as NYS EMT-Basics may be eligible to challenge courses EMSP 100 and EMSP 101 through life experience.

The EMT-P is a highly skilled professional provider who practices the art and science of out-of-hospital medicine in conjunction with medical direction. Through performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. EMT-Ps primarily provide care to emergency patients in an out-of-hospital setting. EMT-Ps possess the knowledge, skills and attitudes consistent with the expectations of the public and the profession. EMT-Ps recognize that they are an essential component of the continuum of care and serve as linkages among health resources. EMT-Ps are responsible and accountable to medical direction, the public, and their peers.

The Emergency Medical Technician-Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAHEP).

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

### PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. diploma or equivalent</td>
<td>Attendance at an information session with Program Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

### MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130</td>
<td>Concepts of Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 100</td>
<td>Emergency Medical Technician - Basic</td>
<td>7</td>
</tr>
<tr>
<td>EMSP 101</td>
<td>Emergency Medical Technician - Internship</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 200</td>
<td>**Preparatory, Airway &amp; Assessment</td>
<td>9</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>Clinical for Preparatory</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 205</td>
<td>**Operations for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 210</td>
<td>**Trauma Management for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 215</td>
<td>**Medical Management for the Paramedic and Assessments</td>
<td>10</td>
</tr>
<tr>
<td>EMSP 220</td>
<td>**Special Considerations for the Paramedic</td>
<td>6</td>
</tr>
<tr>
<td>EMSP 221</td>
<td>Clinical for Trauma, Medical and Special Considerations</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 230</td>
<td>Paramedic Internship</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 240</td>
<td>Internship Final Evaluation Phase</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>***Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
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</tbody>
</table>

**Total Credits Required** 67

*or specific course equivalents as approved by dept. chairperson.
**A grade of "C" or better is required for program completion.
***May substitute PSYC 205, Developmental Psychology.

### SUGGESTED COURSE OF STUDY FOR A.A.S. PROGRAM WITH FULL-TIME STUDY

#### FIRST TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 100 EMT - Basic</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 Eng. Compos. I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 100 Gen. Psychology</td>
<td>3</td>
<td></td>
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</table>

**Total Term Credits** 17

#### SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 130 Conc. of Human Anatomy &amp; Physiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EMSP 101 EMT - Internship</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ENGL 102 Eng. Compos. II Lib. Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSYC 200 Child Psychology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Term Credits** 18

#### THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 200 Prep., Airway &amp; Assess.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>EMSP 201 Clinical Prep., Airway &amp; Assess.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EMSP 205 Operations for Paramedic</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EMSP 210 Trauma for the Paramedic</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Term Credits** 16

#### FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 215 Med. Mgmt. for 10th Paramedic</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EMSP 220 Special Consid. for the Paramedic</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EMSP 221 Clin. for Medical, Trauma &amp; Spec. Considerations</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Term Credits** 18

#### SUMMER TERM*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 230 Paramedic Internship</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EMSP 240 Internship Evaluation</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Term Credits** 3

*Not eligible for financial aid
Mortuary Science  
Associate in Applied Science  
HEGIS #5299.20  
Chairperson: D. Elaine Reinhard  
Bravan Hall, Room 124, (518) 629-7113

The Mortuary Science program is designed to educate graduates as contemporary funeral directors capable of performing current caretaking and managerial roles.

Successful completion of the Mortuary Science major entitles the student to sit for the National Board Examination and/or a State Board. The Mortuary Science major is approved and registered with the New York State Department of Health and accredited by the American Board of Funeral Service Education, 38 Florida Avenue, Portland, Maine 04103, (207) 878-6530.

All program students must register with the New York State Department of Health within 15 days of program acceptance and will not be allowed to begin any Mortuary Science course without such. Any student denied registration will be withdrawn from the program.

After passing the National Board Examination with a satisfactory grade, the prospective New York State funeral director must then serve one year as a registered resident before becoming a licensed funeral director.

Transfer students may be able to complete the program in less than four terms with proper planning and advisement preceding enrollment.

Statement of Purpose
For The Mortuary Science Department
"The Funeral Service Education Department at Hudson Valley Community College is dedicated to the single purpose of educating and preparing students for entry into the funeral service profession."

Objectives:
1. To assist students to fulfill their potential in both theory and practice while concurrently helping them improve academically and professionally.

2. To offer students a challenging and rewarding academic major by offering diversity in opinions, thoughts and ideas concerning funeral service.

3. To serve as a liaison to the community at large and in particular to funeral service practitioners.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A, Biology &amp; Chemistry w/Lab</td>
<td>70+</td>
<td>Social Science, Electives recommended</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $355 to $400.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 100</td>
<td>Applied Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 134</td>
<td>Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/ Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 216</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 100**</td>
<td>Funeral Service Orientation</td>
<td>1</td>
</tr>
<tr>
<td>MTSC 105**</td>
<td>Funeral Service Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 110**</td>
<td>Legal and Ethical Environment of Business/Mortuary Law</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 120**</td>
<td>Hygiene &amp; Sanitary Science</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 130**</td>
<td>Embalming I</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 200**</td>
<td>Psychology of Grief</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 205**</td>
<td>Funeral Service Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 210**</td>
<td>Funeral Service Management</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 220**</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 225**</td>
<td>Restorative Art</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 230**</td>
<td>Embalming II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 64

*or specific course equivalents as approved by Department Chairperson.

**A grade of "C" or better is required for program completion.

Descriptions of Mortuary Science courses can be found on pages 239-240.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 134 Anatomy</td>
<td>CMPT 101 Pers. Computer</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>Concepts/ Appl.</td>
</tr>
<tr>
<td>MTSC 100 Fun. SVC. Orient.</td>
<td>ENGL 102 Composition II</td>
</tr>
<tr>
<td>MTSC 105 Fun. SVC. PERSP.</td>
<td>MTSC 110 Mortuary Law</td>
</tr>
<tr>
<td>PSYC 100 Psychology</td>
<td>MTSC 120 HYG. &amp; SANIT. SCI.</td>
</tr>
<tr>
<td></td>
<td>MTSC 130 Embalming I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Total 14</th>
<th>Term Total 17</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 110 Legal Etl. Envir. of Business I</td>
<td>ACTG 100 Applied Acct.</td>
</tr>
<tr>
<td>MTSC 205 Fun. SVC. Couns.</td>
<td>ENGL 125 Public Speaking</td>
</tr>
<tr>
<td>MTSC 220 Pathology</td>
<td>MKTG 216 Small Bus. Mgmt.</td>
</tr>
<tr>
<td>MTSC 225 Restorative Art</td>
<td>MTSC 200 Psych. of Grief</td>
</tr>
<tr>
<td>MTSC 230 Embalming II</td>
<td>MTSC 210 Funeral Serv. Mgmt.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Total 17</th>
<th>Term Total 16</th>
</tr>
</thead>
</table>


Nursing
Associate in Applied Science
HEGIS #5208.10
Chairperson: Dicey O'Malley
Fitzgibbons Hall, Room 204, (518) 629-7469

The Nursing program is designed to educate students to be competent health care providers in the nursing setting. A conceptual approach is taken to Nursing theory. Nursing courses involve the student in lecture and independent learning experiences. The clinical aspects of this program include closely correlated theory and practice in selected cooperating agencies. These include area hospitals, extended-care settings and other health and educational resources in the community. Hours in clinical setting include some evenings until 11:30 p.m.

The Nursing program is accredited by the National League of Nursing Accrediting Commission*. Graduates of the program are eligible to sit for the New York State Licensing Examination for Registered Nurses. Students should note that unsatisfactory application of theory in the clinical laboratory will result in termination from the Nursing major. Recommendations for readmission will be based on an individual academic review by the Nursing faculty. Applicants for readmission must provide documented evidence of growth in necessary areas as identified by faculty at the time of dismissal/withdrawal.

Students are responsible for providing their own transportation to the college and health agencies. Special fees for uniforms and/or equipment are approximately $450.

*National League of Nursing Accrediting Commission
61 Broadway
New York, New York 10006
800-669-1656, ext 153
212-363-5555, ext. 153

Nursing for Part-Time Evening Students

The Nursing program also is available on a part-time basis through evening hours. It may then be extended over four academic years. It is recommended that matriculated students in the program follow the sequence listed. Before starting the nursing sequence, the Liberal Arts and Science courses must be successfully completed.

Admission Procedures

Admission to the Nursing program at Hudson Valley Community College will require a complete application for admission to be on file in the Admissions Office. Applications are accepted for admission into the Fall term only. Advanced placement is possible for Licensed Practical Nurses.

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A, Biology &amp; Chemistry w/Lab</td>
<td>Regents 75+</td>
<td>Grade of B required in non-credit bearing courses.</td>
</tr>
<tr>
<td></td>
<td>Non-regents 85+</td>
<td>Grade of C required in credit bearing math and science courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPR for the Health Care Professional (Adult/Child) required for clinical courses. Physics course recommended. Highly recommend private health insurance.</td>
</tr>
</tbody>
</table>

*National League of Nursing Accrediting Commission

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $630 to $825.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 101**</td>
<td>Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 102 **</td>
<td>Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NURS 201**</td>
<td>Nursing III</td>
<td>10</td>
</tr>
<tr>
<td>NURS 202**</td>
<td>Nursing IV</td>
<td>10</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
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</tr>
</tbody>
</table>

Total Credits Required 60

*or specific course equivalents as approved by Department Chairperson.

**A grade of "C" or better is required for program completion and for entrance into the next Nursing course offered.

Descriptions of Nursing courses can be found on page 241-242.
### SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205 Microbiology 4</td>
<td>BIOL 271 Anatomy &amp; Physiology I 4</td>
</tr>
<tr>
<td>BIOL 270 Anatomy &amp; Physiology I 4</td>
<td>ENGL 101 Composition II 3</td>
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<tr>
<td>ENGL 101 Composition I 3</td>
<td>NURS 102 Nursing II 6</td>
</tr>
<tr>
<td>NURS 095 Orientation* 0</td>
<td>PSYC 205 Developmental Psychology 3</td>
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<tr>
<td>NURS 101 Nursing I 4</td>
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<td><strong>Term Total</strong> 15</td>
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<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
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<tbody>
<tr>
<td>NURS 201 Nursing III 10</td>
<td>NURS 202 Nursing IV 10</td>
</tr>
<tr>
<td>PSYC 210 Abnormal Psych. 5</td>
<td>Humanities Elect. 3</td>
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</table>

*Required of all first-time students in a Nursing Major.

### SUGGESTED COURSE SEQUENCE FOR PART-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
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<tbody>
<tr>
<td>ENGL 101 Composition I 3</td>
<td>ENGL 102 Composition II 3</td>
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<tr>
<td>Social Sci. Elect. 3</td>
<td>Humanities Elect. 3</td>
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<table>
<thead>
<tr>
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<th>FOURTH TERM</th>
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<tbody>
<tr>
<td>BIOL 205 Microbiology 4</td>
<td>BIOL 271 Anatomy &amp; Physiology I 4</td>
</tr>
<tr>
<td>BIOL 270 Anatomy &amp; Physiology I 4</td>
<td>PSYC 205 Developmental Psychology 3</td>
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<table>
<thead>
<tr>
<th>FIFTH TERM</th>
<th>SIXTH TERM</th>
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<tbody>
<tr>
<td>NURS 095 Orientation* 0</td>
<td>NURS 102 Nursing II 6</td>
</tr>
<tr>
<td>NURS 101 Nursing I 4</td>
<td></td>
</tr>
<tr>
<td>PSYC 210 Abnormal Psych. 3</td>
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<thead>
<tr>
<th>SEVENTH TERM</th>
<th>EIGHTH TERM</th>
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<td>NURS 201 Nursing III 10</td>
<td>NURS 202 Nursing IV 10</td>
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<td><strong>Term Total</strong> 10</td>
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</tbody>
</table>
Radiologic Technology
Associate in Applied Science
HEGIS #5207
Chairperson: Jeanne Kelleher
Braham Hall, Room 026, (518) 629-7123

Radiologic Technology is a two-year degree program offered through the Medical Imaging Department. Radiologic Technology has developed into a highly technical and specialized science which requires that the student become a highly trained specialist with a full understanding of the principles of the diagnostic uses of radiation.

The program coordinates academic study with clinical experience during four terms as well as a clinical component for two summers. The clinical experience will affiliate the student with at least two of nine affiliate hospitals. To be successful in the Radiologic Technology Clinical Education courses, students must be able to perform the essential functions detailed within the program’s Technical Standards and pass the required clinical competency evaluations. Unsatisfactory clinical performance will result in students being dismissed from the major.

The Radiologic Technology program is registered by the New York State Health Department. After successful completion of the program, licensing by the New York State Department of Health and certification by the American Registry of Radiologic Technologists, the student may be employed as a Radiographer.

Students are responsible for providing their own transportation to the college and the clinical affiliates. Uniforms must be purchased for Clinical Education Courses. Upon graduation, there will be added expenses for certification/licensure examination and application fees.

Part-time study is not available in this major.

Program Entrance Requirements

Admission to the Radiologic Technology program at Hudson Valley Community College will require a complete application for admission to be on file at the Admissions Office no later than February 1 if a student wishes to be considered a candidate for admission. Applications are accepted for admission into the Fall term only.

Applicants should mail their applications and $30 application fee to the Hudson Valley Community College Admissions Office well in advance of the February 1 deadline to assure timely receipt of all materials. Files completed after February 1 will not be considered for the upcoming Fall term.

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A, Biology &amp; Chemistry or Physics w/Lab</td>
<td>Regents 75+ Non-Regents course average 85+</td>
<td>Grade of B required in non-credit bearing courses, Grade of “C” required in credit bearing math and science courses. Additional Math and Science courses recommended.</td>
</tr>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $730 to $830.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
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<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 102**</td>
<td>Radiographic Positioning I</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 104**</td>
<td>Radiographic Exposure Physics I</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 106</td>
<td>Clinical Education I</td>
<td>4</td>
</tr>
<tr>
<td>XRAY 112**</td>
<td>Radiographic Positioning II</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 114**</td>
<td>Radiographic Exposure Physics II</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 116</td>
<td>Clinical Education II</td>
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<tr>
<td>XRAY 200**</td>
<td>Radiological Health</td>
<td>5</td>
</tr>
<tr>
<td>XRAY 202**</td>
<td>Adv. Radiographic Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 204**</td>
<td>Nursing Procedures &amp; Medical-Surgical Diseases</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 206**</td>
<td>Clinical Education IV</td>
<td>6</td>
</tr>
<tr>
<td>XRAY 212**</td>
<td>Adv. Radiographic Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 214**</td>
<td>Radiographic Seminar</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 216**</td>
<td>Clinical Education V</td>
<td>6</td>
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<tr>
<td>XRAY 226</td>
<td>Clinical Education VI</td>
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<td>_________</td>
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</table>

Total Credits Required 78

*or specific course equivalents as approved by Department Chairperson.
**A grade of "C" or better is required for program completion.
Descriptions of Radiologic Technology courses can be found on pages 249-251.
### SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
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</tr>
<tr>
<td>XRAY 102</td>
<td>Radiographic Positioning I</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 104</td>
<td>Radiographic Exposure Physics I</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 106</td>
<td>Clinical Education I</td>
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**Term Total** 17

**Intersession - Clinical (40 hr.) week**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 112</td>
<td>Radiographic Positioning II</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 114</td>
<td>Radiographic Exposure Physics II</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 116</td>
<td>Clinical Education II</td>
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</tbody>
</table>

**Term Total** 18

**Summer Term - XRAY 126 Clin. Education III 7**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 200</td>
<td>Radiological Health</td>
<td>3</td>
</tr>
<tr>
<td>XRAY 202</td>
<td>Adv. Radiographic Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 204</td>
<td>Nursing Procedures &amp; Medical-Surgical Diseases</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 206</td>
<td>Clinical Education IV</td>
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</table>

**Term Total** 16

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>XRAY 212**</td>
<td>Adv. Radiographic Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 214**</td>
<td>Radiographic Seminar</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 216**</td>
<td>Clinical Education V</td>
<td>6</td>
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<tr>
<td></td>
<td>Social Sci.or Humanities Elective</td>
<td>3</td>
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</tbody>
</table>

**Term Total** 13

**Summer Term - XRAY 226 Clin. Education VI 7**
Respiratory Care

Associate in Applied Science

HEGIS #5215

Chairperson: Patricia G. Hyland
Fitzgibbons Hall, Room 201, (518) 629-7454

Respiratory Care is an allied health specialty employed with medical direction in the treatment, management, diagnostic evaluation and care of patients with deficiencies and abnormalities of the cardiopulmonary system.

Respiratory Care Practitioners are involved with patients of all ages, from the premature infant to the geriatric patient with a variety of lung and heart problems and diseases. The job responsibilities consist of diagnosis, treatment, evaluation, and rehabilitation of the respiratory patient under direct supervision of the physician.

This program is established as a cooperative educational endeavor with Albany Medical Center Hospital. The Respiratory Care program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for Respiratory Care (CoARC).

Graduates of the program are eligible to sit for the National Board of Respiratory Care Certification and Registry Exam.

Unsatisfactory clinical performance will result in students being terminated from the Respiratory Care major. Upon graduation, there will be added expenses for certification/licensure examination and application fees.

Part-time study is not available in this major, unless appropriate transfer credit is accepted. Respiratory and clinical courses are offered as day classes only.

Please refer to pages 12 and 13 for more detailed information on admissions procedures and the wait list policy.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>N/A</td>
<td>Grade of B required in non-credit bearing courses. Grade of “C” required in credit bearing math and science courses. Labs required for both sciences. Additional Math and Science courses recommended.</td>
</tr>
<tr>
<td>Biology &amp; Chemistry or Physics w/Labs (H.S. avg. in these courses: 85+ Non-Regents, 75+ Regents)</td>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $640 to $700.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 139</td>
<td>Anatomy &amp; Physiology</td>
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<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>CHEM 100</td>
<td>General Chemistry-Health Sciences</td>
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<td>ENGL 101</td>
<td>English Composition I</td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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<td>PHYS 110</td>
<td>Physics for the Health Sciences</td>
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<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
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<td>PSYC 200</td>
<td>Child Psychology</td>
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<tr>
<td>RESP 110</td>
<td>Human Anatomy &amp; Physiology</td>
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<tr>
<td>RESP 115</td>
<td>Cardiopulmonary Pharmacology</td>
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<tr>
<td>RESP 120</td>
<td>Fund. of Respiratory Care I</td>
<td>3</td>
</tr>
<tr>
<td>RESP 125**</td>
<td>Fund. of Respiratory Care II</td>
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<tr>
<td>RESP 130</td>
<td>Ethics &amp; Administration</td>
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</tr>
<tr>
<td>RESP 200**</td>
<td>Adv. Respiratory Life Support</td>
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<td>RESP 205</td>
<td>Diseases of the Cardio. System</td>
<td>3</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts in Resp. Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 220**</td>
<td>Clinical Therapeutics for Resp.Care</td>
<td>4</td>
</tr>
<tr>
<td>RESP 225**</td>
<td>Introduction to Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 230</td>
<td>Neonatal &amp; Pediatric Resp. Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 235**</td>
<td>Clinical Management of Cardiovascular Disease</td>
<td>3</td>
</tr>
<tr>
<td>RESP 240**</td>
<td>Pulmonary &amp; Diagnostic Medicine</td>
<td>3</td>
</tr>
<tr>
<td>RESP 245**</td>
<td>Pulmonary Rehab. &amp; Home Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 250**</td>
<td>Advanced Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 255**</td>
<td>Independent Study</td>
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</table>

Total Credits Required: 75

*or specific course equivalents as approved by Department Chairperson.

**A grade of “C” or better is required for program completion.

Descriptions of Respiratory Care courses can be found on pages 251-254.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM          SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
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</tr>
<tr>
<td>CHEM 100</td>
<td>General Chemistry</td>
<td>4</td>
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<tr>
<td>ENGL 101 Composition I</td>
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<tr>
<td>PHYS 110</td>
<td>Phys. for Health Sci.</td>
<td>4</td>
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<tr>
<td>PSYC 100</td>
<td>General Psych.</td>
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<td>RESP 115</td>
<td>Cardiopulmonary Pharmacology</td>
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</tr>
<tr>
<td>RESP 120</td>
<td>Fund. of Respiratory Care I</td>
<td>3</td>
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<tr>
<td>RESP 125**</td>
<td>Fund. of Respiratory Care II</td>
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<tr>
<td>RESP 130</td>
<td>Ethics &amp; Administration</td>
<td>2</td>
</tr>
<tr>
<td>RESP 200</td>
<td>Diseases of the Cardio. System</td>
<td>3</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts in Resp. Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 220**</td>
<td>Clinical Therapeutics for Resp.Care</td>
<td>4</td>
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<tr>
<td>RESP 225**</td>
<td>Introduction to Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 230</td>
<td>Neonatal &amp; Pediatric Resp. Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 235**</td>
<td>Clinical Management of Cardiovascular Disease</td>
<td>3</td>
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<tr>
<td>RESP 240**</td>
<td>Pulmonary &amp; Diagnostic Medicine</td>
<td>3</td>
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<tr>
<td>RESP 245**</td>
<td>Pulmonary Rehab. &amp; Home Care</td>
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<tr>
<td>RESP 250**</td>
<td>Advanced Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 255**</td>
<td>Independent Study</td>
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Term Total: 18

THIRD TERM          FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
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<td>Diseases of the Cardio. System</td>
<td>5</td>
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<td>RESP 210</td>
<td>Garr. Concepts in Respiratory Care</td>
<td>3</td>
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<tr>
<td>*Clinic. Rotations 12</td>
<td>*Clinic. Rotations 12</td>
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</table>

Term Total: 15

*Note: Clinical courses are taught on a rotational basis over the third and fourth terms. The sequence of courses will vary for each student. Courses are as follows:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 220</td>
<td>Clin. Therapeutics for Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 225</td>
<td>Introduction to Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 230</td>
<td>Neonatal and Pediatric Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 235</td>
<td>Clin. Mgt. of Cardiovascular Disease</td>
<td>3</td>
</tr>
<tr>
<td>RESP 240</td>
<td>Pulmonary and Diagnostic Medicine</td>
<td>3</td>
</tr>
<tr>
<td>RESP 245</td>
<td>Pulmonary Rehab. and Home Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 250</td>
<td>Advanced Critical Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 255</td>
<td>Independent Study</td>
<td>3</td>
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</table>

Term Total: 15
The primary goal of the School of Liberal Arts and Sciences is to provide a rich foundation in the arts, sciences and humanities that will enable each student to realize his/her potential as a self-sustaining individual and a contributing member of society. The school provides General Education courses for all the students in the college and offers the following specific majors: Biotechnology, Broadcast Communications, Chemical Dependency Counseling, Chemical Technician, Civil and Public Service, Criminal Justice, Early Childhood, Engineering Science, Environmental Studies, Fine Arts, Human Services, Individual Studies, Labor Studies, Liberal Arts (Humanities and Social Sciences), Mathematics and Science and Physical Education Studies.

Broadcast Communications is a program jointly offered by Hudson Valley Community College and The New York School of Radio and Television in Albany, New York. This program is designed to provide students with the academic background and the professional experience appropriate for employment or for possible transfer to a four-year institution.

The Chemical Dependency Counseling program offers students specific education and training in the area of alcoholism and substance abuse services. Students completing the degree also complete all the educational requirements for the State Certified Credentialed Alcoholism Counselor examination.

The Chemical Technician program provides students with knowledge of chemistry and expertise with lab equipment and procedures. The program enables students to work as technicians in the traditional chemical industry, government and private laboratories, as well as the newer, high technology industries.

The Civil and Public Service program introduces students to the world of public service at the federal, state, county and municipal levels of government.

The Criminal Justice major provides students the opportunity to explore the many issues surrounding justice, including law enforcement, criminal and constitutional law, justice administration, juvenile justice and corrections with an emphasis on ethical service to the community.

The Teacher Preparation Department offers a two year degree program leading to an Associate’s Degree in Early Childhood Education. In addition, the department offers an eighteen hour course of study for Teaching Assistant certification.

The mission of the Teacher Preparation Department is to prepare students to become teaching assistants and/or educators who demonstrate a strong foundation and knowledge of typical and atypical child development by modeling attitudes and beliefs which reflect sensitivity, consideration of others and flexibility when working with children, adults, coworkers and families. Our students should demonstrate developmentally appropriate best teaching practices in a culturally responsive, inclusive, adaptive, and interactive learning environment. Each student should maintain a professional demeanor in which the student displays a positive approach toward children and learning which demonstrates an awareness of each child’s diverse learning needs and reflects upon teaching practices. We expect our students to be well grounded in knowledge, child development, developmental theory and best practices, to know curriculum content and diverse models of instructional delivery, and to teach in a respectful, culturally responsive, inclusive and professional manner.

The Engineering Science major parallels the first two years of four-year college programs in Mathematics, Physics, Chemistry and various engineering fields.

The Fine Arts program is designed to provide foundation studies in photography, drawing, painting, art history, and design for students seeking to continue their education in the visual arts.

The Human Services major provides education and training in all aspects of the helping process. Graduates work in the fields of mental health, disabilities, adolescent services, residential care, gerontology, and social services, or transfer to bachelors degree programs in social work, sociology, psychology and human services.

The Individual Studies program allows students to pursue studies that will aid them in achieving their individual goals. These studies may be in preparation for other majors or lead to an associate degree.

The Labor Studies major is a joint degree program created in cooperation with the New York School of Industrial and Labor Relations at Cornell University. The program combines courses in Labor Relations offered by Cornell University’s extension division with studies in liberal arts and sciences.
The Liberal Arts (Humanities and Social Sciences) major is the traditional first two years of the four-year-college course. The program emphasizes courses that develop reasoning ability, force precise thinking and require analytical skills. History, mathematics, languages, the classics, fine arts, philosophy, literature and the social sciences create the strength of the Liberal Arts major.

The Mathematics and Science major serves the student whose interests are in mathematics or science teaching, physical science, computer science, pre-medical or similar pre-professional fields.

Teaching Assistant Certificate

HEGIS #5503
Interim Chairperson: Nancy Cupolo
Higbee Hall, Room 109, (518) 629-7250

The Teaching Assistant Certificate program is designed to provide students with a general core of college-level courses that will satisfy the requirements for U.S. Department of Education, No Child Left Behind Act, and the Teacher Assistant Certification as defined in sections 80-5.6 (b) (2) (ii) of the regulations of the Commissioner of Education of New York State, Education Law 3009 (2a). The courses offered in this program also can be applied to an associate’s degree in Early Childhood.

The 18-hour course of study provides the student with an interactive classroom setting in which the student will acquire educational information and develop skills to enhance their ability to:

- Speak and write effectively
- Respond to the daily classroom management needs
- Communicate with parents, students and other staff
- Assist the teacher with preparation and instructional delivery within the classroom
- Respond to the academic and instructional needs of children with special needs
- Provide developmentally appropriate activities for children
- Demonstrate positive discipline techniques
- Identify instructional methodology including differentiated teaching strategies
- Provide support and assistance for diverse student needs

This program not only prepares the student for employment as a teaching assistant, but allows for transfer to a four-year baccalaureate degree program in education as outlined in articulation agreements with The College of Saint Rose and Russell Sage College.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>2.0 average for transfers.</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student per course is $80.

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 110</td>
<td>Foundations of Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 120</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Children’s Literature, Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Individuals with Exceptionalities in the School and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Inclusive Learning Designs</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 18

Descriptions of Teaching Assistant courses can be found on pages 197-198.
Hudson Valley offers an Associate in Science degree in Biotechnology, with a curriculum designed to address the interdisciplinary nature of this field. As a Biotechnology student at Hudson Valley, you will be offered a strong, overall background in the sciences, including biology, chemistry and mathematics. Grounded in basic science and liberal arts, along with laboratory experience in standard biotechnological techniques, the program will prepare you to enter the job market directly or transfer to a variety of four-year programs. Because the applications of biotechnology are so diverse, and because the industry is growing rapidly, a career in biotechnology offers opportunities to students interested in biology. Fueled by continued advances in cellular and molecular biology, the field of biotechnology is constantly growing and diversifying. Techniques originally developed in research laboratories have become powerful tools for industrial research and production. Jobs in biotechnology are available in the health sciences, pharmaceutical development, medical diagnostics, basic research, forensics or other fields.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A &amp; B</td>
<td>70+</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology &amp; Chemistry</td>
<td></td>
<td>recommended.</td>
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</table>

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>Orientation to Biology and Biology Ethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>Biology I or</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math Elective</td>
<td>4</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>16</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 191</td>
<td>Biology II or</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math Elective</td>
<td>4</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 275</td>
<td>Cell Biology</td>
<td>4</td>
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<tr>
<td></td>
<td>General Education Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math or Science Elective</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15-16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 285</td>
<td>Molecular Laboratory Techniques</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Education Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Science Electives</td>
<td>7-8</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $435 to $630.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>Orientation to Biology and Biology Ethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>Biology I or</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted General Education Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(2) Mathematics Electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(3) Mathematics or Sci. Elective</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>(4) Science Electives</td>
<td>11-12</td>
</tr>
</tbody>
</table>

**Total Credits Required** 61-63

*(for specific courses as required.*

(1) General Education Electives: Students must select four courses from the following knowledge and skill areas, as advised: American History, The Arts, Foreign Language, Humanities, Other World Civilizations, Social Sciences, Western Civilization. Note: Students transferring to 4-yr. SUNY schools should select from four different areas.

(2) Mathematics Electives: Students must take mathematics at or above the level of Math 150. Students will be advised to take additional math to the level of Math 180 or Math 190.

(3) Science Electives: May be chosen from: BIOL 120, BIOL 121, BIOL 205, BIOL 207, BIOL 210, BIOL 245, BIOL 270, BIOL 271, BIOL 281, BIOL 290, CHEM 210, CHEM 212, PHYS 140, PHYS 141.

Descriptions of Biology courses can be found on pages 163-167.
Broadcast Communications

Associate in Applied Science

HEGIS #5008

Interim Chairperson: Dorothy H. Reynolds
Brahan Hall, Room 124, (518) 629-7347

The Broadcast Communications program is a degree program jointly offered by Hudson Valley Community College and The New School of Radio and Television in Albany, New York. This program is designed to provide students with the academic background and the professional experience appropriate for employment or for possible transfer to a four-year institution. Students complete 30-32 credits at Hudson Valley Community College and 30 credits at The New School of Radio and Television. Students may transfer no more than six credits from other institutions in fulfillment of the Hudson Valley Community College course requirements. Students register for all courses at Hudson Valley Community College. They are charged the tuition rates of Hudson Valley Community College for the first 30-32 credits and the tuition rates of The New School of Radio and Television for the 30 credits provided on site at the New School of Radio and Television. (Information regarding current tuition rates for The New School of Radio and Television may be obtained by calling (518) 438-7682. Student services are provided by both institutions as appropriate.

By offering a joint program with The New School of Radio and Television, Hudson Valley Community College provides students with the benefit of study in a specific academic discipline augmented by professional training. The Broadcast Communications degree is designed to prepare students for work in the fields of broadcast journalism, radio and television arts, or television and video production or for further study. Academic coursework, including courses in writing, speaking, computer literacy as well as business, humanities and social sciences electives, form an important academic foundation for the hands-on-training offered at The New School of Radio and Television.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math</td>
<td>70+</td>
<td>Interview with The New School of Radio &amp; Television required.</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $320 to $550.

**MAJOR REQUIREMENTS*”**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Apps. I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 102 English Composition II or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 104 English Composition II: Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 132</td>
<td>Advanced Journalism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(2) Electives as Advised</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>The New School of Radio and Television courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCOM 201 Broadcast Journalism or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCOM 202 Radio and Television Arts or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BCOM 203 Television and Video Production</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 60-62

*or specific course equivalents as approved by the department chairperson.

(1) Restricted electives are as follows:* Students interested in Broadcast Journalism should elect POLS 100 and POLS 110. Students interested in Radio and Television Arts should elect CMPT 105 and MKTG 200. Students interested in Television and Video Production should elect ARTS 140 and ARTS 145.

(2) Electives include but are not limited to: AITC 164, ARTS 115, ARTS 130, ARTS 145, ARTS 231, ARTS 235, BADM 100, BIOL 104, BIOL 105, CMPT 105, CMPT 125, CRJS 210, ENGL 116, ENGL 125, ENGL 136, ENGL 151, ENGL 230, HIST 135, MKTG 214, MKTG 216, POLS 105, SOC 120, THEA 110.

Descriptions of Broadcast Communications courses can be found on page 168.

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102 *College Forum</td>
<td>1</td>
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<tr>
<td>CMPT 101 Personal Computer Concepts/Apps. I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 130 Journalism</td>
<td>3</td>
<td></td>
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<tr>
<td>Restrictive Elective</td>
<td>3</td>
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<tr>
<td>Electives as advised</td>
<td>3-4</td>
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<tr>
<td>Term Total</td>
<td>16-17</td>
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</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 English Composition II or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 104 English Composition II: Writing About Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 120 Communications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 132 Advanced Journalism</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Restrictive Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives as advised</td>
<td>3-4</td>
<td></td>
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<tr>
<td>Term Total</td>
<td>15-16</td>
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</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third/Fourth Term</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>Courses offered at The New School of Radio and Television:</td>
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<td></td>
</tr>
<tr>
<td>BCOM 201 Broadcast Journalism</td>
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<tr>
<td>BCOM 202 Radio and Television Arts</td>
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<tr>
<td>BCOM 203 Television and Video Production</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Terms Total: 30

*Required of first time, full-time students.
Chemical Dependency Counseling
Associate in Applied Science
HEGIS #5506
Chairperson: Ms. Karen H. Nash
Brahman Hall Room 008, (518) 629-7341

The Chemical Dependency Counseling program is part of the Human Services department and prepares students to enter the field of alcoholism and drug treatment. The major is approved by the New York State Office of Alcoholism and Substance Abuse Services and has been designed to meet educational requirements for the Credential in Alcoholism and Substance Abuse Counseling (CASAC). Graduates of the program are immediately eligible for CASAC Trainee certification through OASAS. Instructors of core courses in the major are all addictions professionals with a rich background in chemical dependency treatment. In the second year of the program, students are assigned to field placements for two terms. These internships are central to the major and occur in local hospitals and out-patient clinics that provide treatment for chemical dependency problems.

Students admitted to this program typically have a special sensitivity to the disease of chemical dependency and to the range of challenges faced by recovering people. While most students in the program are full-time and working toward their degree, many are part-time, non-traditional students who enter the program to accomplish specific career objectives.

CDC students very often bring to this program a wide array of life experiences which enhances learning and facilitates self-discovery and professional growth. The diversity of the student population in this program is thought to be one of its best assets.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit any math</td>
<td>70+ or GED</td>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $400 to $445.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Topics in Biology-The Gene</td>
<td>3</td>
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<tr>
<td>CDEP 100</td>
<td>Intro. to Chemical Dependency</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 105</td>
<td>Pharmacology and Physiology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 200</td>
<td>The Chemical Depend. Treatment Process</td>
<td>3</td>
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<td>CDEP 205</td>
<td>Cultural Competence in Addiction Counseling</td>
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<td>CDEP 250</td>
<td>Chemical Dependency Counseling I</td>
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<tr>
<td>CDEP 251</td>
<td>Chemical Dependency Internship I</td>
<td>4</td>
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<tr>
<td>CDEP 255</td>
<td>Chemical Dependency Counseling II</td>
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<td>CDEP 256</td>
<td>Chemical Dependency Internship II</td>
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<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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</tr>
<tr>
<td>HUSV 100</td>
<td>Social Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 105</td>
<td>Human Develop. and the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 200</td>
<td>Interviewing and Techniques of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Introduction to Social Group Work</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
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<td>SOCL 100</td>
<td>Sociology</td>
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<td>______</td>
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<td>______</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>61</td>
<td></td>
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</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.

Descriptions of Chemical Dependency Counseling courses can be found on page 170-171.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102 College Forum* 1</td>
<td>BIOL 105 Topics in Biology 3</td>
</tr>
<tr>
<td>CDEP 100 Int. to Chem. Dep. 3</td>
<td>CDEP 105 Pharm &amp; Phys. of Addiction 3</td>
</tr>
<tr>
<td>ENGL 101 English Compos. I 3</td>
<td>ENGL 102 Eng. Compos. II 3</td>
</tr>
<tr>
<td>HUSV 100 Soc. Serv. Systems 3</td>
<td>HUSV 200 Interviewing and Techniques of Communication 3</td>
</tr>
<tr>
<td>HUSV 105 Hum Dev. &amp; the Family 3</td>
<td>Lib. Arts Elective 3</td>
</tr>
<tr>
<td>PSYC 100 Gen. Psychology 3</td>
<td>Free Elective 3</td>
</tr>
<tr>
<td>Term Total 16</td>
<td>Term Total 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEP 251 Chemical Depend. Internship I</td>
<td>CDEP 256 Chem. Depend. Internship II 4</td>
</tr>
<tr>
<td>HUSV 205 Intro. To Social Group Work 3</td>
<td>Lib. Arts Elective 3</td>
</tr>
<tr>
<td>SOCL 100 Sociology 3</td>
<td></td>
</tr>
<tr>
<td>Term Total 17</td>
<td>Term Total 14</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.
Chemical Technician
Associate in Science
HEGIS #5305
Chairperson: Peter A. Schaefer
Amstutz Hall, Room 301, (518) 629-7453

The Chemistry Department serves the college by providing a variety of courses designed to meet the requirements of other majors on campus. These courses reflect the background, preparation and ability of the students and enable these students to fulfill the educational goals of their major.

Students interested in pursuing a career in chemistry may choose from our Chemical Technology program or our Math Science/Engineering Science programs. Below is the program of study for the Chemical Technology degree.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A &amp; B, Chemistry</td>
<td>85+</td>
<td>Physics recommended.</td>
</tr>
<tr>
<td></td>
<td>w/Lab</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $535 to $715.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHEM 110 Chemistry I or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM 120 Freshmen Chemistry I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHEM 111 General Chemistry II or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHEM 121 Freshmen Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Integrated Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 150 College Algebra &amp; Trigonometry or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>**MATH 160 Precalculus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**MATH 151 Analytic Geometry &amp; Basic Calculus or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>**MATH 180 Calculus I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 140 Physics I or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 150 General Physics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHYS 141 Physics II or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHYS 151 General Physics II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td>Computer Elective</td>
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</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hum. or Soc. Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Mathematics or Science</td>
<td>6-8</td>
</tr>
<tr>
<td>TOTAL CREDITS REQUIRED</td>
<td></td>
<td>64-66</td>
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</table>

MATH 175 and MATH 176 are equivalent to MATH 160 and MATH 180. Calculus I, Calculus II sequence may be taken with department approval.

(1) Students planning transfer should take an advanced mathematics course. Others should consider a Biology or Environmental Science sequence.

Descriptions of Chemistry courses can be found on pages 171-172.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102 College Forum*</td>
<td>CHEM 111 Gen. Chem. II or</td>
</tr>
<tr>
<td>CHEM 110 Gen. Chem. I or</td>
<td>CHEM 121 Fresh. Chem. II</td>
</tr>
<tr>
<td>CHEM 120 Freshman Chem. I</td>
<td>ENGL 102 Composition II</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>MATH 151 Anal. Geo. &amp; Calc. or</td>
</tr>
<tr>
<td>MATH 150 Coll. Alg. &amp; Trig. or</td>
<td>MATH 180 Calculus I</td>
</tr>
<tr>
<td>MATH 160 Pre-Calculus</td>
<td>PHYS 141 Physics II or</td>
</tr>
<tr>
<td>PHYS 140 Physics I or</td>
<td>PHYS 151 General Physics II</td>
</tr>
<tr>
<td>PHYS 150 General Physics I</td>
<td></td>
</tr>
<tr>
<td>TOTAL CREDITS REQUIRED</td>
<td></td>
</tr>
<tr>
<td>Term Total 16</td>
<td>Term Total 15</td>
</tr>
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</table>

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 205</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Integrated Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry &amp; Basic Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I</td>
<td>4</td>
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<tr>
<td>PHYS 150</td>
<td>General Physics I</td>
<td></td>
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<tr>
<td>PHYS 141</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>General Physics II</td>
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</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Computer Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Hum. or Soc. Science Elective</td>
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<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS REQUIRED</td>
<td></td>
<td>17-18</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

Transfer Opportunities to Chemistry Related Majors

| General Chemistry I, II | CHEM 110/111 | 8 credits |
| Freshmen Chemistry I, II | CHEM 120/121 | 8 credits |
| Analytical Chemistry | CHEM 205 | 4 credits |
| Organic Chemistry I & II | CHEM 210/211 | 8 credits |
| English Composition I, II | ENGL 101/102 | 6 credits |
| Calculus I, II, III | MATH 190/190/210 | 12 credits |
| Physics I, II, III | PHYS 150/151/250 | 12 credits |

*or specific course equivalents as approved by the department chairperson.

**Recommended for students considering transfers. Courses
The Civil and Public Service major is designed for both recent high school graduates and for persons presently employed in the public sector who wish to work toward an Associate in Applied Science Degree.

The degree program is designed to allow transfer to a Public Affairs/Public Policy/Public Administration program in a four-year institution.

As a terminal degree, the students are taught the foundations necessary for a broad range of professional and paraprofessional positions found in federal, state, county, and municipal governments.

Degree requirements can be fulfilled through evening course offerings and distance learning. Not all courses are offered in the distance learning format every term, therefore students need to meet with an advisor to plan their coursework.

This degree program has a 2+2 articulation agreement with the Public Affairs and Public Policy B.S. degree program from the Sage College of Albany.

Students in the A.A.S. Civil and Public Service degree program are eligible for college credit through the Life Experience Program. Interested students should contact the Continuing Education Division for information.

*or specific course equivalents as approved by department chairperson.
** Required of first time, full time students.
(1) See advisor for course approval.

Description of Civil and Public Service courses may be found on page 173.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 200</td>
<td>Business Communications or Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>FORM 109</td>
<td>College Forum **</td>
<td>(1)</td>
</tr>
<tr>
<td>PADM 100</td>
<td>Intro. to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 180</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PADM 205</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 210</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>(1)Free Electives</td>
<td>9</td>
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<tr>
<td>_______</td>
<td>Government Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Law Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Mathematics or Science Elective 6-8</td>
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</tr>
<tr>
<td>_______</td>
<td>(1)Restricted Electives 6-8</td>
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</tbody>
</table>

**Total Credits Required** 61-65

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>1 Unit any</td>
<td>70+</td>
<td>Humanities, Lab Science and Social Science courses recommended</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term would range from $350 to $510.
Criminal Justice
Associate in Applied Science
HEGIS #5505
Chairperson: Dr. Ann B. Geisendorfer
Fitzgibbons Hall, Room 010, (518) 629-7342

The Criminal Justice major is designed to prepare students for careers in the criminal and juvenile justice systems. Students could, after meeting Civil Service requirements, enter law enforcement, investigation, crime prevention, and corrections on the federal, state, county, or local levels. There also are opportunities for employment in private organizations.

This program meets the needs of students who plan to work immediately after completing their associate degree, transfer for further education, or for in-service students to update their knowledge and skills. Courses are offered on a full- or part-time basis to aid students in becoming effective and knowledgeable justice system personnel.

The Criminal Justice Program has formal transfer agreements with Eastern Kentucky University, John Jay College of Criminal Justice, Russell Sage College, SUNY at Plattsburgh and University at Albany, as well as informal agreements with several baccalaureate programs throughout New York State.

Criminal Justice agencies require background checks for employment and internships. Degree requirements can be fulfilled through evening course offerings.

All Criminal Justice core courses are offered in the distance learning format. Not all distance learning courses are offered every term. The course Forensic Evidence, in the distance learning format, requires the student to perform laboratory work on campus.

The Criminal Justice degree program does not give college credit for professional training courses or life experience. Only four (4) Criminal Justice courses may be transferred into the program.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit any Math</td>
<td>70+</td>
<td>Humanities, Lab Science and Social Science courses recommended.</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $350 to $510.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 109</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td>CRJS 101</td>
<td>Intro. to Law Enforcement and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 150</td>
<td>Principles of Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 180</td>
<td>Criminal Law I</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 181</td>
<td>Criminal Law II</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 205</td>
<td>Criminal Justice and the Community</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 245</td>
<td>Forensic Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 250</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 255</td>
<td>Intro. to Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 260</td>
<td>Criminal Justice Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 265</td>
<td>Correctional Services</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PADM 100</td>
<td>Intro. to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>(1)Mathematics Elective</td>
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<tr>
<td>__________</td>
<td>(1)Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>Social Science Elective or (2)Restricted Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required** 60

*for specific course equivalents as approved by department chairperson.

(1) Students will be scheduled in an appropriate Math or Science course based on their preparation and their goals.

(2) Restricted electives are as follows: BADM 220, ENGL 125, any literature, history, science or math, foreign language, computer, law, or a sequence of three physical education courses.

**Descriptions of Criminal Justice courses can be found on pages 188-190.**

**SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY**

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 109 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>CRJS 101</td>
<td>Int. to Law Enf.</td>
</tr>
<tr>
<td>CRJS 180</td>
<td>Criminal Law I</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
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<td>__________</td>
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<tr>
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<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 205</td>
<td>Grim. Just. &amp; the Community</td>
</tr>
<tr>
<td>CRJS 245</td>
<td>Forensic Evidence</td>
</tr>
<tr>
<td>CRJS 250</td>
<td>Criminology</td>
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<tr>
<td>PSYC 100</td>
<td>Psychology</td>
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<td>__________</td>
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<tr>
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*Required of first time, full-time students.*
Early Childhood

Associate in Applied Science

HEGIS #5503

Interim Chairperson: Nancy Capolo
Higbee Hall, Room 109, (518) 629-7250

The Early Childhood major provides students the opportunity to explore the foundations of education and child development in a culturally sensitive, inclusive, and interactive environment. Students acquire knowledge about curriculum content, models of instruction, educational theory, and best practices which enable them to enter the workforce in an early childhood program or continue their education in a four-year baccalaureate program in teacher education. The major emphasizes direct work with children: students spend one day each week during their first year; and two days during their second year student teaching in area early childhood settings. This field experience takes place under the supervision of a college faculty member.

A number of courses in the Early Childhood curriculum are suitable for students interested in pursuing careers in teacher education from grades 1-12. These include EDUC 100, EDUC 110, EDUC 108, EDUC 225, EDUC 120 and EDUC 216.

It is possible to pursue an Early Childhood associate degree through distance education, evening, and weekend classes. Courses currently being offered through distance education include EDUC 100, EDUC 110, EDUC 108, EDUC 216, ECCE 115, and ECCE 214. Many courses are offered in the evenings both on and off campus.

Applicants for this program should be aware that success in this field requires enthusiastic performance of sensitive and warm service to children. This service takes place in a school or institutional setting which requires continuous, resourceful cooperation and dependability on the part of the student. Graduates will, however, find that their developed competence in interacting with children will be very rewarding both in their employment as child-serving professionals and in their lifelong associations with children in their family and social environments.

Subject to departmental approval, practicing early childhood professionals with at least two years of appropriate experience in an early childhood setting may use their place of employment as their student teaching placement during the day and attend the class session for the student teaching courses in the evening. The evening student teaching course sequence cycles every four terms beginning with ECCE 122.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $435 to $485.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104</td>
<td>Topics in Biology - The Environment</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>Topics in Bio.- The Gene or</td>
<td></td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Physical Science II</td>
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<tr>
<td>ECCE 111</td>
<td>Creative Activities for Children</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 115</td>
<td>Developmentally Appropriate</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practices for Infant and Toddler Care</td>
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</tr>
<tr>
<td>ECCE 122</td>
<td>Guidance of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 123</td>
<td>Techniques of Teaching Through</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Play: Math, Science and Social</td>
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<tr>
<td></td>
<td>Studies for Young Children</td>
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<tr>
<td>ECCE 226</td>
<td>Appropriate Major Practices</td>
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<tr>
<td></td>
<td>for Young Children: A Developmental</td>
<td></td>
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<tr>
<td></td>
<td>Approach</td>
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<td>ECCE 227</td>
<td>Educational Theory and Practice</td>
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<tr>
<td></td>
<td>in the Early Childhood Setting</td>
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<tr>
<td>EDUC 100</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Individuals with Exceptionalities in</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>the School and Community</td>
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<tr>
<td>EDUC 110</td>
<td>Foundations of Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Children’s Literature &amp; Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Development</td>
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</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits Required 64

*or specific course equivalents as approved by the department chairperson.

Descriptions of Early Childhood courses can be found on pages 195-196.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102</td>
<td>College Forum* 1</td>
</tr>
<tr>
<td>ECCE 111</td>
<td>Gre. Act. for Child. 4</td>
</tr>
<tr>
<td>ECCE 115</td>
<td>Dev. Approx. Pract. 3</td>
</tr>
<tr>
<td></td>
<td>Infants/Toddlers</td>
</tr>
<tr>
<td>ECCE 122</td>
<td>Guid. of Yng. Child. 3</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Child Develop. 3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I 3</td>
</tr>
</tbody>
</table>

Term Total 17

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 104</td>
<td>Topics in Biology 3</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>ECE 226</td>
<td>Topics in Bio.- The Gene or</td>
</tr>
<tr>
<td></td>
<td>PHYS 101</td>
</tr>
<tr>
<td></td>
<td>App. Carr. Pract. 4</td>
</tr>
<tr>
<td></td>
<td>ECE 227 Ed. Theory &amp; Prac. 4</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Children’s Lit. &amp; Lang. Dev. 3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Psychology 3</td>
</tr>
<tr>
<td></td>
<td>Restrict. Elective 3</td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $435 to $485.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>2.0 average for transfers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional social science or humanities recommended.</td>
</tr>
</tbody>
</table>
Engineering Science
Associate in Science
HEGIS #5609
Chairperson: Dr. Kenneth S. Manning
Bulmer Telecommunications Center, Room 220, (518) 629-7358

The Engineering Science major parallels the first two years of four-year college programs in mathematics, physics, chemistry, and various engineering fields. Hudson Valley Community College is one of the two-year colleges under the program of the State University of New York which has subscribed to uniform arrangements of the Engineering Science major with the 17 accredited engineering schools in New York State. Graduates with good academic records will therefore be able to transfer to four-year science or engineering colleges with junior standing.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A &amp; B, 90+</td>
<td></td>
<td>Recommend Math 12X</td>
</tr>
<tr>
<td>Math 12, Chemistry &amp; Physics w/Labs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $560 to $665.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 110</td>
<td>Engineering Tools</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 120</td>
<td>Intro. to Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 210</td>
<td>Engineering Statics and Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>General Physics III</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110 Gen. Chemistry I or**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHEM 120 Freshman Chemistry I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 Total Credits Required 67-69

*or specific course equivalents as approved by the department chairperson.

**a grade of B or higher is required in Chem 110.

(1) With faculty advisement, students may choose any approved engineering elective from the following: BIOL 150, BIOL 190, CHEM 111, CHEM 121, CHEM 210, CHEM 211, ENGR 215, ENGR 220, ENGR 222, ENGR 225, PHYS 251.

(2) With faculty advisement, student may choose any approved social science elective for which they have the necessary requirements.

Descriptions of Engineering Science courses can be found on page 209.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 120</td>
<td>Int. to Eng. Des.</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Freshman Chem. I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 110</td>
<td>Engineering Tools</td>
<td>3</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Soc. Sci./Hum. Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

 Term Total 18

SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 Composition II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MATH 190 Calculus II</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150 General Physics I</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Soc. Sci./Hum.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Engineer. Elect.</td>
<td></td>
<td>7-8</td>
</tr>
</tbody>
</table>

 Term Total 17

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 210</td>
<td>Engin. Statics &amp; Strengths of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MATH 250</td>
<td>Gen. Physics III</td>
<td>4</td>
</tr>
<tr>
<td>Phys. Education</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Engineer. Elect.</td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

 Term Total 16-17

FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 220 Differ. Equations</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Gen. Physics III</td>
<td>4</td>
</tr>
<tr>
<td>Phys. Education</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Engineer. Elect.</td>
<td></td>
<td>7-8</td>
</tr>
</tbody>
</table>

 Term Total 16-17

*Required of first time, full-time students.
Environmental Studies

Associate in Science
HEGIS #5499
Chairperson: Peter A. Schaefer
Fitzgibbons Hall, Room 313, (518) 629-7407

We are faced with unprecedented global changes in the years ahead: meeting our energy needs in a clean and safe manner, reducing, reusing and disposing of our wastes, developing more effective agricultural practices . . . the list is endless. With this reality in mind Hudson Valley has taken the initiative to develop an environmental major designed to prepare students to continue their studies in the field of environmental science/studies and ultimately pursue a related career.

Required course work includes both physical and social sciences and additional elective courses to explore the many aspects of environmental issues. The major features two four-credit courses formulated to integrate theoretical concepts, policy analysis and laboratory experience. Transfer agreements are updated regularly.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A &amp; B</td>
<td>70+</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $450 to $525.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1OL 102</td>
<td>Orientation to Environ. Studies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B1OL 106 Biology or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B1OL 150 General Biology I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B1OL 151 General Biology II or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B1OL 207 Botany</td>
<td></td>
</tr>
<tr>
<td>B1OL 210</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>B1OL 215</td>
<td>Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 145</td>
<td>Introductory Geology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(1)Restricted Electives</td>
<td>8-9</td>
</tr>
<tr>
<td></td>
<td>(2)Restricted Lab Science Electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Social Science/Humanities</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits Required 61-62

*or specific course equivalents as approved by department chairperson.

(1) Restricted elective - Recommend courses in computers, economics, geography, mathematics, political science science or statistics.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1OL 106 Biology or</td>
<td>4</td>
</tr>
<tr>
<td>B1OL 150 Gen. Biology I</td>
<td></td>
</tr>
<tr>
<td>B1OL 210 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150 Coll. Alg. &amp; Trig.</td>
<td>4</td>
</tr>
<tr>
<td>B1OL 102 Orien. to Env. Stud. I</td>
<td></td>
</tr>
<tr>
<td>B1OL 151 Gen. Biology II or</td>
<td>4</td>
</tr>
<tr>
<td>B1OL 207 Botany</td>
<td></td>
</tr>
<tr>
<td>CHEM 105 Intro. Chem. I or</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110 Gen. Chem. I</td>
<td></td>
</tr>
<tr>
<td>ENGL 102 Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Social Sci./Hum.</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 15 | Term Total 15

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111 Gen. Chem. II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 145 Intro. Geology</td>
<td>4</td>
</tr>
<tr>
<td>Restrict. Elective</td>
<td>4-5</td>
</tr>
<tr>
<td>Lab. Sci. Elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Sci./Hum.</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 16-17 | Term Total 15

(2) Restricted Lab Science electives - Recommended courses - B1OL 121, B1OL 206, B1OL 290, CHEM 205, PHYS 140, PHYS 146.

Description of Environmental Studies courses may be found under Biology on pages 163-167.
The Fine Arts program at Hudson Valley Community College includes courses in design, drawing, painting, photography, art history and electronic arts, and provides the foundation level education for both students intending to transfer to four year colleges and for those seeking to acquire experience in the visual arts. The Fine Arts major leads to an Associate of Science degree.

Introductory courses provide an intensive hands-on learning experience that is challenging to all, and extensive access to the studios and darkrooms encourages the growth of technical skills. Additional coursework builds upon and refines skills while exploring further the conceptual issues of concern to the fine arts.

The goal of the Fine Arts program is to provide students with foundations of the highest quality, to enable students to master their skills, to grasp the ideas behind those skills and to allow them to move on to four-year programs of reputation with the confidence that they are prepared.

Completion of the program may require evening courses.

PROGRAM ENTRANCE REQUIREMENTS

Courses | High School Average | Notes |
---------|---------------------|-------|
Math A. any unit of Lab Science | 70+ | Strongly recommend Math III, Biology, Chemistry & Physics, High School Art courses recommended. |

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $145 to $195. There are additional costs for supplies for fine arts courses.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 100</td>
<td>Survey of Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Survey of Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 115</td>
<td>Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 120</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 121</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 130</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 131</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>Composition II/Writing About Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

HIST 100  | Western Civ. and the World I | 3 |
HIST 101  | Western Civ. and the World II | 3 |
| Social Science Electives | 6 |
| Lab Science Elective | 3-4 |
| Literature Electives | 6 |
| Mathematics Elective | 3 |
| Physical Education Electives | 2 |
| (1) Fine Arts Electives | 6-9 |

Total Credits Required 65-67

*or specific course equivalents as approved by the department chairperson.

(1) Courses fulfilling this requirement: ARTS 210, ARTS 211, ARTS 230, ARTS 231, ARTS 235, ARTS 236, ARTS 145.

Descriptions of Fine Arts courses can be found on pages 214-217.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM | SECOND TERM
---|---
ARTS 111 Drawing II | 3 |
ARTS 100  Surv. of Art Hist. I | 3 |
ARTS 120  Painting I | 3 |
ARTS 130  Photography I | 3 |
| Literature Elective | 3 |
| Fine Arts Elective | 3 |
| Phys. Ed. Elective | 3 |
| FORM 102 College Forum* | (1) |
ARTS 101 Surv. of Art Hist. II | 3 |
ARTS 121 Painting II | 3 |
ARTS 130 Photography II | 3 |
| Literature Elective | 3 |
| Social Science Elect. | 3 |
| Fine Arts Electives | 3 |

Term Total 15-16 | Term Total 16

THIRD TERM | FOURTH TERM
---|---
ARTS 101 Surv. of Art Hist. II | 3 |
ARTS 121 Painting II | 3 |
ARTS 130 Photography II | 3 |
| Literature Elective | 3 |
| Fine Arts Elective | 3 |
| Phys. Ed. Elective | 3 |
| FORM 102 College Forum* | (1) |
| Lab Sci. Elective | 3-4 |
| Phys. Ed. Elective | 1 |
| Social Sci. Elect. | 3 |

Term Total 18

*Required of first time, full-time students.
Forensic Science Studies
Associate in Science
HEGIS #5619
Chairperson: Dr. Ann B. Geisendorfer
Fitzgibbons Hall, Room 010, (518) 629-7342

The Forensic Science Studies program addresses the interdisciplinary nature of forensic science. Forensic Science is the application of science to the criminal justice system. The course of study focuses heavily on criminal justice and the sciences. The graduate will have an opportunity to transfer seamlessly to John Jay College of Criminal Justice, one of the world's forensic science leaders.

The A.S. Forensic Science Studies program is designed to prepare students to transfer into a Forensic Science bachelor's degree program. There are limited seats available for the incoming freshman class, so it is advised that students submit their applications early. New students are accepted only in the fall term.

A limited number of transfer students will be accepted into the degree program. Transfer students from other institutions will be accepted only in the fall term. Forensic Science Studies students must take Criminal Investigation and Forensic Evidence at Hudson Valley. The transfer student must have a minimum of 3.0 in Chemistry and college-level Math.

Criminal Justice agencies require background checks for employment and internships.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Math A&amp;B</td>
<td>80+</td>
<td>Regents score of 80</td>
</tr>
<tr>
<td>Regents Chemistry</td>
<td></td>
<td>Regents score of 80</td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CRJS 101</td>
<td>Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRJS 150</td>
<td>Principles of Criminal Investigation</td>
<td></td>
</tr>
<tr>
<td>CRJS 245</td>
<td>Forensic Evidence</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus with Precalculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 141</td>
<td>Physics II or</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus with Precalculus II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted Crim. Just. Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Restricted Socl. Sci. Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 109</td>
<td>College Forum*</td>
<td>(1)</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRJS 150</td>
<td>Principles of Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus with Precalculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 14

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CRJS 101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 18

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CRJS 101</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 18

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td></td>
</tr>
<tr>
<td>PHYS 140</td>
<td>Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted Crim. Just. Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted Socl. Sci. Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 17

*Required of first time, full-time students.

Description of Forensic Science courses may be found on pages 188-190.
Human Services
Associate in Applied Science
HEGIS #5501
Chairperson: Ms. Karen H. Nash
Brahan Hall, Room 008, (518) 629-7341

Human Services is a challenging career field that provides the opportunity for helping people with social, behavioral or mental health problems. This two-year program is designed for those interested in working in the fields of developmental disabilities, mental health, adolescent and youth services, geriatrics, community services and social welfare.

Applicants are selected and retained on the basis of personal characteristics required for success in this field, as well as an expressed interest in dealing with social problems and working with people. This program provides one term in the first year and two terms in the second year of field training in settings such as group homes, social services agencies, homes for older adults, youth care institutions, and public schools. The major equips students for employment in these agencies and also prepares students for transfer to baccalaureate programs. Degree requirements can be fulfilled through evening course offerings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit any math</td>
<td>70+ or GED</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $330 to $380.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II or</td>
<td>3</td>
</tr>
<tr>
<td>**ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>HUSV 100</td>
<td>Social Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 105</td>
<td>Human Development &amp; the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 110</td>
<td>Intro. to Human Service Skills</td>
<td>4</td>
</tr>
<tr>
<td>HUSV 115</td>
<td>Perspect. on Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>HUSV 120</td>
<td>Probs. of Adolescence or</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 125</td>
<td>Older Adults and the</td>
<td></td>
</tr>
<tr>
<td>Social Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUSV 200</td>
<td>Interviewing &amp; Techniques of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Introduction to Social Group Work</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>8</td>
</tr>
<tr>
<td>HUSV 251</td>
<td>Human Services Practicum II</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biology or Math Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Restricted Electives</td>
<td>5-6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 61-62

*or specific course equivalents as approved by the department chairperson.
**Recommended for students considering transfer.
(1) as approved by the department chairperson.

Descriptions of Human Services courses can be found on pages 222-223.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

| Term Total | 16 |

SECOND TERM

| Term Total | 16 |

THIRD TERM

| Term Total | 14 |

FOURTH TERM

| Term Total | 16-17 |

*Required of first time, full-time students.
The Individual Studies program may lead to either an Associate in Arts or an Associate in Science Degree, depending upon the emphasis of the student’s courses. The student completes sixty credit hours of which a minimum of thirty hours must be in the Liberal Arts and Sciences area for the A.S. degree or forty-five hours of Liberal Arts and Sciences for the A.A. degree (see major requirements for distribution). The remaining hours may be selected from any course not restricted in enrollment that is approved by the Department Chairperson.

The Individual Studies program at Hudson Valley Community College is an ideal degree choice for students seeking a flexible curriculum for their transfer career needs. Coursework for an Individual Studies (INS) degree can be chosen from a wide range of offerings to broaden students’ horizons and meet general education requirements for transfer to four-year schools, or to form a specific concentration for entry into the workforce. The flexible nature of the program allows it to accommodate a wide range of students, from Honors students planning to go to medical school to those students who require fundamental academic preparation for future success in college classes.

The Individual Studies program provides students with the opportunity to complete the General Education requirements for four-year schools, while tailoring the program to their desired bachelor’s degree program. Students are encouraged to work closely with academic advisors and transfer counselors in choosing appropriate coursework to complete the degree and transfer requirements.

Individual Studies also provides students with the opportunity to enroll in preparatory courses to make up academic deficiencies. Thus, students who did not complete sufficient mathematics or science courses in high school, whose high school average is low, or who have been away from the classroom for some time will find the program sufficiently flexible to suit their individual needs. Upon meeting admission requirements for a desired major, the student may enter that program with the approval of the admissions office.

The Individual Studies program accommodates a wide range of students by offering them any number of course combinations to achieve any number of goals.

Students registered in curricula other than Individual Studies may change to Individual Studies anytime prior to date of graduation for the purpose of obtaining degree. Students not registered at Hudson Valley Community College, who were never matriculated in Individual Studies must matriculate (and attend) in Individual Studies for a minimum of one term in order to qualify for an Individual Studies degree.

Degree requirements can be fulfilled through evening course offerings or via distance learning through the Individual Studies online degree program. Students who wish to pursue the online degree program should choose this option on their admissions application.

### Associate in Arts Degree

**MAJOR REQUIREMENTS***

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102</td>
<td><strong>College Forum</strong></td>
<td>(1)</td>
</tr>
<tr>
<td>______</td>
<td>English Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Hum. or Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>(1)Liberal Arts &amp; Science Electives</td>
<td>27</td>
</tr>
<tr>
<td>______</td>
<td>(2)Electives as advised</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits Required 60

* or specific course equivalents as approved by the department chairperson.

** Required of first time full-time students.

(1) Liberal Arts and Science Electives: may be chosen from Liberal Arts and Science courses listed on pages 152-154.

(2) Electives: may be selected from any unrestricted credit courses with advisor approval.

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $390 to $450.
COURSES WHICH DUPLICATE CONTENT OR ARE BELOW THE STUDENT’S DEMONSTRATED LEVEL OF COMPETENCE MAY NOT APPLY TOWARD THE DEGREE.

The Individual Studies Department provides advisement for students planning to transfer to a four-year institution as biology-related majors.

TRANSFER OPPORTUNITIES TO BIOLOGY-RELATED MAJORS

Students interested in transferring to majors leading to careers in research, teaching, medical technology, medicine, dentistry, and veterinary science are encouraged to follow the recommended course sequence listed below. Upon successful completion of this course sequence, students can earn an Associate in Arts degree in Individual Studies. Applicants should attach a note in the application for admission that states: ATTN: HVCC, “Interested in pursuing a baccalaureate degree in a biology-related major.”

Recommended Courses Would Include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 101 &amp; 102</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 190 &amp; 191</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>CHEM 110 &amp; 111</td>
</tr>
<tr>
<td>Math Through Calculus II</td>
<td>MATH 180 &amp; 190</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>CHEM 210 &amp; 211</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 140 &amp; 141</td>
</tr>
<tr>
<td>Electives as advised</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The college maintains transfer agreements in biology with several four-year institutions. Programs currently available are: the B.S. in Biology at SUNY at Albany, SUNY College at Plattsburgh and Rensselaer Polytechnic Institute: the B.A. in Biology at the College of Saint Rose; the B.S. in Medical Technology at SUNY College at Plattsburgh and B.S. in Recombinant Gene Technology at SUNY College at Fredonia. Please contact the Individual Studies Department or Office of Admissions for more information about these programs.

TRANSFER OPPORTUNITIES TO ALLIED HEALTH PROFESSION MAJORS

Students interested in pursuing a career in pharmacy, physical therapy, occupational therapy, or other allied health professions can complete appropriate coursework at Hudson Valley Community College to enable them to transfer into the junior level of the desired major. It is imperative that such students identify themselves early in their educational endeavors at Hudson Valley Community College so that proper course selections are made.

Coursework is individually tailored to meet prerequisite course requirements for the intended transfer program.

Typically, upon successful completion of this coursework, students will earn an Associate in Arts degree in Individual Studies. Applicants should utilize the Application Processing Center code for the appropriate program.

For example:

PHARMACY: Students wishing to pursue a professional career in pharmacy should consult the catalogs of transfer institutions offering Pharmacy programs. Hudson Valley will assist the student in selecting courses equivalent to the first two years of the pharmacy program.

PHYSICAL THERAPY: Students wishing to pursue a professional career in physical therapy should complete the following courses while at Hudson Valley Community College:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 101 &amp; 102</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 150 &amp; 151 or BIOL 190 &amp; 191</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>BIOL 270 &amp; 271</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>CHEM 110 &amp; 111</td>
</tr>
<tr>
<td>Math Through Precalculus</td>
<td>MATH 160</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 140 &amp; 141</td>
</tr>
<tr>
<td>Electives as advised</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Some colleges require documentation of 72 hours of clinical observation with a licensed physical therapist.
Labor Studies
Associate in Applied Science
HEGIS #5099
Chairperson: Dr. Ann B. Geisendorfer
Fitzgibbons Hall, Room 101, (518) 629-7342

The Labor Studies program is designed to meet the needs of adults working in the field of labor relations and undergraduates seeking a career in the field. The major provides a sound academic background for those students wishing to transfer to four-year programs in Industrial Relations.

Labor Studies courses are offered in the daytime as well as evening. Some courses are offered in the distance learning format.

The Labor Studies A.A.S. degree has a 2+2 articulation agreement with the Public Affairs and Public Policy B.S. degree program from The Sage College of Albany.

College credit can be obtained through the Life Experience program administered through the Continuing Education Department.

PROGRAM ENTRANCE REQUIREMENTS

Courses | High School Average | Notes
---|---|---
1 unit | 70+ | any Math

The estimated cost of books for the student enrolled in the first full-time term would range from $475 to $550.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>LABR 180</td>
<td>Labor History</td>
<td>3</td>
</tr>
<tr>
<td>LABR 185</td>
<td>Labor Law</td>
<td>3</td>
</tr>
<tr>
<td>LABR 190</td>
<td>Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>LABR 195</td>
<td>Contract Administration</td>
<td>3</td>
</tr>
<tr>
<td>PADM 180</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PADM 205</td>
<td>Public Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>POLS 105 American National Govt.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLS 110 State &amp; Local Government</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>POLS 100 Intro. to Political Science</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Labor Relations Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Science Electives</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 61-63

*or specific course equivalents as approved by department chairperson.

Description of Labor Studies courses may be found on pages 225-228.
Liberal Arts and Science - Humanities and Social Science

Associate in Arts
HEGIS #5649
Chairperson: Dr. Todd M. Wysocki
Brahan Hall, Room 033, (518) 629-7191

This major is the traditional beginning of a baccalaureate liberal arts program. The emphasis in a liberal arts transfer program is on breadth of knowledge rather than depth. Students take courses in several different fields to assist their selection of a specific field at the transfer institution.

The students in Liberal Arts have a wide choice on the baccalaureate level in the typical Liberal Arts and Science majors.

The Liberal Arts program has had an excellent transfer reputation with four-year private and public institutions across the country. Transfer agreements and majors are updated regularly to meet student needs.

The Board of Trustees of the State University of New York has established a policy which guarantees admission to an upper division program in the State University to all community college graduates receiving Associate in Arts degrees. Admission to the upper division program is based on the student meeting the entrance requirements of the chosen program.

Degree requirements can be fulfilled through evening course offerings.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A</td>
<td>70+</td>
<td>Strongly recommend</td>
</tr>
<tr>
<td>1 unit any</td>
<td></td>
<td>Math III, Biology, Chemistry.</td>
</tr>
<tr>
<td>Lab Science</td>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term would range from $390 to $450.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102**</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>ENGL 102 English Composition II or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENGL 104 English Composition II:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civ. and the World I</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>(1) Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>(2) Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Laboratory Science Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>______</td>
<td>Literature Electives</td>
<td>6</td>
</tr>
<tr>
<td>______</td>
<td>Mathematics Electives</td>
<td>6</td>
</tr>
<tr>
<td>______</td>
<td>Physical Education Electives</td>
<td>2</td>
</tr>
<tr>
<td>______</td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>______</td>
<td>(2) Hum. or Social Science Electives</td>
<td>3</td>
</tr>
<tr>
<td>______</td>
<td>Electives as advised</td>
<td>13</td>
</tr>
</tbody>
</table>

Total Credits Required 60-62

*or specific course equivalents as approved by the department chairperson.
** Required of first time full-time students.

1. Courses fulfilling this requirement: ARTS 100, ARTS 101, ARTS 231, ENGL 160, MUSC 100, MUSC 101.
2. Students who enter without one unit of a foreign language in high school must include a year of foreign language in humanities electives.

Liberal Arts and Sciences courses are listed on pages 152-154.

Liberal Arts Honors Courses

A Challenging Transfer opportunity for the Academically Gifted Student

The Liberal Arts department offers honors courses in an integrated, interdisciplinary manner within the Humanities and Social Science areas. Connections between these disciplines and others will be stressed. All honors courses will require more sophisticated reading and writing than most standard college courses. The honors courses rely less on conventional textbooks and more on original sources and specific readings which require inter-disciplinary analysis.

ADMISSION REQUIREMENTS

A high school average of 90+ and a SAT combined score of 1000+ or ACT composite score of 24 or higher is required for admission. In specific cases, a waiver of admissions requirements may be granted at the discretion of the Vice President of Academic Affairs. Because the college has an increasing number of
students who do not come directly from high school, the following conditions for entrance exist: (1) full time student having completed one term at Hudson Valley Community College with a 3.5 or higher GPA; (2) part time student enrolled in a minimum of a six hour load per term having accumulated 12 hours of credit with a 3.5 or higher GPA; (3) transfer students having either of the above. Honors courses may also be taken by students who are not officially accepted; however, prior approval of the department chairperson and the course instructor must be obtained. All official Liberal Arts honors students will be advised in regard to all of their course selections by the department chairperson.

CONTINUED PARTICIPATION
Students must maintain an overall GPA of 3.5 and have earned at least a 3.0 GPA in each term.

COMPLETION REQUIREMENTS
To successfully complete the Liberal Arts honors coursework, the student must graduate with at least a 3.5 cumulative GPA and have successfully completed a total of 12 hours of honors courses. In addition, students are required to take a capstone honors course in their final term at Hudson Valley Community College (total of 15 hours). Those students who successfully complete the entire program will receive an award of completion along with their Hudson Valley Community College diploma.

To further explain the purpose and philosophy behind the Liberal Arts honors coursework, the following student and coursework objectives are listed:

1. Students’ intellectual curiosity should be nurtured and developed leading to a commitment to lifelong learning.

2. Students should acquire the cultural literacy necessary to compete successfully at four year private and public Liberal Arts Colleges as well as graduate schools.

3. Students should facilitate their own learning through broadly constructed projects and assignments and be encouraged to refine their speaking and writing skills to the highest possible standards.

4. Students should develop both the skills for and an appreciation of working in collaboration with others.

5. The coursework should foster a humanistic approach challenging students to become active citizens with a commitment to civic leadership and responsibility.

