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 students, an announcement will be made via Hudson Valley email and 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/closing.

Hudson Valley Community College does not discriminate on the basis of age, gender, race or ethnicity, national origin, religion, disabling condition, marital status or sexual orientation.

Please be advised that information, policies and procedures detailed in this publication are subject to change at the discretion of Hudson Valley Community College. The most current information regarding programs and courses can be viewed at www.hvcc.edu/catalog.
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Instructional Calendar

Fall 2016 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

Final Grades Due................................................................. Monday, December 19

COLLEGE CLOSED................................................................... Friday and Monday December 23 and 26
- Friday and Monday December 30, 2016
- and January 2, 2017

Intersession 2016

Classes Begin........................................................................... Tuesday, December 27

NO CLASSES/COLLEGE CLOSED ........................................... Friday, December 30, 2016
- and Monday, January 2, 2017

Classes Resume....................................................................... Tuesday, January 3

Last Day to Withdraw from Courses................................. Friday, January 6

Classes End............................................................................ Tuesday, January 10

Snow Day............................................................................... Wednesday, January 11

Grades Due............................................................................ Thursday, January 12
Spring 2017 Term

Classes Begin
  On-Campus Day and Evening Classes............................... Tuesday, January 17
  Evening Classes at Off-Campus Sites................................. Monday, January 23
NO CLASSES - Martin Luther King Jr. Day................................. Monday, January 16
County List Census Date........................................................... Monday, February 6
NO CLASSES - Faculty Workshop Day................................... Wednesday, February 22
Mid-Term Grades Due............................................................. Monday, March 13
Sprint Classes Begin............................................................... Monday, March 13
NO CLASSES - SPRING BREAK............................................. Monday – Saturday, March 20–25
Classes Resume................................................................. Monday, March 27
Last Day to Withdraw from Courses......................................... Thursday, April 13
NO CLASSES/COLLEGE CLOSED............................................. Friday – Tuesday, April 14–18
Last Day of Instruction........................................................... Friday, May 12
Commencement................................................................. Saturday, May 13 (9 a.m.)
Final Grades Due................................................................. Monday, May 15

Summer 2017 Term

NO CLASSES/COLLEGE CLOSED.............................................. Monday, May 29
  Tuesday, July 4
Summer Session 1 (3 weeks)
  Classes Begin................................................................. Monday, May 22
  Classes End........................................................................... Friday, June 9
Summer Session 2 (6 weeks)
  Classes Begin................................................................. Monday, May 22
  Classes End........................................................................... Friday, June 30
Summer Session 3 (12 weeks)
  Classes Begin................................................................. Monday, May 22
  Classes End........................................................................... Friday, August 11
Summer Session 4 (5 weeks)
  Classes Begin................................................................. Tuesday, May 30
  Classes End........................................................................... Friday, June 30
Summer Session 6 (6 weeks)
  Classes Begin................................................................. Monday, July 3
  Classes End........................................................................... Friday, August 11
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’s degrees in arts, science, applied science, and occupational studies.

Hudson Valley Community College is accredited by the Middle States Commission on Higher Education, an institutional accrediting agency recognized by the U.S. Secretary of Education and 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 Profession’s Cultural Education Center, Room 5828, Albany, NY 12230, (518) 474-5851

Goals and Objectives

1. To enhance and promote excellence in teaching and learning.
   1.1 To support faculty with the necessary resources for professional and personal development.
   1.2 To provide the necessary resources to meet the dynamic learning and developmental needs of our students.
   1.3 To develop, encourage and support effective and innovative teaching and learning environments and approaches that will assist the college in adapting to changing student academic needs.
   1.4 To increase and strengthen transfer opportunities with educational institutions and affiliations with educational partnerships.
   1.5 To explore all new educational delivery and related administrative systems.
   1.6 To assess effectiveness in the teaching and learning environment.
   1.7 To ensure that the goals and standards of the college’s academic programs are achieved.
   1.8 To promote the maximum achievable graduation rate for students.
   1.9 To provide and maintain an environment that is conducive to teaching and learning.
   1.10 To develop new academic programs, new certificate programs, and/or new courses; and/or to revise current academic programs, certificate programs, and/or courses in response to identified needs.

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 create opportunities for student engagement and learning outside the classroom.
   2.3 To develop a systematic and integrated approach to student persistence and success.
2.4 To maintain and enhance a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students.

2.5 To provide effective academic advising for all students.

2.6 To develop and maintain a comprehensive scheduling system and course schedule that is driven by student needs.

2.7 To increase awareness of student support services, policies and campus events.

2.8 To foster and promote student responsibility and involvement in his/her education.

2.9 To promote safety and civility within the college community.

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.

4.5 To continue to sustain a secure and scalable technological environment that is supportive of academic and administrative needs.

4.6 To ensure data accuracy and integrity, and safeguard college’s academic and administrative records.

4.7 To develop and maintain an effective IT workforce to ensure the college’s business continuity.

4.8 To provide information storage redundancy and backup services to ensure disaster recovery.

5. To maintain and improve administrative services.

5.1 To maintain and regularly assess the college’s 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 promote 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 departmental and college efforts that generate external revenue.

6.3 To promote the college as an exemplary educational institution through an institution-wide marketing focus, as well as a specific focus on the unique merits of each of its programs.

6.4 To promote a spirit of community service among students, faculty and staff.

6.5 To serve as a cultural, community, and civic resource for internal and external communities through both curricular and non-curricular programs and activities.

6.6 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; and
• Where the college’s mission statement drives all academic and administrative operations and functions.

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 ensure transfer with junior standing upon completion of appropriate coursework and achievement of a minimum grade average.

Associate Degree: A title conferred on a student signifying completion of a two-year program comprised of 60 or more credits. For additional information, refer to Policies and Procedures.

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.

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.

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

Course Description: Course description(s) tell students what is taught in the course, what the objectives are, and what they 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.
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.

Enrolled Student: An enrolled student is one who has completed the registration process and whose specific classes have begun.

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 students' general intellectual capacities.

Major: A set of courses which awards a certificate or associate's degree with a purpose such as preparing a student to enter the workforce 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. A student is considered enrolled once their specific classes have begun.

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

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.

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


Total Withdrawal: The procedure whereby a student may withdraw from all coursework. The withdrawal process must be completed at the Registrar’s Office, Guenther Enrollment Services Center, 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 toward 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.
- 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. Please see Program Entrance Requirements beginning on page 14.
- 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 their 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.

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. Accepted applicants will be invited to the college to take the placement test. Following the test, students will be given information about the final step in the process, academic advisement. During the advisement session, students will pick out their classes and learn the further steps to enrollment.

Proof of high school graduation for the Early Admission Program:

1. At the end of each term, the Hudson Valley Community College 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 (518) 629-7325.

High School Equivalency Program (24-Credit Hour Program)

The High School Equivalency Program is for New York State residents who meet one of the following criteria:

• Non-high school graduate
• Graduate from a non-registered school within New York State
• Individual with correspondence school diplomas

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 if the student successfully completes 24 college credits (specific course distribution is noted below). Hudson Valley Community College does not grant the New York State High School Equivalency Diploma. The college offers the courses necessary to apply for the diploma through the New York State Education Department.

24-College Credit Distribution for High School Equivalency Diploma:

• 6-credits—English language arts
• 3-credits—mathematics
• 3-credits—natural science
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 29). 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.

If it is necessary to determine course equivalencies international students are required to utilize World Education Services, a fee-based credentialing service. This service will evaluate transcript(s) and then provide a course-by-course 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, a minimum score of 173 on the computer-based test or a minimum score of 61 on the iBT version. The Advanced Placement International English Exam (APIEL) is also accepted with a minimum score of “3.” Finally, after admission, the international student applicant must demonstrate sufficient economic resources to cover the cost of education and living in the United States. Specific inquiries should be directed to the international student advisor at (518) 629-7567.

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 the Course Description section of this catalog.
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 website at www.hvcc.edu/application.

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 chairperson, 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.

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

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

Wait List Policy

Wait lists are created when a program meets maximum capacity for an entrance term. The criteria listed 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.

Priority for Acceptance for Non-Competitive Programs

New completed applications for admission, including reactivated 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 Oct. 5 for the spring entrance term and Feb. 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’s website 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 Feb. 1 to be considered for acceptance to the following Fall term. Applications received after Feb. 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 coursework. 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, less qualified, will be advised to choose another option or reapply in the future. A published set of guidelines highlighting the criteria used to evaluate candidates can be obtained from the Dental Hygiene pages of the college’s website: www.hvcc.edu/dentalhygiene.

2) Nursing

Applicants for the Nursing program must submit a complete application for admission by Feb. 1 to be considered for acceptance for the following fall term. Applications received after Feb. 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 coursework. Please note that admission to the Nursing Program is selective. An Admissions Review Committee including, but not limited to, the Nursing department chairperson and an Admissions representative will select the applicants to be accepted for Fall admission. There is no wait list for the Nursing Program. If a student wishes to be considered for the following year, the student must reapply to the Nursing Program.

3) Radiologic Technology

Applicants for the Radiologic Technology program must submit a complete Application for Admission by Feb. 1 to be considered for acceptance in the following Fall term. Applications received after Feb. 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 coursework. 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 pages of the college’s website: www.hvcc.edu/xray.

Readmission Policy for Health Science Programs

Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum, and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.
Behavioral Dismissal Policy for Health Science Programs

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the program.

Admission Review Board

In fulfilling its mission to provide accessible, educational opportunities that address the diverse needs of the community, Hudson Valley Community College’s Admission Review Board serves as a screening committee for those applicants who have been convicted of a felony or dismissed for disciplinary reasons from another college or university as noted on their application for admission.

Applicants who indicate that they have been convicted of a felony are required to complete the Admission Review Form and return it to the chairperson of the Review Board along with a copy of their conviction record and a character reference letter from the Department of Corrections or another professional source (clergy member, high school official, employer, etc.). If applicable, applicants must also submit any psychological evaluation(s) related to their felony conviction(s) and/or release from incarceration within the past five (5) years, and/or conditions of parole/probation.

Applicants who have been dismissed from another college or university must complete the Admission Review Form and detail the circumstances of their dismissal. The completed form must be returned to the chairperson of the Review Board for admissions consideration.

Based on the extent and/or circumstances of an applicant’s record and/or severity of the circumstances that resulted in an applicant’s dismissal from a previous college or university, the Review Board may interview an applicant before making its decision and/or deny admission if the applicant is deemed to be a risk to campus safety. In addition, admission to particular programs and/or job placement on campus may be affected, however, alternative programs and/or placements may be possible.

The college maintains the confidentiality of all documentation that is required by law. Once all documentation is received and a decision is rendered, the applicant will be contacted by a member of the Admission Review Board.

The Review Board includes:
- Director of Public Safety (co-chairperson)
- Director of Student Life (co-chairperson)
- Admissions Counselor
- Director of Student Development
- Registrar

For more information, please contact the Director of Student Life at (518) 629-7348.
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.

Admission 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 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>Algebra or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>Bookkeeping and accounting courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Administrative Information Management and Technology (A.A.S) AIM (2214)</td>
<td>Algebra or 1 unit of equivalent academic math</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>Algebra or 1 unit of equivalent academic math</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) BSA (0632)</td>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>Transfer students are required to have a 2.0 GPA or higher in 4 courses applicable to the degree. Math entrance requirements may be waived if a student has successfully completed (a grade C or above) a higher level math.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Business-Business Administration (A.S.) BAD (0671)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math (80 or above in each 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. Math entrance requirements may be waived if a student has successfully completed (a grade C or above) a higher level math.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Business-Marketing (A.A.S) MKT (0633)</td>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td></td>
<td>70 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 (A.A.S.) CIS (0581)</td>
<td>Algebra and Geometry or 2 years of equivalent academic math (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. Math entrance requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of “C” or better or by permission of the department chair.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems (A.S.) CSS (1171)</td>
<td>Algebra, Geometry, and Algebra II or 3 years of equivalent academic math (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. Math entrance requirements may be waived if a student has successfully completed minimally MATH 150 with a grade of “C” or higher or by permission of department chair.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: System and Network Administration (A.A.S.) CSA (1750)</td>
<td>Algebra and Geometry or 2 years of equivalent academic math (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. Math entrance requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of “C” or better or by permission of the department chair.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Computer Information Systems: Web Design and WWW Programming (A.A.S.) CWW (1747)</td>
<td>Algebra and Geometry or 2 years of equivalent academic math (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. Math entrance requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of “C” or better or by permission of the department chair.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Digital Marketing (A.A.S.) DMK (2443)</td>
<td>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>Entrepreneurship (Certificate) ETC (1192)</td>
<td>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>Entrepreneurship (A.A.S) ETP (1362)</td>
<td>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>Health Information Management and Technology (A.A.S.) HIM (2215)</td>
<td>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>IT Help Desk Support (Certificate) HDC(2565)</td>
<td>Algebra and Geometry or 2 years of equivalent academic math (80 or above in each course)</td>
<td>Fall only</td>
<td>N/A</td>
<td>80 or above</td>
</tr>
<tr>
<td>PROGRAM/DEGREE</td>
<td>PROGRAM REQUIREMENTS</td>
<td>ENTRY TERM</td>
<td>SPECIAL NOTES</td>
<td>H.S. AVERAGE</td>
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<tr>
<td>Advanced Manufacturing Technology (A.O.S.)</td>
<td>Algebra 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>AMT - full-time day (0490)</td>
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<tr>
<td>ATE - part-time evening (2071)</td>
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<tr>
<td>Architectural Technology (A.A.S.)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Fall Only</td>
<td></td>
<td>70 or above</td>
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<tr>
<td>ACT (0538)</td>
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<tr>
<td>Automotive Management (A.A.S.)</td>
<td>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. Special testing through program coordinator.</td>
<td>70 or above</td>
</tr>
<tr>
<td>AIUM (2296)</td>
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<tr>
<td>Automotive Technical Services (A.O.S.)</td>
<td>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.</td>
<td>70 or above</td>
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<tr>
<td>ATS (0411)</td>
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<tr>
<td>Automotive Technical Sys-Autobody Repair (A.O.S.)</td>
<td>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.</td>
<td>70 or above</td>
</tr>
<tr>
<td>ABR (0453)</td>
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</tr>
<tr>
<td>Civil Engineering Technology (A.A.S.)</td>
<td>Algebra and Geometry 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>
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<tr>
<td>CIV (0517)</td>
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<tr>
<td>Clean Energy Management (A.A.S.)</td>
<td>Algebra and Geometry or 2 units of academic math (70 or above in each course)</td>
<td>Fall only</td>
<td>Transfer students are required to have a 2.0 GPA or higher in four courses applicable to the degree. Math entrance requirements may be waived if a student has successfully completed grade &quot;C&quot; or above) a higher level math.</td>
<td>70 or above</td>
</tr>
<tr>
<td>CEN (2540)</td>
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</tr>
<tr>
<td>Computer Aided Drafting (Certificate)</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>CAC (0950)</td>
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<tr>
<td>Construction Technology - Building Construction</td>
<td>Algebra and Geometry 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>(A.A.S.) CON (0540)</td>
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</tr>
<tr>
<td>Construction (Certificate)</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>CNC (0924)</td>
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</tr>
<tr>
<td>Electrical Construction and Maintenance (A.O.S.)</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>ECM - full-time day (0461)</td>
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<tr>
<td>EMC- part-time evening (0461)</td>
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<tr>
<td>Electrical Engineering Technology - Electronics</td>
<td>Algebra and Geometry or 2 units of equivalent academic math (70 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>
<tr>
<td>(A.A.S.) ELT (0699)</td>
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</tr>
<tr>
<td>Electrical Technology - Semiconductor Manufacturing</td>
<td>Algebra and Geometry or 2 units of equivalent academic math (70 or above in the course)</td>
<td>Fall only</td>
<td>Additional science, math, and mechanical drawing courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Technology (A.A.S) SMT (1786)</td>
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</tbody>
</table>
## School of Engineering and Industrial Technologies (continued)

### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Heating/Air Conditioning/ Refrigeration Tech. Services (A.O.S.) HRS (1590)</td>
<td>Algebra or 1 unit of equivalent academic 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>Mechanical Engineering Technology (A.A.S.) MEC (0493)</td>
<td>Algebra and Geometry 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>Mechatronics (A.A.S.) MCT (2450)</td>
<td>Algebra and geometry or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Fall only</td>
<td>Math entrance requirements may be waived if a student has successfully completed (a grade of C or above) a higher level math.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Overhead Electric Line Worker (Certificate) LWC (2029)</td>
<td>1 unit of any math (70 or above in the course)</td>
<td>Fall only</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Photovoltaic Installation (Certificate) PVC (1923)</td>
<td>1 unit of any 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>Semiconductor Technology (Certificate) SMC (2264)</td>
<td>PHYS135 Technical Physics I, MATH 150 College Algebra and Trigonometry, MATH 165 Basic Calculus with Analytic Geometry, ELET 100 Electricity I, ELET 101 Electricity II, ELET 105 Electronics I and ELET 215 Operational Amplifiers</td>
<td>Fall and Spring</td>
<td>Applicants to this program must have completed the required courses or equivalent or by permission of department chair.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## School of Health Sciences
### Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
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<th>H.S. AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bereavement Studies (Certificate) BVC (2180)</td>
<td>None</td>
<td>Fall or Spring</td>
<td>Social Science electives are also recommended</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Assisting (Certificate) DAC (1353)</td>
<td>None</td>
<td>Fall only</td>
<td>CPR certification for health professionals, through the American Heart Association (adult, child and infant CPR).</td>
<td>N/A</td>
</tr>
<tr>
<td>Dental Hygiene (A.A.S.) DHY (0545)</td>
<td>Algebra, biology and chemistry with a &quot;C&quot; grade or higher (75 or above for Regents or 83 or above for non-Regents in each course)</td>
<td>Fall only (Deadline to apply: Feb. 1st)</td>
<td>Additional science courses with &quot;C&quot; or better preferred. All college-level science courses will be counted toward the Dental Hygiene selective admission process. College chemistry course must have been taken within the past 5 years and must include organic, inorganic, and biochemistry with lab. All college level science courses must be taken within 5 years.</td>
<td>N/A</td>
</tr>
<tr>
<td>Diagnostic Medical Sonography (Certificate) MSC (1018)</td>
<td>Must have a minimum of an associates degree in an allied health program which requires hospital based patient care experience with a 2.5 cumulative average or a bachelor's degree with a 2.5 cumulative average and a minimum of 400 hours of hospital-based patient care experience including 40 hours in department. All candidates applying must have a minimum of a &quot;C&quot; or higher in the additional college level entrance requirements.</td>
<td>Fall only</td>
<td>College level courses mandated: 8 credits in human anatomy and physiology (courses must have been taken within seven years of admittance); 3 credits algebra, statistics or higher level mathematics course; 4 credits in physics and/or radiographic physics; 3 credits in English such as composition or public speaking. Allied health programs may include: Radiologic Technology, Respiratory Therapy, RN, OTA, PTA, MD, DO, Polysomnography or Invasive Cardiovascular Technology.</td>
<td>N/A</td>
</tr>
<tr>
<td>Echocardiography (Certificate) ECO (1096)</td>
<td>(same as Diagnostic Medical Sonography requirements above)</td>
<td>Fall only</td>
<td>College level courses mandated: 8 credits in human anatomy and physiology (courses must have been taken within seven years of admittance); 3 credits in algebra, statistics or higher level mathematics course; 4 credits in physics and/or radiographic physics; 3 credits in English such as composition or public speaking. Allied health programs may include: Radiologic Technology, Respiratory Therapy, RN, OTA, PTA, MD, DO, Polysomnography or Invasive Cardiovascular Technology.</td>
<td>N/A</td>
</tr>
<tr>
<td>Emergency Medical Technician-Paramedic (A.A.S.) EMS (1293)</td>
<td>Algebra or 1 unit of equivalent academic math (70 or above in the course) and biology</td>
<td>Fall and Spring</td>
<td>Information session with coordinator of program is required.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Emergency Medical Technician-Paramedic (Certificate) PAR (1332) | Candidates must hold current NYS EMT Card, have one year of EMT experience and information session with coordinator of program is required. | Fall only Spring (except as noted) | Exceptions for spring admission require department chairperson or program director permission. Permission may be granted for students who:  
   - have sufficient transfer credit or life experience credit.  
   - wish to lighten subsequent fall course-load.  
   Contact the department for specific details. | N/A          |
# School of Health Sciences (continued)

## Recommended Minimum Requirements

<table>
<thead>
<tr>
<th>PROGRAM/DEGREE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Invasive Cardiovascular Technology (A.A.S.) CVT (2010)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math, biology and chemistry with labs (70 or above in each course)</td>
<td>Fall only</td>
<td>American Heart Association Basic Life Support Certification - Course C for Health Care Providers is required to attend clinical courses.</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>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- full-time day (0622) NUR- part-time evening (1546)</td>
<td>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>CPR certificate required for clinical courses. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents Diploma: 75 or above or Non-Regents Diploma: 85 or above</td>
</tr>
<tr>
<td>Polysomnography (A.A.S.) PSG (2298)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math, biology and chemistry w/labs (70 or above in each course)</td>
<td>Fall only</td>
<td>Additional math and science recommended. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Radiologic Technology (A.A.S.) XRY (0628)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math, biology and chemistry or physics w/labs (75 or above for Regents or 85 or above for non-Regents in each course)</td>
<td>Fall only (Deadline to apply: Feb. 1st)</td>
<td>Additional math and science recommended. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents Diploma: 75 or above or Non-Regents Diploma: 85 or above</td>
</tr>
<tr>
<td>Respiratory Care (A.A.S.) RES (0440)</td>
<td>Algebra and Geometry or 2 units 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>Additional math and science recommended. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents Diploma: 75 or above or Non-Regents Diploma: 85 or above</td>
</tr>
<tr>
<td>Surgical Technology (Certificate) SGC (0028)</td>
<td>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>CPR Certificate required for clinical courses. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents Diploma: 75 or above or Non-Regents Diploma: 85 or above</td>
</tr>
<tr>
<td>Surgical Technology (A.A.S.) SGT (1355)</td>
<td>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>CPR Certificate required for clinical courses. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents Diploma: 75 or above or Non-Regents Diploma: 85 or above</td>
</tr>
</tbody>
</table>
### School of Liberal Arts and 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>Animal Policy (Certificate) APC (2262)</td>
<td>1 unit of academic math</td>
<td>Fall and Spring</td>
<td>Social science, humanities and lab science courses recommended</td>
<td>70 or above</td>
</tr>
<tr>
<td>Biological Sciences (A.S.) BSC (1554)</td>
<td>Algebra, Geometry and Algebra II or 3 units of equivalent academic math, biology, chemistry (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Physics recommended.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Biotechnology (A.S.) BIO (1211)</td>
<td>Algebra, Geometry and Algebra II or 3 units of equivalent academic math, biology, chemistry (80 or above in each course)</td>
<td>Fall and Spring</td>
<td>Physics recommended.</td>
<td>80 or above</td>
</tr>
<tr>
<td>Biotechnology (Certificate) BIC (1859)</td>
<td>A minimum of 40 credits in college-level science and mathematics comprised of at least: 8 credits of chemistry at the level of CHEM 110/111 or higher, 6-8 credits of mathematics at the level of MATH 150 or higher, 8 credits of physics at the level of PHYS 140/141 or higher, 16-18 credits of biology at the level of BIOL 150/151 or higher.</td>
<td>Fall and Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Dependency Counseling (A.A.S.) CDC (1070)</td>
<td>None</td>
<td>Fall and Spring</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Chemical Dependency Counseling (Certificate) CCC (1103) | Students entering this program must have a minimum of an associate's degree in human services or related field and two years of experience. | Fall and Spring| • Proof of a minimum of 2 years clinical experience in the CDC or related field with supervision by an OASAS-qualified QHP  
• A letter of recommendation to the program from a current or past employer listing related job responsibilities  
• Permission of department chair | N/A          |
| Coaching (Certificate) CHC (1164)                   | None                                                                        | Fall and Spring|                                                                                               | N/A          |
| Criminal Investigation (A.A.S.) CRI (1934)         | 1 unit of academic math                                                    | Fall and Spring| A 2.0 GPA is required for transfer students and major changes.                                | 70 or above  |
| Criminal Justice (A.A.S.) CRI (1100)               | 1 unit of any math                                                         | Fall and Spring| Social science, humanities and lab sciences courses recommended.                               | 70 or above  |
| Criminal Justice (A.S.) CJA (1100)                 | 2 units of academic math                                                   | Fall only      | Social science, humanities and lab sciences courses recommended.                               | 85 or above  |
| Digital Media (A.S.) DGM (1599)                    | Algebra and Geometry or 2 units of equivalent academic math, and 1 unit of any lab science (70 or above in each course) | Fall and Spring| Strongly recommend Math 3, Biology, Chemistry, and Physics. High School Art courses recommended | 70 or above  |
| Digital Media (Certificate) DMC (1514)             | Algebra and Geometry or 2 units of equivalent academic math, and 1 unit of any lab science (70 or above in each course) | Fall only      | Strongly recommended math III, biology, chemistry and physics. High school art courses recommended | 70 or above  |
## School of Liberal Arts and 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>Early Childhood (A.A.S.) ECD (1327)</td>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>A 2.0 GPA is required for transfer. Additional social science or humanities recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Early Childhood Administration (A.A.S.) ECA (2543)</td>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>Fall and Spring</td>
<td>A 2.0 GPA is required for transfer</td>
<td>70 or above</td>
</tr>
<tr>
<td>Early Childhood Administration (Certificate) ECC (2544)</td>
<td>N/A</td>
<td>Fall and Spring</td>
<td>Must have a minimum of an associate's degree in Early Childhood or a bachelor's degree in an education field with a minimum of 18 credits in early childhood education or by assessment and approval of the department chairperson.</td>
<td>N/A</td>
</tr>
<tr>
<td>Engineering Science (A.S.) ENS (0530)</td>
<td>Algebra, Geometry, Algebra II &amp; Pre-Calculus 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>For high school students: additional math recommended. For transfer students or HVCC students changing curriculum: B or higher in MATH 180, Calculus I and one of either CHEM 110, General Chemistry I, CHEM 120, Chemistry I or PHYS 150 Physics I or C or higher in all three, MATH 180, CHEM 110 or CHEM 120 and PHYS 150. Equivalent courses are acceptable.</td>
<td>90 or above</td>
</tr>
<tr>
<td>Environmental Science (A.S.) ESC (1016)</td>
<td>Algebra, Geometry and Algebra II or 3 units of equivalent academic math, biology and chemistry (80 or above in each course)</td>
<td>Fall and Spring</td>
<td></td>
<td>80 or above</td>
</tr>
<tr>
<td>Exercise Science (A.S.) EXR (2542)</td>
<td>1 unit of any math and 1 unit of any science</td>
<td>Fall and Spring</td>
<td>Strongly recommended</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine Arts (A.S.) FAR (0664)</td>
<td>Algebra and Geometry or 2 units 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. High school art courses recommended.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Fitness Specialist (Certificate) FSC (2442)</td>
<td>1 unit of lab science</td>
<td>Fall and Spring</td>
<td>Social science, humanities recommended</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### School of Liberal Arts and 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>Forensic Science Studies (A.S.) FSS (1666)</td>
<td>Algebra, Geometry and Algebra II, or 3 units of equivalent academic math, Regents chemistry</td>
<td>Fall and Spring</td>
<td>Students transferring in from other institutions and other Hudson Valley programs who wish to be admitted to the program will be required to have a minimum GPA of 2.5. An interview with the department chairperson is required for current HVCC students.</td>
<td>78 or above</td>
</tr>
<tr>
<td>Health and Wellness Studies (A.S.) HWS (2536)</td>
<td>1 unit of any math, including GED math, and 1 unit of any science</td>
<td>Fall and Spring</td>
<td>Strongly recommend high school biology</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Sciences (Certificate) HEC (2259)</td>
<td>1 unit of academic math, 1 unit of science (70 or above in each course)</td>
<td>Fall and Spring</td>
<td></td>
<td>70 or above</td>
</tr>
<tr>
<td>Human Services (A.S.) HSS (1175)</td>
<td>None</td>
<td>Fall and Spring</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Human Services (A.A.S.) HUS (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>Liberal Arts and Sciences-Adolescent Education (Teacher Education Transfer) (A.S.) ADE (1804)</td>
<td>Algebra and Geometry or 2 units of equivalent academic math and 1 unit of any lab science.</td>
<td>Fall and Spring</td>
<td>Students seeking concentrations in Math, Biology, Chemistry, Earth Science and Physics must meet prerequisites for math and science courses as listed in the concentration.</td>
<td>78 or above</td>
</tr>
<tr>
<td>Liberal Arts and Science-Humanities and Social Science (A.A.) LAR (1120)</td>
<td>Algebra and Geometry 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>
</tbody>
</table>
School of Liberal Arts and 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>Liberal Arts and Science-Mathematics and Science (A.S.) MAS (0645)</td>
<td>Algebra, Geometry and Algebra II 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>For high school students: Strongly recommend Math 12, Courses of study in: biology, chemistry, computer science, engineering, math and physics. For transfer student or HVCC students changing curriculum: &quot;B&quot; or higher in MATH 170 Precalculus, and one of either CHEM 110 General Chemistry I, CHEM 120 Chemistry I, BIOL 150 General Biology I, PHYS 140 General Physics I or PHYS 150 Physics I or &quot;C&quot; or higher in MATH 170, and two of either CHEM 110, CHEM 120, BIOL 150, PHYS 140 or PHYS 150. Equivalent courses are acceptable.</td>
<td>85 or above</td>
</tr>
<tr>
<td>Physical Education Studies (A.A.) PES (1485)</td>
<td>1 unit of any math, including GED math and 1 unit of any science</td>
<td>Fall and Spring</td>
<td>Strongly recommend high school biology.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Physical Sciences (A.S.) PHS (2213)</td>
<td>Algebra, Geometry and Algebra II or 3 units of equivalent academic math, biology, chemistry (85 or above in each course)</td>
<td>Fall and Spring</td>
<td>Physics is recommended</td>
<td>85 or above</td>
</tr>
<tr>
<td>Public Administration Studies (A.A.S.) PAD (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>Special Education Assistant (Certificate) SPC (2599)</td>
<td>Algebra 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>
<tr>
<td>Teaching Assistant (Certificate) TCC (1330)</td>
<td>Algebra 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>
<tr>
<td>Theatre Arts (A.S.) THR (0695)</td>
<td>Algebra and Geometry 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 Algebra II, biology and involvement or experience with theatre activities.</td>
<td>70 or above</td>
</tr>
<tr>
<td>Worksite Health Promotion (Certificate) WHC (2460)</td>
<td>1 unit of lab science</td>
<td>Fall and Spring</td>
<td>Social science, humanities recommended</td>
<td>70 or above</td>
</tr>
</tbody>
</table>
Steps to Enroll

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

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

AM I NON-MATRICULATED? A non-matriculated student is one who has not yet been accepted for admission to the college; or has lost matriculated status by not enrolling in coursework for one semester, 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 4.

STEP 1 APPLY FOR ADMISSION

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. Applications for admission are available in the Admissions Office or on the college’s website at www.hvcc.edu/application.

General entrance requirements, special admissions programs, and academic program prerequisites for both associate’s degree and certificate programs are detailed in the Admissions section of the catalog.

STEP 2 APPLY FOR FINANCIAL AID

Financial aid is available to qualified, matriculated students enrolled in Hudson Valley programs approved for financial aid eligibility. Most matriculated students are eligible for a student loan. Those students requesting assistance from aid programs must complete, on an annual basis, a Free Application for Federal Student Aid (FAFSA). This application is available online at www.fafsa.ed.gov. This one application will determine your eligibility for student loans as well as federal and state grants. There is no cost for submitting an application, and you are under no obligation to enroll at Hudson Valley or accept any financial aid simply by completing an application. Upon submission of a completed FAFSA, a student who is a resident of New York State needs to complete the Tuition Assistance Program (TAP) application online at www.tapweb.org. Students who will be part-time should contact the Financial Aid Office regarding state grant eligibility and application requirements.

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 Financial Aid section of this catalog and in publications available in the Mastrangelo Financial Aid Center.

STEP 3 PLACEMENT TEST

To ensure that every student has the greatest chance for academic success at Hudson Valley Community College, first-time matriculated students and 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 results 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 ACCUPLACER or COMPANION placement testing within the past year;
3. College determined SAT/ACT cut-off scores.

The Testing Office will notify students by mail if a waiver is granted.

STEP 4 ADVISEMENT

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

Matriculated Students - First-time college students must attend New Student Orientation, which includes an academic advisement session. Returning and transfer students must contact their academic department to schedule an advisement appointment.

Non-matriculated Students - Those students interested in receiving advisement may contact the Office of Continuing Education and Summer Sessions at (518) 629-7338 to speak with an advisor or to schedule an advisement appointment.
**REGISTER FOR CLASSES**

First-time college students will register for courses at New Student Orientation. Returning and transfer students may register for courses through consultation with their academic department. The department for non-matriculated students is the Office of Continuing Education and Summer Sessions. Eligibility for web registration is at the discretion of the individual department. All non-degree seeking students will receive their Advisement Verification Number (AVN) through the Office of Continuing Education and Summer Sessions.

In addition, non-matriculated students may register by mail or by phone at (518) 629-4560. Please refer to the registration publication for specific dates.

To schedule via the web after advisement, you may access the Hudson Valley WIReD system from any computer with web access including those in the lobby of the Guenther Enrollment Services Center, and those in the open computer labs on campus.

Please Note: If you are registering for a fall term, you must either pay a $50.00 non-refundable tuition deposit or file a FAFSA with the college by deadlines published in registration publications.

**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 also is considered valid proof.

Students also are 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.

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

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

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

**BILLS and PAYMENT**

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. Full payment is required by the due date that appears on the bill.

Please note that if a student is registered for more than one Part of Term, bills will no longer be mailed after the earliest date noted. Bills may be picked up in person at the Cashier’s Office or charges can be viewed via the web at Hudson Valley WIReD.

If a student is registered for more than one Part of Term, the entire bill is due according to the due date of the earliest Part of Term. The college periodically drops the registrations of students who have not completed the payment process.

If a student has already paid for a course and subsequently adds another course, the added course will not drop for non-payment. The student must contact the Registrar’s Office to have the course removed; otherwise, full tuition liability will be incurred. Tuition due dates and schedule drop dates are noted within each Part of Term’s academic and registration calendar.

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

WHY DO YOU NEED IT? A Certificate of Residence allows the college to charge your county for part of your tuition costs.

WHERE DO YOU GET IT? A Certificate of Residence is obtained from the county of your permanent address. Rensselaer County residents need to obtain the Certificate from their local town or city office. City of Troy residents need to contact the Hudson Valley Cashier’s Office to obtain a Certificate. More information regarding where to obtain Certificates of Residence may be found online here: www hvcc edu/cashier/cor.html.
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 HUDSON VALLEY? The Certificate of Residence must be submitted to Hudson Valley at the same time payment is made for tuition and fees. A Certificate of Residence is valid for ONLY ONE (1) YEAR.

PAYMENT OPTIONS

CASH or CHECKS — Check or money orders must be made payable to Hudson Valley Community College. Students who have had tuition checks for previous terms returned for insufficient funds will not be permitted to pay their tuition by personal check.

CREDIT CARDS — The college accepts payment by MasterCard, Visa, or Discover. You may charge your tuition by phone if you have a valid Certificate of Residence on file. To charge tuition, please call (518) 629-4504 weekdays between 8 a.m. and 5 p.m.

WEB PAYMENTS — Hudson Valley Community College accepts payments through WIReD with your MasterCard, Visa, or Discover or personal checking account. You may pay your tuition and fees online if you have a valid Certificate of Residence on file. Follow these steps to pay your bill online:

Step 1: Go to www.hvcc.edu/wired
Step 2: Log on to your WIReD account using your username and password.
Step 3: Click on "Enrollment, Financial Aid, Student Accounts and Student Services," "Registration," and then "Make Payments by Credit Card or Check."

*If your financial aid award exceeds charges, you may accept your charges online by clicking “Confirm Your Registration.”

FINANCIAL AID — If you applied for financial aid but do not have financial aid credit on your registration bill, contact the Financial Aid Office for assistance.

Financial Aid will be used to satisfy unpaid balances before aid amounts in excess of tuition and fees is refunded to students.

NOTE: If you register with financial aid that is subsequently reduced, you will be responsible for full payment to the Cashier’s Office.

VETERANS DEFERRALS — Eligible veteran students receiving education benefits may receive a tuition deferral at the Registrar’s Office. 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.

SCHOLARSHIPS — Present letter from sponsor to the Cashier’s Office.

PAYMENT PLAN — Students taking courses for college credit will have the option to pay 50 percent of their total registration charges and defer payment of the unpaid balance until later in the semester. There will be a $50 non-refundable Payment Plan Fee charged to each student that desires to defer a portion of their payment until later in the semester. Students electing the 50 percent payment option MUST pay 50 percent IN PERSON AT THE CASHIER’S OFFICE or online via their WIReD account by the tuition due date.

Students will be required to sign a Promissory Note (a legal document promising to pay) for the unpaid balance.

Hudson Valley Community College students are unable to register for future semesters, view their grades, or obtain transcripts while having an unpaid balance on their account.

If a student’s account balance is not paid in full by the due date, his or her account will be immediately forwarded to a collection agency and the student will be responsible for all collection costs associated with the account.

Students will not be permitted to register for subsequent semesters unless all current and previous semester tuition and fee charges are paid in full.

QUESTIONS — If you have questions regarding payment of your bill, please contact the Cashier’s Office at (518) 629-4504.

For information on cost of tuition and fees see the Tuition and Fees section of this catalog.

REGISTRATION IS COMPLETE

Students may access their schedule via the web at Hudson Valley WIReD. Students are considered enrolled once their specific classes have begun.
### Tuition and Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Cost to Certified Residents of New York State</th>
<th>Cost to Out-of-State Residents and Non-Certified Residents of New York State</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time*</td>
<td>Full-time*</td>
<td></td>
</tr>
<tr>
<td>Tuition Rate</td>
<td>$2,150</td>
<td>$4,300**</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$179 per credit hour</td>
<td>$358 per credit hour**</td>
<td></td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$50</td>
<td>$50</td>
<td>Fall only. If you are registering for a fall term, you must either pay a $50 non-refundable tuition deposit or file a FAFSA with the college prior to published deadlines.</td>
</tr>
<tr>
<td>Records and Activities Fee</td>
<td>$145</td>
<td>$145</td>
<td>Provides for student activities, intramural and intercollegiate athletics, cultural affairs activities, student transcripts and graduation.</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$300</td>
<td>$300</td>
<td>For students taking three or more credits.</td>
</tr>
<tr>
<td></td>
<td>$20 per credit hour</td>
<td>$20 per credit hour</td>
<td></td>
</tr>
<tr>
<td>Health Fee</td>
<td>$30</td>
<td>None</td>
<td>Mandatory to provide health services for all students.</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>$10 and up per lab course</td>
<td>$10 and up per lab course</td>
<td>Applies only to laboratory classes.</td>
</tr>
<tr>
<td>SUNY Assessment Fee</td>
<td>$1.50</td>
<td>$1.50</td>
<td>Mandatory for all students. The fee is assessed by SUNY to all community college students for administrative costs.</td>
</tr>
<tr>
<td>Vehicle Registration Fee</td>
<td>$86.40</td>
<td>$86.40</td>
<td>Can be waived if not driving on campus. Vehicle Registration Fees are not assessed for online courses.</td>
</tr>
<tr>
<td></td>
<td>$7.20 per credit hour</td>
<td>$7.20 per credit hour</td>
<td></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.

**Students who do not reside in New York State and who are enrolled exclusively in distance learning courses will be charged New York State resident rates. For further information, please contact the Cashier’s Office.

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 without notice.
### Special Fees and Expenses

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Service/Repair Fee (each job)</td>
<td>$15</td>
</tr>
<tr>
<td>Credit by examination/per credit hour</td>
<td>$55</td>
</tr>
<tr>
<td>Dental Clinic Registration Fee - Adult</td>
<td>$10</td>
</tr>
<tr>
<td>Children age 4-12</td>
<td>$6</td>
</tr>
<tr>
<td>Identification Card Replacement Fee</td>
<td>$9</td>
</tr>
<tr>
<td>Immunization Late Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Returned Check Fee (each time)*</td>
<td>$20</td>
</tr>
<tr>
<td>Library Fine (per item)</td>
<td>$3</td>
</tr>
<tr>
<td>Life Experience Evaluation/per credit hour</td>
<td>$50</td>
</tr>
<tr>
<td>Locker Fee (per semester, optional)</td>
<td>$10</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Parking Fine (each violation)</td>
<td>$10 - $25</td>
</tr>
<tr>
<td>Payment Plan Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Returned Check Fee (each time)*</td>
<td>$20</td>
</tr>
<tr>
<td>Study Abroad Application Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Transcript Fee (fax)</td>
<td>$10</td>
</tr>
<tr>
<td>Tuition Deposit (non-refundable)</td>
<td>$50</td>
</tr>
<tr>
<td>Uniforms and/or tools</td>
<td>Outfitter's Price</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

*Any checks payable to the college returned due to "insufficient funds" will be assessed a $20 fee. In addition to this fee, the college may require that all future payments be made by certified funds.

### 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.

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 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: Fees are nonrefundable once the Part of Term has begun with the exception of lab fees, which will be refunded according to the appropriate percentage (above). 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 processed.

*Refund schedules are subject to change without notice.

NOTE: Students earn their financial aid by participating in all classes.

Federal regulations require Hudson Valley Community College to recalculate a student’s financial aid eligibility if the student withdraws from or stops participating in his/her classes before completing at least 60% of the term. If a student stops participating in 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 section for more information.

### Exceptions to the Refund Policy

Withdrawal Due to Military Service: Students who withdraw to enter military service prior to the end of the term are eligible for a refund of 100 percent 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.
Death of a Student: If a student dies during a semester, all paid tuition and fees will be refunded to the immediate family upon submission of a death certificate. If the student was a financial aid recipient, all tuition and fees liability will be removed.

All Other Cases: Exceptions to the Refund Policy will be considered only in cases in which a student has dropped or withdrawn from courses for reasons beyond his/her control (extenuating circumstances). Appeals will only be considered if written and submitted by the student; appeals submitted by someone other than the student (e.g., parent, guardian, sibling, etc.) will not be considered. Appeals should fully explain the extenuating circumstances and include supporting documentation. Appeals based on medical circumstances must include supporting documentation (e.g., memo on office letterhead from medical professional(s), copy of illness or accident report(s), etc). Receipts for medical treatment are not acceptable forms of documentation. The documentation must indicate that the medical circumstances prevented the student from attending classes for at least a two-week period. Appeals submitted due to the death of an immediate family member (parent, child, sibling) should include a copy of the death certificate.

In order for an appeal to be considered, the student must prove extenuating circumstances were the sole cause of withdrawal from classes. Appeals will not be considered based on the following reasons:

- Student lack of knowledge/understanding or failure to follow applicable college policies, dates and deadlines published in the College Catalog, Student Handbook, registration publications and online at www.hvcc.edu;
- Class non-attendance;
- Textbook and/or computer difficulties;
- Student dissatisfaction with course(s), faculty, grade(s), class location(s), or classroom setup;
- Student misinterpretation of academic advisement;
- Incomplete payment of tuition or canceled check; and/or
- Student registering for the wrong course. (It is the student’s responsibility to verify accuracy of course prerequisites or required courses, course schedules, required texts or other supplies, course content and appropriateness of course level, catalog requirements, and registration.)

The appeal must be received no later than 30 days from the last day of instruction of the term for which the appeal is being made.

Financial Aid Recipients Note: If an appeal warrants an exception, federal and/or state financial aid regulations require the return of financial aid monies that have been disbursed to the student’s account, including those funds that have been disbursed directly to the student. Before the appeal can be granted, the student will be required to re-pay within 30 days those funds that have been disbursed to the student. A letter will be sent to the student indicating the amount that must be repaid. If after 30 days the amount has not been paid, the appeal will not be granted.

Appeals should be addressed to:
Registrar’s Office
Hudson Valley Community College
80 Vanderburgh Avenue
Troy, NY 12180

Official written notification of the outcome of the appeal will be sent to the student in approximately 3 weeks.
Financial Aid

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 education 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.ny.gov. Hudson Valley scholarship information is available at www hvcc.edu/scholarships.

Students who wish to be considered for financial 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 TAP Application in the same session or at www.tapweb.org.

Application Processing
The Financial Aid Office makes every effort to process all applications in a timely manner. We may be required to request additional documentation which can cause delays in processing. The federal Department of Education selects some applicants for a process called verification. The Financial Aid Office will notify students via HVCC email regarding all documents required to complete the verification process. This notification will occur within two weeks of the receipt of the application once the student has applied for admission to the college. Students should submit all requested documentation immediately so processing can be continued. Once all requested documents are received and processed and the student has been accepted into a program, the student will receive an electronic New York State award information letter via HVCC email. If awards are adjusted at a later date, the student will be mailed a revised award letter.

Verification Procedures
Hudson Valley Community College will follow all verification requirements as outlined in the U.S. Department of Education Application and Verification Guide. For students selected for verification, no Title IV financial aid will be determined until the verification process is satisfactorily completed.

Students selected for verification will be notified via their Hudson Valley Community College email and requested to submit all documents necessary to complete the verification process. The Mastrangelo Financial Aid Center will compare all submitted documents to the information provided on the student’s FAFSA. Any discrepancies will be corrected electronically with the Department of Education. Students will then be notified of their award eligibility via their Hudson Valley Community College email. If awards are adjusted at a later date, the student will be mailed a revised award letter.

Verification and other documents must be submitted and processed prior to the student’s last day of attendance if the student wishes to borrow federal student loans. Processing can take a minimum of two weeks.

The deadline date for completing verification and confirming federal grant eligibility is also the student’s last date of enrollment. (In limited cases there could be an extension of 120 days after the student’s last date of enrollment.)

Failure to submit the required documentation by the deadline may result in a delay or loss of financial aid eligibility.

If Hudson Valley Community College suspects that a student or other individual has misreported information or altered documentation to fraudulently obtain federal funds, all relevant information and evidence will be reported to the Office of Inspector General at:

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500
1-800-MIS-USED
(1-800-647-8733)

Degree Applicable Credit Hours
Students can only receive federal and state aid for courses that count toward their degree program. An error message will occur when a student schedules a course that is NOT degree-applicable. Students can view their scheduled courses on WiReD. Tuition bills will NOT reflect financial aid credits for courses that are not degree-applicable. Students should review their schedule and tuition bills very carefully for any discrepancies relating to courses and financial aid.
Cost of Attendance (COA)
This is the amount that the Financial Aid Office estimates it will cost a full-time student to attend Hudson Valley Community College for one academic year. The COA is calculated based on rules established by the U.S. Congress. The COA includes tuition and fees, allowances for room and board, books and supplies, transportation, personal expenses and loan fees. A student’s total financial aid assistance (i.e. grants, scholarships, student loans, tuition assistance) cannot exceed their COA.

Students with unusual expenses may request an evaluation of their COA by submitting a letter to the Financial Aid Office detailing the circumstances, amount of expenses involved and providing documentation of the expenses. The COA determines a student’s estimated costs related to attendance at the college. It is not intended to reflect full support requirements.

Financial aid provides assistance for educational expenses, not full support. Students should be aware that requests for adjustments to the COA do not in any way indicate that there is financial aid to cover such adjustments.

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

Cost of Attendance - EFC = Estimated Financial Need to Attend School

If a student has financial need, this need can be filled with grants, federal work study, scholarships and subsidized Federal Direct Loans, depending on the student’s eligibility.

Students who have little or no financial need can receive grants and scholarships for which they are eligible. However, they may have limited or no eligibility for subsidized Federal Direct Loans. These students, in most cases, would qualify for unsubsidized Federal Direct Loan funds.

You can get further information on the EFC formula by contacting the U.S. Department of Education at 1-800-4FEDAIL or from their website at www.studentaid.ed.gov.
No officer or employee of the financial aid office (or employee or agent who otherwise has responsibilities with respect to education loans) may accept from a lender, or an affiliate of any lender, any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or contract to provide services to or on behalf of a lender relating to education loans.

No officer, agent or employee of the college shall assign, through the award packaging or other methods, the borrower’s loan to a particular lender nor shall it refuse to certify, or delay the certification, of any loan based on the borrower’s selection of a particular lender or guaranty agency.

The college may not request or accept from any lender any offer of funds for private loans, including funds for an opportunity pool loan, to students in exchange for providing concessions or promises to the lender for a specific number of Title IV loans made, insured, or guaranteed, a specified loan volume, or a preferred lender arrangement. An “opportunity pool loan” is defined as a private education loan made by a lender to a student (or the student’s family) that involves a payment by the institution to the lender for extending credit to the student.

The college may not request or accept from any lender any assistance with call center staffing or financial aid office staffing, except that a lender may provide professional development training, educational counseling materials (as long as the materials identify the lender that assisted in preparing the materials), or staffing services on a short-term, nonrecurring basis during emergencies or disasters.

No employee of the financial aid office (or employee who otherwise has responsibilities with respect to education loans or financial aid) who serves on an advisory board, commission, or group established by a lender or guarantor (or a group of lenders or guarantors) shall receive anything of value from the lender, guarantor, or group, except for reimbursement for reasonable expenses incurred by the employee serving on the board.

Federal Programs
The following federal student aid programs are administered by the Financial Aid Office. For policies that affect financial aid eligibility, please see page 38.

Federal Pell Grant
The Federal Pell Grant is awarded to eligible full- and part-time undergraduate students who have not yet earned a bachelor’s degree. 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 does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid). An undergraduate student can receive 12 semesters (or its part-time equivalent) of full-time Pell Grant funds.

Application Procedures: Complete the Free Application for Federal Student Aid (FAFSA) annually. 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 taking degree-applicable credit hours, 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 range from $583 to $5,815. The amount of the award will be affected by the student’s EFC 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 page 39 for Academic Progress requirements). The student must not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to participate in classes regularly. The student must not have previously earned the equivalent of a bachelor’s degree.

Please refer to www.hvcc.edu/finaid/disbursed for Pell disbursement information.

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

Application Procedures: Eligibility for SEOG is automatically determined for all students who complete the Free Application for Federal Student Aid (FAFSA). Application Information can be found online at www.hvcc.edu/finaid

Selection of Recipients and Allocation of Awards: To be eligible for SEOG, the student must: (1) be in exceptional financial need to the extent that without SEOG 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 Federal student aid 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 SEOG funds at Hudson Valley Community College, and the amount of any other financial aid. The average award at Hudson Valley is $250 per semester.

**Rights and Responsibilities of Recipients:** The student must continue to make satisfactory academic progress in his/her program. (See page 39 for Academic Progress requirements). The student must not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to participate in classes regularly. The student must not have previously earned the equivalent of a bachelor’s degree.

Please refer to www hvcc edu/finaid/disbursed for SEOG disbursement information.

**Federal Work-Study Program (FWS)**

The Federal Work-Study Program is financed by federal 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 determined for all students who complete the FAFSA. Application information can be found online at www hvcc edu/career-transfer/students-alumni/fws.

**Selection of Recipients and Allocation of Awards:**

In order for a student to be eligible for Work-Study, the student must be matriculated, be enrolled at least half-time in an eligible degree program, and have unmet financial need.

The college makes employment reasonably available to all eligible students. Students may apply for FWS after eligibility is confirmed by the Financial Aid Office. All applications are received by the Center for Careers and Transfer. Qualified applicants are interviewed for a possible placement.

**Award Schedule:** The Financial Aid Office and the Center for Careers and Transfer work with qualified applicants for a job placement. Students may work up to 20 hours per week during enrollment periods and up to 35 hours per week during non-enrollment periods.

Students are paid $9 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 page 39 for Academic Progress requirements). The student must not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to participate in classes regularly. An overall GPA of 2.0 must be maintained to participate in this program.

**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 enrolled in college as long as the student is in at least 6 credit hours.

- **Federal Direct Unsubsidized Loans** - Eligible students may borrow this type of loan regardless of need. There is no deferment of interest during periods of enrollment.

- **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 complete the loan process on Hudson Valley WiReD. The student will be required to complete an online master promissory note and entrance counseling session as part of the application.

The student must complete an exit interview when he/she graduates or stops attending the college.

Loan applications must be submitted in a timely manner. Students should refer to WiReD for loan procedures and deadlines. The loan process may take up to two 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) be enrolled in at least six degree-applicable credit hours and be matriculated in an eligible degree program; and (3) not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan.

**Loan Schedule:** A first-year undergraduate student (defined as fewer than 27 degree hours earned) may borrow up to $3,500 per year. Eligibility increases to $4,500 for students defined as second-year students (27+ earned degree hours). Dependent students qualify for an additional $2,000 per year in unsubsidized Federal Direct Loan funds. Independent students qualify for an additional $4,000 per year in unsubsidized Federal Direct Loans. An undergraduate may borrow up to a lifetime limit of $31,000 or $57,500 if the student is considered independent for federal financial aid purposes. 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.
Students who are new federal loan borrowers on or after July 1, 2013 will qualify for subsidized federal loans until they reach their 150 percent maximum eligibility period. This period is measured in academic years and is based on the published length of the student’s program. Once a borrower has reached this limitation, the interest subsidy ends for all outstanding subsidized loans that were disbursed on or after July 1, 2013. The student could continue to receive unsubsidized loans if otherwise eligible. More information can be found at www.hvcc.edu/finaid/loans.

Repayment Terms: The interest rate for the Federal Direct Subsidized and Unsubsidized Loan programs are fixed at 3.76 percent for the 2016-2017 academic year. The interest rate for the Federal Direct PLUS Loan is fixed at 6.31 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.068 percent. Direct PLUS borrowers are charged a 4.272 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 may have 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.
- Income-based repayment plans set a monthly repayment amount based on the borrower’s annual income. The loan is repaid over an extended period of time, not to exceed 25 years.
- Pay As You Earn (PAYE) and Revised Pay As You Earn (REPAYE) repayment plans calculate monthly payments each year based on percentage of discretionary income, with a payment period not to exceed 25 years. These plans are good for those seeking Public Service Loan Forgiveness.

Students must contact their loan servicer regarding payment plan options.

It is the student’s responsibility to maintain contact with the loan servicer(s). Students can access their loan history and current servicer(s) at www.nslds.ed.gov.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program. (See page 39 for Academic Progress requirements). The student must not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to participate in classes regularly. The student must not have previously earned the equivalent of a bachelor’s degree.

Please refer to www.hvcc.edu/finaid for Direct Loan disbursement information.

Summer Federal Pell Grants

Application Procedures: Eligibility for a summer Pell Grant is automatically determined for all students who complete the FAFSA. Students who do not wish to receive a summer Pell Grant due to the limited number of award semesters remaining must notify the Financial Aid Office in writing.

Selection of Recipients and Allocation of Awards: To be eligible for a summer Pell Grant, students must be matriculated in an eligible degree program taking degree-applicable credit hours, in good academic standing and making satisfactory academic progress.

Award Schedule: The amount of the award will be based on the Pell Grant schedule for the corresponding academic year, the student’s EFC and the student’s enrollment status.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in his/her program (see page 39 for Academic Progress requirements). The student must not owe any refunds from the Federal Pell Grant or any other Federal student aid program, and must not be in default on any student loan. The student must be enrolled in degree-applicable credit hours and continue to participate in classes regularly. The student must not have previously earned the equivalent of a bachelor’s degree.

Please refer to www.hvcc.edu/finaid for summer Pell 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 visit www.hvcc.edu/finaid/disbursed.

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. The college disburses these loan proceeds in installments. For percentages and disbursement dates, please visit www.hvcc.edu/finaid/disbursed.

Students should have sufficient resources available 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.). Loan funds for first-time borrowers are disbursed no earlier than the 31st day of the term.
To receive federal student aid, the student must be participating in classes regularly. Financial aid disbursements will be put on hold for students who have all failing grades at midterm. Final grades are reviewed to determine if the student has participated in courses.

U.S. Department of Veterans Affairs (VA) Educational Benefits

Eligible United States military service members and families are entitled to receive educational benefits for full- or part-time study under the provision of several different 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 (VEAP)
- **Chapter 33**  Post-9/11 G.I. Bill®
- **Chapter 35**  Survivors’ and Dependents’ Educational Assistance Program (DEA)
- **Chapter 1606**  Montgomery G.I. Bill® - Selected Reserve
- **Chapter 1607**  Reserve Education Assistance Program (REAP)

**Application Procedures:** Application forms are available at and submitted to the Registrar’s office in the Guenther Enrollment Services Center.

**Veteran Deferrals:** Students continuing use of educational benefits may receive a tuition deferral at the Registrar’s Office. 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.

**VA Work Study:** This program provides part-time employment to students receiving VA education benefits who attend 3/4-time or more. Work Study students are paid either the State or Federal minimum wage, whichever is greater. More information regarding this program, including how to apply can be obtained at the Registrar’s Office or on the VA website.

**Rights and Responsibilities of Recipients:** Educational and vocational counseling will be provided by 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 students receiving benefits.

G.I. Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill.

**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.

**Application Procedures:** Students must 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.

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

If a student provides an email 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 status of a TAP Award is contingent upon the annual approval of the New York State budget.

The TAP application deadline is June 30 of the academic year for which aid is sought.

**Selection of Recipients and Allocation of Awards:** TAP is an entitlement program. 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.

Please note: Students who graduated from a foreign high school and who do not have a prior college degree must take and pass all components of an approved ability-to-benefit test. Please refer to “Academic Qualifications” under “Policies Affecting Aid Eligibility” for further information. More information regarding Ability to Benefit is available online at www.hesc.ny.gov.

*Full-time status for New York State awards is determined by enrollment in 12 or more degree-applicable credits per term. A course in which a grade of “D” (“C” if that is the course’s passing grade) 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’s degree program.

**Award Schedule:** The TAP award is scaled according to the student’s level of study, tuition charge and New York State net taxable income for the previous tax year.
Financial Aid

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 the New York Higher Education Services Corporation (NYSHESC). See the APTS application available online at www.hvcc.edu/finaid/forms.

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” (“C” if that is the course’s passing grade) 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 based on availability of funds and the number of eligible applicants.

Part-Time TAP

To be eligible for Part-Time TAP, a student must have been a first-time freshman in the 2006-07 academic year or thereafter. A student must have earned 12 credits or more in each of any two consecutive preceding semesters, for a minimum total of 24 credits earned, be a New York State resident enrolled on a part-time basis (6-11 degree-applicable credits), and must have a 2.0 cumulative grade point average.

Application Procedures: The application process is the same as the Tuition Assistance Program (TAP).

Accelerated Study

To be eligible for an Accelerated Study TAP payment during a summer term, a student must have been a full-time student during the prior spring term. A student is eligible only upon earning 24 degree-applicable credits in the two terms prior to the accelerated study term. This criteria must be met each time an accelerated award is sought. Transfer credits are not applicable.

Application Procedures: The application process is the same as for the Tuition Assistance Program (TAP).

Veterans Tuition Awards (VTA)

These New York programs are eligible for veterans matriculated at a degree-granting institution in New York State. Awards are available for full-time and part-time study.

Application Procedures: Students must first establish eligibility by completing the New York State Veterans Tuition Award Supplement. In addition, students must apply for payment each year by completing the Free Application for Federal State Aid (FAFSA) and the New York State TAP application.

Selection of Recipients and Allocation of Awards:
Funding is available for New York State residents discharged under honorable conditions from the U.S. Armed Forces and who are:

- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the U.S. Armed Forces who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or Marine Expeditionary Medal.

To qualify, student also must:

- Be a U.S. citizen.
- Have graduated from a U.S. high school, earned a GED or passed a federally approved “Ability to Benefit” test.
- Not be in default on a student loan guaranteed by HESC or any repayment of state awards.
- Be in good academic standing.
- Have at least a “C” cumulative average after receipt of two annual payments.

Award Schedule: Funding for this program is based on the approval of the New York State budget. Awards will be set at $6,195 or tuition, whichever is less. If a TAP award is also received, the total combined award cannot exceed the student’s total tuition cost. Post-9/11 GI Bill® (Chapter 33) benefits are considered duplicative of any VTA awards the student may have received. Undergraduate students are eligible to receive awards for up to eight semesters (four years) of study.

More information can be found online at www.hesc.ny.gov.

Policies Affecting Federal Financial Aid Eligibility

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.
Academic Qualifications

To be eligible for federal financial aid (includes Pell Grant, Work Study, SEOG and Federal Direct Loans), a student must have a high school diploma or its recognized equivalent (i.e. New York State GED or homeschooling).

Exception: students who were enrolled in an eligible educational program of study before July 1, 2012 may be considered federal aid eligible if they previously passed an approved Ability to Benefit (ATB) test or successfully completed at least 6 degree-applicable credit hours. The student must provide appropriate documentation to the Financial Aid Office.

Students seeking New York State financial aid (i.e. TAP or APTS) who do not have a high school diploma or its recognized equivalent must pass an independently administered examination approved by the Department of Education. Students who have a foreign high school diploma or were homeschooled are also subject to this requirement.

The testing deadline for New York State aid eligibility is the last day of the add/drop period for the effective term.

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.

Effective Nov. 1, 2015, COMPASS and ASSET tests will no longer be approved tests by the Department of Education. The college will be administering the ACCUPLACER exam beginning on this date.

The college’s current placement test, ACCUPLACER, has been approved as a measure of the ability of a student to benefit from post-secondary instruction.

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

- Reading Comprehension 55
- Sentence Skill (Writing) 60
- Arithmetic 34

Students must obtain a passing score on all components of the tests to be eligible for New York State financial aid programs.

Prior to Nov. 1, 2015 the college’s former placement tests, ASSET and COMPASS, were approved as measures of the ability of a student to benefit from post-secondary instruction.

The minimum passing scores for such students on the ASSET test were:

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

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

- Writing Skills 32
- Reading Skills 62
- PreAlgebra 25

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.

All courses attempted also will count toward the calculation of credits for the maximum timeframe standard (150 Percent Rule) under the Satisfactory Academic Progress policy.

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.

Federal Satisfactory Academic Progress

The following tables outline the satisfactory academic progress requirements. To receive federal financial aid, a student must meet the federal satisfactory academic progress requirements as outlined under Policies and Procedures. Additionally, students must meet 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’s 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.

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

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.

Students who are new federal loan borrowers on or after July 1, 2013 will qualify for subsidized federal loans until they reach their 150% limitation. Once a borrower has reached this limitation, the interest subsidy ends for all outstanding subsidized loans that were disbursed on or after July 1, 2013. The student could continue to receive unsubsidized loans if otherwise eligible.

