EMERGENCY CLOSINGS

In the event it is necessary to cancel classes or close the college because of snow or other conditions which might endanger the health or safety of the student body, an announcement will be made over area radio stations and local television stations. In addition, emergency closing information is available by calling (518) 629-4822 or on the college’s Web site: www.hvcc.edu.
Table of Contents

Instructional Calendar ................................................................. 2
About Hudson Valley Community College ........................................ 4
Glossary of College Terms .......................................................... 6
Admissions .................................................................................. 9
Steps to Enroll ........................................................................... 19
Tuition and Fees ....................................................................... 21
Financial Aid ............................................................................. 23
College Services
    Academic .............................................................................. 35
    Student .............................................................................. 39
    Community ......................................................................... 46
Policies and Procedures ............................................................... 55
Career and Transfer Information .................................................. 64
Academic Programs
    Program Listing .................................................................... 69
    School of Business ............................................................. 70
    School of Engineering and Industrial Technologies .............. 85
    School of Health Sciences .................................................. 109
    School of Liberal Arts and Sciences .................................... 121
    Office of Continuing Education, Summer Sessions and
       Workforce Development .................................................. 143
    Community and Professional Education ............................. 145
    Capital District Educational Opportunity Center .................. 145
How To Read Course Listings ....................................................... 149
General Education and Liberal Arts and Science Courses .......... 150
Course Descriptions .................................................................. 153
Judicial System .......................................................................... 259
Administrative and Instructional Staff ......................................... 287
Advisory Committees ................................................................. 320
State University of New York .................................................... 326
General Index ........................................................................... 330
Numerical Course Listing ........................................................... 334
INSTRUCTIONAL CALENDAR

FALL 2005 TERM
Classes Begin
- On-Campus Day Classes ............................................................ Monday, August 29
- On-Campus Evening Classes ..................................................... Tuesday, September 6
- Evening Classes at Off-Campus Sites ....................................... Monday, September 12

NO CLASSES/COLLEGE CLOSED ............................................. Monday, September 5

County List Census Date ............................................................. Monday, September 19

NO CLASSES ................................................................. Monday, October 10

Mid-Term Grades Due .......................................................... Monday, October 24

Sprint Classes Begin ................................................................. Monday, October 24

Last Day to Withdraw from Courses ......................................... Friday, November 18

NO CLASSES/COLLEGE CLOSED ...................................... Wednesday - Saturday, November 23 - 26

Last Day of Instruction .............................................................. Friday, December 16

TERM EXAMS
- Day and Evening Class Exams ................................................. Saturday - Wednesday, December 17 - 21
- Day and Evening Class Snow Day Exams .............................. Thursday, December 22

COLLEGE CLOSED ............................................................... Friday - Monday, December 23 - 26

INTERSESSION 2005
Classes Begin ................................................................. Tuesday, December 27

NO CLASSES/COLLEGE CLOSED ........................................... Friday - Monday, December 30 - January 2

Last Day to Withdraw from Courses ....................................... Monday, January 9

Classes End ................................................................. Wednesday, January 11

Final Exams ................................................................. Thursday, January 12

Snow Day ................................................................. Friday, January 13
SPRING 2006 TERM

NO CLASSES - Martin Luther King Day .................................. Monday, January 16
 Classes Begin
   On-Campus Day and Evening Classes ............................... Tuesday, January 17
   Evening Classes at Off-Campus Sites .............................. Monday, January 23
 County List Census Date ..................................................... Monday, February 6

NO CLASSES - Faculty Workshop Day ............................ Wednesday, February 15
 Mid-Term Grades Due ....................................................... Monday, March 13
 Sprint Classes Begin ........................................................... Monday, March 13

NO CLASSES ................................................................. Monday, March 20 - 25

COLLEGE CLOSED ................................................... Friday - Saturday, April 14 - 18
 Last Day to Withdraw from Courses ............................ Thursday, April 13
 Last Day of Instruction .................................................. Friday, May 12
 Saturday Class Exams .................................................. Saturday, May 13
 Day & Evening Class Exams ........................................ Monday - Thursday, May 15-18

Commencement ............................................................... Saturday, May 20 (9 a.m.)

SUMMER 2006 TERM

NO CLASSES/COLLEGE CLOSED ........................................ Monday, May 29
  Tuesday, July 4

Summer Part of Term 1 (3 weeks)
 Classes Begin ................................................................. Monday, May 22
 Classes End ................................................................. Friday, June 9

Summer Part of Term 2 (6 weeks)
 Classes Begin ................................................................. Monday, May 22
 Classes End ................................................................. Friday, June 30

Summer Part of Term 3 (3 weeks)
 Classes Begin ................................................................. Monday, July 3
 Classes End ................................................................. Friday, July 21

Summer Part of Term 4 (6 weeks)
 Classes Begin ................................................................. Monday, July 3
 Classes End ................................................................. Friday, August 11

Summer Part of Term 5 (12 weeks)
 Classes Begin ................................................................. Monday, May 22
 Classes End ................................................................. Friday, August 11

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 partnerships.
   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 the human race and its 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.


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.

**24-Credit Hour Program**

The 24-Credit Hour Program is for non-high school graduates and students graduating from non-registered schools or correspondence schools both within and outside of New York State.

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.
Students of compulsory school age who have yet to complete a four-year high school program and who seek to enroll in full-time college study are required to submit verification from the school district of residence that he/she will be meeting the compulsory education requirements through full-time college study. This verification must be in the form of an approved Individualized Home Instruction Plan (IHIP) that includes such full-time college study.

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 course 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.

International students are required to 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 English as a Second Language courses, refer to page 213.

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 13.

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. When deemed reasonable by both the director of admissions and the department chair, a student may request an irrevocable waiver of this requirement. When requesting such a waiver, the student will agree that he/she does not seek transfer credit or advanced standing from courses taken at the school from which the waiver is requested. 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 coursework 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**

**Priority for Acceptance for non-competitive programs**

New applications for admission, including reactive and readmit applications, will be handled on a first-come, first-served basis. However, Change of Curriculum requests and responses to Program Filled letters submitted on or before October 5 for the spring entrance term and February 15 for the fall entrance term will be given priority for acceptance. Following those dates, all Change of Curriculum Requests will be considered on a first-come, first-served basis as well.

In all cases, Department Chairpersons/Advisors can request special consideration for students who have had previous coursework in the related discipline at Hudson Valley Community College or who have been previously tested and advised for the upcoming semester.

**Priority for Acceptance for competitive programs**

Department Chairpersons of competitive programs reserve the right to rank all students based on academic ability. (See department web site for specific information on the criteria/tests used to determine academic ranking.)

In all cases, Department Chairpersons/advisors can request special consideration for students that have had previous coursework in the related discipline at Hudson Valley Community College or who have been previously tested and advised for the upcoming semester.
1) Dental Hygiene
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 will select the applicants to be accepted for Fall admission. This is a very competitive program; it is likely that some students will be placed on a wait list, while others will be advised to choose another curriculum or reapply for a future semester. A published set of guidelines highlighting the criteria used to evaluate candidates can be obtained from the Dental Hygiene Web site.

2) Radiologic Technology
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. 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 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. This is a competitive program; it is likely that some students will be placed on a wait list, while others will be advised to consider another curriculum or reapply for a future semester. A published set of guidelines highlighting the criteria used to evaluate candidates can be obtained from the Radiologic Technology Web site.

**Wait List Policy**
Wait lists are created when a program meets maximum capacity for an entrance term. The criteria listed above for both competitive and non-competitive programs will be used to identify who is placed on a wait list. The size of the program and departmental projections will determine the number of students on a wait list. If a student is not accepted from the wait list, he/she will be notified shortly after the start of the semester and will be given first consideration for the program when the next entrance becomes available.

*Note: The policy from the 2004-2005 catalog will apply to all students enrolled through the fall 2004 semester.*
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.

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>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Certificate) ATC (0932)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Bookkeeping and Accounting courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Administrative Information Technician (A.A.S.) AIT (0674)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Business and Software courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Business - Accounting (A.A.S.) ATG (0630)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Bookkeeping and Accounting courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Business Administration (A.A.S.) BBA (0632)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and 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>
<td>80 or above</td>
</tr>
<tr>
<td>Business-Business Administration (A.S.) BAD (0677)</td>
<td>Math I and II or 2 units of equivalent academic math including 1 semester of Math B * (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Business-Marketing (A.A.S.) MKT (0635)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Transfer students are required to have a 2.0 GPA or higher</td>
<td>70 or above</td>
</tr>
<tr>
<td>Computer Information Systems (A.A.S.) CIS (0961)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B * (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: Business Applications Programming (A.A.S.) CPIA (1748)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B * (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: E-Commerce (A.A.S.) CIE (1751)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B * (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: Internet and Web Programming (A.A.S.) CIP (1749)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B * (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
</tbody>
</table>
## School of Business (continued)
### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems: System and Network Administration (A.A.S.) CSA (1750)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B *(80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: Web Design (A.A.S.) CWD (1747)</td>
<td>Math I and II or 3 years of equivalent academic math including 1 semester of Math B *(80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Computer Courses recommended. Transfer Students are required to have a 2.0 GPA or higher</td>
<td>80 or above</td>
</tr>
<tr>
<td>Health Information Technician (A.A.S.) HIT (0676)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Business and Software courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Information Systems (Certificate) ISC (1108)</td>
<td>Math I and II or 3 units of equivalent academic math including 1 semester of Math B *(80 or above in each course)</td>
<td>Fall and Spring</td>
<td></td>
<td>80 or above</td>
</tr>
</tbody>
</table>

## School of Engineering and Industrial Technologies
### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technical Services (A.O.S.)ATS (0411)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Need valid driver's license</td>
<td>70 or above</td>
</tr>
<tr>
<td>Automotive Technical Services: Auto Body Repair (A.O.S.)ABR (0455)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Need valid driver's license</td>
<td>70 or above</td>
</tr>
<tr>
<td>Automotive Technical Services: Chrysler (A.O.S.)CAP (1132)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall only</td>
<td>Need valid driver's license Special testing through program coordinator</td>
<td>70 or above</td>
</tr>
<tr>
<td>Automotive Technical Services: General Motors (A.O.S.)AGM (1133)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall only</td>
<td>Need valid driver's license Special testing through program coordinator</td>
<td>70 or above</td>
</tr>
<tr>
<td>Civil Engineering Technology (A.A.S.) CIV (0517)</td>
<td>Math I and II or 2 units of equivalent academic math *(70 or above in each course)</td>
<td>Fall and Spring</td>
<td>Additional Science, Math, and Mechanical Drawing courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Computer Integrated Technology (A.A.S.) CIT (0540)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math *(70 or above in the course)</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Construction (Certificate) CNC (1754)</td>
<td>1 unit of any math *(70 or above in the course)</td>
<td>Fall only</td>
<td>Carpentry capability recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Construction Technology: Building Construction (A.A.S.) COS (0540)</td>
<td>Math I and II or 2 units of equivalent academic math *(70 or above in each course)</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Drafting (Certificate) DFT (0950)</td>
<td>1 unit of any math</td>
<td>Fall only</td>
<td>Interview with program coordinator is required.</td>
<td>N/A</td>
</tr>
<tr>
<td>Electrical Construction and Maintenance (A.O.S.) EOM (0461)</td>
<td>1 unit of any math *(70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Additional math courses recommended. Spring entrance will require additional semesters to complete the program.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Electrical Engineering Technology - Electronics (A.A.S.) EET (0699)</td>
<td>Math I and II or 2 units of equivalent academic math *(75 or above in each course)</td>
<td>Fall only</td>
<td>Additional Science, Math, and Mechanical Drawing courses recommended</td>
<td>70 or above</td>
</tr>
</tbody>
</table>
# School of Engineering and Industrial Technologies (continued)

## Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Technology - Semiconductor Manufacturing Technology (A.A.S.) SMT (1786)</td>
<td>Math I, Algebra I or 1 unit of equivalent academic math (75 or above in the course)</td>
<td>Fall only</td>
<td>Additional Math and Physics courses are recommended.</td>
<td>75 or above</td>
</tr>
<tr>
<td>Heating/Air Conditioning/Refrigeration Tech. Services (A.O.S.) HRS (1590)</td>
<td>Math I, Algebra I or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Additional math courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Manufacturing Technical Systems (A.O.S.) MTS (0490)</td>
<td>Math I, Algebra I or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall only</td>
<td>Additional math courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Mechanical Engineering Technology (A.A.S.) MECE (0493)</td>
<td>Math II or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Fall only</td>
<td>Additional math courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Network and Information Technology (A.A.S.) NIT (1776)</td>
<td>Math I, Algebra I or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Additional math courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Plant Utilities Technology (A.A.S.) PUT (0455)</td>
<td>Math I, Algebra I or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Fall and Spring</td>
<td>Additional math courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Telecommunications Technology (A.A.S.) TLT (1022)</td>
<td>Math I and II or 2 units of equivalent academic math</td>
<td>Fall only</td>
<td>Required ASSET Placement Test Scores: Reading-35, Writing-34, Numerical Skills-34, Algebra-34</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

# School of Health Sciences

## Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hygiene (A.A.S.) IDH (0545)</td>
<td>Math I, Biology and Chemistry w/lab College Level Chemistry (4) credits with a “C” grade or higher (75 or above for Regents or 85 or above for Non-Regents in each course)</td>
<td>Fall only (Application Deadline: Feb. 16)</td>
<td>Additional science courses with “C” or better preferred. College Chemistry course must have been taken within the past 5 years and must include organic, inorganic, and Biochemistry with lab.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography (Certificate) MSC (1018)</td>
<td>Associate degree in allied health program that is patient care related with a 2.5 cumulative average or Bachelor’s Degree w/2.5 GPA and 8 credits of Anatomy and Physiology and direct hospital patient care.</td>
<td>Fall only</td>
<td>Allied health programs may include: Radiologic Technology, Respiratory Therapy, RN, OTR, PT, MD or DO.</td>
<td>N/A</td>
</tr>
<tr>
<td>Echocardiography (Certificate) EDO (1096)</td>
<td>Associate degree in allied health program that is patient care related with a 2.5 cumulative average or Bachelor’s Degree w/2.5 GPA and 8 credits of Anatomy and Physiology and direct hospital patient care.</td>
<td>Fall only</td>
<td>Allied health programs may include: Radiologic Technology, Respiratory Therapy, RN, OTR, PT, MD or DO.</td>
<td>N/A</td>
</tr>
<tr>
<td>Emergency Medical Technician-Paramedic (A.A.S.) EMS (1293)</td>
<td>High School Diploma or equivalent</td>
<td>Fall and Spring</td>
<td>Information session with coordinator of program is required.</td>
<td>N/A</td>
</tr>
<tr>
<td>Emergency Medical Technician-Paramedic (Certificate) PAR (1332)</td>
<td>High School Diploma or equivalent</td>
<td>Fall and Spring</td>
<td>Candidates must hold current NYS EMT Card, have one year of EMT Experience and information session with coordinator of program is required.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### School of Health Sciences (continued)

#### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invasive Cardiovascular Technology (Certificate) CVC (1533)</td>
<td>Math I and II or 2 units of equivalent academic math, Biology and Chemistry or Physics with labs (75 or above Regents or 85 or above Non Regents in each course)</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 RESP 101, Interpretation of the Electrocardiogram or equivalent experience evaluated by challenge exam.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
<tr>
<td>Mortuary Science (A.A.S.) MTS (0599)</td>
<td>Math I, Algebra or 1 unit of equivalent academic math, Biology and Chemistry w/labs (70 or above in each course)</td>
<td>Fall and Spring</td>
<td>Social Science electives recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Nursing (A.A.S.) NUR (0622) (Full-time) day</td>
<td>Math I, Algebra or 1 unit of equivalent academic math, Biology and Chemistry w/labs (75 or above for Regents or 85 or above for Non-Regents in each course)</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 and science courses.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
<tr>
<td>Nursing (A.A.S.) NIR (1546) (Part-time) evening</td>
<td>Math I, Algebra or 1 unit of equivalent academic math, Biology and Chemistry w/labs (75 or above for Regents or 85 or above for Non-Regents in each course)</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 and science courses.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
<tr>
<td>Radiologic Technology (A.A.S.) XRY (0628)</td>
<td>Math I and II or 2 units of equivalent academic math, Biology and Chemistry or Physics w/labs (75 or above for Regents exam or 85 or above for Non-Regents in each course)</td>
<td>Fall only (Application Deadline - Feb. 1st)</td>
<td>Additional math and science recommended. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math and science courses.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
<tr>
<td>Respiratory Care (A.A.S.) RES (0440)</td>
<td>Math I and II or 2 units of equivalent academic math, Biology and Chemistry w/labls (75 or above for Regents or 85 or above for Non-Regents in each course)</td>
<td>Fall only</td>
<td>Additional math and science recommended. Grade of “B” required in non-credit bearing courses. Grade of “C” required in credit bearing math and science courses.</td>
<td>75 or above for Regents Diploma or 85 or above for Non-Regents Diploma</td>
</tr>
</tbody>
</table>

### School of Liberal Arts & Sciences

#### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology (A.S.) BIO (1211)</td>
<td>Math I, II and III or 3 units of equivalent academic math, Biology, Chemistry (70 or above in each course)**</td>
<td>Fall and Spring</td>
<td>Physics recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Broadcast Communications (A.A.S.) BGC (1597)</td>
<td>1 unit of any math</td>
<td>Fall and Spring</td>
<td>Interview with The New School of Radio and Television required.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Chemical Dependency Counseling (A.A.S.) CDC (1070)</td>
<td>1 unit of any math, including GED math</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Chemical Technician (A.S.) CMT (0955)</td>
<td>Math I, II and III or 3 units of equivalent academic math, Chemistry w/Lab (85 or above in each course)**</td>
<td>Fall and Spring</td>
<td>Physics recommended.</td>
<td>85 or above</td>
</tr>
</tbody>
</table>
## School of Liberal Arts & Sciences (continued)

### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
<th>PROGRAM REQUIREMENTS</th>
<th>ENTRY TERM</th>
<th>SPECIAL NOTES</th>
<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil and Public Service (A.A.S.) CPS (0692)</td>
<td>1 unit of any math</td>
<td>Fall and Spring</td>
<td>Humanities, Lab Science and Social Science courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Criminal Justice (A.A.S.) CJ (1110)</td>
<td>1 unit of any math</td>
<td>Fall and Spring</td>
<td>Social Science, Humanities and Lab Sciences courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Early Childhood (A.A.S.) ECD (1327)</td>
<td>Math I or I unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>A 2.0 GPA is required for transfer and major changes. Additional social science or humanities recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Engineering Science (A.S.) ENS (0950)</td>
<td>Math I, II, III &amp; Math 12 or 4 units of equivalent academic math, Chemistry and Physics w/labs. (90 or above in each course)</td>
<td>Fall and Spring</td>
<td>Math 12x recommended</td>
<td>90 or above</td>
</tr>
<tr>
<td>Environmental Studies (A.S.) ENV (1016)</td>
<td>Math I, II and III or 3 units of equivalent academic math, Biology and Chemistry (70 or above in each course)**</td>
<td>Fall and Spring</td>
<td>Strongly recommend Math III, Biology, Chemistry and Physics. High School art courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Fine Arts (A.S.) FAR (0664)</td>
<td>Math I and II or 2 units of equivalent academic math, and 1 unit of any lab science (70 or above in each course)**</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Forensic Science Studies (A.S.) FSS (1666)</td>
<td>Math I, II and III or 3 units of equivalent academic math, Regents Chemistry (80 or above in each course)**</td>
<td>Fall</td>
<td>Current Hudson Valley Community College and transfer students must have a 3.0 in both Math and Chemistry. An interview with Department Chairperson is required for current Hudson Valley students.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Forest Technology (1+1) ENV</td>
<td>High School Diploma or equivalent</td>
<td>Fall and Spring</td>
<td>Hudson Valley Community College 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>
<td>70 or above</td>
</tr>
<tr>
<td>General Education (Certificate) GEC (0985)</td>
<td>Math I and II or 2 units of equivalent academic math and 1 unit of any lab science (70 or above in each course)</td>
<td>Fall and Spring</td>
<td>Strongly recommend Math III, Biology, Chemistry and Physics.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Human Services (A.A.S.) HES (0604)</td>
<td>1 unit of any math, including GED math</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Individual Studies (A.A.) and (A.S.) INS (0688)</td>
<td>None</td>
<td>Fall and Spring</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Individual Studies Online (A.A.) and (A.S.) IND (1651)</td>
<td>None</td>
<td>Fall and Spring</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Labor Studies (A.A.S.) LABS (0696)</td>
<td>1 unit of any math</td>
<td>Fall and Spring</td>
<td>Program offered in cooperation with Cornell University School of Industrial Labor Relations</td>
<td>70 or above</td>
</tr>
<tr>
<td>Liberal Arts and Sciences-Humanities and Social Science (A.A.) LAR (1120)</td>
<td>Math I and II or 2 units of equivalent academic math and 1 unit of any lab science (70 or above in each course)</td>
<td>Fall and Spring</td>
<td>Strongly recommend Math III, Biology, Chemistry and Physics. Courses of Study in: Behavioral and Social Sciences, Foreign Studies, Journalism, Political Science and other specialized areas.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Liberal Arts and Sciences-Mathematics and Science (A.S.) MAS (0645)</td>
<td>Math I, II and III or 3 units of equivalent academic math, Biology, Chemistry and/or Physics (85 or above in each course)**</td>
<td>Fall and Spring</td>
<td>Strongly recommend Math 12. Courses of study available in: Biology, Chemistry, Computer Science, Engineering, Math and Physics.</td>
<td>85 or above</td>
</tr>
<tr>
<td>Physical Education Studies (A.A.) PES (1485)</td>
<td>1 unit of any math</td>
<td>Fall and Spring</td>
<td>Strongly recommend High School Biology.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Teaching Assistant (Certificate) TAC (1530)</td>
<td>Math I or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>A 2.0 GPA is required for transfer students.</td>
<td>70 or above</td>
</tr>
</tbody>
</table>

*For New York state students, completion of Math A and a minimum of one semester of Math B.

** For New York state students, completion of Math A and B with the regents exam.
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.

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 14-18.

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.

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.

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 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 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 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 21 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time*</td>
<td>Part-time</td>
</tr>
<tr>
<td>Tuition Rate</td>
<td>$1,350 per term</td>
<td>$112 per credit hour</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$50</td>
<td>None</td>
</tr>
<tr>
<td>Accident and Sickness</td>
<td>$35.85 per term</td>
<td>$35.85 per term</td>
</tr>
<tr>
<td>Insurance Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Fee</td>
<td>$35</td>
<td>$3 per credit hour</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>$35</td>
<td>$3 per credit hour</td>
</tr>
<tr>
<td>Computer Fee</td>
<td>$110</td>
<td>$8 per credit hour</td>
</tr>
<tr>
<td>Cultural Affairs Fee</td>
<td>$5</td>
<td>None</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$20</td>
<td>$10</td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>$10 and up per lab course</td>
<td>$10 and up per lab course</td>
</tr>
<tr>
<td>Studio Fee</td>
<td>$7,590</td>
<td>N/A</td>
</tr>
<tr>
<td>Vehicle Registration Fee</td>
<td>$86.40</td>
<td>$7.20</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 2005-06 budget.
Special Fees and Expenses

Automotive Service/Repair Fee (each job) $15
Credit by examination/per credit hour $55
Dental Clinic Registration Fee - Adult $10
   Children age 4-12 $6
Graduation Fee (Required for all students who are candidates for a degree.) $35
Identification Card Replacement Fee $9
Late Registration Fee
   (Payable for registration after official registration dates as indicated on the administrative calendar.) $60
Library Fine (per item) $3
Life Experience Evaluation/per credit hour $30
Locker Fee (optional) $3
   or Lost Locker Combination 50¢
Lost or Damaged Material (print or audiovisual):
   The patron will be held responsible for the replacement cost of all lost/damaged items in addition to a $2 service charge.
Parking Fine (each violation) $10 - $25
Return Check Fee (each time) $20
Transcript Fee (mail or in-person) $3
   Transcript Fee (fax) $10
Tuition Deposit (non-refundable) $50
Uniforms and/or tools
   (where required) Outfitter’s Price

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 21.

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

**Fall 2005 & Spring 2006**

**Living Off-Campus**

<table>
<thead>
<tr>
<th>Expense</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$3,355</td>
<td>$8,755</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>$1,755</td>
<td>$4,050</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,520</td>
<td>$2,520</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$52</td>
<td>$52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$14,082</strong></td>
<td><strong>$19,482</strong></td>
</tr>
</tbody>
</table>

**Living with Parent(s)**

<table>
<thead>
<tr>
<th>Expense</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$3,355</td>
<td>$8,755</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>$1,755</td>
<td>$4,050</td>
</tr>
<tr>
<td>Personal</td>
<td>$2,520</td>
<td>$2,520</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$52</td>
<td>$52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,382</strong></td>
<td><strong>$19,077</strong></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 2005-2006 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. 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 $1,000, 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 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. The student must continue to attend classes regularly.

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

Federal Work-Study Programs

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 Work-Study 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 Work-Study, 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 Work-Study 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 20 hours per week during enrollment periods and up to 37.5 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 31-32 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. The student must continue to attend classes regularly.

Please refer to the Guide to Your Awards 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 Guide to Your Awards brochure available in the Financial Aid Office.

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:

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 times the minimum wage, but not less than $625. Fewer 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.

Students can complete and submit the Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.gov. Students will be able to link to their online TAP application at the end of the FAFSA session once they have established a PIN (Personal Identification Number) for TAP. Students will need this to apply later, keep track of their application information, or make changes, as needed.

If a student does not complete a FAFSA online, he/she will be sent an e-mail or postcard with instructions for completing the online TAP application.

If a student chooses not to apply for TAP online, he/she will receive a paper Express TAP Application (ETA) in the mail. This preprinted application must be reviewed. Any incorrect or incomplete items must be corrected. Signatures are required and the application must be mailed back to NYSHESC for processing.

If a student provides an e-mail address on his/her FAFSA, NYSHESC will use that address to contact him/her about their TAP application, give processing updates, or award information. Please respond to any requests or instructions sent by NYSHESC.

The TAP application deadline is May 1 of the academic year for which aid is sought.

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.

*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 for students 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.

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 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. 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 more than 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 more than 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 more than 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 50 percent 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.

Ability-To-Benefit
To be eligible for federal student aid (includes Pell Grant, 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.

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.
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

\(^1\) Fresh Start and credit exclusions do not affect the cumulative GPA for the measurement of academic progress.
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 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.

### 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%</td>
</tr>
<tr>
<td>19-36.99</td>
<td>1.3</td>
<td>60 percent</td>
<td>OR</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>To be considered under this category, students in unsatisfactory academic progress must take at least six credit hours. Students in satisfactory academic progress must take at least one credit-bearing course.</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 Table for 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>Minimum Cumulative Grade Point Average (GPA)</td>
<td>Overall Credit Hours</td>
<td>Earned Hours/Overall Credit Hours Attempted**</td>
<td>Percentage of Overall 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>75 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).

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 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 (withdrawal), 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 must submit a written request to the director of financial aid for re-evaluation of the ineligibility determination. The most common situation leading to such a request is the successful resolution of "incomplete" or "late" grades. For a grade change or course completion to be considered in the academic progress calculation, the coursework leading to the grade change must be completed 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 circumstances which occurred in the reviewed term. A mitigating circumstance is defined as an exceptional or unusual event beyond the student's direct control, which contributed to or caused the academic difficulty. Examples of mitigating circumstances may include a student becoming very ill or seriously injured, or a death in the student's immediate family.

An appeal of the ineligibility decision may be made through the college's waiver process, which begins in the Center for Counseling and Transfer, located in the Siek Campus Center. Complete documentation of the circumstances that led to the academic difficulty must be submitted as part of the appeal process. Appeals are due by noon on the first day of classes in the effective term.

Students receiving a waiver of academic standing requirements and students in good academic standing who receive a waiver of academic progress requirements will be placed in satisfactory academic progress for the effective term.

Appeal for Maximum Timeframe (150 Percent Waiver)

If a student believes that the college's calculation of maximum timeframe is incorrect, the student may appeal his/her ineligibility. Appeals must be made in writing to the director of financial aid.

Regaining Eligibility for Federal Student Aid

A student who loses eligibility for federal student aid due to unsatisfactory academic progress may regain eligibility by successfully completing credit courses such that the student meets the requirements of the satisfactory academic progress policy standards. Such courses taken at 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 eligibility 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 must submit a written request for re-evaluation of eligibility to the director of financial aid by the first day of classes in the subsequent 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 must submit 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 application process is begun in the Center for Counseling and Transfer, located in 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.

Scholarships

Scholarships currently available through Hudson Valley Community College and the Hudson Valley Community College Foundation for both new and currently enrolled students can be found on our Web Site at www.hvcc.edu/scholarships. Whatever your course of study - from computer information systems to dental hygiene - there’s a good chance that Hudson Valley offers a scholarship that matches your interests. Additional scholarship information is available by contacting the Foundation at (518) 629-8012 or e-mailing us at foundation@hvcc.edu.
Biology Study Center

In an effort to provide extended academic support for students, the Biology Department staffs and equips the Biology Study Center. Students can have their 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. 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.

Center for Effective Teaching

The college’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.

ConnectU - Experiential Education

The ConnectU program seeks to provide students with practical, hands-on experience as part of their preparation to enter the world of work through experiential education: internships, cooperative education, part-time employment, and volunteer services.

Experiential education is a valuable and important part of a college education. By engaging in these work experiences, students may try out a new industry, employer, or job, or gain experience to become more skilled in their field. In addition, experiential education can help students more easily transition from college to career.

ConnectU jobs are coordinated by the Center for Careers and Employment, and are available to all Hudson Valley Community College students. An appointment with a career counselor in the center is strongly encouraged. By registering online with the center, students can search for ConnectU opportunities and select the Job Agent to have pre-screened opportunities e-mailed directly to them for review and application.

The Center for Careers and Employment provides a full range of career services to assist students with all aspects of obtaining the best work experience for them. Students are encouraged to visit the Center for Careers and Employment, Siek Campus Center, for more information.

Computer Learning Centers

Six Computer Learning Centers are available for students for individualized academic instruction. 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 Computer Learning Center faculty to develop customized workshops or instructional sessions.

MARVIN LIBRARY (Lower Level and 2nd Floor):
- 7 a.m. - 10 p.m., Monday-Thursday
- 7 a.m. - 4:30 p.m., Friday
- 9 a.m. - 4 p.m., Saturday
(Intersession 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 sub-
scriptions in various formats. The media collection is one of the largest in the Capital Region. The library's Web site www.hvcc.edu/lrc includes access to the online catalog, research databases, and other informational services. From the research databases, students have access to thousands of full text articles, abstracts, and citations, which are available on and off campus. The large reference collection includes information in print 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 online bibliographic database. These memberships allow the library to rapidly deliver documents it does not own.

The library is open six days a week with faculty librarians and staff available to help students, faculty and staff 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. Faculty librarians and staff provide comprehensive user education to classes, small groups and individuals. Additionally, the faculty librarians teach a one-credit course, Library Skills for Research (ENGL 115).

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 are also available.

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.

Learning Assistance Center (LAC)

The Learning Assistance Center, located in the lower level of the Marvin Library, provides academic assistance and programs that encourage students to become independent and confident learners. The LAC operates on both 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 the following LRAC “course” numbers: LRAC 090 - LAC Reading and Study Skills; LRAC 091 - LAC Math; LRAC 093 - LAC Writing; and 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 learning disabilities 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.
• 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.
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:  
- Encourages self advocacy.  
- Provides pre-admission counseling.  
- Provides assistance with registration and interacting with advisors.  
- Offers informal skills evaluation and instruction in independent learning strategies.  
- Determines what services/accommodations we feel meet your needs.  
- Acts as liaison with faculty.  
- Works 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.  
- Offers informational personal counseling.  
- Offers 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 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.

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 mathe-
matics. 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. Weekday tests are scored immediately, and students go on to meet with their academic advisor on the same day. Evening and Saturday test dates are available on a limited basis.

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>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 109</td>
<td>Biology of Human Organisms 4</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology 4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I 4</td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II 4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I 3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology 3</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Developmental Psychology 3</td>
</tr>
<tr>
<td>* English Elective 3</td>
<td></td>
</tr>
<tr>
<td>* Social Science Elective 3</td>
<td></td>
</tr>
<tr>
<td>* Directed Elective 3 or 4</td>
<td></td>
</tr>
</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 your preparation for the future. 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 are concerned for the needs of every student enrolled at Hudson Valley Community College. The staff assists the entire college community and utilizes 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 at Siena College, as well as at Rensselaer Polytechnic Institute. 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 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 2005-06 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>
<td></td>
<td></td>
</tr>
</tbody>
</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 brought home the national championship. During the past six 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 three of the last four Northeastern Football
Conference Championships, and travelled to Cedar Falls, Iowa, to compete in the Graphic Edge Bowl in 2003. Eleven 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. Completed 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 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 for all students and employees of the college. Participation in the Intramural Program will enrich the student’s educational experience and help the student physically. Participation in the intramural program also provides an opportunity to compete in athletic events without the pressure associated with varsity competition.

There are several intramural events scheduled for the 2005-06 school year, including traditional sports such as soccer, volleyball and basketball, and activities such as darts, racquetball, Frisbee golf, chess, and lacrosse. For more information, please contact the intramural coordinator at (518) 629-7366.

In addition to the intramural 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's Cove 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 form may be completed on the bookstore’s Web site at www.hvcc.edu/bookstore, 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). Photo 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 (518) 629-7157.

**The Campus Center**

The Raymond Siek Campus Center houses a wide variety of student-centered services: the Public Safety Department; Viking’s 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 and lounges; the O'Brien Reading Room and the 350-seat Maureen Stapleton Theatre. The Computer Learning Center allows students to access computers 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, and Australian storyteller and musician, Paul Taylor.
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 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 in the Siek Campus Center. For more information, call (518) 629-7168.

**The Center for Careers and Employment**

The Center for Careers and Employment is located in the Siek Campus Center. This centralized center serves the college's students and alumni. A wide array of services is available including: career counseling, employment counseling, resume consultations, job networking, a career library and much more. These services are augmented by an extensive award-winning Web site (www hvcc edu/cce) which provides access to services 24 hours a day, seven days a week. The online job bank includes: full-time, part-time, and summer jobs, as well as experiential opportunities offered through the ConnectU program. Students seeking jobs on or off-campus should contact the Center for more information.

**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 serves children between the ages of six weeks and five years old. 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 in the Siek Campus Center. 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
information available regarding articulation agreements. Pursuit to obtain the most accurate and current information with four-year colleges and universities. Students College has many formal transfer articulation agreements that will best prepare them for transferring to the college of their choice. Hudson Valley Community College 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 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
The Dental Hygiene Clinic provides numerous dental health services, such as cleanings, x-rays and sealants to Hudson Valley Community College students, faculty, staff and the general public. Cleanings are free to college students, staff and faculty and 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 in Fitzgibbons Hall, 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 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.

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
The Dental Hygiene Clinic provides numerous dental health services, such as cleanings, x-rays and sealants to Hudson Valley Community College students, faculty, staff and the general public. Cleanings are free to college students, staff and faculty and 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 in Fitzgibbons Hall, 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.

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
The Dental Hygiene Clinic provides numerous dental health services, such as cleanings, x-rays and sealants to Hudson Valley Community College students, faculty, staff and the general public. Cleanings are free to college students, staff and faculty and 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 in Fitzgibbons Hall, Room 127, or by calling (518) 629-7400.
served as a model program for other colleges within New York State. All students with disabilities are invited to visit the Public Safety Department 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 Technology 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 Assistive Technology Center (ATC) 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 Disability Resource Center.

The Disability Resource Center is located in the Siek Campus Center. 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; TTY (518) 629-7596 or 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 36 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 auxiliary services on campus, including the Viking’s Cove Bookstore, the Viking Child Care Center, food service and campus vending.

The FSA Business Office is located in the Siek Campus Center. 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 at (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**

- Coffee Bar - 1st Floor 7:30 a.m. - 2 p.m. Monday - Friday
- Food Court - 2nd Floor 9 a.m. - 2 p.m. Monday - Friday

*Subject to the Campus Center renovation schedule

**BRAHAN HALL KIOSK**

*Hours subject to change 8 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. In general, 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. Services are available 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. 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 office. Optional insurance may be purchased by part-time students. Coverage for a student’s spouse and child(ren) is also available.

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

Immunization Requirements

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 hotline at (518) 271-3257.

For more information, call (518) 629-7468.

Student Activities

The Student Activities Office serves as the liaison between the college and students. The office supports learning outside the classroom by providing extracurricular leadership development opportunities.

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, from 2 to 4 p.m. Mondays. This time has been set aside specifically for student club activities; no classes are scheduled during this time.

Currently, there are more than 50 clubs chartered on campus for the pursuit of educational, cultural and social goals. Anyone wishing to obtain additional information should contact the Student Activities Office.
Field Trips and Cultural Events

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

Housing

The Housing Office publishes the Student Housing Guide which includes a list of available housing. If you are seeking housing information, contact the Housing Office located in the Siek Campus Center at (518) 629-7348.

Special Events

The college hosts several special events each year, including Homecoming, Springfest, a Year-End barbecue and lectures and musical performances.

Student Government

The aim of the Student Senate 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 50 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 schools plus non-matriculated students 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, and Affirmative Action. 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.

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.

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.
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 60,000. 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 to highlight the accomplishments of an outstanding alumnus through the Distinguished Alumni Award Luncheon.

The Alumni Association, a component of the Hudson Valley Community College Foundation, is located in 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.

Hudson Valley Community College Foundation
The Hudson Valley Community College Foundation exists to support Hudson Valley Community College's institutional goal and objectives by securing private funds to supplement the college's traditional revenue sources. It does so by fostering enduring relationships that build advocacy and support of the college.

Founded in 1983 by a dedicated group of volunteer leaders who understood the need for affordable access to educational opportunities, a proud tradition of commitment and caring began and remains today at the core of the Foundation's mission.

A not-for-profit, independent 501(c)(3) corporation, the Foundation is governed by a Board of Directors composed of community leaders with special connection to the college – many are graduates of Hudson Valley Community College, some are former employees of the college, and some are corporate partners of the college or employers of Hudson Valley graduates.

While committed to raising funds for student scholarships, the Foundation secures private resources to provide support for faculty enrichment programs, new and innovative academic initiatives, student development activities, enhanced student support services, cultural programs, equipment purchases, facility and campus improvements, and technology enhancements. The Foundation has supported many initiatives through the generous support and assistance of the faculty, staff, alumni, friends, and corporate partners in the community.

Economic uncertainty and increased demands on tax dollars are diminishing government support for community colleges, and the future belongs to community colleges that can adapt to new funding strategies to alleviate long-term funding pressures. As a result, community colleges are turning to private philanthropy as
a necessary resource to ensure continued excellence in teaching and learning. Faced with unprecedented enrollment growth and dwindling public funding, the college faces the need to diversify funding streams in order to prepare students to meet the challenges of the future and become the leaders of tomorrow. With assets of more than $3 million dollars, the Foundation continues to grow, and with that growth, helps expand Hudson Valley Community College’s opportunities as a vital academic and economic resource in the Capital Region and beyond.

**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 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.

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 markets the use of this facility for conferences, workshops and business meetings.

**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, hosting 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.

**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 264 of this catalog. Any sanctions that may be imposed for violations of these campus regulations also can be found on Page 264 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 Health Service 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/securityreport](http://www Hvcc.edu/public_safety/securityreport).
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
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 immediate 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 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 Public Safety officer. Any problems discovered during inspections are immediately submitted to the Physical Plant for corrective action.

Enforcement Authority of Public Safety Officers
Public Safety 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 Center for Counseling and Transfer in the 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 Department, 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 with 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 279 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](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 activity 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 anything. Do not flush 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 Service:** (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.

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 Catalog.

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 265 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 Health Service 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 Department. 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, 2005, through August 31, 2006.

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) $86.40
   2. Part-time student (less than 12 credit hours) $7.20 per credit hour
C. After a student has paid a vehicle registration fee, a numbered parking detail 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 want 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 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 the College Health Service. 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 Vandenburgh 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.
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 online with the Admissions Office.

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 Learning Center 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 classes 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 you certain rights with respect to your education records. In addition, either of your parents are afforded the same rights as you are, as long as you are claimed as a dependent on either of your parent's Federal Income Tax return, and there is proper presentation of the dependency condition.

Please remember that you must present your Hudson Valley Community College Student ID card or another type of photo identification in order to receive information about your student record. This requirement helps to ensure your privacy.

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 “E,” “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, will not earn credit, and will not be counted toward degree completion.

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.

**RETENTION TABLE**

<table>
<thead>
<tr>
<th>Total Credit Hours Attempted</th>
<th>Academic Dismissal</th>
<th>Academic Suspension</th>
<th>Good Academic Standing</th>
<th>No Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0 - 18.99</td>
<td>less than 1.0</td>
<td>1.0 to 1.29</td>
<td>less than 1.3</td>
<td>1.3 to 1.69</td>
</tr>
<tr>
<td>19.0 - 36.99</td>
<td>less than 1.3</td>
<td>1.3 to 1.69</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>37.0 - 48.99</td>
<td>less than 1.7</td>
<td>1.7 to 1.89</td>
<td>1.90 to 1.99</td>
<td></td>
</tr>
<tr>
<td>49+</td>
<td>less than 1.7</td>
<td>1.7 to 1.89</td>
<td>1.90 to 1.99</td>
<td></td>
</tr>
</tbody>
</table>

**Probation**

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 enrolled 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 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 Center for Counseling and Transfer for additional career counseling.

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.

**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 application process is begun in the Center for Counseling and Transfer, located in the Sick Campus Center.

**Grading System**

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

<table>
<thead>
<tr>
<th>GRADES</th>
<th>NUMERICAL EQUIVALENT</th>
<th>QUALITY POINTS PER CREDIT HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>*A</td>
<td>Excellent</td>
<td>90-100</td>
</tr>
<tr>
<td>*B</td>
<td>Very Good</td>
<td>80-89</td>
</tr>
<tr>
<td>*C</td>
<td>Average</td>
<td>70-79</td>
</tr>
<tr>
<td>*D</td>
<td>Passing</td>
<td>60-69</td>
</tr>
<tr>
<td>*F</td>
<td>Failure</td>
<td>Below 60</td>
</tr>
<tr>
<td>*I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>*IP</td>
<td>Course in Progress</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td></td>
</tr>
<tr>
<td>*AW</td>
<td>Administrative</td>
<td></td>
</tr>
<tr>
<td>*Z</td>
<td>Absent Without</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>EXM</td>
<td>Exended Medical</td>
<td></td>
</tr>
</tbody>
</table>

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

*Grades for remedial courses will be preceded by the letter R (i.e., RA, RB)
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 “E”. 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 = Quality Points = 33 GPA Hours = 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 Registrar’s Office.
6. Participate in commencement.
7. Complete payment of all financial obligations and have returned all loaned college property.

Please Note: Every student in the Mortuary Science program must take the National Board Examination as a requirement for graduation from the program. 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** - October 15
- **Spring Graduation** - April 15
- **Summer Graduation** - June 15*

*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 3.00 to less than 3.50 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 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 student’s registered course-load cannot have included any repeated (coursework previously attempted) or remedial courses.

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 3.0 and to less than 3.50 and who received no “D”, “F”, “I”, “Z”, or “W” on their record for that term. The student’s registered course-load cannot have included any repeated (coursework previously attempted) or remedial courses.

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 scholarshipships 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.

**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's degree in Accounting, Finance or Marketing/Management within three calendar years. Students attend classes for 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 City University of New York 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 determine the terms and conditions of agreements that might be of interest. Hudson Valley Community College currently has formal articulation agreements with the following institutions; this list is subject to change at any time.

CUNY Colleges
- John Jay College of Criminal Justice

SUNY Colleges and 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 Joseph
- College of Saint Rose
- Saint Thomas Aquinas College
- School of the Arts Institute of Chicago
- Siena College
- Springfield College
- Southern Vermont College
- Union College
- United States Sports Academy
- Utica College
- Yonok College (Thailand)
### Transfer Opportunities

Hudson Valley Community College students transfer to a wide variety of colleges and universities throughout the country. 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:

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

<table>
<thead>
<tr>
<th>For a Career In</th>
<th>See Hudson Valley Program In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting, Business Administration</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Administrative Office Assistant</td>
<td>Administrative Information Technician</td>
</tr>
<tr>
<td>Advertising</td>
<td>Marketing</td>
</tr>
<tr>
<td>Air Conditioning Mechanic</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Art Education</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Art History</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Assistant Engineering Technician</td>
<td>Computer Integrated Technology</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Auto Body Technician</td>
<td>Auto Body Repair</td>
</tr>
<tr>
<td>Automotive Parts Salesperson</td>
<td>Automotive Technical Services, Automotive Technical Services - DaimlerChrysler, Automotive Technical Services - General Motors</td>
</tr>
<tr>
<td>Automotive Service Technician</td>
<td>Automotive Technical Services, Automotive Technical Services - DaimlerChrysler, Automotive Technical Services - General Motors</td>
</tr>
<tr>
<td>Banking</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Biology</td>
<td>Math-Science, Individual Studies</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>Boiler Plant Operator</td>
<td>Plant Utilities Technology</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>Accounting</td>
</tr>
<tr>
<td>Botany</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Broadcast Communications</td>
<td>Broadcast Communications, Marketing</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Business Education</td>
<td>Business Administration</td>
</tr>
<tr>
<td>CAD/CAD Key Operator</td>
<td>Computer Integrated Technology</td>
</tr>
<tr>
<td>Cardiac Catherization Technician</td>
<td>Invasive Cardiovascular Technician</td>
</tr>
<tr>
<td>Car Insurance Appraiser</td>
<td>Auto Body Repair</td>
</tr>
<tr>
<td>Chemical Dependency Counseling</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>Chemical Technician</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Chiropractic</td>
<td>Individual Studies</td>
</tr>
<tr>
<td>Civil Engineering Technician</td>
<td>Civil Engineering Technology</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>Individual Studies</td>
</tr>
<tr>
<td>Communications</td>
<td>Liberal Arts, Marketing</td>
</tr>
<tr>
<td>Computer Animation</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Computer Programmer</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Construction Estimator</td>
<td>Civil Engineering Technology, Construction Technology</td>
</tr>
<tr>
<td>Construction Management</td>
<td>Construction Technology</td>
</tr>
<tr>
<td>Convention Sales</td>
<td>Marketing</td>
</tr>
<tr>
<td>Corrections Officer</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Counseling</td>
<td>Human Services, Liberal Arts</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Customer Services</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Dental</td>
<td>Individual Studies</td>
</tr>
<tr>
<td>Dental Hygienist</td>
<td>Dental Hygiene</td>
</tr>
<tr>
<td>For a Career In</td>
<td>See Hudson Valley Program In</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Diagnostic Medical Sonography</td>
</tr>
<tr>
<td>Diagnostic Technician</td>
<td>Automotive Technical Services, Automotive Technical Services - DaimlerChrysler, Automotive Technical Services - General Motors</td>
</tr>
<tr>
<td>Draftsperson</td>
<td>Civil Eng. Technology, Construction Technology, Computer Integrated Technology</td>
</tr>
<tr>
<td>Drama</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Drug and Alcohol Counseling</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Early Childhood Educator</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Echocardiography</td>
<td>Echocardiography</td>
</tr>
<tr>
<td>Economics</td>
<td>Business Administration, Liberal Arts</td>
</tr>
<tr>
<td>Electrician (residential/commercial)</td>
<td>Electrical Construction and Maintenance</td>
</tr>
<tr>
<td>Electronic Technician</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Liberal Arts, Early Childhood</td>
</tr>
<tr>
<td>Engineering</td>
<td>Engineering Science</td>
</tr>
<tr>
<td>Engineering Assistant</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>English</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>Event Planner</td>
<td>Marketing</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>Human Services</td>
</tr>
<tr>
<td>Field Engineer</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Finance</td>
<td>Accounting, Business Administration</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>Forensic Science</td>
</tr>
<tr>
<td>Forestry</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Funeral Director</td>
<td>Mortuary Science</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Human Services</td>
</tr>
<tr>
<td>Government</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Graphic Arts/Design</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>History</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Human Services</td>
<td>Human Services</td>
</tr>
<tr>
<td>HVACR Technician</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
</tr>
<tr>
<td>Income Tax Examiner</td>
<td>Accounting</td>
</tr>
<tr>
<td>Industrial Technician</td>
<td>Computer Integrated Technology</td>
</tr>
<tr>
<td>Information Processing</td>
<td>Administrative Information Technician, Health Information Technician</td>
</tr>
<tr>
<td>International Studies</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Invasive Cardiovascular Technician</td>
<td>Invasive Cardiovascular Technology</td>
</tr>
<tr>
<td>Journalism</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Labor Relations</td>
<td>Labor Studies</td>
</tr>
<tr>
<td>Land Surveyor</td>
<td>Civil Engineering Technology, Construction Technology</td>
</tr>
<tr>
<td>Law</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Machinist</td>
<td>Manufacturing Technical Systems</td>
</tr>
<tr>
<td>Maintenance Engineer</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Management</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Marketing</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Materials Testing Technician</td>
<td>Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Mechanical Engineering Technician</td>
<td>Mechanical Engineering Technology</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
<td>Health Information Technician</td>
</tr>
<tr>
<td>Medicine</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Human Services</td>
</tr>
<tr>
<td>Merchandise Manager</td>
<td>Marketing</td>
</tr>
<tr>
<td>Merchandiser</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Nanotechnology</td>
<td>Electrical Technology; Semiconductor Manufacturing Technology</td>
</tr>
<tr>
<td>For a Career In</td>
<td>See Hudson Valley Program In</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Network Support Positions</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Individual Studies</td>
</tr>
<tr>
<td>Office Manager</td>
<td>Business Administration</td>
</tr>
<tr>
<td>On-Air Radio News/Sports Broadcaster</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>On-Air Radio Personality</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Paramedic</td>
<td>Emergency Medical Technician - Paramedic</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Physics</td>
<td>Math-Science</td>
</tr>
<tr>
<td>Political Science</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Power Plant Operator</td>
<td>Plant Utilities Technology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Civil and Public Service</td>
</tr>
<tr>
<td>Radio Commercial Producer</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Radio Commercial Production/</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Voice Talent</td>
<td>Hold and Read</td>
</tr>
<tr>
<td>Radio Studio Operator</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Radiologic Technologist</td>
<td>Radiologic Technology</td>
</tr>
<tr>
<td>Refrigeration Mechanic</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Nursing</td>
</tr>
<tr>
<td>Residential Electrician</td>
<td>Electrical Construction and Maintenance</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>Respiratory Care</td>
</tr>
<tr>
<td>Resort Manager</td>
<td>Marketing</td>
</tr>
<tr>
<td>Retail</td>
<td>Marketing</td>
</tr>
<tr>
<td>Sales Representative</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Security/Loss Prevention</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Semiconductor Technician</td>
<td>Electrical Construction and Maintenance or Electrical Engineering Technology</td>
</tr>
<tr>
<td>Social Services</td>
<td>Human Services</td>
</tr>
<tr>
<td>Software Specialist</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Sociology</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Special Education</td>
<td>Liberal Arts, Early Childhood</td>
</tr>
<tr>
<td>Stationary Engineer</td>
<td>Plant Utilities Technology</td>
</tr>
<tr>
<td>Store Manager</td>
<td>Marketing</td>
</tr>
<tr>
<td>Studio Programs</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Substance Abuse Counseling</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Switching Equipment Technician</td>
<td>Electrical Engineering Technology</td>
</tr>
<tr>
<td>Systems Programmer</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Telecommunications Analyst</td>
<td>Network and Information Technology</td>
</tr>
<tr>
<td>Telecommunications Manager</td>
<td>Network and Information Technology</td>
</tr>
<tr>
<td>Telecommunications Technology</td>
<td>Telecommunications Technology</td>
</tr>
<tr>
<td>Television Commercial Producer</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Television News/Sports Anchor</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Television News/Sports Reporter</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Television News/Sports Videographer</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Television Studio Operator</td>
<td>Broadcast Communications</td>
</tr>
<tr>
<td>Theater</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Tourism</td>
<td>Marketing</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Web Page Developer</td>
<td>Computer Information Systems</td>
</tr>
</tbody>
</table>
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 Page</th>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5002</td>
<td>Accounting</td>
<td>Certificate</td>
<td>Yes</td>
<td>0932 71</td>
<td></td>
</tr>
<tr>
<td>5005</td>
<td>Administrative Information Technician</td>
<td>A.A.S.</td>
<td>—</td>
<td>0438 72</td>
<td></td>
</tr>
<tr>
<td>5002</td>
<td>Business-Accounting</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0630 73</td>
<td></td>
</tr>
<tr>
<td>5004</td>
<td>Business Administration</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0632 74</td>
<td></td>
</tr>
<tr>
<td>5004</td>
<td>Business-Business Administration</td>
<td>A.S.</td>
<td>Yes</td>
<td>0671 74</td>
<td></td>
</tr>
<tr>
<td>5004</td>
<td>Business-Marketing</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0635 76</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0981 78</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems: Business Applications Programming</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1748 79</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems: E-Commerce</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1751 80</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems: Internet &amp; Web Programming</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1749 81</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems: System and Network Administration</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1750 82</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Computer Information Systems: Web Design</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1747 83</td>
<td></td>
</tr>
<tr>
<td>5005</td>
<td>Health Information Technician</td>
<td>A.A.S.</td>
<td>—</td>
<td>0676 84</td>
<td></td>
</tr>
<tr>
<td>5101</td>
<td>Information Systems</td>
<td>Certificate</td>
<td>Yes</td>
<td>0937 71</td>
<td></td>
</tr>
<tr>
<td>5306</td>
<td>Automotive Technical Services</td>
<td>A.O.S.</td>
<td>—</td>
<td>0411 87</td>
<td></td>
</tr>
<tr>
<td>5306</td>
<td>Automotive Technical Services-Autobody Repair</td>
<td>A.O.S.</td>
<td>—</td>
<td>0453 88</td>
<td></td>
</tr>
<tr>
<td>5306</td>
<td>Automotive Technical Services-DaimlerChrysler</td>
<td>A.O.S.</td>
<td>—</td>
<td>1132 89</td>
<td></td>
</tr>
<tr>
<td>5306</td>
<td>Automotive Technical Services-General Motors</td>
<td>A.O.S.</td>
<td>—</td>
<td>1132 90</td>
<td></td>
</tr>
<tr>
<td>5309</td>
<td>Civil Engineering Technology</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0517 91</td>
<td></td>
</tr>
<tr>
<td>5312</td>
<td>Computer Integrated Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>1754 92</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Construction</td>
<td>Certificate</td>
<td>—</td>
<td>5317 95</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Construction Technology-Building Construction</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0540 94</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Construction Technology-Carpentry</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0540 95</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Construction Technology-Sheet Metal</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0540 96</td>
<td></td>
</tr>
<tr>
<td>5303</td>
<td>Drafting</td>
<td>Certificate</td>
<td>—</td>
<td>0950 86</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Electrical Construction and Maintenance</td>
<td>A.O.S.</td>
<td>Yes</td>
<td>0461 96</td>
<td></td>
</tr>
<tr>
<td>5310</td>
<td>Electrical Engineering Technology-Electronics</td>
<td>A.A.S.</td>
<td>—</td>
<td>0699 99</td>
<td></td>
</tr>
<tr>
<td>5310</td>
<td>Electrical Technology: Semiconductor Manufacturing Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>1786 100</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
<td>A.O.S.</td>
<td>—</td>
<td>0465 100</td>
<td></td>
</tr>
<tr>
<td>5312</td>
<td>Manufacturing Technical Systems</td>
<td>A.O.S.</td>
<td>—</td>
<td>0490 105</td>
<td></td>
</tr>
<tr>
<td>5315</td>
<td>Mechanical Engineering Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>0495 104</td>
<td></td>
</tr>
<tr>
<td>5104</td>
<td>Network and Information Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>1776 105</td>
<td></td>
</tr>
<tr>
<td>5317</td>
<td>Plant Utilities Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>0455 106</td>
<td></td>
</tr>
<tr>
<td>5310</td>
<td>Telecommunications Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>1035 107</td>
<td></td>
</tr>
<tr>
<td>5310</td>
<td>Telecommunications Technology - Verizon</td>
<td>A.A.S.</td>
<td>—</td>
<td>1022 108</td>
<td></td>
</tr>
<tr>
<td>5203</td>
<td>Dental Hygiene</td>
<td>A.A.S.</td>
<td>—</td>
<td>0954 113</td>
<td></td>
</tr>
<tr>
<td>5207</td>
<td>Diagnostic Medical Sonography</td>
<td>Certificate</td>
<td>—</td>
<td>1018 109</td>
<td></td>
</tr>
<tr>
<td>5207</td>
<td>Echocardiography</td>
<td>Certificate</td>
<td>—</td>
<td>1096 110</td>
<td></td>
</tr>
<tr>
<td>5209</td>
<td>Emergency Medical Technician-Paramedic</td>
<td>Certificate</td>
<td>—</td>
<td>0985 111</td>
<td></td>
</tr>
<tr>
<td>5209</td>
<td>Emergency Medical Technician-Paramedic</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1293 115</td>
<td></td>
</tr>
<tr>
<td>5207</td>
<td>Invasive Cardiovascular Technology</td>
<td>Certificate</td>
<td>—</td>
<td>0007 112</td>
<td></td>
</tr>
<tr>
<td>5299.20Mortuary Science</td>
<td>A.A.S.</td>
<td>—</td>
<td>0599 116</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5208.10Nursing</td>
<td>A.A.S.</td>
<td>—</td>
<td>0005 117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5207</td>
<td>Radiologic Technology</td>
<td>A.A.S.</td>
<td>—</td>
<td>0628 118</td>
<td></td>
</tr>
<tr>
<td>5215</td>
<td>Respiratory Care</td>
<td>A.A.S.</td>
<td>—</td>
<td>0655 120</td>
<td></td>
</tr>
<tr>
<td>5304</td>
<td>Biotechnology</td>
<td>A.S.</td>
<td>—</td>
<td>1211 124</td>
<td></td>
</tr>
<tr>
<td>5008</td>
<td>Broadcast Communications</td>
<td>A.A.S.</td>
<td>—</td>
<td>1597 125</td>
<td></td>
</tr>
<tr>
<td>5506</td>
<td>Chemical Dependency Counseling</td>
<td>A.A.S.</td>
<td>—</td>
<td>1070 126</td>
<td></td>
</tr>
<tr>
<td>5005</td>
<td>Chemical Technician</td>
<td>A.A.S.</td>
<td>—</td>
<td>0955 127</td>
<td></td>
</tr>
<tr>
<td>5501</td>
<td>Civil &amp; Public Service</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0682 128</td>
<td></td>
</tr>
<tr>
<td>5505</td>
<td>Criminal Justice</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0640 129</td>
<td></td>
</tr>
<tr>
<td>5503</td>
<td>Early Childhood</td>
<td>A.S.</td>
<td>—</td>
<td>0605 130</td>
<td></td>
</tr>
<tr>
<td>5609</td>
<td>Engineering Science</td>
<td>A.S.</td>
<td>—</td>
<td>0590 131</td>
<td></td>
</tr>
<tr>
<td>5409</td>
<td>Environmental Studies</td>
<td>A.S.</td>
<td>—</td>
<td>1016 132</td>
<td></td>
</tr>
<tr>
<td>5610</td>
<td>Fine Arts</td>
<td>A.S.</td>
<td>—</td>
<td>0684 133</td>
<td></td>
</tr>
<tr>
<td>5619</td>
<td>Forensic Science Studies</td>
<td>A.S.</td>
<td>—</td>
<td>1666 134</td>
<td></td>
</tr>
<tr>
<td>5649</td>
<td>General Education</td>
<td>Certificate</td>
<td>—</td>
<td>0985 122</td>
<td></td>
</tr>
<tr>
<td>5001</td>
<td>Human Services</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0605 135</td>
<td></td>
</tr>
<tr>
<td>5699</td>
<td>Individual Studies</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>0688 156</td>
<td></td>
</tr>
<tr>
<td>5699</td>
<td>Individual Studies Online</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>1051 156</td>
<td></td>
</tr>
<tr>
<td>5009</td>
<td>Labor Studies</td>
<td>A.A.S.</td>
<td>—</td>
<td>1042 158</td>
<td></td>
</tr>
<tr>
<td>5649</td>
<td>Liberal Arts &amp; Science: Humanities &amp; Social Science</td>
<td>A.A.</td>
<td>Yes</td>
<td>2001 139</td>
<td></td>
</tr>
<tr>
<td>5649</td>
<td>Liberal Arts &amp; Science: Mathematics &amp; Science</td>
<td>A.S.</td>
<td>—</td>
<td>0220 141</td>
<td></td>
</tr>
<tr>
<td>5299.30Physical Education Studies</td>
<td>A.A.</td>
<td>—</td>
<td>1087 142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5503</td>
<td>Teaching Assistant</td>
<td>Certificate</td>
<td>—</td>
<td>1530 143</td>
<td></td>
</tr>
</tbody>
</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

Mission Statement:
To provide all students with the requisite business, technical, and general education skills and knowledge to obtain employment or transfer to four year institutions through quality instruction, relevant programs, and continuing collaboration with internal and external constituents.