6. The coursework should develop in students an appreciation for the diversity of the human experience.

7. The coursework should foster in students an objective view of the social world based on a clear understanding of the scientific method and its application to independent research.

8. The program should encourage students to contemplate the great philosophical questions of human morality and ultimately human existence.

Hudson Valley Community College is a member of the National Collegiate Honors Council (NCHC). NCHC is a professional organization of faculty and administrators, and students dedicated to promoting and supporting honors learning. Both NCHC and its regional component the Northeast Region (NE-NCHC), offer conferences, publications, and unique honors learning opportunities to their member institutions.

Hudson Valley Community College and Union College in Schenectady, New York currently have an articulation agreement whereby Union College agrees to accept (as juniors) all graduates of Hudson Valley Community College who complete the Liberal Arts honors coursework and are recommended for transfer admission by the department chairperson and meet the admission requirements at Union. To be admitted, students must earn the A.A. degree in two years with no grade below a “C” and a cumulative grade point average of 3.0 or better. All courses with a grade of “C” or better will transfer (with the exception of mathematics below the level of Calculus) and will satisfy most of the appropriate categories in the Union College General Education Program. As part of this program, students must complete the normal Hudson Valley Community College Liberal Arts honors course requirements with the addition of Calculus I.

A similar agreement exists with Massachusetts College of Liberal Arts.

HONORS COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 255</td>
<td>Technological Foundations of Society</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
</tr>
<tr>
<td>HONR 265</td>
<td>Ideas Past &amp; Present: The Impact of Thought on Post-Modern Society</td>
</tr>
<tr>
<td>HONR 260</td>
<td>American Architecture in its Social Context</td>
</tr>
<tr>
<td>HONR 250</td>
<td>Introduction to Social Inquiry</td>
</tr>
</tbody>
</table>

Capstone Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 275</td>
<td>Foundations of the Modern Tradition</td>
</tr>
</tbody>
</table>

For further information, contact the Liberal Arts Department at (518) 629-7191.
This major, with emphasis on mathematics and science, serves the student who is interested in transferring to a four-year institution in Mathematics, Engineering Science, Computer Science, Secondary Science or Math Education, Biological or Physical Sciences, Pre-Medical, or similar pre-professional fields. Electives will be selected on the basis of the student's ultimate goal and academic background. These selections will be made in consultation with an assigned advisor.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math A &amp; B, 85+ Biology,</td>
<td></td>
<td>Recommend Math 12</td>
</tr>
<tr>
<td>Chemistry and/or Physics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $375 to $565.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>General Chemistry I or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or Freshman Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 120</td>
<td>General Chemistry II or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>or Freshman Chemistry II</td>
<td></td>
</tr>
<tr>
<td>MATH 160</td>
<td>Precalculus and</td>
<td>16</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I or</td>
<td></td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus with Precalculus and</td>
<td></td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus with Precalculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 190</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 210</td>
<td>Calculus III**</td>
<td></td>
</tr>
<tr>
<td>MATH 220</td>
<td>Differential Equations***</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education Electives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Restrict. Electives 6-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Science Electives 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science and/or Humanities 6</td>
<td></td>
</tr>
</tbody>
</table>

**or specific course equivalents as approved by the department chairperson.

***With Department Chairperson approval, students with varying transfer interests, may choose any Mathematics or Science courses for which they have the necessary prerequisites.

(1) With advisement, students may choose from a wide selection of course offerings.

(2) With advisement, students may choose any science or computer course for which they have the necessary prerequisites.

Descriptions of Mathematics courses can be found on pages 231-234.

Descriptions of Chemistry courses can be found on pages 171-172.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 201</td>
<td>GEN 111</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>ENGL 102</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>CHEM 121</td>
</tr>
<tr>
<td>or CHEM 120</td>
<td>or ENGL 102</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>MATH 175</td>
</tr>
<tr>
<td>or MATH 176</td>
<td>or MATH 190</td>
</tr>
<tr>
<td>or MATH 210</td>
<td>or MATH 220</td>
</tr>
</tbody>
</table>

Total Credits Required 60-62

*Required of first time, full-time students.
The Physical Education Studies program provides advisement and a comprehensive offering of Physical Education courses for students interested in pursuing a baccalaureate degree in Physical Education. To meet degree requirements, students must complete 45 hours of liberal arts and sciences credits and 17 hours of physical education credits. Students can complete appropriate course work at Hudson Valley Community College to enable them to transfer into the junior level of a Physical Education baccalaureate.

Students who are interested in Athletic Training/Sports Medicine have an opportunity to register for course PHED 280, Introduction to Sports Medicine and are given the opportunity to work with the college's Certified Athletic Trainer to further investigate their interest in athletic training.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit any math</td>
<td>70+</td>
<td>Strongly recommend high school Biology</td>
</tr>
<tr>
<td>1 unit any lab science</td>
<td>(grade of 70+)</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would range from $375 to $445.

TRANSFER OPPORTUNITIES

As a graduate of Hudson Valley’s Physical Education Studies program, you will be eligible to apply to continue your studies on Hudson Valley’s campus while working toward a four-year degree in Physical Education from the Sage Colleges of Albany. This “2+2” program offers an unparalleled opportunity to earn a bachelor’s degree in physical education at a Capital Region college with outstanding athletic facilities.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 119</td>
<td>General Zoology or</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I or</td>
<td></td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td></td>
</tr>
<tr>
<td>BIOL 230</td>
<td>Anatomy &amp; Physiology I or</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
<td></td>
</tr>
<tr>
<td>BIOL 234</td>
<td>Anatomy &amp; Physiology II or</td>
<td></td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Real World Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted History Electives**</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Restricted English/Hum. Electives**</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Restricted Physical Ed. Electives**</td>
<td>17</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.

**as approved by department chairperson.

Descriptions of Physical Education courses can be found on pages 242-243.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120 Real World Math</td>
<td>3</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>PHED 270</td>
<td>Elec. &amp; Sec. Games</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Psychology</td>
</tr>
<tr>
<td>Eng./Hum. Elect.</td>
<td>3</td>
</tr>
<tr>
<td>Term Total</td>
<td>15</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.
OFFICE OF CONTINUING EDUCATION AND SUMMER SESSIONS

The Office of Continuing Education and Summer Sessions is designed to offer credit opportunities to the community. Students are provided with a viable and flexible alternative to the traditional full-time college degree program. Opportunities for cultural development, economic advancement, and degree attainment are open to anyone wishing to acquire new knowledge and skills, or to enhance abilities already established. The Office of Continuing Education and Summer Sessions is responsible for the administration of evening, weekend and off-campus credit courses during the fall and spring terms, as well as summer parts of term.

Degree credit courses offered in the evening during fall and spring term and the summer part of term are selected from the majors described in this catalog. Publications listing evening and off-campus offerings and the summer schedule listing both day and evening courses are produced by the Office of Continuing Education and Summer Sessions.

The people who take advantage of the Continuing Education evening program come from a variety of backgrounds. Those who wish to enter the job market after a long absence or change careers find Continuing Education very helpful. Professionals who already have a career but want to improve their skills or seek a promotion find that the many specific job-related courses are just what they need. Even day students, who have part-time employment, discover the evening classes allow them to attend college on a full-time basis.

Many students take advantage of the three- and six-week terms available during the summer months. Many courses in the Schools of Liberal Arts and Business are offered as well as selected offerings in Engineering and Technologies and Health Sciences. Students may take summer course offerings to reduce their course load in the fall and spring terms or to decrease the time needed to complete their degree or academic goal.

Off-Campus Sites

For students who find traveling to our main campus inconvenient, the Office of Continuing Education and Summer Sessions sponsors a number of courses at off-campus sites that may be closer to your home or office.

Don’t be worried about credit. Off-campus courses are the same as those taught on campus. Students also will find many of the same faculty teaching courses at off-campus sites.

Hudson Valley Community College currently offers courses at the following off-campus locations:

- Albany High School
- Bethlehem Central High School
- Cohoes High School
- Colonie Central High School
- Guilderland High School
- Lansingburgh High School
- Shenendehowa High School
- Tamarac High School
- 175 Central Avenue, Albany

Advisement

Continuing Education attempts to meet the unique needs of adults as they fully adjust to the higher education environment. Admission and matriculation policies for entrance to all programs can be explained by advisors on the Continuing Education staff. It is suggested that interested students contact an advisor prior to enrollment for assistance in obtaining career, degree and course information.

The Life Experience Program

The Life Experience Program, administered by the Continuing Education Division, is designed to allow students who have substantial work experience to obtain college credit for their knowledge. The college will grant up to 50% of the required credit for a degree or certificate through the evaluation of documented life experience, transfer credit or examination.
COMMUNITY & PROFESSIONAL EDUCATION

The Office of Community and Professional Education coordinates many types of programs for the community from children to seniors. Activities are open to the public and are offered to help individuals develop a skill and enrich their lives. During the summer, Community Education sponsors a variety of enrichment and athletic programs for children. Other special courses and programs can be developed to meet the needs of special audiences. The office publishes bulletins listing credit-free offerings for the fall and spring terms as well as a variety of special brochures and flyers.

The following is a sample list of just some of our credit-free course offerings:

Arts and Crafts
  - Drawing
  - Floral Arranging
  - Interior Design Program
  - Scrapbooking
  - Watercolor

Communication
  - Sign Language
  - Spanish, Spanish II, Spanish III

Special Interest
  - Administrative Medical Specialist
  - Basic Rider Course
  - Boater Safety Course
  - Defensive Driving
  - Driver Education
  - First Aid for Pets
  - GED Preparation
  - Paralegal Certificate Course
  - Medical Transcription

Recreation & Hobbies
  - Ballroom Dancing
  - Aerobics
  - Tae Kwon Do
  - Photography
  - Guitar
  - Cardio Kickboxing

Programs for Professionals
  - State Board Review for Nurses
  - EMT Recertification
  - Paramedic Recertification
  - CPR for Health Professionals

Mandated Training
  - Identification of Child Abuse
  - Infection Control
  - Continuing Education for Dental Hygienists

Summer Children’s Programs
  - Summer Educational Enrichment Program
  - Technology Enrichment Program
  - Summer Athletic Camps
  - Successful Communication
The Capital District Educational Opportunity Center (EOC) offers tuition-free academic and workforce development opportunities to economically disadvantaged and educationally under-prepared New York State residents 16 years and older. The main emphasis of the center is to help people acquire skills that will enable them to increase their effectiveness in society through a four-pronged approach: vocational programs, academic programs, counseling services, and employment services.

Vocational programs allow students to acquire employment skills so that they may increase their effectiveness on the job, gain a better job, or secure initial employment. The programs involve students in hands-on learning. Tools and equipment are integrated with textbook and workbook instruction. On-the-job experience is also provided in most programs through internships, clinicals, or other work-based training experiences.

Academic programs help students improve their reading, writing, and math skills to enhance employability, to obtain a high school equivalency diploma, and/or to gain entrance to college. Very often, students at the center have two goals: To obtain a vocational skill and to achieve a high school equivalency diploma (G.E.D.). Simultaneous dual enrollment in vocational and remedial and/or academic programs is often possible.

Counseling services help students overcome personal barriers to academic and vocational success, for example: lack of child care, lack of suitable clothing or equipment, substance abuse, language/job skills deficiencies, and poor work history. When necessary, referrals are made to appropriate agencies that may be of service to students for personal, family, financial, or other matters. Career counseling, testing, and assessment services are available to assist individuals in the community, regardless of educational and financial need, to clarify their educational goals and to assist in the development of a career plan.

Employment services assists students with resume preparation, application, job interviews, and job retention strategies. Employability skills, designed to help individuals recognize problem areas and meet specific behavioral objectives that improve employability, is an integral part of the center’s vocational programs. The center’s Employment Services Centers, funded by the New York State Education Department’s Perkins’s allocation, have a staff of seven Employment Specialists, including some fluent in Spanish, to help individuals seek and obtain jobs through resume preparation and cover letter assistance, computer and internet access, research assistance, job development and placement activities, and other job hunting aides. Job Readiness Training also is available.

Center programs and services are offered at the Troy Center at 145 Congress Street, at the Albany Satellite at 30 Russell Road (adjacent to the Westgate Shopping Plaza) and through its outreach programs in numerous community locations. A choice of morning and afternoon programs are offered. Certificates of Completion are issued to students when they have fulfilled the graduation requirements of their program(s).

Unique features are offered to make educational opportunities more accessible to the non-traditional learner. All programs are individualized to allow students to progress and learn according to their individual learning styles while maintaining the integrity of fulfilling the requirements of graduation. The majority of the EOC’s educational and vocational programs are offered on a continuous enrollment basis, thus offering students the ability to begin programs when they are ready to do so as well as offering continuous opportunities for employment as students complete programs. Students are offered Career Assessment, Computer Literacy, Employability Skills, and Employment Services.

The eligibility for free education at the EOC is as follows:
1. A resident of New York State for one year;
2. 16 years of age (if officially excused from school) or older;
3. Evidence of educational and economic need.
The Capital District EOC is funded by the State University of New York through the University Center for Academic and Workforce Development. The EOC is a division of Hudson Valley Community College and is evidence of the College’s commitment to a total education program for the community.

*It is the policy of the EOC to provide equal opportunity in employment and education for all persons regardless of race, color, age, religion, creed, gender, sexual orientation, national origin, disability, marital status, veteran status, or political affiliation.*

### Academic Programs

#### Basic Education

**Adult Literacy**
Prepares students to meet the challenges of reading that they encounter in their daily activities. The program is designed to help individuals upgrade their reading skills from the primary to a functional level. Instruction is guided by the needs of each individual in the class. Instruction includes phonics, word recognition, word attack, vocabulary development, and basic math. Emphasis is also placed on increasing reading speed. The length of time students spend in the program depends upon their progress. Graduates from Basic Education are eligible to enter the Reading Preparation Program.

#### Reading Preparation/ Academic Preparation
Assists students in upgrading their reading skills to levels needed for entrance into other EOC programs. Students with reading levels that range from 5.0-9.0 are placed in the appropriate course. Critical reading and thinking skills, vocabulary acquisition, speed building, and basic writing are the main areas that are stressed. Instruction is individualized to allow students to progress at their own pace. Students also receive a total of five hours of related math instruction per week. Upon completion, students may begin their academic or vocational programs of choice.

#### English for Speakers of Other Languages
Allows students with limited English proficiency the opportunity to master speaking, listening, and writing skills in English. Students also receive instruction in reading, math, and computer operation. If needed, students are assisted in preparing for the U.S. Citizenship Test and the TOEFL. Students progress through the ESOL program according to their own learning abilities and academic background.

### High School Equivalency
Prepares students to pass the New York State General Equivalency Diploma Examination. Students receive instruction in English grammar and usage, writing skills, social studies, science, literature and the arts, math, study skills and test taking skills. Students are assisted in submitting their application to take the state exam. In addition, students are given the official Practice GED examination to help determine their readiness.

### College Preparation
Assists students in gaining the prerequisite courses necessary for college entrance and success. All students receive educational guidance, preparatory course work, and college placement assistance. Students’ goals are discussed and academic skills are diagnosed upon entry. Courses available are Language Skills Reading and Writing, algebra, biology, and chemistry. Students progress through the program according to their own learning abilities and academic background.

### Business Program

#### Basic Information

#### Technology Training
Designed to give students a basic understanding of the operation and functions of computer hardware and software on the IBM-PC compatible. Introduction to Keyboarding, writing, math, and Employability Skills are required. Additionally, computer terminology, windows environment, mouse manipulation, keyboard usage, and basic concepts of Microsoft Word will be introduced. Excel, Access and Powerpoint are offered as optional activity according to the students’ employment goals.

#### Office Assistant
Designed for students who seek employment performing a variety of office tasks that do not include a concentration in keyboarding. This program includes training in the following areas: filing, electronic calculator, record keeping, payroll, effective telephone techniques, and human relations. Introduction to Keyboarding, Office Procedures, writing, math and Employability Skills are required. Introduction to Basic Accounting, Excel, Access, and Notary Public are offered as optional activity according to the stu-
students’ employment goals. Upon graduation, students will be qualified to be employed as receptionists, file clerks, inventory control clerks, general office clerks, payroll clerks, and mail clerks.

**Keyboard Trainee**
Provides training for entry-level office occupations requiring proficient use of the microcomputer and various software applications. Includes keyboarding skill development and introduction to basic business applications using word processing software on the microcomputer. Students must complete the Office Assistant Program as well as Document Processing courses. Upon graduation, students will be qualified to be employed in positions such as file clerks, inventory control clerks, general office clerks, payroll clerks, mail clerks, office assistant clerks, and clerk typists.

**Keyboard Specialist**
Provides training for mid-level office occupations requiring proficient use of the microcomputer and various software applications. In addition to skills learned in Keyboard Trainee Program, instruction includes advanced keyboarding skill development and mastery of advanced business applications with more comprehensive use of the microcomputer and software programs. Upon graduation, students will be qualified to be employed in positions such as keyboard specialists, clerk typists, secretaries, and transcribing machine operators.

**Information Processing Specialist**
Provides training for higher-level office occupations requiring proficient use of the microcomputer and various software applications. This program includes the continuation of keyboarding skill development as outlined in Keyboard Specialist Program as well as introduction and application of spreadsheets, databases, graphics, and desktop publishing. Upon graduation, students will be qualified to be employed in positions such as keyboard specialists, clerk typists, secretaries, transcribing machine operators, and information processing specialists.

**Data Entry**
Provides training for office occupations requiring data entry skills, proficiency in the use of microcomputers and knowledge of basic software applications. Classes are conducted in an office atmosphere with students completing assigned work using reference materials and assisting others with projects as would be expected in an office. The Introduction to Keyboarding is a prerequisite. The Office Procedures portion requires students to complete filing, electronic calculator, record keeping, payroll, and effective telephone techniques. Additionally, students will receive training in Microsoft Office Word, writing, math and Employability Skills. Excel and Access are offered as optional activity according to the students’ employment goals. Upon completion of the Data Entry Program, students will be qualified to be employed as Data Entry Specialists or general administrative support clerk in business offices, governmental agencies, medical offices, health and auto insurance agencies, the entertainment industry, and research information tax processing settings.

**Medical Records Technology**
Prepares students for an office career in a medical setting. Introduction to Keyboarding is a prerequisite. There are two levels of completion:

**Medical Office Support Specialist (MOCA)** includes course work in medical terminology records management, telephone skills, mail screening and processing, and appointment scheduling and monitoring. Students must also complete Office Procedures for Medical Records, writing skills, math, and employability skills. Excel, Access, and Notary Public are offered as optional activity according to the students’ employment goals. Upon completion, students will be employed as general support personnel in a medical office setting.

**Medical Information Processing Specialist (MIPS)** includes all course work required in MOCA as well as Document Processing. A high school diploma or GED is required for this program. Upon completion, students will be employed as a medical secretary, administrative assistant, or receptionist in a medical setting.

**Individual Studies – Business**
Designed for students whose objectives include enhancing job skills while still employed; upgrading new technology skills; using keyboarding skills in completing term and/or research papers while enrolled in college; and/or gaining clerical skills for employment while in college. Students are required to take computer basics, writing, and math. Students work with Program Coordinator and Program Counselor to plan program of study that includes one or more of the following courses: Introduction to Keyboarding; Office Procedures; Medical Office
Service Programs

Cosmetology
Provides instruction involving a minimum of 1,000 hours of classroom, lab and salon simulated skill training. Students are prepared to pass the New York State licensing examination. Classroom work consists of theory, written exams, work on mannequins, demonstrations, lectures on the following areas of hair care: cutting, coloring, permanents, waving, relaxers, reconstruction perms, and styling, and instruction on basic hand and foot care. The course also offers computer training in personalized styling and salon management. Students enrolled in this program must also complete employability skills.

Certified Nursing Assistant
Prepares students to pass the clinical evaluations and written examination to achieve residential health care facility (RHCF) certification. The program is divided between formal class lectures, audiovisual presentations, guest speakers, demonstration and skill training in a simulated hospital unit, visits to health related facilities and supervised clinical experience at a local geriatric health care facility. Instruction includes a minimum of 90 hours of theory and a minimum of 30 hours of clinical experience.

Culinary Arts
Provides a basic course of study for those interested in entry-level positions in the food service industry such as prep cooks, assistant chefs, and kitchen stewards. Advanced training includes catering, banquet preparation, international cuisine, wait staff skills and buffets. The program provides hands-on experience including the preparation and presentation of food, hors d’oeuvres, vegetables, soups, desserts and pastries. The length of the program may range between 10-20 weeks depending on the level of experience of the students and their educational or employment goals.

Human Services

Employment Preparation
Prepares the students for positions in the human services field. The seventy-five hour program provides First Aid and CPR, communications, writing and documentation skills, basic budgeting, time management, basic computers, crisis and stress management, fire and driver safety, sexual harassment, ethics behavior, client rights and abuse prevention, and employment law.

Technical Programs

Building Trades
Prepares individuals in the skills necessary for entry-level positions in the building construction and maintenance areas. Skill areas include carpentry, painting, electrical wiring, advanced electricity, plumbing, masonry, building maintenance, wallpapering, glazing, blueprint reading, and shop safety. Instruction is individualized and makes extensive use of audiovisual aids and hands-on practical experience. The emphasis is to gain a working knowledge in all areas learned.

Welding
Prepares students for positions of employment as welders in shielded metal as well as stick welding, gas metal arc welding (Mig), gas tungsten arc welding (Tig), flux cored arc (F caw) welding, and oxyacetylene cutting and welding. Comprehensive training in flat, overhead and horizontal welding positions is provided. Hands-on instruction is emphasized with additional theory presented in textbook and workbook format. This program prepares graduates for the New York State Certified Welding Test, which is given on site. Math skills and shop safety are components of the program.

Job Readiness Training/ Fundamental Employment Skills
Assists individuals in learning techniques related to choosing, finding, getting, and keeping jobs. The program is designed to help individuals recognize problem areas and meet specific behavioral objectives directed towards immediate and subsequent long-term employment. Students progress from general areas of personal and occupational exploration to specific employment skill building using simulated and real-life experience. Course topics include resume preparation and assessment, the job application, job interviews, job retention strategies, money management, and interpersonal skills. Each student completes a portfolio that includes a resume, references, a telephone script, and other job marketing tools. An internship is offered as optional activity according to the students’ employment goals.
HOW TO READ THE COURSE LISTINGS

The course listings attached include basic descriptions of courses currently offered by the college; courses that are not listed also may be offered. Courses are listed alphabetically by department and numerically within the department. The numerical course index may be of additional assistance in finding a particular course description (page 329-335).

Descriptions are general in nature and are not intended to include all topics which may be part of the course and, in some cases, items in the descriptions may be omitted from the course. Flexibility, modifications, augmentations and deletions are necessary to meet changing conditions and circumstances.

EXPLANATION OF COURSE DESCRIPTION CODES

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Number</th>
<th>Liberal Arts Elective</th>
<th>General Education Elective</th>
<th>Lab Fee</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Credits</th>
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<td>Co/Prerequisite</td>
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BIOL 151 GENERAL BIOLOGY II * SCI, NS 3-2-4
Fall, Spring, Summer, DL
General Biology II follows and draws upon the background obtained in General Biology I. A survey of systems, classical and molecular genetics development and evolution.

Prerequisite: BIOL 150, General Biology I or equivalent.

Subject Code and Course Number - each course is assigned a four-letter code identifying the course subject and a three-digit number.

Liberal Arts Elective - each course designated with an * will fulfill Liberal Arts and Science degree requirements and the specific category will be identified with the following abbreviations:

HUM - Humanities, MAT - Mathematics, SCI - Science and SSC - Social Science.

General Education Elective - each course designated with one of the two letter abbreviations identified on the following page will fulfill the General Education Requirement indicated.

Lab Fee - indicates that an additional fee will be required of students registering for the course. Lab fees range from $10 to $200.

Class Hours - the number of hours per week, during the standard term, that a particular course meets in a classroom situation.

Lab Hours - the number of hours per week, during the standard term, that a particular course meets in a laboratory situation. Field work, small group discussions and shop hours may be included in these hours.

Credits - the number of credits to be awarded to the student who successfully completes the course. If the credits are followed by “ND”, the course is not college level and therefore not applicable toward a degree, but this number of hours will be included in the student’s tuition charge and course load status.

Term Offered - the term or terms the course is normally offered during the year.

Distance Learning - this course has been established as a distance learning course. Please refer to each term’s course listing for when it is offered as such.

Prerequisite - any coursework that must be completed before the student is eligible to enroll in the course.

Corequisite - any course which must be taken during the same term as the course.
GENERAL EDUCATION CORE

All state-operated institutions of the State University of New York (SUNY) offering undergraduate degrees require, as a condition of graduation, that candidates for a bachelor’s degree complete an academically rigorous and comprehensive core General Education curriculum of no fewer than 30 credit hours. This comprehensive core is specifically designed to achieve the student learning outcomes in 10 knowledge and skill areas: mathematics (MT), natural sciences (NS), social sciences (SS), American history (AH), western civilization (WC), other world civilizations (OC), humanities (HU), the arts (AR), foreign language (FL), and basic communication (BC). Two competencies are infused throughout the General Education program: critical thinking and information management.

Associate in Arts and Associate in Science degree students planning on transferring to a SUNY four-year college should complete at least seven of the 10 requirements while earning the associate’s degree. Requirements may be met at Hudson Valley Community College through completion of coursework, credit by examination, and waiver through high school work and subsequent Regents exams.

Complete information may be obtained from a student’s academic advisor. Using the abbreviations cited above, each individual course description identifies which General Education requirement the course will fulfill. Please note that some courses appear in more than one area, but can only be used to fulfill one requirement.

LIBERAL ARTS AND SCIENCE COURSES

Liberal Arts and Science courses are those studies intended to provide chiefly general knowledge and to develop students’ general intellectual capacities. Most degree programs in the college require the student to take courses in the Liberal Arts and Sciences. These courses are comprised of four categories of study: Humanities (HUM), Mathematics (MAT), Science (SCI) and Social Science (SSC).

The courses listed below may be applied toward a degree to fulfill a liberal arts and science requirement or to fulfill an elective requirement in the category in which the course is listed. The courses also are noted in the Course Index and Course Descriptions with an asterisk (*). The Course Description notes which category of Liberal Arts and Science the course will fulfill.

HUMANITIES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 100</td>
<td>Survey of Art History I</td>
<td></td>
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<tr>
<td>ARTS 101</td>
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<td>ARTS 105</td>
<td>Introduction to Humanities I</td>
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<td>ARTS 106</td>
<td>Introduction to Humanities II</td>
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<td>ARTS 231</td>
<td>Photocommunication</td>
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<td>ASLN 100</td>
<td>American Sign Language I</td>
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<tr>
<td>ASLN 101</td>
<td>American Sign Language II</td>
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<tr>
<td>CHNS 100</td>
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<td>CHNS 101</td>
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<tr>
<td>ENGL 203</td>
<td>Shakespeare</td>
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<tr>
<td>EDUC 225</td>
<td>Children’s Literature and Language Development</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
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<td>ENGL 102</td>
<td>English Composition II</td>
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<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing about Literature</td>
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<tr>
<td>ENGL 106</td>
<td>English Composition II: Writing for Technicians</td>
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<tr>
<td>ENGL 112</td>
<td>Writing in the Human Services</td>
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<tr>
<td>ENGL 114</td>
<td>Research and Bibliography</td>
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<td>ENGL 115</td>
<td>Library Skills for Research</td>
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<tr>
<td>ENGL 116</td>
<td>College Grammar</td>
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<td>ENGL 118</td>
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<td>ENGL 122</td>
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<td>ENGL 125</td>
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<td>ENGL 130</td>
<td>Journalism</td>
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<td>ENGL 136</td>
<td>Media and Culture</td>
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<td>ENGL 151</td>
<td>Creative Writing: Short Fiction</td>
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<td>ENGL 152</td>
<td>Creative Writing: Poetry and Song</td>
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<td>ENGL 156</td>
<td>Creative Writing Workshop</td>
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<td>ENGL 160</td>
<td>Introduction to Theater</td>
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<td>ENGL 214</td>
<td>American Folklore</td>
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<td>ENGL 216</td>
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<td>ENGL 218</td>
<td>Contemporary Drama</td>
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<td>Perspectives in Multicultural Literature</td>
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<td>Latino Literature and Culture</td>
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<td>Images of Women in Literature</td>
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<td>ESLS 101</td>
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<td>FREN 200</td>
<td>French Language &amp; Culture III</td>
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<td>GERM 200</td>
<td>German Language and Culture III</td>
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HUMANITIES (cont.)

GERM 201 German Language and Culture IV
HIST 100 Western Civilization and the World I
HIST 101 Western Civilization and the World II
HIST 110 Interpretations of American History I
HIST 111 Interpretations of American History II
HIST 112 History of New York State I
HIST 113 History of New York State II
HIST 115 Introduction to African American History
HIST 120 History of Africa I
HIST 121 History of Africa II
HIST 122 History of Middle East I
HIST 123 History of Middle East II
HIST 130 Medieval History
HIST 135 History of Twentieth Century
HIST 137 History of World War II
HONR 255 Technological Foundations of Society
HONR 265 Ideas Past & Present: The Impact of Thought on Post-Modern Society
HONR 275 Foundations of the Modern Tradition
JAPN 100 Japanese Language and Culture I
JAPN 101 Japanese Language and Culture II
LABR 180 Labor History
MUSC 100 Music Appreciation I
MUSC 101 Music Appreciation II
PHIL 100 Introduction to Philosophy I
PHIL 101 Introduction to Philosophy II
PHIL 110 Comparative Religion I
PHIL 111 Comparative Religion II
RUSN 100 Russian Language and Culture I
RUSN 101 Russian Language and Culture II
SPAN 100 Spanish Language and Culture I
SPAN 101 Spanish Language and Culture II
SPAN 200 Spanish Language and Culture III
SPAN 201 Spanish Language and Culture IV

MATHEMATICS

BADM 220 Statistics
CSGI 110 Computer Science I
CSGI 120 Computer Science II
MATH 100 Elementary Algebra II
MATH 105 Applied Technical Mathematics I
MATH 106 Applied Technical Mathematics II
MATH 110 Intermediate Algebra
MATH 120 Real World Mathematics
MATH 130 Mathematical Structures I
MATH 131 Mathematical Structures II
MATH 140 Mathematical Applications I
MATH 141 Mathematical Applications II
MATH 150 College Algebra & Trigonometry
  (Technical Mathematics II)
MATH 151 Analytic Geometry and Basic Calculus
  (Technical Mathematics II)
MATH 160 Pre-Calculus
MATH 175 Calculus with Precalculus I
MATH 176 Calculus with Precalculus II
MATH 180 Calculus I
MATH 183 Discrete Mathematics
MATH 187 Mathematical Statistical Analysis
MATH 190 Calculus II
MATH 210 Calculus III
MATH 220 Differential Equations

SCIENCE

BIOI 104 Topics in Biology -The Environment
BIOI 105 Topics in Biology - The Gene
BIOI 106 Biology
BIOI 109 Biology of the Human Organism
BIOI 118 The History of Life
BIOI 119 General Zoology
BIOI 120 Invertebrate Zoology
BIOI 121 Vertebrate Zoology
BIOI 125 Nutrition
BIOI 130 Concepts of Human Anatomy & Physiology
BIOI 134 Anatomy
BIOI 136 Anatomy and Physiology
BIOI 139 Anatomy and Physiology
BIOI 140 Economic Botany
BIOI 150 General Biology I
BIOI 151 General Biology II
BIOI 190 Biology I
BIOI 191 Biology II
BIOI 205 Microbiology
BIOI 206 Field Biology
BIOI 207 Botany
BIOI 210 Ecology
BIOI 215 Environmental Science
BIOI 220 Anatomy
BIOI 227 Physiology
BIOI 230 Intro. to Anatomy & Physiology I
BIOI 234 Intro. to Anatomy & Physiology II
BIOI 270 Anatomy and Physiology I
BIOI 271 Anatomy and Physiology II
BIOI 281 Genetics
BIOI 290 General Microbiology
BIOI 325 Principles of Microbiology
CHEM 100 General Chemistry-Health Sciences
CHEM 105 Introductory Chemistry I
CHEM 110 General Chemistry I
CHEM 111 General Chemistry II
CHEM 112 Freshman Chemistry I
CHEM 113 Freshman Chemistry II
CHEM 115 Physiological Chemistry
CHEM 130 Biochemistry
CHEM 205 Analytical Chemistry
CHEM 210 Organic Chemistry I
CHEM 211 Organic Chemistry II
PHYS 100 Physical Science I/Physics and Chemistry
PHYS 101 Physical Science II/Earth Science and Astronomy
PHYS 105 Introduction to Astronomy
PHYS 110 Physics for the Health Sciences
PHYS 115 Physics
PHYS 120 Physics
PHYS 135 Technical Physics I
PHYS 136 Technical Physics II
PHYS 140 Physics I
PHYS 141 Physics II
PHYS 145 Introductory Geology
PHYS 146 Evolution of the Earth
PHYS 150 General Physics I
PHYS 151 General Physics II
PHYS 250 General Physics III
PHYS 251 General Physics IV
SERVICE LEARNING

Students have the option to choose courses which offer a service learning component. Service learning integrates community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Service learning is related to but does not include cooperative education, practicum, or internship programs. Students often see this as an exciting and rewarding way to learn.

Courses that are taught through service learning are designated as optional service learning (OSL, in which a student can choose to do a service learning assignment or not, or as a required service learning (RSL) course, in which the student must do a service learning assignment. Students that have questions on service learning should contact Dr. Peter R. Sawyer, department chair of History, Philosophy and Social Sciences or speak to their academic advisor.
ACCOUNTING

ACTG 100 APPLIED ACCOUNTING 3-0-3
Spring
This course provides basic accounting concepts together with manual and computerized applications for individuals who are pursuing a career in the business world. The course will contain such topics as fundamentals of accounting, forms of business ownership, requirements in starting your own business, payroll accounting, taxes and reports, internal control of cash, payables, receivables, and other topics applicable for small business operation (may not be transferable). This course may not be used as an accounting elective but may be used as a business elective if taken prior to ACTG 110.

ACTG 110 FINANCIAL ACCOUNTING 4-0-4
Fall, Spring, Summer
The objective of this course is to provide a solid foundation in basic accounting concepts and techniques for students who pursue a career in accounting, and for students who wish to gain an understanding of financial reports and methods of analyses for use in their personal lives.

ACTG 111 MANAGERIAL ACCOUNTING 4-0-4
Fall, Spring, Summer
This course follows Financial Accounting (ACTG 110). Emphasis is on managerial decision making. Course content includes budgeting, cost concepts and terminology, cost analysis, cost allocations, manufacturing accounting and standard cost systems. Managerial Accounting will provide a solid foundation in basic cost accounting concepts and techniques for students who pursue future courses in business, and/or students who pursue a career in accounting.
Prerequisite: ACTG 110, Financial Accounting or equivalent

ACTG 200 ACCOUNTING COMPUTERIZED 4-0-4 SYSTEMS
Fall, Spring
This course will enhance a student's understanding of basic accounting procedures along with increasing their computer application skills. This will include the use of spreadsheet software and a single entry accounting package.
Prerequisite: ACTG 110, Financial Accounting or Corequisite: ACTG 110, Financial Accounting

ACTG 202 ACCOUNTING MICRO SYSTEMS I 2-2-3
Fall, Spring
This course is designed to provide accounting students with a solid background in both the manual and computerized aspects of the following areas: vendor transactions, customer transactions, general ledger, cash management, special journals, subsidiary ledgers, financial statements, quarterly reports, sales tax reporting, and accounting internet applications. Students will first learn these topics in a manual setting and then apply them to computer software programs.
Prerequisites: ACTG 110, Financial Accounting or ACTG 100, Applied Accounting; CMPT 101, Personal Computer Concepts/ Applications

ACTG 210 FEDERAL INCOME TAX 3-0-3
Fall, Spring
Students will be taught concepts of taxable income, laws and regulations in their application to various classifications of taxpayers including individuals and small businesses. There is practice on preparation of tax returns for individuals, partnerships and corporations. Current software is used.
Prerequisite: ACTG 110, Financial Accounting

ACTG 211 COST ACCOUNTING 3-0-3
Spring
Cost theories and concepts in relation to managerial needs, systems of assembling data, control and analysis of material, labor and overhead, job order costing, process, standard and direct costing, joint and common costs, budgeting modern methods of costing and managerial control.
Prerequisite: ACTG 111, Managerial Accounting

ACTG 212 NOT-FOR-PROFIT ACCOUNTING 3-0-3
Fall, Spring
Theory and practice of budgetary procedures, accounting for general and special funds and for public schools, federal government and nonprofit institutions.
Prerequisites: ACTG 110, Financial Accounting

ACTG 215 INTERNAL AUDITING 3-0-3
Audit procedures and working papers employed by public and independent accountants for summarizing, classifying and analyzing the records and operations of businesses including internal control. Practical experience in working directly from source materials in documents in an audit case study.  
Prerequisite: ACTG 110, Financial Accounting

**ACTG 216 ADVANCED BOOKKEEPING 3-0-3 APPLICATIONS**

*Fall, Spring*

This course may serve as a capstone for the accounting major at Hudson Valley. The course covers five of the essential knowledge and skill areas that entry-level accountants/bookkeepers need. These five areas are as follows: adjusting entries, correction of accounting errors, payroll, depreciation, and inventory. The course also allows the student to gain additional knowledge required to conduct all key bookkeeping and accounting functions through the adjusted trial balance and basic payroll skills. In addition to being a capstone course for the accounting major, this course may be used to prepare for the National Certification Bookkeeper’s (NCB) exam. NCB certification may provide individuals an opportunity to advance their careers or enhance previously learned skills.  
Prerequisite: ACTG 110, Financial Accounting  
Corequisite: ACTG 111, Managerial Accounting

**ACTG 218 INTERMEDIATE ACCOUNTING I 3-0-3**

*Fall - Alternate years*

This advanced accounting course emphasizes accounting for corporations, including plant and equipment, investments, intangibles, long-term liabilities and retained capital. Students will learn the theory as well as the practice in these areas.  
Prerequisite: ACTG 111, Managerial Accounting

**ACTG 219 INTERMEDIATE ACCOUNTING II 3-0-3**

*Spring - Alternate years*

A continuation of the studies in Intermediate Accounting I, ACTG 218.  
Prerequisite: ACTG 218, Intermediate Accounting I

**INFORMATION TECHNICIAN**

**AITC 160 INFORMATION PROCESSING 6-0-3**

*Fall, Spring*

Students will learn word processing concepts and procedures while using the latest Graphical User Interface (GUI) technology. This course concentrates on the instruction and preparation of the most frequently requested office documents, including electronic documents. Various Internet projects will improve students’ knowledge and research skills while using the World Wide Web. Students will continue the development of keyboarding and grammatical skills.  
Prerequisites: CMPT 110, Document Formatting on Microcomputers or permission of department.

**AITC 162 ADVANCED INFORMATION PROCESSING WITH ENGLISH SKILLS 5-0-3**

*Fall*

Using Microsoft Office suite, students will utilize the proper procedures to create more advanced documents, workbooks, databases, and presentations suitable for professional purposes. Students also will learn correct spelling, punctuation, and grammar to incorporate in their documents.  
Prerequisite: CMPT 110, Document Formatting on Microcomputers or permission of department.

**AITC 163 INTEGRATED APPLICATIONS 6-0-4**

*Spring*

The student will continue to develop speed and accuracy in post advanced concepts and techniques of Word, Excel, Access, and PowerPoint. Integration between applications and Web features will be stressed and upon completing projects and exercises, students will be prepared to take the Microsoft Office User Specialist exam. Lab time outside of class is required.  
Prerequisite: AITC 162, Advanced Information Processing or permission of department.

**AITC 164 WORD PROCESSING WITH WORDPERFECT 3-0-3**

*Fall, Spring, Summer*

This course will teach computer concepts and microcomputer applications. The students will identify the components of WordPerfect window and settings, in addition to learning data and document management. Students will be given the opportunity to gain in-depth knowledge.
understanding of creating and modifying a wide variety of
documents by performing step-by-step exercises.

**AITC 165 Advanced WordPerfect** 3-0-3

*Fall, Spring*

This course will reinforce the skills acquired in AITC 164
and take the student to a more advanced level. The student
will enhance the visual display and presentation of docu-
ments by inserting graphics, creating graphic elements,
producing charts, outlines, documents with special fea-
tures, and others. The hands-on, step-by-step approach will
enable the student to have a thorough, integrative learning
experience in word processing using WordPerfect.

*Prerequisite: AITC 164, Word Processing with WordPerfect or permission of department.*

**AITC 166 Internship** 3 Credits

*Spring*

The student will participate in an Internship at an approved
business site for 90 hours during the last term of study.

### AUTOMOTIVE TECHNICAL SERVICES

**AUTO 110 Automotive Services** 1-2-2

*Fall, Spring, Summer Lab fee will be required.*

This course is designed to familiarize students with
tasks performed by entry-level automotive technicians.
Students will learn professional procedures for: lifting
and supporting vehicles safely, lube-oil-filter service, tire
and wheel service, lighting system repairs, basic tune-
up, accessory drive belt service, battery service and
more. Lecture sessions will provide necessary informa-
tion on industry standards including shop safety. Labora-
tory sessions will allow hands-on experience for
each student. Protective clothing, safety glasses, basic
hand tools, and a valid driver’s license are required.

**AUTO 120 Engines** 3-6-6

*Fall, Spring Lab fee will be required.*

Classroom and laboratory work covering the theory of
operation and repair of the gasoline engine including
valves and valve train, piston and connecting rod assem-
ibly, crankshaft and bearings. The laboratory work cov-
ers inspection, diagnosis, and correct repair procedures
for all type automotive engines.

**AUTO 125 Automotive Electricity** 2-4-4

Fall

Introduction to the principles of electricity. Topics
covered include current, voltage, resistance, series and
parallel circuits, magnetism, inductance, capacitance,
and DC current. Emphasis is placed on the diagnosis,
overhaul, and testing procedures of all automotive elec-
trical components.

**AUTO 130 Automotive Specifications** 2-0-2

*Fall, Spring*

Designed to introduce the student to the related tech-
niques of automotive repair. Major topics covered
include: measurement, and measurement instruments,
novel vehicle inspection and pre-delivery preparation,
New York State inspection procedures, fundamentals of
oxygen-acetylene welding, use of shop manuals and
specifications, quick service and customer operations.

**AUTO 140 Fuel Systems** 2-4-4

*Spring Lab fee will be required.*

An in-depth study of the theory, operation, and correct
repair procedures for the fuel delivery systems used on
gasoline engine equipped vehicles. The following topics
will be covered: storage systems, fuel pumps (mechani-
cal and electrical), electronic fuel injection, turbocharg-
ing, exhaust sensors, carburetion and emissions testing.
Laboratory sessions will cover the diagnosis and repair
of component parts. Related fuel system testing and
adjustments will be stressed.

**AUTO 145 Passenger Car Chassis I** 3-0-3

*Spring*

A comprehensive study of the chassis operation,
repair and service procedures including front and rear
suspension, steering systems, and braking systems.

The laboratory work (AUTO 225 - AUTO 230) will
emphasize the overhaul and adjustment procedures
used in repairing these chassis components.

**AUTO 150 Transmissions/Transaxles** 3-6-6

*Fall, Spring Lab fee will be required.*

A study of the power trains systems used on all auto-
motive vehicles. Topics include torque converters, plan-
etary gears, hydraulic control units, clutches, standard
transmissions, transaxles, drive lines, linkage, constant
velocity joints and differentials. Laboratory work will
emphasize the overhaul and adjustment procedures used
in repairing these power train components.

**AUTO 200 America on Wheels** 3-0-3
Our national love affair with the automobile has been going on for more than a century. The “horseless carriage” changed the face of America and spawned a network of roads and highways that has transformed the United States from an agrarian society to a suburban car culture. The scope of this course will address the impact that visionary pioneers like Henry Ford had in mobilizing the country, which in turn redefined our national identity. Because the automobile is such a complicated device, it has taken decades for auto manufacturers to produce the safe, powerful, fuel-efficient and pollution free vehicles that we drive today. The student will, through a series of discussions, learn about the changes in automobile technology and the individuals behind those changes.

**AUTO 220 ALTERNATIVE FUELS 3-0-3**

This course is designed to utilize a combination of classroom discussion and demonstration. Students will become familiar with the various types of alternate fuels, as well as the design and installation of alternative power systems in vehicles.

Discussion topics and research will focus on the need for and practicality of the various fuel alternatives. Sample topics include: environmental concerns, cost efficiency, driveability characteristics and service concerns.

The demonstration portion of the class will expose students to the installation and maintenance procedures used in alternative fuel vehicles. Utilizing the various alternative fuel vehicles donated to Hudson Valley Community College, students will be able to examine, analyze and eventually diagnose and repair the current alternative fuel systems.

**AUTO 225 AUTOMOTIVE LAB I 3-12-7**

Students are assigned in pairs to a service bay in our state-of-the-art automotive repair facility. Under close supervision the students will practice the hands-on skills necessary to repair today’s computerized vehicles. Some of the repair techniques emphasized are: diagnosis and repair of fuel delivery systems with special emphasis on infrared four gas exhaust analyzing, climatic control systems, diesel engine tune-up and repair procedures, power steering systems, oxygen, acetylene, and electric welding. In addition, each student will be assigned on a rotating basis to the following automotive facility management positions: service advisor, shop foreman, service manager.

Participation in a weekly seminar designed to familiarize the student with the basic ethics and administration for automotive personnel, proper customer relations techniques, governmental regulations, and environmental regulations used in the automotive industry today will be required.

Customer feedback is a critical part of the automotive repair process. Because this method of evaluating student performance can only be achieved by working on the vehicles of actual customers, students will **NOT** be allowed to work on their own vehicles in this laboratory. Open only to matriculated automotive students. 
Prerequisite: Valid drivers license

**AUTO 230 AUTOMOTIVE LAB II 1-14-7**

Students are assigned in pairs to a service bay in our automotive repair facility. Under close supervision the students will practice the hands-on skills necessary to repair today’s computerized vehicles. Some of the repair techniques emphasized are: diagnosis and repair of fuel delivery systems with special emphasis on infrared four gas exhaust analyzing, climatic control systems, diesel engine tune-up and repair procedures, power steering systems, oxygen, acetylene, and electric welding. In addition, each student will be assigned on a rotating basis to the following automotive facility management positions: service advisor, shop foreman, service manager.

Participation in a weekly seminar designed to familiarize the student with the basic ethics and administration for automotive personnel, proper customer relations techniques, governmental regulations, and environmental regulations used in the automotive industry today will be required.

Customer feedback is a critical part of the automotive repair process. Because this method of evaluating student performance can only be achieved by working on the vehicles of actual customers, students will **NOT** be allowed to work on their own vehicles in this laboratory. Open only to matriculated automotive students. 
Prerequisite: Valid drivers license

**AUTO 235 AUTOMOTIVE ELECTRONICS 3-3-4**

This course is designed to familiarize the automotive student with all types of automotive computerized electronic systems. Main topics include: electron theory, semiconductors, transistors, microprocessors, electronic circuits, schematics and diagnosis. The laboratory exercises will provide the student with the hands-on experience necessary to become proficient in diagnosis, adjustment and repair of these automotive systems. 
Prerequisite: AUTO 125, Automotive Electricity

**AUTO 245 PASSENGER CAR CHASSIS II 3-0-3**

A study of theory, operation, and service procedures. This will include wheels, tires, wheel alignment, balance and climatic control systems. 

The laboratory experience (AUTO 225-AUTO 230)
allows the students to become familiar with the equipment and instrumentation necessary to service these chassis components.

AUTO 250 DIESEL ENGINES 3-0-3
Fall, Spring
This course is designed to familiarize the student with the theory of operation, repair and overhaul, assembly and adjustment of diesel engines. In particular, the components and service procedures which are unique to the diesel engine will be emphasized. These include fuel, fuel delivery system, troubleshooting, computer control of diesel engines, electrical systems and maintenance.

AUTO 255 PASSENGER CAR DIAGNOSIS 3-0-3
Spring
This course is designed to assist the student in formulating a successful diagnostic format. Presentations will emphasize the use of basic and sophisticated diagnostic equipment necessary to augment the ability of the diagnostician. Through the use of diagnostic tools used in the industry, the student will learn how to effectively diagnose malfunctions in computerized systems of today’s vehicles.

AUTO 260 BUSINESS MANAGEMENT 3-0-3
Spring Lab fee will be required.
This course is designed to expose the student to the business techniques necessary to manage an automotive facility. Federal and state regulations, insurance, estimating of repairs, purchasing procedures, facility planning, lease-purchase agreements, equipment and customer relations will be discussed.

AUTOMOTIVE
TECHNICAL SERVICES-
AUTO BODY REPAIR

For remaining courses see Automotive Technical Services listing on pages 157-159.

AUBR 220 PASSENGER CAR BODY/FRAME CONSTRUCTION 3-0-3
Fall
Shapes and designs of all body construction and underbody assembly. Unitized bodies with bolt on sub frames, platform construction. Removal and replacement of parts (body panels), glass, interiors, along with wind and water leaks.

AUBR 225 FRAME/UNDERBODY REPAIR 3-6-6
Fall Lab fee will be required.
Types of body frame misalignment—sway from rear, side rail sag from front end collision, sag from rear end collision, frame mashed and buckled from front end collision. Diamond frame: wheel housing, panel measuring, trunk opening measuring swing rear end, knee displacement, twisted frame and sideways. Concept of four control points. Universal measuring, along with gauge systems.

AUBR 230 AUTO BODY PANEL STRAIGHTENING 3-6-6
Spring Lab fee will be required.
Minor body repairs, use of body fillers, fiberglass, plastic repair and body sealers. Metal finishing, rust-proofing and undercoating, elimination of rattles and installation of body molding. Welding with mig and explanation of oxyacetylene welding, cylinders, torches and hoses.

AUBR 235 COLLISION REPAIR 0-12-6
Spring Lab fee will be required.
Repairs of all vehicles considered to be totals or near totals, repair of all types of frame damage and complete refinishing, all types of welding. Front and rear wheel alignment.
Prerequisites: AUBR 225, Frame/Underbody Repair; AUBR 230, Autobody Panel Straightening; AUBR 240, Automotive Refinishing I
Corequisite: AUBR 245, Automotive Refinishing II

AUBR 240 AUTOMOTIVE REFINISHING I 3-0-3
Fall
Use of spray painting equipment, air compressors, hoses, spray booths, respirators, refinishing materials, mixing and matching colors, masking, use of spray guns, atomization and vaporization, proper stroking and triggering of the spray gun, overlapping, types of spray guns, cleaning guns, how to paint with a gun, troubleshooting, surface preparation (sanding).

AUBR 245 AUTOMOTIVE REFINISHING II 3-6-6
Spring Lab fee will be required.
Determining the condition of the surface, preparation of bare metal, automotive enamels, metallic colors, rubbing and polishing, spot repairing, acrylic enamel and acrylic lacquer, troubleshooting and paint failure (Urethane acrylic-enamel). Overall masking base coat/clear coat system. Decal-pinstriping.
Prerequisite: AUBR 240, Automotive Refinishing I
AUBR 250  ESTIMATING AUTO BODY REPAIRS  3-0-3
Spring
Cost accounting and analysis, personnel needs, estimating, flat rate, overlap on repairs, shop safety, layout of shop, shop cleanliness, dealing with insurance companies, shop control, New York State regulations, use of crash books, use of estimating forms, customer courtesy.

AUBR 255 BODY ACCESSORY SERVICE/REPAIR  3-0-3
Spring
Emphasis of course is placed on electrical/vacuum components-service/adjustment vehicle restraint systems-service and repair, air conditioning systems, and anti-lock braking systems.

AUTOMOTIVE TECHNICAL SERVICES - DAIMLERCHRYSLER

For remaining courses see Automotive Technical Services listing on pages 157-159.

AUCP 120  AUTOMOTIVE ELECTRICAL SYSTEMS & COMPONENTS  5-11-8
Fall
Lab fee will be required.
Introduction to the principles of electricity. Topics covered include current, voltage, resistance, series and parallel circuits, magnetism, inductance, capacitance, DC current, and DaimlerChrysler Digital Electronics Program. Emphasis in the laboratory is placed on diagnosis and repair of DaimlerChrysler electrical systems and components.

AUTO 120 ENGINES  4-8-6
This course is DaimlerChrysler specific. For the generic course description, see page 157.

AUTO 130 AUTOMOTIVE SPECIFICATIONS  2-0-2
This course is DaimlerChrysler specific. For generic course description, see page 157.

AUTO 140 FUEL SYSTEMS  3-5-4
This course is DaimlerChrysler specific. For the generic course description, see page 157.

AUCP 150  PRACTICAL WORK EXPERIENCE I  5 Credits
Fall
This is the first of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - DaimlerChrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained. Open only to matriculated program students. Prerequisite: Completion of first term program courses.

AUTO 150 TRANSMISSIONS/TRANSAXLES  4-8-6
This course is DaimlerChrysler specific. For the generic course description, see page 157.

AUCP 155  PRACTICAL WORK EXPERIENCE II  10 Credits
Spring
This is the second of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - DaimlerChrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained. Open only to matriculated program students. Prerequisite: Completion of second term program courses.

AUTO 160 INDUSTRIAL RELATIONS  3-0-3
Fall
A study of employee relations in the life of the individual and his or her society. Students will develop a keen awareness of the complexities in business, industry and society. Students receive insight into the work problems, human, technical and personal, in an automotive environment. Students will be given an understanding of how to successfully participate in this environment. Resume writing and skill evaluation are organized by the student.
AUCP 220 INTEGRAL FRAME AND SUSPENSION COMPONENTS  5-6-6

Fall  Lab fee will be required.

Comprehensive study of the chassis operation, repair and service procedures including frame, suspension, steering mechanism, brake systems, front end alignment, wheels, wheel balance, tire service, climate control systems. Laboratory experiments will focus on the diagnosis and repair procedures for all frame and suspension components. Open only to matriculated program students.

AUTO 220 ALTERNATIVE FUELS  3-0-3

This course is Daimler Chrysler specific. For the generic course description, see page 158.

AUCP 250 PRACTICAL WORK  5 Credits

EXPERIENCE III

This is the third of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - Daimler Chrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained. Open only to matriculated program students. Prerequisite: Completion of third term program courses.

AUTO 250 DIESEL ENGINES  4-0-3

This course is Daimler Chrysler specific. For the generic course description, see page 149.

AUTO 255 PASSENGER CAR DIAGNOSIS  4-0-3

This course is Daimler Chrysler specific. For the generic course description, see page 149.

AUCP 255 PRACTICAL WORK  10 Credits

Spring  EXPERIENCE IV

This is the fourth of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - Daimler Chrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained. Open only to matriculated program students. Prerequisite: Completion of fourth term program courses.

AUTOMOTIVE TECHNICAL SERVICES - GENERAL MOTORS

For remaining courses see Automotive Technical Services listing on pages 157-159.

AUCP 120 AUTOMOTIVE ELECTRICAL SYSTEMS & COMPONENTS  5-11-8

Fall  Lab fee will be required.

Introduction to the principles of electricity. Topics covered include current, voltage, resistance, series and parallel circuits, magnetism, inductance, capacitance, DC current, and General Motors Digital Electronics Program. Emphasis in the laboratory is placed on diagnosis and repair of General Motors electrical systems and components.

AUTO 120 ENGINES  4-8-6

This course is General Motors specific. For the generic course description, see page 157.

AUTO 130 AUTOMOTIVE SPECIFICATIONS  2-0-2

This course is General Motors specific. For generic course description, see page 157.

AUTO 140 FUEL SYSTEMS  3-5-4

This course is General Motors specific. For the generic course description, see page 157.

AUCP 150 PRACTICAL WORK  5 Credits

EXPERIENCE I

This is the first of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - Daimler Chrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained. Open only to matriculated program students. Prerequisite: Completion of first term program courses.
assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained.

Open only to matriculated program students.

Prerequisite: Completion of first term program courses.

**AUTO 150 TRANSMISSIONS/TRANSAXLES**

4-8-6

This course is General Motors specific. For the generic course description, see page 157.

**AUCP 155 PRACTICAL WORK**

10 Credits

*Spring EXPERIENCE II*

This is the second of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - DaimlerChrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained.

Open only to matriculated program students.

Prerequisite: Completion of first term program courses.

**AUTO 160 INDUSTRIAL RELATIONS**

3-0-3

*Fall*

A study of employee relations in the life of the individual and his or her society. Students will develop a keen awareness of the complexities in business, industry and society. Students receive insight into the work problems, human, technical and personal, in an automotive environment. Students will be given an understanding of how to successfully participate in this environment. Resume writing and skill evaluation are organized by the student.

**AUCP 220 INTEGRAL FRAME AND SUSPENSION COMPONENT**

5-6-6

*Fall Lab fee will be required.

Comprehensive study of the chassis operation, repair and service procedures including frame, suspension, steering mechanism, brake systems, front end alignment, wheels, wheel balance, tire service, climate control systems. Laboratory experiments will focus on the diagnosis and repair procedures for all frame and suspension components.

Open only to matriculated program students.

**AUTO 220 ALTERNATIVE FUELS**

3-0-3

This course is General Motors specific. For the generic course description, see page 158.

**AUCP 250 PRACTICAL WORK**

5 Credits

*Fall EXPERIENCE III*

This is the third of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - DaimlerChrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained.

Open only to matriculated program students.

Prerequisite: Completion of first term program courses.

**AUTO 250 DIESEL ENGINES**

4-0-3

This course is General Motors specific. For the generic course description, see page 159.

**AUCP 255 PRACTICAL WORK**

10 Credits

*Spring EXPERIENCE IV*

This is the fourth of four required practical work experience courses. The practical work experience courses provide hands-on applications of theoretical course work in the Automotive Technical Services - DaimlerChrysler and Automotive Technical Services - General Motors programs. In each course the student is required to work a 40-hour workweek in an authorized dealership. The college and the corporation jointly establish work assignments that support student learning. These experiences are evaluated to ensure that measurable standards, competencies, and outcomes are attained.

Open only to matriculated program students.

Prerequisite: Completion of first term program courses.

**AUTO 255 PASSENGER CAR DIAGNOSIS**

4-0-3

This course is General Motors specific. For the generic course description, see page 159.
BIOLOGY

BIOL 095 INTRODUCTION TO BIOLOGY 3-2-4
Offered on demand. Lab fee will be required.
An overview of the basic chemical, physical and biological concepts typically covered in a first level biology course with special reference to human biology. The laboratory includes some dissections. CREDITS EARNED IN THIS COURSE CANNOT BE APPLIED TOWARD THE ASSOCIATE DEGREE.

BIOL 102 ORIENTATION TO ENVIRONMENTAL STUDIES 1-0-1
Fall, Spring
The course introduces students to environmental studies as a field of inquiry and career path. It acquaints the entering student with the personal skills necessary and outside resources available to help ensure academic and career-planning success. Sources of information, making personal contacts, and career opportunities in the environmental field will be discussed.

BIOL 103 ORIENTATION TO BIOLOGY AND BIOETHICS 1-0-1
Fall
This course introduces students to the Hudson Valley Community College campus and to Biotechnology as a field of study. Campus regulations and services as well as personal skills to facilitate success in the program and in seeking employment will be emphasized. This course will also focus on the ethics and bioethical issues of biotechnology.

BIOL 104 TOPICS IN BIOLOGY - THE ENVIRONMENT * SCI, NS 2-2-3
Fall, Spring, Summer Lab fee will be required.
A course for non-majors to acquaint students with environmental issues, including principles of ecology, biodiversity, resource depletion, pollution, energy use and supply, and economic and political aspects of environmental problems.

BIOL 105 TOPICS IN BIOLOGY - THE GENE * SCI, NS 2-2-3
Fall, Spring, Summer Lab fee will be required.
A course designed for an inquiry into the significance of genes and DNA in our everyday life. The personal, biological, political and sociological implications of our ever expanding understanding of genetics and heredity will be discussed. Issues to be covered include basic biochemical and cellular principles, human organs and their integration into various body systems. DNA, biotechnology, human development, human genetics, and major human diseases.

BIOL 106 BIOLOGY * SCI, NS 3-2-4
Fall Lab fee will be required.
This is a one-term course which examines biology from an environmental perspective. Topics include the history of life, the influence of the non-living (climate, water, soil) on the living and vice versa, the interactions between life forms (producers, consumers, decomposers) and man’s attempts to control insects by means of pesticides.

BIOL 109 BIOLOGY OF THE HUMAN ORGANISM * SCI, NS 3-2-4
Fall, Spring, Summer Lab fee will be required.
This one term course for non majors presents an overview of the structure and function of systems in the human body. Also included is discussion of external agents of infection as well as related topics concerning internal systemic malfunctions. (High School Biology NOT required)

BIOL 115 MEDICAL TERMINOLOGY 3-0-3
Fall, Spring, Summer
Introduction to medical terminology, emphasizing the etymology and semantics of terms, roots, suffixes and prefixes pertaining to the etiology, pathology, pathogenesis, and clinical diagnosis of diseases in the medical specialties involving a body systems approach and emphasizing pathology, oncology and pharmacology of each. Recommended for Health Science majors.

BIOL 116 MEDICAL TERMINOLOGY FOR OFFICE ASSISTANTS 3-0-3
Fall, Spring
An introduction to medical terminology providing a framework for building a medical vocabulary using an applied approach. Emphasis will be on understanding basic medical terms and how they are used in documenting and reporting patient care procedures.

BIOL 118 THE HISTORY OF LIFE *SCI, NS 2-2-3
Offered on demand.
This course presents a history of life on earth as it is currently understood by scientists. It includes discussions of the origin of life in the oceans, the movement of life onto land and the rise of dinosaurs. Topics also include the evolution of mammals, including humans.
BIOL 119  GENERAL ZOOLOGY  *  SCI  3-2-4  
**Fall, Spring**  
Lab fee will be required.

An overview of both invertebrate and vertebrate animals and their functions. Laboratory will include microscopic study and dissection of representative specimens.

BIOL 125  NUTRITION  *  SCI  3-0-3  
**Fall, Spring, Summer**

This one term course will classify foods on the basis of current scientific information. Food balancing and the selection of nutritionally adequate diets will be examined. The effects of food additives, processing and the safety of our food supply will be explored. Nutritional changes throughout the lifecycle will also be discussed.

BIOL 130  CONCEPTS OF HUMAN ANATOMY AND PHYSIOLOGY  *  SCI  3-0-3  
**Fall, Spring, Summer, DL**

This course is an overview to the structure and function of systems in the human body. Also included is discussion of external agents of infection as well as related topics concerning pathology of disease.

BIOL 134  ANATOMY  *  SCI, NS  3-3-4  
**Fall, Spring**  
Lab fee will be required.

An introduction to the gross anatomy of the human body using the systems approach with special emphasis on the circulatory, skeletal, and muscular systems. The laboratory sessions include prosection.

Open only to Mortuary Science students.

BIOL 135 ORAL HISTOLOGY & EMBRYOLOGY  2-0-2  
**Fall**

An introductory study of primary oral tissues. Emphasis is placed on the study of microscopic anatomy of tissues of the mouth and embryonic development of face and oral cavity structures.

Corequisites: BIOL 136, Anatomy & Physiology I

BIOL 136 ANATOMY AND PHYSIOLOGY  *  SCI, NS  3-2-4  
**Fall**  
Lab fee will be required.

An introduction to human anatomy and physiology using the systems approach. The cell, skeletal, muscular, nervous systems, cardiovascular, respiratory, digestive, urinary, and endocrine systems are covered.

Open only to matriculated Dental Hygiene students.

BIOL 139 ANATOMY AND PHYSIOLOGY FOR RESPIRATORY CARE STUDENTS  *  SCI, NS  3-2-4  
**Fall**  
Lab fee will be required.

A thorough study of the structures and functions of the human body. The cell and tissues are covered as well as the nervous, cardiovascular, respiratory, and digestive systems. Open only to matriculated Respiratory Care students.

BIOL 140 ECONOMIC BOTANY  4-0-2  
*  SCI  
**Offered on demand, DL**

A course in either distance learning or half-term (eight week) format that highlights useful aspects of plants, especially as these apply to environmental issues. Plants ranging from crops to medicinals will be presented from botanical, historical and cultural points of view. Prerequisites: High school and/or college biology, or consent of instructor.

BIOL 150 GENERAL BIOLOGY I  *  SCI, NS  3-2-4  
**Fall, Spring, Summer**  
Lab fee will be required.

This course is the first term of a one year biology sequence designed to meet requirements of non-majors as well as students planning to transfer into a baccalaureate program in biology. Topics covered include chemistry, the cell, photosynthesis, cellular respiration and genetics (both classical and molecular). Laboratory exercises correlate to lecture topics. High School Biology is strongly recommended.

BIOL 151 GENERAL BIOLOGY II  *  SCI, NS  3-2-4  
**Fall, Spring, Summer**  
Lab fee will be required.

This course is a continuation of BIOL 150. Topics covered include a survey of the five kingdoms with an emphasis on land plants and vertebrate animals. Plant anatomy and reproduction are studied using flowering plants as the primary example. Animal systems (circulatory, digestive, reproductive, etc.) are studied using a mammal as the primary example. Laboratory exercises correlate to lecture topics. (Note: laboratory exercises include dissections.)

Prerequisite: BIOL 150, General Biology I or equivalent.

BIOL 190 BIOLOGY I  *  SCI, NS  3-3-4  
**Fall, Spring**  
Lab fee will be required.

This course provides a foundation for more advanced study. Concepts presented include chemical basis of life, biological energy transformation, and Mendelian genet-
ics and molecular genetics. Laboratory exercises are experimental studies of the major principles presented in lecture.

Prerequisites: High school biology and chemistry; students are encouraged to take General Chemistry (CHEM 110/CHEM 111) early in their studies.

**BIOL 191 BIOLOGY II * SCI, NS**

**Fall, Spring**  
Lab fee will be required.

This course provides a foundation for more advanced study. Concepts presented include evolution, survey of living organisms, physiological functions in organisms (digestion, respiration, circulation, immunology, homeostasis of body fluids, reproduction, nervous system, receptors, and effectors). Laboratory exercises include experimental investigation and anatomical study of mammalian organs and systems. Many of the laboratory activities involve dissection of animals or mammalian organs.

Prerequisite: BIOL 190, Biology I, students are encouraged to take General Chemistry (CHEM 110/CHEM 111) early in their studies.

**BIOL 202 THE BIOLOGY OF AGING**

**3-0-3**  
Offered on demand.

Introduction to the structural, functional, and pathological changes accompanying aging and the effect of lifestyle practices on the aging process.

Prerequisites: BIOL 151, General Biology II; BIOL 270, Anatomy & Physiology I or equivalent.

**BIOL 205 MICROBIOLOGY * SCI, NS**

**3-3-4**  
Fall, Spring, Summer  
Lab fee will be required.

An introduction to microorganisms, emphasizing bacteria, viruses, fungi, protozoa, and their interrelationship with other biological sciences, medicine and public health. Laboratory periods are for learning practical uses of the microscope, staining techniques, growth media; control of microbial growth; and biochemical tests.

Prerequisite: High school biology and chemistry or equivalent recommended.

**BIOL 206 FIELD BIOLOGY * SCI, NS**

**3-3-4**  
Fall  
Lab fee will be required.

Field study of local fauna and flora with particular emphasis on the communities where they are commonly found. Techniques of field study, collection, identification and preservation of biological specimens will be practiced. The course is intended to acquaint the student with the biological environment.

**BIOL 207 BOTANY * SCI, NS**

**3-2-4**  
Spring  
Lab fee will be required.

This course begins with a study of the chemistry and cell biology necessary in order to understand photosynthesis. After photosynthesis, the student studies alternation of generations in various groups of photosynthetic organisms, beginning with algae and culminating with the flowering plants. The course concludes with the study of the morphology and physiology of flowering plants.

**BIOL 210 ECOLOGY * SCI, NS**

**3-2-4**  
Fall  
Lab fee will be required.

Biology 210 will focus on an in-depth study of the field of ecology. An underlying theme throughout the course will be ecology from an evolutionary perspective. Beginning with the consideration of the organism as a unit, the course will investigate the concepts of tolerance and niche as a means to understand the more complex interrelationships between organisms and their surroundings. Of particular interest will be ecological relationships at the community level including competition, predation and trophic level energetics. Physiological ecology (heat, energy and water budgets) and the dynamics of population ecology will be areas of emphasis as students gain insight into the workings of the natural world.

Prerequisites: MATH 150, College Algebra & Trigonometry or permission of the department chairperson.

**BIOL 215 ENVIRONMENTAL SCIENCE**

**3-2-4**  
Spring  
Lab fee will be required.

This course is designed to investigate the relationship of the human community with the natural environment. The human influence upon the earth will be studied in terms of a variety of factors including, but not limited to: economic, social political, cultural and scientific. Past, current and future trends relative to population, pollution and resource utilization will be investigated.

Prerequisite: High school biology and chemistry or equivalent.

**BIOL 220 ANATOMY * SCI, NS**

**3-3-4**  
Fall  
Lab fee will be required.

A comprehensive study of human anatomy. Gross anatomy, histology and neuroanatomy will be covered using a regional approach with the relationships of organs and aspects of clinical significance will be covered in lab dissection and lecture.

Open only to matriculated Physician Assistant students.

Prerequisites: Two terms of college level general chemistry, two terms of college level biological science, or permission of the instructor.
BIOL 230 ANATOMY AND PHYSIOLOGY I 3-2-4
* SCI, NS
Fall  Lab fee will be required.
A systems approach to the study of human anatomy and physiology, emphasizing skeletal, muscular, and nervous systems, as well as, cells, tissues, skin, joints and special senses. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens. This course will provide a strong base in preparation for more advanced courses such as Kinesiology and Exercise Physiology.
Prerequisites: Any biology course with lab.

BIOL 234 ANATOMY AND PHYSIOLOGY II 3-2-4
* SCI, NS
Spring  Lab fee will be required.
A systems approach to the study of human anatomy and physiology, emphasizing cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems as well as metabolism and acid-base balance. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens. This course is intended to prepare the student for further study in courses such as Exercise Physiology.
Prerequisites: BIOL 230, Anatomy and Physiology I or equivalent.

BIOL 240 INVERTEBRATE ZOOLOGY 3-2-4
* SCI, NS
Fall, Spring  Lab fee will be required.
A survey of major invertebrate groups with emphasis on evolutionary and ecological perspectives. Laboratory will include microscopic study and dissection of representatives of invertebrate phyla as well as studies of such representatives in their natural environment.

BIOL 241 VERTEBRATE ZOOLOGY 3-2-4
* SCI, NS
Fall, Spring  Lab fee will be required.
A survey of major vertebrate groups, with emphasis on evolutionary and ecological perspectives. Laboratory will include on dissection of representatives of vertebrate phyla as well as studies of such representatives in their natural environment.

BIOL 245 IMMUNOLOGY 3-0-3
Offered on demand
The course will outline the body's lines of defense with an emphasis on antibody-antigen reactions, cells responsible for the immune response and their interactions, and the structure and synthesis of antibodies. The response of the body to specific conditions, i.e. pregnancy, immunization, transfusions and tumors, will be investigated.
Prerequisites: BIOL 150, General Biology I and BIOL 151, General Biology II or BIOL 190, Biology I and BIOL 191, Biology II.

BIOL 255 EXPERIMENTAL BIOLOGY I 0-3-1
Offered on demand.
A seminar course designed to introduce the advanced Biology student to modern biological research methodology and issues. Emphasis is placed on experimental design, laboratory setup and operation, bioethics and oversight, data handling, and critical evaluation of relevant literature. Field trips to local research and commercial labs will be involved.
Prerequisites: Two terms of biology and permission of department chair.

BIOL 256 EXPERIMENTAL BIOLOGY II 0-6-2
Offered on demand.
This course offers an opportunity for students to study a specific topic in biology in greater detail. Scope of project will be determined by faculty with department chair approval.
Prerequisites: One term of biology with permission of department chair.

BIOL 257 EXPERIMENTAL BIOLOGY III 0-9-3
Offered on demand.
This course offers an opportunity for students to study a specific topic in biology in greater detail. Scope of project will be determined by faculty with department chair approval.
Prerequisites: One term of biology with permission of department chair.

BIOL 270 ANATOMY AND PHYSIOLOGY I 3-2-4
* SCI, NS
Fall, Summer  Lab fee will be required.
A comprehensive study of the structures and functions of the human body using the systems approach. Topics covered the first term include biochemistry, the cell, tissues, skin, skeletal system, joints, muscular system, nervous system, and special senses. Laboratory classes are designed to reinforce the lecture material and include dissections of vertebrate specimens. High School Biology and Chemistry or equivalent recommended.
BIOL 271  ANATOMY AND PHYSIOLOGY II * SCI, NS  3-2-4  
**Fall, Spring, Summer**  
Lab fee will be required.

A comprehensive study of the structures and functions of the human body using the systems approach. Topics covered the second term include cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine and reproductive systems as well as metabolism and fluid balance. Laboratory sessions are designed to reinforce the lecture material and include dissections of vertebrate specimens.