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

Satisfactory Academic Progress Table for Associate Degree Programs

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

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Percentage of Overall Credit Hours Earned</th>
<th>Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Attempted Credit Hours**</td>
<td>Overall Credit Hours/Earned with Overall Credit Hours Attempted**</td>
<td>Percentage of Term Credit Hours Earned</td>
</tr>
<tr>
<td>Minimum Cumulative Grade Point Average (GPA)</td>
<td>50 Percent</td>
<td>75%</td>
</tr>
<tr>
<td>3-18.99</td>
<td>.5</td>
<td>To be considered under this category, students in unsatisfactory academic progress must take at least six non-remedial credit hours. Students in satisfactory academic progress must take at least one credit-bearing course.</td>
</tr>
<tr>
<td>19-36.99</td>
<td>1.1</td>
<td>AND</td>
</tr>
<tr>
<td>37-48.99</td>
<td>1.70</td>
<td>60 Percent</td>
</tr>
<tr>
<td>49+</td>
<td>1.90</td>
<td>75 Percent</td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Financial Aid
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's degree program or a certificate program. Both tables are illustrated on the following pages.

### (C). Percentage of Term Credit Hours Earned

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

### Federal Aid Satisfactory Academic Progress

#### Satisfactory Academic Progress Status

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

#### Unsatisfactory Academic Progress Status

Students who measure below the minimum cumulative qualitative and/or quantitative requirements will be placed 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 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 Federal Aid Ineligibility Decision

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

An appeal of the ineligibility decision may be made through the college’s academic waiver process, which begins in the Center for Counseling, 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 only. This is considered the student’s financial aid probationary period. Students will then be required to meet academic standing and academic progress requirements at the end of the effective term and in all subsequent terms.

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

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.

Remedial Coursework

In determining federal aid eligibility, the credit hour equivalent of remedial courses is counted toward enrollment status.

Enrollment Status and Repeat Coursework

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

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

- If a student receives an F or W grade, they can repeat the course with the benefit of federal aid until the course is passed with a grade of D or better.
- If a student passes a course with an A, B, C or D grade, they can repeat that course ONE time only. Please note: Satisfactory Academic Progress and 150% rules apply. The highest grade is calculated in Grade
Point Average. Withdrawals do not count as a retake for the course. College policy states a student can only repeat a course two times, unless an exception is approved by the student's academic department.

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

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 participating in 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. Students who have all grades of “F” at midterm will have all aid held until final grades are verified.

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 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 participating in 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 (SAR) until the overpayment is repaid.

Unusual Enrollment History

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

Identity and Statement of Educational Purpose

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

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

High School Completion Status

Certain federal aid applicants are now required to verify their high school completion status (i.e. high school diploma, GED or homeschool). College policy requires that students must submit appropriate documentation to the Admission’s Office to prove their status. Certain federal aid applicants are now required to verify their identities and resubmit a Statement of Education Purpose, as was originally provided as part of the FAFSA submission.

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

Effect of Drug Conviction

Persons convicted of drug trafficking or possession under federal or state law may be ineligible to receive federal student aid including grants, loans and work-study programs.

When completing the Free Application for Federal Student Aid (FAFSA) form, question 23 asks if the student has ever been convicted of a drug related offense. Failure to answer the question will automatically disqualify the student from receiving federal aid. Answering the question falsely, if discovered, could result in fines, imprisonment or both.

Convictions count only if they were for an offense that occurred during a period of enrollment for which the student was receiving federal aid. A conviction does not
count if it was reversed, set aside or removed from the student’s record or if the conviction occurred when the student was a juvenile (before age 18) unless the student was tried as an adult.

According to the law, the following chart indicates the period of ineligibility for federal student aid. (A conviction for sale of drugs includes convictions for conspiring to sell drugs.)

<table>
<thead>
<tr>
<th>Possession of Illegal Drugs</th>
<th>Sale of &quot; &quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st offense</td>
<td>1 year from date of conviction</td>
</tr>
<tr>
<td>2nd offense</td>
<td>2 years from date of conviction</td>
</tr>
<tr>
<td>3+ offenses</td>
<td>Indefinite period</td>
</tr>
</tbody>
</table>

A student regains eligibility the day after the period of ineligibility ends or when he or she successfully completes a qualified drug rehabilitation program. Further convictions will make the student ineligible again. Students denied eligibility for an indefinite period can regain it only after successfully completing a rehabilitation program as described below.

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:
- Be qualified to receive funds directly or indirectly from a federal, state or local government program or federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

It is the student’s responsibility to certify to the Financial Aid Administrator that he/she has successfully completed a qualified rehabilitation program.

New York State Satisfactory Academic Progress

New York State academic standards require that a student complete a certain number of credits during each term an award is received, accrue degree credit at specified levels, and maintain a certain grade point average. The requirements are based on the number of state awards received, no matter at what institution, as outlined in the charts below. An Aid for Part-Time Study or part-time summer TAP award counts as one–half of a TAP award. Use of a part–time TAP award reduces the remaining number of awards available on a prorated basis (based on the number of credit hours at the time of each award).

New York State Academic Progress Requirements*

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

**Students are considered to be in a program of remedial study if they meet one of the following criteria:

1. Placement exam scores indicated the need for remediation for at least two semesters.
2. Enrolled in at least six credit hours of non-credit remedial courses in the first term a TAP award is received.
3. Enrolled in an opportunity program such as EOP.

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 lifetime one-time only waiver, the application process begins in the Center for Counseling, located in the Siek Campus Center.

Students must have attained a grade point average of 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,

### Chart 1 - For students who first received state aid prior to Summer 2010 or for students in a program of remedial study**

<table>
<thead>
<tr>
<th>After this award</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</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>
</tr>
<tr>
<td>This grade point average must be attained</td>
<td>.5</td>
<td>.75</td>
<td>1.30</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>
</tr>
</tbody>
</table>

### Chart 2 - For students who first received state aid in Summer 2010 or thereafter

<table>
<thead>
<tr>
<th>After this award</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>This many degree credits must be accrued</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>This grade point average must be attained</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</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>
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</tbody>
</table>
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 state 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, first-time TAP recipients 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 grants and scholarships.

Scholarships

The college offers a quality education at a fraction of the cost of most private colleges and universities. Each spring semester, the college and the Hudson Valley Community College Foundation are proud to offer nearly 100 scholarship opportunities that make Hudson Valley even more affordable. Information for both new and currently enrolled students can be found on our website at www.hvcc.edu/scholarships or by contacting the Foundation at (518) 629-8012 or emailing scholarships@hvcc.edu.

College Academic Services

Science Study Center

In an effort to provide extended academic support for students, the Biology, Chemistry and Physics Department staffs and equips the Science Study Center. Students can have their science 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 Science 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. The center also has several computers with Internet capability that can be used for writing papers, research or to view computer tutorials.

Center for Academic Engagement

The Center for Academic Engagement will focus on intentionally reaching out to all students who are academically at risk. The Center is designed to facilitate collaboration between academic and instructional support units and encourage staff/faculty from a number of departments across the campus to collaborate and intervene to encourage student success and retention. The center is located in the Siek Campus Center, Room 230.

Retention Services

College retention efforts such as a call center, a pre-enrollment communication system, a freshman orientation course, and an academic warning system are coordinated by the Instructional Support Services and Retention staff. Other support activities and programs are described at www.hvcc.edu/issr. Questions concerning services related to student academic support and retention should be directed to the retention specialist at (518) 629-7505, Siek Campus Center, Room 230.

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 technolo-
grams and courses currently offered at the college, the Library Learning Commons, provides access to information, call (518) 629-7198 or visit the IMC website at www.hvcc.edu/imc. information, call (518) 629-7198 or visit the IMC website at www.hvcc.edu/imc. The Dwight Marvin Library, located within the Marvin Library Learning Commons, provides access to information and services within the library building and online at http://library.hvcc.edu. Librarians and staff are available to assist with research. Save time and find the information needed to succeed now and in the future by getting to know us and the resources we offer.

With over 100,000 books which support academic programs and courses currently offered at the college, the library has a vast array of sources to complete assignments, papers, and projects. Finding books on special topics may be overwhelming. Librarians can help. Discover the many resources available, from encyclopedias to specialized research databases, all carefully selected by faculty librarians. The library subscribes to hundreds of magazines and journals and provides access to nearly thirty thousand more titles available from our website. Through resource-sharing arrangements with other libraries, we will seek to borrow other books and articles that are not available directly from us.

Librarians are available at the reference desk six days per week, including most evenings and Saturdays during the academic year. Librarians can also be reached by phone, email, and instant messaging. Visit our website at http://library.hvcc.edu and follow the Ask a Librarian link. Stop by for assistance with an assignment or research paper. Sign up for an individual appointment with a librarian to get started with an assignment and to locate books, articles, and other sources.

Computers and wireless access are available in the library, alongside photocopiers, printers, and other technology resources. Find a quiet place to study between classes or meet with classmates in a group study room. Thumb through a magazine, read today's newspaper, start an assignment, visit a website recommended by a teacher, contemplate a new concept or idea heard in class. Learn more about us online at http://library.hvcc.edu and become a frequent visitor when you are on campus.

The Distance Learning Office provides support for Distance and Online Learning courses and the Blackboard/Portal system. The office provides workshops and courses for online course development, reformatting course materials, learning new functions in Blackboard, developing multimedia and more. The office also provides support for online faculty and students through the Distance and Online Learning Help Desk.

The Distance Learning Office

The Distance Learning Office provides support for Distance and Online Learning courses and the Blackboard/Portal system. The office provides workshops and courses for online course development, reformatting course materials, learning new functions in Blackboard, developing multimedia and more. The office also provides support for online faculty and students through the Distance and Online Learning Help Desk.

The mission of the Instructional Media Center is to enhance the teaching and learning process at Hudson Valley Community College through utilization of instructional media resources. The IMC, located on the lower level of the Marvin Library Learning Commons, provides a centralized site where the academic community's instructional media needs are received, interpreted and met. IMC staff facilitates the acquisition, and circulation of the 4,000-title subject specific media collection and provides faculty-driven custom programs of service both onsite and online.

Services include media reserves (including media programs in all formats, textbooks and journal articles), e-reserves, and multimedia viewing rooms for group study and media preview.

The instructional media specialist is available throughout the day to collaborate with faculty and students to identify and meet their instructional needs. The IMC is open six days a week and maintains library hours. For more information, call (518) 629-7198 or visit the IMC website at www hvcc edu/imc.

The Learning Assistance Center, located in the lower level of the Marvin Library Learning Commons, provides academic assistance and programs that encourage students to become independent and confident learners. The LAC operates on both a walk-in and appointment basis and is open from 7 a.m. to 10 p.m. Monday through Thursday; from 7 a.m. to 5 p.m. Friday; and from 9 a.m. to 4 p.m. Saturday.
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 instructional support in math, study skills, writing, and other subject areas. 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 can teach you how to manage your time, take class notes, get the most out of your text, prepare for tests, minimize your stress, maximize your memory, improve grammar and more.

Peer Tutoring Program: 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 workshops, labs or special study groups in the Learning Assistance Center.

Collegiate Academic Support Program: The Collegiate Academic Support Program (CASP) promotes the academic and personal growth of traditionally underrepresented students by providing holistic programs and activities within an environment that celebrates inclusiveness and diversity. Available services include life-skills counseling; enrollment activities; referrals; and computer access. For more information regarding CASP, contact the program coordinator at (518) 629-7160.

Writing and Research Center

The Writing and Research Center, located on the second floor of the Marvin Library Learning Commons, provides instructional support in all the facets of the writing and research process. Faculty conduct workshops on a variety of topics and provide online resources to assist students.

Internship Opportunities

Internships offer students practical, hands-on experience as part of their preparation to enter the workforce. One of the best ways to learn some of the most useful information in any field of study is through hands on experience. An internship provides opportunity to learn by experience what can’t be learned from books or in the classroom. Professional internships give students a competitive edge in the job market.

Assistance in finding the right internship is available through the Center for Careers and Transfer. An appointment with a career counselor in the center is strongly encouraged. By registering online with Hudson Valley job bank, students can search for internship opportunities.

The Center for Careers and Transfer 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 Transfer, Siek Campus Center for more information.

Study Abroad

Study abroad offers exciting and unique opportunities for growth and enrichment – academically, professionally, and personally. Hudson Valley Community College students have a wide selection of study abroad opportunities available to them through the State University of New York (SUNY) Office of International Programs, and the College Consortium of International Studies (CCIS)

SUNY International Programs (www.sunystemabroad.com) are offered to all eligible students within the SUNY system. SUNY currently offers more than 400 study abroad programs in more than 51 different countries in North and South America, Africa, Asia, Western and Eastern Europe, and Australia and New Zealand. These programs range from 2 to 3 week intensive courses to an entire semester or academic year abroad. While many programs focus on language learning and are conducted in the language of the host country, others are conducted wholly or partly in English. Credits earned at the overseas study centers are placed on Hudson Valley transcripts and become part of the student’s academic record.

The College Consortium for International Studies (CCIS) (www.ccisabroad.org) is a partnership of colleges and universities in the United States and abroad which sponsors more than 75 study abroad programs. 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 more than 30 countries. 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. As with SUNY International Programs, credits earned at the overseas study centers are placed on Hudson Valley transcripts and become part of the student’s academic record.

Students registering for SUNY or CCIS international programs pay the tuition and fees established by these programs. These charges may be significantly more than tuition at Hudson Valley Community College.

The college’s Financial Aid Office provides qualified students with federal financial aid when they register for term-length overseas studies at Hudson Valley Community College. Students interested in learning more about study abroad should contact the study abroad advisor at (518) 629-7622.
Placement Testing and Course Advisement

To ensure that every student has the greatest chance for academic success at Hudson Valley Community College, entering students are required to take basic skills placement tests in writing, reading, and mathematics. Test results will be used to aid academic advisors in helping students choose first term courses. Recommendations may include non-credit courses, which may not be applicable to a degree program.

Students who test weak (below college level) in the three basic skills areas (Reading, Writing, and Math) will be required to register for at least one (1) appropriate learning skills course during their first term of full-time study or earlier.

Students will receive specific information about the enrollment process, including placement testing, after they are accepted to the college. Placement testing for the fall semester begins in February, and testing for the spring semester begins in October. The college will assign a specific test date to each student by letter, which they will receive approximately two weeks before a scheduled test session.

Some entering students may be eligible for waivers from testing based on substantial previous college work, previous ACCUPLACER or COMPANION placement testing, or college determined SAT/ACT cut-off scores (SAT: 500 critical reading/verbal, 500 math; ACT: 23 composite score, 22 English, 23 math). Students enrolling in the Fall 2012 through Fall 2016 semesters may be waived by the following additional waiver criteria for these semesters only: a minimum of an 80 high school GPA; a minimum of 6 college credits including 3 credits in an English course and 3 credits in a math course with grades of "C" or better in both courses. 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 daily by the Office of Testing, Advisement and Academic Placement. At the end of each test session, students receive information about contacting their academic advisor and selecting courses for the upcoming term. Evening and Saturday test dates are available on a limited basis.

Students that live at a significant distance from the college or are enrolled in an online degree program may request to take the Placement Test at a location closer to their home. This decision is made on an individual basis and is at the discretion of the Coordinator of Testing, Advisement, and Academic Placement. In this case, the student would need to contact the Testing Office to discuss this option called Remote Testing. If you have questions about Placement testing in general or want to inquire about Remote Testing, please contact the Testing Office at (518) 629-7255.

Samaritan and Albany Memorial Hospital School of Nursing Joint Programs

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

<table>
<thead>
<tr>
<th>Offered at Hudson Valley Community College</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 109 Biology of Human Organisms</td>
<td>4</td>
</tr>
<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>BIOL 271 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 205 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>*English Elective</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>*Directed Elective</td>
<td>3 or 4</td>
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</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 Ave., 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 Community College 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 and 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 http://aas.union.rpi.edu/site_det550 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.

Hudson Valley student-athletes will have 16 intercollegiate athletic programs, eight for men and eight for women, from which to choose:

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Cross Country (Men)</td>
<td>Basketball (Men)</td>
<td>Baseball (Men)</td>
</tr>
<tr>
<td>Cross Country (Women)</td>
<td>Basketball (Women)</td>
<td>Lacrosse (Men)</td>
</tr>
<tr>
<td>Football (Men)</td>
<td>Bowling (Men)</td>
<td>Softball (Women)</td>
</tr>
<tr>
<td>Soccer (Men)</td>
<td>Bowling (Women)</td>
<td>Golf (Women)</td>
</tr>
<tr>
<td>Soccer (Women)</td>
<td>Ice Hockey (Men)</td>
<td>Tennis (Women)</td>
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<tr>
<td>Volleyball (Women)</td>
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</table>

The Vikings hold six NJCAA National Championships, with the most recent coming in 2010 by the women’s bowling team. With 56 Region III Championships and more than 100 Conference Championships, Hudson Valley Community College offers some of the top athletic programs in the country.

This past year fourteen of our student athletes received All Region recognition and three received All America recognition. One of our student athletes received the prestigious SUNY Chancellor’s Award for Excellence, one of the highest honors a student in the SUNY system may receive.

Academic Eligibility for Intercollegiate Athletes

For the purpose of determining eligibility to participate in the Faculty Student Association-governed intercollegiate athletics, a student must maintain a 2.0 GPA in all coursework attempted. For this purpose, the midterm grades will be considered and reckoned in the GPA and will stand until overridden by the end of term grades.

Athletic Facilities

Hudson Valley Community College boasts some of the finest athletic facilities found on any two-year college campus in the country. All of Hudson Valley’s athletic teams 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 baseball team plays at Joseph L. Bruno Stadium on campus, which seats 4,500 and also is host to the New York-Penn League’s Tri-City ValleyCats, a Houston Astros-affiliated Class A baseball team. Other on-campus sport facilities include: football, soccer, lacrosse and softball fields, along with state of the art tennis courts.

Intramurals

The Athletics Department sponsors an extensive program of intramural sports and recreational activities open to all students and employees of the college. Participation in the Intramural Program can enrich your educational experience and improve your physical health. The Intramural Program also provides you with the opportunity to compete in athletic events without the pressure associated with varsity competition. Intramural events include soccer, volleyball and basketball, and activities such as darts, racquetball and frisbee golf. For more information, please contact the intramural coordinator at (518) 629-7367.

You also can use the recreational facilities when classes are not in session and during evening hours.

The Athletic Department 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, lab supplies, electronics, computers and computer accessories, tablets, printers, software, study aids, clothing, greeting cards, magazines and newspapers.

Textbooks are available for purchase beginning two weeks prior to the start of classes; students are encouraged to shop during these two weeks to avoid the long lines at the start of classes. If a student is eligible for federal financial aid, they may be eligible for a Bookstore Advance. A Bookstore Advance can be used beginning one week prior to the start of classes in the fall and spring semesters. The bookstore accepts cash, check and credit cards (MasterCard, Visa, Discover and American Express). Photo ID is required for all check, charge and Bookstore Advance purchases.

There are two ways students can pre-order textbooks. Online textbook purchasing is available via the Bookstore website, www.hvcc.edu/bookstore. Students can choose to have their books shipped to them or held in the Bookstore for pick-up. “Pre-pack” is a convenient, free service that allows the Viking’s Cove Bookstore staff to pre-pack all textbooks for a student. Pre-pack forms are available once registration begins. Students can get forms at the Bookstore or via the website at www.hvcc.edu/bookstore. With both methods, students are notified once their order is completed and available for pickup. Students that utilize these services are automatically entered into a contest to win their textbooks free for the semester and also for bookstore gift cards, and a laptop.

To obtain information about the bookstore’s return policy and services offered by the bookstore including textbook pre-pack, online textbook purchasing, textbook buy back, and fax service, please visit www.hvcc.edu/bookstore or call (518) 629-7157.

Bus Transportation

Hudson Valley Community College participates in the CDTA Unlimited Ridership Program. Free unlimited ridership is available on CDTA buses for all registered students for the fall and spring semesters as well as inter-session and summer terms. Students who register and pay for a credit-bearing summer course may use CDTA services during the part of term for which they are enrolled. Students will be able to use their ID as a bus pass to access all CDTA routes including the STAR service and the Northway Xpress commuter service.

Campus Ministry

The Campus Ministry Office offers students the opportunity to deepen their faith while at Hudson Valley Community College. Our campus minister strives to be available to students to help create an atmosphere in which they can integrate their faith with their social and educational lives. A variety of experiences is offered, which center on 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 Interfaith Prayer Room is a place for students, faculty and staff to use for personal reflection and for occasional services or spiritual programs. Literature and sacred scripture from major world religions are available in the prayer room. We encourage the use of the room by members of religious traditions and for interdenominational events.

The Campus Ministry Office is in the Siek Campus Center. For more information, call (518) 629-7168.

Center for Access and Assistive Technology (Formerly Disability Resource Center)

The major goal of the office is to assist all qualified students with disabilities in the pursuit of their educational objectives. The center attempts to coordinate 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 students, the center offers a number of support service programs. The purpose of these programs is not to create a competitive advantage for students, but to eliminate any disadvantages that may exist.

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

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

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

The Center for Access and Assistive Technology offers a wide range of support services. Each incoming student makes an appointment for an Intake Evaluation Meeting with the office, whereby a CAAT staff member and the student will discuss the type of disability the student has, the special equipment required, specialized skills the student possesses, and the support services the student believes are necessary to his/her successful academic functioning.

The Center for Access and Assistive Technology offers assistance to both temporarily and permanently disabled students on the college campus. General services include:

- Self-advocacy skill training
- Liaison with local, state, and federal agencies
- Liaison with faculty and staff
- Individual intake evaluation meetings
- Pre-admission counseling
- Assistance with registration process
- Special scheduling
- Classroom accommodations
- Supplemental tutorial services advisement
- Monitoring academic progress
- Assistance in acquiring special equipment
- Extended test-taking time when needed
- Proctored settings for examinations
- Assistance with reading and/or writing during exams/tests when needed
- Note taker assistance
- Texts in alternate formats- Electronic Books
- General assistance with navigating the campus
- Scooters for on-campus navigation for students with mobility concerns
- Resource for local high schools and the community
- Loan equipment program
- Voter’s Registration site

Technology Center

The Center for Access and Assistive Technology provides 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 Center for Access and Assistive Technology 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 Adult Career and Continuing Education Services - Vocational Rehabilitation (ACCES -VR) or the New York State Commission for the Blind and Visually Handicapped (CBVH). Individual computer work stations with various components are available within the Center for Access and Assistive Technology.

The Center for Access and Assistive Technology is located in the Siek Campus Center, Room 130. The office hours are 8 a.m. to 7 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Friday. Summer hours are Monday through Friday 8 a.m. to 4 p.m. Evening hours are available by appointment. During these hours, the office is open on a walk-in basis. Special appointments for students may be made by calling (518) 629-7154; T.D.D. (518) 629-7596 or Fax (518) 629-4831.

Center for Careers and Transfer

The Center for Careers and Transfer is located on the second floor of the Siek Campus Center. Students and alumni are offered a wide variety of services provided by the office. The Center will assist you with your job search, resume writing, interview preparation, job networking, career counseling, transfer counseling and much more.

Credit by Examination

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

Transfer Counseling

Approximately half of all graduates from Hudson Valley transfer 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 and reference books. Additionally, the center coordinates numerous campus visits of four-year college representatives throughout the year as well as a large "Transfer Fair" each semester. Transfer counselors can 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 has many formal transfer articulation agreements with four-year colleges and universities. Students are advised to visit the center early in their studies to obtain the most accurate and current information available regarding articulation agreements.
To learn more about the services and utilize online employment and career resources, visit the extensive website at www.hvcc.edu/career-transfer. The site also hosts an online job bank which includes: full-time, part-time and summer jobs as well as internship opportunities. For more information contact (518) 629-7326.

Center for Counseling

The Center for Counseling is part of the Wellness Center and located in the Siek Campus Center, Room 260. Office hours are 8 a.m. to 5 p.m., Monday through Friday during the academic year. Summer hours are 8 a.m. to 4 p.m., Monday through Friday. Evening hours are available, during the academic year, by appointment only. Appointments may be made by visiting the office, or calling (518) 629-7320. Students also may be seen on a walk-in basis, pending the availability of a counselor. Counselors are skilled, qualified professionals who provide a range of services including the following:

Academic Counseling
The Center for Counseling 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.

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 may be 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 offers short-term individual counseling that is both private and confidential. The center also assists students with referrals to community-based service providers, as needed.

For more information, visit www.hvcc.edu/cct.

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. 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 experience the wonders of nature. The center itself is filled with blocks and books, computers and an indoor gym. Caring teachers, student interns, and Work-Study students offer the children attention throughout the day.

The center is open 7:30 a.m. to 5:30 p.m. Monday through Friday and serves children between the ages of six weeks and five years old. Breakfast, lunch and an afternoon snack are provided daily. Fees are on a sliding scale based 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.

Dental Hygiene Clinic

At the Dental Hygiene Clinic, students, faculty and staff can obtain free dental cleanings and exams. Services such as X-rays and sealants are also available for a minimal fee. All services are performed by Dental Hygiene students under supervision of Dental Hygiene faculty. The Dental Clinic is located in Fitzgibbons Hall, Room 127. For more information, call (518) 629-7400.

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 educational goals.

The FSA operates auxiliary services on campus, including the Viking’s Cove Bookstore, the Viking Child Care Center, food service, student activities, intercollegiate athletics 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 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 call (518) 629-7165.
Food Service

Food services are provided in various locations by Mazzone Hospitality and PRIME Business Dining. Hours of operation are as follows:

Food Court - Campus Center 2nd Floor
8 a.m. – 2:30 p.m. Monday – Friday

Library Café
7 a.m. – 6 p.m. Monday – Thursday
7 a.m. – 2:30 p.m. Friday

Williams Hall Café
8 a.m. – 2:30 p.m. Monday – Friday

Science Center Café
8 a.m. – 2:30 p.m. Monday – Friday

PRIME Beat – Lower Level Campus Center
7 a.m. – 6 p.m. Monday – Thursday
7 a.m. – 2:30 p.m. Friday

*Hours subject to change

Our new dining vendor brings exciting options to campus with delicious salads, sandwiches and grill items along with a new “Angelo’s Kitchen” Italian station in the campus center

PRIME Beat, a new concept on campus has opened as a full service coffee shop located in the lower level of the campus center, enjoy local barista flavors and a seasonal smoothie menu!

Available items will vary by location, please visit www.primebusinessdining.com/HVCC for a full list of menus.

On-site catering is also available through Mazzone Hospitality, please contact catering@hvcc.edu for details.

Health Services

Students requesting health information or medical attention may visit the College Health Service in the Wellness Center in the Siek Campus Center.

Office Hours
Fall/Spring Semesters
8 a.m. – 5 p.m. Monday – Thursday
8 a.m. – 4:30 p.m. Friday

Summer Hours
8 a.m. – 4 p.m. Monday – Friday

Services Provided

In general, a nurse practitioner is available each class day during the fall and spring terms. Walk-in hours are Monday through Friday, 8 a.m. - 5 p.m. The college physician is available to see patients on Tuesday and Thursday afternoons during class days during the fall and spring terms. Nurses are available 8 a.m. to 4 p.m. daily.

Treatment at the College Health Service is free to students in need. A student ID is required. There may be a charge for laboratory tests and X-rays performed by facilities outside the college. These charges may or may not be covered by individual student health insurance. It is the responsibility of the student to inquire about individual insurance coverage.

Students without insurance may inquire about possible laboratory testing options available. The college is not responsible for reimbursement for expenses caused by injuries that occur at, or illnesses that are a result of, activities that occur on campus or off-campus educational sites or activities.

All treatment at the College Health Service is strictly confidential with the exception of reports of injuries that occur on campus. Copies of those reports must be sent to the risk manager. All injuries that occur on campus should be reported to the College Health Service even if the injury appears to be insignificant.

Immunization Requirements

New York State Public Health Law requires college students to demonstrate proof of immunity to the diseases measles, mumps, and rubella (MMR). The law applies to students born after January 1, 1957, who are registered for 6 or more credits at Hudson Valley. The proof of immunity required must be documented by a health care practitioner or other acceptable evidence in the following ways:

Titers: Positive blood tests (titers) for measles, mumps and rubella (MMR) can be submitted to the College Health Service. When submitting titers, a copy of the lab report must be provided.

Measles Vaccinations- Otherwise known as rubeola – 2 doses live measles vaccine administered after the first birthday and at least 30 days apart (exact dates of vaccinations are required).

Mumps Vaccination- 1 live dose mumps vaccine administered after 12 months of age (exact date of vaccination is required).

Rubella Vaccination- Also known as German measles – 1 live dose rubella vaccine administered after 12 months of age (exact date of vaccination is required).
All forms must have an original signature or stamp to be considered properly documented. Students also are required by New York State law to have a meningitis response form on file. This is simply a requirement for a signed form. Meningitis immunization is not required.

Religious Exemption
When a prospective student requests a religious waiver from NYS immunization requirements, it is the policy of Hudson Valley Community College to require a letter from the requestor’s pastor explaining that the prospective student’s religion exempts him/her from immunization requirements or the requestor can submit a certified copy of his/her high school immunization records indicating a religious waiver from immunizations in high school.

If the high school record is sent, it must be accompanied by a letter from the prospective student explaining precisely what beliefs he/she holds that will exempt him/her from the immunization requirements. In addition, the religious exemption waiver must be signed, notarized and returned to the College Health Service with the pastor’s letter or the high school document and the prospective student’s letter.

College Requirements
Tuberculosis (TB) Evaluation Policy- All students must undergo a TB skin test (PPD) within 3 months of the semester start date.

Tetanus or Tetanus/Diphtheria- At least one vaccination within the last 10 years.

All immunization forms submitted to the College Health Service must have an original signature or a practice stamp. Photocopied signatures and stamps are not accepted. Also, all immunization information should be sent to Health Service at least one month prior to registration. The address is: College Health Services, Hudson Valley Community College, Fitzgibbons Center, Room 146, 80 Vandenburg Avenue, Troy, NY 12180.

For additional information, contact college Health Services at (518) 629-7468 or healthservice@hvcc.edu

A student who does not submit required immunization records will be allowed to pay the tuition bill, but a hold will be placed on the student’s account which will prevent the student from making any changes to his/her schedule. The hold will be lifted once the immunization requirements have been met. 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 designated 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 about the college Health Services, call (518) 629-7468.

Siek Campus Center
The Raymond H. Siek Campus Center houses a wide variety of student-centered services: a 300-seat cafeteria; the 350-seat Maureen Stapleton Theatre; the Center for Careers and Transfer; Center for Academic Engagement; the college Chaplain’s office; the Cultural Events office; the Center for Access and Assistive Technology; the Educational Opportunity Program; the Faculty Student Association; the office of the student newspaper The Hudsonian, the Public Safety Department; the Student Activities and Student Senate offices; the Wellness Center and the Viking’s Cove Bookstore. A computer lab 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 performances for students and the public.

Throughout the school year, the Siek Campus Center also serves as the focal point for many student-sponsored events such as afternoon concerts, talent shows and guest speakers. The center is almost always alive with student activity and interaction.

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 Siek 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, usually 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.

Academic Eligibility for Participation in Student Senate Sponsored Organizations
For the purpose of determining eligibility to function as a member of Student Senate sponsored organizations, a student must maintain a 2.0 GPA in all coursework attempted. For the purpose of determining eligibility to participate as an executive officer in the Student Senate, a student must maintain a 2.5 GPA in all coursework attempted. For these purposes, the midterm grades will be considered and reckoned in the GPA and will stand until overridden by the end of term grades.
Field Trips and Cultural Events
There are many day trips to sightsee and attend cultural or athletic events. Weekend and week-long ventures during term breaks are scheduled.

Housing
The Student Activities Office publishes the Student Housing Guide which includes a list of available housing in the region. Call (518) 629-7348 for more information.

Lockers
Wall lockers are available for student use in Amstuz and Brahan Halls. The lockers are located on all three floors of Amstuz Hall and on the first floor of Brahan Hall.

The lockers are assigned by the Student Activities Office, located in the Siek Campus Center, Room 210. Student ID is required for locker rental and a $10 fee will be charged per semester. Students should pay the fee at the Cashier’s Office, first floor of Guenther Enrollment Services Center, and bring receipt of payment to the Student Activities Office, where a locker and combination will be assigned. For security purposes, only one individual is assigned per locker and only that individual may obtain combination information (ID must be presented). In the event the student loses, or forgets their combination, they should return to the Student Activities Office for a reassigned combination.

The contents of all assigned wall lockers must be removed by the last day of class of each semester.

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; 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, and 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 in their class.

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 Registrar’s Office or from the nearest Veterans Affairs office.

Who’s Who
Each year, editors of Who’s Who Among Students in American Universities and Colleges solicit nominations from Hudson Valley Community College.

Nominations for the competitive recognition are based on academic achievement, service to the community, leadership in voluntary extracurricular activities and potential for continued success.

Nominees must have completed 24 credit hours at Hudson Valley Community College or be registered to complete 24 credit hours by the end of the fall semester in which they are nominated; must be matriculated; must have a 3.2 or higher cumulative grade point average at the end of the fall semester in which they are nominated; must demonstrate active participation or leadership in voluntary extracurricular activities and/or voluntary community service while enrolled at Hudson Valley Community College. Grade point averages and credit hours will be confirmed at the end of the fall semester of nomination.

Nominations are forwarded to the college’s Who’s Who Among Students in American Universities and Colleges Nominating Committee upon approval of the Chairperson of a student’s degree program.

Those selected join an elite group of students from more than 2,800 institutions of higher education in 50 states and the District of Columbia.
College Community Services

The Alumni Association

The Alumni Association is part of the Hudson Valley Community College Foundation. 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 75,000. Therefore, the Alumni Association believes it is important to educate alumni on the importance of relationships, philanthropy and heritage.

Alumni can enjoy reconnecting with their alma mater by attending college and alumni events and by reading The Valley View, the college's publication for alumni and friends.

For additional information about the association's programs and services, call (518) 629-8012 or email alumni@hvcc.edu. Additional information is available 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 goals 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.

The Foundation secures private resources for student scholarships and 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.

Campus Free Speech and Assembly

Below, please find the resolution outlining the guidelines regarding free speech and assembly on campus.

Resolution

WHEREAS, Hudson Valley Community College is a public college which shall make its facilities available for public discourse, subject to reasonable regulation as to the time, place and manner when its facilities may be used; and

WHEREAS the College wishes to identify a public area of the campus which will be the designated public forum to be used for the communication of ideas ("Designated Public Forum"); and

WHEREAS, the College maintains its right to designate and regulate the persons and activities permitted in areas of the campus that are deemed to be nonpublic ("Nonpublic Forum") for the general well-being of academic, administrative and privacy purposes, it is RESOLVED as follows:

Regulation of Time:

Black-out days: The College has “blacked-out” certain days on its calendar when the use of the campus and its facilities, including outdoor spaces are reserved exclusively for campus related activities that are at the core of its primary educational mission. During these black-out periods, no third party shall be allowed to use the Designated Public Forum for free speech purposes. The College defines the blackout periods to include the following:

A. During Spring break and the break between Summer sessions as set forth in the current academic calendar
B. During reading periods and examination periods as set forth on the then current academic calendar;
C. During graduation related activities and events, including commencements;
D. During major fall or spring campus-wide celebrations, such as speeches, concerts, weekend events, and Homecoming; and
E. During those days when the College is closed, including, but not limited to seven (7) calendar days prior to the start of the Fall and Spring semesters.
Regulation of Place:
The College designates the Student Pavilion bounded by the parking lot, Hudson Hall, the McDonough Sports Complex and Cross Road as its Designated Public Forum. The President or the Vice President for Administration may change the designation to another area of campus in order to meet the College’s operational needs and for the convenience, health, safety, and welfare of the campus community.

Regulation of Manner:
The College requires parties seeking to use the Designated Public Forum to submit an application for each use, three (3) or more business days before the use. The application shall be submitted to and the Vice President for Administration or his designee shall promulgate the form of application which shall not;

1. Inquire as to the content of the speech;
2. Charge an application fee or a fee for the use of the Designated Public Forum;
3. Impose insurance requirements;

Applicant shall be provided with, at the time of the application, a copy of the rules and regulations governing conduct on campus. Applicant shall be informed whether the application has been granted or denied on or before the morning of the requested use date. The application may be denied, for among others, either of the following reasons:

i. Space already reserved;
ii. Request is for a black-out period.

If the application is denied, Applicant shall be informed of the next available date.

Applicant shall:

A. Park in the Grove lot or another area designated by the Vice President for Administration or his designee;
B. Pick up any brochures, leaflets, trash and any other debris brought onto Campus by Applicant or his/her volunteers, agents, servants or employees;
C. Not use amplification equipment, except that equipment supplied by the College and use it at a volume which will not disturb classes or business and administration functions;
D. Only occupy the Designated Public Forum between the hours of 8:00 a.m. and 9:00 p.m.;
E. Be provided with a microphone/sound system, by the College, when requested for on the application, and upon approval of the Application.

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 auditorium, computer labs, an electronic arts lab with full multi-media production capability, online learning facilities, interactive television, 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 and the world.

The college’s Office of Institutional Services and Events 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 track, a fitness room, a free weight room, three racquetball courts and an ice skating 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 New York State 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 college’s NCAA regulation-size ice rink serves as the home for the Hudson Valley Vikings and neighboring LaSalle Institute hockey teams. It also is 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.
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 under the Code of Conduct sections in the Judicial System Section of the Catalog. Any sanctions that may be imposed for violations of these campus regulations also can be found there.

The Public Safety Department is located in the Siek Campus Center on the first floor and 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.

Pursuant to the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act (20 USC § 1092(f)), 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 college’s website at www.hvcc.edu/publicsafety/securityreport.pdf

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 immediately and/or go to an area where other people are present.
• Report suspicious activities. If something doesn’t seem right (for example, if someone is sitting in a vehicle and watching you), report it.
• If you are a victim of a crime, or if you witness one, report it to Public Safety immediately. Hudson Valley also offers many forms of support including the College 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

Hudson Valley Community College employs Peace Officers as well as other Officers and Guards. As per section 2.10-78 and 2.20 of the New York Criminal Procedure Law, Campus Peace Officers may make arrests and have other enforcement powers. In matters which Hudson Valley security officers lack authority or where a police report is necessary, the services of the Troy Police Department, North Greenbush Police Department, Rensselaer County Sheriff’s Department or the New York State Police are contacted. The Public Safety Office enjoys a good working relationship with area law enforcement agencies through the mutual sharing of information and investigations, personal contacts, and the patrol of our roadways by area police agencies.

Policies Regarding Alcohol, Drugs, and Drug/Alcohol Education Programs

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 in the Siek Campus Center at (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 email, 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.

Timely Warning Policy for Certain Crimes Considered to be a Threat to the Campus Community

Hudson Valley Community College will prepare and issue a timely warning to students, faculty and staff whenever a report is received of a serious crime that represents a continuing threat to the campus community. The types of serious crimes that may warrant a timely warning include:

1. Murder;
2. Sex offenses, forcible and non-forcible;
3. Robbery;
4. Aggravated assault;
5. Burglary;
6. Motor vehicle theft;
7. Manslaughter;
8. Arson;
9. Arrests or person referred for campus disciplinary action for liquor law violations, drug-related violations and weapons possession.

The College will make the decision whether to issue a timely warning on a case-by-case basis considering the facts surrounding a crime, including factors such as the nature of the crime, the continuing danger to the campus community and the possible risk of compromising law enforcement efforts. Information for timely warnings may come from reports made to the campus security or from local law enforcement agencies. Timely warnings may be issued to the campus community as soon as pertinent information about the crime is available.
Timely warnings of serious crimes and the publication of the college’s security procedures are made by means of the campus electronic email, “security alert” posters, campus security officers, the campus newspaper, the employee newsletter and any other means of communication chosen by the college to communicate any security-related information.

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.

Motor Vehicle and Parking Regulations

All rules and regulations shall be in effect at all times.

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 decal will be provided. This decal must be displayed on the left rear side window of the vehicle being registered.

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

D. Students needing disabled parking on campus are required to submit an application with the Center for Access and Assistive Technology (Campus Center 130). Temporary disabled parking authorization will be issued by the College Health Service.

Use of a New York State Disabled Parking Permit without registering at the Center for Access and Assistive Technology 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 instruc-
tions. 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
   1. Visitor Lot – Faculty/Staff/Visitors: Temporary until new garage is built - F lot, southwest, front of campus.
   2. BTC/Holliday Drive - Handicapped
   3. Behind Siek Campus Center - Employees only
   4. Southside of Williams Hall:
      a. 1st Lot: Employees only.
      b. Handicapped students when applicable
   5. Between Hudson Hall and Field House – Employees only

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.
Continuing Education, Summer Sessions and 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 flexible alternative to the traditional full-time college degree program.

Credit courses offered in the evening during fall, spring and summer terms may be selected from the majors described in this catalog.

Students who take advantage of the Continuing Education courses 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 that evening classes may 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 the School of Engineering and Industrial Technologies and School of 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 and 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 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 Training 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 open enrollment computer training and technical training in such areas as:

- Photovoltaic Installation
- Home Energy Efficiency
- Security
- Air Conditioning Service
The WDI has training facilities at the Albany Extension Center, 175 Central Ave., Albany, and 400 Jordan Rd., N. Greenbush.

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 programs offered:
• Basic Math Skills for the Workplace
• Computer Skills
• Customer Service and Sales
• Diversity Training
• Effective Leadership Skills
• Management and Supervisory Skills
• Pharmacy Technician Training
• Photovoltaic Systems Training
• Security Guard Training
• Self-Directed Work Teams
• Technical Writing

Off-Campus Sites

Are you looking for a convenient location where you can take credit 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 taught 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*
• Albany Educational Opportunity Center (EOC)*
• Ballston Spa High School*
• Bethlehem High School*
• Cohoes High School*
• Colonie High School*
• Joseph L. Bruno Family Resource Center
• Lansingburgh High School*
• Shenendehowa High School (East)*
• Tamarac High School*
• TEC-SMART, 345 Hermes Rd., Malta, NY*

* 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.

Note that off-campus courses at the above locations begin 1-2 weeks later than classes scheduled on campus.

For more information and directions, visit www.hvcc.edu/coned/offcampus. In addition to these sites, classes 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) 629-7338, or send an email 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. The office has a variety of tools to help you begin your educational journey, focusing on the needs of non-matriculated students, home-schooled students, and non-traditional students who are seeking courses for professional development or retraining. 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 and 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 the college’s credit-free course offerings:

**Arts and Crafts**
- Basketweaving
- Drawing
- Jewelry Making
- Painting
- Sewing
- Stamping

**Center for Creative Retirement**
- Digital Photography
- Genealogy
- Local History
- Trips and Tours

**Communication**
- English as a Second Language
- Getting Paid to Talk: Voice-Overs
- Sign Language
- Writing

**Computers**
- Computer Basics for Absolute Beginners
- Excel
- MS Office Basics
- Quickbook Basics

**Driver Training**
- Defensive Driving
- Driver Education
- Motorcycle Rider Courses

**Health and Fitness**
- Aerobics
- Ballet Barre
- Belly Dancing
- Kettlebell
- Metabolic Blast Boot Camp
- Nia
- Pilates
- Sole Synthesis
- Tabata
- Tough Mudder Training
- Yoga
- Zumba

**Leisure & Special Interest**
- Basics of Selling on Ebay
- Dance
- Fly Fishing
- Guitar
- High School Equivalency (HSE) Preparation
- Save Money with Extreme Couponing

**Kids on Campus Programs**
- Circus Theatricks
- Mice on Ice
- S.A.T. Preparation
- Summer Academy
- Summer Athletic Camps
- Technology Enrichment Program
- Youth Theatre Workshop

**Mandated Training/Programs for Professionals**
- BLS for Health Professionals
- Continuing Education Courses for Educators and Dental Professionals
- Identification of Child Abuse
- Infection Control Training
- School Violence Prevention

**Online Training**
- CPC Administrative Medical Specialist with Medical Billing and Coding
- Medical Transcription and Medical Terminology
- Paralegal Certificate Program
- Pet Education Certificate
- Veterinary Assistant
Extension Centers

Albany Extension Center
175 Central Avenue, Fourth Floor
Albany, NY 12206
(518) 629-4747

The Albany Extension Center offers college-level courses for credit during the day and evening. The center is also equipped to host state-of-the-art workforce training for businesses and organizations.

The Albany Extension Center is located on the fourth floor of 175 Central Avenue in Albany in the same building which also houses the Department of Labor One Stop Center. Accessible via bus as well as car, this location offers a variety of credit bearing courses and training available to the general public. There is daytime metered parking on Central Avenue, on adjoining streets and in lots along Central Avenue. There are several side streets that do not have parking meters. During the evening, access to a gated lot is available free of charge and security guards are on duty.

Handicapped accessible, the center is in on a major bus route connection. It has three classrooms, one computer classroom as well as two computer kiosks for student use, a laptop recharging area, and Wifi. To meet the needs of our evening students, it also has a microwave, snacks and soft drinks available, which may be enjoyed in a small reception/eating area.

Informational sessions to provide admissions and financial aid assistance are scheduled throughout the year. To find the next session, please visit www.hvcc.edu/centralave. Course scheduling and general academic advising are also available by appointment. Evening academic advisement for part- and full-time non-matriculated students is available at this location. To make an appointment, call the Office of Continuing Education at (518) 629-7338.

The College’s Workforce Development Institute provides customized training for any size business upon request at this location. For more information about the Workforce Development Institute, call (518) 629-4827.

TEC-SMART
NYSERDA’s Saratoga Technology + Energy Park® (STEP®)
345 Hermes Road
Malta, NY 12020
(518) 629-7075

TEC-SMART stands for Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies. The Malta, NY facility, located in New York Energy Research and Development Authority’s Saratoga Technology and Energy Park® (STEP®), features more than a dozen state-of-the-art classrooms and laboratories.

TEC-SMART is home to the Clean Technologies and Sustainable Industries Early College High School, a partnership with the Ballston Spa Central School District. It also serves the training and education needs of the area’s growing semiconductor technology sector. A simulated clean room lab allows students to get hands-on training similar to what they would experience in the work environment.

TEC-SMART is also about training for clean energy jobs. Several degree and certificate programs are offered at TEC-SMART where students can learn skills needed for jobs in alternative and renewable energy fields.

TEC-SMART also is a showcase for energy efficient building principles and serves as a community resource for learning about energy efficient design and building techniques. The LEED platinum certified building incorporates green building techniques, which include the use of solar panels, wind turbines, geothermal heating, ventilating and air conditioning systems as well as passive solar design in construction.

Finally, TEC-SMART is more than just technology. With general use classrooms and a 200-seat auditorium, TEC-SMART provides a full range of college-level general education courses for students in the region. Courses in business, liberal arts and the humanities are offered at TEC-SMART in the fall, spring and summer semesters.
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 center helps 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 provided in most programs through internships, clinicals, or other work-based training experiences. Many of these programs include nationally recognized certification.

Academic programs help students improve their reading, writing, and math skills to enhance employability, to obtain a High School Equivalency (HSE) 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 HSE. Both are achievable through completion of a combination of EOC programs.

Counseling services help students overcome personal barriers to success. When necessary, referrals are made to appropriate agencies 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, job applications, interviews, and job retention strategies. Courses designed to help students develop tools to seek employment are an integral part of the center’s vocational programs. The center’s Employment Services Center, initially funded by the New York State Education Department’s Perkin’s III allocation, has a staff of employment specialists 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.

Programs and services are offered at the Troy Center at 431 River St., and in Albany at 30 North Russell Road (adjacent to the Westgate Shopping Plaza). Morning, afternoon and evening classes are offered. Certificates of completion are issued to students when they have fulfilled the graduation requirements of their program(s).

Unique features are offered to make educational opportunities more accessible to the non-traditional learner. Programs are individualized to allow students to progress and learn according to their individual learning styles while maintaining the integrity of 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.

To be eligible for the EOC’s tuition-free programs, individuals must meet the following criteria:
1. A resident of New York State for one year;
2. 16 years of age (if officially excused from school) or older; and
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 educational 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
Academic Enrichment

Academic Enrichment assists students in upgrading their reading and/or math skills to levels needed for entrance into other EOC academic and vocational programs. Students with reading and math levels
that range from 5.0-9.0 are placed in the appropriate course. Critical reading and thinking skills, academic and vocational vocabulary acquisition, basic writing, basic math and study skills are the main areas that are stressed. Instruction is individualized to allow students to progress at their own pace as long as they are making satisfactory academic progress.

Vocational Foundations

This program assists students in improving their reading, language, and/or math skills to levels needed for entrance into other EOC vocational programs. This coursework, based in a workforce related context, includes reading comprehension, critical thinking skills, writing improvement, math computation and problem solving, calculator application, computer literacy and interaction. Program instruction is individualized to allow students to progress at their own pace as long as making satisfactory academic progress.

English as a Second Language (ESL)

The ESL program allows students with limited English proficiency the opportunity to master speaking, listening and writing skills in English. Students also receive instruction in reading, math, computer operation, and limited software applications. Students progress through the ESL program according to their own learning abilities and academic background.

High School Equivalency (HSE) Preparation

This program prepares students to pass the New York State High School Equivalency (HSE) 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 offered the opportunity to take the official practice HSE examination to help determine their readiness.

College Preparation

This program assists students in gaining the prerequisite skills 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 assessed upon entry. Courses available are reading, writing, and algebra. Students progress through the program according to their own learning abilities and academic background.

Business Programs

Individual Studies for Online Certifications

This program provides students the opportunity to work independently to obtain industry recognized certifications. Students may complete one, two, or three courses that include Microsoft Office Specialist in Word 2010, Microsoft Office Specialist Excel 2010 and Medical Administration Training, which prepares students for Certified Medical Administrative Assistant certification. Students graduating from the Individual Studies program are prepared for employment as Secretaries, Administrative Assistants and/or Medical Secretaries.

Medical Office Administration

This program is 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, enhance keyboarding skills, and utilize spreadsheet, database and word processing software programs. Additionally, students will demonstrate an understanding of procedural and diagnostic coding.

Service Programs

Cosmetology

The cosmetology program provides instruction involving a minimum of 1,000 hours of classroom, lab and salon-simulated skill training. Students are prepared to pass the New York State licensing examination. Instruction consists of theory, written exams, practical work on mannequins, 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. Clinic services and a state board simulation are additional components of the program. The program also offers computer training in personalized styling and salon management and study skills.

Cosmetology State Board Exam Preparation

This is designed to provide review and practice in preparation to take the New York State licensing examination in cosmetology. Only individuals who have already completed 1,000 hours of cosmetology instruction are eligible.
Culinary Arts

The Culinary program provides a course of study for those interested in entry-level positions in the food service industry. Students enrolled in the Culinary program gain experience in all rotations of the kitchen, including providing lunch for EOC students and staff and executing wait staff techniques. Preparation for the National Restaurant Association ServSafe exam is a component of the program. Advanced training includes theory and practice of hot food production, advanced desserts and entrees, and buffets. Students also receive instruction in related math skills.

Food Safety Training

This training prepares students to pass the National Restaurant Association Food Safety Manager Certification exam. Students become well-versed in the safe and proper handling of food, sanitary facilities and equipment, pest management, and food safety regulations and standards. The exam is given at the end of training.

Nursing Assistant

The Nursing Assistant program prepares students to pass the clinical evaluations and written examination to obtain New York State nursing home nurse aide certification. The program is divided between formal class lectures, audio-visual 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 in a nursing home.

Technical Programs

Building Trades

The Building Trades program prepares individuals in the skills necessary for entry-level positions in the building construction and maintenance fields. Skill areas include carpentry, painting, electrical wiring, plumbing, masonry, dry wall, going green, energy efficiency and shop safety. OSHA training and certification, technical math skills and shop safety are components of the program. Instruction is individualized and provides hands-on practical experience.

Welding

This program prepares students in both theory and practice for the following types of welding: shielded metal arc, pipe, flux cored, oxyacetylene cutting gas metal arc (MIG), tungsten arc (TIG), and plasma arc cutting. 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 DOT Certified Welding test and numerous American Welding Society certifications, which are given on site. OSHA training and certification and math skills are components of the program.

Welding Certification Upgrade

This upgrade program is designed to provide EOC welding graduates the opportunity to develop more advanced skills and competencies to obtain gainful employment or job promotion in the welding or construction related field. Students will learn theory and practice in electric arc welding, gas metal arc welding (Mig), gas tungsten arc welding (Tig), and plasma arc cutting. EOC graduates who have completed the Welding program and are NYS DOT 1” Steel Plate Certified, will complete the Welding Upgrade program upon passing the New York State 3/8” Steel Plate Certification Exam. Preparation for earning additional American Welding Society certifications also is provided.

Job Skills Programs

National Work Readiness Credential Exam Preparation

This exam prep course prepares individuals to pass the National Work Readiness Credential (NWRC) exam. Skills developed include the following: listening actively, speaking so others can understand, cooperating with others, solving problems and making decisions, observing critically, using math to solve problems, and reading with understanding. Individuals who successfully complete all four components of the exam obtain a nationally recognized certification that demonstrates to prospective employers that graduates have the knowledge and skills needed to be a successful entry-level worker.
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 45 credits of liberal arts coursework. An Associate in Science requires a student to complete a minimum of 30 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 20 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.

Hudson Valley Community College complies with the provisions of Section 224-a of New York State Education law. In accordance with these provisions, “It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.”

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 students pursuing their academic goals and for employees conducting their work activities.

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.

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• 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.

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• 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 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 any college computer 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 completing 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 employees or students with computer related problems.

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

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

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

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

• Use of college computers and network services for local or remote game playing is prohibited unless specifically required as 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 “bots,” “flooding,” or any abuse of Internet Relay Chat that generates valid harassment or denial of service complaints from other users of Internet Relay Chat is prohibited.

• website services for the entire campus community are provided on a centralized server by the Information Technology Services. Use of any other college computer for the purpose of serving a website is prohibited.

Information Technology Services (ITS) 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 ITS 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 enrollment management and student development. 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

Students may enroll to audit a course, if it is identified as audit allowed, on a space available basis. The intention to audit must be declared by the add/drop deadline of the course. A course auditor will not be required to submit assignments or take tests or exams. Class participation is at the discretion of the instructor. The course audit will be recorded on the student’s transcripts with a grade of “AU,” however if the student stops attending class, the instructor may indicate a grade “AZ” be recorded.

With the exception of senior citizens, students must complete all registration requirements, including the full payment of tuition and fees.

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 charges, however, the student will be responsible for the payment of fees. 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 also may 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
By means of cross-registration, students may be permitted to take courses at other colleges and universities. Please see the various types of cross-registration agreements below for appropriate information regarding dates, deadlines and regulations. “Home institution” is defined as the institution where a student is officially matriculated and pursuing a degree or certificate. “Host institution” is defined as the institution a student is visiting for the purpose of cross-registration. Students must comply with the policies and procedures of both the home and host institutions and are encouraged to contact the host institution in advance to learn about specific institutional requirements, procedures and policies.

Initial approval must be granted by the appropriate college officials at the student’s home institution prior to cross-registration at the host institution. Cross-registration is not available in mini-semesters, summer sessions or winter intersessions. Although the student is not charged tuition, he/she is responsible for all applicable fees at the host institution. Contact your Registrar’s Office for further information.

Interested students may contact the Registrar’s Office at (518) 629-4574. For specific part of term start dates and related registration deadlines, please refer to the college website.

Hudson Mohawk Association Cross-Registration Agreement
Students attending a Hudson Mohawk Association institution may be permitted to take courses at other institutions in the association. Students attending a SUNY four-year institution or community college must follow the SUNY Cross-registration Agreement as outlined below. To qualify, a student must be matriculated and in good academic standing at the home institution. The student must be full-time between the home and host institutions. The cross-registered course must be one that is not available at the home institution. Students can cross-register for only 50 percent of their overall semester credits (not to exceed two courses).

Hudson Valley Students: A student interested in cross-registering must meet with an academic advisor and select a course that is not available at Hudson Valley (not listed in the college catalog). The student must complete the Hudson Mohawk Association Cross-registration Form and obtain the signatures of an advisor and the Registrar. After obtaining the appropriate signatures, the student may contact the host institution for information regarding cross-registration. At the time of cross-registration, the host institution will sign the form. The original copy of the form, complete with host institution signature, must be submitted by the student to the Registrar’s Office at Hudson Valley. Specific guidelines and the Hudson Mohawk Cross-registration Form can be accessed on the college website.

Students Visiting Hudson Valley: The first day students from private institutions in the Hudson Mohawk Association will be allowed to cross-register for classes at Hudson Valley is the Wednesday after classes have begun for each part of term. Those students who opt initially to register as a non-matriculated student will not be allowed to transfer their registration to a cross-registration status thereafter. Students must contact the home institution for pertinent guidelines and to obtain a Hudson Mohawk Cross-registration Form. A cross-registration form, complete with the designated home school official signature, must be presented at the time of cross-registration. Visiting students are responsible for all related fees. Students may not cross-register for courses at The Arts Center.

Hudson Mohawk Association Institutions:
Albany College of Pharmacy
The College of Saint Rose
Green Mountain College
Maria College
Rensselaer Polytechnic Institute
The Sage Colleges
Siena College
Southern Vermont College
Skidmore College
Union College

SUNY Cross-Registration Agreement
Students attending a SUNY four-year institution or community college may be permitted to take courses at other SUNY four-year institutions or community colleges. The student must be a matriculated undergraduate and attending full-time at the home institution. The agreement limits the student to six credits of undergraduate cross-registered coursework per semester and the cross-registered courses must be used toward degree or certificate completion. In accordance with SUNY guidelines, the cross-registered course must not be offered at the home institution. Exceptions to this regulation may be made at the discretion of the home institution for circumstances pertaining to scheduling conflicts that delay timely program completion. If cross-registering at a community college, the student must provide a certificate of residence to the institution.
Hudson Valley Students: A student interested in cross-registering must meet with an academic advisor and select a course that is not available at Hudson Valley (not listed in the college catalog) and will be used toward degree or certificate completion. The student must complete the SUNY Cross-registration Form and obtain the signatures of an advisor, department chair or dean as well as the Registrar. After obtaining the appropriate signatures, the student may contact the host institution for information regarding cross-registration. At the time of cross-registration, the host institution will sign the form. The original copy of the form, complete with host institution signature, must be submitted by the student to the Registrar’s Office at Hudson Valley. Specific guidelines and the SUNY Cross-registration Form can be accessed on the college website.

Students Visiting Hudson Valley: Students from SUNY four-year institutions and other community colleges may cross-register for classes at Hudson Valley beginning 60 days prior to the start of the part of term. Those students who opt initially to register as a non-matriculated student will not be allowed to transfer their registration to a cross-registration status thereafter. Students must contact the home institution for pertinent guidelines and to obtain a SUNY Cross-registration Form. A SUNY Cross-registration Form, complete with the designated home school official signatures, must be presented at the time of cross-registration. Visiting students are responsible for all related fees.

Email Policy for Employees

Based on the reliance and acceptance of email systems, email messages are considered an official means of communication with employees of Hudson Valley Community College. Employees are expected to comply with the Computer Use Policy when using the college’s email system.

All employees are assigned an official college username and password combination for accessing the email system, and an official college email address for receiving and sending email messages. Pursuant to their contractual work obligations, the college expects that employees will use their official college username and password combinations on their official college email address to read email messages. Pursuant to their contractual work obligations, employees are not absolved from the responsibilities associated with the contents of email messages if employees do not read their email messages.

Employees are expected to maintain their own email inboxes. Employees are assigned 500MB of disk storage within which their own usage for email, calendar, contacts and tasks information must be managed. Each employee is responsible for managing their own disk storage usage. Employees will be notified by the server if their disk storage usage begins to approach their quota and will then have to take some action to reduce their disk usage. This action may simply be removal of email messages, or may be copying (backing up) of email messages to some other location followed by removal of the email messages. We will automatically remove email messages that are 30 days old or older from the Trash folder on the server. An email message deleted from your server Inbox will automatically be moved to your server Trash folder and will then be automatically removed after 30 days. We will not remove any other messages from any other user folders on the server.

The college does offer the capability to automatically forward email messages from a college email address to another email address. However, the college does not recommend that employees automatically forward email messages to any other email address. The college will only support the college email system provided to employees. The college is not responsible for the handling of email messages by outside vendors. Employees are not absolved from the responsibilities associated with the contents of email messages sent to their official college email address if the automatic forwarding of email messages results in loss of these email messages.

Email and Portal Policy for Students

Based on the reliance and acceptance of electronic communications, email messages and portal announcements are considered an official means of communication with students of Hudson Valley Community College. Students are expected to comply with the Computer Use Policy when using the email and portal systems.

All students are assigned an official college username and password combination for accessing email and portal systems and an official college email address for receiving and sending email messages. The college expects that students will use their official college username and password combinations and their official college email addresses to receive and read email messages and portal announcements on a frequent and timely basis. Students are not absolved from the responsibilities associated with the contents of electronic communications if electronic communications are not received and read on a frequent and timely basis.

Students are expected to maintain their own email inboxes. Students are assigned a finite amount of disk storage within which their own usage for email, calendar, contacts and tasks information must be managed. Each student is responsible for managing their own disk storage usage. Students will be notified by the server if their disk storage usage begins to approach their quota and will then have to take some action to reduce their disk usage. This action may simply be removal of emails or may be copying (backing up) of emails to some other location followed by removal of emails. Email messages that are 30 days old or older are automatically removed from the Trash folder on the server. An email deleted from your server Inbox will automatically be moved to your server Trash folder and will then be automatically removed after 30 days. Emails are not automatically removed from any other user folders on the server.
The college does offer the capability to forward email from a college email addresses to another email address. However, the college does not recommend that students forward email to any other email address. The college will only support the college email system provided to the students. The college is not responsible for the handling of email by outside vendors. Students are not absolved from the responsibilities associated with communications sent to their official college email addresses if email forwarding results in the loss of email messages.

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

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. In addition, parents are afforded the same rights as students are, as long as students are claimed as a dependent on either of their parent’s Federal Income Tax return, and there is proper presentation of the dependency condition.

Please remember that students must present their Hudson Valley Community College Student ID card or another type of photo identification in order to receive information about their student record. This requirement helps to ensure 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, appointed or hired 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, date of graduation, honors and awards received, and student campus email address. The college may disclose any of those items without prior consent, unless notified in writing to the contrary within 30 days of the beginning of the term.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA.

   The name and address of the office that administers FERPA is:

   Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605

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

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

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

To be eligible for the program, a student must:

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

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

Students will be approved for a Fresh Start only once. The re-calculated grade point average will be used for the purposes of academic standing and New York State 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, 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>Academic Probation</th>
<th>No Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-18.99</td>
<td>less than 1.3</td>
<td>1.3 to 1.69</td>
<td>1.70 to 1.99</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>19-36.99</td>
<td>less than 1.0</td>
<td>1.0 to 1.29</td>
<td>1.3 to 1.69</td>
<td>1.70</td>
<td>1.99</td>
</tr>
<tr>
<td>37-48.99</td>
<td>less than 1.3</td>
<td>1.3 to 1.69</td>
<td>1.70 to 1.99</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>49+</td>
<td></td>
<td></td>
<td></td>
<td></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 academic 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 14 credits, unless the student is enrolling in his/her last term to meet graduation requirements.