School of Business Goals:
• Provide relevant, student-centered, quality programs.
• Provide multiple opportunities for students to achieve their self-identified goals.
• Provide a variety of instructional modalities to address diverse learning styles.
• Identify and respond to the business and technological needs of the community.
• Support faculty enrichment through business affiliations, certifications, and professional development.

The School of Business offers students with various academic backgrounds, experiences and goals an opportunity to meet the current needs of a technological society through seven degree and two certificate programs. The certificates and degrees offered are in three curricular areas: business, computer information systems, and information technician. Each area has programs requiring core courses, specialized courses and electives.

Each certificate and degree program has a primary purpose: either employment or transfer. Students work with professional advisors who assist them in determining and pursuing their self-identified academic and career goals.

Certificate Programs: Accounting and Information Systems
Certificate programs in accounting and information systems are available to students seeking immediate employment or career advancement. Students may apply credits earned in the certificate programs to other degrees subject to departmental approval.

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. The AS degree in Business Administration is offered to students whose primary goal is transfer to an institution of higher learning. The AAS degrees in Accounting and Marketing are offered to students whose primary goal is immediate employment although the courses may also be transferable.

All of these degrees are based on a common core of courses with learning objectives recommended by both employers and transfer institutions. The basic core includes courses in the areas of English, economics, accounting, law, applied business mathematics, and computer literacy. This common core provides flexibility and gives students an opportunity to identify a degree that matches their areas of interest.

Computer Information Systems

The Computer Information Systems (CIS) Associate in Applied Science (A.A.S.) curriculum is based on the model Association of Computing Machinery (ACM) CIS curriculum that has been adopted by over 500 colleges and universities nationally. The CIS program is comprised of five different degree program options intended as terminal degrees as well as a general degree for students who are seeking to transfer to a four-year institution. The CIS program options, which allow the degree to be tailored to achieve a specific desired outcome are: System and Network Administration, Business Application Programming, Internet and Web Programming, E-Commerce and Web Design.

The CIS curriculum provides a balance of computer information systems, business and interpersonal skills. All CIS program options include 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. The core CIS and Business courses include Programming and Logic, Application Development, Analysis and Design of Information Systems, Decision Support Systems, Database Management, Financial Accounting and Economics. Specialized elective coursework may be completed in Computer Networking, Operating Systems, Computer Security, Web Design, Graphics and Multimedia, Business Programming and Internet Programming.
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

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
<td>Accounting &amp; Bookkeeping courses recommended</td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BADM 120</td>
<td>Business Mathematics or</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>BADM 221</td>
<td>Quantitative Business Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/Applications I or Computer Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Comp. II or ESL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking or BADM 200 Business Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1) Accounting Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>30-31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

Information Systems
Certificate
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan 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

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 210</td>
<td>Analysis and Design of Information Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 250</td>
<td>Intro to Database Management Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(1) Computer Information Systems Electives</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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 120, TLMG 210, TLMG 211. One sequence is required.

Descriptions of Information Systems courses can be found on pages 175-179.
Administrative Information Technician

Associate in Applied Science

HEGIS #5005

Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Administrative Information Technician program is offered to students whose primary goal is to obtain a position as an administrative or technical assistant 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Business and software courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $430.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<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>CMPT 118</td>
<td>Web Page Design and Management</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Database Concepts and Applications</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>Adv. Topics in Office Technology</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>5</td>
</tr>
<tr>
<td></td>
<td>(1) Business Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(2) Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) Physical Science Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(4) Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>61</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, PSYS 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, SOC 100, SOC 110, SOC 115, SOC 120.

Descriptions of Administrative Information Technician courses can be found on pages 154-155.

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></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term Total</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></td>
<td>Business 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>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></td>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical 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>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>Adv. Topics in Office Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

*Required of first time full-time students.
Business - Accounting
Associate in Applied Science
HEGIS #5002
Chairperson: Dr. Karen L. Marbot
Brahma Hall, Room 220, (518) 629-7656

The accounting program is designed for students whose goal is to obtain an entry-level position in the accounting field; students are prepared for work in either the public or private sector. Some students may also transfer to four year colleges and universities to further their education. Students are required to complete core courses, as well as courses of specialization in the field of accounting such as computerized accounting software and federal income tax. Note: the core required courses are appropriate for other programs in the School of Business.

Degree requirements can be completed through either full-time or part-time study. Courses are offered both day and evening.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>accounting and bookkeeping courses recommended</td>
<td>70+</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 be approximately $575.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum</td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal and Ethical Environment of Business II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>____ BADM 120 Bus. Mathematics or ____ BADM 221 Quantitative Bus. Applications</td>
<td>3-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Personal Computer Concepts/ Applications I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SPECIALIZATION COURSES**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACTG 210</td>
<td>Federal Income Tax</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>____ Accounting Electives</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM ELECTIVES**

| ____ Business Electives | 6 |       |
| ____ Liberal Arts Electives | 6 |       |
| ____ Mathematics or Science Elective | 3-4 |       |

**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 153-154.
Business - Business Administration (A.S.)

The School of Business offers students two different degree programs in Business Administration. The A.S. 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 A.A.S. 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 (A.S.) 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 2 units of equivalent academic math including 1 semester of Math B* (80 or above in each course)</td>
<td>2.75 average in 5 courses applicable to the degree for transfers. Additional Math courses recommended.</td>
<td>80+</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 220 or BADM 221, ECON 100, ENGL 101 and FORM 104, would be approximately $550.

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

This Business Administration program (A.A.S.) is offered to students whose needs cannot be met through one of our other business programs or who need 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td></td>
<td>70+</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, BADM 220, ECON 100 or ENGL 101 would be approximately $550.
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>
</tbody>
</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>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal &amp; Ethical Environment</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal &amp; Ethical Environment</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</td>
<td>3</td>
</tr>
</tbody>
</table>

OTHER PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry &amp; Basic Calculus or MATH 160 Pre-Calculus or MATH 180 Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 120***</td>
<td>Principles of Marketing</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>

PROGRAM ELECTIVES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Total Credits Required 65-66

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

(1) Computer Elective—Recommended Courses—CSS 110, CSS 101, CMPT 105, CMSC 110.
(2) History Elective—Recommended Courses—HIST 100, HIST 101, HIST 110, HIST 111.
(3)Mathematics or Science Elective—Recommend any 4 credit course in Biology, Chemistry, Mathematics or Physics.
(4) Restricted English Elective—Recommended Courses—ENGL 290, ENGL 296.
(5)Restricted Elective—Recommend MATH 180, any foreign language, history or literature course.

Descriptions of Business Administration courses can be found on pages 167-168.
Business - Marketing
Associate in Applied Science
HEGIS #5004
Chairperson: Dr. Karen L. Marbot
Brahman Hall, Room 226, (518) 629-7656

The Marketing program is offered to students who seek to obtain an entry-level position in areas such as marketing, management, and sales. Students planning to establish and operate a small business may enter this program as well. Additionally, some students may transfer to four year colleges and universities to further their education. Students complete core required courses that are also appropriate for other programs in the School of Business, and they complete foundation courses in marketing, advertising, management, and communications.

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 through day, evening, and online offerings.

The Tourism, Convention and Event Management option in the Business-Marketing program will prepare students for employment in this growing field. If you are detail-oriented, energetic, and have entrepreneurial spirit, this option may be right for you. You will learn the skills you need - including human resource management, sales, negotiating and budgeting - to prepare you for a career as:

- Manager of a resort, such as a golf or ski resort.
- Meeting and/or convention planner for a large company, hotel, college or university, or charity organization.
- A self-employed events manager, or conference and seminar planner or a city convention center.
- These jobs are just some of those available to you if you pursue the Tourism, Convention and Event Management option in the Business-Marketing program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</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 ACCT 110, BADM 110, BADM 120 or BADM 221, ECON 100, ENGL 101 and FORM 104 would be approximately $575.
## BUSINESS - MARKETING

### 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>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>BUS. Mathematics or BADM 221</td>
<td>3-4</td>
</tr>
<tr>
<td>BADM 200</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>SMART 100</td>
<td>Computer Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### SPECIALIZATION COURSES

- BADM 207 Organization and Management 3
- MKTG 120 Principles of Marketing 3
- MKTG 200 Advertising 3
- (1) Business Electives 6-9

### PROGRAM ELECTIVES

- (2) Accounting Elective 3-4
- (3) English Elective 3
- (4) Restricted Liberal Arts and Business Electives 7-9

**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 Elective - 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 pages 230-231.

## TOURISM, CONVENTION AND EVENT MANAGEMENT

### OPTION 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>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>BUS. Mathematics or BADM 221</td>
<td>3-4</td>
</tr>
<tr>
<td>BADM 200</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>SMART 100</td>
<td>Computer Elective</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### SPECIALIZATION COURSES

- BADM 207 Organization and Management 3
- MKTG 120 Principles of Marketing 3
- MKTG 150 Intro to Conventions & Events 3
- MKTG 200 Advertising 3
- MKTG 212 Human Resources Management 3
- MKTG 230 Event Management 3
- MKTG 214 Sales Management 3
- MKTG 232 Tourism and Resorts 3

### PROGRAM ELECTIVES

- (1) Accounting Elective 3-4
- (3) English Elective 3

**Total Credits Required: 62-65**

*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. Accounting Elective - Recommended Courses - ACTG 111, ACTG 200.
2. English Elective - Recommended Courses - ENGL 102, ENGL 104, ENGL 125.

Description of Tourism, Convention and Event Management Option courses may be found on pages 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, multiple programming languages, systems administration, and networking. Further specialization can be obtained by completing one of the following Computer Information Systems program options: Business Applications Programming, E-Commerce, Internet & Web Programming, System and Network Administration, or Web Design. 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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 3 years of equivalent academic math including 1 semester of Math B* (80 or above in each course)</td>
<td>2.0 average for transfers. Computer course recommended.</td>
<td>80+</td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by Dept. Chairperson.  
(1) Computer Information Systems Electives: Computer Information Systems 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.  
(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, SOCL 100, SOCL 110, SOCL 115, SOCL 120.

### 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 Systems</td>
<td>3</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>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>

(1) Computer Information Systems Electives  
(2) Math/Science Electives *6*  
(3) Restricted Elective *6*  
(4) Social Science Elective *3*

**Total Credits Required** 64

Description of Computer Information System courses may be found on pages 175-179.
Hudson Valley Community College
School of Business

Computer Information Systems: Business Applications Programming
Associate in Applied Science
HEGIS #5101
Chairperson: Dr. James G. Looby
Brahan Hall, Room 206, (518) 629-7225

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

Courses | Notes | High School Average
--- | --- | ---
Math I & II or 3 years of equivalent academic math including 1 semester of Math B* (80 or above in each course) | 2.0 average for transfers. Computer course recommended. | 80+

* - CIS Sequence options (pick one): CISS 200-CISS 201, CISS 220-CISS 221, CISS 230-CISS 231, CISS 240-CISS 241
** - CIS Elective choices: CISS 200, CISS 201, CISS 220, CISS 221, CISS 225, CISS 227, CISS 230, CISS 231, CISS 240, CISS 241, CISS 260, CMPT115, ELET 120, CISS 120, CISS 121, CISS 270, CISS 271
*** - BADM 200, BADM 207, BADM 220, MKTG 120, MKTG 210

Description of Computer Information System courses may be found on pages 175-179.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>FIRST TERM</th>
<th>CREDIT HRS.</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CISS 100</td>
<td>Fundamentals of Information Processing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System Development</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Term Total** 15

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>SECOND TERM</th>
<th>CREDIT HRS.</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 210</td>
<td>Data Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CISS 101</td>
<td>Microcomputer Application Development</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming and Logic II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Term Total** 18

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>THIRD TERM</th>
<th>CREDIT HRS.</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 211</td>
<td>Design of Info Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>CIS Sequence I</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Term Total** 16

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>FOURTH TERM</th>
<th>CREDIT HRS.</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 210</td>
<td>Data Management Systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>CIS Sequence II</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Term Total** 16

*Required of first time, full-time students.
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

Courses | Notes | High School Average
---|---|---
Math I & II or 3 years of equivalent academic math including 1 semester of Math B* (80 or above in each course) | 2.0 average for transfers. Computer course recommended. | 80+

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $475.

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>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td>15</td>
<td></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 Design and 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>Term Total</td>
<td>18</td>
<td></td>
</tr>
</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 Page Development and Design</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 210</td>
<td>E-Marketing</td>
<td>3</td>
</tr>
<tr>
<td>* CIS Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: CISS 211, CISS 221, CISS 225, CISS 227, GISS 230, GISS 240, GISS 260

Description of Computer Information System courses may be found on pages 175-179.
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 3 years of equivalent academic math including 1 semester of Math ** (80 or above in each course)</td>
<td>2.0 average for transfers. Computer course recommended.</td>
<td>80+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $445.

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 13</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>15</strong></td>
<td></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>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</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

<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>5</td>
</tr>
<tr>
<td>CISS 225</td>
<td>Internet Prog. PHP</td>
<td>3</td>
</tr>
<tr>
<td>CISS 240</td>
<td>Java</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>*</td>
<td>CIS Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth 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 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>**</td>
<td>CIS Sequence</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

†Required of first time, full-time students.

- CIS Elective choices: CISS 211, 221, 227, CISS 230, 231, CISS 241, CISS 260
- CIS Sequence options (one sequence required): CISS 210-CISS 211, CISS 220-CISS 221, CISS 230-CISS 235, CISS 240-CISS 241

Description of Computer Information System courses may be found on pages 175-179.
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/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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 3 years of equivalent academic math including 1 semester of Math B* (80 or above in each course)</td>
<td>2.0 average for transfers. Computer course recommended.</td>
<td>80+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $460.

**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>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>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>15</strong></td>
<td></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>CISS 121</td>
<td>Intro to Network Ad</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>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</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 270</td>
<td>Network Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>* CIS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>* CIS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

* - CIS Elective choices: CISS 211, CISS 220, CISS 225, CISS 230, CISS 231, CISS 246, CISS 241, CISS 260, preferably CISS 271

Description of Computer Information System courses may be found on pages 175-179.
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 5 years of equivalent academic math including 1 semester of Math B* (80 or above in each course)</td>
<td>2.0 average for transfers. Computer course recommended.</td>
<td>80+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $440.

SUGGESTED COURSE SEQUENCE FOR
FULL-TIME STUDY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>First Term Credit Hrs.</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>CMPT 118</td>
<td>Web Page Design and Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</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 Credit Hrs.</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>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</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term Credit Hrs.</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 221</td>
<td>Advanced Web Dev.</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>* CIS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term Credit Hrs.</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<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>
<tr>
<td>* CIS Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>16</td>
</tr>
</tbody>
</table>

†Required of first time, full-time students.

* - CIS Elective choices: ARTS 145, CISS 211, CISS 225, CISS 227, CISS 260

Description of Computer Information System courses may be found on pages 175-179.
The Health Information Technician program is offered to students whose primary goal is to obtain a position as an administrative or technical assistant in a medical or health-related 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**

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the courses)</td>
<td></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 be approximately $535.

**MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AITC 160</td>
<td>Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>AITC 162</td>
<td>Advanced Information Processing w/English Skills</td>
<td>3</td>
</tr>
<tr>
<td>AITC 166</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 116</td>
<td>Medical Terminology for Office Assistants</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>CMPT 120</td>
<td>Database Concepts &amp; Applications</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>HITC 100</td>
<td>Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>HITC 101</td>
<td>Medical Transcription</td>
<td>4</td>
</tr>
<tr>
<td>HITC 103</td>
<td>Intro to Medical Coding, Health Insurance &amp; Reimbursement</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 62

*or specific course equivalents as approved by the Department Chairperson.

(1) Health Science Electives – Recommended Courses – BIOL 104 & BIOL 105, BIOL 109 & BIOL 125, BIOL 120 & BIOL 121, BIOL 207, BIOL 230.

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

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

Description of Health Information Technician courses may be found on page 217-218.

**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>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>CMPT 110 Doc. Formatting on Microcomputers 3</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>HITC 103 Intro to Medical Coding, Health Ins. &amp; Reimbursement 5</td>
<td>Lib. Arts Elective 3</td>
</tr>
</tbody>
</table>

Term Total: 16

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 115 Med. Termin. or BIOL 116 Med. Terminology</td>
<td>CMPT 120 Dbase Con. &amp; App 3</td>
</tr>
<tr>
<td>HITC 100 Med. Office Proc. 4</td>
<td>CMPT 150 Adv. Topics in Office Technology 3</td>
</tr>
<tr>
<td>HITC 105 Clin. Office Proc. 3</td>
<td>HITC 101 Med. Transcrip 4</td>
</tr>
</tbody>
</table>

Term Total: 16

*Required of first time, full-time students.
SCHOOL OF ENGINEERING AND INDUSTRIAL TECHNOLOGIES

Dr. Ann Marie Murray, Dean

Mission Statement:
The mission of the School of Engineering and Industrial Technologies is to provide students with the requisite technical skills to obtain a job or transfer to a technical program in order to meet the employment needs of industry.

School of Engineering and Industrial Technologies Goals:
- To provide students with the skills, knowledge and ability to meet their goals
- To identify and respond to the engineering and industrial technology needs of the community
- To assist students in recognizing their goals/expectations and to match those goals/expectations to appropriate academic outcomes
- To provide faculty with multiple opportunities to achieve their desired professional goals in order to enhance the teaching and learning environment

The School of Engineering & Industrial Technologies offers students the opportunity to meet the current employment needs for today’s technology driving society through sixteen degree and two certificate programs. The certificates and degrees offered are in building, electrical, industrial and automotive technologies with three programs 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

Each certificate and degree program has a primary purpose: either employment or transfer. Students work with departmental advisors who assist them in determining and pursuing their self-identified academic and career goals.

Computer and Laboratory Facilities
The School of Engineering and Industrial Technologies has extensive laboratory space where the student can gain the necessary practical experience in his/her field of choice. Specific laboratory requirements are contained in the course descriptions.

A sampling of division laboratories includes a soils testing laboratory, surveying instruments including laser devices, complete drafting facilities, the latest automotive diagnostic equipment, complete machine tool lab, computer based electronic laboratory, a microprocessor facility, a hydraulic and fluid mechanics laboratory, and a complete material testing and metallurgical laboratory.

CERTIFICATE PROGRAMS

Construction Certificate
HEGIS #5317
Chairperson: Dr. Christine M. LaPlante
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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 114 Construction Materials</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CIVL 224 Estimating</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CNST 103 Blueprint Reading for Technologies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CNST 120 Architectural Drawing I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CNST 120 Principles &amp; Practices of Light Construction I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CNST 131 Construction Laboratory I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CNST 132 Construction Laboratory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CNST 133 Principles &amp; Practices of Light Construction II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNST 220 Architectural Drawing II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CNST 231 Building Services Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 105 Applied Technical Mathematics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 106 Applied Technical Mathematics II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 32

*Or specific course equivalents as approved by department chair. Students with appropriate high school math and satisfactory scores on the placement test may substitute electives approved by the department chairperson.

Descriptions of Construction courses can be found on pages 182-183.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 114 Const. Materials 2</td>
<td>CIVL 224 Estimating 3</td>
</tr>
<tr>
<td>CNST 103 Blueprint Reading for Tech.</td>
<td>CNST 132 Const. Lab II 2</td>
</tr>
<tr>
<td>CNST 120 Architect. Draw I 2</td>
<td>CNST 135 Prin. &amp; Pract. of Light Construction I</td>
</tr>
<tr>
<td>CNST 130 Prin. &amp; Pract. of Light Construction I</td>
<td>CNST 220 Architect. Draw II 2</td>
</tr>
<tr>
<td>CNST 131 Const. Lab I 2</td>
<td>CNST 231 Building Serv. Sys. 3</td>
</tr>
<tr>
<td>MATH 105 Mathematics I* 3</td>
<td>MATH 106 Mathematics II* 3</td>
</tr>
</tbody>
</table>

Term Total 15

Drafting Certificate

HEGIS #5603

Interim Chairperson: Phillip White
Long 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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>CADD 100 Computer Aided Drafting I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CADD 110 Computer Aided Drafting II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CADD 120 Computer Aided Drafting III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CADD 125 Blueprint Reading and Mech. Draw. 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CADD 200 Computer Aided Drafting IV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CADD 210 Computer Aided Drafting V 4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CADD 230 Computer Aided Drafting Practicum 8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 106 English Composition II: Writing for the Technicians</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>INDS 100 Career Planning &amp; Decision Making</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 105 Applied Technical Mathematics I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 106 Applied Technical Mathematics II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 45

*Or specific course equivalents as approved by department chair.

Descriptions of Drafting courses can be found on pages 193-194.
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Need valid driver’s license</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $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>
</tr>
</thead>
<tbody>
<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/Transaxes</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 225</td>
<td>Automotive Lab I</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 230</td>
<td>Automotive Lab II</td>
<td>7</td>
</tr>
<tr>
<td>AUTO 235</td>
<td>Automotive Electronics</td>
<td>4</td>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics</td>
<td>3</td>
</tr>
</tbody>
</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 155-157.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

**FIRST TERM**                          **SECOND TERM**

| FORM 101 College Forum*                | AUTO 140 Fuel Systems 4 |
| AUTO 120 Engines                      | AUTO 145 Pass. Car Chassis I 3 |
| AUTO 125 Auto. Elective               | AUTO 150 Trans./Transaxes 6 |
| AUTO 130 Automotive Specs.            | ENGL 101 Composition I 3 |
| MATH 105 App. Tech. Math I $          |                          |
| Term Total 16                         | Term Total 16            |