**Prerequisites:** BIOL 270 Anatomy and Physiology I or equivalent.

BIOL 275 CELL BIOLOGY  3-3-4  
**Fall**
This course is a study of the structure, function and life history of cells and their components. Consideration of relationships among cell organelles and between cells and their environment is also examined.

**Prerequisites:** BIOL 150, General Biology I or BIOL 190, Biology I; BIOL 151, General Biology II or BIOL 191, Biology II; or permission of the instructor.

BIOL 281 GENETICS * SCI, NS  3-0-3  
**Spring**
An introduction to the principles, concepts, and analytical methods of genetics. Evidence of how genes are inherited and expressed is drawn from classical and molecular studies on plants, animals, microbes, and man. This course is recommended for students planning careers in biology or advanced professional health.

**Prerequisite:** One year college biology and chemistry (8 credits each.)

BIOL 285 MOLECULAR LABORATORY TECHNIQUES  0-4-2  
**Spring**
This course is an introduction to the principles, concepts, and analytical methods of molecular laboratory techniques. Laboratory studies are conducted on the molecular level, and genetic engineering (recombinant DNA) is utilized in several laboratories. This course is recommended for students planning careers in biology, biotechnology or advanced professional health.

**Prerequisites:** One year college biology and chemistry (8 credits each.)

BIOL 290 GENERAL MICROBIOLOGY * SCI, NS  3-4-5  
**Fall**  
Lab fee will be required.

Viruses, bacteria protozoa, algae and fungi are covered. Lecture emphasis is on cellular metabolism, growth processes, control of growth, genetics and host defense mechanisms. Discussion of common diseases and selected aspects of applied microbiology complete the lecture portion. Laboratory exercises include a survey of protista, fungi, and parasites. Development of basic skills such as staining and cultivation of bacteria, bacterial metabolism, genetics, and food and water testing for microbes are covered in lab.

**Recommended Prerequisite:** 1 year General Chemistry, BIOL 150, General Biology I or equivalent or BIOL 190, General Biology.

BIOL 320 PHYSIOLOGY * SCI, NS  4-0-4  
**Spring**
A study of cellular, organ, and system functions important for an understanding of physiological homeostasis and the disruptions in homeostasis that characterize pathophysiological processes. Weekly recitation sessions will focus on patient case scenarios.

**Open only to matriculated Physician Assistant students.**

**Prerequisite:** CHEM 115, Physiological Chemistry.

BIOL 325 PRINCIPLES OF MICROBIOLOGY * SCI, NS  3-3-4  
**Spring**  
Lab fee will be required.

This course covers fungi, protozoa, and viruses, emphasizing medically important species. Also discussed are general bacterial morphology, genetics, growth, and physical and chemical control of bacteria. Aseptic handling and identification of non-pathogenic bacteria are stressed in the laboratory.

**Open only to matriculated Physician Assistant students.**

**Prerequisite:** CHEM 115, Physiological Chemistry.

BIOL 330 IMMUNOLOGY, NS  1-0-1  
**Summer**
An overview of immunology as a basic Science underlying clinical medicine.

**Open only to matriculated Physician Assistant students.**

**Prerequisites:** BIOL 325, Principles of Microbiology; BIOL 320, Physiology; or permission of the instructor.
BROADCAST COMMUNICATIONS

BCOM 201 BROADCAST JOURNALISM*  30 Credits
Fall, Spring
On a daily basis students gather, write and deliver news, sports and weather on both radio and television. Students function as both “street” reporters and as news anchors. Some student-developed stories will be broadcast on local stations. Performance is constantly monitored and assessed by broadcast professionals. Students spend 75% of each class working in either radio or television studios. 25% of each class is devoted to lecture and personal critiques. Independence is stressed, and classes simulate a “real world” working environment.

Prerequisite: Completion of all other program coursework with an average of C or better or approval of department chairperson.

*This course is taught at the New School of Radio and Television as part of the A.A.S. in Broadcast Communications.

BCOM 202 RADIO AND TELEVISION ARTS*  30 Credits
Fall, Spring
This course trains students to acquire all necessary skills to pursue a position on the air or behind the scenes in radio broadcasting. In addition, it provides the necessary groundwork to succeed in an eventual position of program director or station manager. Voice training, ad-lib development, personality development and commercial production are the cornerstones of the program. Students spend approximately 25% of their time in lecture and 75% in actual studio work. Independence is stressed, and classes simulate a “real world” working environment.

Prerequisite: Completion of all other program coursework with an average of C or better or approval of department chairperson.

*This course is taught at the New School of Radio and Television as part of the A.A.S. in Broadcast Communications.

BCOM 203 TELEVISION AND VIDEO PRODUCTION*  30 Credits
Fall, Spring
This course offers a varied, yet concentrated exposure to state-of-the-art methods used in video production and television studio operation. Emphasis is on three major areas within a television station: news production, commercial production and live studio operation. Students spend approximately one third of their time in lecture and two thirds in actual studio work. Independence is stressed, and classes simulate a “real-world” working environment.

Prerequisite: Completion of all other program coursework with an average of C or better or approval of department chairperson.

*This course is taught at the New School of Radio and Television as part of the A.A.S. in Broadcast Communications.

BUSINESS ADMINISTRATION

BADM 100 BUSINESS CONCEPTS & APPLICATIONS  4-0-4
Fall, Spring, DL
The objective of this course is to provide students with the fundamental knowledge necessary in understanding and appreciating the concepts and issues facing the global world of business in the 21st century. Topics in this course will provide students with an awareness of the many facets of a modern business including, but not limited to, the areas of marketing, finance, management, and legal/ethical issues. In addition, the student will gain an appreciation for the importance of attendance, conduct and personal appearance in business settings.

BADM 110 LEGAL & ETHICAL ENVIRONMENT OF BUSINESS I (Business Law I)  3-0-3
Fall, Spring, DL
An introduction to the origins, framework, and concepts of legal and ethical environment of business with emphasis on contracts and business organizations including partnerships, corporations, and the law of agency.
BADM 111 LEGAL & ETHICAL 3-0-3
ENVIRONMENT OF BUSINESS II
(Business Law II)

Fall, Spring, DL

Operation of the system of jurisprudence and ethics as it affects the law of sales, commercial transactions and the Uniform Commercial Code. Additional topics include personal property and bailments, real property, insurance, wills and trusts.
Prerequisite: BADM 110, Legal and Ethical Environment of Business I.

BADM 120 BUSINESS MATHEMATICS 4-0-4

Fall, Spring

Basic arithmetic and algebra skills through factoring trinomials are reviewed and applied to topics including ratio and proportion; percentages; simple interest; commercial discounts and purchases and present value. Income statement calculations and analysis will include sales, cost of goods sold, markup, and operating expenses.

BADM 130 INTRODUCTION TO HEALTH CARE MANAGEMENT
Fall

The objective of the course is to introduce students to today’s health care environment within the United States. Students will be exposed to the language of the health care environment as well as models essential to understanding how it functions. The course will cover an introduction to various health care areas such as Ambulatory Care, Managed Care, Long Term Care, Mental Health Care, and Legal and Ethical Issues.

BADM 131 AMBULATORY CARE MANAGEMENT 3-0-3
Spring

This course allows students to gain knowledge on a rapidly changing aspect of the health care environment, ambulatory care. The course gives students the opportunity to learn about a number of different ambulatory care centers including but not limited to physician offices, same day surgery centers, laboratories, mammography centers, x-ray facilities, etc. At least one case will focus on an ambulatory care setting within Albany’s Capital Region.

BADM 200 BUSINESS COMMUNICATIONS 3-0-3
Fall, Spring, DL

Written, verbal, and non-verbal communications applied to business situations. Includes design of specific types of written business communications forms and graphic aids for successful visual communication; listening skills; resume preparation; interviewing techniques; and group reports and oral presentations.

BADM 207 ORGANIZATION & MANAGEMENT 3-0-3
Fall, Spring, DL

Organizational theory, principles, and practices. Includes topics in the management functions of organizing, planning, staffing, directing, and controlling; social responsibility; the effect of multicultural diversity in the workplace; leadership styles and motivational theories.

BADM 210 REAL PROPERTY LAW 3-0-3
Fall, DL

The course covers the basic principles of real property law with a focus on rights and interests in real property and the conveyance of those rights and interests. Such areas as real estate contracts, mortgages, title searches/insurance, deeds and leases will be reviewed. The course will include an in-depth look at the closing process with an examination of the necessary documents to complete the mortgage transaction and transfer of title.

BADM 211 TRUST AND ESTATE LAW 3-0-3
Spring, DL

The objective of this course is to provide students with a general background in the law of trust and estate. Students will examine law that pertains to the disposition of property by the establishment of inter vivos and testamentary trusts and by both testate and intestate disposition. New York State statutory law will be emphasized and relevant court decisions will be distributed as part of homework assignments.
Prerequisite: BADM 111, Legal and Ethical Environment of Business II.

BADM 220 STATISTICS * MAT, MT 4-0-4
Fall, Spring, DL

General statistical methods used in the collection, presentation, analysis, and interpretation of statistical data. Includes measures of central tendency; dispersion and skewness; probability theory; probability distributions (discrete and continuous); hypothesis testing, including “t” and “z” distributions; chi square analysis; and regression analysis, correlation and ANOVA.
Prerequisite: One unit of academic mathematics; or BADM 120, Business Mathematics or BADM 221, Quantitative Business Applications; or the equivalent.
BADM 221 QUANTITATIVE BUSINESS APPLICATIONS 3-0-3
Fall, Spring, DL
Course includes algebra-based calculations and analysis of business investment situations. Included are simple and compound interest, annuities (ordinary due, deferred, complex, perpetuity and forborne), applications of present value and future value and a conceptual discussion of business investments.

BADM 240 INTRODUCTION TO SPORT MANAGEMENT 3-0-3
Fall, Spring
The objective of this course is to provide students with the fundamental knowledge necessary to manage individuals, groups, and processes within the sport setting. Topics in this course will provide students with an awareness of the many facets of sport management including marketing, communications, legal issues and human resources. In addition, the student will gain an appreciation for segments of the sports industry and potential career opportunities available in the field.

CHEMICAL DEPENDENCY COUNSELING
For remaining courses see Human Services listing on pages 222-223.

CDEP 100 INTRODUCTION TO CHEMICAL DEPENDENCY 3-0-3
Fall, Spring, DL
This survey course is designed to expose students to the problem of abuse and addiction to alcohol and other chemicals on individuals, families, and the community in our society.

CDEP 105 PHARMACOLOGY AND PHYSIOLOGY OF ADDICTION 3-0-3
Fall DL, Spring
This course is designed for students interested in chemical dependency counseling. The chemical and physical processes related to abuse and addiction are explored in depth. It also focuses on the medical problems of recovering addicts. The course will survey the anatomy and physiology of the central nervous system, neurotransmitter theory, and explore the mechanism of major drugs of abuse. Psychotropic drugs are covered as they relate to mentally ill chemical abusers.

CDEP 200 THE CHEMICAL DEPENDENCY TREATMENT PROCESS 3-0-3
Fall
This course is designed for students specializing in chemical dependency counseling. The course explores the phases of the treatment process and aims to aid students in developing individual, group and family counseling skills.
Prerequisite: CDEP 100, Introduction to Chemical Dependency or permission of department chairperson.

CDEP 205 CULTURAL COMPETENCE IN ADDICTION COUNSELING 3-0-3
Spring, DL
This is an advanced course that examines selected culturally diverse populations, their different ethnic characteristics, and the relevance to addiction treatment. These groups may include, but are not limited to, Asian, Native, African, Jewish, Latino, and Anglo-Americans; women, adolescents, older adults, victims of trauma, gay, lesbian, bisexual, and transgendered clients.
Prerequisite: CDEP 100, Introduction to Chemical Dependency or permission of department chairperson.

CDEP 250 CHEMICAL DEPENDENCY TREATMENT PROCESS 4-0-4
Fall, Spring
This course is designed to be taken concurrently with the course Chemical Dependency Internship I. Students learn basic methods of the addiction counseling process with special emphasis on assessment, ethics and motivational interviewing.
Prerequisites: HUSV 105, Human Development and the Family; CDEP100, Introduction to Chemical Dependency with a grade of “C” or better; 2.0 Grade Point Average; permission of department chairperson.
Corequisite: CDEP 251, Chemical Dependency Internship I.

CDEP 251 CHEMICAL DEPENDENCY INTERNSHIP I 0-12-4
Fall, Spring
This course requires students to participate in assigned internships 12 hours per week for a total of 180 hours during the term. The field assignments are arranged by the instructor and occur in local OASAS licensed addiction treatment programs.
Prerequisites: HUSV 105, Human Development and the Family; CDEP 100, Introduction to Chemical Dependency with a grade of “C” or better; 2.0 Grade Point Average; permission of department chairperson.
Corequisite: CDEP 250, Chemical Dependency Counseling I.
CDEP 255 CHEMICAL DEPENDENCY 4-0-4
COUNSELING II
Fall, Spring
This course is designed to be taken concurrently with the course Chemical Dependency Internship II. It is an advanced course that explores challenges in addictions treatment from a case management approach. Emphasis is placed on preparing students to do clinical work with recovering clients who are considered most vulnerable. They are the most stressful clients with serious mental health disorders. Conduct disordered adolescents are also discussed in considerable depth.
Prerequisites: CDEP 250, Chemical Dependency Counseling I and CDEP 251, Chemical Dependency Internship I with a “C” grade or better.
Corequisite: CDEP 256, Chemical Dependency Internship II.

CDEP 256 CHEMICAL DEPENDENCY 0-12-4
INTERNSHIP II
Fall, Spring
This course is a continuation of the internship experience for Chemical Dependency students. It is to be taken concurrently with the course Chemical Dependency Counseling II. Students participate in assigned internships 12 hours per week for a total of 180 hours during the term.
Prerequisites: CDEP 250, Chemical Dependency Counseling I and CDEP 251, Chemical Dependency Internship I with a “C” grade or better.
Corequisite: CDEP 255, Chemical Dependency Counseling II.

CHEMISTRY

CHEM 095 ESSENTIALS OF CHEMISTRY 3-2-4ND
Fall, Spring, Summer Lab fee will be required.
This course is intended for otherwise well-prepared students who require a one-term pre-college chemistry course to enable them to enter a college-level curriculum. Credits earned in this course cannot be applied toward an associate degree and this course is not recommended for students lacking strong math skills.

CHEM 100 GENERAL CHEMISTRY/ 3-3-4
HEALTH SCIENCES
* SCI, NS
Fall, Spring, Summer Lab fee will be required.
A one-term general chemistry course covering the principles of inorganic, organic, and biochemistry with emphasis on their relevance to the health sciences. This course reviews the concepts of bonding, reactions, gas laws, solutions, and pH as they apply to biological subjects. Organic nomenclature, functional groups, and reactions form the basis for the study of biochemistry. Laboratory work stresses the illustration of theoretical concepts.
Prerequisite: High school chemistry or equivalent.

CHEM 105 CONCEPTS IN CHEMISTRY 3-3-4
* SCI, NS
Fall, Spring Lab fee will be required.
A one-semester college level course designed for non-science majors that emphasizes practical application of chemistry in topics like environmental pollution, energy sources, and human health. The chemical principles underlying current issues in science and technology are illustrated to enhance student understanding.

CHEM 110 GENERAL CHEMISTRY I 3-3-4
* SCI, NS
Fall, Spring, Summer Lab fee will be required.
College chemistry with topics on atomic structure, chemical bonds, reactions and equations, properties of gases and liquids, changes in state, solutions, and stoichiometry is presented. The laboratory stresses development of techniques, data and error presentation, and integration of observation with theory.
Corequisites: MATH 150, College Algebra and Trigonometry I or MATH 160, Pre-Calculus, or MATH 180, Calculus I.

CHEM 111 GENERAL CHEMISTRY II 3-3-4
* SCI, NS
Fall, Spring, Summer Lab fee will be required.
A continuation of General Chemistry I (CHEM 110). Topics include chemical equilibria, electrochemistry, pH, acids and bases and organic chemistry. The laboratory includes quantitative experiments which must be performed with satisfactory accuracy.
Prerequisite: CHEM 110, General Chemistry I.

CHEM 115 PHYSIOLOGICAL 4-0-4
CHEMISTRY * SCI, NS
Fall
This course is open only to matriculated Physician Assistant students. Topics covered include acids, bases and buffers; amino acids and proteins; oxygen transport and hemoglobin; alkalosis and acidosis; chemistry of carbohydrates, lipids, fat soluble vitamins and membranes; nucleic acids; water soluble vitamins and coenzymes; enzymes; metabolism of carbohydrates, proteins and fats; role of the liver, adrenals, thyroid and kidney in homeostasis.
Prerequisite: A college-level general chemistry course.
CHEM 120 FRESHMAN CHEMISTRY I 3-3-4  
\* SCI, NS  
**Fall, Spring**  
Lab fee will be required.  
Designed for the specific needs of engineering science and other qualified students whose immediate objective is transferring to upper division engineering or science major programs. Topics include modern structure of atoms, ionic, covalent and metallic bonding, material science, molecular spectroscopy, properties of gases, solids and liquids and kinetics. Laboratory work illustrates theoretical concepts and data presentation, and emphasizes techniques.  
Corequisites: MATH 180, Calculus & PHYS 150, General Physics I.

CHEM 121 FRESHMAN CHEMISTRY II 3-3-4  
\* SCI, NS  
**Spring, Fall**  
Lab fee will be required.  
A continuation of CHEM 120, Freshman Chemistry I with special emphasis on ionic equilibria in aqueous solutions, thermodynamics, electro-chemistry, chemical kinetics and a simple discussion of organic chemistry and applications in biochemical areas. The laboratory work illustrates theoretical concepts, data presentation and emphasizes techniques.  
Prerequisite: CHEM 120, Freshman Chemistry.  
Corequisites: MATH 190, Calculus II; PHYS 151, Gen. Physics II.

CHEM 130 BIOCHEMISTRY * SCI, NS 3-0-3  
**Summer**  
Biochemistry reviews and applies important chemical principles and concepts to classes of biochemical compounds. The course focuses on how chemical structure aids in prediction and explanation of properties of biochemical compounds. Understanding these principles and concepts will allow the student to correlate function with chemical structure.  
A previous college-level chemistry course may be helpful; a Regents-level or equivalent high school level course successfully completed is recommended.

CHEM 205 ANALYTICAL CHEMISTRY 2-6-4  
\* SCI, NS  
**Fall**  
Lab fee will be required.  
An introduction to analytical chemistry, this course covers volumetric and gravimetric analysis, potentiometry, quantitative and qualitative spectrophotometry, and gas and liquid chromatography. Laboratory work provides practical experience in typical procedures, with emphasis on accurate and precise quantitative analysis.  
Prerequisite: CHEM 111, General Chemistry II or equivalent.

CHEM 210 ORGANIC CHEMISTRY I 3-4-4  
\* SCI, NS  
**Fall, Spring, Summer**  
Lab fee will be required.  
A college-level course suitable for science and engineering majors. The preparation, characterization and reactions of the various functional classes of organic compounds are discussed and correlated with the theoretical principles underlying organic reactions. The laboratory portion is used to develop basic organic laboratory techniques and to incorporate instrumental techniques such as IR, NMR and Gas Chromatography.  
Prerequisites: CHEM 111, General Chemistry II or CHEM 121, Freshman Chemistry II.

CHEM 211 ORGANIC CHEMISTRY II 3-4-4  
\* SCI, NS  
**Fall, Spring, Summer**  
Lab fee will be required.  
A continuation of material in CHEM 210, Organic Chemistry I, is presented. The laboratory portion of the course involves more elaborate synthetic procedures than were required in Organic Chemistry I, and work on independent projects.  
Prerequisite: CHEM 210, Organic Chemistry I.

CHEM 230 INTEGRATED LABORATORY, 2-6-4  
\* SCI, NS  
**Spring**  
Lab fee will be required.  
A one-term course for Chemical Technology students covering advanced laboratory techniques typical of industrial, government, and contract laboratories. Students will be required to complete major laboratory projects including advanced organic synthesis and analytical methods. Students will work from reference texts, methods manuals, scientific journals, and equipment manuals, rather than instructional texts. Written reports for each project will be required.  
Prerequisites: CHEM 210, Organic Chemistry I;CHEM 205, Analytical Chemistry.  
Corequisite: CHEM 211, Organic Chemistry II.
CIVIL & PUBLIC SERVICE

PADM 100 INTRODUCTION TO PUBLIC ADMINISTRATION 3-0-3
Fall, Spring, DL
The theory, basic principles and practices of public administration in the United States including discussions related to the development, organization, functions and problems of national, state and local administration.

PADM 180 PRINCIPLES OF SUPERVISION 3-0-3
Fall, Spring, DL
Theory and methods of the supervisory process. Topics include communication, motivation, leadership, morale, delegation, employee staffing, performance appraisal and progressive discipline.

PADM 205 PUBLIC PERSONNEL ADMINISTRATION 3-0-3
Spring, DL
The evolution of the civil service system and the basic laws, principles and practices associated with contemporary merit systems. Topics include job evaluation, classification, compensation, benefits, administration, examinations, selection and constitutional issues.

PADM 210 LABOR RELATIONS 3-0-3
Fall, DL
The evolution of public sector unionism and the legal, economic and political framework of labor relations in federal, state and municipal governments. Analysis of the collective bargaining process and its participants, impasse resolution, the content and administration of labor agreements, and the grievance process.

PADM 230 PUBLIC POLICY AND DOMESTIC VIOLENCE 3-0-3
Offered on demand
This course will examine the specific problem of adult domestic violence from a public policy perspective. The nature, extent, dynamics and impacts of violence in intimate relationships will be analyzed in light of specific government responses to the problem. Executive, legislative and judicial (criminal and civil) policies will be explored from historical and political perspectives. Specific agency policies (police, family court, district attorney, probation, corrections, social services, emergency room/healthcare, mental health, etc.) will be analyzed in terms of their effectiveness in stopping the violence and contributing to a coordinated, community response.

PADM 240 PUBLIC AFFAIRS SEMINAR I 1-0-1
Offered on demand
An interdisciplinary study of selected problems in public affairs. The theory and practice of public service. Where practicable, a combination of classroom and field experience will be undertaken. Students complete a seminar report on a topic developed by the instructor and the student.
Prerequisite: Completion of the core courses and generic courses in Civil and Public Service major.

PADM 241 PUBLIC AFFAIRS SEMINAR II 2-0-2
Offered on demand
An interdisciplinary study of selected problems in public affairs. The theory and practice of public service. Where practicable, a combination of classroom and field experience will be undertaken. Students complete a seminar report on a topic developed by the instructor and the student.
Prerequisite: Completion of the core courses and generic courses in Civil and Public Service major.

PADM 242 PUBLIC AFFAIRS SEMINAR III 3-0-3
Offered on demand
An interdisciplinary study of selected problems in public affairs. The theory and practice of public service. Where practicable, a combination of classroom and field experience will be undertaken. Students complete a seminar report on a topic developed by the instructor and the student.
Prerequisite: Completion of the core courses and generic courses in Civil and Public Service major.
CIVIL ENGINEERING TECHNOLOGY

CIVL 101 SURVEYING I 3-3-4
Fall  Lab fee will be required.
Students will become familiar with the practice of using tapes, levels and transits. Field practice in taping, differential leveling, profile and cross-section leveling, contour mapping and traversing is included.

CIVL 110 ENGINEERING GRAPHICS 0-4-2
Fall  Lab fee will be required.
A fundamental course in graphic expression. CAD, board and freehand skills are developed at the start and provide a foundation for the application of theory. Orthographic projection, auxiliary views, sections, surface intersections and developments are covered. Students solve graphical problems according to current industrial practices and conventions which include the use of symbols, notation and dimensions.

CIVL 111 CIVIL ENGINEERING APPLICATIONS 1-2-2
Fall
This course provides an introduction to personal computers with an emphasis on computing and presentation capabilities of Microsoft Excel. Students are expected to use scientific calculators in a systematic way. Students will solve problems from various fields of civil engineering technology.

CIVL 112 STATICS AND STRENGTH OF MATERIALS 3-2-4
Spring
This course covers vectors and force systems, centroids, moment of inertia, truss analysis, stresses and strains in homogeneous and non-homogeneous elastic bodies, temperature effects, bolted and welded joints, mechanical properties of materials, shear and bending moment, stresses in beams, deflection theory and column theory.
Prerequisite: Math 150, College Algebra & Trigonometry.

CIVL 113 MICROCOMPUTER APPLICATIONS 0-4-2
Spring
Using AutoCAD, students will produce drawings relevant to the fields of civil engineering technology, architecture and construction.
Prerequisite: CIVL 110, Engineering Graphics.

CIVL 114 CONSTRUCTION MATERIALS 1-3-2
Spring  Lab fee will be required.
An investigation of the various engineering properties of the materials of construction; design of concrete mixes, testing of Portland cement, concrete, steel, wood and asphalt.

CIVL 201 SITE SURVEYING 1-3-2
Fall  Lab fee will be required.
A laboratory-oriented course encompassing baseline, stadia and grid field surveys, preparation of maps and plans, and construction stake out of buildings, pipelines and street curves.
Prerequisite: CIVL 101, Surveying I.

CIVL 202 ROUTE SURVEYING 2-3-3
Fall  Lab fee will be required.
Highway surveying including base line profiles, cross sections, grade and slope stakes, curve layout and azimuth. The data is recorded on typical highway plans.
Prerequisite: CIVL 101, Surveying I.

CIVL 210 STRUCTURES I 2-2-3
Fall
Structural steel design theory and principles necessary for design of simple steel structures, design and analysis of beams, columns, tension members, beam-columns and bolted and welded connections. A simple steel frame is designed for a project.
Prerequisite: CIVL 112, Statics and Strength of Materials.

CIVL 211 STRUCTURES II 3-2-4
Spring
Reinforced concrete design theory and principles necessary for design of concrete structures; design and analysis of slabs, beams, columns, foundations and retaining walls based on strength design and the latest ACI code. Prestressed concrete basics. A wall or simple structure is designed as a project.
Prerequisite: CIVL 112, Statics and Strength of Materials.

CIVL 212 HYDRAULICS AND DRAINAGE 2-2-3
Fall
Topics discussed included hydrostatics of fluids, energy losses in fluids in motion, pipe flow, open channel flow, surface runoff, culvert design and ditch design. Emphasis will be on the flow of water.
Prerequisite: CIVL 112, Statics and Strengths of Materials or PHYS 135, Technical Physics I.
CIVL 213 SOILS AND FOUNDATIONS 2-2-3
Spring
Lab fee will be required.
Topics discussed include soil properties, classifications, compaction, earth pressure calculations, shear strength, consolidation, and settlement. The student will conduct and file reports on laboratory tests. 
Prerequisite: CIVL 112, Statics and Strength of Materials or CNST 110, Statics and Strength of Materials or PHYS 135, Technical Physics I.

CIVL 220 ARCHITECTURAL GRAPHICS 0-4-2
Fall
Lab fee will be required.
Course of study: production of the primary architectural drawings that would be incorporated in a full set of working drawings. The emphasis is placed on commercial construction with additional discussion on residential.
Prerequisites: CIVL 110, Engineering Graphics or CIVL 113 Microcomputer Applications.

CIVL 221 ARCHITECTURAL DESIGN 0-4-2
Spring
Lab fee will be required.
Each student will be given a project to design. This involves developing presentation drawings, and giving oral presentations using graphical supplements, under the supervision of the course instructor.
Prerequisite: CIVL 220, Architectural Graphics.

CIVL 222 BUILDING CONSTRUCTION 2-2-3
Fall
Lab fee will be required.
This course provides an introduction to the terminology, methods, procedures, products, materials, code compliance, sequence of operations, systems, types of construction and planning involved in the construction of frame, steel and concrete structures.

CIVL 223 BUILDING CONSTRUCTION II 2-2-3
Spring
An extension of CIVL 222, Building Construction I, covering miscellaneous items as well as an introduction to the interrelationships of architecture and engineering in the planning and installation of mechanical and electrical equipment in buildings.

CIVL 224 ESTIMATING 2-3-3
Spring
Lab fee will be required.
Basic principles and methods most significant in contract relationships; appreciation of the legal considerations in construction work; preparation and writing of contracts and specifications to satisfy building codes and architectural considerations. The process of quantity surveying and the calculation of a formal bid for building construction projects. 
Prerequisite: CIVL 113, Microcomputer Applications or CIVL 220, Architectural Graphics or CNST 103, Blueprint Reading for Technologies.

CIVL 233 BRIDGE DESIGN 2-3-3
Spring
Lab fee will be required.
This course is an introduction to design of a typical highway grade separation bridge including superstructure, substructure, layout, geometry and economics. Students will be introduced to NYS Bridge Standards and AASHTO Specifications for Highway Bridges. As part of the course, students will prepare an entry for the AISC/ASCE Student Steel Bridge Competition.
Prerequisites: CIVL 112, Statics and Strength of Materials; CIVL 202, Route Surveying; CIVL 210, Structures I

CIVL 234 TRANSPORTATION AND HIGHWAY SYSTEMS ANALYSIS 2-3-3
Fall
Lab fee will be required.
A comprehensive course in the analysis of issues on planning and implementing a large-scale transportation project. Topics covered include an introduction to transportation systems planning, economics, and land use. The study of vehicular characteristics as they pertain to the transportation system is developed, with particular emphasis on highway and urban street capacities. Geometric design is introduced with its impact on the transport system. The entire scale of transportation systems are covered, as well as urban transportation planning, local traffic management, Transportation Systems Management, system improvements, and safety. Prerequisite: Math 110, Intermediate Algebra or Math 150, College Algebra and Trigonometry.

CIVL 235 TRAFFIC OPERATIONS ANALYSIS 2-3-3
AND SYSTEM DESIGN
Spring
Lab fee will be required.
A course designed to introduce students to the basics of traffic operations and design of traffic control systems. Topics include the basics of traffic studies, volume analysis, signage, signalization, warrants for traffic control, accident analysis and traffic safety. 
Prerequisite: Math 110, Intermediate Algebra or Math 150, College Algebra and Trigonometry.
CIVL 236  HIGHWAY CONSTRUCTION 2-2-3
PLANNING AND METHODS
Spring  Lab fee will be required.
Basic construction operations are presented with emphasis placed on bidding, financial, equipment, labor, and management operations. Project planning is introduced and developed with the use of a project planning software system as the centerpiece of this course segment. Projects will include completion of a bid package for an NYSDOT project and the preparation of a project schedule using the computer software. Prerequisite: Math 110, Intermediate Algebra or Math 150, College Algebra and Trigonometry.

COLLEGE FORUM

COLLEGE FORUM 1-0-1
FORM 101 - School of Engineering and Industrial Technologies
FORM 102 - School of Liberal Arts and Science
FORM 104 - School of Business
FORM 109 - Criminal Justice
Fall, Spring, DL
This course is required for all first time, full-time students. Through a series of presentations jointly developed by the academic department and student services professionals, students will be provided information on career and transfer opportunities, academic procedures, campus regulations, and student rights and responsibilities. Through a series of activities and assignments students will learn to identify problems and take the initiative in solving the problems. The requirement may be waived by the department chair. This course may not be transferable.

NOTE: For student scheduling purposes, this course is identified with a separate course number for each school in which it is offered.

COMPUTER - GENERAL

CMPT 101  PERSONAL COMPUTER 3-0-3
CONCEPTS/APPLICATIONS I
Fall, Spring, Summer, DL
This course provides both a practical and conceptual background in microcomputer fundamentals. Students receive hands-on experience while learning the latest graphical interface technology, advanced features in word processing and spreadsheets and database management, and the Internet. The Microsoft Office suite and the Windows Operating Systems are the software products used. Lab time outside of class is required.

CMPT 105  PERSONAL COMPUTER 3-0-3
CONCEPTS/APPLICATIONS II
Fall, Spring
This course introduces the student to advanced information processing concepts and applications. Students will receive hands-on experience learning and applying the latest Graphical User Interface (GUI) technology, advanced features in word processing, spreadsheets and database management, and the Internet. The Microsoft Office Suite and Windows Operating Systems are the software products used. Lab time outside of class is required. Prerequisite: CMPT 101, Personal Computer Concepts/ Applications I or permission of department.

CMPT 110  DOCUMENT FORMATTING 3-0-3
ON MICROCOMPUTERS
Fall, Spring
A review of Windows and file management will precede an introduction to word processing. This course will enable the student to develop keyboarding skills by keying the alphabetic, numeric, and symbol keys by touch in addition to computer skills mastery. The students will use MS Word to create, format and edit letter styles, envelopes, tables, memos, and reports, as well as other business documents.

CMPT 115  EXCEL 3-0-3
Fall, Spring, Summer
This course teaches Microsoft Excel spreadsheet software within the Windows environment using a hands-on approach with step-by-step tutorial lessons and reinforcement exercises. It begins with the basics and progresses to the development of a framework for learning Excel's more sophisticated features, providing a practical knowledge of business spreadsheeting. Lab time outside of class is required.
Prerequisite: Previous experience with the Windows operating system.

CMPT 118 WEB PAGE DESIGN AND MANAGEMENT
Fall, Spring, Summer
This course provides both a practical and conceptual introduction to the basic components of the World Wide Web, HTML and the Dreamweaver Integrated Development Environment (IDE). Students will create Web pages, while learning the basics of Web page design and the techniques for using graphics and images. Lab time outside of class is required.

CMPT 120 DATABASE CONCEPTS AND APPLICATIONS
Fall, Spring, Summer, DL
Students will learn how to identify and apply database concepts using MS Access. Topics include relational database theory, the creation and maintenance of MS Access databases, establishing table relationships, the creation of forms, reports and queries, data integration with Excel worksheets, and more. Students will create a DBMS application system using macros, wizards, and the switch manager.
Prerequisite: Previous experience with the Windows operating system.

CMPT 125 DESKTOP PUBLISHING
Fall, Spring, Summer
Using MS Publisher, the student will design and produce professional quality documents by using text, graphics, illustrations, and photos. With the use of the additional desktop publishing tools like design templates, graphic manipulation tools, color schemes, and wizards, the student will create, edit, and modify newsletters, brochures, merged documents, clip art, plus others. The student will learn to publish these documents to the Web. In addition, students will be introduced to Adobe Photoshop where they will do the retouching, resizing, cropping, and basic color correction of production work.
Prerequisite: CMPT 101, Personal Computer Concepts/Applications I or permission of department.

CMPT 150 ADVANCED TOPICS IN OFFICE TECHNOLOGY
Spring
The student will study the history and evolution of technology in today's automated office. Also included will be the discussion of management styles and theories, electronic communication systems, security, PDAs, scanners, electronic filing systems, records management, an introduction to MS Outlook, time management, ergonomics, career opportunities and professional certification. Students will create representational portfolios.

COMPUTER INFORMATION SYSTEMS
To assist with the appropriate selection of computer information systems courses, the flowchart below illustrates the suggested paths of coursework a student may follow to build computer skills. All credit bearing computer classes require outside lab time.

CIS CURRICULUM FLOW CHART

CISS 100 FUNDAMENTALS OF INFORMATION PROCESSING
Fall, Spring, Summer, DL
This course emphasizes fundamental computer concepts including computer nomenclature, the use of computers as productivity tools, information systems development, computer program development, multimedia, computer security, information privacy issues and careers in computing.
CISS 101 MICROCOMPUTER APPLICATION DEVELOPMENT Fall, Spring, Summer, DL
This course emphasizes the use of Excel spreadsheet, Access database, and Windows operating system software to build applications in a microcomputer environment. Students will gain an understanding of the concepts and skills required to develop worksheets that are used to make business decisions and databases that are used to organize, store and retrieve business information. Students will also explore integrating applications, linking applications to the Internet, and using advanced Windows features. Students will demonstrate mastery by applying the principles introduced to laboratory exercises, projects and exams.
Open to Computer Information Systems majors only.

CISS 102 UNIX OPERATING SYSTEM Fall, Spring, Summer, DL
This course will cover the basics of the Unix operating system and text editor used at Hudson Valley Community College. The emphasis will be on using these tools to effectively write computer programs in a Unix environment. Topics to be covered include file management, customizing the environment, multitasking and text editing.

CISS 110 PROGRAMMING & LOGIC I Fall, Spring, Summer, DL
A first course in computer logic and programming, this course investigates the basic operations of computer systems and introduces students to software development methodologies using the C/C++ programming language. The C/C++ language facilitates a structured and disciplined approach to computer program design. Through examples, lab exercises and projects, students will be given the opportunity to solve interesting real-world problems.
Corequisite: CISS 102, Unix Operating System or permission of department.

CISS 111 PROGRAMMING & LOGIC II- DATA STRUCTURES Fall, Spring, Summer, DL
This is the second course in computer logic and programming. Advanced programming techniques will be introduced to assist students in acquiring a greater proficiency in writing applications of increasing complexity. Topics will include aggregate data types, pointers, file processing, strings, stacks, queues, and link lists. Students will develop programs in multiple computing environments. Object oriented programming will also be introduced.
Prerequisite: CISS 110, Programming and Logic I

CISS 120 INTRODUCTION TO DATA COMMUNICATION Fall
This course will introduce the student to the organization and design of data networks, and provide the foundation for the first part of CCNA certification (INTRO 840-821). Topics include networking media, Ethernet technology, the TCP/IP protocol suite, subnets, routers and routing protocols, Wide Area Networks (WANs), and fundamentals of network management.

CISS 121 INTRODUCTION TO NETWORK ADMINISTRATION Spring
This course builds on the foundation developed in CISS 120, and extends the student’s capability to understand and manage data networks. Completion of this course prepares the student for the second part of Cisco CNA certification (ICND 640-811). Topics include classless routing, OSPF and EIGRP routing protocols, LAN design, Virtual LANs (VLANs), WAN design, PPP, Frame Relay, ISDN, and network administration.
Prerequisite: CISS 120, Introduction to Data Communication.

CISS 150 OPERATING SYSTEMS Fall, Spring, Summer
This course will introduce students to applied operating system concepts. Operating System theory and practice will be explored in both the UNIX and Windows environment. Topics include: Process Management, Communication and Synchronization, Memory Management, Device Management, File Systems, System Administration and Security. Students should possess a strong fundamental knowledge of MIS.
Prerequisites: CISS 101, Microcomputer Application Development; CISS 111, Programming and Logic II-Data Structures or permission of department.

CISS 200 INTRODUCTION TO COBOL PROGRAMMING Fall, Spring, Summer, DL
This course will provide a thorough coverage of problem solving and structured programming in the study of the systematic technique of program construction. After completing this course the student will have a firm foundation in the concepts and techniques of structured program design and structured COBOL programming and will have solved a wide variety of business-related application problems using COBOL utilizing the Hudson Valley Community College computer system.
Open to Computer Information Systems majors only.
Prerequisite: CISS 110, Programming and Logic I or permission of department.
CISS 201 ADVANCED COBOL PROGRAMMING 3-2-4

Fall, Spring, Summer

This course will expand on the theme of providing extensive coverage of problem solving and structured programming in the study of the systematic technique of program construction. This course is intended to be both theoretical and practical. We will explore the study of advanced COBOL features, development of style as a programming tool, formal presentation of simple data structures and fundamental algorithms, and practical study of disk file access techniques. After completing this course, the student will have a comprehensive and absolute understanding of the concepts and techniques of structured program design and structured COBOL programming. The student will also have solved a wide variety of business-related and academic-oriented application programs using COBOL and utilizing the Hudson Valley Community College computer system. Additionally, the student will enhance their skill using the UNIX operating system – using important UNIX tools, utilities and shell programming.

Prerequisites: CISS 200, Introduction to COBOL Programming or permission of department.

CISS 210 ANALYSIS AND DESIGN OF INFORMATION SYSTEMS 3-0-3

Fall, Spring, Summer, DL

This course presents a practical approach to systems analysis and design topics using traditional development theory with current technologies. It emphasizes the use of modern methods, tools, and group processes to identify the functionality that is necessary to provide end-users with application specific information systems. Students taking this course should have a thorough background in computer fundamentals as well as programming languages.

Open to Information Services students only.
Prerequisites: CISS 101, Microcomputer Application Development; CISS 111, Programming and Logic II-Data Structures or permission of department.

CISS 211 INFORMATION SYSTEMS DEVELOPMENT 3-0-3

Fall, Spring, Summer

A continuation of course CISS 210. Students will prototype the system they designed in course CISS 210. They will plan and coordinate all systems development phases using recommended project management techniques, participate in group walk-throughs and prepare a formal presentation of their completed system.

Open to Information Services students only.
Prerequisite: CISS 210, Analysis and Design of Information Systems.

CISS 220 WEB PAGE DEVELOPMENT AND DESIGN 3-0-3

Fall, Spring, Summer

This course teaches the students the basics of Web page and Web site development and design. The following topics will be covered: History and structure of the Internet and the World Wide Web, Web page and site design, Extensible HTML (XHTML), Cascading Style Sheets (CSS), and designing for accessibility. This course is meant to be a hands-on course. Students should possess a working knowledge of programming and the UNIX environment.

Prerequisite: CISS 110, Programming and Logic I or permission of department.
Corequisite: CMPT 118, Web Page Design and Management.

CISS 221 ADVANCED WEB DESIGN 2-2-3

Fall, Spring

This course will focus on two core topics: site design and client-side scripting. JavaScript will be used to look at client-side scripting, including the document-object model (DOM), forms processing, cookies, and Dynamic HTML. We will also look at usability, user-centered design, information architects, site navigation models, and business development cycles. This course is meant to be a hands-on course and includes extensive group work. It assumes a working knowledge of the Internet, the World Wide Web, HTML/XHTML, and CSS.

Prerequisite: CISS 220, Web Page Development and Design or permission of department.

CISS 225 INTERNET PROGRAMMING WITH PHP 2-2-3

Fall, Spring

This course uses PHP, a server-side scripting language, to develop Web-based applications. It illustrates the development of dynamic content with PHP programmatic interaction between client and server, security and session management, and server-side data-source management including integration with MYSQL. This course is meant to be a hands-on course and includes extensive group work. Students should possess a strong working knowledge of HTML/XHTML and MIS.

Prerequisite: CISS 220, Web Page Development and Design or permission of department.
CISS 227 XML PROGRAMMING 2-2-3  
FOR THE INTERNET  
Fall, Spring  
This course provides a detailed introduction to XML, the eXtensible Markup Language, for use in networked content management and the development of Internet-based applications. Topics include: XML content markup, utilization of Cascading Style Sheets (CSS), adaptive content with XSLT, document object model (DOM) navigation and utilization, writing XML DTDs for parsing engines, XML schemas, using XML for application development and structuring content for networked information management. Students should possess a strong fundamental knowledge of HTML or XHTML and MIS.  
Prerequisite: CISS 220, Web Page Development and Design or permission of department.

CISS 230 VISUAL BASIC PROGRAMMING 3-2-4  
Fall, Spring, Summer, DL  
This course will teach the fundamentals of object-oriented programming using Visual Basic to reinforce and expand the essential tools of the language and programming environment as it relates to system application development. Utilizing design methodologies to explore and expand the full potential of Visual Basic, the students will learn to become application developers. Students, using their own design, will create a visual basic application.  
Prerequisite: CISS 240, Object Oriented Design with Java.

CISS 240 OBJECT ORIENTED DESIGN WITH JAVA 3-1-3  
Fall, Spring, Summer, DL  
This course will cover the basics of programming in Java. Java is an object oriented programming language that allows for platform independent code development. Students will learn how to plan and program Java applets and applications. Topics include classes, objects, variables and expressions, control structures, graphical user interface development, processing data using files and arrays, inheritance, multithreading and multimedia.  
Prerequisite: CISS 210, Analysis and Design of Information Systems or permission of department.

CISS 241 ADVANCED JAVA PROGRAMMING 2-2-3  
Spring, Summer  
This course provides an in-depth study of Object Oriented Design (OOD) and advanced Java topics. This course presents and applies a “Best Practices” approach to: Exception Handling, Java Database Connectivity (JDBC), Multithreading and Synchronization, Networking, Serialization and Marshalling, Remote Method Invocation (RMI), Graphical User Interface (GUI) Development using Swing, Enterprise JavaBeans, and Server-Side Programming with Servlets and JavaServer Pages. Students should possess a strong fundamental knowledge of Object Oriented Design and Java.  
Prerequisite: CISS 240, Object Oriented Design with Java.

CISS 250 INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS 3-2-4  
Fall, Spring, Summer, DL  
This course introduces students to database concepts and associated DBMS development tools and methodologies. It concentrates on designing a database structure and developing the end-user applications. The students will have hands-on experience with the relational model, Oracle, exploring its basic structures, methods of manipulation - both as an end-user and a programmer utilizing SQL, SQLPlus and a third generation programming language as a front end to the database design. Students should possess a thorough knowledge of computer operating systems as well as an advanced applied knowledge of a programming language.  
Open to Computer Information Services majors only.  
Prerequisites: CISS 210, Analysis and Design of Information Systems or permission of department.

CISS 260 INTERNSHIP 1-6-3  
Fall, Spring, Summer  
The student will participate in an internship at an approved local business organization for experience in computer programming, operations, training, data communications or other technological areas during the last term of study.  
Open only to Computer Information Systems or Telecommunications Management majors with 2.0 grade point index.  
Prerequisite: CISS 210 Analysis and Design of Information Systems or permission of department.
CIS 270 NETWORK INFRASTRUCTURE  3-1-3  
Fall
Network Infrastructure explores both the design of Remote Access Networks (RACs) and Wide Area Networks (WANs). It combines sound theoretical foundations with hands-on lab experiences to provide students depth and experience in managing networks. Topics include building, configuring and troubleshooting RACs, controlling access, Virtual Private Networks (VPNs), advanced IP addressing, network routing protocols such as IS-IS and BGP, policy based routing, and managing traffic flow on wide-area networks. Based on the Cisco Networking Academy curriculum, this course prepares the student for the first two parts of the Cisco Certified Network Professional (CCNP) Exam: Building Scalable Cisco Networks, BSCI 842-801, and Building Cisco Remote Access Networks, BCRAN 642-821.
Prerequisite: CIS 121, Introduction to Network Administration.

CIS 271 NETWORK MANAGEMENT  3-1-3  
Spring
The first part of this course will extend the student’s understanding of networks to include the current multi-layer switched networks, and provide the knowledge needed to manage network traffic flow, reliability, redundancy, security and performance. The second part of this course is designed to provide the students with methodologies and hands-on experience in troubleshooting sub-optimal performance in a converged network. Based on the Cisco Networking Academy curriculum, this course prepares the student for the final two parts of the Cisco Certified Network Professional (CCNP) Exam, Building Cisco Multilayer Switch Networks - BCMN 642-801, and Cisco Internet Troubleshooting - CIT 642-831.
Prerequisite: CIS 270, Network Infrastructure.

COMPUTER INTEGRATED TECHNOLOGY

IDLT 100 INTERPRETING ENGINEERING   DRAWINGS  1-4-3  
Fall, Spring
The necessary range of topics will be provided to study and practice the essential concepts of lines, views and rules of dimensioning required to interpret drawings of manufactured parts.

IDLT 105 MICROCOMPUTER   DRAFTING - AUTOCAD  1-4-3  
Fall, Spring, DL
The student will develop basic skills in the use of AutoCAD drafting software. Included are the knowledge and understanding of file management, setup of the drawing screen, and the use of menus and commands in AutoCAD. Drawing, editing, dimensioning, and plotting techniques will be practiced. Mechanical and architectural applications will be introduced. Contact the Mechanical/Industrial Engineering department to confirm current software.

IDLT 107 COMPUTER AIDED   DRAFTING I  2-6-4  
Fall
A current version of nationally recognized software will be used as a tool for mechanical drafting and design. Students will learn to construct and manipulate entities as required to design 2D and 3D objects. Layout and dimensioning procedures required for acceptable hard copy are stressed. Contact the Industrial/Mechanical Engineering Technology department to confirm current software.
Prerequisite: IDLT 100, Interpreting Engineering Drawings.

IDLT 110 MACHINING PROCESSES  2-3-3  
Fall
Lab fee will be required.
An introduction to machine shop equipment and practices. The purpose and principles of engineering design are discussed to prepare the draftsperson for interpretive knowledge necessary to create working drawings. Some time is spent in the machine shop learning the capabilities and limitations of machines.

IDLT 120 ELECTRICITY  2-2-3  
Spring
Lab fee will be required.
Introduction to the basic principles of electricity and electronics. Topics include: electrical units, AC and DC current, voltage, resistance, power, series and parallel circuits, inductance, capacitance, transformers, 3 wire and 3 phase systems, basic control, power diodes, the SCR, the LED, transistors, speakers and logic gates. Laboratory experiments closely parallel and are correlated with theory. The purpose of this course is not to provide an in-depth analysis of each topic, but to provide an overview to give the non-electrical major exposure to the scope of the field.
IDLT 130 INDUSTRIAL PSYCHOLOGY  3-0-3  * SSC
Fall, Spring
Study of individual differences in industry; analysis of human needs and morale, selecting, testing, training and motivating employees; evaluating and improving personal effectiveness; factors affecting employee efficiency and behavior.

IDLT 207 COMPUTER AIDED DRAFTING II  2-6-4
Spring
Nationally recognized “Solids Modeling” software will be used as a tool for mechanical design. Students will use the solids concept to design parts and verify assemblies. Contact the Industrial/Mechanical Engineering Technology department to confirm current software.
Prerequisite: IDLT 107, Computer Aided Drafting I

IDLT 208 INVENTOR/CAD BASICS  1-4-3
Fall, Spring
This course is designed to provide the student with the knowledge and practice to produce Technical Working Drawings, Files Compatible with Numerical Control for production and inspection of mechanical parts with Autodesk Inventor software.
Prerequisites: IDLT 105, Microcomputer Drafting - AutoCAD or CADD 100, Computer Aided Drafting I or computer and drafting experience or permission of instructor.

IDLT 210 FACILITIES LAYOUT AND DESIGN  2-2-3
Fall
Concepts and principles of facilities planning functions will be studied. Topics include site selection, code satisfaction, future expansion accommodation, procurement and layout, scheduling and cost projection.

IDLT 215 ELECTRICAL DRAFTING  0-4-2
Spring
This course will give the student a basic understanding of electrical and electronic drafting and exposure to the creation of various drawings used in the electrical and related industries. Included is the ability to recognize and draw designations and functions of electrical/electronic components, graphs, logic circuits, schematics, and block diagrams, among others. Architectural wiring diagrams and electronic packaging will also be covered.
Prerequisite: IDLT 180, Mechanical Drawing or equivalent.

IDLT 220 GRAPHICAL ANALYSIS  1-4-3
Spring  Lab fee will be required.
This is an introductory course in descriptive geometry. The emphasis of this course is to help the student visualize objects in three dimensional space. This course will help to develop a graphic mind, which will enable students to more effectively think in three dimensions. Initially the physical relationship between lines and planes in space is studied. The student is taught the use of tools necessary to manipulate these objects.
Prerequisite: MATH 106, Applied Technical Mathematics II or equivalent; IDLT 180, Mechanical Drawing or equivalent.

IDLT 225 APPLIED SPATIAL RELATIONSHIPS  1-4-3
Spring
The course, a continuation of IDLT 220 Graphic Analysis, covers more advanced relationships between two dimensional objects in space. The second half covers the relationship of three dimensional (two solids) objects, along with additional tools used in their manipulation.
Prerequisite: ODLT 220, Graphical Analysis.

IDLT 230 CAD SYSTEM MANAGEMENT AND DESIGN  2-3-3
Spring  Lab fee will be required.
A comprehensive development of the automation systems inherent in CAD systems, centering on the customization of a system environment, to make the user more productive. A detailed inspection of the automation process of the user interface, interaction to external programs and systems, and uses for CAD output are integral to the cause. The development of a systematic process for CAD system selection and implementation in an industrial environment will be introduced and developed.
Prerequisite: At least one college level CAD course using a current version of CADKey or AutoCAD or permission of instructor.

IDLT 240 GEOMETRIC DIMENSIONING AND TOLERANCING  1-4-3
Fall
Geometric Dimensioning and Tolerancing standards will be studied and applied to the design of machined parts. The course will be taught in accordance with the latest ASME Y14.5.
Prerequisite: IDLT 100, Interpreting Engineering Drawings.
COMPUTER SCIENCE

CSCI 110 COMPUTER SCIENCE I * MAT 4-0-4
Fall, Spring, Summer
Students will learn to program using the interactive Academic Computer Facility, including use of text editors, compilers, loaders and general file manipulation procedures. Instruction in a high level language will include fundamental statements, functions, and data types; terminal and file I/O; and modular programming techniques using subprogram units. Computer organization topics will provide a conceptual framework for how the computer functions. Elementary classic algorithms will be developed and implemented. Prerequisite: Three units academic mathematics.

CSCI 120 COMPUTER SCIENCE II 4-0-4
* MAT
Fall, Spring, Summer
Students will extend their skills in programming to implement data structures including strings, stacks, queues, linked lists, and trees. The concept of pointers will be used to develop data structure access procedures. These procedures in turn will be used to develop applications such as expression evaluation, simple simulation, sparse array/volatile list, and binary search trees. Prerequisite: CSCI 110, Computer Science I or equivalent.

CSCI 210 COMPUTER SCIENCE III 4-0-4
Fall
Computer hardware components and integrating software will be studied. The structure and interrelation of registers, adders and memory will be studied at a block logic level. Microcoding, bus discipline, and I/O processors are developed as implementation strategies. Low level programming tools such as shift registers, index registers and indirect addressing are used to solve programming problems in Assembler. The role of operating system software in sharing system resources such as processor time and memory is discussed. New vocabulary and concepts are linked to previously learned programming structures. Prerequisite: CSCI 120, Computer Science II.

CSCI 220 COMPUTER SCIENCE IV 4-0-4
Spring
This course focuses on concepts that underlie advanced programming strategies and experience using tools that implement them. These include principles of software engineering and their expression in a team setting, regular expressions and FSM generators, template strategies for generic code and the Standard Template Library, object polymorphism as applied in complex exception handling, object oriented design as reflected in event driven I/O and Rapid Application Development environments. Major programming projects that use these tools will require programming team coordination. Prerequisite: CSCI 120, Computer Science II.

CONSTRUCTION TECHNOLOGY

CNST 100 CONSTRUCTION SURVEYING 2-2-3
Fall
Lab fee will be required.
The usage of tapes, levels and transits for field layout of structures and services; theory and field practice with respect to reference line layout as well as horizontal and vertical placement of structures on site.

CNST 103 BLUEPRINT READING FOR TECHNOLOGIES 2-3-3
Fall
The study of blueprints that are common to the field of construction. To familiarize the student with various types of drawings such as site drawings, floor plans, detail drawings, construction, electrical, plumbing drawings and heating, ventilating and air conditioning (HVAC) plans. To familiarize the student with construction systems.

CNST 110 STATICS AND STRENGTH OF MATERIALS 2-2-3
Spring
Vectors and force systems, centroids, moment of inertia, stresses and strains in homogeneous and elastic bodies, temperature stresses; mechanical properties of materials, shear and bending moment, stresses in beams, deflection and column theory.

CNST 120 ARCHITECTURAL DRAWING I 0-4-2
Fall, Spring
Lab fee will be required.
A set of working drawings, utilizing computer drafting, scale-triangle skills and freehand sketching will be created in this course. The end product shall be of sufficient quality such that it could be used to obtain a building permit. Building code issues are also emphasized.
CNST 130 PRINCIPLES AND PRACTICES OF LIGHT CONSTRUCTION I 2-2-3
Fall, Spring  Lab fee will be required.
In this course, emphasis is placed on the study of light wood frame construction. Floor, wall and roof framing. Building layout, foundations systems, exterior and interior finishes, doors and windows, applicable codes and building department regulations are also major topics.

CNST 131 CONSTRUCTION LABORATORY I 0-6-2
Fall  Lab fee will be required.
A practical laboratory course for the development of skills in residential construction.

CNST 132 CONSTRUCTION LABORATORY II 0-6-2
Spring  Lab fee will be required.
A continuation of course CNST 131 - Construction Laboratory I in the development of practical skills in residential construction.
Prerequisites: CNST 130, Principles and Practices of Light Construction; CNST 131, Construction Laboratory I.

CNST 133 PRINCIPLES AND PRACTICES OF LIGHT CONSTRUCTION II 3-2-4
Fall  Lab fee will be required.
Major topics in this course include advanced roof framing, stair layout, structural systems analysis, framing layout, framing member sizing, and an introduction to masonry and steel frame construction.
Prerequisite: CNST 130, Principles and Practices of Light Construction I.

CNST 202 CONSTRUCTION PLANNING AND CONTROL 2-2-3
Spring
Management is an important function in construction. This course deals with management in general and project management in particular. The critical path method is emphasized as a tool in planning and control. High powered construction management computer software will be used for projects.

CNST 210 STEEL CONSTRUCTION 2-2-3
Fall
Study of steel construction methods, steel detailing, erection and design. Design and analysis of steel beams, tension and compression members. An introduction to the theory of connections. Students will participate in the erection of a pre-fabricated structural steel building as part of the class.
Prerequisite: CNST 110, Statics and Strength of Materials.

CNST 211 CONCRETE CONSTRUCTION 2-2-3
Spring
This course covers placement and curing of concrete, reinforcing bar detailing and placement, reinforced concrete construction methods and practice. Introduction to form work design.
Prerequisite: CIVL 112, Statics and Strength of Materials or CNST 110, Statics and Strength of Materials.

CNST 220 ARCHITECTURAL DRAWING II 0-4-2
Fall, Spring  Lab fee will be required.
A continuation of CNST 120 extended to more complex commercial construction with extensive use of applicable building codes.
Prerequisite: CNST 120, Architectural Drawing I.

CNST 230 CONSTRUCTION MANAGEMENT SEMINAR 2-2-3
Fall
Students will learn business ownership and organization, construction contracts, bonding, insurance, labor law, labor relations, project safety and motivation techniques. Word processing and spreadsheet computer software will also be introduced.

CNST 231 BUILDING SERVICE SYSTEMS 2-2-3
Spring
Study of materials, equipment and the practice of selection in mechanical and electrical systems for buildings. Concepts used in the design of plumbing, air conditioning and electrical systems are included.
Prerequisites: Math 105, Applied Technical Mathematics I or Math 110, Intermediate Algebra or Math 150, College Algebra and Trigonometry.

CNST 232 SITE DEVELOPMENT 2-2-3
Spring  Lab fee will be required.
This course covers the planning, design, construction and maintenance of earthwork, streets and utilities included in the development of a typical residential subdivision.

CNST 239 CONSTRUCTION CAPSTONE 1-4-3
Spring  Lab fee will be required.
A capstone course utilizing knowledge of previous and current courses in the design and planning of a construction project proposal. Topics range from site planning to construction scheduling of the project.
Pre- or Corequisites: CNST 102, Construction Estimating; CNST 202, Construction Planning and Control; CNST 210, Steel Construction; CNST 220, Architectural Drawing II; CNST 231, Building Service Systems; CNST 232, Site Development.
CNST 270 SOILS IN CONSTRUCTION  2-2-3
Fall  Lab fee will be required.
Topics include soil classification and investigation, ground-water, drainage, frost action, earth construction, lateral earth pressures, bearing capacity, piles and settlement. Lab tests are conducted and reports prepared.

CRAFT

CRFT 100 CRAFT SEMINAR  2-0-2
Fall, Spring  Materials fee will be required
Advanced level students will have the opportunity to concentrate their efforts and develop in one media. They will be involved in research on a technique or stylistic development that will culminate in a written paper and a visual representation of their research. The student will work closely with the instructor to determine the exact topic of concentration. Students will also develop their technical skills and design concepts.
Prerequisites: Two credits of Introductory and Intermediate and Advanced Studio.
Corequisite: Class attendance in Advanced Level Studio.

CRFT 101 INTRODUCTION TO FURNITURE MAKING  2-0-2
Fall, Spring, Summer  Materials fee will be required
Introduction to the practical application of basic knowledge of wood, using hand tools to make standard furniture joinery.

CRFT 102 INTRODUCTION TO WOODCARVING  2-0-2
Fall, Spring  Materials fee will be required
An introductory course in woodcarving with relief and chip carving techniques. Includes the techniques of hand-carving, stamping and varnishing and staining. Students will complete 3 finished products in this class that demonstrate chip relief carving. Students will be required to purchase a set of carving tools.

CRFT 103 THE CRAFT OF FRAMEMAKING  2-0-2
Fall, Spring, Summer  Materials fee will be required
Introduction to the craft of picture framing as it applies to drawings, watercolors, paintings, photography; works on canvas, needlework, etc. French Matting, glass cutting, stretcher construction and canvas preparation, proper use of tools and aesthetics will be thoroughly explored. Issues of preservation, stabilization of works on paper and canvas will be discussed. Students should bring samples to frame to the first class.

CRFT 111 INTRODUCTION TO POTTERY  2-0-2
Fall, Spring, Summer  Materials fee will be required
An introductory studio course in stoneware ceramics. Lectures, wheel throwing, and handbuilding will be used to explore the aesthetic, sculptural, and functional possibilities of clay. Techniques will be demonstrated and lectures will feature technical information on high temperature firing and stoneware glazes.

CRFT 112 CERAMIC SCULPTURE  2-0-2
Fall, Spring  Materials fee will be required
This course is designed for the manipulation of clay in a sculptural context. The areas of exploration will be:
1. 3-Dimensional Figurative Sculpture
The traditional techniques of solid form and coil method of additive construction will be presented in the bust and free standing figure.
2. Architectural Sculpture: Murals, Friezes, Tondos
Demonstrations in the technical aspects of relief construction (3-D forms on 2-D surfaces-walls) will be presented with discussions on installation and adhesives.
3. Extruder Sculpture
The exciting work in hollow slab construction will be presented the use of the Bailey Extruder System. This system offers a limitless range of possibilities for the creative ceramic sculpture.
Prerequisite: CRFT 111, Pottery I.

CRFT 121 INTRODUCTION TO FIBER ARTS: WEAVING I  2-0-2
Fall, Spring, Summer  Materials fee will be required
An introductory class in four harness loom weaving. Students will learn how to warp, prepare the loom and weave patterns on a four harness loom. An introduction to the science of fibers, their process and treatment including individual projects in yarn and fabric structure and finishing the woven goods will be included. Looms are available for a nominal fee.

CRFT 122 SPINNING AND DYEING: AN INTRODUCTION  1-0-1
Fall, Spring  Materials fee will be required
Introduction to natural and man-made fibers, preparation of fibers for spinning, introduction to spinning techniques on both a drop spindle and spinning wheel. Introduction to chemical and natural dyes, and the practice of dyeing techniques of fibers produced in the studio. Fiber and tools will be provided.
CRFT 131 BEGINNING PRINTMAKING  2-0-2  
Fall, Spring, Summer  Materials fee will be required
An introduction to two specific forms of printmaking collograph and monoprint in which the principles of both a constructed surface and a planographic surface will be covered. Single and multiple images, black and white, color, opacity and transparency will be explored.

CRFT 132 INTRODUCTION TO  SCREEN PRINTING
Fall, Spring, Summer  Materials fee will be required
An introductory course to explore the process of screen printing from its commercial uses such as posters and cards to the creative aspects. Included will be stenciling methods and multiple color printing. Students will explore and develop creative possibilities of producing multiple images by using two screen printing methods: stenciling and block-out.

CRFT 133 PAPER MAKING TECHNIQUES  1-0-1
Fall, Spring, Summer  Materials fee will be required
The construction of paper pulps from low-cost natural or recycled fibers. The construction of a mold and deckle for forming sheets of hand-made paper; methods of making casting molds; the use of hand-made paper for making relief prints.

CRFT 141 JEWELRY I  2-0-2
Fall, Spring, Summer  Materials fee will be required
An introductory course covering fundamental concepts and techniques of both the design and creation of original jewelry. Includes the techniques of piercing and filing, soldering and polishing. Students will work with metal alone and in combination with other materials, (wood, plexiglass, etc.). Development of individual designs will be encouraged.

CRFT 142 ENAMELING:  2-0-2
AN INTRODUCTION
Fall, Spring  Materials fee will be required
Students will be introduced to the process of enameling on copper and cloisonne enameling which is done on silver. The physical characteristics of enamel will be explored as well as several techniques for enamel application. Students will experiment with color, both opaque and transparent and the effects of color on the two different materials. 
Prerequisite: CRFT 141, Jewelry I.

CRFT 151 INTRODUCTION TO STAINED GLASS TECHNIQUES  2-0-2
Fall, Spring, Summer  Materials fee will be required
Introduction to basic stained glass techniques. This course will explore all aspects of two dimensional stained glass construction, including preliminary work, glass cutting, soldering and cleaning. Design and color theory as it relates to stained glass will be explored through lecture and slide presentation.

CRFT 200 ADVANCED FURNITURE MAKING  2-0-2
Fall, Spring  Materials fee will be required
Students will engage in the study and practice of advanced techniques of furniture making. Hand joining will be reviewed; gluing of wood, frame and panel construction and wood-bending processes will be taught. A final project incorporating learned techniques is required. 
Prerequisite: CRFT 101, Introduction to Furniture Making.

CRFT 201 CRAFT OF FRAMEMAKING II  2-0-2
Fall, Spring, Summer  Materials fee will be required
This course will include several advanced frame making techniques such as the construction of shadow boxes for displaying three dimensional and hard to frame objects, double matting, matt decoration and matt carving. Issues of permanency will be covered, such as archival considerations, stabilization and restoration as well as art identification which will include dating techniques, authenticity and materials.
Prerequisite: CRFT 103, The Craft of Framemaking.

CRFT 211 POTTERY II (Intermediate Pottery)  2-0-2
Fall, Spring, Summer  Materials fee will be required
A continuing development of pottery techniques with a refinement in both technical and aesthetic pursuits. The emphasis in this class will be to bring student's skill to a point where the creative aspects of the medium may be explored freely with emphasis on traditional form. A more in-depth exploration of glaze technology, various kiln atmospheres and firing techniques, as well as a more complex treatment of surface decoration will be pursued. The historical background of ceramic art, from ancient to contemporary times will be explored through lectures and slide presentations.
Prerequisite: CRFT 111, Introduction to Pottery.
CRFT 221 WEAVING II 2-0-2
Fall, Spring  Materials fee will be required
Designed for students who have completed Weaving I or have some weaving experience. This course will include the study of color and design in relation to woven apparel fabric as well as the contemporary use of textiles produced on a four harness loom. Dyeing, fabric structures and off loom techniques will also be explored.
Prerequisite: CRFT 121, Intro to Fiber Arts: Weaving I.

CRFT 222 SPINNING AND DYING II 1-0-1
Fall, Spring  Materials fee will be required
An advanced course in spinning and dyeing, compound threads, working with natural and man-made fibers, spinning of complex and mixed threads on a drop spindle and spinning wheel will be covered. Manipulation of color and design of compound threads and fibers, and the preparation of fibers for thick-thins, flakes, boules and other mixed threads. Theory and studio work will be combined in this course. Fibers and tools will be provided.
Prerequisite: CRFT 122, Spinning and Dyeing: An Introduction.

CRFT 231 INTERMEDIATE PRINTMAKING 2-0-2
Fall, Spring, Summer  Materials fee will be required
Exploration of relief and intaglio processes through direct manipulation of copper plate and wood surfaces. Techniques of creating uniform editions, black & white and color images and ink properties will be explored.
Prerequisite: CRFT 131, Beginning Printmaking.

CRFT 241 JEWELRY II 2-0-2
Fall, Spring, Summer  Materials fee will be required
An advanced course in metalworking and jewelry design. Refinement of basic skills and exploration of advanced techniques. Stone setting, forming and fabricating skills will expand the student's knowledge and allow for more advanced designs. Control of the material to achieve desired results will be emphasized.
Prerequisite: CRFT 141, Jewelry I.

CRFT 242 ENAMELING II 2-0-2
Fall, Spring  Materials fee will be required
Students will be engaged in the study and practice of advanced enameling techniques. Cold joint and a variety of closures will be explored to expand the student's knowledge and creative possibilities.
Prerequisite: CRFT 142, Enameling: An Introduction.

CRFT 251 STAINED GLASS II 2-0-2
Fall, Spring, Summer  Materials fee will be required
A continuing development of stained glass techniques with refinement in both technical and aesthetic pursuits. The use of glass in the construction of three dimensional forms, especially lamp and terrarium forms will be emphasized.
Prerequisite: CRFT 151, Introduction to Stained Glass Techniques.

CRFT 261 FURNITURE MAKING III 2-0-2
Fall, Spring  Materials fee will be required
Students will design and construct a piece of furniture from their own original drawings, from wood selection and preparation to the finished piece of furniture. They will demonstrate proficiency in more complicated uses of mortise and tenon, wood bending, frame and panel construction. Students will refine advanced skills with a strong emphasis on craftsmanship.
Prerequisites: CRFT 101, Introduction to Furniture Making; CRFT 200, Furniture Making II.

CRFT 271 ADVANCED POTTERY 2-0-2
Fall, Spring, Summer  Materials fee will be required
This class is designed for the experienced pottery student. Students will be involved in advanced pottery techniques and will explore clay as a creative medium. Students will experiment with advanced firing techniques such as Raku and Pit Firing.
Prerequisites: CRFT 111, Introduction to Pottery; CRFT 211, Pottery II.

CRFT 283 WEAVING III 2-0-2
Fall, Spring  Materials fee will be required
For students continuing with the study of fabric structure, color and design of textile, and actual performance of techniques on the loom.
Prerequisites: CRFT 221, Weaving II; CRFT 222, Spinning and Dyeing II.

CRFT 291 ADVANCED JEWELRY-STONE SETTING 2-0-2
Fall, Spring, Summer  Materials fee will be required
Techniques of setting cabochon and faceted stones in both hand made and commercial settings will be taught in this course. Construction of bezel and basket settings for round and fancy shaped stones will be covered as well as tube and channel settings. Stone and gem identification and individual characteristics of stones will be included.
Prerequisites: CRFT 141, Jewelry I; CRFT 241, Jewelry II.
CRFT 295 MARKETING YOUR ART/CRAFT 1-0-1
Fall, Spring  Materials fee will be required
A course introducing artists and crafts persons to the skills and resources needed to market their own work. This course will provide information skills in the areas of: establishing credibility, developing portfolios and printed materials, securing exhibitions, direct selling, public relations, legal questions, and financial management for the artist/craftsperson.

CRIMINAL JUSTICE

CRJS 101 INTRO TO LAW ENFORCEMENT & CRIMINAL JUSTICE 3-0-3
Fall, Spring, DL
A survey of the historical and philosophical development of law enforcement. This course will analyze the major components of the criminal justice system – police, courts and corrections, the criminal justice process and current trends in the field.

CRJS 150 PRINCIPLES OF CRIMINAL INVESTIGATION 3-0-3
Fall, Spring, DL
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 special investigation techniques; methods used in police science laboratory; ballistics, documents, serology, photography and related forensic services.

CRJS 180 CRIMINAL LAW I 3-0-3
Fall, Spring, DL
A survey of the history and philosophy of criminal law; the scope, purpose, definition and classification of modern criminal law; offenses against the person, property offenses; and a discussion of the relationship between the constitutional rights of the individuals and the protection of society.

CRJS 181 CRIMINAL LAW II 3-0-3
Fall, Spring, DL
Comprehensive analysis of the rules of evidence and criminal procedural law; judicial notice, presumption, real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay, confessions and admissions; laws of arrest, search and seizure. Prerequisite: CRJS 180, Criminal Law I.

CRJS 201 COMPARATIVE CRIMINAL JUSTICE SYSTEMS 3-0-3
Offered on demand
This course is concerned with the examination of alternative systems of criminal justice both within the United States and in foreign countries. The expansion of knowledge of the various systems is intended to create more critical evaluation of familiar agencies and systems. The major goal of this course is for the student to understand the existence of and differences among various criminal justice systems.

CRJS 202 PROBATION, PAROLE AND COMMUNITY CORRECTIONS 3-0-3
Offered on demand
A survey of the origins, theories, practices and critical issues in probation and parole including discussion of diversion, victim services, dispute mediation and other significant trends in community corrections. This course will discuss the various theories of correctional philosophy and how these are reflected in practice and will include a critical analysis of recent trends in community services.

CRJS 203 INTRODUCTION TO FAMILY VIOLENCE 3-0-3
Offered on demand
This course is designed to provide the student with varied perspectives on family violence including historical, legal, cultural and political views, to familiarize the student with current trends and issues in partner (relationship) abuse, elder abuse, physical child abuse and child sexual abuse, to inform the student about current research on the nature and dynamics of family violence and to increase the student’s understanding of the criminal justice, mental health, healthcare and social service responses to the victims, offenders and family members that are impacted by violence in the family.

CRJS 205 CRIMINAL JUSTICE & THE COMMUNITY 3-0-3
Fall, Spring, DL
The focus throughout this course is on the mutual interaction of the Criminal Justice System (police, courts, and corrections) with the public. Areas of consideration include: the nature of the community; community involvement; criminal justice agencies and community relations; prejudice and discrimination; civil rights and liberties.
CRJS 210 CONSTITUTIONAL LAW 3-0-3
Fall, Spring, DL

This course includes a history of the United States Constitution, describes the structure of American government as developed through court interpretation of the Constitution and emphasizes constitutional safeguards of liberty and property. The objective of this course is to acquaint the student with the judicial system, structure and process of Constitutional litigation by a detailed study of the rights of citizens.