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

Suspension

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

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

The student placed on academic suspension also may use the services of the college’s Center for Counseling 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 suspended student may seek readmission.

Dismissal

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

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

Waiver of Good Academic Standing Requirements

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

If the student feels his/her situation warrants use of the one-time only waiver of good academic standing requirements, the application process is begun in the Center for Counseling, located in the Siek 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></td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>AZ</td>
<td>Audit Unofficial</td>
<td></td>
</tr>
<tr>
<td>EXM</td>
<td>Excused 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 “F.” If the grade of “I” (Incomplete) has caused the student to lose good academic standing or financial aid eligibility, the final grade must be submitted by the beginning of the next term in order to be considered for readmission and financial aid 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. A grade of “Z” (Absent Without Withdrawal) will be assigned to a student who has failed to participate in course activities through the end of the term and when, according to the instructor’s grading policy as stated on the course syllabus, completed assignments or course activities were insufficient to make normal evaluation of academic performance possible.

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” or grades preceded by the letter “R” (i.e. remedial courses) do not calculate into the grade point index. The following example illustrates how the grade point index would be determined for one term:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Total GPA Hours = 13 Total quality points = 33

Term Index = \( \frac{33}{13} = 2.53 \)

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.

Grade Dispute Policy

Protection Against Improper Academic Evaluation: 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. At the same time, they are responsible for maintaining standards of academic performance and understanding the material presented in each course in which they are enrolled. If a student feels he/she is being graded improperly, or that a grade is based on some standard other than academic performance, this Grade Dispute Procedure gives the student protection through orderly procedures against prejudices or capricious academic evaluation.

General Procedure: 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.

Burden of Proof: The burden of proof needed to substantiate the existence of an improper grade shall rest with the student. The student must demonstrate, by clear and convincing evidence, that a final grade was entered whereby all or part of the grade was calculated in a manner inconsistent with published grading procedures.

Instances of the above are limited to situations where a student believes he/she received an inappropriate grade in a particular course. They do not include questions concerning admission to a program or a specific course section or denial of financial aid.

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Prohibition against Retaliatory Action: Any retaliatory action of any kind taken against a person seeking redress under these procedures is prohibited.

Academic Standing: The vice president of academic affairs will decide issues of Academic Standing, if relevant, during the pendency of a grade dispute.

Campus Judicial Coordinator: It is strongly recommended that the student meet with the campus judicial coordinator as soon as he/she has received the grade so that the campus judicial coordinator can provide the student information about this Grade Dispute Procedure. In no event should this meeting take place more than fourteen (14) days after the disputed grade is made available.

The campus judicial coordinator does not represent or advocate for any party in a grade dispute. The campus judicial coordinator is available to all parties, the department chairperson and the Academic Review Board. He/she will advise all interested parties as to their rights and responsibilities. In addition, he/she will assist parties in drafting complaints or responses or narrowing issues and he/she will provide written documentation that is not available to a party (a grade book or class syllabus, for example).

The campus judicial coordinator may appoint a designee to fulfill his/her duties if it is warranted or necessary.

Time Limits Defined: Days shall be defined as any day the college is open for business and shall exclude Saturdays and Sundays and any holiday the college has published as “college closed,” and emergency closings. Meetings should be arranged within the specified time limits whenever possible though they may take place at a later time if all parties are in agreement. Time limits may be waived for just cause.

Procedure for Processing Complaints

Step 1. Meeting with the Faculty Member: Within fourteen (14) days after the start of the fall or spring semester immediately following the date the disputed final grade was made available, the student shall contact the campus judicial coordinator and inform the instructor in writing or via email using the student’s Hudson Valley Community College email account that he/she has received the grade so that the student meet with the campus judicial coordinator to arrange the meeting in writing or via email using the Hudson Valley Community College email account.

If the communication with the faculty member and/or the meeting has not been held or if the instructor is unavailable, the meeting will proceed and the dispute may be resolved without his/her input. The grade may be changed and/or the complaint dismissed without input from the non-present party. The department chairperson is under no obligation to schedule subsequent meetings if the student agreed to a date, time and place or if an instructor is unavailable or no longer employed at the college.

The department chairperson shall notify the campus judicial coordinator as soon as possible of the outcome of the meeting. A grade dispute cannot be presented to the Academic Review Board if this meeting has not been held. Therefore it is incumbent upon the department chairperson to arrange the meeting in a timely fashion or provide a written justification for the failure to hold the meeting.

Step 2. Meeting With the Department Chairperson and Instructor: The student shall notify the department chairperson immediately if a grade dispute is not resolved at step 1. The student shall request a meeting with his/her department chairperson and the instructor, in writing. The meeting shall be scheduled at a mutually agreeable time, within seven (7) days of the receipt of the written request. Both the student and the instructor shall make themselves available for the meeting. A grade dispute cannot be presented to the Academic Review Board if this meeting has not been held. Therefore it is incumbent upon the department chairperson to arrange the meeting in a timely fashion or provide a written justification for the failure to hold the meeting.

Step 3. Preparation of Written Complaint and Documentation: All requests for an Academic Review Board Hearing shall be made in writing. The written complaint must contain the name of the class, the instructor, the section and the exact nature of the dispute as well as the remedy sought. The nature of the dispute must clearly articulate how the student will meet his/her burden of proof including the grade the student received and what grading policy or procedure was violated by the entry of that grade. The student will also include any necessary attachments.

The written complaint, with attachments shall be submitted to the campus judicial coordinator within 30 days of the start of the fall or spring semester immediately following the receipt of the disputed grade. The campus judicial coordinator shall forward the complaint to the appropriate department chairperson and the instructor. Each may submit a response or other documentation, but neither is obligated to present evidence to the Board. The instructor and/or the department chairperson must submit their response, if any, within three (3) days of receiving the written request. There are times when specific items such as a course outline are requested by the campus judicial coordinator or the Academic Review Board. In those cases, the documents requested must be produced even if the instructor chooses not to submit a written response to the complaint.

The campus judicial coordinator will file with the Chairperson of the Academic Review Board the student’s written complaint with attachments along with any responses, and those attachments, within seven (7) days of receiving the student’s complaint. In addition, the campus judicial coordinator may provide the
Step 4. Academic Review Board: The Academic Review Board will be comprised of the vice president for administration, or his/her designee, who shall be the chairperson, a faculty member who is a member of the Ethics and Conduct Committee, and one other member who shall be either an academic dean, administrative dean or department director. The academic dean shall not be from the same division in which the grade dispute arose. The faculty member shall not be from the same department in which the grade dispute arose.

The Academic Review Board may adjourn or reconvene at its discretion, will call witnesses only at its sole discretion, may request further documentation if required and may act to facilitate negotiations between the parties.

The campus coordinator will attend the Academic Review Board Hearing and will be available to that Board to advise on the procedure, obtain new information or documents or call witnesses.

If the Academic Review Board finds the student has not met his/her burden of proof, the complaint will be dismissed.

If the Academic Review Board determines that there was an error in the grade or that a student was graded improperly and all attempts at negotiation have failed, they may determine that the grade will be changed.

Members of the board and/or the vice president for academic affairs and/or the department chairperson will assist the campus judicial coordinator in implementing that change.

The Academic Review Board shall transmit a written decision to the campus judicial coordinator. The campus judicial coordinator will forward the decision of the Academic Review Board to the appropriate parties, the department chairperson and the Vice President for Academic Affairs.

Step 5. Appeals: Within seven (7) days of the receipt of the decision, either party may appeal the decision, in writing, to the campus judicial coordinator. Appeals may be taken from the decision of a Review Board or from a decision of a Department Chair to dismiss a complaint. He/she will forward the appeal to the other party, who may submit a written response within three (3) days. The other party is under no obligation to respond to an appeal. Within ten (10) days of receiving the appeal, the campus coordinator will present it to an Appeals Board which will determine if one or more of the following conditions can be established:

(1) A significant procedural error was committed; (2) All evidence/information was not considered; or (3) Newly discovered evidence is available. The Appeal Board shall be comprised of members of the Committee on Ethics and Conduct and shall include three (3) members: a student, an administrator and a faculty member. The faculty member shall not be from the same division in which the grade dispute arose.

Within seven (7) days of receiving and reviewing the written appeal, the Appeals Board will render a written decision which shall be forwarded to the campus coordinator and distributed to the parties through that office. If the appeal is denied, there is no further remedy. If the appeal is determined to have merit, the campus coordinator shall reconvene the Academic Review Board for the purpose of correcting the error and rehearing the dispute.

Graduation and Certificate Completion Requirements

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

1. Attain a 2.0 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/certificate completion application to Registrar’s Office.

Please Note: Every student in the Mortuary Science program must take and pass the National Board Examination as a requirement for graduation from the program. Students are required to take the National Board Examination within one semester (including summer) of completion of all courses required for the Mortuary Science program. In order to receive approval to take the NBE exam beyond the one semester limit, students are required to retake and pass the MTSC 250 Pre-Professional Mortuary Seminar course.

The student is ultimately responsible for ensuring that all degree or certificate requirements have been fulfilled. Course requirements for each program are specified in this catalog. A student may complete the degree or certificate requirements at the end of the fall, spring or summer semesters. Hudson Valley Community College confers degrees and awards certificates following the close of each of these terms; however, there is only one commencement ceremony each year in May. In order to be considered for graduation or certificate completion, degree and certificate applications must be submitted by the deadlines noted below. If any of the deadlines noted below fall on a weekend, the deadline will be the last business day prior to the noted deadline.

- Fall - Oct. 15
- Spring - March 31
- Summer - June 15*

*Candidates must apply by March 31 in order to participate in the commencement ceremony. Summer candidates will be allowed to participate in the commencement ceremony only upon demonstration that degree or certificate requirements will be completed by the August degree conferral or certificate completion date.
If a student does not file an application, the student’s academic record will not be reviewed for graduation or certificate completion. Upon review, any student who has not met all degree or certificate requirements, as outlined in the College Catalog, will be notified of the deficiency and may reapply for a subsequent graduation or certificate completion period.

A student will not receive a diploma or certificate or be able to request a transcript until all outstanding obligations have been satisfied.

**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 at the time of graduation will graduate with academic honors.

The Student Honors Ceremony will be held in May each year. Honors graduates from the prior fall semester will be invited to the following May ceremony, as will those spring and summer students who have submitted a completed degree application to the Registrar’s Office and have a cumulative grade point index of at least a 3.5 at the end of the intersession term prior to the ceremony. Final determination of graduation with honors will occur once the final grades for the term of graduation have been processed.

**Honors**

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

Each fall and spring term, the college’s Dean’s List names those part-time students, registered for at least six college credits, who have a term average of 3.0 to less than 3.5 and who received no “D,” “F,” “I,” “Z,” or “W” or their remedial equivalent on their record for that term. The grade of “W,” remedial courses and coursework previously attempted will not remove a student from the Dean’s List if the student has met all other requirements and completed at least six college credits successfully.

**Identity Theft Prevention Program**

**Program Adoption**

Hudson Valley Community College developed this Identity Theft Prevention Program (“Program”) in order to comply with the Federal Trade Commission’s Red Flags Rule (16 CFR 681.2). The Board of Trustees determined that this program was appropriate for Hudson Valley Community College, and therefore approved this program on April 23, 2009.

**Purpose**

The purpose of the Identity Theft Prevention Program is to prevent frauds committed by the misuse of identifying information. The program is designed to detect, prevent and mitigate identity theft in connection with covered accounts, and to provide for continued administration of the Program. The Program shall include reasonable policies and procedures to:

1. Identify relevant red flags for covered accounts and incorporate those red flags into the Program;
2. Detect red flags;
3. Respond appropriately to any red flags that are detected; and
4. Review and update the Program periodically to consider and incorporate changes in risks.

**Definitions**

Account: A relationship established with an institution by a student, employee, or other person to obtain educational, medical, or financial services.

Covered Account: An account that permits multiple transactions or poses a reasonable foreseeable risk of being used to promote identity theft.

Identity Theft: A fraud committed or attempted using the identifying information of another person without authority.

Red Flag: A pattern, practice, or specific activity that indicates the possible existence of identity theft.

Responsible Staff: Personnel who regularly work with Covered Accounts and are responsible for performing the day-to-day application of the Program to a specific
Covered Account by detecting and responding to Red Flags.

Program Administrator: The individual designated with primary responsibility for oversight of the Program.

Program Administration and Oversight

The Executive to the President for Institutional Effectiveness and Strategic Planning will be the Program Administrator and will be responsible for overseeing the administration of this Program. The Program Administrator may designate additional staff of the College to undertake responsibility for training personnel, monitoring service providers, and updating the Program, all under the supervision of the Program Administrator.

Staff Training

The Program Administrator or his or her designees shall train responsible staff, as necessary, in the detection of red flags, and the responsive steps to be taken when a red flag is detected. Responsible staff are expected to notify the Program Administrator of any incidents of identity theft.

Updating the Program

The Program will be reviewed annually, or if and when a problem arises, to ensure the effectiveness of the procedures in place, and to update the Program based on new events, institutional changes or changes in risks.

Oversight of Service Provider Arrangements

The Program Administrator will ensure that the activity of a service provider is conducted in accordance with reasonable policies and procedures designed to detect, prevent, and mitigate the risk of identity theft whenever the organization engages a service provider to perform an activity with one or more covered accounts.

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

For the purpose of determining eligibility to participate in the Faculty Student Association-governed intercollegiate athletics, or to function as a member of Student Senate sponsored organizations, a student must maintain a 2.0 GPA in all coursework attempted. For the purpose of determining eligibility to participate as an executive officer in the Student Senate, a student must maintain a 2.5 GPA in all coursework attempted. For these purposes, the midterm grades will be considered and reckoned in the GPA and will stand until overridden by the end of the term grades.

Matriculation/Course Load Status

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

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

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

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

Methods of Earning Credit

A student, regardless of matriculation status, who enrolls in a regularly scheduled Hudson Valley Community College course and satisfactorily completes the 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 also is awarded through examination, transfer from regionally 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 minimum number of required credits for a degree or certificate may be granted by transfer, examination or evaluation.

Transfer Credit

Students with coursework from regionally 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 the equivalent has been received.

* Transfer credit may be considered if an institution is accredited by one of the following regional institutional accrediting agencies:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- North Central Association of Colleges and Schools, the Higher Learning Commission
- Southern Association of Colleges and Schools, Commission on Colleges
• Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
• Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities

SUNY Transfer Appeal Process
Students who do not agree with the college’s decision on the granting or placement of credit earned at another SUNY institution have the right to submit an appeal to the coordinator of the SUNY transfer credit appeal process, Ms. Kathleen Petley, Hudson Valley Community College Registrar, or her designee. Appropriate forms are available from the registrar’s office. The transfer credit appeal board will consist of the appropriate Dean and the Vice President of Academic Affairs.

Students requesting an appeal for SUNY transfer credit should be prepared to provide reasonable material to support their case, such as the course description or syllabus in question. The registrar will notify students of the transfer credit appeal board decision within 15 business days of receipt of the completed appeal application. If you do not agree with the Hudson Valley decision, you may appeal to the SUNY system provost. For more information, visit http://system.suny.edu/provost/.

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 (CLEP) - 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 Center for Careers and Transfer.

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

International Baccalaureate Credit (IBC) - The International Baccalaureate Diploma Programme is a comprehensive and challenging, pre-university course of studies leading to examinations in various subject areas. College credit may be granted based on the scores received on the subject exams.

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

For further information concerning approved exams, contact the Registrar’s Office or the Center for Careers and Transfer.

Life Experience Program
The Life Experience Program offers returning adult students an alternative to traditional classroom study. Students may 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 Office of Continuing Education 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 Registrar’s Office 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.

Midterm Grades
Midterm 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. In addition, the midterm grades of all courses (including non-credit remedial) will be used to determine continued eligibility in athletics and student senate sponsored organizations.
Midterm grades are not recorded on official student transcripts and, as such, will only be changed in the event of a data entry or calculation error.

A student will be considered academically at-risk if his/her midterm grade point average (average based on that term’s midterm 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 recognized honor fraternity serving regionally accredited American institutions which offer associate’s 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 go to the Registrar’s Office in 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 both current and 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 student may request a transcript as follows:

- Via Hudson Valley WIRED (requires web payment)
- Completing the Transcript Request Form (available at www.hvcc.edu/registrar)
- In-person at the Registrar’s Office

There is a $10 fee for the Registrar’s Office to fax out an unofficial transcript. Faxed requests will be processed with those received by mail.

Transcripts will not be released for those students who have financial obligations (in arrears). By federal law, email 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

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 Careers 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
Plattsburgh State
College of Environmental Science and Forestry at Syracuse University
Empire State College
Purchase College
Upstate Medical University

SUNY Technology Colleges
College of Agriculture and Technology at Cobleskill
College of Technology at Delhi
Institute of Technology at Utica/Rome
Morrisville State College

Online Agreements
Jones International University
Saint Leo University
United States Sports Academy

Private Institutions
Albany College of Pharmacy
The Art College of Boston
Cazenovia College
Champlain College
Charter Oak State College
Clarkson University
Eastern Kentucky University
Excelsior College
Hartwick College
Hilbert College
Houghton College
Manhattan College
Manhattanville College
Massachusetts College of Liberal Arts
Montserrat College of Art
Paul Smith's College
Pennsylvania College of Technology
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
University of Massachusetts Amherst
Utica College

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:

American University
Arizona State University
Bennington College
Boston College
Boston University
Brigham Young University
Brooklyn College
Castleton State College
Transfer Opportunities (cont.)

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

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

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

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<th>For a Career In</th>
<th>See Hudson Valley Program In</th>
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<td>Administrative Assistant</td>
<td>Business Administration</td>
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<tr>
<td>Administrative Office Assistant</td>
<td>Administrative Information Management and Technology</td>
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<td>Advertising</td>
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<td>Air Conditioning Mechanic</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
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<td>Architecture</td>
<td>Architectural Technology</td>
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<td>Art Education</td>
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<tr>
<td>Art History</td>
<td>Fine Arts</td>
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<td>Assistant Engineering Technician</td>
<td>Computer Aided Drafting</td>
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<td>Astronomy</td>
<td>Math-Science</td>
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<td>Automotive Parts Salesperson</td>
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<td>Business Education</td>
<td>Business Administration</td>
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<td>CAD/CADKey Operator</td>
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<td>Car Insurance Appraiser</td>
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<td>Chemical Dependency Counseling</td>
<td>Chemical Dependency Counseling</td>
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<td>Civil Engineering Technology</td>
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<td>Criminal Justice</td>
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<td>Customer Services</td>
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<td>Dental Hygienist</td>
<td>Dental Hygiene</td>
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<td>Diagnostic Medical Sonography</td>
<td>Diagnostic Medical Sonography</td>
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<td>Diagnostic Technician</td>
<td>Automotive Technical Services</td>
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<td>Draftsperson</td>
<td>Civil Eng. Technology, Construction Technology, Computer Aided Drafting</td>
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<td>Drug and Alcohol Counseling</td>
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<td>Fine Arts</td>
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<td>Foreign Languages</td>
<td>Liberal Arts</td>
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</table>

### Career and Transfer Opportunities
<table>
<thead>
<tr>
<th>For a Career In</th>
<th>See Hudson Valley Program In</th>
</tr>
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<tbody>
<tr>
<td>Forensic Science</td>
<td>Forensic Science</td>
</tr>
<tr>
<td>Forestry</td>
<td>Environmental Science</td>
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<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, Digital Media</td>
</tr>
<tr>
<td>History</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Business Administration</td>
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<td>Human Services</td>
<td>Human Services</td>
</tr>
<tr>
<td>HVACR Technician</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
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<tr>
<td>Income Tax Examiner</td>
<td>Accounting</td>
</tr>
<tr>
<td>Information Processing</td>
<td>Administrative Information, Health Information Management and Technology</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>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>
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<tr>
<td>Management</td>
<td>Business Administration</td>
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<tr>
<td>Marine Biology</td>
<td>Individual Studies, Math-Science</td>
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<tr>
<td>Marketing</td>
<td>Business Administration, Marketing</td>
</tr>
<tr>
<td>Materials Testing Technician</td>
<td>Mechanical Engineering Technology</td>
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<tr>
<td>Mathematics</td>
<td>Math-Science</td>
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<tr>
<td>Mechanical Engineering Technician</td>
<td>Mechanical Engineering Technology</td>
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<td>Medical Office Assistant</td>
<td>Health Information Technician</td>
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<td>Medicine</td>
<td>Individual Studies, Math-Science</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Human Services</td>
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<td>Merchandise Manager</td>
<td>Marketing</td>
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<td>Merchandiser</td>
<td>Business Administration, Marketing</td>
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<tr>
<td>Nanotechnology</td>
<td>Electrical Technology: Semiconductor Technology</td>
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<tr>
<td>Network Support Positions</td>
<td>Computer Information Systems</td>
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<td>Nutrition</td>
<td>Individual Studies, Math-Science</td>
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<td>Occupational Therapy</td>
<td>Individual Studies</td>
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<tr>
<td>Office Manager</td>
<td>Business Administration</td>
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<tr>
<td>Paramedic</td>
<td>Emergency Medical Technician - Paramedic</td>
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<tr>
<td>Pharmacy</td>
<td>Biological Sciences, Biotechnology</td>
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<td>Philosophy</td>
<td>Liberal Arts</td>
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<td>Physical Education</td>
<td>Physical Education Studies</td>
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<td>Physical Therapy</td>
<td>Biological Sciences, Biotechnology</td>
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<td>Physics</td>
<td>Math-Science</td>
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<td>Political Science</td>
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<td>Psychology</td>
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<td>Public Administration</td>
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<td>Radiologic Technologist</td>
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<tr>
<td>Refrigeration Mechanic</td>
<td>Heating/Air Conditioning/Refrigeration Technical Services</td>
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<td>Registered Nurse</td>
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<td>Residential Electrician</td>
<td>Electrical Construction and Maintenance</td>
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<tr>
<td>Respiratory Therapist</td>
<td>Respiratory Care</td>
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<td>Resort Manager</td>
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<td>Retail</td>
<td>Marketing</td>
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<tr>
<td>Sales Representative</td>
<td>Business Administration, Marketing</td>
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<td>Secondary Education</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>Security/Loss Prevention</td>
<td>Criminal Justice</td>
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<tr>
<td>Semiconductor Technician</td>
<td>Electrical Construction and Maintenance or Electrical Engineering Technology</td>
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<td>Social Services</td>
<td>Human Services</td>
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<tr>
<td>Software Specialist</td>
<td>Computer Information Systems</td>
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<td>Sociology</td>
<td>Liberal Arts</td>
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<tr>
<td>Special Education</td>
<td>Liberal Arts, Early Childhood</td>
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<tr>
<td>Stationary Engineer</td>
<td>Plant Utilities Technology</td>
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<td>Store Manager</td>
<td>Marketing</td>
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<tr>
<td>Studio Programs</td>
<td>Fine Arts</td>
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<td>Substance Abuse Counseling</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>Switching Equipment Technician</td>
<td>Electrical Engineering Technology</td>
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<td>Systems Programmer</td>
<td>Computer Information Systems</td>
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<tr>
<td>Teaching Assistant</td>
<td>Early Childhood</td>
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<td>Theater</td>
<td>Theatre Arts</td>
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<tr>
<td>Tourism</td>
<td>Marketing</td>
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<tr>
<td>Veterinary Medicine</td>
<td>Individual Studies, Math-Science</td>
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<tr>
<td>Web Page Developer</td>
<td>Computer Information Systems</td>
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</table>
### Academic Program Listing

<table>
<thead>
<tr>
<th>HEGIS Code</th>
<th>School/Program</th>
<th>Type of Degree</th>
<th>Program can be completed by attending online**</th>
<th>Program Application Process</th>
<th>Program Curriculum on page</th>
<th>Course Descriptions on page</th>
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<tbody>
<tr>
<td>5002</td>
<td>Accounting</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>Yes</td>
<td>0932</td>
<td>86</td>
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<tr>
<td>5005</td>
<td>Administrative Information Management and Technology</td>
<td>A.A.S.</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>5002</td>
<td>Business-Accounting</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>Yes</td>
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<td>5006</td>
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<td>Yes</td>
<td>0638</td>
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<tr>
<td>5004</td>
<td>Business-Business Administration</td>
<td>A.S.</td>
<td>Yes</td>
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<td>5002</td>
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<td>5101</td>
<td>Computer Information Systems</td>
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<td>5101</td>
<td>Computer Information Systems</td>
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<td>Yes</td>
<td>No</td>
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<tr>
<td>5101</td>
<td>Computer Information Systems: Business Applications Programming</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>5101</td>
<td>Computer Information Systems: Internet &amp; Web Programming</td>
<td>A.A.S.</td>
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<td>No</td>
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<td>5101</td>
<td>Computer Information Systems: System &amp; Network Administration</td>
<td>A.A.S.</td>
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<td>No</td>
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<tr>
<td>5101</td>
<td>Computer Information Systems: Web Design and WWW Programming</td>
<td>A.A.S.</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>5101</td>
<td>Computer Software Application Specialist*</td>
<td>Certificate</td>
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<td>Yes</td>
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<td>5004</td>
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<td>5004</td>
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<td>No</td>
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<td>5213</td>
<td>Health Information Management and Technology</td>
<td>A.A.S.</td>
<td>No</td>
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<td>5213</td>
<td>Health Information Technician*</td>
<td>Certificate</td>
<td>Yes</td>
<td>No</td>
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<td>5101</td>
<td>Information Systems*</td>
<td>Certificate</td>
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<td>5101</td>
<td>IT Help Desk Support</td>
<td>Certificate</td>
<td>Yes</td>
<td>Yes</td>
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<td>5004</td>
<td>Supermarket Management and Operations*</td>
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<td>5101</td>
<td>System and Network Associate*</td>
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<td>Yes</td>
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</table>

**Program can be continued next page**
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<thead>
<tr>
<th>HEGIS Code</th>
<th>School/Program</th>
<th>Type of Degree</th>
<th>Program can be completed by attending entirely in the evening*</th>
<th>Program Application Processing</th>
<th>Program Curriculum on page</th>
<th>Course Descriptions on page</th>
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<tbody>
<tr>
<td>School of Liberal Arts and Sciences</td>
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<td>5503</td>
<td>Early Childhood Administration</td>
<td>Certificate</td>
<td>No</td>
<td>Yes</td>
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<td>5609</td>
<td>Engineering Science</td>
<td>A.S.</td>
<td>No</td>
<td>No</td>
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<td>5499</td>
<td>Environmental Science</td>
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<td>5299.30</td>
<td>Exercise Science</td>
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<td>No</td>
<td>No</td>
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<td>162 275</td>
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<td>5510</td>
<td>Fine Arts</td>
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<td>No</td>
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<td>5299</td>
<td>Fitness Specialist</td>
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<td>No</td>
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<td>5619</td>
<td>Forensic Science Studies</td>
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<td>Health and Wellness Studies</td>
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<td>5299</td>
<td>Health Sciences</td>
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<td>No</td>
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<td>5699</td>
<td>Individual Studies</td>
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<td>Yes</td>
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<td>5649</td>
<td>Liberal Arts &amp; Science: Humanities &amp; Social Science</td>
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<td>Yes</td>
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<td>5649</td>
<td>Liberal Arts &amp; Science: Mathematics &amp; Science</td>
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<td>173 219</td>
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<tr>
<td>5649</td>
<td>Liberal Arts &amp; Science: Adolescents Education</td>
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<td>No</td>
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<td>174 219</td>
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<td>5299.30</td>
<td>Physical Education Studies</td>
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<td>No</td>
<td>No</td>
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<td>5619</td>
<td>Physical Sciences</td>
<td>A.S.</td>
<td>No</td>
<td>No</td>
<td>2213</td>
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<td>5501</td>
<td>Public Administration Studies</td>
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<td>5503</td>
<td>Special Education Assistant</td>
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<td>Yes</td>
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<td>177 249</td>
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<td>5503</td>
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<td>Certificate</td>
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<td>A.S.</td>
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<td>5299</td>
<td>Worksite Health Promotion</td>
<td>Certificate</td>
<td>No</td>
<td>No</td>
<td>2460</td>
<td>180 283</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.

*Note: Some online courses have required on-campus labs and/or proctored exams. With careful planning and by speaking with an advisor, most of the degrees listed can be completed totally online. In addition to the programs offered entirely online, a number of programs offer more than 50 percent of their courses online.

Key to Type of Degree: A.A. = Associate in Arts; A.S. = Associate in Science; A.A.S. = Associate in Applied Science; A.O.S. = Associate in Occupational Studies.
## School of Business

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 several degree and certificate programs. The certificates and degrees offered are in four curricular areas: business, computer information systems, entrepreneurship 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.

### Accounting Certificate

**HEGIS #5002**  
Interim Chairperson: Ricky P. Thibodeau  
Brahan Hall, Room 220, (518) 629-7148

The Accounting certificate is designed for students who would like to gain a core understanding of the principles 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 Business-Accounting associate in applied science degree program. Appropriate credits also may be applied to other programs in the School of Business and in other schools of the college. Certificate requirements can be met through either full- or part-time study and though day, evening and online offerings.

### PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
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<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Accounting &amp; Bookkeeping courses recommended</td>
<td>70+</td>
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### MAJOR REQUIREMENTS*

<table>
<thead>
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<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>ACTG 111</td>
<td>Managerial Accounting</td>
<td>4</td>
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<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
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<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
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<tr>
<td>BADM 120</td>
<td>Business Mathematics OR</td>
<td>3</td>
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<td>BADM 221</td>
<td>Quantitative Business Applications</td>
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<tr>
<td>CMPT 101</td>
<td>Computer Concepts and Applications I OR Computer Elective</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
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<td>ENGL 102</td>
<td>English Comp. II OR</td>
<td>3</td>
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<tr>
<td>ENGL 125</td>
<td>Public Speaking OR</td>
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<td>BADM 200</td>
<td>Business Communication</td>
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<td>(1) Accounting Elective</td>
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<tr>
<td>Total Credits Required</td>
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*or specific course equivalents as approved by department chairperson.
Today’s office and technical assistant needs a variety of skills to keep pace with the emergent and transitory technical workplace. The Administrative Information Management and Technology A.A.S. program is a relevant, up-to-date curriculum designed for students to gain the skills necessary to become an administrative office professional or technical assistant in either the public or private sector. The program’s course work provides a foundation in information management and technology that includes document preparation, spreadsheets, databases, business communications, office management, desktop publishing and Web design and prepares the students for the Microsoft Office Specialist (MOS) exam. It must be noted that the program goes far beyond computer skills and knowledge of office software, as course content also focuses on ethics, security and the necessary soft and collaboration skills needed in the technical workplace. The program concludes with an industry internship.

Full-time students who wish to complete this program in exactly four terms of study must begin their studies in the fall semester and complete five to six courses each term. Degree requirements can be completed through either full-time or part-time study through on campus or distance learning courses.

All AITC, CMPT, and CISS courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 $605.
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 also may 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.

Please 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 and through day, evening and online offerings.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Accounting and Bookkeeping courses</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 $815.

**MAJOR REQUIREMENTS**

**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 and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 120</td>
<td>Bus. Mathematics OR</td>
<td>3</td>
</tr>
<tr>
<td>BADM 221</td>
<td>Quantitative Bus. Applications</td>
<td>3</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>CMPT 101</td>
<td>Computer Concepts and Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ECON 100</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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</tbody>
</table>

SPECIALIZATION COURSES

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 120</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Principles of QuickBooks</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 210</td>
<td>Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACTG 216</td>
<td>Advanced Bookkeeping Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

PROGRAM ELECTIVES

<table>
<thead>
<tr>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>62</td>
</tr>
</tbody>
</table>

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

**Business Administration**

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.

**SPECIALIZATION COURSES**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 120</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACTG 200</td>
<td>Accounting Computerized Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 201</td>
<td>Principles of QuickBooks</td>
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</tr>
</tbody>
</table>

PROGRAM ELECTIVES

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<tr>
<th>Notes</th>
<th>Credit Hrs.</th>
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<tr>
<td>Liberal Arts Electives</td>
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</tr>
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<td>(1) Restricted Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>62</td>
</tr>
</tbody>
</table>

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

**Business Administration**

Associate in Applied Science

HEGIS #5004

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

Depending on the electives a student chooses, this program may be completed with 19 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 online...
or through either full-or part-time study and through both day and evening offerings.

All computer courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Transfer students are required to have a 2.0 GPA or higher in 4 courses applicable to the degree. Math entrance requirements may be waived if a student has successfully completed (a grade C or above) a higher level math.</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, ECON 100 or ENGL 101 would be approximately $770.

BUSINESS ADMINISTRATION 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>BADM 110</td>
<td>Legal and Ethical Environment</td>
<td>3</td>
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<tr>
<td>BADM 111</td>
<td>Legal and Ethical Environment</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
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<tr>
<td>BADM 299</td>
<td>Business Capstone</td>
<td>1</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>
</tbody>
</table>

PROGRAM ELECTIVES

(1) Business Electives: 15
(2) Liberal Arts Electives: 9

Total Credits Required: 62

* or specific course equivalents as approved by the department chairperson

** Required of first time, full-time students. May be waived at department chairperson’s discretion

(1) Business Electives include any courses beginning with ACTG, AITC, BADM, BAPC, CISS, CMPT, HITC, ISCI, LGIS, or MKTG. Students interested in obtaining a baccalaureate degree should also take ACTG 111, Managerial Accounting.

(2) Students interested in obtaining a baccalaureate degree should include ECON 101 and ENGL 104. A complete list of liberal arts and science courses can be found in the introductory area of the course descriptions section of the catalog.

Business – Business Administration
Associate in Science
HEGIS #5004
Chairperson: Dr. Karen A. 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 12 courses also are 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 online or through either full-or part-time study and through both day and evening offerings.

All computer courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent academic math (80 or above in each course)</td>
<td>Transfer students are required to have a 2.75 GPA or higher in 5 courses applicable to the degree. Math courses recommended. Math entrance requirements may be waived if a student has successfully completed (a grade C or above) a higher level math.</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 $770.
### 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 of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal &amp; Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>BADM 221</td>
<td>Quantitative Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>BADM 299</td>
<td>Business Capstone</td>
<td>1</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 Comp. II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Comp. II Writing About Literature</td>
<td></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 165</td>
<td>Basic Calculus</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>with Analytic Geometry</td>
<td></td>
</tr>
<tr>
<td>MATH 170</td>
<td>Pre-Calculus OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</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>
</tbody>
</table>

### PROGRAM ELECTIVES

- (1) Computing and Information Sciences Elective 3
- (2) Restricted General Education History Elective 3
- (3) General Education Math OR Science Elective 4
- (4) Restricted General Education Arts Elective 3
- (5) Restricted General Education Electives 6

Total Credits Required 63

*or specific course equivalents as approved by department chairperson.

**Required of first-time full-time students. May be waived at department chairperson's discretion.

(1) Recommended Courses – CIDS 101, CIDS 110, CMPT 101.

(2) HIST 100, HIST 101, HIST 110, HIST 111, HIST 115, HIST 130, HIST 137.

(3) Recommend any 4 credit SUNY General Education course in Biology, Chemistry, Mathematics or Physics.

(4) ENGL 210, ENGL 212, ENGL 220.

(5) Must choose courses from two of the following SUNY General Education Categories: Foreign Language, Other World Cultures, or Natural Science. NOTE: Only one Natural Science course may be utilized to satisfy degree requirements.

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**Honors Track**

The Business - Business Administration Honors Track is designed to prepare academically advanced students for transfer to high-quality baccalaureate programs through focused interdisciplinary coursework linked to a variety of extracurricular activities. Studying in a rich environment that encourages scholarship, faculty/student relationships, active participation in the community and an emphasis on connecting learning to life, students in the Business - Business Administration Honors Track will have a challenging and enriching experience that makes the most of what Hudson Valley Community College has to offer.

### Prerequisites

Applicants must meet the entrance requirements for the Business-Business Administration program by completing Algebra and Geometry or two units of equivalent math, with an 80 or above in each course. The math entrance requirements may be waived for students who have successfully completed (a grade of C or above) a higher level math. Honors applicants must also demonstrate a strong overall academic record. While particular academic strengths will be taken into consideration during the review process, it is expected that applicants will have a minimum cumulative high school average of 90 and a minimum overall score of 1100 on the math and verbal portions of the SAT. Additional materials may be required and an interview is recommended.

### Transfer into the Business - Business Administration Honors Track

Current Hudson Valley students or transfer students from other colleges who wish to enroll in the Business-Business Administration Honors Track must have a minimum of 12 college-level credits applicable to the program, with an overall G.P.A. of 3.70. However, extenuating circumstances as well as particular strengths in certain academic areas will be taken into consideration during the review process. Transfer students will only be considered prior to the second semester of the program.

### Requirements for Completion of Honors Study

To qualify as an Honors graduate and to receive Completion of Honors Study documentation, students must complete the following honors courses: ACTG 115, ACTG 116, BADM 115, BADM 116, BADM 230 and BADM 234. Required courses are FORM 105, MKTG 125, BADM 226 and BADM 295. However, course substitutions may be made with department chair approval to meet transfer institution requirements. ENGL 107 Honors Composition I and ENGL 240 Honors Literature are also recommended. Students must also achieve a minimum overall G.P.A. of 3.2. Students whose performance falls below the minimum G.P.A. for an extended period of time may be advised to complete their studies in the non-honors track.
MAJOR REQUIREMENTS*  Credit Hrs.
Course No. Title

CORE REQUIREMENTS

FORM 105** Honors College Forum (1)
ACTG 115 Honors Financial Accounting 4
ACTG 116 Honors Managerial Accounting 4
BADM 115 Honors Legal & Ethical Environment of Business I 3
BADM 116 Honors Legal & Ethical Environment of Business II 3
BADM 230 Honors Statistics 4
BADM 226 Honors Quantitative Business Applications 3
BADM 234 Honors Business Capstone 1
BADM 280 International and Intercultural Business OR 3
BADM 295 Honors Internship

ECON 100 Principles of Macroeconomics 3
ECON 101 Principles of Microeconomics 3
ENGL 107*** Honors Composition I 3

OTHER PROGRAM REQUIREMENTS

MATH 165 Basic Calculus with Analytic Geometry OR
MATH 170 Precalculus OR 4
MATH 180 Calculus I
MKTG 125 Honors Principles of Marketing 3
PSYC 100 General Psychology 3
SOC 100 Sociology 3

PROGRAM ELECTIVES

ENGL 104 English Composition II: Writing About Literature OR 3
ENGL 240*** Honors Literature
(1) Computing and Information Sciences Elective 3
(2) Restricted History Elective 3
(3) Restricted Science Elective 4
Foreign Language Elective 3

Total Credits Required 63

*Or specific course equivalents as approved by the department chair
**Required for all first-time students. Does not count toward degree total.
***This course is recommended for completion of degree program. However, it may be substituted with the equivalent non-honors class by permission of the department chair.

(1) Computing and Information Sciences Elective-Recommended Courses: CISS 101, CISS 110, CMPT 101
(2) HIST 100, HIST 101, HIST 110 or HIST 111
(3) BIOL 150, CHEM 110 or PHYS 140

Business – Marketing

Associate in Applied Science

HEGIS #5004
Interim Chairperson: Ricky P. Thibodeau
Brahan Hall, Room 220, (518) 629-7148

The Marketing program is offered to students who seek to obtain an entry-level position in areas such as marketing, advertising, retailing, 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 also are 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 Retailing option in the Business-Marketing program prepares students for employment in retailing, the second largest industry in the United States that also offers many opportunities in the Capital Region. This option was developed in response to students who wanted specialization in retail management, including students who want to run their own businesses.

Most career-level positions in the retail industry such as management, merchandising, and buying are easier to attain with a college degree. The industry is actively seeking candidates with strong business backgrounds. The Retailing option curriculum provides students with a solid business and marketing background through required courses such as Legal and Ethical Environment, Advertising, and Financial Accounting.
## PROGRAM ENTRANCE REQUIREMENTS

### High School Courses

- **Algebra or 1 unit of equivalent academic math:** 70+
- 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 $815.

### 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>
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<td>Legal &amp; Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 120</td>
<td>Bus. Mathematics OR</td>
<td>3</td>
</tr>
<tr>
<td>BADM 221</td>
<td>Quantitative Bus. Applications</td>
<td>3</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>BADM 207</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 214</td>
<td>Selling and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 216</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 218</td>
<td>Retail Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SPECIALIZATION COURSES

- BADM 207 Organization and Management 3
- MKTG 120 Principles of Marketing 3
- MKTG 200 Advertising 3

#### PROGRAM ELECTIVES

- (1) Business Electives 6
- (2) Accounting Elective 3
- Computer Elective 3
- (3) English Elective 3
- (4) Liberal Arts and Sciences Electives 9

### RETAILING 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>
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<tr>
<td>ACTG 110</td>
<td>Financial Accounting</td>
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<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SPECIALIZATION COURSES

- BADM 207 Organization and Management 3
- MKTG 120 Principles of Marketing 3
- MKTG 200 Advertising 3

#### PROGRAM ELECTIVES

- (1) Accounting Elective 3
- Computer Elective (CMPT 101 preferred) 3
- (2) English Elective 3
- Liberal Arts Elective 9

### Total Credits Required

- 62

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

** Required of first-time, full-time students. May be waived at department chairperson’s discretion.

(1) Business Electives – Recommended Courses – BADM 100 or any MKTG course.

(2) Accounting Elective – Recommended Courses – ACTG 111, ACTG 200.

(3) English Elective – Recommended Courses – ENGL 102, ENGL 104, ENGL 125.

(4) Liberal Arts and Sciences Electives. Any course listed as a Liberal Arts and Science course.
Computing and Information Sciences

The School of Business, with the Department of Computing and Information Sciences, offers several different degree programs in Computer Information Systems (CIS) to accommodate students pursuing a two-year terminal degree, as well as those seeking to transfer to a four-year institution. All Computer Information Systems graduates possess a strong computer information system core. This common CIS core allows students to seamlessly transfer between the different degree programs as their goals become more defined. Core course work includes Programming and Logic, Analysis and Design of Information Systems, Project Management, Decision Support Systems and Database Management. Suffused throughout all CIS programs is a focus on people, processes, systems, security, collaboration and ethics.

The various Computer Information Systems program options allow the degree to further be tailored to achieve a specific desired outcome. These options include the following curricular tracks:

- **CSS - Computer Information Systems A.S. (Two-year transfer degree for Computer Science, Computer Information Systems, Information Technology, Informatics, etc.)**
- **CIS - Computer Information Systems A.A.S. (generic terminal degree can be tailored for specific outcome)**
- **CWD - CIS Web Design**
- **CSA - CIS System and Network Administration (houses Cisco Network Academy - CCNA & CCNP)**

MySQL on the server-side DBMS, (d) mobile computing, and (e) web design in accord with today's accessible, W3C standards-compliant and user-centered design (UCD) principles.

The coursework in the program increases employment opportunities in computing environments of public and private businesses. Common job titles for students completing the Computer Information Systems A.A.S. degree include:

- **Software Engineer**
- **Application Programmer**
- **Systems Analyst**
- **Web Designer/Developer**
- **System and Network Administrator**
- **Computer Technician**
- **Help Desk Support**

Minimum math for this program is MATH 130. MATH 155 is not acceptable for any CIS related program. Degree requirements can be completed on a full-time or part-time basis, with courses available during the day, evening and online.

**All CISS courses must have been taken within seven years in order to be applicable toward this degree program.**

### PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 years of equivalent academic math (80 or above in each course)</td>
<td>Computer courses recommended. Transfer students are required to have a 2.0 GPA or higher. Math entrance requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of “C” or higher or by permission of the department chair.</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 $730.

---

Computer Information Systems Associate in Applied Science

**HEGIS #5101**
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Computer Information Systems Associate in Applied Science (A.A.S.) program is offered to students whose primary goal is to gain employment in the information technologies, however is should be noted that the degree transfers well to Computer Information Systems and Information Technology Management four-year degree programs. The program provides students with a strong foundation in: (a) programming and logic, (b) information resource management, (c) systems analysis and design, (d) database management systems (DBMS) in Oracle and, (e) project management. Tailored specialization can be obtained by taking CIS elective courses that include: (a) highly relevant programming languages (e.g., Java, C/C++, COBOL, VB.Net, Perl, Java and Assembly Language), (b) system and network administration (e.g., Windows, Linux, computer and network security and the Cisco networking curriculum that includes the CCNA and CCNP), (c) web programming using Java, Javascript and Ajax on the client-side and PHP, Perl, Java and
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>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</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-Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Information Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>(1) Restricted English Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Economics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Liberal Arts and Science Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(4) Math Electives</td>
<td>6</td>
<td></td>
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<tr>
<td>(5) Restricted CIS Electives</td>
<td>17</td>
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<tr>
<td>Total Credits Required</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by department chairperson.

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

*** "A" grade of "C" or better is required for program completion.

(1) Any ENGL course with a Liberal Arts and Sciences Humanities designation.

(2) Recommend ECON 100 or ECON 101.

(3) As advised by department chair.

(4) Recommend MATH 130 and MATH 131


The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Computer Information Systems, A.A.S.

Associate in Science

HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Computer Information Systems Associate in Science (A.S) is a flexible degree designed for students who wish to transfer to Computer Science, Computer Information Systems, Management Technology, Informatics, etc.) Information Systems, Information Technology or Informatics (e.g., Bio-Informatics, Medical Informations, etc.) programs at a four-year institution upon completion of their associate degree. Complementing the Computer Information Systems A.S. degree are many articulation agreements with four-year institutions that guarantee transfer to the collaborating college or university if the articulation specifications are satisfied. Local institutions include RPI, the University at Albany, SUNY IT, The College of Saint Rose and The Sage Colleges.

This program is particularly relevant for students seeking careers in computer and information security and game design as these disciplines require a four-year degree. Students interested in computer and information security are urged to investigate four-year security programs at RIT, SUNY IT and the University at Albany’s Information Technology Management program, which houses the Center for Information Forensics and Assurance (CIFA). Students interested in the highly competitive game design field are urged to investigate four-year game design programs at RIT and RPI.

Minimum math for this program is MATH 150. MATH 155 is not acceptable for any CIS related program. Degree requirements can be completed on a full-time or part-time basis, with courses available during the day, evening and online.

All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, Geometry, and Algebra II</td>
<td>Computer courses recommended. Transfer students are required to have a 2.0 GPA or higher. Math entrance requirements may be waived if a student has successfully completed minimally MATH 150 with a grade of &quot;C&quot; or higher or by permission of department chair.</td>
<td>80+</td>
</tr>
<tr>
<td>Math (80 or above in each course)</td>
<td></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 $705

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>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming &amp; Logic I***</td>
<td>4</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming &amp; Logic II-Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Information Systems Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>(1) Restricted CIS Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(2) Restrictive English Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(4) History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(5) Natural Science Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(6) Social Science Elective</td>
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<tr>
<td>(7) Math Electives</td>
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<td></td>
</tr>
<tr>
<td>(8) LAS / Gen Ed Electives</td>
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<td></td>
</tr>
<tr>
<td>(9) Restricted Electives</td>
<td>12</td>
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<tr>
<td>Total Credits Required</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>
All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

Please note: Government work requires COBOL experience.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or</td>
<td>2.0</td>
<td>80+</td>
</tr>
<tr>
<td>2 years of equivalent academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>math (80 or above in each course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer course recommended</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 $720.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Computer Information Systems: Business Applications Programming.

Computer Information Systems: Internet and Web Programming

Associate in Applied Science

HEGIS #5101

Chairperson: James G. Looby

Brahman Hall, Room 206, (518) 629-7225

This program has been deactivated effective Fall 2008 and as such, applications are no longer being accepted.

The Internet and Web Programming degree is intended for students seeking employment in local government and industry as Internet application developers and programmers. This degree 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 and Web Programming degree include: internet applications or internet programmer designer/analyst, internet technical sales, internet systems applications specialist/technician/engineer, and internet quality and assurance/test engineer.

All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

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.)
Computer Information Systems: System and Network Administration
Associate in Applied Science
HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The Computer Information Systems: System and Network Administration Associate in Applied Science (A.A.S) is a highly relevant and technical curriculum and contains the Cisco Network Academy. The Hudson Valley Community College Cisco Network Academy is one of the select few programs in New York State to teach both the Cisco Certified Network Associate (CCNA) and Cisco Certified Network Professional (CCNP) curriculum, as most colleges only teach through the CCNA. This degree goes beyond the standard Cisco curriculum as it focuses on theoretical networking content to provide students with the conceptual understanding to remain abreast of emergent and evolving technology. To this extent, the Cisco curriculum is used as an application platform to support the program’s theoretical content. To provide a curriculum map for prospective students, the CCNA material is presented in CISS 120 and CISS 121, while the CCNP material is presented in CISS 270 and CISS 271.

Necessarily, the System and Network Administration curriculum focuses on computer and network security throughout the curriculum and includes two specific security courses as this is a component of today’s systems administrator’s responsibilities. Detailed descriptions of these security courses can be found in the Course Description section of this catalog. Students interested in computer and network security or computer forensics and information assurance are advised to pursue the Computer Information A.S. program and transfer to a four-year program as identified on the Computer Information Systems A.S page. This curriculum also contains voice over IP (VOIP) and mobile computing technologies components.

Minimum math for this program is MATH 130. MATH 155 is not acceptable for any CIS related program.

**All CISS courses must have been taken within seven years in order to be applicable toward this degree program.**

## PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 years equivalent academic math 80+ (80 or above in each course)</td>
<td>Computer course recommended. Transfer students are required to have a 2.0 GPA or higher. Math entrance requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of “C” or higher or by permission of the department chair.</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 $630.

The suggested course sequence can be found by visiting www hvcc edu programs and clicking on Computer Information Systems: Internet and Web Programming.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $645.

## MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 104</td>
<td>College Forum**</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Networking I-Intro to Data Communication</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Networking II-Intro to Network Administration</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CISS 125</td>
<td>Computer and Information Security</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CISS 150</td>
<td>Operating Systems</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Information Systems Analysis and Design</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CISS 270</td>
<td>Advanced Routing and Wide Area Network (WAN) Infrastructure</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CISS 271</td>
<td>Advanced Switching and Network Management</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>(1) Restricted English Elective</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Economics Elective</td>
<td></td>
<td>3</td>
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<tr>
<td>(3) Liberal Arts and Science Electives</td>
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<td>6</td>
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</tr>
<tr>
<td>(4) Math Electives</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(5) Restricted CSA Elective</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 64

*or specific course equivalents as approved by department chairperson.
**required of first time, full-time students.
(1) Any ENGL course with a Liberal Arts and Sciences Humanities designation.
The Computer Information Systems: Web Design and WWW Programming Associate in Applied Science program focuses on today's W3C standards-compliant and multimedia-rich dynamic web 2.0, web 3.0 and mobile computing functionality. The Web Design and WWW Programming program has evolved with the web and has led the way by incorporating dynamic client-side and server-side content and presentation before any other program in the area. Additionally, Hudson Valley was the first college in the area to incorporate XML standards-compliance and accessibility. Currently, the Web Design curriculum includes the following core technologies:

- HTML5 & CSS
- XML & XSL
- Word Press
- MySQL
- Linux
- JavaScript
- Ajax
- PHP
- Java
- MySQL
- Java

The Web Design and WWW Programming curriculum also includes courses in information systems (IS) analysis and design and project management. Students may also take courses in Perl, C++, networking, operating systems and mobile computing technologies. Note that in accord with the emergent and transitory Computer Information Systems discipline, the CIS department and Web Design and WWW Programming degree will remain abreast of emergent theories and technology and rapidly prepare and present new curriculum material as necessary.

Minimum math for this program is MATH 130. MATH 155 is not acceptable for any CIS related program. Degree requirements may be completed during the day, evening or online.

All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 years of equivalent academic math (80 or above in each course)</td>
<td>Computer course recommended.</td>
<td>80+</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Transfer students are required to have a 2.0 GPA or higher. Math entry requirements may be waived if a student has successfully completed minimally MATH 130 with a grade of &quot;C&quot; or higher or by permission of the department chair.</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 $620.

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>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 135</td>
<td>Information Design and Applied Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Information Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>CISS 220</td>
<td>Introduction to Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 221</td>
<td>Web Design-Client Side Programming with JavaScript</td>
<td>3</td>
</tr>
<tr>
<td>CISS 225</td>
<td>Web Design-Server-side Programming with PHP and MySQL</td>
<td>3</td>
</tr>
<tr>
<td>CISS 227</td>
<td>XML and Advanced Web and Information Management</td>
<td>3</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 1</td>
<td>Restricted English Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 2</td>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 3</td>
<td>Liberal Arts and Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101 4</td>
<td>Math Electives</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 101 5</td>
<td>Restricted CWW Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>63</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.
**required of first time, full-time students.
(1) Any ENGL course with a Liberal Arts and Sciences Humanities designation.
(2) ECON 100 or ECON 101
(3) Recommend ENGL 120, ENGL 130, ENGL 132, ENGL 136 for students interested in electronic/new media; cannot include math below MATH 130 or MATH 155.
(4) Recommend MATH 130 and MATH 131 for terminal degree; cannot include MATH 155.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Computer Information Systems: Web Design.

Computer Software Application Specialist Certificate
HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The program has been deactivated effective Spring 2012 and as such, applications are no longer being accepted.

Hudson Valley Community College’s Computer Software Application Specialist certificate is designed for the student who is currently working or seeking employment as an administrative or technical assistant yet does not possess formalized computer training. This coursework provides students with the formalized training needed for employment as a keyboard specialist, help desk specialist, software specialist or technical assistant.

All AITC and CMPT courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra or 1 unit of</td>
<td>Business and software</td>
<td>70+</td>
</tr>
<tr>
<td>equivalent academic math</td>
<td>courses recommended</td>
<td></td>
</tr>
<tr>
<td>(70 or above in the course)</td>
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<td></td>
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</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $605.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>CMPT 100</td>
<td>Word Processing w/WordPerfect</td>
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</tr>
<tr>
<td>CMPT 101</td>
<td>Computer Concepts and 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 111</td>
<td>Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 112</td>
<td>Adv Info Processing w/ Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Introduction to Web Design and Content Management</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 125</td>
<td>Electronic Publishing and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 27
*or specific course equivalents as approved by department chairperson.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Computer Software Application Specialist.

Digital Marketing Associate in Applied Science
HEGIS #5004
Interim Chairperson: Ricky P. Thibodeau
Brahan Hall, Room 220, (518) 629-7148

The Digital Marketing program, offered by Hudson Valley Community College’s School of Business, leads to an associate in applied science degree (A.A.S.). Successful graduates are prepared to work as marketing technicians or as part of a technical support staff. Coursework is comprehensive, and divided equally between business, marketing and computer science.

Students take core required courses in the School of Business, such as marketing, advertising, management, communications and sales. Degree requirements can be completed through either full- or part-time study days, evenings or online.

Specific career tracks for graduates include tracking and use of analytics to drive marketing and web design and creation.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of</td>
<td>Business and software</td>
<td>70 or above</td>
</tr>
<tr>
<td>equivalent academic math</td>
<td>courses recommended</td>
<td></td>
</tr>
<tr>
<td>(70 or above in the course)</td>
<td></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>FORM 104</td>
<td>College Forum**</td>
<td>(1)</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>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Introduction to Webpage Design and Content Management</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 135</td>
<td>Information Design and Applied Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 210</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 214</td>
<td>Selling and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 295</td>
<td>Marketing Management and Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 240</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>


Entrepreneurship Certificate

HEGIS #5004
Interim Chairperson: Ricky P. Thibodeau
Brahan Hall, Room 220, (518) 629-7148

The Entrepreneurship certificate program is designed to provide aspiring and existing entrepreneurs, who possess specific technical or innovative abilities, with key entrepreneurial and business education skills. The goal of this program is to increase the likelihood of success among these entrepreneurs through the presentation and practice of fundamental concepts and skills necessary to create, design and launch a successful new business.

This program provides the entrepreneurial skills needed by those whose dream is to run their own business or to become a driver of innovation in an established company. At the same time, those who already own a business will find that it helps them to advance their skill set.

Credits earned in this program are directly applicable to the Entrepreneurship A.A.S. degree program. Entrepreneurship credits may be used in other School of Business degree programs, as well, and may also fulfill elective requirements in other programs at the college.

Associate in Applied Science

HEGIS #5004
Interim Chairperson: Ricky P. Thibodeau
Brahan Hall, Room 220, (518) 629-7148

This program prepares students to enter the exciting world of entrepreneurship, whether you are a prospective entrepreneur interested in launching your first venture, or an existing small business owner looking to grow your current business. For many, it is a life-long dream to start, own and operate a small business; this program gives students the necessary entrepreneurial skills to pursue that dream. You will learn fundamental skills necessary for increasing the likelihood of building sustainable success in your own venture. You will explore different subjects, including: developing an entrepreneurial mindset, entrepreneurial finance, small business management, marketing, and legal issues for small business owners. Each student will conclude his/her study with the development of an actionable business plan, ready for financing and implementation, as well as an internship to experience entrepreneurship in our own community.
### PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 as outlined would be approximately $620.

### 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>
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<tr>
<td>ACTG 120</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>BADM 200</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BADM 207</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 101</td>
<td>Computer Concepts and Applications I</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 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 110</td>
<td>Introduction to Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 120</td>
<td>Entrepreneurial Process</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 150</td>
<td>Legal Issues in Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 210</td>
<td>Entrepreneurial Finance</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 290</td>
<td>Entrepreneurial Strategy</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 295</td>
<td>Entrepreneurial Internship***</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 214</td>
<td>Selling and Sales Management</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
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<tr>
<td></td>
<td>(1) Math Elective</td>
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<td></td>
<td>Liberal Arts and Sciences Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 63

*or specific equivalents as approved by department chairperson.

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

***Students will be expected to participate in the Entrepreneurial Internship. In extenuating circumstances (as determined by the department chair), the internship may be replaced with an elective as approved by the department chair. (1) MATH 110 or higher for completion of degree.

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### Health Information Management and Technology Associate in Applied Science

HEGIS #5213
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

Today’s health information technician needs a variety of skills to keep pace with the highly technical emergent medical office work place that is currently evolving to support Electronic Medical Records (EMR). The Health Information Management and Technology A.A.S. program is a relevant up-to-date curriculum designed for students to gain the skills necessary to become an administrative medical office professional in either a private practice or health care facility. The degree program maps to the American Association of Professional Coders (AAPC) curriculum and graduates are qualified to sit for the AAPC certification Certified Professional Coder (CPC) and Certified Physical Practice Management (CPPM) exams. Program graduates are also prepared to take the Microsoft Office Specialist (MOS) exam. It must be noted that the program goes far beyond computer skills and knowledge of office software, as course content also focuses on ethics, security, communication and collaboration skills necessary in the rapidly evolving technical health information management field. The program concludes with an industry internship.

**Highlights:**
- Coursework prepares students to enter the health administration field, which is expected to face a shortage of trained workers due to the rapid retirement of the Baby Boom generation.
- Students can complete the degree through full-time or part-time study.
- Those skilled in medical transcription or medical encoding can find positions that pay in excess of $30,000.

Full-time students who wish to complete this program in exactly four terms of study must begin their studies in the fall semester and complete five to six courses each term. Degree requirements can be completed through either full-time or part-time study through on campus or distance learning courses.

*All HITC, AITC and CMPT courses must have been taken within seven years in order to be applicable toward this degree program.*
**PROGRAM ENTRANCE REQUIREMENTS**

Courses                        | Notes                          | Average
---                            | -----                           | ----
Algebra or 1 unit of equivalent academic math (70 or above in the course) | Business and software courses recommended | 70+

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>FORM 104</td>
<td>College Forum**</td>
<td>(1)</td>
</tr>
<tr>
<td>BIOL 109</td>
<td>Biology of the Human Organism</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 111</td>
<td>Document Formatting on Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 112</td>
<td>Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115</td>
<td>Library Skills for Research</td>
<td>1</td>
</tr>
<tr>
<td>HITC 100</td>
<td>Introduction to Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>HITC 101</td>
<td>Medical Record Review, Transcription and Terminology</td>
<td>4</td>
</tr>
<tr>
<td>HITC 103</td>
<td>Intro to Medical Coding, Health Insurance and Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>HITC 104</td>
<td>Advanced Medical Coding and Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>HITC 105</td>
<td>Clinical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>HITC 107</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted English Elective</td>
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<tr>
<td></td>
<td>(2) Liberal Arts and Sciences</td>
<td>3</td>
</tr>
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<td></td>
<td>(3) Health Science Elective</td>
<td>6</td>
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<tr>
<td></td>
<td>(4) Social Science Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>(5) Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 62

*or specific course equivalents as approved by the department chairperson

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

(1) Any ENGL course with a Liberal Arts and Sciences Humanities designation.

(2) Recommended Courses – BIOL 104, BIOL 105, BIOL 125, BIOL 120, BIOL 121, BIOL 126, BIOL 127, BIOL 207, BIOL 230, PSYC 100.

(3) Recommended Courses – ECON 100, ECON 101, POLS 100.

(4) Recommended Courses – PSYC 100, PSYC 215, SOC 100, SOCL 110, SOCL 115, SOCL 120.

(5) Recommend AITC 166, CJS 100, BADM 110, BADM 111, BADM 220, ACTG 110, ACTG 111.

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**Health Information Technician Certificate**

HEGIS #5213

Chairperson: James G. Looby

Brahan Hall, Room 206, (518) 629-7225

**This program has been deactivated effective Spring 2012 and as such, applications are no longer being accepted.**

The Health Information Technician Certificate is designed for the student who is currently working or seeking employment as a health information technician yet does not possess formalized computer, medical transcription or medical encoding training. The course work provides formalized training necessary for employment as a medical transcriptionist, medical encoder, health information technician or medical office assistant.

**All HITC and CMPT courses must have been taken within seven years in order to be applicable toward this degree program.**

---

**PROGRAM ENTRANCE REQUIREMENTS**

Courses                        | Notes                          | Average
---                            | -----                           | ----
Algebra or 1 unit of equivalent academic math (70 or above in the course) | Business and software courses recommended | 70 or above

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 109</td>
<td>Biology of the Human Organism</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 110</td>
<td>Document Formatting on Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access</td>
<td>3</td>
</tr>
<tr>
<td>HITC 100</td>
<td>Introduction to Medical Office Procedures</td>
<td>4</td>
</tr>
<tr>
<td>HITC 101</td>
<td>Medical Record Review, Transcription and Terminology</td>
<td>4</td>
</tr>
<tr>
<td>HITC 103</td>
<td>Intro to Medical Coding, Health Insurance and Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>HITC 104</td>
<td>Advanced Medical Coding and Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>HITC 107</td>
<td>Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HITC 105</td>
<td>Clinical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 100</td>
<td>Emergency Medical Technician - Basic</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits Required 37

(1) Restricted Elective - Recommended Courses - ACTG 100 or ACTG 110, BADM 100, BADM 110, BADM 111, BADM 130, BADM 131, BADM 140, CJS 100, CMPT 118, CMPT 125.
The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Health Information Technician Certificate.