**THIRD TERM**                          **FOURTH TERM**

| AUTO 200 Amer. on Wheels or           | AUTO 230 Automotive Lab II 7 |
| AUTO 220 Alternative Fuels            | AUTO 250 Diesel Engines 3   |
| AUTO 225 Automotive Lab I             | AUTO 255 Pass. Car Diag. 3  |
| AUTO 235 Automotive Electronics       | AUTO 260 Business Mgmt. 3  |
| AUTO 245 Pass. Car Chassis II         |                          |
| 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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Need valid driver's license</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $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>
</tr>
</thead>
<tbody>
<tr>
<td>AUBR 220</td>
<td>Passenger Car Body/Frame Construction or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>AUTO 200 America on Wheels</td>
<td></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>
</tr>
</tbody>
</table>
```

Total Credits Required: 67

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM | SECOND TERM
--- | ---
FORM 101 College Forum* | 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

THIRD TERM | FOURTH TERM
--- | ---
AUBR 220 Passenger Car Body | AUBR 225 Collision Repair 6
/Frame Constr. or | AUBR 245 Auto Refinishing 6
AUTO 200 America on Wheels | AUBR 250 Est. Auto Bdy Rep. 5
AUBR 225 Frame/Underbody Repair | AUBR 255 Body Accessory 3
AUBR 230 Auto Body Panel Straightening | Service/Repair
AUBR 240 Automotive Refinishing I | Term Total 18

Term Total 18

*Required of first time, full-time students.
Automotive Technical Services: DaimlerChrysler

Associate in Occupational Studies
HEGIS #5306
Interim Chairperson: Phillip White
Cogan Hall, Room 145, (518) 629-7272

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 College Automotive 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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I: Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Need valid driver's license. Special testing through program coordinator.</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $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>
</tr>
<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 220</td>
<td>Alternative Fuels</td>
<td></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>
<td>3</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Business Management</td>
<td>3</td>
</tr>
<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 158-159.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM | SECOND TERM
---|---
FORM 101 College Forum* | AUCP 155 Practical Work Experience II | 10
AUCP 120 Auto. Electrical Systems | AUTO 120 Engines | 6
AUCP 150 Practical Work Experience I | AUTO 130 Specifications | 2
AUTO 160 Industrial Relations | AUTO 140 Fuel Systems | 4

Term Total 20 | Term Total 25

THIRD TERM | FOURTH TERM
---|---
AUCP 220 Integral Frame & Suspension Components | AUCP 255 Practical Work Experience IV | 10
AUCP 250 Practical Work Experience III | AUTO 150 Trans./Transaxles | 6
AUTO 200 America on Wheels | AUTO 255 Pass. Car Diag. | 3
AUTO 220 Alternative Fuels | AUTO 260 Business Mgt. | 5
AUTO 250 Diesel Engines | |

Term Total 17 | Term Total 22

*Required of first time, full-time students.
Automotive Technical Services - General Motors
Associate in Occupational Studies
HEGIS #5306
Interim Chairperson: Phillip White
Cogan Hall, Room 145, (518) 629-7272

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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra, or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Need valid driver's license; Special testing through program coordinator.</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $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</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/Transaxes</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 160</td>
<td>Industrial Relations</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 225</td>
<td>Passenger Car Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 250</td>
<td>Diesel Engines</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Business Management</td>
<td>3</td>
</tr>
<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 General Motors courses can be found on pages 159-161.

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>AUCP 155 Practical Work</td>
</tr>
<tr>
<td>1</td>
<td>10 Experience II</td>
</tr>
<tr>
<td>AUTO 120 Auto. Electrical</td>
<td>AUTO 120 Engines</td>
</tr>
<tr>
<td>Systems</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 150 Practical Work</td>
<td>AUTO 130 Specifications</td>
</tr>
<tr>
<td>Experience I</td>
<td>2</td>
</tr>
<tr>
<td>AUTO 160 Industrial</td>
<td>AUTO 140 Fuel Systems</td>
</tr>
<tr>
<td>Relations</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Term Total **20**

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 220 Integral Frame</td>
<td>AUCP 255 Practical Work</td>
</tr>
<tr>
<td>&amp; Suspension Components</td>
<td>10 Experience IV</td>
</tr>
<tr>
<td>AUTO 250 Practical Work</td>
<td>AUTO 150 Trans./Transaxes</td>
</tr>
<tr>
<td>Experience III</td>
<td>6</td>
</tr>
<tr>
<td>AUTO 200 America on Wheels</td>
<td>AUTO 255 Pass. Car Diag.</td>
</tr>
<tr>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 220 Alternative Fuels</td>
<td>AUTO 200 Business Mgt.</td>
</tr>
<tr>
<td>AUTO 250 Diesel Engines</td>
<td>5</td>
</tr>
</tbody>
</table>

Term Total **17**

*Required of first time, full-time students.
Civil Engineering Technology
Associate in Applied Science
HEGIS #5309
Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7355

Mission of the Department
The mission of the Civil Engineering Technology department is to provide the students with a high quality, relevant program that affords the student the opportunity to obtain employment or engage in continued lifelong learning in the Civil Technology field.

Goals of the Program
1. To provide a professional-quality, industrial-standard, continuously improving, accredited program.
2. To provide a broad-based exposure to the operations, standards and current practices in the field of civil technology.
3. To provide students with the option to specialize in either architectural design/building construction techniques or transportation/heavy civil applications.
4. To provide the students with the opportunity to obtain employment or engage in continued lifelong learning.

Student Objectives of the Program
The Civil Engineering Technology student program objectives are designed to allow successful graduates to:
1. Demonstrate competency in civil engineering technology skills.
2. Clearly communicate through written and oral expression the elements of a civil engineering technology project.
3. Demonstrate problem solving ability to analyze, interpret and design elements found in civil engineering technology applications.
4. Demonstrate knowledge of industry standard tools necessary for successful professional practice (software, code implementation and interpretation).
5. Civil engineering technology graduates will become employed in the field or transfer to a four-year institution.

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, transportation and construction. The second year provides an opportunity for specialization either toward transportation 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 Transportation Field
The transportation 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Additional Science, Math and Mechanical Drawing courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolling in the first full-time term as outlined would be approximately $420.
### 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>Microcomputer 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; Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>5</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></td>
</tr>
<tr>
<td></td>
<td>Technical Electives</td>
<td>15</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 172-174.

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>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101</td>
<td>College Forum*</td>
<td>1</td>
</tr>
<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>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>
</tbody>
</table>

**Term Total** 16

#### SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 210</td>
<td>Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 212</td>
<td>Hydraulics &amp; Drainage</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 136</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 137</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytical Geometry and Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities or Social Science Elect.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technical Electives</td>
<td>13</td>
</tr>
</tbody>
</table>

**Term Total** 19

#### THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 201</td>
<td>Site Surveying</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 220</td>
<td>Architectural Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 221</td>
<td>Architectural Des.</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 136</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 137</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 138</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

**Term Total** 16-19

#### FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 202</td>
<td>Route Surveying</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 234</td>
<td>Trans. and Hwy. Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 137</td>
<td>Technical Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Human or Soc. Sci. Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Term Total** 18-19

*Required of first time, full-time students.

#### ARCHITECTURAL ELECTIVES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 201</td>
<td>Site Surveying</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 220</td>
<td>Architectural Graphics</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 221</td>
<td>Architectural Des.</td>
<td>2</td>
</tr>
<tr>
<td>PHYS 136</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 137</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 138</td>
<td>Technical Physics II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technical Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

#### TRANSPORTATION ELECTIVES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL 202</td>
<td>Route Surveying</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 234</td>
<td>Trans. and Hwy. Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bridge Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Traffic Oper. Anal.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hwy. Construction</td>
<td>3</td>
</tr>
</tbody>
</table>
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td></td>
<td>70+</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 be approximately $500.

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</td>
<td>3</td>
</tr>
<tr>
<td>FORM 101</td>
<td>College Forum**</td>
<td>1</td>
</tr>
<tr>
<td>IDLT 100</td>
<td>Interpreting Engineering Drawings</td>
<td>3</td>
</tr>
<tr>
<td>IDLT 210</td>
<td>Facilities Layout and Design</td>
<td>3</td>
</tr>
<tr>
<td>IDLT 240</td>
<td>Geometric Dimensioning and Tolerancing</td>
<td>3</td>
</tr>
<tr>
<td>IDLT 105</td>
<td>Microcomputer Drafting-AutoCAD or IDLT 107 Computer Aided Drafting I or IDLT 110 Machining Processes or IDLT 207 Computer Aided Drafting II or IDLT 208 Inventor/CAD Basics III</td>
<td>7-8</td>
</tr>
<tr>
<td>MECT 105</td>
<td>Engineering Materials</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(1) Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(2) Mathematics Electives</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>(3) Technical Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(4) Technology Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(5) Technology/Business Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Technology/Liberal Arts Electives</td>
<td>3</td>
</tr>
</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, and MFTS, subject to approval by the department chairperson.
(5) Business electives may be any courses beginning with ACTG, BADM, CNST, or CMPT 101, subject to approval by the department chairperson.

Descriptions of Computer Integrated Technology courses can be found on pages 179-181.
Construction Technology - Building Construction

Associate in Applied Science
HEGIS #5317
Chairperson: Dr. Christine M. LaPlante
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

Math I & II or 2 units of equivalent academic math (70 or above in each course) 70+

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $500.

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>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 Tech</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</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>
</tr>
<tr>
<td>PHS 115</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Humanities or Social Science Elect.</td>
<td>3</td>
<td></td>
</tr>
</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 182-183.

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* 1</td>
<td>ACTG 100 Applied Acctg. 3</td>
</tr>
<tr>
<td>CIVL 114 Const. Materials 2</td>
<td>CIVL 119 Const. Surveying 3</td>
</tr>
<tr>
<td>CNST 100 Const. Surveying 3</td>
<td>CNST 103 Blueprint Reading for Tech</td>
</tr>
<tr>
<td>CNST 103 Blueprint Reading for Tech</td>
<td>CNST 120 Architect. Draw. I 2</td>
</tr>
<tr>
<td>ENGL 101 Composition I 3</td>
<td>ENGL 101 Composition II 5</td>
</tr>
<tr>
<td>ENGL 102 Composition II 5</td>
<td>Rest. Math Elect. 3-4</td>
</tr>
<tr>
<td>Human. or Social Science Elective</td>
<td>Rest. Math Elect. 4</td>
</tr>
<tr>
<td>Res. Math Elect. 3-4</td>
<td></td>
</tr>
<tr>
<td>Term Total 18-19</td>
<td>Term Total 18</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students. 
Construction Technology-
Carpentry

Associate in Applied Science
Chairperson: Dr. Christine M. LaPlante
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>
<tr>
<td></td>
<td>Apprenticeship Training Program</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>(maximum credit)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 68

*or specific course equivalents as approved by the department chairperson.

Construction Technology-
Sheet Metal

Associate in Applied Science
Chairperson: Dr. Christine M. LaPlante
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>
<tr>
<td></td>
<td>Apprenticeship Training Program</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>(maximum credit)</td>
<td></td>
</tr>
</tbody>
</table>

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 (PLCs), 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 101</td>
<td>Direct Current Theory and Magnetism</td>
<td>70+</td>
</tr>
<tr>
<td>ECMN 102</td>
<td>Alternating Current Theory</td>
<td></td>
</tr>
<tr>
<td>ECMN 111</td>
<td>Direct Current Applications Laboratory</td>
<td></td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternating Current Applications Laboratory</td>
<td></td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construction Wiring</td>
<td></td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td></td>
</tr>
<tr>
<td>ECMN 130</td>
<td>Safety and Labor Relations</td>
<td></td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td></td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td></td>
</tr>
<tr>
<td>ECMN 203</td>
<td>Transformers and Motors</td>
<td></td>
</tr>
<tr>
<td>ECMN 204</td>
<td>Industrial Motor Control Theory</td>
<td></td>
</tr>
<tr>
<td>ECMN 205</td>
<td>Industrial Power Electronics I</td>
<td></td>
</tr>
<tr>
<td>ECMN 206</td>
<td>Industrial Power Electronics II</td>
<td></td>
</tr>
<tr>
<td>ECMN 213</td>
<td>Transformer and Motor Laboratory</td>
<td></td>
</tr>
<tr>
<td>ECMN 214</td>
<td>Industrial Motor Control Laboratory</td>
<td></td>
</tr>
<tr>
<td>ECMN 215</td>
<td>Industrial Power Electronics Laboratory I</td>
<td></td>
</tr>
<tr>
<td>ECMN 216</td>
<td>Industrial Power Electronics Laboratory II</td>
<td></td>
</tr>
<tr>
<td>ECMN 223</td>
<td>Industrial Wiring</td>
<td></td>
</tr>
<tr>
<td>ECMN 224</td>
<td>Industrial Motor Control Wiring</td>
<td></td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Mathematics I</td>
<td></td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Mathematics II</td>
<td></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 4</td>
</tr>
<tr>
<td>ECMN 101 Dir. Current</td>
<td>ECMN 112 Alt. Curr. App. Lab 1</td>
</tr>
<tr>
<td>Theory &amp; Magnet.</td>
<td>ECMN 122 Comm. Con. Wiring 5</td>
</tr>
<tr>
<td>ECMN 111 Dir. Cur. App. Lab 1</td>
<td>ECMN 132 Elect. Blueprint 2</td>
</tr>
<tr>
<td>ECMN 121 Residential 5</td>
<td>MATH 106 Appl. Tech. Math II 3</td>
</tr>
<tr>
<td>Construct. Wiring</td>
<td>Theory &amp; Magnet.</td>
</tr>
<tr>
<td>ECMN 130 Safety &amp; Lite. Rel. 2</td>
<td>ECMN 122 Comm. Con. Wiring 5</td>
</tr>
<tr>
<td>ECMN 131 Elect. Blueprint 2</td>
<td>ECMN 132 Elect. Blueprint 2</td>
</tr>
<tr>
<td>Rdg. &amp; Est. I</td>
<td>MATH 106 Appl. Tech. Math II 3</td>
</tr>
<tr>
<td>MATH 105 Appl. Tech. Math I</td>
<td>Theory &amp; Magnet.</td>
</tr>
<tr>
<td>Term Total 18</td>
<td>Term Total 15</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

THIRD TERM | FOURTH TERM
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 203 Trans. &amp; Motors 4</td>
<td>ECMN 204 Ind. Motor Cont. 4</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. 5</td>
</tr>
<tr>
<td>ECMN 227 Industrial Wiring</td>
<td>Wiring</td>
</tr>
<tr>
<td>Term Total 16</td>
<td>Term Total 16</td>
</tr>
</tbody>
</table>

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.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $380.

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</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating</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 Applications Lab, Pt. I</td>
<td>0.5</td>
</tr>
<tr>
<td>ECMN 164</td>
<td>Alternating Current Applications Lab, Pt. II</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 172</td>
<td>Residential Construction Wiring, Pt. II</td>
<td>2.5</td>
</tr>
<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>
</tr>
<tr>
<td>ECMN 180</td>
<td>Safety and Labor Relations, Pt. I</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 181</td>
<td>Safety and Labor Relations, Pt. II</td>
<td>1</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 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>
<td>0.5</td>
</tr>
<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 Applications 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 Applications 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 151</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>
</tr>
</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 152</td>
<td>Direct Current Theory and Magnetism, Pt. 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>
</tr>
</tbody>
</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>Industrial 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>Industrial 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>
</tr>
</tbody>
</table>

**Term Total**: 6

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Tenth Term</th>
<th>Credit Hrs.</th>
</tr>
</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.*
MISSION OF THE DEPARTMENT
The mission of the Electrical Engineering Technology department is to provide a robust, relevant, continually improving, accredited program that provides a broad-based exposure to the profession of electrical engineering technology. The department strives to provide a hands-on program that emphasizes practical methods necessary for the field plus theory that drives the practical applications. The department’s goal is to provide graduates with a solid basis in the field to allow for immediate employment or transfer to a baccalaureate program.

GOALS OF THE PROGRAM
The Department strives to provide students with the following professional goals:
1. Development of competencies in a wide variety of electrical specialties to provide breadth as well as depth of knowledge to a graduate.
2. Exposure to technically relevant practices and procedures required for success in the electrical field.
3. Foster problem solving capabilities within the field of electrical engineering technology.
4. Maintain a relevant curriculum to match emerging changes in technical fields.
5. Provide students with the ability to apply knowledge to emerging technical fields.

OBJECTIVES OF THE PROGRAM
The Electrical Engineering Technology program’s objectives are designed to allow successful graduates to:
1. Demonstrate competency in basic principles of electricity.
2. Demonstrate competency in operational amplifiers and analog electronics including rectifiers, BJT and FET transistors.
3. Demonstrate competency in C and C++ programming language with emphasis on programs written for PC computers.
4. Demonstrate competency in problem solving processes that are prevalent in all electrical engineering technology projects.
5. Demonstrate competency in fundamental electrical circuit design and the methods employed in their fabrication.
6. Demonstrate competency in digital and advanced digital electronics including design and logic devices.
7. Demonstrate competency in the fundamentals of op amps, electro-mechanical devices and systems.
8. Obtain immediate employment or transfer to an upper-division program.

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 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 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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I &amp; II or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Additional Science, Math and Mechanical Drawing courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $480.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELET 100</td>
<td>Electricity I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 101</td>
<td>Electricity II</td>
<td>4</td>
</tr>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ELET 206</td>
<td>Elements of Comm. Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELET 215</td>
<td>Operational Amplifiers</td>
<td>4</td>
</tr>
<tr>
<td>ELET 225</td>
<td>Electro-Mechanical Devices &amp; Sys.</td>
<td>4</td>
</tr>
<tr>
<td>ELET 230</td>
<td>Electronic Design</td>
<td>1</td>
</tr>
<tr>
<td>ELET 245</td>
<td>Intro. to Microcontrollers</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 151</td>
<td>Analytic Geometry &amp; 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>Humanities or Social Science Elect. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Elective*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 65

*or specific course equivalents as approved by the Department Chairperson.

**Technical Elective - recommend courses ELET 115, ELET 260 or other elective as approved by department chairperson.
Descriptions of Electrical Engineering Technology courses can be found on pages 204-206.

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>ELET 101 Electricity II 4</td>
</tr>
<tr>
<td>ELET 100 Electricity I 4</td>
<td>ELET 105 Electronics I 4</td>
</tr>
<tr>
<td>ELET 120 Micro Hardware Ess 5</td>
<td>ENGL 102 Composition II 3</td>
</tr>
<tr>
<td>ENGL 101 Composition I 5</td>
<td>MATH 151 Analytic Geometry 4 &amp; Basic Calculus</td>
</tr>
<tr>
<td>MATH 150 College Algebra 4 &amp; Trigonometry</td>
<td>Humanities or Soc. 3 Science Elective</td>
</tr>
<tr>
<td>Term Total 15</td>
<td>Term Total 18</td>
</tr>
</tbody>
</table>

THIRD TERM
| ELET 210 Digital Electronics 4 |
| ELET 215 Operational Amplifiers 4 |
| ELET 245 Intro to Microcontrollers 4 |
| PHYS 135 Technical Physics 4 |
| Humanities or Soc. Tech. Elective 4 |
| Term Total 16 |

FOURTH TERM
| ELET 206 Elements of Devices & Systems 4 |
| ELET 225 Electro-Mechanical 4 |
| ELET 230 Electronic Design 1 |
| PHYS 136 Technical Physics II 4 |
| Term Total 17 |

*Required of first time, full-time students.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (75 or above in the course)</td>
<td>Additional Math and Physics courses recommended</td>
<td>75+</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>CHEM 105</td>
<td>Introductory Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 100</td>
<td>Electricity I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 101</td>
<td>Electricity II</td>
<td>4</td>
</tr>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 115</td>
<td>C++ for Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELET 225</td>
<td>Electro-Mechanical Dev. &amp; Sys.</td>
<td>4</td>
</tr>
<tr>
<td>ELET 250</td>
<td>Vacuum &amp; Thin Film Technology</td>
<td>4</td>
</tr>
<tr>
<td>ELET 255</td>
<td>Semiconductor &amp; Nanotechnology Fabrication Processes</td>
<td>4</td>
</tr>
<tr>
<td>ELET 261</td>
<td>Semiconductor &amp; Nanotechnology Overview</td>
<td>2</td>
</tr>
<tr>
<td>ELET 285</td>
<td>Semiconductor Metrology &amp; Process Control</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>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geo. &amp; Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Humanities or Soc. Sci. Elect.</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 65

*or specific course equivalents as approved by the Department Chairperson.
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 101</td>
<td>College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>ELET 100</td>
<td>Electricity I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra &amp; Trigonometry</td>
<td>4</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>ELET 101</td>
<td>Electricity II</td>
<td>4</td>
</tr>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geo. &amp; Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Humanities or Soc. Sci. Elect.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 105</td>
<td>Introductory Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ELET 250</td>
<td>Vacuum &amp; Thin Film Technology</td>
<td>4</td>
</tr>
<tr>
<td>ELET 261</td>
<td>Semiconductor &amp; Nanotechnology Overview</td>
<td>2</td>
</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELET 255</td>
<td>Semiconductor &amp; Nanotechnology Fabrication Processes</td>
<td>4</td>
</tr>
<tr>
<td>ELET 285</td>
<td>Semiconductor Metrology &amp; Process Control</td>
<td>3</td>
</tr>
<tr>
<td>ELET 115</td>
<td>C/C++ for Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ELET 225</td>
<td>Electro-Mechanical Dev. &amp; Sys.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Term Total</td>
<td>15</td>
</tr>
</tbody>
</table>

*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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Additional Math courses recommended; spring entrance will require additional semesters to complete the program.</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $280. 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>
<td>6</td>
</tr>
<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>
</tr>
<tr>
<td>HVAC 211</td>
<td>Refrigeration and AC Systems Applications I</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 212</td>
<td>Refrigeration and AC Systems Applications II</td>
<td>7</td>
</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>MATH 105</td>
<td>Applied Tech. Math I or</td>
<td>3-4</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
<td>or</td>
</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 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 218-219.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 110</td>
<td>Refrigeration Principles I</td>
</tr>
<tr>
<td>HVAC 111</td>
<td>Refrigeration Principles II</td>
</tr>
<tr>
<td>HVAC 120</td>
<td>Refrigeration Lab I</td>
</tr>
<tr>
<td>HVAC 121</td>
<td>Refrigeration Lab II</td>
</tr>
<tr>
<td>HVAC 130</td>
<td>Electricity for HVAC/R</td>
</tr>
<tr>
<td>HVAC 203</td>
<td>HVAC/R Systems Design I</td>
</tr>
<tr>
<td>HVAC 210</td>
<td>Heat Transfer Systems</td>
</tr>
<tr>
<td>HVAC 211</td>
<td>Refrigeration and AC Systems Applications I</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I or</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Math II or</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
</tr>
</tbody>
</table>

Term Total 18-19

SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 111</td>
<td>Refrigeration Principles II</td>
</tr>
<tr>
<td>HVAC 121</td>
<td>Refrigeration Lab II</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Math II 3-4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I 3-4</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytical Geometry and Basic Calculus</td>
</tr>
</tbody>
</table>

Term Total 16-17

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 203</td>
<td>HVAC/R Sys Des I</td>
</tr>
<tr>
<td>HVAC 210</td>
<td>Heat Transfer Systems 4</td>
</tr>
<tr>
<td>HVAC 211</td>
<td>Refrigeration &amp; AC Sys. App. I</td>
</tr>
<tr>
<td>HVAC 220</td>
<td>Heat Transfer Sys. Lab 6</td>
</tr>
</tbody>
</table>

Term Total 17

FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 212</td>
<td>Refrigeration &amp; AC Sys.</td>
</tr>
<tr>
<td>HVAC 213</td>
<td>HVAC/R Sys Des II</td>
</tr>
<tr>
<td>HVAC 221</td>
<td>Diag. &amp; Serv. Lab 6</td>
</tr>
</tbody>
</table>

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>Course</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Additional Math courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $540.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<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)</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>
<td>2</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I or 3-4</td>
<td></td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra and Trigonometry</td>
<td></td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Math II or 3-4</td>
<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytical Geometry &amp; Basic Calculus</td>
<td></td>
</tr>
<tr>
<td>Restricted Computer Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 68-70

*S or specific course equivalents as approved by the Department Chairperson.

Descriptions of Manufacturing Technical Systems courses can be found on pages 229-230.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IDLT 100</td>
<td>Intro. Eng. Draw.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>App. Tech. Math (or)</td>
<td></td>
</tr>
<tr>
<td>MATH 150</td>
<td>Tech. Math I</td>
<td></td>
</tr>
<tr>
<td>MFTS 101</td>
<td>Intro to Machine Tools (Lab. I)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 111</td>
<td>Mach. Processes Theory I</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 18-19

SECOND TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDLT 105</td>
<td>Microcomp. Drafting</td>
<td>5</td>
</tr>
<tr>
<td>MATH 106</td>
<td>App. Tech. Math II or 3-4</td>
<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Tech. Math II</td>
<td></td>
</tr>
<tr>
<td>MFTS 102</td>
<td>Machining Processes (Lab. II)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 112</td>
<td>Machining Processes Theory II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 113</td>
<td>Proc. Plann. &amp; Draw</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total 19-20

THIRD TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFTS 203</td>
<td>CNC Mach. Proc. (Lab. III)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 221</td>
<td>Numeric Controls</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Prac. Metallurgy &amp; Rest. Comp. Elect.</td>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 15

FOURTH TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFTS 204</td>
<td>Adv. Mach. Proc. (Lab. IV)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufact. Proc.</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 222</td>
<td>Numerical Controls (Adv.)</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 17

*Required of first time, full-time students.

The manufacturing Technical Systems program also is offered part-time through evening course offerings.

*or specific course equivalents as approved by the Department Chairperson.

Descriptions of Manufacturing Technical Systems courses can be found on pages 229-230.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101 College Forum*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>IDLT 100</td>
<td>Intro. Eng. Draw.</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>App. Tech. Math (or)</td>
<td></td>
</tr>
<tr>
<td>MATH 150</td>
<td>Tech. Math I</td>
<td></td>
</tr>
<tr>
<td>MFTS 101</td>
<td>Intro to Machine Tools (Lab. I)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 111</td>
<td>Mach. Processes Theory I</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 18-19

SECOND TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDLT 105</td>
<td>Microcomp. Drafting</td>
<td>5</td>
</tr>
<tr>
<td>MATH 106</td>
<td>App. Tech. Math II or 3-4</td>
<td></td>
</tr>
<tr>
<td>MATH 151</td>
<td>Tech. Math II</td>
<td></td>
</tr>
<tr>
<td>MFTS 102</td>
<td>Machining Processes (Lab. II)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 112</td>
<td>Machining Processes Theory II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 113</td>
<td>Proc. Plann. &amp; Draw</td>
<td>2</td>
</tr>
</tbody>
</table>

Term Total 19-20

THIRD TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFTS 203</td>
<td>CNC Mach. Proc. (Lab. III)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 221</td>
<td>Numeric Controls</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Prac. Metallurgy &amp; Rest. Comp. Elect.</td>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 15

FOURTH TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFTS 204</td>
<td>Adv. Mach. Proc. (Lab. IV)</td>
<td>7</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufact. Proc.</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 222</td>
<td>Numerical Controls (Adv.)</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 17

*Required of first time, full-time students.

The manufacturing Technical Systems program also is offered part-time through evening course offerings.
Mechanical Engineering Technology

Associate in Applied Science
HEGIS #5315
Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7355

Mission of the Department
The mission of the Mechanical Engineering Technology department is to provide the students with a high quality, relevant program that affords the student the opportunity to obtain employment or engage in continued lifelong learning in the Mechanical Technology field.

Goals of the Program
1. To provide a professional-quality, industrial-standard, continuously improving, accredited program.
2. To provide a broad-based exposure to the operations, standards and current practices in the field of mechanical technology.
3. To provide students with a hands-on program that emphasizes the practical methods necessary for success in the field and the necessary theory needed to understand the practical applications.
4. To provide the students with the opportunity to obtain employment or engage in continued lifelong learning.

Student Objectives of the Program
The Mechanical Engineering Technology student program objectives are designed to allow successful graduates to:
1. Demonstrate competency in mechanical engineering technology skills.
2. Clearly communicate through written and oral expression the elements of a mechanical engineering technology project.
3. Demonstrate problem solving ability to analyze, interpret and design elements found in mechanical engineering technology applications.
4. Demonstrate knowledge of industry standard tools necessary for successful professional practice (software, code implementation and interpretation).
5. Mechanical engineering technology graduates will become employed or transfer to a four-year institution.

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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent academic math (70 or above in the course)</td>
<td>Additional Math courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $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>IDIT 100</td>
<td>Interpreting Engineering Drawings</td>
<td>3</td>
</tr>
<tr>
<td>MECT 105</td>
<td>Engineering Materials</td>
<td>4</td>
</tr>
<tr>
<td>MECT 115</td>
<td>Computer Graphic Applications</td>
<td>3</td>
</tr>
<tr>
<td>MECT 125</td>
<td>Statistics and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MECT 210</td>
<td>Industrial Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>MECT 225</td>
<td>Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MECT 240</td>
<td>Design of Machine Elements</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>(1) Restrictive English Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) Restricted Mathematics Elect.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(4) Restricted Technical Elects.</td>
<td>15-16</td>
</tr>
</tbody>
</table>

Total Credits Required 66-67
Network and Information Technology
(formerly Telecommunications Management)
Associate in Applied Science
HEGIS #5104
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.

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</td>
</tr>
<tr>
<td>Engr. Drawings</td>
<td>Application</td>
</tr>
<tr>
<td>MECT 105 Eng. Materials</td>
<td>MECT 125 Statistics and</td>
</tr>
<tr>
<td>Rest. Math Elect.</td>
<td>Dynamics</td>
</tr>
<tr>
<td>Rest. Tech. Elect.</td>
<td>PHYS 135 Tech Physics I</td>
</tr>
<tr>
<td></td>
<td>Rest. Math Elect.</td>
</tr>
<tr>
<td>Term Total</td>
<td>Term Total</td>
</tr>
<tr>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECT 225 Strength of</td>
<td>MECT 210 Industrial</td>
</tr>
<tr>
<td>Materials</td>
<td>Instrumation</td>
</tr>
<tr>
<td>PHYS 156 Tech Physics II</td>
<td>MECT 240 Design of Machine</td>
</tr>
<tr>
<td>Rest. Engl Elect.</td>
<td>Elements</td>
</tr>
<tr>
<td>Rest. Tech. Elect. 7-8</td>
<td>Lib. Arts Elective</td>
</tr>
<tr>
<td>Term Total</td>
<td>Term Total</td>
</tr>
<tr>
<td>18-19</td>
<td>15</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 be approximately $405.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 101</td>
<td>College Forum**</td>
<td>(1)</td>
</tr>
<tr>
<td>CISS 101</td>
<td>Microcomputer Appl. Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Intro to Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CISS 270</td>
<td>Network Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>CISS 271</td>
<td>Network Management</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>ELET 115</td>
<td>C/C++ for Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>3</td>
</tr>
<tr>
<td>ELET 270</td>
<td>Fund of Fiber Optic Communication</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>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>
<tr>
<td>PHYS 100</td>
<td>Phys. Science/Physics &amp; Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>TLMG 100</td>
<td>Prin. of Telecommunications I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1)Marketing Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2)Rest. Tech. Elective</td>
<td>6-7</td>
</tr>
</tbody>
</table>

Total Credits Required 62-63

* 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 280, ELET 275, ELET 290.

Description of Network and Information Technology courses may be found on pages 241-242.

**Required of first time, full-time students.
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 101</td>
<td>College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>3</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>
</tr>
<tr>
<td>TLMG 100</td>
<td>Prin. of Telecommunications I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td></td>
<td><strong>16</strong></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 Appl. Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Intro to Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELET 115</td>
<td>C/C++ for Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 270</td>
<td>Network Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ELET 270</td>
<td>Fund. of Fiber Optic Communication</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Phys. Science I/Physics &amp; Chemistry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 271</td>
<td>Network Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Rest. Tech. Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Rest. Tech. Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>_______</td>
<td>Marketing Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>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 be approximately $340.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTO 160</td>
<td>Industrial Relations</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 110</td>
<td>Technical Communications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Math I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Math II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 120</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 110</td>
<td>Blueprint Reading &amp; Sketching</td>
<td>3</td>
</tr>
<tr>
<td>PUTL 120</td>
<td>Boiler &amp; Steam Systems</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 200</td>
<td>Heating Ventilation Air Cond.</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 201</td>
<td>Utility Refrigeration Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 202</td>
<td>Industrial Electricity</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 210</td>
<td>Electric Utility Systems</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 211</td>
<td>Plant Operation &amp; Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>PUTL 212</td>
<td>Industrial Instrumentation &amp; Control</td>
<td>4</td>
</tr>
<tr>
<td>PUTL 213</td>
<td>Industrial Safety</td>
<td>2</td>
</tr>
<tr>
<td>_______</td>
<td>(1)Hum. or Soc. Science Elect.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

*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 247-248.
### Telecommunications Technology

**Associate in Applied Science**

HESIG #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 2005-2006 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent academic math</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 be approximately $400.

### MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
<td>4</td>
</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- IANs</td>
<td>4</td>
</tr>
<tr>
<td>TELT 240</td>
<td>Telecomm. IV - Advanced Topics</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 61

*or specific course equivalents as approved by the department chairperson.

Descriptions of Telecommunications Technology courses can be found on pages 256-258.

### 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>ELET 105 - Electronics I</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>ELET 210 - Digital Electronics</td>
</tr>
<tr>
<td>MATH 140 Math. Applic. I</td>
<td>ENGL 102 Composition II</td>
</tr>
<tr>
<td>MATH 141 Math. Applic. II</td>
<td>TEET 205 - Telecom. -Elect. II</td>
</tr>
<tr>
<td>MECT 110 Mic. App. in Eng.</td>
<td>TEET 210 - Telecom. I- Voice Com.</td>
</tr>
<tr>
<td>PHYS 130 Physics for</td>
<td>TEET 220 - Telecom. II - Data Com.</td>
</tr>
<tr>
<td>TELT 100 Electrical Circuits</td>
<td>TEET 230 - Telecom. III-LANS</td>
</tr>
<tr>
<td></td>
<td>TEET 240 - Telecom. IV</td>
</tr>
</tbody>
</table>

Term Total: 16

**THIRD TERM**

<table>
<thead>
<tr>
<th>TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 Composition II</td>
<td>TEET 207 - Comp. Sys. For Telecomm.</td>
</tr>
<tr>
<td>TEET 205 Telecom. -Elect. II</td>
<td>TEET 210 - Telecom. I- Voice Com.</td>
</tr>
<tr>
<td>TEET 220 - Telecom. II- Data Com.</td>
<td>TEET 230 - Telecom. III-LANS</td>
</tr>
<tr>
<td>TEET 220 - Telecom. II- Data Com.</td>
<td>TEET 240 - Telecom. IV</td>
</tr>
</tbody>
</table>

Term Total: 16

*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>Required ASSET Placement Test Scores</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent academic math</td>
<td>Reading 55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing 54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numeric Skills 54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Algebra 54</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>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>PHYS 125</td>
<td>Physics for Telecomm. Techn. - Verizon</td>
<td>4</td>
</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>
<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 - Adv. Topics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</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 256-258.
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: Dental Hygiene, 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
Brahm 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates degree in allied health program that is patient care-related with a 2.5 cumulative average or bachelor’s degree with a 2.5 average and 8 credits of Anatomy &amp; Physiology, direct hospital patient care</td>
<td>Allied Health Programs may include: Radiologic Technology, Respiratory Therapy, RN, OTA, PTA, MD or DO</td>
<td>NA</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $650.
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

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $600.

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 Abdomen</td>
<td>2</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 192-193.

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>Diag.</td>
<td>Diag.</td>
</tr>
<tr>
<td>Diag.</td>
<td>Pathology</td>
</tr>
<tr>
<td>Sono. I</td>
<td>of Abdomen</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SONO 254</td>
<td>SONO 266</td>
</tr>
<tr>
<td>Cross Sect. Anat. of Abdomen</td>
<td>Pathophysiology of Ob-Gyn</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SONO 256</td>
<td>SONO 268</td>
</tr>
<tr>
<td>Cross Sect. Anat. of Ob-Gyn</td>
<td>Sonography Clinic II</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>SONO 258</td>
<td>SONO 278*</td>
</tr>
<tr>
<td>Sono. Clinic I</td>
<td>Sonography Clinic III</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

Term Total  15 Term Total  16

Intersession 1 - 40 hour week in clinic (part of SONO 258)*
Summer Term - SONO 278 Sonography Clinic III*  13

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

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $600.

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; Instrumentation</td>
<td>3</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 194-195.

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. Principles &amp; Instrumentation</td>
<td>Pathology of Heart</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ECHO 254</td>
<td>ECHO 268</td>
</tr>
<tr>
<td>Echo. 1</td>
<td>Echo. Clinic II</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>ECHO 256</td>
<td>SONO 262</td>
</tr>
<tr>
<td>A/P of the Heart</td>
<td>Diagnostic Sonography II</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ECHO 258</td>
<td>SONO 278</td>
</tr>
<tr>
<td>Echocardiography Clinic 8 Clinic</td>
<td>Sonography Clinic III</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

Term Total  15 Term Total  15

Intersession 1 - Two 40 hr. weeks in clinic (part of ECHO 258)
Summer Term - ECHO 278 Echocardiography Clinic III  13
Emergency Medical Technician-Paramedic Certificate

HESG #5299
Chairperson: Patricia G. Hyland
Fitzgibbons Hall, Room 201, (518) 629-7454

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.

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</td>
</tr>
<tr>
<td>Concepts of Anatomy &amp; Physiology</td>
<td>Med. Mgt. for Para. 10</td>
</tr>
<tr>
<td>EMSP 200*</td>
<td>EMSP 220*</td>
</tr>
<tr>
<td>Prep., Airway &amp; Assessment</td>
<td>Spec. Cons. for Para. 6</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>EMSP 221</td>
</tr>
<tr>
<td>Clinical for Prep., 1 Airway Assessment</td>
<td>Clinical for Med. &amp; 2 Spec. Considerations</td>
</tr>
<tr>
<td>EMSP 205*</td>
<td>EMSP 210*</td>
</tr>
<tr>
<td>Operat. for Para. 2</td>
<td>Trauma Management for the Paramedic</td>
</tr>
<tr>
<td>EMSP 215*</td>
<td>EMSP 215*</td>
</tr>
<tr>
<td>Medical Management for the Paramedic</td>
<td>Special Consideration for the Paramedic</td>
</tr>
<tr>
<td>Term Total 19</td>
<td>Term Total 18</td>
</tr>
</tbody>
</table>

SUMMER TERM

| EMSP 230 Paramedic Intern | 2 |
| EMSP 240 Final Internship Evaluation Phase | 1 |

Part of Term Total 3

*Required of first time, full-time students.

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</td>
</tr>
<tr>
<td>Concepts of Anatomy &amp; Physiology</td>
<td>Clinical for Prep., Airway Assessment</td>
</tr>
<tr>
<td>EMSP 200</td>
<td>EMSP 200*</td>
</tr>
<tr>
<td>Prep., Airway &amp; Assessment</td>
<td>Prep., Airway &amp; Assessment</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>EMSP 201</td>
</tr>
<tr>
<td>Clinical for Prep., 1 Airway Assessment</td>
<td>Clinical for Para. 6</td>
</tr>
<tr>
<td>EMSP 205*</td>
<td>EMSP 210*</td>
</tr>
<tr>
<td>Operat. for Para. 2</td>
<td>Trauma Management for the Paramedic</td>
</tr>
<tr>
<td>EMSP 215*</td>
<td>EMSP 215*</td>
</tr>
<tr>
<td>Medical Management for the Paramedic</td>
<td>Medical Mgt. for Para. 10</td>
</tr>
<tr>
<td>Term Total 12</td>
<td>Term Total 17</td>
</tr>
</tbody>
</table>

THIRD TERM

| EMSP 220 Spec. Consid. for Paramedic | 6 |
| EMSP 221 Clinical for Med. & Spec. Consider. | 2 |

Term Total 8

*Not eligible for financial aid.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or equivalent</td>
<td>Candidates must hold current NYS EMT card, 1-year EMT experience and information session with coordinator of program</td>
<td>NA</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $330.

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 210*</td>
<td>Clinical for Preparatory, Airway &amp; Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 215*</td>
<td>Operations for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 220*</td>
<td>Trauma Management for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 221*</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 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>
</tr>
</tbody>
</table>

Total Credits Required 40

Description of EMT-Paramedic courses can be found on pages 206-209.

* A grade of “C” is required for program completion.
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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent Math, Biology and Chemistry or Physics with labs (75 or above Regents or 85 or above non-Regents in each course)</td>
<td>Minimum of 200 hrs. responsible patient care experience, American Heart Assoc. Basic Life Support Certification - Course C for Health Care Providers, Course RESP 101, Course RESP 101, Interpretation of the Electrocardiogram or equiv. exp. evaluated by challenge exam.</td>
<td>NA</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $220.

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 Technology</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 Technology 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>
</tr>
</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></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 Technology</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 Technology 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
Dental Hygiene

Associate in Applied Science
HEGIS #5203
Chairperson: Judith E. Romano
Fitzgibbons Hall, Room 157, (518) 629-7442

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. Graduates are eligible to sit for the National Board Exam (July) for Dental Hygiene and the Clinical Board Exam (May). 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 $2,500 and $1,500 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Biology and Chemistry with lab.</td>
<td>Additional science courses with &quot;C&quot; or better preferred. College chemistry course must include organic, inorganic and biochemistry with lab and must be taken within 5 years.</td>
<td>NA</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 be approximately $690. 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>3</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 189-192.

### SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

#### Course No.  First Term  Credit Hrs.

<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

#### Course No.  Second Term  Credit Hrs.

<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

#### Course No.  Summer Term  Credit Hrs.

<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

#### Course No.  Third Term  Credit Hrs.

<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

#### Course No.  Fourth Term  Credit Hrs.

<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
Emergency Medical Technician-Paramedic

 Associate in Applied Science
HEGIS #5299
Chairperson: Patricia G. Hyland
Fitzgibbons Hall, Room 201, (518) 629-7454

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 (CAAHEP).

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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school diploma or equivalent</td>
<td>Attendance at an information session with Program Coordinator is required</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $440.

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, Airway</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 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></td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</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

Description of Emergency Medical Technician-Paramedic courses may be found on pages 206-209.

SUGGESTED COURSE OF STUDY FOR A.A.S. PROGRAM WITH FULL-TIME STUDY

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SECOND TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205</td>
<td>BIOL 130 Conc. of Human</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Anat. &amp; Physiology</td>
</tr>
<tr>
<td>EMSP 100 EMT - Basic</td>
<td>EMSP 101 EMT - Internship</td>
</tr>
<tr>
<td>ENGL 101 Eng. Compos. I</td>
<td>ENGL 102 Eng. Compos. II</td>
</tr>
<tr>
<td>PSYC 100 Gen. Psychology</td>
<td>Lib. Arts Elective</td>
</tr>
<tr>
<td>PSYC 200 Child Psychology</td>
<td>PSYC 200 Child Psychology</td>
</tr>
<tr>
<td></td>
<td>Term Total 17</td>
</tr>
<tr>
<td></td>
<td>Term Total 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMSP 200 Prep., Airway &amp; Asses.</td>
<td>EMSP 215 Medical Mgmt. for 10</td>
</tr>
<tr>
<td>EMSP 201 Clinical Prep., Airway &amp; Asses.</td>
<td>the Paramedic</td>
</tr>
<tr>
<td>EMSP 205 Operations for Paramedic</td>
<td>EMSP 220 Special Consid. for the Paramedic</td>
</tr>
<tr>
<td>EMSP 210 Trauma for the Paramedic</td>
<td>EMSP 221 Clin. for Trauma, 2</td>
</tr>
<tr>
<td></td>
<td>Lib. Arts Elective</td>
</tr>
<tr>
<td></td>
<td>Medical &amp; Spec. Cons.</td>
</tr>
<tr>
<td></td>
<td>PSYC 200 Child Psychology</td>
</tr>
<tr>
<td>Term Total 16</td>
<td>Term Total 18</td>
</tr>
</tbody>
</table>

SUMMER TERM*

| EMSP 230 Paramedic Internship | 2 |
| EMSP 240 Internship Evaluation Phase | 1 |

Term Total 3

*Not eligible for financial aid
Mortuary Science

Associate in Applied Science
HEGIS #5299.20

Chairperson: D. Elaine Reinhard
Brahman 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.

Every student in the Mortuary Science program must take the National Board Examination as a requirement for graduation from the program.

In 2004, six students took the National Board Examination with a pass rate of 50 percent in the arts and 33 percent in the sciences for first-time takers.

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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent academic Math, Biology &amp; Chemistry with labs (70 or above in the course)</td>
<td>Social Science electives recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $430.

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>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

*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></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 154</td>
<td>Anatomy</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I</td>
</tr>
<tr>
<td>MTSC 100</td>
<td>Fun. Soc. Orient.</td>
</tr>
<tr>
<td>MTSC 105</td>
<td>Fun. Soc. Perp.</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Psychology</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND TERM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPT 101</td>
<td>Pers. Computer</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition II</td>
</tr>
<tr>
<td>MTSC 110</td>
<td>Mortuary Law</td>
</tr>
<tr>
<td>MTSC 120</td>
<td>Hrg. &amp; Sanit. Sci.</td>
</tr>
<tr>
<td>MTSC 150</td>
<td>Embalming I</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 110</td>
<td>Legal Eth. Env.</td>
</tr>
<tr>
<td>MTSC 205</td>
<td>Fun. Soc. Couns.</td>
</tr>
<tr>
<td>MTSC 220</td>
<td>Pathology</td>
</tr>
<tr>
<td>MTSC 225</td>
<td>Restorative Art</td>
</tr>
<tr>
<td>MTSC 230</td>
<td>Embalming II</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH TERM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 100</td>
<td>Applied Acct.</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>MKTG 216</td>
<td>Small Bus. Mgmt.</td>
</tr>
<tr>
<td>MTSC 220</td>
<td>Psych. of Grief</td>
</tr>
<tr>
<td>MTSC 210</td>
<td>Funeral Serv. Mgt.</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
</tr>
</tbody>
</table>
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I, Algebra or 1 unit of equivalent Math, Biology and Chemistry with labs (75 or above Regents or 85 or above non-Regents in each course)</td>
<td>Grade of B required in non-credit bearing courses. Grade of C required in credit bearing math and science courses. CPR for the Health Care Professional (Adult/Child) required for clinical courses. Physics course recommended.</td>
<td>Regents 75+ Non-Regents 85+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $650.

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>
<td>3</td>
</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 242-243.
Radiologic Technology  
Associate in Applied Science  
HEGIS #5207  
Chairperson: Jeanne Kelleher  
Brahan 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 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.

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</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>NURS 095 Orientation*</td>
<td>0</td>
</tr>
<tr>
<td>NURS 101 Nursing I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 201 Nursing III</td>
<td>10</td>
</tr>
<tr>
<td>PSYC 210 Abnormal Psych.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIFTH TERM</th>
<th>SIXTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 095 Orientation*</td>
<td>0</td>
</tr>
<tr>
<td>NURS 101 Nursing I</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 210 Abnormal Psych.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101 Composition I</td>
<td>5</td>
</tr>
<tr>
<td>Social Sci. Elect.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIFTH TERM</th>
<th>SIXTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 201 Nursing III</td>
<td>10</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEVENTH TERM</th>
<th>EIGHTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 201 Nursing III</td>
<td>10</td>
</tr>
<tr>
<td><strong>Term Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Hudson Valley Community College

PROGRAM ENTRANCE REQUIREMENTS

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $750.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<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>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>
<td>5</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>Radiographic Seminar</td>
<td>2</td>
</tr>
<tr>
<td>XRAY 206**</td>
<td>Clinical Education V</td>
<td>6</td>
</tr>
<tr>
<td>XRAY 226</td>
<td>Clinical Education VI</td>
<td>7</td>
</tr>
</tbody>
</table>

Total Credits Required 78

Abbreviations:
- *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 250-252.

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 270</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</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>
</tbody>
</table>

Term Total 17

Intersession - Clinical (40 hr.) week

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<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>
<td>5</td>
</tr>
</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>
<td>6</td>
</tr>
</tbody>
</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>
</tr>
<tr>
<td>Social Sci.or Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 13

Summer Term - XRAY 226 Clin. Education VI 7

Notes:
- 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.
- A grade of "C" or better is required for program completion.
- Regents 75+ or Non-Regents 85+
- Regents 75+ or Non-Regents 85+
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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent Math, Biology and Chemistry with labs (75 or above Regents or 85 or above non-Regents in each course)</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>
<td>Regents 75+ Non-Regents 85+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $650.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 139</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>General Chemistry-Health Sciences</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>PHYS 110</td>
<td>Physics for the Health Sciences</td>
<td>4</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>RESP 110</td>
<td>Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>RESP 115</td>
<td>Cardiopulmonary Pharmacology</td>
<td>2</td>
</tr>
<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>
<td>3</td>
</tr>
<tr>
<td>RESP 130</td>
<td>Ethics &amp; Administration</td>
<td>2</td>
</tr>
<tr>
<td>RESP 200**</td>
<td>Adv. Respiratory Life Support</td>
<td>4</td>
</tr>
<tr>
<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>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 &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>
<td>3</td>
</tr>
</tbody>
</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 252-255.

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>BIOL 139</td>
<td>Anatomy &amp; Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 100</td>
<td>General Chemistry</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>PHYS 110</td>
<td>Physics for Health Sciences</td>
<td>4</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>RESP 110</td>
<td>Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>RESP 115</td>
<td>Cardiopulmonary Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>RESP 120</td>
<td>Fundamentals of Respiratory Care I</td>
<td>3</td>
</tr>
<tr>
<td>RESP 125**</td>
<td>Fundamentals of Respiratory Care II</td>
<td>3</td>
</tr>
<tr>
<td>RESP 130</td>
<td>Ethics &amp; Administration</td>
<td>2</td>
</tr>
<tr>
<td>RESP 200**</td>
<td>Advanced Respiratory Life Support</td>
<td>4</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>RESP 205</td>
<td>Diseases of the Cardiopulmonary System</td>
<td>3</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts in Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 220**</td>
<td>Clinical 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 &amp; Pediatric Respiratory 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 Rehabilitation &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>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 18

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 205</td>
<td>Diseases of the Cardiopulmonary System</td>
<td>3</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts in Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 220**</td>
<td>Clinical 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 &amp; Pediatric Respiratory 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 Rehabilitation &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>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 9

SUMMER TERM (Eight Weeks)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 125</td>
<td>Fundamentals of Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 130</td>
<td>Ethics and Administration</td>
<td>2</td>
</tr>
<tr>
<td>RESP 200</td>
<td>Advanced Respiratory Life Support</td>
<td>4</td>
</tr>
</tbody>
</table>

Term Total 9

FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESP 205</td>
<td>Diseases of the Cardiopulmonary System</td>
<td>3</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts in Respiratory Care</td>
<td>3</td>
</tr>
<tr>
<td>RESP 220**</td>
<td>Clinical 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 &amp; Pediatric Respiratory 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 Rehabilitation &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>
<td>3</td>
</tr>
</tbody>
</table>

Term Total 9

*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:

RESP 220 Clin. Therapeutics for Respiratory Care 3
RESP 225 Introduction to Critical Care 3
RESP 230 Neonatal and Pediatric Respiratory Care 3
RESP 235 Clin. Mgt. of Cardiovascular Disease 5
RESP 240 Pulmonary and Diagnostic Medicine 3
RESP 245 Pulmonary Rehabilitation & Home Care 3
RESP 250 Advanced Critical Care 3
RESP 255 Independent Study 3
SCHOOL OF
LIBERAL ARTS
AND SCIENCES
Vivian Tortorici, Dean

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 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.

The General Education Certificate program is designed for students who plan to transfer to another State University of New York college or university to earn a four-year degree. This program fulfills the 10 Knowledge and Skill areas that all SUNY institutions require of students earning bachelor's degrees. The 10 Knowledge and Skill areas are: mathematics, natural sciences, social sciences, American history, Western civilization, world civilizations, humanities, the arts, basic communication, and foreign languages.

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 bachelor's 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.

The Physical Education Studies major provides students with the opportunity to complete the first two years of a baccalaureate program. Students interested in a career in sports medicine/athletic training have an opportunity to explore that interest by registering for Introduction to Sports Medicine.

---

**General Education Certificate**

HEGIS #5649

Chairperson: Dr. Todd M. Wysocki  
Brahms Hall, Room 033  
(518) 629-7191

This structured program is designed for students who plan to transfer to another State University of New York college or university to earn a four-year degree. The General Education Certificate fulfills the 10 Knowledge and Skill areas that all SUNY institutions require of students earning bachelor's degrees. The 10 Knowledge and Skill areas are: mathematics, natural sciences, social sciences, American history, Western civilization, world civilizations, humanities, the arts, basic communication, and foreign languages.

The State University of New York (SUNY) system requires that all students earning a bachelor's degree from one of its institutions complete approved college-level courses that fulfill ten knowledge and skill areas.

In most cases, all courses will transfer to the SUNY college or university of your choice. It is best to consult with a counselor from the Center for Counseling and Transfer before selecting courses for transfer.

Students may obtain the certificate while attending full-time, part-time, or by taking classes online. In addition, high school students can begin to take courses that will lead to the certificate through College in the High School. For more information about the General Education Certificate, contact (518) 629-8135. College in the High School information can be obtained by calling (518) 629-8108.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential Math II or 2 units of equivalent academic Math and 1 unit of any lab Science (70 or above in each course)</td>
<td>Strongly recommended are Math III, Biology, Chemistry or Physics</td>
<td>70+</td>
</tr>
</tbody>
</table>

**PROGRAM REQUIREMENTS**

**Restricted Electives**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>3</td>
</tr>
<tr>
<td>Basic Communication</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Other World Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>The Arts</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required**

30-32

* Please refer to page 150 for further explanation of the general education requirements.

For information, contact the Individual Studies department at (518) 629-7219.
Teaching Assistant Certificate
HEGIS #5503
Chairperson: Nancy T. 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I or 1 unit of equivalent academic Math</td>
<td>2.0 average for transfers</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student per course is approximately $90.

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 or EDUC 216 Inclusive Learning Designs</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 18

Descriptions of Teaching Assistant courses can be found on pages 195-198.
Biotechnology
Associate in Science
HEGIS #5604
Chairperson: Peter A. Schaefer
Fitzgibbons Hall, Room 313, (518) 629-7453

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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential Math I&amp;II&amp;III or 3 units of equivalent Math, Biology, Chemistry (70 or above in each course)</td>
<td></td>
<td>70+</td>
</tr>
</tbody>
</table>

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

### First Term

<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>
</tbody>
</table>

**Term Total** 16

### Second Term

<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>Math Elective</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Term Total** 15

#### 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>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>BIOL 275</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 285</td>
<td>Molecular Laboratory Techniques</td>
<td>2</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>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>(1) Restricted General Education Electives</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>(2) Mathematics Electives</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>(3) Mathematics or Science Elective</td>
<td></td>
<td>4-5</td>
</tr>
<tr>
<td>(4) Science Electives</td>
<td></td>
<td>11-12</td>
</tr>
</tbody>
</table>

**Total Credits Required** 61-63

*or specific courses as required.

(1) Restricted 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 205, BIOL 201, BIOL 210, BIOL 240, BIOL 241, BIOL 245, BIOL 270, BIOL 271, BIOL 281, BIOL 290, CHEM 210, CHEM 211, PHYS 140, PHYS 141.

Descriptions of Biology courses can be found on pages 161-166.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $660.
Broadcast Communications
Associate in Applied Science
HEGIS #5008
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 must attain a 2.0 GPA prior to completing 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math</td>
<td>Interview with The New School of Radio &amp; Television required</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $440.

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>ENGL 102</td>
<td>English Composition II or III</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition IV or V</td>
<td>3</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>(1) Restricted Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>(2) Electives as Advised</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>The New School of Radio and Television courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCOM 201</td>
<td>Broadcast Journalism</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 202</td>
<td>Radio and Television Arts</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 203</td>
<td>Television and Video Production</td>
<td>3</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 MKTG 110. Students interested in Radio and Television Arts should elect CMPT 105 and MKTG 200. Students interested in Televison and Video Production should elect ARTS 140 and ARTS 145.

(2) Electives include but are not limited to: AITC 164, ARTS 115, ARTS 120, ARTS 231, ARTS 235, BADM 100, BOD 101, BOD 105, CMPT 105, CMPT 125, CRJS 210, ENGL 116, ENGL 125, ENGL 136, ENGL 151, ENGL 230, HIST 135, MKTG 214, MKTG 216, MKTG 105, SOC 120, THEA 110.

Descriptions of Broadcast Communications courses can be found on page 106.

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</td>
<td>&quot;College Forum&quot;</td>
<td>1</td>
</tr>
<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>ENGL 130</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restrictive Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives as advised</td>
<td>3-4</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>16-17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Second Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II or III</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition IV or V</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 132</td>
<td>Advanced Journalism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restrictive Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives as advised</td>
<td>3-4</td>
</tr>
<tr>
<td>Term Total</td>
<td></td>
<td>15-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Third/Fourth Term</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses offered at The New School of Radio and Television:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCOM 201</td>
<td>Broadcast Journalism or 30</td>
<td>30</td>
</tr>
<tr>
<td>BCOM 202</td>
<td>Radio and Television Arts or 30</td>
<td>30</td>
</tr>
<tr>
<td>BCOM 203</td>
<td>Television and Video Production</td>
<td>30</td>
</tr>
<tr>
<td>Terms Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

*(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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math including GED Math</td>
<td></td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $450.

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>
</tr>
<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>
</tr>
<tr>
<td>CDEP 205</td>
<td>Cultural Competence in Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 250</td>
<td>Chemical Dependency Counseling I</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 251</td>
<td>Chemical Dependency Internship I</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 255</td>
<td>Chemical Dependency Counseling II</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 256</td>
<td>Chemical Dependency Internship 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>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>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 61

*Suggested course equivalents as approved by the department chairperson.

Descriptions of Chemical Dependency Counseling courses can be found on page 168-169.

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>FORM 102</td>
<td>College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>CDEP 100</td>
<td>Int. to Chem. Dep</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Compos. I</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 100</td>
<td>Soc. Serv. Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 105</td>
<td>Hum Dev. &amp; the Family</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Gen. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

SECOND TERM

<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</td>
<td>5</td>
</tr>
<tr>
<td>CDEP 105</td>
<td>Pharm. &amp; Phys. of Addiction</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Eng. Compos. II</td>
<td>5</td>
</tr>
<tr>
<td>HUSV 200</td>
<td>Interviewing and Techniques of Communication</td>
<td>5</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>Term Total</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEP 250</td>
<td>Chemical Depend. Counseling I</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 251</td>
<td>Chemical Depend. Internship I</td>
<td>4</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Intro. To Social Group Work</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>Term Total</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEP 205</td>
<td>Cultural Compet. in Addiction Couns.</td>
<td>5</td>
</tr>
<tr>
<td>CDEP 255</td>
<td>Chem. Depend. Counseling II</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 256</td>
<td>Chem. Depend. Internship II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Lib. Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>__________</td>
<td>___________</td>
</tr>
<tr>
<td>Term Total</td>
<td>14</td>
<td></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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math MABIIII or 3 units of equivalent academic Math, Chemistry w/lab (85+ or above in each course)</td>
<td>Physics recommended</td>
<td>85+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $525.

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>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 121 Freshman Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 205 Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 210 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 211 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 230 Integrated Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>ENGL 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>ENGL 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>MATH 150 College Algebra &amp; Trigonometry or **MATH 160 Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>MATH 151 Analytic Geometry &amp; Basic Calculus or **MATH 180 Calculus I</td>
<td>4</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>3</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>3</td>
</tr>
<tr>
<td>_______</td>
<td>Computer Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Math or Sci. Elect 3-4</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>(1)Mathematics or Science</td>
<td>6-8</td>
</tr>
</tbody>
</table>

**or specific course equivalents as approved by the department chairperson.

(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 169-171.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM | SECOND TERM

<table>
<thead>
<tr>
<th>FORM 102 College Forum*</th>
<th>1</th>
<th>CHEM 111 Gen. Chem. II or</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 110 Gen. Chem. I or</td>
<td>4</td>
<td>CHEM 121 Fresh. Chem. II</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>3</td>
<td>MATH 151 Anal. Geo. &amp; Calc or</td>
</tr>
<tr>
<td>MATH 150 Coll. Alg. &amp; Trig or</td>
<td>4</td>
<td>MATH 180 Calculus I</td>
</tr>
<tr>
<td>MATH 160 Pre-Calculus</td>
<td>4</td>
<td>PHYS 141 Physics II or</td>
</tr>
<tr>
<td>PHYS 140 Physics I or</td>
<td>4</td>
<td>PHYS 151 General Physics II</td>
</tr>
<tr>
<td>PHYS 150 General Physics I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term Total 16 Term Total 15

THIRD TERM | FOURTH TERM

<table>
<thead>
<tr>
<th>CHEM 205 Analy. Chemistry</th>
<th>4</th>
<th>CHEM 211 Organic Chem. II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 210 Organ. Chemistry I</td>
<td>4</td>
<td>CHEM 230 Integrated Lab.</td>
</tr>
<tr>
<td>Computer Elective</td>
<td>3</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Humanities Elect.</td>
<td>3</td>
<td>Humanities or 3</td>
</tr>
<tr>
<td>Math or Sci. Elect 3-4</td>
<td>3</td>
<td>Soc. Sci. Elect 3-4</td>
</tr>
<tr>
<td>(1)Mathematics or Science</td>
<td>6-8</td>
<td></td>
</tr>
</tbody>
</table>

Term Total 17-18 Term Total 17-18

*Required of first term, 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 180/190/210 | 12 credits |
| Physics I, II, III | PHYS 150/151/250 | 12 credits |

*Required of first term, full-time students.

<table>
<thead>
<tr>
<th>Term Total</th>
<th>Term Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>17-18</td>
<td>17-18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Total</th>
<th>Term Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18</td>
<td>17-18</td>
</tr>
</tbody>
</table>

*Required of first term, full-time students.
Civil and Public Service
Associate in Applied Science
HEGIS #5501
Chairperson: Dr. Ann B. Geisendorfer
Fitzgibbons Hall, Room 010, (518) 629-7342

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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math</td>
<td>Humanities, Lab Science and Social Science courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term would be approximately $500.

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>
</tr>
<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</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted Electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Total Credits Required 61-65

*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 171-172.
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 up-date 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math</td>
<td>Humanities, Lab Science and Social Science courses recommended</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $460.

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>Free Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>(1)Mathematics Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>(1)Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective or 3 Restricted Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 60

*S or 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, CRJS 151, CRJS 246, 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 186-189.

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 CRJS 150 Prin. of Crim. Inv.</td>
</tr>
<tr>
<td>CRJS 101 Int. to Law Enf.</td>
<td>3 CRJS 180 Criminal Law I</td>
</tr>
<tr>
<td>CRJS 180 Criminal Law I</td>
<td>3 CRJS 181 Criminal Law II</td>
</tr>
<tr>
<td>ENGL 101 Composition I</td>
<td>3 ENGL 102 Composition II</td>
</tr>
<tr>
<td>PADM 100 Int. to Pub. Adm.</td>
<td>3 SOCL 100 Sociology</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3 Math Elective</td>
</tr>
<tr>
<td>Term Total 16</td>
<td>Term Total 15</td>
</tr>
</tbody>
</table>

THIRD TERM | FOURTH TERM
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 205 Crim. Just. &amp; the Community</td>
<td>5 CRJS 255 Int. to Juv. Delin.</td>
</tr>
<tr>
<td>CRJS 250 Criminology</td>
<td>3 CRJS 265 Correctional Serv.</td>
</tr>
<tr>
<td>PSYC 100 Psychology</td>
<td>3 Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3 Soc. Sci. Elective</td>
</tr>
<tr>
<td>Term Total 15</td>
<td>Term Total 15</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.
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 apply to request use of 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.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 1 or 1 unit of equivalent academic Math</td>
<td>2.0 GPA required for transfer and major changes. Additional Social Science or Humanities recommended.</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $490.

**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 Organism</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Physical Science II</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 111</td>
<td>Creative Activities for Children</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 115</td>
<td>Developmentally Appropriate Practices for Infant and Toddler Care</td>
<td>3</td>
</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 Play: Math, Science and Social Studies for Young Children</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 226</td>
<td>Appropriate Major Practices for Young Children: A Developmental Approach</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 227</td>
<td>Educational Theory and Practice in the Early Childhood Setting</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Child 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 110</td>
<td>Foundations of Education in America</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Children's Literature &amp; Language Development</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>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>Restricted Electives</td>
<td>9</td>
<td></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 195-198.

**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>Educ. 125 Tech. Of Teaching 4</td>
</tr>
<tr>
<td>ECCE 111</td>
<td>EDUC 110 Found. Of Educ. 3</td>
</tr>
<tr>
<td>ECCE 115</td>
<td>ENGL 101 Composition 3</td>
</tr>
<tr>
<td>INFANTS/TODDLERS</td>
<td>Restrict. Elective 6</td>
</tr>
<tr>
<td>ECCE 122</td>
<td></td>
</tr>
<tr>
<td>EDUC 100</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td></td>
</tr>
</tbody>
</table>

**THIRD TERM**

<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</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 226</td>
<td>App. Curr. Pract.</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 225</td>
<td>Children's Lit. &amp; Lang. Dev.</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Restrict. Elective</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Term**

<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</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Physical Science II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 227</td>
<td>Ed. Theory &amp; Prac.</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Restrict. Elective</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.
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>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I/II/III and Math 12 or 4 units of equivalent academic Math, Chemistry and Physics w/lab (90 or above in each course)</td>
<td>Recommended Math 12X</td>
<td>90+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $540.

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 Gen. Chemistry I or**</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>CHEM 120 Freshman Chemistry I</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>ENGL 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>ENGL 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>ENGR 110 Engineering Tools</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>ENGR 120 Intro. to Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>ENGR 210 Engineering Statics and Strength of Materials</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>MATH 180 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>MATH 190 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>MATH 210 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>MATH 220 Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>PHYS 150 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>PHYS 151 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>PHYS 250 General Physics III</td>
<td>4</td>
</tr>
<tr>
<td>_______</td>
<td>(1) Engineering Electives</td>
<td>10-12</td>
</tr>
<tr>
<td>_______</td>
<td>(2) Social Science and/or Humanities Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits Required 66-68

*or specific course equivalents as approved by the department chairperson.
**a grade of B or higher is required in Chem 110.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM

| ENGR 102 College Forum* | ENGR 120 Int. to Eng. Des. |
| FORM 102 College Forum* | 3 |
| CHEM 110 Gen. Chem I or ENGR 102 Composition II | 3 |
| CHEM 120 Freshman Chem. 14 | MATH 190 Calculus II |
| ENGL 101 Composition I | PHYS 150 General Physics I |
| MATH 180 Calculus I | Elective |
| Soc. Sci./Hum. | 5 |
| Elective | |
| Term Total 16 | Term Total 17 |

THIRD TERM

| MATH 210 Calculus III | MATH 220 Diff. Equations |
| PHYS 151 General Physics II 4 | PHYS 250 Gen. Physics III |
| PHYS 225 Phys. Education | Phys. Education 1 |
| Engineer Elect. 3-4 | Engineer Elect. 7-8 |
| Term Total 16-17 | Term Total 16-17 |

*SUGGESTED FOR FIRST TIME, FULL-TIME STUDENTS.
Environmental Studies
Associate in Science
HEGIS #5499
Chairperson: Peter A. Schaefer
Fitzgibbons Hall, Room 313, (518) 629-7453

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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I,II &amp; III or 3 units of equivalent academic Math, Biology &amp; Chemistry w/lab (70 or above in each course)</td>
<td></td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $530.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Orientation to Environ. Studies</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Biology or 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II or 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Botany 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Ecology 4</td>
<td></td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Environmental Science 4</td>
<td></td>
</tr>
<tr>
<td>CHEM 105</td>
<td>Concepts in Chemistry or CHEM 110 General Chemistry I 4</td>
<td></td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II 4</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Composition I 3</td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>Composition II 3</td>
<td></td>
</tr>
<tr>
<td>MATH 150</td>
<td>Algebra &amp; Trigonometry 4</td>
<td></td>
</tr>
<tr>
<td>PHYS 145</td>
<td>General Science 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Restricted Electives 8-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Restricted Lab Science Electives 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science/Humanities 6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 61-62

*or specific course equivalents as approved by department chairperson.
Fine Arts
Associate in Science
HEGIS #5610
Chairperson: Dorothy H. Reynolds
Brahan Hall, Room 124, (518) 629-7347

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math III or 2 units of equivalent academic Math, and 1 unit of any lab Science (70 or above in each course)</td>
<td>Strongly recommended Math III, Biology, Chemistry &amp; Physics. High School Art courses recommended.</td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $300. 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 or 5</td>
<td></td>
</tr>
<tr>
<td>ENGL 104</td>
<td>Composition II/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>HIST 101</td>
<td>Western Civ. and the World II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Lab Science Elective</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Literature Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education Electives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(1) Fine Arts Electives</td>
<td>6-9</td>
</tr>
</tbody>
</table>

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  
FORM 102 College Forum* (1) | ARTS 111 Drawing II | 3 |
ARTS 110 Drawing I | ENGL 102 Composition II or 3 |
ARTS 115 2-D Design | ENGL 104 Eng. Comp./Lit. |
ENGL 101 Composition I | HIST 101 Western Civiliz. II | 3 |
HIST 100 Western Civiliz. I | Math Elective | 3 |
Lab Sci. Elective 3-4 | Phys. Ed. Elective | 1 |
| Social Sci. Elect. | 5 |

Term Total 15-16  
Term Total 16

THIRD TERM

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 |

Term Total 16

FOURTH TERM

ARTS 101 Surv. of Art Hist. II | 3 |
ARTS 121 Painting II | 3 |
ARTS 131 Photography II | 3 |
Literature Elective | 3 |
Social Sci. Elect | 3 |
Fine Arts Electives | 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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II&amp;III or 3 units of equivalent academic Math, Regents Chemistry (80 or above in each course)</td>
<td>Current Hudson Valley C.C. &amp; transfer students must have a 3.0 in both Math &amp; Chemistry. An interview with Department Chairperson is required for current Hudson Valley students.</td>
<td>80+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $430.

SUGGESTED COURSE SEQUENCE FOR

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>3</td>
</tr>
<tr>
<td>CRJS 150</td>
<td>Principles of Criminal Investigation</td>
<td>3</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 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>__________</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>(1) Restricted Crim. Just. Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>(2) Restricted Soc. Sci. Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>Total Credits Required</td>
<td>67</td>
</tr>
</tbody>
</table>

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>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>14</td>
</tr>
</tbody>
</table>

<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 245</td>
<td>Forensic Evidence</td>
<td>3</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>4</td>
</tr>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>18</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 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>__________</td>
<td>PHYS 140 Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>PHYS 150 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>Restricted Soc. Sci. Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<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>__________</td>
<td>PHYS 141 Physics II or</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>PHYS 151 General Physics II</td>
<td>4</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>Term Total</td>