CRJS 215 INTRODUCTION TO 3-0-3
Fall
INDUSTRIAL SECURITY

Historical and philosophical background of modern industrial security: comparison of security and police operations; security of the private, governmental and international levels.

CRJS 216 SECURITY ADMINISTRATION 3-0-3
Spring

Introduction to security administration, covering the historical and legal framework for security operations on both the private and governmental level. Detailed presentation of security processes and programs currently utilized in providing security in a democratic society. Attention will also be given to international security organizations, their organization, administration and operational limits.

CRJS 218 COMPUTER SECURITY 3-0-3
Fall

The concept of a total program of protection will be examined from the conventional aspects of physical security, to sophisticated protection of hardware, software and communications.

CRJS 219 PHYSICAL SECURITY AND 3-0-3
Spring
SAFETY

Concepts of physical security integrated with management systems: physical security requirements and standards; alarms and surveillance devised, animate security, costing, planning and engineering. Principles of safety practices and regulations; fire prevention; property conservation; occupational hazards and personal safeguards.

CRJS 220 SECURITY LAW 3-0-3
Fall

To acquaint the student with basic legal issues facing the private police officer. Student will examine the general sources of legal powers and limitations concerning private police, including an overview of substantive criminal law. Major topics will include the relative legal powers of private citizens, private and public police; investigator function of private police, law of arrest, search and seizure; use of force; and the legal relationship between users and providers of private security services.

CRJS 240 CRIMINAL JUSTICE SEMINAR I 1-0-1
Offered on demand

This seminar-based course explores contemporary issues in the criminal justice system. The seminar will provide the student with an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

CRJS 241 CRIMINAL JUSTICE SEMINAR II 2-0-2
Offered on demand

This seminar-based course explores contemporary issues in the criminal justice system. The seminar will provide the student with an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

CRJS 242 CRIMINAL JUSTICE SEMINAR III 3-0-3
Offered on demand

This seminar-based course explores contemporary issues in the criminal justice system. The seminar will provide the student with an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

CRJS 245 FORENSIC EVIDENCE 2-2-3
Fall, Spring, DL*

A comprehensive survey of a crime laboratory including theory and methods. Emphasis is placed on the role of the laboratory in criminal investigations. Firearms identification, examination of questioned documents, criminal analysis (i.e., narcotics, blood analysis, etc.) and instrumental analysis will be covered.

*Labs completed on campus

CRJS 250 CRIMINOLOGY * SSC 3-0-3
Fall, Spring, DL

A survey of the nature and scope of criminality and prevalent forms of deviance. This course will consider the major theories of criminal and deviant conduct drawn from psychological, social and cultural modes of explanation. A discussion of various classifications and topologies and the role of crime statistics will be included as well as the relevance of these factors for understanding, prevention, control and prediction.
CRJS 255 INTRODUCTION TO JUVENILE DELINQUENCY 3-0-3
Fall, Spring, DL

The methods and philosophy of the juvenile court system, police programs for the prevention and control of juvenile delinquency and the role of various social work agencies in the case and treatment of juveniles. Special attention will be given to police techniques utilized in handling juveniles with special emphasis on the utilization of existing community resources. The course will examine prevailing professional philosophy, existing law, public policy and knowledge of current delinquent behavior theories.

CRJS 260 CRIMINAL JUSTICE ADMINISTRATION 3-0-3
Fall, Spring, DL

An analysis of the principles of administration and management in their application to law enforcement, courts and correctional agencies. A study of organizational structure, responsibilities and interrelationships; and how emerging technologies are impacting the administration of justice agencies.

CRJS 265 CORRECTIONAL SERVICES 3-0-3
Fall, Spring, DL

An introductory course in corrections which will examine the correctional system from an historical perspective. Topics include the philosophy of punishment, correctional alternatives, theory and practice involved in the treatment of offenders and post-correctional release.

CRJS 290 CRIMINAL JUSTICE PRACTICUM 2-4-3
Fall, Spring

An internship program in practical field experience and seminars. Field experience will occur in police, sheriff, probation, correction, parole and other criminal justice agencies at the federal, state and local levels. Students will become acquainted with the function, structure, staff and clientele of various criminal justice agencies. Classroom concepts will be integrated with practical work experience and shared through classroom discussions. Students will become familiar with community resources and field problems and how to function in public agencies.

DENTAL HYGIENE

DHYG 105 TOOTH MORPHOLOGY AND OCCLUSION 2-0-2
Fall, DL Lab fee will be required.

This course, through a lecture format, is designed to provide the student with a comprehensive knowledge of tooth morphology. Basic dental terminology, dental charting, occlusion and anomalies are covered. Clinical Application of knowledge is emphasized in Preventive Dentistry I.
Open only to matriculated Dental Hygiene students. Corequisites: DHYG 110, Preventive Dentistry I.

DHYG 110 PREVENTIVE DENTISTRY I 3-8-5
Fall Lab fee will be required.

This interactive course introduces the student to the basic principles and practices of preventive dental hygiene. Emphasis will be on the laboratory application of the basic principles of instrumentation, tooth morphology, occlusion, infection control and professional conduct. Students will develop competence in patient assessment techniques including medical/dental history, recognition and examination of orofacial structures and hard tissue dental findings.
Open only to matriculated Dental Hygiene students. Corequisites: DHYG 105, Tooth Morphology & Occlusion.

DHYG 115 NUTRITION 3-0-3
Spring

Basic principles of nutrition in regard to functions and values of food in the human body. The role of nutrients and nutrient requirements to general health and disease. Examination of these major problems in dentistry (dental caries, periodontal disease and oral mucous membrane disease). Application of the principles of nutrition through dietary counseling, nutrition counseling for caries, oral disease prevention and the maintenance of healthy oral tissues will be discussed.
Open only to matriculated Dental Hygiene students. Prerequisites: BIOL 136, Anatomy & Physiology; DHYG 110, Preventive Dentistry I. Corequisites: DHYG 120, Preventive Dentistry II; DHYG 121, Clinical Dental Hygiene I.

DHYG 116 HEAD AND NECK ANATOMY 2-0-2
Spring Lab fee will be required.

This course is designed to provide the student with a comprehensive knowledge of head and neck anatomy through lecture and laboratory experiences. Emphasis is placed on those aspects of head and neck anatomy which apply to dental hygiene treatment.
Open only to matriculated Dental Hygiene students. Prerequisites: BIOL 136, Anatomy and Physiology.
DHYG 117 DENTAL RADIOLOGY 3-3-4
Spring Lab fee will be required.
Course is designed to familiarize the student with the principles and procedures of dental radiology. Laboratory time is provided to enable the student to practice the exposing, processing, mounting and interpreting of dental radiographs. In addition, the concept of prevention as it relates to radiation hygiene is reinforced throughout the theoretical and practical sessions. Emphasis is placed on the development of the technical skills necessary to produce dental radiographs of acceptable diagnostic quality. Recitation periods will be utilized to help clarify radiology concepts.
Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 105, Tooth Morphology and Occlusion; DHYG 110, Preventive Dentistry I.
Corequisites: DHYG 120, Preventive Dentistry II; DHYG 121, Clinical Dental Hygiene I.

DHYG 120 PREVENTIVE DENTISTRY II 2-0-2
Spring
This course is a continuation of the basic principles of oral health care delivery. Emphasis will be placed on the dental hygiene process. Theory supporting the management of patients presenting with preventive and therapeutic oral health care needs are discussed and applied to patient care.
Open only to matriculated Dental Hygiene students.
Prerequisites: BIOL 136, Anatomy and Physiology; DHYG 105, Tooth Morphology and Occlusion; DHYG 110, Preventive Dentistry I.
Corequisites: DHYG 121, Clinical Dental Hygiene I; DHYG 117, Dental Radiology.

DHYG 121 CLINICAL DENTAL HYGIENE I 0-9-3
Spring Lab fee will be required.
Traditional clinical skills are performed on patients with concentration on oral health education, principles of instrumentation, and patient assessment. Transitional functions will also be performed. Recognition of “normal” and “atypical” oral structures will be emphasized.
Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 110, Preventive Dentistry I; DHYG 105, Tooth Morphology and Occlusion.
Corequisites: DHYG 120, Preventive Dentistry II.

DHYG 206 PATHOLOGY 3-0-3
Fall
Pathology introduces the dental hygiene student to concepts of disease, especially as related to the oral cavity. An introductory general survey of inflammation, infection and other general pathology is followed by a more detailed study of specific oral pathology. Areas of particular concern to the dental hygiene are stressed. Clinical applications are made by correlating the lecture materials with clinical cases by means of slide presentation and film.
Open only to matriculated Dental Hygiene students.
Prerequisites: BIOL 205, Microbiology; BIOL 136, Anatomy & Physiology; BIOL 135, Oral Histology & Embryology; DHYG 117, Dental Radiology.
Corequisites: DHYG 230, Preventive Dentistry III; DHYG 231, Clinical Dental Hygiene II.

DHYG 207 PERIODONTOLOGY 2-0-2
Fall
Coordination of dental and oral anatomy, histology, physiology, microbiology of plaque, pathology of periodontal disease with clinical application and the rationale of periodontal therapy are covered. The goal of this course is to develop within the student the ability to recognize and participate in the treatment of periodontal disease. Upon completion of the course, the student should be able to readily differentiate between a healthy and a diseased periodontium and understand the etiology and pathogenesis of periodontal condition. In addition, the student should be able to establish a sequential treatment plan and understand the rationale behind the treatment modalities employed in the treatment of various periodontal disease entities.
Open only to matriculated Dental Hygiene students.
Prerequisites: BIOL 205, Microbiology; BIOL 135, Oral Histology & Embryology; DHYG 121, Clinical Dental Hygiene I.
Corequisites: DHYG 231, Clinical Dental Hygiene II; DHYG 206, Pathology.

DHYG 208 DENTAL MATERIALS 2-2-3
Fall Lab fee will be required.
This course is designed to provide knowledge of the role of the dental hygienist in the specialties and in restorative dentistry. A study of common dental materials used in various office settings is included. Laboratory sessions consist of exercises in dental hygiene functional procedures including the manipulation and utilization of dental materials. Successful completion of both didactic and laboratory requirements for this course is necessary for continuation in the Hudson Valley Community College Dental Hygiene program.
Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 121, Clinical Dental Hygiene I.
Corequisites: DHYG 231, Clinical Dental Hygiene II.
DHYG 216 ORAL HEALTH CARE FOR THE GERIATRIC PATIENT

Spring 2-0-2

The course will involve students in dealing with concerns which are unique to the elderly in order to render appropriate oral health treatment. The impact of aging on normal physiologic functioning as well as the disease state is explored, with emphasis on interpersonal skills as related to geriatric patients. Comprehensive treatment plans for an elderly patient will be formulated relative to individual oral needs.

Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 206, Pathology; DHYG 231, Clinical Dental Hygiene II; DHYG 207, Periodontology.

DHYG 217 PHARMACOLOGY 2-0-2

Spring

Pharmacology introduces the dental hygiene student to drugs associated with dentistry. General principles of pharmacology and therapeutics are first studied. A detailed study of specific drugs used routinely in dentistry follows. Drugs prescribed for medical reasons that have dental significance are also described. A knowledge of pharmacology is essential for the dental hygienist in order to understand the drugs he or she handles, the medications which patients may be taking, and the actions of the drugs which the dentist prescribes.

Open only to matriculated Dental Hygiene students.
Prerequisites: BIOL 205, Microbiology; BIOL 136, Anatomy & Physiology; DHYG 231, Clinical Dental Hygiene II.
Corequisite: DHYG 241, Clinical Dental Hygiene III.

DHYG 218 COMMUNITY DENTAL SERVICES 3-0-3

Spring

Community Dental Services is designed to provide the student with the knowledge and tools to be able to effectively assume a responsible role in community dental health programs. The dental hygienist’s role in community dental health services will be explored. The student will be exposed to the principles of community dental health services and education. The student will explore local, state, federal and international programs relating to dental health. Each student will be required to plan, implement and evaluate a project designed to apply the principles of community dental health.

Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 115, Nutrition; DHYG 231, Clinical Dental Hygiene II.
Corequisites: DHYG 241, Clinical Dental Hygiene III.

DHYG 230 PREVENTIVE DENTISTRY III 2-0-2

Fall

This course is a continuation of the study of the theoretical foundation for the management of patients with more advanced preventive and therapeutic oral health care needs. Emphasis is on the assessment of periodontal conditions, care planning, implementation of preventive and treatment modalities and evaluation of treatment outcomes. Legal and ethical considerations are discussed and applied to patient care.

Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 120, Preventive Dentistry II; DHYG 121, Clinical Dental Hygiene I.
Corequisites: DHYG 207, Periodontology; DHYG 231, Clinical Dental Hygiene II.

DHYG 231 CLINICAL DENTAL HYGIENE II 0-14-4

Fall

Lab fee will be required.

This course is a continuation of DHYG 121, Clinical Dental Hygiene I, with emphasis on gingival and periodontal problems, treatment and prevention. The application of the theoretical material to the clinical techniques will enable the student to provide increased patient care. A rotation through extra-mural affiliations is also required. Attainment of proficiency levels of the clinical components of this course is required for entrance into DHYG 241, Clinical Dental Hygiene III.

Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 115, Nutrition; DHYG 110, Preventive Dentistry I; DHYG 120, Preventive Dentistry II; DHYG 121, Clinical Dental Hygiene I; DHYG 117, Radiology.
Corequisites: DHYG 206, Pathology; DHYG 207, Periodontology; DHYG 230, Preventive Dentistry III; DHYG 208, Dental Materials.

DHYG 240 PREVENTIVE DENTISTRY IV 2-0-2

Spring

This is an advanced course intended for students who have completed three terms of preventive dentistry courses. Students are exposed to a wide variety of learning experiences including lecture, case presentations, and research. Topics include the recognition and reporting of child abuse, the care of patients with special needs, and practice management issues. The goal of this course is to transition the graduate into the workplace as an oral health professional.

Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 207, Periodontology; DHYG 230, Preventive Dentistry III; DHYG 231, Clinical Dental Hygiene II.
Corequisites: DHYG 241, Clinical Dental Hygiene III.
DIAGNOSTIC MEDICAL SONOGRAPHY

SONO 252 DIAGNOSTIC SONOGRAPHY I 3-0-3
Fall
Lab fee will be required.
A study of the principles of ultrasound instruments, modes of operation, operator control options, frequency selection, echogenic properties, scanning motions and planes, patient scheduling and patient preparations are a few of the areas to be covered. A review of correlating diagnostic images will also be covered on both areas of the abdomen and obstetrics and gynecology. A lecture series on professional ethics, communication skills, patient's rights, educational psychology, and computer basics will also be covered. 
Open only to matriculated Diagnostic Medical Sonography students.

SONO 254 CROSS SECTIONAL ANATOMY 2-0-2
OF ABDOMEN
Fall
Lab fee will be required.
Abdominal and small parts anatomy studied in cross section with emphasis on structures visualized in medical sonography and computerized tomography. Also presented will be “gross anatomy” and laboratory test and values for each region.

SONO 256 CROSS SECTIONAL ANATOMY 2-0-2
OF OB-GYN
Fall
Lab fee will be required.
Female pelvis and obstetric anatomy studied in cross section with emphasis on structures visualized in medical sonography and computerized tomography. Also presented will be “gross anatomy” and laboratory test and values for each region.

SONO 258 SONOGRAPHY CLINIC I 0-24-8
Fall
Lab fee will be required.
Actual scanning of the abdomen, pelvis, obstetric patient, and small parts in a hospital or clinic setting will take place. The student will learn how to produce and interpret normal sonograms of each area. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the clinical portion of the program.
NOTE: The student is given either a pass or a fail grade for this course with no quality points awarded.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 262 DIAGNOSTIC SONOGRAPHY II 4-0-4
Spring
An in-depth study of ultrasound physics concepts, mathematical computations, quality assurance, biological effects and artifacts will be the basis of study.
Prerequisites: SONO 252, Diagnostic Sonography I.

SONO 264 PATHOPHYSIOLOGY 4-0-2
Spring
OF THE ABDOMEN
An extensive study of the disease processes and physiological alterations that exist within the abdomen and small parts.

SONO 266 PATHOPHYSIOLOGY 4-0-2
Spring
OF OB-GYN
An extensive study of the disease processes and physiological alterations that exist within the female reproductive system and the fetus. Altered echogenic properties will be studied in multiple planes.

SONO 268 SONOGRAPHY CLINIC II 0-24-8
Spring
Lab fee will be required.
An extension of SONO 258, Sonography Clinic I whereby the student produces diagnostic images and is able to interpret these successfully. Actual scanning of the abdomen, pelvis, obstetric patient, and small parts in a hospital or clinical setting will take place. The student will learn how to produce and interpret normal sonograms of each area. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the clinical portion of the program.
NOTE: The student is given either a pass or a fail grade for this course with no quality points awarded.
Open only to matriculated Diagnostic Medical Sonography students.
Sonography students.
Prerequisites: SONO 258, Sonography Clinic I.
Corequisites: SONO 262, Diagnostic Sonography II;
SONO 264, Pathophysiology of Abdomen; SONO 266, Pathophysiology of Ob-Gyn.

SONO 278 SONOGRAPHY CLINIC III  0-40-13
Summer  Lab fee will be required.
An extensive and intense scanning experience for the student in both OB-GYN and abdominal scanning. Actual scanning of these areas will be performed by the student. Normal and abnormal echogenic properties of the organs will be scanned. If a student’s clinical performance is unsatisfactory or if at any time the student’s clinical performance compromises the safety of the patient, the student will be terminated from the clinical portion of the program.

NOTE: The student is given either a pass or a fail grade for this course with no quality points awarded.
Open only to matriculated Diagnostic Medical Sonography students.
Prerequisites: SONO 268, Sonography Clinic II.

SONO 284 INTRODUCTION TO 2-0-2
Fall VASCULAR SONOGRAPHY
This is an introductory course that exposes the student to carotid, peripheral venous and peripheral arterial examinations. A study of segmental pressures, ultrasonic imaging techniques, and plethysmography will be introduced. A study of patient histories and physical signs, patient preparations, anatomy, basic hemodynamics, duplex Doppler imaging, and color Doppler techniques are a few of the areas to be covered. Basic generalized pathology of the vascular system will be covered.

SONO 286 ADVANCED TECHNOLOGIES 2-0-2
Spring IN VASCULAR SONOGRAPHY
This course is designed to serve as an intense review of those technologists who are preparing for their national certifying examinations in vascular technology. A review of arterial, venous, and cerebral testing techniques will be covered as well as hemodynamics of blood flow, statistics, and therapeutic intervention. This is an advanced level course. The student should attend this class with the goal of becoming a Registered Vascular Technologist (RVT). The student should have extensive prerequisite knowledge of vascular technology and should utilize this course to enhance their knowledge base.
Prerequisite: Sonography background with vascular scanning experience.

DRAFTING

CADD 100 COMPUTER AIDED DRAFTING I 1-6-4
Utilizing current Computer Aided Drafting (CAD) software, students will apply standard drafting theory to a diverse set of two-dimensional computer aided drafting applications. Topics included in this comprehensive, introductory level course are: preliminary CAD software techniques, basic computer skills, creation and editing of geometry, plotting, single and multiple view drawings, coordinate systems, dimensioning, and basic block use.

CADD 110 COMPUTER AIDED DRAFTING II 1-6-4
Utilizing current Computer Aided Drafting (CAD) software, students will apply standard drafting theory to advanced two-dimensional and three-dimensional computer aided drafting applications. Topics included in this course are a continuation of those in course CADD 100. These include efficient creation and editing of advanced geometry, block attributes, external reference files three-dimensional wire frame, surface and solid models, paper space, and customization of the software.
Prerequisite: CADD 100, Computer Aided Drafting I.

CADD 120 COMPUTER AIDED DRAFTING III 1-6-4
Utilizing current Computer Aided Drafting (CAD) software, students will learn to adapt to various software and develop detailed three-dimensional drawings and layouts. Students will use all of the standards students learned in previous coursework, and build on these standards, as well as learn to work with wire frame drawings and standard layouts. Students will be introduced to the concept of solid modeling.
Open only to matriculated Drafting students.
Prerequisite: CADD 110, Computer Aided Drafting II.

CADD 125 BLUEPRINT READING AND MECHANICAL DRAWING 1-3-2
Fall Lab fee will be required.
Interpretation and representation of drawings currently used in industry. Selected topics covering basic drawing practice, orthographic projection, auxiliary and sectional views, geometric construction, dimensioning practices, representation of threads and application of tolerances. Open only to matriculated Drafting students.

CADD 200 COMPUTER AIDED DRAFTING IV 1-6-4
Utilizing current Computer Aided Drafting (CAD) software, and industry add-on software, students will learn
additional drafting standards as they apply to the architectural drafting field. Students will apply these standards to stock designs as well as their own designs. Open only to matriculated Drafting students. Prerequisite: CADD 200, Computer Aided Drafting III.

**CADD 210 COMPUTER AIDED DRAFTING V**

Utilizing current Computer Aided Drafting (CAD) software, students will apply the drafting design standards learned to solid modeling designs. They will design a machine to be assigned by the instructor, and produce detailed drawings, parts lists, assembly instructions, introduction and an assembly diagram, applying all standards necessary. Open only to matriculated Drafting students. Prerequisite: CADD 200, Computer Aided Drafting IV.

**CADD 230 COMPUTER AIDED DRAFTING PRACTICUM**

*Spring, Summer*

Thirty-three hours per week in practical work experience and two hours of seminar. Field experience will occur in engineering, manufacturing and contracting firms; companies and agencies which utilize computer aided drafting. Students will meet with faculty for two hours per week of seminar, group discussion and lecture. Open only to matriculated Drafting students. Prerequisite: Successful completion of all coursework within the Drafting Certificate program.

**EARLY CHILDHOOD**

**ECCE 111 CREATIVE ACTIVITIES FOR CHILDREN**

*Fall, Spring*

Students will explore the nature of creativity in young children. Art, music and movement activities will be related to principles of child development and students will explore these curriculum areas as a means of encouraging the child’s development and individual expression.

**ECCE 115 DEVELOPMENTALLY APPROPRIATE PRACTICES FOR INFANT & TODDLER CARE**

*Fall, Spring*

This course will examine infant and toddler care both in center and home-based settings. The developmental theory of very young children will be the grounding framework for exploring issues of environment, scheduling, programming, staffing, parental relationships, child guidance, healthy, safety and regulatory guidelines. The work of important theorists, researchers, and clinical practitioners will be included.

**ECCE 122 GUIDANCE OF YOUNG CHILDREN**

*Fall, Spring*

This course is an examination of appropriate guidance techniques for young children. The needs of children in the areas of nutrition, health, sleeping, toileting and self-help skills will be examined in relation to program routines and the crucial elements of the learning environment. Students will learn how to observe systematically and record children’s development by completing an in-depth study of one child within their student teaching placement. Open only to matriculated Early Childhood students.

**ECCE 123 TECHNIQUES OF TEACHING THROUGH PLAY: MATH, SCIENCE AND SOCIAL STUDIES FOR YOUNG CHILDREN**

*Spring, Summer*

This course examines how children learn math, science and social studies through play. Students participate in lab activities that guide young children in learning skills and practice the techniques in their field placement each week. Prerequisite: ECCE 122, Guidance of Young Children with a grade of C or better or permission of the department chairperson.

**ECCE 214 INTRO TO THE ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS**

*Spring*

This course will examine the components of planning and administering early childhood programs in day care centers, nursery schools, preschools, Head Start and other early childhood settings. The student will develop a foundation for determining the framework of a program including philosophy, policy, daily operations, housing, equipment, financing, budgeting, staff supervision, and development. The implementation of a developmentally appropriate early childhood program will be examined and emphasized including the administrator’s role in curriculum development, providing nutrition, health and safety services, assessing and reporting children’s progress and parent involvement.
ECCE 226 APPROPRIATE CURRICULUM  PRACTICES FOR YOUNG CHILDREN: A DEVELOPMENTAL APPROACH

Students will explore the concept of developmentally appropriate practice and its implications for creating a caring community of learners, teaching to enhance development and learning, constructing appropriate curriculum, assessing children's learning and development, and establishing reciprocal relationships with parents. The student field experience is extended to two days each week and the on-campus component includes small group sessions as well as individual conferences with the field supervisor.

Prerequisite: ECCE 122, Guidance of Young Children and ECCE 123, Techniques of Teaching: Math, Science and Social Studies for Young Children with a grade of C or better or permission of department chairperson.

ECCE 227 EDUCATIONAL THEORY & PRACTICE IN THE EARLY CHILDHOOD

This course examines leading theories and philosophies that have shaped the current approaches to early childhood including primary education. Students develop their personal philosophy and approach to teaching, synthesizing what they have learned using reflective practices, in all of their early childhood and teacher preparation courses. In their student teaching experiences they are responsible for curriculum planning and implementation for longer time blocks and for larger groups of children.

Prerequisite: ECCE 122, Guidance of Young Children; ECCE 123, Techniques of Teaching: Math, Science and Social Studies for Young Children; ECCE 226, Appropriate Curriculum Practices for Young Children: A Developmental Approach with a grade of C or better, or permission of department chairperson.

ECCE 230 HOME, SCHOOL & COMMUNITY: AN ANALYSIS OF THE INTERACTION

This capstone course will explore contemporary educational issues, community relationships and the dynamics of family interaction and their effect on the child. Professional career options and associations, advocacy, team teaching, and working with parents will be examined in depth.

ECHOCARDIOGRAPHY

ECHO 252 ECHOCARDIOGRAPHY  PRINCIPLES & INSTRUMENTATION

A study of the principles of Ultrasound instruments, modes of operation, operator control options, frequency selection, scanning motions and planes in a cardiac examination, patient histories and physical signs, patient preparations and doppler vs. color doppler protocols are a few of the areas to be covered. Basic generalized pathology of the different organs will be covered.

Prerequisite: Two years of allied health experience.

ECHO 254 ECHOCARDIOGRAPHY I

A study of 2-D Imaging, M-mode, Doppler, and Color Doppler of the normal adult heart, correlation with other cardiac evaluation methods such as: the Physical Exams, EKG, Phonocardiology, Cardiac Catheterization, Thallium Tests, and Stress Echocardiography will be discussed.

Open only to matriculated Echocardiography students.

ECHO 256 ANATOMY & PHYSIOLOGY  OF THE HEART

A study of the anatomy of the adult heart, basic embryology, cardiac physiology, the function of circulation, coronary circulation, parameters of arterial pressure measurement, physiological and the heart and its pressures will be some of the areas covered.

Open only to matriculated Echocardiography and Invasive Cardiovascular Technology students.

Prerequisite: Two years allied health experience.

ECHO 258 ECHOCARDIOGRAPHY CLINIC I

Actual scanning of the heart in a hospital or clinic setting. The student will learn how to produce and interpret normal and pathognomonic sonograms of the heart. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the program.

NOTE: The student is given either a pass or fail grade for this course with no quality points awarded.

Open only to matriculated Echocardiography students.

Corequisite: ECHO 256, Anatomy & Physiology of the Heart; ECHO 254, Echo-cardiography I; ECHO 252, Echocardiography Principles & Instrumentation.
ECHO 266  PATHOLOGY OF THE HEART  3-0-3
Spring
An in-depth study of the pathologies related to the heart, their physiological symptoms and outcomes, and their sonographic appearance will be discussed. An in-depth study of each anatomical aspect of the heart and its correlative disease processes will be covered. Case reviews and diagnostic interpretations will help the student to understand this intricate organ and the pathologies associated with it.
Open only to matriculated Echocardiography and Invasive Cardiovascular Technology students.
Prerequisites: ECHO 256, Anatomy and Physiology of the Heart; ECHO 254, Echocardiography I.

ECHO 268 ECHOCARDIOGRAPHY  0-24-8
Spring
CLINIC II
Actual scanning of the heart and peripheral vasculature in a hospital or clinic setting. The student will learn how to produce and interpret normal and pathological echocardiograms of the heart. This is an extension of the learning that the student obtained during the first term. Imaging of the heart will be accomplished utilizing such modalities as Doppler, Color Doppler, M-mode, EKG, and 2 dimensional imaging.
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded. If the student's clinical performance is unsatisfactory or if at any time the student compromises the safety of a patient, the student will be terminated from the program.
Open only to matriculated Echocardiography students.
Prerequisite: ECHO 258, Echocardiography Clinic I.
Corequisites: SONO 262, Diagnostic Sonography II; ECHO 266, Pathology of the Heart.

ECHO 278 ECHOCARDIOGRAPHY  0-40-13
Summer
CLINIC III
Advanced and intense scanning experience of the heart in a hospital or clinical setting. The student will be prepared to function as a beginning Echocardiographer and will be ready to sit for the RDVS examination given in October. This course is an extension to the learning that the student encountered during their first and second terms. The student will be able to carry out the everyday duties of an Echocardiographer when the training is complete.
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded. If the student’s clinical performance is unsatisfactory or if at any time the student compromises the safety of a patient, the student will be terminated from the program.
Open only to matriculated Echocardiography students.
Prerequisite: ECHO 268, Echocardiography II.

ECHO 284  FETAL  2-0-2
On demand ECHOCARDIOGRAPHY
Fetal Echocardiography has become an integral part of obstetrics sonography. Sonography examinations of the in utero human heart can diagnose congenital heart disease, which may alter clinical care. The sonographer is obligated to perform a basic fetal heart survey on every fetal sonogram. This course follows the basics of fetal echocardiography, not only for the ARDMS examinations, but for the sonographer who is performing obstetrics and cardiac sonography.
Open only to matriculated Echocardiography students.

ECONOMICS

ECON 100 PRINCIPLES OF 3-0-3
MACROECONOMICS * SCC, SS
Fall, Spring, Summer, DL
This course examines the evolution of economic theory and practice, the structure and functions of the free enterprise system, national income accounting, and fiscal and monetary policy. Their effects on economic policy are covered.

ECON 101 PRINCIPLES OF 3-0-3
MICROECONOMICS * SCC, SS
Fall, Spring, Summer, DL
An introduction to the determination of price theory, distribution theory, and market structure analysis. The course will also examine current economic problems and international trade.

EDUCATION

EDUC 100 CHILD DEVELOPMENT, SS 3-0-3
Fall
Human development from the conception through the school years is described and related to current research and theories. An ecological approach is used to broaden the students’ knowledge of the many systems which influence development. The interdependence among all aspects of growth and development is emphasized. The needs of infants and children at each age and stage are related to their day to day care and educational programs. Up to 30 hours of unsupervised field experiences may also be required in this course.
EDUC 108 INDIVIDUALS WITH EXCEPTIONALITIES IN THE SCHOOL AND COMMUNITY

Fall, Spring, Summer, DL

People will vary widely in their physical, cognitive and social emotional development as well as their individual capabilities. This course will focus on the wide range of abilities exhibited by the children and adults with special needs. Students will explore the changing vision of special education, the historical perspective and the laws and regulations, which protect the rights of persons with special needs. Issues relative to this field of study such as early intervention, school options and community living will be highlighted. Students, using simulations, role playing, and case study analysis will discover the causes, prevalence, and characteristics of children and adults with learning disabilities, communication disorders, mental retardation, emotional disturbances, behavior disorders, visual and hearing impairments, and cultural diversity. Students will be required to complete sixteen hours of video viewing and analysis. Up to 30 hours of unsupervised field experiences may also be required in this course.

EDUC 110 FOUNDATIONS OF EDUCATION IN AMERICA

As needed, DL

This course is designed for students having an interest in education as a field of study. The course will familiarize students with the history and functions of educational institutions as well as issues which impact students and teachers in learning settings from birth - grade 12. Students will explore the social factors, values, knowledge structures and technologies influencing curriculum and instruction. Up to 30 hours of unsupervised field experiences may also be required in this course.

EDUC 120 CLASSROOM MANAGEMENT

Fall, Spring, Summer, DL

This course is designed for all students interested in creating successful learning communities in classrooms and schools. Students will explore planning, implementing, and evaluating a variety of individual and group management techniques inclusive of their impact on student learning within the learning community. Inclusive and multicultural settings will be emphasized. Models of teacher-student interaction will be explored and class participants will begin to develop their own classroom management model based on course content and research of the relevant literature. A minimum of two hours of field observation will be required.

EDUC 216 INCLUSIVE LEARNING DESIGNS

Offered on demand, DL

This course will explore teaching techniques and learning environments which best meet the needs of all types of learners including children who are physically, mentally, or socially challenged. The course will also explore the philosophy of “inclusive education” by exploring the characteristics of an inclusive program, offering a historical perspective and legislative overview as well as discussing a wide range of innovative teaching methodologies. Students will have an opportunity to complete a project which demonstrates integration of course content.

EDUC 225 CHILDREN’S LITERATURE, LANGUAGE, AND LITERACY DEVELOPMENT *HUM

Fall, Spring

In this course, students will explore the interaction between children’s literature, oral and written language acquisition and skill development, and cognition. Children’s literature will be analyzed and criteria for evaluating books, literary experiences and literacy events for young children will be discussed.

ELECTRICAL CONSTRUCTION AND MAINTENANCE

ECMN 101 DIRECT CURRENT THEORY AND MAGNETISM

Fall

A study of electricity as it applies to the electrical construction and maintenance field. Conductors, insulators, batteries, direct current circuits and magnetism, as well as an introduction to alternating current theory. Open only to matriculated Electrical Construction and Maintenance students.

Corequisite: MATH 105, Applied Technical Mathematics I; ECMN 111, Direct Current Applications Laboratory.

ECMN 102 ALTERNATING CURRENT THEORY

Spring

A continuation of ECMN 101 covering capacitors, inductors, alternating current circuits, single phase three wire systems, three phase systems, and transmission and distribution of power. Open only to matriculated Electrical Construction and Maintenance students.

Prerequisite: ECMN 101, Direct Current Theory and Magnetism.
ECMN 111 DIRECT CURRENT 0-2-1
APPLICATIONS LABORATORY
Fall
Lab fee will be required.
The laboratory experiments closely parallel and are correlated with electric theory. Provides experience in the selection and use of test instruments such as the ammeter, voltmeter, VOM, Wheatstone bridge, megger, ohmmeter, wattmeter, and oscilloscope. The student is thus enabled to analyze basic DC circuits and to prove and better understand the theory fundamentals.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite with ECMN 101, Direct Current Theory and Magnetism.

ECMN 112 ALTERNATE CURRENT 0-2-1
APPLICATIONS LABORATORY
Spring
Lab fee will be required.
A continuation of ECMN 111, Electric Laboratory I, with emphasis on electromagnetic electrostatics, and the AC circuits, provides further experience in the selection of proper instrument for use in AC circuit. The use of the voltmeter, ammeter, wattmeter, amprobe, capacitor analyzer, and other instruments enable the student to prove out theory and better understand the principles and characteristics of electrical devices. Individual research is encouraged to enable the student to keep abreast of field development.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: ECMN 102, Alternating Current Theory.

ECMN 121 RESIDENTIAL 2-6-5
CONSTRUCTION WIRING
Fall
Lab fee will be required.
The student studies and practices the methods used in the installation of residential electrical systems. Includes: basic shop skills, lighting outlets and switches, services, metering, overcurrent devices, conductors and special circuits. Layout skills are developed and the national electrical code is emphasized. Safe working practices are insisted upon in all shops at all times.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 122 COMMERCIAL 2-6-5
CONSTRUCTION WIRING
Spring
Lab fee will be required.
A continuation of ECMN 121, Residential Construction Wiring, with a shift in emphasis to commercial and industrial installations. Topics include conduits, wireways, methods of wiring, lighting, signal wiring, and low voltage switching. Trouble-shooting is practiced throughout the term.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 121, Residential Construction Wiring.
Corequisite: ECMN 102, Alternating Current Theory.

ECMN 130 SAFETY AND LABOR 2-0-2
RELATIONS
Fall
This course is proposed to better prepare students for the electrical industry by concentrating on safety and labor relations. The course will cover safety in great depth, from ladder use to confined space entry with OSHA requirements covered. The labor relations segment of the course will cover labor history, practices, and laws, as well as sexual harassment. By completing this course a student, who also completes the Electrical Construction & Maintenance Program, will have met the necessary electrical apprentice related instruction recognized by the State of New York.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 131 ELECTRICAL BLUEPRINT 1-2-2
READING & ESTIMATING I
Fall
Lab fee will be required.
An overview of the drafting field as it relates to the occupational requirements in Electrical Construction and Maintenance. Emphasis is placed on reading and analyzing prints. Residential and commercial wiring diagrams are covered in detail. Practice is provided for use of instruments and the fundamentals of mechanical drafting. Estimating for residential and commercial buildings is stressed. Estimation includes unit costs, labor and job expenses, overhead and profit.
Open only to matriculated Electrical Construction and Maintenance students.
ECMN 132 ELECTRICAL BLUEPRINT READING & ESTIMATING II
Spring, alternate summers Lab fee will be required.
Electrical and electronic diagrams, schematics, logic diagrams, printed circuits, power diagrams, and electrical packaging are covered. Electrical construction estimating for industrial building and lighting is covered. Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 131, Electrical Blueprint Reading and Estimating.

ECMN 151 DIRECT CURRENT THEORY AND MAGNETISM: PT. I
Fall
A study of electricity as it applies to the electrical construction and maintenance field. Conductors, insulators, batteries, and direct current circuits are covered. Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 151, Direct Current Theory and Magnetism: Part I.

ECMN 152 DIRECT CURRENT THEORY AND MAGNETISM: PT. II
Fall
A continuation of ECMN 151. Electrical Efficiency, line loss, magnetism are covered as well as an introduction to alternating current. Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: MATH 106, Applied Technical Mathematics II.

ECMN 153 ALTERNATING CURRENT THEORY II: PT. I
Fall
A continuation of ECMN 152. Alternating current fundamentals, inductors, capacitors, and single phase circuits are analyzed. Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 152, Electric Theory I: Part I.

ECMN 154 ALTERNATING CURRENT THEORY II: PT. II
Spring
A continuation of ECMN 153. AC series/parallel circuits, single phase three wire systems and polyphase systems are analyzed.
Prerequisite: ECMN 153, Alternating Current Theory II: Part I.
Prerequisites: ECMN 152, Direct Current Theory and Magnetism: Part II.
Corequisite: ECMN 153, Alternating Current Theory II: Part I.

ECMN 161 DIRECT CURRENT APPLICATIONS LABORATORY: PART I
Fall
The laboratory experiments closely parallel and are correlated with electric theory. Experience is provided in the selection and use of test instruments such as the ammeter, voltmeter, VOM, ohmmeter, wattmeter and oscilloscope. The student is thus enabled to analyze basic DC circuits and prove and better understand the theory fundamental. Open only to matriculated Electrical Construction and Maintenance students.

ECMN 162 DIRECT CURRENT APPLICATIONS LABORATORY: PART II
Spring
A continuation of ECMN 161 with emphasis on more complex DC circuits. Further experience is provided for selection of proper instruments and their use in DC circuits. Open only to matriculated Electrical Construction and Maintenance students.
Prerequisites: ECMN 151, Direct Current Theory and Magnetism: Part I; ECMN 161, Direct Current Applications Laboratory: Part I.
Corequisites: ECMN 152, Direct Current Theory and Magnetism: Part II.

ECMN 163 ALTERNATING CURRENT APPLICATIONS LABORATORY: PART I
Fall
A continuation of ECMN 162 with emphasis on AC Circuits. Further experience is provided for the selection of proper instruments and their use in AC Circuits. Open only to matriculated Electrical Construction and Maintenance students.
Prerequisites: ECMN 152, Direct Current Theory and Magnetism: Part II; ECMN 162, Direct Current Applications Laboratory: Part II.
Corequisite: ECMN 153, Alternating Current Theory II: Part I.
ECMN 164 ALTERNATING CURRENT 1-0-.5
APPLICATIONS LABORATORY: PART II
Spring Lab fee will be required.
A continuation of ECMN 163 with emphasis on more complex AC Circuits. Further experience is provided for selection of proper instruments and their use in AC Circuits.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisites: ECMN 153, Alternating Current Theory II: Part I, ECMN 163, Alternating Current Applications Laboratory: Part I.
Corequisites: ECMN 154, Alternating Current Theory II: Part II.

ECMN 171 RESIDENTIAL CONSTRUCTION 0-4-2
WIRING: PART I
Fall The student studies and practices the methods used in the installation of residential electric systems, includes basic shop skills and safety practices, residential systems layout, over current devices, and wiring methods with the emphasis on metallic sheathed cable. How to use and interpret the National Electric Code is emphasized throughout the semester to familiarize students with basic circuit concepts and accepted installation practices.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 172 RESIDENTIAL CONSTRUCTION 0-4-2
WIRING: PART II
Spring Lab fee will be required.
A continuation of Residential Construction Wiring, Part I. Topics include three and four-way switching circuits with a shift of emphasis to AC cable and low voltage and photoelectric control, continued emphasis is on development of safe work habits and the NEC.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 171, Residential Construction Wiring: Part I

ECMN 173 COMMERCIAL CONSTRUCTION 0-4-2
WIRING: PART I
Fall Lab fee will be required.
A continuation of Residential Construction Wiring Part II, with a shift in emphasis to commercial wiring. Topics include conduit, wireways, and signal circuits. Code calculations are stressed and circuit development is emphasized. Troubleshooting is practiced throughout the term.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 172, Residential Construction Wiring: Part II

ECMN 174 COMMERCIAL CONSTRUCTION 0-4-2
WIRING: PART II
Spring Lab fee will be required.
A continuation of Commercial Construction Wiring Part I, with a shift in emphasis to industrial wiring methods and control. Circuit development and troubleshooting are emphasized.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 173, Commercial Construction Wiring: Part I

ECMN 180 SAFETY AND LABOR 1-0-1
RELATIONS: PART I
Fall This course is designed to better prepare students for the electrical industry by concentrating on safety issues in the construction industry, including electrical and hazardous materials practices. The course will cover safety in great depths, from ladder use to confined space entry with OSHA requirements covered, as well as familiarize students with hazardous materials and electrical safety procedures. Completion of both ECMN 180 and ECMN 181 is a required part of the Electrical Construction and Maintenance program, which will qualify students to meet the necessary electrical apprentice-related instruction recognized by the State of New York.

ECMN 181 SAFETY AND LABOR 1-0-1
RELATIONS: PART II
This course is designed to better prepare students for the electrical industry by concentrating on labor relations and required certifications. The course will cover labor relations, including labor history, practices, and laws, as well as sexual harassment, and requires students to obtain certification in First Aid and CPR. Completion of both ECMN 180 and ECMN 181 is a required part of the Electrical Construction and Maintenance Program, which will qualify students to meet the necessary electrical apprentice-related instruction recognized by the State of New York.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 203 TRANSFORMERS AND 4-0-4
MOTORS
Fall
A study of the construction, operation, maintenance, and application of transformers, and alternating current motors, both single and three phase.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 102, Alternating Current Theory.
Corequisite: ECMN 213, Transformer and Motor Laboratory.
ECMN 204 INDUSTRIAL MOTOR CONTROL THEORY 4-0-4
Spring
A study of industrial motor control including the construction, operation, maintenance, and applications of the components used in control systems. In addition, students will study direct current motors.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 203, Transformers and Motors.
Corequisite: ECMN 214, Industrial Motor Control Laboratory.

ECMN 205 INDUSTRIAL POWER ELECTRONICS I 5-0-5
Fall
This course forms the introductory component of the series of two courses that provide industrial electronics instruction for Electrical Construction and Maintenance students. This course together with their associated labs provides the student electrician and others employed in the electrical industry in the basic theory, construction and testing techniques of electronic circuitry. It provides the student with a system of progressing from simple circuit development to the more complex at a rate commensurate with his/her ability and industrial experience. This will give the student the opportunity to study and evaluate the operation of industrial electronic systems, their characteristics and component parts.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisites: ECMN 102, Alternating Current Theory and MATH 106, Applied Technical Math II.
Corequisite: ECMN 215, Industrial Power Electronics Laboratory I.

ECMN 206 INDUSTRIAL POWER ELECTRONICS II 5-0-5
Spring
This course is a continuation of ECMN 205, Industrial Power Electronics I. As such, it continues and expands the industrial electronics theory offered to include more complex circuitry featuring thyristors, integrated circuits, and digital control circuitry. This will enable the student to study and evaluate the operation of realistic industrial electronic control systems. The principle course emphasis is on practical system applications of these devices and circuits.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 205, Industrial Power Electronics I.
Corequisite: ECMN 216, Industrial Power Electronics Laboratory II.

ECMN 213 TRANSFORMER & MOTOR LABORATORY 0-2-1
Fall
Lab fee will be required.
The students learn how to connect, test and operate transformers, motors, generators, and basic control element.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: ECMN 203, Transformers and Motors.

ECMN 214 INDUSTRIAL MOTOR CONTROL LABORATORY 0-2-1
Spring
Lab fee will be required.
Magnetic and electronic controls are connected, operated, tested, adjusted and analyzed.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: ECMN 204, Industrial Motor Control Theory.

ECMN 215 INDUSTRIAL POWER ELECTRONICS LABORATORY I 0-2-1
Fall
Lab fee will be required.
This laboratory course is complimentary to ECMN 205, Industrial Power Electronics I. The series of laboratory experiments and the senior project affords the student an opportunity to explore the practical aspects of industrial electronics theory in support of ECMN 205. It provides the student with a system of progressing from simple circuit construction and testing to more complex circuitry and to employ the techniques of testing and circuit analysis normally employed in the industrial control setting.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: ECMN 205, Industrial Power Electronics I.

ECMN 216 INDUSTRIAL POWER ELECTRONICS LABORATORY II 0-2-1
Spring
Lab fee will be required.
This laboratory course is complimentary to ECMN 206, Industrial Power Electronics II. The series of laboratory experiments and the senior project is a continuation of ECMN 215 and affords the student an opportunity to explore the practical aspects of more complex industrial electronics theory in support of ECMN 206. It provides the student with an opportunity to construct and test sophisticated circuitry and to employ the techniques of testing and circuit analysis normally employed in the industrial control setting.
Open only to matriculated Electrical Construction and Maintenance students.
Corequisite: ECMN 206, Industrial Power Electronics II.
ECMN 223 INDUSTRIAL WIRING 2-6-5
Fall
Lab fee will be required.
This course offers hands-on experience in the principles and practices of single phase and three phase transformer operation. Students complete a series of jobs that progress from basic to very complex connections utilizing transformer systems most often found in the power distribution industry today. This is coupled with a series of jobs that provide valuable experience in connection and operation of industrial type motors, with a focus on learning methods of starting and protection. In addition, this course provides the student the opportunity to develop a resume, cover letter, and reference lists in conjunction with the Center for Careers and Employment, through workshops and class assignments. Job opportunities are discussed and preparation for the job search and interview are all part of this "senior experience." The National Electric Code and safe work habits are stressed at all times.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 122, Commercial Construction Wiring.
Corequisite: ECMN 203, Transformers and Motors.

ECMN 224 INDUSTRIAL MOTOR CONTROL WIRING 2-6-5
Spring
Lab fee will be required.
This course offers hands-on experience in basic wiring and circuit design of AC industrial motor control systems. It provides the student with a method of progressing from simple circuit development to the more complex at a rate that is commensurate with the student’s ability and effort. Students will also design, connect, test, and operate control circuits using programmable logic controllers. The relationship between the PLC and motor control in today’s industry, as well as the National Electric Code and safe work practices, are emphasized throughout the course.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 223, Industrial Wiring.
Corequisite: ECMN 204, Industrial Motor Control Theory.

ECMN 225 TRANSFORMERS AND MOTORS: PT. I 2-0-2
Fall
A study of the construction, operation, maintenance and application of transformers, coupled with a study of the fundamentals of microcomputers.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 154, Electric Theory II, Part II.

ECMN 226 TRANSFORMERS AND MOTORS: PT. II 2-0-2
Fall
A study of the construction, operation, maintenance and application of alternating current motors, both single and polyphase, coupled with a beginning study of fundamentals of industrial motor control.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 255, Electric Theory III, Part II.

ECMN 227 TRANSFORMERS AND MOTORS: PT. III 2-0-2
Spring
A study of industrial motor control including the construction, operation, maintenance, and applications of the components used in control systems.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 226, Electric Theory IV, Part I
Corequisite: ECMN 228, Industrial Motor Control Theory.

ECMN 228 INDUSTRIAL MOTOR CONTROL THEORY: PT. I 2-0-2
Spring
A study of the construction, operation, maintenance and application of alternating current motors, both single and polyphase, coupled with a beginning study of the fundamentals of industrial motor control.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 227, Electric Theory III, Part II
Corequisite: ECMN 229, Transformers and Motors: Part II.

ECMN 230 TRANSFORMERS AND MOTORS LABORATORY: PT. I 0-1-.5
Fall
Lab fee will be required.
Students will connect, test, and operate transformers, both single and three phase. The National Electric Code and safe work habits are stressed at all times.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 164, Alternating Current Applications Laboratory: Part II.
Corequisite: ECMN 225, Transformers and Motors: Part I.

ECMN 231 TRANSFORMERS AND MOTORS LABORATORY: PT. II 0-1-.5
Spring
Lab fee will be required.
A continuation of ECMN 225, Transformers and Motors: Part I. Students will connect, test, and operate alternating current motors, both single and three phase. In addition, students will analyze, connect, and operate the basic components of motor control systems. The National Electric Code and safe work habits are stressed at all times.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 226, Transformers and Motors Laboratory: Part I.
Corequisite: ECMN 227, Transformers and Motors: Part II.
ECMN 267 INDUSTRIAL MOTOR 1-0.5
CONTROL LABORATORY: PT. I
Fall
Lab fee will be required.
This course is designed to provide the student with an understanding of the construction, operation, and connection of motor control circuits and related control components. Through laboratory experiments, students have the opportunity to connect, test, and operate motor control circuits using control components universal throughout industry.
Prerequisite: ECMN 266, Transformers and Motors Laboratory: Part II.
Corequisite: ECMN 257, Industrial Motor Control Theory: Part I.

ECMN 268 INDUSTRIAL MOTOR 0-1.5
CONTROL LABORATORY: PT. II
Spring
Lab fee will be required.
A continuation of ECMN 267, Industrial Motor Control Laboratory: Part I. This course is designed to provide the student with an understanding of the construction, operation, and connection of motor control circuits and related control components. Through laboratory experiments, students have the opportunity to connect, test, and operate motor control circuits using control components universal throughout industry including programmable logic controllers.
Prerequisite: ECMN 267, Industrial Motor Control Laboratory: Part I.

ECMN 275 INDUSTRIAL WIRING: 1-3.2.5
PART I
Fall
Lab fee will be required.
This course offers hands-on experience in the principles and practices of single phase and three phase transformer operation. Students complete a series of jobs that progress from basic to very complex connections utilizing transformer systems most often found in the power distribution industry today. The National Electric Code and safe work habits are stressed at all times.
Prerequisite: ECMN 174, Commercial Construction Wiring: Part II.
Corequisite: ECMN 255, Transformers and Motors: Part I.

ECMN 276 INDUSTRIAL WIRING: 1-3.2.5
PART II
Spring
Lab fee will be required.
A continuation of ECMN 275, Industrial Wiring: Part I, this course offers hands-on experience in the principles and practices of single and three phase motors. Students complete a series of jobs covering the construction, connection, operation, and maintenance of industrial type motors, with an emphasis on methods of starting and protection. The National Electric Code and safe work habits are stressed at all times.
Prerequisite: ECMN 275, Industrial Wiring: Part I.
Corequisite: ECMN 256, Transformers and Motors: Part II.

ECMN 277 INDUSTRIAL MOTOR 1-3.2.5
CONTROL WIRING: PART I
Fall
Lab fee will be required.
This course offers hands-on experience in basic wiring and circuit design of AC industrial motor control systems. It provides the student with a method of progressing from simple circuit development to the more complex at a rate that is commensurate with the student’s ability and effort. The National Electrical Code and safe work practices are emphasized throughout the course.
Prerequisite: ECMN 276, Industrial Wiring: Part II.
Corequisite: ECMN 257, Industrial Motor Control Theory: Part I.

ECMN 278 INDUSTRIAL MOTOR 1-3.2.5
CONTROL WIRING: PART II
Spring
Lab fee will be required.
A continuation of ECMN 277, Industrial Motor Control Wiring: Part I. Students will design, connect, test, and operate advanced control circuits using relay logic and programmable logic controllers. The relationship between the PLC and motor control in today’s industry, as well as the National Electric Code and safe work practices, are emphasized throughout the course.
Prerequisite: ECMN 277, Industrial Motor Control Wiring: Part I.
Corequisite: ECMN 258, Industrial Motor Control Theory: Part II.

ELECTRICAL ENGINEERING TECHNOLOGY

ELET 100 ELECTRICITY I 3-3.4
Fall
Lab fee will be required.
Introduction to the basic principles of electricity. Topics covered include electron theory, conductors and insulators, units, current and voltage, resistance, work and power, series and parallel circuits, network theorems, general resistive networks, inductance and capacitance, and time constants, introduction to alternating currents.
Prerequisite: Basic Algebra and Trigonometry or high school math I & II.
Corequisite: Math 150, College Algebra and Trigonometry (Technical Mathematics I).
ELET 101 ELECTRICITY II  3-3-4  
Spring, Summer  
Lab fee will be required.
A study of the generation of the alternating E.M.F., Faraday's Law, current and voltage relations in circuits containing resistance, inductance and capacitance; the use of vectors in the solution of A.C. circuits, circuit characteristics and the treatment of parallel and series circuits.  
Prerequisite: ELET 100, Electricity I and Math 150, College Algebra and Trigonometry.  
Corequisite: Math 151, Analytical Geometry and Basic Calculus.

ELET 105 ELECTRONICS I  3-3-4  
Spring, Summer, DL  
Lab fee will be required.
This is a first course - preceding ELET 215, Operational Amplifiers, in analog electronics. The topics covered include: semiconductor materials, the PN junction, rectifiers, BJT and FET transistors, DC bias and DC bias stability of transistors, $r_e$ bit transistor model, small-signal amplifiers using both BJT and FET transistors, cascaded amplifiers.  
Pre or Corequisite: ELET 100, Electricity I.

ELET 115 C/C++ FOR TECHNOLOGIES  3-3-4  
Fall  
This course is designed to provide students enrolled in the technology fields with a comprehensive understanding of the C and C++ Programming Language. Students will be able to apply C/C++ programming techniques to their major field of study. Major topics covered are: arrays, pointers, structures, classes, linked lists, file input/output, etc. The emphasis is on technical applications of programs written for the PC computer. This course is intended mainly for the School of Technologies students.

ELET 120 MICROCOMPUTER HARDWARE ESSENTIALS  2-3-3  
Fall  
This course will provide students with a foundation in the operation of microcomputers so that with some further study they can be qualified to pass the A+ Certification Exam. The lecture portion covers hardware, operating systems and start-up procedures. The lab offers hands-on experience with microcomputer hardware, parts replacement, trouble-shooting, and basic networking, as well as in-depth study of DOS, Linux, Windows 9x, and Windows XP operating systems.

ELET 206 ELEMENTS OF COMMUNICATIONS ELECTRONICS  3-3-4  
Spring  
Lab fee will be required.
This course focuses on the essential elements of communications systems. Topics include decibel notation, spectra of complex waveforms, modulation methods, transmission media, fiber optics and communications networks. The student will develop and understanding of the basic elements (both theoretical and practical) of electronic and fiber optics communications systems. This will provide a foundation for the understanding of the many kinds of communications networks that exist today.  
Prerequisite: ELET 101, Electricity II; ELET 215, Operational Amplifiers.

ELET 210 DIGITAL ELECTRONICS  3-3-4  
Fall, DL  
Lab fee will be required.
An introductory course in digital systems. The topics covered include: Number Systems, Boolean Algebra, Logic Gates, logic simplification, implementation and analysis of digital system, Flip-flops, Counters, Mux/Demux, Adders.  
Prerequisite: ELET 100, Electricity I.

ELET 211 ADVANCED DIGITAL ELECTRONICS  3-3-4  
Fall  
Lab fee will be required.
A continuation of ELET 210, Digital Electronics, this course introduces modern design and implementation methodologies of digital systems using logic devices such as SLIPDs, and microcontrollers. Topics that will be covered include review of sequential logic, counters, shift registers, memory and storage devices, digital signal processing, assembly language, and several microcontrollers applications such as analog-to-digital conversions, temperature measurement, time-interval measurements, rotary encoders, Liquid-Crystal Displays, and others. In general, the PIC microcontroller will be used to develop most of the labs and projects.  
Prerequisite: ELET 210, Digital Electronics.

ELET 215 OPERATIONAL AMPLIFIERS  3-3-4  
Fall  
Lab fee will be required.
This is a continuation of the course ELET 105, Electronics I. In this course, students are introduced to the electrical and operating characteristics of Op-Amps. With this knowledge, students learn how to design practical electronic systems such as power amplifiers, voltage and current regulators, signal generators, active filters, oscillators, comparators, and other types of linear and non-linear circuits. Practical hands-on laboratory exercises and computer simulations are incorporated to enhance the learning experience of the students.  
Prerequisite: ELET 105, Electronics I.
### ELET 225 ELECTRO-MECHANICAL DEVICES & SYSTEMS

**Fall**  
A course in process control instrumentation technology. Topics include power electronic circuits analog signal conditioning, bridge circuits, operational amplifiers, analog comparators, D/A and A/D converters, transducers, final control elements, and digital control principles. Related topics include an introduction to servomechanisms and industrial control.  
**Prerequisite:** ELET 210, Digital Electronics; ELET 215, Operational Amplifiers.

### ELET 230 ELECTRONIC DESIGN

**Spring**  
A study of the techniques used for the design of electronic circuits and the methods employed in their fabrication.  
**Prerequisite:** ELET 210, Digital Electronics; ELET 215, Operational Amplifiers.

### ELET 245 INTRODUCTION TO MICROCONTROLLERS

**Fall**  
An introductory course in microcontrollers and microprocessors. This course emphasizes assembly level programming using the 8051, the PIC or an equivalent instruction set, and explores the application of microcontrollers in electronic systems.  
**Prerequisite:** ELET 210, Digital Electronics.

### ELET 250 VACUUM AND POWER RF

**Fall**  
The study of vacuum and radio frequency techniques utilized in microelectronic manufacturing applications. The vacuum areas of study include gas flow, pressure regimes, gas laws, outgassing, high vacuum production, leak and contamination detection and residual gas analysis (RGA) techniques. The power RF area of study will cover radio frequency generation, amplification, conductors and transducers and thin film deposition. Safety concerns stressed in the installation, maintenance and operation of vacuum and radio frequency equipment.  
**Prerequisites:** ELET 101, Electricity II; MATH 150, College Algebra and trigonometry; PHYS 135, Technical Physics I.

### ELET 255 SEMICONDUCTOR MANUFACTURING PROCESSES

**Spring**  
This course is designed to train students in the practical and theoretical aspects of the semiconductor manufacturing process. Topics include atomic Silicon structure, semiconductor devices (diodes, BJT, MOS, CMOS, and BiMOS transistors), introduction to mask design, Silicon wafer preparation, manufacturing processes such as oxidation, photolithography, etching, doping, chemical vapor deposition, metallization, etc.  
**Prerequisites:** ELET 105, Electronics I; ELET 215, Operational Amplifiers; ELET 210, Digital Electronics; MATH 151, Analytic Geometry and Basic Calculus.

### ELET 260 INTRODUCTION TO COMPUTER NETWORKING

**Spring**  
This course covers the essentials of computer networking. This course will cover the installation and maintenance of computer networks and the hardware and software required. Topics include network architecture types (LANs, WANs, etc.), topologies, media, adapters, cabling, and other network devices; operating systems, client-server and peer-to-peer systems; network printing; World Wide Web server setup and administration. This is a hands-on course with special emphasis in the hardware features of networks.

### ELET 270 FUNDAMENTALS OF FIBER OPTIC COMMUNICATIONS

**Spring**  
This course examines the nature and application of fiber optic communications systems as they are used today. Topics include decibel notation, the nature of light signal, modulation methods, optical transmission lines, optical transmitters, receivers and the limitations and advantages of fiber communications networks. The student will develop an understanding of the basic elements (both theoretical and practical) of fiber optic communications systems. This will provide a foundation for the appropriate technical knowledge and skills required to support the many kinds of fiber communications networks that exist today.  
**Prerequisites:** MATH 106, Applied Technical Mathematics I; PHYS 100, Physical Science I/Physics and Chemistry.

### EMT - PARAMEDIC

### EMSP 100 EMERGENCY MEDICAL TECHNICIAN - BASIC

**Fall, Spring, Summer**  
The Emergency Medical Technician Basic (EMT-B) program combines didactic, psychomotor labs, and clinical observation and/or field internship in a progressive manner to prepare students to provide emergency care to patients in an out-of-hospital setting based on New York State Department of Health and U.S. Department of Transportation mandates.
EMSP 101 EMERGENCY MEDICAL TECHNICIAN INTERNSHIP 1 Credit
Fall, Spring, Summer
This course is designed to be offered to the EMT-Basic who has not yet gained sufficient field experience to begin the paramedic program courses. This course will provide the student with supervised riding time as an EMT-Basic as well as three case review sessions to discuss what the student has been exposed to in the field experience. Field rotations place the student in the role of the EMT-Basic on actual emergency calls and expect them to integrate history taking, physical exam, and cognitive knowledge into the total management of the patient. The student's schedule is developed based upon the BLS unit assignment location and shift times, and preceptor availability. The student must maintain records of all patient contacts and will be required to submit documentation of all their activities and the feedback they receive from the preceptor to the Hudson Valley Community College Clinical Coordinator prior to completion of this course. Prerequisite: EMSP 100, Emergency Medical Technician, Basic and a current NYS EMT-Basic certification.

EMSP 200 PREPARATORY, AIRWAY AND ASSESSMENT FOR THE PARAMEDIC 9 Credits
Fall
This is an introductory course designed to introduce the paramedic student to four areas of out of hospital medicine: topics in emergency medicine related to the profession; pathophysiology as it relates to out of hospital medicine; introduction to the categories of pharmacologic agents and the application of pharmacologic concepts to clinical paramedic practice; the process of patient assessment. The course topics include: well being of the paramedic, roles and responsibilities, illness injury prevention, medical/legal, ethics, pathophysiology, pharmacology, medication administration, therapeutic communications, life span development, airway and ventilation, history taking, technique of physical examination, patient assessment, clinical decision making, communications and documentation. This course includes a lab component, which is designed to compliment the didactic sessions of the course. This course is open only to matriculated paramedic students and those with permission of the department chairperson. Prerequisite: EMSP 100, Emergency Medical Technician - Basic. Corequisite: BIOL 130, Concepts of Human Anatomy and Physiology.

EMSP 201 CLINICAL FOR THE PREPARATORY, AIRWAY AND ASSESSMENT 1 Credit
Fall, Spring, Summer
This course is designed to introduce the paramedic student to the clinical environment. This introductory course will place the student in the emergency department as well as in the operating suite. Two scheduled classroom sessions will be conducted to cover case presentations. This course is open to matriculated paramedic students and those with permission of the department chairperson. Open only to matriculated Emergency Medical Technician-Paramedic students. Prerequisite: EMSP 200, Preparatory, Airway and Assessment for the Paramedic.

EMSP 205 OPERATIONS FOR THE PARAMEDIC 2 Credits
Fall, Spring
This course is designed to introduce the paramedic student to the area of out-of-hospital EMS operations. The course topics include: medical incident command, rescue awareness and operations, hazardous materials incidents, and crime scene awareness. The course includes a lab component, which is designed to complement the didactic sessions of the course. Open only to matriculated Emergency Medical Technician-Paramedic students. Prerequisite: EMSP 100, Emergency Medical Technician - Basic.

EMSP 210 TRAUMA MANAGEMENT FOR THE PARAMEDIC 4 Credits
Fall, Spring
This course is designed to introduce the paramedic student to specific pathophysiology, assessment, and management techniques for trauma patients. The course topics include trauma systems, mechanisms of injury, hemorrhage and shock, soft tissue trauma, burns, head and face trauma, spinal trauma, thoracic trauma, abdominal trauma and musculoskeletal trauma. The course includes a lab component, which is designed to compliment the didactic sessions of the course. Open only to matriculated Emergency Medical Technician-Paramedic students. Prerequisite: EMSP 200, Preparatory, Airway and Assessment for the Paramedic.
EMSP 212 INTERMEDIATE EMT
   1 Credit
   CLINICAL
   Intersession
   This clinical allows the student to apply theory gained in the classroom to actual patient care. This is accomplished in hospital units as well as pre-hospital advanced life support units.
Prerequisites: Current NYS EMT Certificate, Current CPR Certification.

EMSP 215 MEDICAL MANAGEMENT
   10 Credits
   FOR THE PARAMEDIC
   Fall, Spring
   This course is designed to cover specific pathophysiology, assessment, and management techniques for common medical conditions encountered in the field. The course topics include: pulmonology, cardiology, neurology, endocrinology, allergies and anaphylaxis, gastroenterology, urology, toxicology, environmental conditions, infectious and communicable diseases, behavioral and psychiatric conditions, hematology, gynecology, and obstetrics. The course includes a lab component, which is designed to complement the didactic sessions of the course.
Open only to matriculated Emergency Medical Technician-Paramedic students.
Prerequisite: EMSP 200, Preparatory, Airway and Assessment for the Paramedic.

EMSP 220 SPECIAL CONSIDERATIONS
   6 Credits
   FOR THE PARAMEDIC
   Fall, Spring
   This course is designed to cover special topics as well as draw upon all aspects of the paramedic student's didactic and lab education to “pull it all together” in the classroom setting. The course topics include: neonatology, pediatrics, geriatrics, abuse and assault, patients with special challenges, acute interventions in the critical care patient, assessment based management simulations, and the New York State Practical Skills Examination. The course also includes a “merit badge” mini-courses of Prehospital Trauma Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support which provide a summative review of other segments of the paramedic's education. The course includes a lab component, which is designed to compliment the didactic sessions of the course.
Open only to matriculated Emergency Medical Technician-Paramedic students.
Prerequisite: EMSP 210, Trauma Management for the Paramedic; EMSP 215, Medical Management for the Paramedic.

EMSP 221 CLINICAL FOR TRAUMA, MEDICAL AND SPECIAL CONSIDERATIONS
   2 Credits
   Fall, Spring, Summer
   This course is designed to take the assessment skills, developed in course EMSP 201, combine pathophysiology and treatment modalities learned in the didactic and lab setting of the paramedic program and then apply this knowledge to actual patient care in the hospital clinical setting. Three scheduled classroom sessions will be conducted to cover case presentations. This course is open to matriculated paramedic students and those with permission of the department chairperson.
Open only to matriculated Emergency Medical Technician-Paramedic students.
Prerequisite: EMSP 220, Special Considerations for the Paramedic.

EMSP 230 INTERNSHIP FOR
   2 Credits
   THE PARAMEDIC
   Spring, Summer
   This course is designed to take the knowledge the paramedic student has acquired in the classroom, lab, and clinical settings and apply it in the field under the direct supervision of a paramedic program preceptor. The student's schedule is developed based upon their ALS unit assignment, location and shift times, and preceptor availability. The student must maintain records of all patient contacts. Prior to completion of this course the student is required to submit documentation of all their internship activities as well as feedback received from their paramedic program preceptor to the Hudson Valley Community College Paramedic Program Coordinator.
Open only to matriculated Emergency Medical Technician-Paramedic students.
Prerequisite: EMSP 200, Preparatory, Airway and Assessment for the Paramedic; EMSP 205, Operations for the Paramedic; EMSP 210, Trauma Management for the Paramedic; EMSP 215, Medical Management for the Paramedic; EMSP 220, Special Considerations for the Paramedic; EMSP 201, Clinical for Preparatory, Airway and Assessment; EMSP 221, Clinical for Trauma, Medical and Special Considerations.

EMSP 240 INTERNSHIP FINAL
   1 Credit
   EVALUATION PHASE
   Summer
   This course is designed to be the summative field evaluation that will determine if the student is competent to serve as an entry-level clinician. Field rotations will place
the student in team leadership roles for all calls. The student is expected to integrate history taking, physical exam, and cognitive knowledge into the total management of the patient. The paramedic will be assigned to work on an ALS unit with a program preceptor. The student’s schedule is developed based upon their ALS unit assignment, location, and shift times, and preceptor availability. The student must maintain records of all patient contacts. Prior to completion of this course the student is required to submit documentation of all internship activities as well as the feedback received from their paramedic program preceptor to the Hudson Valley Community College Paramedic Program Clinical Coordinator.

Open only to matriculated Emergency Medical Technician Paramedic students.
Prerequisite: EMSP 230, Internship for the Paramedic.

## ENGINEERING SCIENCE

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Fall, Spring, Summer</th>
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**ENGR 110 ENGINEERING TOOLS** 4-0-3

Fall, Spring, DL

An introduction to the computer tools available to aid in the analysis and solution of engineering problems. The course includes an introduction to a high-level computer language, spread sheets, word processing and CAD.

**ENGR 120 INTRODUCTION TO ENGINEERING DESIGN** 4-0-3

Fall, Spring

An introduction to the methods used in formulation and solution of typical engineering problems. Teamwork and communication are stressed and are employed in problem solving and the design process.

**ENGR 210 ENGINEERING STATICS AND STRENGTH OF MATERIALS** 4-0-4

Fall, Spring, Summer

Statics of particles and rigid bodies, centroids and centers of gravity, analysis to structures, forces in beams and cables, moments of inertia. Introduction to strength of materials, stresses and strains, beam loading and deflection, columns, Mohrs circle analysis.
Prerequisites: MATH 190, Calculus II.

**ENGR 215 ENGINEERING MATERIALS** 3-2-4

Fall, Spring Lab fee will be required.

Introduction to materials, energy and bonding of atoms, structure of solids, relations between structure and properties, comparison of properties, processing and applications of different materials. Laboratory to include mechanical properties, metallurgy, heat treatment of steels.
Prerequisite: Chemistry (One Term) and ENGR 110, Engineering Tools.

**ENGR 220 ENGINEERING DYNAMICS** 3-0-3

Fall, Spring

Dynamics of particles and rigid bodies, kinematics and kinetics, work and energy, impulse and momentum, angular momentum, systems of particles, mechanical vibrations.
Prerequisite: ENGR 210, Engineering Statics and Strength of Materials.

**ENGR 222 THERMODYNAMICS** 3-0-3

Fall, Spring, Summer

A first course in thermodynamics intended for all students of engineering. In this course students develop an understanding of the fundamental principles of Classical Thermodynamics, and apply these principles to a variety of thermal engineering problems. Direct energy conversion devices are also analyzed. It is assumed that students entering this course are familiar with the fundamentals of thermometry and calorimetry.
Prerequisite: MATH 190, Calculus II.

**ENGR 225 ELECTRICAL CIRCUITS** 3-2-4

Fall, Spring, Summer Lab fee will be required.

A problem-solving course in direct and alternating current circuits. Students develop circuit analysis techniques beginning with the elementary consequences of linearity, and finishing with the applications of Laplace Transforms. Students also develop an understanding of how a circuit’s response is affected by the frequency spectrum of the incoming signal.
Pre or Corequisite: MATH 220, Differential Equations.
ENGLISH

ENGL 092 ENGLISH FUNDAMENTALS I 3-0-3ND
Fall, Spring, Summer

Designed for students whose placement test scores indicate the need for review in the fundamentals of communications, this course concentrates on grammar, mechanics, spelling, and the writing process to prepare the student for Composition I.

ENGL 093 ENGLISH FUNDAMENTALS II 3-0-3ND
Offered on demand

This course continues the preparation begun in English Fundamentals I for those students who need additional review before Composition I.

ENGL 101 ENGLISH COMPOSITION I 3-0-3
* HUM, BC
Fall, Spring, Summer, DL

This course is designed to help students improve their writing ability through concentration on the writing processes: prewriting, writing and revision. Other concerns of the writer, particularly audience, diction and correctness, will be addressed. Research techniques, library orientation, and oral presentation of student writing are also included. Research paper required.

ENGL 102 ENGLISH COMPOSITION II 3-0-3
* HUM, BC
Fall, Spring, Summer, DL

This course expands on the processes and techniques begun in Composition I, with additional focus on oral presentation and technical writing/communication. Also included throughout is the reading of relevant, professional writing which will promote student awareness of the role of written expression in both the world at large and in academic and professional life.
Prerequisite: ESLS 101, English Composition I for the Foreign Born; ENGL 101, Composition I or approval by department chair.

ENGL 104 ENGLISH COMPOSITION II: WRITING ABOUT LITERATURE 3-0-3
* HUM, HU, BC
Fall, Spring

This course develops student skills in the critical reading, analysis, discussion, and writing about literature. Students read, discuss, and write about ideas generated by various works of short fiction, drama, and poetry. Organizational patterns, research and writing techniques, and oral presentation skills studied in Composition I are strengthened and refined.
Prerequisite: ENGL 101, Composition I or approval by department chair.

ENGL 106 ENGLISH COMPOSITION II: WRITING FOR TECHNICIANS 3-0-3
* HUM, BC
Offered on demand

This course strengthens and refines the organizational patterns, research strategies, and writing techniques studied in Composition I. Students will understand and practice the modes of writing: description, exposition, argumentation and persuasion, and functional writing as applied to reports, abstracts, and technical papers. A research project will be required.
Prerequisite: ENGL 101, Composition I or approval by department chair.