Information Systems Certificate
HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

This program has been deactivated effective Fall 2016 and as such, applications are no longer being accepted.

The Information Systems Certificate program provides students the essential background needed to analyze, design and develop Unix, Windows and mobile-accessible information systems. Courses include: (a) highly relevant programming languages (e.g., Java, C/C++, COBOL, VB.Net, Perl, Java and Assembly Language), (b) system and network administration (e.g., Windows, Linux, computer and network security and the Cisco networking curriculum that incudes the CCNA and CCNP), (c) web programming using Java, Javascript and Ajax on the client-side and PHP , Perl, Java and MySQL on the server-side DBMS, (d) mobile computing and, (e) web design in accord with today’s accessible, W3C standards-compliant and user-centered design (UCD) principles.

The Information Systems Certificate includes most of the core CIS course requirements of the Associate in Applied Science degree program in Computer Information Systems. In many cases, the Information Systems Certificate is 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 those 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, evening or online courses.

All CISS and CMPT courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent academic math (80 or above in each course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</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 - Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CISS 210</td>
<td>Information Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>CISS 250</td>
<td>Database Management Systems</td>
<td>4</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access (1) Restricted Computer Information Systems Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.

(1) CISS 102, CISS 105, CISS 120, CISS 121, CISS 125, CISS 150, CISS 200, CISS 220, CISS 221, CISS 225, CISS 229, CISS 230, CISS 233, CISS 241, CISS 270, CISS 271, CISS 290.

IT Help Desk Support Certificate
HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

The IT Desk Support certificate is offered to students whose primary goal is to gain employment in the information technologies. The program provides students with a broad foundation in: contemporary and emergent computing technologies, hardware and software support, business analytics, database management systems, programming and logic, networking, web design, and computing and information security.

All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 years of equivalent academic math (80 or above in each course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CISS 105</td>
<td>IT Essentials (A+): PC Hardware and Software</td>
<td>3</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming and Logic I</td>
<td>4</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Networking I – Introduction to Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Networking II – Introduction to Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CISS 125</td>
<td>Computer and Information Security</td>
<td>3</td>
</tr>
<tr>
<td>CISS 220</td>
<td>Introduction to Web Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 115</td>
<td>Introduction to Business Analytics with Microsoft Excel</td>
<td>3</td>
</tr>
<tr>
<td>CMPT 120</td>
<td>Introduction to Database Concepts with Microsoft Access (1) Restricted Computer Information Systems Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits Required 29

*or specific course equivalents as approved by department chairperson.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on IT Help Desk Support.

Supermarket Management and Operations Certificate

HEGIS #5004
Chairperson: Dr. Karen A. Holmes
Brahall Hall, Room 206, (518) 629-7225

This program has been deactivated effective Fall 2011 and as such, applications are no longer being accepted.

The Supermarket Management and Operations certificate, exclusive to Price Chopper supermarket associates, will provide an opportunity for Price Chopper associates to gain a core understanding of the key principles of the supermarket industry and to learn a new skill set, which will prepare them for advancement in their careers.

Once Price Chopper associates have completed the certificate, they will have completed 32 credits toward the 63 credits of the Supermarket Management and Operations option in the Business Administration (A.A.S.) program.

All computer courses must have been taken within seven years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price Chopper Associates only Algebra or 1 unit of equivalent academic math 70+</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 $770.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 100</td>
<td>Business Concepts and Applications</td>
<td>4</td>
</tr>
<tr>
<td>BADM 110</td>
<td>Legal and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 111</td>
<td>Legal and Ethical Environment of Business II</td>
<td>3</td>
</tr>
<tr>
<td>BADM 120</td>
<td>Business Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>BADM 200</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BAPC 100</td>
<td>Introduction to the Supermarket Industry</td>
<td>3</td>
</tr>
<tr>
<td>BAPC 101</td>
<td>Supermarket Management</td>
<td>3</td>
</tr>
<tr>
<td>BAPC 200</td>
<td>Center Store Operations</td>
<td>3</td>
</tr>
<tr>
<td>BAPC 201</td>
<td>Perishables</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Elective**</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 32

*or specific course equivalents as approved by department chairperson.

**CMPT 101, Personal Computer Concepts/ Applications I preferred.
System and Network Associate Certificate

HEGIS #5101
Chairperson: James G. Looby
Brahan Hall, Room 206, (518) 629-7225

This program has been deactivated effective Fall 2008 and as such, applications are no longer being accepted.

The System and Network Associate certificate is ideal for the returning adult student currently working or seeking employment in the informational technology (IT) field. For students seeking employment this certificate will prepare you for a variety of occupations including operating system administrator, network specialist, PC support specialist and help desk support staff. This certificate is also appropriate for the IT professional who desires to augment their understanding with computer network and system administration skill sets or the scientist desiring a better understanding of bioinformatics, the use of computers to handle biological data. Upon completion of this certificate, you will be prepared to take the industry standard Cisco Certified Network Associate (CCNA) certification exam.

All CISS courses must have been taken within seven years in order to be applicable toward this degree program.

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PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Geometry or 2 years of equivalent academic math (80 or above in each course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Computer courses recommended Transfer Students are required to have a 2.0 GPA or higher

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $705.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CISS 101</td>
<td>Business Computing Application and Analytics Development</td>
<td>3</td>
</tr>
<tr>
<td>CISS 102</td>
<td>Introduction to the Linux Operating System</td>
<td>1</td>
</tr>
<tr>
<td>CISS 110</td>
<td>Programming &amp; Logic I</td>
<td>4</td>
</tr>
<tr>
<td>CISS 111</td>
<td>Programming &amp; Logic II-Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CISS 120</td>
<td>Networking I - Intro to Data Communication</td>
<td>3</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Networking II - Intro to Network Administration</td>
<td>3</td>
</tr>
<tr>
<td>CISS 150</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Personal Computer Hardware Essentials</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 26

*The suggested course sequence can be found by visiting www hvcc edu programs and clicking on System and Network Associate Certificate.
Hudson Valley Community College

School of Engineering and Industrial Technologies

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 and Industrial Technologies offers students the opportunity to meet the current employment needs for today’s technology driven society through several degree and certificate programs. The certificates and degrees offered are in building, electrical, industrial and automotive technologies with three programs accredited by the Engineering Technology Accreditation Commission (ETAC) 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 academic 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 students can gain the necessary practical experience in their field of choice. Specific laboratory requirements are contained in the course descriptions.

Laboratories include: 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.

Advanced Manufacturing Technology
Associate in Occupational Studies
HEGIS #5312
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

This program prepares graduates to achieve immediate employment working with many of today’s local and regional high-tech manufacturing companies performing advanced machining processes that produce tooling and components used in the manufacture of everything from electronics and defense equipment to power generators and aerospace apparatus. Covering an array of areas relating to the field of precision metal, composite and plastic manufacturing, the student will learn basic and advanced principles in the operation of milling machines, lathes, grinders, bandsaws and drill presses, as well as using advanced Haas Automation computerized machine tools. Also, a wide variety of training in
the use of quality assurance equipment is covered. Computer-aided design (CAD) and computer-aided manufacturing (CAM) coursework/software is an integral part of the program, as is the instruction on the use of standard and advance tooling.

The Advanced Manufacturing Technology courses are offered both day and evening. For full-time day students, the program will take two years (four semesters) to complete, while part-time evening students will take four years (two evenings per week). All students will participate in a year-long Senior Capstone Project in which students work together to manufacture and assemble complex working models to test their precision planning, machining and assembly skills.

The coursework from this program satisfies the educational requirements for New York State Machinist, Toolmaker, CNC Machinist and CNC Programmer apprenticeships. The placement rate prior to graduating approaches 95%, while a number of companies in the region provide scholarships covering books, tuition and related fees as well as part-time jobs for students in the program that lead to full-time employment upon graduation.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 $760.

**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>ENGL 110</td>
<td>Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 100</td>
<td>Print Reading for Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 103</td>
<td>Machine Tool Theory and Lab I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 104</td>
<td>Machine Tool/CNC Theory and Lab II</td>
<td>8</td>
</tr>
<tr>
<td>MFTS 115</td>
<td>Introduction to Computer Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 120</td>
<td>CAD Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 203</td>
<td>Advanced Machining Processes</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 204</td>
<td>Manufacturing Capstone Project</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 213</td>
<td>Process Planning</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 214</td>
<td>Quality Assurance &amp; Control</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 215</td>
<td>Industrial Relations, Safety and Health</td>
<td>1</td>
</tr>
<tr>
<td>MFTS 223</td>
<td>Computer Aided Manufacturing (CAM) with Mastercam</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Practical Metallurgy</td>
<td>2</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Algebra OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra with Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Basic Calculus with Analytic Geometry</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 63

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

**PART-TIME EVENING STUDY MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra with Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Algebra OR</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 115</td>
<td>Introduction to Computer Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 120</td>
<td>CAD Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 163</td>
<td>Machine Tool Theory &amp; Lab I Part I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 164</td>
<td>Machine Tool Theory &amp; Lab I Part II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 173</td>
<td>Machine Tool/CNC Theory &amp; Lab II Part I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 174</td>
<td>Machine Tool/CNC Theory &amp; Lab II Part II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 213</td>
<td>Process Planning</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 214</td>
<td>Quality Assurance &amp; Control</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 215</td>
<td>Industrial Relations, Safety and Health</td>
<td>1</td>
</tr>
<tr>
<td>MFTS 223</td>
<td>Computer Aided Manufacturing (CAM) with Mastercam</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Practical Metallurgy</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 261</td>
<td>Advanced Machining Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 262</td>
<td>Advanced Machining Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 271</td>
<td>Manufacturing Capstone Project</td>
<td>3.5</td>
</tr>
<tr>
<td>MFTS 272</td>
<td>Manufacturing Capstone Project</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Total Credits Required 63

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

**Part-time Evening Study**

(There will be two evening classes per week, per term)

The part-time evening program is ideal for full-time employees, who wish to enter this rewarding field, and those currently employed at local and regional high-tech manufacturing companies, who wish to upgrade their skills in order to advance their careers at their place of employment. As in the full-time day program, the student studies an array of areas relating to the field of precision metal, composite and plastic manufacturing. The student will learn basic and advanced principles in the operation of milling machines, lathes, grinders, band saws, drill presses, as well as using advanced Haas Automation computerized machine tools. Training incorporates the use of quality assurance equipment. Computer-aided design (CAD), and computer-aided manufacturing (CAM) coursework (AutoCAD®, SolidWorks®, Mastercam®) is an integral part of the program, as is the instruction on the use of standard and advanced tooling. Courses in Quality Assurance & Control, Industrial Relations, Safety & Health and the technical application of Microsoft Office® software are included.

**PART-TIME EVENING STUDY MAJOR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Math I OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra with Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 106</td>
<td>Applied Tech. Algebra OR</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 115</td>
<td>Introduction to Computer Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 120</td>
<td>CAD Applications in Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 163</td>
<td>Machine Tool Theory &amp; Lab I Part I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 164</td>
<td>Machine Tool Theory &amp; Lab I Part II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 173</td>
<td>Machine Tool/CNC Theory &amp; Lab II Part I</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 174</td>
<td>Machine Tool/CNC Theory &amp; Lab II Part II</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 211</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 213</td>
<td>Process Planning</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 214</td>
<td>Quality Assurance &amp; Control</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 215</td>
<td>Industrial Relations, Safety and Health</td>
<td>1</td>
</tr>
<tr>
<td>MFTS 223</td>
<td>Computer Aided Manufacturing (CAM) with Mastercam</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 231</td>
<td>Controls</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 241</td>
<td>Practical Metallurgy</td>
<td>2</td>
</tr>
<tr>
<td>MFTS 261</td>
<td>Advanced Machining Processes</td>
<td>3</td>
</tr>
<tr>
<td>MFTS 262</td>
<td>Advanced Machining Processes</td>
<td>3</td>
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<tr>
<td>MFTS 271</td>
<td>Manufacturing Capstone Project</td>
<td>3.5</td>
</tr>
<tr>
<td>MFTS 272</td>
<td>Manufacturing Capstone Project</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Total Credits Required 63

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

HEGIS #5306
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

This program has been deactivated effective Fall 2013 and as such, applications are no longer being accepted.

The Alternative Fuels Certificate program was developed in response to the growing demand for alternative and renewable energy sources in the Capital Region and elsewhere. The program provides an educated workforce for a growing industry that is in need of qualified personnel. Both established automotive technicians looking for advancement and the potential student interested in the alternative fuels field can benefit from the Alternative Fuels Certificate program.

Currently, the New York State Energy Research and Development Authority (NYSERDA) is funding college programs that will lead to innovations in the industry. The goal of NYSERDA is to reduce vehicle emissions and to reduce the state’s dependence on imported petroleum. The group also works to develop new products including improved vehicles and components that use natural gas, electric and hybrid-electric technologies. The Alternative Fuels program trains students in these areas and prepares them for work in a rapidly advancing industry. To facilitate the development and implementation of the Alternative Fuels curriculum, NYSERDA has provided the Automotive, Manufacturing, and Electrical Engineering Department with $185,000 worth of equipment.

The 32-credit hour programs consists of required and elective courses in the Automotive Technical Services (ATS) A.O.S. degree program, including basic automotive electricity and fuel systems courses, technical math, and courses in hydrogen power, hybrids and alternative fuels.

The Alternative Fuels Certificate program is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College and furthers its goal of providing an educated work force for the growing alternative and renewable resources industry.
as for positions in architectural preservation, development corporations, construction companies, engineering firms and surveying firms.

The Architectural Technology program provides an excellent opportunity for students who plan to work in the architectural field upon graduation or who wish to transfer to a four-year architectural program in order to become a registered architect, and is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College and furthers its goal of providing an educated workforce for the Capital Region and beyond.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra and Geometry</strong> or 2 units of equivalent academic math (70 or above in each course)</td>
<td></td>
<td>High School Average</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $665.

**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>CIVL 100</td>
<td>Introduction to Hand Drawing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 102</td>
<td>Architectural Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 103</td>
<td>Digital Media for Architectural Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 112</td>
<td>Statics and Strength of Materials</td>
<td>4</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 215</td>
<td>Building Systems Overview and CAD Intergrated Design</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 220</td>
<td>Architectural Design</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 223</td>
<td>Introduction to Building Technology</td>
<td>3</td>
</tr>
<tr>
<td>CNST 130</td>
<td>Principles and Practices of Light Construction</td>
<td>3</td>
</tr>
<tr>
<td>CNST 230</td>
<td>Construction Management Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CNST 232</td>
<td>Site 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 OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Basic Calculus with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/ Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Architectural Technology.

**Architecture Technology Certificate**

HEGIS #5304
Chairperson: Dr. Christine LaPlante
Hudson Hall, Room 129, (518) 629-7355

*This program has been deactivated effective Fall 2015 and as such, applications are no longer being accepted.*

The Architecture Technology Certificate program at Hudson Valley Community College focuses on the practical and technical requirements of the architectural field and prepares students for entry-level employment. Students may complete the program requirements (29 credits) in one academic year. The program accepts students for the fall semester only, and applicants must have completed Algebra and II, or two units of an equivalent math, with an average of 70 or better.

The course of study provides a broad-based exposure to operations, standards and current practices in architecture through the documentation of architectural work in plan, section, elevation, axonometric or auxiliary study and constructs models. Students further develop spatial concepts and demonstrate an understanding of the architect’s intent through the process of sketching, drawing, rendering and modeling. The program also emphasizes development of the oral presentation skills that are vital in the workplace.

As they progress through this program, students will come to understand architecture as a study in both art and science. Utilizing the fundamentals of form, function and design, students will design and construct various model examples of the architecture found everywhere in daily life, including homes, places of worship, educational building and entertainment venues among many others. Architecture as the creation of functional space and structure provides us with a historical footprint as well as inspiration for the future.

Architecture Technology Certificate program graduates demonstrate knowledge of the industry-standard tools necessary for successful professional practice, including software, code implementation and interpretation. This training leads to positions that include, but are not limited to, drafter, designer, junior designer, furniture designer, graphic designer, junior technician, construction/building inspector, illuminating engineer, product manufacturer representative, property assessor, real estate agent, materials tester, building pathologist or set designer.
Graduates of the certificate program may transfer directly into the Architectural Technology Associate in Applied Science (A.A.S.) degree program at Hudson Valley, with credit granted for the appropriate courses in that major. Upon completion of the A.A.S. degree, graduates may opt to enter the workforce in various capacities within the field or transfer to a four-year institution.

Hudson Valley Community College students transfer to a wide variety of colleges and universities throughout the country. As a result of their academic performance here, many students gain admission to colleges and universities that might not have been an option directly after high school.

The college has many formal articulation agreements with public and private four-year institutions. Some agreements are general in nature, as they simply specify the criteria that must be met to ensure junior status at the four-year institution. More often, agreements are program-to-program in that they address specific majors at both Hudson Valley and the transfer institution, and may contain specific information on course equivalencies, the minimal grade point average, prerequisites, designated courses or credits, scholarship availability, and full- or part-time requirements.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Geometry</td>
<td>70 or above</td>
<td></td>
</tr>
<tr>
<td>or 2 units of equivalent math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(70 or above in each course)</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 $540.

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>CADD 212</td>
<td>Facilities Layout and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 103</td>
<td>Digital Media for Architectural Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 114</td>
<td>Construction Materials</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 220</td>
<td>Architectural Design</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 222</td>
<td>Building Construction I</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 223</td>
<td>Introduction to Building Technology</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 224</td>
<td>Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CNST 103</td>
<td>Blueprint Reading for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Architectural Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

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

Automotive Management

Associate in Applied Science

HEGIS #5306

Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

The A.A.S. in Automotive Management provides students with an opportunity to earn a degree that utilizes both their technical and business skills by building upon a strong academic core. Students will also develop technical skills in selected automotive maintenance and repair areas. The business courses will develop skills in management, marketing and sales.

The Automotive Management A.A.S. degree will provide students with the skill sets necessary to meet the industry’s demand for a more sophisticated and technologically astute workforce. This degree program offers advanced technological training, preparation in business and marketing combined with a solid foundation in communication and writing. The Automotive Management A.A.S. incorporates key skills in automotive maintenance and repair, as well as automotive management and marketing to enhance graduate success.

Automotive Management is a growing field that offers students a wide range of opportunities for employment and/or transfer upon graduation. This Automotive A.A.S. degree program is in keeping with Hudson Valley Community College’s mission to offer an appropriate range of affordable programs that serve the educational needs of a diverse population and to promote and enhance excellence in learning.

PROGRAM ENTRANCE REQUIREMENTS

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

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $320. Tools for this program have an estimated cost of $2,250.

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>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 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 220</td>
<td>Alternative Fuels</td>
<td>3</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>BADM 110</td>
<td>Legal &amp; Ethical Environment of Business I</td>
<td>3</td>
</tr>
</tbody>
</table>

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

(1) Recommend ACTG 100, MKTG 120 or CMPT 101.
(2) Either MATH 105 and MATH 106 or MATH 150 and MATH 165. Recommend MATH 150 and MATH 165 for transfer.
(3) Students may choose from ENGL 102, ENGL 104 or transfer.
(4) Recommend PSYC 100, SOCL 100 and ECON 100.
(5) Students may choose from AUTO 200 or AUTO 260.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Automotive Management.

Automotive Technical Services
Associate in Occupational Studies
HEGIS #5306
Chairperson: Anthony Kossmann
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 state-of-the-art.

The Automotive Technical Services program 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 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.

Automotive Technical Services – Autobody Repair
Associate in Occupational Studies
HEGIS #5306
Chairperson: Anthony Kossmann
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 Autobody Repair program offers the latest automotive and autobody repair techniques. Emphasis focuses 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>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 $495. Tools for this program have an estimated cost of $2,250.

**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>
</tbody>
</table>

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

**Required of first, full-time students.

The suggested course sequence can be found by visiting www hvcc.edu/programs and clicking on Automotive Technical Services - Autobody Repair.

Automotive Technical Services – General Motors
Associate in Occupational Studies
HEGIS #5306
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

*This program has been deactivated effective Fall 2012 and as such, applications are no longer being accepted.*

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 is 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 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.

Additional information may be obtained through the program’s offices at Hudson Valley Community College, General Motors Corporation, Tarrytown, N.Y., 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>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 $355. Tools for this program have an estimated cost of $2,250.
MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.
AUCP 120 Automotive Electrical Systems 8
AUCP 150 Practical Work Experience I 2
AUCP 155 Practical Work Experience II 5
AUCP 220 Integral Frame & Suspension Components 6
AUCP 250 Practical Work Experience III 2
AUCP 255 Practical Work Experience IV 5
AUTO 120 Engines 6
AUTO 130 Automotive Specifications 2
AUTO 140 Fuel Systems 4
AUTO 150 Transmissions/Transaxles 6
AUTO 220 Alternative Fuels 3
AUTO 255 Passenger Car Diagnosis 3
AUTO 200 America on Wheels OR 3
AUTO 250 Diesel Engines 3
AUTO 160 Industrial Relations OR 3
AUTO 260 Business Management 3
ENGL 110 Technical Communication 3
MATH 105 Applied Technical Mathematics I 3

Total Credits Required 64

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

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Automotive Technical Services - General Motors.

Civil Engineering Technology Associate in Applied Science
HEGIS #5309
Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7359

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 students the opportunity to obtain employment or engage in continued lifelong learning in the Civil Technology field.

Program Educational Objectives:
1. Graduates will have the foundation necessary to specialize in any chosen field of Civil Engineering Technology.
2. Graduates will understand the importance of continued lifelong learning.
3. Graduates will attain the skills necessary to maintain employment in the Civil Engineering Technology field.
4. Graduates will attain a basic knowledge of codes, standards and current practices in the field of Civil Engineering Technology.
5. Graduates will understand the ethical obligations of an engineering role in society.

Student Outcomes:
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.
6. Civil Engineering Technology graduates will demonstrate the knowledge of diversity, societal and global issues within their profession.

The Civil Engineering Technology program has had a successful placement history for graduates for more than 40 years. Many graduates transfer 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 Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202; (410) 347-7700.

This major provides a common first year presenting the necessary fundamentals for all phases of civil engineering technology. The second year provides an opportunity for specialization in either building design and construction management or transportation/heavy highway and infrastructure. Students may select a combination of courses from all areas of specialization, subject to approval of the department chairperson. This program also offers training in computer utilization and computer-aided drafting (CAD).

Transportation/Heavy Highway and Infrastructure

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.

Building Design and Construction Management

The construction management electives are designed to provide technically trained personnel for the residential and commercial construction industry.
and its interrelated fields of architecture and design at a level between the skilled artisan and the professional assistant project manager. These electives will develop an understanding of the planning, scheduling and management of the construction project from design through the construction phases.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry</td>
<td>Additional Science, Math and Mechanical Drawing</td>
<td>70+</td>
</tr>
<tr>
<td>or 2 units of equivalent academic math (70 or above in each course)</td>
<td>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 $595.

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>CIVL 101</td>
<td>Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</td>
<td>3</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 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 and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 236</td>
<td>Highway Construction Planning and Methods OR</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 224</td>
<td>Estimating AND</td>
<td></td>
</tr>
<tr>
<td>CNST 202</td>
<td>Construction Planning and Control (1)</td>
<td></td>
</tr>
<tr>
<td>CIVL 233</td>
<td>Civil Engineering Capstone OR</td>
<td></td>
</tr>
<tr>
<td>CNST 239</td>
<td>Construction Capstone ****</td>
<td>2</td>
</tr>
<tr>
<td>CNST 103</td>
<td>Blueprint Reading for Technologies</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: Writing about Literature</td>
<td></td>
</tr>
<tr>
<td>MATH 150***</td>
<td>College Algebra with Trigonometry (2)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Basic Calculus with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Electives</td>
<td>7</td>
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<tr>
<td></td>
<td>Total Credits Required</td>
<td>64</td>
</tr>
</tbody>
</table>

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

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

***A grade of "C" or better is required for program completion and as a course specific prerequisite.

****Students will be advised as to which capstone course is necessary for completion of their degree by their academic advisor or department chair.

(1) 3 Credits are applied to Technical Electives.

(2) A higher level math course may be substituted per department chair approval.

(3) Students may choose to take technical elective courses from the following upon discussion with their advisor or department chair:

CIVL 201, CIVL 202, CIVL 222, CIVL 223, CIVL 234, CIVL 235, CNST 202, CNST 230, CNST 231, CNST 232.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Civil Engineering Technology.

Clean Energy Management Associate in Applied Science

HEGIS #5311
Interim Chairperson: Phillip P. White
Williams Hall, (518) 629-7275

Clean energy technology doesn’t only give us power to control the future of our energy resources, but it also creates jobs. The number of renewable energy employment opportunities is expected to boom during the next decade in emerging technology fields such as wind, solar, geothermal, fuel cells and energy storage. In addition to needing skilled technical employees for the installation, operation and repair of the technology, these companies also will require staff who possess a blend of general technical knowledge about these fields and general business knowledge and skills.

Employees are needed to promote and sell renewable energy services, design systems, negotiate leases, run finance systems, track business operations, and keep the back office of the business running. It has been estimated that for every technical job, there will be an administrative position required. In this program students will learn the technical aspects of renewable energy production while also learning essential business management skills to work in the field.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry</td>
<td>Transfer students are required to have a 2.0 GPA or higher in four courses applicable to the degree. Math entrance requirements may be waived if a student has successfully completed (C grade or higher) a higher level math.</td>
<td></td>
</tr>
<tr>
<td>or 2 units of equivalent academic math (70 or above in each course)</td>
<td></td>
<td>70+</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>FORM 101</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 and Ethical Environment of Business I</td>
<td>3</td>
</tr>
<tr>
<td>BADM 200</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BADM 207</td>
<td>Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>CISS 100</td>
<td>Introduction to Computing and Information Sciences</td>
<td></td>
</tr>
</tbody>
</table>
Computer Aided Drafting Certificate
HEGIS #5303
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

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 Engineering and Industrial Technologies Academic Advising Center at (518) 629-7584.

Associate in Applied Science
HEGIS #5303
Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7355

The Computer Aided Drafting, A.A.S. program has been deactivated effective Fall 2013 and as such, applications are no longer being accepted. Applications are being accepted for the Computer Aided Drafting Certificate program.

The Computer Aided Drafting 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.
Writing for Technicians

About Literature or ENGL 106, English Composition II:

Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7355

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; and
- 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 workforce 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>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 $705.

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>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MECT 105</td>
<td>Engineering Materials</td>
<td>4</td>
</tr>
</tbody>
</table>

CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 102</td>
<td>Interpreting Engineering Drawings</td>
<td>3</td>
</tr>
<tr>
<td>CAD 115</td>
<td>Machining Processes</td>
<td>3</td>
</tr>
<tr>
<td>MECT 110</td>
<td>Computer Applications in Engineering</td>
<td>4</td>
</tr>
<tr>
<td>MFTS 221</td>
<td>Numerical Control Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

CORE DRAFTING REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD 100</td>
<td>Topics in 2D Auto CAD and</td>
<td>4</td>
</tr>
<tr>
<td>CAD 110</td>
<td>Advanced Topics in AutoCAD OR</td>
<td>3</td>
</tr>
<tr>
<td>CAD 208</td>
<td>Inventor/CAD Basics</td>
<td></td>
</tr>
</tbody>
</table>

PROGRAM ELECTIVES

| Liberal Arts Electives | 6 |
| (1) Mathematics Electives | 6 |
| (2) Technical Electives | 13 |
| Humanities/Social Science | 3 |
| Elective                | 3 |
| (3) Restricted English Elective | 3 |
| Total Credits Required | 61 |


(2) Technical Electives- Any course beginning with CADD, ELET, MECT, or MFTS (subject to approval by department chairperson)

(3) Restricted English Electives- ENGL 102, English Composition II, ENGL 104, English Composition II: Writing About Literature or ENGL 106, English Composition II: Writing for Technicians

Construction Certificate

HEGIS #5317
Chairperson: Dr. Christine M. LaPlante
Hudson Hall, Room 129, (518) 629-7355

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>FORM 101 **</td>
<td>College Forum</td>
<td>(1)</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 114</td>
<td>Construction Materials</td>
<td>2</td>
</tr>
<tr>
<td>CIVL 224</td>
<td>Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CNST 103</td>
<td>Blueprint Reading for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Architectural Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>CNST 130</td>
<td>Principles &amp; Practices of Light Construction I</td>
<td>3</td>
</tr>
<tr>
<td>CNST 131</td>
<td>Construction Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CNST 132</td>
<td>Construction Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CNST 133</td>
<td>Principles &amp; Practices of Light Construction II</td>
<td>4</td>
</tr>
<tr>
<td>CNST 231</td>
<td>Building Services Systems</td>
<td>3</td>
</tr>
<tr>
<td>MATH 099</td>
<td>Elementary Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 100</td>
<td>Elementary Algebra II (1)</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

*Or specific course equivalents as approved by department chairperson.

** Required of first time, full-time students.
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; and
• assist in the layout and development of subdivisions.

This program 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.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent academic math (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 $705.

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>CIVL 101</td>
<td>Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>CIVL 110</td>
<td>Engineering Graphics</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 222</td>
<td>Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>CIVL 224</td>
<td>Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CNST 103</td>
<td>Blueprint Reading for Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CNST 110***</td>
<td>Statics and Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>CNST 120</td>
<td>Architectural Drawing I</td>
<td>2</td>
</tr>
<tr>
<td>CNST 130</td>
<td>Principles &amp; Practices of Light Construction I</td>
<td>3</td>
</tr>
<tr>
<td>CNST 202</td>
<td>Construction Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>CNST 210***</td>
<td>Steel Construction</td>
<td>3</td>
</tr>
<tr>
<td>CNST 211***</td>
<td>Concrete Construction</td>
<td>3</td>
</tr>
<tr>
<td>CNST 231</td>
<td>Building Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>CNST 239</td>
<td>Construction Capstone</td>
<td>3</td>
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<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society</td>
<td>3</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.
**Required of first time, full-time students.
***A grade of “C” or better is required for program completion and as a course specific prerequisite.

(1) Restricted Mathematics Elective – Must be chosen from MATH 110, MATH 150, MATH 165, MATH 170, MATH 180 or MATH 190. The first course taken to fulfill this requirement must be completed with a grade of "C" or higher for program completion and as a course specific prerequisite.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Construction Technology – Building Construction.

Electrical Construction and Maintenance
Associate in Occupational Studies

HEGIS #5317
Interim Chairperson: Philip P. White
Williams Hall, Room 125 (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; and programmable controllers, variable frequency drives and industrial electronics. The course of study is offered during 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 (VFDs), 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>1 unit of any 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 $535.

MAY REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 101</td>
<td>Direct Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 102</td>
<td>Alternating Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 111</td>
<td>Direct Current Applications</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternating Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td>2</td>
</tr>
</tbody>
</table>

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

** Required of first time, full time students.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Electrical Construction and Maintenance.

The Electrical Construction and Maintenance program also is offered part-time through evening course offerings.

Part-time Evening Study

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 $535.

PART-TIME EVENING STUDY MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 101</td>
<td>Direct Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 102</td>
<td>Alternating Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 111</td>
<td>Direct Current Applications</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternating Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 132</td>
<td>Electrical Blueprint Reading and Estimating II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 135</td>
<td>Workplace Safety</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 140</td>
<td>Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 171</td>
<td>Residential Construction Wiring: Part I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 172</td>
<td>Residential Construction Wiring: Part II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 173</td>
<td>Commercial Construction Wiring: Part I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 174</td>
<td>Commercial Construction Wiring: Part II</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 200</td>
<td>Trade Skills Development</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 205</td>
<td>Automation Technology</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 206</td>
<td>Instrumentation and Process Control</td>
<td>4</td>
</tr>
</tbody>
</table>
**Electrical Engineering Technology – Electronics Associate in Applied Science**

**HEGIS #5310**

Chairperson: Anthony Kossmann  
Cogan Hall, Room 145, (518) 629-7272

**Mission of the Department**

The Electrical Engineering Technology-Electronics program is designed to prepare students in the design, diagnosis, and repair of highly technical and sophisticated electronic devices and systems. Graduates of this program will be prepared to seek employment in any one of the related industries involving electrical engineering or transfer to four year universities to continue their education.

**Program Educational Objectives:**

1. Graduates will have the foundation skills necessary to specialize in any chosen field of Electrical Engineering Technology.
2. Graduates will understand the importance of continued lifelong learning.
3. Graduates will attain the skills necessary to maintain employment in the Electrical Engineering Technology fields.
4. Graduates will attain a basic knowledge of safety standards, current practices and standards in Electrical Engineering.
5. Graduates will understand the ethical obligations of an engineer in society.

**Student Outcomes:**

1. Demonstrate competency in Electrical Engineering technology skills.
2. Clearly communicate through written and oral expression the elements of Electrical Engineering technology projects.
3. Demonstrate problem solving ability to analyze, interpret, and design elements found in Electrical Engineering Technology applications.
4. Demonstrate knowledge of industry standard tools necessary for successful professional practice, such as diagnostic equipment.
5. Electrical Engineering technology graduates will become employed in the field or transfer to a four year institution.

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 Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202; (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>Algebra &amp; Geometry 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 $670.
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>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>Personal Computer 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 with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Basic Calculus with Analytic Geometry</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)Technical Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

(1)Technical Elective – recommend courses ELET 115, ELET 260; students may also choose CADD 105, CHEM 110, ELET 220, ELET 225, IDLT 105, MECT 215, PHYS 136.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Electrical Engineering Technology - Electronics.

Electrical Technology:
Semiconductor Manufacturing Technology
Associate in Applied Science
HEGIS # 5310
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

The Electrical Technology: Semiconductor Manufacturing Technology program prepares students for careers in the semiconductor manufacturing industry. The training provided is field oriented and generally covers the principles and practices that apply to industry applications of electricity and semiconductor manufacturing. Upon graduation, students will be prepared to work in capacity field service, test, and manufacturing, or may transfer to a baccalaureate program.

Most Electrical Technology: Semiconductor Manufacturing Technology courses take a mathematical approach, typically consisting of both theory and laboratory components. In the theory portion, students learn basic rules and principles and their applications. In the laboratory, students experimentally verify the validity of these rules and principles, while developing a proficiency in the use of electronic test equipment.

The mission of the Electrical Technology: Semiconductor Manufacturing Technology Program is to provide education for employment and transfer through a competency-based curriculum, integrated with hands-on instruction that supports developments in the semiconductor industry including present and emerging fields such as semiconductor fabrication, micro-electromechanical systems (MEMS), and nanotechnology.

PROGRAM ENTRANCE REQUIREMENTS

Courses | Notes | High School Average
---------|-------|---------------------
Algebra & Geometry or 2 units of equivalent academic math (70 or above in each course)

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>CHEM 105</td>
<td>Concepts in Chemistry</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/C++ for Technologies</td>
<td>4</td>
</tr>
<tr>
<td>ELET 120</td>
<td>Personal Computer 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 and Power RF</td>
<td>4</td>
</tr>
<tr>
<td>ELET 255</td>
<td>Semiconductor Manufacturing and Nanofabrication Processes</td>
<td>4</td>
</tr>
<tr>
<td>ELET 261</td>
<td>Semiconductor and 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 with Trigonometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 165</td>
<td>Basic Calculus with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 135</td>
<td>Technical Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Electrical Technology: Semiconductor Manufacturing Technology.
Heating/Air Conditioning/Refrigeration Technical Services
Associate in Occupational Studies

HEGIS #5317
Interim Chairperson: Philip P. White
Williams Hall, Room 125 (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 educating 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 percent.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 $395. Tools for this program have an estimated cost of $560.

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 Form</td>
<td>(1)</td>
</tr>
<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>4</td>
</tr>
<tr>
<td>HVAC 120</td>
<td>Refrigeration Lab I</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 121</td>
<td>Refrigeration Lab II</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 130</td>
<td>Electricity for HVAC/R</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 131</td>
<td>Electrical Systems Applications</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 140</td>
<td>Heat Transfer Systems</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 203</td>
<td>HVAC/R Systems Design I</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>4</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>4</td>
</tr>
<tr>
<td>HVAC 221</td>
<td>Diagnosing &amp; Servicing Lab</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 230</td>
<td>HVAC/R Control Systems</td>
<td>4</td>
</tr>
<tr>
<td>HVAC 240</td>
<td>Heat Transfer Systems II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Applied Tech. Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 63

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

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

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Heating/Air Conditioning/Refrigeration Technical Services.

Heating Systems Certificate

HEGIS #5317
Interim Chairperson: Philip P. White
Williams Hall, Room 125 (518) 629-7275

This program has been deactivated effective Fall 2011 and as such, applications are no longer being accepted.

The Heating Systems certificate program is designed for the HVAC/R technician looking for advancement or an individual interested in the heating, ventilation, air conditioning and refrigeration field but who wants to work while going to school. The program provides accredited evening course work in the HVAC/R field, providing an educated work force for an industry that is in need of qualified personnel.

The program consists of four semesters of courses required for the Heating/Air Conditioning/Refrigeration Technical Services A.O.S. degree. These courses include a basic math course and heat transfer systems lecture courses, with six credit hours of hands-on laboratory classes. Systems Design I and Systems Design II also are offered as part of the certificate and include instruction in Microsoft Visio and various design software. Industrial safety, electrical fundamentals, environmental impact, and energy conservation also are emphasized.

The Heating Systems certificate program is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College and furthers its goal of providing the HVAC/R industry with qualified technicians.
PROGRAM ENTRANCE REQUIREMENTS

High School Courses                   Notes                                 Average

Algebra or 1 unit of academic math (70 or above in the course) Additional Math courses recommended, Spring entrance will require additional semesters to complete the program.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $395. Tools for this program have an estimated cost of $560.

MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.

HVAC 130 Electricity for HVAC/R 4
HVAC 140 Heat Transfer Systems I 4
HVAC 203 HVAC/R Systems Design I 3
HVAC 213 HVAC/R Systems Design II 4
HVAC 220 Heat Transfer Lab 6
HVAC 240 Heat Transfer Systems II 4
MATH 105 Applied Technical Algebra 3

Total Credits Required 28

*or specific course equivalents as approved by department chairperson.

Student Outcomes:
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.
6. Mechanical Engineering Technology graduates will demonstrate the knowledge of diversity, societal and global issues within their profession.

The Mechanical Engineering Technology program 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 Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202, telephone (410) 347-7700.

PROGRAM ENTRANCE REQUIREMENTS

High School Courses                   Notes Average

Algebra or Geometry or 2 units of equivalent academic math (70 or above in each course) Additional Math courses recommended, 70+

or 2 units of equivalent academic math (70 or above in each course)
Mechatronics
Associate in Applied Science
HEGIS #5311
Interim Chairperson: Philip P. White
Williams Hall, Room 125, (518) 629-7275

The term Mechatronics originally was a fusion of the words mechanical and electronics. The modern use of the term Mechatronics addresses the four interconnected disciplines used in the design, operation, and maintenance of all modern, complex machinery. These four disciplines are mechanical, electrical/electronics, motor control systems, and computer science/information technology. The courses selected for this degree offer learning in all of these areas to prepare a student for positions as manufacturing or maintenance technicians, inspectors, testers, or process control technicians. This program will also prepare students for entry into a Baccalaureate Degree program in this field.

Mechatronics
Associate in Applied Science
HEGIS #5311
Interim Chairperson: Philip P. White
Williams Hall, Room 125, (518) 629-7275

The term Mechatronics originally was a fusion of the words mechanical and electronics. The modern use of the term Mechatronics addresses the four interconnected disciplines used in the design, operation, and maintenance of all modern, complex machinery. These four disciplines are mechanical, electrical/electronics, motor control systems, and computer science/information technology. The courses selected for this degree offer learning in all of these areas to prepare a student for positions as manufacturing or maintenance technicians, inspectors, testers, or process control technicians. This program will also prepare students for entry into a Baccalaureate Degree program in this field.

**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>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About</td>
<td>3</td>
</tr>
<tr>
<td>MECT 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 120</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MECT 125</td>
<td>Statistics and Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MECT 130</td>
<td>Electricity</td>
<td>3</td>
</tr>
<tr>
<td>MECT 210</td>
<td>Industrial Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>MECT 215</td>
<td>Statistical Quality and Process</td>
<td>3</td>
</tr>
<tr>
<td>MECT 225</td>
<td>Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>MECT 230</td>
<td>Intro to Computer Aided Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MECT 240</td>
<td>Design of Machine Elements</td>
<td>4</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society</td>
<td>3</td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by department chairperson.

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

(1) Restricted Mathematics Electives – MATH 150 and MATH 165 or higher level courses as approved by department chair. A "C" or higher is required in the first course taken to satisfy this requirement for program completion and as a course specific prerequisite.

(2) PHYS 135 and PHYS 136 or higher level courses as approved by department chair.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Mechanical Engineering Technology.

Program Entrance Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and geometry or 2 units of equivalent academic math (70 or above in each course)</td>
<td>Math entrance requirements may be waived if a student has successfully completed (a grade C or above) a higher level math.</td>
<td>70 or above</td>
</tr>
</tbody>
</table>

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

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Mechatronics.

Overhead Electric Line Worker Certificate

HEGIS #5317
Interim Chairperson: Philip P. White
Williams Hall, Room 125 (518) 629-7275

The Overhead Electric Line Worker Certificate program was developed in response to the demand for overhead electric line workers throughout the Capital Region. The electric utility industry is facing a critical shortage of qualified workers, specifically line mechanics and technicians, due to a large number of workers retiring. To fill their workforce needs, utilities are looking for employees that have completed technical training at the community college level to handle the increased technical challenges they face.
The 36 credit Overhead Electric Line Worker Certificate program consists of new and existing courses in the Electrical Construction and Maintenance A.O.S. degree program. These courses include AC/DC electricity courses, technical math courses, electrical wiring courses and industry specific electric power courses.

The Overhead Electric Line Worker Certificate program curriculum is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College.

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>70+</td>
<td></td>
</tr>
<tr>
<td>(70 or above in the course)</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 $535.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 101</td>
<td>Direct Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 102</td>
<td>Alternating Current Theory</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 111</td>
<td>Direct Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 112</td>
<td>Alternating Current Applications Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 135</td>
<td>Workplace Safety</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 131</td>
<td>Electrical Blueprint Reading and Estimating I</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 140</td>
<td>Labor Relations</td>
<td>2</td>
</tr>
<tr>
<td>ECMN 190</td>
<td>Electric Power Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECMN 191</td>
<td>Electric Power Overhead Construction</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>
</tbody>
</table>

Total Credits Required 36

* or specific course equivalents as approved by department chairperson.

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Overhead Electric Line Worker.

Photovoltaic Installation Certificate

HEGIS #5317
Interim Chairperson: Philip P. White
Williams Hall, Room 125 (518) 629-7275

The Photovoltaic Installation certificate program provides the training students need to enter the growing industry of solar panel installation and maintenance. The New York State Energy Research and Development Authority (NYSERDA) worked with Hudson Valley to develop the program as the agency anticipates a high demand for qualified PV installers with hundreds of PV systems expected to be installed in the upcoming years.

The 17-credit hour program consists of required and elective courses in the Electrical Construction and Maintenance A.O.S. degree program. These courses include a basic AC/DC electricity course and residential and commercial construction wiring courses which serve as a foundation for two courses in PV theory and practice.

Both the established journeyman electrician looking for advancement and the potential student interested in the renewable energy field can benefit from the Photovoltaic Installation program. Those who complete the training will be prepared to take the entry-level Photovoltaic Certificate of Knowledge exam administered by the North American Board of Certified Energy Practitioners (NABCEP), and be eligible for employment in the Photovoltaic field.

The Photovoltaic Installation Certificate Program is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College and will further its goal of providing the HVAC/R industry with qualified technicians.

Note: Students enrolled in this program are not eligible to receive financial aid.

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>Additional math</td>
<td>70+</td>
</tr>
<tr>
<td>(70 or above in the course)</td>
<td></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>ECMN 120</td>
<td>Electrical Theory for Renewable Energy</td>
<td>3</td>
</tr>
<tr>
<td>ECMN 121</td>
<td>Residential Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 122</td>
<td>Commercial Construction Wiring</td>
<td>4</td>
</tr>
<tr>
<td>ECMN 210</td>
<td>Photovoltaic Systems Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>ECMN 211</td>
<td>Photovoltaic Systems Installation and Maintenance</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 17

* or specific course equivalents as approved by department chairperson.
#### Plant Utilities Technology

**Associate in Applied Science**

**HEGIS #5317**  
Interim Chairperson: Philip P. White  
Williams Hall, Room 125 (518) 629-7275  
*This program has been deactivated effective Fall 2013 and as such, applications are no longer being accepted.*

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 will study the administrative, managerial and supervisory aspects of physical plant operation.

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>PUTL 110 Blueprint Reading &amp; Sketching</td>
<td></td>
<td>70+ academic math</td>
</tr>
<tr>
<td>PUTL 120 Boiler &amp; Steam Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 200 Heating Ventilation Air Cond.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 201 Utility Refrigeration Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 202 Industrial Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 210 Electric Utility Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 211 Plant Operation &amp; Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUTL 212 Industrial Instrumentation &amp; Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>63</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.  
(1) subject to department chairperson’s approval.

The suggested course sequence can be found by visiting www hvcc.edu/programs and clicking on Plant Utilities Technology.

#### Refrigeration and Air Conditioning Certificate

**HEGIS #5317**  
Interim Chairperson: Philip P. White  
Williams Hall, Room 125 (518) 629-7275  
*This program has been deactivated effective Fall 2011 and as such, applications are no longer being accepted.*

The Refrigeration and Air Conditioning certificate is designed for the HVAC/R technician looking for advancement or an individual interested in the heating, ventilation, air conditioning and refrigeration field but who wants to work while going to school. The program provides accredited evening course work in the HVAC/R field, providing an educated workforce for an industry that is in need of qualified personnel.

The four-semester, 26 credit hour program consists of courses required in the Heating /Air Conditioning / Refrigeration Technical Services A.O.S. degree program. These courses include a basic math course and refrigeration and air conditioning lecture courses, with 12 credit hours of hands-on laboratory classes. Industrial safety, electrical fundamentals, environmental impact, and energy conservation also are emphasized.

The Refrigeration and Air Conditioning certificate program is fully consistent with the academic mission of the School of Engineering and Industrial Technologies at Hudson Valley Community College and furthers its goal of providing the HVAC/R industry with qualified technicians.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC 110 Refrigeration Principles</td>
<td></td>
<td>70+ additional math</td>
</tr>
<tr>
<td>HVAC 111 Refrigeration Principles II</td>
<td></td>
<td>courses recommended</td>
</tr>
<tr>
<td>HVAC 121 Refrigeration Lab II</td>
<td></td>
<td>Additional semesters</td>
</tr>
<tr>
<td>HVAC 130 Electricity for HVAC/R</td>
<td></td>
<td>to complete the program.</td>
</tr>
<tr>
<td>HVAC 151 Refrigeration Lab I Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC 152 Refrigeration Lab I Part II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 105 Applied Technical Algebra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>26</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.*
Semiconductor Technology Certificate
HEGIS #5310
Chairperson: Anthony Kossmann
Amstuz Hall, Room 109, (518) 629-7272

The 25-credit Semiconductor Technology certificate program offered by the School of Engineering and Industrial Technologies at Hudson Valley Community College provides the specialized knowledge of semiconductors and nanotechnology that Hudson Valley Electrical Engineering Technology (ELT) graduates and other candidates need to compete for entry-level employment in the semiconductor manufacturing industry.

Students receive highly specialized training in semiconductor and nanotechnology, digital electronics, electro-mechanical devices, semiconductor manufacturing and the nanofabrication processes. The curriculum consists of seven courses to be completed in two semesters.

Most of the courses are taught at Hudson Valley’s TEC-SMART (Training and Education Center for Semiconductor Manufacturing and Alternative and Renewable Technologies) facility located in Malta. Some courses are held at the main campus in Troy.

In the heart of New York State’s Tech Valley, the Capital Region is emerging as a global leader due to the confluence of major research universities, such as Rensselaer Polytechnic Institute and University at Albany’s College of Nanoscale Science and Engineering, as well as the growth of high-tech industries, including GlobalFoundries, Sematech and IBM. This program furthers Hudson Valley’s goal of providing the semiconductor and nanotechnology industries with a qualified workforce that demonstrates ethical responsibility as individuals and as members of a multidisciplinary team. Students graduate with the skills needed to continuously improve and engage in lifelong learning, and to adapt to a technologically advancing society.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 135 Technical Physics I, MAT 150 College Algebra &amp; Trigonometry, MATH 165 Basic Calculus with Analytic Geometry (Formerly MATH 151), ELET 100 Electricity I, ELET 101 Electricity II, ELET 105 Electronics I &amp; ELET 215 Operational Amplifiers.</td>
<td>Applicants to this program must have completed the required courses or equivalent by permission of department chair.</td>
<td>N/A</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>Concepts in Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ELET 210</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>ELET 225</td>
<td>Electro-Mechanical Devices &amp; Sys.</td>
<td>4</td>
</tr>
<tr>
<td>ELET 250</td>
<td>Vacuum &amp; Power RF</td>
<td>4</td>
</tr>
<tr>
<td>ELET 255</td>
<td>Semiconductor Manufacturing and Nanofabrication 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>
</tbody>
</table>

Total Credits Required 25

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

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Semiconductor Technology.

Telecommunications Technology – Verizon
Associate in Applied Science
HEGIS #5310
Chairperson: Anthony Kossmann
Cogan Hall, Room 145, (518) 629-7272

This program has been deactivated effective Fall 2013 and as such, applications are no longer being accepted.

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 during 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 COMPANION Placement Test Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verizon Associates only Algebra &amp; Geometry or 2 units of equivalent academic math</td>
<td>Reading 35 Writing 34 Numeric Skills 34 Elementary Algebra 34</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>IDLT 130</td>
<td>Industrial Psychology</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. Tech. – 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 Appl. in Telecomm.</td>
<td>3</td>
</tr>
<tr>
<td>TELT 105</td>
<td>Introduction to Electronics</td>
<td>4</td>
</tr>
<tr>
<td>TELT 110</td>
<td>Digital Systems for Telecomm. I</td>
<td>4</td>
</tr>
<tr>
<td>TELT 203</td>
<td>Network Infrastructure</td>
<td>4</td>
</tr>
<tr>
<td>TELT 207</td>
<td>Digital Systems for Telecomm. II</td>
<td>4</td>
</tr>
<tr>
<td>TELT 210</td>
<td>Telecommunications I</td>
<td>4</td>
</tr>
<tr>
<td>TELT 220</td>
<td>Telecommunications II</td>
<td>4</td>
</tr>
<tr>
<td>TELT 230</td>
<td>Telecommunications III</td>
<td>4</td>
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<tr>
<td>TELT 240</td>
<td>Telecommunications IV</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

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

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Telecommunications Technology - Verizon.

Wind Technician Certificate

HEGIS #5310
Interim Chairperson: Philip P. White
Williams Hall, Room 125, (518) 629-7275

This program has been deactivated effective Spring 2017 and as such, applications are no longer being accepted.

The Wind Technician Certificate program at Hudson Valley Community College is a 25-credit hour curriculum of required courses. The program is aimed at students who have completed the Electrical Construction and Maintenance Associate of Occupational Science degree and need additional specialized skills to enter the high-tech wind turbine industry.

Wind is a steadily growing source of clean domestic electrical power with the potential to provide nearly a quarter of this nation’s electricity in the next twenty years, greatly reducing dependence on conventional environmental-polluting sources. Wind power is clean and sustainable, emitting no greenhouse gases and using no natural resources. Manufacture of components is a growing US industry and the technology is constantly evolving and improving. Thousands of jobs are expected to open within the Capital Region and throughout the country in conjunction with the development of this technology.

Learning focuses on component systems, electrical elements, assembly, operation and maintenance of wind turbines. Due to the physical nature of the work and the necessity to scale high towers, students also take weight training and personal fitness courses, and learn to master harness systems, high ropes, rigging and rescue techniques.

Graduates are trained to be part of a wind turbine installation crew, to perform warranty maintenance or to work as operation and maintenance technicians doing routine scheduled maintenance and troubleshooting.

Classes, presented in partnership with the New York State Energy Research and Development Authority (NYSERDA) take place at both the main campus in Troy and at TEC-SMART, the college’s extension center in Malta. In addition to classroom learning, students work in labs and on actual on-site wind turbines.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESYS 100</td>
<td>Introduction to Wind Power</td>
<td>N/A</td>
</tr>
<tr>
<td>ESYS 105</td>
<td>Tower and Turbine Safety</td>
<td></td>
</tr>
<tr>
<td>ESYS 200</td>
<td>Turbine Mechanical Systems</td>
<td></td>
</tr>
<tr>
<td>ESYS 205</td>
<td>Direct Current Devices</td>
<td></td>
</tr>
<tr>
<td>ESYS 210</td>
<td>Protective Systems</td>
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<tr>
<td>ESYS 215</td>
<td>Turbine Generation Systems</td>
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<tr>
<td>ESYS 220</td>
<td>Comparative Schematics, Metrics and Fault Analysis</td>
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<tr>
<td>PHED 145</td>
<td>Adventure</td>
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<tr>
<td>PHED 141</td>
<td>Weight Training/Personal Fitness OR</td>
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<tr>
<td>PHED 149</td>
<td>Circuit Fitness</td>
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<tr>
<td>PHED 250</td>
<td>Physical Fitness Conditioning</td>
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</table>

Total Credits Required 25

*or specific course equivalents as approved by the department chairperson.
School of Health Sciences

The School of Health Sciences is composed of several programs presenting both university-parallel and occupationally-orientated majors, leading to an associate in applied science or a certificate. Graduates from the programs are prepared for professional licensure, university transfer or immediate employment.

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.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been re-admitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the program.

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, Nursing, Radiologic Technology, and Respiratory Care. Applicants should see their respective department chairpersons.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Social Science electives are also required</td>
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MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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</thead>
<tbody>
<tr>
<td>BRVT 110</td>
<td>Approaches to Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>BRVT 120</td>
<td>Cross Cultural and Religious Perspectives for Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>BRVT 210</td>
<td>Contemporary Concepts in Bereavement</td>
<td>3</td>
</tr>
<tr>
<td>BRVT 220</td>
<td>Advanced Bereavement Studies</td>
<td>3</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>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 200</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required: 30

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

Bereavement Studies Certificate

HEGIS #5299.20
Chairperson: Lori Q. Purcell
Fitzgibbons Hall, Room 008
(518) 629-7113

The Bereavement Studies Certificate is designed to offer specialized training in the ways that people grieve after the loss of a loved one. This program will also serve to provide an opportunity for those individuals already working in the field to receive advanced training in this area.

This academic program is designed to meet specific state or professional needs. It is not accredited by the American Board of Funeral Service Education. Students graduating from this program are not eligible to take the National Board Examination or any state board examination for which graduation from an ABFSE-accredited program is required.
Dental Assisting Certificate
HEGIS #5202
Chairperson: Judith E. DiLorenzo
Fitzgibbons Hall, Room 157
(518) 629-7442

This one-year online dental assisting program, accepted by the New York State Education Department, prepares you for entry-level employment within the dental industry and for all requirements to become a New York State Licensed Registered Dental Assistant (RDA).

Dental Assistants are directly involved in patient care, such as reducing patient anxiety; taking and developing x-rays; preparing and sterilizing dental instruments; mixing dental materials; and exchanging instruments with the dentist at chairside during procedures. Other duties as a dental assistant include scheduling appointments; communicating on the phone; coordinating financial arrangements with patients and handling insurance claims.

According to NYS Office of Professions, a dental assistant must be licensed in order to perform supportive services under the direct supervision of a licensed dentist. Upon receiving Hudson Valley Community College Dental Assistant Certification of Completion, the graduate may apply for the New York State Professional Dental Assisting (NYPD) Examination, Radiation Health & Safety (RHS) Exam and Infection Control Exam (ICE). These exams are administered by the Dental Assisting National Board (DANB) to become a New York State Registered Dental Assistant (RDA). Graduates may apply for licensure after completing all of the above requirements; there is an additional fee for the examination and licensure process.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been re-admitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Dental Assisting program.

PROGRAM ENTRANCE REQUIREMENTS
Courses Notes High School Average
None CPR certification for health professionals through the American Heart Association (adult, child and infant CPR).

MAJOR REQUIREMENTS*
Course No. Title Credit Hrs.
DAST 105** Dental Anatomy and Embryology 3
DAST 107** Dental Assisting Radiology 3
DAST 108** Dental Materials for Dental Assistants 3
DAST 110** Dental Assisting Clinical Experience I 2
DAST 111** Dental Assisting I 5
DAST 115** Oral Hygiene and Nutrition 3
DAST 118** Dental Office Procedures 2
DAST 120** Dental Assisting Clinical Experience II 3
ENGL 120 Communication OR 3
ENGL 125 Public Speaking
Total Credits Required 27

*or specific course equivalents as approved by department chairperson.
** To remain in the program students must receive a grade of C or better in all courses prefixed DAST.

The suggested course sequence can be found by visiting www hvcc edu /programs and clicking on Dental Assisting Certificate.

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

The Dental Hygiene program prepares the student to become a qualified licensed Dental Hygienist, 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; enrichment experiences occur at various dental affiliations within the communities in the Capital Region. All clinical settings comply with state and federal health and safety regulations.

The program 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 for Dental Hygiene and the Clinical Board Exam. All Dental Hygiene students are required to be members of their professional organization: the Student component of the 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 and supplies 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 semester of the senior year. Transportation for off-campus affiliation-enrichment assignments is the responsibility of the student. Part-time study is not available in this program once accepted into the Dental Hygiene program.

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.

Applicants should mail their applications and application fee to the Admissions Office well in advance of the Feb. 1 deadline to assure timely receipt of all materials. For more information, contact the Admissions office. Health insurance, hepatitis B series, varicella vaccinations, and a current medical physical exam in addition to college immunization/health records requirements are required for this program.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Dental Hygiene program.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. Applicants should see the department chairperson.

Dental Hygiene core courses must be taken at Hudson Valley.
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; and
- 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 $1,000. Freshman Instrument kit equipment is approximately $2,700.

*Pricing may vary based on equipment chosen by department.

**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.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Dental Hygiene. Please note: there is a required summer semester for this program.
Diagnostic Medical Sonography Certificate
HEGIS #5207
Chairperson: Margaret Ewart
Brahman Hall, Room 026, (518) 629-7123

Diagnostic Medical Sonography is a one-year certificate program offered through the Medical Imaging Department. The goal of the program is to prepare competent entry level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains. 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, 6021 University Blvd., Suite 500, Ellicott City, MD 21043.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for readmission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Diagnostic Medical Sonography program.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. Applicants should see the department chairperson.

Diagnostic Medical Sonography core courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have a minimum of an associates degree in an allied health program which requires hospital based patient care experience with a 2.5 cumulative average OR a bachelor’s degree with a 2.5 cumulative average and a minimum of 400 hours of hospital-based patient care experience including 40 hours in department. All candidates applying must have a minimum of a &quot;C&quot; or higher in the additional college level entrance requirements.</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 $910.

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>Sonography Concepts and Physical Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>SONO 254*</td>
<td>Cross Sectional Anatomy of the Abdomen</td>
<td>3</td>
</tr>
<tr>
<td>SONO 256*</td>
<td>Cross Sectional Anatomy of Ob-Gyn</td>
<td>3</td>
</tr>
<tr>
<td>SONO 258</td>
<td>Sonography Clinic I</td>
<td>8</td>
</tr>
</tbody>
</table>
SONO 262*  Sonography Physics  4
SONO 264*  Pathophysiology of Abdomen  3
SONO 266*  Pathophysiology of Ob-Gyn  3
SONO 268  Sonography Clinic II  8
SONO 278**  Sonography Clinic III  13

Total Credits Required  48

*A grade "C" or higher is required for program completion and for entrance into the next sonography course offered.

**Additional clinical experience at assigned hospital to qualify for national exam.

Please note: there is a required intersession semester and a required summer semester for this program.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Diagnostic Medical Sonography Certificate.

Echocardiography Certificate
HEGIS #5207
Chairperson: Margaret Ewart
Brahan Hall, Room 026, (518) 629-7123

Echocardiography is a one-year certificate program offered through the Medical Imaging Department. The goal of the program is to prepare competent entry level cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains. 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, 6021 University Blvd., Suite 500, Ellicott City, MD 21043.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Echocardiography program.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. Applicants should see the department chairperson.

Echocardiography core courses must be taken at Hudson Valley.
PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
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</thead>
<tbody>
<tr>
<td>Must have a minimum of an associates degree in an allied health program which requires hospital based patient care experience with a 2.5 cumulative average OR a bachelor's degree with a 2.5 cumulative average and a minimum of 400 hours of hospital based patient care experience including 40 hours in department. All candidates applying must have a minimum of a &quot;C&quot; or higher in the additional college level entrance requirements.</td>
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<td>N/A</td>
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<tr>
<td>College level courses mandated: 8 credits</td>
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</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $845.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<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>3</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>Echocardiography II</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>Sonography Physics</td>
<td>4</td>
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<tr>
<td>Total Credits Required</td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

* A grade of "C" or better is required for program completion and for entrance into the next Echocardiography course offered.

**Additional clinical experience at assigned hospital to qualify for national exam.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Echocardiography Certificate. Please note: there is a required intersession semester and a required summer semester for this program.

Emergency Medical Technician – Paramedic Certificate

HEGIS #5299
Chairperson: Patricia G. Hyland
400 Jordan Rd., Suite B (Second Floor)
(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) 15-course series constituting the EMT-Paramedic certificate, students will be eligible to sit for state and national examinations. The entire program can be completed in a year during the day or two years in the evening.

The Hudson Valley Community College Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, Fl 33756
(727) 210-2350
www.caahep.org

To contact CoAEMSP:
4101 W Green Oaks Blvd Suite 305-599
Arlington, TX 76016
Phone: (817) 330-0080
Fax: (817) 330-0089
www.coaemsp.org

Please note additional policies regarding Heath Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students
to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Emergency Medical Technician program.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to complete clinical experience at some sites required for program completion and/or to be licensed as a Certified Paramedic in NYS. Applicants should see the department chairperson.

All college level science courses must have been taken within five years in order to be applicable toward this degree program. Paramedic core courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</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></td>
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</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $465.

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 and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 201</td>
<td>Clinical for the Preparatory, Airway and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 202**</td>
<td>Introduction to Paramedicine</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 204**</td>
<td>Airway and Assessment</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 205**</td>
<td>Operations for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 206**</td>
<td>Pharmacology for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 210**</td>
<td>Trauma Management for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 216**</td>
<td>Paramedicine I</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 217**</td>
<td>Paramedicine II</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 218**</td>
<td>Paramedicine III</td>
<td>2</td>
</tr>
<tr>
<td>EMSP 221</td>
<td>Clinical for Trauma, Medical &amp; Spec. Considerations</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 222**</td>
<td>Pediatrics and Geriatrics for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 223**</td>
<td>Special Certifications for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 230**</td>
<td>Critical Applications for Paramedicine</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 240</td>
<td>Internship Final Evaluation phase</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>Total Credits Required</td>
<td>43</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.