<td>17</td>
</tr>
</tbody>
</table>

*(1) Courses fulfilling this requirement: CRJS 180, CRJS 181, CRJS 210, CRJS 242, CRJS 260.
*(2) Courses fulfilling this requirement: PSYC 100, SOCL 100.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $430.

SUGGESTED COURSE SEQUENCE FOR

<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>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>14</td>
</tr>
</tbody>
</table>

<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 245</td>
<td>Forensic Evidence</td>
<td>3</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>4</td>
</tr>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>18</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 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>__________</td>
<td>PHYS 140 Physics I or</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>PHYS 150 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>Restricted Soc. Sci. Elective</td>
<td>3</td>
</tr>
<tr>
<td>__________</td>
<td>Term Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<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>__________</td>
<td>PHYS 141 Physics II or</td>
<td>4</td>
</tr>
<tr>
<td>__________</td>
<td>PHYS 151 General Physics II</td>
<td>4</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>Term Total</td>
<td>17</td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

Description of Forensic Science courses may be found on pages 186-189.
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, gerontology, 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 field experiences 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

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $510.

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>FORM 102</td>
<td><strong>College Forum</strong></td>
<td>(1)</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</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>3</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 240</td>
<td>Professionalism in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 255)</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 256)</td>
<td>Case Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>(1)Restricted Electives</td>
<td>6</td>
<td></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>(1)Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1)Electives as Advised</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

SECOND TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition II or 3</td>
<td></td>
</tr>
<tr>
<td>HUSV 115</td>
<td>Perspect. on Disabilities or PSYC 210 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 120</td>
<td>Probs. of Adolescence or PSYC 210 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 125</td>
<td>Older Adults and the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Interviewing &amp; Techniques of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 240</td>
<td>Professionalism in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 255)</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 256)</td>
<td>Case Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>(1)Restricted Electives</td>
<td>6</td>
<td></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>(1)Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1)Electives as Advised</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

THIRD TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 200</td>
<td>Interviewing &amp; Techniques of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>(1)Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1)Electives as Advised</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

FOURTH TERM

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 205</td>
<td>Interviewing &amp; Techniques of Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 255)</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>(HUSV 256)</td>
<td>Case Management Internship</td>
<td>3</td>
</tr>
<tr>
<td>(1)Restricted Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives as Advised</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>16-18</td>
<td></td>
</tr>
</tbody>
</table>

*Required of first time, full-time students.

Descriptions of Human Services courses can be found on pages 221-223.

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>ENGL 101</td>
<td>English Composition I</td>
<td>3</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>3</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 240</td>
<td>Professionalism in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 255</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 256</td>
<td>Case Management Internship</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>(1)Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1)Electives as Advised</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>61-63</td>
<td></td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.

**Required of first time, full-time students.

***Recommended for students considering transfer.

(1) as approved by the department chairperson.
Individual Studies
Associate in Arts
Associate in Science
HEGIS #5699
Chairperson: Dr. Todd M. Wysocki
Brahan Hall, Room 033, (518) 629-7219

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*
Course No. Title Credit Hrs.
FORM 102 **College Forum (1)

English Elective 3
Humanities Elective 3
Mathematics Elective 3
Science Elective 3
Social Science Elective 3
Hum. or Social Science Elective 3
(1) Liberal Arts & Science Electives 27
(2) Electives as advised 15

Total Credits Required 60

Associate in Science Degree

MAJOR REQUIREMENTS*
Course No. Title Credit Hrs.
FORM 102 **College Forum (1)

English Elective 3
Humanities Elective 3
Mathematics Elective 3
Science Elective 3
Social Science Elective 3
Hum. or Social Science Elective 3
(1) Liberal Arts & Science Electives 12
(2) Electives as advised 30

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 could be approximately $510.
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>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 190 &amp; 191</td>
<td>8</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>CHEM 110 &amp; 111</td>
<td>8</td>
</tr>
<tr>
<td>Math Through Calculus II</td>
<td>MATH 180 &amp; 190</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>CHEM 210 &amp; 211</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>PHYS 140 &amp; 141</td>
<td>8</td>
</tr>
<tr>
<td>Electives as advised</td>
<td></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 course-work, 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>Subject</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 101 &amp; 102</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL 150 &amp; 151</td>
<td>8</td>
</tr>
<tr>
<td>Anatom and Physiology</td>
<td>BIOL 190 &amp; 191</td>
<td>8</td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td>BIOL 270 &amp; 271</td>
<td>8</td>
</tr>
<tr>
<td>Math Through Precalculus</td>
<td>CHEM 110 &amp; 111</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>MATH 160</td>
<td>8</td>
</tr>
<tr>
<td>Electives as advised</td>
<td>PHYS 140 &amp; 141</td>
<td>8</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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any Math</td>
<td>Program offered in cooperation with Cornell University School of Industrial Labor Relations</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term would be approximately $560.

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>_______</td>
<td>POLS 105 American National Govt.</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>POLS 110 State &amp; Local Government</td>
<td></td>
</tr>
<tr>
<td>_______</td>
<td>POLS 100 Intro. to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Social Science Elective</td>
<td></td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>_______</td>
<td>Free Electives</td>
<td>6</td>
</tr>
<tr>
<td>_______</td>
<td>Labor Relations Electives</td>
<td>9</td>
</tr>
<tr>
<td>_______</td>
<td>Mathematics or Science Electives</td>
<td>6-8</td>
</tr>
<tr>
<td>_______</td>
<td>Social Science Elective</td>
<td>3</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>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math I&amp;II or 2 units of equivalent academic Math and 1 unit of any lab Science (70 or above in each course)</td>
<td>Strongly recommend Math III, Biology, Chemistry, Physics, courses of study in Behavioral and Social Sciences, Foreign Studies, Journalism, Political Science and other specialized areas.</td>
<td>70+</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term would be approximately $485.

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>ENGL 102</td>
<td>English Composition II or 3</td>
<td></td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II: 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 150-152.

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
HONR 255 Technological Foundations of Society
ENGL 104 English Composition II: Writing About Literature
HONR 265 Ideas Past & Present: The Impact of Thought on Post-Modern Society
HONR 260 American Architecture in its Social Context
HONR 250 Introduction to Social Inquiry

Capstone Course:
HONR 275 Foundations of the Modern Tradition

For further information, contact the Liberal Arts Department at (518) 629-7191.
Liberal Arts and Science - Mathematics and Science

Associate in Science
HEGIS #5649
Chairperson: Dr. Kenneth S. Manning
Bulmer Telecommunications Center, Room 220, (518) 629-7358

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

Courses | Notes | High School Average
--- | --- | ---
Math I, II & III or 3 units of equivalent academic Math, Biology, Chemistry and/or Physics (85 or above in each course) | Strongly recommend Math 12. Courses of study available in Biology, Chemistry, Computer Science, Engineering, Math and Physics. | 85+

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $500.

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 II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Freshman Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry II or II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Freshman Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Precalculus and Calculus Sequence**</td>
<td>16</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I or MATH 175 Calculus with Precalculus and MATH 176 Calculus with Precalculus II</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 101</td>
<td>Physical Education Electives</td>
<td>2</td>
</tr>
<tr>
<td>(1) Restrict. Electives</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>(2) Science Electives</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Social Science and/or Humanities</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 60-62

*or specific course equivalents as approved by the department chairperson.
** The Calculus Sequence may start at one of two points - MATH 160/175 or MATH 180.
*** With Departmental Advisor 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 169-171.

SUGGESTED COURSE SEQUENCE FOR FULL-TIME STUDY

FIRST TERM | SECOND TERM
--- | ---
FORM 201 College Forum* | CHEM 111 Gen. Chemistry II or
CHEM 110 Gen. Chemistry I or II | CHEM 121 Fresh. Chemistry II
ENGL 101 Composition I | ENGL 102 Composition II
Calculus Elective | Calculus Elective
Science Elective | Science Elective
Soc. Sci./Hum. | Elective
Sci. Elective | Science Elective
Restrict. Elective | Restrict. Elective
Term Total | Term Total
16 | 15

THIRD TERM | FOURTH TERM
--- | ---
Calc. Elective | Calc. Elective
Elective | Elective
Sci. Elective | Science Elective
Restrict. Elective | Restrict. Elective
Term Total | Term Total
15-16 | 15-16

*Required of first time, full-time students.
Physical Education Studies

Chairperson: Philip Brown
McDonough Sports Complex, Room 207, (518) 629-7372

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></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>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>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>General 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>

Total Credits Required 62

*For specific course equivalents as approved by the department chairperson.

**As approved by department chairperson.

Descriptions of Physical Education courses can be found on pages 243-244.

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>BIOL 119</td>
</tr>
<tr>
<td></td>
<td>Gen. Zoology</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>BIOL 150</td>
</tr>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td>MATH 120</td>
<td>BIOL 151</td>
</tr>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td>PHED 180</td>
<td>BIOL 230</td>
</tr>
<tr>
<td></td>
<td>Anatomy &amp;</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
</tr>
<tr>
<td>History</td>
<td>BIOL 270</td>
</tr>
<tr>
<td>Elective</td>
<td>Anatomy &amp;</td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
</tr>
<tr>
<td>Phys. Ed.</td>
<td>ENGL 101</td>
</tr>
<tr>
<td>Elective</td>
<td>Composition</td>
</tr>
<tr>
<td></td>
<td>II</td>
</tr>
<tr>
<td>Term Total</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>FOURTH TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 230</td>
<td>BIOL 234</td>
</tr>
<tr>
<td></td>
<td>Anat. &amp;</td>
</tr>
<tr>
<td></td>
<td>Phys. II</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>ENGL 152</td>
</tr>
<tr>
<td></td>
<td>Public</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>I or</td>
</tr>
<tr>
<td>PHED 270</td>
<td>PSYC 200</td>
</tr>
<tr>
<td></td>
<td>Ele. &amp; Sec.</td>
</tr>
<tr>
<td></td>
<td>Games I</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>SOCL 100</td>
</tr>
<tr>
<td></td>
<td>Gen.</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Eng./Hum.</td>
</tr>
<tr>
<td></td>
<td>Elect.</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed.</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
<tr>
<td>Term Total</td>
<td>15</td>
</tr>
<tr>
<td></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 be approximately $440.

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.
OFFICE OF CONTINUING EDUCATION, SUMMER SESSIONS & WORKFORCE DEVELOPMENT

This office provides a wide range of both credit and non-credit courses and programs to the public, private and business sectors.

Continuing Education and Summer Sessions

This division of the office is designed to offer credit opportunities to the community and is responsible for the administration of evening, weekend and off-campus credit courses in the fall, spring and summer. 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.

Degree credit courses offered in the evening during fall, spring and summer terms are selected from the majors described in this catalog. Course schedules listing evening and off-campus offerings and the summer schedule (both day and evening courses) also are available each term.

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-, six-, and 12-week terms available during the summer months. Many courses in the School of Liberal Arts and Sciences and School of 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.

Workforce Development Institute

The Workforce Development Institute (WDI), functions as a regional training resource, designed to meet a wide variety of needs related to employment. Pre-employment training, staff development, professional and association requirements, access to technological services, industry-specific certificates and degree programs are among the many services that the WDI provides. Now a division of the new Office of Continuing Education, Summer Sessions & Workforce Development, the WDI is evolving in its efforts to anticipate and implement training opportunities that will have the greatest impact on the workforce.

Whether it involves technical training, soft skills development, wellness and fitness in the workplace or specialized training for the disabled, the WDI is now able to tailor a combination of credit and non-credit courses and programs to the businesses of the community and beyond. Through distance learning, (i.e. online learning and interactive television), the WDI can make training available to businesses and individuals in any part of the state or the country. By collaborating with businesses, with state and federal offices and with service agencies, the WDI opens the door to the many services that the college can provide.

The Workforce Development Institute includes the Business and Industry department, which serves corporate clients. In addition, the WDI provides support training and coordination for all other campus-based training efforts that serve external clients.

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

**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:

- Basic Math Skills for the Workplace
- Blueprint Reading
- Bulletproof Manager Training
- Business Writing
- Commercial Driver’s License
- Computer Skills
- Customer Service and Sales
- Diversity Training
- Effective Leadership Skills
- Geometric Dimensioning and Tolerancing
- High Adventure Team Development
- Management and Supervisory Skills
- Medical Transcription
- Online Learning
- Professional Boat Captain
- Project Management
- Self-Directed Work Teams
- Technical Writing
- Web Page Development and Design

**Off-Campus Sites**

Are you looking for a convenient location where you can attend credit-bearing courses? You can save yourself the drive to Troy and take a class at a community site near your home or office.

Off-campus courses are identical to those held on our main campus; in fact, students will find many of the same faculty teaching courses at off-campus sites. The college currently offers courses at the following community site locations:

- Albany High School*
- Albany Extension Center @ 175 Central Ave.
- Albany Educational Opportunity Center (EOC)
- Bethlehem High School*
- Cohoes High School*
- Colonie High School*
- Guilderland High School*
- Lansingburgh High School*
- Shenendehowa High School (East)*
- Tamarac High School*
- The Arts Center of the Capital Region

*Smoke-Free Location – According to the New York State Clean Indoor Air Act, (Public Health Law, Article 13-E), smoking is not permitted at any time at these locations.

For more information and directions, visit [www.hvcc.edu/coned/off_campus](http://www.hvcc.edu/coned/off_campus). In addition to these sites, classes also are offered at an array of businesses and organizations in the Capital Region. If you would like more information about hosting a course at your business or organization, call (518) 529-7338, or send an e-mail to coned@hvcc.edu.

**Advisement**

The Office of Continuing Education, Summer Sessions and Workforce Development offers academic advisement for part-time and full-time non-matriculated students. We have a variety of tools to help you begin your educational journey. We focus on the needs of non-matriculated students, home-schooled students, and non-traditional students who are seeking courses for professional development or retraining. We suggest that you contact an advisor for assistance prior to enrollment.

**The Life Experience Program**

The Life Experience Program is designed to provide adults with an alternative method of obtaining college credit. Knowledge acquired from a combination of work experience, non-credit courses, seminar training and workshops may translate into college credit through a portfolio assessment. Not every course can be evaluated through the Life Experience Program, and not every department participates in this program. Interested students should make an appointment with a Continuing Education advisor before applying.
COMMUNITY & PROFESSIONAL EDUCATION

The Office of Community and Professional Education coordinates a variety of programs for everyone from children to seniors. Classes are designed to help individuals develop a skill and enrich their lives. During the summer, Community Education sponsors a variety of educational enrichment and athletic programs for children. Other special courses and programs can be developed to meet the needs of special audiences. For the most up-to-date classes and offerings, visit www.hvcc.edu/communityed.

The following is a sample list of just some of our credit-free course offerings:

Arts and Crafts
- Drawing
- Floral Arranging
- Interior Decorating Program
- Scrapbooking
- Watercolor

Communication
- English as a Second Language
- Sign Language
- Writing

Health and Wellness Institute

CAPITAL DISTRICT EDUCATIONAL OPPORTUNITY CENTER

Lucille A. Marion, Ph.D,
Vice President/Executive Director

Cardio Hip Hop
Dance Fitness
Weight Management

Mandated Training
- Continuing Education for Dental Hygienists
- Identification of Child Abuse
- Infection Control

Programs for Professionals
- CPR for Health Professionals
- EMT Recertification
- Paramedic Recertification
- State Board Review for Nurses

Recreation and Hobbies
- Aerobics
- Ballroom Dancing
- Cardio Kickboxing
- Guitar
- Photography
- Pilates
- Taekwon Do

Special Interest
- Administrative Medical Specialist
- Basic Motorcycle Rider Course
- Boater Safety Course
- Defensive Driving
- Driver Education
- First Aid for Pets
- GED Preparation
- Medical Transcription
- Paralegal Certificate Course

Summer Children’s Programs
- Summer Athletic Camps
- Summer Educational Enrichment Program
- Summer Youth Theater Workshop
- Technology Enrichment Program

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 General Education Development (GED) 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 GED. Both are achievable through completion of a combination of EOC programs.

Counseling services help students overcome personal barriers to academic and vocational success, such as 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 students in clarifying their educational goals and developing a career plan.

Employment services assist students with resume preparation, application, job interview strategies. Employability skills, designed to help students develop tools to seek employment, is an integral part of the center’s vocational programs. The center’s Employment Services Centers, initially funded by the New York State Education Department’s Perkins III allocation, have a staff of 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 St., and at the Albany Satellite at 30 Russell Road (adjacent to the Westgate Shopping Plaza). 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 of the EOC 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. Continuous enrollment for the majority of its academic and vocational programs offer students the ability to begin programs when they are ready to do so as well as to offer ongoing opportunities for employment as students complete programs. Support services including career assessment, employability skills, employment services, and life skills presentations, are provided so that adults can more easily return to school and/or transition to the workforce.

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 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.

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 as a Second Language (ESL)
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 ESL program according to their own learning abilities and academic background.

GED Preparation
Prepares students to pass the New York State General Education Development (GED) 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 Programs
Office Skills
This prerequisite for all other business programs and is designed to give students a basic understanding of the operations and functions of computer hardware and software, keyboarding, and a working knowledge of modern office procedures including: telephone skills, filing, and customer service. Instruction is individualized to allow students to progress at their own pace. Graduates of the Office Skills program may elect to take advanced business programs or seek employment as a receptionist, office support, file clerk, inventory control clerk, payroll clerk, office assistant clerk, clerk-typist, keyboard specialist, data entry trainee, and secretary. Duration of this program is approximately two to three months. 

Information Processing Technology
Provides training for mid-level office occupations requiring proficient use of the microcomputer and various software applications. Within this program, students will master control of the microcomputer keyboard and develop a minimum speed of 35 words per minute. Students will also develop spreadsheet application skills using Microsoft Excel and computerized presentation skills using Microsoft PowerPoint. Graduates of Information Processing Technology may elect to take Advanced Information Processing Technology or may seek employment as a receptionist, file clerk, inventory control clerk, payroll clerk, office assistant clerk, clerk-typist, keyboard specialist, data entry trainee, and secretary. Duration of this program is approximately two to three months. 

Prerequisite: Office Skills program.

Advanced Information Processing Technology
Provides training for higher-level office occupations requiring proficiency in the integrated use of all Microsoft Office Applications. Within this program, students will achieve a minimum keyboarding speed of 45 words per minute. Additionally, students will develop advanced skill in spreadsheet applications and database management. Students will demonstrate proficiency in the integrated use of all Microsoft Office applications. Upon completion of this program, the student will be qualified to be employed as an information processing specialist, executive assistant, and administrative assistant. 
Prerequisite: Information Processing Technology program.

Health Information Technology
Designed to provide training in a variety of clerical support skills required for successful employment within a health-care setting. Students will learn to prepare and maintain medical records, develop and maintain filing systems, process insurance data and claims, manage business financial transactions, maintain billing systems, and create and manipulate data bases using Microsoft Access. Additionally, students will demonstrate an understanding of procedural and diagnostic coding. Upon completion of the program, the student will be qualified to be employed as a medical receptionist, health information services clerk, medical accounts clerk, insurance claims clerk, hospital admitting clerk, medical secretary, hospital unit secretary, medical office clerk, and claims examiner. 
Prerequisite: Office Skills Program.
Data Entry
Designed to provide training for office occupations requiring data entry skills, proficiency in the use of the microcomputer, and knowledge of appropriate software applications. Duration of this program is approximately one to two months. Prerequisite: Office Skills Program.

Individual Studies – Business
This program is designed for those individuals who are currently employed and are seeking a promotion in terms of responsibility, job title, and/or income or who are seeking the necessary skills to obtain other employment. The individual must demonstrate minimum proficiencies to qualify, and produce documentation supporting the need for additional skills to qualify for a promotion and/or job upgrade. Specific program content will be determined by the program coordinator in conjunction with the student and the counselor prior to the student starting the program. A detailed agreement will be developed and signed by all parties. This will be the basis for determining program completion.

Service Programs
Cosmetology
Provides multi-ethnic, unisex course of 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. Instruction consists of theory, written exams, work on mannequins and clients, demonstrations, instruction on basic hand and foot care, and lectures on the following areas of hair care: cutting, coloring, permanents, waving, relaxers, reconstruction perms, and styling. 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 to 20 weeks depending on the level of experience of the students and their educational or employment goals.

Technical Programs
Building Trades
Prepares individuals in the skills necessary for entry-level positions in the building construction and maintenance fields. 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 offered.

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 (FCAW) 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 (beginning on page 334).

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

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 Sciences degree requirements and the specific category will be identified with the following abbreviations:


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 vary by course from $10 and up.

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.

Subject Code and Course Number

TERM(S) OFFERED

Biol 151 General Biology II * SCI, NS

Fall, Spring, Summer, DL

Lab fee will be required.

Description

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.

Co/Prerequisite

Prerequisite: BIOL 150, General Biology I or equivalent.
GENERAL EDUCATION CORE

All State University of New York (SUNY) institutions 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>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC 100</td>
<td>Arabic Language and Culture I</td>
</tr>
<tr>
<td>ARBC 101</td>
<td>Arabic Language and Culture II</td>
</tr>
<tr>
<td>ARTS 100</td>
<td>Survey of Art History I</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Survey of Art History II</td>
</tr>
<tr>
<td>ARTS 105</td>
<td>Introduction to Humanities I</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Introduction to Humanities II</td>
</tr>
<tr>
<td>ARTS 231</td>
<td>Photocommunication</td>
</tr>
<tr>
<td>ASLN 100</td>
<td>American Sign Language I</td>
</tr>
<tr>
<td>ASLN 101</td>
<td>American Sign Language II</td>
</tr>
<tr>
<td>CHNS 100</td>
<td>Chinese Language and Culture I</td>
</tr>
<tr>
<td>CHNS 101</td>
<td>Chinese Language and Culture II</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>EDUC 235</td>
<td>Children's Literature and Language Development</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing about Literature</td>
</tr>
<tr>
<td>ENGL 106</td>
<td>English Composition II: Writing for Technicians</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>Writing in the Human Services</td>
</tr>
<tr>
<td>ENGL 115</td>
<td>Library Skills for Research</td>
</tr>
<tr>
<td>ENGL 116</td>
<td>College Grammar</td>
</tr>
<tr>
<td>ENGL 118</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
</tr>
<tr>
<td>ENGL 122</td>
<td>Practical Communication</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Journalism</td>
</tr>
<tr>
<td>ENGL 152</td>
<td>Advanced Journalism</td>
</tr>
<tr>
<td>ENGL 136</td>
<td>Media and Culture</td>
</tr>
<tr>
<td>ENGL 151</td>
<td>Creative Writing: Short Fiction</td>
</tr>
<tr>
<td>ENGL 152</td>
<td>Creative Writing: Poetry and Song</td>
</tr>
<tr>
<td>ENGL 156</td>
<td>Creative Writing Workshop</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>English Literature I</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>English Literature II</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>American Literature I</td>
</tr>
<tr>
<td>ENGL 206</td>
<td>American Literature II</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>Short Story</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Poetry</td>
</tr>
<tr>
<td>ENGL 214</td>
<td>American Folklore</td>
</tr>
<tr>
<td>ENGL 216</td>
<td>Contemporary Novel</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>Contemporary Drama</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Literature into Film</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>Perspectives in Multicultural Literature</td>
</tr>
<tr>
<td>ENGL 232</td>
<td>African American Literature</td>
</tr>
<tr>
<td>ENGL 234</td>
<td>Native American Literature</td>
</tr>
<tr>
<td>ENGL 235</td>
<td>Latino Literature and Culture</td>
</tr>
<tr>
<td>ENGL 236</td>
<td>Images of Women in Literature</td>
</tr>
<tr>
<td>ELS 101</td>
<td>English Composition for the Foreign Born I</td>
</tr>
<tr>
<td>ELS 102</td>
<td>English Composition for the Foreign Born II</td>
</tr>
<tr>
<td>FREN 100</td>
<td>French Language and Culture I</td>
</tr>
<tr>
<td>FREN 101</td>
<td>French Language and Culture II</td>
</tr>
<tr>
<td>FREN 200</td>
<td>French Language &amp; Culture III</td>
</tr>
<tr>
<td>FREN 201</td>
<td>French Language &amp; Culture IV</td>
</tr>
<tr>
<td>GERM 100</td>
<td>German Language and Culture I</td>
</tr>
</tbody>
</table>
HUMANITIES (cont.)
ger 101 German Language and Culture II
GERM 200 German Language and Culture III
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
ITAL 100 Italian Language & Culture I
ITAL 101 Italian Language & Culture II
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
THEA 100 Introduction to Theater
MATH 180 Calculus I
MATH 183 Discrete Mathematics
MATH 190 Calculus II
MATH 205 Mathematical Statistical Analysis
MATH 210 Calculus III
MATH 220 Differential Equations

SCIENCE
BIOL 104 Topics in Biology - The Environment
BIOL 105 Topics in Biology - The Gene
BIOL 106 Biology
BIOL 109 Biology of the Human Organism
BIOL 18 The History of Life
BIOL 199 General Zoology
BIOL 125 Nutrition
BIOL 126 General Nutrition
BIOL 130 Concepts of Human Anatomy & Physiology
BIOL 134 Anatomy
BIOL 136 Anatomy and Physiology
BIOL 139 Anatomy and Physiology
BIOL 140 Economic Botany
BIOL 150 General Biology I
BIOL 151 General Biology II
BIOL 190 Biology I
BIOL 191 Biology II
BIOL 205 Microbiology
BIOL 206 Field Biology
BIOL 207 Botany
BIOL 210 Ecology
BIOL 215 Environmental Science
BIOL 230 Intro. to Anatomy & Physiology I
BIOL 254 Intro. to Anatomy & Physiology II
BIOL 240 Invertebrate Zoology
BIOL 241 Vertebrate Zoology
BIOL 270 Anatomy and Physiology I
BIOL 271 Anatomy and Physiology II
BIOL 281 Genetics
BIOL 290 General Microbiology
CHEM 100 General Chemistry - Health Sciences
CHEM 105 Introductory Chemistry I
CHEM 110 General Chemistry I
CHEM 111 General Chemistry II
CHEM 115 Physiological Chemistry
CHEM 120 Freshman Chemistry I
CHEM 121 Freshman Chemistry II
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
SERVICE LEARNING

Students have the option to choose courses that 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
Fall, 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, DL
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, as well as the general business student. The course covers the traditional topics of a first semester accounting course including the accounting cycle, financial statement analysis, and coverage of asset, liabilities and stockholders equity.

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
Fall, Spring, Summer
Cost accounting will provide students with cost theories and concepts affecting traditional and contemporary cost management systems, systems for assembling data, control and analysis of material, labor and overhead, job order costing, process and standard costing, joint and by-product cost allocations, budgeting using modern methods of costing and managerial control. Students will learn how to: determine costs of products and services; to project costs using statistical analysis; and analyze the relative profitability of various products and services. In addition, students will learn techniques to evaluate and reward managerial performance.
Prerequisite: ACTG 111, Managerial Accounting
ACTG 212 NOT-FOR-PROFIT ACCOUNTING 3-0-3
Fall, Spring, DL
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 AUDITING 3-0-3
Spring
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 APPLICATIONS 3-0-3
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

ADMINISTRATIVE 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 micro-computer 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 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 documents by inserting graphics, creating graphic elements, producing charts, outlines, documents with special features, 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.

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 information on industry standards including shop safety. Laboratory 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 assembly, crankshaft and bearings. The laboratory work covers inspection, diagnosis, and correct repair procedures for all type automotive engines.

AUTO 125 AUTOMOTIVE ELECTRICITY 2-4-4
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, and DC current. Emphasis is placed on the diagnosis, overhaul, and testing procedures of all automotive electrical components.

AUTO 130 AUTOMOTIVE SPECIFICATIONS 2-0-2
Fall, Spring
Designed to introduce the student to the related techniques of automotive repair. Major topics covered include: measurement, and measurement instruments, new 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 (mechanical and electrical), electronic fuel injection, turbocharging, 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 automotive vehicles. Topics include torque converters, planetary 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
Fall
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 automobile 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
Fall  Lab fee will be required.
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 practicability 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
Fall  Lab fee will be required.
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: use of computerized diagnostic equipment, tune-up procedures, computerized wheel alignment, balancing, electronic circuit testing and component repair, braking system service, chassis and drive train service and repair. In addition, students will participate in a weekly seminar designed to familiarize them with the latest automotive industry service bulletins. 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 driver’s license

AUTO 230  AUTOMOTIVE LAB II  1-14-7
Spring  Lab fee will be required.
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 driver’s license
AUTO 235  AUTOMOTIVE ELECTRONICS  3-3-4  
*Fall  
Lab fee will be required.  
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  
*Fall  
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 additional courses, see Automotive Technical Services listing on pages 155-157.

AUBR 220  PASSENGER CAR BODY/ FRAME CONSTRUCTION  3-0-3  
*Fall  
Lab fee will be required.  
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  
*Fall  
Lab fee will be required.  
Minor body repairs, use of body fillers, fiberglass, plastic repair and body sealers. Metal finishing, rustproofing and undercoating, elimination of rattle and installation of body molding. Welding with mig and explanation of oxyacetylene welding, cylinders, torches and hoses.

AUBR 235 COLLISION REPAIR LABORATORY II  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  
*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 (sandig).

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 additional courses see Automotive Technical Services listing on pages 155-157.

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 155.

AUTO 130 AUTOMOTIVE SPECIFICATIONS 2-0-2
This course is DaimlerChrysler specific. For generic course description, see page 155.

AUTO 140 FUEL SYSTEMS 3-5-4
This course is DaimlerChrysler specific. For the generic course description, see page 155.

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 work week 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 156.

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 work week in an authorized dealership. The college and the corporation jointly establish work assign-
ments 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
Laboratory 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 DaimlerChrysler specific. For the generic course description, see page 156.

AUCP 250 PRACTICAL WORK EXPERIENCE III 5 Credits
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 work week 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 DaimlerChrysler specific. For the generic course description, see page 157.

AUTO 255 PASSENGER CAR DIAGNOSIS 4-0-3
This course is DaimlerChrysler specific. For the generic course description, see page 157.

AUCP 255 PRACTICAL WORK EXPERIENCE IV 10 Credits
Spring
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 work week 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 additional courses see Automotive Technical Services listing on pages 155-157.

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 155.
AUTO 130 AUTOMOTIVE SPECIFICATIONS
This course is General Motors specific. For generic course description, see page 155.

AUTO 140 FUEL SYSTEMS
This course is General Motors specific. For the generic course description, see page 155.

AUCP 150 PRACTICAL WORK EXPERIENCE I
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 work week 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.

AUCP 155 PRACTICAL WORK EXPERIENCE II
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 work week 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
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
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
This course is General Motors specific. For the generic course description, see page 156.

AUCP 250 PRACTICAL WORK EXPERIENCE III
Fall
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 work week 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
This course is General Motors specific. For the generic course description, see page 157.

AUCP 255 PRACTICAL WORK EXPERIENCE IV
Spring
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 pro-
grams. In each course the student is required to work a 40-hour work week 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
This course is General Motors specific. For the generic course description, see page 157.

BIOLOGY

BIOL 095 INTRODUCTION TO BIOLOGY
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
Fall, Spring, DL only
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
Fall, Spring AND BIOETHICS
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
Fall, Spring, Summer, DL 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
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
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
Fall, Spring, Summer, DL 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
Fall, Spring, Summer, DL only
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 Sciences majors.
BIOL 116 MEDICAL TERMINOLOGY FOR 3-0-3
OFFICE ASSISTANTS
Offered on demand.
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 119 GENERAL ZOOLOGY * SCI 3-2-4
Fall, Spring, DL 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 126 GENERAL NUTRITION * SCI 3-2-4
Fall, Spring Lab fee will be required.
This one-semester course will teach about food and its role in the function and the health of the body. It will take a look at contemporary issues and the basics of good food nutrition. The laboratory portion will reinforce and add to the knowledge about the cell, the chemical composition of some macronutrients and how these molecules are processed, along with food technology and food safety.

BIOL 130 CONCEPTS OF HUMAN 3-0-3
ANATOMY AND PHYSIOLOGY * SCI
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.
Open to Emergency Medical Technician students only.

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 & 2-0-2
EMBRYOLOGY
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 3-2-4
* SCI, NS
Fall, Spring, DL 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 endocrines system are covered.
Open only to matriculated Dental Hygiene students.

BIOL 139 ANATOMY AND PHYSIOLOGY 3-2-4
FOR RESPIRATORY CARE STUDENTS* SCI, NS
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 3-2-4
* SCI
Fall, Spring, Summer, DL 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 * 3-2-4
SCI, NS
Fall, Spring, Summer, DL  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 for life, biological energy transformation, cellular structures, Mendelian genetics 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 3-3-4
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, DL  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, Summer, DL  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 and Trigonometry or permission of the department chairperson.
BIOL 215 ENVIRONMENTAL SCIENCE 3-2-4
* SCI, NS
Spring, DL  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
Offered on demand.  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. 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, Spring  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
Fall, 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: BIOL 150, General Biology I and BIOL 151, General Biology II or BIOL 190, Biology I and BIOL 191, Biology II.

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 * SCI, NS 3-2-4
Fall, Spring, Summer, DL 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, DL 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 * SCI, NS 0-4-2
TECHNIQUES
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 3-4-5
* SCI, NS
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
Offered on demand.
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.
Prerequisite: CHEM 115, Physiological Chemistry.
BIOL 325 PRINCIPLES OF MICROBIOLOGY * SCI, NS
Offered on demand. 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.
Prerequisite: CHEM 115, Physiological Chemistry.

BIOL 330 IMMUNOLOGY, NS
Offered on demand.
An overview of immunology as a basic science underlying clinical medicine.
Prerequisites: BIOL 325, Principles of Microbiology; BIOL 320, Physiology; or permission of the instructor.

BROADCAST COMMUNICATIONS

BCOM 201 BROADCAST JOURNALISM*
Fall, Spring Studio fee will be required.
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. Shooting, editing and live TV studio operation will be combined with news gathering and delivery. Students spend 75 percent of each class working in either radio or television studios. 25 percent 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*
Fall, Spring Studio fee will be required.
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 will spend approximately 25 percent of their time in lecture and 75 percent 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*
Fall, Spring Studio fee will be required.
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.
Hudson Valley Community College  

**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 ENVIRONMENT OF BUSINESS II**  
(Business Law II)  
3-0-3  
*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**  
*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.

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 additional courses, see Human Services listing beginning on page 221.

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 4-0-4
COUNSELING I
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; CDEP 100, 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 0-12-4
INTERNSHIP I
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 Counseling 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/ HEALTH SCIENCES 3-3-4
* 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 CHEMISTRY * SCI, NS 4-0-4
Offered on demand.
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 co-enzymes; 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 and PHYS 150, General Physics I.

CHEM 121 FRESHMAN CHEMISTRY II 3-3-4
* SCI, NS
Spring  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
Spring, 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  
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 the 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  1-2-2
Fall
APPLICATIONS
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  3-2-4
Spring
APPLICATIONS
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  0-4-2
Spring
APPLICATIONS
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 Strength 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 AND SYSTEM DESIGN 2-3-3
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  3-0-3  
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 119 MULTIMEDIA AND GRAPHIC DESIGN FOR THE WEB  3-0-3  
Fall, Spring, Summer, DL  
This course provides students with an introduction to graphic design for the Web using Macromedia Fireworks and Flash. Students will use these tools to develop graphics and animations for the Web, including basic graphic design skills, Flash movie development and an introduction to using ActionScript.  
Prerequisite: CMPT 118, Web Page Design and Management

CMPT 120 DATABASE CONCEPTS AND APPLICATIONS  3-0-3  
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  3-0-3  
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, and 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  3-0-3  
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

= Corequisite  
= Prerequisite
CISS 100  FUNDAMENTALS OF INFORMATION PROCESSING  3-0-3  
**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  3-0-3  
**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  1-0-1  
**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  3-1-3  
**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  3-1-3  
**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  3-1-3  
**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.

Prerequisite: CISS 120, Introduction to Data Communication.

CISS 121  INTRODUCTION TO NETWORK ADMINISTRATION  3-1-3  
**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  2-2-3  
**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 3-1-3
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 SERVER-SIDE APPLICATION DEVELOPMENT WITH PHP  

Fall, Spring  
This course uses PHP, a server-side scripting language for generating Web content. It illustrates the development of dynamic content with PHP, interaction between client and server, security and session management, and server-side data-source management including flat files and MySQL. This course is meant to be a hands-on course and includes extensive group work. Students should possess a working knowledge of HTML/XHTML and MIS.  
Prerequisite: CISS 220, Web Page Development and Design or permission of department.

CISS 227 XML-DRIVEN APPLICATION DEVELOPMENT  

Fall, Spring, DL  
This course is an introduction to XML, the eXtensible Markup Language, for networked content management and Internet application development. Topics include: the rules of XML, presentation with Cascading Style Sheets (CSS), adaptive content with XSLT, the Document Object Model (DOM), writing DTDs and schemas for parsing engines, using XML for application development and networked information management, and looking at current trends in XML usage in the Web such as SOAP and RSS. Students should possess a strong fundamental knowledge of HTML or XHTML and CIS.  
Prerequisite: CISS 220, Web Page Development and Design or permission of department.

CISS 230 VISUAL BASIC PROGRAMMING  

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 111, Programming and Logic II-Data Structures or permission of department.

CISS 231 ADVANCED VISUAL BASIC PROGRAMMING  

Fall, Spring  
This course deals with objects and object-oriented development and database access with Visual Basic. The aim of the course is to introduce the student to all the key techniques and ideas behind object-oriented programming and how these objects can interact with databases. The student will develop, test and debug robust, maintainable and reusable applications that will address the needs of accessing data and building interfaces to make interfaces to make interaction with data simple.  
Prerequisite: CISS 230, Visual Basic Programming.

CISS 240 OBJECT ORIENTED DESIGN WITH JAVA  

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.  
Prerequisites: CISS 111, Programming and Logic II-Data Structures or permission of department.

CISS 241 ADVANCED JAVA PROGRAMMING  

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  

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.

**CISS 270 NETWORK INFRASTRUCTURE** 3-1-3

**Fall**

Network Infrastructure explores both the design of Remote Access Networks (RANs) 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 RANs, 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 Cisco Multilayer Switch Networks** - BCMSN 642-801, and **Cisco Internet Troubleshooting** - CIT 642-831.

**Prerequisite:** CISS 121, Introduction to Network Administration.

**CISS 275 INTRODUCTION TO COMPUTER & NETWORK SECURITY** 2-2-3

**Fall, Spring, Summer, DL**

Computer and Network Security plays a vital role in the world of information systems. Computer security includes securing an organization’s critical data and systems from both inside and outside threats. This course will examine: general security concepts, communication security, infrastructure security, operational/organizational security, basic cryptography and steganography. Students will apply these best practices principles by administering clients, servers and firewalls in a dedicated computer network laboratory.

Introduction to Computer and Network Security maps to the CompTIA Security+ certification exam objectives.

**Prerequisite:** CISS 121, Introduction to Network Administration, or permission of instructor.

**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.

**Prerequisite:** CISS 121, Introduction to Network Administration.

**IDLT 105 MICROCOMPUTER DRAFTING - AUTOCLAD** 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, three wire and three 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
Fall, Spring
* SSC
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
Lab fee will be required.
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: IDLT 220, Graphical Analysis.

IDLT 230 CAD SYSTEM MANAGEMENT AND DESIGN 2-3-3
Spring
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

CRAFT 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.*

CRAFT 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.

CRAFT 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 three finished products in this class that demonstrate chip relief carving.  
*Students will be required to purchase a set of carving tools.*

CRAFT 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.*

CRAFT 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. Three-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 1-0-1
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: AN INTRODUCTION 2-0-2  
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, matte decoration and matte 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 2-0-2
(Intermediate Pottery)
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 DYEING 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 and 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       2-0-2  
SETTING  
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  3-0-3  & CRIMINAL JUSTICE
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 151 PRINCIPLES OF CRIMINAL INVESTIGATION II  3-0-3  
Fall, Spring
This course is a continuation of theories and methods of investigation covered in Principles of Criminal Investigation I. Specific crimes such as arson, burglary, rape and enterprise crime will be explained in detail. Open only to matriculated Criminal Justice students. Prerequisite: CRJS 150, Principles of Criminal Investigation.

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, health care 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 INDUSTRIAL SECURITY 3-0-3
Fall
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 SAFETY 3-0-3
Spring
Concepts of physical security integrated with management systems: physical security requirements and standard; 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 221 TERRORISM AND THE CRIMINAL JUSTICE SYSTEM**
*Fall, Spring*
This is an introductory course designed to acquaint the student with the fundamental principles of terrorism and how it affects and is handled by the criminal justice system. Topics include identification of terrorist activities, investigative techniques, and prevention strategies.

**CRJS 222 PRINCIPLES OF HOMELAND SECURITY**
*Fall, Spring*
This is an introductory course designed to acquaint the student with the fundamental principles of homeland security. The course provides an overview of major issues in homeland security, current homeland security law and organizational structure of the department of homeland security.

**CRJS 230 ANIMAL LAW**
*Fall, Spring*
This is an introductory course designed to acquaint the student with the fundamental principles of animal law and the criminal justice system. Specific topics include the history of animal law, protection of animals by anti-cruelty laws, animal fighting, the social movement of animals in the legal system, and constitutional issues raised in cases involving animals.

**CRJS 240 CRIMINAL JUSTICE SEMINAR I**
*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**
*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**
*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 SCIENCE I**
*Fall, Spring, DL*
Lab fee will be required.
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 246 FORENSIC SCIENCE II, NS**
*Spring*
Lab fee will be required.
This course offers further applications in Forensic Science. A thorough understanding of the concepts in Forensic Science 1 (formerly Forensic Evidence) are needed as a foundation. Advanced microscopy techniques, including birefringence, comparison microscopy, and refractive index determination on trace evidence are covered. Physical properties of evidence will be explored in greater detail. Arson analysis, toxicology, serology and chemical methods of analysis are covered in depth.
Open only to matriculated Criminal Justice students.
Prerequisite: CRJS 245, Forensic Science I (a grade of “C” or better is required).

**CRJS 250 CRIMINOLOGY * SSC**
*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, Summer, 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
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 GERIATIC PATIENT 2-0-2 Spring**
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**

**DHYG 230 PREVENTIVE DENTISTRY IV 2-0-2 Spring**
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, Preventative 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 241 CLINICAL DENTAL HYGIENE III 0-14-4

Spring
Lab fee will be required.
An advanced clinical course in which continued growth and expansion of clinical knowledge and skill will be administered to more difficult periodontally involved patient, special, “disabled” patient and the traditional patient.
Open only to matriculated Dental Hygiene students.
Prerequisites: DHYG 206, Pathology; DHYG 207, Periodontology; DHYG 230, Preventive Dentistry III; DHYG 231, Clinical Dental Hygiene II; DHYG 208, Dental Materials.
Corequisites: DHYG 217, Pharmacology; DHYG 240, Senior Seminar.

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
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
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 4-0-4

Spring
SONOGRAPHY II
An in-depth study of ultrasound physics concepts, mathematical computations, quality assurance, biological effects and artifacts will be the basis of study.
Prerequisites: ECHO 252, Echocardiography Principles & Instrumentation or 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.  
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 VASCULAR SONOGRAPHY 2-0-2  
Fall  
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 IN VASCULAR SONOGRAPHY 2-0-2  
Spring  
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 (IVT). 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, threedimensional 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 1-6-4
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 2-33-8
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.

ECHOCARDIOGRAPHY

ECHO 252 ECHOCARDIOGRAPHY PRINCIPLES & INSTRUMENTATION 3-0-3
Fall
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.
Open only to matriculated Echocardiography students.
Prerequisite: Two years allied health experience.

ECHO 254 ECHOCARDIOGRAPHY I 2-0-2
Fall
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.
Prerequisite: Two years allied health experience.

ECHO 256 ANATOMY & PHYSIOLOGY OF THE HEART 2-0-2
Fall
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 0-24-8
Fall
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, Echo-cardiography 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 RDMS 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 * SSC, 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 * SSC, 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  

ECCE 111 CREATIVE ACTIVITIES FOR 4-0-4  
**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 3-0-3  
**APPROPRIATE PRACTICES FOR INFANT & TODDLER CARE**  
*Fall, Spring, Summer, DL*  
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 3-4-3
Fall, Spring, DL
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 3-5-4
Spring, Summer, DL
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 3-0-3
Fall, Spring, Summer, DL
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 4-8-4
Fall
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 SETTING 4-8-4
Spring
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 3-0-3
Spring
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.

EDUC 100 CHILD DEVELOPMENT, SS 3-0-3
Fall, Spring, Summer, DL
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 3-0-3
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 spe-
cial 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 16 hours
of video viewing and analysis. Up to 30 hours of unsu-
spervised field experiences may also be required in
this course.

EDUC 110 FOUNDATIONS OF 3-0-3
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 that impact students and
teachers in learning settings from birth - grade 12.
Students will explore the social factors, values, knowl-
dge 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 3-0-3
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 evaluat-
ing a variety of individual and group management tech-
niques 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 3-0-3
DESIGNS
Fall, Spring, Summer, 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 histor-
ical perspective and legislative overview as well as dis-
cussing a wide range of innovative teaching methodolo-
gies. Students will have an opportunity to complete a proj-
et which demonstrates integration of course content.

EDUC 217 TECHNOLOGY IN 3-0-3
THE CLASSROOM
Fall, Spring, Summer, DL
To meet the needs of a diverse and inclusive classroom,
educators of all levels should be familiar with the proper
implementation, use, and evaluation of the wide range of
technology that is available for use in the classroom.  The
purpose of this course is to help the student incorporate
media and technology into the student’s repertoire – to
use them as teaching tools and guide students in using
them as learning tools.  This course will introduce the
participant to the foundations of design, selection, use,
and evaluation of instructional technology.
Prerequisite: EDUC 110, Foundations of Education in
America recommended.

EDUC 218 CHILDREN IN AN 3-0-3
EVER-CHANGING WORLD
Fall, Spring, Summer, DL
The children of today’s world are very diverse in learning
modalities, cognitive styles and living styles.  Children
bring so much to the classroom, both from their own
experiences and from the environment in which they live.
Children often encounter a variety of personal experi-
cences that impact their daily interactions and learning
within the classroom, such as: violence, illnesses, sub-
stance abuse, homelessness, poverty, war, terrorism, and
non-traditional family living, which often impacts their
basic everyday needs. Teachers often have to deal with
children who may be in crisis in the school setting.  This
course will examine many of the current societal issues
facing children today and explore possible resources and
solutions.  Students will explore theories surrounding
child development, best teaching practices, and teaching
methodology which will assist them in responding to chal-
lenging behaviors which may present themselves with the
classroom setting as a result of a child’s personal life
EDUC 225 CHILDREN'S LITERATURE, LANGUAGE, AND LITERACY DEVELOPMENT *HUM

Fall, Spring, Summer

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.

Corequisite: MATH 106, Applied Technical Mathematics II; ECMN 112, Alternating Current Applications Laboratory.

ECMN 111 DIRECT CURRENT 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 ALTERNATING CURRENT 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 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 CONSTRUCTION WIRING 2-6-5
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, wire-ways, 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 RELATIONS 2-0-2
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 and 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 READING & ESTIMATING I 1-2-2
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 1-2-2
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 2-0-2
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.
Corequisite: ECMN 161, Direct Current Applications Laboratory: Part I; MATH 105, Applied Technical Mathematics I.

ECMN 152 DIRECT CURRENT THEORY AND MAGNETISM: PT. II 2-0-2
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.
Prerequisite: ECMN 151, Direct Current Theory and Magnetism: Part I.
Corequisite: MATH 106, Applied Technical Mathematics II.

ECMN 153 ALTERNATING CURRENT THEORY II: PT. I 2-0-2
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 2-0-2
Spring
A continuation of ECMN 153. AC series/parallel circuits, single phase, three wire systems and polyphase systems are analyzed.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisite: ECMN 153, Electric Theory II: Part I.
ECMN 161 DIRECT CURRENT
APPLIED LABORATORY: PART I
Fall  Lab fee will be required.
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
APPLIED LABORATORY: PART II
Spring  Lab fee will be required.
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.
Only open 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
APPLIED LABORATORY: PART I
Fall  Lab fee will be required.
A continuation of ECMN 162 with emphasis on 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 152, Direct Current Theory and Magnetism: Part II, ECMN 162, Direct Current Applications Laboratory: Part II.

ECMN 164 ALTERNATING CURRENT
APPLIED 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
WIRING: PART I
Fall  Lab fee will be required.
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.
Prerequisite: ECMN 171, Residential Construction Wiring: Part I.

ECMN 172 RESIDENTIAL CONSTRUCTION
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 172, Residential Construction Wiring: Part II.

ECMN 173 COMMERCIAL CONSTRUCTION
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 required.
Open only to matriculated Electrical Construction and Maintenance students.
Prerequisites: ECMN 173, Commercial Construction Wiring: Part I

ECMN 203 TRANSFORMERS AND MOTORS 2-0-2
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.
Prerequisites: ECMN 102, Alternating Current Theory.
Corequisite: ECMN 213, Transformer and Motor Laboratory.

ECMN 204 INDUSTRIAL MOTOR 4-0-4
CONTROL THEORY
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.
Prerequisites: ECMN 203, Transformers and Motors.
Corequisite: ECMN 214, Industrial Motor Control Laboratory.

ECMN 205 INDUSTRIAL POWER 5-0-5
ELECTRONICS I
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 5-0-5
ELECTRONICS II
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  0-2-1
LABORATORY
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  0-2-1
CONTROL LABORATORY
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  0-2-1
ELECTRONICS LABORATORY I
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 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  0-2-1
ELECTRONICS LABORATORY II
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 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 217 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 223, Commercial Construction Wiring.
Corequisite: ECMN 224, Industrial Motor Control Wiring.

ECMN 223 INDUSTRIAL WIRING  2-6-5
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. 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 222, Industrial Wiring.
Corequisite: ECMN 204, Industrial Motor Control Theory.

ECMN 224 INDUSTRIAL MOTOR  2-6-5
CONTROL WIRING
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 222, Industrial Wiring.
Corequisite: ECMN 204, Industrial Motor Control Theory.

ECMN 255 TRANSFORMERS AND  2-0-2
MOTORS: PT. I
Fall  Lab fee will be required.
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 256  TRANSFORMERS AND  2-0-2  
MOTORS: PT. II  
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 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.  
Corequisite: ECMN 258, Industrial Motor Control Theory: Part II.

ECMN 275  INDUSTRIAL WIRING:  1-3-2.5  
PART I  
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, re bjt transistor model, small-signal amplifiers using both BJT and FET transistors, cascaded amplifiers.
Prerequisite: ELET 100, Electricity I.

ELET 115 C/C++ FOR TECHNOLOGIES      3-3-4

Fall  Lab fee will be required.
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  2-3-3
Fall  HARDWARE ESSENTIALS
This course will provide students with a foundation in
the operation of microcomputers so that with some fur-
ther study they can be qualified to pass the A+
Certification Exam. The lecture portion covers hard-
ware, 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  3-3-4
COMMUNICATIONS ELECTRONICS
Spring  Lab fee will be required.
This course focuses on the essential elements of communica-
tions systems. Topics include decibel notation, spectra of
complex waveforms, modulation methods, transmission
media, fiber optics and communications networks. The stu-
dent will develop and understanding of the basic elements
(both theoretical and practical) of electronic and fiber
optics communications systems. This will provide a foun-
dation for the understanding of the many kinds of commu-
nications 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 cov-
ered 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  3-3-4
ELECTRONICS
Fall  Lab fee will be required.
A continuation of ELET 210, Digital Electronics, this
introduces modern design and implementation
methodologies of digital systems using logic devices
such as SLPS, and microcontrollers. Topics that will be
covered include review of sequential logic, counters,
shift registers, memory and storage devices, digital sig-
nal processing, assembly language, and several micro-
controllers applications such as analog-to-digital con-
versions, temperature measurement, time-interval mea-
urements, 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 prac-
tical electronic systems such as power amplifiers, volt-
age and current regulators, signal generators, active fil-
ters, 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  3-3-4
DEVICES & SYSTEMS
Fall  Lab fee will be required.
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, transduc-
ers, final control elements, and digital control princi-
ples. Related topics include an introduction to servo-
mechanisms and industrial control.
Prerequisite: ELET 210, Digital Electronics; ELET 215,
Operational Amplifiers.

ELET 230 ELECTRONIC DESIGN  0-3-1
Spring  Lab fee will be required.
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  3-3-4
MICROCONTROLLERS
Fall  Lab fee will be required.
An introductory course in microcontrollers and micro-
processors. This course emphasizes assembly level pro-
gramming using the 8051, the PIC or an equivalent
instruction set, and explores the application of micro-
controllers in electronic systems.
Prerequisite: ELET 210, Digital Electronics.

ELET 250 VACUUM AND POWER RF  3-3-4
Fall  Lab fee will be required.
The study of vacuum and radio frequency techniques uti-
лизed 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 Lab fee will be required.
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, metalization, 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 Lab fee will be required.
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 Lab fee will be required.
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.

ELET 290 WIRELESS NETWORKS

Spring Lab fee will be required.
This course builds on topics from previous data communications, physics and mathematics courses and applies them to the study of wireless data communications systems. Topics include decibel notation, spectra of waveforms, modulation methods, transmission media, antennas, wireless links and systems including protocols, hardware requirements and functionality. The student will develop an understanding of the basic theoretical and practical elements of wireless data communication systems. This will provide a foundation for an understanding of the wireless data networking techniques that exist today. These systems are now in widespread use and gaining in popularity.

Prerequisites: CISS 120, Introduction to Data Communication; ELET 120, Microcomputer Hardware Essentials; TLMG 100, Principles of Telecommunications I; PHYS 100, Physical Science I.

EMT - PARAMEDIC

EMSP 100 EMERGENCY MEDICAL TECHNICIAN - BASIC

Fall, Spring, Summer Lab fee will be required.
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

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 cog-
nitive 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

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 complement the didactic sessions of the course. This course is open only to matriculated Paramedic students and those with permission of the department chairperson.

Open only to matriculated Emergency Medical Technician-Paramedic students.

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

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

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

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 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 212 INTERMEDIATE EMT CLINICAL

Interession

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 Pre-hospital 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 complement 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 THE PARAMEDIC 2 Credits
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 EVALUATION PHASE 1 Credit
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

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: pre-writing, 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: 3-0-3
WRITING ABOUT LITERATURE  * 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: 3-0-3
WRITING FOR TECHNICIANS * 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
Fall HUM
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
Fall, Spring HUM
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 * HUM  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  3-0-3
* HUM, BC
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, Spring, 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)
An advanced course in 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 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 18th 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 203</td>
<td>SHAKESPEARE * HUM, HU</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
<td>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.</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>AMERICAN LITERATURE I *</td>
<td>3-0-3</td>
<td>Fall, Summer</td>
<td>A survey of the major forms and representative writers of American literature from the colonial period through the mid-19th century.</td>
</tr>
<tr>
<td>ENGL 206</td>
<td>AMERICAN LITERATURE II *</td>
<td>3-0-3</td>
<td>Spring, Summer</td>
<td>A survey of the major forms and representative writers of American literature from the age of realism through contemporary literature.</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>THE SHORT STORY * HUM, HU, AR</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer</td>
<td>A comparative study of representative stories from the diverse literary traditions with special emphasis on conventional, modern and experimental techniques of artistic unity.</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>POETRY * HUM, HU, AR</td>
<td>3-0-3</td>
<td>Fall</td>
<td>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.</td>
</tr>
<tr>
<td>ENGL 214</td>
<td>AMERICAN FOLKLORE * HUM, HU</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
<td>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, folk tales) 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.</td>
</tr>
<tr>
<td>ENGL 216</td>
<td>CONTEMPORARY NOVEL *</td>
<td>3-0-3</td>
<td>Fall</td>
<td>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.</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>CONTEMPORARY DRAMA *</td>
<td>3-0-3</td>
<td>HUM, HU</td>
<td>Offered on demand. This course serves as an introduction to the major forms of modern drama. It provides an opportunity to read, discuss, and write about selected contemporary plays. This is not an acting course.</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>LITERATURE INTO FILM * HUM</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
<td>This course will focus on literature that has been adapted into film. Students will study print and film versions of the same works in order to understand the conventions and characteristics of each medium. Questions of fidelity and the complexities of translating words into images will be explored. Students will read texts; view adaptations; and discuss, research, and write about selected topics.</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>MULTICULTURAL PERSPECTIVES IN LITERATURE * HUM, HU</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
<td>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.</td>
</tr>
<tr>
<td>ENGL 232</td>
<td>AFRICAN-AMERICAN LITERATURE *</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
<td>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.</td>
</tr>
</tbody>
</table>
ENGL 234  NATIVE AMERICAN LITERATURE * HUM, HU  3-0-3
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  3-0-3
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  3-0-3
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  3-0-3ND
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  4-0-4ND
Fall, Spring

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  4-0-4ND
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 LANGUAGE STUDENTS I  4-0-4ND
Fall, Spring

This course is intended for ESL students who would benefit from taking a pre-college level English language reading course. Students read a variety of texts including fiction, non-fiction, and poetry, and practice applying ESL reading strategies such as discovering meanings of words in context, summarizing, examining word forms and word derivations, locating main ideas vs. details, outlining, and note taking. Co- or prerequisite: ESLS 092, Fundamentals of English As A Second Language I or ESLS 093, Fundamentals of English as a Second Language II or approval of English department chairperson or ESL advisor.

ESLS 096 SPEAKING & LISTENING FOR ENGLISH AS A SECOND LANGUAGE  3-0-3ND
Fall, Spring

This course presents the basic elements of speaking and listening used in Standard American English. It is designed primarily for ESL students with intermediate to advanced English language skills who wish to improve their clarity of speech and listening comprehension skills. Through speaking and listening exercises, students will practice the sounds, rhythm, intonation, and sentence patterns of the English language as well as classroom listening strategies. A language lab component is required. Co- or prerequisite: ESLS 092, Fundamentals of English as a Second Language I or ESLS 093, Fundamentals of English as a Second Language II or approval of English department chairperson or ESL advisor.
ESLS 098 CONVERSATION FOR ENGLISH AS A SECOND LANGUAGE STUDENTS I
Fall, Spring
In this course, students practice speaking in small groups or pairs through free and guided conversation, problem solving, and values clarification exercises which focus on issues in American culture. Vocabulary, pronunciation, and correct language structure are emphasized. This course may also include involvement in campus activities and field trips to various sites of interest in the Capital Region. Co- or prerequisite: ESLS 092, Fundamentals of English As A Second Language I or ESLS 093, Fundamentals of English as a Second Language II or approval of English department chairperson or ESL advisor.

ESLS 101 ENGLISH COMPOSITION I FOR THE FOREIGN BORN * HUM, BC
Fall, Spring
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 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 * HUM, HU, AR
Fall
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 * HUM, HU, AR
Spring
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 HUMANITIES I* HUM, HU
Fall
A survey course which presents an overview of the arts in western tradition from pre-literate 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 HUMANITIES II* HUM, HU
Spring
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
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
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 20th 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 ELECTRONIC ART, AR 2-4-3
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 DRAWING & PAINTING I, AR 3-0-3
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 DRAWING & PAINTING II, AR 3-0-3

Fall, Spring

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

Summer IN ITALY I, AR

A month-long, hands-on immersion in the sites and masterworks of the Florentine Renaissance exploring the interface between historical and contemporary drawing. **Prerequisite:** Arts 110, Drawing I or permission of department chairperson.

ARTS 226 EXPERIMENTAL DRAWING 2-4-3

Summer IN ITALY II

A second-level, 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 225, Experimental Drawing in Italy I.

ARTS 230 COLOR PHOTOGRAPHY, AR 6-0-3

Spring

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. **Prerequisites:** Arts 130, Photography I; Arts 133, Intro to Digital Photography or Arts 145, Intro to Electronic Art.

ARTS 235 ADVANCED STUDIO PHOTOGRAPHY, AR 6-0-3

Fall

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 3-0-3

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 photo-
graphic 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 1-0-1 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 1-0-1 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: THE WELLNESS APPROACH 2-0-2 Fall
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 PROCEDURES 4-0-4 Fall
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, Spring
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

**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 120, Refrigeration Lab I; HVAC 130, 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.


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 130, Electricity for HVAC/R; HVAC 151, Refrigeration Lab I, Part 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.

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
Corequisites: 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
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
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 four 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, OSL 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 17th 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 17th century to those of the 20th century.

HIST 110 INTERPRETATIONS OF AMERICAN HISTORY I * HUM, AH, HU, OSL 3-0-3
Fall
Issues and problems in American History through Civil War period.

HIST 111 INTERPRETATIONS OF AMERICAN HISTORY II * HUM, AH, HU, OSL 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 19th century.

HIST 113 HISTORY OF NEW YORK STATE II * HUM, HU 3-0-3
Spring
The history of the state from the 19th century to recent times.

HIST 115 INTRO TO AFRICAN-AMERICAN HISTORY * HUM, AH, HU 3-0-3
Spring

HIST 120 HISTORY OF AFRICA I * HUM, OC, HU 3-0-3
Fall
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 * HUM, OC, HU 3-0-3
Spring
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 3-0-3
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, OC, HU 3-0-3
Spring
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 20th century.

HIST 130 MEDIEVAL HISTORY * HUM, WC, HU 3-0-3
Spring
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, OSL 3-0-3
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 * 3-0-3  
HUM, WC, HU, OSL  
**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**

HONR 255 TECHNOLOGICAL 3-0-3  
FOUNDATIONS OF SOCIETY  
**Fall**  
* HUM, HU  
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 turn re-influences the other factors to produce 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: 3-0-3  
THE IMPACT OF THOUGHT ON POST-MODERN SOCIETY  
**Spring**  
* HUM, HU  
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)

HIST 137  HISTORY OF WORLD WAR II * 3-0-3  
HUM, WC, HU, OSL  
**Fall, 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 national 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 3-0-3  
AND THE FAMILY * SSC, SS  
**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 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 non-discrimination will be addressed.

HUSV 120 PROBLEMS OF ADOLESCENCE 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 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 3-0-3
Spring, DL  *  SSC, SS
Fall, Spring
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 3-0-3
Spring, DL  *  SSC, AH
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 services professionals basic conversation 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 240 PROFESSIONALISM IN A DIVERSILE SOCIETY 3-0-3
Fall, Spring
This course will provide a culturally competent approach to professional interactions with diverse populations. Topics include personal, professional, and institutional racism and prejudice. Specific information about working with a variety of different cultures is examined.

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.
Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUSV 273</td>
<td>FIELD EXPERIENCE II</td>
<td>0-6-2</td>
<td>Offered on demand. Six hours per week of practical work experience which will occur in a selected agency.</td>
</tr>
<tr>
<td>HUSV 274</td>
<td>CASE MANAGEMENT III</td>
<td>2-0-2</td>
<td>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.</td>
</tr>
<tr>
<td>HUSV 275</td>
<td>FIELD EXPERIENCE III</td>
<td>0-6-2</td>
<td>Offered on demand. Six hours per week of practical work experience which will occur in a selected human service agency.</td>
</tr>
<tr>
<td>HUSV 276</td>
<td>CASE MANAGEMENT IV</td>
<td>2-0-2</td>
<td>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.</td>
</tr>
</tbody>
</table>

**INDIVIDUAL STUDIES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDS 100</td>
<td>CAREER PLANNING &amp; DECISION MAKING * SSC</td>
<td>3-0-3</td>
<td>Offered on demand. 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</td>
</tr>
</tbody>
</table>
INDS 105 INTRO TO ACADEMIC AND PERSONAL EFFECTIVENESS * SSC 3-0-3
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 30 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 75 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 100 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 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. 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 211, Invasive Cardiovascular Technology Clinic I.

ICVT 211 INVASIVE CARDIOVASCULAR TECHNOLOGY CLINIC I 8 Credits
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 three 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 CARDIOVASCULAR TECHNOLOGY II 3 Credits
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.

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 3-0-3

Fall
ADMINISTRATION
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.

LABR 220 UNION LEADERSHIP AND ADMINISTRATION 3-0-3

Offered on demand.
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.

LABR 230 INTRO TO INDUSTRIAL HYGIENE 3-0-3

Offered on demand.
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.

Prerequisite: 1 unit academic math.
LABR 250 DISPUTE RESOLUTION  3-0-3  
Offered on demand.
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.

LABR 260 OCCUPATIONAL SAFETY AND HEALTH LAW  3-0-3  
Fall, Spring
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.

LABR 261 EMPLOYMENT DISCRIMINATION & THE LAW  3-0-3  
Fall, Spring
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.

LABR 270 PUBLIC SECTOR LABOR LAW  3-0-3  
Fall, Spring
A survey and analysis of the New York State 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 New York State in its application. Major emphasis will be employee and employer rights, including recognition and certification, improper practices, strikes, grievances and disciplinary procedures to the New York State Public Employment Relations Board.

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 IDENTIFICATION & EVALUATION IN THE WORKPLACE  3-0-3  
Fall, Spring
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 TLV’s and OSHA PEL’s 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 IDENTIFICATION & EVALUATION IN THE WORKPLACE  3-0-3  
Fall, Spring
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 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
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 1-0-0
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 four-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.
LEGAL STUDIES

LGLS 101 INTRODUCTION TO LAW 3-0-3
Fall, Spring, DL
Introduction to the American legal system by surveying procedural laws and various substantive areas of law. This course will also introduce the paralegal profession to the student.

LGLS 120 LITIGATION 3-0-3
Spring
Introduction to the law office and a chronological approach to understanding the skills and tasks involved throughout the litigation process. The course is designed to build proficiency in the specific competencies required of litigation paralegals. 
Prerequisite: LGLS 101, Introduction to Law

LGLS 215 FAMILY LAW 3-0-3
Fall
An introduction to and an analysis of the legal concepts that apply to and underlie the marital and family relationship. Topics to be discussed include traditional marriage and alternative arrangements, annulment, divorce, child custody, visitation and support, the distribution of marital property, paternity, adoption and miscellaneous topics such as spousal abuse and domestic violence. Legal proceedings and litigation in Family Court and Supreme Court will also be discussed.

MANUFACTURING TECHNICAL SYSTEMS

MFTS 101 INTRODUCTION TO MACHINE TOOLS (LABORATORY I) 2-10-7
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) 2-10-7
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 4-0-4
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 4-0-4
Spring
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 1-2-2
Spring
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) 2-10-7
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  2-10-7  
(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 Machinery), 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  2-3-3
Fall  
PROGRAMMING  

MFTS 222 NUMERICAL CONTROL  2-3-3
Spring  (Advanced)  
Prerequisite: MFTS 221, Numerical Control Programming

MFTS 231 CONTROLS  3-2-4
Spring  
Lab fee will be required.  
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  
Lab fee will be required.  
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
This course will provide an introduction to marketing.  The marketing planning process and the market environment will be discussed.  Students will learn about consumer behavior and gain an understanding of targeting and positioning.  Additionally, the elements of the marketing mix including new product development, promotion, pricing, and distribution will be covered.

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, trade shows 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
This course provides a basic understanding of advertising and the advertising industry.  Advertising in radio, television, magazines, and newspapers will be studied.  An integrated marketing communications approach will also be presented, and various communication efforts will be examined.

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 course provides a broad overview of marketing, management, finance, and economics as these disciplines apply to the successful operation of a small business. Students will focus on the goal of starting up a new business and will provide a business plan as a final project for 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.