ENGL 110 TECHNICAL 3-0-3
Spring COMMUNICATIONS, BC

This course is designed to discuss the principles and practice the type of writing required by technicians as part of their professional duties.

ENGL 112 WRITING IN THE HUMAN SERVICES 1-0-1
* HUM
Fall SERVICES

This course is designed to develop in students an understanding of the nature of the diverse writing responsibilities required in Human Services. Emphasis will be placed on the development of effective thinking, planning, organizing, writing and editing skills.

ENGL 115 LIBRARY SKILLS FOR RESEARCH 1-0-1
* HUM
Fall, Spring

This course provides an introduction to library research and information literacy. Content will focus on how to create a research strategy for finding, retrieving, using and evaluating information in print and electronic formats including the Internet. Also covered will be many of the academic, legal and ethical issues relating to information. Skills gained can be applied to research papers, projects, professional and personal information needs.

ENGL 116 COLLEGE GRAMMAR 3-0-3
Offered on Demand

Using a wide variety of exercises and readings, this course will introduce, analyze, discuss and apply principles of English grammar.
ENGL 118 TECHNICAL WRITING * HUM, BC 3-0-3

Offered on demand

This advanced technical writing course is designed to discuss the principles and practice the type of writing required of engineering technicians, engineers, and scientists as part of their professional duties. Prerequisite: ENGL 101 or consent of the department.

ENGL 120 COMMUNICATIONS 3-0-3

Fall * HUM, BC

This course is designed to introduce the student to the principles and psychology involved in interpersonal and group communication. The program enables the student to express ideas effectively to the public on a personal and professional basis in both the written and oral processes of communication.

ENGL 122 PRACTICAL COMMUNICATION 1-0-1

* HUM

Offered on demand

This course seeks to prepare students for vocational training, further college-level courses, or re-entry into the employment field through a study of the practical as well as the psychological and academic areas of communication.

ENGL 125 PUBLIC SPEAKING * HUM, BC 3-0-3

Fall, Summer

The aim of this course is to equip students through speech planning, organization, delivery and evaluation for various extemporaneous speaking experiences which they may encounter in their professional and personal lives. This course includes speeches to inform, demonstrate, persuade and evoke emotion.

ENGL 130 JOURNALISM * HUM, BC 3-0-3

Fall, Spring

Elements of news style, the structure of news stories, news gathering methods, copy reading, and experience in reporting, writing, and editing will be included in this introductory course in journalism.

ENGL 132 ADVANCED JOURNALISM * 3-0-3

Fall, Spring HUM, BC

An advanced course in journalism, this course expands and strengthens techniques introduced in Journalism ENGL 130. Prerequisite: ENGL 130, Journalism, or approval by department chair.

ENGL 134 JOURNALISM INTERNSHIP 3 Credits

Fall, Spring

Students engage in supervised internship in news and public relations agencies. Placement assignments will be arranged by the student intern with the consent of the supervising instructor. Students may consult the instructor for suggestions, or they may present options of their own. Prerequisite: ENGL 130, Journalism; ENGL 101, Composition I or approval by department chair.

ENGL 136 MEDIA AND CULTURE * HUM 3-0-3

Fall, Spring

This course examines theories and issues related to mass media and its impact on American culture. Special focus will be given to the evaluation of the forces that shape mass media and effect social change. Print and electronic media will be covered, including newspapers, radio, television, film, and the Internet.

ENGL 151 CREATIVE WRITING: SHORT FICTION * HUM, HU, AR 3-0-3

Fall

Offers students a basic forum in which to explore the processes and principles by which short fiction is created. Emphasis is placed on the development of freedom and precision of artistic expression in and through the creation of original student manuscripts. Examples of both traditional and contemporary fiction will be discussed and analyzed.

ENGL 152 CREATIVE WRITING: POETRY AND SONG *HUM, HU, AR 3-0-3

Spring

Offers students a basic forum in which to explore the processes and principles by which poetry and song are created. Emphasis is placed on the development of freedom and precision of artistic expression in and through the creation of original student manuscripts. Examples of both traditional and contemporary poetry and song will be discussed and analyzed.

ENGL 156 CREATIVE WRITING WORKSHOP * HUM, AR 3-0-3

Fall, Spring (Weekend course)

Advanced study of the most experimental and contemporary philosophies, trends, and techniques in creative writing is offered in this course. Emphasis is on enhancing each student's original compositions, techniques and scholarship in a workshop setting.
ENGL 160 INTRODUCTION TO THE THEATRE * HUM, HU, AR
Fall, Spring
An overview of the history and elements of Western Theatre from the ancient Greek roots of comedy and tragedy through the bizarre realism of such modern writers as Sam Shepard. Also touches upon the essentials of playwriting and production.

ENGL 165 ACTING I, AR 3-0-3
Fall
A survey of the basic principles of stage performance including diction, projection, stage movement, stage presence and the cooperative dramatic effect.

ENGL 166 ACTING II, AR 3-0-3
Spring
Advanced techniques in acting. Open to students who have completed Acting I or who have had other experience in acting.

ENGL 168 THEATRE INTERNSHIP, AR 3 Credits
Fall, Spring
Students engage in supervised internship in a theatre environment. Placement assignments will be arranged by the student intern with the consent of the supervising instructor. Students may consult the instructor for suggestions, or they may present options of their own.
Prerequisite: Approval of English department chairperson.

ENGL 200 ENGLISH LITERATURE I 3-0-3
Fall * HUM, HU
A survey course in the development of English literature from the Old English epic tale through the eighteenth century.

ENGL 202 ENGLISH LITERATURE II 3-0-3
Spring * HUM, HU
A survey of the major forms of English literature from the Romantic period to the present, employing representative selections from major English authors.

ENGL 203 SHAKESPEARE * HUM, HU 3-0-3
Fall, Spring
This course explores the work and times of William Shakespeare. Students will read, discuss, and write about his tragedies, comedies, historical plays and sonnets as well as view film versions and/or performances of Shakespeare's plays or adaptations of his works.

ENGL 204 AMERICAN LITERATURE I * 3-0-3
Fall, Summer
A survey of the major forms and representative writers of American literature from the colonial period through the mid-nineteenth century.

ENGL 206 AMERICAN LITERATURE II * 3-0-3
HUM, HU
Spring, Summer
A survey of the major forms and representative writers of American literature from the age of realism through contemporary literature.

ENGL 210 THE SHORT STORY * 3-0-3
HUM, HU, AR
Fall, Spring, Summer
A comparative study of representative stories from the diverse literary traditions with special emphasis on conventional, modern and experimental techniques of artistic unity.

ENGL 212 POETRY * HUM, HU, AR 3-0-3
Fall
An examination of traditional and contemporary views of poets and how their art uses various milieu to interpret human experience. Some emphasis will be given to technical and structural components.

ENGL 214 AMERICAN FOLKLORE * 3-0-3
HUM, HU
Fall, Spring
This course involves the examination and analysis of all the informal and non-traditional parts of culture. Topics range from the various forms of oral/verbal folklore (slang, riddles, rhymes, myths, legends, folktale) through folk music, customary behavior and material objects. The course will look at contemporary as well as traditional examples and present local and regional examples where appropriate.

ENGL 216 CONTEMPORARY NOVEL * 3-0-3
HUM, HU
Fall
This course focuses on the study of images of modern society presented in selected contemporary works. It provides an opportunity for students to analyze and discuss the hopes, dreams, and disappointments of individuals as they appear in literature.

ENGL 218 CONTEMPORARY DRAMA * 3-0-3
Hudson Valley Community College

Course Descriptions

ENGL 230 MULTICULTURAL PERSPECTIVES IN LITERATURE * HUM, HU

Fall, Spring

This course is an exploration of selected poetry, fiction, drama, and non-fiction reflecting the development of multicultural artistic expression in America. Students will examine contemporary and historical themes, subjects and styles for the purposes of fostering understanding and appreciation of the literature and cultural differences of various groups in our pluralistic society.

ENGL 232 AFRICAN AMERICAN LITERATURE * HUM, HU

Fall, Spring

This course focuses on a variety of literary forms including fiction, poetry, drama, and essays representative of the rich and varied tradition of African-American writing. It is an invitation to explore the long and meaningful development of African American self-expression and self-definition in literature and criticism.

ENGL 234 NATIVE AMERICAN LITERATURE * HUM, HU

Spring

This course will examine the rich and varied literary traditions of the Native American. The major genres of the Native American literary heritage, including oral literature, fiction, non-fiction and poetry, will be studied.

ENGL 235 LATINO LITERATURE AND CULTURE * HUM, HU

Fall, Spring

This course is the study of the literature and culture of Latinos in the United States. It will focus primarily on Puerto Rican, Cuban-American, and Chicano/a authors with the inclusion of modern writers from various Latin countries. Instruction will incorporate texts of authors’ experiences in America, as well as their linguistic, cultural, and political expression in poetry, essays, short stories, drama, and novels.

ENGL 236 IMAGES OF WOMEN IN LITERATURE * HUM, HU

Fall

The images of women as defined in and transmitted through literature will be discussed using works from diverse cultural and historical settings. The course will examine the interplay between female cultural stereotypes and literary portrayals of women who either adhere to or deviate from these roles.

ENGLISH AS A SECOND LANGUAGE

ESLS 090 BASICS OF ENGLISH AS A SECOND LANGUAGE

Offered on demand

An individualized course of study for those students whose second language is English and whose test scores indicate the need for basic-level English instruction prior to taking either English Fundamentals I or Fundamentals of English as a Second Language I. The program of instruction will largely be an individualized one, based on placement and diagnostic testing, prior experience in English communications, and student academic ability.

ESLS 092 FUNDAMENTALS OF ENGLISH AS A SECOND LANGUAGE I

Fall

This course is intended for ESL students with intermediate English language skills who would benefit from taking a pre-college level English language course. Classes focus on language development in grammar, writing, vocabulary, and oral communication. Placement is determined by testing and advisement.

ESLS 093 FUNDAMENTALS OF ENGLISH AS A SECOND LANGUAGE II

Spring

This course expands on the study of oral and written English begun in Fundamentals of English as a Second Language I. Classes focus on language development in grammar, writing, vocabulary, comprehension, and oral communication. Placement is determined by testing and/or advisement.

ESLS 094 READING FOR ENGLISH

Fall
Fall, Spring

THE FOREIGN BORN * HUM, BC

This course focuses on the processes of writing and revision in order to develop student mastery of college-level composition. In addition, intensive instruction will be given on those elements of English grammar and syntax that present difficulties for students of foreign background. Research techniques, library orientation, and oral presentation of student writing are also included. Research paper required.

ESLS 102 ENGLISH COMPOSITION II 3-0-3
FOR THE FOREIGN BORN * HUM, BC
Fall, Spring

This course expands on the processes and techniques begun in ESLS 101. Reading, practical applications of writing, and oral presentation will also be required.
Prerequisite: ESLS 101, English Composition for the Foreign Born or ENGL 101, Composition I.

FINE ARTS

ARTS 100 SURVEY OF ART HISTORY I * 3-0-3
Fall HUM, HU, AR

A survey of art and culture from ancient civilizations to the mid-gothic period. Emphasis will be placed on the cultural content of art and the meanings, ideas and uses of art during those periods.

ARTS 101 SURVEY OF ART HISTORY II * 3-0-3
Spring HUM, HU, AR

A survey of art and culture from the late gothic period to the modern era. Emphasis will be placed on the cultural content of art and the meanings, ideas and uses of art during those periods.
Prerequisite: ARTS 100, Survey of Art History I highly recommended.

ARTS 105 INTRODUCTION TO THE 3-0-3
Fall THE HUMANITIES I* HUM, HU

A survey course which presents an overview of the arts in western tradition from preliterate history up to the Protestant Reformation (1517 C.E.). Emphasis will be placed on the study of philosophy, religion, art, music, literature, architecture and drama. A historical, chronological approach will be used. Since this course will only use history as background material with emphasis being placed primarily on the arts, this course cannot be used as a substitute for HIST 100, Western Civilization I.

ARTS 106 INTRODUCTION TO THE 3-0-3
Spring  HUMANITIES II* HUM, HU

A survey course which presents an overview of the arts in western tradition from baroque to post-modern period. Emphasis will be placed on the study of philosophy, religion, art, music, literature, architecture and drama. A historical, chronological approach will be used. Since this course will only use history as background material with emphasis being placed primarily on the arts, this course cannot be used as a substitute for HIST 101, Western Civilization II.

ARTS 110 DRAWING I, AR 6-0-3
Fall, Spring

An introduction into the materials and techniques of drawing. A series of increasingly complex still-life drawings will generate a more thorough sense of observation, an effective translation of space into two dimensions and a recognition of drawing as a means of acquiring knowledge. Students will be responsible for purchasing some required supplies.

ARTS 111 DRAWING II, AR 6-0-3
Spring

A studio class that builds on the skills acquired in Drawing I, applying them to the rendering of more complex set-ups and the human figure as well as more directly addressing the physical nature of the drawing. Students will be responsible for purchasing some required supplies.
Prerequisite: ARTS 110, Drawing I highly recommended.

ARTS 115 TWO-DIMENSIONAL DESIGN, AR 6-0-3
Fall

A hands-on introductory studio course in Visual Arts that will explore visual problem solving. The relationship of image to idea and the use of formal elements (composition, line, color, pattern, etc.) in creating effective visual communication. Recommended to be taken concurrently with or prior to all other Visual Arts courses.

ARTS 120 PAINTING I, AR 6-0-3
Fall

An introduction to the materials and techniques of oil painting. Working from a series of increasingly complex still-lifes will serve to heighten observation skills and the ability to render space and volume through the translation of light into color. Students will be responsible for purchasing some required supplies.
Prerequisite: ARTS 110, Drawing I highly recommended.

ARTS 121 PAINTING II, AR 6-0-3

Spring

A further exploration of painting that builds upon the skills acquired in Painting I. Students will be led through a series of works that reflect the concerns of the major art movements of the Twentieth Century and that explore the link between thought and object. Students will be responsible for purchasing some required supplies.
Prerequisite: ARTS 120, Painting I.

ARTS 130 PHOTOGRAPHY I, AR 6-0-3
Fall, Spring, Summer  Lab fee will be required.

Exploration of the basic visual and technical tools used in photography. A hands-on introduction to the black and white photographic process as a form of communication. Students will learn the basics of camera operation, film choice, lighting, the fundamentals of composition, and basic black and white darkroom techniques. A 35mm SLR camera is required.

ARTS 131 PHOTOGRAPHY II, AR 6-0-3
Spring, Summer  Lab fee will be required.

Continuation of Photography I. Emphasis on developing technical skills in the studio and in the darkroom as well as a mastery of photography's visual vocabulary while examining the aesthetic and conceptual history of black and white photography. Advanced camera control and advanced printing techniques. Lectures, informal critiques, written paper. A 35mm SLR camera is required.
Prerequisite: ARTS 130, Photography I or permission of department chairperson.

ARTS 133 INTRO TO DIGITAL PHOTOGRAPHY, AR 3-0-3
Fall, Spring, Summer

This course is a hands-on introduction to digital photography grounded in the historical, conceptual, and practical developments in the field of photography. Students will acquire experience in the use of computers, peripheral hardware, and image processing software to produce digitally enhanced photographs. The technical and aesthetic possibilities of digital photography will be examined through a series of sequential assignments. Images and ideas will be developed through a combination of lectures, demonstrations, supervised classwork, and critiques. It is expected that students will spend additional time outside of class completing course assignments. Students must have access to either a digital camera with manual exposure control and an image file size of 2.1 MB or greater or to a 35 mm film camera with manual exposure control. Students using a film camera will be responsible for film and film development costs. All students will be responsible for the cost of supplies for image storage, archiving, and printing.

ARTS 140 TELEVISION PRODUCTION I 3-0-3
Fall, Spring

Students will learn the basics of video production: camera operation, audio equipment, lights, ancillary equipment, and program production from scriptwriting and studio work to editing.

ARTS 145 INTRODUCTION TO 2-4-3 ELECTRONIC ART, AR

Fall, Spring  Lab fee will be required.

This course serves as a foundation course in the area of electronic art through focused lectures and hands-on studio work. Students will be exposed to a brief historical overview of electronic art, interpretations of its practice in the context of the visual arts, and introductions to contemporary artists working with electronic media. Students, in addition, will be introduced to tools and methods employed in digital imaging and will be required to develop creative projects in this area. Prerequisite: Basic knowledge of PC platform computers.

ARTS 210 DIRECTED STUDY IN 3-0-3 DRAWING & PAINTING I, AR

Fall  An opportunity for further, more advanced work in areas of drawing and painting with emphasis on a more personalized, self-motivated and sophisticated program of study and the development of a more personalized set of concerns. Prerequisite: Completion of Visual Arts foundation level coursework. Written permission of instructor and department chairperson.

ARTS 211 DIRECTED STUDY IN 3-0-3 DRAWING & PAINTING II, AR

Fall  An opportunity for further, more advanced work in areas of drawing and painting with emphasis on a more personalized, self-motivated and sophisticated program of study and the development of a more personalized set of concerns. Prerequisite: Completion of visual arts foundation level coursework. Written permission of instructor and department chairperson.

ARTS 225 EXPERIMENTAL DRAWING 2-4-3 IN ITALY I, AR

Summer  A month-long, hands-on immersion in the sites and masterworks of the Florentine Renaissance exploring the interface between historical and contemporary drawing. Students will develop and explore a focused body of work from topics studied in Experimental Drawing in Italy I. Prerequisite: Arts 110, Drawing I or permission of department chairperson.

ARTS 230 COLOR PHOTOGRAPHY, AR 6-0-3

Fall  Lab fee will be required.

Exploration of the basic visual and technical tools used in color photography including light, film, filters, color theory, color design principles. Introduction to color darkroom processes. Emphasis on creativity and communication, and the expressive use of color materials. A 35mm SLR camera is required. Prerequisite: ARTS 130, Photography I or permission of department chairperson.

ARTS 231 PHOTOCOMMUNICATION 3-0-3

*HUM , AR

Fall, Spring  An historical and theoretical examination of the role of photography in society. Emphasis on both applied and expressive aspects of photographic practice. Examination of the impact of electronic digital imagery on the future of photography. This is a non-studio photography course.

ARTS 233 DIGITAL PHOTOGRAPHY, AR 6-0-3

Spring  This studio art course will integrate traditional and digital methods of photographic image production, with emphasis on the philosophical and technical relationship between the camera and the computer. Cameras, scanners, image processing software, and digital printers will be used to create expressive work. Students will explore the historical, formal, and conceptual aspects of digital photography and develop ideas and images through a combination of lectures, demonstrations, reading and writing assignments, projects, and critiques. It is expected that students will spend additional time outside of class completing course assignments. Students must have access to either a digital camera with manual exposure control and an image file size of 2.1 MB or greater or to a 35 mm film camera with manual exposure control. Students using a film camera will be responsible for film and film development costs. All students will be responsible for the cost of supplies for image storage, archiving, and printing.

ARTS 235 ADVANCED STUDIO 6-0-3
PHOTOGRAPHY, AR  
Fall  
Lab fee will be required.

Exploration of the basic visual and technical tools used in studio photography. Students will become proficient in areas such as set design, controlling artificial light, using the view camera, and photographic tone control. Emphasis on creativity and communication, and the expressive use of black and white materials in small, medium, and large format. A 35mm SLR camera is required.  
Prerequisite: ARTS 130, Photography I or permission of department chairperson.

ARTS 236 INDEPENDENT STUDY IN PHOTOGRAPHY, AR  
Fall, Spring, Summer  
Lab fee will be required.

This is an innovative approach to the photographic learning experience. Each student, upon initially contacting the instructor, will co-construct and co-contract for a specific course of study relevant to his/her career or transfer needs. Students will keep a written log of their activities and must attend three group meetings. Each student will participate in a visual presentation of their work at the second and third group meetings. Students will complete a written assignment on a topic developed by the instructor and the student. Students are encouraged to pursue on- and off-campus photographic learning experiences (internships, workshops, etc.) Opportunities for additional group meetings and critiques may be scheduled throughout the term.  
Prerequisite: ARTS 130, Photography I or permission of department chairperson.

HEALTH

HLTH 130 CREATING HEALTHY RELATIONSHIPS  
Fall, Spring

This course will offer students an understanding of the components of healthy relationships. Through the study of those components, students will recognize the qualities of unhealthy relationships and discover directions for change. The techniques, skills and resources presented will heighten students' awareness of the roles and responsibilities of each partner in a relationship.

HLTH 131 STRESS AND HEALTH  
Fall, Spring

Stress and Health is a specific response to the need of the college community to exercise greater control over the stressful events in their lives. Through promoting positive stress management techniques, the students will develop life-long skills for a healthier and more meaningful life.

HLTH 150 WEIGHT MANAGEMENT:       2-0-2
Fall

THE WELLNESS APPROACH

This course is designed to provide students a healthy perspective of ideal weight. They will be able to assess their current nutrition/exercise routine and prepare a new program to meet their personal needs: to gain weight, lose weight, or to maintain their current weight. Sound nutrition, exercise and stress reduction will be woven into this wellness approach to weight control.

HLTH 151 CONSUMER HEALTH  2-0-2
Fall

This course is designed to remove the complexity and confusion from the health marketplace. Students will recognize the significant impact advertising has on health behavior. Presentation of facts and guidelines will enable students to make intelligent decisions in selecting safe health products and services. In becoming better consumers, students will protect both their health and their pocketbook.

HLTH 152 FIRST AID  2-0-2
Fall, Spring, Summer  
Lab fee will be required.

A course designed to provide the theory and skills necessary to administer first aid and/or CPR to a patient. Students who qualify will receive Red Cross certification in “First Aid: Responding to Emergencies,” and “Adult CPR.”

HLTH 160 PERSONAL AND COMMUNITY HEALTH  3-0-3
Fall, Spring, Summer, DL

This course is designed to stimulate healthy decision making in the areas of personal and community wellness and safety. Students will discuss critical and contemporary health issues including holistic health, fitness and weight management, chemical abuse, human sexuality, parenting, aging, death and dying, the environment and health care.
HEALTH INFORMATION TECHNICIAN

HITC 100 MEDICAL OFFICE 4-0-4  
**Fall**  
**PROCEDURES**  
Students develop necessary skills and concepts of the administrative duties of a medical assistant-secretary. The following topics are covered: Meeting the patient, scheduling appointments, telephone techniques, word processing applications in medical communications, insurance concepts and working with computerized insurance forms for private and governmental plans, medical accounting and billing procedures, credits and collections, medical law and ethics.

HITC 101 MEDICAL TRANSCRIPTION 0-6-4  
**Spring**  
The student will learn to transcribe from a transcribing unit on a microcomputer. The material will be unique to a medical office.

HITC 103 INTRO TO MEDICAL CODING, HEALTH INSURANCE AND REIMBURSEMENT 2-2-3  
**Fall**  
**CODING, HEALTH INSURANCE**  
**Spring**  
**AND REIMBURSEMENT**  
The course introduces the student to the basics of standard medical coding classifications and nomenclatures used to code diseases and medical/surgical procedures, i.e. CPT4, ICD9 and HCPCS. Students will explore the practical applications of medical coding relative to delivery system, health insurance and reimbursement mechanisms.

HITC 105 CLINICAL OFFICE 3-0-3  
**Fall**  
**PROCEDURES**  
Basic examining room techniques including preparation of the patient, execution of simple laboratory procedures, recording of clinical data, care and maintenance of equipment and assistance to physicians during examination and treatment. This course is designed for Health Information Technician students in their third semester of study.

HEATING/ AIR CONDITIONING/ REFRIGERATION TECHNICAL SERVICES

HVAC 110 REFRIGERATION PRINCIPLES I 4-0-4  
**Fall**  
The fundamental principles of physics and thermodynamics are taught as they pertain to the refrigeration cycle. Emphasis is placed on pressure-temperature relationships and the cyclic nature of refrigeration systems. Refrigerant types and refrigerant controls are studied.  
**Corequisite:** HVAC 130, Refrigeration Lab I; HVAC 110, Electrical Fundamentals.

HVAC 111 REFRIGERATION PRINCIPLES II 7-0-7  
**Spring**  
A continuation of HVAC 110, Refrigeration Principles I. Applications-oriented treatment of the mechanical refrigeration cycle and associated equipment is taught. Emphasis is placed on system wiring diagrams and their use in systematic diagnosing, troubleshooting and corrective action requirements.  
**Prerequisites:** HVAC 130, Electrical Fundamentals; HVAC 110, Refrigeration Mechanics.  
**Corequisite:** HVAC 121, Refrigeration Lab II.

HVAC 120 REFRIGERATION LAB I 3-6-6  
**Fall**  
**Lab fee will be required.**  
Assembly, testing, diagnosing and repairing of components of residential, commercial and industrial refrigeration systems. The properties of refrigerants are studied with respect to proper handling, storage and use. The use of hand tools, soldering and brazing and electrical test equipment use is demonstrated and practiced. Controls are an integral part of lab program.  
**Corequisites:** HVAC 130, Electrical Fundamentals; HVAC 110, Refrigeration Principles I.

HVAC 121 REFRIGERATION LAB II 3-6-6  
**Spring**  
**Lab fee will be required.**  
The skills learned in Refrigeration Lab I are used and expanded upon in Refrigeration Lab II. Commercial controls, relays, and components are installed and serviced with an emphasis on electrical troubleshooting and safety. The hands-on diagnosis and service of domestic refrigeration and comfort cooling is also covered in depth.  
**Prerequisite:** HVAC 120, Refrigeration Lab I.  
**Corequisite:** HVAC 111, Refrigeration Principles II.
HVAC 130 ELECTRICITY FOR HVAC/R  4-0-4
Fall
The fundamentals of electrical theory including magnetism, circuits, transformers, and motors. The emphasis is on motors and controls found in refrigeration and air conditioning equipment.
Corequisite: HVAC 110, Refrigeration Principles I.

HVAC 151 REFRIGERATION LAB I,  1.5-3-3
PART I
Fall  Lab fee will be required
Tubing fabrication and system components of residential, commercial, and industrial refrigeration systems are studied. The properties of refrigerants are studied with respect to proper handling, storage and use. The safe use of hand tools is demonstrated and practiced. Soldering and brazing techniques are also demonstrated and practiced.
Prerequisite: HVAC 110, Refrigeration Principles I.

HVAC 152 REFRIGERATION LAB I,  1.5-3-3
PART II
Spring  Lab fee will be required.
Testing, diagnosing and repairing components of residential, commercial and industrial refrigeration systems is covered in detail. Electrical meter use, electrical troubleshooting and schematic diagram reading are emphasized throughout the semester. Refrigeration controls are also an integral part of the lab program.
Prerequisite: HVAC 110, Refrigeration Principles I.

HVAC 203 HVAC/R SYSTEMS DESIGN I  2-2-3
Fall
This course introduces the student to basic HVAC/R systems design. Topics included in this comprehensive, introductory level course are: residential comfort cooling design, forced hot air systems design, heating and cooling load calculations, appliance selection, energy conservation, HVAC/R symbols used for drafting, drafting and dimensioning. All drafting applications will use current Microsoft Visio software.
Prerequisite: HVAC 121, Refrigeration Lab II.

HVAC 210 HEAT TRANSFER SYSTEMS  4-0-4
Fall
Central heating plants are studied with the emphasis on installation procedures and fault diagnosis. Combustion efficiency testing and electrical control systems are covered in depth.
Prerequisite: HVAC 111, Refrigeration Principles II
Corequisite: HVAC 220, Heat Transfer Lab; HVAC 211, Refrigeration and AC Applications II.

HVAC 211 REFRIGERATION AND AC SYSTEMS APPLICATIONS I  4-0-4
Fall
Commercial ice makers, supermarket refrigeration and residential AC systems are all covered in this course. Of particular importance are sequences in electrical control and trouble-shooting techniques.
Prerequisites: HVAC 111, Refrigeration Principles II

HVAC 212 REFRIGERATION AND AC SYSTEMS APPLICATIONS II  7-0-7
Spring  Lab fee will be required.
Cooling and heating systems are studied with the emphasis on commercial applications. Heating and cooling load estimates are prepared and complete systems are specified by the students. Heat pump diagnosis and service emphasized.
Prerequisites: HVAC 220, Heat Transfer Lab; HVAC 211, Refrigeration and AC Applications I.
Corequisite: HVAC 221, Diagnosis and Servicing Lab.

HVAC 213 HVAC/R SYSTEMS DESIGN II  2-4-4
Spring  Lab fee will be required.
Each student completes the calculations, drawings and proposals required in four major design projects. Design projects include restaurant and commercial air conditioning, residential heat pump, hydronic heating, and hot air heating. Emphasis is placed on use of manufacturers’ literature and design aids. Computer programs are used to speed selections of equipment and evaluation of systems performance.
Prerequisite: HVAC 210, Heat Transfer Systems.
Corequisite: HVAC 212, Refrigeration Mechanics IV.

HVAC 220 HEAT TRANSFER LAB  3-6-6
Fall  Lab fee will be required.
Heating plants using gas, oil and wood are tested for efficiency and safe operation. Basic service and repair procedures are performed on each type of furnace/boiler. Commercial ice makers are also studied. Students adjust and repair at least 4 major brands.
Prerequisite: HVAC 121, Refrigeration Lab II.
Corequisite: HVAC 210, Heat Transfer Systems; HVAC 211, Refrigeration and AC Applications I.
HVAC 221 DIAGNOSING AND SERVICING LAB 3-6-6
Spring Lab fee will be required.
Various systems are repaired and studied to determine a logical sequence of operations; using meters and gauges to analyze and diagnose problems and perform the necessary service to equipment. Diverse and more sophisticated equipment is studied with the emphasis on heat pumps, commercial refrigeration and air conditioning with capacity control.
Prerequisite: HVAC 220, Heat Transfer Lab. Corequisite: HVAC 212, Refrigeration and AC Applications II.

HVAC 251 HEAT TRANSFER SYSTEMS 1.5-3-3 LABORATORY: PART I
Fall Lab fee will be required.
This course provides an in-depth study of a variety of heating systems, including both gas- and oil-fired forced-air heating systems. Basic service and repair techniques are learned, with an emphasis on the use of gauges, meters, and other diagnostic instruments.
Prerequisite: HVAC 210, Heat Transfer Systems.

HVAC 252 HEAT TRANSFER SYSTEMS 1.5-3-3 LABORATORY: PART II
Spring Lab fee will be required.
This course provides an in-depth study both gas- and oil-fired hydronic and steam heating systems. Basic service and repair techniques are learned, with an emphasis on the use of gauges, meters, and other diagnostic instruments. Heat Pumps, Three Phase Motors and basic residential cooling are also covered.

HISTORY

HIST 100 WESTERN CIVILIZATION AND THE WORLD I * HUM, WC, HU 3-0-3
Fall, Spring, Summer, DL
A survey course in Western Civilization and its interactions with other non-western cultures of the world from the ancient civilizations of the East to those of the seventeenth century.

HIST 101 WESTERN CIVILIZATION AND THE WORLD II * HUM, WC, HU 3-0-3
Fall, Spring, Summer, DL
A survey course in Western Civilization and its interactions with other non-western cultures of the world from the seventeenth century to those of the twentieth century.

HIST 110 INTERPRETATIONS OF AMERICAN HISTORY I * HUM, AH, HU 3-0-3
Fall
Issues and problems in American History through Civil War period.

HIST 111 INTERPRETATIONS OF AMERICAN HISTORY II * HUM, AH, HU 3-0-3
Spring
Issues and problems in American History from the Reconstruction period to the present day.

HIST 112 HISTORY OF NEW YORK STATE I * HUM, HU 3-0-3
Fall
The history of the state from colonial times to the nineteenth century.

HIST 113 HISTORY OF NEW YORK STATE II * HUM, HU 3-0-3
Spring
The history of the state from the nineteenth century to recent times.

HIST 115 INTRO TO AFRICAN AMERICAN HISTORY 3-0-3
Spring * HUM, AH, HU

HIST 120 HISTORY OF AFRICA I 3-0-3
Fall * HUM, OC, HU
A detailed study of Africa from pre-historic times to 1800 with emphasis on Sub-Saharan Africa, the development of indigenous states and their response to western and eastern contacts.

HIST 121 HISTORY OF AFRICA II 3-0-3
Spring * HUM, OC, HU
A detailed study of Africa from 1800: exploration, the end of the slave trade, development of interior states, European partition, the Colonial Period and the rise of independent Africa.
HIST 122 HISTORY OF THE MIDDLE EAST I: 600 - 1798, OC, HU
* Fall
This course is designed for students to be an introduction to the history of the Middle East from the time of the Prophet Muhammed to the Napoleonic invasion of 1798. It will focus primarily on the geographical, social, cultural, economic and political forces that have helped to shape the Middle East as a unique region of the world.

HIST 123 HISTORY OF THE MIDDLE EAST II: 1798 - Present, Spring
OC, HU
This course deals with the historical, economic and cultural development of the Middle East since 1798. It will trace the development of the modern nation-states in the region and will focus on the issues of conflict that have prevailed there in the twentieth century.

HIST 130 MEDIEVAL HISTORY Spring
* HUM, WC, HU
A survey of European history from the fall of the Western empire to the Renaissance. The course will investigate particularly the origins of Western religions, political and philosophical forms in the medieval period. Students investigate aspects of intellectual, artistic or social history through a term paper or project.

HIST 135 HISTORY OF THE TWENTIETH CENTURY * HUM, HU
Fall, Spring
This course focuses on the totalitarian regimes of the 30s and 40s; World War II and post-war settlements; Third World development; and the intellectual response of the West to political and social turbulence of a nuclear war.

HIST 137 HISTORY OF WORLD WAR II * HUM, WC, HU
Fall, Spring
This course provides a detailed history of World War II. Coverage will include the causes of World War II, the major battles in both European and Pacific theaters, the home fronts, and the final defeat of Germany and Japan. The long-range implications of World War II will also be stressed.

HUMANITIES

HIST 122 HISTORY OF THE MIDDLE EAST I: 600 - 1798, OC, HU
* Fall
This course is designed for students to be an introduction to the history of the Middle East from the time of the Prophet Muhammed to the Napoleonic invasion of 1798. It will focus primarily on the geographical, social, cultural, economic and political forces that have helped to shape the Middle East as a unique region of the world.

HIST 123 HISTORY OF THE MIDDLE EAST II: 1798 - Present, Spring
OC, HU
This course deals with the historical, economic and cultural development of the Middle East since 1798. It will trace the development of the modern nation-states in the region and will focus on the issues of conflict that have prevailed there in the twentieth century.

HIST 130 MEDIEVAL HISTORY Spring
* HUM, WC, HU
A survey of European history from the fall of the Western empire to the Renaissance. The course will investigate particularly the origins of Western religions, political and philosophical forms in the medieval period. Students investigate aspects of intellectual, artistic or social history through a term paper or project.

HIST 135 HISTORY OF THE TWENTIETH CENTURY * HUM, HU
Fall, Spring
This course focuses on the totalitarian regimes of the 30s and 40s; World War II and post-war settlements; Third World development; and the intellectual response of the West to political and social turbulence of a nuclear war.

HIST 137 HISTORY OF WORLD WAR II * HUM, WC, HU
Fall, Spring
This course provides a detailed history of World War II. Coverage will include the causes of World War II, the major battles in both European and Pacific theaters, the home fronts, and the final defeat of Germany and Japan. The long-range implications of World War II will also be stressed.

HONR 255 TECHNOLOGICAL FOUNDATIONS OF SOCIETY 3-0-3
* HUM, HU
Fall
An examination of the interactions of science, technology, and society utilizing both historical and contemporary perspectives. The course includes consideration of how each of these factors interacts with the others, the results of that interaction, how these results become a part of society, and how each result in its turn re-influences the other factors to produce still further elaborations. This course will focus on the three major intellectual arguments: science drives technology and society; technology drives science and society; society drives technology and science. These arguments will be examined via analysis of examples of each taken from a variety of eras. This course is designed for students from all curricula and will employ a multi-disciplinary approach to the subject matter.

HONR 265 IDEAS PAST & PRESENT: THE IMPACT OF THOUGHT ON POST-MODERN SOCIETY 3-0-3
* HUM, HU
Spring
This course explores the impact of both classical and contemporary ideas on post-modern society. It will explore the nature of intellect and define and discuss the meaning of abstract thought. The course will seek to understand the relationship between place, time and thought and will thus look closely at the social and historical location occupied by all of the thinkers discussed throughout the semester. Finally, this course will focus on post-modern American institutions such as the economic, political, health care, leisure, religious and legal and analyzing the ways in which each institution has been shaped by the power of ideas emanating from both the past and the present. (Honors Course)

HONR 275 FOUNDATIONS OF THE MODERN TRADITION 3-0-3
* HUM, HU
Spring
As the capstone course in the Liberal Arts Honors Program, this will serve the purpose of integrating information gained in specific honors courses completed earlier in the Honors Program. Specifically, the course provides a sweeping interdisciplinary topical overview of human history and social development. The development of the arts and sciences will also be stressed. Topics of concentration include: birth of the world and the development of human societies, origins and development of religion and a history of the soul, people-disease and medicine, modern warfare, industrial triumphs, and the modernist assault on tradition. The course relies very heavily on primary source readings. (Honors Course)
HUMAN SERVICES

HUSV 100 SOCIAL SERVICE SYSTEMS 3-0-3
Fall, Spring, DL

Using a systems approach this course discusses how people are affected by poverty, child abuse, AIDS, physical and mental disabilities, racism, overpopulation, sexism, crime and other problems. Students will be oriented to social programs, service delivery models, agencies at the local, state and federal levels and legislation which meets human needs. The historical development of human services as an institution and profession will also be explored.

HUSV 105 HUMAN DEVELOPMENT AND THE FAMILY * SSC, SS 3-0-3
Fall, Spring, DL

A study of the way in which society and family influence human growth and social functioning. The focus of the course will be both on individual development and interactions between individuals in families.

HUSV 110 INTRO TO HUMAN SERVICE SKILLS 3-2-4
Fall, Spring

Introduction to Human Services with emphasis on basic concepts of social welfare, human needs, self-awareness and the helping relationship. Students spend three hours per week in class and two hours per week in the field as an introduction to learning the functions of community agencies and the fundamentals of the helping process.

HUSV 115 PERSPECTIVES ON DISABILITY 3-0-3
Spring, DL * SSC

This course will present an overview of current theoretical and philosophical perspectives relating to mental, physical and developmental disabilities. Course content and activities will enable student to recognize ways in which disability affects individuals as members of families, groups, organizations and communities. Ethical and legal issues such as self-determination, strategies for independence and nondiscrimination will be addressed.

HUSV 120 PROBLEMS OF ADOLESCENCE * SSC 3-0-3
Fall, Spring, DL

This course is designed to aid students in understanding and dealing with adolescent problems which affect social functioning within the family group and in the outside community.

HUSV 125 OLDER ADULTS AND THE SOCIAL ENVIRONMENT * SSC 3-0-3
Fall, Spring

Aging is studied from an interdisciplinary perspective. The course covers physical, psychological and social aspects of aging; special problem areas and support services provided by community agencies.

HUSV 200 INTERVIEWING AND TECHNIQUES OF COMMUNICATION 3-0-3
Fall, Spring

An introduction to the principles, theory, and techniques of the interview with emphasis on the dynamics of interaction and on developing communication skills applicable to the helping professions.

HUSV 205 INTRO TO SOCIAL GROUP WORK 3-0-3
Fall, Spring

Basic concepts of group work. The focus is on the theory of group dynamics and on the development of skills for leadership in groups.

HUSV 210 HUMAN SEXUALITY * SSC, SS 3-0-3
Fall, Spring, DL

This course studies human sexuality from biological, psychosocial and humanistic perspectives. Students will be examining course content within the framework of their own moral standards and value systems.

HUSV 215 PSYCHOLOGY AND HISTORY OF POVERTY * SSC, AH 3-0-3
Spring

A study of the psychological and social consequences of poverty, the culture of poverty and the history of the United States’ and New York State’s response to poverty.
HUSV 220 HUMAN SERVICES MANAGEMENT, SUPERVISION AND PLANNING 3-0-3
Offered on demand
This course provides an overview of the management functions that make human services agencies work. It will introduce the students to both theory and practice in human service management.

HUSV 225 SOCIAL SERVICES INTERVIEWING IN SPANISH 3-0-3
Offered on demand Lab fee will be required.
To provide social service professionals basic conversational skills in Spanish. This course is a combination of grammar, everyday situations and practical conversation that students may encounter as they interact with consumers.
Prerequisite: HUSV 200, Interviewing and Techniques of Communication or permission of department chairperson.

HUSV 250 HUMAN SERVICES PRACTICUM I 4-12-8
Fall, Spring
Sixteen hours per week work experience and seminars. The goal of the course is to integrate course theory learned throughout the curriculum with practical, beginning clinical work and community service networking. Field experience will occur at clinics, child caring institutions, social service agencies, residential facilities, facilities for older adults and individuals with disabilities. Four hours of seminar, group discussion and lecture.
Prerequisites: HUSV 105, Human Development and the Family; HUSV 110, Introduction to Human Service Skills with a grade of “C” or better; 2.00 grade point average; permission of department chairperson

HUSV 251 HUMAN SERVICES PRACTICUM II 4-12-8
Fall, Spring
A continuation of the practical work experience and seminars from HUSV 250, Human Services Practicum I. Student tasks and expectations are more advanced.
Prerequisite: HUSV 250, Human Services Practicum I with a grade of “C” or better, permission of department chairperson.

HUSV 270 CASE MANAGEMENT I 2-0-2
Offered on demand
Two hours per week of seminar instruction on the initial phases of the helping process as well as an introduction to the helping roles. To be taken concurrently with Field Experience I.

HUSV 271 FIELD EXPERIENCE I 0-6-2
Offered on demand
Six hours per week of practical work experience which will occur in a selected agency.

HUSV 272 CASE MANAGEMENT II 2-0-2
Offered on demand
Two hours per week of seminar instruction focusing on the assessment phase of the helping process. To be taken concurrently with Field Experience II.

HUSV 273 FIELD EXPERIENCE II 0-6-2
Offered on demand
Six hours per week of practical work experience which will occur in a selected agency.

HUSV 274 CASE MANAGEMENT III 2-0-2
Offered on demand
Two hours per week of seminar instruction focusing on integration of all levels of the helping process. To be taken concurrently with Field Experience III.

HUSV 275 FIELD EXPERIENCE III 0-6-2
Offered on demand
Six hours per week of practical work experience which will occur in a selected human service agency.

HUSV 276 CASE MANAGEMENT IV 2-0-2
Offered on demand
Two hours per week of seminar instruction focusing on the helping relationship and the goal setting process. To be taken concurrently with Field Experience IV.

HUSV 277 FIELD EXPERIENCE IV 0-6-2
Offered on demand
Six hours per week of practical work experience which will occur in a selected human service agency.
INDIVIDUAL STUDIES

INDS 100 CAREER PLANNING & DECISION MAKING 3-0-3
* SSC
Fall, Spring
The purpose of this course is to provide students with the skills and attitudes necessary for changing with change in the occupational society. Emphasis will be placed on self-examination and understanding of what one is like (values, interests, abilities, aptitudes, etc.) and projecting oneself into occupational roles. The course content is divided among four major objectives:
1. Orientation to the College
2. Self-Study and Understanding
3. Occupational Exploration
4. Educational/Vocational Planning

INDS 105 INTRO TO ACADEMIC AND PERSONAL EFFECTIVENESS 3-0-3
* SSC
Fall, Spring
This course will enable students to become independent learners who understand the process of learning and can apply that process in and out of the classroom. Utilizing educational theory and research, instruction will focus on concepts and principles of learning in addition to academic and self-management strategies. Class discussions, group/individual activities, and course assignments will provide opportunities to apply the concepts, principles and strategies to actual academic situations.

INDS 110 COMMUNITY SERVICE SEMINAR I 1-2-1
Fall, Spring
Designed to combine voluntary experience with academic learning, this course requires a total of thirty hours of volunteer service within the semester at a community agency. Placement is arranged by the student in consultation with the instructor. In addition, students must keep a written log of their experiences and attend a weekly seminar to discuss and integrate related readings and volunteer work. Evaluation by the placement supervisor is also required.

INDS 111 COMMUNITY SERVICE SEMINAR II 1-5-2
Fall, Spring
Designed to combine voluntary experience with academic learning, this course requires a total of seventy-five hours of volunteer service within a semester at a community agency. Placement is arranged by the student in consultation with the instructor. In addition, students must keep a written log of their experiences and attend a one-hour weekly seminar to discuss and integrate related readings and volunteer work. Evaluation by the placement supervisor is also required.

INDS 112 COMMUNITY SERVICE SEMINAR III 1-8-3
Fall, Spring
Designed to combine voluntary experience with academic learning, this course requires a total of one hundred hours of volunteer service within the semester at a community agency. Placement is arranged by the student in consultation with the instructor. In addition, students must keep a written log of their experiences and attend a one-hour weekly seminar to discuss and integrate related readings and volunteer work. Evaluation by the placement supervisor is also required.

INVASIVE CARDIOVASCULAR TECHNOLOGY

ICVT 200 INTRODUCTION TO HEALTH CARE 2-0-2
Fall
This course is designed to provide an introduction to the health care environment. It includes medical terminology, confidentiality, professionalism, patient's rights, medical ethics, universal precautions, and communication skills in health care. Managed care, continuous quality improvement and total quality management will be discussed. The student will also complete the necessary hospital safety modules for future clinical experiences. These include hazardous materials, infection control, electrical safety and age specific patient care. Open only to matriculated Invasive Cardiovascular Technology students.

ICVT 210 PRINCIPLES OF INVASIVE CARDIOVASCULAR TECHNOLOGY I 3-0-3
Fall
This course will provide an introduction to the basic principles of Invasive Cardiovascular Technology. Topics include sterile technique, hemodynamic monitoring, diagnostic cardiovascular procedures and operation of equipment used to perform testing in the Cardiac Catheterization Lab.
ICVT 211 INVASIVE 8 Credits
CARDIOVASCULAR TECHNOLOGY CLINIC I
Fall
This course runs concurrently with Principles of Invasive Cardiovascular Technology I. The student is scheduled in clinical at the affiliate hospitals in the Cardiac Catheterization Lab for 3 days each week for the entire 16-week semester. Competency must be demonstrated for each skill for successful completion of the course.
Open only to matriculated Invasive Cardiovascular Technology students.
Prerequisites: RESP 101, Interpretation of the Electrocardiogram or equivalent experience; American Heart Association Basic Life Support, Course C for Health Care Providers.
Corequisites: ICVT 210, Principles of Invasive Cardiovascular Technology.

ICVT 220 PRINCIPLES OF INVASIVE 3 Credits
CARDIOVASCULAR TECHNOLOGY II
Spring
This course will provide an in-depth study of Interventional Cardiovascular techniques including stent placement, balloon angioplasty, rotational and directional atherectomy and intravascular ultrasound. Identification of pediatric heart defects and interventions will be discussed along with cardiopulmonary surgery. The student will become proficient with the objectives and guideline of the American Heart Association for Advanced Cardiac Life Support (ACLS).
Open only to matriculated Invasive Cardiovascular Technology students.
Prerequisites: ICVT 200, Introduction to Health Care or equivalent experience; ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I.
Corequisites: ICVT 221, Invasive Cardiovascular Technology Clinic II.

ICVT 221 INVASIVE 8 Credits
CARDIOVASCULAR TECHNOLOGY CLINIC II
Spring
This course runs concurrently with Principles of Invasive Cardiovascular Technology II. The student is scheduled in clinical at the affiliate hospitals in the Cardiac Catheterization Lab for 3 days each week for the entire 16-week semester. Competency must be demonstrated for each skill for successful completion of the course.
Open only to matriculated Invasive Cardiovascular Technology students.
Prerequisites: ICVT 200, Introduction to Health Care or equivalent experience; ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I.
Corequisites: ICVT 220, Invasive Cardiovascular Technology II.

ICVT 230 INVASIVE 13 credits
CARDIOVASCULAR TECHNOLOGY CLINIC III
Summer
This course occurs at the various affiliate hospitals for twelve weeks during the summer session. The student will integrate knowledge gained and demonstrate proficiency in the clinic objectives. The lecture portion of the course will review information necessary for the student to successfully pass the National Credentialing exam. The student will research and present a patient case to the class.
Open only to matriculated Invasive Cardiovascular Technology students.
Prerequisite: ICVT 220, Invasive Cardiovascular Technology II; ICVT 221, Invasive Cardiovascular Technology Clinic II.

LABOR STUDIES
LABR 170 WOMEN AT WORK 3-0-3
Offered on demand
This course will examine the work experiences and labor organization of women workers. The course will begin by briefly exploring the history of women as wage earners and unpaid laborers in the United States. We shall then seek to explain why most women have not been organized by examining the postwar social and economic conditions, the sexual division of labor, and the obstacles as well as opportunities women face in the workplace as well as the labor movement today. We will explore different strategies for organizing women workers, and current efforts of working women to organize themselves.
LABR 175 QUALITY OF WORKLIFE 3-0-3
Offered on demand
This course will offer an examination of the various dimensions which affect the quality of work life. Among the issues to be discussed are work processes, organizational structure, styles of supervision, and impact on stress and burnout. Detailed discussion of such specific issues as physiological and psychological stress and forms of worker alienation will be offered. Students will be asked to use their own experiences in combination with reading and exercises to analyze problems and approaches for coping with the declining quality of work life.

LABR 180 LABOR HISTORY 3-0-3
* HUM, AH, HU
Fall, Spring, DL
This course reviews the major developments in American labor history from colonial times to the present and emphasizes the changing goals of labor; early union efforts; the evolution of labor legislation; collective bargaining; the development of the AFL-CIO and the changing relationships between workers and the employer.

LABR 185 LABOR LAW 3-0-3
Fall, Spring
This course examines the principles of labor law. Students will concentrate on major provisions of the National Labor Relations Act, examining how the NLRB and the Federal Courts have interpreted the national labor laws. Students will also examine the Taylor Law and its impact on public sector workers. Discussion will include new directions in labor legislation with consideration given to the impact of labor laws on workers, unions and employees.

LABR 190 COLLECTIVE BARGAINING 3-0-3
Spring
Students will be introduced to the study of the public policy background and development of collective bargaining in both the private and public sector. The course will guide the students through the bargaining process from the gathering and formulation of proposals, to the reaching of the contract agreement, and then, beyond that point, to the administration of the contract. There will be discussion of new trends and issues affecting the world of collective bargaining.

LABR 195 CONTRACT ADMINISTRATION 3-0-3
Fall
This course will examine the implementation of the collective bargaining contract in its day-to-day administration. Emphasis will be placed on the basic principles of the grievance procedure. Sessions include: rights and roles of the steward; examination of typical grievances; contract clauses most often grieved and why; the union’s duty of fair representation and knowledge of the arbitration process.

LABR 205 HEALTH AND SAFETY IN THE WORKPLACE 3-0-3
Offered on demand
A survey course on occupational health and safety. The course includes history of occupational health and safety at federal, state and city levels; analysis of specific health hazards, links to environmental health issues, and relationships to worker’s compensation and other disability coverages.

LABR 210 CONTEMPORARY LABOR ISSUES 3-0-3
Offered on demand
This course explores some of the critical issues and exciting prospects facing the contemporary labor movement. Topics may include: the changing nature of work and workers; the introduction of new technology into the workplace; drugs and AIDS testing policies; worker-ownership models; new workplace strategies for labor; and other relevant topics.

LABR 213 LABOR AND THE MEDIA 3-0-3
Offered on demand
This course will offer an overview of broadcast television, radio, cable TV, pay television, satellite transmission and also look at the tremendous influence of those channels of electronic communication. Additionally, the course will offer the opportunity for participants to take part in “hands on” sessions where production techniques for electronic communications will be examined.

LABR 215 LABOR’S CHANGING ROLE IN THE AMERICAN ECONOMY 3-0-3
Offered on demand
This course will examine contemporary economic theories and their relationship to the economic problems confronting the American citizen in general and the American union member in particular. Topics such as productivity markets, employment, unemployment, inflation, taxation, foreign trade, etc. will be addressed. Solutions to current economic problems will be explored.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LABR 220</td>
<td>UNION LEADERSHIP AND ADMINISTRATION</td>
<td>3-0-3</td>
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<td>Topics will include the basis of leadership, how it is exercised, leadership styles and member-leader relationships. The concept of leadership in unions as it relates to internal democracy at the local and national levels. The course will also focus upon those skills and attitudes essential to union leaders.</td>
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<td>LABR 230</td>
<td>INTRO TO INDUSTRIAL HYGIENE</td>
<td>3-0-3</td>
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<td>This course builds on the knowledge acquired in both the safety hazard and health hazard courses to provide students with greater mastery of hazard evaluation and control methods. (Students are encouraged to complete the health hazard and safety hazard courses before taking Industrial Hygiene.) It will provide practical, hands-on training in evaluating potential work site hazards. Students will learn about environmental monitoring methods such as air sampling and become familiar with commonly used equipment. They will also learn to interpret and evaluate monitoring data provided by professional testers.</td>
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<td><strong>Prerequisite:</strong> 1 unit academic math.</td>
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<td>LABR 250</td>
<td>DISPUTE RESOLUTION</td>
<td>3-0-3</td>
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<td>This course is designed as an introduction to dispute resolution theory and practice with special emphasis on its applications in the field of industrial and labor relations. This course examines the nature and sources of conflict in various areas of society and the role of negotiations, mediation, arbitration and fact-finding in the resolution of disputes. Special emphasis will be given to techniques employed in the areas of dispute resolution and their combined use as a method of settling conflict.</td>
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<td>LABR 253</td>
<td>ARBITRATION</td>
<td>3-0-3</td>
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<td>This course will examine the function of arbitration in labor-management relations. It will include preparation of arbitration, the conduct of hearings, evidence and proof and the standards used by arbitrators in reaching a decision. Students will participate in mock arbitration hearings. Student’s own experience and knowledge of arbitration will be drawn upon.</td>
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<td>LABR 255</td>
<td>PUBLIC SECTOR COLLECTIVE BARGAINING</td>
<td>3-0-3</td>
<td>on demand</td>
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<td>A basic course designed to equip students with a conceptual understanding of the collective bargaining process in the public sector. Among the topics covered are: the nature of the collective bargaining process; the scope of bargaining; collective bargaining structure; wage patterns; and impasse procedures in the public sector.</td>
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<td>LABR 260</td>
<td>OCCUPATIONAL SAFETY AND HEALTH LAW</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
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<td>This course will provide students with a working knowledge of federal, state, and local statutes, regulations, and court decisions which have impacted the development of a safer and healthier workplace as well as an understanding of how to research the legal aspects of this field.</td>
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<td>LABR 265</td>
<td>EMPLOYMENT DISCRIMINATION &amp; THE LAW</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
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<td>This course will include an examination of laws relating to employment discrimination based on race, color, religion, sex, national origin, age, sexual orientation and disability. The impact of developing principles of law on personnel policies and procedures will be discussed as will strategies employees and employee organizations can follow to best protect themselves from being subjected to unlawful discrimination.</td>
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<tr>
<td>LABR 270</td>
<td>PUBLIC SECTOR LABOR LAW</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
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<td>A survey and analysis of the NYS Public Employees Fair Employment Act and other state laws covering public employees. The course will examine the extent to which the law protects and regulates concerted action by employees in the public sector. The intent is to study and understand the law as written but, more importantly, how it has been interpreted by the courts of NYS in its application. Major emphasis will be employee and employer rights, including recognition and certification, improper practices, strikes, grievances and disciplinary procedures to the NYS Public Employment Relations Board.</td>
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LABR 275  NEW YORK WORKERS’ COMPENSATION LAW  
3-0-3  
Fall, Spring  
This course will examine the New York Workers’ Compensation Law and related statutes as well as the American Disability Act. Students will be introduced to the practical aspects of advocating in the legal process, preparing those interested in sitting for the licensed compensation representative exam. This course will also raise awareness of the issues of health and safety in the workplace.

LABR 281  HEALTH HAZARDS  
3-0-3  
Fall, Spring  
This course will examine the New York Workers’ Compensation Law and related statutes as well as the American Disability Act. Students will be introduced to the practical aspects of advocating in the legal process, preparing those interested in sitting for the licensed compensation representative exam. This course will also raise awareness of the issues of health and safety in the workplace.

LABR 281 HEALTH HAZARDS  
3-0-3  
Fall, Spring  
IDENTIFICATION & EVALUATION IN THE WORKPLACE  
Students will learn about the many work site health hazards including toxic chemicals, biological agents, radiation, and electromagnetic fields. Routes of exposure, acute and chronic health effects, and the bases of regulatory exposure limits such as TIV’s and OSHA PELs will be discussed. Basic hazard evaluation and information gathering techniques will familiarize students with available resources for evaluating work site conditions.

LABR 282  SAFETY HAZARDS  
3-0-3  
Fall, Spring  
IDENTIFICATION & EVALUATION IN THE WORKPLACE  
This course provides students with the basic knowledge necessary to identify situations requiring immediate controls based on safety implications and to prioritize others for further evaluation and investigation. Students become familiar with current occupational safety regulations, codes, and standards of good practice which address machine guarding, electrical safety, walking and working surfaces, fall protection, and basic elements of an effective safety program. Students will become familiar with site inspection and hazard identification methods and will learn about control techniques appropriate for a variety of work settings.

LABR 283  ORGANIZATIONAL STRATEGIES  
3-0-3  
Fall, Spring  
FOR OCCUPATIONAL SAFETY & HEALTH  
Students in this course will be encouraged to explore new possibilities in the implementation of occupational safety and health programs at their places of work. Specifically, the focus will be placed upon bringing greater efficiencies to the process, developing incentives for higher standards and continuous improvement, and integrating occupational safety and health into the overall business process and the strategic goals of the organization. This course explores specific management and union strategies for improving working conditions and work practices through collective bargaining, worker education, worker involvement, incentive and performance evaluation systems.

LEARNING SKILLS

LRAC 090  LAC/READING AND STUDY SKILLS LAB  
2-0-0  
Fall, Spring  
This is an individually programmed service to improve student’s vocabulary, reading comprehension, reading rate, textbook skills, and general study habits. Emphasis is placed on the effective use of the textbook and class notes the student is using in his/her specific course of study.

LSKL 090  PRINCIPLES AND PRACTICES OF LEARNING  
2-0-2ND  
Fall, Spring, Summer  
This course covers the structured application of the skills taught in other courses the student is taking. It is ideally suited for the student who is returning after being out of school for a few years, for the student who has already experienced academic difficulty and for the A.O.S. student who tested weak on the college’s placement test. Credits earned in this course can not be applied toward the Associate Degree.

LRAC 091  LAC/MATH  
2-0-0  
Fall, Spring  
This is an individually programmed service designed to facilitate the student’s success in math courses. Instruction will be tutorial in nature and emphasis will be placed on problem solving skills necessary for successful progress in the regularly scheduled math courses.

LRAC 092  MATH STRATEGIES FOR ESSENTIALS OF MATHEMATICS I  
1-0-0  
Fall, Spring, Summer  
This is a supplemental hour of instructional support for students enrolled in designated sections of course MATH 099, Essentials of Mathematics I. Emphasis is placed on the study strategies needed for success in mathematics.

LRAC 093  LAC/Writing  
2-0-0  
Fall, Spring  
This is an individually programmed service designed
to improve the student’s writing skills. Emphasis is placed on the writing process as well as on sentence structure, grammar, punctuation and spelling as they relate to any writing assignment.

**LRAC 095 LAC/LEARNING DISABILITIES LAB**

*Fall, Spring*

This is a seminar style service designed to help students with learning disabilities make a smooth transition to the college environment. Topics discussed include: understanding what a learning disability is, accommodations available for learning disabled students at Hudson Valley Community College, course expectations, and campus and community support services.

**LSKL 095 READING AND REASONING 4-0-4ND**

*Fall, Spring, Summer*

Reading and Reasoning is a 4-unit course designed for students whose reading comprehension falls below college level as determined by standardized placement testing. Students will progress through a hierarchy of reading and reasoning skills, content area textbook reading/study skills and critical reading skills necessary for competence in college course work. Credits earned in this course can not be applied toward the Associate Degree.

**MANUFACTURING TECHNICAL SYSTEMS**

**MFTS 101 INTRODUCTION TO MACHINE TOOLS (LABORATORY I)**

*Fall*  
Lab fee will be required.

The use of modern machine tools in all phases of metal working. The setup and operation are taught with the student setting his or her own pace. The type and level of work performed is dependent on the student’s past experience and/or his/her ability and interest.

**MFTS 102 MACHINING PROCESSES (LABORATORY II)**

*Spring*  
Lab fee will be required.

A continuation of MFTS 101, Introduction to Machine Tools (Laboratory I), with student completing experience on basic machines. Quality control, introduction to fits and assembly and precision setup are taught.  
**Prerequisite: MFTS 101, Machining Processes Laboratory I.**

**MFTS 111 MACHINING PROCESSES THEORY I**

*Fall*

The construction, purpose and operation of lathes, drill presses, sawing, and milling machines are studied. Included are the theory of cutting angles, tool and cutter selection, cutting speeds, feeds and coolants, industrial safety, use of bench and layout tools, measuring instruments, gauges and accepted inspection practices.

**MFTS 112 MACHINING PROCESSES THEORY II**

*Spring*  
Lab fee will be required.

A continuation of MFTS 111, Machining Processes Theory I, includes the construction, operation and application of grinding machines, shapers, planers, turret lathes, chuckers, automatic bar machines, numerical control, and electrical discharge machines.  
**Prerequisite: MFTS 111, Machining Processes Theory I.**

**MFTS 113 PROCESS PLANNING & DRAWING**

*Spring*  
Lab fee will be required.

A continuation of CADD 125, Blueprint Reading and Mechanical Drawing. Selected topics cover selection of processes for manufacturing, operational sequencing, cost and price estimating, assembly drawings, weldments, geometric tolerancing, tool drawings and the basic principles of jig and fixture design.  
**Prerequisite: IDLT 100, Interpreting Engineering Drawings or instructor approval.**

**MFTS 203 CNC (COMPUTERIZED NUMERICAL CONTROL) MACHINING PROCESSES (LABORATORY III)**

*Fall*  
Lab fee will be required.

A continuation of MFTS 102, Machining Processes (Laboratory II). Production planning, setup and operation is stressed. Students will make a jig and/or fixture to use in operation. Carbide cuttery is emphasized.  
**Prerequisite: MFTS 102, Machining Processes Laboratory II**

**MFTS 204 ADV. MACHINING PROCESSES (LABORATORY IV)**

*Spring*  
Lab fee will be required.

A continuation of MFTS 203, CNC Machining Processes (Laboratory III). Die application, precision machinery for assembly parts, special machines such as EDM (Electrical Discharge Machining), N.C. mill and lathe are programmed, set up, and operated.  
**Prerequisite: MFTS 203, Machining Processes Laboratory III**
MFTS 211 MANUFACTURING PROCESSES 3-0-3
Spring
Processes other than machining such as casting, die casting, plastics molding, hot and cold working, welding and punch press operations.

MFTS 221 NUMERICAL CONTROL PROGRAMMING 2-3-3
Fall

MFTS 222 NUMERICAL CONTROL 2-3-3
Spring (Advanced)
Prerequisite: MFTS 221, Numerical Control Programming

MFTS 231 CONTROLS 3-2-4
Spring
A study of electrical, hydraulic and pneumatic principles and mechanisms as they are in controlling various industrial systems. The maintenance and servicing problems of these devices is presented.

MFTS 241 PRACTICAL METALLURGY 1-2-2
Fall
The student will have a lecture and laboratory combination to address the following objectives: Study parameters that affect material properties and performance, study basic concepts of material behavior, study basic mechanical testing, introduce steel heat treatment, introduce aluminum heat treatment and study material identification.

MARKETING

MKTG 120 PRINCIPLES OF MARKETING 3-0-3
Fall, Spring, Summer, DL
Marketing functions; advertising, transportation, storage, channels of distribution, pricing and packaging. Types of middlemen and methods of buying, selling and pricing.

MKTG 130 INTRO TO CONVENTIONS AND EVENTS 3-0-3
Fall, Spring, Summer, DL
This course is an overview of the convention industry including meeting, conferences, tradeshows and incentive travel. Roles of various suppliers to the industry are included. Students will be exposed to the various aspects of the hospitality industry such as: special events, meetings, conventions and expositions. This course is designed as an introduction to a student who is interested in the field of convention and event planning and may want to enter this segment of the hospitality market. It is further designed to provide the student with all the necessary tools, including site selection and management, coordination, theory, marketing and general logistics.

MKTG 200 ADVERTISING 3-0-3
Fall, Spring, Summer, DL
The student will study the functions, procedures and techniques of advertising. The media, product and consumer are studied and their relation to the advertising of the company are reviewed. Emphasis is given to national advertising with some reference to retail advertising. Students will analyze advertisements in television, radio, magazines, newspapers, and outdoor.

MKTG 210 E-MARKETING 3-0-3
Fall, Spring, Summer, DL
This course covers the study of doing business on the Internet. Topics include introduction to E-commerce, customer service, product pricing and demographic relationships for attracting customers and marketing products and services.

MKTG 212 HUMAN RESOURCE MANAGEMENT 3-0-3
Fall, Spring, DL
A study of personnel policies and activities. Procuring, testing, training, remuneration, union management relationships, activities and functions of the human resources department covered.

MKTG 214 SALES MANAGEMENT 3-0-3
Fall, Spring
Students will study the techniques of successful selling. Topics include the location and selection of prospects, the approach, the sales presentation, meeting objectives and closing the sale, as well as an introduction to sales force management. This course will offer a blend of time-proven fundamentals and new practices needed to succeed in today’s information economy. This course will provide comprehensive coverage of consultative selling, strategic selling, partnering, and value-added selling. Sales force automation is also a major theme.
MKTG 216 SMALL BUSINESS MANAGEMENT  3-0-3  
Fall, Spring  
This management course develops an awareness of the actions essential to the successful operation of a small business. Everything done by the students in this course is focused on the goal of opening up and operating a small business of their choice. A strategic business plan and feasibility analysis will be discussed. A broad review of management, marketing, finance, and methods of production carry the major weight of the course.

MKTG 218 RETAIL MANAGEMENT  3-0-3  
Fall, Spring, DL  
This course is designed to prepare the student for good retail planning and decision making. Topics covered include consumer behavior, information systems, store location, operations, service retailing, retail institutions, franchising, and computerization. The course also includes a section on the comparison of “brick and mortar” stores to “click and mortar” stores. An up-to-the-minute approach is utilized to best prepare students for the current market economy.

MKTG 230 EVENT MANAGEMENT  3-0-3  
Fall, Spring, Summer, DL  
In this course, students will learn about managing and planning events. The techniques and practices of event management including setting objectives, program planning, research and targeting, site selection, crowd control, negotiating, budgeting, marketing, and publicity will be covered. Students will also be introduced to the social and cultural aspects of special events.

MKTG 232 TOURISM AND RESORTS  3-0-3  
Fall, Spring, Summer, DL  
This course is a survey of resorts and tourism. This course focuses on concepts, terminology, demographics, financial significance and trends in tourism and resorts. This course is designed to provide an overview of the tourism industry. The student will be exposed to the various components which comprise tourism.

MATHEMATICS Sequencing of Mathematics Courses

To assist with the appropriate selection of mathematics courses, the flow chart below illustrates the suggested paths of course work a student may follow to build math skills.

MATH 090 NUMERICAL SKILLS  3-0-3ND  
Fall, Spring, Summer  
A fundamental goal of this course is to have demonstrated a mastery in addition and subtraction of whole numbers, multiplication and division of whole numbers, fractions and decimals, percentage, basic geometry, measurements, and signed numbers.
MATH 099 ELEMENTARY ALGEBRA I
Fall, Spring, Summer, DL.
A basic preparatory course in fundamentals of algebra and trigonometry. Topics include: order of operations, operations with signed numbers, solving first degree equations in one variable and applications, operations with polynomials, solution of right triangles by the use of trigonometry and pythagorean theorem. This course will not be transferable to a four-year college.

MATH 100 ELEMENTARY ALGEBRA II
Fall, Spring, Summer, DL.
This course is a continuation of MATH 099, Essentials of Mathematics I. This is a basic preparatory course in the fundamentals of algebra. The topics include factoring, solving 2nd, algebraic fractions, exponents, radicals, graphing linear equations, and algebraic and graphical solution of a system of linear equations. This course may not be transferable to a four-year college. Prerequisite: MATH 099, Elementary Algebra I.

MATH 105 APPLIED TECHNICAL MATHEMATICS I * MAT
Fall, Spring, Summer
The following topics are covered with an emphasis on technical and industrial applications: fractions, decimal fractions, converting units, the metric system, ratio and proportions, measurement, rearranging and substituting into formulas, and geometry.
A scientific calculator is a necessary tool for this course to perform reciprocals, squares, square roots, and trigonometry. A TI-30xa (Texas Instrument #30) calculator or equivalent is recommended. This course may not be transferable to a four-year institution. Prerequisite: MATH 105, Applied Technical Mathematics I.

MATH 106 APPLIED TECHNICAL MATHEMATICS II * MAT
Fall, Spring, Summer
The following topics are covered with an emphasis on technical and industrial applications: right triangle trigonometry, solving oblique triangles, graphing, solving systems of linear equations and quadratic equations.
A scientific calculator is a necessary tool for this course to perform reciprocals, squares, square roots, and trigonometry. A TI-30xa (Texas Instrument #30) or equivalent is recommended. This course may not be transferable to a four-year institution. Prerequisite: MATH 105, Applied Technical Mathematics I.

MATH 110 INTERMEDIATE ALGEBRA * MAT
Fall, Spring, DL
A review of the principles of algebra and introductory trigonometry. Topics include: operations on polynomials, first degree equations, special products, factoring, algebraic fractions, exponents, radicals, quadratic equations, right angle trigonometry, and graphic linear equations.
A scientific calculator may be used. This course may not transfer to a four-year institution. Prerequisite: two units academic mathematics.

MATH 120 REAL WORLD MATHEMATICS *MAT, MT
Fall, Spring
A course designed for liberal arts students that emphasizes contemporary applications of mathematics. Topics include, but are not limited to: statistics, data analysis, consumer mathematics, networking, geometry and tiling. This course requires a calculator (TI-30xIIS) and may include use of additional technology. Prerequisite: One unit math.

MATH 130 MATHEMATICAL STRUCTURES I * MAT, MT
Fall, Spring
A course in modern mathematics for Liberal Arts students. Topics covered include: logic, set theory, operations with finite math systems, counting, and number systems (Naturals, Wholes, Integers, Rationals, Irrationals, Reals, Complex).

MATH 131 MATHEMATICAL STRUCTURES II * MAT, MT
Fall, Spring
A continuation of MATH 130, Mathematical Structures I. This course may include, but is not limited to: linear algebra (matrices and linear transformations); modular arithmetic, mathematical systems (groups); probability and statistics; permutations and combinations. Prerequisite: MATH 130, Mathematical Structures I.

MATH 140 MATHEMATICAL APPLICATIONS I * MAT, MT
Fall
The first course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics include: the trigonometry functions, vectors, units of measurement and approximate numbers, fundamental concepts of algebra, functions and graphs, systems of linear equations, determinants, factoring and fractions, quadratics, variation and geometry, (areas and perimeters of common plane figures, volumes
and surface areas of common solids). The graphing calculator will be used throughout the course. (Verizon section will use technology supplied by Verizon).

**MATH 141 MATHEMATICAL APPLICATIONS II * MAT, MT**

*Fall, Spring*

The second course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics included are: trigonometry functions of any angle, oblique triangle, graphs of trigonometric functions, number bases, exponents and radicals, exponential and log functions, variation, inequalities, an introduction to probability and statistics, and an intuitive approach to several calculus concepts. The graphing calculator will be used throughout the course.

**MATH 150 COLLEGE ALGEBRA & TRIGONOMETRY * MAT, MT**

*Fall, Spring, Summer, DL*

The course includes a review of algebra and numerical trigonometry. Topics include factoring, rational expressions, solving linear and quadratic equations, solving simultaneous linear equations, functions, lines, exponentials, logarithms, numerical trigonometry and solving triangles. This course requires the use of a scientific calculator. The course may be followed by MATH 151, Analytic Geometry and Basis Calculus or MATH 160, Precalculus.

Prerequisite: Two units academic mathematics.

**MATH 151 ANALYTIC GEOMETRY AND BASIC CALCULUS *MAT, MT**

*Fall, Spring, Summer*

The course is a continuation of MATH 150, College Algebra and Trigonometry. It includes topics from analytical geometry and analysis and applications of differential and integral calculus to algebraic and selected transcendental functions.

Prerequisite: MATH 150, College Algebra and Trigonometry.

**MATH 160 PRECALCULUS * MAT, MT**

*Fall, Spring, Summer, DL*

For students who need further preparation before beginning the calculus mathematic sequence. A modern approach to the basic algebraic operations, elementary functions, inequalities, complex numbers, systems of equations, and exponential logarithmic and trigonometry functions with applications.

Prerequisite: Three units academic mathematics.

**MATH 175 CALCULUS WITH PRECALCULUS I * MAT, MT**

*Fall*

The first part of a two-term beginning course in Calculus which integrates Precalculus topics into the concepts and techniques of Calculus I. Topics include the Cartesian plane, algebraic functions, limits, continuity, the derivative explicit and implicit differentiation and applications including optimization problems and related rates. This course and Calculus with Precalculus II (MATH 176) are equivalent to Precalculus (MATH 160) and Calculus I (MATH 180).