** A grade of “C” is required for program completion and must be obtained to meet the pre-requisite requirement for entrance into sequential EMT-paramedic courses.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Emergency Medical Technician - Paramedic Certificate. Please note: there is a required summer semester for this program.

Emergency Medical Technician – Paramedic
Associate in Applied Science
HEGIS #5299
Chairperson: Patricia G. Hyland
400 Jordan Rd., Suite B (Second Floor)
(518) 629-7454

The Emergency Medical Technician-Paramedic (EMT-P) A.A.S. degree was designed to wrap around the 15-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
Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

Please note: Conviction of a felony or misbehavior may affect an individual’s right to complete clinical experience at some sites required for program completion and/or to be licensed as a Certified Paramedic in NYS. Applicants should see the department chairperson.

All college level science courses must have been taken within five years in order to be applicable toward this degree program. Paramedic core courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math (70 or above in the course)</td>
<td>Information session</td>
<td>N/A</td>
</tr>
<tr>
<td>and Biology.</td>
<td></td>
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</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $620.

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 and 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>
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<tr>
<td>EMSP 101</td>
<td>Internship for Emergency</td>
<td>1</td>
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<tr>
<td>EMSP 201</td>
<td>Clinical for the Preparatory, Airway and Assessment</td>
<td>1</td>
</tr>
<tr>
<td>EMSP 202**</td>
<td>Introduction to Paramedicine</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 204**</td>
<td>Airway and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 205**</td>
<td>Operations for the Paramedic</td>
<td>2</td>
</tr>
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<td>EMSP 206**</td>
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<td>EMSP 210**</td>
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<td>Paramedicine II</td>
<td>4</td>
</tr>
<tr>
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<td>Paramedicine III</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 221</td>
<td>Clinical for Trauma, Medical &amp; Spec. Considerations</td>
<td>2</td>
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<td>EMSP 222**</td>
<td>Pediatrics and Geriatrics for the Paramedic</td>
<td>3</td>
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<tr>
<td>EMSP 223**</td>
<td>Special Certifications for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>EMSP 230**</td>
<td>Critical Applications for Paramedicine</td>
<td>4</td>
</tr>
<tr>
<td>EMSP 240</td>
<td>Internship Final Evaluation Phase</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 200**</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 70
Health Sciences

Invasive Cardiovascular Technology
Associate in Applied Science
HEGIS # 5207
Chairperson: Patricia G. Hyland
400 Jordan Rd., Suite B (Second Floor)
(518) 629-7454

The Invasive Cardiovascular Technology program is designed to provide students with hands-on clinical experience in the field of cardiac catheterization. The Invasive Cardiovascular Technologist is a member of a team of individuals who work under the direction of a physician.

The A.A.S. degree program is registered by the State University of New York and approved by the State Department of Education.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Invasive Cardiovascular Technology program.

Due to radiation exposure associated with the program, a pregnant student should contact the Department Chairperson immediately after this diagnosis. Pregnancy will prevent the student from participating in clinical education courses.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to complete clinical experience at some sites required for program completion. Applicants should see the department chairperson.

All college level science courses must have been taken within five years in order to be applicable toward this degree program. Invasive Cardiovascular core courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent academic Math, Biology, and Chemistry with labs (70 or above in each course)</td>
<td>American Heart Association Basic Life Support Certification - Course C for Health Care Providers is required to attend clinical courses</td>
<td>75 or above for Regents diploma or 85 or above for non-regents diploma</td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $605.

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 and Physiology for Respiratory Care Students OR</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 271**</td>
<td>Anatomy and Physiology II</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 280**</td>
<td>Pathophysiology of Heart</td>
<td>2</td>
</tr>
<tr>
<td>ECHO 256**</td>
<td>Anatomy and Physiology of the Heart</td>
<td>2</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>ICTV 125**</td>
<td>Fundamentals of Invasive Cardiovascular Technology and Electrophysiology</td>
<td>4</td>
</tr>
<tr>
<td>ICTV 200**</td>
<td>Introduction to Health Care</td>
<td>2</td>
</tr>
<tr>
<td>ICTV 210**</td>
<td>Principles of Invasive Cardiovascular Technology I</td>
<td>3</td>
</tr>
<tr>
<td>ICTV 211**</td>
<td>Invasive Cardiovascular Technology Clinic I</td>
<td>8</td>
</tr>
<tr>
<td>ICTV 215**</td>
<td>Electrophysiology Clinic I</td>
<td>2</td>
</tr>
<tr>
<td>ICTV 220**</td>
<td>Principles of Invasive Cardiovascular Technology II</td>
<td>3</td>
</tr>
<tr>
<td>ICTV 221**</td>
<td>Invasive Cardiovascular Technology Clinic II</td>
<td>8</td>
</tr>
<tr>
<td>ICTV 225**</td>
<td>Electrophysiology Clinic II</td>
<td>2</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Elementary Statistics OR</td>
<td>4</td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by department chairperson.

** A grade of "C" or better is required for program completion and must be obtained to meet the pre-requisite requirement for entrance into sequential EMT-paramedic courses.

*** May substitute PSYC 205, Developmental Psychology

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*American Heart Association Basic Life Support Certification - Course C for Health Care Providers is required to attend clinical courses.
MATH 150    College Algebra with Trigonometry OR higher
PHYS 110**  Physics for the Health Sciences  4
PSYC 100    General Psychology            3
PSYC 200    Child Psychology OR           3
PSYC 205    Developmental Psychology      3
RESP 101**  Basic Interpretation and      2
           Performance of the Electrocardiogram
RESP 115**  Cardiopulmonary Pharmacology  2
Total Credits Required                            64

* A grade of "C" or better is required for program completion and must be obtained to meet the pre-requisite requirement for entrance into sequential ICVT courses.

Please note: Transportation is required to hospitals for clinical rotation that begins as early as 7 a.m.

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Invasive Cardiovascular Technology, AAS. Please note: There is a required summer semester for this program.

Mortuary Science
Associate in Applied Science
HEGIS #5299.20
Chairperson: Lori Q. Purcell
Fitzgibbons Hall, Room 008, (518) 629-7113

NOTE: The entrance requirements for this program as well as course content and expectations are currently being presented to our Educational Policies & Standards Committee and Curriculum Committee for changes. As a result, the Mortuary Science degree program will not be accepting any direct entry into the program until Fall 2017. Any applicants to the program will be held to meeting the new entrance requirements and curriculum expectations. Please check the webpage periodically to review new changes.

The Mortuary Science degree program is designed to educate graduates as contemporary funeral directors capable of performing current caretaking and managerial roles.

Successful completion of the Mortuary Science degree program entitles the student to sit for the national board examination and/or a state board. The Mortuary Science degree program at Hudson Valley Community College is accredited by the American Board of Funeral Service Education (ABFSE), 992 Mantua Pike, Suite 108, Woodbury Heights, NJ 08097; (816) 233-3747; www.abfse.org. The program is approved and registered with the New York State Department of Health.

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 degree program must take and pass the National Board Examination as a requirement for graduation from the program. Students are required to take the National Board Examination within one semester (including summer) of completion of all courses required for the Mortuary Science degree program. In order to receive approval to take the NBE exam beyond the one semester limit, students are required to retake and pass the MTSC 250 Pre-Professional Mortuary Seminar course.

National Board Examination pass rates, graduation rates (beginning in 2015), and employment rates (beginning in 2015) for this and other ABFSE-accredited programs are available at www.abfse.org. To request a printed copy of this program’s rates, visit the Mortuary Science Department, Fitzgibbons Hall 011, Troy, NY or call (518) 629-7334.

After passing the National Board Examination with a satisfactory grade, the prospective New York State funeral director must then serve one year as a registered resident before becoming a licensed funeral director.

Transfer students may be able to complete the program in less than four terms with proper planning and advisement preceding enrollment.

Please note additional policies regarding Heath Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Mortuary Science degree program.
Statement of Purpose For the Mortuary Science Department

The Mortuary Science Department at Hudson Valley Community College is dedicated to the single purpose of educating and preparing students for entry into the funeral service profession.

Mortuary Science Department Aims:
1. Familiarize students with the importance of funeral service education personnel as members of a human services profession and also the community in which they serve;
2. Familiarize students with the importance of funeral service education personnel as participants in the relationship between bereaved families and those engaged in the funeral service profession;
3. Familiarize students with the importance of funeral service education personnel as professionals knowledgeable of and compliant with federal, state, and local regulatory guidelines;
4. Familiarize students with the importance of funeral service educations personnel as professionals sensitive to the responsibility for public health, safety, and welfare in caring for human remains.

Mortuary Science Department Objectives:
1. To enlarge the background and knowledge of students about the funeral service profession;
2. To educate students in every phase of funeral service and to enable them to develop proficiency and skills necessary for the profession;
3. To educate students concerning the responsibilities of the funeral service profession to the community at large;
4. To emphasize high standards of ethical conduct;
5. To provide a curriculum at the post-secondary level of instruction;
6. To encourage student and faculty research in the field of funeral service;
7. To encourage faculty and students to be advocates for the profession of funeral service.

ACTG 100, BADM 110, BIOL 134, MKTG 216, PSYC 100, and SOCL elective must have been taken within five years in order to be applicable toward this degree program. Mortuary Science courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 $605.

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>Computer Concepts and Applications 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</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115</td>
<td>Library Skills for Research</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
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<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>Burial Customs</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 120**</td>
<td>Hygiene &amp; Sanitary Science</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 130**</td>
<td>Embalming Theory and Practice I</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 207**</td>
<td>Funeral Service Grief and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MTSC 210**</td>
<td>Funeral Service Management</td>
<td>2</td>
</tr>
<tr>
<td>MTSC 215**</td>
<td>Funeral Directing and Merchandising</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 226**</td>
<td>Color and Cosmetics</td>
<td>2</td>
</tr>
<tr>
<td>MTSC 230**</td>
<td>Embalming Theory and Practice II</td>
<td>4</td>
</tr>
<tr>
<td>MTSC 250**</td>
<td>Pre-Professional Mortuary Seminar</td>
<td>2</td>
</tr>
<tr>
<td>MTSC 270**</td>
<td>Mortuary Law</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>SOCL 100</td>
<td>Sociology OR</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society</td>
<td></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 for program completion.

The suggested course sequence can be found by visiting www hvcc edu/programs and clicking on Mortuary Science.

Nursing
Associate in Applied Science

HEGIS #5208.10
Acting Chairperson: Patricia A. Klimkewicz
Fitzgibbons Hall, Room 204
(518) 629-7469

The Nursing program is designed to educate students to be competent health care providers in the nursing setting. A conceptual approach is taken to Nursing theory. Nursing courses involve the student in lecture and independent learning experiences. The clinical aspects of this program include closely correlated theory and practice in selected cooperating agencies. These include area hospitals, extended-care settings and other health and educational resources in the community.

The Nursing program is accredited by the Accreditation Commission for Education in Nursing*. Graduates of the program are eligible to take the National Comprehensive Licensing Examination.
(NCLEX) for Registered Nurses. 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 failure or withdrawal.

Nursing for Part-Time Evening Students

The Nursing evening program is available only on a part-time basis. The evening nursing program is extended over four academic years. It is required that matriculated students in the program follow the sequence listed. When a student is accepted into the evening program, they will not be taking the core nursing courses until their third year. Before starting the nursing sequence, the Liberal Arts and Science courses must be successfully completed. Applications for advanced placement for LPNs are accepted for the Spring term only.

Students are responsible for providing their own transportation to the college and health agencies. Special lab fees are approximately $3000.

*Accreditation Commission for Education in Nursing
Commission, Inc.
3343 Peachtree Rd NE, Suite 850
Atlanta, GA 30326
Phone: 404-975-5000
Fax: 404-975-5020

Please note: For both the day and evening programs, students must be available from 7 a.m. to 11:30 p.m., and possibly Saturday in order to meet program objectives.

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 no later than Feb. 1. Applications received after Feb. 1 will be considered on a space available basis. Applications are accepted for admission into the Fall term only. Advanced placement is possible for Licensed Practical Nurses.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Nursing program.

Please note: Conviction of a felony or misconduct may affect an individual’s right to be licensed. For further information, applicants should contact New York’s State Education Department’s Office of Professions (www.op.nysed.gov).

All science and psychology courses must have been taken within five years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic Math, Biology and Chemistry with labs (75 or above Regents or 85 or above Non-Regents in each course)</td>
<td>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+ 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 $910.

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>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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<tr>
<td>NURS 100**</td>
<td>Foundations of Nursing</td>
<td>1</td>
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<tr>
<td>NURS 101**</td>
<td>Nursing I</td>
<td>4</td>
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<td>NURS 102**</td>
<td>Nursing II</td>
<td>6</td>
</tr>
<tr>
<td>NURS 105**</td>
<td>Bridging Education and Practice Simulation I</td>
<td>1</td>
</tr>
<tr>
<td>NURS 106**</td>
<td>Bridging Education and Practice Simulation II</td>
<td>1</td>
</tr>
<tr>
<td>NURS 201**</td>
<td>Nursing III</td>
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<tr>
<td>NURS 202**</td>
<td>Nursing IV</td>
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<tr>
<td>NURS 205**</td>
<td>Bridging Education and Practice Simulation III</td>
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<tr>
<td>NURS 206**</td>
<td>Bridging Education and Practice Simulation IV</td>
<td>1</td>
</tr>
</tbody>
</table>
**Polysomnography**

**Associate in Applied Science**

HEGIS #5299

Chairperson: Patricia G. Hyland

400 Jordan Rd., Suite B (second floor)

(518) 629-7454

The 71-credit Polysomnography A.A.S. program prepares graduates to work in the field of polysomnography or electroencephalography diagnostic testing. Polysomnography is an allied health specialty that deals with the diagnostic evaluation and management of patients with neurological and sleep abnormalities. Neurodiagnostic testing may be done with patients of all ages, from the premature infant to the geriatric patient. Job opportunities may be found in sleep labs and EEG departments or hospitals associated with physician’s offices.

Hudson Valley Community College was one of four colleges across the state that was asked to develop an academic program for this career. This is a nationally recognized profession and a true growth field in the health science field. Courses will be taught on the college’s main campus in Troy and at 400 Jordan Road, North Greenbush. Clinical courses will be offered at Capital District area sleep labs. While the courses will primarily be offered during the day, clinical rotations in the second year will often be 7 p.m. to 7 a.m. Salary range for sleep lab technicians are similar to other allied health care professions.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been re-admitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Polysomnography program.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

**Please note:** Conviction of a felony or misdemeanor may affect an individual’s right to complete clinical experience at some sites required for program completion and/or to be licensed as a Polysomnography Technologist in NYS. Applicants should see the Department Chairperson.

**PROGRAM ENTRANCE REQUIREMENTS**

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

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>BIL 139**</td>
<td>Anatomy and Physiology for RES OR</td>
<td>4</td>
</tr>
<tr>
<td>BIL 271**</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Elementary Statistics OR</td>
<td>4</td>
</tr>
<tr>
<td>BADM 220</td>
<td>Statistics</td>
<td>4</td>
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<tr>
<td>PHYS 110**</td>
<td>Physics for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>PSGT 100**</td>
<td>Applied Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>PSGT 120**</td>
<td>Fundamentals of Neurodiagnostics I</td>
<td>5</td>
</tr>
<tr>
<td>PSGT 200**</td>
<td>Fundamentals of Neurodiagnostics II</td>
<td>4</td>
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<tr>
<td>PSGT 205**</td>
<td>Sleep and Neurological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSGT 210**</td>
<td>Polysomnography Data Analysis and Recording</td>
<td>3</td>
</tr>
<tr>
<td>PSGT 220**</td>
<td>Electroencephalography Clinical I</td>
<td>3</td>
</tr>
<tr>
<td>PSGT 225**</td>
<td>Polysomnography Clinical I</td>
<td>9</td>
</tr>
</tbody>
</table>
requirement for entrance into sequential PSGT courses. pletion and must be obtained to meet the pre-requisite **A grade of “C” or better is required for program com-
ment chairperson.
*or specific course equivalents as approved by depart-
PSYC 205         Development Psychology
PSYC 200         Child Psychology OR
PSYC 205         Performance of EKGs
RESP 110**        Human Anatomy and Physiology
RESP 130**        Ethics and Administration OR
ICVT 200**        Introduction to Health Care
Total Credits Required                                  71

*or specific course equivalents as approved by depart-
**A grade of “C” or better is required for program com-
ment chairperson.
PSGT 230**        Electroencephalography Clinical II           3
PSGT 235**        Polysomnography Clinical II                9
PSYC 100          General Psychology                        3
PSYC 200          Child Psychology OR
PSYC 205          Development Psychology
RESP 101**        Basic Interpretation and
RESP 110**        Performance of EKGs
RESP 130**        Human Anatomy and Physiology
RESP 130**        Ethics and Administration OR
ICVT 200**        Introduction to Health Care
Total Credits Required                                  71

Hudson Valley Community College will require a complete application for admission to be on file at the Admissions Office no later than Feb. 1 if a stu-
Applicants should mail their applications and $30 application fee to the Hudson Valley Community College Admissions Office well in advance of the Feb. 1 deadline to assure timely receipt of all mate-
Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-
Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interac-
Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site and if the clinical site deems the student unfit to attend the site, the student may be unable to com-

Radiologic Technology
Associate in Applied Science
HEGIS #5207
Chairperson: Margaret Ewart
Brahman 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, a clinical intersession, and a clinical component for two summers. The clinical experience will affiliate the student with at least two of nine affiliate hospitals. To be successful in the Radiologic Technology clinical education courses, students must be able to perform the essential functions detailed within the program’s technical standards and pass the required clinical competency evaluations. Unsatisfactory clinical performance will result in students being dismissed from the major.

The Radiologic Technology program is registered by the New York State Health Department. After successful completion of the program, licensing by the New York State Department of Health and certification by the American Registry of Radiologic Technologists, the student may be employed as a radiographer.

Students are responsible for providing their own transportation to the college and the clinical affiliates. Uniforms must be purchased for clinical education courses. Upon graduation, there will be added expenses for certification/licensure examination and application fees.

Part-time study is not available in this major.
Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. Applicants should see the department chairperson.

All college level science courses must have been taken within five years in order to be applicable toward this degree program. Radiologic Technology core courses must be taken at Hudson Valley.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic Math, Biology and Chemistry with labs (75 or above) Regents or 85 or above non-credit bearing courses</td>
<td>Additional Math and Science courses recommended. Grade of B required in non-credit (Non-Regents) bearing courses. Grade of C required in credit bearing math and science courses.</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 $1045.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 270</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</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>
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<td>XRAY 116</td>
<td>Clinical Education II</td>
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<td>XRAY 126</td>
<td>Clinical Education III</td>
<td>7</td>
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<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>
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<tr>
<td>XRAY 206**</td>
<td>Clinical Education IV</td>
<td>6</td>
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<tr>
<td>XRAY 212**</td>
<td>Adv. Radiographic Procedures II</td>
<td>2</td>
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<td>XRAY 216**</td>
<td>Clinical Education V</td>
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<tr>
<td>XRAY 226</td>
<td>Clinical Education VI</td>
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<tr>
<td>XRAY 240</td>
<td>Introduction to CT and Cross-Sectional Anatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Sci.OR Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>74</td>
</tr>
</tbody>
</table>

* 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 Radiologic Technology course offered.

Note: There is a required intersession semester and two required summer semesters for this program. The XRAY 116 spring semester and XRAY 206 fall semester courses begin one week prior to the start of the semester. Tuition for these courses must be paid in full prior to the start of the course.

The suggested course sequence can be found by visiting www.hv.cc.edu/programs and clicking on Radiologic Technology. Please note: there is a required intersession semester and a required summer semester for this program.

Respiratory Care
Associate in Applied Science
HEGIS #5215
Chairperson: Patricia G. Hyland
400 Jordan Rd., Suite B (Second Floor)
(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 a respiratory patient under direct supervision of a physician.

This program is established as a consortium with Albany Medical Center. The Respiratory Care program is accredited by the Committee on Accreditation for Respiratory Care (CoARC).

CoARC
1248 Harwood Road
Bedford, TX 76021-4244
(817) 283-2835

Graduates of the program are eligible to sit for the National Board of Respiratory Care Certification and Registry Exam. 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 note additional policies regarding Heath Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Re-admission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.
Once a student has been re-admitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Respiratory Care program.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and clinical education site if the clinical site deems the student unfit to attend the site, the student may be unable to complete degree requirements.

**Please note:** Conviction of a felony or misdemeanor may affect an individual’s right to complete clinical experience at some sites required for program completion and/or to be licensed as a Respiratory Therapist in NYS. Applicants should see the department chairperson.

All college level science courses must have been taken within five years in order to be applicable toward this degree program. Respiratory Care core courses must be taken at Hudson Valley.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry 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>Additional Math and Science courses recommended. Grade of B required in non-credit bearing courses. Grade of C required in credit bearing Math and Science courses.</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 $910.

**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 OR</td>
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<td>BIOL 271**</td>
<td>Anatomy &amp; Physiology II</td>
<td></td>
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<tr>
<td>BIOL 205**</td>
<td>Microbiology</td>
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<tr>
<td>CHEM 100**</td>
<td>General Chemistry-Health Sciences</td>
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<td>ENGL 101</td>
<td>English Composition I</td>
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<tr>
<td>ENGL 102</td>
<td>English Composition II</td>
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</tr>
<tr>
<td>PHYS 110**</td>
<td>Physics for the Health Sciences</td>
<td>4</td>
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<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
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<tr>
<td>RESP 110**</td>
<td>Human Anatomy &amp; Physiology</td>
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<tr>
<td>RESP 115**</td>
<td>Cardiopulmonary Pharmacology</td>
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<td>RESP 120**</td>
<td>Fund. of Respiratory Care I</td>
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<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 OR</td>
<td>2</td>
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<tr>
<td>ICSV 200**</td>
<td>Introduction to Health Care</td>
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<tr>
<td>RESP 200**</td>
<td>Adu. Respiratory Life Support</td>
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<td>RESP 205**</td>
<td>Diseases of the Cardio. System</td>
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<td>RESP 210**</td>
<td>Current Concepts in Resp. Care</td>
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<tr>
<td>RESP 220**</td>
<td>Clinical Therapeutics for Resp. Care</td>
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<tr>
<td>RESP 225**</td>
<td>Introduction to Critical Care</td>
<td>3</td>
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<tr>
<td>RESP 230**</td>
<td>Neonatal &amp; Pediatric Resp. Care</td>
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</tr>
<tr>
<td>RESP 235**</td>
<td>Clinical Management of Cardiovascular Disease</td>
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</tr>
<tr>
<td>RESP 240**</td>
<td>Pulmonary &amp; Diagnostic Medicine</td>
<td>3</td>
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<td>RESP 245**</td>
<td>Pulmonary Rehab. &amp; Home Care</td>
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<tr>
<td>RESP 250**</td>
<td>Advanced Critical Care</td>
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<tr>
<td>RESP 255**</td>
<td>Independent Study</td>
<td>3</td>
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</tbody>
</table>

Total Credits Required: 72

*or specific course equivalents as approved by department chairperson.

**A grade of “C” or better is required for program completion and must be obtained to meet the pre-requisite requirement for entrance into sequential RESP courses.

*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   | 3 |
| RESP 240 | Pulmonary & Diagnostic Medicine         | 3 |
| RESP 245 | Pulmonary Rehab. & Home Care            | 3 |
| RESP 250 | Advanced Critical Care                  | 3 |
| RESP 255 | Independent Study                       | 3 |

Please note: Transportation is required to hospitals for clinical rotation that begins as early as 7 a.m.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Respiratory Care. Please note: there is a required summer semester for this program.
Surgical Technology Certificate

HEGIS #5211
Acting Chairperson: Patricia Klimkewicz, Ph.D.
Program Director: Shawn Jeune
Fitzgibbons Health Technologies Center, Room 204, (518) 629-7469

The Surgical Technology Certificate will provide the professional skills, knowledge and attitude required for a career in health care. This program introduces the student to the theory and practice of Surgical Technology and Peri operative practice in the classroom, laboratory and actual clinical setting. Students are prepared to function as a professional member of the surgical team by demonstrating knowledge of aseptic techniques, surgical procedures and instrumentation. The learning environment for students facilitates the development of knowledge, skills and values for professional development. Pending: This program has applied for initial accreditation by the Commission of Accreditation of Allied Health Education Programs (CAAHEP).

Program Goal: To prepare competent entry-level surgical technologists in the cognitive, psychomotor (skills), and affective (behavior) learning domains.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Readmission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure.

Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Surgical Technology program.

Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. For further information, applicants should contact New York’s State

Education Department’s Office of Professions (www.op.nysed.gov).

All science and psychology courses must have been taken within five years in order to be applicable toward this degree program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math, biology and chemistry</td>
<td>CPR Certificate required for clinical courses. Grade of &quot;B&quot; required in non-credit bearing courses. Grade of &quot;C&quot; required in credit bearing math and science courses.</td>
<td>Regents 75+ Non-Regents 85+</td>
</tr>
<tr>
<td>w/labs (75 or above for Regents or 85 or above for non- Regents in each course)</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 $910.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>SURG 101</td>
<td>Surgical Technology I – Fundamentals for Surgical Technology</td>
<td>8</td>
</tr>
<tr>
<td>SURG 102</td>
<td>Surgical Technology II – Principles of Surgical Technology</td>
<td>10</td>
</tr>
<tr>
<td>SURG 201</td>
<td>Surgical Technology III</td>
<td>4</td>
</tr>
<tr>
<td>SURG 202</td>
<td>Surgical Technology IV</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits Required: 46

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Surgical Technology Certificate.

Surgical Technology
Associate in Applied Science

HEGIS #5211
Acting Chairperson: Patricia Klimkewicz, Ph.D.
Program Director: Shawn Jeune
Fitzgibbons Health Technologies Center, Room 204, (518) 629-7469

The A.A.S. in Surgical Technology degree program will provide the professional skills, knowledge and attitude required for a career in health care. This program introduces the student to the theory and practice of Surgical Technology and Peri operative practice in the classroom, laboratory and actual clinical setting. Students are prepared to function as a professional member of the surgical team by demonstrating knowledge of aseptic techniques, surgical procedures and instrumentation. The learning environment for students facilitates the development of knowledge, skills and values for
professional development. Pending: This program has applied for initial accreditation by the Commission of Accreditation of Allied Health Education Programs (CAAEHP).

Program Goal: To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Please note additional policies regarding Health Science programs: Unsatisfactory pre-clinical, clinical, practicum and academic performance will result in students being dismissed from a health science program. The respective health science program faculty will make all recommendations for re-admission. All decisions will be based upon an individual student review process. Readmission will require students to successfully repeat previous clinical, practicum and/or academic courses that faculty require. In addition, if a student is dismissed from the program, the student may be required to provide evidence of growth in necessary areas as identified by the faculty at the time of dismissal. Dismissed students must reapply under the program’s current admission procedure. Once a student has been readmitted to a program, core curricular courses must be completed in term sequence without interruption. Any student who misses a term may not be permitted to continue in the program.

Students who are dismissed from Health Science Programs at Hudson Valley or other institutions due to inappropriate or dangerous clinical behavior and/or personal misconduct during patient interactions will not be allowed admission to any Hudson Valley Health Science program or Health Science course with a clinical component. A notation will be placed on the student’s academic transcript indicating the student was dismissed from the Surgical Technology program. Please note: Conviction of a felony or misdemeanor may affect an individual’s right to be licensed. For further information, applicants should contact New York’s State Education Department’s Office of Professions (www.op.nysed.gov).

All science and psychology courses must have been taken within five years in order to be applicable toward this degree program.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $910.

**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>BIOL 205</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 271</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 205</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SURG 101</td>
<td>Surgical Technology I – Fundamentals for Surgical Technology</td>
<td>8</td>
</tr>
<tr>
<td>SURG 102</td>
<td>Surgical Technology II – Principles</td>
<td>10</td>
</tr>
<tr>
<td>SURG 201</td>
<td>Surgical Technology III</td>
<td>4</td>
</tr>
<tr>
<td>SURG 202</td>
<td>Surgical Technology IV</td>
<td>12</td>
</tr>
<tr>
<td>(1) Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(1) Mathematics Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 64

(1) Mathematics Elective: Any credit-bearing MATH course.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Surgical technology A.A.S.
The primary goal of the School of Liberal Arts and Sciences is to provide a rich foundation in the liberal arts and sciences that will enable students to realize their potential as self-sustaining individuals and contributing members of society. Liberal Arts and Sciences courses allow students to develop their abilities in critical thinking, analysis, problem solving, communication and interpersonal relations.

Some graduates of the School of Liberal Arts and Sciences are prepared for immediate employment, but most of the school’s graduates choose to transfer to four-year college or university to pursue a baccalaureate degree. Hudson Valley Community College has more than 100 articulation agreements with more than 40 public and private four-year institutions, allowing students to transfer with junior status. In addition, the college’s Center for Careers and Transfer provides services that allow students a smooth and seamless transfer.

Animal Policy Certificate
HEGIS #5501
Chairperson: Dr. Ann B. Geisendorfer
Amstuz Hall, Room 300
(518) 629-7342

The Animal Policy Certificate Program is designed for students who wish to pursue or currently maintain a career in the field of animal policy. Working in the framework of public policy, this certificate program can be applied towards an A.A.S. in Public Administration Studies.

The area of animal policy is a rapidly evolving field of study across the world. With increasing knowledge and awareness in this area, the link between cruelty to animals and human violence is becoming more established and actions are being taken to prevent, educate, and seek justice. Colleges across the country are introducing more courses based on animal policy and animal law and there are few, if any other programs like this in the area.

The college’s Department of Criminal Justice, Forensic Science and Public Administration initiated this program with the help of local animal advocates. The curricula, course syllabi and other academic undertakings were then developed by department faculty and staff.

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 academic math</td>
<td>Social Science, Humanities and Lab sciences recommended.</td>
<td>70 or above</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>CRJS 130</td>
<td>Legal Issues for Animal Control</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 131</td>
<td>Forensic Assessment of Animal Cruelty Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 132</td>
<td>Shelter and Rescue Management</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 135</td>
<td>Animal Policy Seminar I and II</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 136</td>
<td>Animal Policy Seminar III</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 230</td>
<td>Animal Law I</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 231</td>
<td>Animal Law II</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 235</td>
<td>Lobbying and Legislation</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 290</td>
<td>Criminal Justice Practicum OR</td>
<td>3</td>
</tr>
<tr>
<td>PADM 100</td>
<td>Intro to Public Administration OR</td>
<td>3</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required 27

*or specific course equivalents as approved by department chairperson.

(1) Restricted Electives: ACTG 100, ACTG 110, ACTG 111, ACTG 212, BADM 100, BADM 110, BADM 120, BADM 200, BADM 207, BADM 208, BADM 220, BIOL 104, BIOL 119, BIOL 150, BIOL 151, BIOL 237, BIOL 252, CMPT 101, CRJS 101, CRJS 110, CRJS 150, CRJS 190, CRJS 203, CRJS 205, CRJS 236, CRJS 250, CRJS 255, ECON 100, ECON 101, ENGL 101, ENGL 102, ENGL 106, ENGL 110, ENGL 120, ENGL 125, INDS 100, LGLS 100, MATH 120, MATH 135, MKTG 120, MKTG 216, PADM 180, PADM 205, PADM 210, PADM 220, PADM 230, POLS 100, POLS 105, POLS 110, PSYC 100, PSYC 200, PSYC 210, PSYC 215, SOCL 100, SOCL 110, SOCL 200.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Animal Policy.
In order to meet the growing demands for biological and health science training, Hudson Valley Community College offers an Associate in Science (A.S.) degree in Biological Sciences. This program will prepare you for continuation of your education in a biological sciences discipline and ultimately pursue a related career.

The Biological Sciences curriculum offers courses in the biological, physical, and social sciences as well as additional elective courses that meet general education requirements for the liberal arts and sciences in preparation for transfer to a four-year school. Required course work features hands-on laboratory experience integrating theoretical concepts with practical applications. The curriculum is designed to provide flexibility in exploring different aspects of the biological sciences.

Whether your career plans are as a professional in medical science, dentistry, veterinary science, or research, the Biological Sciences A.S. degree is a good choice to begin your college-level education. Transfer agreements with four-year colleges are in place to support the transition for highly motivated, high achieving students.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, Geometry, and Algebra II or 3 units of equivalent academic math, Biology, Chemistry (80 or above in each course)</td>
<td>Physics 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 $845.

**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 Bioethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 191</td>
<td>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>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>PHYS 140</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Physics I</td>
<td></td>
</tr>
<tr>
<td>PHYS 141</td>
<td>General Physics II OR</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Physics II</td>
<td></td>
</tr>
<tr>
<td>(1) Biology Science Elective</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>(2) Math Electives</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>(3) Restricted Elective</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 64

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


(2) Math Electives: MATH 170 and MATH 180 or MATH 135 and MATH 180.

(3) Restricted Electives: Courses must be designated as both “SUNY General Education” and “HVCC Liberal Arts and Sciences” courses. In addition, 3 of the following General Education categories must be satisfied: SS, AH, WC, OC, AR or FL.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Biological Sciences.
Biotechnology Certificate
HEGIS #5604
Chairperson: Dr. Peter A. Schaefer
Science Center, Room 319
(518) 629-7453

The Biotechnology Certificate is designed to offer the advanced biology student specialized training in applied techniques of cell culture, immunology, analytical chemistry, molecular biology, biological imaging, and analytical cytology. This program will also serve to provide an opportunity for those individuals with a science background to receive advanced training in biotechnology.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum of 40 credits in college-level science and mathematics comprised of at least:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 credits of chemistry at the level of CHEM110/111 or higher; 6-8 credits of mathematics at the level of MATH 150 or higher; 8 credits of physics at the level of PHYS 140/141 or higher; 16-18 credits of biology at the level of BIOL 150/151 or higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 255</td>
<td>Experimental Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 275</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 285</td>
<td>Molecular Lab Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 292</td>
<td>Methods in Cell Culture</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 294</td>
<td>Immunology Methods</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 296</td>
<td>Biological Imaging and Cytometry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 298</td>
<td>Biotechnology Internship</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 205</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>27</td>
</tr>
</tbody>
</table>

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

Associate in Science

HEGIS #5604
Chairperson: Dr. Peter A. Schaefer
Science Center, Room 319
(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>Algebra, Geometry, and Physics recommended</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 103</td>
<td>Orientation to Biology and Biotechnology Ethics</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 191</td>
<td>Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 265</td>
<td>Principles of Microbiology</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>3</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>ENGL 102</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>(1) Restricted Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>(2) Mathematics Electives</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(3) Science Electives</td>
<td>11</td>
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</tr>
<tr>
<td>Total Credits Required</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

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

(1) Courses must be designated as both “SUNY General Education” and HVCC Liberal Arts and Sciences” courses. In addition, 3 of the following General Education categories must be satisfied: SS, AH, WC, OC, AR or FL.

(2) Mathematics Electives: Any 4 credit math course, MATH 150 or above.

(3) Science Electives: May be chosen from: BIOL 245, BIOL 281, CHEM 200, CHEM 205, CHEM 210, CHEM 211.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Biotechnology.
Broadcast Communications
Associate in Applied Science
HEGIS #5008
Chairperson: Scott M. Hathaway
Brahan Hall, Room 124, (518) 629-7347

This program has been deactivated effective Fall 2014 and as such, applications are no longer being accepted.

The Hudson Valley Community College Broadcast Communications A.A.S. degree program is delivered in partnership with The New School 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 Broadcast Communications degree program coursework has been approved by the New York State Education Department and the State University of New York as Hudson Valley’s coursework. With The New School as our partner in the delivery of the applied coursework, Hudson Valley Community College enables students to study in a specific academic discipline augmented by professional “hands-on” education. 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. The on-campus academic coursework includes courses in writing, speaking and media and culture, as well as business, humanities and social sciences electives. The hands-on education offered on-site at The New School is delivered by Hudson Valley adjunct instructors, and is designed to permit students to obtain state-of-the-art technical skills in their chosen field of study.

Students are accepted into this program for fall semesters only. Beginning with the Fall 2011 incoming freshmen class, students alternate semesters between Hudson Valley Community College in Troy and The New School in Albany. In the first semester of coursework at Hudson Valley, students must earn a grade point average (GPA) of 2.0 and complete a minimum of 12 credits in order to begin the second semester of coursework at The New School. Upon conclusion of the third semester at Hudson Valley, students must have a cumulative GPA of 2.0 and a minimum of 42 credits to begin the fourth and final semester at The New School. 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 credits taken at the college and the tuition rates of The New School for credits provided on-site at The New School. Information regarding current tuition rates of The New School can be obtained by calling (518) 438-7682. Student services are provided by both institutions as appropriate.

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 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 $620.

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>ENGL 136</td>
<td>Media and Culture</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>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

BROADCAST JOURNALISM TRACK

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 250</td>
<td>Broadcast Journalism I</td>
<td>18</td>
</tr>
<tr>
<td>BCOM 251</td>
<td>Broadcast Journalism II</td>
<td>12</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>ENGL 136</td>
<td>Media and Culture</td>
<td>3</td>
</tr>
<tr>
<td>POLS 100</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>(1) Electives as Advised</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Required: 60

DIGITAL FILM PRODUCTION TRACK

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS 133</td>
<td>Introduction to Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 275</td>
<td>Digital Film Production I</td>
<td>18</td>
</tr>
<tr>
<td>BCOM 276</td>
<td>Digital Film Production II</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 153</td>
<td>Creative Writing: Stage and Screen</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) Electives as advised</td>
<td></td>
<td>6</td>
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</table>

Total Credits Required: 60
**RADIO AND TELEVISION ARTS TRACK**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
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<tbody>
<tr>
<td>BCOM 260</td>
<td>Radio and Television Arts I</td>
<td>18</td>
</tr>
<tr>
<td>BCOM 261</td>
<td>Radio and Television Arts II</td>
<td>12</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communications</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 130</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 200</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Electives as Advised</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective as Advised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
</tr>
</tbody>
</table>

**RECORDING ARTS TRACK**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOM 265</td>
<td>Recording Arts I</td>
<td>18</td>
</tr>
<tr>
<td>BCOM 266</td>
<td>Recording Arts II</td>
<td>12</td>
</tr>
<tr>
<td>CMPT 118</td>
<td>Webpage Design and Management</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 216</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 100</td>
<td>Music Appreciation I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology OR</td>
<td></td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Electives as advised</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective as advised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
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</table>

**TELEVISION AND VIDEO PRODUCTION TRACK**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARTS 140</td>
<td>Television Production I</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 270</td>
<td>TV and Video Production I</td>
<td>18</td>
</tr>
<tr>
<td>BCOM 271</td>
<td>TV and Video Production II</td>
<td>12</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>PSYC 100</td>
<td>General Psychology OR</td>
<td></td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Elective as Advised</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective as Advised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
</tr>
</tbody>
</table>

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

(1) Electives include but are not limited to: ARTS 133, ARTS 145, ARTS 270, ARTS 272, BADM 100, BIOL 104, BIOL 105, CMPT 101, CMPT 105, CRJS 210, DART 110, DART 115, ENGL 125, ENGL 230, HIST 135, MKTG 214, MKTG 216, POLS 105, POLS 110, PSYC 100, PSYC 225, SOCL 120, THEA 110.

Possibilities may also include a foreign language elective and/or math elective as advised.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Broadcast Communications.

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**Chemical Dependency Counseling**

**Associate in Applied Science**

HEGIS #5506
Chairperson: Maryanne C. Pepe
Brahan Hall Room 008, (518) 629-7341

The Chemical Dependency Counseling program 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 (OASAS) 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.

Prospective students who have a bachelor's degree or higher can obtain the CASAC-T certification by taking select courses necessary to complete those requirements. Matriculation in the degree program is still required.

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.

The program does not prepare students for practice outside of the regulations of a Credentialed Alcoholism and Substance Abuse Counselor (CASAC) as defined by New York State Office of Alcoholism and Substance Abuse Services (OASAS).

Students in this program may be subject to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and internship site. If the internship site determines the student is not eligible for that placement, the student may be unable to complete degree requirements.
PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>N/A</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 $630.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<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</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 250**</td>
<td>Chemical Dependency Counseling I</td>
<td>3</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 122***</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 124***</td>
<td>English Composition II: Writing About Literature</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>Biology Elective</td>
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<tr>
<td></td>
<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td></td>
<td>Free 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 the department chairperson.

**"A grade of "C" or better is required for program completion.

***This requirement may be waived based on department chair approval of completion of a bachelor’s degree.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Chemical Dependency Counseling A.A.S.

Certificate

HEGIS #5503
Chairperson: Maryanne C. Pepe
Brahman Hall, Room 008
(518) 629-7341

The Chemical Dependency Counseling certificate program prepares students to become Credentialed Alcoholism and Substance Abuse Counselors (CASAC) in New York State. This program is specifically designed to meet the New York State Office of Alcoholism and Substance Abuse Services (OASAS) guidelines and requirements for students who have previously earned an associate’s degree or higher level of education in a related field. The program is licensed by and works in coordination with the OASAS to provide students with the mandatory 350 Hour Educational Certificate required to sit for the CASAC exam.

This certificate can be pursued full- or part-time. Students accepted into this program typically are individuals employed in the chemical dependency or similar helping fields. Prospective students must have acquired the necessary requirements to be eligible for participation in the program. The program does not prepare students for practice outside the regulations of a Credentialed Alcoholism and Substance Abuse Counselor (CASAC) as defined by the New York State Office of Alcoholism and Substance Abuse Services (OASAS).

Students in this program may be subject to drug testing and criminal background checks as per OASAS regulations at their own expense. Results must be shared with the Department Chairperson and results could impact a student’s continuation in the program.

A field component is not required based on the program entrance requirements listed below.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students entering this program must have a minimum of an associate’s degree in human services or related field and two years of experience.

• Proof of a minimum of 2 years clinical experience in the CDC or related field with supervision by an OASAS-qualified QHP
• A letter of recommendation to the program from a current or past employer listing related job responsibilities.
• Permission of department chair

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDEP 105</td>
<td>Pharmacology and Physiology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 200</td>
<td>The Chemical Dependency 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 210</td>
<td>Current Issues in Addictions</td>
<td>3</td>
</tr>
<tr>
<td>CDEP 250</td>
<td>Chemical Dependency Counseling I</td>
<td>4</td>
</tr>
<tr>
<td>CDEP 255</td>
<td>Chemical Dependency Counseling II</td>
<td>4</td>
</tr>
<tr>
<td>HUSV 105</td>
<td>Human Development and the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 205</td>
<td>Introduction to Social Group Work</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>26</td>
</tr>
</tbody>
</table>
The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Chemical Dependency Counseling Certificate.

Coaching Certificate
HEGIS #5506
Interim Chairperson: Colleen Ferris
McDonough Sports Complex, Room 206, (518) 629-7372

The Coaching Certificate Program will offer courses that are authorized by the New York State Education Department to meet requirements for coaching certification. In order to help provide a safe environment and successful experience for boys and girls who participate on interschool athletic teams, the State of New York has recommended a certain minimum of requirements in order for a person to be appointed as a coach of an interschool athletic team. This includes all head coaches and assistants for varsity, junior varsity, freshman and junior high (modified) teams of public schools.

In addition to completion of the courses listed below, New York State Coaching certification requires completion of mandatory professional workshops. Please refer to the New York State Education Department website www.p12.nysed.gov/ciai/pe/toolkitdocs/coachingguidelines_07_09.pdf for additional state coaching certification requirements.

Note: Students enrolled in this program are not eligible to receive financial aid.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
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<tbody>
<tr>
<td>None</td>
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MAJOR REQUIREMENTS*

Course No. | Title                                      | Credit Hrs. |
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<tbody>
<tr>
<td>HILTH 152</td>
<td>First Aid</td>
<td>2</td>
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<tr>
<td>SPRT 100</td>
<td>Philosophy, Principles, and Organization of Athletics in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 101</td>
<td>Health Sciences Applied to Coaching</td>
<td>3</td>
</tr>
<tr>
<td>SPRT 102</td>
<td>Theory and Techniques of Coaching</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Criminal Investigation
Associate in Applied Science
HEGIS #5505
Chairperson: Dr. Ann B. Geisendorfer
Amstuz Hall, Room 300
(518) 629-7342

The Criminal Investigation degree offers a strong academic background in investigative techniques, forensic science, evidence collection and analysis. This program is for students who wish to complete an associate's degree and enter the law enforcement field.

The program complements the college's Criminal Justice A.A.S. degree, which concentrates on law, corrections, administration, criminology and community policing as well as the Forensic Science Studies A.S. degree, which prepares graduates exclusively for work in a laboratory environment.

All Criminal Justice courses must have been taken within seven years in order to be applicable toward this degree program. Only four Criminal Justice courses may be transferred into the program. A Forensic I course will not be accepted as transfer credit into the program.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>1 unit of academic math</td>
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<td>70+</td>
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MAJOR REQUIREMENTS*

Course No. | Title                                      | Credit Hrs. |
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<tbody>
<tr>
<td>FORM 109</td>
<td>College Forum</td>
<td>(1)</td>
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<tr>
<td>CRJS 101</td>
<td>Intro. to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 110</td>
<td>Intro. to Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 120</td>
<td>Ethics and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 150</td>
<td>Principles of Criminal Investigation I</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 151</td>
<td>Principles of Criminal Investigation II</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 190</td>
<td>Intro. to Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 245</td>
<td>Forensic Science I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Gen. Psych. OR</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 270</td>
<td>Criminal Justice 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 OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 230</td>
<td>Multicultural Perspectives in Literature OR</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 120</td>
<td>Cultural Diversity in American Society</td>
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<tr>
<td>(1)Criminal Justice Elective</td>
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<tr>
<td>(2)History Elective</td>
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<tr>
<td>(3)Math Elective</td>
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</tr>
<tr>
<td>(4)Restricted Criminal Justice Elective</td>
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<td>(5)Restricted Elective I</td>
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<td>(6)Restricted Elective II</td>
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<td>(7)Restricted Physical Edu. Elective</td>
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<tr>
<td>(8)Restricted Photography Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>61</td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.
Criminal Justice

Associate in Applied Science

HEGIS #5505

Chairperson: Dr. Ann B. Geisendorfer
Amstutz Hall, Room 300
(518) 629-7342

The Criminal Justice program 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 and SUNY Plattsburgh, 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 online, but not all online courses are offered every term. The course, Forensic Science I, in the online 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.

All Criminal Justice courses must have been taken within seven years in order to be applicable toward this degree program. Only four Criminal Justice courses may be transferred into the program. A Forensic I course will not be accepted as transfer credit into the program.

PROGRAM ENTRANCE REQUIREMENTS

Courses Notes High School Average

1 unit of Humanities, Lab Science and Social Science courses recommended

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

MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.

FORM 109 College Forum (1) 3
CRJS 101 Intro. to Criminal Justice 3
CRJS 150 Principles of Criminal Investigation I 3
CRJS 205 Policing 3
CRJS 245 Forensic Science I 3
CRJS 250 Criminology 3
CRJS 255 Intro. to Juvenile Delinquency 3
CRJS 260 Criminal Justice Administration 3
CRJS 265 Correctional Services 3
CRJS 280 Substantive Criminal Law 3
CRJS 281 Procedural Criminal Law 3
ENGL 101 English Composition I 3
ENGL 102 English Composition II 3
PSYC 100 General Psychology 3
SOC 100 Sociology OR (3) Restricted Elective II Free Electives 3 6
PADM 100 Intro. to Public Administration OR Criminal Justice Elective (1)Mathematics Elective 3 3
(1)Science Elective 3
(2)Social Science Elective OR 3
(2)Restricted Elective I

Total Credits Required 60

(1) any Criminal Justice course will fulfill this requirement
(2) Courses fulfilling this requirement: HIST 100, HIST 101, HIST 130, HIST 137
(3) Courses fulfilling this requirement: BADM 220, MATH 120, MATH 130, MATH 150, MATH 165, MATH 170, MATH 180, MATH 183, MATH 190, MATH 205, MATH 210, MATH 220, PSYC 275
(4) Courses fulfilling this requirement: CRJS 205, CRJS 210, CRJS 250, CRJS 260
(5) Courses fulfilling this requirement: any foreign language course or HIST 110, HIST 111, HIST 120, HIST 121, HIST 122, HIST 123, POLS 120; or if student scored 85 or above on U.S. History Regents Exam, the following courses will also fulfill this requirement: HIST 115, HUST 215, LABR 180, POLS 105, SOCL 120.
(6) Courses fulfilling this requirement: CRJS 131, CRJS 155, CRJS 230, CRJS 246, CRJS 247, PHYS 145, PHYS 210
(7) Courses fulfilling this requirement: PHED 132, PHED 141, PHED 142, PHED 144, PHED 149, PHED 250. Strongly advised to take PHED 250.
(8) ARTS 133, ARTS 135.

*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.
(3) HIST 100, HIST 101, POLS 100, POLS 105, POLS 110

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Criminal Justice, AAS.
Liberal Arts and Sciences

Full-time term as outlined would be approximately $620.

Math academic

The estimated cost of books for the student enrolled in the first enrolled in the program.

*Students must maintain a minimum GPA of 2.8 once they are enrolled in the program.

The A.S. Criminal Justice program addresses the complexities of crime and justice. Students will discover how to apply analytical concepts to evaluate the socialistic system of criminal justice.

Students must have a minimum GPA of 85 from high school to enroll into this program, and must maintain a minimum GPA of 2.8 while in the program. Students may enroll in day classes during both the fall and spring semesters. Current students in the A.A.S. Criminal Justice program can transfer into the A.S. degree program with an overall GPA of 3.0. For graduation, the final 2 semesters of this program must be completed in the A.S. program at Hudson Valley Community College.

All Criminal Justice courses must have been taken within seven years in order to be applicable toward this degree program. Only four Criminal Justice courses may be transferred into the program. A Forensic I course will not be accepted as transfer credit into the program.

PROGRAM ENTRANCE REQUIREMENTS

Courses Notes High School Average

2 units of Math Social Science, Humanities and Lab Science courses recommended.

*Students must maintain a minimum GPA of 2.8 once they are enrolled in the program.

The Criminal Justice program is designed to prepare students to transfer into a Criminal Justice bachelor's degree program. This program is writing intensive and parallels other four year Criminal Justice programs. The degree program will seek accreditation from the Academy of Criminal Justice Sciences (ACJS) in the pending future.

The A.S. Criminal Justice program addresses the complexities of crime and justice. Students will discover how to apply analytical concepts to evaluate the socialistic system of criminal justice.

Students must have a minimum GPA of 85 from high school to enroll into this program, and must maintain a minimum GPA of 2.8 while in the program. Students may enroll in day classes during both the fall and spring semesters. Current students in the A.A.S. Criminal Justice program can transfer into the A.S. degree program with an overall GPA of 3.0. For graduation, the final 2 semesters of this program must be completed in the A.S. program at Hudson Valley Community College.

All Criminal Justice courses must have been taken within seven years in order to be applicable toward this degree program. Only four Criminal Justice courses may be transferred into the program. A Forensic I course will not be accepted as transfer credit into the program.

PROGRAM ENTRANCE REQUIREMENTS

Courses Notes High School Average

2 units of Math Social Science, Humanities and Lab Science courses recommended.

*Students must maintain a minimum GPA of 2.8 once they are enrolled in the program.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $620.

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 Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 250</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 265</td>
<td>Correctional Services</td>
<td>3</td>
</tr>
<tr>
<td>CRJS 295</td>
<td>Criminal Justice Capstone</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>ENGL 115</td>
<td>Library Skills</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 260</td>
<td>Practical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PADM 100</td>
<td>Intro. to Public Administration OR</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Political Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Restricted Criminal Law Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1)Statistics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language I and II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(2) Restricted Electives I</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(3) Restricted Electives II</td>
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<tr>
<td>Total Credits Required</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by department chairperson.

**Required of first time, full time students.

(1) Statistics Elective must be chosen from BADM 220, MATH 135 or PSYC 275.

(2) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, 3 of the following SUNY General Education categories must be satisfied: NS, AH, WC, OC, AR or HU.

(3) Restricted electives are as follows: ANTH 100, ARTS 100, ARTS 101, ARTS 107, ARTS 202, ARTS 205, ARTS 270, ARTS 272, BIOL 215, BRVT 110, BRVT 120, CHNS 200, CHNS 201, CRJS 120, CRJS 150, CRJS 203, CRJS 204, CRJS 205, CRJS 245, CRJS 255, CMPT 101, CMPT 105, CISS 100, ECCE 101, ECCE 102, ECCE 103, ECON 100, ECON 101, EDUC 218, ENGL 110, ENGL 120, ENGL 125, ENGL 136, ENGL 200, ENGL 202, ENGL 204, ENGL 206, ENGL 220, ENGL 222, ENGL 230, ENGL 232, ENGL 234, ENGL 235, ENGL 236, FREN 200, FREN 201, GERM 200, GERM 201, HIST 100, HIST 101, HIST 110, HIST 111, HIST 112, HIST 113, HIST 115, HIST 120, HIST 121, HIST 122, HIST 123, HIST 130, HIST 135, HIST 137, HIST 139, HIST 140, HIST 145, HIST 205, HLTH 131, HLTH 140, HLTH 160, HSVS 210, HSVS 215, IND 100, MTS 105, MTS 200, MUSC 100, MUSC 101, MUSC 105, MUSC 106, MUSC 110, MATH 110, PHIL 100, PHIL 110, PHIL 120, POLS 100, POLS 101, POLS 102, POLS 105, POLS 110, POLS 125, PADM 100, PADM 180, PADM 205, PADM 210, PADM 220, PADM 230, PSYC 200, PSYC 205, PSYC 208, PSYC 210, PSYC 215, PSYC 220, PSYC 225, PSYC 235, PSYC 250, PSYC 275, PSYC 280, SOCL 110, SOCL 115, SOCL 120, SOCL 200, SOCL 255, SPAN 200, SPAN 201, THEA 100, THEA 110, THEA 111.

The suggested course sequence can be found by visiting www hvcc edu| | programs and clicking on Criminal Justice A S.
Digital Media
Certificate
HEGIS #5012
Chairperson: Scott M. Hathaway
Brahan Hall, Room 124, (518) 629-7347

Digital media has become an integral part of life in the 21st century. Companies rely on the web and e-commerce to grow their markets and compete as never before on a global scale. Practitioners in this field combine creativity and technology to create such interactive products as CDs, DVDs, websites, blogs, podcasts, wikis and video-streaming for use in advertising, training, education and entertainment. The Digital Media certificate program is a concentrated course of study designed for students interested in developing or enhancing professional expertise in the field of digital art. Its goal is to fortify students with the skills used in the digital creation of web-based content, animation, digital design for print media and digital video production. Core classes offer a strong foundation in the history, theory and studio practice of digital media, as well as in the use of basic software.

Students in the Digital Media certificate program will receive a sequence of study that will offer them artistic and technical skills vital to the contemporary media design workplace. Students will be trained to use industry-standard equipment and software and will assemble a print and digital portfolio for job interviews or transfer for further study that will demonstrate skills in design, digital imaging, animation, video editing, layout, web-based and interactive media.

Students will be prepared to:
• Demonstrate mastery of skills involved in the graphic design field
• Create effective visual communication
• Operate computers and a range of software used in design, web and interactive media
• Present a professional portfolio

The coursework is intended to provide suitable preparation for entry-level employment in computer design and publishing. It would also be suitable for those individuals already employed in the field, to upgrade and expand their skills.

Career opportunities exist for graphic designers in advertising agencies, design firms, newspapers, magazine, television stations, web and multimedia production companies, retail stores, printers, government agencies and corporate in-house art departments.

The nucleus of courses provided in this certificate program also will be essential to students looking to transfer to four-year degree programs in areas such as digital media, graphic design, computer animation, electronic art and new media.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent academic math, and any 1 unit of any lab science (70 or above in each course)</td>
<td>Strongly recommended Algebra, Biology, Chemistry &amp; Physics. High school art courses recommended</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>ARTS 129</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>DART 100</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DART 110</td>
<td>Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>DART 115</td>
<td>Video Art</td>
<td>3</td>
</tr>
<tr>
<td>DART 120</td>
<td>Web Art and Design</td>
<td>3</td>
</tr>
<tr>
<td>DART 200</td>
<td>Digital Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>DART 205</td>
<td>Animation</td>
<td>3</td>
</tr>
<tr>
<td>DART 220</td>
<td>Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>DART 230</td>
<td>Professional Portfolio Practice</td>
<td>1</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Restricted Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

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

(1) Restricted elective choices include THA 110, MKTG 214 MKTG 200, ARTS 110, ARTS 115 or may be chosen among other business, fine arts, or theatre courses.

(2) ARTS 100, ARTS 101, ARTS 104, ARTS 107, ARTS 202, ARTS 205, ARTS 270, ARTS 272.

Digital Media
Associate in Science
HEGIS #5012
Chairperson: Scott M. Hathaway
Brahan Hall, Room 124, (518) 629-7347

The Digital Media A.S. is designed for students interested in developing and enhancing professional expertise in the field of digital art. Its goal is to fortify students with the skills used in the digital creation of web-based content, animation, digital design for print media and digital video production. Core classes offer a strong foundation in the history, theory, and studio practice of digital media, as well as, in the use of basic software.

Students in the Digital Media A.S. program will receive a sequence of study that will offer them artistic and technical skills vital to the contem-
porary media design workplace. Students will be trained to use industry-standard equipment and software and will assemble a print and digital portfolio for job interviews or transfer for further study that will demonstrate skills in design, digital imaging, animation, video editing, layout, web-based and interactive media.

The coursework is intended to provide suitable preparation for entry level employment in computer design and publishing. It would also be suitable for those individuals already employed in the field, to upgrade and expand their skills. Career opportunities exist for graphic designers in advertising agencies, design firms, newspapers, magazines, television stations, web and multi-media production companies, retail stores, printers, government agencies, and corporate in-house art departments.

**Program Entrance Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra &amp; Geometry or 2 units of equivalent math</td>
<td>Strongly recommend 70+ Algebra II, Biology, Chemistry and Physics. High School art courses recommended.</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements**

- **Electives as Advised** 12
- **Social Science Electives** 6
- **Digital Media Elective** 3
- **Math and Science Elective** (1) Lab Science Elective (2) Social Science Elective (3) Restrictive Liberal Arts Elective (4) Digital Media Elective

**Total Credits Required** 61

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## Disabilities Studies Certificate

**Certificate**

HEGIS #5501
Chairperson: Maryanna C. Pepe
Brahan Hall Room 008, (518) 629-7341

This program has been deactivated effective Fall 2016 and as such, applications are no longer being accepted.

The Disabilities Studies Certificate will provide a multidisciplinary approach to the acquisition of knowledge and skills in this diverse field. The certificate is appropriate for individuals working or interested in human services, education, teaching, counseling, health and business. There is an expanding entry-level job market and a clear need for enhanced competency among professionals in many disciplines.

Required courses lay the groundwork for a solid knowledge base, while the field experience enables students to develop necessary skills. The electives provide flexibility in addressing specific areas of interest including mental health, developmental disabilities, alcohol and substance abuse, educational settings or deaf culture.

The certificate can be pursued full or part-time. With appropriate selection of courses, the entire 28 credits is applicable to Human Services associate degree.

**Major Requirements**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102</td>
<td>College Forum**</td>
<td>(1)</td>
</tr>
<tr>
<td>ARTS 110</td>
<td>Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 115</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 129</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>DART 100</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DART 110</td>
<td>Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>DART 115</td>
<td>Video Art</td>
<td>3</td>
</tr>
<tr>
<td>DART 120</td>
<td>Web Art and Design</td>
<td>3</td>
</tr>
<tr>
<td>DART 205</td>
<td>Animation</td>
<td>3</td>
</tr>
<tr>
<td>DART 220</td>
<td>Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>DART 230</td>
<td>Professional Portfolio Practice</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</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Mathematical Structures OR</td>
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</tr>
<tr>
<td>MATH 150</td>
<td>College Algebra With Trigonometry</td>
<td>3</td>
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<tr>
<td>(1) Lab Science Elective</td>
<td>3</td>
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<td>(2) Social Science Electives</td>
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<tr>
<td>Literature Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Restrictive Liberal Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(4) Digital Media Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Required** 28

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

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

(1) Course must be a lab science and designated as both “SUNY General Education Natural Science” and “HVCC Liberal Arts and Sciences Science” course.

(2) Courses must be designated as both “SUNY General Education Social Sciences” and “HVCC Liberal Arts and Sciences Social Science” courses.

(3) With advisement, students choose one course from the following list: ARTS 100, ARTS 101, ARTS 104, ARTS 202, or ARTS 273.

(4) With advisement, students choose any DART course not already required in the program.

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156
or specific course equivalents as approved by the department chairperson.

* Required of first time, full time students

(1) Students may choose 12 credits from the following: ASLN 100, ASLN 101, CDEP 100, ECCE 213, EDUC 215, EDUC 216, EDUC 217, EDUC 218, PSYC 210.

Early Childhood
Associate in Applied Science

HEGIS #5503
Interim Chairperson: Toni Howard
Higbee Hall, Room 109, (518) 629-7250

The Early Childhood program is accredited by the National Association for the Education of Young Children (NAEYC).

CONCEPTUAL FRAMEWORK

The Teacher Preparation Department is committed to preparing sensitive, caring, reflective, and considerate students who are academically strong, pedagogically skilled, and culturally responsive to the needs of diverse learners within a global society.

We believe that students should demonstrate a strong foundation and knowledge of typical and atypical child development by modeling attitudes and beliefs which reflect socioeconomic and cultural sensitivity, consideration of others, and flexibility when working with children, adults, coworkers, community members, and families within a global context and in diverse settings.

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, appropriate approach toward children and learning which demonstrates an awareness of each child’s diverse learning needs.

Our daily teaching practices are grounded in these beliefs, and values which we strive to nurture within ourselves as well as in our students.

All of the department’s courses reflect the National Association for the Education of Young Children’s standards. A more detailed overview of the standards can be found on our website.

The Early Childhood program 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 program emphasizes direct work with children: students spend one day each week during their first year, and two days per week during their second year, in early childhood and primary settings within the local community. This field experience takes place under the supervision of a college faculty member.

Applicants for this program should be aware that Early Childhood Education requires enthusiastic performance and sensitivity toward the diverse needs of children. The department requires that all students sign and adhere to a set of technical standards as they progress through the program. Graduates will 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. Please note that, although fingerprinting is not required for admittance into the program, many child care centers and schools may require this for the field based practicum. In addition, all those who seek employment with children and seek certification will be required to complete the fingerprinting process. Any individual with a criminal record may not find gainful employment in the field.

Subject to departmental approval, practicing early childhood professionals with at least two years of appropriate experience in an early childhood setting may apply and 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.

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 ECCE 101, ECCE 102, ECCE 103, EDUC 100, EDUC 110, EDUC 108, EDUC 120, EDUC 216, EDUC 217, EDUC 218, and EDUC 225. Please note: EDUC 100 and EDUC 110 require 30 hours of unsupervised field observations.