```plaintext
MATH 090 Arithmetic  
MATH 099 Essentials of Math I  
MATH 105 App. Tech Math I  
MATH 106 App. Tech Math II  
MATH 100 Essentials of Math II  
MATH 110 Int. Alg.  
MATH 120 Real World Math  
MATH 130 Math Structures I  
MATH 150 Col. Alg & Trig  
MATH 131 Math Structures II  
MATH 151 Analytic Geometry & Basic Calculus  
MATH 160 Precalculus  
MATH 175 Calc with Precalc I  
MATH 140 Apl. Math I  
MATH 176 Calc with Precalc II  
MATH 180 Calculus I  
MATH 177 Calc with Precalc III  
MATH 183 Discrete Math  
MATH 185 Calculus II  
MATH 190 Calculus II  
MATH 191 Calculus III  
MATH 205 Math Statistical Analysis  
MATH 220 Diff. Equations
```
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             3-0-3ND
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             3-0-3
Fall, Spring, Summer, DL
This course is a continuation of MATH 099, Elementary Algebra 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      3-0-3
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 106  APPLIED TECHNICAL MATHEMATICS II * MAT    3-0-3
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   3-0-3 * 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 3-0-3
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 3-0-3
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 included are: 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: the 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 Basic 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 4-0-4
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 4-0-4
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
Fall
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. (Verizon section will use technology supplied by Verizon).

MATH 180 CALCULUS I * MAT, MT 4-0-4
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 4-0-4  
Spring MATHEMATICS * MAT, MT  
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 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 205 MATHEMATICAL STATISTICAL ANALYSIS * MAT, MT 4-0-4  
Fall  
A course designed for students who major in science or engineering that emphasizes contemporary applications of probability and statistics. Topics include, but are not limited to, the following: conditional probability, correlation, empirical distributions, events, hypothesis testing, interval estimation, probability distributions (continuous and discrete, joint and marginal), linear regression, means, random variables, sample spaces, and variances and co-variances.  
Prerequisite: MATH 176, Calculus with Precalculus II or MATH 180, Calculus I.  
Corequisite: MATH 190, Calculus II.

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 * MAT, MT 4-0-4  
Fall, Spring, Summer  
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  

MEC 105 ENGINEERING MATERIALS 3-3-4  
Fall, Spring  
Lab fee will be required.  
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.

MEC 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.  
Prerequisite: MATH 105, Applied Technical Mathematics I or MATH 150, College Algebra and Trigonometry.

MEC 115 COMPUTER GRAPHIC APPLICATIONS 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 2-D and 3-D mechanical component design and drafting, dimensioning techniques, drawing layout and presentation.

MEC 120 MANUFACTURING PROCESSES 3-3-4  
Spring  
Lab fee will be required.  
The construction, purpose and operation of all standard
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 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.
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

ARBC 100 ARABIC LANGUAGE & CULTURE I * HUM 3-0-3
Fall Lab fee will be required.
This course is designed to introduce the student to the Arabic 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 Arabic culture. Classroom instruction is supplemented with exercises in the language laboratory.
Recommendation: Primarily designed for students with no previous knowledge of Arabic.

ARBC 101 ARABIC LANGUAGE & CULTURE II * HUM 3-0-3
Spring Lab fee will be required.
A continuation of Arabic I, this course introduces the student to the more complicated elements of Arabic 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 Arabic culture and customs, is supplemented with exercises in the language laboratory.
Prerequisite: Primarily designed for students who have completed Arabic I or no more than two years in high school.

ASLN 100 AMERICAN SIGN LANGUAGE I * HUM, FL 3-0-3
Fall, Spring
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.

ASLN 101 AMERICAN SIGN LANGUAGE II * HUM, FL 3-0-3
Fall, Spring
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.

CHNS 100 CHINESE LANGUAGE AND CULTURE I * HUM, FL 3-0-3
Fall Lab fee will be required.
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.

CHNS 101 CHINESE LANGUAGE AND CULTURE II * HUM, FL 3-0-3
Spring Lab fee will be required.
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.
Prerequisites: CHNS 100, Chinese Language and Culture I

FREN 100 FRENCH LANGUAGE AND CULTURE I * HUM, FL 3-0-3
Fall Lab fee will be required.
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.

**FREN 101 FRENCH LANGUAGE** 3-0-3  
& CULTURE II * HUM, FL  
*Spring Lab fee will be required.*  
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.

**FREN 200 FRENCH LANGUAGE** 3-0-3  
& CULTURE III * HUM, FL  
*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 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.

**FREN 201 FRENCH LANGUAGE** 3-0-3  
& CULTURE IV * HUM, FL  
*Offered on demand. Lab fee will be required.*  
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.  
**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.

**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.  
**Prerequisite:** 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.  
**Prerequisite:** 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.  
**Prerequisite:** Primarily designed for students who have completed German III or no more than three or four years in high school.
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. Prerequisite: Primarily designed for students who have completed Italian I.

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  3-0-3  
& CULTURE II * HUM, FL

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 is supplemented with exercises in the language laboratory. Prerequisite: Primarily designed for students who have completed Japanese I or no more than two years in high school.

RUSN 100  RUSSIAN LANGUAGE  3-0-3  
& CULTURE I * HUM, FL

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  3-0-3  
& CULTURE II * HUM, FL

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  3-0-3  
& CULTURE I * HUM, FL

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.
Hudson Valley Community College

SPAN 101 SPANISH LANGUAGE 3-0-3
& CULTURE II * HUM, FL
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 3-0-3
& CULTURE III * HUM, FL
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 3-0-3
& CULTURE IV * HUM, FL
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 1-0-1
ORIENTATION
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 3-0-3
PERSPECTIVE
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 3-0-3
ENVIRONMENT OF BUSINESS/MORTUARY LAW
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
Lab fee will be required.
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
* SSC, SS
Spring
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 10 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 20th 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 and 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 telecommunications 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 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.
PHILOSOPHY

PHIL 100 INTRO TO PHILOSOPHY I 3-0-3  
* HUM, HU

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.

PHIL 101 INTRO TO PHILOSOPHY II 3-0-3  
* HUM, HU

Spring
A continuation of Introduction to Philosophy (PHIL 100), with emphasis on philosophers in modern times and their contributions to thought.

PHIL 110 COMPARATIVE RELIGION I 3-0-3  
* HUM, HU

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.

PHIL 111 COMPARATIVE RELIGION II 3-0-3  
* HUM, HU

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 (19th and 20th century) religions.

PHYSICAL EDUCATION

PHED 170 SOCCER/BADMINTON 3-0-1

Fall
A student will develop a proficiency in the sports 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 3-0-3

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 3-0-1

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.
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.

PHYSICAL EDUCATION ELECTIVE PROGRAM

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

- PHED 130 Tennis-Badminton
- PHED 131 Tennis-Volleyball
- PHED 132 Weight Training I
- PHED 133 Volleyball
- PHED 134 Basketball
- PHED 135 Racquetball-Tennis
- *PHED 136 Beginning Golf
- PHED 239 Advanced Racquetball
- *PHED 236 Intermediate Golf
- PHED 137 Volleyball-Softball
- PHED 138 Aerobic Dancercise
- PHED 232 Weight Training II
- PHED 139 Racquetball
- PHED 140 Soccer-Volleyball
- PHED 141 Nautilus Weight Training
- PHED 142 Physical Cond./Self Defense
- PHED 143 Soccer-Tennis
- PHED 144 Weight Lifting
- PHED 145 Adventure
- PHED 146 Lifetime Fitness/Wellness
- 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

- *PHED 100 Beginning Ice Skating
- *PHED 200 Intermediate Ice Skating
- PHED 101 Ice Hockey Fundamentals
- PHED 102 Beginning Lacrosse
- PHED 103 Floor Hockey I
- PHED 203 Floor Hockey II
- PHED 104 Indoor Soccer
- PHED 105 Outdoor Soccer
- PHED 106 Tennis I
- PHED 206 Tennis II
- PHED 107 Racquetball
- PHED 108 Golf I
- PHED 208 Golf II
- PHED 109 Softball
- PHED 110 Jogging
- PHED 111 Basketball I
- PHED 112 Volleyball I
- PHED 113 Badminton I

*Additional rental fees are charged for some activity courses.

PHYSICS

PHYS 095 FOUNDATIONS OF PHYSICS I

Fall

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

Spring

This course is the second 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 100 PHYSICAL SCIENCE I/PHYSICS & CHEMISTRY * SCI, NS 3-0-3
Fall, Spring
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
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 only
This is a one-semester laboratory course in descriptive astronomy covers 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
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
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
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
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 * SCI, NS 3-2-4
Fall, Spring, Summer
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 3-2-4  
* SCI, NS  
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 3-2-4  
* SCI, NS  
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 3-2-4  
* GEOL, SCI, NS  
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 3-2-4  
* SCI, NS  
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, DL  
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.

**Pre or Corequisite:** MATH 210, Calculus III.
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.  
Prerequisite: PHYS 250, General Physics III. 
Pre or Corequisite: MATH 220, Differential Equations.

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.

PUTL 201 UTILITY REFRIGERATION  3-2-4  
Fall  
MECHANICS  
To provide the student with a fundamental knowledge of refrigeration and air conditioning theory, technology and systems. Course material will emphasize the functions and characteristics of the refrigeration cycle and the integration of these components into a systems application.

PUTL 202 INDUSTRIAL ELECTRICITY  3-2-4  
Fall  
An introductory course designed to enable the students to understand basic electrical circuits and magnetic phenomena. Students will be prepared for further studies in this field.
PUTL 210  ELECTRICAL UTILITY SYSTEMS  3-2-4  
Spring  
Students will examine the electrical transmission, distribution, and utilization systems used by large industrial and institutional consumers. Topics include overhead, and underground feeder equipment; interfacing with utility company facilities; switchgear and overcurrent protection; single phase, and three phase circuits; interior lighting fundamentals; interior branch circuits. This course will approach the subject matter from the operational, rather than the abstract, point of view.

PUTL 211  PLANT OPERATIONS AND MAINTENANCE  3-0-3  
Spring  
This course is intended to provide the students with a background in the administrative, managerial and supervisory aspects of physical plant operation. Will be presented to provide a perspective of plant operation and maintenance from the viewpoint of large installations.

PUTL 212  INDUSTRIAL INSTRUMENTATION AND CONTROL  3-2-4  
Spring  
Intended to provide the students with a working knowledge of electrical, electronic and pneumatic control systems. Includes a study of control fundamentals, transducers, controllers and signal conditioning devices.

PUTL 213  INDUSTRIAL SAFETY  2-0-2  
Spring  
Course is intended to familiarize students with the hazards encountered in industrial settings and methods of controlling or avoiding these hazards. Topics in industrial hygiene are covered and “right to know” legislation is explained.

POLITICAL SCIENCE

POLS 100  INTRODUCTION TO POLITICAL SCIENCE  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  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  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  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  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 200  INTERNSHIP IN GOVERNMENT  4 CREDITS  
Fall, Spring  
The purpose of the internship is to provide students with an in-depth first-hand experience combining the theory and practice of the legislative and other governmental processes in order to develop research, communication and understanding of how legislatures and governments are organized and work. Specifically, the internship course will provide insight into legislative processes; the myriad of issues and responsibilities addressed by legislative entities, the relationship of lobby organizations and other groups on the legislative process, the different levels of governments and intergovernmental relations and how they impact each other, the budgeting process, and the development of legal research skills and public policy concerns and their impact on the legislative process. Finally, the students will observe and understand the many roles politics plays in the legislative process.  
Prerequisite: POLS 105, American National Government or POLS 110, State and Local Government. A grade of “B” or higher is required.
PSYC 210 ABNORMAL PSYCHOLOGY 3-0-3
* SSC, SS, OSL
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, OSL
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.

NOTE: Credit cannot be received for both Child Psychology and Developmental Psychology.

PSYC 225 SPORT PSYCHOLOGY 3-0-3
* SSC
Fall, Spring
This course consists of a systematic, empirical study of human thought and behavior in sport. Major topics that will be covered include the following: introduction to sport psychology, research methodology, gender and sport, personality and the athlete, information processing in sport, learning in sport, anxiety and arousal in sport, cognitive-behavioral interventions, motivation in sport, social psychology in sport, psychobiology and doping, and developmental aspects of children's sport participation.
PSYC 250  EDUCATIONAL  3-0-3  
**Spring**  PSYCHOLOGY * 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  3-0-3  
**Fall**  BEHAVIORAL SCIENCES * 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 POSITIONING I**  2-2-3  
**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 EXPOSURE PHYSICS I**  3-0-3  
**Fall**  Lab fee will be required.  
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 point awarded.  
Open to matriculated Radiologic Technology students only.  
*Corequisite:* XRAY 102, Radiographic Positioning I; XRAY 104, Radiographic Exposure-Physics I.
Hudson Valley Community College

Course Descriptions

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 PROCEDURES I 2-0-2
Fall
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 MEDICAL SURGICAL DISEASES 2-0-2
Fall
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: XRAY 106, Clinical Education I.

Corequisites: XRAY 112, Radiographic Positioning II; XRAY 114, Radiographic Exposure-Physics II.

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 ADVANCED RADIOGRAPHIC PROCEDURES II
Spring

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.

XRAY 214 RADILOGIC SEMINAR
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
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 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.

RESPONORARY CARE

RESP 100 BASIC INTERPRETATION 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 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 descrip-
RESP 110 HUMAN ANATOMY AND PHYSIOLOGY, NS
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 PHARMACOLOGY
Spring
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 IVC 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 IVC 220, Principles of Invasive Cardiovascular Technology II.

RESP 120 FUNDAMENTALS OF RESPIRATORY CARE I
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 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: RESP 115, Pharmacology for the Respiratory Therapist; RESP 120, Fundamentals of Respiratory Care I.
Corequisite: RESP 200, Advanced Respiratory Life Support.

RESP 130 ETHICS AND ADMINISTRATION
Summer
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 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
C  ARDIOPULMONARY SYSTEM
Fall
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.

RESP 210 CURRENT CONCEPTS 3-0-3
IN RESPIRATORY CARE
Spring
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 125, Fundamentals of Respiratory Care II; 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 nebulization, 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.

SOCIODEMICS

SOCL 100 SOCIOLOGY  * SSC, SS, OSL  3-0-3
Fall, Spring, Summer, DL
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:  1-0-1
Spring  CHANGING OUR WORLD VIEW
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, 3-0-3
Fall, Spring
OSL
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 3-0-3
Fall, Spring
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, 3-0-3
Fall, Spring SS, AH, OSL
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 lifeways from primitive hunting-and-gathering people to contemporary urban-industrial societies.

SOCL 200 SOCIAL PSYCHOLOGY * SSC, SS 3-0-3
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, Kirchhoff’s laws, Thévenin’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  
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.

Prerequisites: TELT 105, Telecommunications Electronics I; TELT 110, Digital Electronics for Telecommunications; MATH 141, Mathematical Applications II.

TELT 105  TELECOMMUNICATIONS ELECTRONICS I  
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  
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 flipflops, 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 II - ELECTRONICS II  
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.

Prerequisite: TELT 205, Telecommunications Electronics II. Corequisite: TELT 207, Digital Electronics for Telecommunications.
TELT 230 TELECOMMUNICATIONS III - 3-2-4
LANs
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 - 3-2-4
ADVANCED TOPICS
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.

THEATER

THEA 100 INTRODUCTION TO THE THEATER * 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.

THEA 110 ACTING I, AR 3-0-3
Fall
Lab fee will be required.
A survey of the basic principles of stage performance including diction, projection, stage movement, stage presence and the cooperative dramatic effect.

THEA 111 ACTING II, AR 3-0-3
Spring
Lab fee will be required.
Advanced techniques in acting. Open to students who have completed Acting I or who have had other experience in acting.

THEA 120 THEATER 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.
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 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. Plagiarism is a form of academic dishonesty that is considered a serious offense and carries severe penalties ranging from failing an assignment to suspension from school. You are guilty of plagiarism any time you attempt to obtain academic credit by presenting someone else’s ideas as your own without appropriately documenting the original source.

Appropriate documentation requires you to credit the original source in a current manuscript style that is appropriate to the assignment and the discipline.
Examples of someone else's ideas may include the following:
• Language, words, phrases, symbols
• Style (written, oral or graphic presentation)
• Data, statistics
• Evidence, research
• Computer programs, creative projects, artwork
• Intellectual ideas such as theories and lectures
• Web sites, digital forms of communication such as e-mail, chat room, and instant messaging
• Photographs, video, audio

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 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.

Generally, College jurisdiction and discipline will be applied to conduct which occurs on College premises or at College-sponsored events or activities. However, jurisdiction and discipline may also be applied at the discretion of the College to conduct, even though off-campus, which adversely affects the College, the College community or the interests and mission of the College.

In cases where there is an alleged violation of Campus Regulations, it is the policy of the College to afford each student, visitor, college personnel and organization the right to adjudicate the allegation in accordance with the due process procedures as set forth in this Code. However, in cases where the Vice President for Student Services or his/her designee deems the infraction to be of such nature that the alleged violator poses a present or future threat to the health, safety and welfare of the College or its community, he/she may take immediate action to suspend the Student or College Personnel or eject any visitor or organization prior to the initiation of the formal judicial due process procedures.

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 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 is prohibited and may be enforced by the College under its own judicial system whether or not such behavior is the subject of prosecution in any civil or criminal court.

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.
   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)*, request(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)

PLAGIARISM VIOLATIONS AND CONSEQUENCES

Level 1 Violation:
* You commit any act of plagiarism as determined by the instructor. See pages 263-264 for definition of plagiarism.

Level 1 Consequence:
* You will receive a failing grade for the assignment.
* Your name will be forwarded to the Vice President for Academic Affairs, the Vice President for Student Services, the student’s Department Chair and the Coordinator of the Campus Judicial System.

Level 2 Violation:
* You commit a significant act of plagiarism as determined by the instructor. A “significant act of plagiarism” may include, but is not limited to, one of the following:
  - You commit numerous acts of plagiarism with numerous sources within one particular assignment;
  - You plagiarize a significant portion of your assignment from one source; or
  - You borrow, purchase, or seal an entire paper and submit it as your own.

Level 2 Consequence:
* You will receive a failing grade for the course.
* Your name will be forwarded to the Vice President for Academic Affairs, the Vice President for Student Services, the student’s Department Chair and the Coordinator of the Campus Judicial System.

Level 3 Violation:
* You commit any act of plagiarism, as determined by the instructor(s), administrator(s), or the Coordinator of the Campus Judicial System on multiple assignments at any time during your tenure as Hudson Valley.

Level 3 Consequence:
* You will receive a failing grade for the course.
* Your name will be forwarded to the Vice President for Academic Affairs, the Vice President for Student Services, the student’s Department Chair and the Coordinator of the Campus Judicial System.
* You may be suspended from the college for one semester as determined by the Campus Judicial System.

Be aware that any sanctions brought against you may be appealed according to the guidelines of academic due process as outlined on page 269. You should consult your instructors for more specific information.

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 will also accept and attach all supportive documentation the student provides.

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, administrator or the Campus Coordinator 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 to 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 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 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 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.
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.

CAMPAIGN 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.

In the event the accused provides the names of any witnesses, the Vice President for Student Services or his/her designee shall conduct a fact finding investigation in accordance with the provisions set forth in Step 4 of the procedure.

When no additional witnesses are named, the Vice President for Student Services or his/her designee shall transmit, within 7 days, the complaint and transcript to the Probable Cause Board.

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 a repeated 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.

If this is a 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 a subsequent charge, the letter may become a part of the file of the new charge and used to the extent allowable by law.

If this is a repeated frivolous charge against the individual, 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

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 Cause 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 party 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.

APPEAL 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 the request is denied, the student 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. 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 or 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 until the individual's graduation or separation from 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.

**Campus Judicial System**

**ANTI-DISCRIMINATION AND HARASSMENT POLICIES AND COMPLAINT PROCEDURE**

**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 College'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 receive 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
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 receives 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 reoccurrence. 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.

RETACTION
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).
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
Richard M. Amadon, Wynantskill
James J. Brearton - Troy
Donald E. Fane - Troy
Esther Flynn - Cropseyville
Joseph A. Kapp - East Greenbush
Lorraine O. Schindler - Troy
Paul W. Zuber - Troy
Montina D. Leonard - Student Trustee, 2004-05
Ourelian J. Haley - Student Trustee, 2005-06

Administration

Andrew J. Matonak, Ed.D.
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

President
Ed.D., University of Houston
M.A., Michigan State University
B.A. The College of Wooster
A.A., Butler County Community College

Sarah Boggess (1999)
Vice President for Institutional Advancement
B.A., Dartmouth College

Louis Coplin II (1987)
Interim Vice President for Student Affairs
M.A., Empire State College
B.A., SUNY College Fredonia

Vice President for Academic Affairs
Ph.D., Fordham University
M.S., University of Connecticut
B.S., Hunter College

Joel R. Fatato (1971)
Vice President for Finance
M.S., SUNY Albany
B.A., Empire State College
A.A.S., Hudson Valley Community College

James J. LaGatta (1969)
Acting Vice President for Administration
Deputy to the President
M.S., Union College (N.Y.)
B.S., SUNY College Oneonta
A.A.S., Hudson Valley Community College

Vice President, Executive Director, Capital District Educational Opportunity Center
Ed.D., M.S., B.A., Ed Specialist
University Certificate, SUNY Albany

Ann Marie Murray, Ph.D. (1981)
Dean, School of Business, School of Engineering and Industrial Technologies
Ph.D., M.A., SUNY Albany
B.A., Mount Saint Mary College (N.Y.)

Marco J. Silvestri, Ph.D. (1984)
Dean of Administration
Ph.D., M.B.A., B.S., SUNY Buffalo

Vivian A. Tortorici (1983)
Dean, School of Health Sciences, School of Liberal Arts and Sciences
M.A., SUNY Albany
B.A., Trinity College (VT.)
CHANCELLOR’S AWARD RECIPIENTS AT HUDSON VALLEY COMMUNITY 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 Adamchak, Biology
2005 Sandra Galligan, Nursing

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
1986 Ronald E. Dow, Criminal Justice
1989 Joseph Caruso, Criminal Justice
1989 Brian McCabe, Human Services
1990 Damian Nichols, Physics
1991 Dr. Ruth E. Waller, Human Services
1992 William G. Muller, Humanities
1992 Joan E. Shack, Mathematics
1992 Anthony W. Walsh, Behavioral and Social Sciences
1993 Dale B. Bryant, Mathematics
1993 John H. Nickles, Chemistry
1993 Dr. Richard A. Platt, Human Services
1994 Mary DeBey, Early Childhood
1994 Carol H. Karpient, English
1994 Ronald J. Karpient, Physics
1995 Charles H. Ostrander, Physics
1995 Vivian A. Tortorici, English
1996 Nancy Howe-Ford, Social Sciences
1996 Thomas P. Rogan, Physical Education
1996 James Zubrick, Chemistry
1997 Ann Marie Murray, Mathematics
1997 Peter L. Sanzen, Criminal Justice
1998 Mary Ellen Deighan, Human Services
1999 Nancy Gapol, Early Childhood
1999 Jai N. Misir, English
2000 Ronald R. Mulson, Jr., Behavioral & Social Sciences
2001 Dr. Mary M. Gillespie, Human Services
2002 Cherie Pash-Corr, Mathematics and Science/Engineering Science
2002 Mary A. Herlt, Biology, Chemistry and Physics
2003 Elaine Brooks Rinaldo, Mathematics and Science/Engineering Science
2003 Dr. Wilson Crone, Biology
2003 Kathryn Sullivan, Criminal Justice
2004 Diane Jasinski, Mathematics & Science
2005 Donald Heckelman, Engineering Science/Mathematics and Science
2005 Maryanne Pepe, Human Services

Chancellor’s Award for Excellence in Faculty Service
2005 Carol McCarthy, Center for Effective Teaching

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
Hudson Valley Community College

Administrative Staff

Susan Agan (2005)
Assistant for Financial Analysis
A.A.S., Hudson Valley Community College

Diane Anderson (2004)
Assistant Director Center for Careers and Employment
M.Ed., University Georgia (Athens)
B.M., Shorter College (GA.)

Natasha Anthony (2005)
Instructional Designer
M.S., M.A., SUNY Albany
B.A., Volgograd St. University (Russia)

Saralyn Armer (2004)
Instructional Technology Support Technician
M.A., B.A., SUNY at Plattsburgh

George Armstrong, Ph.D. (1989)
Coordinator of Technical/Professional Training
Ph.D., M.A., B.A., University California (Berkeley)

Janet Atwater (1969)
Director of Health Services
M.S., Russell Sage College
B.A., SUNY Albany
R.N., Columbia Memorial Hospital
A.N.P., C., Brigham Young University

Kerri Audino (1999)
Counselor
Capital District Educational Opportunity Center
M.S.W., SUNY Albany
B.S., College of New Rochelle

Mary Badger (2004)
Technical Assistant, Enrollment/Retention
A.A.S., Hudson Valley Community College

Carol Baker (2002)
Technical Assistant, Student Accounts
B.S., Russell Sage College

Beverly Bardequez (1988)
Enrollment Services Manager
Capital District Educational Opportunity Center
B.A., SUNY Albany

Mary Claire Bauer (2001)
Director of Admissions
M.S. in Ed, SUNY Buffalo
B.A., University of Buffalo

Dale Baxter (1991)
Assistant for Financial Analysis, Internal Auditor
B.S., College of St. Rose
A.A.S., Hudson Valley Community College

Christine Beckstein (2000)
Admissions Counselor
B.A., SUNY Albany
A.A., Sage College of Albany

Ronald Beliveau (2001)
Coordinator of Public Safety
B.S., University New Haven

Richard Bennett (1989)
Director, Continuing Education and Summer Sessions
M.S., University of Massachusetts
(Amherst)
A.A.S., Hudson Valley Community College

Technical Assistant, Financial Aid
B.A., B.S., Russell Sage College

Ingrid Blydenburgh (2001)
Nurse Practitioner
M.S., B.S., Russell Sage College

Chancellor’s Awards at the Educational Opportunity Center

1977 James E. Sharp, Vice President and Director, for Excellence in Professional Services
1990 Roberta Patterson, Academics, for Excellence in Teaching
1991 D. Ruth DeMartino, Coordinator of Service Programs, for Excellence in Professional Services
1996 Dr. Lucille A. Marion, Vice President and Executive Director, for Excellence in Professional Services
2001 Melanie F. Bleich, Academics, for Excellence in Teaching
2003 Beverly Bardequez, Enrollment Services Manager, for Excellence in Teaching
2003 Susan Hoff - Hayes, Academics, for Excellence in Teaching
2005 Sherri Mackey, Associate Director and Coordinator for Business Services, for Excellence in Professional Services
2005 Carol Wilber, Academics, for Excellence in Teaching

* deceased
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Bodi</td>
<td>Business Manager, Verizon</td>
<td>B.S., Excelsior College-Barnes College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>John Braungard</td>
<td>Bursar</td>
<td>B.S., SUNY Albany</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.S., Le Moyne College</td>
</tr>
<tr>
<td>Carla Breen</td>
<td>Assistant for Financial Analysis</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Adele Brown</td>
<td>Admissions Assistant</td>
<td>A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Suzanne Browningrigg</td>
<td>Director of High School</td>
<td>M.B.A., Syracuse University</td>
</tr>
<tr>
<td>B.A., Hartwick College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Bryant</td>
<td>Assistant Director of Communications</td>
<td>B.A., Marietta College</td>
</tr>
<tr>
<td>Kevin Bues</td>
<td>Broadcast TV Production Technician</td>
<td></td>
</tr>
<tr>
<td>Sharon Burridge</td>
<td>Assistant Registrar for Records and Certification</td>
<td>M.S., CW Post/Long Island University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., Hofstra University</td>
</tr>
<tr>
<td>Janice Butler</td>
<td>Technical Assistant, Planning and Research</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Clement Campana</td>
<td>Operations Assistant of Physical Plant</td>
<td>B.S., College of St. Rose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Susan Carvin</td>
<td>Senior Counselor</td>
<td>M.S. in Ed., SUNY Albany</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., University Colorado (Boulder)</td>
</tr>
<tr>
<td>Joel Castiglione</td>
<td>Associate Financial Aid Director</td>
<td>M.S. in Ed., B.S., College of St. Rose</td>
</tr>
<tr>
<td>Amelia Catalina</td>
<td>Technical Assistant, Continuing Education</td>
<td>B.S., SUNY College Potsdam</td>
</tr>
<tr>
<td>Gary Cellucci</td>
<td>Data and Voice Communications Technician</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Gail Clark</td>
<td>Recruiter</td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., SUNY Purchase</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Kathleen Cline</td>
<td>Director of Technical Services</td>
<td></td>
</tr>
<tr>
<td>Patricia Colongione</td>
<td>Assistant for Financial Analysis</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Kelly Conlon</td>
<td>Confidential Assistant</td>
<td>B.A., College of St. Rose</td>
</tr>
<tr>
<td>Michael Connell</td>
<td>Program Coordinator</td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.A., University of Texas (San Antonio)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Delaware State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.S., Community College of the Air Force</td>
</tr>
<tr>
<td>Andre Cook</td>
<td>Head Men's Basketball Coach, Coordinator of Intramurals</td>
<td>M.A., Union College (N.Y.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Skidmore College</td>
</tr>
<tr>
<td>Melissa Goon</td>
<td>Associate Director of Admissions</td>
<td>M.S., B.S., SUNY Institute of Technology at Utica/Rome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Ann Marie Coulombe</td>
<td>Technical Assistant</td>
<td>A.A.S., Maria College</td>
</tr>
<tr>
<td>Stephen Cowan</td>
<td>Director of Physical Plant</td>
<td>B.S., University of Denver</td>
</tr>
<tr>
<td>Rosemarie Crisafulli</td>
<td>Counselor</td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S., B.A., Niagara University</td>
</tr>
<tr>
<td>Pamela Crowson</td>
<td>Enrollment Services Specialist</td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., College of St. Rose</td>
</tr>
<tr>
<td>John Dahl</td>
<td>Associate Coordinator for Business Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.B.A., Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., University Arizona</td>
</tr>
<tr>
<td>Jay Deitchman</td>
<td>International Student Advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S. in Ed., SUNY College Oneonta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., SUNY College Oneonta</td>
</tr>
<tr>
<td>Sumitra Dhanyamraju, M.D. (2003)</td>
<td>College Physician</td>
<td>M.D., Andhra Medical College (India)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amy Dow</td>
<td>Program Coordinator</td>
<td>Capital District Educational Opportunity Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S., Canisius College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.A., SUNY Buffalo</td>
</tr>
<tr>
<td>Nancy Duchessi</td>
<td>Project Director, Verizon</td>
<td>B.A., SUNY Albany</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>College/Institution</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Selissa Dukes (1998)</td>
<td>Technical Assistant, Admissions</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>John Dyson (2001)</td>
<td>Technical Assistant</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Bryan Eaton (1986)</td>
<td>Director of Computer Services</td>
<td>M.S., B.S., SUNY Albany</td>
</tr>
<tr>
<td>Thomas Edwards (2001)</td>
<td>Systems and Network Specialist</td>
<td></td>
</tr>
<tr>
<td>Larorraine Ellis (1996)</td>
<td>Senior Counselor</td>
<td>M.S., B.S., SUNY at Plattsburgh</td>
</tr>
<tr>
<td>Sandra Eyerman (1997)</td>
<td>Electronic Communications Editor</td>
<td></td>
</tr>
<tr>
<td>John Fogarty (1980)</td>
<td>Associate Director of Computer</td>
<td>M.B.A., B.S., College of St. Rose</td>
</tr>
<tr>
<td>Wadad Frangie (1995)</td>
<td>Program Coordinator</td>
<td>Capital District Educational Opportunity</td>
</tr>
<tr>
<td>Kathryn Fredricks (1977)</td>
<td>Technical Assistant, Automotive</td>
<td></td>
</tr>
<tr>
<td>Bette Frisino (1986)</td>
<td>Director of Student Services</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Susan Gallagher (1998)</td>
<td>Coordinator of Distance Learning</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td>Kathleen Grecco (1992)</td>
<td>Associate Director, Verizon</td>
<td>M.B.A., University South Florida</td>
</tr>
<tr>
<td>Domenica Hall (1989)</td>
<td>Technical Assistant, Registrar</td>
<td>B.A., SUNY Albany</td>
</tr>
<tr>
<td>Joanne Hammond (2004)</td>
<td>Assistant Comptroller</td>
<td>B.S., College of St. Rose</td>
</tr>
<tr>
<td>John Heiser (2000)</td>
<td>Director of Community and</td>
<td>M.A., SUNY Albany</td>
</tr>
<tr>
<td>Christine Helwig (1980)</td>
<td>Professional Education</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td></td>
<td>Programs</td>
<td></td>
</tr>
</tbody>
</table>
Ann Horton (1999)
Employment Services Specialist
Capital District Educational Opportunity Center
A.A.S., Hudson Valley Community College
-

Nicole Hoyt (2004)
Scholarship Technical Assistant
B.S., College of St. Rose
-

Sylvia Intelisano (1987)
Food Service Manager
Capital District Educational Opportunity Center
B.S., Empire State College
A.A.S., SUNY Morrisville
-

Senior Systems and Network Specialist
A.S., Hudson Valley Community College
-

Ronni Jones (2002)
Assistant Director of Financial Aid
B.S., SUNY Institute of Technology at Utica/Rome
A.A.S., Herkimer County Community College
-

Rachel Josil (2000)
Enrollment Services Counselor
B.A., SUNY Albany
-

Technical Assistant, Computer Services
Capital District Educational Opportunity Center
A.A.S., Hudson Valley Community College
-

Director of Communications and Marketing
B.S., Boston University
-

Elzbieta Kessel (2000)
Program Coordinator, Toughy Foundation Grant
M.A., SUNY at Binghamton
-

Keelin Killikelley (2000)
Enrollment Services Specialist
Capital District Educational Opportunity Center
A.A.S., Hudson Valley Community College
-

Sonia Kiszka (2003)
Nurse Practitioner
M.Ed., St. Michaels College
B.S., Skidmore College
A.A.S., Marta College
R.N.P., Ellis Hospital
-

Debra Kowalski (2004)
Case Management Coordinator
M.S., SUNY Albany
B.A., SUNY New Paltz
-

Donna Kropp (2001)
Senior Computer Programmer Analyst
B.Tech., A.A.S., SUNY Cobleskill
-

Network Specialist
-

Ronald LaBarr (2004)
Microcomputer Technician
-

Mary Ellen Lajeunesse (1987)
Director of Business Services
C.A.S., M.S., SUNY Albany
B.A., Siena College
-

Aimee Laliberte (2003)
Director of Alumni Affairs and Annual Giving
M.A., Russell Sage College
B.S., Le Moyne College
-

James Larocque (2000)
Computer Programmer Analyst
A.S., Adirondack Community College
-

Joseph Leffler (2000)
Assistant to the Executive Manager, Physical Plant
-

Casey Lensink-Weidman (2002)
Advisement and Retention Specialist
M.S., College of St. Rose
B.A., SUNY Albany
A.A., Hudson Valley Community College
-

Marvin LeBoy (2004)
Director of Major Gifts
M.A., Russell Sage College
B.A., Siena College
-

Joseph Littlejohn (1998)
Assistant to the President for Affirmative Action/Human Resource Development
M.P.A., New York University
B.A., Rutgers University (Newark)
-

Jaime Mackey (2004)
Retention Specialist
Capital District Educational Opportunity Center
A.A.S., Hudson Valley Community College
-

Sherri Mackey (1995)
Associate Director and Coordinator for Business Services
Capital District Educational Opportunity Center
M.S., SUNY Albany
B.S., Kansas State University (Salina)
-

James Macklin (1980)
Director of Planning and Research
B.S., Marist College
-

Margaret Mann (2004)
Technical Assistant, Academics
B.S., College of St. Rose
A.A.S., SUNY Cobleskill
-

Erin Manning (2002)
Scheduling Officer
B.A., SUNY Albany
A.A., Hudson Valley Community College
-

Andrew Marrochello (1993)
Director of Athletics
M.S., SUNY Albany
B.A., Wesleyan University
-

Deanne Martocci (1998)
Associate Director and Adaptive Technology Specialist
B.A., College of St. Joseph
A.A.S., Schenectady County Community College
-

Sandra McCarthy, J.D. (2001)
Coordinator of the College Judicial System
J.D, Albany Law School
B.A., College of Charleston
A.A., Santa Monica College
-

Amy McEwing (1985)
Coordinator, School of Technology Academic Advisement Center
M.S., B.A., SUNY Albany
-

Doreen McGregor (2001)
Technical Assistant, Learning Disabilities Services
B.S., SUNY Cortland
A.A.S., Hudson Valley Community College
-
Hudson Valley Community College

Donna Milks (1988)
Senior Microcomputer Technician
A.S., Hudson Valley Community College

Enrollment Services Counselor
M.S., B.A., Russell Sage College
A.A.S., Schenectady Community College

Anne Minehan (1987)
Grants and Research Associate
B.S., Nazareth College of Rochester

Ann Mone (2000)
Coordinator of Employment Services
Capital District Educational Opportunity Center

Stephanie Moryl (2000)
Counselor
Capital District Educational Opportunity Center
M.S.W., SUNY Albany
B.A., Siena College
A.A.S., Hudson Valley Community College

Amber Moser (2001)
Coordinator, Placement Testing
M.S., College of St. Rose
B.S., Empire State College

Donna Murray (1974)
Clinical Coordinator
R.N., St. Peter's Hospital School of Nursing

Pablo Negron (1980)
Director of Disability Resource Center/Americans With Disabilities Coordinator
B.A., SUNY Albany
A.A.S., Hudson Valley Community College

Susan Newkirk (2000)
Technical Assistant
B.S., College of St. Rose
A.A.S., Hudson Valley Community College

Technical Assistant, Center for Careers and Employment
B.A., Siena College

Thomas Oliver (1993)
Trainer - General Motors

Donna Quell (1981)
Senior Data and Voice Communications Technician
A.A.S., Maria College

Julie Panzanaro (1988)
Associate Director of Admissions
M.S., SUNY Albany
B.A., College of St. Rose
A.A.S., Maria College

Holly Pennock (1981)
Assistant to the President for Assessment and Institutional Effectiveness
M.A., Russell Sage College
B.S., SUNY College Oswego

Carol Peston (1995)
Admissions Counselor
M.A.T., Saint Michael's College
M.S., SUNY College Potsdam
B.S., College of St. Rose

Kathleen Petley (1987)
Registrar
M.S., SUNY Albany
B.A., SUNY Binghamton

Keith Phillips (1996)
Technical Assistant, Testing and Admissions
Capital District Educational Opportunity Center
B.P.S., SUNY Institute of Technology at Utica/Rome
A.A.S., Schenectady County Community College

Roger Pinke (1998)
Instructional Technology Support Specialist

Roy Pompey (1987)
Coordinator, Collegiate Academic Support Program
B.A., College of St. Rose

Mary Purcell (2001)
Admissions Counselor, Vocel
B.A., Russell Sage College
A.A.S., Hudson Valley Community College

Coordinator of Job Placement and Development
B.A., SUNY Albany

David Quell (1981)
Senior Computer Programmer Analyst
B.A., University of Massachusetts (Amherst)

Meta Quell (1987)
Associate Dean for Instructional Support Services and Retention
M.S., College of St. Rose
B.A., SUNY College Oneonta

Robert Racette (1998)
Coordinator of Instructional Technology Services
B.A., SUNY at Plattsburgh

George Raneri (2003)
Technical Assistant
M.S. in Ed., B.S. in Ed., SUNY College Oneonta

Thomas Reinisch (1993)
Associate Director, Student Development
M.P.A., Western Kentucky University
B.A., Coastal Carolina University
A.A., SUNY Cobleskill

Elizabeth Ricci (2004)
Assistant to the Director, Financial Aid
M.B.A., B.S., College of St. Rose

Tauni Richards (2001)
Systems and Network Specialist
A.A.S., Hudson Valley Community College

Deborah Richey (1994)
Assistant Director of Human Resources
B.S., Russell Sage College

Mary Kate Robinson (1994)
Financial Aid Information Systems Manager
M.A., B.A., SUNY Albany
A.A., Hudson Valley Community College

Stephanie Rosamillia (2002)
Technical Assistant
B.A., New Hampshire College
A.S., Hudson Valley Community College
Joan Russo (1992)
Confidential Assistant
A.A.S., Hudson Valley Community College

Linda Ryder (2004)
Instructional Designer
M.F.A., B.A., SUNY Albany

Photographic Specialist
B.S., SUNY Buffalo
A.A., Fashion Institute Technology

David Sarnacki (2002)
Technical Assistant, Financial Aid
B.A., St. Hyacinth College Seminary

Lorraine Schniedeshoff (1972)
Coordinator of Computer Services and Operations
A.S., Hudson Valley Community College

Mark Schniedeshoff (1974)
Director of Center for Careers and Employment
B.A., Russell Sage College
A.S., Hudson Valley Community College

David Scott (2004)
Associate Registrar
M.S., B.S., SUNY College at Buffalo

Tracy Seeberger (2002)
Database Specialist

Susan Settler (2004)
Employment Services Specialist
Capital District Educational Opportunity Center
B.A., SUNY College Purchase

Karen Seward (2000)
Executive Manager of Physical Plant
M.E., B.S., Rensselaer Polytechnic Institute

Marilyn Shapiro (1986)
Coordinator of Program Development and Research
Capital District Educational Opportunity Center
M.S., B.A., SUNY Albany

Carlene Sheehan (2000)
Senior Microcomputer Technician
A.A.S., Broome Community College

Peter Sheeran (1999)
Senior Systems and Network Specialist
B.A., SUNY College Oswego

Deborah Spence (2002)
Counselor
B.S., Bowling College

Richard Spence (1996)
Coordinator for Student Services
Capital District Educational Opportunity Center
C.A.S., M.S., SUNY Albany
B.S., Union College (N.Y.)

John Staerker (2000)
Technical Assistant, Learning Resources
M.L.S., B.A., SUNY Albany

Debra Story (1983)
Comptroller
M.S., B.S., SUNY Albany
A.A.S., Hudson Valley Community College

Robert Swanick (1989)
Admissions Counselor
M.S., SUNY Albany
B.S., SUNY Oswego

Director of Student Development
Psy. D., C.A.S., SUNY Albany
M.P.S., Long Island University (Brooklyn)
B.A., St. Joseph's College

Concetta Terranova (1991)
Counselor
Capital District Educational Opportunity Center
M.S., SUNY Albany
B.A., Montclair State University

Dolores Terry (2005)
Employment Services Specialist
Capital District Educational Opportunity Center
B.A., Herbert H Lehman College

Jennifer Thompson (2001)
Technical Assistant
B.A., SUNY Albany
A.A.S., Hudson Valley Community College

John Tibbetts (1986)
Director of Human Resources
M.S., SUNY Albany
B.A., Miami University (Oxford)

Donna Totaro (2000)
Technical Assistant, Disability Resources
M.S., Russell Sage College
B.A., Montclair State College
A.A., County College Morris

Janet Twardzik (1984)
Director of Budget
M.B.A., SUNY Albany
B.S., SUNY Buffalo

Brenda Twiggs (1977)
Director of Learning Resources Center
M.A., University South Florida
B.S., Johnson C Smith University

Beth Van Ornam (2004)
Director of Financial Services Information Technology
B.A., Russell Sage College
A.A.S., Hudson Valley Community College

Lisa Van Wie (1995)
Director of Financial Aid
M.S. in Ed., B.S., Russell Sage College
A.A.S., Sage Junior College
Brian Vlieg (1989)
Advising Specialist, School of Business
M.S., College of St. Rose
B.A., Calvin College

Assistant for Financial Analysis
M.B.A., B.S., St. Johns University (Jamaica)

Lindsey Watson (1983)
Senior Media Specialist
M.S., B.A., SUNY Albany
A.A., Hudson Valley Community College

Patricia Watt (2003)
Director of Environmental Health and Safety
B.S., Hunter College
A.S., Queensborough Community College

Robert Webbe (2000)
Systems and Network Specialist
B.A., SUNY College New Paltz
A.S., Orange County Community College

George Weinisch (2002)
Systems and Network Specialist
A.A.S., Hudson Valley Community College

Melanie Welch (2000)
Assistant for Financial Analysis
M.S., B.A., SUNY Albany

College Physician
M.D., SUNY Upstate Medical University
B.S., SUNY at Binghamton

Thomas White (2000)
Associate Training, Project IITW
B.S., SUNY College Oswego

Austin Wilcox (1999)
Associate Coordinator for Business Services
Capital District Educational Opportunity Center
B.S., Empire State College

Martha Wilkins (2001)
Technical Assistant, Academics
B.S., SUNY College New Paltz
B.A., SUNY College Potsdam

Donna Williams (2002)
Coordinator of Asset Placement Testing

Zachary Yannone (1999)
Director of Institutional Services and Events
B.S., SUNY Cortland
A.A., Hudson Valley Community College

Umran Yaqoob (2001)
Microcomputer Technician
A.A.S., Hudson Valley Community College

Maria Zemantauski (2004)
Coordinator of Cultural Affairs
M.A., SUNY Albany
B.S., SUNY College New Paltz
Faculty Student Association

Ann Carrozza (1988)
Executive Director
Faculty Student Association
A.A.S., Suffolk County Community College
B.S., University of Baltimore
M.B.A., University of Texas at San Antonio
C.P.A., State of Maryland

Alycia Courter (1998)
Assistant for Financial Analysis
Faculty Student Association
A.A.S., Hudson Valley Community College
B.S., SUNY Albany

Sue McLean (2005)
Assistant for Financial Analysis
Faculty Student Association
A.A.S., Hudson Valley Community College

Stephen Stegman (1991)
Bookstore Manager
Faculty Student Association
A.A.S., Nassau Community College
B.B.A., Adelphi University

Evan Osborne (2003)
Bookstore Operations Manager
Faculty Student Association
B.S., Sienna College

Mark Wright (2003)
Bookstore Receiving Manager
Faculty Student Association
A.A.S., Hudson Valley Community College
B.S. Southern Vermont College

Betty Bellino (2003)
Viking Child Care Center Director
Faculty Student Association
B.A., Hartwick College
M.A., SUNY Albany
Department Chairpersons

**Philip Brown (1969)**
Professor
Physical Education
M.S., B.S., Ithaca College

**Nancy Cupolo (1990)**
Associate Professor
Teacher Preparation and Early Childhood
M.S. in Ed., B.S., Russell Sage College

**Ann Geisendorfer, J.D. (1993)**
Assistant Professor
Criminal Justice, Civil and Public Service, Forensic Science Studies and Labor Studies
J.D., Albany Law School
M.S., B.S., John Jay College of Criminal Justice

**Karen Holmes, J.D. (1998)**
Instructor
Business Administration
J.D., University of Georgia School of Law
B.A., SUNY Albany

**Patricia G. Hyland (1984)**
Program Director
Respiratory Care, Paramedic, and Invasive Cardiovascular Technology
M.Ed. University of Phoenix
B.S. SUNY Upstate Medical University, Syracuse
A.A.S. Hudson Valley Community College
RRT, NYS Licensed RT

**Jeanne Kelleher (1984)**
Assistant Professor
Radiologic Technology, Diagnostic Medical Sonography, and Echocardiography
M.S., Russell Sage College
B.S., Manhattan College
A.A.S., Hudson Valley Community College

**Christine LaPlante, Ph.D. (1993)**
Instructor
Civil Engineering Technology, Construction Technology, Mechanical Engineering Technology and Computer Integrated Technology

**James Looby, Ph.D. (2001)**
Instructor
Computer Information Systems, Administrative Information Technician, and Health Information Technician
Ph.D., Hamilton College (N.Y.)
M.S., University of Vermont
B.S., SUNY Albany

**Kenneth Manning, Ph.D. (1999)**
Instructor
Engineering Science, and Mathematics and Science
Ph.D., Rensselaer Polytechnic Institute
M.S., University Illinois (Chicago)
B.S., University Oregon

**Karen Marbot, J.D. (2001)**
Instructor
Accounting, Marketing and Business Advisement Center
J.D., Albany Law School
M.B.A., B.S., Russell Sage College

**Karen Nash (1991)**
Professor
Human Services, and Chemical Dependency Counseling
M.S.W, SUNY Albany
B.A., SUNY Cortland

Professor
Nursing
Ph.D., SUNY Albany
M.S., B.S., B.S.W., SUNY Buffalo

**Maria Palmaro, Ph.D. (1992)**
Associate Professor
English, English as a Second Language, and Modern Languages
Ph.D., M.S., SUNY Albany
B.A., SUNY New Paltz

**Elaine Reinhart (1986)**
Associate Professor
Mortuary Science
M.S., B.A., College of St. Rose
A.A.S., Hudson Valley Community College

**Dorothy Reynolds (1998)**
Instructor
Fine Arts, Theater Arts, and Broadcast Communications
Harvard Business School
M.P.A, SUNY Albany
B.A., SUNY College Geneseo

**Judith Romano (1993)**
Assistant Professor
Dental Hygiene
M.A., SUNY Empire State College
B.S., Northeastern University
A.A.S., Forsyth School of Dental Hygiene

**Joseph Sarubbi (1979)**
Professor
Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology
M.S., SUNY Albany
B.S., SUNY Institute of Technology at Utica/Rome

**Peter Sawyer, Ph.D. (2001)**
Instructor
History, Philosophy, and Social Sciences
Ph.D., M.A., Syracuse University
M.Ed., University of Vermont
B.A., American University
A.A., Hudson Valley Community College

**Peter Schaefer, Ph.D. (2002)**
Instructor
Biotechnology, Environmental Studies and Forest Technology, Biology, Physics, Chemistry, and Chemical Technician
Ph.D., M.S., Rutgers College
B.S., Juniata College

**Phillip White (1991)**
Assistant Professor
M.A.O.M., B.S., University of Phoenix
A.A.S., Hudson Valley Community College
Faculty

Mary Abbott (1967)
Professor, Capital District Educational Opportunity Center
B.A., College of St. Rose

Otilia Acevedo (1994)
Assistant Professor, English, English as a Second Language and Modern Languages
M.Ed., Purdue University
B.A., University Puerto Rico (Ponce)

Linda Adamchak (1992)
Associate Professor, Biology
D.C., Western States Chiropractic
B.A., Glassboro State College

Ana Almonte (2000)
Instructor, English
M.A., B.A., SUNY Albany

Judith Andersen (1993)
Assistant Professor, Educational Specialist, Learning Assistance Center
M.A., University Illinois (Urbana)
B.S., Eastern Nazarene College

Michael Anderson (1997)
Instructor, Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology
A.O.S., Hudson Valley Community College

Carolyn Antonucci (1978)
Professor, Nursing
M.S., B.S., SUNY Buffalo

Diane Arrington-Stokem (1999)
Instructor, Capital District Educational Opportunity Center
M.S., B.S., Russell Sage College
A.A.S., Hudson Valley Community College

Daniel Ashley (1968)
Associate Professor, Automotive, Manufacturing and Electrical Technology
A.A.S., Hudson Valley Community College

Marion Barasch (1985)
Professor, Physics
M.S., Rensselaer Polytechnic Institute
B.S., Politecnica University of Bucharest

Sally Bauer, Ph.D. (1973)
Professor, Biology
Ph.D., SUNY Albany
M.S., Russell Sage College
B.S., Albany College Pharmacy

Marianne Belles (1987)
Associate Professor, Dental Hygiene
M.S., Russell Sage College
B.S., SUNY Cortland
A.A.S., Onondaga Community College

Daniel Benoit (1995)
Assistant Professor, Automotive, Manufacturing and Electrical Technology
B.P.S., SUNY Empire State College
A.O.S., Hudson Valley Community College

Instructor, Teacher Preparation
Ed.D., Nova Southeastern University
M.S., College of St. Rose
B.A., SUNY Albany

Leona Bishop (1971)
Professor, Nursing
M.S., B.S. in Nursing, Russell Sage College

Patricia Blacklock (1992)
Assistant Professor, Individual Studies
M.S., College of St. Rose
B.S., SUNY Albany

Andrew Blanchard (1999)
Instructor, Physical Education
M.S., Russell Sage College
B.S., SUNY Cortland

Melanie Bleich (1979)
Professor, Capital District Educational Opportunity Center
M.S., Hofstra University
B.A., Queens College (N.Y.)

Danielle Blesi (2000)
Assistant Professor, Business Administration
M.B.A., B.S., La Salle University (PA.)

Laurie Bradley (1994)
Assistant Professor, Biology
M.S., Rensselaer Polytechnic Institute
B.S., Le Moyne College

Laura Brendese (1998)
Instructor, History, Philosophy and Social Sciences
M.A., B.S., SUNY Albany
A.A.S., Hudson Valley Community College

Elaine Brooks Rinaldo (1981)
Associate Professor, Mathematics and Engineering Science
M.S., B.A., SUNY Albany

B. Dale Bryant (1977)
Associate Professor, Mathematics and Engineering Science
M.S., B.A., SUNY Albany

Kimberly Bryant (1981)
Associate Professor, Dental Hygiene
M.S., SUNY Albany
B.S., West Chester University (PA.)

Mary-Ellen Buda (1975)
Associate Professor, Capital District Educational Opportunity Center
Colonna Beauty School

Carol Burke (1984)
Associate Professor, Civil and Public Service
M.S., Russell Sage College
B.A., Siena College
A.A., Hudson Valley Community College

Philip Burtt (2000)
Instructor, Physics
M.S., SUNY Albany
B.S., Rensselaer Polytechnic Institute

Dale Button (1990)
Assistant Professor, Automotive, Manufacturing and Electrical Technology
M.S., SUNY Oswego
A.A.S., Fulton-Montgomery Community College

Colleen Cain (1995)
Assistant Professor, Administrative Information Technology
M.S., B.S., Russell Sage College
Instructor, Paramedic Program
A.A.S., Hudson Valley Community College
NYS EMT-P

Deborah Campagna (1988)
Associate Professor, Nursing
M.S., B.S., Russell Sage College
R.N., Memorial Hospital School of Nursing

Kathleen Campbell (2003)
Instructor, Nursing
M.S., Russell Sage College
A.A.S., Rochester Institute Technology

Daniel Capuano (1991)
Assistant Professor, Biology
M.S., B.S., SUNY Albany

Eugene Cardamone (1981)
Associate Professor, Accounting
M.S., B.S., SUNY Albany

Joseph Cardillo (1979)
Professor, English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Siena College

Joseph Caruso (1975)
Professor, Criminal Justice
M.A., B.A., SUNY Albany
A.A., Junior College of Albany

Jennifer Casceillo (2002)
Instructor, Individual Studies
M.Ed., Springfield College
B.A., Western New England College

Michele Catone-Maitino (1991)
Assistant Professor, History, Philosophy and Social Sciences
M.S.W., B.A., SUNY Albany
A.A.S., Hudson Valley Community College

Marcia Chafiez (1997)
Assistant Professor, Capital District Educational Opportunity Center
B.A., SUNY Albany
A.A.S., Sage College of Albany

Associate Professor, History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., College of St. Rose

Greg Chapman (1989)
Paramedic Program Coordinator
B.A., SUNY Empire State College