Prerequisite: High school mathematics Course I, II and III.

**MATH 176 CALCULUS WITH PRECALCULUS II * MAT, MT**

*Spring*

The continuation of Calculus with Precalculus I. Topics include differentials, antidifferentiation, the fundamental theorem, Reimann integration, differentiation and integration of transcendental functions and applications of integration. Completion of the sequence MATH 175 and MATH 176 replaces Calculus I (MATH 180).

Prerequisite: Calculus with Precalculus I.

**MATH 180 CALCULUS I * MAT, MT**

*Fall, Spring, Summer, DL*

Topics covered include but are not limited to: limits, continuity, differentiation and integration of elementary functions (including transcendentals), with applications to curve sketching, optimization problems, related rates, area under a curve problems, and solutions to elementary differential equations.

Prerequisite: MATH 160, Pre-Calculus or the equivalent.

**MATH 183 DISCRETE MATHEMATICS * MAT, MT**

*Spring*

This course is designed for computer science majors to discuss many topics applicable to their field of study, but can also be beneficial to math-science and engineering science majors. Topics include: set theory, logic, methods of proof, relations, functions, partial order, equivalence relations, lattices, Boolean algebra, graph theory, and predicate calculus.

**MATH 187 MATHEMATICAL STATISTICAL ANALYSIS * MAT, MT**

*Fall*

This course will attempt to provide a comprehensive introduction to probability models and statistical methods for analyzing data most likely to be encountered and used by students in their careers in engineering, natural sciences, business, and the social sciences. Topics
include: Probability, Random Variable (discrete and continuous), Probability Distributions, Joint Probability and Random Samples, Hypothesis Testing, Interval Estimation, Linear Regression and Correlation. 

Prerequisite: MATH 180, Calculus I or the equivalent.

MATH 190 CALCULUS II * MAT, MT 4-0-4
Fall, Spring, Summer, DL

The following topics are covered: techniques of integration, improper integrals, sequences and series, conic sections, polar coordinates, parametric equations and applications of integration.

Prerequisite: MATH 180, Calculus I.

MATH 210 CALCULUS III * MAT, MT 4-0-4
Fall, Spring, Summer, DL

Vectors, vector calculus, functions of several variables, multiple integral, topics from linear algebra including matrix algebra, systems of linear equations, determinants, linear transformations and the eigen value problem.

Prerequisite: MATH 190, Calculus II.

MATH 220 DIFFERENTIAL EQUATIONS * 4-0-4
MAT, MT

Spring

Basic methods of solution of differential equations with emphasis on linear versus nonlinear with modeling as motivation. LaPlace transforms are developed. Linear systems are solved using eigen vectors. Power series and/or Fourier series are introduced in solving equations.

Prerequisite: MATH 210, Calculus III.

MECHANICAL ENGINEERING TECHNOLOGY

MECT 105 ENGINEERING MATERIALS 3-3-4
Fall, Spring

This course combines theory and practice in an environment of applied materials science. Lectures consist of the presentation of topics by the instructor, weekly oral presentations by students, and the solution of pertinent materials and strength of materials equations. The laboratory consists of conducting experiments in common materials testing, and demonstrating the principles of materials science using the analytical tools in the laboratory.

Prerequisite: MATH 105, Applied Technical Mathematics I or MATH 150, College Algebra and Trigonometry.

MECT 110 MICROCOMPUTER APPLICATIONS IN ENGINEERING TECHNOLOGY 3-3-4
Fall, DL

Lab fee will be required.

A comprehensive course designed for the technology student, but may be taken by any student with an analytical mind. The course illustrates the use of microcomputers in the analysis and presentation of solutions to engineering design problems using grouped software that integrate numerical, textual, and graphical techniques of grouped spread sheet, word processing, and presentation software. Engineering design problems solved will be traditional and state-of-the-art. Contact the Mechanical/Industrial department to confirm current software.

Corequisite: MATH 105, Applied Technical Mathematics I or MATH 150, College Algebra and Trigonometry.

MECT 115 COMPUTER GRAPHIC APPLICATIONS I 1-4-3
Spring

Lab fee will be required.

A conceptual course designed to introduce the use of computer-aided drafting and design as a productivity tool by using commercial CAD software, as well as the interaction of software and hardware. Upon successful completion, students will be proficient in the use of a CAD system for 2D and 3-D mechanical component design and drafting, dimensioning techniques, drawing layout and presentation.

MECT 120 MANUFACTURING PROCESSES 3-3-4
Spring

Lab fee will be required.

The construction, purpose and operation of all standard machine tools and special high production type machine tools, including a survey of primary processes. Laboratory sessions include demonstration of textbook topics.

MECT 125 STATICS AND DYNAMICS 3-3-4
Fall

Lab fee will be required.

A course designed to develop an engineering approach to force systems, center of gravity, equilibrium, friction, moment of inertia, kinematics, kinetics, work, energy, power, impulse and momentum.

Prerequisite: MATH 150, College Algebra and Trigonometry.
MECT 180 INTRODUCTION TO TECHNOLOGY 3-0-1

Fall

This course is designed to show the student how skills learned in high school math and science courses can be applied to technology courses at the college level. Some topics emphasized will be the correct use of units in calculations, the correct use of scientific calculators, problem-solving techniques, practical graphing techniques, and methods of organizing and writing laboratory reports.

MECT 210 INDUSTRIAL INSTRUMENTATION 3-2-4

Fall

Lab fee will be required.

This course introduces students to the basic concepts of theory and use of various instruments used in modern industrial and commercial settings. Included in this course, students will learn the basics of electronics as applied to instrumentation, automatic control theory, and the analysis of simple automatic control systems. The types of instruments covered include those that read and record voltage, current, resistance and power; sensors for pressure, heat, and strain; and torque, fluid flow, and vibration measurement.

Prerequisite: PHYS 135, Technical Physics I, or permission of instructor.

MECT 215 STATISTICAL QUALITY AND PROCESS CONTROL 3-3-4

Spring

Lab fee will be required.

An overview course designed to introduce the student to decision making problems in the operations and production areas for both products and services. Statistical applications in both sampling and non-sampling scenarios will be developed. Linear regression and linear programming models will be introduced and developed. Statistical quality control applications will be introduced and developed. Goal-oriented applications will be introduced. The student will receive hands-on applications of microcomputer modeling techniques for each of the major goals. Applications areas will be derived from a variety of sources, including production and manufacturing, resource allocation, and manpower deployment.

Prerequisites: MATH 150, College Algebra and Trigonometry (Technical Mathematics I) or MECT 110, Microcomputer Applications for Technology or equivalent course from School of Business or demonstrated use of a spreadsheet program sufficient to ensure course completion.

MECT 225 STRENGTH OF MATERIALS 3-3-4

Spring

Lab fee will be required.

Strength of Materials deals with the relationship between forces applied to bodies and the resulting stresses and deformations. It involves the determination of proper sizes to satisfy strength and deformation requirements. The lecture is supplemented by problem solving sessions. In the laboratory, students perform ASTM testing and reporting on a chosen material, after which they design and construct a product to perform to given requirements using that material. Included in the course are data acquisition, analysis, and presentation methods using the latest software packages. Contact the Mechanical/Industrial department to confirm current software.

Prerequisite: MECT 125, Engineering Mechanics; MATH 151, Analytic Geometry and Basic Calculus; MECT 110, Microcomputer Applications in Engineering Technologies or permission of instructor.

MECT 230 INTRODUCTION TO COMPUTER AIDED MANUFACTURING 3-3-4

Spring

Lab fee will be required.

This course introduces students to the major topics in modern manufacturing. Included in this course are computerized machining, inventory control, and computerized quality control methods. The modern languages used for CNC programming and robotics are covered. Contact the Mechanical/Industrial department to confirm current software.

Prerequisite: MECT 120, Manufacturing Processes; MECT 110, Microcomputer Applications in Engineering Technologies.

MECT 240 DESIGN OF MACHINE ELEMENTS 3-3-4

Spring

Lab fee will be required.

Kinematics and dynamics as related to industrial machinery. Theory will be applied during the laboratory. The creation, design, and analysis of shafts, gears, brakes, couplings, bearings, springs and keys. Computer programs will be used to check designs.

Prerequisites: MECT 125, Engineering Mechanics; MECT 225, Strength of Materials.
# MODERN LANGUAGES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASLN 100</td>
<td>AMERICAN SIGN LANGUAGE I</td>
<td>3-0-3</td>
<td>* HUM, FL</td>
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<td>Fall</td>
<td><strong>Fall, Spring</strong></td>
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<tr>
<td></td>
<td>This course is designed for students who are interested in the deaf community and in developing American Sign Language (ASL) expressive and receptive skills. Learning and using ASL vocabulary, linguistic features, and cultural protocols, participants will be able to accomplish these skills. In addition, aspects of deaf culture will be covered through class discussions and activities.</td>
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<tr>
<td>ASLN 101</td>
<td>AMERICAN SIGN LANGUAGE II</td>
<td>3-0-3</td>
<td>* HUM, FL</td>
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<td>Fall</td>
<td><strong>Fall, Spring</strong></td>
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<td>This course is designed to expand the basic principles presented in ASL I. This course will allow participants to continue to develop their ability to use linguistic features, cultural protocols, and core vocabulary to function in basic ASL conversations that include ASL grammar. Prerequisites: ASLN 100, American Sign Language I.</td>
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<tr>
<td>CHNS 100</td>
<td>CHINESE LANGUAGE AND CULTURE I</td>
<td>3-0-3</td>
<td>* HUM, FL</td>
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<td>Fall</td>
<td>Lab fee will be required.</td>
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<td></td>
<td>This course is designed to introduce the student to the Chinese sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into Chinese culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Chinese.</td>
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<tr>
<td>CHNS 101</td>
<td>CHINESE LANGUAGE AND CULTURE II</td>
<td>3-0-3</td>
<td>* HUM, FL</td>
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<td>Spring</td>
<td>Lab fee will be required.</td>
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<td>A continuation of Chinese I, this course introduces the student to the more complicated elements of Chinese grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction, which also continues to give the student an awareness of Chinese culture and customs, is supplemented with exercises in the language laboratory. Prerequisite: CHNS 100, Chinese Language and Culture I.</td>
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<tr>
<td>FREN 100</td>
<td>FRENCH LANGUAGE AND CULTURE I</td>
<td>3-0-3</td>
<td>* HUM, FL</td>
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<td>Fall</td>
<td>Lab fee will be required.</td>
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<tr>
<td></td>
<td>This course is designed to introduce the student to the French sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into French culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of French.</td>
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<td>FREN 101</td>
<td>FRENCH LANGUAGE AND CULTURE II</td>
<td>3-0-3</td>
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<td>Spring</td>
<td>Lab fee will be required.</td>
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<td>A continuation of French I, this course introduces the student to the more complicated elements of French grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction, which also continues to give the student an awareness of French culture and customs, is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed French I or no more than two years in high school.</td>
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<td>FREN 200</td>
<td>FRENCH LANGUAGE AND CULTURE III</td>
<td>3-0-3</td>
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<td>Offered on demand</td>
<td>Lab fee will be required.</td>
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<td>This class offers a review and extension of grammar and concentrates on improving the student's vocabulary, conversational fluency and reading skills through the discussion of selected readings in French. Classroom discussions, conducted primarily in French, are supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed French II or no more than three or four years in high school.</td>
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<td>FREN 201</td>
<td>FRENCH LANGUAGE AND CULTURE IV</td>
<td>3-0-3</td>
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<td>Offered on demand</td>
<td>Lab fee will be required.</td>
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<td>A continuation of French III, this course completes the review of French grammar and provides more reading of French works. Classroom discussions, conducted primarily in French, concern classroom readings and French customs and culture. Classroom instruction is supplemented with exercises in the language laboratory.</td>
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</table>
Prerequisite: Primarily designed for students who have completed French III or no more than three or four years in high school.

GERM 100 GERMAN LANGUAGE 3-0-3 & CULTURE I * HUM, FL
Fall Lab fee will be required.
This course is designed to introduce the student to the German sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into German culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of German.

ITAL 100 ITALIAN LANGUAGE 3-0-3 & CULTURE I * HUM, FL
Fall Lab fee will be required.
This course is designed to introduce the student to the Italian sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into Italian culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Italian.

ITAL 101 ITALIAN LANGUAGE 3-0-3 & CULTURE II * HUM, FL
Spring Lab fee will be required.
A continuation of Italian I, this course introduces the student to the more complicated elements of Italian grammar and concentrates on the refinement of the student’s basic communication skills. Classroom instruction, which also continues to give the student an awareness of Italian culture and customs, is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Italian.

GERM 101 GERMAN LANGUAGE 3-0-3 & CULTURE II * HUM, FL
Spring Lab fee will be required.
A continuation of German I, this course introduces the student to the more complicated elements of German grammar and concentrates on the refinement of the student’s basic communication skills. Classroom instruction, which also continues to give the student an awareness of German culture and customs, is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students who have completed German I or no more than two years in high school.

GERM 200 GERMAN LANGUAGE 3-0-3 & CULTURE III * HUM
Offered on demand Lab fee will be required.
This class offers a review and extension of grammar and concentrates on improving the student’s vocabulary, conversational fluency and reading skills through the discussion of selected readings in German. Classroom discussions, conducted primarily in German, are supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students who have completed German II or no more than three or four years in high school.

GERM 201 GERMAN LANGUAGE 3-0-3 & CULTURE IV * HUM
Offered on demand Lab fee will be required.
A continuation of German III, this course completes the review of German grammar and provides more reading of German works. Classroom discussions, conducted primarily in German, concern classroom readings and German customs and culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students who have completed German III or no more than three or four years in high school.

JAPN 100 JAPANESE LANGUAGE 3-0-3 & CULTURE I * HUM, FL
Fall Lab fee will be required.
This course is designed to introduce the student to the Japanese sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into Japanese culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Japanese.
JAPN 101 JAPANESE LANGUAGE & CULTURE II * HUM, FL
3-0-3

Spring Lab fee will be required.
A continuation of Japanese I, this course introduces the student to the more complicated elements of Japanese grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction, which also continues to give the student an awareness of Japanese culture and customs, is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Japanese I.

RUSN 100 RUSSIAN LANGUAGE & CULTURE I * HUM, FL
3-0-3

Offered on demand Lab fee will be required.
This course is designed to introduce the student to the Russian sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into Russian culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Russian.

RUSN 101 RUSSIAN LANGUAGE & CULTURE II * HUM, FL
3-0-3

Offered on demand Lab fee will be required.
A continuation of Russian I, this course introduces the student to the more complicated elements of Russian grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction, which also continues to give the student an awareness of Russian culture and customs, is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Russian I or no more than two years in high school.

SPAN 100 SPANISH LANGUAGE & CULTURE I * HUM, FL
3-0-3

Fall Lab fee will be required.
This course is designed to introduce the student to the Spanish sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into Spanish culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of Spanish.

SPAN 101 SPANISH LANGUAGE & CULTURE II * HUM, FL
3-0-3

Spring Lab fee will be required.
A continuation of Spanish I, this course introduces the student to the more complicated elements of Spanish grammar and concentrates on the refinement of the student's basic communication skills. Classroom instruction, which also continues to give the student an awareness of Spanish culture and customs, is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Spanish I or no more than two years in high school.

SPAN 200 SPANISH LANGUAGE & CULTURE III * HUM, FL
3-0-3

Fall Lab fee will be required.
This class offers a review and extension of grammar and concentrates on improving the student's vocabulary, conversational fluency and reading skills through the discussion of selected readings in Spanish. Classroom discussions, conducted primarily in Spanish, are supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Spanish II or no more than three or four years in high school.

SPAN 201 SPANISH LANGUAGE & CULTURE IV * HUM, FL
3-0-3

Spring Lab fee will be required.
A continuation of Spanish III, this course completes the review of Spanish grammar and provides more reading of Spanish works. Classroom discussions, conducted primarily in Spanish, concern classroom readings and Spanish customs and culture. Classroom instruction is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Spanish III or no more than three or four years in high school.
MORTUARY SCIENCE

MTSC 100 FUNERAL SERVICE ORIENTATION 1-0-1
Fall, Spring

This is a required course for all new incoming Mortuary Science students. The course will explain state and federal legal and ethical concerns in the field as well as prepare the student for working in the preparation room. This course will focus on student concerns, rules and regulations, study skills and campus orientation.

MTSC 105 FUNERAL SERVICE PERSPECTIVE 3-0-3
Fall, DL

A survey of the history of funeral service, with emphasis on ethnic groups that have influenced contemporary funeral principles and practices. A discussion of the basic services performed by the funeral director from first call to final disposition of the deceased including the procedural aspects of a funeral service including specialized religious and fraternal services.

Open only to matriculated Mortuary Science students.

MTSC 110 LEGAL & ETHICAL ENVIRONMENT OF BUSINESS/MORTUARY LAW 3-0-3
Spring, DL

Fundamental concepts and principles of law applicable to the operation of a funeral home. Topics include legal environment of business; contracts, business organizations, including partnerships and corporations; agencies; personal and real property; estate law; cemetery law; rights, privileges, and responsibilities of survivors; duties, authority and responsibility of licensed funeral directors which are essential for licensure and professional practice.

Prerequisite: BADM 110, Legal and Ethical Environment of Business I.

MTSC 120 HYGIENE AND SANITARY SCIENCE 3-2-4
Spring, DL

A survey of the basic principles of chemistry and microbiology which relate these disciplines to Mortuary Science, especially as they pertain to sanitation, disinfection, public health, and embalming practice. The development and use of personal, professional and community hygiene and sanitation practice is encouraged.

Open only to matriculated Mortuary Science students.

Prerequisite: BIOL 134, Anatomy.

Corequisite: MTSC 130, Embalming Theory & Practice I.

MTSC 130 EMBALMING THEORY AND PRACTICE I 3-3-4
Spring

Lab fee will be required.

Introduction to the theory and practice of arterial embalming and supplement treatment with some emphasis on chemistry as it relates to embalming.

Open only to matriculated Mortuary Science students.

Prerequisites: BIOL 134, Anatomy.

Corequisite: MTSC 120, Health and Sanitary Science.

MTSC 200 PSYCHOLOGY OF GRIEF 3-0-3
Spring, DL

A survey of contemporary attitudes toward death and dying in the United States, with emphasis on the death care system. Grief and bereavement in children, adolescents, and adults is discussed.

Prerequisite: PSYC 100, General Psychology.

MTSC 205 FUNERAL SERVICE COUNSELING 3-0-3
Fall, DL

A survey of counseling techniques as well as the functions of the counselor. The student will understand basic skills in counseling and learn to apply them to funeral service.

MTSC 210 FUNERAL SERVICE MANAGEMENT 3-2-4
Spring

Lab fee will be required.

A discussion of business, financial, religious and ethical principles inherent in the operation of a funeral directing establishment. Students will be exposed to the essential financial operations including financial analysis, insurance, advertising, personnel, public relations, inventory control, accounts receivable and merchandising. In addition to formal classwork, students will take scheduled field trips to product manufacturing and distribution plants.

Open only to matriculated Mortuary Science students.
MTSC 220 PATHOLOGY 3-0-3
Fall, DL
The general principles of pathology as applied to a study of the diseases which affect various organs, with particular emphasis on those conditions which relate to embalming and legal problems.
Open only to matriculated Mortuary Science students. Corequisite: MTSC 230, Embalming Theory & Practice II.

MTSC 225 RESTORATIVE ART 3-2-4
Fall Lab fee will be required.
Instruction in the problems of restoration of human remains to approximate a natural appearance. The student will be given theoretical and practical experience in the use of materials employed in restoration including a discussion of the qualities, effect, application and uses of color and cosmetics.
Open only to matriculated Mortuary Science students. Prerequisite: MTSC 130, Embalming Theory and Practice I. Corequisite: MTSC 230, Embalming Theory and Practice II.

MTSC 230 EMBALMING THEORY AND PRACTICE II 3-3-4
Fall Lab fee will be required.
A continuation of MTSC 130, Embalming Theory and Practice I, with greater emphasis on difficulties encountered in special cases. In order to successfully complete this two-course sequence, each student shall be required to actively participate in the embalming of at least ten human remains under the college's supervision. Open only to matriculated Mortuary Science students. Prerequisite: MTSC 130, Embalming Theory and Practice I.

MUSIC

MUSC 100 MUSIC APPRECIATION I * 3-0-3
HUM, HU, AR
Fall Lab fee will be required.
A course designed to furnish the general college student with the knowledge and experience necessary in developing the art of listening intelligently and perceptively to various types and styles of music heard today and to increase one's enjoyment and appreciation of music in general. Emphasis will be on the music of the Middle Ages (450-1450); the Renaissance (1450-1600); and the Baroque Period (1600-1750). The course will begin with several lectures on the elements of music and musical instruments and end with a study of the American Musical and non-western music.

MUSC 101 MUSIC APPRECIATION II * 3-0-3
HUM, HU, AR
Spring Lab fee will be required.
A continuation of Music Appreciation I with focus of study on the music of the Viennese Classic Period, (1750-1825); the Romantic Age, (1825-1900); and twentieth century music (including jazz, rock, popular, and folk music). The course will begin with several lectures reviewing the characteristics of sound and the elements of music.

NETWORK AND INFORMATION TECHNOLOGY

TLMG 100 PRINCIPLES OF TELECOMMUNICATIONS I 3-0-3
Fall, DL
This course and Principles of Telecommunication II provide a history of the evolution of Telecommunications from the invention of the telephone to the present day. Topics covered are basic telephony, communication network components and telephone system features.

TLMG 101 PRINCIPLES OF TELECOMMUNICATIONS II 3-0-3
Spring, DL
A continuation of Principles of Telecommunications I covering the basics of communication services, fundamentals of traffic engineering and teleconferencing.
Prerequisite: TLMG 100, Principles of Telecommunications I

TLMG 120 INTRODUCTION TO DATA COMMUNICATIONS 3-0-3
Spring
An introductory course in data communications and teleprocessing. Topics include: data communications concepts, fundamentals of data transmission, and an appreciation of networks and networking.
Prerequisite: TLMG 100, Principles of Telecommunications I
TLMG 210 NETWORKS I - LANS 3-0-3
Fall
An intermediate course in data communications covering the latest service offerings of the common carriers in the United States. Students will become familiar with the rapidly growing range and complexity of network configurations.
Prerequisite: TLMG 120, Introduction to Data Communications

TLMG 211 NETWORKS II - WANS 3-0-3
Spring
A continuation course in networks and network configurations including such state-of-the-art topics as Data Communications Networks, Packet Switching Networks, Fiber Optic Networks, Packet Switching Formats, X.25 Protocol, LANS, WANs and Data Transmission Facilities both public and private.
Prerequisites: TLMG 120, Introduction to Data Communications; TLMG 210, Networks I-LANS.

TLMG 220 TELEPHONE SYSTEM 3-0-3
Spring MANAGEMENT TECHNIQUES
An advanced course in the application of management techniques and equipment to maximize the utilization of the in-place or proposed telephone system. Emphasis will be placed on the roles of office personnel in system management & operation; and present and new information processing technologies such as integrated data/voice transmission, voice mail, electronic mail, call accounting, shared tenant services, resale of services and facilities and other emerging technologies. Case studies of large and small applications will be extensively utilized to feature the people impact as well as hard/soft dollar cost evaluations.
Prerequisite: TLMG101, Principles of Telecommunications II.

TLMG 230 TELECOMMUNICATIONS 2-8-4
Spring PRACTICUM
This course provides students with the experience needed to identify innovative telecommunication applications in a wide variety of business, public service and residential environments, as well as to see how new telecommunication services are an important infrastructure component in city, state, and national planning. What are the new telecommunications applications? How do they create value? What are the opportunities for strategic investment? How can telecommunications investment be evaluated? And what is the likely future for U.S. telecommunications now that the divestiture of AT&T is behind us? These are the types of questions this course will provide answers to.
Prerequisites: TLMG 101, Principles of Telecommunications II; TLMG 120, Introduction to Data Communications; TLMG 210, Networks I-LANS.
Corequisites: TLMG 220, Telephone System Management Techniques; TLMG 211, Networks II-WANS.

NURSING

NURS 095 ORIENTATION 1-0-0
Fall
This is a required course for all beginning nursing students. Legal and ethical implications relating to the delivery of health care are examined including State Licensing requirements. This group orientation program focuses on student problems, campus activities, rules and regulations, study habits and changes as they occur in their major field.
Open only to matriculated Nursing students.

NURS 101 NURSING I 2-6-4
Fall Lab fee will be required.
The course introduces the study of human dynamics in health and illness. Focus is placed on the theory of stress-adaption within the intrapersonal, interpersonal and social systems. Fundamental nursing principles and techniques necessary for basic patient care are introduced in clinical settings. Unsatisfactory application of theory in the clinical laboratory experience will result in student failing the course. Successful completion of the course is required for entrance into NURS 102.
Corequisites: ENGL 101, Composition I; BIOL 205, Micro-biology; BIOL 270, Anatomy and Physiology I.

NURS 102 NURSING II 3-9-6
Spring Lab fee will be required.
Principles of human dynamics in relation to immobility and change in body image are studied. Emphasis of nursing care is on the individual immobilized due to age, surgery, physical and/or psychological trauma. Clinical experience is provided in specialized units, public and private agencies. Unsatisfactory application of theory in the clinical laboratory experience will result in student failing the course. Successful completion of this course is required for entrance into NURS 201, Nursing III.
Open only to matriculated Nursing students.
Prerequisite: NURS 101, Nursing I.
Corequisites: ENGL 102, Composition II; PSYC 205, Dev. Psychology; BIOL 271, Anatomy and Physiology II.
NURS 110 COMPUTER APPLICATIONS FOR NURSES IN THE HEALTH CARE DELIVERY SYSTEM 3-0-3

Fall, Spring
This course is designed to provide an understanding of the applications of computer technology in nursing and the use of informatics in the health care delivery system. Computer basics, electronic communication within the health care agency, bedside computer technology and integrated hospital information systems will be covered in this computer applications course.
Open only to matriculated Nursing students.

NURS 201 NURSING III 5-15-10
Fall Lab fee will be required.
This course is open only to matriculated Nursing students. Principles of human dynamics in relation to loss are studied. Emphasis on nursing care is on the person experiencing loss in the intrapersonal, interpersonal and social systems. Clinical experience is provided in general hospitals, public and private agencies. Unsatisfactory application of the theory in the clinical laboratory experience will result in student failing the course. Successful completion of the course is required for entrance into NURS 202, Nursing IV.
Open only to matriculated Nursing students.
Prerequisite: NURS 102, Nursing II.
Corequisite: PSYC 210, Abnormal Psychology, Social Science Elective.

NURS 202 NURSING IV 5-15-10
Spring Lab fee will be required.
This course is open only to matriculated Nursing students. Principles of human dynamics during crisis situations are studied. Emphasis is on crisis theory and techniques in complex nursing situations. A weekly seminar focuses on personal crisis management. Such topics as role change from student to graduate and moral, legal and ethical nursing dilemmas are discussed. Clinical experience is provided in maternity, psychiatric and other specialized units of general hospitals, public and private settings. Unsatisfactory application of theory in the clinical laboratory experience will result in student failing the course.
Open only to matriculated Nursing students.
Prerequisite: NURS 201, Nursing III.
Corequisite: Humanities Elective.

PHILOSOPHY

PHIL 100 INTRO TO PHILOSOPHY I 3-0-3
Fall
A course introducing the student to the purposes and methods of the field of philosophy and introduction to important men of philosophy and their contributions to knowledge. The first semester concentrates on the ancient and medieval philosophers.
* HUM, HU

PHIL 101 INTRO TO PHILOSOPHY II 3-0-3
Spring
A continuation of Introduction to Philosophy (PHIL 100), with emphasis on philosophers in modern times and their contributions to thought.
* HUM, HU

PHIL 110 COMPARATIVE RELIGION I 3-0-3
Fall, Spring
A discussion-lecture course on the major religions of the world. The first semester emphasis is on ancient religions of the East, and the beginnings of the Judeo-Christian religions.
* HUM, HU

PHIL 111 COMPARATIVE RELIGION II 3-0-3
Offered on demand
Continuation of PHIL 110, Comparative Religion I. The second semester emphasis is on the Judeo-Christian faiths since the first century. Some treatment of the more recent (nineteenth and twentieth century) religions.
* HUM, HU

PHYSICAL EDUCATION

PHED 170 SOCCER/BADMINTON 3-0-1
Fall
A student will develop a proficiency in the sport of soccer and badminton. Emphasis is on analysis and teaching of individual skills and team play.

PHED 171 PHYSICAL EXERCISE/ TRACK AND FIELD 3-0-1
Fall, Spring
This course is designed to provide a knowledge of all aspects and fundamental concepts of physical fitness. The course will cover and work in all areas of conditioning basic to one's fitness. It is designed to provide a
working knowledge and skill in all recognized track and field events. The course will include the basic fundamental teaching concepts for each of the different running and field events.

**PHED 180 INTRO TO PHYSICAL EDUCATION**

*Fall, Spring*

A study and understanding of the background, history and development of physical education; this course is designed to develop an appreciation for physical education as a profession and to create an awareness of critical issues and problems facing Physical Education today.

**PHED 270 ELEMENTARY AND SECONDARY GAMES**

*Fall, Spring, DL*

This course is designed to provide future Physical Education teachers with the knowledge and techniques to teach games to elementary and secondary students.

The college also sponsors a Physical Education Elective Program containing a diverse array of activity courses. Physical Education is a required subject for students majoring in the liberal arts and sciences and certain other curriculums. However, all students at the college may take courses within the Physical Education Elective program for academic credit. Most courses may be taken without cost to the full-time student provided the student’s semester course load is not in excess of 18 credit hours.* The courses from which a student can select are listed below:

**One Credit Hour Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHED 130</td>
<td>Tennis-Badminton</td>
</tr>
<tr>
<td>PHED 131</td>
<td>Tennis-Volleyball</td>
</tr>
<tr>
<td>PHED 132</td>
<td>Weight Training I</td>
</tr>
<tr>
<td>PHED 133</td>
<td>Volleyball</td>
</tr>
<tr>
<td>PHED 134</td>
<td>Basketball</td>
</tr>
<tr>
<td>PHED 135</td>
<td>Racquetball-Tennis</td>
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<tr>
<td>*PHED 136</td>
<td>Beginning Golf</td>
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<tr>
<td>PHED 239</td>
<td>Advanced Racquetball</td>
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<tr>
<td>*PHED 236</td>
<td>Intermediate Golf</td>
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<tr>
<td>PHED 137</td>
<td>Volleyball-Softball</td>
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<tr>
<td>PHED 138</td>
<td>Aerobic Dancercise</td>
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<tr>
<td>PHED 232</td>
<td>Weight Training II</td>
</tr>
<tr>
<td>PHED 139</td>
<td>Racquetball</td>
</tr>
<tr>
<td>PHED 140</td>
<td>Soccer-Volleyball</td>
</tr>
<tr>
<td>PHED 141</td>
<td>Nautilus Weight Training</td>
</tr>
<tr>
<td>PHED 142</td>
<td>Physical Cond./Self Defense</td>
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<tr>
<td>PHED 143</td>
<td>Soccer-Tennis</td>
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<tr>
<td>PHED 144</td>
<td>Weight Lifting</td>
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<tr>
<td>PHED 145</td>
<td>Adventure</td>
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<tr>
<td>PHED 146</td>
<td>Lifetime Fitness/Wellness</td>
</tr>
</tbody>
</table>

**PHED 147**  Step Aerobics

**PHED 148**  Aerobic Boxing

**PHED 248**  Advanced Aerobic Boxing

**PHED 149**  Circuit Fitness

**PHED 150**  Fitness Walking

**Half Credit Hour Courses**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*PHED 100</td>
<td>Beginning Ice Skating</td>
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<tr>
<td>*PHED 200</td>
<td>Intermediate Ice Skating</td>
</tr>
<tr>
<td>PHED 101</td>
<td>Ice Hockey Fundamentals</td>
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<tr>
<td>PHED 102</td>
<td>Beginning Lacrosse</td>
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<tr>
<td>PHED 103</td>
<td>Floor Hockey I</td>
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<tr>
<td>PHED 203</td>
<td>Floor Hockey II</td>
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<tr>
<td>PHED 104</td>
<td>Indoor Soccer</td>
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<tr>
<td>PHED 105</td>
<td>Outdoor Soccer</td>
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<tr>
<td>PHED 106</td>
<td>Tennis I</td>
</tr>
<tr>
<td>PHED 206</td>
<td>Tennis II</td>
</tr>
<tr>
<td>PHED 107</td>
<td>Racquetball</td>
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<tr>
<td>PHED 108</td>
<td>Golf I</td>
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<tr>
<td>PHED 208</td>
<td>Golf II</td>
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<tr>
<td>PHED 109</td>
<td>Softball</td>
</tr>
<tr>
<td>PHED 110</td>
<td>Jogging</td>
</tr>
<tr>
<td>PHED 111</td>
<td>Basketball I</td>
</tr>
<tr>
<td>PHED 112</td>
<td>Volleyball I</td>
</tr>
<tr>
<td>PHED 113</td>
<td>Badminton I</td>
</tr>
</tbody>
</table>

*Additional rental fees are charged for some activity courses.

**PHED 280 INTRODUCTION TO SPORTS MEDICINE**

*Fall, Spring*

This course is designed to introduce the student to the challenging field of athletic training. The course will provide knowledge concerning common injuries sustained during athletic and recreational activities, as well as specific considerations regarding evaluation, treatment and athletic rehabilitation in a sports medicine setting.

**PHysics**

**PHYS 095 FOUNDATIONS OF PHYSICS I**

*Fall, Lab fee will be required.*

This course is the first half of a two-semester course designed to prepare the Individual Studies student for entrance into a technical program of his or her choosing. The student will begin by learning some basic tools such as powers-of-10 notation, graphing techniques and vector addition. Then these tools will be applied in the areas of linear motion, forces, energy, heat and temperature, sound, and the reflection and refraction of light waves. Credits earned in this course may not be applied toward the Associate Degree.
PHYS 096 FOUNDATIONS OF PHYSICS II 3-2-4

**Spring**  Lab fee will be required.

In a continuation of PHYS 095, Developmental Physics I, the student will investigate DC electricity, magnetism, and the spectrum of electromagnetic waves. In addition, the student will learn about some of the more recent physical phenomena such as radioactivity, x-rays, the photoelectric effect, fission, fusion and the present day applications of each of these. This course does not grant college credit.

PHYS 100 PHYSICAL SCIENCE I/PHYSICS & CHEMISTRY * SCI, NS 3-0-3

**Fall, Spring**  Lab fee will be required.

A course intended to give the non-science major a basic background in principles of physics and chemistry which affect everyone's life. Fundamental concepts of force, motion, energy, electricity, nuclear reactions and chemistry are covered descriptively in lecture. Mathematics is kept to a minimum, but the student will be exposed to metric measurements, powers-of-ten notation, graphs and simple algebraic relationships. One class hour each week is spent in a laboratory environment where students can “prove” certain principles for themselves.

PHYS 101 PHYSICAL SCIENCE II/EARTH SCIENCE AND ASTRONOMY * SCI, NS 3-0-3

**Fall, Spring, Summer**  Lab fee will be required.

This course is a lecture course intended for non-science majors in which the principles of meteorology, geology and astronomy are covered. However, students spend one class hour each week in a laboratory environment where they learn to interpret weather and topographic maps, identify common minerals and rocks, and complete various exercises to help them gain an understanding of other meteorologic, geologic and astronomical phenomena.

PHYS 105 INTRODUCTION TO ASTRONOMY * SCI, NS 3-0-3

**Fall, Spring, DL**  Lab fee will be required.

This is a one-semester laboratory course in descriptive astronomy covering planetary stellar and galactic astronomy appropriate for non-science majors. It is offered as a Web-based course only. Students will be able to use celestial coordinates and constellations to locate celestial objects. They will be able to demonstrate a working knowledge of the properties of stars, planets, moons, comets, and meteors, nebulae and galaxies. They will be able to demonstrate a basic understanding of the origin and make-up of the solar system and cosmos.

PHYS 110 PHYSICS FOR THE HEALTH SCIENCES * SCI, NS 3-2-4

**Fall**  Lab fee will be required.

The health technologies student becomes familiar with physical concepts in static and dynamic fluids, ideal gases, energy, and thermodynamics through a problem-solving approach. The student's understanding is reinforced by weekly experiments in which he or she gains laboratory skills and experience in the analysis of data. Corequisite: MATH 150, College Algebra and Trigonometry.

PHYS 115 PHYSICS * SCI, NS 3-2-4

**Fall**  Lab fee will be required.

A one-semester course designed especially for construction students. Fundamental principles of Physics are presented in a wide variety of areas. Some of the topics covered are motion, Newton's Laws, vectors, work and energy, hydraulics, strength of materials, statics, thermal effects, wave motion, single and double lens optics, and fundamental electricity. Where appropriate, the emphasis is on technical application to the construction field.

PHYS 120 PHYSICS * SCI, NS 3-2-4

**Spring**  Lab fee will be required.

A course in basic principles of physics which apply to the Plant Utilities Technology program. Mechanics and heat are the primary topics in this course. Heavy emphasis is placed on the concepts of work, energy and energy transfer, leading to treatments of ideal steam and refrigeration cycles.

PHYS 125 PHYSICS FOR TELECOMMUNICATIONS TECHNOLOGY - VERIZON, NS 4-0-4

**Fall, Spring**

A course in applied physics designed to meet the needs of the Verizon Telecommunications Technology student. The student will study topics in mechanics, light, electricity and magnetism, elementary thermodynamics and modern physics and their relation to the field of communications.
PHYS 130 PHYSICS FOR TELECOMMUNICATIONS TECHNOLOGY, NS 3-3-4
Fall, Spring  Lab fee will be required.
A course in applied physics with special emphasis on topics related to the field of communication technology, including fundamental mechanics, the physical phenomena of light and its propagation and certain aspects of elementary thermodynamics.
Prerequisite: MATH 140, Mathematical Applications I.
Corequisite: MATH 141, Mathematical Applications II.

PHYS 135 TECHNICAL PHYSICS I 3-2-4 * SCI, NS
Fall, Spring, Summer  Lab fee will be required.
The engineering technology student will become familiar with physical concepts in vectors, linear and rotational kinematics and dynamics, simple harmonic motion, and static and dynamic fluids through an algebra-based problem-solving approach. Class work is reinforced by weekly experiments in which he or she gains laboratory skills and experience in the analysis of data.
Corequisite: MATH 150, College Algebra & Trigonometry.

PHYS 136 TECHNICAL PHYSICS II 3-2-4 * SCI, NS
Fall, Spring, Summer  Lab fee will be required.
This course is a continuation of Technical Physics I (PHYS 135), with the same problem-oriented and laboratory approach. The student will study ideal gases, thermodynamics, electricity and magnetism, and selected topics in modern physics.
Prerequisites: PHYS 135, Physics I; MATH 150, College Algebra and Trigonometry.
Corequisite: MATH 151, Analytic Geometry & Basic Calculus.

PHYS 140 PHYSICS I * SCI, NS 3-2-4
Fall  Lab fee will be required.
PHYS 140, Physics I and PHYS 141, Physics II constitute a one-year, high level course in physics for transfer students. The basic ideas of physics are stressed, and presented in depth, particularly as they apply to the life sciences. Sufficient mathematics is presented so that the student can gain insight into both theory and application through problem solving. The laboratories are largely quantitative and stress applications. Topics include: classical mechanics, gravitation and fluids, and oscillations.
Corequisite: MATH 160, Precalculus.

PHYS 141 PHYSICS II * SCI, NS 3-2-4
Spring  Lab fee will be required.
A continuation of PHYS 140, Physics I. Topics include: thermodynamics, electricity, magnetism, and modern physics.
Prerequisite: PHYS 140, Physics I.

PHYS 145 INTRODUCTORY GEOLOGY* SCI, NS 3-2-4
Fall, Spring, DL  Lab fee will be required.
Earth materials, surface landforms and the earth’s interior are covered non-mathematically. The processes of construction and destruction are emphasized. Specific topics include plate tectonics, stream erosion, mountains, glaciers, volcanoes, and earthquakes. Laboratory study includes rock and mineral identification, landscape interpretation from topographic maps and aerial photos, lab-period field trips, and an all-day field trip to the Adirondacks.

PHYS 146 EVOLUTION OF THE EARTH* SCI, NS 3-2-4
Spring  Lab fee will be required.
This course treats the development of the earth and its seas, continents and mountains. The Earth’s history is studied in chronological order, beginning with spacecraft data from the moon and planets and concluding with the events of the recent glaciation. Emphasis is on the ancient geography of North America and in particular the geologic history of eastern New York. Laboratory study includes sediment analysis, fossil identification, interpretation and construction of geologic maps, lab-period field trips, and an all-day field trip to the Catskills.
Prerequisite: PHYS 145, Introduction to Geology.

PHYS 150 GENERAL PHYSICS I 3-3-4 * SCI, NS
Fall, Spring, Summer, DL  Lab fee will be required.
The first of four calculus-based general physics courses supporting the customary baccalaureate science or engineering degree requirement. Topics included are introductory vector algebra and calculus, translational and rotational kinematics and dynamics, and energy and momentum conservation laws. The theory is accompanied by a comprehensive laboratory in which clarification of basic principles and accuracy of data taking are stressed.
Pre or Corequisite: MATH 180, Calculus I.
PHYS 151 GENERAL PHYSICS II 3-3-4
* SCI, NS
Fall, Spring, Summer  Lab fee will be required.
A continuation of PHYS 150 General Physics I, in which the student studies gravitation, electric and magnetic fields, and DC and AC circuits.
Prerequisite: PHYS 150, General Physics I.

PHYS 250 GENERAL PHYSICS III 3-3-4
* SCI, NS
Fall  Lab fee will be required.
A continuation of PHYS 151, General Physics II, in which the student studies mechanical, acoustical and electromagnetic waves, geometrical and physical optics, special relativity, and old quantum theory.
Prerequisite: PHYS 151, General Physics II.
Pre or Corequisite: MATH 210, Calculus III.

PHYS 251 GENERAL PHYSICS IV 3-3-4
* SCI, NS
Spring  Lab fee will be required.
A continuation of PHYS 250, General Physics III, in which the student is introduced to quantum mechanics, atomic structure, molecular and statistical physics, the solid state, nuclear and particle physics, and modern theories of cosmology. The student also acquires considerable skill in the use of advanced optical apparatus and precision data reduction.
Prerequisite: PHYS 250, General Physics III.
Pre or Corequisite: MATH 220, Differential Equations.

PHYS 255 RESEARCH READING 1-0-1
IN PHYSICS
Fall, Spring
An independent reading course for Engineering Science or Mathematics and Science majors who are taking PHYS 250 General Physics III or PHYS 251 General Physics IV concurrently during their second year. The course may be taken either semester; the topic to be investigated will be selected by the student with the instructor’s approval.
Corequisites: PHYS 250, General Physics III (Fall Semester); PHYS 251 General Physics IV (Spring Semester).

PHYS 256 EXPERIMENTAL RESEARCH 0-2-1
IN PHYSICS
Fall, Spring  Lab fee will be required.
An independent laboratory course for mathematics or physical science majors who are taking General Physics III, PHYS 250 or General Physics IV, PHYS 251 concurrently during their second year. Suggested topics for investigation are holography, fiber optics and super conductivity. Students may investigate other topics of special interest with instructors’ approval. This course may be taken either semester.
Corequisites: PHYS 250, General Physics III (Fall Semester); PHYS 251, General Physics IV (Spring Semester).

PHYS 257 EXPERIMENTAL RESEARCH 0-2-1
IN PHYSICS II
Fall  Lab fee will be required.
A continuation of PHYS 256. Approval of instructor is required.

PLANT UTILITIES TECHNOLOGY

PUTL 110 BLUEPRINT READING 2-2-3
Fall
The student will develop the skills necessary to read and interpret basic mechanical, architectural and electrical diagrams. The student will be able to make simple sketches for graphic communication.

PUTL 120 BOILER & STEAM SYSTEMS 3-2-4
Spring
Topics include a study of the various types of boilers found in industry. The design and construction of boilers and combustion of fuels will be discussed. Also studied are boiler accessories, pumps, valves, turbines and pollution control equipment. Students learn to use steam tables and charts. Safe operation is emphasized throughout the course.

PUTL 200 HEATING, VENTILATING & AIR CONDITIONING (HVAC) 3-2-4
Fall
To provide the student with a fundamental as well as practical knowledge and application of heating, ventilation and air conditioning systems including basic engineering and thermodynamic theory and system design. Course material will emphasize the design, maintenance and operation of the various systems, components and the application of these components.
POLITICAL SCIENCE

POLS 100 INTRODUCTION TO POLITICAL SCIENCE * SSC, SS  3-0-3
Fall, DL
This course is designed to provide a general introduction to political thought and the practice of politics. Emphasis is placed on the exploration of the different political ideas, institutions, and systems, on the state, national and international levels.

POLS 105 AMERICAN NATIONAL GOVERNMENT * SSC, SS, AH  3-0-3
Spring
An in-depth examination of the principles, procedures, institutions and theories of American National Government.

POLS 110 STATE AND LOCAL GOVERNMENT * SSC, SS  3-0-3
Fall, Spring, Summer
Analysis of the structure and functioning of state, county, local and special governmental units with particular emphasis on governmental units within the State of New York.

POLS 120 INTRODUCTION TO THE VIETNAM WAR * SSC, AH, OC  3-0-3
Fall, Spring
This course is an overview of the American involvement during the Vietnam War. It is an attempt to deal with the historical roots of involvement and its failures. The course is designed to give the student an in-depth understanding of the war from a political, moral and military point of view.

POLS 125 INTRODUCTION TO TERRORISM * SSC  3-0-3
Offered on demand
This course is an attempt to give students an overview of terrorism and its impact on a civilized world. It is a course designed to stimulate discussion on both the sociological, and political/philosophical aspect of rebellion. The nature and extent of the problems of domestic terrorism in contemporary america will also be discussed.

POLS 222 GLOBAL SEMINAR  3-0-3
Spring
A collaborative course among separate community colleges that uses case studies in environmental and sustainability issues to build an understanding of the social structural conditions that produce environmental problems and affect responses to them. Students will participate in videoconferences and electronic research and discussion.
PSYCHOLOGY

PSYC 100 GENERAL PSYCHOLOGY 3-0-3
* SSC, SS
Fall, Spring, Summer, DL
This course consists of systematic, empirical study of human behavior. The course covers the following: introduction to psychology, research methodology, biological psychology, sensation and perception, consciousness, learning memory, thought and language, intelligence, human development, motivation and emotion, personality theories, abnormal psychology, health psychology, and social psychology.

PSYC 200 CHILD PSYCHOLOGY 3-0-3
* SSC, SS
Fall, Spring, Summer
Child Psychology addresses human development from conception through adolescence with emphasis on theories and methods of psychology. Topics include cognitive, social, emotional and personality development of individuals within social, historical, and cultural contexts.
Prerequisite: General Psychology, PSYC 100 or permission of department chair.
NOTE: Credit cannot be received for both Child Psychology and Developmental Psychology.

PSYC 205 DEVELOPMENTAL PSYCHOLOGY* SSC, SS
Fall, Spring, DL
A systematic life span approach to the study of human development from conception to death. Major areas will include physical, cognitive and social/personality changes.
Prerequisite: PSYC 100, General Psychology or permission of the department chairperson.
NOTE: Credit cannot be received for both Child Psychology and Developmental Psychology.

PSYC 210 ABNORMAL PSYCHOLOGY 3-0-3
* SSC, SS
Fall, Spring, Summer, DL
A comprehensive study of the changes taking place in the fields of mental health and illness, relating to the physical, psychological and sociological causes. Case studies.
Prerequisite PSYC 100, General Psychology, or equivalent or permission of department chair.

PSYC 215 PSYCHOLOGY OF PERSONAL ADJUSTMENT 3-0-3
* SSC, SS
Fall, Spring
A survey of humanistic behavioristic and psychoanalytic theories as they relate to dealing effectively with the adjustment demands of everyday life. Using the life cycle approach, this course includes coverage of topics emphasizing psychological health and constructive coping, stress and its effects, interpersonal relationships and communication, values orientation in contemporary society and various approaches to personal growth and development.
Prerequisite: PSYC 100, General Psychology or permission of department chair.

PSYC 220 PSYCHOLOGY OF WOMEN 3-0-3
Fall * SSC, SS
This course is designed to teach theories related to the psychological development of girls and women through the life span. Topics will include gender typing, physical and psychological health, pregnancy, motherhood, old age, education and employment. Issues of race, ethnicity, class, sexual orientation and disability will be included in our understandings of female development.
Prerequisite: PSYC 100, General Psychology.

PSYC 250 EDUCATIONAL PSYCHOLOGY 3-0-3
Spring * SSC, SS
This course involves the study of psychology as applied to education and instruction. Specific topics include cognitive, social, and emotional development, individual and cultural differences in learning and interaction styles, learning theories and instruction, effective motivation in education, issues in testing and assessment, and creating environments conducive to learning. In addition, students will be required to complete 25 hours of experiential work in a school setting. This work will involve observation of educational environments and interviews with educational professionals.
Prerequisite: PSYC 100, General Psychology; PSYC 200, Child Psychology.

PSYC 275 STATISTICS FOR THE BEHAVIORAL SCIENCES 3-0-3
Fall * SSC, SS, MT
The course will introduce basic terminology, statistical notation, measurement scales, testing procedures and analysis of data through presentations in descriptive and inferential statistics. Demonstrations and sampling experiments will be presented to make the abstract statistical concepts more concrete and understandable.
Prerequisite: MATH 150, College Algebra and Trigonometry.
PSYC 280 EXPERIMENTAL 3-0-3
Spring  PSYCHOLOGY * SSC, SS
This course provides a general introduction to how psychologists go about the business of doing their science. A non-exhaustive list of the topics covered includes: 1) why and how psychologists develop theories and hypotheses, 2) philosophy of science, 3) the criteria that can be used for evaluating a theory’s validity and usefulness, including the social psychology of what makes theories wax and wane in popularity, 4) the observational and experimental methodologies one uses to “test” hypotheses properly, 5) the kinds of inferences one can logically draw from data collected using these methodologies, 6) the steps psychologists go through to communicate their findings effectively and to publish them in scientific journals, and 7) the ethical issues involved in conducting research with animals (including humans).
Prerequisite: PSYC 215, Statistics for the Behavioral Sciences.

RADIOLOGIC (X-RAY) TECHNOLOGY

For successful completion of Clinical Education Courses, students must be able to perform the essential positions detailed in the Radiologic Technology Program Technical Standards.

XRAY 102 RADIOGRAPHIC 2-2-3
POSITIONING I
Fall  Lab fee will be required.
This course helps the student gain the ability and confidence he or she needs to perform the radiographic examinations he or she will be expected to handle in the clinical setting; consideration will be given to the positioning of the appendicular skeleton, and the structures and organs of the abdomen and chest.
Corequisite: XRAY 106, Clinical Education I.

XRAY 104 RADIOGRAPHIC 3-0-3
EXPOSURE PHYSICS I
Fall
This course provides the student with a thorough understanding of the basic and essential factors influencing radiography and their direct effect upon the quality of a radiograph. Radiation Physics and radiographic techniques will be considered in this course.
Corequisites: XRAY 102, Radiographic Positioning I; XRAY 106, Clinical Education I.

XRAY 106 CLINICAL EDUCATION I 1-16-4
Fall  Lab fee will be required.
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of area hospitals and in classroom lecture. If a student’s clinical performance is unsatisfactory or if at any time the student’s clinical performance compromises the safety of the patient, the student will be terminated from the program.
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded.
Open to matriculated Radiologic Technology students only.
Corequisite: XRAY 102, Radiographic Positioning I; XRAY 104, Radiographic Exposure-Physics I.

XRAY 112 RADIOGRAPHIC 2-2-3
POSITIONING II
Spring  Lab fee will be required.
A continuation of Radiographic Positioning, XRAY 102. Consideration will be given to the structures and organs of the spine, skull, and bony thorax.
Prerequisite: XRAY 102, Radiographic Positioning I.
Corequisite: XRAY 116, Clinical Education II.

XRAY 114 RADIOGRAPHIC 2-2-3
EXPOSURE PHYSICS II
Spring  Lab fee will be required.
This course presents the fundamentals of radiographic equipment operation, processing and proper exposure selection. Laboratory sessions include radiation measurements, sensitometry, exposure calculation, factors affecting radiographic image quality.
Prerequisite: XRAY 104, Radiographic Exposure-Physics I.

XRAY 116 CLINICAL EDUCATION II 1-16-5
Spring
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of the area hospitals and in classroom lecture. If a student’s clinical performance is unsatisfactory or if at any time the student’s clinical performance compromises the safety of the patient, the student will be terminated from the program.
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded.
Open to matriculated Radiologic Technology students only.
Prerequisite: XRAY 106, Clinical Education I.
Corequisites: XRAY 112, Radiographic Positioning II; XRAY 114, Radiographic Exposure-Physics II.
XRAY 126 CLINICAL EDUCATION III  0-40-7  
Summer
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of the area hospitals. If a student’s clinical performance is unsatisfactory or, if at any time the student’s clinical performance compromises the safety of the patient, the student will be terminated from the program. 
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded.  
Open to matriculated Radiologic Technology students only.  
Prerequisite:  XRAY 116, Clinical Education II.

XRAY 200 RADIOLOGICAL HEALTH  3-0-3  
Fall
This course is to assure that the student provides maximum radiation safety to patients and personnel by the study of the biological effects of radiation, radiation monitoring instrumentation and units, interaction of radiation on matter, evaluation of radiation hazards, protection methods of reducing radiation to the patient, personnel and general public, radiological installations and equipment specifications.  
Open to matriculated Radiologic Technology students only.  
Prerequisite:  XRAY 104, Radiographic Exposure Physics I; XRAY 114, Radiographic Exposure Physics II.

XRAY 202 ADV. RADIOGRAPHIC 2-0-2  
Fall  
PROCEDURES I
This course provides the student with knowledge of computer basics and insights into digital imaging. Fundamentals of contrast media, fluoroscopic equipment, tomography and radiographic procedures of the renal and digestive systems will be explored.  
Corequisite:  XRAY 206, Clinical Education IV.

XRAY 204 NURSING PROCEDURES AND 2-0-2  
Fall  
MEDICAL SURGICAL DISEASES
This course is divided into two parts. The first part will develop the student’s proficiency in nursing procedures and techniques used in the general care of the patient with emphasis on the role of the radiologic technologist in various clinical situations. The second part of this course will acquaint the student with various diseases and help the student to understand the disease process, including changes which occur in disease and injury and their application to radiologic technology. The foundation built in this course will aid the student in decisions regarding patient care and radiography. Students will be required to research topics for written and oral presentation.  
Open to matriculated Radiologic Technology students only.  
Prerequisite:  BIOL 271, Anatomy & Physiology II.  
Corequisite:  XRAY 206, Clinical Education IV.

XRAY 206 CLINICAL EDUCATION IV  1-24-6  
Fall
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of the area hospitals. Emphasis is placed on new hospital orientation, film critique, and pediatric and geriatric radiology. If a student’s clinical performance is unsatisfactory or, if at any time the student’s clinical performance compromises the safety of the patient, the student will be terminated from the program.  
Open to matriculated Radiologic Technology students only.  
Prerequisite:  XRAY 126, Clinical Education III.  
Corequisites:  XRAY 202, Advanced Radiographic Procedures I; XRAY 204, Nursing Procedures & Medical Surgical Diseases; XRAY 200, Radiological Health.

XRAY 212 ADV. RADIOGRAPHIC 2-0-2  
Spring  
PROCEDURES II
This course provides the student with the fundamentals of the specialized procedures performed in radiography. These procedures include specialized examinations of the salivary glands, larynx and pharynx, lungs, spinal cord, joints, angiography (vascular system) with and without computer-aided instrumentation and interventional procedures-vascular and non vascular.  
Prerequisite:  XRAY 202, Advanced. Radiographic Procedures I.  
Corequisites:  XRAY 214, Radiographic Seminar; XRAY 216, Clinical Education V.
Course Descriptions

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XRAY 214 RADIOGRAPHIC SEMINAR 2-0-2
Spring
This is the final course in the Radiologic Technology sequence. It is designed to introduce students to specialized radiographic techniques and new imaging modalities including Sonography, Computer Tomography and Magnetic Resonant Imaging. The basic principles of quality assurance in radiology are discussed. Consideration is given to employment situations, professional organizations and to National Certification and State Licensure.
Prerequisites: XRAY 202, Advanced Radiographic Procedures I; XRAY 204, Nursing Procedures & Medical-Surgical Diseases; XRAY 200, Radiological Health. Corequisites: XRAY 212, Advanced Radiographic Procedures II.

XRAY 216 CLINICAL EDUCATION V 1-24-6
Spring
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of the area hospitals. Emphasis is placed on film critique, trauma radiology, psychology of patient care, introduction of special procedures and new imaging modalities. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the program.
Open to matriculated Radiologic Technology students only.
Prerequisite: XRAY 206, Clinical Education IV. Corequisites: XRAY 212, Advanced Radiographic Procedures II; XRAY 214, Radiographic Seminar.

XRAY 226 CLINICAL EDUCATION VI 0-40-7
Summer
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in radiology departments of the area hospitals. Emphasis placed on perfecting performance, introduction to special procedures and new imaging modalities. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the program. Exit competencies are required for course completion.
NOTE: The student is given either a pass/fail grade for this course with no quality points awarded.
Open to matriculated Radiologic Technology students only.
Prerequisite: XRAY 216, Clinical Education V.

RESPIRATORY CARE

RESP 100 BASIC INTERPRETATION 1-0-1
OF THE ELECTROCARDIOGRAM
Fall, Spring, Summer, DL
This course covers the electro-mechanical system of the heart. It includes basic cardiac anatomy, conduction anatomy and physiology, descriptions of ECG waveforms, and identification of life threatening arrhythmias. Common cardiac conduction defects will be discussed.
Prerequisite: High school biology.

RESP 101 BASIC INTERPRETATION 1-2-2
AND PERFORMANCE OF THE ELECTROCARDIOGRAM
Fall, Spring, Summer
This course is designed and intended for those individuals who may need to know the mechanical-electrical system of the heart. Included are definitions and descriptions of EKG configurations, recognition and interpretation of disrhymias. Identification and an explanation of common cardiac congenital anomalies as well as the effects of pharmacological compounds upon the heart's conduction system are discussed. The successful student will be prepared for performing the duties of a Monitoring Technician or an EKG Technician through clinical experience obtained at an area hospital.
Prerequisite: High school biology.

RESP 105 PHLEBOTOMY PRACTICES 1-2-2
Fall, Spring
Lab fee will be required.
Phlebotomy Practices is a course designed to meet the needs of healthcare professionals, workers and students in becoming proficient and well versed in collection, preservation and submission of clinical specimens for examination. The course will provide up-to-date information on key issues such as basic medical terminology, healthcare delivery system, clinical laboratory overview, safety, anatomy with respect to specimen collection, and other topics. Also to be included is practice in venous access and dermal puncture techniques.

RESP 110 HUMAN ANATOMY AND PHYSIOLOGY, NS 3-0-3
Spring
This course emphasizes the cardiopulmonary system and acid-base balance applied to and correlated with patient pathologies.
Open only to matriculated Respiratory Care students.
Prerequisite: BIOL 139, Anatomy and Physiology I.
RESP 115  CARDIOPULMONARY 2-0-2
Spring   PHARMACOLOGY
This course is designed to familiarize the student with medications commonly used in cardiopulmonary care. It includes patient assessment of need, indications, contraindication, actions, side effects and hazards for each medication discussed. The student will also identify age appropriate dosing and routes of administration for each drug. The course includes an introduction to the pharmacological aspect of Advanced Cardiac Life Support according to the Guidelines of the American Heart Association.
Prerequisites: BIOL 139, Anatomy and Physiology I; and CHEM 100, General Chemistry for the Health Sciences; or ICVT 210, Principles of Invasive Cardiovascular Technology I.
Corequisites: RESP 110, Human Anatomy and Physiology; RESP 120, Fundamentals of Respiratory Care I and BIOL 205, Microbiology; or ICVT 220, Principles of Invasive Cardiovascular Technology II.

RESP 120  FUNDAMENTALS OF 2-3-3
RESPIRATORY CARE
Spring   Lab fee will be required.
This is a general introductory course in respiratory care including laboratory applications of aerosols, medical gases, ultrasonic nebulizers, IPPB devised, chest physiotherapy, resuscitation, and oxygen administration.

RESP 125 FUNDAMENTALS OF 1-4-3
RESPIRATORY CARE II
Summer   Lab fee will be required.
This course is concerned with the practical application of basic respiratory care procedures. Lectures will supplement time spent in the laboratory and time spent with patients. Major areas of concentration include: oxygen therapy, humidity and aerosol therapy, IPPB, chest physiotherapy, prophylactic deep breathing maneuvers, and cardiopulmonary resuscitation. A letter grade of “C” or better is required for graduation.
Open only to matriculated Respiratory Care students.
Prerequisites: BIOL 139, Anatomy & Physiology I; RESP 110, Human Anatomy and Physiology.
Corequisite: RESP 200, Advanced Respiratory Life Support.

RESP 130 ETHICS AND 2-0-2
Summer   ADMINISTRATION
Basic ethics and administration for hospital personnel. The organization and operation of the hospital and its involvement with the patient and records. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson.

RESP 200 ADVANCED RESPIRATORY 4-4-4
LIFE SUPPORT
Summer   Lab fee will be required.
This course is designed to familiarize the respiratory care student with all forms of advanced life support systems. Main topics include: classification and operation of a variety of mechanical ventilators, clinical maintenance and troubleshooting of mechanical ventilators, and clinical management of patients receiving advanced life support to include ventilator commitment and weaning procedures. A letter grade of “C” or better is required for graduation.
Open only to matriculated Respiratory Care students.
Prerequisites: RESP 115, Pharmacology for the Respiratory Therapist; RESP 120, Fundamentals of Respiratory Care I.
Corequisite: RESP 125, Fundamentals of Respiratory Care II.

RESP 205 DISEASES OF THE 3-0-3
CARDIOPULMONARY SYSTEM
Fall   Lab fee will be required.
This course deals with a number of specific pulmonary diseases such as Asthma, Pulmonary Emphysema, Adult Respiratory Distress Syndrome, congenital anomalies and others. The short-term and long-term treatment of the condition is covered. Special emphasis is given to the role of the Respiratory Care practitioner in the management of these conditions.
Open only to matriculated Respiratory Care students.
Prerequisites: BIOL 139, Anatomy & Physiology I; RESP 110, Human Anatomy and Physiology.

REPS 210 CURRENT CONCEPTS 3-0-3
IN RESPIRATORY CARE
Spring   Lab fee will be required.
This course is designed to keep the potential Respiratory Care practitioner informed of current trends in Respiratory Care. Close attention will be paid to the latest developments in the therapeutic modalities of diseases affecting the respiratory and cardiovascular systems.
Open only to matriculated Respiratory Care students.
Prerequisites: RESP 115, Pharmacology for the Respiratory Therapist; RESP 120, Fundamentals of Respiratory Care I; RESP 200, Advanced Respiratory Life Support.

RESP 220 CLINICAL EDUCATION I - 3 Credits
CLINICAL THERAPEUTICS
FOR RESPIRATORY CARE
Fall   Lab fee will be required.
This course provides the practical learning experience in all phases of non-critical, acute respiratory care procedures. Students actively participate, under close supervision in such areas as chest x-ray interpretation, physical assessment, and therapeutic administration of medical gases, aerosolized medications, ultrasonic neb-
ulization, chest physiotherapy, intermittent positive pressure breathing, and prophylactic deep breathing. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

Prerequisites: RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

RESP 225 CLINICAL EDUCATION II - 3 Credits
INTRODUCTION TO CRITICAL CARE

Fall Lab fee will be required.

This course is designed to provide the student with hands-on experience caring for critically ill patients in the intensive care setting. The student will be responsible for all aspects of respiratory care for assigned patients. Special emphasis will be placed on mechanical ventilation, hemodynamic monitoring, ABG applications, and routine care of the critically ill patient. Open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

Prerequisites: RESP 110, Human Anatomy and Physiology; RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

RESP 230 CLINICAL EDUCATION IV - 3 Credits
NEONATAL AND PEDIATRIC RESPIRATORY CARE

Fall, Spring Lab fee will be required.

The student will be assigned to the pediatric unit to develop proficiency with the problems and diseases that are unique to children; to the pediatric intensive care unit to provide ventilator management of the critically ill child with emphasis on arterial blood gas monitoring and stabilization of the pediatric patient, and the neonatal intensive care unit.

This will provide the student with the clinical experience of neonatal ventilator management with emphasis on arterial blood-gas interpretation, complications and side effects of mechanical ventilation, infant transport, airway care, and disease pathophysiology. Close supervision will be maintained for the entire rotation. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

Prerequisites: RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

RESP 235 CLINICAL EDUCATION V - 3 Credits
CLINICAL MANAGEMENT OF CARDIOVASCULAR DISEASE

Fall, Spring Lab fee will be required.

The student will participate in the diagnostic, operative and post-operative care of the patient suffering from cardiovascular disease. The student will gain proficiency in cardiovascular anatomy and physiology, acquired heart disease, hemodynamic monitoring, and electrocardiography. This course is only open to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

Prerequisites: RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

RESP 240 CLINICAL EDUCATION III - 3 Credits
PULMONARY & DIAGNOSTIC MEDICINE

Spring Lab fee will be required.

Students will rotate through several diagnostic cardiopulmonary laboratories where they will observe and perform, under close supervision, various procedures and diagnostic techniques, including, but not limited to: pulmonary function studies (basic and advanced), arterial blood gas analysis, flexible fiberoptic bronchoscopy assistance, cardiac stress testing, echocardiography, and electrocardiography. Didactic instruction will also be provided to supplement clinical experience. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

Prerequisites: RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support, RESP 205, Clinical Management of Pulmonary Disease.

RESP 245 CLINICAL EDUCATION VI - 3 Credits
PULMONARY REHABILITATION AND HOME CARE

Fall, Spring Lab fee will be required.

This course is geared to recognizing the special problems of the chronic cardiopulmonary patient. Under close supervision, the student will learn how to teach patients and their families such techniques as: planning each day, special exercises to increase mobility, early signs of deterioration and how to ward off acute exacerbation of disease. Good teaching techniques as well as good therapeutic techniques with which the student should be able
to improve the life style of the chronic patient throughout the course of the disease will be taught. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

**Prerequisites:** RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

**RESP 250 CLINICAL EDUCATION VII - 3 Credits**

**ADVANCED CRITICAL CARE**

Spring  
Lab fee will be required.

Students are assigned to an active intensive care unit, under close supervision, for the purpose of participating in advanced complete hands-on respiratory care of the critically ill patient. Some of the procedures emphasized are arterial blood gas sampling techniques, infection control and isolation procedures, monitoring of ventilator patients, weaning techniques, CPR, airway management, ventilator trouble shooting. In addition, students will participate in the formulation of respiratory care plans based upon clinical patient assessment, interpretation of blood gases, and evaluation of data gathered through invasive and non-invasive monitoring techniques. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

**Prerequisite:** RESP 225, Introduction to Critical Care.

**RESP 255 CLINICAL EDUCATION VIII - 3 Credits**

**INDEPENDENT STUDY**

Fall  
Lab fee will be required.

The student will be assigned for four weeks of independent study in which the student will formulate and complete a clinical rotation of choice. All course objectives and assignments will be student initiated with prior approval from course mentor. Every effort will be made to assist students in providing them with additional experience in the area of his/her interest. This course is open only to matriculated Respiratory Care students or those with permission of the department chairperson. A letter grade of “C” or better is required for graduation.

**Prerequisites:** RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.

**SOCIOMETRY**

**SOCL 100 SOCIOLOGY * SSC, SS**

Fall, Spring, Summer, DL  
3-0-3

An introduction to scientific study of human social interaction with emphasis on societies, groups, organizations, social networks and communities as the units of analysis. Topics covered include culture, social structure, socialization, sex roles, groups and networks, organizations, deviance and social control, inequality and social stratification, race and ethnic relations and social institutions.

**SOCL 105 MODERN SCIENCE: CHANGING OUR WORLD VIEW**

Spring  
1-0-1

This course will use the three revolutions in the physical sciences in this century (relativity, quantum mechanics and chaos theory) to trace the evolution of mankind’s world view. The question posed is how have these theories changed our understanding of ourselves and the world we live in.

**SOCL 110 SOCIAL PROBLEMS * SSC, SS**

Fall, Spring  
3-0-3

A study of major American social problems with emphasis on their nature, scope, causes, consequences and possible solutions. Major topics covered include: political, educational and familial problems, inequality and poverty, environmental problems, crime, and mental illness.

**SOCL 115 AFRICAN AMERICAN EXPERIENCE * SSC, SS**

Fall, Spring  
3-0-3

This course provides an analysis of the effects of social institutions on family life, educational problems, political apathy, and economic dislocation.

**SOCL 120 CULTURAL DIVERSITY IN AMERICAN SOCIETY * SSC, SS, AH**

Fall, Spring  
3-0-3

Cultural Diversity in American Society is a course designed to strengthen student awareness of cultural pluralism and cultural diversity. This course focuses on the analysis of a wide spectrum of selected minority groups and their relationship to the dominant society and culture. The socio/psychological components which have brought about the group’s unique ethnic identity will be investigated. Heavy emphasis will be placed on examining the positive consequences of cross-cultural awareness as a means of lessening intergroup tensions and conflicts.
SOCL 130 ANTHROPOLOGY * SSC, SS  3-0-3
* Fall, Spring
A comparison and contrast of various human lifestyles from primitive hunting-and-gathering people to contemporary urban-industrial societies.

SOCL 200 SOCIAL PSYCHOLOGY  3-0-3
* SSC, SS
Fall, Spring
A study of the ways in which the presence of others affects our emotions, thoughts and behaviors: social perception, identity formation, attitudes, interpersonal behavior, the relationship between the individual and the group, group processes, and collective behavior.
Prerequisite: SOCL 100, Introductory Sociology; PSYC 100 General Psychology, or permission of department chairperson.

SOCL 205 SOCIOLOGY OF HEALTH CARE  3-0-3
Fall
A survey of medical sociology specifically analyzing social factors related to disease as well as analysis of health care institutions and practitioners.

HONR 250 INTRODUCTION TO SOCIAL INQUIRY * SSC, SS  3-0-3
Fall
This course is designed to introduce the student to the general theoretical and methodological framework of the behavioral and social sciences via an integrated approach which utilizes micro-level practical research projects as a vehicle for achieving this integration and understanding. The point of departure for the projects will be the social organization of society as seen primarily but not exclusively from a sociological perspective. The purpose of the research projects is to give the student experience in working with a variety of data sources eg. experiments, census data, content analysis, observation, interview and questionnaire, and public opinion polls. The student will have an opportunity to take the data thus obtained and to gain some experience in analysis using a variety of both descriptive and analytical statistics. (Honors Course)

HONR 260 AMERICAN ARCHITECTURE IN ITS SOCIAL CONTEXT  3-0-3
Spring  * SSC, SS
An introduction to American architecture, city planning and land use, and the forces that shaped them including aesthetics, geography, social movements, economics, etc. Students will learn how to read the landscape around them and how to participate in influencing their environments. Coursework relies heavily on slides, maps, plans and other visual data. (Honors Course)

TELECOMMUNICATIONS TECHNOLOGY

TELT 100 ELECTRIC CIRCUITS  3-2-4
Fall, Spring, DL
This course will train students in the application of Ohm’s law, Kirchoff’s laws, Thevenin’s and Norton’s theorem, and Superposition to the analysis of DC and AC passive circuits, including R-L-C circuits, impedances, phase angles, resonance, and transformers.
Prerequisites: TELT 102, Computer Applications in Telecommunications; MATH 140, Mathematical Applications I.

TELT 102 COMPUTER APPLICATIONS IN TELECOMMUNICATIONS  2-2-3
Fall, DL
An introductory course in the basic computer orientation and implementation of hardware and software applications in telecommunications. Students will use various software packages to create documents, spreadsheets, graphs, databases and presentations. The student will utilize this knowledge to solve problems and transfer information via electronic medium. Lectures, interactive learning, demonstrations will be employed. Laboratory exercises will be required.

TELT 105 TELECOMMUNICATIONS ELECTRONICS I  4-0-4
Fall, DL
This course will train students in the physical principles underlying current carriers in semiconductor materials; static and dynamic characteristics of diodes and transistors; biasing methods and concepts of amplification; analysis of basic BJT and FET circuits; frequency response of one and two stage amplifiers; troubleshooting; analysis by computer simulation.
Prerequisites: TELT 100, Electrical Circuits; TELT 102, Computer Applications in Telecommunications; MATH 141, Mathematical Applications II.
TELT 110 DIGITAL ELECTRONICS FOR TELECOMMUNICATIONS  4-0-4

Spring, DL

This course will prepare students in digital electronics with topics related to number systems and codes, logic functions, and Boolean algebra. IC building blocks are used in applications ranging from logic gates to flip-flops, counters, registers, and arithmetic circuits. Algebraic reduction and mapping are used to minimize Boolean expressions and combinational logic circuits. Computer simulation of digital circuits will be used to verify actual hardware setups.
Prerequisites: TELT 105, Telecommunications Electronics I; MATH 141, Mathematical Applications II.