It is possible to pursue some of the Early Childhood associate’s degree through online, evening, and weekend classes. Courses currently being offered online include: ECCE 101, ECCE 102, ECCE 115, ECCE 122, ECCE 123, ECCE 213, ECCE 214, ECCE 200, ECCE 201, ECCE 231, EDUC 100, EDUC 108, EDUC 110, EDUC 120, EDUC 216, EDUC 217, EDUC 218, AND EDUC 225. Many courses are offered in the evenings both on and off campus.
PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic Math</td>
<td>A 2.0 GPA is required for transfer. Additional Social Science or Humanities recommended.</td>
<td></td>
</tr>
<tr>
<td></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 $695.

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>BIOL 105</td>
<td>Topics in Bio. – The Gene OR</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 Arts 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</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Play: Math, Science and Social Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for Young Children: A Developmental Approach</td>
<td></td>
</tr>
<tr>
<td>ECCE 226</td>
<td>Appropriate Curriculum Practices for Young Children</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 227</td>
<td>Educational Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>in the Early Childhood Setting</td>
<td></td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Individuals with Exceptionalities</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>MATH 125</td>
<td>Mathematics for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCL 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Restricted Electives</td>
<td>6</td>
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<tr>
<td></td>
<td>Liberal Arts and Sciences Elective</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 the department chairperson.

** Required of first time full-time students.

(1) Any ECCE, EDUC or Liberal Arts and Sciences course.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Early Childhood.

Technical Standards for Promotion and Graduation for the Teacher Preparation Department

Technical Standards are non-academic criteria used in the admission, promotion and graduation of students. Technical Standards are published, discipline-specific essentials critical for the safe and reasonable practice of teaching. Technical Standards are a concrete statement of the minimum physical, sensory/motor, communication, behav-

loral/social, mental/emotional and environmental requirements for normal and safe professional performance within a given area. They are intended to inform the prospective student/professional of the attributes, characteristics and abilities essential to the teaching profession. Professional competency is the summation of many cognitive, affective and psychomotor skills. The college has a moral and ethical responsibility to select, educate and certify competent and safe students and practitioners. Children’s health and safety is the sole benchmark against which the college measures all performance requirements, including the Technical Standards addressed in this document.

Students enrolled in a program within the Teacher Preparation Department must demonstrate numerous competencies representing all three learning domains: cognitive, psychomotor and affective. Students learn, practice and verify these competencies in a number of settings, including within the college classroom, and the field-based early childhood and primary classroom settings.

To achieve the required competencies in the program, students must perceive, assimilate and integrate information from a variety of sources. These sources include oral instruction, printed material, visual media and live demonstrations. Students must participate in classroom discussions, give oral reports and pass written computer-based examinations of various formats. The completion of these tasks requires cognitive skills, such as reading, writing and problem-solving. To be physically capable of the classroom work, students must be able to see, hear and speak well enough to understand information and to be understood by others with reasonable accommodations. Classrooms and field-based settings provide students with the opportunity to systematically observe and record children’s growth and development, observe teaching in action, participate in the daily routines in the classrooms and implement lesson plans as indicated. In addition to the cognitive skills required in the classroom, students must demonstrate psychomotor skills in interaction with children, as well as general professional behaviors such as teambuilding and interpersonal communication. To satisfy course requirements, students must perform all activities in a professional manner. This requires high levels of cognitive, perceptual and psychomotor functions.

A candidate for the programs within the Teacher Preparation Department must have abilities, attributes and skills in five major areas: 1) observation 2) communication 3) motor skills 4) intellectual, including conceptual, integrative and quantitative abilities, and 5) behavioral and social skills. Technological compensation and reasonable accommodations can be made for some disabilities in some of
these areas. However, a student must be able to perform in a reasonably independent manner with or without accommodations.

Observation:
Candidates and students must have sufficient vision to be able to observe demonstrations, experiments and laboratory exercises in the college classroom and field based classroom. They must be able to observe a child (children) accurately at close range and at a distance.

Communication:
Candidates and students should be able to speak, hear, and observe children in order to elicit information, describe developmental stages and perceive nonverbal communications. They must be able to communicate effectively and sensitively with children. Communication includes not only speech but also reading and writing in English. They must be able to communicate effectively and efficiently in oral and written formats.

Motor:
Candidates and students should have sufficient motor function to execute movements reasonably required to perform teaching activities and lessons with children. In addition to physical capabilities for classroom work, the field experience requires students to perform fine and gross motor skills. Examples include but are not limited to, lifting children, playing with children, changing diapers and moving briskly between children and instructional areas.

Intellectual, Conceptual, Integrative and Quantitative Abilities:
These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of teachers, request all of these intellectual abilities.

Behavioral and Social Attributes:
Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of children and the development of mature, sensitive and effective relationships with children and adults. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the field and clinical setting. Children's classrooms involve application of skills acquired in the classroom setting to actual children in the clinical setting. In addition to the cognitive skills required in those settings, students must demonstrate skills in assessment, reasoning, problem-solving, synthesizing and troubleshooting.

Failure to meet these standards may result in dismissal from the program.
Candidates are urged to ask questions about the program's technical standards for clarification and to determine whether they can meet the requirements with or without reasonable accommodation. Questions may be directed to the director of the Center for Access and Assistive Technology at Hudson Valley Community College. Revealing a disability is voluntary; however, such disclosure is necessary for any accommodations to be made in the learning environment or the program's procedures. Information about disabilities is handled in a confidential manner.

If you have a documented disability and require reasonable accommodations to meet the technical standards, please contact the Center for Access and Assistive Technology at (518) 629-7154 or TDD 629-7596.

Please note all information regarding your disability is mailed directly to the Center for Access and Assistive Technology or learning disabilities specialist and kept confidential.

Early Childhood Administration
Associate in Applied Science
HEGIS #5503
Interim Chairperson: Toni Howard
Higbee Hall, Room 109, (518) 629-7250

The Early Childhood Administration degree prepares students to work in supervisory, management or administrative positions in early childhood programs. This degree program will also prepare students for the educational and administrative requirements for opening their own family child care center, work in agencies that serve families and children; or for those who would like to become a child care assistant director, director or owner of a child care facility.

The management of a child care program requires knowledge and skills in both early childhood education and business administration. Students will complete 24 credits in early childhood education which will include 30 hours of observation in classrooms and 175 hours of student teaching. In addition, students will complete 18 credits in early childhood administration which will include a 90-hour internship working with a director or administrator in a child care center or early childhood agency. Students who complete this degree will meet the academic requirements for the New York State Association for the Education of Young Children's (NYSAEYC) Child Program Administrator Credential (CPAC).
Applicants for this program should be aware that early childhood education requires enthusiastic performance and sensitivity toward the diverse needs of children. The department requires that all students sign and adhere to a set of technical standards as they progress through the program. Please note that although fingerprinting is not required for admittance into the program, many child care centers and schools may require this for field based practicums and internship. In addition, all those who seek employment working with children and seek certification will be required to complete the fingerprinting process and may need a criminal background check. Any individual with a criminal record may not find gainful employment in the field.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>A 2.0 GPA is required for transfer.</td>
<td>70+</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>FORM 102</td>
<td>College Forum**</td>
<td>(1)</td>
</tr>
<tr>
<td>ACTG 100</td>
<td>Applied Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Nutrition</td>
<td>3</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 for Teaching Through Play: Math, Science, and Social Studies for Young Children</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 200</td>
<td>Health, Safety and Nutrition for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 201</td>
<td>Ethics and Leadership in Early Care and Education</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 214</td>
<td>Introduction to the Administration of Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 226</td>
<td>Appropriate Curriculum Practices for Young Children: A Developmental Approach</td>
<td>4</td>
</tr>
<tr>
<td>ECCE 231</td>
<td>Home, School, and Community: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 290</td>
<td>Internship in Early Childhood Administration</td>
<td>3</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 225</td>
<td>Children's Literature, Language, and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</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>SOCL 110</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1)Humanities or Social Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by the department chairperson

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

(1) Course must be designated an “HVCC Liberal Arts and Sciences” course.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Early Childhood Administration A.A.S.

**Certificate**

HEGIS #5503
Interim Chairperson: Toni Howard
Higbee Hall, Room 109,
(518) 629-7250

The Early Childhood Administration certificate is a one-year program offered through the Teacher Preparation Department. This certificate is designed for individuals who have already completed an associate's degree in early childhood who are pursuing the New York State Association for the Education of Young Children’s (NYSAEYC) Child Program Administrator Credential (CPAC) or individuals working assistant directors, directors, program administrators and family child care owners seeking to develop professionally. This certificate offers courses and credits in early childhood administration that are needed for the Child Program Administrator Credential. Upon successful completion of the program, the student will be prepared to submit the required portfolio for the CPAC credential.

**PROGRAM ENTRANCE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Must have a minimum of an associate's degree in early childhood or a bachelor's degree in an education field with a minimum of 18 credits in early childhood education or by assessment and approval of the Department Chairperson..</td>
<td>N/A</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>ACTG 100</td>
<td>Applied Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 200</td>
<td>Health, Safety and Nutrition for the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 201</td>
<td>Ethics and Leadership in Early Care and Education</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 214</td>
<td>Introduction to the Administration of Early Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 231</td>
<td>Home, School, and Community: An Integrative Approach</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 290**</td>
<td>Internship in Early Childhood Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 217</td>
<td>Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 24
* or specific course equivalents as approved by the department chairperson

**Students with a minimum of two year’s experience as a child care director may replace the internship with a restricted elective as approved by the department chair.

(1) Restricted to the following courses: ECCE 213, EDUC 120, EDUC 215, EDUC 216, EDUC 218.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Early Childhood Administration Certificate.

Engineering Science
Associate in Science
HEGIS #5609
Chairperson: Susan Kutryb
Bulmer Telecommunications Center, Room 220, (518) 629-7358

The Engineering Science program parallels the first two years of four-year college programs in mathematics, physics, chemistry, and various engineering fields. Graduates with good academic records are able to transfer to many four-year engineering colleges with junior standing.

A maximum of three engineering 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>Algebra, Geometry,</td>
<td>For high school students: additional math</td>
<td>90+</td>
</tr>
<tr>
<td>Pre-calculus or 4 units of</td>
<td>recommended. For transfer students</td>
<td></td>
</tr>
<tr>
<td>equivalent academic Math,</td>
<td>or HVCC students changing curriculum: B or</td>
<td></td>
</tr>
<tr>
<td>Chemistry and Physics</td>
<td>higher in MATH 180 Calculus I and one of</td>
<td></td>
</tr>
<tr>
<td>w/lab (90 or above in each</td>
<td>either CHEM 110 General Chemistry I, CHEM 120</td>
<td></td>
</tr>
<tr>
<td>course)</td>
<td>Chemistry I or PHYS 150 Physics I or C or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>higher in (all three) MATH 180, CHEM 110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or CHEM 120, and PHYS 150. Equivalent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>courses are acceptable.</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 $760.

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>CHEM 110</td>
<td>Gen. Chemistry I OR</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 120</td>
<td>Chemistry I</td>
<td></td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
</tbody>
</table>

| ENGL 102    | English Composition II     | 3           |
| ENGR 110    | Engineering Tools          | 3           |
| ENGR 120    | Intro. to Engineering Design| 4           |
| ENGR 211    | Engineering Statics        |             |
| MATH 180    | Calculus I                 | 4           |
| MATH 190    | Calculus II                | 4           |
| MATH 210    | Calculus III               | 4           |
| MATH 220    | Calculus IV: Differential Equations| 4           |
| PHYS 150    | Physics I                  | 4           |
| PHYS 151    | Physics II                 | 4           |
| PHYS 250    | Physics III                | 4           |

(1)Engineering Electives 11
(2)General Education Electives 6
(3) Restricted Electives 3
Total Credits Required 68

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

**Required of first time full-time students.

(1) Two of the three engineering electives must come from the following courses: ENGR 215, ENGR 218, ENGR 220, ENGR 222 and ENGR 225.

The third engineering elective may be another ENGR course listed above or one of the following: BIOL 150, BIOL 190, CHEM 111, CHEM 210, CHEM 211, CISS 110, CISS 111, CISS 210, CISS 280, CISS 290, MATH 183, MATH 200, MATH 205 and PHYS 252.

Note: Students cannot use more than one of the non-engineering courses as an engineering elective unless approved by the MES Department Chair.

(2) Students are required to take two courses from two different SUNY General Education areas of American History (AH), Western Civilization (WC), Other World Civilizations (OC), Arts (AR), Humanities (HU), Social Science (SS) or Foreign Language (FL).

(3) Students may choose from a list of electives which include MATH 135, MATH 183, MATH 200, MATH 205, BIOL 150, BIOL 190, CHEM 111, CHEM 121, CHEM 210, CHEM 211, PHYS 252, CISS 110, CISS 111, CISS 210, CISS 280, CISS 290, any HVCC Liberal Arts and Sciences Humanities or Social Science course, an engineering course (ENGR 215 and above).

Electives should be selected after consultation with your academic department and exploring the needs of your transfer college(s).

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Engineering Science.

Environmental Science
Associate in Science
HEGIS #5499
Chairperson: Dr. Peter A. Schaefer
Science Center, Room 319
(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 environmental field.
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. Hudson Valley Community College cooperates with SUNY College of Environmental Science and Forestry Ranger School Campus by offering a special 1+1 program. Students interested in this special Forest Technology program should enroll in the Environmental Science program for their first year of study then transfer to ESF for the second year of the 1+1 program.

PROGRAM ENTRANCE REQUIREMENTS

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. Hudson Valley Community College cooperates with SUNY College of Environmental Science and Forestry Ranger School Campus by offering a special 1+1 program. Students interested in this special Forest Technology program should enroll in the Environmental Science program for their first year of study then transfer to ESF for the second year of the 1+1 program.

PROGRAM ENTRANCE REQUIREMENTS

Courses Notes High School Average
Algebra, Geometry and Algebra II or 3 units of equivalent academic Math, Biology & Chemistry (80 or above in each course) 80+

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $745.

MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.
BIOL 102 Orientation to Environ. Sciences 1
BIOL 150 General Biology I 4
BIOL 151 General Biology II 4
BIOL 210 Ecology 4
BIOL 215 Environmental Science 4
CHEM 110 General Chemistry I 4
CHEM 111 General Chemistry II 4
ENGL 101 English Composition I 3
ENGL 102 English Composition II OR English Composition II: Writing About Literature 3
MATH 135 Elementary Statistics 4
PHYS 145 Introductory Geology 4
PHYS 210 Fundamentals of GIS (1)Math Elective 4
(2)Restricted Lab Science Elective 4
(3)Social Science Elective 3
(4)Restricted Electives 6
Total Credits Required 60

* Specific course equivalents as approved by department chairperson.

(1) Math Elective: Any 4 credit math course, MATH 150 or above

(2) Restricted Lab Science electives – Recommended courses – BIOL 205, BIOL 206, BIOL 207, BIOL 240, BIOL 241, BIOL 252, BIOL 260, CHEM 205, PHYS 140, PHYS 146.

(3) Course must be designated as both “SUNY General Education Social Science” and “HVCC Liberal Arts and Sciences Social Science” course.

Exercise Science
Associate in Science
HEGIS #5299.30
Chairperson: Colleen Ferris
McDonough Sports Complex, Room 206,
(518) 629-7372

Exercise science is the study of how the body responds to physical activity. Students in the Exercise Science program will study the relationship between exercise and human performance, as well as, the role of physical activity in the promotion of healthy lifestyles. The program of study is designed to provide an effective blend of classroom instruction and practical experience. Upon completion of the degree students will be foundationally prepared to sit for national certifications that relate to the fitness industry, as well as transfer on to related fields such as personal training, biomechanics, exercise physiology, exercise nutrition, sports medicine, or occupational therapy.

PROGRAM ENTRANCE REQUIREMENTS

Courses Notes High School Average
1 unit of any math and 1 unit of any science Strongly recommended N/A

MAJOR REQUIREMENTS*

Course No. Title Credit Hrs.
FORM 102 College Forum** 1
BIOL 127 Principles of Sport and Exercise Nutrition 4
ANAT 230 Anatomy and Physiology I OR Anatomy and Physiology I 4
ENGL 101 English Composition I 3
ENGL 102 English Composition II 3
ENGL 125 Public Speaking 3
EXER 100 Concepts of Exercise Training 3
EXER 101 Introduction to Exercise Science 3
EXER 110 Exercise for Special Populations 3
EXER 200 Fitness Assessment, Evaluation and Program Design 3

* Specific course equivalents as approved by department chairperson.

(1) Math Elective: Any 4 credit math course, MATH 150 or above

(2) Restricted Lab Science Elective

(3) Social Science Elective

(4) Restricted Electives

Total Credits Required 64
The Fine Arts A.A.S. 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.

Introductory courses provide an intensive hands-on learning experience that is challenging to all, and extensive access to the studios and dark-rooms 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.
Fitness Specialist Certificate
HEGIS #5299
Interim Chairperson: Colleen Ferris
McDonough Sports Complex, Room 206, (518) 629-7372

The Fitness Specialist Certificate Program is designed for students who wish to work in the fitness industry, whether full-time or part-time. The knowledge gained in this program is also valuable to allied health professionals who wish to supplement their services to include exercise prescription. After completion of this certificate program, a student will have the basic educational foundation to sit for professional certification exams through American College of Sports Medicine, American Academy of Health and Fitness Professionals, Cooper Institute, and the National Academy of Sports Medicine. Additionally, students starting out in the certificate program can potentially continue on into our Physical Education Studies degree program or transfer to another institution in a related field. The projected growth in this area is deemed as "faster than average" (20%-28%) according the Department of Labor.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of lab science</td>
<td>Social Science, Humanities recommended</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>BADM 240</td>
<td>Introduction to Sport Management OR</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 120</td>
<td>Entrepreneurial Process</td>
<td></td>
</tr>
<tr>
<td>BIOL 125</td>
<td>Nutrition OR</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 127</td>
<td>Principles of Sports and Exercise Nutrition</td>
<td></td>
</tr>
<tr>
<td>EXER 100</td>
<td>Concepts of Exercise Training</td>
<td>3</td>
</tr>
<tr>
<td>EXER 110</td>
<td>Exercise for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EXER 200</td>
<td>Fitness Assessment, Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>and Program Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HLTH 150</td>
<td>Weight Management</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 152</td>
<td>First Aid</td>
<td>2</td>
</tr>
<tr>
<td>PHED 280</td>
<td>Intro to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) PHED/HLTH Restricted Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>25</td>
</tr>
</tbody>
</table>

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

Forensic Science Studies Associate in Science
HEGIS #5619
Chairperson: Dr. Ann B. Geisendorfer
Amstuz Hall, Room 300
(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 is no limitation of program acceptances, but students should apply early and be advised to ensure appropriate seats in the sciences.

All Criminal Justice courses must have been taken within seven years in order to be applicable toward this degree program. Only four Criminal Justice courses may be transferred into the program. CRJS 245 must be taken 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>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra,</td>
<td>Students coming in from other institutions and 78+</td>
<td></td>
</tr>
<tr>
<td>Geometry and Algebra II or 3</td>
<td>HVCC students who wish to be admitted to the program will be required to have a minimum GPA of 2.5. An interview with Chemistry Department Chairperson is required for current HVCC students.</td>
<td></td>
</tr>
<tr>
<td>units of equivalent academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $605.
Health and Wellness Studies
Associate in Science
HEGIS #5299.30
Chairperson: Colleen Ferris
McDonough Sports Complex, Room 206,
(518) 629-7372

The Health and Wellness Studies degree program identifies and explores the theoretical and practical issues of the field of school and community health education. The Health and Wellness Studies degree assists students interested in preparing for health-related careers including, but not limited to, school health education, community health education and work-site health promotion.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit of any math, including GED math and 1 unit of any science</td>
<td>Strongly recommend high school biology.</td>
</tr>
</tbody>
</table>

* or specific course equivalents as approved by the department chairperson

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

(1) Restricted Mathematics Elective—MATH 120 or higher. Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course.

(2) Restricted American History Elective—HIST 100, HIST 111, HIST 115, or HIST 139.

(3) Restricted Western Civilization Elective—HIST 100, HIST 101, HIST 130 or HIST 137.

(4) Restricted General Education Elective—Course must be designated as "SUNY General Education course” from one of the following categories: AR, FL, HU, or OC.

(5) Restricted PHED Electives—PHED 132, PHED 141, PHED 142, PHED 146, PHED 149 and PHED 250.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Health and Wellness Studies.
Health Sciences
Certificate
HEGIS #5299
Chairperson: Brian S. Vlieg
Fitzgibbons Hall, Room 319, (518) 629-7219

By providing course work in the basic sciences along with a concentration in one of the health science areas, this certificate prepares students for entry into the health science field. Upon successful completion of the certificate, students can continue further into one of our health science programs, transfer on to a four-year institution or enter the workforce in many entry-level areas within the health science field, such as home health or personal care aides, dental insurance agencies, health care administrative assistants, medical scribes, emergency medical technicians, phlebotomists, EKG technicians or doctor’s office billing.

PROGRAM ENTRANCE REQUIREMENTS

Courses                                      High School Average

1 unit of academic math, 1 unit of science (70 or above in each)

MAJOR REQUIREMENTS*

Course No.      Title                      Notes              Credit Hrs.

FORM 108 **  College Forum               (1)
ENGL 101***  English Composition I       3
PSYC 100**  General Psychology            3
(1) Restricted Elective(s)                4
(2) Restricted Biology Elective           3
(3) Restricted Chemistry Elective         0
(4) Restricted English Elective           3
(5) Restricted Humanities/                3
Social Science Elective
(6) Restricted Math Elective              3
(7) Restricted Science Elective           3

Total Credits Required 25

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

(1) Restricted Elective(s) - EMSP 100, HITC 100, HITC 101, HITC 103, HITC 105, HLTH 151, HLTH 152, IVCYT 200, MTSC 140, RESP 101, RESP 105

(2) Restricted Biology Elective - BIOL 109, BIOL 115, BIOL 136, BIOL 205, BIOL 270

(3) Restricted Chemistry Elective - CHEM 095 or any higher level chemistry course

(4) Restricted English Elective - ENGL 102, ENGL 120, ENGL 125

(5) Restricted Humanities/Social Science Elective - PSYC 200, PSYC 205, PSYC 210, SOCL 100, SOCL 120 or any foreign language elective

(6) Restricted Math Elective - MATH 110 or any higher level math course

(7) Restricted Science Elective - BIOL 109, BIOL 125, BIOL 205, BIOL 270, BIOL 271, CHEM 100, PHYS 110

Human Services
Associate in Science
HEGIS #5501
Chairperson: Maryanne C. Pepe
Brahall 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 internships in settings such as group homes, social services agencies, homes for older adults, youth care institutions, public schools and shelter programs and peer education programs. The program 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. Many courses required for the degree are offered online, but the degree cannot be completed entirely online.

Students in this program may be subjected to drug testing and criminal background checks at their own expense. Results must be shared with the Department Chairperson and internship site. If the internship site determines the student is not eligible for that placement, the student may be unable to complete degree requirements.

PROGRAM ENTRANCE REQUIREMENTS

Courses                                      Notes              High School Average

None                                      N/A

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $720.

ASSOCIATE IN SCIENCE DEGREE
MAJOR REQUIREMENTS*

Course No.      Title                      Notes              Credit Hrs.

FORM 102 **  College Forum               (1)
ENGL 101**  English Composition I       3
ENGL 102**** English Composition II OR  3
ENGL 104**** English Composition II: Writing About Literature OR  3
ENGL 125**  Public Speaking              3
HUSV 100**  Social Service Systems       3
HUSV 105*** Human Development & the Family 3
HUSV 109*** Orientation to Fieldwork     1
HUSV 110*** Human Service Skills        3
HUSV 200**  Interviewing & Techniques of Communication 3
HUSV 205**  Introduction to Social Group Work 3

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

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

<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 as outlined would be approximately $720.

ASSOCIATE IN APPLIED SCIENCE DEGREE

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102</td>
<td>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</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104**</td>
<td>English Composition II: Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>HUSV 100</td>
<td>Social Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 105***</td>
<td>Human Development &amp; the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 109***</td>
<td>Orientation to Fieldwork</td>
<td>1</td>
</tr>
<tr>
<td>HUSV 110***</td>
<td>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</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HUSV 100</td>
<td>Sociology</td>
<td>3</td>
</tr>
<tr>
<td>(1) Biology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Liberal Arts and Sciences Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Mathematics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(4) Restricted Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

****This requirement may be waived based on department chair approval of completion of a bachelor's degree.

(1) Course must be designated as both "SUNY General Education Natural Science" and "HVCC Liberal Arts and Sciences Science" course
(2) Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course
(3) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, 3 of the following SUNY General Education categories not already taken must be satisfied: AH, WC, OR, FL, or HU. If all SUNY General Education requirements are met, one restricted elective may be replaced with a free elective.

Individual Studies

Associate in Arts

Associate in Science

HEGIS #5699
Chairperson: Brian S. Vlieg
Fitzgibbons Hall, Room 319
(518) 629-7219

The Individual Studies degree program provides students with the opportunity to complete a unique combination of liberal art and free elective courses leading to an Associate in Science or Associate in Arts degree. By working closely with an academic advisor, students generate academic plans to meet goals which include but are not limited to:

- Fulfilling requirements toward acceptance into their preferred degree program
- Exploring courses relevant to their employment or transfer goals
• Researching courses that parallel a four-year program
• Earning a degree that incorporates previous academic credits for career advancement.

Individual Studies students develop their academic plans each semester with the assistance of an academic advisor and:
• Collaboration with career and transfer counselors
• Research of course selections to meet goals
• Approval of requested courses to achieve academic success

Students not registered at Hudson Valley Community College, who were never matriculated in Individual Studies must matriculate (and attend) in the program for a minimum of one term in order to qualify for the degree. Students matriculated in degree programs other than Individual Studies may change to Individual Studies any time prior to their final degree application deadline.

The Individual Studies online degree program is designed for the college student who wishes to pursue a self-structured program of study completely independent of the traditional college environment by completing 100% of their HVCC coursework online.

A successful online student is an independent learner who is self-disciplined and motivated, with strong time-management skills and effective communication skills. Online students should also be comfortable with web-based instruction and digital communication technology.

Transfer credit is evaluated at the student's request. Transfer credit will be awarded at the discretion of the department chair in accordance with the college and discipline specific departmental policies to support the educational plan made between the academic advisor and the student. The use of transfer credit may affect transfer to other two and four year programs, as well as financial aid eligibility.

Associate in Arts Degree

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 108</td>
<td><strong>College Forum</strong></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(1) English Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(4) Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(5) Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(6) Restricted Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(7) Liberal Arts Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(8) Electives as advised</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

(1) Course must be designated as both "SUNY General Education Basic Communication" and "HVCC Liberal Arts and Sciences" course
(2) Course must be designated as both "SUNY General Education Humanities" and "HVCC Liberal Arts and Sciences Humanities" course
(3) Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course
(4) Course must be designated as both "SUNY General Education Natural Science" and "HVCC Liberal Arts and Sciences Science" course.
(5) Course must be designated as both "SUNY General Education Social Science" and "HVCC Liberal Arts and Sciences Social Sciences" course.
(6) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, two of the following SUNY General Education categories must be satisfied: AR, FL, AH, WC or OC.
(7) Courses must be designated "HVCC Liberal Arts and Sciences" courses.
(8) Electives: may be selected from any unrestricted credit courses with advisor approval to meet the educational goals researched by the student.

Associate in Science Degree

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 108</td>
<td><strong>College Forum</strong></td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>(1) English Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(4) Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(5) Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(6) Restricted Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(7) Liberal Arts Electives</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>(8) Electives as advised</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

(1) Course must be designated as both "SUNY General Education Basic Communication" and "HVCC Liberal Arts and Sciences" course
(2) Course must be designated as both "SUNY General Education Humanities" and "HVCC Liberal Arts and Sciences Humanities" course
(3) Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course
(4) Course must be designated as both "SUNY General Education Natural Science" and "HVCC Liberal Arts and Sciences Science" course.
(5) Course must be designated as both "SUNY General Education Social Science" and "HVCC Liberal Arts and Sciences Social Sciences" course.
(6) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, courses must be chosen from two of the following SUNY General Education categories: AR, FL, AH, WC, or OC.
(7) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses.
(8) Electives: may be selected from any unrestricted credit courses with advisor approval to meet the educational goals researched by the student.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $610.
Courses which duplicate content or are below the student’s demonstrated level of competence may not apply toward the degree.

Liberal Arts and Science – Humanities and Social Science
Associate in Arts
HEGIS #5649
Chairperson: Heather Chase
Fitzgibbons Hall, Room 334
(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.

Students in this program have a wide choice on the baccalaureate level in the typical liberal arts and science majors. The 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 Liberal Arts and Science - Humanities and Social Science Honors Track is designed to prepare academically advanced students for transfer to high-quality baccalaureate programs through focused interdisciplinary coursework linked to a variety of extracurricular activities.

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.

Students in this program also have the opportunity to pursue dedicated SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

Tracks in this program that are designed for the SUNY Transfer Paths include:

- Art History and Gallery Studies
- Communications (Media)
- Communication (Non-Media)
- English
- History
- Political Science
- Psychology

Degree requirements can be fulfilled through evening course offerings.

Transfer credit is evaluated at the student’s request. Transfer credit will be awarded at the discretion of the department chair in accordance with the college and discipline specific departmental policies to support the educational plan made between the academic advisor and the student. The use of transfer credit may affect transfer to other two and four year programs, as well as financial aid eligibility.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Geometry or 2 units of equivalent academic Math and 1 unit of any lab Science (70 or above in each course)</td>
<td>Strongly recommend Algebra II, 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 as outlined would be approximately $680.

MAJOR REQUIREMENTS*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 108**</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</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 115</td>
<td>Library Skills for Research</td>
<td>1</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civilization and the World I</td>
<td>3</td>
</tr>
<tr>
<td>(1) History Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Laboratory Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Mathematics OR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Laboratory Science Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Electives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(4) Social Science Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(5) Arts Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(6) Mathematics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(7) Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(8) Hum. OR Social Science Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(9) Literature Electives</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives as advised</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

*or specific course equivalents as approved by the department chairperson.
** Required of first time, full-time students.
(1) Course must be designated as “SUNY General Education American History or Other World Civilizations” and “HVCC Liberal Arts and Sciences Social Science” course.
(2) Course must be designated as both “SUNY General Education Natural Science” laboratory and “HVCC Liberal Arts and Sciences Science” course.
(3) Course must be designated as either “HVCC Liberal Arts and Sciences Mathematics or Science” (with lab) course.
Social Sciences non-honors track if their academic performance falls below the minimum G.P.A. for an extended period of time.

The Liberal Arts and Science – Humanities and Social Science Honors Track provides general education along with Honors specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

Honors Track

The Liberal Arts and Science - Humanities and Social Science Honors Track is designed to prepare academically advanced students for transfer to high-quality baccalaureate programs through focused interdisciplinary coursework linked to a variety of extracurricular activities. By providing a rich environment that encourages scholarship, faculty/student relationships, active participation in the community, and an emphasis on connecting learning to life, Honors Track students will have a challenging and enriching experience that enables them to make the most of what Hudson Valley Community College has to offer.

Prerequisites

Honors applicants are expected to demonstrate a strong overall academic record. While particular academic strengths will be taken into consideration during the review process, a minimum cumulative high school average of 90 and a minimum overall score of 1100 on the math and verbal portions of the SAT is expected. Completion of supplemental application is required.

Requirements for Completion of Honors Study

To qualify as an Honors graduate and to receive Completion of Honors Study documentation, students must take a minimum of eight Honors designated courses, combined with the major degree requirements and electives. All students must successfully complete HONR 190 Honors Seminar I, HONR 290 Honors Seminar II, ENGL 107 Honors Composition I, ENGL 108 Honors Composition II, ENGL 240 Honors Literature and either MATH 178 Honors Mathematical Reasoning and Applications and/or NSCI 250 Honors Natural Science. In addition to these six classes, two more honors classes of the student's choosing must be completed. Students must maintain a minimum overall G.P.A. of 3.5 each semester. Students may be advised to complete their studies in the Liberal Arts: Humanities and Social Sciences non-honors track if their academic performance falls below the minimum G.P.A. for an extended period of time.

The Liberal Arts and Science – Humanities and Social Science Honors Track provides general education along with Honors specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 190*</td>
<td>Honors Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HONR 250</td>
<td>Introduction to Social Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HONR 265</td>
<td>Honors Philosophy – Ideas Present</td>
<td>3</td>
</tr>
<tr>
<td>HONR 290*</td>
<td>Honors Seminar II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 107*</td>
<td>Honors Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 108*</td>
<td>Honors Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 240*</td>
<td>Honors Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 178**</td>
<td>Honors Mathematical Reasoning &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 250**</td>
<td>Honors Natural Science</td>
<td>4</td>
</tr>
<tr>
<td>SOC 255</td>
<td>Technology and Society</td>
<td>3</td>
</tr>
<tr>
<td>(1) Laboratory Science class</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(2) Literature elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(3) Mathematics class</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* Required course
** Students have the choice of completing either course (MATH 178 or NSCI 250) for the degree requirements.

Art History and Gallery Studies Track

The Liberal Arts and Science - Humanities and Social Science Art History and Gallery Studies Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance 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 150</td>
<td>Intro to Gallery Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 151</td>
<td>Gallery Practicum: Exhibition Planning and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 152</td>
<td>Gallery Practicum: Museum Practices and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 153</td>
<td>Internship and Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 202</td>
<td>Modern Art History</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 270</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>SOC 120</td>
<td>Cultural Diversity in American Society</td>
<td>3</td>
</tr>
<tr>
<td>(1) Laboratory Science Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
MATH 135        Elementary Statistics                                 4
SOCL 120         Cultural Diversity in American Society
POLS 105         American Government
ENGL 137         Writing for the Media                                3
ENGL 125         Public Speaking
ENGL 120         Communications
ENGL 102         English Composition II
ENGL 101         English Composition I                               3
Course No.     Title                                         Credit Hrs.
must meet the program entrance requirements.

effective transfer and continued study. Students
guide students through the required general edu-
cation and specific discipline courses necessary for
effective transfer and continued study. Students
must meet the program entrance requirements.

MATH 130, CHEM 100, PHYS 100 recommended
ENGLISH 101, PSYC 100 recommended
(5) MATH 135 recommended

Communication (Media) Track

The Liberal Arts and Science - Humanities and Social Science Communication (Media) Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.

Course No.     Title                                        Credit Hrs.
ARTS 129 Photography I OR                  3
ARTS 140 Television Production I OR         3
DART 100 Digital Imaging I                 3
DART 110 Introduction to Graphic Design    3
DART 120 Web Art and Design                3
ENGLISH 120 Communications OR              3
ENGLISH 125 Public Speaking                3
ENGLISH 130 Journalism                     3
ENGLISH 136 Media and Culture              3
ENGLISH 137 Writing for the Media          3
MATH 135 Elementary Statistics             4
POLS 105 American Government OR            3
SOCL 120 Cultural Diversity in American Society

Communication (Non-Media) Track

The Liberal Arts and Science - Humanities and Social Science Communication (Non-Media) Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.

Course No.     Title                                        Credit Hrs.
ENGLISH 101 English Composition I          3
ENGLISH 102 English Composition II OR      3
ENGLISH 104 English Composition II: Writing About Literature 3
ENGLISH 120 Communications                  3

English Track

The Liberal Arts and Science - Humanities and Social Science English Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.

Course No.     Title                                        Credit Hrs.
ENGLISH 101 English Composition I          3
ENGLISH 102 English Composition II OR      3
ENGLISH 104 English Composition II: Writing About Literature 3

(1) Courses must be designated as both “SUNY General Education” and “HVCC Liberal Arts and Sciences Social Science” courses. In addition, two of the following SUNY General Education categories must be satisfied: WC, AH or OC.

(2) Course must be designated as both “SUNY General Education Mathematics” and “HVCC Liberal Arts and Sciences Mathematics” course.

(3) Course must be designated as both “SUNY General Education Natural Science” and “HVCC Liberal Arts and Sciences Science” course.

(4) Course must be designated as both “SUNY General Education Social Science” and “HVCC Liberal Arts and Sciences Social Science” course.

* Additional course recommended for degree completion by advisement based on transferability: ENGLISH 117

(1) Course must be designated as both “SUNY General Education Western Civilization, American History or Other World Civilizations” and “HVCC Liberal Arts and Sciences Social Science” course.

(2) Course must be designated as both “SUNY General Education Arts or Foreign Language” and “HVCC Liberal Arts and Sciences” course.

(3) Course must be designated as both “SUNY General Education Mathematics” and “HVCC Liberal Arts and Sciences Mathematics” course.

(4) Course must be designated as both “SUNY General Education Natural Science” and “HVCC Liberal Arts and Sciences Science” course.

(5) Must be chosen from ENGLISH 200, ENGLISH 202, ENGLISH 204 or ENGLISH 206 (Survey and Period Course) and ENGLISH 222,
Liberal Arts and Sciences

History Track

The Liberal Arts and Science - Humanities and Social Science History Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civilization and the World I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) American History Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) History Survey Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(4) Restricted Liberal Arts and Sciences Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(5) Western Civilization Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

(1) Must be chosen from HIST 110 or HIST 111.
(2) Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course.
(3) Must be chosen from HIST 120, 121, 122, 123, 140 or 145 (History Survey in another world region or country).
(4) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, two of the following SUNY General Education categories must be satisfied: NS, AR, SS or FL. Recommend POLS 105, ECON 100 or ECON 101.
(5) Course must be designated as both "SUNY General Education Western Civilization" and "HVCC Liberal Arts and Sciences" course.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Western Civilization and the World I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 101</td>
<td>Introduction to International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 102</td>
<td>Introduction to Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLS 105</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) History Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(3) Mathematics Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

(1) Course must be designated as both "SUNY General Education American History or Other World Civilizations" and "HVCC Liberal Arts and Sciences Social Science" course.
(2) Courses must be designated as both "SUNY General Education Humanities, Arts or Foreign Language" and "HVCC Liberal Arts and Sciences" courses. Recommend HIST 135.
(3) Course must be designated as both "SUNY General Education Mathematics" and "HVCC Liberal Arts and Sciences Mathematics" course.

*Additional courses recommended for degree completion by advisement based on transferability: POLS 100, POLS 110, POLS 125 or POLS 200; PSYC 260; and SOCL 100.

Psychology Track

The Liberal Arts and Science - Humanities and Social Science Psychology Track is based on the SUNY Transfer Paths and provides general education along with discipline specific courses for inclusion into a broader Associate of Arts degree. Students will work closely with their academic advisors to select additional courses within their field of study to obtain junior status in their desired baccalaureate program.

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 275</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 280</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(2) Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3) Restricted Electives as advised</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(4) Restricted Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

The courses in the track listed below, combined with the major degree requirements and electives, guide students through the required general education and specific discipline courses necessary for effective transfer and continued study. Students must meet the program entrance requirements.
Liberal Arts and Science – Mathematics and Science Associate in Science

HEGIS #5649
Chairperson: Susan Kutryb
Bulmer Telecommunications Center, Room 220, (518) 629-7358

This program, 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.

Transfer credit is evaluated at the student's request. Transfer credit will be awarded at the discretion of the department chair in accordance with the college and discipline specific departmental policies to support the educational plan made between the academic advisor and the student. The use of transfer credit may affect transfer credit made between the academic advisor and the student.

Electives should be selected after consultation with your academic department and exploring the needs of your transfer college(s).

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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(1) Mathematics Core</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(2) Science Core/ Sequence</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(3) Mathematics/Science</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Restricted Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(4) Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(5) Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(6) Restricted Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits Required</td>
<td>60</td>
</tr>
</tbody>
</table>

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

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

(1) Mathematics Core (16 credits) -
- MATH 180 Calculus I
- MATH 190 Calculus II
- Choose two from MATH 135, MATH 170, MATH 183, MATH 205, MATH 210 or MATH 220.

(2) Science Core/ Sequence (12 credits) -
- Choose two from the following:
  - BIOL 150 or BIOL 190
  - CHEM 110 or CHEM 120
  - PHYS 140 or PHYS 150
  - CISS 110
- Choose one of the following:
  - BIOL 151 or BIOL 191
  - CHEM 111 or CHEM 121
  - PHYS 141 or PHYS 151

NOTE: It is strongly recommended that students take the higher level sequence of courses.

(3) Mathematics/Science Restricted Electives (11 credits):
- MATH 135 or higher (excluding MATH 165), if not already taken in the math core
- Any BIOL, CHEM or PHYS course at or above the Science Core.
- Any ENGR course
- CISS 110 or CISS 111

(4) Course must be designated as “SUNY General Education Humanities” Course.

(5) Course must be designated as “SUNY General Education Social Science” course.

(6) Restricted Electives (6 credits) - With advisement, students may choose from a wide selection of course offerings with the following restriction:

- Courses must be designated as “SUNY General Education” courses from two of the following areas: American History (AH), Western Civilization (WC), Other World Civilizations (OC), Arts (AR), Foreign Language (FL).

Electives should be selected after consultation with your academic department and exploring the needs of your transfer college(s).

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Liberal Arts and Science - Mathematics and Science.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately $705.
Honors Track

The Liberal Arts and Science - Mathematics and Science Honors Track is designed to prepare academically advanced students for transfer to high-quality baccalaureate programs through focused interdisciplinary coursework linked to a variety of extracurricular activities. By providing a rich environment that encourages scholarship, faculty/student relationships, active participation in the community, and an emphasis on connecting learning to life, Honors Track students will have a challenging and enriching experience that enables them to make the most of what Hudson Valley Community College has to offer.

Prerequisites

Applicants must meet the entrance requirements for the Liberal Arts and Science - Mathematics and Science program by completing Algebra, Geometry and Algebra II along with two lab sciences. Honors applicants are expected to demonstrate a strong overall academic record. While particular academic strengths will be taken into consideration during the review process, a minimum cumulative high school average of 90 and a minimum overall score of 1100 on the math and verbal portion of the SAT is expected. Coursework in Biology, Chemistry and Physics is recommended. Additional material may be required. Interview recommended.

Transfer into the Liberal Arts and Science - Mathematics and Science Honors Track

Hudson Valley students or college transfer students who wish to enroll in the Liberal Arts and Science - Mathematics and Science Honors Track must have a minimum of 12 college-level credits applicable to the program with an overall G.P.A. of 3.70. However, extenuating circumstances as well as particular strengths in certain academic areas will be taken into consideration during the review process.

Requirements for Completion of Honors Study

To qualify as an Honors graduate and to receive Completion of Honors Study documentation, students must take a minimum of six of the ten Honors designated courses, including Honors Seminar I and Honors Seminar II, and achieve a minimum overall G.P.A. of 3.2. Students may be advised to complete their studies in the Liberal Arts and Sciences - Mathematics and Science non-honors track if their academic performance falls below the minimum G.P.A. for an extended period of time.

The following are the ten designated honors courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 107</td>
<td>Honors English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>HONR 190</td>
<td>Honors Seminar I</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Arts and Sciences: Adolescent Education (Teacher Education Transfer) Associate in Science

HEGIS #5649
Interim Chairperson: Toni Howard
Higbee Hall, Room 109
(518) 629-7250

The Liberal Arts and Sciences: Adolescent Education (Teacher Education Transfer), A.S. program provides students with foundations to pursue the rich and rewarding field of secondary education. By completing courses in the liberal arts, education and an academic concentration, students will be able to achieve effective transfer to four-year programs leading to teacher certification in Adolescent Education (grades 7-12) by the State of New York. Concentrations include English, History/Social Studies, Math, Biology, Earth Science, Chemistry and Physics.

Transfer credit is evaluated at the student's request. Transfer credit will be awarded at the discretion of the department chair in accordance with the college and discipline specific departmental policies to support the educational plan made between the academic advisor and the student.

The use of transfer credit may affect transfer to other two and four year programs, as well as financial aid eligibility.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra and Geometry or 2 units of equivalent academic math and 1 unit of any lab science</td>
<td>Students seeking concentrations in Math, Biology, Chemistry, Earth Science and Physics must meet prerequisites for math and science courses as listed in the concentration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>78 or above</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>EDUC 110</td>
<td>Foundations in Education</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</td>
<td></td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition: Writing About Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
Total Credits Required                             60

(6) Math Elective                                       3
(5) Restricted Natural Science Elective        3
(4) Foreign Language Electives                 6
(3) American History or Humanities/          3
(2) Western Civilization Elective                3
(2) Restricted Humanities Elective             3
(1) Concentration requirements and electives as advised 18
(2) Fine Arts Elective
(2) Restricted Humanities Elective
(2) Western Civilization Elective
(3) American History or Humanities/
Social Science Elective
(3) Other World Civilization OR
Humanities/Social Science Elective
(4) Foreign Language Electives
(5) Restricted Natural Science Elective
(6) Math Elective

6) Courses fulfilling Requirements: MATH 130 or higher, as
5) Restricted to approved lab sciences.
4) Must include two courses within the same language
3) Courses fulfilling requirements based on either
SUNY General Education for category or LAS
elective area.
2) Courses fulfilling requirements based on approved
G. Chemistry:  CHEM 120, CHEM 121,
MATH 210, PHYS 150, PHYS 151.
F. Physics: MATH 180, MATH 183,
ENGL 235 or ENGL 236.
C. Math: MATH 180, MATH 183,
MATH 190, MATH 200, MATH 210.
D. Biology: BIOL 190, BIOL 191,
CHEM 120, CHEM 121, MATH 180.
E. Earth Science: CHEM 120, CHEM 121
MATH 180, PHYS 105, PHYS 145, PHYS 146.
F. Physics: MATH 180, MATH 190,
MATH 210, PHYS 150, PHYS 151.
G. Chemistry: CHEM 120, CHEM 121,
CHEM 210, CHEM 211 MATH 180, MATH 190.

2) Courses fulfilling requirements based on approved
SUNY General Education for category.
3) Courses fulfilling requirements based on either
approved SUNY General Education for category or LAS
elective area.
4) Must include two courses within the same language
5) Restricted to approved lab sciences.
6) Courses Fulfilling Requirements: MATH 130 or higher, as
advised based on concentration.

1) Concentration Requirements and Electives:

A. History/Social Studies: ECON
100, ECON 101, POLS 105, HIST 110,
HIST 111 and one other HIST course as advised by
department chair.
B. English: EDUC 225; ENGL 204 or
ENGL 206; ENGL 200 or ENGL 202;
ENGL 230, ENGL 232, ENGL 234,
ENGL 235 or ENGL 236.
C. Math: MATH 180, MATH 183,
MATH 190, MATH 200, MATH 210.
D. Biology: BIOL 190, BIOL 191,
CHEM 120, CHEM 121, MATH 180.
E. Earth Science: CHEM 120, CHEM 121
MATH 180, PHYS 105, PHYS 145, PHYS 146.
F. Physics: MATH 180, MATH 190,
MATH 210, PHYS 150, PHYS 151.
G. Chemistry: CHEM 120, CHEM 121,
CHEM 210, CHEM 211 MATH 180, MATH 190.

The estimated cost of books for the student enrolled in the
first full-time term as outlined would be approximately $616.

MAJOR REQUIREMENTS*

**or specific course equivalents as approved by the depart-
ment chairperson.

(1) Courses must be designated as both "SUNY General
Education" and "HVCC Liberal Arts and Sciences"
courses. In addition 1 of the following SUNY General Edu-
cation categories must be satisfied: OC, HU, AR, and FL.

The suggested course sequence can be found by visiting
www.hvcc.edu/programs and clicking on Physical
Education Studies.
Physical Sciences
Associate in Science
HEGIS #5619
Chairperson: Dr. Peter A. Schaefer
Science Center, Room 319
(518) 629-7453

The Biology, Chemistry and Physics Department offers an Associate in Science degree in Physical Sciences that is intended to provide a unique curriculum for students who wish to pursue advanced education in chemistry, physics or earth science.

The Physical Sciences curriculum offers core courses in the physical sciences as well as additional electives that meet general education requirements for the liberal arts in preparation for transfer to a four-year school. Required coursework emphasizes hands-on laboratory experience that integrates theoretical concepts with practical applications. Following the core curriculum in the first year, students have the opportunity to pursue a concentration in chemistry, physics, or earth science during the second year. This arrangement is designed to provide the optimum instructional focus, while allowing time for the student to develop a physical science preference.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, Geometry and Algebra</td>
<td>Recommended</td>
<td>85 or above</td>
</tr>
<tr>
<td>or 3 units of the equivalent academic math, biology, chemistry (85 or above in each course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR REQUIREMENTS*

Core First Year Courses

<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>CHEM 120</td>
<td>Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102</td>
<td>English Composition II OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II: Writing About Literature</td>
<td>3</td>
</tr>
<tr>
<td>MATH 180</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 190</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 150</td>
<td>Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>Physics II</td>
<td>4</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>First Year Credits</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

SECOND-YEAR TRACKS

The Physics track of the Physical Sciences degree is designed for those students interested in pursuing physics as a major at a four-year institution. Due to small class size and the importance placed on the lab experience, students will leave the program with a strong background in the fundamentals of physics as well as excellent lab and research skills.

PHYSICS TRACK*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 210</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Calculus IV: Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Physics III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 251</td>
<td>Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 252</td>
<td>Methods of Theoretical Physics</td>
<td>4</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(2) Biology Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

The Chemistry track of the Physical Sciences degree will provide students the foundation they need to transfer to a four-year institution and complete a four-year degree in chemistry. It will give students an excellent background in their preparation for further advanced study in chemistry as well as their use of chemistry in a future career path.

CHEMISTRY TRACK*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 205</td>
<td>Analytic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 210</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 211</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 215</td>
<td>Principles of Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(2) Science OR Mathematics Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

The Earth Science track is designed to prepare students for further study in geology, meteorology or astronomy as well as accommodate students who might want to pursue their teaching certification in earth science.

EARTH SCIENCE TRACK*

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 105</td>
<td>Introduction to Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 143</td>
<td>Introduction to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 145</td>
<td>Introductory Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 146</td>
<td>Evolution of the Earth</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 210</td>
<td>Fundamentals of GIS</td>
<td>4</td>
</tr>
<tr>
<td>(1) Restricted Elective</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(2) Science OR Mathematics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

*or a specific course equivalent as approved by the department chairperson

(1) Courses must be designated as both "SUNY General Education" and "HVCC Liberal Arts and Sciences" courses. In addition, three of the following General Education categories must be satisfied: SS, AH, WC, OC, AR or FL.

(2) SCIENCE OR MATHEMATICS ELECTIVES: BIOL 150, BIOL 190, BIOL 205, BIOL 206, BIOL 207, BIOL 210, BIOL 215, BIOL 281, CHEM 200, CHEM 215, MATH 135, MATH 205, MATH 210, MATH 220.
Public Administration Studies
(formerly Civil and Public Service)
Associate in Applied Science

HEGIS #5501
Chairperson: Dr. Ann B. Geisendorfer
Amstuz Hall, Room 300
(518) 629-7342

The Public Administration Studies program 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 day, evening and online course offerings. Not all courses are offered online every term, therefore students need to meet with an advisor to plan their coursework. Please note, all PADM courses are offered online only.

This degree program has a 2+2 articulation agreement with the public affairs and public policy bachelor’s degree program from the Sage College of Albany.

Students in the A.A.S. Public Administration Studies program are eligible for college credit through the Life Experience Program. Interested students should contact the Office of Continuing Education for information.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 unit any math</td>
<td>Humanities, lab science, and social science strongly 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 $705.

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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Elective</td>
<td></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 OR</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>English Composition II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>FORM 109</td>
<td>College Forum **</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PADM 100 Intro. to Public Administration 3
PADM 180 Principles of Supervision 3
PADM 205 Public Personnel Administration 3
PADM 210 Labor Relations 3
PSYC 100 General Psychology 3
BADM 220 Statistics OR 3
MATH 135 Elementary Statistics OR 3
PSYC 275 Statistics for Behavioral Sciences  (1) Computer OR Restricted Elective 3
            (2) Free Electives 12
            (3) Government Elective 3
            (4) Law Elective 3
            (5) Natural Science 3
            Elective with Lab 6
            (6) Restricted Electives 6
Total Credits Required 60

*or specific course equivalents as approved by department chairperson.

** Required of first time, full time students.

(1) ACTG 110, ACTG 111, BADM 221, CIS 100, CMPT 100, CMPT 101, CMPT 105, CMPT 115, CRJS 132, CRJS 255, ECON 101, ENGL 125, ENGL 200, ENGL 202, ENGL 210, HIST 100, HIST 101, HIST 110, HIST 111, HUSB 100, LABR 170, LABR 215, PADM 242, POLS 105, SOCL 120.
(2) As advised by department chair.
(3) POLS 100, POLS 105, POLS 110.
(5) BIO 104, BIO 105, BIO 106, BIO 109, BIO 119, BIO 125, BIO 126, BIO 127, BIO 134, BIO 136, BIO 139, BIO 150, BIO 151, BIO 190, BIO 191, BIO 205, BIO 206, BIO 207, BIO 210, BIO 215, BIO 230, BIO 234, BIO 237, BIO 240, BIO 241, BIO 252, BIO 260, BIO 265, BIO 270, BIO 271, BIO 281, BIO 290, CHEM 100, CHEM 105, CHEM 110, CHEM 111, CHEM 120, CHEM 121, CHEM 130, CHEM 205, CHEM 210, CHEM 211, CHEM 215, CHEM 230, CRJS 245, CRJS 246, NSC 250, PHYS 100, PHYS 101, PHYS 105, PHYS 110, PHYS 115, PHYS 135, PHYS 136, PHYS 140, PHYS 141, PHYS 143, PHYS 145, PHYS 146, PHYS 150, PHYS 151, PHYS 210, PHYS 250, PHYS 251, RESP 110.
(6) ACTG 110, ACTG 111, BADM 221, CRJS 130, CRJS 231, CRJS 235, ECON 101, ENGL 125, ENGL 200, ENGL 202, ENGL 210, HIST 100, HIST 110, HUSB 111, HUSB 100, LABR 170, LABR 215, PADM 242, POLS 105, SOCL 120.

Special Education Assistant Certificate

HEGIS #5503
Interim Chairperson: Toni Howard
Higbee Hall, Room 109, (518) 629-7250

The Special Education Assistant Certificate is appropriate for individuals interested in becoming a teaching assistant, or a paraprofessional in the field of special education or as a direct support assistant (DSA) for persons with developmental disabilities. This course of study will prepare students to meet the requirements for the New York State Level III Teaching Assistant Certification. For more information about Teaching Assistant Certification from the New York State Education Department, go to: www.highered.nysed.gov/tcert/certificate/ta.html.
The courses offered in the program can also be applied to an Associate degree in Early Childhood and could be transferred towards a Bachelor's degree in Special Education.

This certificate will prepare students to work with individuals with special needs. The coursework in the program increases employment opportunities for Teaching Assistants or paraprofessionals who wish to work with individuals with special needs in early childhood settings, public schools, K-12; private schools, and special education centers and facilities for persons with disabilities. Topics addressed in this program include:

- The study of laws and regulations in special education.
- The causes, prevalence and characteristics of children and adults with learning disabilities, communication disorders, intellectual disabilities, emotional disturbances, behavior disorders, and visual and hearing impairments.
- The etiology, prevalence, characteristics, and methodology for teaching students with Autism.
- The philosophy of "inclusive education" and a range of innovating teaching methodologies.
- Teaching techniques to best meet the needs of all types of learners including those who are physically, mentally, or socially challenged.
- Strategies for assisting persons with disabilities using assistive technology.
- An introduction to ASL, American Sign Language.

Please note that, although fingerprinting is not required for admission into this program, those who seek employment working with children and seek certification from the New York State Education Department will be required to complete the fingerprinting process. Any individual with a criminal record may not find gainful employment as a teaching assistant in public or private schools or centers.

Program Outcomes

1. Communicate effectively in oral and written forms.
2. Demonstrate a clear understanding of typical and atypical child development and related issues.
3. Demonstrate an understanding of the causes, prevalence and characteristics of children and adults with learning disabilities, communication disorders, intellectual disabilities, emotional disturbances, behavior disorders, and visual and hearing impairments.
4. Demonstrate an understanding of the components of inclusive programs including the physical environment, instructional techniques, and universal instruction designs.
5. Demonstrate strategies for assisting persons with disabilities using assistive technology.

PROGRAM ENTRANCE REQUIREMENTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Notes</th>
<th>High School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra or 1 unit of equivalent academic math</td>
<td>A 2.0 GPA is required for transfer students</td>
<td>70+</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>ASLN 100</td>
<td>American Sign Language and Deaf Culture I</td>
<td>3</td>
</tr>
<tr>
<td>ECCE 213</td>
<td>Early Intervention and Autism in the Young Child</td>
<td>3</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 215</td>
<td>Introduction to Assistive Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 216</td>
<td>Inclusive Learning Designs</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required 24

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Special Education Assistant.

Teaching Assistant Certificate

HEGIS #5503
Interim Chairperson: Toni Howard
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. For more information about Teaching Assistant certification from the New York State Education Department, go to www.highered.nysed.gov/tcert. The courses offered in this program also can be applied to an associate's degree in early childhood. This entire program may be completed online or in the traditional format or a combination of both formats.

The program 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; and
• 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 into the Early Childhood A.A.S. degree program and eventually to a four-year baccalaureate degree program in education as outlined in articulation agreements with The College of Saint Rose and Russell Sage College.

Please note that, although fingerprinting is not required for admission into this program, those who seek employment working with children and seek certification from the New York State Education Department will be required to complete the fingerprinting process and background check which may require a separate fee to an agency. Any individual with a criminal record may not find gainful employment in the field of early childhood or education.

CONCEPTUAL FRAMEWORK

The Teacher Preparation Department is committed to preparing sensitive, caring, reflective, and considerate students who are academically strong, pedagogically skilled, and culturally responsive to the needs of diverse learners within a global society. We believe that students should demonstrate a strong foundation and knowledge of typical and atypical child development by modeling attitudes and beliefs which reflect socioeconomic and cultural sensitivity, consideration of others, and flexibility when working with children, adults, coworkers, community members, and families within a global context and in diverse settings.

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, appropriate approach toward children and learning which demonstrates an awareness of each child’s diverse learning needs.

Our daily teaching practices are grounded in these beliefs, and values which we strive to nurture within ourselves as well as in our students.

Please note: See Early Childhood section for the Technical Standards for Promotion and Graduation for the Teacher Preparation Department.

The estimated cost of books for the student per course is approximately $130.

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 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 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>(1) Restricted Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

* Up to 30 hours of unsupervised field experience also required in this course.

(1) Restricted Electives - recommended courses: ASLN 100, ECCE 111, ECCE 115, ECCE 200, ECCE 201, ECCE 213, ECE 214, ECCE 231, EDUC 215, EDUC 216, EDUC 217, EDUC 218, PSYC 100, PSYC 250.

Theatre Arts
Associate in Science
HEGIS #5610
Chairperson: Scott M. Hathaway
Brahan Hall, Room 124, (518) 629-7347

The college’s Theatre Arts program provides a broad-based academic foundation for further study and career opportunities. Fostered in a collaborative and dynamic environment on our campus and supported by a diverse curriculum, you will have opportunities to perform a variety of production roles through practicum courses and student theatrical productions. Students in this program may explore and cultivate their creative and academic potential.

Core courses in the curriculum focus on acting, voice and movement, historic and contemporary stage theory and practice, and technical theatre. Elective course options are available in business, education, history, English, foreign languages, sociology, psychology and broadcast media. These provide students the opportunity to explore other interests and focus their studies on particular career objectives.
PROGRAM ENTRANCE REQUIREMENTS

High School Courses                        Notes                            Average

MAJOR REQUIREMENTS*

**Course No.**  Title                                          **Credit Hrs.**

**FORM 102**  College Forum**                                (1)

**ENGL 101**  English Composition I                          3

**ENGL 104**  English Composition II: Writing about Literature 3

**ENGL 120**  Communication OR                                3

**ENGL 125**  Public Speaking                                3

**HIST 100**  Western Civilization and the World I           3

**MATH 130**  Mathematical Structures OR                     3

**MATH 150**  College Algebra with Trigonometry               3

**PSYC 100**  General Psychology                              3

**THEA 100**  Introduction to Theatre                         3

**THEA 110**  Acting I                                       3

**THEA 111**  Acting II                                      3

**THEA 130**  Introduction to Technical Theatre               3

**THEA 150**  Voice and Movement                              3

**THEA 200**  Theatre Production Practicum                     3

**THEA 201**  Technical Theatre Practicum                      3

**THEA 210**  Acting III                                      3

(1) Lab Science Elective                                     3

(2) Restricted Electives I                                   9

(3) Theatre Elective                                         3

(4) Restricted Electives II                                  6

Total Credits Required                                      63

*or specific course equivalents as approved by the depart- ment chairperson.

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

(1) Course must be designated as both “SUNY General Education Natural Science” lab and “HVCC Liberal Arts and Sciences Science” course.

(2) Courses must be designated as both “SUNY General Education” and “HVCC Liberal Arts and Sciences” courses. In addition, 1 of the following SUNY General Education categories must be satisfied: AH, OC or FL.

(3) THEA 120 Theatre Internship; THEA 170 Introduction to Improvisational Theatre; THEA 180 Stage Management; THEA 230 Introduction to Theatrical Design.

(4) Students, with advisor approval, may elect to take courses in Arts, Literature, Foreign Languages, History, Business, Education, Crafts, Electrical Construction, or Construction, Computer Aided Design.

Worksite Health Promotion Certificate

HEGIS #5299
Interim Chairperson: Colleen Ferris
McDonough Sports Complex, Room 206
(518) 629-7372

The Worksite Health Promotion certificate is designed to enhance the educational opportunities of students and professionals in the field of health promotion and prevention at the worksite. Effective workplace programs which are health-focused and worker-centered have the potential to significantly benefit employers, employees, their families, and communities. Worksite health promotion has been proven to have a substantial impact on health care costs, absenteeism, workers compensation costs, and productivity.

WORKSITE HEALTH PROMOTION

Program ENTRANCE REQUIREMENTS

High School Courses                        Notes                            Average

MAJOR REQUIREMENTS*

**Course No.**  Title                                          **Credit Hrs.**

**BIOL 125**  Nutrition                                       3

**EXER 100**  Concepts of Exercise Training                    3

**HLTH 131**  Stress and Health                                1

**HLTH 135**  Self-Improvement                                 1

**HLTH 140**  Drug Studies: Intervention and Prevention        3

**HLTH 150**  Weight Management                               2

**HLTH 152**  First Aid                                       2

**HLTH 160**  Personal and Community Health                    3

**HLTH 200**  Foundations of Health Education                 3

**HLTH 210**  Worksite Health Promotion                       3

Total Credits Required                                      24

*or specific course equivalents as approved by the depart- ment chairperson.

The suggested course sequence can be found by visiting www.hvcc.edu/programs and clicking on Worksite Health Promotion.
How to Read the Course Listings

The following listing is a basic description 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 (in the back of this catalog).

Descriptions are general in nature and are not intended to include all topics which may be part of the course and, in some cases, items in the descriptions may be omitted from the course. Flexibility, modifications, augmentations and deletions are necessary to meet changing conditions and circumstances.