A.A.S., Holland College
Paramedic Certificate, Hudson Valley Community College
RRT, NYS EMT-P

Sushmita Chatterji (1998)
Instructor, English, English as a Second Language and Modern Languages
M.S., B.S., SUNY Albany

Maria Cholakis (2002)
Instructor, Instructional Support Services and Retention
M.A., SUNY Albany
B.S., Rochester Institute Technology
A.A.S., Monroe Community College

Kathleen Cogan, J.D. (1981)
Associate Professor, Criminal Justice
J.D., Albany Law School
B.A., SUNY at Plattsburgh

Barbara Coon (1990)
Assistant Professor, Nursing
M.S., Syracuse University
B.S., Russell Sage College

James Countryman (2003)
Instructor, Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology
B.S., SUNY College Oswego
A.O.S., Hudson Valley Community College

Annette Crawford-Harris (1993)
Assistant Professor, Biology
M.S., College of St. Rose
B.S., Quinnipiac University

Barbara Dagastine (1981)
Professor, Nursing
M.S., Russell Sage College
B.S., Cornell University

William Darling (1980)
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
M.S., B.S., Clarkson University

Elaine Davi (1983)
Professor, Nursing
M.S., Catholic University of America
B.S., Russell Sage College
A.A.S., Junior College of Albany

Catherine Davis (1980)
Professor, Dental Hygiene
M.Ed., Arizona State University
B.S., SUNY at Plattsburgh
A.A.S., Hudson Valley Community College

Anne Dearing (1990)
Instructor, English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Siena College

Marlene Defeo (1987)
Professor, Dental Hygiene
M.S., Russell Sage College
B.S., SUNY Cortland

Mary Ellen Deighan, Ph.D. (1985)
Professor, Human Services
Ph.D., SUNY Albany
M.S.W, Syracuse University
B.A., College of St. Rose

Christopher Dennis (1974)
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
B.S., B.A., University Notre Dame

Timothy Dennis (1970)
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
M.S., SUNY Albany
B.S., SUNY Buffalo
A.A.S., Hudson Valley Community College

Catherine Dermott (1978)
Associate Professor, Mathematics and Engineering Science
M.A., B.A., SUNY Albany
A.A., Hudson Valley Community College
Linda Desnoyers (1992)  
Associate Professor, Echocardiography  
B.P.S., SUNY Empire State College  
A.A.S., Hudson Valley Community College

Jennifer Diedrick (1993)  
Assistant Professor, Biology  
M.S., SUNY Albany  
B.S., San Diego State University

Susan Difranzo (1998)  
Instructor, Physics  
M.S., Rensselaer Polytechnic Institute  
B.S., California State University (Bakersfield)

Claude Dingley (1995)  
Assistant Professor, Capital District Educational Opportunity Center  
A.A.S., Hudson Valley Community College

Roswitha Dorr, Ph.D. (1990)  
Assistant Professor, Chemistry  
Ph.D., M.S., SUNY Albany  
B.A., University of New Hampshire

Ronald Dow, J.D. (1972)  
Professor, Criminal Justice  
J.D., University Connecticut  
B.S., Central Connecticut State University

Joseph Doyle (1969)  
Professor, Business Administration  
M.B.A., SUNY Albany  
B.S., Empire State College  
A.A.S., Hudson Valley Community College

William Eckert (1991)  
Assistant Professor, Business Administration  
M.S., College of St. Rose  
B.S., Empire State College  
A.A.S., Hudson Valley Community College

Diana Edelman (1994)  
Assistant Professor, Capital District Educational Opportunity Center  
M.Ed., Cornell University  
M.S., SUNY Albany  
B.A., Cornell University

Ingeborg Eley (1982)  
Professor, Biology  
M.S., University Connecticut  
B.A., SUNY Albany

Bob Elling (1993)  
Instructor, Paramedic Program  
M.P.A., Rockefeller College at SUNY Albany  
B.S., SUNY Albany  
A.A., Nassau Community College  
NYS EMTP

Beth Ernest (1993)  
Assistant Professor, Engineering Science  
M.S., B.S., Rensselaer Polytechnic Institute

Esmel Essis (1984)  
Assistant Professor, Automotive, Manufacturing and Electrical Technology  
D.U.E.S., C.E.S., M.M.D, M.T., Ivory Coast University  
M.E., Rensselaer Polytechnic Institute

Ann Evancoe (1993)  
Associate Professor, Biology  
M.S., SUNY Albany  
B.A., Russell Sage College

Mary Evans (1997)  
Instructor, English, English as a Second Language and Modern Languages  
M.A., University Virginia  
B.A., Skidmore College

Robert Farano (2002)  
Instructor, Capital District Educational Opportunity Center  
B.S., Russell Sage College  
B.A., SUNY at Plattsburgh

Richard Fennelly (1968)  
Associate Professor, Chemistry  
M.S., John Carroll University  
M.S., Harvard University  
B.S., Mount St. Mary's College

Colleen Ferris (1999)  
Instructor, Physical Education  
M.S., University of Massachusetts (Amherst)  
B.S., SUNY Cortland

Margaret Fiset (1986)  
Assistant Professor, Nursing  
M.S., B.S., Russell Sage College  
R.N., St. Peter's Hospital School of Nursing

Edwards Fleming (1972)  
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies  
M.S., SUNY Albany  
B.S., Bucknell University

Eleanor Fleming (1964)  
Professor, Accounting  
M.S., B.S., SUNY Albany

Lynne Florio (1995)  
Assistant Professor, Radiologic Technology  
B.S., Russell Sage College  
A.A.S., Hudson Valley Community College

Joseph Forget (1989)  
Associate Professor, Capital District Educational Opportunity Center  
A.A.S., Fulton-Montgomery Community College

Donald Frament (1986)  
Assistant Professor, Educational Specialist, Learning Assistance Center  
M.A., Appalachian State University  
B.A., SUNY Albany

Ralph Frank (1985)  
Assistant Professor, Automotive, Manufacturing and Electrical Technology  
B.S., University Michigan (Ann Arbor)  
A.A., Hudson Valley Community College

Denise Friedman (1988)  
Professor, Biology  
M.S., Duquesne University  
B.S., Marywood University

David Fuller (1987)  
Associate Professor, Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology  
M.S., B.S., SUNY Albany
Cynthia Galivan (1978)  
Professor, English, English as a Second Language and Modern Languages  
M.A., San Diego State University  
B.A., College of St. Rose  

Sandra Galligan (1990)  
Associate Professor, Nursing  
M.S., Boston College  
B.S., Russell Sage College  

Suzanne Garhart (1995)  
Instructor, Educational Specialist, Learning Assistance Center  
M.S.W., SUNY Albany  
B.A., Hartwick College  

Associate Professor, Civil, Construction, Computer Integrated and Mechanical Technologies  
Ed.D., Nova Southeastern University  
M.S.M.E., B.S.M.E., Union College (N.Y.)  
A.A.S., Hudson Valley Community College  
P.E., New York State  

Assistant Professor, Automotive, Manufacturing and Electrical Technology  
B.S., Rochester Institute Technology  
A.A.S., Hudson Valley Community College  

Theresa Gil (1997)  
Assistant Professor, History, Philosophy and Social Sciences  
M.S.W., M.P.S., B.A., SUNY Albany  
A.A., Hudson Valley Community College  

Professor, Human Services  
Psy. D., Antioch University  
M.S., Springfield College  
B.A., SUNY Albany  
A.A., Maria College  

Patricia Gilmaier (1991)  
Assistant Professor, Educational Specialist  
C.A.S, SUNY at Plattsburgh  
M.S. in Ed., SUNY at Plattsburgh  
B.S.W., B.S., Philadelphia College of Bible  

Thomas Glasser (1995)  
Assistant Professor, Capital District Educational Opportunity Center  
B.S., SUNY College Oswego  

Rochelle Goldfarb (1993)  
Assistant Professor, Educational Specialist  
M.A., SUNY Albany  
B.A., San Francisco State University  

Marina Gore (1998)  
Assistant Professor, English, English as a Second Language and Modern Languages  
M.A., B.A., SUNY Albany  

Sue Grayson (1987)  
Assistant Professor, Faculty Librarian  
M.L.S., CW Post/Long Island University  
B.A., SUNY Cortland  
Professional Certificate in Museum Studies, New York University  

Thomas Grieseimer (1979)  
Assistant Professor, Civil, Construction, Computer Integrated and Mechanical Technologies  
M.S., SUNY Albany  
B.S., SUNY Oswego  
A.A.S., Hudson Valley Community College  

Amy Gumaer (1991)  
Associate Professor, Educational Specialist, English, English as a Second Language, Modern Languages  
M.A., SUNY Albany  
B.A., University New Hampshire  

Carl Gundersmann (2000)  
Instructor, Criminal Justice  
M.S., University of Washington  
B.A., SUNY College Oswego  

Sohair Habib (1997)  
Instructor, Mathematics and Engineering Science  
M.S., B.S., Alexandria University  

Deborah Halacy (1983)  
Professor, Biology  
M.S., B.A., College of St. Rose  
A.A., Hudson Valley Community College  

James Hamilton (1999)  
Assistant Professor, Automotive, Manufacturing and Electrical Technology  
B.S., SUNY Empire State College  
A.A.S., Hudson Valley Community College  

Carol Hammond (2003)  
Instructor, English, English as a Second Language and Modern Languages  
M.A., SUNY College New Paltz  
B.A., SUNY at Binghamton  

Mary Hampshire (2003)  
Instructor, Mathematics and Engineering Science  
M.S., College of William and Mary  
B.A., Queens College (N.C.)  

John Hart (1996)  
Assistant Professor, Radiologic Technology  
B.S., Empire State College  
A.A.S., Hudson Valley Community College  

Mary Hart (1984)  
Associate Professor, Computer Information Systems  
M.S., SUNY Albany  
B.A., SUNY at Geneseo  
A.A.S., Hudson Valley Community College  

Scott Hathaway (1993)  
Assistant Professor, English, English as a Second Language and Modern Languages  
M.A., B.A., SUNY Albany  
A.A.S., Hudson Valley Community College  

Donald Heckelman (1982)  
Associate Professor, Engineering Science  
M.S., B.S., Rensselaer Polytechnic Institute  
A.A.S., Hudson Valley Community College  

Janice Hindes (1996)  
Assistant Professor, Individual Studies  
M.S. in Ed., College of St. Rose  
B.S. in Ed., Pennsylvania State University (University Park)
Susan Hoff-Haynes (1987)
Professor, Capital District Educational Opportunity Center
M.Ed., University of Vermont
B.A., Lawrence University
Susan Hogan (1997)
Instructor, English, English as a Second Language and Modern Languages
M.A., Teachers College
M.A., Hunter College
B.A., University of Massachusetts
Dawn Hopper, Ph.D. (1997)
Assistant Professor, History, Philosophy and Social Sciences
Ph.D., B.A., SUNY Albany
Nancy Howe-Ford (1981)
Professor, History, Philosophy and Social Sciences
M.S., Rensselaer Polytechnic Institute
B.S., University of Vermont
Sheila Hughes (1987)
Assistant Professor, Diagnostic Medical Sonography
B.P.S., Empire State College
A.A.S., Hudson Valley Community College
Maria Hull (1982)
Associate Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
B.S., SUNY College Oneonta
A.A.S., Hudson Valley Community College
Thomas Hunt (1980)
Assistant Professor, Accounting
M.S., Kent State University
B.S., SUNY Albany
A.S., Hudson Valley Community College
C.P.A., New York State
Andrew Hurd (2001)
Instructor, Computer Information Systems
M.S.T., B.A., SUNY Potsdam
A.A.S., Mohawk Valley Community College
Instructor, Paramedic Program
Paramedic Certificate, Hudson Valley Community College
B.A., SUNY Albany
Michael Hyland (1999)
Instructor, Respiratory Care Program
A.A.S., Hudson Valley Community College
NYS EMT-P
A. Imam, Ph.D. (1976)
Associate Professor, Chemistry
Ph.D., Rensselaer Polytechnic Institute
M.S., B.S., University of Karachi
Douglas Ivey (1993)
Assistant Professor, Capital District Educational Opportunity Center
Certificate, Capital Dist EOC Articulation
Patricia Jablonski (1992)
Assistant Professor, Nursing
M.S., B.S., Russell Sage College
Diane Jasinski (1983)
Professor, Mathematics and Engineering Science
M.A., SUNY Albany
B.A., Russell Sage College
Rachel Jorden (1997)
Assistant Professor, English, English as a Second Language and Modern Languages
M.A., M.S. in Ed., University Florida
Instructor, History, Philosophy and Social Sciences
J.D., Washington College of Law
M.A., B.A., American University (DC)
William Julien (1982)
Assistant Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
Frederick Kakumba (1970)
Professor, History, Philosophy and Social Sciences
M.A., SUNY Albany
B.S., Miami University (Oxford)
Peter Kantor, Ph.D. (1999)
Assistant Professor, Computer Information Systems
Ph.D., M.S., Rensselaer Polytechnic Institute
B.A., SUNY Albany
Carol Karpian (1978)
Professor, English, English as a Second Language and Modern Languages
M.A., B.A., SUNY Albany
Elizabeth Kelley (2001)
Instructor, English, English as a Second Language
M.A., B.A., SUNY College Fredonia
A.A., Jamestown Community College
John Kennedy (1995)
Assistant Professor, Individual Studies
M.S., C.A.S., SUNY Albany
B.A., Westfield State College
Sara Kennedy (2002)
Instructor, English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., University New Hampshire (Manchester)
Sean Kerwin (2001)
Instructor, Accounting
M.B.A., B.A., Siena College
Liliane Khouri (1994)
Instructor, Chemistry
M.S., Fordham University
B.S., American University (Beirut)
Susan Kilgallon (1991)
Assistant Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
M.A., SUNY Buffalo
B.A., Mount Holyoke College
A.A., Erie Community College
Patricia Klimkewicz (2000)
Assistant Professor, Nursing
M.B.A., B.S., Russell Sage College
A.A.S., Mohawk Valley Community College
Associate Professor, Teacher Preparation
Ed.D., Nova Southeastern University
M.S., M.Ed., B.S., College of St. Rose

Anthony Kossmann (1992)
Associate Professor, Automotive, Manufacturing and Electrical Technology
B.S., SUNY Oswego
A.O.S., SUNY Delhi

Gary Krohl (1985)
Assistant Professor, Automotive, Manufacturing and Electrical Technology

Susan Kutryb (1993)
Instructor, Mathematics and Engineering Science
M.A., SUNY Albany
B.S., SUNY at Plattsburgh

James LaBate (1990)
Assistant Professor, Educational Specialist
M.A., College of St. Rose
B.A., Siena College

Anne Labelle (2001)
Instructor, Faculty Librarian
M.L.S., SUNY Albany
M.S. in Ed., Lehigh University
B.S., Bloomsburg University

Thomas Lail (1993)
Associate Professor, Fine, Studio and Performing Arts
M.F.A., SUNY Albany
B.S., College of St. Rose

Ellen Laird (1987)
Associate Professor, English, English as a Second Language and Modern Languages
M.A., Brown University
B.A., SUNY College Oswego

Valerie Lang, J.D. (2002)
Instructor, Business Administration, Library
J.D., University of Miami School of Law
M.L.S., SUNY Albany
B.A., Skidmore College

David Larkin (1991)
Associate Professor, Automotive, Manufacturing and Electrical Technology
M.S., Rensselaer Polytechnic Institute
B.S., Clarkson University
A.A.S., Hudson Valley Community College

Professor, Teacher Preparation
Ed.D., M.S., SUNY Albany
B.S., SUNY Plattsburgh

Margaret Leonard (1987)
Assistant Professor, Mathematics and Engineering Science
M.A., New York University
B.S., Allegheny College

George Limbrunner (1969)
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
M.E., B.E., Rensselaer Polytechnic Institute
P.E., State of New York

John Lupe (1968)
Professor, Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology
M.S., B.A., SUNY Albany
A.A.S., Hudson Valley Community College

Eileen Mahoney (1979)
Assistant Professor, Teacher Preparation
M.A., B.A., University of Dayton

Ruth Major (1993)
Assistant Professor, Physics
M.S., B.S., Syracuse University

Professor, Business Administration
Ed.D., Rutgers University
M.S., B.S., SUNY Albany

Theodore Marotta (1968)
Professor, Civil, Construction, Computer Integrated and Mechanical Technologies
M.S., SUNY Albany
B.A., Empire State College
A.A.S., Hudson Valley Community College

Laura Mastrangelo, Ph.D. (1993)
Associate Professor, Biology
Ph.D., Albany Medical Center
B.S., Siena College

Johanna Mather (1994)
Associate Professor, Capital District Educational Opportunity Center
M.B.A., SUNY Albany
B.S., Siena College

Harold Matthews (1994)
Assistant Professor, Automotive, Manufacturing and Electrical Technology
A.O.S., A.A.S., Hudson Valley Community College

Robert Matthews (1996)
Assistant Professor, Faculty Librarian
M.L.S., SUNY Albany
B.A., Siena College

Woodrow Maxwell, J.D. (1966)
Professor, Business Administration
J.D., LL.B., Albany Law School
B.B.A., Siena College

Linda Mazur (2002)
Instructor, Respiratory Care
A.A., Columbia Greene Community College
A.A.S., Hudson Valley Community College
RRT, NYS Licensed RT

Rosemary McAriddle (1989)
Assistant Professor, Business Administration
M.A., B.A., Adelphi University
A.A., Nassau Community College

Brian McCabe (1976)
Professor, Human Services
M.S.W., SUNY Albany
B.S., Siena College

Carol McCarty (1976)
Professor, Business Administration
M.S., SUNY Albany
B.S., Russell Sage College

Susan McDermott (1986)
Professor, English, English as a Second Language and Modern Languages
M.A., Montclair State University
M.S., Rensselaer Polytechnic Institute
B.A., Temple University
Gerard McEnaney (1985)  
Assistant Professor, Electrical,  
Construction and Maintenance,  
Heating/Air  
Conditioning/Refrigeration and Plant  
Utilities Technology  
College of Technology (Dublin, Ire.)  
B.S., Empire State College  

Kevin McLaughlin (2002)  
Instructor, Computer Information Systems  
M.S., B.S., Union College (N.Y.)  

E. Michael McLaughlin (1989)  
Assistant Professor, Mortuary Science  
M.S., Russell Sage College  
B.S., Siena College  
A.A.S., SUNY Canton  

Christopher McNally (1996)  
Associate Professor, Automotive,  
Manufacturing and Electrical Technology  
M.S., SUNY Albany  
B.S., SUNY Oswego  
A.A.S., Herkimer County Community College  

Alice McShane (2003)  
Instructor, History, Philosophy and Social Sciences  
M.Ed., SUNY Albany  
B.A., Columbia College (S.C.)  

John Meehan (2001)  
Instructor, Business Administration  
M.S., SUNY Albany  
B.S., Worcester Polytechnic Institute  

Abraham Miechelen, Ph.D. (1983)  
Professor, Automotive, Manufacturing and Electrical Technology  
Ph.D., Rensselaer Polytechnic Institute  
M.S., Union College (N.Y.)  
M.S., B.A. University Puerto (Rico Mayaguez)  

Andrew Miller (1986)  
Assistant Professor, Accounting  
M.S., B.S., SUNY Albany  

Jennifer Miller (2001)  
Instructor, Educational Specialist  
M.S., SUNY Albany  
B.A., CW Post/Long Island University  

Therese Miranda (1994)  
Instructor, Dental Hygiene  
M.S., SUNY Albany  
A.A.S., Erie Community Coll City Campus  

Jai Misir (1988)  
Associate Professor, Electrical,  
Construction and Maintenance,  
Heating/Air  
Conditioning/Refrigeration and Plant  
Utilities Technology  
M.A., B.S., College of St. Rose  
A.A., Albany Business College  

Barrie Montross (1995)  
Assistant Professor, Dental Hygiene  
M.S., Boston University  
B.S., Northeastern University  
A.A.S., Forsyth School of Dental Hygiene  

Mcgeen Mulholland, Ph.D. (1999)  
Instructor, English, English as a Second Language and Modern Languages  
Ph.D., SUNY Albany  
M.A., SUNY Binghamton  
B.A., SUNY Plattsburgh  

William Muller (1968)  
Professor, Fine, Studio and Performing Arts  
M.A., New York University  
B.A., St. Johns University  

Ronald Mulson (1985)  
Associate Professor, History,  
Philosophy and Social Sciences  
M.S. in Ed., College of St. Rose  
B.S., Empire State College  
A.A., Hudson Valley Community College  

Thomas Murphy (1987)  
Assistant Professor, Diagnostic Medical Sonography  
B.P.S., Empire State College  
A.A.S., Hudson Valley Community College  

John Murray (1965)  
Professor, Mathematics and Engineering Science  
M.S., Clarkson University  
B.S., SUNY at Plattsburgh  

George Nagy, Ph.D. (1968)  
Professor, History, Philosophy and Social Sciences  
Ph.D., M.A., B.A., SUNY Albany  

Carol Nason (1998)  
Instructor, Teacher Preparation  
M.S., B.S., University Maine (Orono)  

Jennifer Nichols (1991)  
Assistant Professor, Mathematics and Engineering Science  
M.B.A., SUNY Albany  
B.A., Russell Sage College  
A.S., Hudson Valley Community College  

Instructor, Chemistry  
Ph.D., M.S., Rensselaer Polytechnic Institute  

Jean O'Malley (1989)  
Assistant Professor, Educational Specialist  
M.F.A., Vermont College  
B.A., SUNY New Paltz  

Robert Ormond (1977)  
Assistant Professor, Automotive, Manufacturing and Electrical Technology  
A.A.S., MiddlesexCnty College (N.J.)  
A.O.S., Hudson Valley Community College  

John Ostwald (1988)  
Assistant Professor, History, Philosophy and Social Sciences  
M.S., Hofstra University  
B.A., SUNY Albany  
A.A.S., Hudson Valley Community College  

Jill Palmer-Wood (1983)  
Assistant Professor, Civil, Construction, Computer Integrated and Mechanical Technologies  
B.P.S., Empire State College  
A.A.S., Hudson Valley Community College  

Diana Pane (1996)  
Assistant Professor, Teacher Preparation  
M.S., SUNY Cortland  
B.A., SUNY College Geneseo
Cherie Pash-Corr (1979)
Professor, Mathematics and
Engineering Science
M.A., B.S., SUNY Albany

Robert Patterson (1980)
Professor, Capital District Educational
Opportunity Center
B.A., Boston University

Mary Pennisi (1979)
Professor, Business Administration
M.S., B.S., SUNY Albany
A.S., Hudson Valley Community
College

Vincent Pennisi (1980)
Professor, Marketing
M.S., B.S., SUNY Albany
A.S., Hudson Valley Community
College

Maryanne Pepe (1990)
Assistant Professor, Human Services
M.S.W., SUNY Albany
B.A., Siena College

Mary Pettograsso (1984)
Assistant Professor, Administrative
Information Technology
M.S., B.S., SUNY Albany
A.A.S., Hudson Valley Community
College

Instructor, Biology
Ph.D., SUNY Binghamton
M.S., Texas Tech University

Professor, Human Services
Ph.D., M.S., B.A., SUNY Buffalo

Daniel Polak (1990)
Associate Professor, History,
Philosophy and Social Sciences
M.A., University of Maine
B.S., B.S.W., University of Maryland
A.A, Community College of Baltimore

Assistant Professor, English, English
as a Second Language and Modern
Languages
D.A., SUNY Albany
M.A., College of St. Rose

Christine Pollock (1980)
Professor, Computer Information
Systems
M.S., SUNY Albany
B.S., Russell Sage College

Instructor, Electrical, Construction
and Maintenance, Heating/Air
Conditioning/Refrigeration and Plant
Utilities Technology
A.O.S., Hudson Valley Community
College

Mary Potanovic (2003)
Instructor, Radiologic Technology
B.S., Johnson State College
Certificate, New England Institute of
Technology

Samuel Prock (1982)
Associate Professor, Automotive,
Manufacturing and Electrical
Technology

George Raneri (1997)
Assistant Professor, Automotive,
Manufacturing and Electrical
Technology
B.A., SUNY Potsdam
A.O.S., Hudson Valley Community
College

Todd Rasner, Ph.D. (1969)
Professor, History, Philosophy and
Social Sciences
Ph.D., M.A., SUNY Albany
B.A., Siena College

Frank Raymond (1979)
Associate Professor, Civil,
Construction, Computer Integrated
and Mechanical Technologies
A.A.S., Hudson Valley Community
College

Professor, Dental Hygiene
D.D.S., SUNY Buffalo
B.S., St. Lawrence University

Brent Ricks (1995)
Instructor, Paramedic Program
M.S., SUNY Stony Brook
B.S., SUNY Oswego
NYS EMT-P

Ken Riordan (2004)
Instructor, Respiratory Care
B.S., SUNY Albany
A.A.S., Hudson Valley Community
College

Robert Ristau (1981)
Associate Professor, Electrical,
Construction and Maintenance,
Heating/Air
Conditioning/Refrigeration and Plant
Utilities Technology
B.S., SUNY College Oswego
A.O.S., Hudson Valley Community
College

Mario Rivera, Ph.D. (2000)
Instructor, Mathematics and
Engineering Science
Ph.D., M.S., Rensselaer Polytechnic
Institute

Thomas Rogan (1968)
Professor, Physical Education
M.A., Ball State University
B.S., SUNY Cortland

Louis Rosamilia (1981)
Professor, Accounting
M.S., B.S., SUNY Albany
A.A.S., Hudson Valley Community
College

Maryellen Rosetti (1979)
Professor, Marketing
Ph.D., M.A., SUNY Albany
A.A.S., Junior College of Albany

Ethel Roy (2003)
Instructor, English, English as a
Second Language and Modern
Languages
M.A., College of St. Rose
B.A., Russell Sage College

Joan Santilli (1997)
Assistant Professor, Capital District
Educational Opportunity Center
M.S., B.S., SUNY Albany

Peter Sanzen (1974)
Professor, Criminal Justice
M.A., Wichita State University
B.A., University Wisconsin (Superior)
A.A.S., Fulton-Montgomery
Community College
Gail Shaw (1998)  Assistant Professor, Capital District Educational Opportunity Center  M.S., College of St. Rose  B.S., Siena College  A.A.S., Marta College

Ronald Shelli (1968)  Professor, Accounting  M.S., B.S., SUNY Albany  A.A.S., Suffolk County Community College  C.P.A., State of New York

Judith Stamp (1991)  Associate Professor, Nursing  M.S., Russell Sage College  B.S. in Nursing, Marquette University

Frederick Stefan (1972)  Assistant Professor, Radiologic Technology  Albany Medical Center School of Radiologic Technology  A.A.S., SUNY Albany

Kelly Sayers, J.D. (2000)  Instructor, Business Administration  J.D., University of San Diego  B.A., University San Diego


Loretta Stillman (1991)  Associate Professor, Biology  M.A., City University of New York  B.A., Hunter College

Doris Schoonmaker (1978)  Associate Professor, Mathematics and Engineering Science  M.S., SUNY Albany  B.S., SUNY College Oneonta


Jacob Silvestri (1995)  Assistant Professor, Physical Education  M.S., College of St. Rose  B.S., SUNY Cortland  A.A., Hudson Valley Community College

Lora Neff (1991)  Assistant Professor, Radiologic Technology  M.S., College of St. Rose  B.S., SUNY Albany

Jeffrey Schoonmaker (1969)  Professor, Physics  M.S., SUNY Albany  B.S., SUNY College Oneonta

Timothy Smith (1990)  Assistant Professor, Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology  B.S., SUNY Oswego  A.O.S., Hudson Valley Community College

Howard Stoner (1986)  Assistant Professor, Mathematics and Engineering Science  M.A., University of Wisconsin  B.A., Willam Penn University

Andrew Schott (1993)  Assistant Professor, History, Philosophy and Social Sciences  M.A., George Mason University  B.A., SUNY Albany

William Smith (1990)  Assistant Professor, Automotive, Manufacturing and Electrical Technology  B.S., SUNY Oswego

Michael Such (1989)  Assistant Professor, Criminal Justice  M.P.A., SUNY Albany  B.A., SUNY College Oswego  A.A.S., Hudson Valley Community College

Encarnation Sceley (1986)  Assistant Professor, Capital District Educational Opportunity Center  B.S., Skidmore College


Kathryn Sullivan (1982)  Professor, Criminal Justice  M.S., Northeastern University  B.A., University South Florida

Ronald Shelli (1968)  Assistant Professor, Accounting  M.S., B.S., SUNY Albany  A.A.S., Suffolk County Community College  C.P.A., State of New York


Kathryn Sullivan (1982)  Professor, Criminal Justice  M.S., Northeastern University  B.A., University South Florida

Howard Stoner (1986)  Assistant Professor, Mathematics and Engineering Science  M.A., University of Wisconsin  B.A., Willam Penn University

Andrew Schott (1993)  Assistant Professor, History, Philosophy and Social Sciences  M.A., George Mason University  B.A., SUNY Albany


Joan Shack (1979)  Professor, Mathematics and Engineering Science  M.A., Michigan State University  B.A., Western Michigan University

David Soldini, J.D. (1995)  Associate Professor, Business Administration  J.D., Brooklyn Law School  B.S., SUNY Albany

Kathryn Sullivan (1982)  Professor, Criminal Justice  M.S., Northeastern University  B.A., University South Florida

Karen Shattuck (1983)  Professor, Dental Hygiene  M.S., B.S., Old Dominion University  A.A., A.S., Springfield Technical Community College

Lori Sykes (2000)  Instructor, History, Philosophy and Social Sciences  M.S., SUNY Buffalo  B.A., Fordham University

Howard Stoner (1986)  Assistant Professor, Mathematics and Engineering Science  M.A., University of Wisconsin  B.A., Willam Penn University

Karen Shattuck (1983)  Professor, Dental Hygiene  M.S., B.S., Old Dominion University  A.A., A.S., Springfield Technical Community College

Lori Sykes (2000)  Instructor, History, Philosophy and Social Sciences  M.S., SUNY Buffalo  B.A., Fordham University
David A. Ten Eyck (1988)
Instructor and Lab Coordinator, 
Respiratory Care
B.S., University of Missouri
A.A.S., Hudson Valley Community 
College
RRT, NYS Licensed RT

Associate Professor, Mathematics and 
Engineering Science
D.A., M.A., SUNY Albany
M.S. in Ed., B.A, College of St. Rose

Lois Terry (1990)
Assistant Professor, Educational 
Specialist
M.S., SUNY Albany
B.S., SUNY College Oneonta

Michael Thayer (1990)
Assistant Professor, Faculty Librarian
M.L.S., SUNY Albany
B.A., SUNY at Plattsburgh

Jamey Thompson (2001)
Instructor, Biology
M.S., New Mexico State University
B.S., Purdue University (Calumet)

Jeffrey Thompson, D.V.M. (1996)
Assistant Professor, Biology
D.V.M., Cornell University
B.A., SUNY at Plattsburgh

F. Peter Tolcser (1986)
Associate Professor, Civil, 
Construction, Computer Integrated 
and Mechanical Technologies
M.E., B.E., Rensselaer Polytechnic 
Institute

Kathleen Vandenberghe (1978)
Associate Professor, Individual Studies
M.S., SUNY Albany
B.A., SUNY Buffalo

Yvonne Vannier (2001)
Instructor, English, English as a 
Second Language and Modern 
Languages
M.A., College of St. Rose
A.A., Empire State College

Carol Wilber (1990)
Associate Professor, Capital District 
Educational Opportunity Center
M.S., B.S., Russell Sage College

Sandra Wimmer (1987)
Instructor, Physical Education
M.Ed., Massachusetts College of 
Liberal Arts
B.S., SUNY Brockport

William Wohlleber (1997)
Assistant Professor, Computer 
Information Systems
M.A., B.S., SUNY Albany

Barbara Wolff (1998)
Assistant Professor, Computer 
Information Systems
M.B.A., SUNY Albany
B.A., SUNY College New Paltz

Michele Woodbeck (1986)
Associate Professor, Nursing
M.S., Russell Sage College
B.S. in Nursing, Dyonville College

Todd Wysocki, Ph.D. (1990)
Associate Professor, Individual Studies
Ph.D., SUNY Albany
M.S., St. Bonaventure University
B.A., Marist College

Judith Zamurs (1989)
Assistant Professor, Educational 
Specialist
M.A., SUNY Albany
B.A., Fordham University

Matthew Zembo (2003)
Instructor, History, Philosophy and 
Social Sciences
M.A., University of London
B.A., SUNY Albany

Sheila Zotto (1991)
Assistant Professor, Physical 
Education
M.S., Massachusetts College of Liberal 
Arts
B.S., Russell Sage College
A.A., Hudson Valley Community 
College

James Zubrick (1982)
Associate Professor, Chemistry
M.A., SUNY Buffalo
B.A., University of Connecticut
Adjunct Faculty

Paul Adams (2002)
Marketing
B.S., Rensselaer Polytechnic Institute
A.S., Hudson Valley Community College

Stephen Adams (1987)
Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology

Margaret Adkins, J.D. (2005)
Business Administration
J.D., Albany Law School
B.S., Syracuse University

Scott Alaxanian (1995)
Radiological Technology
A.A.S., Hudson Valley Community College

English, English as a Second Language and Modern Languages
M.A., College of St. Rose
B.A., SUNY Albany

Roger Allen (1997)
Mathematics and Engineering Science
M.A., Rutgers University
M.S., B.S., SUNY Albany

History, Philosophy and Social Sciences
M.A., San Jose State University

Frederick Alm (2002)
Marketing
M.B.A., Rensselaer Polytechnic Institute
B.S., SUNY Albany
A.A., Suffolk Community College (Selden)

Terry Allen Amrhein (2000)
Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology
M.S., Union College (N.Y.)
M.B.A., Rensselaer Polytechnic Institute
B.S., University of Virginia

Helene Andreieu-Pafundi (2001)
English, English as a Second Language and Modern Languages
M.A., B.A., Universite de Bordeaux III

Pamela Angell (1992)
English, English as a Second Language and Modern Languages
M.S., B.S., St. Lawrence University

Gregorio Anicete (2002)
Biology
M.A., B.S., Manilla Central University

Lynda Araoz (1996)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., St. Lawrence University

Business Administration
M.A., Hofstra University
B.A., SUNY Albany

Ruthra Arunasalam (1998)
Computer Information Systems
M.S., University of Strirling (Scotland)
B.S., University of Putra Malaysia

Sandra Badalucco (2001)
Capital District Educational Opportunity Center
B.S., SUNY Albany

Elaine Bair (2002)
Mathematics and Engineering Science
M.A., University Illinois (Urbana)
B.S., Nazareth College of Rochester

Karen Baldwin (2001)
Dental Hygiene
B.S., Excelsior College-Regents College
A.A.S., Hudson Valley Community College

Karen Balter (1992)
Physical Education
M.S., Western Michigan University
B.S., SUNY Cortland

Stuart Balter (1987)
Physical Education
M.S., Western Michigan University
B.S., SUNY Albany

Michelle Bannoura, Ph.D. (2000)
History, Philosophy and Social Sciences
Ph.D., SUNY Binghamton
M.A., B.A., Florida Atlantic University

History, Philosophy and Social Sciences
Ph.D., Nova Southeastern University
B.A., University California (Santa Cruz)

Patricia Barr (2004)
Human Services
M.S., Russell Sage College
B.A., College of St. Rose

Kevin Bauer, J.D. (2002)
Criminal Justice
J.D., Brooklyn Law School
B.S., SUNY Brockport

Business Administration
J.D., Albany Law School
B.S., SUNY Buffalo

William Beckman (2000)
Business Administration
M.B.A., Clarkson University
M.A., Rutgers University

David Birch (2002)
English, English as a Second Language and Modern Languages
M.A., Emerson College
B.A., Skidmore College

Yvonne Bland (2003)
English, English as a Second Language and Modern Languages
M.A., Emerson College
B.A., Grove City College

Susan Blandy (2001)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., McGill University
B.A., Oberlin College
Carol L. Bosco (2002)  
Nursing  
M.S., B.S., Russell Sage College  
A.A., Mott Community College

Chemistry  
Ph.D., SUNY Albany  
B.S., SUNY Buffalo  
B.A., SUNY College Potsdam

Ethan Bowerman (2004)  
Civil, Construction, Industrial and Mechanical Technologies  
M.S., B.S., SUNY Buffalo

Capital District Educational Opportunity Center

Sharon B. Bowles, J.D. (2002)  
Criminal Justice  
J.D., Columbia University  
B.A., Princeton University

Kimberly Boyd (2004)  
History, Philosophy and Social Sciences  
M.A., B.A., College of William and Mary

Linda Bracco (2004)  
English, English as a Second Language and Modern Languages  
M.S., B.S., SUNY Albany

Thomas Brady, Ph.D. (2001)  
Mathematics and Engineering Science  
Ph.D., University of Buffalo  
M.S., Rensselaer Polytechnic Institute

Kathleen Brantf (1998)  
Fine, Studio and Performing Arts  
M.F.A., Rensselaer Polytechnic Institute  
B.S., Northeastern University

Matthew Breen (2004)  
Physical Education  
M. Education, Springfield College (MA)  
B.S., Massachusetts College of Art

Paula Breen (1999)  
Criminal Justice  
M.P.A., B.S., SUNY Albany

History, Philosophy and Social Sciences  
M.A., Fordham University  
B.A., Iona College

Laura Brewer (1998)  
Teacher Preparation  
M.S., San Diego State University  
B.S., SUNY at Plattsburgh

English, English as a Second Language and Modern Languages  
M.S. in Ed., B.A., SUNY Albany

History, Philosophy and Social Sciences  
M.S., SUNY Albany  
B.A., Siena College

Richard Brooks (1984)  
Automotive, Manufacturing and Electrical Technology  
B.S., Rensselaer Polytechnic Institute  
A.A.S., Hudson Valley Community College

Dorothy Brower (2004)  
English, English as a Second Language and Modern Languages  
M.L.S., SUNY at Stony Brook  
B.A., SUNY College Old Westbury

James Brown (1996)  
Automotive, Manufacturing and Electrical Technology  
B.S., Rensselaer Polytechnic Institute

Criminal Justice  
M.P.A., Marist College  
B.A., Elmira College

Cynthia Brown Lafleur (2005)  
Civil, Construction, Industrial and Mechanical Technologies  
B.S., SUNY at Plattsburgh

John Bruno (1991)  
Physical Education  
M.S., Russell Sage College  
B.S., SUNY Cortland  
A.A., Hudson Valley Community College

Maria Bruno (2004)  
Marketing  
M.B.A., SUNY Albany  
B.S., Le Moyne College

Edward Buckley (1959)  
Civil, Construction, Industrial and Mechanical Technologies  
M.S., Siena College  
B.E., Rensselaer Polytechnic Institute  
P.E., New York State Certified Energy Manager

Gerald Burke (1980)  
Civil and Public Service  
M.A., SUNY Albany  
A.A., Hudson Valley Community College

Katherine Burroughs (2002)  
Business Administration  
M.S., B.S., College of St. Rose

Richard Butler (1998)  
Biology  
M.S., Indiana University (Bloomington)  
B.S., SUNY Cortland

Kathleen Butler (2001)  
M.S., Russell Sage College  
B.A., SUNY Albany

Michelle Campbell (2001)  
Nursing  
M.S.W., SUNY Albany  
B.A., SUNY Buffalo
Mathew Cantore (1999)  
Computer Information Systems  
B.S., Hartwick College

Paul Caputo (2004)  
Computer Information Systems  
M.B.A., University Phoenix  
B.S., College of St. Rose

Richard Carman (1990)  
History, Philosophy and Social Sciences  
M.S., SUNY Albany  
B.A., Siena College

Vincent Carnevale (2002)  
Computer Information Systems  
B.S., St Johns University (Jamaica)  
A.S., St. Johns University

James Carpentier (1999)  
Physics  
M.B.A., Russell Sage College  
B.S., SUNY at Plattsburgh

James Carroll (1996)  
Automotive, Manufacturing and Electrical Technology  
A.A.S., Hudson Valley Community College

Fine, Studio and Performing Arts  
Ph.D., M.A., Boston University

Shelley Carter (1986)  
History, Philosophy and Social Sciences  
M.S., Syracuse University  
B.A., Middlebury College

James Caruso, J.D. (1999)  
Criminal Justice  
J.D., Albany Law School  
B.S., Utica College of Syracuse University

David Caso (2005)  
History, Philosophy and Social Sciences  
M.S., College of St. Rose  
B.S., Elmira College

Joseph Catalina (1982)  
Accounting  
B.S., Rochester Institute Technology

Joseph Cavalcante (2002)  
English, English as a Second Language and Modern Languages  
M.A., B.A., SUNY Albany

Salvatore Cesare (2003)  
History, Philosophy and Social Sciences  
M.S.W., B.A., SUNY Albany

Seth Chamberlain (2000)  
Criminal Justice  
M.P.A., SUNY Albany  
B.S., Utica College of Syracuse University

Nadine Chick (2003)  
Dental Hygiene  
B.S., Thomas Jefferson University

Anne Ciocchi (1994)  
Biology  
M.S., Russell Sage College  
B.S., SUNY College Oneonta

Christian Clark (2001)  
English, English as a Second Language and Modern Languages  
M.A., B.A., University of Buffalo  
University of Buffalo

Ernest Clement (2003)  
Nursing  
M.S., University Phoenix  
B.S. in Nursing, SUNY Institute of Technology at Utica/Rome

John Colley (2005)  
Civil, Construction, Industrial and Mechanical Technologies  
M.R.P., Syracuse University  
B. Architecture, Rensselaer Polytechnic Institute

Patricia Collins (1995)  
Biology  
M.S.W., SUNY Albany  
B.A., College of St. Rose

Linda Connors (2005)  
English, English as a Second Language and Modern Languages  
M.A., Princeton University  
B.A., Colgate University

John Conrad (1988)  
Mathematics and Engineering Science  
M.S.T., Union College (N.Y.)  
B.A., Marist College

Tammy Conway (1997)  
Dental Hygiene  
B.S., William Paterson University  
A.A.S., Hudson Valley Community College

Business Administration  
J.D., Albany Law School  
B.A., Boston College

Bonnie Cook (2002)  
English, English as a Second Language and Modern Languages  
M.A., University Connecticut  
B.A., SUNY Albany

John Coyne (2003)  
Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology  
A.A.S., Hudson Valley Community College

Benjamin Croucher (2004)  
History, Philosophy and Social Sciences  
M.A., SUNY Albany  
B.A., Siena College

Liv Cummins (2002)  
English, English as a Second Language and Modern Languages  
M.A., New York University (Sehnap)  
B.S., Skidmore College

Eamonn Cunningham (2004)  
Criminal Justice  
M.A., B.A., SUNY Albany

Stephen Curro (1993)  
Civil, Construction, Industrial and Mechanical Technologies  
M.B.A., M.E., Rensselaer Polytechnic Institute

Matthew Cusack (2005)  
Mathematics and Engineering Science  
M.B.A., Rensselaer Polytechnic Institute  
M.A., George Washington University

Elizabeth Cushing (1990)  
English, English as a Second Language and Modern Languages  
M.A., College of St. Rose  
B.A., Siena College
Craig D’Allaird (2000)  
Civil, Construction, Industrial and Mechanical Technologies  
M.S., B.S., Rensselaer Polytechnic Institute  
A.A.S., Hudson Valley Community College  
P.E., New York State

English, English as a Second Language and Modern Languages  
M.B.A., B.A., Syracuse University

Tina Daigle (2004)  
Teacher Preparation  
M.S., College of St. Rose  
B.A., SUNY College Potsdam

John Daniels (1996)  
Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology  
A.O.S., Hudson Valley Community College

English, English as a Second Language and Modern Languages  
M.A., Gallaudet University  
B.A., University of Rochester

Doreen Davis (1998)  
Human Services  
M.S.W., SUNY at Stony Brook  
B.A., SUNY College Old Westbury

David Deluca (2004)  
Mathematics and Engineering Science  
M.S., B.S., SUNY Albany

Terri Deutinger (2001)  
Marketing  
M.B.A., Russell Sage College  
B.A., SUNY Buffalo

Maria Dollard (1991)  
Physical Education  
B.S., Russell Sage College  
A.S., Hudson Valley Community College

Dennis Dowds (2003)  
Marketing  
M.B.A., B.B.A., Fordham University

Cori Drummmond (2003)  
Biology  
M.S., SUNY Albany  
B.S., Siena College

Daniel Duarte (2004)  
History, Philosophy and Social Sciences  
M.A., University Florida  
B.S., Campbell University

Martin Duffy (2001)  
English, English as a Second Language and Modern Languages  
M.A., B.A., City College of New York

Nursing  
B.S., Regents College

Dental Hygiene  
B.S., A.S., University of Vermont

Mary Therese Duncan (2001)  
Teacher Preparation  
M.S., Russell Sage College  
A.A.S., Maria College

Jacquelin Dushensky (1987)  
Biology  
B.S., Albany College Pharmacy

Gary Einarsson (1998)  
Physics  
M.S., B.S., SUNY Albany

Harold Eisenstein, J.D. (2005)  
Criminal Justice  
J.D., Cardozo School of Law  
B.A., Queens College (N.Y.)

Amina Eladdadi (2005)  
Mathematics and Engineering Science  
M.S., Rensselaer Polytechnic Institute  
B.S., College of St. Rose

Rena Epting (1999)  
Physical Education  
B.A., SUNY Albany  
A.A.S., Nassau Community College

Jud Eson (2002)  
Computer Information Systems  
B.S., Union College (N.Y.)

Dental Hygiene  
D.D.S., SUNY Buffalo  
B.S., University Michigan (Ann Arbor)

Eugene Farley (2002)  
Accounting  
M.B.A., Russell Sage College  
B.B.A., Siena College

Kevin Farmer (2002)  
Mathematics and Engineering Science  
M.A., SUNY Albany  
B.S., SUNY at Stony Brook

Mary-Beth Farr (1991)  
Computer Information Systems  
B.S., Russell Sage College

Mary Dulay (2003)  
Accounting  
M.B.A., Russell Sage College  
B.B.A., Siena College

Richard Ferro (1993)  
Mathematics and Engineering Science  
M.S., Auburn University Auburn University  
B.S., Clarkson University

James Finale (2000)  
Criminal Justice  
M.A., New School for Social Research  
B.S., City College of New York

Gerald Fishman, Ph.D. (2005)  
History, Philosophy and Social Sciences  
Ph.D., SUNY Albany

Charlene Foley (2004)  
Accounting  
M.S., SUNY College Potsdam  
B.S., Russell Sage College

Mary Fondacaro (1991)  
History, Philosophy and Social Sciences  
M.S., B.A., SUNY Albany  
A.A., Hudson Valley Community College

Tara Fracalossi (1992)  
Fine, Studio and Performing Arts  
M.F.A., SUNY Albany  
B.A., University of Vermont

William Frank (1999)  
Automotive, Manufacturing and Electrical Technology  
M.S., B.S., Niagara University
<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Degree(s)</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Fraser (2001)</td>
<td>History, Philosophy and Social Sciences</td>
<td>M.A., Fordham University</td>
<td>B.A., Mount Saint Mary College (N.Y.)</td>
</tr>
<tr>
<td>Van Fronhofer (2004)</td>
<td>Biology</td>
<td>M.S., Albany Medical Center</td>
<td>B.S., SUNY Albany</td>
</tr>
<tr>
<td>Jan Geyer (2003)</td>
<td>English, English as a Second Language and Modern Languages</td>
<td>M.S., Western School of Health and Business (Pittsburgh)</td>
<td>M.A., B.A., Western School of Health and Business (Pittsburgh)</td>
</tr>
<tr>
<td>Mary Ann Gill (1997)</td>
<td>Administrative Information Technology</td>
<td>M.S., SUNY Albany</td>
<td>B.S., College of St. Rose</td>
</tr>
<tr>
<td>Anita Giovannucci (2004)</td>
<td>History, Philosophy and Social Sciences</td>
<td>M.S., Bowling Green State University (Bowling Green)</td>
<td>B.A., University Toledo</td>
</tr>
<tr>
<td>Catherine Gleason (2001)</td>
<td>Biology</td>
<td>M.A., George Mason University</td>
<td>B.A., SUNY College Oneonta</td>
</tr>
<tr>
<td>Kevin Gleason (1992)</td>
<td>Biology</td>
<td>M.A., SUNY College Oneonta</td>
<td>B.S., Siena College</td>
</tr>
<tr>
<td>James Guyatte (2003)</td>
<td>Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology</td>
<td>M.S., University Southern Mississippian State University</td>
<td>A.A.S., Hudson Valley Community College</td>
</tr>
<tr>
<td>Mary Hall (1999)</td>
<td>Individual Studies</td>
<td>M.S., SUNY Albany</td>
<td>B.S., SUNY Albany</td>
</tr>
<tr>
<td>Ming-hui Hall (2004)</td>
<td>English, English as a Second Language and Modern Languages</td>
<td>M.S., Albany Medical Center</td>
<td>B.S., College of St. Rose</td>
</tr>
<tr>
<td>Andrew Harper, Ph.D. (2003)</td>
<td>History, Philosophy and Social Sciences</td>
<td>M.A., SUNY College New Paltz</td>
<td>B.S., Polytechnic University Brooklyn*</td>
</tr>
<tr>
<td>James Hassett (1989)</td>
<td>Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology</td>
<td>M.A., SUNY College New Paltz</td>
<td>B.S., Polytechnic University Brooklyn*</td>
</tr>
<tr>
<td>Lenny Hellman (2001)</td>
<td>Mathematics and Engineering Science</td>
<td>M.S., SUNY Albany</td>
<td>B.S., Polytechnic University Brooklyn*</td>
</tr>
</tbody>
</table>
Criminal Justice
J.D., Albany Law School
B.S., Utica College of Syracuse University

Jurgen Hennig (2002)
Electrical, Construction and Maintenance, Heating/air Conditioning/Refrigeration and Plant Utilities Technology
A.S., Hudson Valley Community College

Mary Herlt (1967)
Biology
M.S., Fordham University
B.A., Ladycliff College

Craig Hoeffner (1988)
Computer Information Systems
B.A., SUNY Albany

Maureen Hood (2001)
English, English as a Second Language and Modern Languages
M.A., B.A., College of St. Rose

Monica Hope (1990)
History, Philosophy and Social Sciences
M.S., B.A., SUNY Albany

Carol Hosland (2004)
English, English as a Second Language and Modern Languages
M.A., Harvard University
B.A., Wellesley College

Lyne Johns (1999)
Teacher Preparation
M.S., College of St. Rose
B.A., SUNY College Geneseo

Bernadette Johnson (2001)
English, English as a Second Language and Modern Languages
B.S., SUNY College Geneseo
A.S., SUNY Canton

Leslie Johnson (1997)
History, Philosophy and Social Sciences
M.A., SUNY Albany

Kathleen Jonas-Papile (2001)
Dental Hygiene
B.S., SUNY Brockport
A.A.S., Hudson Valley Community College

Carolyn M. Jones (1998)
Business Administration
M.S., B.S., Brooklyn College
A.A., NYS Technical College

Nicholas Kaiser (2000)
Criminal Justice
M.A., SUNY Albany
B.S., SUNY Brockport
A.A., Hudson Valley Community College
Graduate, FBI National Academy

Lina Karam-Boudiwan (1999)
Chemistry
M.S., B.S., University Science Technology

Karen Karins (1977)
Dental Hygiene
B.S., University Bridgeport
A.A.S., Endicott College

Ronald Karpien (1980)
Physics
M.S., Rensselaer Polytechnic Institute
B.S., SUNY Albany

Galina Kats (2004)
English, English as a Second Language and Modern Languages
M.A., M.S., SUNY Albany

Robert Katz (1985)
Fine, Studio and Performing Arts
M.L.S., Wayne State University
B.A., Michigan State University

Valarie Kavanaugh (2002)
English, English as a Second Language and Modern Languages
M.A., College of St. Rose
B.A., SUNY Albany

Susan Kayorie (2002)
English, English as a Second Language and Modern Languages
M.A., SUNY College Fredonia
A.A., Jamestown Community College

John Kazanas (2002)
Computer Information Systems
M.B.A., University Rhode Island
B.S., Rensselaer Polytechnic Institute

Chemistry
Ph.D., M.S., Moscow State University

Sharon Kennedy (1999)
English, English as a Second Language and Modern Languages
M.A., Columbia University/Columbia College
B.A., SUNY Buffalo

Lauret Kenney (2003)
Nursing
M.S., Russell Sage College
B.S. in Nursing, Mount Saint Mary College (N.Y.)

Kevin Kilgallon (2003)
Civil, Construction, Industrial and Mechanical Technologies
B.S., Rochester Institute Technology
A.A.S., Hudson Valley Community College

Human Services
M.S.W., Adelphi University
B.A., Wellesley College

Sigurd Kimpel (2002)
Automotive, Manufacturing and Electrical Technology
M.S.E.E., Rensselaer Polytechnic Institute
B.S.E.E., Polytechnic Institute of NY

Charles King, Ph.D. (2004)
Mathematics and Engineering Science
Ph.D., M.S., University Connecticut

Jenifer Kish (2004)
Marketing
M.B.A., SUNY Albany
B.A., Siena College
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Klosterman (2002)</td>
<td>Bachelor of Arts, English as a Second Language and Modern Languages</td>
<td>SUNY Albany, Hudson Valley Community College</td>
</tr>
<tr>
<td>Karen Lefebvre (2004)</td>
<td>Master of Science, English as a Second Language and Modern Languages</td>
<td>SUNY Empire State College</td>
</tr>
<tr>
<td>Jacqueline Lendrum (2005)</td>
<td>Bachelor of Science, Biology</td>
<td>Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td>Dean Lewis (2004)</td>
<td>Bachelor of Science, Mathematics and Engineering Science</td>
<td>Letourneau University</td>
</tr>
<tr>
<td>Linda Lim, Ph.D. (2004)</td>
<td>Bachelor of Science, Mathematics and Engineering Science</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Robert LaHue (2001)</td>
<td>Bachelor of Science, Civil, Construction, Industrial and Mechanical Technologies</td>
<td>North Central College</td>
</tr>
<tr>
<td>Robert Lajeunesse (1984)</td>
<td>Bachelor of Science, Mathematics and Engineering Science</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Barbara Lamarche (2002)</td>
<td>Master of Science, Human Services</td>
<td>Baruch College, Hudson Valley Community College</td>
</tr>
<tr>
<td>Christina Lane (2000)</td>
<td>Bachelor of Science, Criminal Justice</td>
<td>University of Vermont</td>
</tr>
<tr>
<td>Nicholas Langlie (2003)</td>
<td>Bachelor of Science, Computer Information Systems</td>
<td>SUNY at Plattsburgh</td>
</tr>
<tr>
<td>Janet Lupe (1980)</td>
<td>Bachelor of Science, Electrical, Construction and Maintenance, Heating/Air</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Patricia Lynch (2005)</td>
<td>Bachelor of Science, English as a Second Language and Modern Languages</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Paul Macey (1991)</td>
<td>Bachelor of Science, Human Services</td>
<td>Adirondack Community College</td>
</tr>
<tr>
<td>Shawn Mackinnon (2000)</td>
<td>Bachelor of Science, History, Philosophy and Social Sciences</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Edward Maitino (2003)</td>
<td>Bachelor of Science, English as a Second Language and Modern Languages</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Michael Malak, Ph.D. (2005)</td>
<td>Bachelor of Science, Physics</td>
<td>Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td>Paul Male (1990)</td>
<td>Bachelor of Science, Civil, Construction, Industrial and Mechanical Technologies</td>
<td>SUNY Albany</td>
</tr>
<tr>
<td>Robert Malison (2002)</td>
<td>Bachelor of Science, Automotive, Manufacturing and Electrical Technology</td>
<td>SUNY Albany</td>
</tr>
</tbody>
</table>
Farrell Malkis (1991)  
Computer Information Systems  
M.A., B.S., Brooklyn College  

Fernando Mallozzi (2002)  
English, English as a Second Language and Modern Languages  
M.A., B.S., SUNY Albany  

Mary Manning (1976)  
History, Philosophy and Social Sciences  
M.S., SUNY Albany  
B.S., Empire State College  
A.A.S., Adirondack Community College  

Warren Mannix (2001)  
Mathematics and Engineering Science  
M.A., B.A., SUNY Albany  

Automotive, Manufacturing and Electrical Technology  
A.A.S., SUNY Morrisville  

Maria Markovics (1991)  
Human Services  
M.S.W., B.A., University of Michigan  

Sara Martin (2002)  
Criminal Justice  
M.A., SUNY Albany  
B.A., Union College (N.Y.)  

Tracy Matazinsky (2002)  
Capital District Educational Opportunity Center  
A.A.S., Hudson Valley Community College  
A.S., Samaritan Hospital School of Nursing  

Thomas Mattson (1999)  
Mathematics and Engineering Science  
M.S., B.S., Rensselaer Polytechnic Institute  

Biology  
Ph.D., M.Ed., University of Massachusetts (Amherst)  

Michael McCarron (2005)  
Automotive, Manufacturing and Electrical Technology  
A.A., Hudson Valley Community College  

Sheila McClain (2001)  
History, Philosophy and Social Sciences  
M.A., University Memphis  
B.S., Middle Tennessee State University  

Joseph McCollum (2000)  
Mathematics and Engineering Science  
M.A., B.S., SUNY Albany  

Tosia McCormick (2002)  
English, English as a Second Language and Modern Languages  
M.S., B.A., CUNY Staten Island  

Paul W. McCoy (1995)  
Civil, Construction, Industrial and Mechanical Technologies  
B.S., SUNY College of Environmental Science and Forestry  
A.A.S., Hudson Valley Community College  

History, Philosophy and Social Sciences  
M.A., B.A., College of St. Rose  

James McDermott (2000)  
Automotive, Manufacturing and Electrical Technology  
A.A.S., Hudson Valley Community College  

Stephen McEvoy, J.D. (1992)  
Business Administration  
J.D., Western New England College  
B.A., SUNY Albany  

Dental Hygiene  
Perio. Cert., Harvard University  
D.M.D., Tufts University  
B.A., Princeton University  

Joseph McGrath (1995)  
Civil, Construction, Industrial and Mechanical Technologies  
B. Architecture, Pratt Institute  
B.S., Rochester Institute Technology  
A.A.S., Hudson Valley Community College  
P.E., State of New York  
Registered Licensed Architect, NY, MA  
Registration, NCARB  

Edward McTale (1991)  
Business Administration  
M.S., Rensselaer Polytechnic Institute  
A.A.S., Herkimer County Community College  

Ronald Mckee (2001)  
Computer Information Systems  
M.A., SUNY Albany  
B.A., McGill University  

Elizabeth McLean, Ph.D. (1993)  
Biology  
Ph.D., University New Hampshire (Manchester)  
B.A., University California (Santa Barbara)  

Electrical, Construction and Maintenance, Heating/Air Conditioning/Refrigeration and Plant Utilities Technology  
B.S., Empire State College  

Maria Melero (1987)  
English, English as a Second Language and Modern Languages  
Diploma Ecole Pratique De Langue, Francaise Alliance Francaise, Paris  

English, English as a Second Language and Modern Languages  
Ph.D., SUNY Albany  
B.A., Pace University (New York City)  

Donald Michalak (2001)  
Computer Information Systems  
M.S., National University  
B.S., University San Francisco  

Julie Mihalic-Eno (1999)  
Mathematics and Engineering Science  
M.S., Virginia Polytech Institute and State University  
B.S., Louisiana State University (Baton Rouge)  

Jeff Miller (2003)  
Computer Information Systems  
M.A., SUNY Plattsburgh  
B.S., Gannon University  

Mark Miller (2002)  
Civil, Construction, Industrial and Mechanical Technologies  

Administrative and Instructional Staff
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Mitchell - Nardacci (2000)</td>
<td>SUNY College Oneonta</td>
<td>Dental Hygiene</td>
<td>A.A.S., Hudson Valley Community College</td>
<td></td>
</tr>
<tr>
<td>Alphonso Mitchum (2001)</td>
<td>M.S.W., SUNY Albany</td>
<td>Human Services</td>
<td>B.S., SUNY Albany</td>
<td></td>
</tr>
<tr>
<td>Martin Monahan, Ph.D. (1997)</td>
<td>Ph.D., M.A., New York University (Sehnap)</td>
<td>History, Philosophy and Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Monda (2001)</td>
<td>M.S., Rensselaer Polytechnic Institute</td>
<td>Physics</td>
<td>B.S., Union College (N.Y.)</td>
<td></td>
</tr>
<tr>
<td>Nancy Morris (2001)</td>
<td>B.S., Rider University</td>
<td>Computer Information Systems</td>
<td>A.A.S., Hudson Valley Community College</td>
<td></td>
</tr>
<tr>
<td>Linda Muller (2004)</td>
<td>M.S., Russell Sage College</td>
<td>Teacher Preparation</td>
<td>B.S., SUNY at Plattsburgh</td>
<td></td>
</tr>
<tr>
<td>Nicole Murray (2004)</td>
<td>B.S., SUNY at Plattsburgh</td>
<td>Business Administration</td>
<td>M.A., College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Mary Musso (2001)</td>
<td>B.S., SUNY Cortland</td>
<td>Physical Education</td>
<td>M.A., Adelphi University</td>
<td></td>
</tr>
<tr>
<td>Kenneth Nicoli (2001)</td>
<td>B.A., Fordham University</td>
<td>Mathematics and Engineering Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan O’Connell (2000)</td>
<td>B.S., SUNY College of Technology</td>
<td>Business Administration</td>
<td>M.S. in Ed., College of St. Rose</td>
<td></td>
</tr>
<tr>
<td>Jacqueline Ohringel, Ph.D. (2002)</td>
<td>English, English as a Second</td>
<td>Language and Modern Languages</td>
<td>Ph.D., Texas Tech University Health Sciences Center</td>
<td></td>
</tr>
</tbody>
</table>
John Pelletier (2003)  
Mathematics and Engineering Science  
M.S., SUNY Albany

Robert Pennock, D.Th. (2001)  
History, Philosophy and Social Sciences  
D.Th., Iliff School of Theology  
B.E., Syracuse University

Pedro Perez (2004)  
Criminal Justice  
M.P.A., FBI National Academy  
B.A., Empire State College  
A.A., City College of New York

Kari Perrine-Roe (2001)  
Nursing  
M.S., B.S., SUNY Binghamton  
A.A.S., Hudson Valley Community College

Carmine Pesca, J.D. (2000)  
Criminal Justice  
J.D., Santa Clara University School of Law  
M.A., B.A., SUNY Albany

Eugene Pessetto (2000)  
Physical Education  
M.A., SUNY Brockport

Jerald Petell (2000)  
Human Services  
M.S.W., SUNY Albany  
B.S., Empire State College

Robert Picco (1977)  
Accounting  
B.S., Siena College

Biology  
M.D., SUNY Buffalo  
B.S., City University of New York

English, English as a Second Language and Modern Languages  
M.A., College of St. Rose  
B.A., SUNY Albany

Linda Polhemus (1999)  
Mathematics and Engineering Science  
M.A., SUNY Albany  
B.S., SUNY Cortland

Keith Pomakoy (2002)  
History, Philosophy and Social Sciences  
B.A., SUNY Albany  
A.A.S., Hudson Valley Community College

Carole Praga (1997)  
Human Services  
M.A., Russell Sage College  
B.S., Albany College Pharmacy

George Preston, Ph.D. (1990)  
Biology  
Ph.D., SUNY Albany  
M.S., B.S., SUNY Plattsburgh

Charlotte Prokop (2001)  
History, Philosophy and Social Sciences  
M.A., B.B.A., Russell Sage College  
A.A., Columbia Greene Community College

Kyle Provenzano (2002)  
Physical Education  
B.A., Siena College

Kristine Przybylo (2002)  
English, English as a Second Language and Modern Languages  
American Sign Language, Teacher’s Association Certificate

George Rafferty (2003)  
Physical Education  
B.S. in Education, SUNY Brockport  
A.A.S., Hudson Valley Community College

Mizanur Rahman (2002)  
Computer Information Systems  
M.S., Brooklyn College  
B.S., Bangladesh Agricultural University (Mymensingh, Bangladesh)

Rosanne Raneri (1992)  
Fine, Studio and Performing Arts  
B.A., SUNY College of Geneseo

Priyadarshini Ranganath (2004)  
Mathematics and Engineering Science  
M.S., University of Minnesota (Twin Cities)  
B.S., Bangladesh University

Timothy Raymond (1995)  
Biology  
M.S., College of St. Rose  
B.S., New York University

Heidi Reis (1992)  
Diagnostic Medical Sonography  
B.P.S., Empire State College  
United Hospital Medical Training Program, Valley Hospital Radiologic Training Program

Earl Retzlaff (1988)  
Physical Education  
M.S., Ithaca College  
B.S., Ithaca College

Barbara Reynolds (2002)  
English, English as a Second Language and Modern Languages  
M.A., University of Lodz  
B.A., College of Foreign Languages

Michael Reynolds (1992)  
Radiological Technology  
A.A.S., Hudson Valley Community College

Dennis Rigosu (2000)  
Civil, Construction, Industrial and Mechanical Technologies  
M. Architecture, SUNY Buffalo  
B. Architecture, New York Institute of Technology

Dominic Rigosu (2000)  
Civil, Construction, Industrial and Mechanical Technologies  
M. Architecture, SUNY Buffalo  
B. Architecture, New York Institute of Technology

Criminal Justice  
M.A., SUNY Empire State College  
B.S., Excelsior College-Regents College

Margaret Rockwell (2004)  
Individual Studies  
M.S., SUNY Albany  
B.A., Reed College

John Roehr (2000)  
History, Philosophy and Social Sciences  
M.A., SUNY Albany  
A.A., Hudson Valley Community College
Paul Rogan, J.D. (2002)
Business Administration
J.D., Albany Law School
B.A., Hobart/William Smith College

Darcy Salmon (1997)
Computer Information Systems
M.S., Union College (N.Y.)
B.S., Siena College
A.A.S., Hudson Valley Community College

Linda Scoville (2000)
English, English as a Second Language and Modern Languages
M.F.A., Goddard College
B.A., Castleton State College

Patrick Romain (1989)
History, Philosophy and Social Sciences
M.S., B.A., SUNY Albany

Colleen Sanders (2004)
English, English as a Second Language and Modern Languages
M.A., B.A., College of St. Rose
A.S., Hudson Valley Community College

Fallah Shafeei (2002)
Mathematics and Engineering Science
M.E., B.S., Rensselaer Polytechnic Institute

Kathleen Ross (2004)