TELT 205 TELECOMMUNICATIONS ELECTRONICS II  4-0-4

Fall, Spring, DL

This course is designed to train students in the analysis and application of advanced electronic circuits. Topics include differential amplifiers, stage gain in decibels, input and output impedances, linear IC operational amplifiers, frequency response and Bode plots, active filters, D/A and A/D circuits, oscillators and high frequency amplifiers, troubleshooting of test circuits, and analysis by computer simulation.
Prerequisites: TELT 105, Telecommunications Electronics I; TELT 110, Digital Electronics for Telecommunications; MATH 141, Mathematical Applications II.

TELT 207 COMPUTER SYSTEMS FOR TELECOMMUNICATIONS  4-0-4

Spring

This course is designed to train students in the organization, architecture, and hardware aspects of digital computer systems. Topics include an introduction to microprocessors, types and characteristics of different chips, motherboards, bus structures, memory, I/O interface devices, disk drives, video displays, and printers. Serial and parallel buses are discussed. Applications include the interfacing of peripherals, data communications between computers, and team project.
Prerequisites: TELT 205, Telecommunications Electronics II; TELT 110, Digital Electronics for Telecommunications.

TELT 220 TELECOMMUNICATIONS II - DATA COMMUNICATIONS  4-0-4

Spring

An introduction to the techniques, principles and terminology of data communications will be presented. Public and private networks will be examined. Data communication equipment, multiplexing, and interactive learning, demonstrations will be employed. Laboratory exercises will be required.
Prerequisite: TELT 205, Telecommunications Electronics II. Corequisite: TELT 207, Digital Electronics for Telecommunications.

TELT 230 TELECOMMUNICATIONS III - LANs  4-0-4

Fall, Spring

An introduction to the technology and terminology of Local Area Networks (LANs) will be presented. The topologies, transmission media, network interfaces, and the access methods will be examined. Shared resources and interconnecting of LANs will be explored. Lectures, interactive learning, demonstrations will be employed. Laboratory exercises will be required.
Prerequisites: TELT 220, Telecommunications II - Data Communications.

TELT 240 TELECOMMUNICATIONS IV - ADVANCED TOPICS  4-0-4

Spring

A survey of current and emerging technologies in telecommunications will be presented. Lectures, interactive learning, demonstrations, and site visits will be employed. Laboratory exercises will be required.
Prerequisites: TELT 230, Telecommunications III- LANs.
JUDICIAL SYSTEM OF HUDSON VALLEY COMMUNITY COLLEGE

To assist in your understanding of the Campus Judicial System, please review the flow chart on page 274.

Codes of Ethics and Behavior Procedures for Processing Complaints

Hudson Valley Community College is the College of Rensselaer County, serving its people and people from other areas in appropriate and diverse ways, striving always to improve their quality of life. Among the objectives of the College, and central to its operation, is the intent to develop a sense of personal responsibility for the benefit of self and society.

In order to achieve these ends the College has formulated an academic due process procedure and code of academic ethics for students, as well as campus regulations for students, visitors, college personnel, and organizations. These codes and procedures have been formulated pursuant to the rights and responsibilities defined through the Joint Statement of Rights and Freedoms of Students; Title VII of the 1964 Civil Rights Act; Title IX of 1972 Education Amendments; and through Education Law, Title 7, Articles 126 and 129-A, among others. While these codes and procedures apply to all student conduct and behavior, they should not be viewed as a comprehensive code of behavior. Rather, they represent and describe minimum standards.

These standards are established so that the College may maintain order on the campus and achieve its basic purpose and goals, while, at the same time, the student is allowed maximum freedom.

While the College has established these codes and procedures, the individual is not absolved of the responsibility for his or her own behavior. Each individual is responsible for accepting the fact that with certain rights come concomitant responsibilities. Individuals should therefore be advised that violations of the codes may result in a charge which is heard and adjudicated by one of the Boards under the jurisdiction of the Committee on Ethics and Conduct.

The Committee on Ethics and Conduct and its Boards may also deal with actions that constitute violation of the penal code, and/or state or federal laws whether or not the criminal or civil courts do so.

Insofar as the College publishes and makes available to all individuals its codes, regulations, and procedures for enforcing them, the student is charged with the responsibility of becoming familiar with them and acting accordingly.

Statement of Purpose and Intent

The purpose of the Institution having codes and resultant procedures is not only to enforce certain standards of conduct and curtail inappropriate behavior, but also to assist the individual in resolving problems in an institutionally acceptable manner.

The adjudication procedure is provided for the prompt and equitable resolution of complaints. In accordance with the principles of due process, the procedures provide a framework for a careful, systematic and thorough review of the substance of the complaint.

The College recognizes that all penalties must be representative of the seriousness of an offense and that individual dispositions should not be rigidly predetermined but rather individually set.

Exercising Rights and Responsibilities

FACULTY RIGHTS AND RESPONSIBILITIES

A faculty member has the right and responsibility to teach in the spirit of free and rational Enquirer. A faculty member has a right and responsibility to establish clearly defined methods by which a student shall seek understanding and knowledge of course material. A faculty member has the right and responsibility to clearly define the evaluation of the kind and degree of understanding and knowledge a student has achieved. These rights and responsibilities are subject to current academic policies.

ACADEMIC DUE PROCESS

A student shall request Academic Due Process in such instances where the student perceives an inequity concerning his or her academic standing or where his or her rights and/or freedoms have been violated or where the academic regulations of the College have been inappropriately interpreted and/or applied.
ACADEMIC ETHICS

A student shall inform the faculty member responsible for the course or program when he/she has knowledge of violations of the code of academic ethics. In addition, any College administrator or a faculty member of a course or program for which he/she is responsible who has information that a student may have violated the academic ethics code, shall follow the procedures established herein.

A student who feels that he/she has been erroneously penalized for an academic ethics infraction or thinks that the penalty is inappropriate shall appeal the matter.

COMPUTER ETHICS/CAMPUS REGULATIONS

In cases of alleged violations of computer ethics and/or campus regulations, any employee or student may bring a complaint against any other employee or student and the complaint shall be processed consistent with the procedures set forth.

CAMPUS COORDINATOR

To assure the integrity of properly functioning procedures for processing and adjudicating complaints under the codes, a Campus Coordinator shall be designated and available to both the person(s) bringing the complaint and the person(s) being charged.

Both parties involved shall have the right to discuss the matter with the Campus Coordinator, but under no circumstances may the Campus Coordinator represent either party in any hearings.

It is strongly recommended that the party bringing the charges meet with the Campus Coordinator as soon as he/she has received information regarding the situation upon which the complaint is based, so that the Campus Coordinator may provide information about the Procedure.

The failure of an individual to timely meet with the Campus Coordinator will not constitute a defense or just cause for waiver of time limits.

TIME LIMITS DEFINED

In each of the procedures, days shall be defined as any day the College is open for business and shall EXCLUDE Sundays, any holiday the College has published as “College closed,” and emergency closings.

Time limits may be waived for just cause under conditions that are set forth under the procedure affected.

USE OF AND RESPONSIBILITY FOR OBTAINING AND COMPENSATING ADVISORS

Advisors during the formal adjudication hearing may be allowed but such advisors must be individually obtained and compensated by the person(s) involved.

PROHIBITION OF RETALIATORY ACTION

Any retaliatory action of any kind taken against a person seeking redress under these procedures is prohibited and shall be regarded as a separate and distinct cause for complaint under these procedures.

ACADEMIC DUE PROCESS

As stated in the Joint Statement on Rights and Freedoms of Students issued in the summer of 1968:

“Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.”

“The professor in the classroom and in conference 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.”

PROTECTION OF FREEDOM OF EXPRESSION

Students should be free to take reasoned exception 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.

PROTECTION AGAINST IMPROPER ACADEMIC EVALUATION

Students should have protection through orderly procedures against prejudices or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
PROTECTION AGAINST IMPROPER DISCLOSURES

“Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure 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.”

To ensure that these rights and freedoms are adequately protected in consonance with the rights and freedoms of the other members of the academic community, Hudson Valley Community College has established a policy concerning Academic Due Process which shall be published in the catalog, student handbook and other appropriate college publications. In such instances where a student feels that his or her rights and/or freedoms have been infringed upon, this policy calls for following the procedures set forth.

CONDITIONS FOR PROCESSING AN ACADEMIC COMPLAINT

A student may request Academic Due Process in such instances where the student perceives an inequity concerning his or her academic standing or where his or her rights and/or freedoms have been violated or where the academic regulations of the college have been inappropriately interpreted and/or applied.

The burden of proof needed to substantiate the existence of an academic complaint shall rest with the student. Therefore, the student must demonstrate:
(a) the presence of a wrong or loss;
(b) that the specific alleged incident caused damage;
(c) that there is a remedy available to right the wrong.

Instances of the above may include, but not necessarily be limited to, situations where students feel that they were inappropriately restricted in their expression in the classroom or received an inappropriate grade in a particular course. They do not include questions concerning admission to a program or a specific course section.

In keeping with the intent and spirit of these statements, it is incumbent upon all parties involved to show respect, restraint and responsibility in their efforts to resolve complaints. It is incumbent upon faculty members and students to arrange meetings and conferences with each other in good faith and to communicate decisions within established time frames to all concerned parties.

CAMPUS COORDINATOR

It is strongly recommended that the student meet with the Campus Coordinator as soon as he/she has received information about the condition on which the complaint is based so that the Campus Coordinator can provide the student information about the Academic Due Process Procedure. In no event should this meeting take place more than fourteen (14) days after the event giving rise to the complaint. The failure of the student to timely meet with the Campus Coordinator will not constitute a defense of just cause for waiver of time limits.

ACADEMIC ETHICS

Hudson Valley Community College expects all members of the College community to conduct themselves in a manner befitting the tradition of honor and integrity. They are expected to assist the College by reporting suspected violations of academic integrity to appropriate faculty and/or administrative staff.

These guidelines define a context of values for individual and institutional decisions concerning academic integrity. It is every student's responsibility to become familiar with the standards of academic ethics at the College. Claims of ignorance, unintentional error, or academic or personal pressures are not sufficient reasons for violations.

The following is a list of the types of behavior which breach the College academic ethics guidelines and are therefore unacceptable. Attempts to commit such acts fall under the term academic dishonesty and are subject to penalty. No set of guidelines can, of course, define all possible types or degrees of academic dishonesty; thus, the following descriptions should be understood as examples of infractions rather than an exhaustive list. Individual faculty members and the College Committee on Ethics and conduct will continue to judge each case according to its particular circumstance.

PROHIBITED CONDUCT

1. PLAGIARISM, presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgement, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism.
2. CHEATING ON EXAMINATIONS. Giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an examination (unless permitted by the instructor); arranging for another person to take an examination in one's place; looking upon someone else's examination during the examination period; the unauthorized discussing of test items during the examination period; and the passing of any examination information to students who have not yet taken the examination. There can be no conversation while an examination is in progress unless specifically authorized by the instructor.

3. MULTIPLE SUBMISSION. Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor to whom the material is being (or has in the past been) submitted.

4. FORGERY. Imitating another person's signature or mark on academic or other official documents (e.g., the signing of a faculty member's name to a College document).

5. SABOTAGE. Destroying, damaging, or stealing of another's work or working materials (including lab experiments, computer programs, term papers, or projects).

6. UNAUTHORIZED COLLABORATION. Collaborating on projects, papers, or other academic exercises which is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty. Faculty members are, therefore, expected to establish explicit expectations and standards. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor's expectations and standards.

7. FALSIFICATION. Misrepresenting materials or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.).

8. THEFT, DAMAGE, OR MISUSE OF LIBRARY OR COMPUTER RESOURCES. Removing uncharged materials from the Learning Resources Center (LRC), defacing or damaging materials, intentionally displacing or hoarding materials within the LRC for one's unauthorized private use, or other abuse of reserve-book privileges. Or, without authorization, using the College's or another person's computer accounts, codes, passwords, or facilities; damaging computer equipment; or interfering with the operation of the computer system of the College. The College and the computer center has established specific rules governing the use of computing facilities. The rules appear under Computer Ethics. It is every student's responsibility to become familiar with them.

CONDITIONS FOR PROCESSING A COMPLAINT OF ACADEMIC ETHICS VIOLATIONS

When a College administrator or a faculty member of a course or program for which he/she is responsible has information that a student may have violated the academic ethics code, the College administrator or faculty member will follow procedures set forth. A student shall inform the faculty member responsible for the course or program when he/she has knowledge of violations of the code of academic ethics. In an instance where the faculty member does not take appropriate action, the student shall inform the campus coordinator of the violation. The Campus Coordinator shall then process the complaint beginning at the fact finding stage.

CONDITIONS FOR IMPOSING AN ACADEMIC SANCTION WHEN THERE IS A VIOLATION OF THE CODE OF ACADEMIC ETHICS

When a faculty member responsible for the course has information that a student has violated the code of academic ethics, the faculty member may impose an academic sanction by the following procedures set forth.
CONDITIONS FOR STUDENT APPEAL OF AN IMPOSED ACADEMIC SANCTION

A student who feels that he/she has been erroneously penalized for an academic ethics infraction or thinks that the penalty is inappropriate may appeal the matter, in writing, by following the provisions that appear.

CAMPUS COORDINATOR

It is strongly recommended that any party exercising his/her rights under these provisions meet with the Campus Coordinator as soon as he/she has received information about the condition on which the complaint is based so that the Campus Coordinator can provide information about the Academic Ethics Procedure. In no event should this meeting take place more than fourteen (14) days after the event giving rise to the complaint. The failure of any party to timely meet with the Campus Coordinator will not constitute a defense or just cause for waiver of time limits.

COMPUTER ETHICS

It is the policy of Hudson Valley Community College to maintain the best possible computing facilities for as many users as possible. These facilities include large and small systems, communications networks and personal computers as well as software, files, and data. The college believes that while computers may enhance our abilities to communicate and modify the means by which we do so, the basic ethics and rights of privacy and ownership of property must be maintained. Since the computing facilities are available to and used by all segments of the college community, each computer user must act responsibly in order to maintain and protect the rights of others. It is the responsibility of the computer user to review and abide by all elements of the Computer Use Policy as shown in the Policies and Procedures section of the college catalog.

The Computer Services department regularly monitors all computer systems usage. All occurrences of computer usage abuse, which will interfere with others or with proper functioning of the computer system, will be investigated “in depth.” When placing files on the college’s computer systems, users should be aware that Computer Services has access to their files and may review the contents of their account at any time when investigating problems or suspected computer usage abuse. Findings of each investigation are forwarded to the Vice President for Student Services. In addition, Hudson Valley Community College reserves the right to remove or otherwise restrict access to material stored on any college computer system in violation of the college’s computer policy as stated above.

All instances of unethical or irresponsible use of computing facilities are grounds for disciplinary action. The conduct may be viewed as a violation of the Code of Academic Ethics; a violation of the college’s Regulations for Students, Visitors and College Personnel, and Organizations; or both.

Anyone who knows or suspects that he/she has been a victim of unethical computer conduct, or who observes a violation of the Computer Use Policy, as shown in the Policies and Procedures section of the catalog, should report such incidents to the Office of Computer Services.

CONDITIONS FOR PROCESSING A COMPLAINT OF COMPUTER ETHICS VIOLATIONS

Any employee or student may bring charges of misconduct against any person violating the code of computer ethics.

All charges must be submitted in writing, following the appropriate procedure, academic ethics or campus regulation, which are set forth.

The appropriate procedure(s) set forth for the processing of complaints of violations of academic ethics and/or campus regulations violations will apply in the investigation and adjudication of any charges brought against a student. Only the procedure set forth for processing complaints of violations of campus regulations will apply in the investigation and adjudication of any charges brought against other members of the campus community.

CAMPUS COORDINATOR

It is strongly recommended that any party exercising his/her rights under these provisions meet with the Campus Coordinator as soon as he/she has received information upon the condition on which the complaint is based. The failure of any party to timely meet with the Campus Coordinator will not constitute a defense of just cause for waiver of time limits.
Campus Regulations for Students, Visitors and College Personnel, and Organizations

The College is charged by its sponsoring agency and by the State University to attain its stated objectives. To properly discharge these responsibilities and to ensure a desirable relationship with the community as well as the protection of all students, visitors, College personnel, and organizations, certain regulations have been established. Students in enrolling in the College’s education programs are fully accepting these regulations as essential to the effective, lawful, moral and orderly educational process. These regulations are applicable to all students of the College, all persons engaged in employment either on the campus or on other property used for educational purposes by the College, all visitors, licenses, organizations, and invitees.

PROHIBITED CONDUCT
1. (a) Any activity on the part of any individual or group which causes disruption or interference with the operation of the college, including scheduled interviews for employment or military careers, is prohibited.
   (b) Disruption or interference with the regular operation of the college includes the occupation of any building or campus area for the purpose of disruption or interference, prevention or attempt to prevent the entrance or exit of students, faculty, administration, staff, or authorized visitors to and from the campus or buildings, or failure to obey directions of faculty, administrators, or security officers in situations relating to the regular operation of the college.

2. Harassment of a student or students, faculty, staff, administrative officers, or the college as an institution by student or students, or by a non-student or non-students is prohibited. Harassment includes any threat, in any way expressed or implied, to the person or property, or any obstruction or attempted obstruction of any individual’s authorized movement on the campus.

3. The display of any inflammatory or incendiary signs, posters, or banners or the distribution of literature proposing any actions heretofore or hereafter prohibited are hereby prohibited.

4. No firearms of any kind (including pellet, handguns, and rifles), explosives (including firecrackers and fireworks), live ammunition of any kind, obnoxious bombs or any weapons already designated as illegal by city, town, county, state or Federal ordinance or law may be brought, possessed, or used on the campus. Duly authorized peace officers are excepted.

5. No cutting instruments, knives or blades are allowed on the Hudson Valley Campus except folding pocket knives two inches or under or those instruments needed for legitimate school purposes.

6. Possession, transportation, and/or the use of any illegal drug on the campus is prohibited.

7. (a) No alcoholic beverage may be brought, possessed, or consumed on campus.
   (b) No person who may appear to be intoxicated is allowed on the campus.

8. Gambling of any kind is prohibited.

9. Unauthorized use of the college’s duplicating or reproduction equipment, public address systems, or radio station is prohibited. Authorization for such use may be granted only the College President or his designee.

10. Any and all official information related to the college and its operation shall be transmitted to news media only through the college’s Public Information Office. Arrangements for reporters and/or radio or television station representatives to report or televise events on the campus shall be made only by the Public Information Office. Any other arrangements are unauthorized and the college reserves the right to bar (or remove) from the campus unauthorized news media representatives.

11. Defacing, damaging, or maliciously destroying any college, faculty, or student property is prohibited.

12. (a) All visitors are required to request temporary visitors’ identification cards and temporary parking permits at the college’s security office. Visitors having legitimate business on the campus must present personal identification and car registration when applying for visitors’ credentials. Visitors’ cars must be parked in the designated area.
   (b) Visitors not having legitimate business on the campus will be refused identification cards and parking permits and will be requested to leave the campus.

13. Visitors are required to show visitors’ identification cards when requested to do so by security or administrative officers. Failure to do so, or
refusal to immediately request such a card, will result in such visitors being considered as trespassers subject to arrest.

14. Student Identification:
   All students, faculty, administration, and staff are required to obtain and carry college identification cards at all times and to present them upon request to any security officer, or faculty staff member. Other identification must be shown if such a request is made and the person questioned does not have an ID card in his/her possession.

15. Disorderly or unlawful behavior on the campus is prohibited. A student's conviction of a misdemeanor or felony committed and on or off the campus shall be reviewed by the Judicial Council.

16. The administration has the obligation to cooperate with all police authorities. When the protection of life and property and the regular, orderly operation of the college require it, the assistance of these agencies will be requested as a matter of policy.

17. Reckless or intentional actions which endanger the mental or physical health or the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization are prohibited.

18. Smoking or chewing tobacco is prohibited in all buildings on the Hudson Valley Community College campus.

19. False alarms, bomb scares or any form of false reporting submitted to any law enforcement or college agency involving alleged incidents or occurrences on campus is prohibited.

20. Bias Related Crimes
   “Unlawful behavior that is motivated in the selection of the victim or commission of an offense by a perception regarding the race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation.”

General Policy:
Many individuals become targets of hateful acts because others are unable to accept differences based on race, gender, sexual orientation, religion, age, ethnicity, or disability. Hudson Valley Community College condemns such acts. At Hudson Valley Community College, a hateful incident directed at an individual or group, owing to their difference, is viewed as an attack on the entire college community and such acts simply will not be tolerated.

Nature of Bias-related Crimes/Incidents on College Campuses:
While physical attacks and vandalism are rare on college campuses across the nation, demeaning jokes or harassing or threatening phone calls or e-mails are not uncommon. Bias incidents that do not violate criminal law may violate Hudson Valley Community College’s policy prohibiting harassment and discrimination, Hudson Valley Community College’s code of conduct for students, or federal or state civil law.

Definitions:
Hate Crime - In general, a hate crime is a crime of violence, property damage, or threat that is motivated in whole or in part by an offender’s bias on race, religion, ethnicity, national origin, gender, disability or sexual orientation.

Hate or Bias Incidents - Hate or Bias Incidents involve behavior that is motivated by bias based on race, religion, ethnicity, national origin, gender, disability, or sexual orientation. Unlike Hate Crimes, these incidents do not involve criminal conduct such as assault, threat, or property damage. Bias-motivated degrading comments often are considered to be bias incidents. Hate or Bias Incidents may also be violations of other prohibited conduct set forth in this code such as harassment, disorderly conduct or sexual harassment.

Applicable Laws and Criminal Penalties: The Federal Government, more than 40 states including New York and the District of Columbia have hate crime statutes.

1.) Federal Laws
   a.) 18 U.S.C. 245 Hate Crimes Prevention Act of 1999 – This act prohibits persons from interfering with an individual’s Federal right (e.g. voting or employment) by violence or threat of violence due to his or her race, color, religion, or national origin. This act allows for more authority for the Federal government to investigate and prosecute hate crime offenders who committed their crime because of perceived sexual orientation, gender or disability of the victim. It also permits the Federal government to prosecute without having to prove that the victim was attacked because he or she was performing a federally protected activity.
b.) Violent Crime Control and Law Enforcement Act of 1994 – As part of the 1994 Crime Act, the Hate Crimes Sentencing Enhancement Act provides for longer sentences where the offense is determined to be a hate crime. A longer sentence may be imposed if it is proven that a crime against a person or property was motivated by “race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation.”

c.) 28 U.S.C. 534 Hate Crime Statistics Act of 1990 – This act requires the Department of Justice to collect data on hate crimes. Hate crimes are defined as “manifest prejudice based on race, religion, sexual orientation, or ethnicity.” These statistics are compiled by the FBI using the Uniform Crime Reporting system. The Crime Act of 1994 also requires the FBI to collect data on hate crimes involving disability.

2.) New York State Law

a.) Hate Crimes Act of 2000, Penal Law Art. 485 – This law enhances criminal penalties for a long list of enumerated crimes when perpetrators intentionally select a target based on the victim’s actual or perceived race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation. The law also requires the state to collect, analyze, and annually report on data regarding hate crime throughout the state.

b.) N.Y. Civil Rights Law § 40-c – Prohibits discrimination or harassment based on race, creed, color, national origin, sex, or disability. Violation of this provision shall constitute a class A misdemeanor and subjects the perpetrator to a civil action brought by the victim for damages.

c.) New York Penal Law §240.30 – Covers aggravated harassment against a person “because of a belief or perception regarding person’s race, color, national origin, ancestry, gender, religion, religious practice, age, sexual orientation, regardless of whether the belief or perception is correct.”

d.) N.Y. Penal Law §240.31 – Enhances penalty for aggravated harassment.

Availability of Counseling:
College community members should be aware that if they are the victim of a hate crime or other related incident, counseling services and referrals are available through the College Health Service Office.

Methods the Campus Employs to Advise Students of Security Measures:
Timely notice of serious crimes on campus and the publication of the College’s security procedures are made by means of the campus TV service, electronic mail, “security alert” posters, campus security officers, the campus newspaper and the employee newsletter. For additional information, please refer to the Crime Prevention and Security Awareness Program in the College’s Campus Security Report.

The Board of Trustees reserves the right to forbid the establishment of a Hudson Valley Community College chapter of any club, society or other organization whose members have damaged property, interrupted the normal holding of classes, or interfered with the rights of others, or otherwise disrupted operation of any college, university, school, or other educational institution.

Any proposal(s)*, requests(s)*, or demand(s)* relating to the operation of the college, including policies, practices, and personnel functions, made by a student, group of students, student organization, or group of organizations shall first be presented to the Student Senate. Following Student Senate approval, such proposal(s) shall be presented to the college’s president. The president shall determine if responses to such proposal(s) may be based on administrative decision or referred to the Board of Trustees for its decision, made at a regularly scheduled meeting of the Board.

*Hereafter called proposal(s)

CONDITIONS FOR PROCESSING A COMPLAINT OF VIOLATIONS OF CAMPUS REGULATIONS

Any member of the College community, guest, or visitors may bring charges of misconduct against an employee or student of Hudson Valley Community College.

All charges must be submitted in writing and signed. Forms will be provided by the College and may be obtained through the Security Office, or Offices of all Division Deans, the Campus Coordinator, or the Vice President for Student Services.

In all instances, the party bringing the charges will follow the procedures set forth.

CAMPUS COORDINATOR

It is strongly recommended that any party exercising his/her rights under these provisions meet with the Campus Coordinator as soon as he/she has received information about the condition on which the complaint is based. The failure to timely meet with the Campus Coordinator will not constitute a defense or just cause for waiver of time limits.
Informal Procedures for Processing Complaints

ACADEMIC DUE PROCESS

Step 1. MEETING WITH FACULTY MEMBER

Within fourteen (14) days after a student has received information about the condition on which the complaint is based, or fourteen (14) days after the start of the next semester if the matter of complaint is a final grade, the student shall meet with the faculty member to discuss and to attempt to resolve the complaint(s).

Both parties should recognize that this step is informal and that the intent is to reach a reasoned resolution of the complaint without confrontation.

If, within seven (7) days, the faculty member has not scheduled a meeting with the student, the student shall notify the faculty member in writing, on forms provided by the College, that a meeting is required. Notification must be made within seven (7) days. This complaint form is available in the Offices of All Division Deans and the Campus Coordinator.

If the meeting is not timely scheduled and held, or the meeting result is not satisfactory to the student, the student shall, within seven (7) days submit a copy of the completed complaint form to the faculty member’s Department Chairperson, or Division Dean if the Department Chairperson is not available.

Step 2. MEETING WITH DEPARTMENT CHAIRPERSON & FACULTY MEMBER

Within seven (7) days from the date of receipt of the completed complaint form, the Department Chairperson or his/her designee shall schedule a meeting with the faculty member and the student to discuss and to attempt to resolve the complaint(s). The meeting shall be scheduled at a time when both faculty member and student have no assigned classes.

In the event that the faculty member does not appear, the Chairperson or his/her designee shall meet with the student and within four (4) days submit a written recommendation of resolution to the faculty member. The faculty member must respond, in writing, within three (3) days indicating his/her acceptance/rejection of the recommended resolution.

In the event that the student does not appear, the academic due process procedure will be deemed to have been abandoned.

Step 3. COMPLETION OF APPEALS FORMS

If the meeting(s) with the faculty member and/or Chairperson of the recommended resolution by the Department Chairperson do not satisfactorily resolve the problem, the student shall meet with the Campus Coordinator within seven (7) days from the conclusion of Step 2.

The Campus Coordinator provides the student with the appropriate appeal form and assists the student in defining the complaint and completing the appropriate form. The Campus Coordinator will also accept and attach all supportive documentation the student provides.

For just cause, the Vice President for Academic Affairs may waive the time limit set forth in this section.

Step 4. PRESENTATION OF COMPLAINT AND DISCUSSION

The completed written complaint and copies of supportive documentation shall, within seven (7) days, be presented to the faculty member, the Department Chairperson, the appropriate Division Dean and the Vice President for Academic Affairs by the Campus Coordinator.

If, within two (2) days, satisfactory resolution is not reached, the Campus Coordinator will transmit a copy of the completed complaint and all supportive documents to the Probable Cause board, which will convene within seven (7) days.

The transmittal of the documents will constitute the final step in the informal procedure.

The academic status of the student pending the outcome of the complaint shall be determined by the Vice President of Academic Affairs.

Informal Procedures for Processing Complaints

ACADEMIC ETHICS:

PROCEDURE FOR IMPOSING ACADEMIC SANCTIONS

When a faculty member has information that a student has violated academic ethics in a course or program for which he or she is responsible and substantiates that a violation has occurred, he or she will inform the student. Within fourteen (14) days, based upon the nature and severity of the violation, the faculty member has the right to:

1. Impose one or more of the academic sanctions listed.
2. Refer the matter to the Committee on Ethics and Conduct following the procedure set forth.
3. Impose one or more of the academic sanctions listed AND refer the matter to the Committee on Ethics and Conduct following the procedure set forth.

If a faculty member announces a failing grade in the course as a possible result of academic dishonesty, the student receiving such a penalty will not be permitted to withdraw from the course unless the College Committee on Ethics and Conduct finds such penalty to be excessive.

Faculty members shall report all sanctions they impose, in writing, within seven (7) days, to the Offices of the Vice President for Academic Affairs and Vice President for Student Services. The report shall include a brief description of the incident and rationale for the sanction. A copy of the report is to be given to the student.

These offices will maintain a copy of such reports for the duration of the student’s enrollment at the College. Upon graduation or separation of the student from the College, these confidential reports can be destroyed.

Students who feel they have been erroneously penalized for an academic ethics infraction or think that the penalty is inappropriate may, within fourteen (14) days of notification of the academic sanction, appeal the matter in writing to Chairperson of the Committee on Ethics and Conduct following the procedure set forth.

ACADEMIC ETHICS: STUDENT APPEALS OF IMPOSED ACADEMIC SANCTIONS

Step 1. MEETING WITH CAMPUS COORDINATOR.

A student who feels that he/she has been erroneously penalized for an academic ethics infraction or thinks that the penalty is inappropriate may, within fourteen (14) days of notification of the academic sanction, appeal the matter in writing, on forms provided by the College.

The Campus Coordinator shall provide the student with the appropriate appeal form and assist the student in defining the complaint and completing the appropriate form. The Campus Coordinator shall, within five (5) days of the receipt of the written charges, meet with the accused student and provide him/her with a copy of the charge(s) and a copy of the procedural guidelines for adjudicating charges of academic ethics violations. The Campus Coordinator shall take statements from the student and the names of any witnesses the student provides, answer any procedural questions, and inform the student that in the event he/she wishes an advisor, it is his/her obligation to obtain one and bear any and all costs of the advisor.

At the conclusion of the meeting, the Campus Coordinator shall obtain a signed statement indicating that the accused student understands both the charges and the procedure. The signed statement shall become a part of the formal record of the proceedings. If the student refuses to sign the statement, the Campus Coordinator will sign a statement attesting that he/she informed the student of the charges, possible disciplinary sanctions, and procedures and the process shall move forward as if the student had signed.

Step 2. PRESENTATION OF COMPLAINT AND DISCUSSION

The completed written complaint and copies of supportive documentation shall, within five (5) days, be presented to the faculty member, the Department Chairperson, the appropriate Division Dean and the Vice President for Academic Affairs by the Campus Coordinator.

If, within two (2) days, satisfactory resolution is not reached, the Campus Coordinator will transmit a copy of the Probable Cause Board, which will convene within seven (7) days.

The transmittal of the documents will constitute the final step in the informal procedure.

ACADEMIC ETHICS: PROCEDURE FOR REFERRING COMPLAINTS TO THE COMMITTEE ON ETHICS AND CONDUCT

Step 1. NOTIFICATION OF CHARGES

A faculty member who has determined that there is a violation of the academic ethics code may refer the matter to the Committee on Ethics and Conduct in lieu of or in addition of imposing academic sanction(s).

Within fourteen (14) days of the imposition of the academic sanction(s) or event giving rise to the charge, if no academic sanctions are imposed, the faculty member will meet with the Campus Coordinator.

The Campus Coordinator shall provide the faculty member with the appropriate form and assist the faculty member in defining the complaint and filling of the appropriate form.

The Campus Coordinator shall, within five (5) days of the receipt of the written charges, meet with the accused student and provide him/her with a copy of the charge(s) and a copy of the procedural guidelines for adjudicating charges of academic ethics violations. The Campus Coordinator shall take statements from the student and the names of any witnesses the student provides, answer any procedural questions, and inform the student that in the event he/she wishes an advisor, it is his/her obligation to obtain one and bear any and all costs of the advisor.

At the conclusion of the meeting, the Campus Officer shall obtain a signed statement indicating that the accused student understands both the charges and the procedure. The signed statement shall become a part of the formal record of the proceedings. If the student refuses to sign the statement, the Campus Coordinator will sign a statement attesting that he/she informed the student of the charges, possible disciplinary sanctions, and procedures and the process shall move forward as if the student had signed.

Step 2. FACT FINDING PROCESS:

The Campus Coordinator shall assemble all written information submitted by both the person(s) bringing the charge(s) and the accused student (hereinafter called the primary parties in interest), as well
as any information obtained by interview of the primary parties in interest and/or witnesses they have identified, and any other relevant information obtained in the Fact Finding Process.

ACADEMIC ETHICS: APPEAL TO THE CAMPUS COORDINATOR THAT FACULTY MEMBER HAS NOT ACTED ON STUDENT COMPLAINT OF A VIOLATION OF ACADEMIC ETHICS

Step 1. MEETING WITH CAMPUS COORDINATOR.
When a student has informed the faculty member of the course or program of an observed violation of academic ethics and the faculty member has taken no action, the student shall meet with the Campus Coordinator within fourteen (14) days from the date the faculty member was notified. The Campus Coordinator shall assist the student in defining the complaint and completing the appropriate form. The Campus Coordinator will also accept and attach all supportive documentation the student provides.

Step 2. FACT FINDING PROCESS.
The Campus Coordinator shall assemble all written information submitted by both the person(s) bringing the charge(s) and the faculty member (hereinafter called the primary parties in interest), as well as any information obtained by interview of the primary parties in interest and/or witnesses they have identified, and any other relevant information obtained in the Fact Finding Process.

Step 3. PRESENTATION OF COMPLAINT AND DISCUSSION
The completed written complaint, copies of supporting documentation, and copy of the findings of fact shall, within five (5) days, be presented to the faculty member, the Department Chairperson, the appropriate Division Dean and the Vice President for Academic Affairs by the Campus Coordinator.
If, within two (2) days, a satisfactory resolution is not reached, the Campus Coordinator will transmit a copy of the completed complaint and all supportive documents to the Probable Cause Board, which will convene within seven (7) days.
The transmittal of the documents will constitute the final step in the informal procedure.

CAMPUS REGULATIONS: COMPLAINTS FILED AFTER THE ALLEGED VIOLATION

Step 1. FILING OF CHARGES IN WRITING
The person(s) bringing the charge(s) will indicate a brief summary of the alleged violation(s) and, if known, the name(s) of the alleged violator(s) and any witnesses.
The form may be obtained in the Security Office and in the offices of the Vice President for Student Services, the Campus Coordinator, and all Academic Deans.
In such instances where the person does not know the names of the alleged violator(s), it shall be the responsibility of the Vice President for Student Services or his/her designee to make every effort possible to determine the name(s) during the Fact Finding Process outlined in Step 3 of this section. In these cases, the time limits set forth shall not begin until identification is made and the accused shall be entitled to all rights afforded in Step 2 of this section. In the event that the Vice President for Student Services or his/her designee is unable, after a reasonable period of time, to identify the violator(s) involved, the person(s) bringing the charge(s) shall be notified, in writing, and the copy of charges will be retained, for a period of one academic year, in a separate file in the office of the Vice President for Student Services.

Step 2. NOTIFICATION OF CHARGES.
Upon receipt of the written charge(s), the Vice President for Student Services or his/her designee shall, within five (5) days meet with the accused and provide him/her with a copy of the charge(s), together with the name(s) of the individual(s) bringing the charge(s) and a copy of the procedural guidelines for adjudicating complaints of campus regulations violations. The Vice President for Student Services or his/her designee shall answer any procedural questions the accused has and invite him/her to submit a written statement of response and/or names of any witnesses. The Vice President for Student Services or his/her designee will inform the accused that in the event he/she wishes an advisor, it is his/her obligation to obtain one and bear any and all costs of the advisor.
At the conclusion of this meeting, the Vice President for Student Services or his/her designee will obtain a signed statement indicating that the accused understands both the charges and procedure. The signed statement shall become a part of the formal record of the proceedings. If the accused refuses to sign the statement, the Vice President for Student Services or
Step 3. FACT FINDING PROCESS.

The Vice President for Student Services or his/her designee shall assemble all written information submitted by both the person(s) bringing the charge(s) and the accused (hereinafter called the primary parties in interest), as well as any other relevant information obtained in the Fact Finding Process.

Within fourteen (14) days the Vice President for Student Services or his/her designee shall transmit a copy of the completed complaint, all supportive documents and findings of fact to the Probable Cause Board.

The transmittal of the documents will constitute the final step in the informal procedure.

CAMPUS REGULATIONS:
COMPLAINTS FILED CONCURRENTLY WITH THE OBSERVATION OF THE ALLEGED VIOLATION

Step 1. IMMEDIATE NOTIFICATION OF OBSERVED VIOLATIONS

In such instances where an employee or student of Hudson Valley Community College observes a violation of campus regulations or computer ethics, he/she shall make every effort to contact the Vice President for Student Services or his/her designee immediately and then complete the appropriate form.

Under these circumstances, the Vice President for Student Services or his/her designee shall be empowered to conduct an immediate interview with the alleged offender(s). This interview shall be conducted with a stenographer present and/or taped and transcribed and shall be for the purpose of obtaining a statement from the accused and the names of any witnesses the accused can provide.

The Vice President for Student Services or his/her designee will provide the accused with a copy of the procedural guidelines for adjudicating charges of campus regulations and answer any procedural questions the accused has. The Vice President for Student Services or his/her designee will inform the accused that in the event he/she wishes an advisor, it is his/her obligation to obtain one and bear any and all costs of the advisor.

At the conclusion of this meeting, the Vice President for Student Services or his/her designee will obtain a signed statement indicating that the accused understands both the charges and the procedure. The signed statement shall become a part of the formal record of the proceedings. If the accused refuses to sign the statement, the Vice President for Student Services or his/her designee will sign the statement attesting that he/she informed the accused of the charges, possible disciplinary sanctions, and procedures. The process shall move forward as if the accused had signed.

If the observed violation is viewed as jeopardizing property or the individual’s welfare or that of others, the Vice President for Student Services or his/her designee shall be further empowered to have the student removed from the campus and enforce the restraint of the accused’s access to the campus, in whole or in part, until his/her presence is required for the adjudication of the case.

The transmittal of the documents will constitute the final step in the informal procedure.

Step 2. FACT FINDING PROCESS.

The Vice President for Student Services or his/her designee shall assemble all written information submitted by both the person(s) bringing the charge(s) and the accused (hereinafter called the primary parties in interest), as well as any information obtained by interview of the primary parties in interest and/or witnesses identified by them, and any other relevant information obtained in the Fact Finding Process.

Within fourteen (14) days from the conduct of the interview, the Vice President for Student Services or his/her designee shall transmit the complaint, all supportive documents and findings of fact to the Probable Cause Board.

If the violation is viewed as jeopardizing property or the individual’s welfare or that of others, the Vice President shall be further empowered to have the student removed from the campus and enforce the restraint of the accuser’s access to the campus, in whole or in part, until his/her presence is required for the adjudication of the case.

The transmittal of the documents will constitute the final step in the informal procedure.

WRITTEN WAIVER OPTING OUT OF PROCESS

In the event that a person charged with a violation under the Judicial System clearly understands his or her rights under the process, and understands any recommended sanctions and/or consequences that will result; he or she may sign a written waiver that
indicates such an understanding and thereby opt not to proceed with either a Probable Cause Board hearing or a Review Board Hearing or both.

The written waiver shall be provided by either the appropriate administrator, the Campus Coordinator, or the Chairperson of the Committee on Ethics and Conduct; and shall also be signed by the appropriate administrator and/or the party bringing the charge.

**PROBABLE CAUSE PROCEDURE**

In any instance where the complaint was not resolved at the conclusion of the informal procedure, the Probable Cause Board will, within seven (7) days from the receipt of the file from the Campus Coordinator, convene to review the substance of the complaint and make a determination.

The Probable Cause Board will be comprised of the Vice President for Administration, or his/her designee, who shall be the chairperson, and two other members who shall be either the Deputy to the President, Academic Deans, Administrative Deans or Department Directors. The Vice President for Administration may not serve if either party in interest is under his/her jurisdiction and the Dean of the School in which either party in interest is assigned may not serve on the Board making the determination.

**Step 1. DETERMINATION OF PROBABLE CAUSE**

Based upon the file submitted, the Probable Cause Board will first determine whether or not there is sufficient documentation to convene the Review Board to hear the case.

**A. NO PROBABLE CAUSE TO PROCEED**

In such instances that the Probable Cause Board determines that there is not sufficient documentation, they will then determine whether the charges are frivolous.

In the event that the Board determines the charges are not frivolous, the Chairperson of the Board shall notify the Campus Coordinator who shall retain the information in a separate file.

In the event that the Probable Cause Board determines that the charges are frivolous, the Chairperson of the Board shall write a letter of reprimand to the person bringing the charges. A copy of the letter will be placed in a file maintained by the Campus Coordinator.

If this is the first frivolous charge against the individual, the letter may be placed in the complainant’s permanent record file in addition to the separate file maintained by the Campus Coordinator. In the event that the complainant files subsequent charge, the letter may become a part of the file of the new charge and used to the extent allowable by law. This may result in charges brought against the complainant.

In instances where the letter is placed in the permanent file, after five months, the complainant should request a review of the record and removal of the letter to the Campus Officer’s separate file. Approval of the request shall rest with the joint decision of the Vice Presidents. In the event the request is denied, the complainant should re-file the request after five months.

In all instances where the Probable Cause Board determines there is no cause to proceed, a copy of the completed file, inclusive of the decision, shall be transmitted to and retained by the Campus Coordinator.

**B. PROBABLE CAUSE TO PROCEED**

In such instances that the Probable Cause Board determines that there is sufficient documentation to proceed, the Chairperson of the Board will then transmit the files and the Probable Cause Board’s decision to the Chairperson of the Committee on Ethics and Conduct with instructions to convene the Review Board in not less than seven (7) nor more than fourteen (14) days from the date of their decision.

**Step 2. NOTIFICATION TO PARTIES IN INTEREST OF PROBABLE CAUSE BOARD’S DECISION**

Within two (2) days from the receipt of the decision, the Chairperson of the Committee on Ethics and Conduct will meet with the parties in interest and inform them of the decision reached by the Probable Cause Board.

**A. WHEN THE DECISION IS CAUSE FOR HEARING**

1. CHARGES BROUGHT BY STUDENTS UNDER ACADEMIC DUE PROCESS, APPEALS OF ACADEMIC SANCTIONS FILED BY STUDENTS, APPEAL BY A STUDENT TO CAMPUS COORDINATOR THAT A FACULTY MEMBER HAS NOT ACTED ON A STUDENT COMPLAINT OF A VIOLATION OF ACADEMIC ETHICS.

Within two (2) days from the receipt of the decision, the Chairperson of the Committee on Ethics and Conduct will meet with the parties in interest and inform them of the decision reached by the Probable Cause Board and of the date and time of the hearing.
2. CHARGES BROUGHT AGAINST THE STUDENT UNDER ACADEMIC ETHICS, CAMPUS REGULATIONS OR COMPUTER ETHICS

and

CHARGES BROUGHT AGAINST AN EMPLOYEE UNDER CAMPUS REGULATIONS OR COMPUTER ETHICS

Within two (2) days, the Chairperson of the Committee on Ethics and Conduct shall inform the person bringing the charges, the person being charged, and the Vice President for Academic Affairs of the decision rendered by the Probable Cause Board and of the hearing date and time.

The Vice President for Student Services shall also inform the accused of the sanctions that he/she will recommend as remedy in the case.

The accused may, in writing, within two (2) days, waive his/her rights to a hearing and notify the Vice President for Student Services, in writing, that he/she elects administrative recommendation to the Review Board.

In those instances when the accused elects administrative recommendation, the Vice President for Student Services will present copies of all documents and decisions from previous steps and his/her recommendation for sanctions to the Review Board.

Such waiver shall not affect either party's rights of appeal.

B. WHEN DECISION IS NO CAUSE FOR HEARING

In the event that the Probable Cause Board has determined that there is no cause for hearing, the parties in interest shall have the right to appeal the decision pursuant to the provisions of Appeal of the final decision in the process set forth.

If an appeal is not timely filed, this shall constitute the final step in the resolution of the complaint within the College.

WRITTEN WAIVER OPTING OUT OF PROCESS

In the event that a person charged with a violation under the Judicial System clearly understands his or her rights under the process, and understands any recommended sanctions and/or consequences that will result; he or she may sign a written waiver that indicates such an understanding and thereby opt not to proceed with either a Probable Cause Board hearing or a Review Board Hearing or both.

The written waiver shall be provided by either the appropriate administrator, the Campus Coordinator, or the Chairperson of the Committee on Ethics and Conduct; and shall also be signed by the appropriate administrator and/or the party bringing the charge.

REVIEW BOARD HEARING

In any instance where the complaint is referred to the Review Board, either by the Probable Case Board or the Appeals Board, the Review Board will convene, within fourteen (14) days from the date of notification, at a time mutually agreed upon between the primary parties in interest.

The Review Board will be comprised of one (1) administrator; one (1) faculty member; and one (1) student (if the accused is a student) or one (1) department chairperson (if the person being charged is a department chairperson) or one (1) non-teaching professional (if the person being charged is a non-teaching professional) or one (1) CSEA employee (if the person being charged is a CSEA employee). All members will be appointed by the Chairperson of the Committee on Ethics and Conduct. The Campus Coordinator may be present at a Review Board Hearing.

In the event that the Committee on Ethics and Conduct does not have the requisite composition to conduct any of the prescribed hearings available under the process, the President of the College, or his or her designee, shall be authorized to formulate the hearing panel(s) from the Committee on Ethics and Conduct as he or she best sees fit; or in the event that an impartial panel cannot be formulated from the Committee, then the President, or his or her designee, shall formulate the hearing panel(s) by appointing members to the panel(s) from the campus community.

In the event that this provision needs to be utilized in the process, then the required time frames provided for the conduct of the formal hearing(s) shall be extended seven (7) days.

For the purposes of the Procedures outlined under the Judicial System of Hudson Valley Community College, any references to “department” or “division” of the college are intended to include the Student Senate.

The primary parties in interest involved in the complaint shall have the right to review the membership of the Review Board and request the replacement of any individual. If there is a request for the replacement of more than one individual by either party, this is to be reviewed by the Vice Presidents for Academic Affairs and Student Services who may jointly approve or deny such a request.

One of the members of the Review Board shall be designated as Chairperson and shall have the responsibility of reporting the decision of the Review Board to the appropriate administrator in writing.

The Review Board shall not be bound by the technical rules of evidence but may hear and receive any testimony of evidence which is relevant and material to the issues.

The proceedings shall be taped and transcribed and all witnesses appearing before the Review Board shall be sworn.
Only the primary parties in interest (and their advisors, if any), and members of the Review Board will be permitted to be present throughout the hearing. The advisors may not speak for or take the place of a primary parties in interest.

The Chairperson of the Review Board will read the specific charges.

The person(s) bringing the charges will first provide any opening comments and provide any and all additional information and/or witnesses to support the charges. Upon recognition by the Chairperson, both the person(s) being charged and members of the Review Board may ask any and all questions of the person(s) bringing the charges and the witnesses that they deem appropriate to clearly pertinent information in understanding the charges and responses.

The person being charged will then be afforded an opportunity to make opening comments, respond to the charges, and provide any and all additional information and/or witnesses which support his/her case. The person being charged may refuse to make any opening statement if he/she desires; and this shall not be interpreted as evidence of guilt by the Review Board. Upon recognition by the chairperson, both the person(s) bringing charges and members of the Review Board may ask any and all questions of the person being charged and the witnesses that they deem appropriate to clarify pertinent information in understanding the charges and responses.

Witnesses will be called individually and once they have completed their testimony, they will be required to leave the room.

In cases of violations of the code(s) of campus regulations, the Vice President for Student Services will recommend, to the Review Board, appropriate disciplinary sanctions to be imposed as remedy in the case. In cases of violations of the code of academic ethics, the Department Chair and/or the Vice President for Academic Affairs will recommend, to the Review Board, appropriate disciplinary sanctions to be imposed as a remedy to the case. These recommendations will have already been made known to the accused prior to the hearing at the close of the Probable Cause Procedure.

When the Chairperson determines that all charges, statements, and presentations have been received and reviewed, the primary parties in interest will be entitled to make a closing statement.

The Chairperson will then declare the hearing closed. The Review Board will then convene in closed session and consider only information presented in the hearing. If necessary, the Review Board may adjourn and reconvene.

In cases of academic due process and academic ethics did not result in an academic sanction, the Review Board shall recommend a remedy to the Vice President for Academic Affairs.

In cases in which an academic sanction has been imposed the Review Board shall, in the first instance, rule on whether the recommended disciplinary sanction and/or imposed academic sanction is consistent with the severity of the infraction.

If the Review Board rules that the penalty is inconsistent, in the second instance the Board will recommend an alternative sanction. (See Academic Sanctions, and Disciplinary Sanctions.)

If the Review Board rejects in whole or in part the imposed and/or recommended sanctions, the new findings must be based on substantial evidence in the record and the rationale shall be included in the decision.

In all cases, within fourteen (14) days, the Review Board shall transmit, in writing, its decision and recommendations for sanctions, if any, along with a copy of the transcript, to the appropriate administrator.

The appropriate administrator will, within fourteen (14) days, review the decision and recommendations and impose appropriate sanctions.

If the administrator of record rejects in whole or in part the recommendations of the Review Board, the new findings must be based on substantial evidence in the record and the rationale shall be included in the decision.

The administrator’s decision shall be transmitted, in writing, to the Chairperson of the Review Board and the primary parties in interest.

If the decision is not timely appealed, this constitutes the final step in the resolution of the complaint within the College.

CASES IN WHICH THE ACCUSED DOES NOT APPEAR FOR THE HEARING

The same rules, procedures, and time limits set forth in this section for cases in which the accused has elected a hearing shall remain in full force and effect excepting those hearing procedures which are set forth expressly for the accused at the hearing.

PEAL OF FINAL DECISION

Within seven (7) days of the receipt of the final decision, either party may appeal the decision, in writing, to the Appeals Board if one or more of the following conditions can be established:

a. A significant procedural error was committed by omission or commission.

b. All evidence/information was not considered.

c. Newly discovered evidence is available.

The Appeals Board of the Committee on Ethics and Conduct will be comprised of one (1) administrator,
one (1) faculty member, and one (1) student appointed by the Chairperson of the Committee on Ethics and Conduct. No person serving on the Appeals Board should be from the same division as the parties in interest, unless the parties in interest do not object and the Vice Presidents for Academic Affairs and Student Services approve during the review of members process.

The primary parties in interest involved in the complaint shall have the right to review the membership of the Appeals Board and request the replacement of any individual. If there is a request for the replacement of more than one individual by either party, this is to be reviewed by the Vice Presidents for Academic Affairs and Student Services who may jointly approve or deny such a request.

The Appeals Board of the Committee on Ethics and Conduct will convene within seven (7) days of the receipt of the appeal and render one of the following decisions:

**Appeal Denied:**
Based on the cause stated and supportive evidence presented in the written appeal, there is insufficient proof that one or more of the conditions above (a-c) were violated.

The Appeals Board will, within seven (7) days, transmit copies of the decision to the Chairperson of the Committee on Ethics and Conduct, the Campus Coordinator and the parties in interest.

If the decision is upheld, this constitutes the final step in the resolution of the complaint within the College.

**Decision Vacated:**
Based on the cause stated and supportive evidence presented in the written appeal, there is sufficient proof that one or more of the conditions above (a-c) were violated.

The Appeals Board will, within seven (7) days, transmit copies of the decision to the Chairperson of the Committee on Ethics and Conduct, the Campus Coordinator and the parties in interest.

In the event that the Appeals Board determines that either the decision of the Probable Cause Board that there is no cause for a formal hearing is vacated, or that the decision of the Review Board is vacated; then the Appeals Board will simultaneously transmit the decision and the file to the Chairperson of the Review Board with instructions to convene a hearing by that Board in not less than seven (7) nor more than fourteen (14) days.

**Appeal For Reduction of Imposed Disciplinary Sanctions**

**IMPOSED UNDER ACADEMIC DUE PROCESS ACADEMIC ETHICS VIOLATIONS OR COMPUTER ETHICS VIOLATIONS FILED UNDER ACADEMIC ETHICS**

Disciplinary sanctions imposed on any case of infraction of academic regulations may be reduced only by the President of the College.

The accused must submit the request, in writing, to the President of the College within fourteen (14) days from the date or receipt of the decision by the Vice President.

The President shall receive a transcript of the hearing, a copy of the Review Board’s recommendation(s), the decision rendered by the Vice President and shall be empowered to consult with any and all appropriate parties.

Within fourteen (14) days, the President or his/her designee will render a written statement which upholds or reduces the disciplinary sanctions imposed.

Copies of the decision will be transmitted to the Chairperson of the Committee on Ethics and Conduct, the Vice Presidents, and the primary parties in interest.

**IMPOSED UNDER CAMPUS REGULATIONS VIOLATIONS OR COMPUTER ETHICS VIOLATIONS FILED UNDER CAMPUS REGULATIONS**

Disciplinary sanctions imposed on any case of infraction of campus regulations may be reduced only by the Board of Trustees.

The accused must submit the request, in writing, to the Chairperson of the Board of Trustees within fourteen (14) days from the date of receipt of the decision by the President of the College.

The members of the Board of Trustees shall receive a transcript of the hearing, a copy of the Review Board’s recommendation(s), the decision rendered by the President and shall be empowered to consult with any and all appropriate parties.

Within fourteen (14) days from the scheduled Board of Trustees meeting in which the appeal was heard, the Board will render a written statement which upholds or reduces the disciplinary sanctions imposed.

Copies of the decision will be transmitted to the President of the College, the Chairperson of the Committee on Ethics and Conduct, the Vice Presidents, and the primary parties in interest.
ACADEMIC SANCTIONS THAT MAY BE IMPOSED BY A FACULTY MEMBER IN CASES OF VIOLATION OF ACADEMIC ETHICS

Warning without further penalty;
Requiring re-writing on a paper containing plagiarized material;
Lowering of a paper or project grade by one full grade or more;
Assigning a failing grade on a paper containing plagiarized material;
Assigning a failing grade on any examination in which cheating occurred;
Lowering a course grade by one full grade or more;
Assigning a failing grade in a course;
Imposing a penalty uniquely designed for the particular infraction.

DISCIPLINARY SANCTIONS THAT MAY BE IMPOSED IN CASES OF VIOLATION OF ACADEMIC ETHICS

1. LETTER OF WARNING. The student will receive an official letter from the Vice Presidents or their designee(s). This letter will not be placed in the student’s permanent record, but will be retained in a separate file maintained by the Campus Coordinator until the student’s graduation or separation from the College. In the event that a subsequent violation occurs, the letter may become a part of the file for new charge and used to the extent allowable by law.

2. DISCIPLINARY LETTER. The student will receive an official letter from the Vice Presidents or their designee(s). A copy of this letter will be placed in the student’s permanent record file. After five months, the student should request a review of the record and request removal of the letter to a separate file retained by the Campus Coordinator until the student’s graduation or separation from the College. Approval of the request shall rest with the joint decision of the Vice Presidents. In the event that a subsequent violation occurs, the letter may become a part of the file for new charge and used to the extent allowable by law.

3. DISCIPLINARY PROBATION. In serious and/or frequent violations, the student shall have limitations placed on his/her access to the campus and/or specified facilities.

4. DISCIPLINARY SUSPENSION. The student shall be separated from the College for a stated minimum period of time. At the end of the period, the student may apply to the President of the College for readmission.

5. DISCIPLINARY DISMISSAL. The student is permanently separated from the College. A notation shall appear on the College Record.

6. DISCIPLINARY REMOVAL FROM THE CURRICULUM. The student is not permitted to continue in the curriculum but may remain a student in another curriculum.

7. ANY OTHER PENALTY UNIQUELY DESIGNED FOR THE PARTICULAR INFRACTION.

DISCIPLINARY SANCTIONS THAT MAY BE IMPOSED IN CASES OF VIOLATION OF CAMPUS REGULATIONS

1. LETTER OF WARNING. Any party against whom the charges are upheld will receive an official letter from the Vice Presidents of their designee(s). This letter will not be placed in the individual’s permanent record, but will be retained in a separate file maintained by the Campus Coordinator. If the individual is a student, the letter shall be retained until his/her graduation or separation from the College. If the individual is an employee, the letter shall be retained consistent with any and all provisions of the employee’s collective bargaining agreement but in no event after the individual is no longer employed by the College. In the event that a subsequent violation occurs, the letter may become a part of the file for the new charge and used to the extent allowable by law.

2. DISCIPLINARY LETTER. The individual will receive an official letter from the President or his/her designee. A copy of this letter will be placed in the individual’s permanent record file. After five months, the individual should request a review of the record and request removal of the letter to a separate file retained by the Campus Coordinator. If the individual is a student, the letter shall be retained until his/her graduation or separation from the College. If the individual is an employee, the letter shall be retained consistent with any and all provisions of the employee’s collective bargaining agreement but in no event after the individual is no longer employed by the College. Approval of the request shall rest with the joint decision of the Vice Presidents. In the event the request is denied, the individual may re-file for review after five months. In the event that a subsequent violation occurs, the letter may become a part of the file for the new charge and used to the extent allowable by law.

3. FINES. Financial restitution for damages that the President deems appropriate.

4. RESTITUTION. A fine or work project relevant to the damages that the President deems appropriate.
5. DISCIPLINARY PROBATION. In serious and/or frequent violations, the individual shall have limitations placed on his/her access to the campus and/or specified facilities.

6. DISCIPLINARY SUSPENSION. The individual shall be separated from the College for a stated minimum period of time. At the end of the period, the individual may apply to the President for readmission.

7. DISCIPLINARY DISMISSAL. The individual is permanently separated from the College. A notation shall appear on the College Record.

8. ANY OTHER PENALTY UNIQUELY DESIGNED FOR THE PARTICULAR INFRACTION.

SANDRA J. MC CARTHY  
CAMPUS COORDINATOR  
COLLEGE JUDICIAL SYSTEM  
COUNSELING CENTER  
CAMPUS CENTER 200  
PHONE: (518) 629-7320  
OFFICE HOURS: Mondays 4-5p.m. Thursdays 1-3p.m.

Campus Judicial System

ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND COMPLAINT PROCEDURE

Administered by:  
The Office of Affirmative Action & Human Resources Development

INTRODUCTION
Hudson Valley Community College has established an Equal Employment Opportunity Policy and a Sexual/Discrimination Harassment Policy that is consistent with Federal and State anti-discrimination legislation. The policies which are set forth below represent the College’s on-going commitment to providing an environment in both education and
employment that is free from such unlawful discrimination and harassment on the basis of race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status or marital status. In order to equitably and uniformly enforce these policies, the College must seek to balance the interests of those individuals or groups of individuals allegedly victimized by unlawful discrimination or harassment with the due process rights of the accused. To this end, the College has established a complaint procedure for the review of allegations of unlawful discrimination and harassment. It is the goal of the College that these procedures serve as a mechanism through which the College may fairly and equitably identify, respond to and/or prevent incidents of unlawful discrimination and harassment on its campus and permit, if possible, the resolution of alleged acts of unlawful discrimination or harassment without resorting to the often expensive and time-consuming procedures of Federal enforcement agencies or courts.

The procedures set forth below are applicable to both employees and students of the College. Employee grievance procedures established through negotiated contracts, academic grievance review committees, student disciplinary grievance boards and any other procedures defined by contract shall continue to operate as before. It is important that neither the student nor the employee is required to continue to operate as before. It is important that neither the student nor the employee is required to

- The Office of Federal Contract Compliance (OFCCP) of the United States Department of Labor - Depending on the nature of the complaint, 180 or 300 days.

Note: The deadlines referenced herein are provided only as general guidance and do not constitute legal advice, legal opinion, or legal counsel and do not create any legal relationship between the College and its students or employees.

It is the Complainant's responsibility to seek legal counsel and to file his/her actions with any outside agency or court of competent jurisdiction in a timely manner should he/she decide to forego utilizing the College's internal procedures. Once a Complaint arising from the same set of facts and circumstances is lodged with such outside agencies or a court of competent jurisdiction, the internal procedures set forth herein will not be applicable and the student/employee will have no redress through the College.

The Affirmative Action Officer or the Affirmative Action/Sexual Harassment Advisory Council shall receive all complaints of alleged unlawful discrimination and/or harassment; he/she shall assist the Complainant in the use of the complaint form defining the charge(s); and he/she shall provide the Complainant with information about the various options the Complainant has in terms of where a complaint may be filed. While the Affirmative Action Officer or member of the Affirmative Action/Sexual Harassment Advisory Council will provide, to the best of his/her knowledge, information concerning the processes relevant to outside agencies or courts, he/she is not an attorney at law and can provide no advice as to a Complainant's procedural or substantive rights with regards to agencies or courts, including deadlines for filing.

EQUAL EMPLOYMENT OPPORTUNITY POLICY

It is the policy of the Board of Trustees of Hudson Valley Community College to ensure that persons associated with the College receives the fair and equal treatment prescribed within the tenets of equal educational opportunity, equal employment opportunity and affirmative action. Hudson Valley does not discriminate with regard to race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status, or marital status or any other category protected by civil statute or regulation.

The Board of Trustees has entrusted the College President with overall responsibility for equal employment opportunity/affirmative action. The President is committed to ensuring that Hudson Valley Community College acts affirmatively in developing avenues of entry, retention and mobility for persons in
all job titles. In addition, the President assumes full responsibility for the College Affirmative Action Plan, which serves as the foundation for the College’s good faith effort to ensure absence of discriminatory practices that block employment and advancement of affected groups and as the vehicle by which the pool of applicants for vacancies is expanded. The Affirmative Action Plan applies equally to all appointments of the Board of Trustees.

Hudson Valley Community College recognizes that an effective affirmative action plan articulates specific results-oriented procedures to which good faith effort is applied. The goal of such procedures, in combination with good faith effort, is equal employment opportunity; procedures without effort to make them work are meaningless and effort, absent specific and meaningful procedures, is inadequate.

To this end, the President has entrusted Hudson Valley Community College’s Affirmative Action Officer with the responsibility for implementation and maintenance of the Affirmative Action Plan.

The Affirmative Action Officer may be contacted as follows:

Room 207
Fitzgibbons Hall
(518) 629-8110

The Affirmative Action Officer is responsible for monitoring the Affirmative Action Plan and reporting periodically to the President or his/her delegate. The Affirmative Action Officer should be contacted in the event a Hudson Valley Community College employee, prospective applicant, or student perceives that he or she has not been treated in accord with the Equal Employment Opportunity Policy of the College. In addition, the Affirmative Action/Sexual Harassment Advisory Council as provided in Appendix C may also be accessed pursuant to the procedures provided herein.

SEXUAL HARASSMENT POLICY

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Hudson Valley Community College is committed to providing an environment that is non-discriminatory, humane and respectful; one that supports and rewards employees and students on the basis of relevant considerations like merit, effort, competence, qualifications and business/academic necessity; and deters inappropriate conduct that occurs in the College’s activities or operations.

Sexual harassment is unacceptable and in conflict with the mission and interests of the College. Sexually harassing conduct between supervisors and staff members or between faculty and students unfairly exploits the power inherent in the supervisor or faculty’s role. Through salary increases, performances appraisals, academic advisement and academic evaluation, a supervisor or faculty member can have a decisive influence on a staff member’s career or a student’s academic development. Sexual harassment in this context exhibits a lack of decency and integrity, and is considered an abuse of power.

While sexual harassment typically occurs in situations where positions of power differentials exist between individuals, this policy also recognizes that sexual harassment can occur between individuals where no such power differential exists, such as in faculty-faculty or student-student interaction.

Either men or women can be sexual harassers and either men or women can be the victims of sexual harassment. Sexual harassment can also occur between members of the same sex. Employees and students of either gender may make a claim of sexual harassment under this policy.

The College will not tolerate sexual harassment. The College will act promptly and equitably, within the framework of due process, to investigate alleged sexual harassment and to affect a remedy when such allegations are determined valid. Further, this Sexual Harassment Policy and the complaint procedures provided herein, shall be distributed campus-wide and internal training sessions may be made available to employees and students pertaining to sexual harassment.

Recognizing Sexual Harassment

Sexual harassment takes many forms, ranging from sexual innuendoes made in the context of humor to physical assault. The key to determining whether a conduct constitutes sexual harassment is determining whether the behavior is unwelcomed and/or unreasonably interferes with an employee or student’s performance or creates a hostile, intimidating or offensive environment. Examples may include:

- Verbal: Sexual innuendo, suggestive comments, sexual propositions, etc.
- Non-Verbal: Obscene gestures, suggestive or degrading sounds, etc.
- Physical: Unwanted contact, such as groping, pinching, grabbing, etc.
- Visual: Pin-up calendars, sexually suggestive or explicit cartoons, pictures, objects, etc.
- Threatening: Demands for sexual favors, stalking, rape, etc.

Who You Can Go To For Help

For information, assistance in using the informal procedure or to file a Complaint of Unlawful Discrimination or Harassment, a student, faculty or staff member of the college may contact any member of the Affirmative Action/Sexual Harassment Advisory Council or
Title IX Compliance Statement

Title IX (Department of Education Amendment 1972) prohibits sex discrimination in any education program or activity receiving Federal financial assistance, such as a Federal grant or loan. It encourages recipients to take affirmative action to overcome effects of conditions, which may have resulted in exclusion of women from participation in specific education programs or activities. Title IX applies to student admissions and student affairs policy and the employment of staff in connection with the recipient's education programs/activities. It mandates the designation of a responsible employee to coordinate compliance with its provision, as well as the establishment of a complaint procedure to resolve student and employee complaints alleging unlawful discrimination.

It is the policy of the Board of Trustees of Hudson Valley Community College to ensure that persons associated with the College receive the fair and equal treatment prescribed within the tenets of equal opportunity. All decisions are made and will continue to be made on the job-related, objective bases of merit, competence, qualifications and business or academic necessity. Hudson Valley Community College does not discriminate with regard to race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status, or marital status or any other category protected by civil statute or regulation.

The College prohibits discrimination in all programs, policies, standards and activities, maintains an established complaint procedure and assigns compliance responsibility to the Affirmative Action Officer.

EQUAL EMPLOYMENT/SEXUAL HARASSMENT COMPLAINT PROCEDURES

COVERAGE: Employees, students, and prospective applicants of the College may use these procedures if they believe that they have been the victims of any unlawful discrimination or harassment at the College.

PURPOSE: The complaint procedure is provided for the review of complaints alleging unlawful discrimination or harassment in any Hudson Valley Community College policy or program when the alleged Unlawful discrimination or Harassment is perceived to be based on the complainant's race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status, or marital status or any category protected by civil statute or regulation.

DEFINITIONS:
Affirmative Action/Sexual Harassment Advisory Council – Representatives of all levels of the College who advise the President and the Affirmative Action Officer on matters relating to Equal Employment Opportunity, Affirmative Action, and Diversity. They are appointed by the President. They serve as the pool of persons from which the Tri-partite Council will be selected in the formal stage of the complaint process.

Complainant - An employee, applicant for employment, or student of the College who believes that he or she has been the victim of unlawful discrimination or harassment, and submits a complaint.

Equal Employment Opportunity - The standard by which decisions that pertain to a person’s employment or academic affairs with the College are made.

Discriminatory Harassment - Discriminatory harassment is based on race, color, national origin, religion, age, sex, sexual orientation, disability, veteran status, or marital status or other protected characteristics, which is oral, written, graphic or physical conduct. The actions must be sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the College's programs or activities. Such activities include actions that derogate or humiliate a person or group because of actual or supposed traits. Examples include, but are not limited to, ethnic or racial slurs or jokes, which have the purpose or effect of creating an offensive environment.

Sexual Harassment - Under Title VII of the Civil Rights Act (1964), sexual harassment is cited as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when (1) Submission to such conduct is made explicitly an employment term or condition [or a condition on which one's academic standing is predicated]; or (2) Submission to or rejection of such conduct is used as a basis for employment [or academic] decisions; or (3) Such conduct has the purpose or the effect of unreasonably interfering with one’s [academic] or work performance, or creating an offensive, intimidating or hostile [academic] or work environment.
**Respondent** - An individual or entity that answers in a complaint alleging unlawful discrimination or harassment or the person(s) accused of alleged unlawful discrimination or harassment.

**Unlawful Discrimination** - consists of:
- harassment on the basis of race, color, national origin, religion, age, sex, sexual orientation, disability, veteran or marital status;
- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain race, color, national origin, religion, age, sex, sexual orientation, disability, veteran or marital status; or
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices.

**APPLICABILITY** - This complaint procedure does not supplant nor duplicate any existing complaint procedure. It does not deprive the complainant the right to file with outside government agencies, such as the New York State Division of Human Rights (DHR); U.S. Equal Employment Opportunity Commission (EEOC); U.S. Office of Civil Rights of the Department of Health, Education and Welfare (OCR); the Office of Federal Contract Compliance (OFCCP) of the United States Department of Labor (DOL); or with a court of competent jurisdiction.

The procedure may not be used if a complaint based on the same facts and circumstances is filed with a State or Federal agency or with a court of competent jurisdiction, or if a complaint has been filed under any collective bargaining agreement. Any investigation underway will terminate, without conclusion, at the time a complaint is filed with a state or federal agency or a collective bargaining representative, or a court action is initiated on the same complaint. It is the responsibility of the complainant to be aware of any filing deadlines for any outside agency or court even in the event he/she initially chooses to attempt to resolve the complaint through the College’s internal procedures. It is also the responsibility of the complainant to inform the Affirmative Action Officer of any previous, pending or initiated actions filed with a state or federal agency or court. While the Affirmative Action Officer of the College will make reasonable attempts to notify the complainant of general time limitations, neither the Affirmative Action Officer, the Affirmative Action/Sexual Harassment Advisory Council, nor the College shall be held responsible for any failure on the part of the complainant to meet any filing deadline.

**RIGHT TO COUNSEL**

Both the complainant and the respondent shall have the right to be assisted by an attorney at all stages of both the informal and formal stages of the College’s internal complaint process.

**CONFIDENTIALITY**

Unlawful discrimination or Harassment complaints will be handled as confidentially as possible while enabling the College to fully investigate the complaint. Information about the complaint will only be divulged to individuals who have a legitimate need to know. All records pertaining to complaints shall be kept and maintained by the Affirmative Action Officer.

**SANCTIONS**

Persons who are found to have engaged in unlawful discrimination and/or harassment may be subject to sanctions that are reasonably calculated to end the unlawful discrimination and prevent its recurrence. Sanctions that may be imposed include, but are not limited to, written warnings; letter of reprimands; suspensions; change of job or class assignments; termination; or expulsion.

**RETALIATION**

Reprisal actions and encouraging others to retaliate against anyone involved in the investigation of an Unlawful discrimination or harassment complaint is prohibited. This includes anyone who reports, is thought to have reported or cooperates in the investigation process. The College considers retaliation to be a violation of College policy and may be subject to sanctions as provided herein.

**FALSE CHARGES OF DISCRIMINATION**

Filing a false charge of unlawful discrimination or harassment is a serious offense. If an investigation reveals that a complainant knowingly filed false charges, appropriate actions and sanctions as provided herein may be taken.

**WHERE TO FILE A COMPLAINT OF DISCRIMINATION**

For information, assistance in using the informal procedure and/or to file a formal complaint any student, employee or applicant for employment, may contact the Affirmative Action Officer.

Affirmative Action Officer
Joseph P. Littlejohn
Assistant to the President for Affirmative Action and Human Resource Development
Room 207, Fitzgibbons Hall
(518) 629-8110
ADDITIONAL RESOURCES
For personal counseling:
  Counseling Center, Campus Center,
  Room 200, 629-7320

For medical services:
  College Health Services, Fitzgibbons 146,
  629-7468

For escort service:
  Public Safety/Security, Campus Center 100,
  629-7210

PROCEDURE FOR FILING A COMPLAINT OF DISCRIMINATION

PART A: Informal Resolution
1. The Affirmative Action Officer shall receive initial inquiries, reports and requests for consultation and counseling. Assistance will be available whether or not a written complaint is contemplated. It is the responsibility of the Affirmative Action Officer to respond to all such inquiries, reports and requests as promptly as possible and consider all such facts in an objective manner and in a manner appropriate to the particular circumstances.

Note: It is the responsibility of the complainant to be certain that any complaint filed is filed within the 60 calendar day period that is applicable under this paragraph.