Explanation of Course Description Codes

<table>
<thead>
<tr>
<th>Subject Code and Course Number</th>
<th>Liberal Arts Elective</th>
<th>General Education Elective</th>
<th>Lab Fee</th>
<th>Class Hours</th>
<th>Lab Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term(s) Offered</td>
<td>Distance Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
<td>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.</td>
<td>3-2-4</td>
<td>Lab fee will be required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

- HUM - Humanities,
- MAT - Mathematics,
- SCI - Science and
- SSC - Social Science.

General Education Elective - Each course designated with one of the two letter abbreviations identified on the following page will fulfill the General Education requirement indicated.

Lab Fee - Indicates that an additional fee will be required of students registering for the course. Lab fees 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. PLEASE NOTE: Distance Learning (DL) sections, or sections with a DL component, may have specific hardware and/or software requirements. Computers that meet these requirements are available for student use on campus. Check course description on the college website for details: www.hvcc.edu/catalog/courses.

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.

Pre-requisite - Any coursework that must be completed before the student is eligible to enroll in the course.

Co-requisite - Any course which must be taken during the same term as the course.

Pre- or co-requisite - Any course which must be either completed before the student is eligible to enroll in the course or taken during the same term as the course.
Liberal Arts and Sciences Courses for Hudson Valley Degree Requirements

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 104</td>
<td>History of Fashion</td>
</tr>
<tr>
<td>ARTS 107</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ARTS 202</td>
<td>Modern Art History</td>
</tr>
<tr>
<td>ARTS 205</td>
<td>History of Western Architecture</td>
</tr>
<tr>
<td>ARTS 270</td>
<td>History of Photography</td>
</tr>
<tr>
<td>ARTS 272</td>
<td>History of American Cinema</td>
</tr>
<tr>
<td>ARTS 273</td>
<td>Documentary Film: History and Theory</td>
</tr>
<tr>
<td>ASLN 100</td>
<td>American Sign Language and Deaf Culture I</td>
</tr>
<tr>
<td>ASLN 101</td>
<td>American Sign Language and Deaf Culture II</td>
</tr>
<tr>
<td>BRVT 120</td>
<td>Cross Cultural and Religious Perspectives for Bereavement</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>CHNS 200</td>
<td>Chinese Language and Culture III</td>
</tr>
<tr>
<td>CHNS 201</td>
<td>Chinese Language and Culture IV</td>
</tr>
<tr>
<td>EDUC 225</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 107</td>
<td>Honors Composition I</td>
</tr>
<tr>
<td>ENGL 108</td>
<td>Honors Composition II</td>
</tr>
<tr>
<td>ENGL 115</td>
<td>Library Skills for Research</td>
</tr>
<tr>
<td>ENGL 116</td>
<td>The Anatomy of the English Language</td>
</tr>
<tr>
<td>ENGL 117</td>
<td>Mastering Essentials of Grammar and Punctuation</td>
</tr>
<tr>
<td>ENGL 120</td>
<td>Communication</td>
</tr>
<tr>
<td>ENGL 125</td>
<td>Public Speaking</td>
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### Mathematics

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MATH 180 Calculus I
MATH 183 Discrete Mathematics
MATH 190 Calculus II
MATH 200 Linear Algebra
MATH 205 Mathematical Statistical Analysis
MATH 210 Calculus III
MATH 220 Calculus IV: Differential Equations

Science
BIOL 104 Topics in Biology - The Environment
BIOL 105 Topics in Biology - The Gene
BIOL 109 Biology of the Human Organism
BIOL 119 General Zoology
BIOL 125 Nutrition
BIOL 126 General Nutrition
BIOL 127 Principles of Sports and Exercise Nutrition
BIOL 128 Sports Nutrition
BIOL 130 Concepts of Human Anatomy and Physiology
BIOL 134 Anatomy
BIOL 136 Anatomy and Physiology
BIOL 139 Anatomy and Physiology
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 Anatomy and Physiology I
BIOL 234 Anatomy and Physiology II
BIOL 237 Animal Behavior
BIOL 240 Invertebrate Zoology
BIOL 241 Vertebrate Zoology
BIOL 245 Immunology
BIOL 252 The Biology of Birds
BIOL 260 Introduction to Entomology
BIOL 270 Anatomy and Physiology I
BIOL 271 Anatomy and Physiology II
BIOL 280 Pathophysiology of Heart Disease
BIOL 281 Genetics
CHEM 100 General Chemistry - Health Sciences
CHEM 105 Concepts in Chemistry
CHEM 110 General Chemistry I
CHEM 111 General Chemistry II
CHEM 120 Chemistry I
CHEM 121 Organic Chemistry II
CHEM 125 Principles of Physical Chemistry
NSCI 250 Honors Natural Science
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 135 Technical Physics I
PHYS 136 Technical Physics II
PHYS 140 General Physics I
PHYS 141 General Physics II
PHYS 143 Introduction to Meteorology
PHYS 145 Introductory Geology
PHYS 146 Evolution of the Earth
PHYS 150 Physics I
PHYS 151 Physics II
PHYS 210 Fundamentals of GIS

PHYS 240 Atmospheric Structure and Circulation
PHYS 250 Physics III
PHYS 251 Modern Physics
PHYS 252 Methods of Theoretical Physics

Social Sciences
ANTH 100 Anthropology
CADD 130 Industrial Psychology
CRJS 195 Victimization
CRJS 250 Criminology
ECON 100 Principles of Macroeconomics
ECON 101 Principles of Microeconomics
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
HIST 139 Introduction to the Vietnam War
HIST 140 Modern China
HIST 145 Modern India
HIST 205 Native American Cultures of New York and New England
HONR 190 Honors Seminar I
HONR 250 Introduction to Social Science Inquiry
HUSV 105 Human Development and the Family
HUSV 115 Perspectives on Disability
HUSV 120 Problems of Adolescence
HUSV 125 Older Adults in the Social Environment
HUSV 210 Human Sexuality
HUSV 215 Psychology and History of Poverty
INDS 100 Career Planning and Decision Making
INDS 105 Introduction to Academic and Personal Effectiveness
MTSC 200 Psychology of Grief
PADM 220 Courts, Justice and Public Administration
POLS 100 Introduction to Political Science
POLS 101 Introduction to International Politics
POLS 102 Introduction to Political Theory
POLS 105 American National Government
POLS 110 State and Local Government
POLS 125 Introduction to Terrorism
POLS 222 Global Seminar
PSYC 100 General Psychology
PSYC 200 Child Psychology
PSYC 205 Developmental Psychology
PSYC 208 Adolescent Psychology
PSYC 209 Adulthood and Aging
PSYC 210 Abnormal Psychology
PSYC 215 Psychology of Personal Adjustment
PSYC 220 Psychology of Women
PSYC 225 Sport Psychology
PSYC 235 Positive Psychology
PSYC 250 Educational Psychology
PSYC 275 Statistics for the Behavioral Sciences
PSYC 280 Experimental Psychology
SOC 100 Sociology
SOC 110 Social Problems
SOC 115 African American Experience
SOC 120 Cultural Diversity in American Society
SOC 200 Social Psychology
SOC 255 Technology and Society
SOC 260 American Architecture in its Social Context
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 chairperson of History, Philosophy and Social Sciences at (518) 629-7690, David Van Aken, Assistant Director of Service Learning at (518) 629-4738 or speak to their academic advisor.

General Education Core for Completing Degree Requirements at 4-year SUNY Schools

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 7 out of 10 knowledge and skill areas. Courses that satisfy the 10 knowledge and skills areas are designated in the catalog with the following codes: 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.

The courses listed below are those Hudson Valley Community College courses that satisfy requirements in the 10 SUNY-mandated knowledge and skill areas.

In order to earn a degree from a four-year SUNY institution, students must demonstrate competency in 7 out of 10 knowledge and skill areas listed below. All students are required to complete 30 credits of general education coursework. Mathematics and Basic Communication are required areas of all students. In addition, competency must be demonstrated in at least 5 of the remaining 8 categories. Students are encouraged to complete as many General Education requirements as possible before transferring to a four-year school. 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.

Mathematics

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Natural Sciences

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<td>Biology of the Human Organism</td>
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<td>Principles of Sports and Exercise Nutrition</td>
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BIOL 237 Animal Behavior
BIOL 240 Invertebrate Zoology
BIOL 241 Vertebrate Zoology
BIOL 252 The Biology of Birds
BIOL 260 Introduction to Entomology
BIOL 265 Principles of Microbiology
BIOL 270 Anatomy and Physiology I
BIOL 271 Anatomy and Physiology II
BIOL 281 Genetics
CHEM 100 General Chemistry for the Health Sciences
CHEM 105 Concepts in Chemistry
CHEM 110 General Chemistry I
CHEM 111 General Chemistry II
CHEM 120 Chemistry I
CHEM 121 Chemistry II
CHEM 200 Biochemistry
CHEM 205 Analytical Chemistry
CHEM 210 Organic Chemistry I
CHEM 211 Organic Chemistry II
CHEM 215 Principles of Physical Chemistry
CRJS 245 Forensic Science I
CRJS 246 Forensic Science II
NSCI 250 Honors Natural Science
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 135 Technical Physics I
PHYS 136 Technical Physics II
PHYS 140 General Physics I
PHYS 141 General Physics II
PHYS 143 Introduction to Meteorology
PHYS 145 Introductory Geology
PHYS 146 Evolution of the Earth
PHYS 150 Physics I
PHYS 151 Physics II
PHYS 210 Fundamentals of GIS
PHYS 240 Atmospheric Structure and Circulation
PHYS 250 Physics III
PHYS 251 Modern Physics
RESP 110 Human Anatomy and Physiology

Social Sciences
ANTH 100 Anthropology
CRJS 242 Criminal Justice Seminar III
CRJS 250 Criminology
CRJS 255 Introduction to Juvenile Delinquency
ECON 100 Principles of Macroeconomics
ECON 101 Principles of Microeconomics
EDUC 100 Child Development
HONR 190 Honors Seminar I
HONR 250 Introduction to Social Science Inquiry
HUSV 105 Human Development and the Family
HUSV 210 Human Sexuality
HUSV 215 Psychology and History of Poverty
MTSC 200 Psychology of Grief
POLS 100 Introduction to Political Science
POLS 101 Introduction to International Politics
POLS 105* American National Government
POLS 110 State and Local Government
POLS 222 Global Seminar
PSYC 100 General Psychology
PSYC 200 Child Psychology
PSYC 205 Developmental Psychology
PSYC 208 Adolescent Psychology
PSYC 209 Adulthood and Aging
PSYC 210 Abnormal Psychology
PSYC 215 Psychology of Personal Adjustment
PSYC 220 Psychology of Women
PSYC 225 Sport Psychology
PSYC 235 Positive Psychology
PSYC 250 Educational Psychology
PSYC 260 Practical Research Methods
PSYC 275* Statistics for the Behavioral Sciences
PSYC 280 Experimental Psychology
SOC 100 Sociology
SOC 110 Social Problems
SOC 115 African American Experience
SOC 120* Cultural Diversity in American Society
SOC 200 Social Psychology
SOC 255 Technology and Society
SOC 260 American Architecture in its Social Context

American History
If Below 85 on US History Regents Exam:
HIST 110* Interpretations of American History I
HIST 111* Interpretations of American History II
If 85 or Above on US History Regents Exam:
HIST 115* Introduction to African American History
HIST 139* Introduction to the Vietnam War
HIST 205* Native American Cultures of New York and New England
HUSV 215 Psychology and History of Poverty
LABR 180* Labor History
POLS 105* American National Government
SOC 120* Cultural Diversity in American Society

Western Civilization
HIST 100* Western Civilization and the World I
HIST 101* Western Civilization and the World II
HIST 130* Medieval History
HIST 137* History of World War II
POLS 102 Introduction to Political Theory

Other World Civilizations
HIST 120* History of Africa I
HIST 121* History of Africa II
HIST 122* History of the Middle East I
HIST 123* History of the Middle East II
HIST 139* Introduction to the Vietnam War
HIST 140 Modern China
HIST 145 Modern India
HIST 205* Native American Cultures of New York and New England
MUSC 110* Music in World Cultures

Humanities
ARTS 100* Survey of Art History I
ARTS 101* Survey of Art History II
ARTS 104* History of Fashion
ARTS 202* Modern Art History
ARTS 205* History of Western Architecture
ARTS 273* Documentary Film: History and Theory
BRVT 120 Cross Cultural and Religious Perspectives for Bereavement
ENGL 104* English Composition II: Writing about Literature
ENGL 116 The Anatomy of the English Language
ENGL 136 Media and Culture
ENGL 137 Writing for the Media
ENGL 151* Creative Writing: Short Fiction
ENGL 152* Creative Writing: Poetry and Song
ENGL 153* Creative Writing: Stage and Screen
ENGL 154 Creative Writing: Non-Fiction
ENGL 200 English Literature I
Course Descriptions

PHIL 265 Honors Philosophy - Ideas Past and Present
PHIL 120 Existentialism
PHIL 110 Comparative Religion I
PHIL 100 Introduction to Philosophy I
MUSC 110* Music in World Cultures
MUSC 106 The History of Rock and Roll
MUSC 105* The History of Jazz
MUSC 101* Music Appreciation II
MUSC 100 Music Appreciation I
MUSC 101* Music Appreciation I
MUSC 106 The History of Rock and Roll
MUSC 110* Music in World Cultures
THEA 100 Introduction to Theater
THEA 110 Acting I
THEA 111 Acting II
THEA 120 Theater Internship
THEA 170 Introduction to Improvisational Theatre
THEA 210 Acting III

Foreign Language
ARBC 100 Arabic Language and Culture I
ARBC 101 Arabic Language and Culture II
ASLN 100 American Sign Language and Deaf Culture I
ASLN 101 American Sign Language and Deaf Culture II
CHNS 100 Chinese Language and Culture I
CHNS 101 Chinese Language and Culture II
CHNS 200 Chinese Language and Culture III
CHNS 201 Chinese Language and Culture IV
FREN 100 French Language and Culture I
FREN 101 French Language and Culture II
FREN 200 French Language and Culture III
FREN 201 French Language and Culture IV
GERM 100 German Language and Culture I
GERM 101 German Language and Culture II
GERM 200 German Language and Culture III
GERM 201 German Language and Culture IV
ITAL 100 Italian Language and Culture I
ITAL 101 Italian Language and Culture II
JAPN 100 Japanese Language and Culture I
JAPN 101 Japanese Language and Culture II
LATN 100 Latin Language and Culture I
LATN 101 Latin Language and Culture 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

Basic Communication
ENGL 101 English Composition I
ENGL 102 English Composition II
ENGL 104* English Composition II: Writing about Literature
ENGL 106 English Composition II: Writing for Technicians
ENGL 107 Honors Composition I
ENGL 108 Honors Composition II
ENGL 110 Technical Communication
ENGL 117 Mastering Essentials of Grammar and Punctuation
ENGL 120 Communication
ENGL 125 Public Speaking
ENGL 130 Journalism
ENGL 132 Advanced Journalism
ESLS 101 English Composition I for the Foreign Born
ESLS 102 English Composition II for the Foreign Born

**This course appears in more than one knowledge and skill area, but can only be used to fulfill one requirement.
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 covers topics including fundamentals of accounting, forms of business ownership, requirements in starting your own business, payroll accounting, taxes and reports, internal control of cash, payables, receivables, as well as other topics applicable for small business operation. This course may not be used as an accounting elective but may be used as a business elective if taken prior to ACTG 110. It may not be transferable.

ACTG 110 FINANCIAL ACCOUNTING 4-0-4

Fall, Spring, Summer, DL
This course is designed to provide a solid foundation in basic accounting concepts and techniques for students who plan to 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), and emphasizes 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 plan to pursue future courses in business or students pursuing a career in accounting. This course will cover textbook material at an expedited pace, leaving time at the end of the semester for group/peer review.

ACTG 116 HONORS MANAGERIAL ACCOUNTING 4-0-4

Fall, Spring, Summer, DL
This course follows Honors Financial Accounting (ACTG 115) and emphasizes managerial decision making. Course content includes budgeting, cost concepts and terminology, cost analysis, cost allocations, manufacturing accounting and standard cost systems. Honors Managerial Accounting will provide a solid foundation in basic cost accounting concepts and techniques for students who plan to pursue future courses in business or students pursuing a career in accounting. This course will cover textbook material at an expedited pace, leaving time at the end of the semester for group/peer review.

ACTG 120 PERSONAL FINANCE, MT 3-0-3

Fall, Spring, DL
This course provides a foundation in the basic principles of financial planning and gives a brief introduction of more advanced personal financial planning topics. Budgeting, taxes, consumer credit, insurance, investments and estate planning will be discussed.

ACTG 200 ACCOUNTING COMPUTERIZED SYSTEMS 4-0-4

Fall, Spring
This course will enhance students’ understanding of basic accounting procedures and increase their computer application skills. Basic and advanced features of spreadsheet software will be applied to various aspects of the accounting profession. Topics include depreciation, financial statement analysis, loan and bond amortization, sales analysis and cash budgets.

ACTG 201  PRINCIPLES OF QUICKBOOKS  4-0-4
Fall, Spring, DL
This course will enhance students’ understanding of basic accounting procedures and increase their accounting computer skills. Topics covered will include the use of a single-entry accounting package and preparation for the QuickBooks Certified User Examination.

ACTG 202  ACCOUNTING MICRO SYSTEMS I  2-2-3
Fall
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.
Pre-requisites: ACTG 110, Financial Accounting or ACTG 100, Applied Accounting; CMPT 101, Computer Concepts and Applications I

ACTG 210  FEDERAL INCOME TAX  3-0-3
Fall, Spring
Students will be taught concepts of taxable income, laws and regulations and 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.

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; 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.
Pre-requisite: ACTG 111, Managerial Accounting.

ACTG 212  NOT-FOR-PROFIT ACCOUNTING  3-0-3
Fall, Spring, DL
This course is designed for students interested in working for non-profit organizations, public schools, or the government. It will cover theory and practice of budgetary procedures and accounting for general and special funds.

ACTG 215  INTERNAL AUDITING  3-0-3
Spring
This course will cover 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. Students will receive practical experience in working directly from source materials in documents in an audit case study.

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: adjusting entries, correction of accounting errors, payroll, depreciation, and inventory. The course also allows students to gain the 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 students an opportunity to advance their careers or enhance previously learned skills.
Co-requisite: 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 and the practice in these areas.
Pre-requisite: ACTG 111, Managerial Accounting.

ACTG 219  INTERMEDIATE ACCOUNTING II  3-0-3
Spring - Alternate years
A continuation of the studies in ACTG 218, Intermediate Accounting I.
Pre-requisite: ACTG 218, Intermediate Accounting I.
ADMINISTRATIVE INFORMATION MANAGEMENT AND TECHNOLOGY

AITC 163 INTEGRATED APPLICATIONS 4-0-4

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.

Pre-requisite: CMPT 112, Advanced Information Processing with Business Communication or permission of department.

AITC 165 ADVANCED WORDPERFECT 3-0-3

Fall, Spring
This course will reinforce the skills acquired in CMPT 100 and take students to a more advanced level. Students 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 students to have a thorough, integrative learning experience in word processing using WordPerfect.

Pre-requisite: CMPT 100, 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.

ADVANCED MANUFACTURING TECHNOLOGY

MFTS 100 PRINT READING FOR MANUFACTURING 3-0-3

Fall, Summer
This course is designed to aid the manufacturing student in reading, comprehending and creating drawings as currently used in manufacturing. Topics will include: terms and definitions; scales and measurement; standard drawing and dimensioning practices; multiview drawings; orthographic views; threads, fasteners, and gears; sketching; and Geometric Dimensioning and Tolerancing (GD&T).

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.

Pre-requisite: MFTS 101, Introduction to Machine Tools (Laboratory I).

MFTS 103 MACHINE TOOL THEORY AND LAB I 4-8-8

Fall Lab fee will be required
This course covers the purpose, setup, and safe use of hand tools and manual machine tools in the basic phases of metal working. Operation of lathes, drill presses, sawing, milling machines and grinders will be examined. Content will also include theory of cutting angles, tool and cutter selection, cutting speeds and feeds, coolants, industrial safety, use of bench and layout tools, measuring instruments, gages and various inspection practices, along with basic drawings, inspection documentation and planning documentation. In addition, the student will learn the application of basic math and trigonometry as used in the manufacture of components. Lab sessions will provide opportunities for hands-on application of knowledge gained from theory lecture, discussion, and homework.

MFTS 104 MACHINE TOOL/CNC THEORY AND LAB II 4-8-8

Spring Lab fee will be required
A continuation of Machine Tool Theory & Lab I, this course covers the purpose, setup and safe use of hand tools, manual machine tools and Computer Numerical Control (CNC) machines in the advanced phases of metal working. Advanced operation of lathes, drill presses, sawing, milling machines, surface grinders, and cylindrical grinders will be taught, along with the introduction of CNC machine tools. In addition, the student will learn the application of more complicated problems in math and trigonometry as used in industry. Lab sessions will provide opportunities for hands-on application of...
Course Descriptions

knowledge gained from theory lecture, discussion, and homework.

Pre-requisite: MFTS 103, Machine Tool Theory and Lab I or MFTS 164, Machine Tool Theory and Lab I Part II.

MFTS 111 MACHINING 4-0-4
PROCESSES THEORY I

Fall
The construction, purpose and operation of lathes, drill presses, sawing, and milling machines are studied. Included are the theory of cutting angles, tool and cutter selection, cutting speeds, feeds and coolants, industrial safety, use of bench and layout tools, measuring instruments, gauges and accepted inspection practices.

MFTS 111 MACHINING 4-0-4
PROCESSES THEORY II

Spring
A continuation of MFTS 111, Machining Processes Theory I, includes the construction, operation and application of grinding machines, shapers, planers, turret lathes, chucks, automatic bar machines, numerical control, and electrical discharge machines.

Pre-requisite: MFTS 111, Machining Processes Theory I.

MFTS 115 INTRODUCTION TO 3-0-3
COMPUTER APPLICATIONS IN MANUFACTURING

Fall, Summer
This course is an introduction to computer systems and applications utilized in modern manufacturing, including an overview of basic PC hardware and software. Students will use common office software applications to create documents, spreadsheets, charts, graphs and presentations for use in manufacturing operations.

MFTS 120 CAD APPLICATIONS 3-0-3
IN MANUFACTURING

Fall, Summer
This course is designed to teach students about the relevance and applications of computer aided drafting within the field of manufacturing. Students will learn about 2D orthographic drawings, parametric sketching, 3D solid modeling, material application, mold design, surface modeling, rapid prototyping and computer aided manufacturing.

MFTS 163 MACHINE 2-4-4
TOOL THEORY AND LAB I PART I

Fall
Part I of a two-part course that covers the purpose, setup, and safe use of hand tools and manual machine tools in the basic phases of metal working. Operation of drill presses, sawing, milling machines, surface grinders, and cylindrical grinders will be taught, along with demonstration of CNC machine tools. In addition, the student will learn the application of more complicated problems in math and trigonometry as used in industry. Lab sessions will provide opportunities for hands-on application of knowledge gained from theory lecture, discussion, and homework.

Pre-requisite: MFTS 164, Machine Tool Theory and Lab I Part I or permission of department chair.

MFTS 164 MACHINE 2-4-4
TOOL THEORY AND LAB I PART II

Spring
Lab fee will be required
Part II of a two-part course that covers the purpose, setup, and safe use of hand tools and manual machine tools in the basic phases of metal working. Operation of lathes and grinders will be examined. Content will also include theory of cutting angles, tool and cutter selection, cutting speeds and feeds, coolants, industrial safety, measuring instruments, gages, and various inspection practices, along with basic drawings, inspection and planning documentation. In addition, the student will learn the application of basic math and trigonometry as used in the manufacture of components. Lab sessions will provide opportunities for hands-on application of knowledge gained from theory lecture, discussion, and homework.

Pre-requisite: MFTS 111, Machining Processes Theory I.

MFTS 173 MACHINE 2-4-4
TOOL/CNC THEORY AND LAB II PART I

Fall
Lab fee will be required
Part I of a two-part course that is a continuation of Machine Tool Theory and Lab I Part II. This course covers the purpose, setup and safe use of hand tools, manual machine tools and Computer Numerical Control (CNC) machines in the advanced phases of metal working. Advanced operation of lathes, drill presses, sawing, milling machines, surface grinders, and cylindrical grinders will be taught, along with demonstration of CNC machine tools. In addition, the student will learn the application of more complicated problems in math and trigonometry as used in industry. Lab sessions will provide opportunities for hands-on application of knowledge gained from theory lecture, discussion, and homework.

Pre-requisite: MFTS 164, Machine Tool Theory and Lab I Part I or permission of department chair.
MFTS 174     MACHINE TOOL/CNC THEORY AND LAB II PART II

Spring Lab fee will be required
Part II of a two-part course that is a continuation of Machine Tool Theory and Lab II Part I. This course covers the purpose, setup and safe use of hand tools, manual machine tools and Computer Numerical Control (CNC) machines in the advanced phases of metal working. Advanced operation of lathes, drill presses, sawing, milling machines, surface grinders, and cylindrical grinders will be taught, along with the introduction of CNC machine tools. In addition, the student will learn the application of more complicated problems in math and trigonometry as used in industry. Lab sessions will provide opportunities for hands-on application of knowledge gained from theory lecture, discussion, and homework.
Pre-requisite: MFTS 173, Machine Tool/CNC Theory and Lab II Part I or permission of department chair.

MFTS 203      ADVANCED MACHINING PROCESSES LAB III

Fall Lab fee will be required
This course is a continuation of Machine Tool/CNC Theory and Lab II. This course is a three-part course and is a continuation of Part II. Stressed in this course are advanced planning skills, set-up, fabrication, quality control techniques and process documentation of all assigned parts produced on but not limited to manual/computerized mills and lathes, vertical/horizontal saws, drill presses and grinders. Also emphasized is the practical theory and application behind the concept, design, fabrication, set-up and utilization of fixtures used in the fabrication of, but not limited to, various shafts, cylinders, flywheels, connector rods, valve blocks, eccentrics and other complex parts. Also stressed is the use of the personal computer in the development of manual G and M code based machine tool programs, as well as exposure to more advanced canned CNC machine tool programs and tooling.
Pre-requisite: MFTS 104, Machine Tool/CNC Theory and Lab II or MFTS 174, Machine Tool/CNC Theory and Lab II Part II.

MFTS 204     MANUFACTURING CAPSTONE PROJECT LAB IV

Spring Lab fee will be required
This course is a continuation of Advanced Machining Processes Lab III. The goal for this course is the successful fabrication, final assembly, documentation and presentation of a capstone project. Stressed in this course are advanced planning skills, set-up, fabrication, and quality control techniques, along with development of problem-solving skills, final assembly techniques and ISO 9000 based documentation requirements. Parts will be produced on but not limited to manual/computerized mills and lathes, vertical/horizontal saws, drill presses, etc. Particular emphasis will be placed on the application of all skills acquired in this and all other courses taken as part of the Manufacturing Technical Systems program such as, but not limited to, the areas of CAD, CAM, process planning, machining theory and metallurgy, along with computer, math and English skills. Of particular emphasis will be group inter-dynamics (i.e., individuals working in teams in order to successfully complete a complex technical project).
Pre-requisite: MFTS 203, Advanced Machining Processes Lab III or MFTS 262, Advanced Machining Processes Lab III Part II.

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 213     PROCESS PLANNING 1-2-2

Spring Lab fee will be required
This course is a convergence of skills gained in previous coursework, coupled with application of management tools to give the student an insight into the complexities of manufacturing strategies and problem solving. Topics will cover drawing interpretation, material acquisition, lead times, selection of processes for manufacturing, operational sequencing, elements of cost and price estimating, preservation, packaging and delivery.
Pre-requisite: MFTS 104, Machine Tool/CNC Theory and Lab II or permission of department chair.

MFTS 214     QUALITY ASSURANCE AND CONTROL 1-2-2

Fall Lab fee will be required
This course will provide the student with coverage of the quality assurance function as it applies to design, manufacture, material purchase, customer furnished material, process control, inspection and testing, records, equipment control, corrective action, statistical process control and customer satisfaction. The course will cover the general requirements for ISO-9000 certification. Lab sessions will provide opportunities for hands-on application of knowledge gained from lecture, discussion, and homework.
MFTS 215     INDUSTRIAL RELATIONS, SAFETY AND HEALTH
Spring Lab fee will be required
This course will help the student develop an understanding of and appreciation for common safety practices, health concerns, and human relations considerations in the industrial workplace. Content includes common workplace accidents and methods to avoid them, hazardous materials and MSDS, personal protective equipment, Lockout/Tag out, OSHA, an introduction to basic first aid, and CPR training as required for many apprentice training programs. Topics in industrial hygiene and human relations will also be viewed from appropriate perspectives, including ethical considerations and sexual harassment.

MFTS 221     NUMERICAL CONTROL PROGRAMMING

MFTS 222     NUMERICAL CONTROL (ADVANCED)

MFTS 223     COMPUTER AIDED MANUFACTURING (CAM) WITH MASTERCAM
Spring Lab fee will be required
This course offers the student introductory level training used for programming Computer Numerical Controlled (CNC) Machine tools used in today’s manufacturing. Students will learn to program CNC machine tools utilizing common industrial CAD/CAM software (MasterCAM). Both vertical milling and turning equipment will be covered, with emphasis placed on programming methodology and proper application of cutting tools. Student activity will include hands-on operation of CNC machine tools to produce assigned parts.

MFTS 231     CONTROLS
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
Fall The student will have a lecture and laboratory combination to address the following objectives: study parameters that affect material properties and performance, study basic concepts of material behavior, study basic mechanical testing, introduce steel heat treatment, introduce aluminum heat treatment and study material identification.

MFTS 261     ADVANCED MACHINING PROCESSES LAB III, PART I
Fall Lab fee will be required
This course is a continuation of Machine Tools/CNC Theory Lab II. Stressed in this course are advanced planning skills, set-up, fabrication, quality control techniques and process documentation of all assigned parts produced on but not limited to manual/computerized mills and lathes, vertical/horizontal saws, etc. Also emphasized is the practical theory and application behind the concept, design, fabrication, set-up and utilization of fixtures used in the fabrication of, but not limited to, various shafts, cylinders, flywheels, etc. Exposure to canned/packaged computerized machine tool programs and carbide tooling will also be stressed. Pre-requisite: MFTS 104, Machine Tool/CNC Theory and Lab II or MFTS 174, Machine Tool/CNC Theory and Lab II Part II.

MFTS 262     ADVANCED MACHINING PROCESSES LAB III, PART II
Spring Lab fee will be required
This course is a continuation of Advanced Machining Processes Lab III Part I. Stressed in this course are advanced planning skills, set-up, fabrication, quality control techniques and process documentation of all assigned parts produced on but not limited to manual/computerized mills and lathes, vertical/horizontal saws, abrasive cut-off machines, as well as a variety of tooling accessories for holding and machining complex part geometries. Also continued is emphasis on the practical theory and application behind the conceptualization, design, fabrication, set-up and utilization of fixtures to be used on CNC machine tools. Continued exposure to canned/packaged computerized machine tool programs, in addition to the manual development of G and M code based computer programs will be stressed. Pre-requisite: MFTS 261, Advanced Machining Processes Lab III Part I.
MFTS 271 MANUFACTURING 1-5-3.5
CAPSTONE PROJECT
LAB IV, PART I

Fall  Lab fee will be required
This course is a continuation of Advanced Machining Process Lab III. The goal for this course is the successful fabrication and documentation of piece parts that will be utilized to construct the capstone project assigned at the beginning of the semester. Also stressed are advanced planning skills, set-up, fabrication, and quality control techniques, along with development of problem-solving skills and industry-based documentation requirements. Parts will be produced on but not limited to manual/computerized mills and lathes, mills, lathes, grinders, etc. Particular emphasis will be placed on the application of all skills acquired thus far in the program such as but not limited to the areas relating to CAD, process planning, machining theory and metallurgy, etc. Emphasis will be placed on group inter-dynamics (i.e., individuals working in teams in order to successfully plan, fabricate, document complex parts).
Pre-requisite: MFTS 203, Advanced Machining Processes Lab III or MFTS 262 Advanced Machining Processes Lab III Part II.

MFTS 272 MANUFACTURING 1-5-3.5
CAPSTONE PROJECT LAB IV, PART II

Spring  Lab fee will be required
A continuation of Manufacturing Capstone Project Lab IV Part I. The goal for this course is the completion of piece part fabrication and documentation that will be utilized to construct and present the assigned capstone project. Stressed in this course are advanced planning skills, set-up, fabrication, and quality control techniques, along with development of problem-solving skills, part rework/repair skills, and preparation of ISO 9000 based documentation paperwork. Parts will be produced on but not limited to manual/computerized mills and lathes, mills, lathes, etc. Particular emphasis will be placed on the application of all skills acquired in this and all other courses taken as part of the MFTS Program. Particular emphasis will be group inter-dynamics (i.e., individuals working in teams in order to successfully plan, fabricate, document, troubleshoot, assemble and present the assigned capstone project accompanied by a documentation package).
Pre-requisite: MFTS 271, Manufacturing Capstone Project Lab IV, Part I.

ANTHROPOLOGY

ANTH 100 ANTHROPOLOGY 3-0-3
* SSC, SS, OSL

Fall, Spring, Summer, DL
This course is an introduction to anthropology including all four sub-disciplines. Topics include human evolution and adaptation from antiquity to the present while analyzing paleoanthropological, linguistic, archaeological and ethno-graphic techniques. This course explores differences and similarities between and among human groups while comparing and contrasting various human lifestyles from primitive hunting-and-gathering people through the development of food production and the rise of cities and states to contemporary urban industrial societies.

ARBC COURSES
(See Foreign Languages)

ARTS COURSES
(See Fine Arts)

ASLN COURSES
(See Foreign Languages)

AUTOMOTIVE TECHNICAL SERVICES

AUTO 110 AUTOMOTIVE SERVICES 1-2-2

Fall, Spring, DL  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 students. 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
This course includes 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
This course provides an 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
This course is 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
This course provides 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.
Pre-requisite: AUTO 125, Automotive Electricity.

AUTO 145 PASSENGER CAR CHASSIS I 2-2-3
Fall, Spring, Summer Lab fee will be required
This course provides a comprehensive study of the chassis operation, repair and service procedures including front and rear suspension, steering systems, and braking systems. Laboratory work will cover hands-on tasks related to classroom instruction. Focus will be placed on overhaul and adjustment procedures used in repairing chassis components.

AUTO 150 TRANSMISSIONS/TRANSAXLES 3-6-6
Fall, Spring Lab fee will be required
This course provides 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 160 INDUSTRIAL RELATIONS 3-0-3
Fall
This course will explore 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 students.

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, including Henry Ford, had in mobilizing the country, which in turn redefined our national identity. Because the automobile is such a complicated device, it has taken decades for auto manufacturers to produce the safe, powerful, and fuel-efficient and pollution free vehicles that we drive today. Students will, through a series of discussions, learn about the changes in automobile technology and the individuals behind those changes.

AUTO 220 ALTERNATIVE FUELS 2-2-3
Fall
This course is designed to utilize a combination of classroom discussion and demonstration. Students will become familiar with the various types of alternate fuels, as well as the design and installation of alternative power systems in vehicles. Discussion topics and research will focus on the need for, and practicality of, the various fuel alternatives. Sample topics include environmental concerns, cost efficiency, driveability characteristics and service concerns. The demonstration portion of the class will expose students to the installation and maintenance procedures used in alternative fuel vehicles. Utilizing the various alternative fuel vehicles donated to the 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
In this lab, students are assigned in pairs to a service bay in our state-of-the-art automotive repair facility. Under close supervision, students will practice the hands-on skills necessary to repair today’s computerized vehicles. Under close supervision, 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 serv-
Auto 230 Automotive Lab II

Spring

Lab fee will be required

In this lab, students are assigned in pairs to a service bay in our automotive repair facility. Under close supervision, 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, students 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. Because customer feedback is critical in evaluating student performance, students will NOT be allowed to work on their own vehicles in this laboratory.

Open only to matriculated Automotive Technical Services students.

Pre-requisite: Valid driver's license

Auto 235 Automotive Electronics

Fall

Lab fee will be required

This course is designed to familiarize automotive students with all types of automotive computerized electronic systems. Main topics include: electron theory, semiconductors, transistors, microprocessor, electronic circuits, schematics and diagnosis. The laboratory exercises will provide students with hands-on experience necessary to become proficient in diagnosis, adjustment and repair of these automotive systems.

Pre-requisite: AUTO 125, Automotive Electricity.

Auto 245 Passenger Car Chassis II

Fall

This course is a study of theory, operation, and service procedures, including wheels, tires, wheel alignment, balance and climatic control systems. The laboratory experience (AUTO 225-AUTO 230) allows 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 students with the theory of operation, repair and overhaul, assembly and adjustment of diesel engines, including the components and service procedures that are unique to the diesel engine: 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 students 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 and equipment used in the industry, students 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 students 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.

Auto 280 Hybrids 2-4-4

Spring

This course is designed to utilize a combination of classroom discussion and demonstration. Students will become familiar with the various types of hybrid powered systems in automotive vehicles, as well as the design and installation of alternate power systems. Material covered will include vehicles using electric propulsion systems as well as vehicles using several types of internal combustion (IC) propulsion systems.

Pre-requisite AUTO 140, Fuel Systems.

Auto 290 Hydrogen Power Systems 2-4-4

Spring

This course is designed to utilize a combination of classroom discussion and demonstration. Students will become familiar with the various types of hydrogen powered systems in automotive vehicles and with the design and installation of alternate power systems in vehicles. Material covered will include vehicles using electric propulsion systems as well as vehicles using internal combustion propulsion systems.

Pre-requisite: AUTO 140, Fuel Systems.
AUTOMOTIVE TECHNICAL SERVICES-AUTOBODY REPAIR

AUBR 160 BODY MECHANICAL 4-0-4
Fall Lab fee will be required
This course will provide students the opportunity to learn and perform industry standard repairs of mechanical related systems on vehicles as well as mock-ups, developing real life shop experience.

AUBR 220 PASSENGER 3-0-3
CAR BODY/FRAME CONSTRUCTION
Fall
This course explores the shapes and designs of all body construction and underbody assembly, including unitized bodies with bolt on sub frames, platform construction, and removal and replacement of parts (body panels), glass, interiors, and wind and water leaks.

AUBR 225 FRAME 3-6-6
UNDERBODY REPAIR
Fall Lab fee will be required
This course will discuss all types of body frame misalignment, including sway from rear, side rail sag from front-end collision, sag from rear-end collision, and frame mashed and buckled from front-end collision. It will also cover diamond frame, wheel housing, panel measuring, trunk opening measuring swing rear end, knee displacement, twisted frame and sideways, concept of four control points, and universal measuring, along with gauge systems.

AUBR 228 PANEL 3-0-3
STRAIGHTENING
Spring
This course will cover panel alignment, plastic repair, body sheet metal repair, dent repair, glass removal and installation, body tools, and fiberglass.
Co-requisite: AUBR 230, Non Structural Collision Repair Laboratory I.

AUBR 230 NON-STRUCTURAL 0-12-6
COLLISION REPAIR LABORATORY I
Fall Lab fee will be required
This course will cover panel adjustments, repair, metal working skills, use of body fillers, basic frame repair, glass adjustments, and fiberglass repair. Students will use both vehicles and mock ups and will develop real life shop setting experience.
Co-requisite: AUBR 228, Panel Straightening.

AUBR 235 COLLISION REPAIR 0-12-6
LABORATORY II
Spring Lab fee will be required
In this lab, students will repair vehicles considered to be totals or near totals, repair all types of frame damage and complete refinishing, and perform all types of welding and front and rear wheel alignment.
Pre-requisites: AUBR 225, Frame/Underbody Repair; AUBR 230, Non Structural Collision Repair Laboratory I; AUBR 245, Automotive Refinishing II.
Co-requisite: AUBR 236, Collision Laboratory III.

AUBR 236 COLLISION REPAIR 0-6-3
LABORATORY III
Spring Lab fee will be required
This course is an application of preceding labs, providing students the opportunity to apply collision repair skills ranging from the completion of necessary paperwork to ordering of parts to the performance of all work operations required to complete the repair job. Students will be required to complete all repair work in a timely fashion and to meet all industry standards.
Pre-requisites: AUBR 230, Non Structural Collision Repair Laboratory I; AUTO 245, Passenger Car Chassis II.
Co-requisite: AUBR 235, Collision Repair Laboratory II; AUBR 265, Basic Automotive Welding.

AUBR 240 AUTOMOTIVE 3-2-4
REFINISHING I
Fall Lab fee will be required
This course will cover aspects of automotive refinishing, including the use of spray painting equipment, air compressors, spray booths, respirators, finishing materials, mixing and matching colors, masking, surface preparation and detailing on modern automobiles. Laboratory activities and assignments will provide an opportunity for hands-on application of course topics.

AUBR 245 AUTOMOTIVE 3-6-6
REFINISHING II
Spring Lab fee will be required
In this course, students will determine the condition of the surface, prepare bare metal, automotive enamels, metallic colors, learn about rubbing and polishing, spot repairing, acrylic enamel and acrylic lacquer, troubleshooting and paint failure (urethane acrylic-enamel). The course also will cover overall masking base coat/clear coat system and decal-pin-stripping.

AUBR 250 ESTIMATING 3-0-3
AUTOBODY REPAIRS
Spring
This course will cover 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, and customer courtesy.

**AUBR 255  BODY ACCESSORY  3-0-3**

**SERVICE/REPAIR**

*Spring*

This course will emphasize service and adjustment of electrical/vacuum components, service and repair of vehicle restraint systems, air conditioning systems, and anti-lock braking systems.

**AUBR 265  BASIC AUTOMOTIVE  2-2-3**

**WELDING**

*Fall, Spring  Lab fee will be required*

This course will provide students with basic welding skills needed for the automotive industry. The course will cover MIG, TIG, plasma and arc cutting methods. Welding materials will focus mainly on steel, with a small amount of pipe welding and aluminum. Lecture topics will cover welding safety, set-up, prep and the operation of equipment and materials.

**AUTOMOTIVE TECHNICAL SERVICES - GENERAL MOTORS**

**AUCP 120  AUTOMOTIVE  5-11-8**

**ELECTRICAL SYSTEMS AND COMPONENTS**

*Fall  Lab fee will be required*

This course provides an introduction to the principles of electricity. Topics covered include current, voltage, resistance, series and parallel circuits, magnetism, inductance, capacitance, DC current, and the General Motors Digital Electronics Program. Laboratory emphasis is placed on diagnosis and repair of General Motors electrical systems and components.

**AUCP 150  PRACTICAL  2 Credits**

**WORK EXPERIENCE I**

*Fall  Lab fee will be required*

This is the first of four required, practical work experience courses that provide hands-on applications of theoretical course work in the Automotive Technical Services - General Motors programs. In each course, students are 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 Automotive Technical Services-General Motors students.

Pre-requisite: Completion of first term program courses.

**AUCP 155  PRACTICAL  5 Credits**

**WORK EXPERIENCE II**

*Spring  Lab fee will be required*

This is the second of four required, practical work experience courses that provide hands-on applications of theoretical course work in the Automotive Technical Services - General Motors programs. In each course, students are 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 Automotive Technical Services-General Motors students.

Pre-requisite: Completion of second term program courses.

**AUCP 220  INTEGRAL FRAME AND SUSPENSION COMPONENT  5-6-6**

*Fall  Lab fee will be required*

This course is a comprehensive study of the chassis operation, and 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 Automotive Technical Services-General Motors students.

**AUCP 250  PRACTICAL  2 Credits**

**WORK EXPERIENCE III**

*Fall  Lab fee will be required*

This is the third of four required, practical work experience courses that provide hands-on applications of theoretical course work in the Automotive Technical Services - General Motors programs. In each course, students are 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 Automotive Technical Services-General Motors students.

Pre-requisite: Completion of third term program courses.

**AUCP 255  PRACTICAL  5 Credits**

**WORK EXPERIENCE IV**

*Spring  Lab fee will be required*

This is the fourth of four required, practical work experience courses that provide hands-on applications of theoretical course work in the Automotive Technical Services - General Motors programs. In each course, students are 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 Automotive Technical Services-General Motors students.

Pre-requisite: Completion of fourth term program courses.

BEREAVEMENT STUDIES

**BRVT 110** APPROACHES TO DEATH AND DYING

*Spring, DL*

This course discusses the philosophical and ethical aspects surrounding death and dying, as well as the decision making involved in these situations. It highlights the interaction of ethical, sociological, medical, psychological, legal, political and religious issues that surround end-of-life decision making. The course is intended for funeral service staff as well as nurses and caregivers.

**BRVT 120** CROSS CULTURAL AND RELIGIOUS PERSPECTIVES FOR BEREA VEMENT *

*Fall, Spring, DL*

This course examines bereavement across various cultures. Special consideration will be given to major religious traditions regarding death. The world religions of Hinduism, Buddhism, Judeo-Christian, Islamic as well as Asian and Native American attitudes toward death are presented. The exploration of the richness of mourning traditions across the world is examined with an aim of increasing sensitivity and understanding toward the issue of death.

**BRVT 210** CONTEMPORARY CONCEPTS IN BEREA VEMENT

*Spring, DL*

This course will prepare students, both personally and professionally, for the role of today’s funeral service director. The focus will be on the current state of the funeral service field and what is being expected of funeral service professionals. The course will discuss contemporary management and communication styles as they pertain to successful funeral home practice and provide a dynamic view into the planning, advising and counseling function of the director. Students will be asked to design and conduct funeral services and grief counseling sessions. Students will recognize the symptoms of compassion fatigue and discuss strategies to avoid burnout.

**BRVT 220** ADVANCED BEREAVEMENT STUDIES

*Fall, Spring, DL*

This is the capstone of the Bereavement Studies Certificate sequence. Students examine advanced topics and emerging practices in the bereavement field, including end-of-life issues, traumatic loss, current grief theory, grief support programs and the importance of ritual.

**BRVT 230** BEREAVEMENT INTERNSHIP

*Fall, Spring*

This course is designed to combine voluntary experience with academic learning and will require a minimum of 20 hours of volunteer service within the semester. This field experience includes observation, and/or participation at a community service agency or funeral home. In addition, students must keep a written log of their experiences and attend a weekly seminar to discuss and integrate related reading and volunteer work. Evaluation by the placement supervisor is also required.

Co-requisite: BRVT 220, Advanced Bereavement Studies.

Pre- or Co-requisite: MTSC 200, Psychology of Grief, MTSC 205, Funeral Service Counseling, PSYC 215, Psychology of Personal Adjustment.

BIOLOGY

**BIOL 095** INTRO TO BIOLOGY

*Offered on demand*  

*Lab fee will be required*

This course provides 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 an associate degree.

**BIOL 102** ORIENTATION TO ENVIRONMENTAL SCIENCES

*Fall, Spring, DL only*

This course introduces students to environmental studies as a field of inquiry and career path. It acquaints the entering student with the personal skills necessary and outside resources available to help ensure academic and career-planning success. Sources of information, making personal contacts, and career opportunities in the environmental field will be discussed.
BIOL 103  ORIENTATION TO BIOLOGY AND BIOETHICS  
Fall, Spring, DL only  
This course introduces students to the Hudson Valley Community College campus and to biotechnology as a field of study. Campus regulations, services and personal skills to facilitate success in the program and in seeking employment will be emphasized. This course also will 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  
This is a course for non-majors that acquaints 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  
This course is 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 are discussed. The course also covers 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 109  BIOLOGY OF THE HUMAN ORGANISM * SCI, NS  
Fall, Spring, Summer  
Lab fee will be required  
This one-term course for non-majors presents an overview of the structure and function of systems in the human body. The course also discusses external agents of infection and related topics concerning internal systemic malfunctions.

BIOL 115  MEDICAL TERMINOLOGY  
Fall, Spring, Summer, DL only  
This course is an 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 119  GENERAL ZOOLOGY  
Fall, Summer, DL  
Lab fee will be required  
This course provides an overview of invertebrate and vertebrate animals and their functions. The laboratory portion will include microscopic study and dissection of representative specimens.

BIOL 122  INTRODUCTORY BIOMANUFACTURING  
Spring  
Lab fee will be required  
In this course, students will learn about the biomanufacturing process from biofuels to biopharmaceuticals. Both upstream and downstream processes will be covered through a combination of lecture and hands-on laboratory experience. Proper documentation, Good Laboratory Practices (GLP) and Good Manufacturing Practices (GMP), sterile technique, cell culture, recombinant DNA, lab safety, and regulatory agencies will be explored in detail. High school biology and chemistry are strongly recommended. Pre-requisite: BIOL 105, Topics in Biology - The Gene or equivalent.

BIOL 125  NUTRITION  
SCI, NS  
Fall, Spring, Summer, DL  
Lab fee will be required  
This one semester course will teach the fundamental concepts of nutrition relevant to contemporary issues in health, as well as explore the use of the scientific method in research literature. It will use an interdisciplinary approach by integrating knowledge from the fields of anatomy, physiology, chemistry and microbiology.

BIOL 126  GENERAL NUTRITION * SCI, NS  
Fall, Spring, Summer, DL  
Lab fee will be required  
This one-semester course will teach the fundamental concepts of nutrition relevant to contemporary issues in health, as well as interpret scientific literature and research. It will use an inter-disciplinary approach by integrating knowledge from the fields of anatomy, physiology, chemistry and microbiology. The laboratory portion will reinforce and add to the knowledge utilizing scientific method, data collection and analysis to learn the principles of nutritional science.

BIOL 127  PRINCIPLES OF SPORTS AND EXERCISE NUTRITION * SCI, NS  
Fall, Spring  
Lab fee will be required  
This introductory course is designed to assist health and education professionals give the most accurate and current information to physically active individuals to help them improve health and performance. This course will use a cross-disciplinary approach integrating principles of biochemistry, anatomy, nutrition, and Exercise physiology. Topics for discussion include the scientific method, energy...
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL 128</td>
<td>SPORTS NUTRITION</td>
<td>3-0-3</td>
<td>This introductory, non-laboratory course, designed for students with an interest in health and nutrition provides current information on nutrition as it relates to sports and other physical activity. The course will use a cross-disciplinary approach integrating principles of biochemistry, anatomy, nutrition and exercise physiology. Topics for discussion include the scientific method, energy expenditure, fuel substrate metabolism, specific nutrient needs, supplementation, ergogenic aids, thermoregulation, hydration, and weight control.</td>
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<tr>
<td>BIOL 130</td>
<td>CONCEPTS OF HUMAN ANATOMY AND PHYSIOLOGY</td>
<td>3-0-3</td>
<td>This course is an overview to the structure and function of systems in the human body. It also will discuss external agents of infection as well as related topics concerning pathology of disease. Open only to matriculated Emergency Medical Technician-Paramedic students.</td>
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<tr>
<td>BIOL 134</td>
<td>ANATOMY</td>
<td>3-3-4</td>
<td>This course is 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 protection. Open only to matriculated Mortuary Science students.</td>
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<tr>
<td>BIOL 135</td>
<td>ORAL HISTOLOGY AND EMBRYOLOGY</td>
<td>2-0-2</td>
<td>This course is 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. Open only to matriculated Dental Hygiene Students.</td>
</tr>
<tr>
<td>BIOL 136</td>
<td>ANATOMY AND PHYSIOLOGY</td>
<td>3-2-4</td>
<td>This course provides an introduction to human anatomy and physiology using the systems approach. The cell, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and endocrine systems are covered. Open only to matriculated Dental Hygiene students. INS students intent on entering the Dental Hygiene Program may seek approval from INS department chair.</td>
</tr>
<tr>
<td>BIOL 139</td>
<td>ANATOMY AND PHYSIOLOGY FOR RESPIRATORY CARE STUDENTS</td>
<td>3-2-4</td>
<td>This course provides 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.</td>
</tr>
<tr>
<td>BIOL 150</td>
<td>GENERAL BIOLOGY I</td>
<td>3-2-4</td>
<td>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.</td>
</tr>
<tr>
<td>BIOL 151</td>
<td>GENERAL BIOLOGY II</td>
<td>3-2-4</td>
<td>This course is a continuation of BIOL 150, and covers 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. Pre-requisite: BIOL 150, General Biology I or equivalent.</td>
</tr>
<tr>
<td>BIOL 190</td>
<td>BIOLOGY I</td>
<td>3-3-4</td>
<td>Students are encouraged to take General Chemistry (CHEM 110/CHEM 111) early in their studies. Pre-requisites: High school biology and chemistry.</td>
</tr>
</tbody>
</table>
BIOL 191 BIOLOGY II  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.

Students are encouraged to take General Chemistry (CHEM 110/CHEM 111) early in their studies.
Pre-requisite: BIOL 190, Biology I.

BIOL 205 MICROBIOLOGY  3-3-4
Fall, Spring, Summer, DL  Lab fee will be required
This course provides an introduction to microorganisms, emphasizing bacteria, viruses, fungi, and 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.

High school biology and chemistry or equivalent recommended.

BIOL 206 FIELD BIOLOGY  3-3-4
Fall  Lab fee will be required
This course is a field study of local fauna and flora, with particular emphasis on the communities where they are commonly found. Students will practice techniques of field study, collection, identification and preservation of biological specimens. The course is intended to acquaint the student with the biological environment.

BIOL 207 BOTANY  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, students study alteration of genera-

Spring, Summer, DL  Lab fee will be required

This course focuses on an in-depth study of the field of ecology, with an underlying theme throughout the course being 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 emphasized as students gain insight into the workings of the natural world.

Pre- or co- requisite: MATH 150, College Algebra with Trigonometry or permission of the department chairperson.

BIOL 215 ENVIRONMENTAL SCIENCE  3-2-4
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.

Pre-requisite: High school biology and chemistry or equivalent.

BIOL 230 ANATOMY AND PHYSIOLOGY I  3-2-4
Fall, Spring, Summer  Lab fee will be required
This course provides 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.
Pre-requisite: Any biology course with lab.

BIOL 234 ANATOMY AND PHYSIOLOGY II  3-2-4
Fall, Spring, Summer  Lab fee will be required
This course provides 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.
Pre-requisite: BIOL 230, Anatomy and Physiology I or equivalent.
BIOL 237     ANIMAL BEHAVIOR * SCI, NS
            3-0-3
Spring, Summer, DL only
This course is intended to familiarize the student with the field of animal behavior and give students the ability to interpret various behaviors of animals in an evolutionary context. Upon completion of the course, students will be able to discuss the origination of behaviors in an evolutionary context.

BIOL 240     INVERTEBRATE ZOOLOGY * SCI, NS
            3-2-4
Fall  Lab fee will be required
This course provides 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 * SCI, NS
            3-2-4
Spring  Lab fee will be required
This course provides 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 * SCI
            3-0-3
Fall, Spring, Summer
This one-semester course provides a comprehensive overview of the basic principles of immunology. It examines the tissues, cells, and molecules of the immune system; innate and acquired immunity; and the structure and function of immunoglobulins and the nature of their interactions with antigens. Topics of altered immune function, like autoimmunity, immunodeficiencies, tumor immunology, and transplantation immunology are discussed.
Pre-requisites: BIOL 151, General Biology II or BIOL 191, Biology II.

BIOL 252     THE BIOLOGY OF BIRDS * SCI, NS
            3-3-4
Spring  Lab fee will be required
This course is an introduction to ornithology, the branch of biology that studies birds. Lectures, laboratories and field experience will be used to study the anatomy and physiology of birds, adaptations for flight, evolution and classification, behavior, ecology and conservation. Many laboratories will involve field work aimed at developing identification skills for resident and migratory birds of New York State. Attendance at one of two full-day field trips on a spring weekend is required. Students must provide their own binoculars.
Pre-requisites: BIOL 104, Topics in Biology-The Environment or BIOL 150, General Biology I or permission of the department chair.

BIOL 255     EXPERIMENTAL BIOLOGY I
            2-2-3
Fall
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.
Pre-requisites: BIOL 190, Biology I and BIOL 191, Biology II or permission of the department chair.

BIOL 256     EXPERIMENTAL BIOLOGY II
            0-6-2
Offered on demand
This course offers an opportunity for students to study a specific topic in biology in greater detail. The project's scope will be determined by faculty with department chair approval.
Pre-requisite: 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. The project's scope will be determined by faculty with department chair approval.
Pre-requisite: One term of biology with permission of department chair.

BIOL 260     INTRODUCTION TO ENTOMOLOGY * SCI, NS
            3-2-4
Offered on demand  Lab fee will be required
This course serves to familiarize students with multiple aspects of insect biology including: insect anatomy and physiology, insect life history, forensic entomology, insect behavior, insect ecology and the taxonomy of all major insect orders. In addition, students will procure, preserve, and identify insects for a collection.
Pre-requisite: BIOL 150, General Biology I and BIOL 151, General Biology II.

BIOL 265     PRINCIPLES OF MICROBIOLOGY, NS
            3-3-4
Spring  Lab fee will be required
This course presents the fundamentals of microbial biology to biological science and biotechnology students. Topics include aspects of prokaryotic cell biology, physiology, genetics, diversity and the impact and interactions of microorganisms with humans and in the environment. The laboratory portion of the course will instruct students in proper lab techniques and focus on applying the concepts present in lecture.
Pre-requisites: BIOL 150, General Biology I or BIOL 190,
Biology I and CHEM 110, General Chemistry I or CHEM 120, Chemistry I.
Pre- or co- requisites: BIOL 151, General Biology II or BIOL 191, Biology II and CHEM 111, General Chemistry II or CHEM 121, Chemistry II.

BIOL 270  ANATOMY AND PHYSIOLOGY I  3-2-4
* SCI, NS
Fall, Spring, Summer, DL
Lab fee will be required
This course provides 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  3-2-4
* SCI, NS
Fall, Spring, Summer DL
Lab fee will be required
This course provides 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.
Pre-requisite: BIOL 270 Anatomy and Physiology I or equivalent.

BIOL 275  CELL BIOLOGY  3-3-4
Fall, Spring
Lab fee will be required
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 also is examined.
Pre-requisites: BIOL 150, General Biology I and BIOL 151, General Biology II or BIOL 190, Biology I and BIOL 191, Biology II or permission of the instructor.

BIOL 280  PATHOPHYSIOLOGY OF HEART DISEASE  2-0-2
* SCI
Spring, DL only
This course will enable students to understand how and why the signs and symptoms of various heart conditions appear. Study of the mechanisms of underlying heart diseases is covered to serve as a bridge between the basic sciences and clinical application in the field of cardiovascular technology.
Pre-requisite: ECHO 256, Anatomy and Physiology of the Heart or permission of the department chair.

BIOL 281  GENETICS  3-0-3
* SCI, NS
Spring, Summer, DL
This course is 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 humans. This course is recommended for students planning careers in biology or advanced professional health.
Pre-requisites: BIOL 150, General Biology I or BIOL 190, Biology I; BIOL 151, General Biology II or BIOL 191, Biology II; CHEM 110, General Chemistry I; CHEM 111, General Chemistry II.

BIOL 285  MOLECULAR LABORATORY TECHNIQUES  1-4-3
Spring  Lab fee will be required
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 care.
Pre-requisites: BIOL 150, General Biology I; BIOL 151, General Biology II; CHEM 110, General Chemistry I; CHEM 111, General Chemistry II.

BIOL 292  METHODS IN CELL CULTURE  1-4-3
Fall  Lab fee will be required
This one semester lab-based course presents the techniques necessary for maintaining a tissue culture laboratory. Included is discussion of relevant topics pertinent to the culture of mammalian cells. Maintenance of established cell culture lines as well as isolation of primary animal cell lines for in vitro study will be emphasized.
Pre- or co- requisite: BIOL 275, Cell Biology or permission of department chair.

BIOL 294  IMMUNOLOGY METHODS  1-4-3
Spring  Lab fee will be required
This one semester lab-based course is a study of the structure and function of the components of the immune system and how those components are used in experimental and clinical biology. The course will consider those aspects of immunology that are applied to basic science and clinical research as well as clinical diagnostic tools.
Pre- or co- requisite: BIOL 275, Cell Biology or permission of department chair.
Course Descriptions

BIOL 296  BIOLOGICAL IMAGING AND CYTOMETRY

Spring  Lab fee will be required
This is a laboratory-intensive course designed to introduce the advanced biology student to modern biological digital imaging techniques and analytical cytology (cytometry). Students will participate in lectures/discussions about basic principles and advanced applications of biological imaging and cytometry. The emphasis will be on application with hands-on laboratory exercises.
Pre- or co- requisite: BIOL 275, Cell Biology or permission of department chair.

BIOL 298  BIOTECHNOLOGY 4 credits
INTERNSHIP

Spring, Summer  Lab fee will be required
The student will be participate in an internship at an approved local laboratory for experience in analytical chemistry, cell culture, immunological methods, biological imaging/cytometry or other biotechnological areas during the last term of study. Matriculation into the Biotechnology Certificate program and permission of the department chair is required.
Pre- or co- requisites: BIOL 255, Experimental Biology I; BIOL 285, Molecular Laboratory Techniques; BIOL 296, Biological Imaging and Cytometry.

BROADCAST COMMUNICATIONS

BCOM 250  BROADCAST JOURNALISM I

Spring  Lab fee will be required
Through theory and practice students study the business of broadcast news developing on-camera television and on-air radio broadcasting skills as well as acquiring the behind-the-scenes technical expertise essential for success. Students polish and hone their skills as both journalists and broadcasters, gaining the theoretical and technical knowledge required to excel in the field and meet the rigors of real-world broadcast news. In this course students will learn to operate the equipment used for news acquisition and delivery. Students will study in-depth techniques for shooting and editing video as well as gathering, writing and delivering a news story. Students will study in the classroom, studio and field. Extensive work is performed in television field reporting, television news and sports anchoring and radio news.
Pre-requisite: BCOM 250, Broadcast Journalism I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.
Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 251  BROADCAST JOURNALISM II

Spring  Lab fee will be required
Through theory and practice students study the business of broadcast news developing on-camera television and on-air radio broadcasting skills as well as acquiring the behind-the-scenes technical expertise essential for success. Students polish and hone their skills as both journalists and broadcasters, gaining the theoretical and technical knowledge required to excel in the field and meet the rigors of real-world broadcast news. In this course students will learn to operate the equipment used for news acquisition and delivery. Students will study in-depth techniques for shooting and editing video as well as gathering, writing and delivering a news story. Students will study in the classroom, studio and field. Extensive work is performed in television field reporting, television news and sports anchoring and radio news.
Pre-requisite: BCOM 250, Broadcast Journalism I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.
Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 260  RADIO AND TELEVISION ARTS I

Spring  Lab fee will be required
This course trains students to acquire all necessary skills to pursue a career as a professional radio or entertainment television broadcaster. During this semester students will concentrate on the building blocks of announcing, commercial production and newscasting. Voice training, ad-lib development, personality development and the techniques and equipment used in both commercial production and news broadcasting are the cornerstones of this course. Independence is stressed, and classes simulate a "real-world" working environment.
Pre-requisite: Completion of all other previous program coursework with an average of "C" or better or approval of department chair.
Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 261  RADIO AND TELEVISION ARTS II

Spring  Lab fee will be required
This course advances the student to the next level in their broadcasting career. Emphasis is on the professional development of the voice and delivery as well as the study of programming with regard to format, music, promotions and ethics and their effects on public opinion, ratings, sales and the overall marketability of the radio station. Students may also enter the world of entertainment television with optional training for on-camera commercials, interview shows and hosting shows such as music video count-
downs. Both on-camera and limited behind-the-scenes equipment operation are taught. Independence is stressed, and classes simulate a "real-world" working environment.