Teacher Preparation
M.S., Russell Sage College
B.S., SUNY College Geneseo

Sheri Scavone (2003)
Marketing
M.S., B.S., Russell Sage College

Gale Shaw (1991)
History, Philosophy and Social Sciences
M.S., SUNY Oneonta
B.S., SUNY Plattsburgh

Michael Ross (2000)
Computer Information Systems
M.S., Rensselaer Polytechnic Institute
B.S., Iowa State University

Lorraine Schertel (2002)
Computer Information Systems
M.B.A., College of St. Rose
M.S., Iona College
B.S., Ramapo College

Brian Shea (1999)
Human Services
B.S., Empire State College
A.A.S., Maria College

John Roy (2001)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Union College (N.Y.)

History, Philosophy and Social Sciences
J.D., Western New England College
B.A., SUNY Albany

Peter Shrock (2004)
History, Philosophy and Social Sciences
M.A., Indiana University (Bloomington)
B.A., Wesleyan University

Ernest Rugeinstein (2004)
History, Philosophy and Social Sciences
M.A., SUNY Albany
M.A., Indiana Wesleyan University

Donald Schmidt (2003)
Physical Education
M.S., B.S., SUNY Cortland

Norman Shull (1997)
Mortuary Science
B.S., University Maryland (College Park)
A.A.S., Hudson Valley Community College

Richard Rusin (2001)
History, Philosophy and Social Sciences
M.A., SUNY Albany
B.A., SUNY Cortland

Maureen Schoolman (2000)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Temple University

Mathematics and Engineering Science
Ph.D., New York University
M.A., Hunter College

Annie Rutsky (1998)
English, English as a Second Language, Modern Languages
M.A., SUNY Albany
B.A., Regis University

Prawpan Siwapradit (1991)
History, Philosophy and Social Sciences
Ph.D., Central Missouri State University
B.A., Williams College

James Ryan (2002)
Automotive, Manufacturing and Electrical Technology
A.A.S., Nassau Community College

History, Philosophy and Social Sciences
Ph.D., M.A., City College of New York

Prawpan Siwapradit (1991)
History, Philosophy and Social Sciences
Ph.D., Central Missouri State University
B.A., Williams College

Leslie Saint-Vil (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.A., Hartwick College

Dental Hygiene
D.D.M., Fairleigh Dickinson University (Madison)
B.A., Williams College

Roberta Slade (2000)
Fine, Studio and Performing Arts
M.A., University Chicago
B.S., Kentucky State University

History, Philosophy and Social Sciences
M.A., SUNY Albany
B.A., Webber Institute

Leonard Slade (1989)
English, English as a Second Language and Modern Languages
M.A., Virginia State University
B.S., Elizabeth City State University

Historical Studies
M.A., University Chicago
B.S., Brooklyn College

Linda Scoville (2000)
English, English as a Second Language and Modern Languages
M.F.A., Goddard College
B.A., Castleton State College

Fallah Shafeei (2002)
Mathematics and Engineering Science
M.E., B.S., Rensselaer Polytechnic Institute

Leslie Saint-Vil (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., SUNY Plattsburgh

Donald Schmidt (2003)
Physical Education
M.S., B.S., SUNY Cortland

Gale Shaw (1991)
History, Philosophy and Social Sciences
M.S., SUNY Oneonta
B.S., SUNY Plattsburgh

Michael Ross (2000)
Computer Information Systems
M.S., Rensselaer Polytechnic Institute
B.S., Iowa State University

Lorraine Schertel (2002)
Computer Information Systems
M.B.A., College of St. Rose
M.S., Iona College
B.S., Ramapo College

Brian Shea (1999)
Human Services
B.S., Empire State College
A.A.S., Maria College

John Roy (2001)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Union College (N.Y.)

History, Philosophy and Social Sciences
J.D., Western New England College
B.A., SUNY Albany

Peter Shrock (2004)
History, Philosophy and Social Sciences
M.A., Indiana University (Bloomington)
B.A., Wesleyan University

Ernest Rugeinstein (2004)
History, Philosophy and Social Sciences
M.A., SUNY Albany
M.A., Indiana Wesleyan University

Richard Rusin (2001)
History, Philosophy and Social Sciences
M.A., SUNY Albany
B.A., SUNY Cortland

Maureen Schoolman (2000)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Temple University

Mathematics and Engineering Science
Ph.D., New York University
M.A., Hunter College

Annie Rutsky (1998)
English, English as a Second Language, Modern Languages
M.A., SUNY Albany
B.A., Regis University

Prawpan Siwapradit (1991)
History, Philosophy and Social Sciences
Ph.D., Central Missouri State University
B.A., Williams College

James Ryan (2002)
Automotive, Manufacturing and Electrical Technology
A.A.S., Nassau Community College

History, Philosophy and Social Sciences
Ph.D., M.A., City College of New York

Prawpan Siwapradit (1991)
History, Philosophy and Social Sciences
Ph.D., Central Missouri State University
B.A., Williams College

Leslie Saint-Vil (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.A., Hartwick College

Dental Hygiene
D.D.M., Fairleigh Dickinson University (Madison)
B.A., Williams College

Roberta Slade (2000)
Fine, Studio and Performing Arts
M.A., University Chicago
B.S., Kentucky State University

Linda Scoville (2000)
English, English as a Second Language and Modern Languages
M.F.A., Goddard College
B.A., Castleton State College

Fallah Shafeei (2002)
Mathematics and Engineering Science
M.E., B.S., Rensselaer Polytechnic Institute

Leslie Saint-Vil (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., SUNY Plattsburgh

Donald Schmidt (2003)
Physical Education
M.S., B.S., SUNY Cortland

Gale Shaw (1991)
History, Philosophy and Social Sciences
M.S., SUNY Oneonta
B.S., SUNY Plattsburgh

Michael Ross (2000)
Computer Information Systems
M.S., Rensselaer Polytechnic Institute
B.S., Iowa State University

Lorraine Schertel (2002)
Computer Information Systems
M.B.A., College of St. Rose
M.S., Iona College
B.S., Ramapo College

Brian Shea (1999)
Human Services
B.S., Empire State College
A.A.S., Maria College

John Roy (2001)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Union College (N.Y.)

History, Philosophy and Social Sciences
J.D., Western New England College
B.A., SUNY Albany

Peter Shrock (2004)
History, Philosophy and Social Sciences
M.A., Indiana University (Bloomington)
B.A., Wesleyan University

Ernest Rugeinstein (2004)
History, Philosophy and Social Sciences
M.A., SUNY Albany
M.A., Indiana Wesleyan University

Richard Rusin (2001)
History, Philosophy and Social Sciences
M.A., SUNY Albany
B.A., SUNY Cortland

Maureen Schoolman (2000)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., Temple University

Mathematics and Engineering Science
Ph.D., New York University
M.A., Hunter College

Annie Rutsky (1998)
English, English as a Second Language, Modern Languages
M.A., SUNY Albany
B.A., Regis University

Prawpan Siwapradit (1991)
History, Philosophy and Social Sciences
Ph.D., Central Missouri State University
B.A., Williams College

James Ryan (2002)
Automotive, Manufacturing and Electrical Technology
A.A.S., Nassau Community College

History, Philosophy and Social Sciences
Ph.D., M.A., City College of New York

Leslie Saint-Vil (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.A., Hartwick College

Dental Hygiene
D.D.M., Fairleigh Dickinson University (Madison)
B.A., Williams College

Roberta Slade (2000)
Fine, Studio and Performing Arts
M.A., University Chicago
B.S., Kentucky State University
James Slattery (1967)
English, English as a Second Language and Modern Languages
M.S., SUNY Albany
B.S., Mansfield University (PA.)

Angela Snyder (2004)
English, English as a Second Language and Modern Languages
M.A., B.A., SUNY Albany

Gregory Sokaris (2000)
Mathematics and Engineering Science
M.A., B.S., SUNY Albany

Susan Soldini (1999)
Business Administration
M.B.A., Fordham University
B.S., SUNY Albany

Sammie Speed (1994)
Human Services
M.S.W., SUNY at Stony Brook
B.A., College of New Rochelle

Philip Spiak (1987)
Automotive, Manufacturing and Electrical Technology

David St. Hilaire (2002)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., SUNY College Oneonta

James Stacy, J.D. (2002)
Business Administration
J.D., Albany Law School
M.B.A., Rochester Business Institute

David Stark (2002)
Criminal Justice
M.A., SUNY Albany
B.S., SUNY Brockport

History, Philosophy and Social Sciences
M.A., B.A., SUNY Albany

Michelle Stearns (2004)
History, Philosophy and Social Sciences
M.A., Boston College
B.A., SUNY Oswego

Mark Stephens (1996)
Chemistry
M.S., University Florida
B.S., Clemson University

Francis Stevens (2005)
History, Philosophy and Social Sciences
M.S., SUNY Albany
B.S., Union College (N.Y.)

Lynn Stone (2005)
English, English as a Second Language and Modern Languages
M.A., SUNY Albany
B.A., SUNY College Oswego

Margaret Stoner (2000)
Mathematics and Engineering Science
M.S., University Wyoming
B.A., James Madison University

Fred Strnisa, Ph.D. (2001)
Physics
Ph.D., SUNY Albany

Cynthia Sturges (2000)
Business Administration
M.S., Union College (N.Y.)
B.S., Siena College

Joseph Styczynski (1985)
Civil, Construction, Industrial and Mechanical Technologies
B.S., Indiana University/Purdue University (Indianapolis)
A.A.S., Hudson Valley Community College

Pamela Tallent (2002)
Physical Education
B.A., Syracuse University

Renato Tameta (2002)
Biology
M.S., CW Post/Long Island University
B.S. in Med.Tech., Far Eastern University

Kandi Terry (2001)
History, Philosophy and Social Sciences
M.S., Rensselaer Polytechnic Institute

Diane Teutschman (2004)
Teacher Preparation
M. Education, Long Island University (Brooklyn)
B.S., SUNY Empire State College

Mathematics and Engineering Science
M.E., Rensselaer Polytechnic Institute
B.E., Manhattan College

Keith Thomas (1999)
Physical Education
B.S., Alfred University

Patrick Thompson (2005)
Civil, Construction, Industrial and Mechanical Technologies
B.S., Rochester Institute Technology
A.A.S., SUNY Alfred

Peter Thornton (1999)
Civil, Construction, Industrial and Mechanical Technologies
M.S., B.S., Rensselaer Polytechnic Institute
A.S., Hudson Valley Community College

Deborah Tremblay (2004)
Criminal Justice
M.S., Nova Southeastern University
B.S., Russell Sage College

Kenneth Tremont (2004)
Automotive, Manufacturing and Electrical Technology
A.O.S., Hudson Valley Community College

James Turner (2001)
English, English as a Second Language and Modern Languages
M.A., College of St. Rose
M.S., SUNY Albany

Kyoko Ullrich (1997)
English, English as a Second Language and Modern Languages
A.A., Tanaka chiyo Junior College
A.A., Hudson Valley Community College

Giacchino Urso (2004)
Individual Studies
M.S., SUNY Albany

Gina Valenti (2004)
Individual Studies
M.S., SUNY Albany
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Field</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Vartigian (2003)</td>
<td>B.S., A.A., University South Dakota (Vermillion)</td>
<td>Dental Hygiene</td>
<td>B.S., A.A., University South Dakota (Vermillion)</td>
</tr>
<tr>
<td>Kristine Ward (2005)</td>
<td>M.S., SUNY Albany</td>
<td>Marketing</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td>Marjorie Wells, Ph.D. (2003)</td>
<td>History, Philosophy and Social Sciences</td>
<td>International College (Santa Ana)</td>
<td>M.S., SUNY Albany</td>
</tr>
<tr>
<td>Janet Wolkenstein, D.V.M. (2001)</td>
<td>Biology</td>
<td>D.V.M., Michigan State University</td>
<td>D.V.M., University Massachusetts (Stockbridge School of Agriculture)</td>
</tr>
<tr>
<td>Howard Zuckerman (2004)</td>
<td>Mathematics and Engineering Science</td>
<td>M.S., Pace University (New York City)</td>
<td>B.S., Long Island University (Southampton)</td>
</tr>
</tbody>
</table>
Emeriti

Charles A. Abbate
J. Thomas Accostii
A. Warren L. Adrianne*
Richard W. Andrews
Everett M. Ashworth
George C. Baker*
Douglas G. Baldrey
Charles L. Ballard*
Sandor Balogh
Herbert T. Barnard*
Lloyd W. Barnhart
William S. Beam
Patricia A. Beck*
George A. Beckley
Douglas Billingham
Charles O. Billings
Allan E. Bills*
Susan G. Blandy
Abraham E. Bolognati
William L. Bonney
Pauline Bowden
Glenn G. Bratton*
Afrene Briard
June M. Brown
Frederick C.V. Broch*
Alvin M. Bryski
Edward P. Buckley
Joseph J. Bulmer
William G. Burrill*
H. Almer Crawford
Alvin M. Croy
Dennis L. Nagi
Donald Morris
Donald Morris
Robert A. Yoder
Alfred J. Winn
Ian Wiltshire
Frank Wiley
Kenneth S. Redick
Olga G. Rennek*
John A. Richard
Constance M. Riley
John Roehr
Christine Root
Josephine Rosa
Anne Row
Elizabeth A. Rowe*
John J. Roy
Richard A. Rusin
Claire Ryan
N. Catherine Scanlon
Christl J. Schmidt
Donald W. Schmit
James E. Sharp
Bruce R. Sheldon
Mary Sheldon
Herbert L. Singer
William Skop
Edward J. Slattery
James J. Slattery
Dudley T. Smith*
Esther M. Smith
Pearlena W. Smith*
Joseph Sorriento
Leonard Spiegel*
William L. Staats
Eugenia M. Staerkel
Eugene E. Stalica, Jr.*
Ronald R. Stark
Susanne Stark
Clifford J. Steele
Helen T. Stoloff
Donald L. Strunk
Norman R. Swanson
Margaret A. Tanzer
Peter Taylor
Gerard W. Terry*
Michael Trinkala
Robert D. Valenz*
Sonya VanBuren
Arthur H. Vansinderen*
Gail P. Vazal
 Harold R. Vincen* 
Ruth Walker
Anthony W. Walsh
David J. Watson
Richard H. Whiston
John E. White*
John T. White*
Edward F. Wightman
James L. Wilko
Frank Wiley
Ian Wiltshire
Alfred J. Winn
Howard W. Wood
Robert A. Yoder
John Youker
Andrew Yurchak
Laura S. Zambrano
C. Frederick Zipprich

* deceased
ADVISORY COMMITTEES

School of Business

Accounting
Joseph Catalina, Valatie, NY
William H. Frank, Jr., CPA, Manager, NYS Dept. of Taxation & Finance, Schenectady, NY
Barry Hughes, Director of Accounting, College of St. Rose, Albany, NY
Tina Lombardi, CPA, Teal, Becker, Chiarmonte, Albany, NY
Nicholas Marchese, CPA, Marches Nicholas J. & Co., Albany, NY
Robert J. McHugh, Income Franchise Auditor II, Valatie, NY
Mary Helen Rosenstein, Retired, NYS Dept. of Tax & Finance, Albany, NY
Leonard E. Stokes, Director/MBA Programs, Siena College, Loudonville, NY

Business Administration
Severin Carlson, Dean School of Business, The College of Saint Rose, Albany, NY
James Cleveland, Sage College of Albany, Albany, NY
Frederick DeCasperis, Clifton Park, NY
Jeff Durgee, Assistant Dean, Undergraduate Programs, Rensselaer Polytechnic Institute, Troy, NY
Susan Maloney, Assistant to the Dean for Student Services, University at Albany - SUNY, Albany, NY
David J. Marcinko, c/o School of Business, SUNY Albany, Albany, NY
Michael Moscatiello, Troy, NY

Computer Information Systems
Dave Atkins, Network Consultant, Voorheesville, NY
John Avitabile, Department of Computer Services, College of St. Rose, Albany, NY
Salvator Belardo, SUNY Albany, Albany, NY
Terri Daly, Director, NYS Technology Academy, NYS Office for Technology, Albany, NY
Robert Gamble, Director, Systems Development, Computer Science Corp., Albany, NY
Sanjay Goel, University at Albany SUNY, Albany, NY
David Kofelt, Cisco Academy Director, Rensselaer Polytechnic Institute, Troy, NY
Kathleen Kozera Rowe, Vice President, ThirdOne, Albany, NY
James Mastriani, Saratoga Springs, NY
Joseph E. Mastriani, President/CEO, HAPPY Software, Inc., Saratoga Springs, NY
Mark Mesick, CPA, Principal, LHF Associates Inc., Albany, NY
David Prescott, Glenmont, NY
Frank E. Risler, Jr., CFE, CPP, Latham, NY
Anne Roest, IT Director, NYS Department of Taxation, Voorheesville, NY

Information Technician
Anthony Capece, Executive Director, Central BID, Albany, NY
Alexander Courtoy, Jr., President and Owner, Tri-City Manpower, Inc., Albany, NY
Mary Beth Far; Brunswick, NY
Lynn Laskoe
Ivy Lewis, CMA, Castleton, NY
Mary Frances Therriault, Alhambra, NY

Marketing
Steve Ammerman, News Anchor, WTEN, Albany, NY
Garmino Basile, Director, Marketing & Information, CDFA, Albany, NY
Diana Hawkins, Executive Media Logic, Clifton Park, NY
David Kiner, Professor School of Business, Russell Sage College, Troy, NY
Dort McFadden, Executive Director, Center for Financial Training, Troy, NY
Mark Motter, General Manager, Maybe's Moving & Storage, Rensselaer, NY
Julie Ann Price, Mgr. Travel & Conference Svcs, NYS United Services, Latham, NY
Michele Vennard, President/CEO, Albany County Convention & Visitors Bureau, Albany, NY
Judy Vogelak, Director of Client Svcs., Times Union-Heard Marketing Svcs., Albany, NY
Linda S. Yekatan, Certified Meeting Professional, Clifton Park, NY

School of Engineering and Industrial Technologies

Automotive Technical Services
Ralph Bombardiere, Executive Director, NYS Association of Service Stations, Inc., Albany, NY
Timothy Brennan, District Sales Manager, Snap on Tools, Greenville, NY
Frank Caridi, Manager Business Development, Testcom, Inc., Albany, NY
Deborah Landau Dorman, Delmar, NY
Michael Mahner, Director Vehicle Safety and Clean Air, NYS Dept. of Motor Vehicles, Albany, NY
Walter E. Otto II, President, The OTTO Group, Albany, NY

Automotive Technical Services-Autobody Repair
Dennis Beardsley, Territory Manager, PPG Industries, East Nassau, NY
Robert Caprara, President, Caprara's Auto Body Shop Inc., Troy, NY
Robert C. Dore, Owner/Operator, Poestenkill Auto Body, Troy Park, NY
John P. Morgan, Executive Director (Retired), Capital District Auto Collision Technicians Association, Troy, NY
Nick Postano, Vice President Region 1 Operations, AAMOA, Mechanicville, NY
Donald Reckner, President, Elmo's Auto Body, Ballston Lake, NY
John Schultz, PBO Manager, Allstate Insurance, Albany, NY
Automotive Technical Services-DaimlerChrysler
Rick Finney, Service Manager, DeNooyer Dodge, Albany, NY
James Freeman, Service Manager, Route 9 AutoWorld, Inc., South Glens Falls, NY
Bryan Goewey, President, Team Goewey Dodge, Latham, NY
Ed Serian, General Manager, Goldstein Chrysler, Latham, NY
David Tucci, Service Manager, Scotia Motors, Scotia, NY
Gary Vleck, Cornelia, NY

Automotive Technical Services-General Motors
Richard Bellizzi, Latham, NY
Mike Congero, Fixed Operations Manager, D’Ella Pontiac, Glens Falls, NY
Richard Gendron, Vice President, Gendron’s Truck Center, Troy, NY
Anthony Levens, Northeast Region Training Ctr. Manager GM & Isuzu, Raytheon Professional Services, Tarrytown, NY
James Morrell, President, Allstar Chevrolet-Oldsmobile-Cadillac, Saratoga Springs, NY
Joseph O’Connor, Service Director, Otto Oldsmobile-Cadillac I, Albany, NY
Theresa Russell, Assistant Part & Services Director, DeNooyer Chevrolet, Inc., Albany, NY
Mark Russman, Service and Parts Director, Gendrons’ Truck Center, Troy, NY
Leo Tokyman, Vice President, Smart Deal Network Auto Group Action Chevrolet, Troy, NY

Civil Engineering Technology/Construction Technology
Ronald Bova, Bova Engineering, Glenville, NY
James Bradt, (Semi-retired), Training/Safety Director, Eastern Contractors Association, Albany, NY
Paul Cooney, Boswell Engineering, Albany, NY
Thomas Eckert, President, MLR Industries, Inc., Malta, NY
Edward Garrigan, CT Male Associates, PC, Latham, NY
Richard Green, P.E., P.C., Delmar, NY
Randy Hajeck, President, Gottrell-Hajeck, Inc., Troy, NY
Stanley Jojo, Construction Supt., WM Marx Co., Troy, NY
Timothy LaGoss, Federal Highway Admin, NY Div., Albany, NY
Ron Lewis, Saratoga Springs, NY
John Lewyczko, Waterford, NY
Paul Male, City Hall, Gansevoort, NY
Paul McCoy, Barry, Bette & LedBuke, Inc., Albany, NY
Joseph Styczynski, Project Manager, Barry, Bette & LedBuke, Inc., Albany, NY
Robert Trudel, Latham, NY
Ronald Vaughn, WB Grace & Co., Wynantskill, NY
Chester Zaremba, P.E., Zaremba Engineering, PLLC, Troy, NY

Computer Integrated Technology/Mechanical Engineering Technology
Donald Ackerman, Quality Assurance Manager, Ceramaseal, Averill Park, NY
John H. Edmonds, Civil Engineer, NYS DOT-STR, Albany, NY
Eugene Fioravanti, Averill Park, NY
Richard Hasenbein, Associate Director of Design and Development, Benet Laboratories (WXX), Watervliet, NY
Francis L. Heser (retired), Chief, Engineering Support Branch (Retired), Watervliet Arsenal, Troy, NY
Gerald Yarter, Consultant, Manufacturing Systems, Cohoes, NY

Electrical Construction and Maintenance
Jason Brekos, Adirondack Beverage, Schenectady, NY
Dave Chartrand, MDIA, Watervliet, NY
John Goyne, President, Goyne Electrical Contracting Inc., East Greenbush, NY
John Daniels, Light & Power Comm. Ltd., Troy, NY
Frank Gingras, President, BA Wilson Electrical Contractors, Pittsfield, MA
Mike Kerls, Albany International, Rensselaer, NY
Peter Linn, Engineering Manager, Smith Controls, Hudson, NY
Kevin Lyons, Relay Tester C, Niagara Mohawk Power Corp., Albany, NY
Clifford Nooney, Owens Corning, Feura Bush, NY
Patrick Orlisides, Kimberly Clark Corp., New Milford, CT
Clay Robinson, President, General Control Systems Inc., Green Island, NY
Mike Toth, Project Sales Manager, Wolberg Electrical Sup. Co., Inc., Albany, NY

Electrical Engineering Technologies
Raymond Kazyska, President, Wright-Malta, Ballston Spa, NY
Carmine Salvo, Professor, SUNY Institute of Tech., Utica, NY
Michael Tangora, President, Tangora Technologies, Delmar, NY
Thomas VanWert, Lockheed Martin, Schenectady, NY

Heating/Air Conditioning/Refrigeration Systems
Don Ahbrunzoo, President, Northeast Refrigeration & Air Conditioning, Albany, NY
George Bejian, President, Johnstone Supply, Troy, NY
Bryan Bourque, President, Bourque Mechanical Systems, Rensselaer, NY
John DeMichele, Vice President, The Walters Air Conditioning Co., Inc., Albany, NY
Fred Giardinelli, President, Eastern Heating & Cooling, Albany, NY
Mike Renzulli, Eastern Heating & Cooling, Inc., Albany, NY
Robert Mulloy, Sales Manager, Stants Combustion Associates, Inc., Latham, NY
Manufacturing Technical Systems
Robert Bruno, Bruno Machinery Corporation, Troy, NY
Gary Feuz, President, Feuz Manufacturing Inc., Schenectady, NY
Robert Flynn, Business Teacher, Columbia High School, East Greenbush, NY
Paul Fronhofer, President, Fronhofer Tool Company, Cossayuna, NY
Kenneth McDermit, Technology Teacher, Mohonasen High School, Schenectady, NY
Frank Zwack, President, Zwack Incorporated, Stephentown, NY

Emergency Medical Technician - Paramedic
Joseph Battiste, Chief, Niskayuna Fire Dept., Niskayuna, NY
Timothy S. Bradt, EMS Coord., Rotterdam Police Dept., Schenectady, NY
Lee Burns, EMF-P Representative, Saratoga Springs Emergency Corps., Saratoga Springs, NY
Joseph M. Fahal, Jr., Chief, Waterford Fire Department, Waterford, NY
Tina Fargione, Inspector EMS Coord., Albany Co. Sheriff, Voorheesville, NY
Tina Giangrasso, RN, EMF-P, Chief Flight Nurse/Albany Med Flight, Altamont, NY
Mike Gillespie, Deputy Chief, Schenectady Fire Dept., Schenectady, NY
Raymond Hughes III, REMF-P Supervisor, Colonie EMS Dept./Public Safety Bldg., Latham, NY
Paul Martin, EMF-P, Mohawk Ambulance, Schenectady, NY
Mike McGill, EMS Coordinator, Troy FD, Troy, NY
Gene Meadows, Executive Director, REMO, Albany, NY
Greer Pomeroy, Saratoga Hospital, Emergency Dept., Saratoga Springs, NY
Judith Quinn, RN, Dir. Of Emergency Services, Samaritan Hospital, Troy, NY
Sarah Seiler, BSN, NREMT-P, Albany Med EMOC, Stephentown, NY

Plant Utilities Technology
Daniel DeVinney, Coxsackie, NY
Robert McRae, BAS/Mechanical Technician, Dormitory Authority State of NY, Albany, NY
Claude Rounds, P.E., Vice President of Administration, RPI, Troy, NY

School of Health Sciences
Dental Hygiene
Jeffrey Adams, Troy, NY
Elizabeth Bray, RDH, Delancey, NY
Michael Breault, Schenectady, NY
Stephen P. Daniel, Clifton Park, NY
Laurie Gambee, RDH, Center for the Disabled, Albany, NY
Robert H. Hill II, Averill Park, NY
Barbara Hood, Richfield Springs, NY
John Thomas Lanka, D.D.S., Oral and Maxillofacial Surgery Assoc., PC, Schenectady, NY
Terri Lewis, RDH, Germantown, NY
Sharlene Ruan, Glenmont, NY
Michael Shuttini, D.D.S., Albany, NY

Invasive Cardiovascular Technology
Debbie Artrip, Cardiac Catheterization Lab, Saratoga Hospital, Saratoga, NY
Rene Bloomer, Cardiology Department, Veterans’s Hospital, Albany, NY
Stephen Brady, MD, FACC, FSCAI, Luxemburg, NY
Jeff Ira, RCSI, Cardiac Catheterization Lab, Albany Medical Center, Albany, NY
Barbara May-McDermott, RN, BSN, CCRN, RVT, Queensbury, NY
Angela McCall RCSI, Director, Cardiac Catheterization Lab, Ellis Hospital, Schenectady, NY
William Olenwick, Invasive Cardiology, St. Peters Hospital, Albany, NY

Mortuary Science
Steven Basianin, Schenectady, NY
Robert Bogan, Attorney & Counselor at Law, Waterford, NY
Sharon D’Ambrosio, Manager, Babcock Funeral Home, Inc., Ravena, NY
Brenta Garland, L.F.D., Garland Brothers Funeral Home, Albany, NY
Ellen McNulty, Manager, McNulty Funeral Home, Waterford, NY
Angela Schulte, Frank E. Campbell’s, Inc., New York, NY
Joseph Turcotte, Manager, Flynn Bros. Funeral Homes, Schuylerville, NY
Bernard Turner, Lake George, NY

Nursing
MaryAnn Engel RNC, MST, Educational Specialist, St. Clair’s Hospital Center for Learning, Schenectady, NY
Deena Gill, VLC 205, SUNY at New Paltz, New Paltz, NY
Kathleen Manupella Sweener, Psy.D., CASAC, Hudson Valley Community College, Troy, NY
Kari Perrine Roe, RPN, Graduate/Faculty, Altamont, NY
Deborah Phaff, Gentiva Health Services, Ballston Spa, NY
Mary Ann Phelan, R.N., Nurse Educator - St. Mary’s Campus, Seton Health Care System, Troy, NY
Denise Ringer, Director of Nursing Education, St. Peter’s Hospital, Albany, NY
Barbara Ann Smith, Faculty Education Manager, VA HealthCare Network, Glenmont, NY

Respiratory Care
William Carey, Director, Respiratory Care, Veterans Medical Center, Albany, NY
Timothy Faxon, Sales Manager, Northeast Medical Equipment, Albany, NY
Michael Herron, Account Executive, Apria Healthcare, Glenmont, NY
Craig Hilligas, Citizen Member, Clifton Park, NY
Michael V. King, Clinical Supervisor, St. Clare’s Hospital, Schenectady, N.Y.
Paul Markowicz, Manager Sleep Lab, Integrated Sleep Disorders Mgt. Wilamssville, NY
John Morley, VP Medical Affairs, Albany Medical College m-414B, Albany, NY
John Oliver, Citizen Member, Troy, NY
Dr. John Morley, Division of Critical Care Medicine, Albany Medical College, Albany, N.Y.
Dr. Jonathan Rosen, Assistant Professor of Medicine, Pulmonary and Critical Care Medicine, Albany Medical College, Albany, N.Y.
Raymond Scaringe, Supervisor Respiratory Care, Ellis Hospital, Schenectady, N.Y.
Dr. Thomas Smith, Pulmonary and Critical Care Medicine, Albany Medical College, Albany, N.Y.
Dr. Raymond Walsh, Pediatric Critical Care, Albany Medical College, Albany, N.Y.
William Wenzel, RRT, Supervisor of Respiratory Care, St. Peter’s Hospital, Albany, N.Y.

Radiologic Technology
Robert J. Arsenault, Manager, Department of Medical Imaging, St. Clare’s Hospital, Schenectady, N.Y.
Vincent F. Carrelli, Manager, Medical Imaging, Ellis Hospital, Schenectady, N.Y.
Dr. John Falcocchio, Associate Radiologist, Radiology Department, Ellis Hospital, Schenectady, N.Y.
Lisa Howland, Sonographer, Albany Medical Center, Albany, N.Y.
Peter Karts, Patient Care Services Director, Albany Medical Center, Albany, N.Y.
Mark R. Leggett, Administrative Director, Saratoga Hospital, Saratoga Springs, N.Y.
Margaret A. Mignans, Director of Radiology Department, Ellis Hospital, Schenectady, N.Y.
Patrizia Nazarcko, Administrative Director, Medical Imaging, St. Mary’s Hospital, Troy, N.Y.
Robert Rapoport, Northeast Medical Imaging, Delmar, N.Y.
Patricia F. Rupp, Sr. Radiologic Technologist, Seton Health Systems, Troy, N.Y.
Jacqueline Spencer, Diagnostic Radiologic Technologist, VA Medical Center, Valatie, N.Y.
Michael J. Whalen, Practice Manager, Northeast Medical Imaging, Albany, N.Y.
Patrick Zucaro, Manager of Radiologic Service, Veterans’ Administration Medical Center, Albany, N.Y.

School of Liberal Arts and Sciences

Biotechnology
Dr. Donna Crone, Troy, N.Y.
Dr. Bruce Elder, Charles River Therion Corporation, Troy, N.Y.
Dr. John Gerthly, Research Scientist, Wadsworth Center NYS Department of Health, Albany, N.Y.
Dr. Paul Gudlewicz, 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 LeBalle, Professional Development Program, University at Albany Charles Moak, Director of Inpatient Addiction Services, Seton Addiction Services, Troy, N.Y.

Chemical Technician
Dr. Mary Katherine Carroll, Department of Chemistry, Union College, Schenectady, N.Y.
Milton Evans, High Technology Services, Scotia, N.Y.
Patricia Hyland, Director, Respiratory Care, Hudson Valley Community College, Troy, N.Y.
Dr. J. David Wos, Production Manager, BASF Inc., Rensselaer, N.Y.
Civil and Public Service/
Labor Studies
Gorden McClellan, Cornell University-ILR, Albany, N.Y.

Criminal Justice
Susan Ashley, Investigator, Ashley Investigations, Troy, N.Y.
Dr. Edward J. DeFrancio, Staff Consultant, New York State Division of Criminal Justice, Albany, N.Y.
John Grebitt, Chief of Police, Colonie Police Department, Albany, 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/
Teaching Assistant
Nancy Andress, Guilderland Central Schools, Guilderland, N.Y.
Susan Bahlatzis, Director, Noah’s Ark Preschool, Albany, N.Y.
Dr. Kathleen Gormley, Associate Professor, The Sage Colleges, Troy, N.Y.
Stephen D. Johnson, Principal, Hoosick Falls Elementary, Hoosick Falls, N.Y.
Susan Kambrick, Director, Woodland Hill Montessori, North Greenbush, N.Y.
Diane Kiflode, Principal, Padley Elementary, Scotia, N.Y.
Cynthia Kilgallon, Principal, PS 18, Troy City Schools, Troy, N.Y.
Dr. Richard McDonald, Principal, Arrongen Elementary, Clifton Park, N.Y.
Jerome D. Steele, Superintendent, Maplewood Elementary, Watervliet, N.Y.
Susan Tangore, Principal, Altamont Elementary, Altamont, N.Y.
Mary Wagner, Principal, Green Meadow School, Castleton, N.Y.

Engineering Science and Mathematics and Science
D. Christopher Arnes, Dean of School of Mathematics and Sciences, College of Saint Rose, Albany, N.Y.
Robert T. Balmer, Dean of Engineering and Computer Science, Union College, Schenectady, N.Y.
John Freeth, General Manager, Lockehead-Martin, Schenectady, N.Y.
Oscar Godin, Professor Emeritus, Hudson Valley Community College, Troy, N.Y.
Thomas Jewell, Professor, Union College, Schenectady, N.Y.
Dr. Timothy Lance, Professor of Mathematics, University at Albany, Albany, N.Y.
Robert W. Messler Jr., Associate Dean, School of Engineering, Rensselaer Polytechnic Institute, Troy, N.Y.
Dr. Thomas Rousseau, Chair, Mathematics Department, Siena College, Loudonville, N.Y.
Lawrence Ruff, Chairman, Mathematics Department, Siena College, Loudonville, N.Y.
J. Richard Shanebrook, Union College, Schenectady, N.Y.
Susan Stover, D.V.M., Valley Falls, N.Y.

Environmental Studies
Sarah Clarkin, Porter Corners, N.Y.
Thomas R. Gouldin, Park Manager II, NYS Graham Lakes Park, Graham, N.Y.
Sally Duly, Albany, N.Y.
Ann Harrison, New York State Department of Environmental Conservation, Albany, N.Y.
Dr. Carl N. McDaniel, Director, Undergraduate Environmental Science Program, Rensselaer Polytechnic Institute, Troy, N.Y.
Kevin T. McLaughlin, NY Power Pool & Empire State Electric Energy Research Corp., Altamont, N.Y.
Robert Quenzer, Jr., Vice President/Senior Ecologist, Bagdon Environmental, Delmar, N.Y.
Sarada Singameswaran, Environmental Specialist, CT Male Associates, Latham, N.Y.
Dr. Ward B. Stone, Wildlife Pathologist, NYS Department of Environmental Conservation, Wildlife Pathology Unit, Delmar, N.Y.

Human Services
John Beaudoin, Commissioner, Rensselaer County Department of Social Services, Troy, N.Y.
James Flaming, Executive Director, Association for Retarded Children, Inc., New York State Rensselaer County Chapter, Troy, N.Y.
Michel Kimball, Executive Director, Clearview Center, Albany, N.Y.
Robert Salisbury, St. Coleman’s Home, Watervliet, N.Y.
Jack Simons, Associate Executive Director, Catholic Charities, Albany, N.Y.
Thomas J. Walsh, Director of Residential Care, Parsons Child and Family Center, Albany, N.Y.

Individual Studies
Rosemary Brown, Catholic Central High School (retired), Delmar, N.Y.
Kyle Downey, Assistant Director, Office of Undergraduate Admissions, University at Albany, Albany, N.Y.
John F. Kennedy, Assistant Professor/Academic Advisor, Individual Studies, Hudson Valley Community College, Troy, N.Y.
Patricia Maloney, School Counselor, Tamarac High School, Troy, N.Y.
Jessica McCaffery, Assistant Registrar, College of St. Rose, Albany, N.Y.
Robert Melia, Principal, Shenendehowa High School, Clifton Park, N.Y.
Julie A. Panzanaro, Associate Director of Admissions, Hudson Valley Community College, Troy, N.Y.
Thomas Reimisch, Associate Director of Student Development, Hudson Valley Community College, Troy, N.Y.
Tedd M. Wysocki, Assistant Professor/Chairperson, Hudson Valley Community College, Troy, N.Y.

Liberal Arts and Fine Arts
Otilia Arevedo, Assistant Professor/Academic Advisor, Liberal Arts, Hudson Valley Community College, Troy, N.Y.
Michele Bowman, Assistant Superintendent, Troy High School, Troy, N.Y.
Susan Carvin, Senior Counselor, Hudson Valley Community College, Troy, N.Y.
Dianne Groover, Director of Admissions, Union College, Schenectady, N.Y.
Karen T. Faul, Art Department Chairperson, The College of St. Rose, Albany, N.Y.
Thomas Lail, Assistant Professor, Fine Arts, Hudson Valley Community College, Troy, N.Y.
Dennis Nage, Professor/Department Chairperson Emeritus, Hudson Valley Community College, Troy, N.Y.
Raona M. Roy, President, The Arts Center of the Capital Region, Troy, N.Y.
Vivian Tortorici, Professor/Chairperson, English/Humanities, Hudson Valley Community College, Troy, N.Y.
Tedd M. Wysocki, Assistant Professor/Chairperson, Hudson Valley Community College, Troy, N.Y.
Physical Education
Richard Abbatiello, Physical Education Instructor, Averill Park
School District, Averill Park, N.Y.
Steve Amyot, Executive Director, Cohoes Youth Bureau, Cohoes, N.Y.
Karen Bonitatibus, Physical Education Instructor, Colonie Central
High School, Albany, N.Y.
Regina LaGatta, Senior Vice President, Capital District YMCA, East
Greenbush, N.Y.
Matthew Papa, Adjunct Instructor, Hudson Valley Community
College, Troy, N.Y.
Eugene Pessetto, Adjunct Instructor, Hudson Valley Community
College, Troy, N.Y.
Clement H. Zotto, Chairman, Board of Education, Troy, N.Y.

Workforce Development
Jennifer Hill, Vice President Economic Development, Rensselaer
Gateway Development Corporation, Troy, NY
Robin L. LaBrake, Economic Developer, Rensselaer County, Troy, NY
Suzanne Pollard, Economic Development Specialist II, Empire State
Development, NYS Department of Economic Development, Troy, NY
Wesley L. Holloway, VP of Diversity, Price Chopper, Schenectady, NY
Anthony J. Capece Jr., Executive Director, Central District
Management Association, Inc., Albany, NY

Capital District
Educational Opportunity
Center
Patrick Amodeo, Real Property Section, Albany County, Albany, N.Y.
Abraham Bolgatz, SUNY Rockefeller College, Troy, N.Y.
Dr. Carolyn Curtis, Vice President for Academic Affairs, Hudson
Valley Community College, Troy, N.Y.
Mary-Ann Gronau, Commissioner, Rensselaer County Department
of Employment and Training, Troy, N.Y.
Willy Hammert, Vice President for Student Services, Hudson Valley
Community College, Troy, N.Y.
Lillian Tillman-DeWitt, Street Academy of Albany, Loudonville, N.Y.
STATE UNIVERSITY OF NEW YORK

Hudson Valley Community College is part of the State University of New York, and is sponsored by Rensselaer County.

Rensselaer County Legislators

Neil J. Kelleher, Chairman
Martin T. Reid, Vice Chairman
Margaret H. Van Deusen, Vice Chairman-Finance
Robert E. Mirch, Majority Leader
William L. Dedrick, Minority Leader
Virginia O’Brien, Deputy Minority Leader

Laura Bauer
James J. Brearton
Stan Brownell
Peter P. Durkee
Keith A. Hammond
Kenneth H. Herrington
Nancy McHugh
James E. Monahan, Jr.
Richard H. Salisbury
Michael E. Stammel
Edward Swartz
Thomas M. Walsh, Sr.
James L. (Roy) Wright

Rensselaer County Executive - Kathleen M. Jimino
Rensselaer County Attorney - Robert A. Smith

State University of New York Board of Trustees

Thomas E. Egan, A.B., J.D., Chairman, Rye
Steven L. Alfasi, B.S., M.B.A., J.D., Bronx
Aminy I. Audi, B.A., Fayetteville
Christopher P. Comers, B.S., Niskayuna
Edward F. Cox, B.A., J.D., New York City
John J. Cremins, B.A., M.Div., P.D., Ph.D., Forest Hills
Randy A. Daniels, B.S., New York City
Candace de Russy, B.A., M.A., Ph.D, Bronxville
Gordon R. Gross, J.D., Amherst
Louis T. Howard, B.S., M.A., C.A.S., Amityville
Josh Hyman, Geneseo
Pamela R. Jacobs, B.A., Buffalo
Celine R. Paquette, R.N., B.S., M.S., Ed.D, Champlain
Patricia A. Stevens, B.S., M.Ed., Rochester
Harvey F. Wachsman, B.A., M.D., J.D., Upper Brookville

Acting Chancellor of the University, John R. Ryan, Vice Admiral, USN (Ret.), M.S.
Vice Chancellor & Secretary of the University, John J. O’Connor, B.A., M.S.
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 EOCs 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's involvement in the health sciences and health care is extensive and responsive to the rapid changes in society and the growing needs identified by the state’s public health community. Hundreds of thousands of New York’s citizens are served each year by medical and health sciences faculty and students in University hospitals and clinics or affiliated hospitals.

The University’s economic development services programs provide research, training and technical assistance to the state’s business and industrial community through Business and Industry Centers, the New York State Small Business Development Center, the Strategic Partnership for Industrial Resurgence, Rural Services Institutes, the Trade Adjustment Assistance Center, Technical Assistance Centers, Small Business Institutes, Centers for Advanced Technology, and international development.

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 Technology at Farmingdale
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
Clayton Community College at Plattsburgh
Columbia-Greene Community College at Troy
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsport, 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 County 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.
GENERAL INDEX

B
Biology Courses ..........................................................161-166
Biology Study Center ..................................................35
Biotechnology ................................................................124
Board of Trustees .......................................................285
Bookstore ......................................................................40
Broadcast Communications .............................................125
Broadcast Communications Courses ...............................166
Bulmer Telecommunications Center .................................47
Business and Industry Training .......................................144
Business-Accounting .....................................................73
Business Administration .................................................74-75
Business Administration Courses ....................................167-168
Business-Business Administration (A.S.) ..........................74-75
Business-Marketing .......................................................76-77

C
Campus Center ..............................................................40-41
Campus Ministry ...........................................................41
Capital District Educational Opportunity Center ..............145-148
Career Opportunities .....................................................66-68
Career and Transfer Opportunities .................................64-68
Center for Careers and Employment ..............................41
Center for Counseling and Transfer ................................41-42
Center for Effective Teaching .........................................35
Certificate of Residence ................................................20
Challenge Exam ................................................................62
Chancellor’s Award Recipients .........................................286-287
Change of Major ................................................................55
Chemical Dependency Counseling ...................................126
Chemical Dependency Counseling Courses .....................168-169
Chemical Technician ......................................................127
Chemistry Courses .........................................................169-171
Child Care Services .........................................................41
Civil and Public Service ..................................................128
Civil and Public Service Courses .....................................171-172
Civil Engineering Technology Courses .............................91-92
Civil Engineering Technology .........................................172-174
Choirs and Organizations ...............................................44
College Academic Services .............................................35-38
College Administration ...................................................285
College Community Services ..........................................46-54
College Forum ................................................................174
College Judicial System-Campus Coordinator ..................277
College Level Examination Program ................................42, 62
College Student Services ...............................................39-45
Community and Professional Education ..........................145
Community Bill of Rights and Responsibilities ..................6
Computer Courses - General ..........................................174-175
Computer Ethics ...........................................................263
Computer Information Systems ......................................78-79
Business Applications Programming ................................79
E-Commerce ..................................................................80
Internet and Web Programming .......................................81
Systems and Network Administration ...............................82
Web Design .................................................................83
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems Courses</td>
<td>175-179</td>
</tr>
<tr>
<td>Computer Integrated Technology Courses</td>
<td>93</td>
</tr>
<tr>
<td>Computer Learning Centers</td>
<td>35</td>
</tr>
<tr>
<td>Computer Science Courses</td>
<td>181</td>
</tr>
<tr>
<td>Computer Use Policy</td>
<td>55-56</td>
</tr>
<tr>
<td>ConnectU - Experiential Education</td>
<td>35</td>
</tr>
<tr>
<td>Construction - Certificate</td>
<td>85-86</td>
</tr>
<tr>
<td>Construction Technology-Building Construction</td>
<td>94</td>
</tr>
<tr>
<td>Construction Technology-Carpentry</td>
<td>95</td>
</tr>
<tr>
<td>Construction Technology-Sheet Metal</td>
<td>95</td>
</tr>
<tr>
<td>Construction Technology Courses</td>
<td>182-185</td>
</tr>
<tr>
<td>Continuing Education, Summer Sessions and Workforce Development</td>
<td>143-144</td>
</tr>
<tr>
<td>Course Audit for Senior Citizens</td>
<td>57</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>153-258</td>
</tr>
<tr>
<td>Course Selection/Financial Aid</td>
<td>29</td>
</tr>
<tr>
<td>Course Withdrawal</td>
<td>57</td>
</tr>
<tr>
<td>Credit Courses</td>
<td>183-186</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>62</td>
</tr>
<tr>
<td>Credit Free Programs</td>
<td>145</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>120</td>
</tr>
<tr>
<td>Criminal Justice Courses</td>
<td>186-189</td>
</tr>
<tr>
<td>Cross Registration</td>
<td>57</td>
</tr>
<tr>
<td>Dental Hygiene Clinic</td>
<td>42</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>42-43</td>
</tr>
<tr>
<td>Disability Resource Technology Center</td>
<td>43</td>
</tr>
<tr>
<td>Drafting-Certificate</td>
<td>86</td>
</tr>
<tr>
<td>Drafting Courses</td>
<td>193-194</td>
</tr>
<tr>
<td>Dwight Marvin Library</td>
<td>35-36</td>
</tr>
<tr>
<td>Early Admissions Program</td>
<td>9-10</td>
</tr>
<tr>
<td>Echocardiography - Certificate</td>
<td>110</td>
</tr>
<tr>
<td>Echocardiography Courses</td>
<td>194-195</td>
</tr>
<tr>
<td>Economics Courses</td>
<td>195</td>
</tr>
<tr>
<td>Education</td>
<td>130</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>195-198</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>123</td>
</tr>
<tr>
<td>Teaching Assistant Courses</td>
<td>195-198</td>
</tr>
<tr>
<td>Educational Opportunity Center</td>
<td>145-148</td>
</tr>
<tr>
<td>Educational Opportunity Program (E.O.P)</td>
<td>10</td>
</tr>
<tr>
<td>Electrical Construction and Maintenance</td>
<td>198-204</td>
</tr>
<tr>
<td>Electrical Engineering Technology-Electronics</td>
<td>99-100</td>
</tr>
<tr>
<td>Electrical Engineering Technology - Electronics</td>
<td>204-206</td>
</tr>
<tr>
<td>Educational Opportunity Center</td>
<td>100-101</td>
</tr>
<tr>
<td>Educational Opportunity Program (E.O.P)</td>
<td>111</td>
</tr>
<tr>
<td>English Courses</td>
<td>206-209</td>
</tr>
<tr>
<td>Emeriti</td>
<td>319</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>131</td>
</tr>
<tr>
<td>Engineering Science Courses</td>
<td>209</td>
</tr>
<tr>
<td>English as a Second Language Courses</td>
<td>213-214</td>
</tr>
<tr>
<td>Equal Employment Opportunity Policy</td>
<td>278-279</td>
</tr>
<tr>
<td>Excelsior College Examination Program</td>
<td>62</td>
</tr>
<tr>
<td>Exemption from Final Exams</td>
<td>57</td>
</tr>
<tr>
<td>Faculty Student Association</td>
<td>43</td>
</tr>
<tr>
<td>Faculty Student Association Staff</td>
<td>294</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act</td>
<td>57-58</td>
</tr>
<tr>
<td>Federal Programs - Financial Aid</td>
<td>23-26</td>
</tr>
<tr>
<td>Field Trips and Cultural Events</td>
<td>45</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>23-34</td>
</tr>
<tr>
<td>Financial Aid Eligibility Policies</td>
<td>28-34</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>135</td>
</tr>
<tr>
<td>Fine Arts Courses</td>
<td>214-217</td>
</tr>
<tr>
<td>Forensic Science Studies</td>
<td>134</td>
</tr>
<tr>
<td>Forensic Science Studies Courses</td>
<td>186-189</td>
</tr>
<tr>
<td>Foundation</td>
<td>46-47</td>
</tr>
<tr>
<td>Foundation Scholarships and Funds</td>
<td>34</td>
</tr>
<tr>
<td>Fresh Start Policy</td>
<td>58</td>
</tr>
<tr>
<td>General Education Certificate</td>
<td>122</td>
</tr>
<tr>
<td>General Education Core</td>
<td>150</td>
</tr>
<tr>
<td>Glossary of College Terms</td>
<td>6-8</td>
</tr>
<tr>
<td>Goals</td>
<td>4-5</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>58-59</td>
</tr>
<tr>
<td>Good Academic Standing/Financial Aid</td>
<td>50-51</td>
</tr>
<tr>
<td>Grading System</td>
<td>59-60</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>60</td>
</tr>
<tr>
<td>Graduation with Honors</td>
<td>61</td>
</tr>
</tbody>
</table>
Hudson Valley Community College

**General Index**

**H**

Health Information Technician ................................................. 84
Health Information Technician Courses .................................. 217-218
Health Services ...................................................................... 44
Heating/Air Conditioning/Refrigeration
  Technical Services ............................................ 102
Heating/Air Conditioning/Refrigeration
  Technical Services Courses ..................................... 218-219
History Courses ................................................................ 220-221
Hors  ................................................................. 61
Housing .............................................................................. 45
How To Read The Course Listings .................................. 149
Humanities Courses ......................................................... 221
Human Services .............................................................. 135
Human Services Courses .................................................. 221-223

**I**

Immunization Requirements .............................................. 20, 44
Individual Studies ......................................................... 136-137
Individual Studies Courses .............................................. 223-224
Individual Studies On-Line Degree ................................... 136
Industrial Technology
  (See Computer Integrated Technology) ...................... 93
Industrial Technology Courses
  (See Computer Integrated Technology Courses) ....... 179-181
Information Systems Certificate ..................................... 71
Instructional Calendar ...................................................... 2-3
Intercollegiate Athletics .................................................... 39-40
Intercollegiate Athletics & Officers
  of Student Senate Sponsored Organizations -
    Academic Eligibility Requirements ......................... 61
  International Students .................................. 11
  Intramurals .......................................................... 40
  Invasive Cardiovascular Technology Certificate ....... 112
  Invasive Cardiovascular Technology Courses .......... 224-225

**J**

Judicial System .................................................................. 259-284

**L**

Labor Studies ..................................................................... 138
Labor Studies Courses .................................................... 225-228
Learning Assistance Center ............................................. 36
Learning Disabilities Services ........................................... 36-37
Learning Skills Courses .................................................. 228
Learning Skills Department ............................................. 37
Liberal Arts and Science-
  Humanities and Social Science .................................. 139-140
Liberal Arts and Science-Mathematics and Science ....... 141
Liberal Arts and Science Courses .................................... 150-152
Liberal Arts Honors Course Information ...................... 139-140
Life Experience Program ................................................ 62, 144

**M**

Manufacturing Technical Systems ...................................... 103
Manufacturing Technical Systems Courses ...................... 229-230
Marketing Courses ...................................................... 230-231
Mathematics Courses ................................................... 231-234
Matriculation/Course Load Status ................................ 61
Matriculation/Financial Aid.............................................. 29
McDonough Sports Complex ............................................ 47
Mechanical Engineering Technology ................................ 104-105
Mechanical Engineering Technology Courses .............. 234-236
Memorial Hospital School of Nursing Joint Program ....... 38
Methods of Earning Credit ............................................. 61-62
Mid-Term Grades ......................................................... 62-63
Mission Statement ......................................................... 4
Modern Languages Courses ............................................ 236-239
Mortuary Science .......................................................... 116
Mortuary Science Courses .............................................. 239-240
Music Courses .............................................................. 241

**N**

Network and Information Technology ............................. 105-106
Network and Information Technology Courses ............ 231-242
New York State Financial Aid Programs ......................... 27-28
Non-High School Graduates –
  24 Credit-Hour Program ......................................... 10-11
  Numerical Course Index .......................................... 334-341
  Nursing ................................................................... 117
  Nursing Courses .................................................. 242-243

**O**

Off-Campus Sites .............................................................. 144
Overseas Studies .............................................................. 37

**P**

Pell Grant ......................................................................... 23-24
Persian Gulf Veterans Tuition Award ............................. 28
Phi Theta Kappa ............................................................. 63
Philosophy Courses ....................................................... 243
Phiilosophy of Student Services .................................. 39
Physical Education Courses ............................................. 243-244
Physical Education Studies ............................................. 142
Physics Courses ........................................................... 244-247
Placement Testing and Course Advisement .................... 37-38
Plant Utilities Technology ............................................... 106-107
Plant Utilities Technology Courses .............................. 247-248
Policies Affecting Financial Aid Eligibility ...................... 28-34
Policies and Procedures ................................................. 55-63
Political Science Courses .............................................. 248-249
Program Entrance Requirements .................................. 14-18
Psychology Courses ...................................................... 249-250
Public Safety Department .............................................. 47-54
R
Radiologic Technology ............................................118-119
Radiologic Technology Courses ..............................250-252
Readmission Following Suspension
or Dismissal .........................................................63
Refund Policy ............................................................22
Remedial Courses/Financial Aid ...............................34
Rensselaer County Legislators .................................326
Repeat Courses/Financial Aid ....................................54
Respiratory Care ....................................................120
Respiratory Care Courses .......................................252-255
Return of Title IV Aid .............................................28-29

S
Samaritan Hospital School of Nursing Joint Program ....38
Scholarships .............................................................34
School of Business ..................................................70-84
School of Engineering Technologies and
Industrial Technologies .............................................85-
108
School of Health Sciences ...................................109-120
School of Liberal Arts and Sciences .........................121-142
Service Learning .....................................................152
Sexual Harassment Policy .......................................279-284
Sociology Courses ..................................................255-256
Solomon Amendment ..............................................58
Special Events .........................................................45
Special Fees and Expenses ......................................22
State University of New York Board of Trustees .......326
State University of New York General Statement ....327-328
State University Transfer Guarantee .......................64
Statement of Commitment .....................................4
Statute of Limitation on Degree Completion ............61
Steps to Enroll .........................................................19-20
Student Activities ....................................................44
Student Government .............................................45
Student Publications .............................................45
Student Right to Know .........................................63
SUNY Colleges .......................................................329
Supplemental Tuition Assistance Program ................28
Supplemental Educational Opportunity Grants (SEOG) ..24

T
Teaching Preparation Courses ..............................195-198
Telecommunications Management
(See Network and Information Technology) ............105
Telecommunications Management Courses (See Network
and Information Technology Courses) ................241-242
Telecommunications Technology-Verizon ...............108
Telecommunications Technology Courses ...............256-258
Theater Courses .....................................................258
Three Year Program with Siena College ..................64
Title IV Disbursement Policy ..................................26
Total Withdrawal ..................................................63
Transcripts ...........................................................63
Transfer Credit .......................................................62
Transfer Opportunities .........................................65
Tuition and Fees ....................................................21-22
Tuition Assistance Program (TAP) .........................27
Twenty-four Credit Hour Program .........................10-11
Two Associate Degrees .........................................65

V
Veterans Affairs (VA) Educational Benefits ..........26
Veterans ...............................................................45
Vietnam Veterans Tuition Award .........................28

W
Wait List Policy ....................................................12-13
Waiver of Good Academic Standing Requirements ....59
Who's Who ...........................................................45
Worldorce Development Institute .........................143-144
Work Study Program ............................................24-25
# NUMERICAL COURSE INDEX

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 100</td>
<td>Applied Accounting</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Sys</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 202</td>
<td>Accounting Micro Sys I</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 210</td>
<td>Federal Income Tax</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 211</td>
<td>Cost Accounting</td>
<td>153</td>
</tr>
<tr>
<td>ACTG 212</td>
<td>Not-For-Profit Accounting</td>
<td>154</td>
</tr>
<tr>
<td>ACTG 215</td>
<td>Internal Auditing</td>
<td>154</td>
</tr>
<tr>
<td>ACTG 216</td>
<td>Advanced Bookkeeping Appl</td>
<td>154</td>
</tr>
<tr>
<td>ACTG 218</td>
<td>Intermediate Accounting I</td>
<td>154</td>
</tr>
<tr>
<td>ACTG 219</td>
<td>Intermediate Accounting II</td>
<td>154</td>
</tr>
<tr>
<td>AITC 160</td>
<td>Information Processing</td>
<td>154</td>
</tr>
<tr>
<td>AITC 162</td>
<td>Adv Information Proc/Engl Skls</td>
<td>154</td>
</tr>
<tr>
<td>AITC 163</td>
<td>Integrated Applications</td>
<td>155</td>
</tr>
<tr>
<td>AITC 164</td>
<td>Word Proc/Wd Perfect</td>
<td>155</td>
</tr>
<tr>
<td>AITC 165</td>
<td>Advanced Word Perfect</td>
<td>155</td>
</tr>
<tr>
<td>AITC 166</td>
<td>Internship</td>
<td>155</td>
</tr>
<tr>
<td>ARBC 100</td>
<td>Arabic Language &amp; Culture I</td>
<td>236</td>
</tr>
<tr>
<td>ARBC 101</td>
<td>Arabic Language &amp; Culture II</td>
<td>236</td>
</tr>
<tr>
<td>ARTS 100</td>
<td>Survey of Art History I</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 101</td>
<td>Survey of Art History II</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 105</td>
<td>Intro to the Humanities I</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Intro to the Humanities II</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>Drawing I</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 111</td>
<td>Drawing II</td>
<td>214</td>
</tr>
<tr>
<td>ARTS 115</td>
<td>Two-Dimensional Design</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 120</td>
<td>Painting I</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 121</td>
<td>Painting II</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 130</td>
<td>Photography I</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 131</td>
<td>Photography II</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 133</td>
<td>Intro to Digital Photography</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 140</td>
<td>Television Production I</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 145</td>
<td>Introduction to Electronic Art</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 210</td>
<td>Der Sidy Drawing &amp; Painting</td>
<td>215</td>
</tr>
<tr>
<td>ARTS 211</td>
<td>Der Sidy Drawing &amp; Painting II</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 225</td>
<td>Experimental Drawing in Italy I</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 226</td>
<td>Experimental Drawing In Italy II</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 250</td>
<td>Color Photography</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 251</td>
<td>Photocommunication</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 255</td>
<td>Digital Photography</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 235</td>
<td>Advanced Studio Photography</td>
<td>216</td>
</tr>
<tr>
<td>ARTS 236</td>
<td>Independent Study Photography</td>
<td>216</td>
</tr>
<tr>
<td>ASLN 100</td>
<td>American Sign Language I</td>
<td>236</td>
</tr>
<tr>
<td>ASLN 101</td>
<td>American Sign Language II</td>
<td>236</td>
</tr>
<tr>
<td>AUBR 220</td>
<td>Passenger Car Body/Frame Const</td>
<td>157</td>
</tr>
<tr>
<td>AUBR 225</td>
<td>Frame/Underbody Repair</td>
<td>157</td>
</tr>
<tr>
<td>AUBR 230</td>
<td>Auto Body Panel Straightening</td>