2. Complaints or concerns that are reported to an administrator, manager or supervisor concerning an act of discrimination or harassment shall be immediately referred to the Affirmative Action Officer for investigation and resolution. Complaints may also be made directly to a member of the Affirmative Action/Sexual Harassment Advisory Council who will refer the case to the Affirmative Action Officer for investigation and resolution.

3. A written complaint must be filed with the Affirmative Action Officer within 60 calendar days following the last act or occurrence of an alleged unlawful discriminatory act or act of harassment. All such complaints must be submitted on the forms provided by the College (see Appendix A). This form will be used for both the initiation of complaints under the informal procedure and the conversion of the complaint to the formal procedure.

4. If the Affirmative Action Officer is the respondent in a complaint of discrimination, the President of the College shall designate a person to investigate and attempt to resolve the complaint. That person shall carry out the duties and responsibilities of the Affirmative Action Officer in that specific complaint.

5. The complaint shall contain:
   (a) The name, local and permanent address(es), and telephone number(s) of the Complainant.
   (b) A statement of facts explaining what happened and what the complainant believes constituted the unlawful discriminatory act(s) in sufficient detail to give each respondent reasonable notice of what is claimed against him/her. The statement should include the date(s), approximate time(s) and place(s) where the alleged act(s) of unlawful discrimination or harassment occurred. If the act(s) occurred on more than one date, the statement should also include the last date on which the acts occurred as well as detailed information about any prior acts. The names of any potential witnesses should be provided, if appropriate.
   (c) The name(s), address(es) and telephone number(s) of the respondent(s), i.e., the person(s) claimed to have committed the act(s) of unlawful discrimination.
   (d) Identification of the status of the person(s) charged, whether faculty, staff, or student.
   (e) A statement indicating whether or not the complainant has filed or reported information concerning the incidents referred to in the complaint with a non-college official, court, or agency, under any other complaint or complaint procedure. If an external complaint has been filed, the statement should indicate the name of the court, person, department, or agency with which the information was filed and its address or to which it was reported.
   (f) Such other or supplemental information as may be requested.

6. If the complainant brings a complaint beyond the period in which the complaint may be addressed under these procedures, the Affirmative Action Officer may terminate any further processing of the complaint or advise the complainant of the alternative forums (see Appendix B for a list of alternative forums).

7. If a complainant elects to have the matter dealt with in an informal manner, the Affirmative Action Officer will attempt to reasonably resolve the
problem to the mutual satisfaction of the parties.

8 In seeking an informal resolution, the Affirmative Action Officer shall attempt to review all relevant information, interview pertinent witnesses, and bring together the complainant and the respondent, if desirable. If a resolution satisfactory to both the complainant and the respondent is reached within 14 calendar days from the filing of the complaint, through the efforts of the Affirmative Action Officer, the Affirmative Action Officer shall close the case, sending a written notice to that effect to the complainant and respondent. The written notice, a copy of which shall be attached to the original complaint form in the Affirmative Action Officer’s file, shall contain the terms of any agreement reached by complainant and respondent, and shall be signed and dated by the complainant, the respondent and the Affirmative Action Officer.

9. If the Affirmative Action Officer is unable to resolve the complaint to the mutual satisfaction of the complainant and respondent within 14 calendar days from the filing of the complaint, the Affirmative Action Officer will so notify the complainant. The Affirmative Action Officer shall again advise the complainant of his or her right to proceed to the next step internally and/or the right to separately file with appropriate external enforcement agencies.

NOTE: The time limitations set forth above in paragraphs 7 and 8, may be extended by mutual agreement of the complainant and respondent with the approval of the Affirmative Action Officer the complainant and respondent.

PART B: The Formal Complaint Procedure
The Formal Complaint Procedure is structured in a way to promote the timely and fair resolution of a complaint filed hereunder. While the College will make every effort to strictly comply with the timeframes set forth herein, its failure to do so shall not constitute a waiver or otherwise nullify the procedures set forth herein. Moreover, in the event that it is necessary to undertake immediate measures before completing an investigation to ensure that further Harassment or Unlawful discrimination does not occur, a recommendation may be made to the President of the College or his/her designee to make scheduling changes so as to avoid contact between the parties, transferring the respondent or placing the respondent on non-disciplinary leave with pay pending the conclusion of the investigation.

1. The formal complaint proceeding is commenced by the filing of a complaint form as described in Part A(4). The 60 calendar day time limit also applies to the filing of a formal complaint.

2. If the complainant first pursued the informal process and subsequently wishes to pursue a formal complaint, he/she may do so by checking the appropriate box, and signing and dating the complaint form.

3. If an informal resolution was not pursued, the Affirmative Action Officer shall notify the complainant 14 calendar days from the filing of the complaint.

4. Upon receipt of a complaint, the Affirmative Action Officer will provide an initialed, signed, date-stamped copy of the complaint to the Complainant. As soon as reasonably possible after the date of filing of the complaint, the Affirmative Action Officer will mail a notice of complaint and a copy of the complaint to the respondent(s). Alternatively, such notice with a copy of the complaint may be given by personal delivery, provided such delivery is made by the Affirmative Action Officer (or designee) and, that proper proof of such delivery, including the date, time and place where such delivery occurred is entered in the records maintained by or for the Affirmative Action Officer.

5. Within 7 calendar days of receipt of the complaint, the Affirmative Action Officer shall send notification to the complainant, the respondent and the College President that a review of the matter shall take place in the form of a hearing by a Tripartite Panel to be jointly selected by the complainant and the respondent from a pre-selected pool of eligible participants (see Appendix C).
6. The Tripartite Panel shall consist of one member of the pre-selected pool chosen by the complainant, one member chosen by the respondent and a third chosen by the two designees. The panel members shall choose a Chairperson amongst themselves. Selection must be completed and written notification of designees submitted to the Affirmative action Officer no later than 7 calendar days after the complainant, the respondent and the President received notice under Paragraph 6 above.

If the President is the respondent, then the third member of the panel shall be selected by the College Board of Trustees.

7. In the event that the procedural requirements governing the selection of the Tripartite Panel are not completed within 7 calendar days after notification, the Affirmative Action Officer shall complete the selection process.

8. The Tripartite Panel shall review all relevant information, interview pertinent witnesses and, at their discretion, hear testimony from and bring together the complainant and the respondent, if desirable. Both the complainant and the respondent(s) shall be entitled to submit written statements or other relevant and material evidence and to provide rebuttal to the written record compiled by the Tripartite Panel.

9. Within 24 calendar days from the completion of the Tripartite Panel’s review, including a hearing, the Chairperson of the Tripartite Panel shall submit a summary of its findings and the Tripartite Panel’s recommendation(s) for further action or sanctions, if any, on a form to be provided by the Affirmative Action Officer, to the President. If the President is the respondent, the findings and recommendation shall be submitted concurrently to the Sponsor of the College, namely Rensselaer County, and to the Chancellor.

10. Within 7 calendar days of receipt of the written summary, the President or his/her designee shall issue a written statement to the complainant and respondent, indicating what action the President proposes to take, if any. The action proposed by the President or designee may consist of:

   (a) A determination that the complaint was not substantiated.

   (b) A determination that the complaint was substantiated and will either uphold, reverse or modify the recommendation.

   If the President is the respondent, the College Sponsor, namely Rensselaer County, and the Chancellor shall concurrently issue a written statement to the complainant and respondent indicating what action the College Sponsor, namely Rensselaer County, and the Chancellor proposes to take. The College Sponsor, namely Rensselaer County, and the Chancellor’s decision shall be final for purposes of this discrimination procedure.

11. If the complainant is dissatisfied with the President’s or the College Sponsor, namely Rensselaer County, and the Chancellor’s decision, the complainant may elect to seek reconsideration of the decision to the Chairperson of the College Board of Trustees, for reconsideration within 7 calendar days of the decision. The decision shall be reversed, amended, or upheld. The decision shall be final. If the complainant is unsatisfied with the result, nothing precludes the complainant from filing a complaint with state and/or federal agencies or a court of competent jurisdiction. (see Appendix B) The Affirmative Action Officer will provide to the best of his/her knowledge, general information concerning the processes relevant to outside agencies or courts but since he/she is not an attorney at law, he/she can provide no advice as to procedural or substantive rights concerning these agencies, or courts, including deadlines for filing.

FILING A COMPLAINT WITH AN EXTERNAL (N.Y. STATE OR FEDERAL) AGENCY OR COURT OF COMPETENT JURISDICTION

Students or employees of the college may file a complaint of unlawful discrimination with the appropriate state or federal agencies listed in Appendix B. Filing a complaint with a state or federal agency, or a court of competent jurisdiction on the same facts or circumstances as provided in a complaint filed pursuant to the College’s Anti-Discrimination and Harassment Complaint Procedure will terminate the latter procedures for processing a complaint of unlawful discrimination. The Affirmative Action Officer will send a letter to the complainant of the termination, immediately after confirming that the complaint has been filed with a state or federal agency, or with a court of competent jurisdiction.
ADMINISTRATIVE AND INSTRUCTIONAL STAFF

Board of Trustees

ROBERT H. HILL II, Chairman - Averill Park
CONRAD H. LANG, JR., Vice Chairman - Averill Park
JAMES J. BREARTON - Troy
DONALD E. FANE - Troy
ESTHER FLYNN - Cropseyville
JOSEPH A. KAPP - East Greenbush
LORRAINE O. SCHINDLER - Troy
PAUL W. ZUBER - Troy
STEPHEN A. NAPIER - Student Trustee

Administration

MARCO J. SILVESTRI, Ph.D.
Interim President of the College

GEORGE J. RANERI
Secretary to the Board of Trustees

SANDRA M. GORMAN
Assistant Secretary to the Board of Trustees

College Administration

MARCO J. SILVESTRI, Ph.D. (1984)
Interim President
B.S., M.B.A., Ph.D.,
University at Buffalo

SARAH M. BOGESS (1999)
Vice President for Institutional Advancement
B.A., Dartmouth College

JOEL R. FATATO (1971)
Vice President for Finance
A.A.S., Hudson Valley Community College
B.P.S., Empire State College
M.S., University at Albany
SUNY Chancellor's Award for Excellence in Professional Services, 1993

LOUIS COPLIN II (1987)
Interim Vice President for Student Services
B.A., SUNY at Fredonia
M.A., Empire State College
SUNY Chancellor's Award for Excellence in Professional Service, 2001

JAMES J. LaGATTA (1969)
Acting Vice President for Administration
Professor
A.A.S., Hudson Valley Community College
B.S., SUNY at Oneonta
M.S. Union College
SUNY Chancellor's Award for Excellence in Professional Services, 1992

DR. CAROLYN CURTIS (2000)
Vice President for Academic Affairs
B.S., Hunter College, CUNY
M.S., University of Connecticut
Ph.D., Fordham University

LUCILLE A. MARION (1983)
Vice President, Executive Director, State University
Educational Opportunity Center-Capital District
B.A., M.S., Ed.S., Ph.D.,
University at Albany
SUNY Chancellor's Award for Excellence in Professional Services, 1996

HOLLY A. PENNOCK (1981)
Assistant to the President for Assessment and Institutional Effectiveness
B.S., SUNY at Oswego
M.A., Russell Sage College
No higher honor can be accorded a faculty member or administrator than the prestigious Chancellor's Award. Instituted in 1972 by the State University of New York, the Chancellor's Awards recognize exceptional contributions to the University by dedicated professionals. Hudson Valley Community College is committed to the ideal of teaching as the benchmark by which an institution is evaluated. We are extremely proud of the accomplishments of these individuals.

Chancellor’s Award for Excellence in Teaching

School of Business
1991 Louis A. Rosamilia, Accounting
1994 William L. Staats, Accounting
1998 M. Terri Pennisi, Marketing

School of Engineering and Industrial Technologies
1990 John L. Nagi, Electrical Engineering Technology

School of Health Sciences
1973 Janet Fahey*, Nursing
1975 Elizabeth A. Rowe, Anatomy and Physiology
1986 Catherine Davis, Dental Hygiene
1986 Barbara M. Houser, Dental Hygiene
1991 Sally M. Bauer, Biology
1992 Deborah N. Halacy, Biology
1997 Leona A. Bishop, Nursing
1997 Denise Y. Friedman, Biology
2000 Sheila M. Hughes, Medical Imaging
2001 Dr. Linda Adamcheck, Biology

School of Liberal Arts and Sciences
1973 Warren Joscelyn, Mathematics
1975 Cecelia M. Jorgensen, Chemistry
1977 Oscar H. Godin, Math and Engineering Science
1978 John Murray, Mathematics Science
1979 Maureen P. Hood, English
1980 Jay A. Gorham, Mathematics Science
1986 Ronald E. Dow, Criminal Justice
1989 Joseph Caruso, Criminal Justice
1990 Damian Nichols, Physics
1991 Dr. Ruth E. Waller, Human Services
1992 Joseph Caruso, Criminal Justice
1993 Dale B. Bryant, Mathematics
1993 John H. Nickles, Chemistry
1993 Joel R. Fatato, Chief Fiscal Officer
1994 Mary M. Giles, Dean, Health Sciences
1995 Kathleen E. Quirk, Director, Office of Testing, Advisement and Academic Placement
1996 Mary DeBey, Early Childhood
1996 Carol H. Karpien, English
1996 Ronald J. Karpien, Physics
1997 Charles H. Ostrander, Physics
1997 Vivian A. Tortorici, English
1998 Nancy Howe-Ford, Social Sciences
1998 Thomas P. Rogan, Physical Education
1998 James Zubrick, Chemistry
1999 Ann Marie Murray, Mathematics
1999 Peter L. Sanzen, Criminal Justice
1998 Mary Ellen Deighan, Human Services
1999 Nancy Cupolo, Early Childhood
1999 Jai N. Misir, English
2000 Donald R. Mulson, Jr., Behavioral & Social Sciences
2001 Dr. Mary M. Gillespie, Human Services
2002 Mary A. Herlt, Biology, Chemistry and Physics
2003 Dr. Wilson Crone, Biology
2003 Kathryn Sullivan, Criminal Justice
2004 Diane Jasinski, Mathematics & Science

Chancellor’s Award for Excellence in Librarianship
1983 Christine Root, Librarian
1989 Susan Blandy, Librarian

Chancellor’s Award for Excellence in Professional Services
1981 Joseph F. Marcelli, Dean, Health and Physical Sciences
1985 Lawrence Berk, Associate Director of the Learning Resources Center
1988 Donald Bowman, Dean of Enrollment Services
1989 C. Frederick Zipprich, Dean, Engineering and Industrial Technologies
1990 Holly Christensen, Dean of Continuing Education
1992 James J. LaGatta, Dean, School of Liberal Arts and Sciences
1993 Joel R. Fatato, Chief Fiscal Officer
1994 Mary M. Giles, Dean, Health Sciences
1995 Susanne K. Stark, Professor/Chairperson, Business Administration
1995 Kathleen E. Quirk, Director, Office of Testing, Advisement and Academic Placement
1997 Mark C. Schmiedeshoff, Career Planning & Placement
1998 Dennis L. Nagi, Professor/Chairperson, Humanities & Mod. Languages, Behav. & Social Sciences
1999 Donna Murray, College Nurse
2000 Bette H. Frisino, Registrar
2001 Louis Coplin, Director of Student Life
2002 Karen H. Nash, Associate Professor, Department Chairperson, Human Services
2002 Pablo Negron, Director, Disability Resources
2004 Phillip D. Brown, Professor, Department Chairperson, Physical Education
2004 Christine Helwig, Director of Community and Professional Education

* deceased
Chancellor’s Awards at the Educational Opportunity Center

1977 James E. Sharp, Vice President and Director of Capital District Educational Opportunity Center, for Excellence in Professional Services
1990 Roberta Patterson, Academics, Capital District Educational Opportunity Center, for Excellence in Teaching
1991 D. Ruth DeMartino, Coordinator of Service Programs, Capital District Educational Opportunity Center, for Excellence in Professional Services
1996 Dr. Lucille A. Marion, Vice President and Executive Director, Capital District Educational Opportunity Center, for Excellence In Professional Services
2001 Melanie F. Bleich, Academics, Capital District Educational Opportunity Center for Excellence in Teaching
2003 Beverley Bardequez, Enrollment Services Manager, Capital E O C, for Excellence in Teaching
2003 Susan Hoff - Haynes, Academics, Capital District E O C, for Excellence in Teaching

Administrative Staff


Keith R Akots (1994) Summer Children’s Programs, Community & Professional Education

Danielle F Alleva (2003) Teacher, FSA Daycare

Virginia M Amsden (2002) College Nurse, College Health Services BS, Empire State College MS, Russell Sage College

Anne M Amyot (1993) College Nurse, College Health Services RN, St. Peter's Hospital School of Nursing

Saralyn K Armer (2004) Television Production Tech, TV Studio BA, SUNY College at Plattsburgh

George M Armstrong (1989) Coordinator Technical/Professional Training, Workforce Development BA, University of California Berkeley MA, University of California Berkeley PhD, University of California Berkeley

Janet Atwater (1969) Director of Health Services, College Health Services ANP, Brigham Young University Utah BA, SUNY Albany MS, Russell Sage College RN, Columbia Memorial Hospital

Ernest A Aurelia (2002) Personnel Associate PT, V.P. for Administration

Mary Badger (2004) Technical Assistant, Registrar


Stuart A Balter (1986) FSA Athletics BS, SUNY Albany MS, Western Michigan University


Beverly A Bardequez (1988) Enrollment Services Manager, EOC Enrollment BA, SUNY Albany

Jay P Barringer (1998) Assistant Coach, FSA Athletics

Mary Claire Bauer (2001) Director of Admissions BA, University of Buffalo MSED, SUNY Buffalo

Dale J Baxter (1991) Assistant for Financial Analysis, President's Office AAS, Hudson Valley Community College BS, College of St. Rose


Ronald Beliveau (2001) Coordinator of Public Safety BS, University of New Haven

Yolanda R Bell (2003) Receptionist, FSA Daycare

Elizabeth Bellino (2003) Daycare Director, FSA Daycare BA, Hartwick College MSED, SUNY Albany

Richard E Bennett III (1989) Director of Continuing Education & Summer Sessions AAS, Hudson Valley Community College MED, University of Massachusetts at Amherst


Donald J Beyer (2003) Non-Credit/Non-State Aid. Offerings BS, Clemson University MS, Union (NY) College

Aimee Bishop (2002) Summer Children’s Programs, Community & Professional Education

Julie Black (2003) EOC Staff BS, Cornell University

Ingrid A Blydenburgh (2001)
Nurse Practitioner, College Health Services
BS, Russell Sage College
MS, Russell Sage College

John L Buono (1998)
Consultant to the Board, President's Office
AA, Hudson Valley Community College
BA, SUNY Albany
MPA, SUNY Albany

Joel J Castiglione (2003)
Assoc. Financial Aid Officer, Financial Aid
AAS, Hudson Valley Community College
BS, College of St. Rose
M, College of St. Rose

Diane C Boylan (1999)
Television Production Tech, TV Studio
AS, Hudson Valley Community College
BA, College of St. Rose

Sharon Burridge (1985)
Assistant Registrar Records/Certif, Registrar
BA, Hofstra University
MS, CW Post Long Island University

Amelia M Catalina (2003)
Technical Assistant, Continuing Education
BS, SUNY College at Potsdam

Lindsey Bradt (2004)
Community & Professional Education

Janice Butler (1984)
Technical Assistant, Office of Planning & Research
AAS, Hudson Valley Community College

Television Production, TV Studio
BS, Cornell University

John G Braungard (2001)
Bursar, Finance Offices
AS, Le Moyne College
BS, SUNY Albany

Janet W Campana (1989)
Operations Assistant, Physical Plant Office
AAS, Hudson Valley Community College
BS, College of St. Rose

Gary J Cellucci (1988)
Data/Voice Communications Tech, Networking/Elect. Communications

Carla J Breen (1994)
Assistant for Financial Analysis, Finance Offices

Jill N Byrne (2003)
Assistant Teacher, FSA Daycare

Mun H Cheung (2002)
Professional Tutors, Admissions

Computer Training Specialist, Contracts and Grants
BA, SUNY Binghamton

Clement W Campana (1989)
Operations Assistant, Physical Plant Office
AAS, Hudson Valley Community College
BS, College of St. Rose

Nancy A Clark (2001)
Assistant for Financial Analysis, Finance Offices
AAS, Hudson Valley Community College

Patricia A Broadhurst (2002)
Cashier, FSA Bookstore

Shannon E Campbell (2004)
Summer Children’s Programs, Community & Professional Education

Gail M Clark (2004)
Recruiter, EOC Enrollment
AAS, Hudson Valley Community College

Substitute Daycare Teacher, FSA Daycare

Margaret D Capano (2002)
Summer Children’s Programs, Community & Professional Education

Judith A Clements (2001)
Television Producer, TV Studio
BA, SUNY Albany
MA, SUNY Albany

Tammy L Brown (2000)
Head Cashier, FSA Bookstore

Deborah A Cardarella (2001)
Television Producer, TV Studio
AA, Fulton-Montgomery Community College
BA, Skidmore College

Leslie R Cloutier (2002)
Television Production Tech, TV Studio

Adele A Brown (1999)
Admissions Assistant
AS, Hudson Valley Community College

Ann M Carozza (1988)
Executive Director, FSA Business Office
AAS, Suffolk Community College Selden
BS, University of Baltimore
CPA, University of Baltimore
MBA, University of Texas at Arlington

Simeon E Cloutier (2003)
Television Production, TV Studio

Suzanne Brownrigg (1989)
Director of HS Programs/Educational Outreach, VP Academic Affairs
BA, Hartwick College
MBA, Syracuse University

Alexis R Colarusso (2003)
Teacher, FSA Daycare

Eric J Bryant (1996)
Assistant Director, Communications and Marketing
BA, Marietta College

Abigail L Collis (2004)
Summer Children’s Programs, Institutional
BS, Keene State College

Kevin D Buess (1997)
Broadcast TV Prod Tech, Center for Effective Teaching
C, New School Contemporary Radio

Marybeth Casey (1997)
Summer Children’s Programs, Community & Professional Education

Barbara A Comeau (1996)
College Nurse, College Health Services
AAS, Hudson Valley Community College
Michael P Connell (2002)
Program Coordinator,
EOC Business Programs
AS, Community College of the Air Force
BS, Delaware State University
MA, University of Texas at San Antonio

Christopher Conto (2001)
Television Producer, TV Studio
AA, Herkimer County Community College
BA, SUNY College at Plattsburgh

Christopher M Cotte (2004)
Summer Athletic Camps, Non-Credit/Non-State Aid. Offerings
BA, SUNY Albany

Ann Marie Coulombe (1997)
Technical Assistant, V.P. for Student Services
AAS, Maria College

Alycia M Courter (1997)
Assistant for Financial Analysis, FSA Business Office
AAS, Hudson Valley Community College

Stephen F Cowan (1987)
Director of Physical Plant, Physical Plant Office
BS, University of Denver

Regan E Cowan (2002)
College Nurse, College Health Services
BS, Plattsburgh State University

Elaine Cronin (1990)
College Nurse, College Health Services

Pamela M Crowson (2003)
Employment Services Specialist, EOC Employment Services
BS, College of St. Rose

Daniel H D’Amelia (2002)
Television Production, TV Studio

Margaret Daley (2002)
Coordinator Second Chance Scholarships, Institutional Advancement

Mary E Daly (2002)
Teacher, FSA Daycare
College of St. Rose
SUNY Albany

Paul De George (2003)
Television Production, TV Studio
AA, Schenectady County Community College

Tanya M DeLaMater (2002)
Non-Credit/Non-State Aid. Offerings

International Student Advisor, EOP/Foreign Students
BS, SUNY College at Oneonta
MSED, SUNY College at Oneonta

Sumitra Dhanyamraju (2003)
College Physician, College Health Services

Substitute Teacher, FSA Daycare
SUNY Cortland
Rensselaer Polytechnic Institute

Alioune Diao (2003)
Professional Tutors, LAC/Testing Office
DIPL, University of Dakar Bourguiba

Alan Dickhute (1998)
Foodservice Manager, FSA Foodservice

William F Dillon (2002)
Television Production Tech, TV Studio
A, Austin Community College Texas

Leo Dolan (2000)
Assistant Coach, FSA Athletics

Kyleen J Domery (2001)
Teacher, FSA Daycare

Kathy Dorn (1996)
College Nurse, College Health Services
AAS, Excelsior College-Regents College
RN, Crouse Hospital

Amy E Dow (2000)
Program Coordinator, EOC Academic Programs
BA, SUNY Buffalo
MS, Canisius College

Selissa C Dukes (1998)
Technical Assistant, Admissions
AAS, Hudson Valley Community College

Sarah A Dumesnil (2002)
Assistant Teacher, FSA Daycare

Sarah E Dunn (2003)
Counselor, Community & Professional Education

Mary E Durkee (1996)
Teacher, FSA Daycare

John K Dyson (2001)
LAC/Testing Office
AAS, Hudson Valley Community College

Bryan L Eaton (1986)
Director of Computer Services, Computer Services
BS, SUNY Albany
MS, SUNY Albany

Thomas E Edwards (2001)
Systems/Network Specialist, Computer Services

Non-Credit/Non-State Aid. Offerings

Lorraine A Ellis (1996)
Senior Counselor, Counseling & Testing
BS, SUNY College at Plattsburgh
MS, SUNY College at Plattsburgh

Sandra L Eyerman (1997)
Electronic Communications Editor, Communications and Marketing

Professional Tutors, LAC/Testing Office
AS, Columbia Greene Community College
BA, College of St. Rose

Dave M Feiden (1999)
Television Production Tech, TV Studio

Deborah L Feldman (2000)
 Enrollment Services Counselor, Registrar
BA, Edinboro University of PA

Colleen M Ferris (1999)
Women’s Basketball Coach, V.P. for Student Services
BS, SUNY Cortland
MS, University of Massachusetts at Amherst
Justin A Ferris (2004)
Grant Assistant for Financial Analysis, Contracts and Grants
BS, Rensselaer Polytechnic Institute

Margaret M Geehan (1997)
Technical Assistant, School of Business
AAS, Fashion Institute Technology
BA, SUNY New Paltz
MA, SUNY Albany

Sandra Gorman (1980)
Assistant to the President, President’s Office
AAS, Hudson Valley Community College

Carol Finn (1998)
Senior Account Clerk, FSA Business Office

George Genevive (1993)
Coordinator of Student Housing, Student Activities
AA, Hudson Valley Community College

Summer Athletic Camps, Community & Professional Education

John P Fogarty (1980)
Associate Director, Computer Services
BS, College of St. Rose
MBA, College of St. Rose

Dawn A Germano (1979)
Technical Assistant, LAC/Testing Office

Keith M Gwin (1999)
Television Production Technician, TV Studio
AAS, Hudson Valley Community College
DIPL, New School Contemporary Radio

Wadad Frangie (1995)
Program Coordinator, EOC Service and Technical Programs

Daniel Giaquinto (2002)
Cook, FSA Foodservice

Janet Hamel (1987)
Assistant for Financial Analysis, FSA Student Senate

Kathryn Fredricks (1977)
Technical Assistant, Automotive

Lindsey M Gibson (2004)
Summer Children’s Programs, Community & Professional Education

Alicia J Harlow (2002)
Counselor, Continuing Education
BA, Eastern Michigan University
MED, Temple University Japan

Professional Tutors, LAC/Testing Office
BA, Dartmouth College
MS, Rensselaer Polytechnic Institute

Timothy F Giles (2003)
Television Production, TV Studio

Martha E Harris (2003)
Enrollment Services Specialist, EOC Enrollment
AS, Hudson Valley Community College

Bette H Frisino (1986)
Director of Student Services Info Tech, Registrar
BA, Russell Sage College

Elizabeth M Gish (2003)
Catering Manager, FSA Foodservice

Marie W Healy (1996)
College Nurse, College Health Services
RN, St. Luke’s Hospital

Patricia A Furdyna (2002)
College Nurse, College Health Services

Patricia M Givney (2002)
College Nurse, College Health Services
AAS, Mohawk Valley Community College
BA, Russell Sage College
MBA, Russell Sage College
MS, Russell Sage College
RN, St. Mary’s Hospital

Janet Hamel (1987)
Assistant for Financial Analysis, FSA Student Senate

Susan P Gallagher (1998)
Coordinator Distance Learning, Center for Effective Teaching
BS, SUNY College at Plattsburgh
MS, SUNY Albany

Suzanne L Glaude (1994)
Web Site Specialist, Computer Services
AAS, Hudson Valley Community College

John M Heiser (2000)
Director of Graphic Design and Printing Services
BA, Texas Tech University

John P Gallagher Jr. (1993)
Computer Support Specialist, EOC Computer Services
AAS, Hudson Valley Community College
BS, Air Force Institute of Technology

Online Course Developer, Distance Learning
BA, University of South Florida
MS, East Carolina University

Christine Helwig (1980)
Director of Community and Professional Education
BS, Russell Sage College
MS, SUNY Albany

Technical Assistant, Dental Hygiene
AAS, Hudson Valley Community College

Virginia Gokhale (2003)
Professional Tutors, LAC/Testing Office
BA, University of Massachusetts at Amherst
BS, SUNY Oswego

Summer Children’s Programs, Community & Professional Education

Patricia A Gaston (1996)
Payroll Supervisor, Finance Offices
AS, Hudson Valley Community College
BS, Siena College

Assistant Comptroller PT, Finance Offices
BS, SUNY Geneseo

Robin M Henkel (1999)
Special Events Assistant, Office of Special Events/Facility Utilization

Mary Kay Gee (2001)
Coordinator Instructional Services, EOC
BA, University of Iowa
MSED, Northeastern Illinois University

Assistant Coach, FSA Athletics

Kathryn M Henry (1994)
Technical Assistant, Contracts and Grants
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy J Histed (2002)</td>
<td>College Nurse, College Health Services</td>
<td></td>
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<tr>
<td>Stephen Hladio (2002)</td>
<td>Assistant to Athletic Director, FSA Athletics</td>
<td></td>
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<tr>
<td>Charlene Hoffay (1993)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
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<tr>
<td>Janet Hoffay (2003)</td>
<td>Teacher Assistant, FSA Daycare</td>
<td></td>
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<tr>
<td>Robin M Houseworth (2002)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Nicole L Hoyt (2004)</td>
<td>Grant Funded PT, Financial Aid</td>
<td>BS, College of St. Rose</td>
</tr>
<tr>
<td>Tricia M Hunt (2002)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Shawn W Hunziker (1995)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Laura J Hurteau (1999)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Jim Huskie (2004)</td>
<td>Food Service Manager, FSA Foodservice</td>
<td></td>
</tr>
<tr>
<td>Kimberly R Huston (2004)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Sylvia Intelisano (1987)</td>
<td>Food Service Manager, EOC Culinary Training</td>
<td>AAS, SUNY Morrisville BS, Empire State College</td>
</tr>
<tr>
<td>James R Jackson (2002)</td>
<td>Assistant Coach, FSA Athletics</td>
<td></td>
</tr>
<tr>
<td>Timothy J Jacques Jr. (2002)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Ronni K Jones (2002)</td>
<td>Assistant Director, Financial Aid</td>
<td>AAS, Herkimer County Community College BS, SUNY Institute of Technology at Utica/Rome</td>
</tr>
<tr>
<td>Timothy A Jordain (2003)</td>
<td>Assistant Coach, FSA Athletics</td>
<td></td>
</tr>
<tr>
<td>Rachel S Josil (2000)</td>
<td>Enrollment Services Counselor, Registrar</td>
<td>BA, SUNY Albany</td>
</tr>
<tr>
<td>Anne T Kaschak (2002)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Janine Kava (2003)</td>
<td>Director of Communications and Marketing</td>
<td>BS, Boston University</td>
</tr>
<tr>
<td>Christina L Kelly (2002)</td>
<td>Head Coach, FSA Athletics</td>
<td></td>
</tr>
<tr>
<td>Eric T Kiel (2003)</td>
<td>Television Production, TV Studio</td>
<td>AAS, Herkimer County Community College BS, SUNY Brockport</td>
</tr>
<tr>
<td>Keevin A Killikelly (2000)</td>
<td>EOC Grant Staff FT, EOC Employment Services</td>
<td>AAS, Hudson Valley Community College</td>
</tr>
<tr>
<td>Melissa A King (2001)</td>
<td>Assistant Teacher, FSA Daycare</td>
<td></td>
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<tr>
<td>Jamel King (2004)</td>
<td>Summer Children’s Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Sonia A Kiszka (2003)</td>
<td>Nurse Practitioner, College Health Services</td>
<td>AAS, Skidmore College BS, Skidmore College MED, St. Michael’s College</td>
</tr>
<tr>
<td>Jean Koroleski (2001)</td>
<td>Kitchen Aide, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Rena M Korzyp (1995)</td>
<td>Assistant to Enrollment Service Manager, EOC Enrollment</td>
<td></td>
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<tr>
<td>Jamie L Koza (2003)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Brandyn L Kozlowski (2004)</td>
<td>Substitute Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Donna L Kropp (2001)</td>
<td>Senior Computer Programmer, Computer Services AAS, SUNY Cobleskill BT, SUNY Cobleskill</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Education</td>
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</tr>
<tr>
<td>John Kucij (1984)</td>
<td>Director WDI and PTP, Workforce Development-Office</td>
<td>BA, St. Bonaventure University, MS, Antioch New England Graduate School</td>
</tr>
<tr>
<td>Ronald M La Barr (2004)</td>
<td>Data/Voice Communications Tech, Computer Services</td>
<td></td>
</tr>
<tr>
<td>Alexandrea N Lacoss (2004)</td>
<td>Summer Children's Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Mary Ellen Lajeunesse (1987)</td>
<td>Director of Business Services, Purchasing Department</td>
<td>BBA, Siena College, CAS, SUNY Albany, MS, SUNY Albany</td>
</tr>
<tr>
<td>Donna J Langley-Peck (1988)</td>
<td>Summer Children's Programs, Community &amp; Professional Education</td>
<td></td>
</tr>
<tr>
<td>Nicholas K Langlie (2003)</td>
<td>On Line Course Developer, Center for Effective Teaching, BS, SUNY College at Plattsburgh, MS, College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Joseph C Leffler (2000)</td>
<td>Assistant to Exec Mgr Physical Plant, Maintenance Department</td>
<td></td>
</tr>
<tr>
<td>Casey L Lensink-Weidman (2002)</td>
<td>Advisement/Retention Specialist, School of Business AAS, SUNY Cobleskill, BS, College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Mickey Levernois (2001)</td>
<td>Assistant Coach, FSA Athletics</td>
<td></td>
</tr>
<tr>
<td>Tracy L Lewis (2002)</td>
<td>College Nurse, College Health Services AAS, Hudson Valley Community College, BS, College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Joseph P Littlejohn (1998)</td>
<td>Assistant to President AA/HRD, Office of Human Resources</td>
<td>BA, Rutgers University/Newark, MPA, New York University</td>
</tr>
<tr>
<td>Amanda A Lobosco (2002)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Kimberly N Lockman (2004)</td>
<td>Head Coach, FSA Athletics, Middlesex County College, BA, Rutgers University Rutgers College</td>
<td></td>
</tr>
<tr>
<td>Erin M Mabee (2002)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Danielle MacLeod (2004)</td>
<td>Daycare Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Sherri I Mackey (1995)</td>
<td>Assoc Director/Coordinator Bus Svs, EOC Office of the Associate Director BS, Kansas State University/Salina, MS, SUNY Albany</td>
<td></td>
</tr>
<tr>
<td>James F Macklin (1980)</td>
<td>Director of Planning/Research, Office of Planning &amp; Research BS, Marist College</td>
<td></td>
</tr>
<tr>
<td>Margaret M Mann (2004)</td>
<td>Technical Assistant, School of Business AAS, SUNY Cobleskill BS, College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Erin M Manning (2002)</td>
<td>Scheduling Officer, V.P Academic Affairs AA, Hudson Valley Community College BA, SUNY Albany</td>
<td></td>
</tr>
<tr>
<td>Andrew M Marrochello (1993)</td>
<td>Director of Athletics, Student Activities BA, Wesleyan University MS, SUNY Albany</td>
<td></td>
</tr>
<tr>
<td>Nafeesa R Martin (2002)</td>
<td>Teacher, FSA Daycare</td>
<td></td>
</tr>
<tr>
<td>Amanda Martin (2004)</td>
<td>Catering Manager, FSA Foodservice</td>
<td></td>
</tr>
<tr>
<td>Deanne Martocci (1998)</td>
<td>Associate Director, V.P. for Student Services AAS, Schenectady County Community College BA, College of St. Joseph</td>
<td></td>
</tr>
<tr>
<td>Thomas Maychack (1967)</td>
<td>PT Director of Tech Services, Technical Services</td>
<td></td>
</tr>
<tr>
<td>Sandra J McCarthy (2001)</td>
<td>Coordinator College Judicial System, V.P. for Student Services AA, Santa Monica College BA, College of Charleston JD, Albany Law School</td>
<td></td>
</tr>
<tr>
<td>Amy McEwing (1985)</td>
<td>Coordinator Technology Advisement, Career Access Program BA, SUNY Albany MS, SUNY Albany</td>
<td></td>
</tr>
<tr>
<td>Lorraine A McLean (2002)</td>
<td>Family Worker, FSA Daycare</td>
<td></td>
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<tr>
<td>Vincent J Medici (1997)</td>
<td>Head Coach, FSA Athletics</td>
<td></td>
</tr>
<tr>
<td>Sandra J Meineker (1998)</td>
<td>College Nurse, College Health Services RN, Mercy Hospital School, Nursing</td>
<td></td>
</tr>
<tr>
<td>Donna L Milks (1988)</td>
<td>Senior Microcomputer Technician, Computer Services AS, Hudson Valley Community College</td>
<td></td>
</tr>
<tr>
<td>Jaime L Miller (2004)</td>
<td>Enrollment Services Counselor, Registrar AAS, Schenectady County Community College BA, Russell Sage College MS, Russell Sage College</td>
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1995 Chancellor’s Award for Excellence in Teaching
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<td>Ingeborg Eley (1982)</td>
<td>Professor, Biology  BA, SUNY Albany  MS, University of Connecticut</td>
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<td>Beth A Ernest (1993)</td>
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<td>Instructor, English, Modern Language &amp; ESL  BA, Skidmore College  MA, University of Virginia</td>
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CPA, SUNY Albany
MS, SUNY Albany

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MA, Columbia University Columbia College
PHD, New York University

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MS, College of St. Rose

William B Smith (1990)
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BS, SUNY College at Oneonta

Timothy L Smith (1990)
Assistant Professor,
ECM, HVAC & Plant Utilities
AOS, Hudson Valley Community College
BS, SUNY Oswego
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<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
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<td>Deanne M Sodergren (1981)</td>
<td>Associate Professor, Math Science</td>
<td>BS, Indiana University Pennsylvania&lt;br&gt;MS, SUNY Albany</td>
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<td>David J Soldini (1995)</td>
<td>Assistant Professor, Business Administration</td>
<td>BS, SUNY Albany&lt;br&gt;JD, Brooklyn Law School</td>
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<td>Paul Spannbauer (1977)</td>
<td>Professor, Biology</td>
<td>BS, SUNY Albany&lt;br&gt;PHD, University of Vermont</td>
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<td>Judith A Stamp (1991)</td>
<td>Associate Professor, Nursing</td>
<td>BS, Marquette University&lt;br&gt;MS, Russell Sage College</td>
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<td>Frederick G Stefan (1972)</td>
<td>Assistant Professor, Radiologic Technology</td>
<td>AAS, SUNY Albany&lt;br&gt;DIPL, Albany Medical Center</td>
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<td>Linda Stein (2002)</td>
<td>Assistant Professor, Math Science</td>
<td>BA, SUNY Albany&lt;br&gt;MBA, Rensselaer Polytechnic Institute</td>
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<td>Loretta I Stillman (1991)</td>
<td>Assistant Professor, Biology</td>
<td>BA, Hunter College&lt;br&gt;MA, City College New York</td>
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<td>Susan A Stiner (1994)</td>
<td>Assistant Professor, Biology</td>
<td>BS, Le Moyne College&lt;br&gt;MS, SUNY College of Environmental Science and Forestry</td>
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<td>Howard P Stoner (1986)</td>
<td>Assistant Professor, Math Science</td>
<td>BA, William Penn University&lt;br&gt;MA, University of Wyoming</td>
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<td>Stephen Strachman (1981)</td>
<td>Associate Professor, Individual Studies</td>
<td>BS, SUNY Center Stony Brook&lt;br&gt;MS, City College New York</td>
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<td>Michael Such (1989)</td>
<td>Assistant Professor, Criminal Justice</td>
<td>AAS, Hudson Valley Community College&lt;br&gt;BA, SUNY Oswego&lt;br&gt;MPA, SUNY Albany</td>
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<td>Kathryn Sullivan (1982)</td>
<td>Professor, Criminal Justice</td>
<td>BA, University of South Florida&lt;br&gt;MS, Northeastern University</td>
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<td>Lori L. Sykes (2000)</td>
<td>Instructor, History, Philosophy &amp; Social Sciences</td>
<td>BA, Fordham University&lt;br&gt;MS, SUNY Buffalo&lt;br&gt;PHD, SUNY Buffalo</td>
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<td>Mark D Tenney (1991)</td>
<td>Associate Professor, Math Science</td>
<td>BA, College of St. Rose&lt;br&gt;MA, SUNY Albany&lt;br&gt;MED, College of St. Rose</td>
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<td>Concetta M Terranova (1991)</td>
<td>Counselor, EOC Student Services</td>
<td>BA, Montclair State University&lt;br&gt;MS, SUNY Albany</td>
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<td>Lois A Terry (1990)</td>
<td>Assistant Professor, LAC/Testing Office</td>
<td>BS, SUNY College at Oneonta&lt;br&gt;MS, SUNY Albany</td>
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<td>Michael J Thayer (1990)</td>
<td>Assistant Professor, Dept. of Instructional Media</td>
<td>BA, SUNY College at Plattsburgh&lt;br&gt;MLS, SUNY Albany</td>
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<td>Jeffrey E Thompson (1996)</td>
<td>Assistant Professor, Biology</td>
<td>BS, SUNY College at Plattsburgh&lt;br&gt;DVM, Cornell University</td>
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<td>Jamey B Thompson (2001)</td>
<td>Instructor, Biology</td>
<td>BS, Purdue University Calumet&lt;br&gt;MS, New Mexico State University Grants</td>
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<td>Kathleen Vandenbergh (1978)</td>
<td>Associate Professor, Individual Studies</td>
<td>BA, SUNY Buffalo&lt;br&gt;MS, SUNY Albany</td>
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<td>Carol C Wilber (1990)</td>
<td>Associate Professor, EOC Academic Programs</td>
<td>BS, Russell Sage College&lt;br&gt;MS, Russell Sage College</td>
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<td>Cynthia A Williams (1987)</td>
<td>Assistant Professor, Dental Hygiene</td>
<td>AAS, SUNY Farmingdale&lt;br&gt;BS, SUNY Cortland&lt;br&gt;MED, Russell Sage College</td>
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<td>Sandra M Wimmer (1987)</td>
<td>Instructor, Physical Education</td>
<td>BS, SUNY Brockport&lt;br&gt;MED, Massachusetts College of Liberal Arts</td>
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<td>William J Wohlleber (1997)</td>
<td>Assistant Professor, Computer Information Systems</td>
<td>BS, SUNY Albany&lt;br&gt;MS, SUNY Albany</td>
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<td>Barbara M Wolff (1998)</td>
<td>Assistant Professor, Computer</td>
<td>BA, SUNY New Paltz&lt;br&gt;MBA, SUNY Albany</td>
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<td>Michele Woodbeck (1986)</td>
<td>Associate Professor, Nursing</td>
<td>BS, D'youville College&lt;br&gt;MS, Russell Sage College</td>
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<td>Judith Zamurs (1989)</td>
<td>Assistant Professor, LAC/Testing Office</td>
<td>BA, Fordham University&lt;br&gt;MA, SUNY Albany</td>
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<td>Matthew A Zembo (2003)</td>
<td>Instructor, History, Philosophy &amp; Social Sciences</td>
<td>AA, Adirondack Community College&lt;br&gt;BA, SUNY Albany&lt;br&gt;MA, University of London</td>
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<tr>
<td>Sheila M Zotto (1991)</td>
<td>Assistant Professor, Physical Education</td>
<td>AA, Hudson Valley Community College&lt;br&gt;BS, Russell Sage College&lt;br&gt;MA, Massachusetts College of Liberal Arts</td>
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<td>James W Zubrick (1982)</td>
<td>Associate Professor, Chemistry</td>
<td>BA, University of Connecticut&lt;br&gt;MA, SUNY Buffalo&lt;br&gt;PHD, Rensselaer Polytechnic Institute</td>
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</table>
Adjunct Faculty

Yvonne B Abunaw (2002)
History, Philosophy & Social Sciences
BA, SUNY Buffalo
MS, College of St. Rose
MA, SUNY Albany

Paul M Adams (2002)
Marketing
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AAS, Suffolk Community College Selden
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MBA, Russell Sage College

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BS, Clarkson University
MS, Clarkson University
PHD, Clarkson University

Tracy M Farrell (2003)
Business Administration

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Part Time Faculty, Marketing

James J Finale (2001)
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MS, SUNY Albany

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PHD, Southern California Institute of Technology

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EDD, SUNY Albany
MS, Siena College

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Van Fronhofer (2004)
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M, Cornell University

Mary Sondra Gargiulo (2005)
Library & Information Science
BA, SUNY College at New Paltz
MA, SUNY College at New Paltz

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<th>Name</th>
<th>Degree/College Details</th>
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<td>Ronald Gast (1983)</td>
<td>Math Science</td>
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<td>Administrative Info Tech</td>
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<td>Part Time Faculty, Physics</td>
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<td>Aaron J Gore (2002)</td>
<td>History, Philosophy &amp; Social Sciences</td>
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<td>James P Guyatte (2003)</td>
<td>ECM, HVAC &amp; Plant Utilities</td>
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<td>Mary E Hampshire (2003)</td>
<td>Part Time Faculty, Math Science</td>
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<td>BA, Queens College, Nc.</td>
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<td>Sharon S Hansen (2003)</td>
<td>Teacher Preparation</td>
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<td>BA, SUNY Oswego</td>
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<td>Andrew C Harper (2003)</td>
<td>History, Philosophy &amp; Social Sciences</td>
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<td>BA, Millsaps College</td>
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<td>MA, University of Southern Mississippi</td>
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<td>James W Hassett (1989)</td>
<td>ECM, HVAC &amp; Plant Utilities</td>
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<td>Lenny I Hellman (2001)</td>
<td>Part Time Faculty</td>
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<td>Jurgen Hennig (2002)</td>
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<td>Craig E Henrikson (1992)</td>
<td>History, Philosophy &amp; Social Sciences</td>
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<td>History, Philosophy &amp; Social Sciences</td>
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</table>
Grant Funded Part Time Faculty, Contracts and Grants
BS, St. John Fisher College

Kathleen A Jonas-Papile (2001)
Dental Hygiene
AAS, Hudson Valley Community College
BS, SUNY Brockport

Nicholas F Kaiser (2000)
Criminal Justice

Beth M Kane (1997)
Part Time Faculty, Math Science
AA, Hudson Valley Community College
BA, SUNY Albany
MA, SUNY Albany

Lina Karam-Boudiwan (1999)
Chemistry
BS, University Science Technology
MS, University Science Technology
PHD, University Science Technology

Karen Karins (1977)
Dental Hygiene
AAS, Endicott College
BS, University of Bridgeport

Ronald Karpie (1980)
Physics
BS, SUNY Albany
MS, Rensselaer Polytechnic Institute

Galina Kats (2004)
Part Time Faculty
MA, SUNY Albany
MS, SUNY Albany

Robert A Katz (1985)
Fine, Studio & Performing Arts
BA, Michigan State University
MLS, Wayne State University

Valerie Kavanaugh (2002)
English, Modern Language & ESL
BA, SUNY Albany
MA, College of St. Rose

Part Time Faculty
BS, University of Maryland College Park
MS, University of Maryland College Park

Susan H Kayor (2002)
Part Time Faculty,
English, Modern Language & ESL
AA, Jamestown Community College
MA, SUNY Fredonia

John T Kazunas (2002)
Part Time Faculty, Computer Information Systems
BS, Rensselaer Polytechnic Institute
MBA, University of Rhode Island

Elena A Keesee (2003)
Chemistry

Sharon S Kennedy (1999)
English, Modern Language & ESL
BA, SUNY Buffalo
MA, Columbia University Columbia College

Charles W King (2004)
Part Time Faculty
BS, University of Rhode Island
MS, University of Connecticut
PHD, University of Connecticut

Sharon E Klosterman (2002)
English, Modern Language & ESL
AS, Hudson Valley Community College
BA, SUNY Albany
MA, SUNY Albany

Jeffrey F Kraus (2004)
Part Time Faculty

Christine M LaPlante (1993)
Civil, Construction, Industrial & Mechanical Technologies
AS, Hudson Valley Community College
BS, Rensselaer Polytechnic Institute
ME, Rensselaer Polytechnic Institute
PHD, Rensselaer Polytechnic Institute

Charlene R LaReau (2003)
Teacher Preparation
BA, SUNY Albany
MS, SUNY Albany

Roman A Laba (2002)
History, Philosophy & Social Sciences
BA, Fordham University
PHD, University of Wisconsin Madison

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Part Time Faculty Community/Prof Ed, Non-Credit/Non-State Aid. Offerings
BS, Catholic University of America
M, Ohio State University Columbus

Robert Lajeunesse (1984)
Math Science
BS, SUNY Albany

Barbara A Lamarche (2002)
Human Services
AAS, Hudson Valley Community College
BS, Worcester State College
MBA, Baruch College

Christina A Lane (2000)
Part Time Faculty, Criminal Justice
BA, University of Alberta
MA, University of Alberta
MA, SUNY Albany

Lynn Laskoe (2003)
Part Time Faculty,
Administrative Info Tech
BS, Wagner College
MS, Russell Sage College

John D Lewyckyj (1982)
Civil, Construction, Industrial & Mechanical Technologies
AAS, Hudson Valley Community College

Christopher L Lindsay (2000)
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BA, Union (NY) College
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Vincent C Lizzzi (2001)
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AAS, Hudson Valley Community College

Philip L Lord Jr. (2001)
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History, Philosophy & Social Sciences
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MA, SUNY Albany

Qun Lu (2001)
Computer Information Systems

Qingxiu Luo (2003)
Computer Information Systems

Janet H Lupe (1980)
ECM, HVAC & Plant Utilities
AOS, Hudson Valley Community College

Patricia M Lynch (2003)
English, Modern Language & ESL
BA, SUNY Albany
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Human Services
AS, Adirondack Community College
BS, SUNY College at Plattsburgh
MSW, SUNY Albany
Shawn M Mackinnon (2001)  
History, Philosophy & Social Sciences  
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MA, SUNY Albany

English, Modern Language & ESL  
BA, SUNY Albany  
MA, SUNY Albany

Paul Male (1990)  
Civil, Construction, Industrial & Mechanical Technologies

Robert C Malison (2002)  
Automotive, Manufacturing & Electrical Technologies  
AAS, Schenectady County Community College

Farrell S Malkis (1991)  
Computer Information Systems  
BS, Brooklyn College  
MA, Brooklyn College  
MS, Union (NY) College  
PHD, SUNY Albany

Fernando Mallozzi (2002)  
English, Modern Language & ESL  
AS, Hudson Valley Community College  
BS, SUNY Albany  
MA, SUNY Albany

Mary Manning (1976)  
History, Philosophy & Social Sciences  
AAS, Adirondack Community College  
BS, Empire State College  
MS, SUNY Albany

Warren E Mannix (2001)  
Math Science

Automotive, Manufacturing & Electrical Technologies

Carolyn J Maroney (2002)  
Computer Information Systems  
AAS, Onondaga Community College  
BA, Le Moyne College  
MED, College of St. Rose

Carolyn M Martin (2001)  
Accounting  
AAS, Albany Business College  
BA, New York Institute of Technology  
MS, SUNY Albany

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MS, SUNY Albany  
PHD, Rensselaer Polytechnic Institute

Thomas M Mattson (2003)  
Part Time Faculty, Math Science  
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MS, Rensselaer Polytechnic Institute

Mary V Mawn (2003)  
Part Time Faculty, Biology  
BS, Mount St Vincent University  
MED, Univ of Massachusetts at Amherst  
PHD, Univ of Massachusetts at Amherst

Sheila L McClain (2001)  
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BS, Middle Tennessee State University  
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MA, SUNY Albany

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MA, College of St. Rose

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Dental Hygiene  
BA, Princeton University  
CERT, Harvard University  
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AAS, Community College of the Air Force

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Dental Hygiene  
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Nursing

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Jillmarie Murphy (2003)  
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Mary T Musso (2001)  
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Donald C Myers (1994)  
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BA, Siena College  
PHD, NYU-Sehnap

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Physical Education  
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Chemistry  
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Business Administration

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University Park

Math Science  
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BE, Syracuse University  
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M, Iliff School of Theology

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Carmine Pesca (2000)  
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BA, SUNY Albany

B. Elizabeth Pessetto (2002)  
Part Time Faculty  
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MS, Russell Sage College

Eugene P Pessetto (2001)  
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MA, SUNY Brockport

Jerald R Petell (2000)  
Part Time Faculty, Human Services  
BS, Empire State College  
MSW, SUNY Albany

William F Petell (2000)  
Part Time Faculty, Civil Engineering Technology

Harry Peterson (2002)  
Advisor PT, Continuing Education

Part Time Faculty, Part Time Faculty  
BS, SUNY Binghamton  
MS, SUNY Cortland

Criminal Justice  
BA, SUNY Albany  
MA, SUNY Albany

Robert M Picco (1977)  
Accounting  
BS, Siena College

Andrea M Pike (2003)  
English, Modern Language & ESL  
BA, SUNY Albany  
MA, College of St. Rose

History, Philosophy & Social Sciences  
BA, City College New York  
MA, John Jay College of Criminal Justice

Christine Pluviose (2003)  
Part Time Faculty, Biology

English, Modern Language & ESL  
AAS, SUNY Morrisville  
BA, SUNY Albany  
MA, College of St. Rose

Linda A Polhemus (1999)  
Part Time Faculty, Math Science  
BS, SUNY Cortland  
MA, SUNY Albany

Keith J Pomakoy Sr. (2002)  
Part Time Faculty, History, Philosophy & Social Sciences  
AAS, Hudson Valley Community College  
BA, SUNY Albany  
MA, SUNY Albany
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<th>Name</th>
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<td>Charlotte Prokop</td>
<td>History, Philosophy &amp; Social Sciences</td>
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<td>Kyle T Provenzano</td>
<td>Physical Education</td>
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<td>Erica F Puentes</td>
<td>Math Science</td>
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<td>Elizabeth L Putnam-Perrott</td>
<td>Part Time Ed Specialist, LMC/Testing Office</td>
<td>BA, Syracuse University, MED, SUNY College at Plattsburgh</td>
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<td>George G Rafferty</td>
<td>Physical Education</td>
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<td>Arjuna I Ranasinghe</td>
<td>Part Time Faculty, Math Science</td>
<td>MS, North Carolina Central University, PHD, University Alabama Huntsville</td>
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<td>Rosanne M Ranero</td>
<td>Fine, Studio &amp; Performing Arts</td>
<td>BA, SUNY Geneseo</td>
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<td>Timothy A Raymond</td>
<td>Biology</td>
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<td>Heidi B Reis</td>
<td>Diagnostic Medical Sonography</td>
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<td>John C Roehr Jr.</td>
<td>Part Time Faculty, History, Philosophy &amp; Social Sciences</td>
<td>AA, Hudson Valley Community College, BA, SUNY Oswego, MA, SUNY Albany</td>
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<td>Paul D Rogan</td>
<td>Business Administration</td>
<td>BA, Hobart/William Smith College, JD, Albany Law School</td>
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<td>Patrick Romain</td>
<td>Part Time Faculty, History, Philosophy &amp; Social Sciences</td>
<td>BA, SUNY Albany, MS, SUNY Albany</td>
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<td>Dana Romanello</td>
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<td>Michael R Roona</td>
<td>History, Philosophy &amp; Social Sciences</td>
<td>BA, San Jose State University, MA, Syracuse University, MS, San Jose State University</td>
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<td>Michael J Ross</td>
<td>Computer Information Systems</td>
<td>BS, Iowa State University, MS, Rensselaer Polytechnic Institute</td>
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<td>Kathleen S Ross</td>
<td>Part Time Faculty</td>
<td>BS, SUNY Geneseo, M, Russell Sage College</td>
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<td>John R Roy</td>
<td>English, Modern Language &amp; ESL</td>
<td>BA, Union (NY) College</td>
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<td>Ethan Roy</td>
<td>Part Time Faculty, English, Modern Language &amp; ESL</td>
<td>BA, Russell Sage College, MA, College of St. Rose</td>
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<td>Richard A Rusin</td>
<td>History, Philosophy &amp; Social Sciences</td>
<td>BA, SUNY Cortland, MA, SUNY Albany</td>
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<td>James M Ryan</td>
<td>Automotive, Manufacturing &amp; Electrical Technologies</td>
<td>AAS, Nassau Community College</td>
</tr>
<tr>
<td>Leslie Saint-Vil</td>
<td>History, Philosophy &amp; Social Sciences</td>
<td>BA, Hartwick College, MS, SUNY Albany</td>
</tr>
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<td>Ralph G Salem Jr.</td>
<td>Part Time Faculty Community/Prof Ed, Non-Credit/Non-State Aid. Offerings</td>
<td>BS, Ithaca College</td>
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<td>Darcy R Salmon</td>
<td>Part Time Faculty, Computer Information Systems</td>
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<tr>
<td>Donna V Sawyer</td>
<td>Grant Funded Part Time Faculty, Contracts and Grants</td>
<td>BS, Russell Sage College, MS, SUNY Albany</td>
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<tr>
<td>Sheri L Scavone</td>
<td>Marketing</td>
<td>BS, Russell Sage College, MS, Russell Sage College</td>
</tr>
<tr>
<td>Robert T Schmidlin</td>
<td>History, Philosophy &amp; Social Sciences</td>
<td>BA, SUNY Albany, JD, Western New England College</td>
</tr>
<tr>
<td>Donald W Schmidt</td>
<td>Physical Education</td>
<td>BS, SUNY Cortland, MS, SUNY Cortland</td>
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<tr>
<td>Maureen Schoolman</td>
<td>English, Modern Language &amp; ESL</td>
<td>BA, Temple University, MA, SUNY Albany</td>
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<td>Thomas J Schreck</td>
<td>Human Services</td>
<td>BA, University of Notre Dame, MA, Russell Sage College</td>
</tr>
<tr>
<td>Linda A Scoville</td>
<td>Part Time Faculty, English, Modern Language &amp; ESL</td>
<td>BA, Castleton State College, M, Goddard College</td>
</tr>
</tbody>
</table>
Fallah Shafeei (2002)
Math Science
BS, Rensselaer Polytechnic Institute
ME, Rensselaer Polytechnic Institute

Civil, Construction, Industrial & Mechanical Technologies
AS, North Country Community College

Gale C Shaw (1991)
Part Time Faculty
History, Philosophy & Social Sciences

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Math Science
BS, SUNY Albany
MA, SUNY Albany

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AAS, Maria College
BS, Empire State College
MSW, SUNY Albany

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Business Administration
BS, SUNY Albany
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English, Modern Language & ESL
BA, SUNY Albany
MA, SUNY Albany
PHD, University of Minnesota-Twin Cities

Kyle D Songer (2002)
Automotive, Manufacturing & Electrical Technologies

History, Philosophy & Social Sciences
BA, Wesleyan University
MA, Indiana University Bloomington

Philip Spiak (1987)
Automotive, Manufacturing & Electrical Technologies

Norman C Shull (2003)
Mortuary Science
AAS, Hudson Valley Community College
BBA, University of Maryland College Park

Misty L Spriggs (2004)
Part Time Faculty, Community & Professional Education
BS, SUNY College at Plattsburgh
MST, SUNY College at Potsdam

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Workforce Development-TPT
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BS, Russell Sage College
MPA, Russell Sage College

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Part Time Faculty, History, Philosophy & Social Sciences
BS, SUNY College at Oneonta
MBA, SUNY Binghamton
MS, SUNY Albany
MS, SUNY Albany

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BA, Elizabeth City State University
MA, Indiana State University
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Accounting
BS, SUNY Albany

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BS, Kentucky State University
MA, University of Chicago

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Computer Information Systems
AAS, Hudson Valley Community College
BS, Excelsior College-Regents College
MBA, SUNY Albany

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English, Modern Language & ESL
BS, Mansfield University, PA
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Part Time Faculty
Business Administration
BA, Le Moyne College
JD, Albany Law School
MBA, Rochester Business Institute

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AS, Monroe County Community College
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Part Time Faculty

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MA, SUNY Albany

Michelle I Stearns (2004)
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History, Philosophy & Social Sciences

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PHD, University of Florida

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Contracts and Grants  
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MPA, Russell Sage College  

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English, Modern Language & ESL  
AA, Hudson Valley Community College  
AA, Tanakachiyo Junior College  

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BA, University of Central Florida  
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Sandro Balogh
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Charles O. Billings
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Alfred J. Winn
Howard W. Wood
Robert A. Yoder
John Youker
Andrew Yurchak
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ADVISORY COMMITTEES

School of Business

Accounting/Business Administration/Marketing

Carmino Basile, Director, Marketing & Information, CDTA, Albany, N.Y.
James Blowers, CPA, Bottini and Blowers, Albany, N.Y. Dr. Severin Carlson, Dean of School of Business, The College of Saint Rose, Albany, N.Y.
James Cleveland, Professor, Sage Colleges, Albany, N.Y.
Frederick J. DeCasperis, Associate Professor, Siena College, Clifton Park, N.Y.
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Computer Information Systems and Information Systems

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Information Technician

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Lee E. Damon, CMA, Medical Assistant, Albany, N.Y.
Mary Beth Farr, Brunswick, N.Y.
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Jynn Laskoe, Niskayuna, N.Y.
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Ruth V. Lewis, CMA, Castleton, N.Y.

School of Engineering and Industrial Technologies

Automotive Technical Services

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Timothy Brennan, District Sales Manager, Snap-On Tools Corp., Greenville, N.Y.
Frank A. Caridi, Testcom, Inc., Albany, N.Y.
Deborah Landaw Dormann, President, Eastern NY Coalition of Automobile Retailers, Delmar, N.Y.
Michael P. Maher, Director, Vehicle Safety Services, Department of Motor Vehicles, Albany, N.Y.
Linda Mae Newman, Vice President, Gil's Garage, Inc., Scotia, N.Y.
Richard Stewart, District Maintenance Manager, West Sand Lake, N.Y.

Automotive Technical Services - Autobody Repair

Robert Caprara, Caprara's Auto Body Shop, Troy, N.Y.
Ralph Defibaugh, Owner, Spa Body Works, LTD., Ballston Spa, N.Y.
Robert C. Dore, Owner/Operator, Poestenkill Auto Body, Poestenkill, N.Y.
Carl Kuentzel, Collision Center Manager, North Star Pontiac, GMC, Chevrolet, Latham, N.Y.
John P. Morgan, Executive Director, Capital District Auto Collision Technicians’ Association, Troy, N.Y.
Nicholas Postiano, Vice President Region 1 Operations, AAMVA, Latham, N.Y.
Donald Reckner, President, Elmo’s Auto Body, Ballston Lake, N.Y.
John Schultz, Unit Claim Manager, Allstate Insurance, Albany, N.Y.
Philip White, District Chairman, I-CAR Co., Troy, N.Y.

Automotive Technical Services - DaimlerChrysler

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Sal Gulucio, Service Manager, Team Goewey Dodge, Inc., Latham, N.Y.
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Ed Serian, General Manager, Goldstein Chrysler-Plymouth, Latham, N.Y.
Ron Teeter, Service Manager, Armory Garage, Albany, N.Y.
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Hudson Valley Community College

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Mark Russman, Service Manager, Gentron’s Truck Center, Troy, N.Y.
Leo Tokryman, Vice President, Action Chevrolet, Troy, N.Y.
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Civil and Construction Technologies

CIVIL
Ronald Bova, Vollmer Associates, Albany, N.Y.
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CONSTRUCTION
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Heating/Air Conditioning/Refrigeration
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Diagnostic Medical Sonography
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Echocardiography
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EMT-Paramedic
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Invasive Cardiovascular Technology
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Mortuary Science
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Nursing Department
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Physician Assistant

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Dr. Henry S. Pohl, Vice Dean for Academic Administration, Albany Medical College, Albany, N.Y.
Raymond Rodrigue, R.P.A-C., Capital Area Permanente Group, Latham, N.Y.
Two Freshman Students
Two Senior Students

Radiologic Technology

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Vincent F Carelli, Manager, Medical Imaging, Ellis Hospital, Schenectady, N.Y.
Dr. John Fulco, Associate Radiologist, Radiology Department, Ellis Hospital, Schenectady, N.Y.
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Patrick Zucaro, Manager of Radiology Service, Veterans’ Administration Medical Center, Albany, N.Y.

Respiratory Care

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Mary Lynch, Clinical Supervisor, Internal Medicine Commonwealth, Pittsfield, MA.
Dr. Anthony Malanga, Pulmonary and Critical Care Medicine, Albany Medical College, Albany, N.Y.
Paul Markowicz, Anthem Health Services, Albany, N.Y.
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Dr. Thomas Smith, Pulmonary and Critical Care Medicine, Albany Medical College, Albany, N.Y.
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School of Liberal Arts and Sciences

Biotechnology

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Dr. Bruce Elder, Charles River Theron Corporation, Troy, N.Y.
Dr. John Gierthy, Research Scientist, Wadsworth Center NYS Department of Health, Albany, N.Y.
Dr. Paul Gudewicz, Department of Physiology & Cell Biology, Albany Medical Center, Albany, N.Y.

Chemical Dependency Counseling

Maxine G. Davis, Clinical Supervisor, Whitney M. Young F.A.C.T.S., Albany, N.Y.
Jane L. Deitz, CASAC, SPARC Men’s Residence Program, Albany, N.Y.
Gayle LaSalle, Professional Development Program, University at Albany
Charles Moak, Director of Inpatient Addiction Services, Seton Addiction Services, Troy, N.Y.

Chemical Technician

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Hudson Valley Community College

Advisory Committees

Civil & Public Service/
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John Grebert, Chief of Police, Colonie Police Department, Latham, N.Y.
Honorable Stephen Herrick, Albany City Court-Criminal, Albany, N.Y.
W. Warren McGreevy, Schaghticoke, N.Y.
James McMahon, Superintendent, New York State Police, Albany, N.Y.

Early Childhood/
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OF NEW YORK

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General Statement

State University of New York’s 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation’s largest comprehensive system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816. It has grown to a point where its impact is felt educationally, culturally and economically the length and breadth of the state.

As a comprehensive public university, State University of New York provides a meaningful educational experience to the broadest spectrum of individuals. Nearly 367,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College, for over 25 years a leader in non-traditional education, distance learning, and assessment of prior learning.

Of the total enrollment, approximately 39.4% of the students are 25 years of age or older, reflecting State University’s services to specific constituencies, such as training courses for business and industry, continuing educational opportunities for the professional community, and personal enrichment for more mature persons.

The State University’s students are predominantly New York State residents. Representing every one of the state’s 62 counties, they make up more than 96 percent of the University’s undergraduate student population. State University of New York students also come from every other state in the United States, from four U.S. territories or possessions, and from more than 160 foreign countries.

The State University enrolls 35 percent of all New York State high school graduates, and its total enrollment of just under 370,000 (full-time and part-time) is approximately 37 percent of the state’s entire higher education student population. Between 1976 and 1995, the University recorded a 160 percent increase in the enrollment of African, Asian, Hispanic and Native Americans, compared with a 63 percent average increase among colleges and universities across the state.

Because of its structure and comprehensive programs, the State University offers students a wide diversity of educational options: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees and post-doctoral studies. The University offers access to almost every field of academic or professional study somewhere within the system—some 5,180 programs of study overall.

Curricula range from those in the more conventional career fields, such as business, engineering, medicine, teaching, performing arts, social work, finance and forestry, to those concerned with tomorrow’s developing and societal needs in the areas of environmental science, urban studies, immunology, information systems, biotechnology, telecommunications, microbiology and health services management.

As part of the university’s commitment to bring to the students of New York the very best and brightest scholars, scientists, artists and professionals, the State University’s distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world, and includes nationally and internationally recognized figures in all the major disciplines. Their efforts are regularly recognized in numerous prestigious awards and honors.

State University’s research contributions are helping to solve some of today’s most urgent problems. At the same time, contracts and grants received by University faculty directly benefit the economic development of the regions in which they are located.

State University researchers pioneered nuclear magnetic resonance imaging, introduced time-lapse photography of forestry subjects, isolated the bacteria that causes Lyme disease, and developed the first implantable heart pacemaker. Other University researchers continue important studies in such wide-ranging areas as breast cancer, immunology, marine biology, sickle-cell anemia, and robotics, and make hundreds of other contributions, inventions and innovations for the benefit of society.

The University’s program for the educationally and economically disadvantaged, consisting of Educational Opportunity Programs (EOP) and Educational Opportunity Centers (EOC), has become a model for delivering better learning opportunities to young people and adults traditionally bypassed by higher education. Over the past 30 years, almost 482,000 New York State residents have been served.
EOPs currently serve 11,500 students at 47 State University campuses, providing counseling and tutoring to improve scholastic performance, and support services in such areas as academic planning, housing and financial aid. At EOGs in 10 locations across the state, an additional 13,000 students are improving educational competencies, preparing for college entry, or learning marketable skills and occupations.

The 30 locally-sponsored two-year community colleges operating under the program of the State University offer local citizens programs that are directly and immediately job-related as well as degree programs that serve as 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, they provide local industry with trained technicians and help companies and employees in retraining and skills upgrading.

As a public university, the State University of New York 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 becomes a valuable resource for meeting those needs for today and tomorrow.

The State University believes efficiencies in instructional delivery and administrative transactions can be achieved while preserving affordable, quality higher education for its students. In 1995, the Board of Trustees developed the document Rethinking SUNY, in response to a call from the Legislature for a “multi-year, comprehensive system-wide plan to increase cost efficiency.” Underlying Rethinking SUNY is the theme of increasing efficiency by empowering campuses to manage directly more of their academic and financial affairs and by eliminating disincentives to the prudent use of campus and system resources.

State University libraries, the major resource which supports the teaching and research activities of its students and faculty, are an important community resource too. Nearly six million items circulated by campus libraries in fiscal year 1995-96, another three million items were used in-house and almost a quarter million items were made available to the wider community through interlibrary loan. Increasingly, the circulation methods reflected in these traditional statistics are supplemented by electronic and Internet access. Annual attendance at the University's libraries is more than 21 million students, faculty and public citizens. More than 20 million volumes and government documents are available, as well as nearly 14 thousand CD-ROMS and other computer files. More than two million reference questions were answered, many consisting of requests for help with CD-ROM and online database searches.

The University passed a major milestone in the mid-1980s when it graduated its one millionth alumnus, and currently numbers 1.9 million graduates on its rolls. The majority of the University's alumni reside and pursue careers in communities across New York State, contributing to the economic and social vitality of its people.

State University of New York is governed by a Board of Trustees, appointed by the Governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the State University Board is defined by law.

The University's motto is:

“To Learn — To Search — To Serve.”
University Centers
University at Albany
Binghamton University
University at Buffalo
State University of New York at Stony Brook

Colleges of Arts and Science
State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University of New York Empire State College
State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury
State University College at Oneonta
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase

Colleges and Centers For the Health Sciences
State University of New York Health Science Center at Brooklyn
State University of New York Health Science Center at Syracuse
State University of New York College of Optometry at New York City
(Health Sciences Center at SUNY at Buffalo)*
(Health Sciences Center at SUNY at Stony Brook)*

Colleges of Technology and Colleges of Agriculture and Technology
State University of New York College of Technology at Alfred
State University of New York College of Technology at Canton
State University of New York College of Agriculture and Technology at Cobleskill
State University of New York College of Technology at Delhi
State University of New York College of Agriculture and Technology at Morrisville
State University Institute of Technology at Utica/Rome**
(Upper-division and master's programs)
(Fashion Institute of Technology at New York City)***

Specialized Colleges
State University of New York College of Environmental Science and Forestry (ESF)
State University of New York Maritime College at Fort Schuyler

Statutory Colleges****
New York State College of Agriculture and Life Sciences at Cornell University
New York State College of Ceramics at Alfred University
New York State College of Human Ecology at Cornell University
New York State School of Industrial and Labor Relations at Cornell University
New York State College of Veterinary Medicine at Cornell University

Community Colleges
(Locally-sponsored, two-year colleges under the program of State University).
Adirondack Community College at Glens Falls
Broome Community College at Binghamton
Cayuga County Community College at Auburn
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City***
Fulton-Montgomery Community College at Johnstown
Geneseo Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jamestown Community College at Jamestown
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North County Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.
**This is an upper-division institution authorized to offer baccalaureate and master's degree programs.
***While authorized to offer such baccalaureate and master's degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.
****These operate as “contract colleges” on the campuses of independent universities.
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