<td>157</td>
</tr>
<tr>
<td>AUBR 235</td>
<td>Collision Repair</td>
<td>157</td>
</tr>
<tr>
<td>AUBR 240</td>
<td>Automotive Refinishing I</td>
<td>158</td>
</tr>
<tr>
<td>AUBR 245</td>
<td>Automotive Refinishing II</td>
<td>158</td>
</tr>
<tr>
<td>AUBR 250</td>
<td>Estimating Auto Body Repair</td>
<td>158</td>
</tr>
<tr>
<td>AUBR 255</td>
<td>Body Accessory Service/Repair</td>
<td>158</td>
</tr>
<tr>
<td>AUCP 120</td>
<td>Auto Electrical Syst &amp; Cnpts</td>
<td>158</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUCP 150</td>
<td>Practical Work Experience I</td>
<td>158</td>
</tr>
<tr>
<td>AUCP 155</td>
<td>Practical Work Experience II</td>
<td>158</td>
</tr>
<tr>
<td>AUCP 220</td>
<td>Ingrl Frame/Suspen Cnpts</td>
<td>159</td>
</tr>
<tr>
<td>AUCP 250</td>
<td>Practical Work Experience III</td>
<td>159</td>
</tr>
<tr>
<td>AUCP 255</td>
<td>Practical Work Experience IV</td>
<td>159</td>
</tr>
<tr>
<td>AUTO 110</td>
<td>Automotive Services</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 120</td>
<td>Engines</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 125</td>
<td>Automotive Electricity</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 130</td>
<td>Automotive Specifications</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 140</td>
<td>Fuel Systems</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 145</td>
<td>Passenger Car Chassis I</td>
<td>155</td>
</tr>
<tr>
<td>AUTO 150</td>
<td>Transmissions/Transaxides</td>
<td>156</td>
</tr>
<tr>
<td>AUTO 160</td>
<td>Industrial Relations</td>
<td>159</td>
</tr>
<tr>
<td>AUTO 200</td>
<td>America On Wheels</td>
<td>156</td>
</tr>
<tr>
<td>AUTO 220</td>
<td>Alternative Fuels</td>
<td>156</td>
</tr>
<tr>
<td>AUTO 225</td>
<td>Automotive Lft I</td>
<td>156</td>
</tr>
<tr>
<td>AUTO 230</td>
<td>Automotive Lft II</td>
<td>156</td>
</tr>
<tr>
<td>AUTO 235</td>
<td>Automotive Electronics</td>
<td>157</td>
</tr>
<tr>
<td>AUTO 245</td>
<td>Passenger Car Chassis II</td>
<td>157</td>
</tr>
<tr>
<td>AUTO 250</td>
<td>Diesel Engines</td>
<td>157</td>
</tr>
<tr>
<td>AUTO 255</td>
<td>Passenger Car Diagnosis</td>
<td>157</td>
</tr>
<tr>
<td>AUTO 260</td>
<td>Business Management</td>
<td>157</td>
</tr>
<tr>
<td>BADM100</td>
<td>Bus Concepts and Applications</td>
<td>167</td>
</tr>
<tr>
<td>BADM110</td>
<td>Legal &amp; Ethical Env of Bus I</td>
<td>167</td>
</tr>
<tr>
<td>BADM111</td>
<td>Legal &amp; Ethical Env of Bus II</td>
<td>167</td>
</tr>
<tr>
<td>BADM120</td>
<td>Business Mathematics</td>
<td>167</td>
</tr>
<tr>
<td>BADM130</td>
<td>Intr to Health Care Management</td>
<td>167</td>
</tr>
<tr>
<td>BADM131</td>
<td>Ambulatory Care Management</td>
<td>167</td>
</tr>
<tr>
<td>BADM200</td>
<td>Business Communications</td>
<td>167</td>
</tr>
<tr>
<td>BADM207</td>
<td>Organization &amp; Management</td>
<td>167</td>
</tr>
<tr>
<td>BADM211</td>
<td>Trust and Estate Law</td>
<td>168</td>
</tr>
<tr>
<td>BADM220</td>
<td>Statistics</td>
<td>168</td>
</tr>
<tr>
<td>BADM221</td>
<td>Quantitative Bus Applications</td>
<td>168</td>
</tr>
<tr>
<td>BADM240</td>
<td>Intro to Sport Management</td>
<td>168</td>
</tr>
<tr>
<td>BOOM201</td>
<td>Broadcast Journalism</td>
<td>166</td>
</tr>
<tr>
<td>BOOM202</td>
<td>Radio and Television Arts</td>
<td>166</td>
</tr>
<tr>
<td>BOOM203</td>
<td>Television and Video Production</td>
<td>166</td>
</tr>
<tr>
<td>BIOL 095</td>
<td>Introduction to Biology</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Orientation to Environ Studies</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 103</td>
<td>Orientation &amp; Bio Ethics</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>Topics in Bio-The Environment</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>Topics in Biology-The Gene</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 106</td>
<td>Biology</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 109</td>
<td>Biology of the Human Organism</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>Medical Terminology</td>
<td>161</td>
</tr>
<tr>
<td>BIOL 116</td>
<td>Medical Term for Office Assl</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 119</td>
<td>General Zoology</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Nutrition</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 126</td>
<td>General Nutrition</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 130</td>
<td>Concepts Anatomy &amp; Physiology</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 134</td>
<td>Anatomy</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 135</td>
<td>Oral Histology &amp; Embryology</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 136</td>
<td>Anatomy &amp; Physiology</td>
<td>162</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page #</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>BIOL 139</td>
<td>Anatomy &amp; Physiology for RES</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 140</td>
<td>Economic Botany</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>General Biology I</td>
<td>162</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>General Biology II</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>Biology I</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 191</td>
<td>Biology II</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>The Biology of Aging</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 206</td>
<td>Field Biology</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 207</td>
<td>Botany</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 210</td>
<td>Ecology</td>
<td>163</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Environmental Science</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 220</td>
<td>Anatomy</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 230</td>
<td>Anatomy &amp; Physiology I</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 234</td>
<td>Anatomy &amp; Physiology II</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 240</td>
<td>Invertebrate Zoology</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 241</td>
<td>Vertebrate Zoology</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 245</td>
<td>Immunology</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 255</td>
<td>Experimental Biology I</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 256</td>
<td>Experimental Biology II</td>
<td>164</td>
</tr>
<tr>
<td>BIOL 257</td>
<td>Experimental Biology III</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy &amp; Physiology II</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 275</td>
<td>Cell Biology</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 281</td>
<td>Genetics</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 285</td>
<td>Molecular Laboratory Techniques</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 290</td>
<td>General Microbiology</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 320</td>
<td>Physiology</td>
<td>165</td>
</tr>
<tr>
<td>BIOL 325</td>
<td>Principles of Microbiology</td>
<td>166</td>
</tr>
<tr>
<td>BIOL 350</td>
<td>Immunology</td>
<td>166</td>
</tr>
<tr>
<td>CADD 100</td>
<td>Computer Aided Drafting I</td>
<td>193</td>
</tr>
<tr>
<td>CADD 110</td>
<td>Computer Aided Drafting II</td>
<td>193</td>
</tr>
<tr>
<td>CADD 120</td>
<td>Computer Aided Drafting III</td>
<td>193</td>
</tr>
<tr>
<td>CADD 125</td>
<td>Blueprint Bldg &amp; Mechanical Dog</td>
<td>193</td>
</tr>
<tr>
<td>CADD 200</td>
<td>Computer Aided Drafting IV</td>
<td>194</td>
</tr>
<tr>
<td>CADD 210</td>
<td>Computer Aided Drafting V</td>
<td>194</td>
</tr>
<tr>
<td>CADD 220</td>
<td>Drafting Certificate Practicum</td>
<td>194</td>
</tr>
<tr>
<td>CADD 100</td>
<td>Intro to Chemical Dependency</td>
<td>168</td>
</tr>
<tr>
<td>CDP 105</td>
<td>Pharm &amp; Physiology of Addiction</td>
<td>168</td>
</tr>
<tr>
<td>CDP 200</td>
<td>The Chem Dynpct Trmnt Process</td>
<td>168</td>
</tr>
<tr>
<td>CDP 205</td>
<td>Cultural Comp in Addiction Counsel</td>
<td>168</td>
</tr>
<tr>
<td>CDP 250</td>
<td>Chemical Dynpct Counseling I</td>
<td>169</td>
</tr>
<tr>
<td>CDP 251</td>
<td>Chemical Dynpct Internship I</td>
<td>169</td>
</tr>
<tr>
<td>CDP 255</td>
<td>Chemical Dynpct Counseling II</td>
<td>169</td>
</tr>
<tr>
<td>CDP 256</td>
<td>Chemical Dynpct Internship II</td>
<td>169</td>
</tr>
<tr>
<td>CHM 195</td>
<td>Essentials of Chemistry</td>
<td>169</td>
</tr>
<tr>
<td>CHM 100</td>
<td>General Chem/Health Sciences</td>
<td>169</td>
</tr>
<tr>
<td>CHM 105</td>
<td>Concepts in Chemistry</td>
<td>169</td>
</tr>
<tr>
<td>CHM 110</td>
<td>General Chemistry I</td>
<td>170</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry II</td>
<td>170</td>
</tr>
<tr>
<td>CHM 115</td>
<td>Physiological Chemistry</td>
<td>170</td>
</tr>
<tr>
<td>CHM 120</td>
<td>Freshman Chemistry I</td>
<td>170</td>
</tr>
<tr>
<td>CHM 121</td>
<td>Freshman Chemistry II</td>
<td>170</td>
</tr>
<tr>
<td>CHM 130</td>
<td>Biochemistry</td>
<td>170</td>
</tr>
<tr>
<td>CHM 205</td>
<td>Analytical Chemistry</td>
<td>170</td>
</tr>
<tr>
<td>CHM 210</td>
<td>Organic Chemistry I</td>
<td>170</td>
</tr>
<tr>
<td>CHM 211</td>
<td>Organic Chemistry II</td>
<td>171</td>
</tr>
<tr>
<td>CHEM 230</td>
<td>Integrated Laboratory</td>
<td>177</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Chinese Language and Culture I</td>
<td>176</td>
</tr>
<tr>
<td>CHNS 101</td>
<td>Chinese Language and Culture II</td>
<td>176</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Fund of Information Processing</td>
<td>176</td>
</tr>
<tr>
<td>CISS 101</td>
<td>Microcomputer Appel Development</td>
<td>176</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Unix Operating System</td>
<td>176</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming &amp; Logic I</td>
<td>176</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming &amp; Logic II - Data Struct</td>
<td>176</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Intro to Data Communication</td>
<td>176</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Intro to Network Administration</td>
<td>176</td>
</tr>
<tr>
<td>CISS 150</td>
<td>Operating Systems</td>
<td>176</td>
</tr>
<tr>
<td>CISS 200</td>
<td>Intro to Cobol Programming</td>
<td>177</td>
</tr>
<tr>
<td>CISS 201</td>
<td>Advanced Cobol Programming</td>
<td>177</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Analysis/Design Info Systems</td>
<td>177</td>
</tr>
<tr>
<td>CISS 211</td>
<td>Info Systems Development</td>
<td>177</td>
</tr>
<tr>
<td>CISS 220</td>
<td>Web Page Development &amp; Design</td>
<td>177</td>
</tr>
<tr>
<td>CISS 221</td>
<td>Advanced Web Design</td>
<td>177</td>
</tr>
<tr>
<td>CISS 225</td>
<td>Server-side Application Dlpmt w/PHP</td>
<td>178</td>
</tr>
<tr>
<td>CISS 227</td>
<td>2ML-Driven Application Development</td>
<td>178</td>
</tr>
<tr>
<td>CISS 230</td>
<td>Visual Basic Programming</td>
<td>178</td>
</tr>
<tr>
<td>CISS 231</td>
<td>Advanced Visual Basic Prg</td>
<td>178</td>
</tr>
<tr>
<td>CISS 240</td>
<td>Object Oriented design with Java</td>
<td>178</td>
</tr>
<tr>
<td>CISS 241</td>
<td>Advanced Java Programming</td>
<td>178</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Intro to Database Mgt Systems</td>
<td>178</td>
</tr>
<tr>
<td>CISS 260</td>
<td>Internship</td>
<td>179</td>
</tr>
<tr>
<td>CISS 270</td>
<td>Network Infrastructure</td>
<td>179</td>
</tr>
<tr>
<td>CISS 271</td>
<td>Network Management</td>
<td>179</td>
</tr>
<tr>
<td>CISS 275</td>
<td>Intro to Computer &amp; Network Security</td>
<td>179</td>
</tr>
<tr>
<td>CIVL 101</td>
<td>Surveying I</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 111</td>
<td>God Engineering Applications</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 112</td>
<td>Statics &amp; Strength of Material</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 113</td>
<td>Microcomputer Applications</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 114</td>
<td>Construction Materials</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 201</td>
<td>Site Surveying</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 202</td>
<td>Route Surveying</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 219</td>
<td>Structures I</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 211</td>
<td>Structures II</td>
<td>172</td>
</tr>
<tr>
<td>CIVL 212</td>
<td>Hydraulics &amp; Drainage</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 213</td>
<td>Soils &amp; Foundations</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 220</td>
<td>Architectural Graphics</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 221</td>
<td>Architectural Design</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 222</td>
<td>Building Construction</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 223</td>
<td>Bridge Design</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 235</td>
<td>Traffic Oper Analy &amp; Sys Design</td>
<td>173</td>
</tr>
<tr>
<td>CIVL 236</td>
<td>Hwy Construction Plan and Methods</td>
<td>174</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Pers Comp Concepts &amp; Applic</td>
<td>174</td>
</tr>
<tr>
<td>CMPT 105</td>
<td>Personal Computer Appic II</td>
<td>174</td>
</tr>
<tr>
<td>CMPT 110</td>
<td>Document Formatting on Micro</td>
<td>174</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Excel</td>
<td>174</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Web Page Design &amp; Management</td>
<td>175</td>
</tr>
<tr>
<td>CMPT 119</td>
<td>Multimedia &amp; Graphic Design for Web</td>
<td>175</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Database Concepts &amp; Applic</td>
<td>175</td>
</tr>
<tr>
<td>CMPT 125</td>
<td>Intro to Desktop Publishing</td>
<td>175</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>CRJS 216</td>
<td>Security Administration</td>
<td>187</td>
</tr>
<tr>
<td>CRJS 218</td>
<td>Computer Security</td>
<td>187</td>
</tr>
<tr>
<td>CRJS 219</td>
<td>Physical Security and Safety</td>
<td>187</td>
</tr>
<tr>
<td>CRJS 220</td>
<td>Security Law</td>
<td>187</td>
</tr>
<tr>
<td>CRJS 221</td>
<td>Terrorism &amp; Criminal Justice System</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 222</td>
<td>Princ Homeland Security</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 230</td>
<td>Animal Law</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 240</td>
<td>Criminal Justice Seminar I</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 241</td>
<td>Criminal Justice Seminar II</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 242</td>
<td>Criminal Justice Seminar III</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 245</td>
<td>Forensic Science I</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 246</td>
<td>Forensic Science II</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 250</td>
<td>Criminology</td>
<td>188</td>
</tr>
<tr>
<td>CRJS 255</td>
<td>Intro to Juvenile Delinquency</td>
<td>189</td>
</tr>
<tr>
<td>CRJS 260</td>
<td>Criminal Justice Admin</td>
<td>189</td>
</tr>
<tr>
<td>CRJS 265</td>
<td>Correctional Services</td>
<td>189</td>
</tr>
<tr>
<td>CRJS 290</td>
<td>Criminal Justice Practicum</td>
<td>189</td>
</tr>
<tr>
<td>CSCI 110</td>
<td>Computer Science I</td>
<td>181</td>
</tr>
<tr>
<td>CSCI 120</td>
<td>Computer Science II</td>
<td>181</td>
</tr>
<tr>
<td>CSCI 210</td>
<td>Computer Science III</td>
<td>181</td>
</tr>
<tr>
<td>CSCI 220</td>
<td>Computer Science IV</td>
<td>181</td>
</tr>
<tr>
<td>DHYG 105</td>
<td>Toodh Morphology &amp; Oclusion</td>
<td>189</td>
</tr>
<tr>
<td>DHYG 110</td>
<td>Preventive Dentistry I</td>
<td>189</td>
</tr>
<tr>
<td>DHYG 115</td>
<td>Nutrition</td>
<td>189</td>
</tr>
<tr>
<td>DHYG 116</td>
<td>Head &amp; Neck Anatomy</td>
<td>189</td>
</tr>
<tr>
<td>DHYG 117</td>
<td>Dental Radiology</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 120</td>
<td>Preventive Dentistry II</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 121</td>
<td>Clinical Dental Hygiene I</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 206</td>
<td>Pathology</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 207</td>
<td>Periodontology</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 208</td>
<td>Dental Materials</td>
<td>190</td>
</tr>
<tr>
<td>DHYG 216</td>
<td>Oral Hlth Care: Geriatric Pntm</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 217</td>
<td>Pharmacology</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 218</td>
<td>Community Dental Services</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 230</td>
<td>Preventive Dentistry III</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 231</td>
<td>Clinical Dental Hygiene II</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 240</td>
<td>Senior Seminar</td>
<td>191</td>
</tr>
<tr>
<td>DHYG 241</td>
<td>Clinical Dental Hygiene III</td>
<td>192</td>
</tr>
<tr>
<td>DGE 111</td>
<td>Creative Act For Children</td>
<td>195</td>
</tr>
<tr>
<td>DGE 115</td>
<td>Dlpmntly Appr Prac/Inf &amp; Tod</td>
<td>195</td>
</tr>
<tr>
<td>DGE 112</td>
<td>Guidance of Young Children</td>
<td>196</td>
</tr>
<tr>
<td>DGE 123</td>
<td>Tech of Teaching Through Play</td>
<td>196</td>
</tr>
<tr>
<td>DGE 214</td>
<td>Intro Admin of Erly Child Prg</td>
<td>196</td>
</tr>
<tr>
<td>DGE 226</td>
<td>Appro Guric Pnt Young Chldbrn</td>
<td>196</td>
</tr>
<tr>
<td>DGE 227</td>
<td>Edu Theory/Pract Erly Child Sg</td>
<td>196</td>
</tr>
<tr>
<td>ECE 230</td>
<td>Home/School/Community</td>
<td>196</td>
</tr>
<tr>
<td>ECHO 252</td>
<td>Echo Princ &amp; Instrumentation</td>
<td>194</td>
</tr>
<tr>
<td>ECHO 254</td>
<td>Echocardiography I</td>
<td>194</td>
</tr>
<tr>
<td>ECHO 256</td>
<td>Anat &amp; Phys of the Heart</td>
<td>194</td>
</tr>
<tr>
<td>ECHO 258</td>
<td>Echocardiography Clinic I</td>
<td>194</td>
</tr>
<tr>
<td>ECHO 266</td>
<td>Pathology of the Heart</td>
<td>194</td>
</tr>
<tr>
<td>ECHO 268</td>
<td>Echocardiography Clinic II</td>
<td>195</td>
</tr>
<tr>
<td>ECHO 278</td>
<td>Echocardiography Clinic III</td>
<td>195</td>
</tr>
<tr>
<td>ECHO 284</td>
<td>Fetal Echocardiography</td>
<td>195</td>
</tr>
<tr>
<td>ECM 101</td>
<td>Direct Current Theory/Magnetism</td>
<td>198</td>
</tr>
<tr>
<td>ECM 110</td>
<td>Alternating Current Theory</td>
<td>197</td>
</tr>
<tr>
<td>ECM 111</td>
<td>Direct Current Applecns Lab</td>
<td>198</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page #</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternate Current Appl Lab</td>
<td>198</td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construct Wiring</td>
<td>198</td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 130</td>
<td>Safety &amp; Labor Relations</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Elect Blueprint Rldg &amp; Est I</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Elect Blueprint Rldg &amp; Est II</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 151</td>
<td>Dgtl Current Thy/Mgmt P I</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 152</td>
<td>Dgtl Current Thy/Mgmt P II</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 153</td>
<td>Alternate Current Theory P I</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 154</td>
<td>Alternate Current Theory P II</td>
<td>199</td>
</tr>
<tr>
<td>ECMN 161</td>
<td>Direct Current Apps Lab P I</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 162</td>
<td>Direct Current Apps Lab Pt II</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 163</td>
<td>Altrng Current Apps Lab Pt I</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 164</td>
<td>Altrng Current Apps Lab Pt II</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 171</td>
<td>Rodnl Constct Wiring Pt I</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 172</td>
<td>Rodnl Constct Wiring Pt II</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 173</td>
<td>Comm Constct Wiring Pt I</td>
<td>200</td>
</tr>
<tr>
<td>ECMN 174</td>
<td>Comm Constct Wiring Pt II</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 180</td>
<td>Safety and Labor Rlls Pt I</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 181</td>
<td>Safety and Labor Rlls Pt II</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 203</td>
<td>Transformers &amp; Motors</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 204</td>
<td>Indst Motor Control Theory</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 205</td>
<td>Industrial Power Electronics I</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 206</td>
<td>Industrial Power Electronics II</td>
<td>201</td>
</tr>
<tr>
<td>ECMN 213</td>
<td>Transformers &amp; Motor Lab</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 214</td>
<td>Industrial Motor Control Lab</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 215</td>
<td>Indstl Pwr Electronics Lab I</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 216</td>
<td>Indstl Pwr Electronics Lab II</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 223</td>
<td>Industrial Wiring</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 224</td>
<td>Indstl Motor Control Wiring</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 255</td>
<td>Transformers and Motors Pt I</td>
<td>202</td>
</tr>
<tr>
<td>ECMN 256</td>
<td>Transformers and Motors Pt II</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 257</td>
<td>Indus Motor Ctrl Theory Pt I</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 258</td>
<td>Indus Motor Ctrl Theory Pt II</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 265</td>
<td>Transformers &amp; Motor Lab Pt I</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 266</td>
<td>Transformers &amp; Motor Lab Pt II</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 267</td>
<td>Indus Motor Control Lab Pt I</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 268</td>
<td>Indus Motor Control Lab Pt II</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 275</td>
<td>Industrial Wiring Pt I</td>
<td>203</td>
</tr>
<tr>
<td>ECMN 276</td>
<td>Industrial Wiring Pt II</td>
<td>204</td>
</tr>
<tr>
<td>ECMN 277</td>
<td>Indus Motor Ctrl Wiring Pt I</td>
<td>204</td>
</tr>
<tr>
<td>ECMN 278</td>
<td>Indus Motor Ctrl Wiring Pt II</td>
<td>204</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>195</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>195</td>
</tr>
<tr>
<td>ECDC 100</td>
<td>Child Development</td>
<td>196</td>
</tr>
<tr>
<td>ECDC 106</td>
<td>Ind w/ Exceptionalities in Sch &amp; Comm</td>
<td>197</td>
</tr>
<tr>
<td>ECDC 110</td>
<td>Foundations of Education in America</td>
<td>197</td>
</tr>
<tr>
<td>ECDC 120</td>
<td>Classroom Management</td>
<td>197</td>
</tr>
<tr>
<td>ECDC 216</td>
<td>Inclusive Classroom Designs</td>
<td>197</td>
</tr>
<tr>
<td>ECDC 217</td>
<td>Technology in the Classroom</td>
<td>197</td>
</tr>
<tr>
<td>ECDC 218</td>
<td>Children in an Ever-Changing World</td>
<td>197</td>
</tr>
<tr>
<td>ELET 100</td>
<td>Electricity I</td>
<td>204</td>
</tr>
<tr>
<td>ELET 101</td>
<td>Electricity II</td>
<td>204</td>
</tr>
<tr>
<td>ELET 105</td>
<td>Electronics I</td>
<td>204</td>
</tr>
<tr>
<td>ELET 115</td>
<td>GC + for Technologies</td>
<td>204</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Microcomputer Hardware Essentials</td>
<td>205</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELET 206</td>
<td>Elements of Comm Electronics</td>
<td>205</td>
</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>205</td>
</tr>
<tr>
<td>ELET 211</td>
<td>Advanced Digital Electronics</td>
<td>205</td>
</tr>
<tr>
<td>ELET 215</td>
<td>Operational Amplifiers</td>
<td>205</td>
</tr>
<tr>
<td>ELET 225</td>
<td>Electromech Devices &amp; Systems</td>
<td>205</td>
</tr>
<tr>
<td>ELET 230</td>
<td>Electronic Design</td>
<td>205</td>
</tr>
<tr>
<td>ELET 245</td>
<td>Introduction to Microcontrollers</td>
<td>205</td>
</tr>
<tr>
<td>ELET 250</td>
<td>Vacuum and Power RF</td>
<td>205</td>
</tr>
<tr>
<td>ELET 255</td>
<td>Semiconductor Mfg Process</td>
<td>206</td>
</tr>
<tr>
<td>ELET 260</td>
<td>Introduction to Computer Networking</td>
<td>206</td>
</tr>
<tr>
<td>ELET 270</td>
<td>Fundamentals of Fiber Optics Comm</td>
<td>206</td>
</tr>
<tr>
<td>ELET 290</td>
<td>Wireless Networks</td>
<td>206</td>
</tr>
<tr>
<td>EMSP 100</td>
<td>Emergency Med Tech - Basic</td>
<td>206</td>
</tr>
<tr>
<td>EMSP 101</td>
<td>Emergency Med Tech Internship</td>
<td>206</td>
</tr>
<tr>
<td>EMSP 200</td>
<td>“Prep., Airway &amp; Assessment”</td>
<td>207</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>Clinic for Prep/Airway/Assmt</td>
<td>207</td>
</tr>
<tr>
<td>EMSP 205</td>
<td>Operations for the Paramedic</td>
<td>207</td>
</tr>
<tr>
<td>EMSP 210</td>
<td>Trauma Mgt for the Paramedic</td>
<td>207</td>
</tr>
<tr>
<td>EMSP 212</td>
<td>Intermediate EMT Clinical</td>
<td>207</td>
</tr>
<tr>
<td>EMSP 215</td>
<td>Medical Mgt for the Paramedic</td>
<td>208</td>
</tr>
<tr>
<td>EMSP 220</td>
<td>Special Consid for Paramedic</td>
<td>208</td>
</tr>
<tr>
<td>EMSP 221</td>
<td>Clinic for Trauma/Med/Consid</td>
<td>208</td>
</tr>
<tr>
<td>EMSP 230</td>
<td>Internship for Paramedic</td>
<td>208</td>
</tr>
<tr>
<td>EMSP 240</td>
<td>Internship Final Eval Phase</td>
<td>208</td>
</tr>
<tr>
<td>ENGL 092</td>
<td>English Fundamentals I</td>
<td>209</td>
</tr>
<tr>
<td>ENGL 093</td>
<td>English Fundamentals II</td>
<td>209</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 109</td>
<td>Library Skills for Research</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Writing in the Human Services</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 112</td>
<td>English Grammar</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 118</td>
<td>Technical Writing</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
<td>210</td>
</tr>
<tr>
<td>ENGL 122</td>
<td>Practical Communication</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Journalism</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 132</td>
<td>Advanced Journalism</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 134</td>
<td>Journalism Internship</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 136</td>
<td>Media and Culture</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 151</td>
<td>Creative Writing: Short Fiction</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 152</td>
<td>Creative Writing: Poetry &amp; Song</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 156</td>
<td>Creative Writing Workshop</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 200</td>
<td>English Literature I</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 202</td>
<td>English Literature II</td>
<td>211</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Shakespeare</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>American Literature I</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 206</td>
<td>American Literature II</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 210</td>
<td>The Short Story</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 212</td>
<td>Poetry</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 214</td>
<td>American Folklore</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 216</td>
<td>Contemporary Novel</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 218</td>
<td>Contemporary Drama</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 220</td>
<td>Literature into Film</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 250</td>
<td>Multicultural Persp in Lit.</td>
<td>212</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>ENGL 232</td>
<td>African American Literature</td>
<td>212</td>
</tr>
<tr>
<td>ENGL 234</td>
<td>Native American Literature</td>
<td>213</td>
</tr>
<tr>
<td>ENGL 235</td>
<td>Latino Literature &amp; Culture</td>
<td>213</td>
</tr>
<tr>
<td>ENGL 236</td>
<td>Images of Women in Literature</td>
<td>213</td>
</tr>
<tr>
<td>ENGR 110</td>
<td>Engineering Tools</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 120</td>
<td>Intro to Engineering Design</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 210</td>
<td>Engg Stks &amp; Strength of Mrls</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 215</td>
<td>Engineering Materials</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 220</td>
<td>Engineering Dynamics</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 222</td>
<td>Thermodynamics</td>
<td>209</td>
</tr>
<tr>
<td>ENGR 225</td>
<td>Electrical Circuits</td>
<td>209</td>
</tr>
<tr>
<td>ESLS 090</td>
<td>Basics of Eng as Second Lang</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 092</td>
<td>Fund Engl as Second Lang I</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 093</td>
<td>Fund Engl as Second Lang II</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 094</td>
<td>Rdng for Engl as Second Lang</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 096</td>
<td>Speaking &amp; Listening for ESL I</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 098</td>
<td>Conversation for ESL Student I</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 101</td>
<td>Eng Comp I: Foreign Born</td>
<td>213</td>
</tr>
<tr>
<td>ESLS 102</td>
<td>Eng Comp II: Foreign Born</td>
<td>213</td>
</tr>
<tr>
<td>FORM 103</td>
<td>College Forum</td>
<td>174</td>
</tr>
<tr>
<td>FORM 104</td>
<td>College Forum</td>
<td>174</td>
</tr>
<tr>
<td>FORM 109</td>
<td>College Forum</td>
<td>174</td>
</tr>
<tr>
<td>FREN 100</td>
<td>French Language &amp; Culture I</td>
<td>236</td>
</tr>
<tr>
<td>FREN 101</td>
<td>French Language &amp; Culture II</td>
<td>237</td>
</tr>
<tr>
<td>FREN 200</td>
<td>French Language &amp; Culture III</td>
<td>237</td>
</tr>
<tr>
<td>FREN 201</td>
<td>French Language &amp; Culture IV</td>
<td>237</td>
</tr>
<tr>
<td>GERM 100</td>
<td>German Language &amp; Culture I</td>
<td>237</td>
</tr>
<tr>
<td>GERM 101</td>
<td>German Language &amp; Culture II</td>
<td>237</td>
</tr>
<tr>
<td>GERM 200</td>
<td>German Language &amp; Culture III</td>
<td>237</td>
</tr>
<tr>
<td>GERM 201</td>
<td>German Language &amp; Culture IV</td>
<td>237</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civ &amp; the World I</td>
<td>220</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western Civ &amp; the World II</td>
<td>220</td>
</tr>
<tr>
<td>HIST 110</td>
<td>Interp of American History I</td>
<td>220</td>
</tr>
<tr>
<td>HIST 111</td>
<td>Interp of American History II</td>
<td>220</td>
</tr>
<tr>
<td>HIST 112</td>
<td>History of New York State I</td>
<td>220</td>
</tr>
<tr>
<td>HIST 113</td>
<td>History of New York State II</td>
<td>220</td>
</tr>
<tr>
<td>HIST 115</td>
<td>Intro to African American Hist</td>
<td>220</td>
</tr>
<tr>
<td>HIST 120</td>
<td>History of Africa I</td>
<td>220</td>
</tr>
<tr>
<td>HIST 121</td>
<td>History of Africa II</td>
<td>220</td>
</tr>
<tr>
<td>HIST 122</td>
<td>History of the Mid East I: 600-1798</td>
<td>220</td>
</tr>
<tr>
<td>HIST 123</td>
<td>History of the Mid East II: 1798-Pres</td>
<td>220</td>
</tr>
<tr>
<td>HIST 130</td>
<td>Medieval History</td>
<td>220</td>
</tr>
<tr>
<td>HIST 155</td>
<td>History of Twentieth Century</td>
<td>220</td>
</tr>
<tr>
<td>HIST 157</td>
<td>History of World War II</td>
<td>221</td>
</tr>
<tr>
<td>HITC 100</td>
<td>Medical Office Procedures</td>
<td>217</td>
</tr>
<tr>
<td>HITC 101</td>
<td>Medical Transcription</td>
<td>217</td>
</tr>
<tr>
<td>HITC 105</td>
<td>Introduction to Medical Coding</td>
<td>217</td>
</tr>
<tr>
<td>HITC 106</td>
<td>Clinical Office Procedures</td>
<td>218</td>
</tr>
<tr>
<td>HLTH 130</td>
<td>Creating Healthy Relationships</td>
<td>217</td>
</tr>
<tr>
<td>HLTH 131</td>
<td>Stress and Health</td>
<td>217</td>
</tr>
<tr>
<td>HLTH 150</td>
<td>Weight Management</td>
<td>217</td>
</tr>
<tr>
<td>HLTH 151</td>
<td>Consumer Health</td>
<td>217</td>
</tr>
<tr>
<td>HLTH 152</td>
<td>First Aid</td>
<td>217</td>
</tr>
<tr>
<td>HLTH 160</td>
<td>Personal &amp; Community Health</td>
<td>217</td>
</tr>
<tr>
<td>HONR 250</td>
<td>Introduction to Social Inquiry</td>
<td>256</td>
</tr>
<tr>
<td>HONR 255</td>
<td>Technological Found of Society</td>
<td>221</td>
</tr>
<tr>
<td>HONR 256</td>
<td>Ideas Past and Present</td>
<td>221</td>
</tr>
<tr>
<td>HONR 275</td>
<td>Foundations Modern Tradition</td>
<td>221</td>
</tr>
<tr>
<td>HUSV 100</td>
<td>Social Service Systems</td>
<td>221</td>
</tr>
<tr>
<td>HUSV 105</td>
<td>Human Development &amp; the Family</td>
<td>221</td>
</tr>
<tr>
<td>HUSV 110</td>
<td>Intro to Human Service Skills</td>
<td>221</td>
</tr>
<tr>
<td>HUSV 115</td>
<td>Perspectives on Disability</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 120</td>
<td>Problems of Adolescence</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 125</td>
<td>Older Adults &amp; Social Environ</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 200</td>
<td>Interviewing &amp; Tech of Commun</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Intro to Social Group Work</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 210</td>
<td>Human Sexuality</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 215</td>
<td>Psychology/History of Poverty</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 220</td>
<td>Human Svcs Plng, Soprv &amp; Mgmt</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 225</td>
<td>Soc Serv Interview In Spanish</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 240</td>
<td>Professionalism in a Diverse Society</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 250</td>
<td>Human Services Practicum I</td>
<td>222</td>
</tr>
<tr>
<td>HUSV 251</td>
<td>Human Services Practicum II</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 255</td>
<td>Case Management</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 256</td>
<td>Case Management Internship</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 270</td>
<td>Case Management I</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 271</td>
<td>Field Experience I</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 272</td>
<td>Case Management II</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 273</td>
<td>Field Experience II</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 274</td>
<td>Case Management III</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 275</td>
<td>Field Experience III</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 276</td>
<td>Case Management IV</td>
<td>223</td>
</tr>
<tr>
<td>HUSV 277</td>
<td>Field Experience IV</td>
<td>223</td>
</tr>
<tr>
<td>HVAC 110</td>
<td>Refrigeration Principles I</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 111</td>
<td>Refrigeration Principles II</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 120</td>
<td>Refrigeration Lab I</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 121</td>
<td>Refrigeration Lab II</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 122</td>
<td>Refrigeration Lab III</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 130</td>
<td>Electricity for HVAC/R</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 151</td>
<td>“Refrigeration Lab I, Part I”</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 152</td>
<td>“Refrigeration Lab I, Part II”</td>
<td>218</td>
</tr>
<tr>
<td>HVAC 203</td>
<td>HVAC/R System Design I</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 210</td>
<td>Heat Transfer Systems</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 211</td>
<td>Refrig &amp; AC Systems Appl I</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 212</td>
<td>Refrig &amp; AC Systems Appl II</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 213</td>
<td>HVAC/R System Design II</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 220</td>
<td>Heat Transfer Lab</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 221</td>
<td>Diagnosing &amp; Servicing Lab</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 251</td>
<td>Heat and Trans Sys Lab I</td>
<td>219</td>
</tr>
<tr>
<td>HVAC 252</td>
<td>Heat and Trans Sys Lab II</td>
<td>219</td>
</tr>
<tr>
<td>ICSV 200</td>
<td>Introduction to Health Care</td>
<td>224</td>
</tr>
<tr>
<td>ICSV 210</td>
<td>Prin Invasive Cardiovas Tech I</td>
<td>224</td>
</tr>
<tr>
<td>ICSV 211</td>
<td>Invas Cardiovas Tech Clinic I</td>
<td>224</td>
</tr>
<tr>
<td>ICSV 220</td>
<td>Prin Invasive Cardiovas Tech II</td>
<td>225</td>
</tr>
<tr>
<td>ICSV 221</td>
<td>Invas Cardiovas Tech Clinic II</td>
<td>225</td>
</tr>
<tr>
<td>ICSV 230</td>
<td>Invas Cardiovas Tech Clinic III</td>
<td>225</td>
</tr>
<tr>
<td>IDIT 100</td>
<td>Interp Engineering Drawings</td>
<td>179</td>
</tr>
<tr>
<td>IDIT 105</td>
<td>Microcomputer Drafting-AutoCA</td>
<td>179</td>
</tr>
<tr>
<td>IDIT 107</td>
<td>Computer Aided Drafting I</td>
<td>180</td>
</tr>
<tr>
<td>IDIT 110</td>
<td>Machining Processes</td>
<td>180</td>
</tr>
<tr>
<td>IDIT 120</td>
<td>Electricity</td>
<td>180</td>
</tr>
<tr>
<td>IDIT 130</td>
<td>Industrial Psychology</td>
<td>180</td>
</tr>
<tr>
<td>IDIT 207</td>
<td>Computer Aided Drafting II</td>
<td>180</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page #</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>IDT 208</td>
<td>Inventor/CAD Basics</td>
<td>180</td>
</tr>
<tr>
<td>IDT 210</td>
<td>Facilities Layout &amp; Design</td>
<td>180</td>
</tr>
<tr>
<td>IDT 215</td>
<td>Electrical Drafting</td>
<td>180</td>
</tr>
<tr>
<td>IDT 220</td>
<td>Graphical Analysis</td>
<td>180</td>
</tr>
<tr>
<td>IDT 225</td>
<td>Applied Spatial Relationships</td>
<td>181</td>
</tr>
<tr>
<td>IDT 230</td>
<td>CAD Syst Mgmt &amp; Design</td>
<td>181</td>
</tr>
<tr>
<td>IDT 240</td>
<td>Geometric Dimension and Tolerance</td>
<td>181</td>
</tr>
<tr>
<td>IND 100</td>
<td>Career Plng &amp; Desn Making</td>
<td>223</td>
</tr>
<tr>
<td>IND 105</td>
<td>Intro Academic &amp; Pers Effect</td>
<td>224</td>
</tr>
<tr>
<td>IND 110</td>
<td>Community Service Seminar I</td>
<td>224</td>
</tr>
<tr>
<td>IND 111</td>
<td>Community Service Seminar II</td>
<td>224</td>
</tr>
<tr>
<td>IND 112</td>
<td>Community Service Seminar III</td>
<td>224</td>
</tr>
<tr>
<td>ITAL 100</td>
<td>Italian Language &amp; Culture I</td>
<td>238</td>
</tr>
<tr>
<td>ITAL 101</td>
<td>Italian Language &amp; Culture II</td>
<td>238</td>
</tr>
<tr>
<td>JAPN 100</td>
<td>Japanese Lang &amp; Culture I</td>
<td>238</td>
</tr>
<tr>
<td>JAPN 101</td>
<td>Japanese Lang &amp; Culture II</td>
<td>238</td>
</tr>
<tr>
<td>LABR 170</td>
<td>Women at Work</td>
<td>225</td>
</tr>
<tr>
<td>LABR 175</td>
<td>Quality of Worklife</td>
<td>225</td>
</tr>
<tr>
<td>LABR 180</td>
<td>Labor History</td>
<td>225</td>
</tr>
<tr>
<td>LABR 185</td>
<td>Labor Law</td>
<td>225</td>
</tr>
<tr>
<td>LABR 190</td>
<td>Collective Bargaining</td>
<td>226</td>
</tr>
<tr>
<td>LABR 195</td>
<td>Contract Administration</td>
<td>226</td>
</tr>
<tr>
<td>LABR 205</td>
<td>Health/Safety in the Workplace</td>
<td>226</td>
</tr>
<tr>
<td>LABR 210</td>
<td>Contemporary Labor Issues</td>
<td>226</td>
</tr>
<tr>
<td>LABR 213</td>
<td>Labor &amp; the Media</td>
<td>226</td>
</tr>
<tr>
<td>LABR 215</td>
<td>Labor's Changing Role In Amer</td>
<td>226</td>
</tr>
<tr>
<td>LABR 220</td>
<td>Union Leadership and Admin</td>
<td>226</td>
</tr>
<tr>
<td>LABR 230</td>
<td>Intro to Industrial Hygiene</td>
<td>226</td>
</tr>
<tr>
<td>LABR 250</td>
<td>Dispute Resolution</td>
<td>227</td>
</tr>
<tr>
<td>LABR 253</td>
<td>Arbitration</td>
<td>227</td>
</tr>
<tr>
<td>LABR 255</td>
<td>Public Sector Collective Barg</td>
<td>227</td>
</tr>
<tr>
<td>LABR 260</td>
<td>Occupational Safety &amp; Hlth Law</td>
<td>227</td>
</tr>
<tr>
<td>LABR 265</td>
<td>Employment Discrimination &amp; Law</td>
<td>227</td>
</tr>
<tr>
<td>LABR 270</td>
<td>Public Sector Labor Law</td>
<td>227</td>
</tr>
<tr>
<td>LABR 275</td>
<td>NY Workers’ Compensation Law</td>
<td>227</td>
</tr>
<tr>
<td>LABR 281</td>
<td>Hlth Hrd Id &amp; Eval/Workplace</td>
<td>227</td>
</tr>
<tr>
<td>LABR 282</td>
<td>Safety Hrd Id &amp; Eval/Workplace</td>
<td>227</td>
</tr>
<tr>
<td>LABR 283</td>
<td>Org Strat for Occ Safety/Hlth</td>
<td>228</td>
</tr>
<tr>
<td>LGIS 101</td>
<td>Introduction to Law</td>
<td>229</td>
</tr>
<tr>
<td>LGIS 120</td>
<td>Litigation</td>
<td>229</td>
</tr>
<tr>
<td>LGIS 215</td>
<td>Family Law</td>
<td>229</td>
</tr>
<tr>
<td>LRA 90</td>
<td>LRC Reading/Study Skills</td>
<td>228</td>
</tr>
<tr>
<td>LRA 91</td>
<td>LRC Math</td>
<td>228</td>
</tr>
<tr>
<td>LRA 92</td>
<td>Math Str for Esst Math I</td>
<td>228</td>
</tr>
<tr>
<td>LRA 93</td>
<td>LRC Writing</td>
<td>228</td>
</tr>
<tr>
<td>LRA 95</td>
<td>LRC/Inkling Disabilities Lab</td>
<td>228</td>
</tr>
<tr>
<td>LRL 090</td>
<td>Princ &amp; Prac of Learning</td>
<td>228</td>
</tr>
<tr>
<td>LRL 095</td>
<td>Reading &amp; Reasoning</td>
<td>228</td>
</tr>
<tr>
<td>MATH 000</td>
<td>Numerical Skills</td>
<td>232</td>
</tr>
<tr>
<td>MATH 099</td>
<td>Essentials of Math I</td>
<td>232</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Essentials of Math II</td>
<td>232</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Technical Math I</td>
<td>232</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Technical Math II</td>
<td>232</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Intermediate Algebra</td>
<td>232</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Real World Mathematics</td>
<td>232</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Mathematical Structures I</td>
<td>232</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Mathematical Structures II</td>
<td>235</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Mathematical Applications I</td>
<td>235</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Mathematical Applications II</td>
<td>235</td>
</tr>
<tr>
<td>MATH 150</td>
<td>Coll Algebr &amp; Trigonometry</td>
<td>235</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Analytic Geometry &amp; Basic Calc</td>
<td>235</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Pre Calculus</td>
<td>235</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus With Precalc I</td>
<td>235</td>
</tr>
<tr>
<td>MATH 176</td>
<td>Calculus With Precalc II</td>
<td>235</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td>235</td>
</tr>
<tr>
<td>MATH 183</td>
<td>Discrete Mathematics</td>
<td>234</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Calculus II</td>
<td>234</td>
</tr>
<tr>
<td>MATH 205</td>
<td>Math Statistical Analysis</td>
<td>234</td>
</tr>
<tr>
<td>MATH 210</td>
<td>Calculus III</td>
<td>234</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Differential Equations</td>
<td>234</td>
</tr>
<tr>
<td>MECT 105</td>
<td>Engineering Materials</td>
<td>234</td>
</tr>
<tr>
<td>MECT 110</td>
<td>Micro Appl in Eng Tech</td>
<td>234</td>
</tr>
<tr>
<td>MECT 115</td>
<td>Computer Graphic Appl I</td>
<td>234</td>
</tr>
<tr>
<td>MECT 120</td>
<td>Manufacturing Processes</td>
<td>234</td>
</tr>
<tr>
<td>MECT 125</td>
<td>Statistics and Dynamics</td>
<td>235</td>
</tr>
<tr>
<td>MECT 130</td>
<td>Introduction to Technology</td>
<td>235</td>
</tr>
<tr>
<td>MECT 210</td>
<td>Industrial Instrumentation</td>
<td>235</td>
</tr>
<tr>
<td>MECT 215</td>
<td>Stat Qual &amp; Process Control</td>
<td>235</td>
</tr>
<tr>
<td>MECT 225</td>
<td>Strength of Materials</td>
<td>235</td>
</tr>
<tr>
<td>MECT 230</td>
<td>Intro Computer Aided Milg</td>
<td>235</td>
</tr>
<tr>
<td>MECT 240</td>
<td>Design of Machine Element</td>
<td>236</td>
</tr>
<tr>
<td>MFTS 101</td>
<td>Intro to Machine Tools (Lab I)</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 102</td>
<td>Machining Processes (Lab II)</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 111</td>
<td>Machining Processes Theory I</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 112</td>
<td>Machining Processes Theory II</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 113</td>
<td>Process Planning &amp; Drawing</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 203</td>
<td>CNC Machining Processes (Lab III)</td>
<td>229</td>
</tr>
<tr>
<td>MFTS 204</td>
<td>Adv Machining Processes (Lab IV)</td>
<td>230</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufacturing Processes</td>
<td>230</td>
</tr>
<tr>
<td>MFTS 221</td>
<td>Numerical Control Programming</td>
<td>230</td>
</tr>
<tr>
<td>MFTS 222</td>
<td>Numerical Control (Advanced)</td>
<td>230</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>230</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Practical Metallurgy</td>
<td>230</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>230</td>
</tr>
<tr>
<td>MKTG 130</td>
<td>Intro to Conventions and Events</td>
<td>230</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>230</td>
</tr>
<tr>
<td>MKTG 210</td>
<td>E-Commerce</td>
<td>230</td>
</tr>
<tr>
<td>MKTG 212</td>
<td>Human Resource Management</td>
<td>231</td>
</tr>
<tr>
<td>MKTG 214</td>
<td>Sales Management</td>
<td>231</td>
</tr>
<tr>
<td>MKTG 216</td>
<td>Small Business Management</td>
<td>231</td>
</tr>
<tr>
<td>MKTG 218</td>
<td>Retail Management</td>
<td>231</td>
</tr>
<tr>
<td>MKTG 230</td>
<td>Event Management</td>
<td>231</td>
</tr>
<tr>
<td>MKTG 232</td>
<td>Tourism and Resorts</td>
<td>231</td>
</tr>
<tr>
<td>MTG 100</td>
<td>Funeral Service Orientation</td>
<td>239</td>
</tr>
<tr>
<td>MTG 105</td>
<td>Funeral Service Perspective</td>
<td>239</td>
</tr>
<tr>
<td>MTG 110</td>
<td>Legal Ethical Env Bus/Mort Law</td>
<td>239</td>
</tr>
<tr>
<td>MTG 120</td>
<td>Hygiene &amp; Sanitary Science</td>
<td>240</td>
</tr>
<tr>
<td>MTG 130</td>
<td>Embalming Theory &amp; Practice I</td>
<td>240</td>
</tr>
<tr>
<td>MTG 200</td>
<td>Psychology of Grief</td>
<td>240</td>
</tr>
<tr>
<td>MTG 205</td>
<td>Funeral Service Counseling</td>
<td>240</td>
</tr>
<tr>
<td>MTG 210</td>
<td>Funeral Service Management</td>
<td>240</td>
</tr>
<tr>
<td>MTG 220</td>
<td>Pathology</td>
<td>240</td>
</tr>
<tr>
<td>MTG 225</td>
<td>Restorative Art</td>
<td>240</td>
</tr>
<tr>
<td>MTG 230</td>
<td>Embalming Theory &amp; Practice II</td>
<td>240</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page #</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Music Appreciation I</td>
<td>244</td>
</tr>
<tr>
<td>MUSC 101</td>
<td>Music Appreciation II</td>
<td>244</td>
</tr>
<tr>
<td>NURS 095</td>
<td>Nursing Orientation</td>
<td>244</td>
</tr>
<tr>
<td>NURS 101</td>
<td>Nursing I</td>
<td>244</td>
</tr>
<tr>
<td>NURS 102</td>
<td>Nursing II</td>
<td>244</td>
</tr>
<tr>
<td>NURS 110</td>
<td>Computer Appl for Nurses</td>
<td>244</td>
</tr>
<tr>
<td>NURS 201</td>
<td>Nursing III</td>
<td>244</td>
</tr>
<tr>
<td>NURS 202</td>
<td>Nursing IV</td>
<td>244</td>
</tr>
<tr>
<td>PADM 100</td>
<td>Intro to Public Administration</td>
<td>171</td>
</tr>
<tr>
<td>PADM 180</td>
<td>Principles of Supervision</td>
<td>171</td>
</tr>
<tr>
<td>PADM 205</td>
<td>Public Personnel Admin</td>
<td>171</td>
</tr>
<tr>
<td>PADM 210</td>
<td>Labor Relations</td>
<td>171</td>
</tr>
<tr>
<td>PADM 250</td>
<td>Public Plcy &amp; Domestic Violence</td>
<td>171</td>
</tr>
<tr>
<td>PADM 240</td>
<td>Public Affairs Seminar I</td>
<td>171</td>
</tr>
<tr>
<td>PADM 241</td>
<td>Public Affairs Seminar II</td>
<td>171</td>
</tr>
<tr>
<td>PADM 242</td>
<td>Public Affairs Seminar III</td>
<td>172</td>
</tr>
<tr>
<td>PHED 100</td>
<td>Beginning Ice Skating</td>
<td>244</td>
</tr>
<tr>
<td>PHED 101</td>
<td>Ice Hockey Fundamentals</td>
<td>244</td>
</tr>
<tr>
<td>PHED 102</td>
<td>Beginning Lacrosse</td>
<td>244</td>
</tr>
<tr>
<td>PHED 103</td>
<td>Floor Hockey I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 104</td>
<td>Indoor Soccer</td>
<td>244</td>
</tr>
<tr>
<td>PHED 105</td>
<td>Outdoor Soccer</td>
<td>244</td>
</tr>
<tr>
<td>PHED 106</td>
<td>Tennis I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 107</td>
<td>Racquetball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 108</td>
<td>Golf I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 109</td>
<td>Softball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 110</td>
<td>Jogging</td>
<td>244</td>
</tr>
<tr>
<td>PHED 111</td>
<td>Basketball I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 112</td>
<td>Volleyball I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 113</td>
<td>Badminton I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 130</td>
<td>Tennis/Badminton</td>
<td>244</td>
</tr>
<tr>
<td>PHED 131</td>
<td>Tennis/Volleyball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 132</td>
<td>Weight Training I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 133</td>
<td>Volleyball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 134</td>
<td>Basketball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 135</td>
<td>Racquetball/Tennis</td>
<td>244</td>
</tr>
<tr>
<td>PHED 136</td>
<td>Beginning Golf</td>
<td>244</td>
</tr>
<tr>
<td>PHED 137</td>
<td>Volleyball/Softball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 138</td>
<td>Aerobic Dance/</td>
<td>244</td>
</tr>
<tr>
<td>PHED 139</td>
<td>Racquetball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 140</td>
<td>Soccer/Volleyball</td>
<td>244</td>
</tr>
<tr>
<td>PHED 141</td>
<td>Nautilus Weight Training</td>
<td>244</td>
</tr>
<tr>
<td>PHED 142</td>
<td>Physical Cond/Self Defense</td>
<td>244</td>
</tr>
<tr>
<td>PHED 143</td>
<td>Soccer/Tennis</td>
<td>244</td>
</tr>
<tr>
<td>PHED 144</td>
<td>Weight Lifting</td>
<td>244</td>
</tr>
<tr>
<td>PHED 145</td>
<td>Adventure</td>
<td>244</td>
</tr>
<tr>
<td>PHED 146</td>
<td>Lifetime Fitness/Wellness</td>
<td>244</td>
</tr>
<tr>
<td>PHED 147</td>
<td>Step Aerobics</td>
<td>244</td>
</tr>
<tr>
<td>PHED 148</td>
<td>Aerobic Boxing</td>
<td>244</td>
</tr>
<tr>
<td>PHED 149</td>
<td>Circuit Fitness</td>
<td>244</td>
</tr>
<tr>
<td>PHED 150</td>
<td>Fitness Walking</td>
<td>244</td>
</tr>
<tr>
<td>PHED 170</td>
<td>Soccer/Badminton</td>
<td>244</td>
</tr>
<tr>
<td>PHED 171</td>
<td>“Physical Exercise, Track &amp; Field”</td>
<td>244</td>
</tr>
<tr>
<td>PHED 180</td>
<td>Intro to Physical Education</td>
<td>244</td>
</tr>
<tr>
<td>PHED 200</td>
<td>Intermediate Ice Skating</td>
<td>244</td>
</tr>
<tr>
<td>PHED 205</td>
<td>Floor Hockey I</td>
<td>244</td>
</tr>
<tr>
<td>PHED 206</td>
<td>Tennis II</td>
<td>244</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Page #</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>PUTL 211</td>
<td>Plant Operation &amp; Maintenance</td>
<td>248</td>
</tr>
<tr>
<td>PUTL 212</td>
<td>Industrial Instrumentation/CTRL</td>
<td>248</td>
</tr>
<tr>
<td>RESP 100</td>
<td>Basic Intrp Electrocardiogram</td>
<td>252</td>
</tr>
<tr>
<td>RESP 101</td>
<td>Basic Intrp/Perform EKG</td>
<td>252</td>
</tr>
<tr>
<td>RESP 105</td>
<td>Phlebotomy Practices</td>
<td>253</td>
</tr>
<tr>
<td>RESP 110</td>
<td>Human Anatomy &amp; Physiology</td>
<td>253</td>
</tr>
<tr>
<td>RESP 115</td>
<td>Cardiopulmonary Pharmacology</td>
<td>253</td>
</tr>
<tr>
<td>RESP 120</td>
<td>Fund of Respiratory Care I</td>
<td>253</td>
</tr>
<tr>
<td>RESP 125</td>
<td>Fund of Respiratory Care II</td>
<td>253</td>
</tr>
<tr>
<td>RESP 130</td>
<td>Ethics &amp; Administration</td>
<td>253</td>
</tr>
<tr>
<td>RESP 200</td>
<td>Adv Respiratory Life Support</td>
<td>253</td>
</tr>
<tr>
<td>RESP 205</td>
<td>Disease of Cardiopulmonary Sys</td>
<td>254</td>
</tr>
<tr>
<td>RESP 210</td>
<td>Current Concepts Resp Care</td>
<td>254</td>
</tr>
<tr>
<td>RESP 220</td>
<td>Therapeutics for Resp Care</td>
<td>254</td>
</tr>
<tr>
<td>RESP 225</td>
<td>Introduction to Critical Care</td>
<td>254</td>
</tr>
<tr>
<td>RESP 230</td>
<td>Neonatal &amp; Pediatric Resp Care</td>
<td>254</td>
</tr>
<tr>
<td>RESP 235</td>
<td>Clinic Mgt/Cardiovascular Disease</td>
<td>254</td>
</tr>
<tr>
<td>RESP 240</td>
<td>Pulmonary/Diagnostic Medicine</td>
<td>255</td>
</tr>
<tr>
<td>RESP 245</td>
<td>Pulmonary Rehab &amp; Home Care</td>
<td>255</td>
</tr>
<tr>
<td>RESP 250</td>
<td>Advanced Critical Care</td>
<td>255</td>
</tr>
<tr>
<td>RESP 255</td>
<td>Independent Study</td>
<td>255</td>
</tr>
<tr>
<td>RUSN 100</td>
<td>Russian Lang &amp; Culture I</td>
<td>238</td>
</tr>
<tr>
<td>RUSN 101</td>
<td>Russian Lang &amp; Culture II</td>
<td>238</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>255</td>
</tr>
<tr>
<td>SOCL 105</td>
<td>Mod Sci: Chng Our Wld View</td>
<td>255</td>
</tr>
<tr>
<td>SOCL 110</td>
<td>Social Problems</td>
<td>256</td>
</tr>
<tr>
<td>SOCL 115</td>
<td>African American Experience</td>
<td>256</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cult Diversity: Amer Society</td>
<td>256</td>
</tr>
<tr>
<td>SOCL 130</td>
<td>Anthropology</td>
<td>256</td>
</tr>
<tr>
<td>SOCL 200</td>
<td>Social Psychology</td>
<td>256</td>
</tr>
<tr>
<td>SOCL 205</td>
<td>Sociology of Health Care</td>
<td>256</td>
</tr>
<tr>
<td>SONO 252</td>
<td>Diagnostic Sonography I</td>
<td>192</td>
</tr>
<tr>
<td>SONO 254</td>
<td>Cross Sect Anat of Abdomen</td>
<td>192</td>
</tr>
<tr>
<td>SONO 256</td>
<td>Cross Sect Anat of Ob-Gyn</td>
<td>192</td>
</tr>
<tr>
<td>SONO 258</td>
<td>Sonography Clinic I</td>
<td>192</td>
</tr>
<tr>
<td>SONO 262</td>
<td>Diagnostic Sonography II</td>
<td>192</td>
</tr>
<tr>
<td>SONO 264</td>
<td>Pathophysiology of the Abdomen</td>
<td>192</td>
</tr>
<tr>
<td>SONO 266</td>
<td>Pathophysiology of Ob-Gyn</td>
<td>192</td>
</tr>
<tr>
<td>SONO 268</td>
<td>Sonography Clinic II</td>
<td>192</td>
</tr>
<tr>
<td>SONO 278</td>
<td>Sonography Clinic III</td>
<td>193</td>
</tr>
<tr>
<td>SONO 284</td>
<td>Intro to Vascular Sonography</td>
<td>193</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>SONO 286</td>
<td>Adv Tech in Vascular Sono</td>
<td>195</td>
</tr>
<tr>
<td>SPAN 100</td>
<td>Spanish Lang &amp; Culture I</td>
<td>238</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Spanish Lang &amp; Culture II</td>
<td>239</td>
</tr>
<tr>
<td>SPAN 200</td>
<td>Spanish Lang &amp; Culture III</td>
<td>239</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Spanish Lang &amp; Culture IV</td>
<td>239</td>
</tr>
<tr>
<td>TELT 100</td>
<td>Electrical Circuits</td>
<td>256</td>
</tr>
<tr>
<td>TELT 102</td>
<td>Computer Appl in Telecomm</td>
<td>257</td>
</tr>
<tr>
<td>TELT 105</td>
<td>Telecomm Electronics I</td>
<td>257</td>
</tr>
<tr>
<td>TELT 110</td>
<td>Digital Electron for Telecomm</td>
<td>257</td>
</tr>
<tr>
<td>TELT 205</td>
<td>Telecomm Electronics II</td>
<td>257</td>
</tr>
<tr>
<td>TELT 207</td>
<td>Computer Systems for Telecomm</td>
<td>257</td>
</tr>
<tr>
<td>TELT 210</td>
<td>Telecomm I - Voice Commun</td>
<td>257</td>
</tr>
<tr>
<td>TELT 220</td>
<td>Telecomm II - Data Commun</td>
<td>257</td>
</tr>
<tr>
<td>TELT 230</td>
<td>Telecomm III - LANs</td>
<td>258</td>
</tr>
<tr>
<td>TELT 240</td>
<td>Telecomm IV - Adv Topics</td>
<td>258</td>
</tr>
<tr>
<td>THEA 100</td>
<td>Introduction to the Theatre</td>
<td>258</td>
</tr>
<tr>
<td>THEA 110</td>
<td>Acting I</td>
<td>258</td>
</tr>
<tr>
<td>THEA 111</td>
<td>Acting II</td>
<td>258</td>
</tr>
<tr>
<td>THEA 120</td>
<td>Theatre Internship</td>
<td>258</td>
</tr>
<tr>
<td>TLMG 100</td>
<td>Princ of Telecommunications I</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 101</td>
<td>Princ of Telecommunications II</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 120</td>
<td>Intro to Data Communications</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 210</td>
<td>Networks I - LANs</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 211</td>
<td>Networks II - WANs</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 220</td>
<td>Telephone System Mgmt Tech</td>
<td>241</td>
</tr>
<tr>
<td>TLMG 230</td>
<td>Telecommunications Practicum</td>
<td>242</td>
</tr>
<tr>
<td>XRAY 102</td>
<td>Radiographic Positioning I</td>
<td>250</td>
</tr>
<tr>
<td>XRAY 104</td>
<td>Radiograph Exposure Physics I</td>
<td>250</td>
</tr>
<tr>
<td>XRAY 106</td>
<td>Clinical Education I</td>
<td>250</td>
</tr>
<tr>
<td>XRAY 112</td>
<td>Radiographic Positioning II</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 114</td>
<td>Radiograph Exposure Physics II</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 116</td>
<td>Clinical Education II</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 126</td>
<td>Clinical Education III</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 200</td>
<td>Radiological Health</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 202</td>
<td>Adv Radiographic Procedures I</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 204</td>
<td>Nursing Proc/Med Surg Diseases</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 206</td>
<td>Clinical Education IV</td>
<td>251</td>
</tr>
<tr>
<td>XRAY 212</td>
<td>Adv Radiographic Procedures II</td>
<td>252</td>
</tr>
<tr>
<td>XRAY 214</td>
<td>Radiographic Seminar</td>
<td>252</td>
</tr>
<tr>
<td>XRAY 216</td>
<td>Clinical Education V</td>
<td>252</td>
</tr>
<tr>
<td>XRAY 226</td>
<td>Clinical Education VI</td>
<td>252</td>
</tr>
</tbody>
</table>
## IMPORTANT PHONE NUMBERS

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>BUILDING</th>
<th>OFFICE #</th>
<th>PHONE #</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Information</strong></td>
<td></td>
<td></td>
<td>629-4822</td>
</tr>
<tr>
<td>Admissions</td>
<td>Guenther Enrollment Services Center</td>
<td>223</td>
<td>629-7309</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Bulmer Telecommunications Center</td>
<td>1047</td>
<td>629-8077</td>
</tr>
<tr>
<td>Athletics</td>
<td>McDonough Sports Complex</td>
<td>219</td>
<td>629-7328</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Siek Campus Center</td>
<td>104</td>
<td>629-7157</td>
</tr>
<tr>
<td>Capital District Educational Opportunity Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Planning &amp; Placement Center</td>
<td>Siek Campus Center</td>
<td>201</td>
<td>629-7326</td>
</tr>
<tr>
<td>Cashier</td>
<td>Guenther Enrollment Services Center</td>
<td>125</td>
<td>629-4504</td>
</tr>
<tr>
<td>Center for Counseling and Transfer</td>
<td>Siek Campus Center</td>
<td>200</td>
<td>629-7320</td>
</tr>
<tr>
<td>Collegiate Academic Support Program</td>
<td>Siek Campus Center</td>
<td>114</td>
<td>629-7167</td>
</tr>
<tr>
<td>Continuing Education and Summer Sessions</td>
<td>Guenther Enrollment Services Center</td>
<td>231</td>
<td>629-7338</td>
</tr>
<tr>
<td>Dental Hygiene Clinic</td>
<td>Fitzgibbons Hall</td>
<td>127</td>
<td>629-7400</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>Siek Campus Center</td>
<td>112</td>
<td>629-7154</td>
</tr>
<tr>
<td>Educational Opportunity Program</td>
<td>Siek Campus Center</td>
<td>205</td>
<td>629-7348</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Guenther Enrollment Services Center</td>
<td>110</td>
<td>629-7150</td>
</tr>
<tr>
<td>Foundation</td>
<td>Bulmer Telecommunications Center</td>
<td>1075</td>
<td>629-8012</td>
</tr>
<tr>
<td>Health Services</td>
<td>Fitzgibbons Hall</td>
<td>146</td>
<td>629-7468</td>
</tr>
<tr>
<td>Housing Coordinator</td>
<td>Siek Campus Center</td>
<td>206</td>
<td>629-7348</td>
</tr>
<tr>
<td>International Students</td>
<td>Siek Campus Center</td>
<td>205</td>
<td>629-7567</td>
</tr>
<tr>
<td>Learning Assistance Center</td>
<td>Marvin Library</td>
<td>Low Level</td>
<td>629-7230</td>
</tr>
<tr>
<td>Placement and Testing</td>
<td>Guenther Enrollment Services Center</td>
<td>227</td>
<td>629-7255</td>
</tr>
<tr>
<td>President’s Office</td>
<td>Guenther Enrollment Services Center</td>
<td>Exec. Suite</td>
<td>629-4530</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Siek Campus Center</td>
<td>100</td>
<td>629-7210</td>
</tr>
<tr>
<td>Registrar</td>
<td>Guenther Enrollment Services Center</td>
<td>136</td>
<td>629-4574</td>
</tr>
<tr>
<td>School of Business</td>
<td>Brahan Hall</td>
<td>209</td>
<td>629-7225</td>
</tr>
<tr>
<td>School of Engineering and Industrial Technologies</td>
<td>Brahan Hall</td>
<td>209</td>
<td>629-7225</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>Fitzgibbons Hall</td>
<td>207</td>
<td>629-7117</td>
</tr>
<tr>
<td>School of Liberal Arts and Sciences</td>
<td>Fitzgibbons Hall</td>
<td>207</td>
<td>629-7117</td>
</tr>
<tr>
<td>Snow Emergency Closing</td>
<td></td>
<td></td>
<td>629-4822</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Siek Campus Center</td>
<td>206</td>
<td>629-7348</td>
</tr>
<tr>
<td>Veteran’s Educational Benefits</td>
<td>Guenther Enrollment Services Center</td>
<td>Info. Center</td>
<td>629-4641</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>Guenther Enrollment Services Center</td>
<td>269</td>
<td>629-7204</td>
</tr>
<tr>
<td>Vice President for Administration</td>
<td>Guenther Enrollment Services Center</td>
<td>259</td>
<td>629-4523</td>
</tr>
<tr>
<td>Vice President for Student Services</td>
<td>Guenther Enrollment Services Center</td>
<td>159</td>
<td>629-7307</td>
</tr>
<tr>
<td>Viking Child Care Center</td>
<td>Day Care Center</td>
<td></td>
<td>629-4506</td>
</tr>
</tbody>
</table>