Pre-requisite: BCOM 260, Radio and Television Arts I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.

Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 265 RECORDING ARTS I

Spring Lab fee will be required

Through theory and practice, students will study the art and business of audio production including broadcast production, music production, audio-for-media, and live sound reinforcement. Students will learn to develop critical listening skills to identify and achieve desired results when recording, editing, and producing audio. Students will record, mix, edit, and produce a variety of broadcast, audio-for-media and music sessions. Emphasis will be placed on developing students to become studio engineers, post production editors, live sound engineers, and music producers.

A thorough understanding will be gained in the areas of sound acquisition, equipment operation, live sound engineering and mixing, post-production editing and music production.

Pre-requisite: Completion of all other previous program coursework with an average of "C" or better or approval of department chair.

Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 266 RECORDING ARTS II

Spring Lab fee will be required

This course provides a continuation of the study of recording arts. Students will acquire advanced skills in the art and business of audio production including broadcast production, music production, audio-for-media, and live sound reinforcement. Emphasis is placed on developing students to become studio engineers, post-production editors, live sound engineers, and music producers.

A thorough understanding will be gained in the areas of music law, intellectual property and business practices in today's music industry. Students will use Musical Instrument Digital Interface (MIDI) workstations and digital audio software to produce music and audio with virtual instruments. Students will record, mix, edit, and produce a variety of broadcast, audio-for-media, and music sessions.

At the conclusion of this course, students will produce an audio/video demonstration DVD with which to exhibit skills to prospective employers. The course concludes with an externship appropriate to student interest and ability.

Pre-requisite: BCOM 265, Recording Arts I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.

Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 270 TV AND VIDEO PRODUCTION I

Spring Lab fee will be required

This course covers all the elements of television news and sports production. In addition, a strong foundation is provided for television studio production as well as the creating, writing and editing of television commercials. A thorough understanding will be gained in the areas of camera operation, videography and the analog video editing process as well as an introductory understanding of digital video editing techniques and practices. Through lecture, demonstration and practice, students acquire complete skills to do all types of television field and studio production. A full understanding is gained in the operation of the various pieces of equipment used in producing a live television news, sports or interview show. Concepts of the sequence and timing of live events are also covered thoroughly in both a classroom and studio setting. Experience and knowledge are gained in the field, studios and classroom.

Pre-requisite: Completion of all other previous program coursework with an average of "C" or better or approval of department chair.

Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 271 TV AND VIDEO PRODUCTION II

Spring Lab fee will be required

This course is an in-depth study of television commercial production. Heavy emphasis is placed on digital video editing using professional-level editing software including AVID Express Pro and Final Cut Pro. In addition, students will be exposed to more advanced techniques in television studio production such as extensive usage of the switcher, including "keying" graphics and text, chromakeying and the use of effects, dissolves and wipes. Through lecture, demonstration and practice, students acquire complete skills to do all types of television and video production. The course is designed to advance students to entry-level positions for the various behind-the-scenes jobs in a television station. Experience and knowledge are gained in the field, studios and classroom. At the conclusion of this course students will produce a final tape or "demo" tape with which to demonstrate skills to prospective employers. The course concludes with an externship appropriate to student interest and ability.

Pre-requisite: BCOM 270, Television and Video Production I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.

Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.
BCOM 275  DIGITAL FILM PRODUCTION I  7.5-15-18
Spring  Lab fee will be required
This course will supply students with the ability to produce film-quality content using digital tools. Lessons and activities will include, but not be limited to: storytelling, cinematography, SLR camera operation, on-set production techniques and non-linear editing. Students who complete this course will have the ability to create professional videos.
Pre-requisite: Completion of all other previous program coursework with an average of "C" or better or approval of department chair.
Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BCOM 276  DIGITAL FILM PRODUCTION II  7.5-15-12
Spring  Lab fee will be required
This course provides a continuation of the study of digital film production. Students will acquire advanced skills in using digital film software. Topics include: digital film manipulation, color correction, basic visual effects, film sound design and scoring, sound recording, and sound mixing. Emphasis is placed on preparing students to make use of professional self-marketing and distribution strategies. The course concludes with an externship appropriate to student interest and ability.
Pre-requisite: BCOM 275, Digital Film Production I or permission of department chair; completion of all other previous program coursework with an average of "C" or better or approval of department chair.
Note: This course is taught at The New School as part of the A.A.S. in Broadcast Communications.

BUSINESS ADMINISTRATION

BADM 100  BUSINESS CONCEPTS APPLICATIONS  4-0-4
Fall, Spring, DL
The objective of this course is to provide students with the fundamental knowledge necessary to understand and appreciate 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, students will gain an appreciation for the importance of attendance, conduct and personal appearance in business settings.

BADM 110  LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS I (Business Law I)  3-0-3
Fall, Spring, Summer, DL
This course is an introduction to the origins, frame work, and concepts of legal and ethical environment of business with emphasis on contracts and business organizations, including partnerships, corporations, limited liability companies and the law of agency.

BADM 111  LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS II (Business Law II)  3-0-3
Fall, Spring, Summer, DL
This course covers the law of sales, commercial transactions and the Uniform Commercial Code as well as ethical implications. Additional topics include personal property and bailments, real property, insurance, and wills and trusts.
Pre-requisite: BADM 110, Legal and Ethical Environment of Business I.

BADM 115  HONORS LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS I  3-0-3
Fall, Spring
This course is an introduction to the origins, framework and concepts of the legal and ethical environment of business with emphasis on contracts and business organizations including partnerships, corporations, limited liability companies and the law of agency. In this course, students will engage in comprehensive analysis of course material and integration with current events. Students will also participate in a group collaboration project that will consist of conducting a trial based upon a fact pattern as provided by the instructor.
Open only to students enrolled in the Business-Business Administration Honors Track.

BADM 116  HONORS LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS II  3-0-3
Fall, Spring, DL
This course covers the law of sales, commercial transactions and the Uniform Commercial Code as well as ethical implications. Additional topics include personal property and bailment, real property, insurance, and wills and trusts. Students will participate in a group collaboration project that will consist of a fact pattern. Students will be divided into teams and each team will be given a specific
role to play in a commercial legal dispute; the team members will have to work both individually and collaboratively in order to prepare their case for arbitration. Using online tools, outside research and course material, each team will submit its case to the arbitrator (the course instructor) for a decision. 

Open only to students enrolled in the Business-Business Administration Honors Track.

Pre-requisite: BADM 115, Honors Legal and Ethical Environment of Business I.

BADM 120 BUSINESS MATHEMATICS

Fall, Spring

This course reviews basic arithmetic and algebra skills through factoring trinomials and applies those skills 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 also will cover 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, and x-ray facilities. At least one case will focus on an ambulatory care setting within the Capital Region.

BADM 140 INTRODUCTION TO INSURANCE

Fall, Spring, DL

In this course, students will identify and describe the basic principles of insurance as well as how insurance jobs relate to one another. Students will understand how property and liability insurance work.

BADM 150 PERSONAL INSURANCE

Fall, Spring, DL

In this course, students analyze personal loss exposures and personal insurance coverages including homeowners and other dwelling coverage, personal liability, inland marine, auto, life, health and governmental programs.

Pre-requisite: BADM 140, Introduction to Insurance.

BADM 200 BUSINESS COMMUNICATIONS

Fall, Spring, Summer, DL

The course explores written, verbal, and non-verbal communications as applied to business situations. It includes discussion of the 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 AND MANAGEMENT

Fall, Spring, Summer, DL

This course covers organizational theory, principles, and practices. It will explore the management functions of organizing, including planning, staffing, directing, and controlling; social responsibility; the effect of multicultural diversity in the workplace; and leadership styles and motivational theories.

BADM 208 ORGANIZATIONAL LEADERSHIP

Fall, Spring, DL

This course will teach students leadership theory and ways to apply this theory. Topics covered will include: teamwork, supportive leadership, decision making, change management and personality theory. In addition, students will participate in activities and assignments that will allow them to apply the aforementioned topics.

BADM 210 REAL PROPERTY LAW

Fall, DL

This 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. Topics including real estate contracts, mortgages, title searches/insurance, deeds and leases will be reviewed. The course will include and 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

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
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

Fall, Spring, Summer, DL
This course will discuss general statistical methods used
in the collection, presentation, analysis, and interpretation
of statistical data. This includes measures of central
tendency; dispersion and skewness; probability theory;
probability distributions (discrete and continuous);
how hypothesis testing, including "t" and "z" distributions;
chi square analysis; and regression analysis, correlation
and ANOVA.
Credit cannot be received for both BADM 220 and
MATH 135.
Pre-requisite: One unit of academic mathematics.

BADM 221  QUANTITATIVE
BUSINESS APPLICATIONS

Fall, Spring, Summer, DL
This course includes algebra-based calculations and
analysis of business investment situations, including
simple and compound interest, annuities (ordinary due,
defered, complex, perpetuity and forborne), applica-
tions of present value and future value, and a conceptual
discussion of business investments.

BADM 224  HONORS
BUSINESS CAPSTONE

Fall, Spring, Summer, DL
This is a Capstone course for the Business-Business
Administration Honors Track. Students will review eco-
nomics, accounting, business law, organization and
management, marketing and statistics. A culminating
activity will measure a student’s ability to combine his
or her knowledge of subject matter. A case study that
the students were introduced to in FORM 105 and
analyzed throughout their Honors courses will be final-
ized with a written executive summary. This course is
open only to students who have completed three full-
time semesters of study or 45 credit hours applicable to
the Honors Track or by approval of department chair.
Open only to students enrolled in the Business-
Business Administration Honors Track.

BADM 225  COMMERCIAL
INSURANCE

Fall, Spring, DL
In this course, students analyze commercial loss exposures
and coverage including property, business income, inland
and ocean marine, crime, boiler and machinery, general lia-
bility, business auto, workers compensation, farm and busi-
ness owners, as well as miscellaneous liability coverage,
surety and excess and surplus lines.
Pre-requisite: BADM 150, Personal Insurance.

BADM 226  HONORS
QUANTITATIVE BUSINESS
APPLICATIONS

Fall, Spring, DL
This course includes algebra-based calculations and analy-
sis of business investment situations. Included are simple
and compound interest, annuities (ordinary due, deferred,
complex, perpetuity and forborne), applications of present
value, future value and a conceptual discussion of busi-
ness investment. This course will also include coverage of
common, preferred, Treasury, and Initial Public Offering
(IPO) stock. Throughout the course, students complete a
minimum of two spreadsheet application projects using
the Microsoft Excel® program, one of which is a common
department project involving amortization.
Open only to students enrolled in the Business-
Business Administration Honors Track.

BADM 230  HONORS
STATISTICS
* MAT, MT

Fall, Spring, Summer, DL
This course will discuss general statistical methods
used in the collection, presentation, analysis and inter-
pretation of statistical data, which includes measures
of central tendency; dispersion and skewness; probabil-
ity theory; probability distributions (discrete and con-
tinuous); hypothesis testing, including "t" and "z" dis-
tributions; chi-square analysis, and regression analysis,
correlation and ANOVA. Students will work together on
a case study in which they will apply all of the steps of
the statistical analysis process. At the end of the
semester, students will present their findings to the
class.
Open only to students enrolled in the Business-
Business Administration Honors Track.

BADM 234  HONORS
BUSINESS CAPSTONE

Fall, Spring, Summer, DL
This is a Capstone course for the Business-Business
Administration Honors Track. Students will review eco-
nomics, accounting, business law, organization and
management, marketing and statistics. A culminating
activity will measure a student’s ability to combine his
or her knowledge of subject matter. A case study that
the students were introduced to in FORM 105 and
analyzed throughout their Honors courses will be final-
ized with a written executive summary. This course is
open only to students who have completed three full-
time semesters of study or 45 credit hours applicable to
the Honors Track or by approval of department chair.
Open only to students enrolled in the Business-
Business Administration Honors Track.

BADM 235  AGENCY
OPERATIONS AND
SALES MANAGEMENT

Fall, Spring, DL
In this course, students will focus on the producer’s
office environment and the ability to use sales man-
agement techniques as a means to identify and sell to
selected markets. Students learn to apply manage-
ment principles to the business of running an agency.
Special emphasis is placed on how management con-
cepts can be applied to the producer’s sales efforts.
Pre-requisite: BADM 225, Commercial Insurance.
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, students will gain an appreciation for segments of the sports industry and potential career opportunities in the field.

BADM 241  INTRODUCTION TO INTERCOLLEGIATE AND SCHOLASTIC SPORT  3-0-3  
Fall, Spring, DL  
This course will cover management, organizational structure and contemporary issues in intercollegiate and school-based sport in the United States.

BADM 242  SPORT EVENT & ARENA MANAGEMENT  3-0-3  
Fall, Spring, DL  
This course is devoted to teaching students how to supervise, market, finance, schedule and administer arenas and the events that they host. This course covers topics related to maintenance, daily operations, and contracting of the building.

BADM 245  SPORT TECHNOLOGY  3-0-3  
Fall, Spring  
Lab fee will be required  
This course examines the ways sport organizations at the professional, semi-professional and collegiate level (domestically and internationally) utilize communication, information technology and databases. Students will use software and other technology used within the sport industry in their course work. Topics include but are not limited to information technology in sport, technology and media in sport, digital video applications in sport, arena and stadium technology, technology in judging sport and/or other applications of technology in sport.

BADM 249  BUSINESS CAPSTONE  1-0-1  
Fall, Spring, Summer, DL  
Lab fee will be required  
This class is a capstone class for those students studying for an A.S. or A.A.S. in Business Administration. This course is a review of Economics, Accounting, Business Law, Organization & Management, Marketing and Statistics for all Business Administration majors. There is a culminating activity for this class that will measure students' abilities to combine their knowledge of subject matter in the Business Administration A.S. and A.A.S. degree programs. This course is open only to students that have completed three full-time semesters of study or 45 credit hours applicable to the Business Administration (A.A.S.) Program or Business Administration (A.S.) Program or by approval of the Department Chairperson.
BUSINESS ADMINISTRATION - PRICE CHOPPER

BAPC 100 INTRODUCTION TO THE SUPERMARKET INDUSTRY 3-0-3

Fall, Spring
This course is designed to introduce students to the history of the supermarket industry in the United States. It includes food store basics, store layouts, merchandising and display techniques and the importance of the associate to the supermarket industry. The course also will focus on time management and stress management techniques for food store managers. Students will discuss case studies on major food store retailers including, but not limited to: Ahold USA, Delhaize, Super Wal-Mart, and regional independent chains. This course is open only to students enrolled in the Management and Operations certificate program or the Supermarket Management and Operations option in the Business Administration program. Open to Price Chopper Associates only.

BAPC 101 SUPERMARKET MANAGEMENT 3-0-3

Spring
This course will provide students an introduction to the management of store operations. Topics covered will include: operations strategies and policies with respect to inventory control; capacity planning and scheduling and quality control; forecasting in managerial decision-making; maintaining positive relations with employees; and managerial functions, processes and decision-making. This course is open only to students enrolled in the Supermarket Management and Operations certificate program or the Supermarket Management and Operations option in the Business Administration program. Open to Price Chopper Associates only. Pre-requisite: BAPC 100, Introduction to the Supermarket Industry.

BAPC 200 CENTER STORE OPERATIONS 3-0-3

Fall, Spring
Through this course, students will learn about retailing in a store environment and day-to-day operations in a supermarket. This course includes an overview of: finance, marketing, organizing retail stores, retail environment, store layout, staffing, developing a retail store strategy, merchandising, pricing, inventory management, ordering, shipping, and reclamation. This course is open only to students enrolled in the Supermarket Management and Operations certificate program or the Supermarket Management and Operations option in the Business Administration program. Open to Price Chopper Associates only. Pre-requisite: BAPC 100, Introduction to the Supermarket Industry.

BAPC 201 PERISHABLES 3-0-3

Spring
This course is an introduction to the management of perishables for the supermarket industry. It will include the determination of what is a perishable, consumer perception of freshness of perishables, financial implications, and preservation of perishables. The course also will examine the impact perishables have on the success of supermarkets and explore the future of perishables in the supermarket industry. This course is open only to students enrolled in the Supermarket Management and Operations certificate program or the Supermarket Management and Operations option in the Business Administration program. Open to Price Chopper Associates only. Pre-requisite: BAPC 100, Introduction to the Supermarket Industry.

CADD COURSES
(See Computer Aided Drafting)

CHEMICAL DEPENDENCY COUNSELING

For additional courses, see the Human Services section of this course listing.

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, Spring, DL
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. It explores the phases of the treatment process and aims to aid students in developing individual, group and family counseling skills.
Pre-requisite: 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.
Pre-requisite: CDEP 100, Introduction to Chemical Dependency or permission of department chairperson.

CDEP 210  CURRENT ISSUES IN ADDICTION  3-0-3
Fall, Spring, DL
This seminar-based course explores important contemporary issues in the chemical dependency field. The seminar will provide students with an in-depth understanding and solution-focused approach to current challenges in the field. The particular areas of focus will be announced each term.

CDEP 250  CHEMICAL DEPENDENCY COUNSELING I  4-0-4
Fall, Spring
This course is designed to be taken concurrently with the Chemical Dependency Internship I. Students learn basic methods of the addiction counseling process with special emphasis on assessment, ethics and motivational interviewing.
Pre-requisites: 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.
Co-requisite: CDEP 250, Chemical Dependency Counseling I.

CDEP 255  CHEMICAL DEPENDENCY COUNSELING II  4-0-4
Fall, Spring
This course is designed to be taken concurrently with the 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 also are discussed in considerable depth.
Pre-requisites: CDEP 250, Chemical Dependency Counseling I and CDEP 251, Chemical Dependency Internship I with a "C" grade or better.
Co-requisite: CDEP 256, Chemical Dependency Internship II.

CDEP 256  CHEMICAL DEPENDENCY INTERNSHIP II  0-12-4
Fall, Spring
This course is a continuation of the internship experience for Chemical Dependency Counseling 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.
Pre-requisites: CDEP 250, Chemical Dependency Counseling I and CDEP 251, Chemical Dependency Internship I with a "C" grade or better.
Co-requisite: 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  3-3-4  
CHEMISTRY/HEALTH SCIENCE * SCI, NS
Fall, Spring, Summer  Lab fee will be required
This is 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.
Pre-requisite: High school chemistry or equivalent.

CHEM 105  CONCEPTS IN 3-3-4
CHEMISTRY * SCI, NS
Fall  Lab fee will be required
This is a one-semester course designed for non-science majors that emphasizes practical application of chemistry in topics including environmental pollution, energy sources, and health. The chemical principles underlying current issues in science and technology are illustrated to enhance student understanding.

CHEM 110  GENERAL  3-3-4
CHEMISTRY I * SCI, NS
Fall, Spring, Summer  Lab fee will be required
This course presents 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.
Co-requisites: MATH 150, College Algebra with Trigonometry I or MATH 170, Precalculus or MATH 180, Calculus I.

CHEM 111  GENERAL  3-3-4
CHEMISTRY II * SCI, NS
Fall, Spring, Summer  Lab fee will be required
This course is 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.
Co-requisites: MATH 150, College Algebra with Trigonometry I or MATH 170, Precalculus or MATH 180, Calculus I.

CHEM 200  BIOCHEMISTRY 3-0-3
* SCI, NS
Fall, Spring, Summer, DL
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.
Pre-requisites: CHEM 111, General Chemistry II.

CHEM 205  ANALYTICAL 2-6-4
CHEMISTRY * 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.
Pre-requisite: CHEM 111, General Chemistry II or equivalent.

CHEM 210  ORGANIC 3-4-4
CHEMISTRY I * SCI, NS
Fall  Lab fee will be required
This is a 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 infrared, nuclear magnetic resonance, and gas chromatography.
Pre-requisites: CHEM 111, General Chemistry II or CHEM 121, Chemistry II.
CHEM 211     ORGANIC RCHEMISTRY II * SCI, NS
Fall, Spring, Summer  Lab fee will be required
A continuation of material in, Organic Chemistry I (CHEM 210), is presented in this course. The laboratory portion of the course involves more elaborate synthetic procedures than were required in Organic Chemistry I, and work on independent projects.
Pre-requisite: CHEM 210, Organic Chemistry I.

CHEM 215     PRINCIPLES OF PHYSICAL CHEMISTRY
* SCI, NS
Fall, Spring  Lab fee will be required
This one-semester course presents the principles of thermodynamics, phase diagrams, chemical kinetics and electrochemistry to advanced physical science students. Topics include laws of thermodynamics; enthalpy, entropy, free energy and equilibrium; phase equilibria; reaction rates and mechanisms; molar and ion conductivity; and electrochemical cells. The laboratory portion of the course will instruct students in proper lab techniques and focus on applying the theoretical concepts present in lecture.
Pre-requisites: CHEM 121, Chemistry II and PHYS 151, Physics II.

CHNS COURSES
(see Foreign Languages)

CIVIL ENGINEERING TECHNOLOGY

CIVL 100     INTRODUCTION TO HAND DRAWING TECHNIQUES
Fall
This course introduces the student to traditional hand drawing and board drafting techniques using a variety of mediums. The purpose of the course is to teach students to represent, interpret, analyze and model objects for the purpose of conveying thoughts or developing ideas related to space in a graphic and realistic manner. The concept of graphic composition will also be introduced in this course. Students will learn to effectively utilize various drawing techniques based on the desired outcome. Oral presentation skills will also be practiced as students learn to effectively speak about drawing methods and spatial relationships. Some of the techniques presented are: color theory; rendering; perspective methods; drawing; shade; shadow; and free-hand sketching.

CIVL 101     SURVEYING I
Fall, Summer  Lab fee will be required
In this course, 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.
Pre- or co- requisite: MATH 110, Intermediate Algebra or MATH 150, College Algebra with Trigonometry.
NOTE: Students should contact department to determine which pre-requisite would be appropriate based on college goals.

CIVL 102     ARCHITECTURAL FUNDAMENTALS
Lab fee will be required
This course is an introduction to the fundamentals of architectural design. Students will develop critical thinking processes and use them to communicate using basic architectural forms. Demonstration of these skills will be accomplished through a series of five projects focused on the study of various aspects of architectonics. The first four projects consider space, volume and mass; techniques to articulate order; structural order- vertical and horizontal hierarchies and site considerations. The final project will be the culmination of the course. Students, utilizing the knowledge gained, will design a building based on set criteria. Each project will build upon the lessons previously learned. Students will use the same design toolbox utilized by architects to develop the decision making skills needed in industry.

CIVL 103     DIGITAL MEDIA FOR ARCHITECTURAL TECHNOLOGY
Spring  Lab fee will be required
Students will solve spatial problems utilizing skill sets learned in CIVL 100 including recorded observations, sketches and field surveys. A variety of digital media products and techniques will be utilized to allow students to illustrate design solutions, and employ spatial techniques they have learned to create dynamics places. Digital media will include: CAD drawings, digital photography, Adobe photoshop, Adobe Illustrator, SketchUp and 3D printing. Traditional forms of model making, including study models, mass models, cast plaster models and 3D printed models, will be employed to advance concepts.
Pre-requisite: CIVL 100, Introduction to Hand Drawing Techniques.
CIVL 110  ENGINEERING GRAPHICS  2-3-3  
Fall, Spring  
This is a fundamental course in graphic expression, covering topics relevant to civil engineering technology, architecture, and construction. CAD and freehand sketching are developed at the start to provide a foundation for the application of theory. Geometric construction, 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, notations and dimensions.

CIVL 111  CIVIL ENGINEERING APPLICATIONS  1-2-2  
Fall  
This course provides an introduction to personal computers with an emphasis on computing and presentation capabilities of Microsoft Excel. Students are expected to use scientific calculators in a systematic way, and will solve problems from various fields of civil engineering technology.

CIVL 112  STATICS AND STRENGTH OF MATERIALS  3-2-4  
Spring  
This course covers vectors and force systems, centroids, moment of inertia, truss analysis, stresses and strains in homogeneous and non-homogeneous elastic bodies, temperature effects, bolted and welded joints, mechanical properties of materials, shear and bending moment, stresses in beams, deflection theory and column theory. 
Pre-requisite: MATH 150, College Algebra with Trigonometry with a grade of “C” or higher.

CIVL 113  MICROCOMPUTER APPLICATIONS  0-4-2  
Spring  
Using AutoCAD, students in this course will produce drawings relevant to the fields of civil engineering technology, architecture and construction. 
Pre-requisite: CIVL 110, Engineering Graphics.

CIVL 114  CONSTRUCTION MATERIALS  1-3-2  
Spring  
Lab fee will be required  
This course is 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.

CIVL 202  SURVEYING II  3-3-4  
Fall, Spring, DL  
This course is a continuation of CIVL 101/Surveying I. The student will prepare a site map, highway profiles and strip map using field data collected in laboratory exercises and computer aided design software.  
Pre-requisites: CIVL 101, Surveying I; CIVL 110, Engineering Graphics; CIVL 111, Civil Engineering Applications.

CIVL 205  FUNDAMENTALS OF GPS  2-2-3  
Fall, Spring, DL  
This course emphasizes the fundamentals of the Global Positioning System and its use in land surveying. Topics to be presented are: nomenclature, the various types of GPS equipment, Static and RTK methods of data collection, geodetic coordinate systems and vertical datum. Students will perform GPS surveys to gain knowledge in mission planning, data collection, data analysis and adjustment. RTK methods for data collection and project layout will be discussed and presented as well as the limitations of space-based navigation and surveying techniques.  
Pre-requisite: CIVL 101, Surveying I or permission of department chair.

CIVL 210  STRUCTURES I  2-2-3  
Fall  
This course discusses 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.  
Pre-requisite: CIVL 112, Statics and Strength of Materials with a grade of “C” or higher.

CIVL 211  STRUCTURES II  3-2-4  
Spring  
This course discusses 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 also are discussed. A wall or simple structure is designed as a project.  
Pre-requisite: CIVL 112, Statics and Strength of Materials with a grade of “C” or higher.

CIVL 212  HYDRAULICS AND DRAINAGE  2-2-3  
Fall  
This course discusses 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.
CIVL 213
SOILS AND FOUNDATIONS
2-2-3

Spring
Lab fee will be required
This course discusses soil properties, classifications, compaction, earth pressure calculations, shear strength, consolidation, and settlement. Students will conduct and file reports on laboratory tests.

NOTE: Students should contact the department to determine which prerequisite would be appropriate based on career goals.

Pre-requisites: CIVL 112, Statics and Strength of Materials or CNST 110, Statics and Strength of Materials or PHYS 135, Technical Physics I

CIVL 215
BUILDING SYSTEMS OVERVIEW AND CAD INTERGRATED DESIGN
2-3-3

Spring
This course will provide an overview of the different variables that engineers and architects consider when designing the mechanical systems, electrical systems, lighting, plumbing, fire suppression and structural elements in a project. We will review the ways these systems function and the reasons we might choose one over another in a design project. We will discuss fixture and equipment locations within a building to optimize efficiency. Students will also be exposed to the terminology, abbreviations and symbols used in drafting construction documents to depict design intent. We will then use an industry-wide CAD software in the execution of construction documents, providing students with a practical application of the information they have learned. Upon completion of the course, students will have the tools necessary to understand why certain systems are used and the ability to draft construction documents.


CIVL 220
ARCHITECTURAL DESIGN
2-3-3

Fall, Spring
In this course, students will produce a set of architectural construction drawings typical of those incorporated in a full set of working drawings. The emphasis is placed on non-residential construction methods with comparison to residential techniques as appropriate. Students will prepare these drawings using a 3D parametric CAD drawing program prevalent in the production of these documents in the workplace today. In addition, students will learn about industry standards for the preparation of these documents and the building code requirements that apply to the project and impact design considerations.

NOTE: Students should contact the department to determine which prerequisite would be appropriate based on career goals.

Pre-requisites: CIVL 110, Engineering Graphics and CIVL 103, Digital Media for Architectural Technology.

CIVL 221
DESIGN I
3-4-5

Spring
Lab fee will be required
This course will focus on critical thinking as it relates to the idea of space making and spatial relationships and how one interacts and moves in special environments. The focus is on developing an architectural parti. Students will engage in a series of projects with specific programmatic requirements and will be required to analyze space as a basis for architectural design. Through these projects, students will also begin a dialogue as it relates to developing building technologies, site, context and architectural form. Lectures will supplement the studio environment to assist in the development and communication of architectural ideas. Critiques of students work will allow for interaction and development and will form the basis for architectural dialogue.

Pre-requisite: CIVL 100, Introduction to Hand Drawing Techniques and CIVL 102, Architectural Fundamentals.

CIVL 222
BUILDING CONSTRUCTION
2-2-3

Fall, Spring
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.

NOTE: Students should contact the department to determine which prerequisite or co-requisite course would be appropriate based on career goals.

Pre- or co-requisite: CIVL 103, Digital Media for Architectural Technology or CIVL 110, Engineering Graphics or CNST 103, Blueprint Reading for Technologies.

CIVL 223
INTRODUCTION TO BUILDING TECHNOLOGY
2-2-3

Fall, Spring
Lab fee will be required
This course provides an overview of the interrelationship between the environment and building design. Students will utilize the latest codes, standards and systems for energy efficiency as they pertain to: thermal comfort, psychometric climate, passive heating and cooling, analysis of existing spaces, forming hypothesis of building performance, site planning, physical modeling and simulations and daylighting and shading techniques.

Pre-requisites: CIVL 110, Engineering Graphics or CNST 103, Blueprint Reading for Technologies.
CIVL 224     ESTIMATING               2-3-3  
**Spring**  
Lab fee will be required  
This course covers the 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 also is covered.  
**NOTE:** Students should contact the department to determine which pre-requisite would be appropriate based on career goals.  
**Pre-requisites:** CIVL 220, Architectural Design or CNST 103, Blueprint Reading for Technologies.

CIVL 225     DESIGN II                    3-4-5  
**Fall**  
A continuation of CIVL 221- Design I, this course focuses on critical thinking as it relates to the idea of spacemaking as well as addressing multiple design issues with an emphasis on problem solving. Students will concentrate on developing spatial relationships into functional built forms.  
Students will explore and document their work through 2-D, 3-D and model making, spatial relationships, and the build environments. Students will also engage in complete design projects which will vary in size, scale and context. Each project will be set in context, which will allow students to investigate, analyze and develop architectural solutions.  
Lectures will supplement the studio environment to assist in the development and communication of architectural ideas. Student presentations and critique of the body of work will allow for interaction and form the basis for architectural dialogue.  
**Pre-requisite:** CIVL 221, Design I.  
**Pre- or Co-requisite:** CIVL 223, Introduction to Building Technology.

CIVL 226     DESIGN III                   3-4-5  
**Spring**  
This course will focus on public spaces and the issues of planning relating to the urban context, with an understanding of human behavior in space. Students will engage in a semester-long project designed to address program, site and context. The project will require critical thinking as it relates to historical, environmental and social context. The investigation and inquiry into the projects will require the students to make critical design decisions relating to technology, structure and aesthetics. Lectures will supplement the studio environment to assist in the development and communication of architectural ideas. Student presentations and critiques will allow for interaction and development and form the basis for architectural dialogue.  
**Pre-requisite:** CIVL 225, Design II and CIVL 223, Introduction to Building Technology.

CIVL 233     CIVIL ENGINEERING         1-3-2  
**Spring**  
This course utilizes a semester-long project which encompasses all the skills obtained within the Civil Engineering Technology program, emphasizing teamwork and design compliance with industry standard codes. As part of the course, students will prepare an entry for the ASCE Student Competition.  
**Pre-requisites:** CIVL 110, Engineering Graphics and CIVL 210, Structures I with a grade of "C" or higher.  
**Pre- or Co-requisites:** CIVL 212, Hydraulics and Drainage and CIVL 236, Highway Construction Planning and Methods.

CIVL 234     TRANSPORTATION          2-3-3  
**AND HIGHWAY SYSTEMS ANALYSIS**  
**Fall**  
This is 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.  
**Pre-requisites:** MATH 150, College Algebra with Trigonometry or higher and CIVL 111, Civil Engineering Applications or by permission of department chair.

CIVL 235     TRAFFIC OPERATIONS ANALYSIS AND SYSTEM DESIGN  
**2-3-3**  
**Spring**  
This is 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.  
**NOTE:** Students should contact the department to determine which pre-requisite would be appropriate based on career goals.  
**Pre-requisites:** CIVL 110, Engineering Graphics and MATH 110, Intermediate Algebra or MATH 150, College Algebra with Trigonometry or MATH 170, Precalculus or equivalent.
CIVL 236     HIGHWAY                    2-2-3
CONSTRUCTION PLANNING
AND METHODS

Spring
In this course, 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 plan-
ning software system as the centerpiece of this course seg-
ment. Projects will include completion of a bid package for
an NYSDOT project and the preparation of a project sched-
ule using the computer software.
Pre-requisites: CIVL 111, Civil Engineering Applications
and CNST 103, Blueprint Reading for Technologies and
MATH 150, College Algebra with Trigonometry or high-
er or by permission of department chair.

COLLEGE FORUM

COLLEGE FORUM                              1-0-1
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 trans-
fer opportunities, academic procedures, campus regula-
tions, 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 prob-
lems. 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/department in which it is offered.

FORM 101     School of Engineering
School of Engineering and Industrial Technologies
and Industrial Technologies
FORM 102     School of Liberal Arts
School of Liberal Arts and Sciences
FORM 104     School of Business
FORM 105     Honors Business-
Open only to students enrolled in the
Business-Business Administration Honors
Advisement Track. A case study will be
introduced to the students in this course
that they will work on throughout the
Business Honors Advisement Track.
FORM 108     Individual Studies
FORM 109     Criminal Justice

COMPUTER - GENERAL

CMPT 099     COMPUTER            1-0-1ND
LITERACY

Fall, Spring, Summer
The course presents introductory concepts and tech-
niques in computing fundamentals. Students learn the
technology of Microsoft operating systems, keyboard
and keyboard shortcuts, use of the mouse, launching
application programs, creating and managing files and
folders, document naming conventions, establishing
user accounts, managing open windows, moving, copy-
ing, deleting, renaming files and folders, and navigating
the world wide web (www). Lab time outside class is
required.

CMPT 100     WORD PROCESSING   3-0-3
WITH WORDPERFECT

Fall, Spring, Summer
This course will teach computer concepts and microcom-
puter applications using Corel WordPerfect. Students
will identify the components of the WordPerfect graphi-
cal user interface, in addition to learning data and doc-
ument management. Students will be given the oppor-
tunity to gain in-depth understanding of creating and
modifying a wide variety of documents by performing
step-by-step exercises.

CMPT 101     COMPUTER                  3-0-3
CONCEPTS AND
APPLICATIONS I

Fall, Spring, Summer, DL
This course provides both a practical and conceptual back-
ground in computing and information processing and
management fundamentals. Students receive hands-on
experience while learning the latest graphical interface
technology and how it interacts with word processing,
spreadsheets, database management, presentation graph-
ics and the internet. Microsoft Windows and Windows
applications are the software products used. Lab time out-
side of class is required. Students must have some famil-
arity with the Windows Operation System or computers
using graphical user interfaces (e.g. Mac OS or Linux).
Students with no computing experience should take CMPT
099, Computer Literacy prior to enrolling in CMPT 101.

CMPT 105     COMPUTER                 3-0-3
CONCEPTS AND
APPLICATIONS II

Fall, Spring, DL
This course introduces students 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.

Pre-requisite: CMPT 101, Computer Concepts and Applications I or permission of department.

CMPT 110   DOCUMENT 3-0-3
FORMATTING 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 111   INFORMATION 3-0-3
PROCESSING

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.

Pre-requisite: CMPT 110, Document Formatting on Microcomputers or permission of department.

CMPT 112   ADVANCED 3-0-3
INFORMATION PROCESSING WITH BUSINESS COMMUNICATION

Fall, DL

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.

Pre-requisite: CMPT 111, Information Processing or permission of department.

CMPT 115   INTRODUCTION TO 3-0-3
BUSINESS ANALYTICS WITH MICROSOFT EXCEL

Fall, Spring, Summer, DL

This course provides an applied introduction to business analytics using Microsoft Excel spreadsheet software within the Windows environment and maps to the Microsoft Office Specialist (MOS) Excel core level curriculum. Topics include: Microsoft Office, worksheets and workbooks, functions, tables, templates charts and diagrams, what if analysis, external data and database integration, and collaboration and workbook distribution. Lab time outside of class is required. Note: Previous experience with computing and the Windows operating system required.

CMPT 118   INTRODUCTION TO 3-0-3
WEB DESIGN AND CONTENT MANAGEMENT

Fall, Spring, Summer, DL

This course provides both a conceptual and applied introduction to web design and content management. Topics include: W3C compliant web design, current WWW architecture, the internet, and content management systems (CMS). Students will create a multimedia rich, accessible W3C compliant website using the open source WordPress Web and Content Management System. Lab time outside of class is required.

Note: Previous computing experience required.

CMPT 119   MULTIMEDIA 3-0-3
AND GRAPHIC DESIGN FOR THE WEB

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.

Pre-requisite: CMPT 118, Introduction to Web Design and Content Management or permission of department chair.

Pre- or co- requisite: CISS 100, Introduction to Computing and Information Sciences or permission of department chair.

CMPT 120   INTRODUCTION TO 3-0-3
DATABASE CONCEPTS WITH MICROSOFT ACCESS

Fall, Spring, Summer, DL

This course provides an applied introduction to database concepts using Microsoft Access software within the Windows environment and maps the Microsoft Office Specialist (MOS) Access core level curriculum. Topics include:
relational database management system (DBMS) concepts, the creation and maintenance of MS Access databases, the creation of forms, reports and queries, data integration with Excel worksheets, and security. Lab time outside of class is required. Note: Previous experience with computing and the Windows operating system required.

CMPT 125  ELECTRONIC  3-0-3  PUBLISHING AND DESIGN  
Fall, Spring, Summer, DL  
Using Adobe InDesign, 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, students will create, edit, and modify newsletters, brochures, merged documents, clipart plus others. Students will create professional-looking layouts that incorporate illustrations and bitmap graphics as well as sophisticated presentations of text and typography and publish these documents to the web.  
Pre-requisite: CMPT 101, Computer Concepts and Applications I or permission of department.

CMPT 135  INFORMATION  3-0-3  DESIGN AND APPLIED DIGITAL MEDIA  
Fall, Spring, Summer, DL  
This course focuses on the structural, conceptual and heuristic design of information and its presentation using contemporary integrated digital media. Course content includes: information architecture; user-centered design (UCD) and human computer interface (HCI); search engine optimization (SEO); navigation and way-finding; accessibility; and applied integrated digital media. The course will help prepare students for knowledge management and information technology careers in management, marketing, communications, web design, and software development. This case-based course will teach students how to think through information based projects, using the principles of information design and project management and use digital media applications to turn theory into practical projects.

CMPT 150  ADVANCED TOPICS  3-0-3  IN OFFICE TECHNOLOGY  
Spring  
In this course, students will study the history and evolution of technology in today’s automated office. The course also will discuss 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 AIDED DRAFTING

CADD 100  TOPICS IN 2D  3-3-4  AUTOCAD  
Fall, Spring, Summer  
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 105  MICROCOMPUTER DRAFTING - AUTOCAD  1-4-3  
Fall, Spring, DL  
This course will allow students to develop basic skills in the use of AutoCAD drafting software. Topics include 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 also will be practiced, and mechanical and architectural applications will be introduced. Contact the Civil, Construction, Industrial and Mechanical Technologies department to confirm current software.

CADD 110  ADVANCED TOPICS IN AUTOCAD  3-3-4  
Fall, Spring, Summer  
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 CADD 100, including efficient creation and editing of advanced geometry, block attributes, external reference files, three-dimensional wire frame, surface and solid models, paper space, and customization of the software.  
Pre-requisite: CADD 100, Topics in 2D AutoCAD or equivalent.

CADD 115  MACHINING PROCESSES  2-3-3  
Lab fee will be required  
This course is an introduction to machine shop equipment and practices. The purpose and principles of engineering design are discussed to prepare the student for interpretive knowledge necessary to create working drawings. Some lab time is spent in the machine shop learning the capabilities and limitations of machines.
CADD 120  TOPOGRAPHICAL DETAILING IN CAD  
Fall, Spring  
This course is an introduction to software used in the civil engineering and land surveying field. It is intended to familiarize the student with the software used in this field so they can work with and understand surveyors and civil engineers in order to produce drawings based on information given to them by these professionals. 
Pre-requisite: CADD 100, Topics in 2D AutoCAD or equivalent.

CADD 125  BLUEPRINT READING AND MECHANICAL DRAWING  
Fall  
Lab fee will be required  
This course will cover interpretation and representation of drawings currently used in industry. Selected topics include basic drawing practices, orthographic projection, auxiliary and sectional views, geometric construction, dimensioning practices, representation of threads and application of tolerances. 
Open only to matriculated Computer Aided Drafting students.

CADD 130  INDUSTRIAL PSYCHOLOGY * SSC  
Fall, Spring  
This course is a study of individual differences in industry. It covers an analysis of human needs and morale; selecting, testing, training and motivating employees; evaluating and improving personal effectiveness; and factors affecting employee efficiency and behavior.

CADD 200  ARCHITECTURAL APPLICATIONS IN CAD  
Fall, Spring  
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 and their own designs. 
Pre-requisite: CADD 100, Topics in 2D AutoCAD or equivalent.

CADD 207  COMPUTER AIDED DRAFTING II  
Spring  
This course will use a nationally-recognized “solids modeling” software as a tool for mechanical design. Students will use the solids concept to design parts and verify assemblies. Contact the Civil, Construction, Industrial and Mechanical Technologies Department to confirm current software. 
Pre-requisite: CADD 100, Topics in 2D AutoCAD.
Pre-requisite: CADD 100, Topics in 2D AutoCAD or equivalent.

CADD 220  GRAPHICAL ANALYSIS  1-4-3
Fall
This is an introductory course in descriptive geometry that is designed to help students 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. Students are taught the use of tools necessary to manipulate these objects.
Pre-requisites: MATH 106, Applied Technical Mathematics II or equivalent and IDLT 180, Mechanical Drawing or equivalent.

CADD 225  APPLIED SPATIAL RELATIONSHIPS  1-4-3
Spring
The course, a continuation of CADD 220, Graphical Analysis, covers more advanced relationships between two-dimensional objects in space. The second half of the course covers the relationship of three-dimensional (two solids) objects, along with additional tools used in their manipulation.
Pre-requisite: CADD 220, Graphical Analysis.

CADD 230  COMPUTER AIDED DRAFTING PRACTICUM  4 Credits
Summer
This course will provide students with a total of 192 hours in practical work experience, plus 12 hours of seminar, group discussion and lecture. Field experience will occur in engineering, manufacturing and contracting firms, companies and agencies that utilize computer aided drafting (CAD.) Open only to matriculated Computer Aided Drafting students. Pre-requisite: Successful completion of all coursework within the Computer Aided Drafting Certificate program.

CADD 232  CAD SYSTEMS MANAGEMENT AND DESIGN  2-3-3
Spring
This course is 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. It includes 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 also will be introduced and developed.

Pre-requisites: CADD 100, Topics in 2D AutoCAD or CADD 105, Microcomputer Drafting - AutoCAD and MECT 100, Interpreting Engineering Drawings.

CADD 240  GEOMETRIC DIMENSIONING AND TOLERANCING  1-4-3
Fall
In this course, students will study geometric dimensioning and tolerancing standards and apply them to the design of machined parts. The course will be taught in accordance with the latest ASME Y14.5.
Pre-requisite: MECT 100, Interpreting Engineering Drawings.

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

Pre-requisite  - Co-requisite
information and data abstraction, representation, manipulation and storage; operating systems; networking and the internet; programming languages and formal mathematical logic; software engineering and information systems development; decision support systems; database systems management; computer graphics and multimedia; artificial intelligence; computer and network security; and the theory of computation. Integrated throughout the course is a focus on computer and information privacy, security and ethics and computing’s impact on society. Students will demonstrate comprehension of these concepts in assignments and exams.

To provide students with a solid understanding of contemporary interconnected heterogeneous computer systems, every student will be led through the use of the Linux operating system (OS) command line interface (CLI) in a client-server environment. The Linux OS component is comprised of labs that include: file-management, process management, user management, networking and scripting; and will conclude with projects that include advanced scripting, virtualization, security and penetration testing with Kali Linux, implementation of a LAMP stack (Linux Apache, MySQL, PHP) to create a WordPress Web/Content Management System (CMS) instance, embedded computing with the Arduino or Raspberry Pi and emergent projects as they arise and evolve.

CISS 101 BUSINESS COMPUTING 3-0-3 APPLICATION AND ANALYTICS DEVELOPMENT
Fall, Spring, Summer, DL
This course focuses on developing computer applications and computing business analytics for businesses and end users, using a continually evolving best practices case-based approach. The computing applications include the development of Database Management Systems (DBMS) that are used to organize, store and retrieve business information and spreadsheets that serve as a basis for Decision Support Systems (DSS). Together, these application components are integrated to create business computing applications capable of supporting today’s operational, tactical and strategic business operations and planning.
Open only to matriculated Computer Information Systems students.

CISS 102 INTRODUCTION 1-0-1 TO THE LINUX OPERATING SYSTEM
Fall, Spring, DL
This course will cover the basics of the Ubuntu Linux operating system and system virtualization. Topics include the desktop, the terminal and command line environment and virtualization.

CISS 105 IT ESSENTIALS (A+): 3-1-3 PC HARDWARE AND SOFTWARE
Fall, Spring, Summer, DL
This course, which maps to the Cisco IT Essentials and CompTIA A+ curricula, provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum includes installation, application and troubleshooting fundamentals of PC and mobile computing technology, networking and security. This is a hands-on, career-oriented course with an emphasis on practical experience to prepare students for entry-level ICT career opportunities and the CompTIA A+ certification.

CISS 110 PROGRAMMING AND LOGIC I, MT 4-0-4
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. Structured programming and introductory object oriented design principles will be used to provide a disciplined approach to computer program design. Students will solve interesting real-world problems.

CISS 111 PROGRAMMING AND LOGIC II - DATA STRUCTURES, MT 4-0-4
Fall, Spring, Summer, DL
This is the second course in computer logic and programming and focuses on commonly used abstract data structures and their implementation in an object oriented environment. Programming topics include: recursion, references, memory management and analysis of algorithms. Data-structure topics include: stacks, queues, lists, trees, and collections and their proper application. Object oriented programming topics include encapsulation, inheritance, and polymorphism. Advancing programming techniques will be introduced to assist students in acquiring a greater proficiency in writing applications and applets of increasing complexity.
Pre-requisite: CISS 110, Programming and Logic I with a final grade of “C” or better.

CISS 115 INTRODUCTION TO 3-0-3 GAME DESIGN AND DEVELOPMENT
Spring, DL
This course will introduce and develop the design principles, skills and techniques required to create game mechanics, design documents and functioning game prototypes. The coursework includes a focus on open source development environments, project management, pro-
gramming, game balancing and interaction, play-testing, interactive storytelling, interface design, community dynamics and critical evaluation.

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences and CISS 110, Programming and Logic I.

CISS 120  NETWORKING I- 3-1-3  INTRO TO DATA COMMUNICATION

Fall, Spring, Summer, DL
This course will introduce the student to the organization and design of data networks, and provide the foundation for the ICND1/CCENT Cisco network certification. Topics include networking applications, network media, Ethernet technology, the TCP/IP protocol suite, network addressing, operation of routed and switched networks and configuring both switched and routed network using simulation tools and live equipment. This hands-on course utilizes both the college’s networking laboratories and the Cisco Network Academy resources. Successful completion of CISS 120 and CISS 121 provides the student with all requisite knowledge for the topics covered in the Cisco Certified Network Associate (CCNA) certification exam. Note: The Cisco certification exam is not offered through the college since it is an industry-controlled certification.

CISS 121  NETWORKING II- 3-1-3  INTRO TO NETWORK ADMINISTRATION

Fall, Spring, Summer, DL
This course builds on the foundation developed in CISS 120, and extends the student’s capability to understand and manage data networks. The course covers three basic areas: Local Area Network (LAN) management, 802.11 wireless access, and Wide Area Network (WAN) technologies. The LAN management portion explores the switched network, with emphasis on Virtual LANs, Spanning Tree, Inter-VLAN routing and wireless access protocols. The WAN Technology component covers layer 2 protocols such as PPP and Frame-Relay, Access Control Lists and their application to network security, Network Address Translation (NAT), and an introduction to Internet Protocol version 6 (IPv6). This hands-on course utilizes the college’s networking laboratories and the Cisco Network Academy resources. Successful completion of CISS 120 and CISS 121 provides the student with all requisite knowledge for the topics covered in the Cisco Certified Network Associate (CCNA) certification exam. Note: The Cisco certification exams are not offered through the college since they are industry-controlled certifications.

Pre-requisite: CISS 120, Networking I-Introduction to Data Communication.

CISS 125  COMPUTER AND INFORMATION SECURITY 3-0-3

Fall, Spring, Summer, DL
This course will introduce Computing and Information Science students and professionals to Information Security (e.g. computer and network security). Information Security plays a vital role in today’s integrated networked information systems by securing an organization’s critical data and systems from inside and outside threats. This course will examine general security concepts that include: communication security, infrastructure security, operation/organization security, basic cryptography and steganography. Students will learn and apply defacto security best practices administering clients, servers and firewalls in a dedicated computer network laboratory. Through virtualization, students will have the opportunity to assess vulnerabilities and administrate Information Security on a multitude of operating systems. Presently the Computer and Information Sciences department has standardized on VMware as a virtualization platform. Distance learning students will need their own computer to complete the necessary coursework.

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences and CISS 110, Programming and Logic I or permission of CIS department chair.

CISS 150  OPERATING SYSTEMS 4-0-4

Fall, Spring, Summer, DL
This course will further develop the applied operating system, system administration and virtualization concepts introduced in CISS 100. Operating system theory and practice will be explored in both the Linux and Windows environments. Theoretical topics include: process management, communication and synchronization, memory management, device management, file systems, system administration and software management and security. Practical application will be applied to the most recent version of VMware Vsphere with VCenter managing a HA/DRS cluster. This virtual environment allows simulation of multiple server and client environments in a heterogeneous networking environment. This environment will include, but is not limited to, basic network design including standard and distributed virtual switches, use of Network Address Translation (NAT), high-availability planning, load balancing using DRS, server software installation and management, account/username maintenance, authentication subsystems and integration, disk and file system maintenance, application installation and configuration, printing and the use of directories (e.g. LDAP and Active Directory)

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences; CISS 110, Programming and Logic I; CISS 111, Programming and Logic II-Data Structures or CISS 121, Networking II-Introduction to Network Administration or permission of department chair.
CISS 180     INTRODUCTION TO ROBOTICS 4-0-4

Summer, DL
This course provides an overview of robotics and embedded systems and focuses on developing the skills, techniques and design principles required to program embedded systems and create functioning and properly documented robotic prototypes. Course topics include: contemporary robotic systems technologies and their social impact and embedded programming that includes: robotic system motion, control dynamics, sensors, autonomous intelligent robotic systems and real time systems. This course is both a theoretical and hands on course with significant programming assignments in Java for the Lego NXT and AR Parrot Drone environments.

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences and CISS 110, Programming and Logic I.

CISS 200     COBOL PROGRAMMING 4-0-4

Spring, DL
This course will provide thorough coverage of problem solving and structured programming in the study of the systematic technique of program construction. After completing this course, students 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 only to matriculated Computer Information Systems students.
Pre-requisite: CISS 110, Programming and Logic I or permission of department.

CISS 201     ADVANCED COBOL PROGRAMMING 3-2-4

Fall, Spring, DL
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. Students 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, students will have a comprehensive and absolute understanding of the concepts and techniques of structured program design and structured COBOL programming. Students also will have solved a wide variety of business-related and academic-oriented applies using COBOL and utilizing the Hudson Valley computer system. Additionally, students will enhance their skill using the UNIX operating system by using important UNIX tools, utilities and shell programming.

Pre-requisite: CISS 200, Introduction to COBOL Programming or permission of department.

CISS 210     INFORMATION SYSTEMS ANALYSIS AND DESIGN 4-0-4

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 only to Information Systems students.
Pre-requisites: CISS 100, Introduction to Computing and Information Sciences; CISS 110, Programming and Logic I; ONE OF CISS 111, Programming and Logic II- Data Structures or CISS 121, Networking II-Introduction to Network Administration or CISS 220, Introduction to Web Design and Development or permission of CIS department.

CISS 211     INFORMATION SYSTEMS DEVELOPMENT 3-0-3

Fall, Spring, Summer, DL
This is a continuation of CISS 210. Students will prototype the system they designed in CISS 210, and will plan and coordinate all systems development phases using recommended project management techniques. They also will participate in group walk-throughs and prepare a formal presentation of their completed system.
Open only to Information Systems students.
Pre-requisite: CISS 210, Information Systems Analysis and Design.

CISS 215     PROJECT MANAGEMENT 4-0-4

Fall, Spring, Summer, DL
Project management is defined as the application of knowledge, skills, tools and techniques to project activities to meet project requirements. This course will cover project management knowledge areas (PMBOK) and the associated skills, tools and techniques required to complete project activities. The emphasis will be the application of concepts using real world examples and simulations.
Pre-requisite: CISS 101, Business Computing Application and Analytics Development or CMPT 101, Computer Concepts and Applications I with a grade of "C" or better or permission of department chair.
CISS 217  CLOUD COMPUTING  3-0-3
Fall, Spring, Summer, DL
This course provides a foundation in cloud computing concepts, models and application. Topics will include: virtualization, outsourcing, service provisioning, shared services, converged infrastructures and cloud computing business costs and benefits. Students will develop cloud applications using the Amazon Web services (AWS) Elastic Compute Cloud (EC2) Free Tier.
Pre-requisite: CISS 100, Introduction to Computing and Information Sciences or by permission of department chair.
Pre- or co-requisite: CISS 210, Information Systems Analysis and Design or by permission of department chair.

CISS 218  INTRODUCTION TO BIG DATA AND ANALYTICS  3-0-3
Fall, Spring, Summer, DL
This course provides an introductory foundation in big data and analytics necessary to apply emergent proprietary and open-source analytic tools to quickly and cost-effectively analyze complex data sets. Big data is an evolving term to describe a wide variety of unstructured or semi-structured contemporary data types resulting from cloud, social and mobile computing (e.g. Facebook, Twitter, email, SMS, location, etc.), and as a result big data represents an extreme volume of data. Big data is too large and costly to analyze with traditional relational database and statistical methods thereby requiring new and evolving approaches to data analysis that include machine learning, distributed cloud computing and storage (e.g. Hadoop) and statistical computing (e.g. R) solutions. The goal of big data analytics is to identify patterns and trends in the data, facilitating increased understanding of complex data sets and human behavior necessary for quick decision making, cost reduction, identification of new opportunities and continuing increases in stakeholder satisfaction.
Pre-requisites: CMPT 115, Introduction to Business Analytics with Microsoft Excel; CISS 100, Introduction to Computing and Information Sciences; CISS 110, Programming and Logic I or by permission of department chair.

CISS 220  INTRODUCTION TO WEB DESIGN AND DEVELOPMENT  3-0-3
Fall, Spring, Summer, DL
This course introduces students to best practices W3C standards compliant web design and development, providing a foundation for the development of rich interactive user web experiences available on any device. Course topics include but are not limited to: the history and architecture of the internet and the World Wide Web, HTML, Extensible HTML (XHTML), HTML 5, Cascading Style Sheets (CSS), XML, User Centered Design (UCD), standards compliant accessibility, multimedia, Search Engine Optimization (SEO) and content management. This is a hands-on, project based course, conducted and tested in multiple operating systems (e.g. Windows, Mac, Linux, Apple iOS, Android), browsers (e.g. Safari, Firefox, Chrome, Internet Explorer) and environments.
Pre-requisites: CISS 210, Introduction to Web Design and Development and adds the back-end generation of dynamic web content from server side programming using PHP and MySQL. Topics include but are not limited to: user centered design (UCD), virtual customer experience (VCE), the document-object model (DOM), form processing and validation, cookie management, browser and platform identification, Dynamic HTML, Javascript integration with HTML5 and CSS, Javascript Libraries (e.g. Jquery) and JavaScript Object Notation (JSON). This is a hands-on, project-based course, conducted and tested in multiple operating systems (e.g. Windows, Mac, Linux, Apple iOS, Android), browsers (e.g. Safari, Firefox, Chrome, Internet Explorer), and environments.
Pre-requisites: CISS 110, Programming and Logic I and CISS 220, Introduction to Web Design and Development or permission of department.

CISS 221  WEB DESIGN-CLIENT  3-0-3
Fall, Spring, Summer, DL
This course extends the W3C standards compliant content presented in CISS 220 Introduction to Web Design and Development and adds interactive user-centered content on the client side using Javascript. Topics include but are not limited to: user centered design (UCD), virtual customer experience (VCE), the document-object model (DOM), form processing and validation, cookie management, browser and platform identification, Dynamic HTML, Javascript integration with HTML5 and CSS, Javascript Libraries (e.g. Jquery) and JavaScript Object Notation (JSON). This is a hands-on, project-based course, conducted and tested in multiple operating systems (e.g. Windows, Mac, Linux, Apple iOS, Android), browsers (e.g. Safari, Firefox, Chrome, Internet Explorer), and environments.
Pre-requisites: CISS 110, Programming and Logic I and CISS 220, Introduction to Web Design and Development or permission of department.

CISS 225  WEB DESIGN - SERVER-  3-0-3
Fall, Spring, DL
This course extends the W3C standards compliant content presented in CISS 220–Introduction to Web Design and Development and adds the back-end generation of dynamic web content from server side programming using PHP and MySQL. Topics include but are not limited to: user centered design (UCD), tailoring and optimizing virtual customer experience (VCE), cookie and session management, system security, file management and MySQL database access and management. This is a hands-on, project-based course, conducted and tested in multiple operating systems (e.g. Windows, Mac, Linux, Apple iOS, Android), browsers (e.g. Safari, Firefox, Chrome, Internet Explorer), and environments.
CISS 227       XML AND ADVANCED WEB AND INFORMATION MANAGEMENT 3-0-3
Fall, Spring, DL
This course extends and integrates the XML, client-side and server-side programming, and web architecture and management content introduced in CISS 220 Introduction to Web Design and Development, CISS 221 Web Design–Client Side Programming with JavaScript and CISS 225–Web Design–Server Side Programming with PHP and MySQL to create enterprise web services and web applications. Course content includes but is not limited to: web administration, management, security and architecture, tailored adaptive content, accessibility, user-centered design (UCD), XML web service and web application technologies (e.g. XSL, XML DOM, DTDs and XSDs, XML Schemas, XQuery, SOAP, WSDL, RDF, RSS and AJAX), social networking and mobile computing and location based services.
Pre-requisite: CISS 221, Web Design–Client Side Programming with JavaScript and CISS 225, Web Design–Server–Side Programming with PHP and MySQL or permission of department.

Pre-requisite: CISS 210, Information Systems Analysis and Design.

CISS 231       ADVANCED VISUAL BASIC PROGRAMMING 2-2-3
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. Students 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.
Pre-requisite: CISS 230, Object Oriented Design with VB.NET.

CISS 233       C# PROGRAMMING 4-0-4
Fall, Spring, Summer, DL
This course is an introduction to the C# programming language and the .NET framework, the Microsoft Visual Studio.Net or an equivalent Integrated Development Environment (IDE). Students will be provided with the essential foundation necessary to design and develop robust and secure .NET applications using C#, Windows forms, and the .NET framework. This course will cover the following topics: classes, objects, multi-threading, the .NET framework, ADO.NET, ASP.NET, XML and Web Services.
Pre-requisite: CISS 111, Programming and Logic II -Data Structures or permission of department chair.

CISS 239       MOBILE COMPUTING TECHNOLOGIES 3-0-3
Fall, Spring
This course will discuss the theory and practices of programming mobile devices for modern technologies. The students will have the opportunity to program as well as test application programming for current smart phones and other 3g and 4g devices. This class is meant to be a hands-on class in mobile computing application programming. Platforms will include, but are not limited to, the iPhone OS and Google Android OS architectures.
Pre-requisite: CISS 100, Fundamentals of Information Processing; CISS 110, Programming and Logic I; CISS 220, website Development and Design or permission of CIS department chair.

CISS 240       OBJECT ORIENTED DESIGN WITH JAVA 3-1-3
Fall, Spring, Summer, DL
This course will cover the basics of programming in Java, 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. Co-requisites: CISS 111, Programming and Logic II -Data Structures or permission of department chair.

CISS 241       ADVANCED JAVA PROGRAMMING 4-0-4
Spring, Summer, DL
This course provides an in-depth study of object oriented design (OOD) and advanced Java topics using an integrated development environment (IDE). This course presents and applies a "best practices" approach to: exception handling, Java database connectivity (JDBC), multithreading and synchronization, collections, 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.

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

CISS 250 DATABASE MANAGEMENT SYSTEMS
Fall, Spring, Summer, DL
This course is a solid and practical foundation for the design, implementation and management of a database system. It familiarizes students with the basic data base models—hierarchical, Network/CODASYL, relational and object-oriented, and their capabilities with standard data base management systems. Its main focus is the combination of data base design and manipulation principles with hands-on experience. Database design is emphasized using both theory and end-user requirements, as they relate to description support activities. The overall objective is to provide the basis for a solid education in the fundamentals of database technology and, in particular, to pave the way for an understanding of the direction in which the field is currently developing and is likely to develop in the future.

Open only to matriculated Computer Information Systems students.

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences; CISS 111, Programming and Logic II - Data Structures; CMPT 120, Introduction to Database Concepts with Microsoft Access or permission of department.

CISS 251 STRUCTURED QUERY LANGUAGE (SQL) AND PL/SQL
Fall, Spring, Summer, DL
This course covers database manipulation using Structured Query Language (SQL) and Procedural Language extensions to SQL (PL/SQL) in accord with relational database management theory to meet end-user and enterprise support activity requirements. This course provides hands-on experience with the Oracle database management system (DBMS) and its procedural language extensions and Open Database Connectivity (ODBC) programming languages (e.g., Java, C/C++, .Net, PHP, COBOL, etc.).

Pre-requisites: CISS 100, Introduction to Computing and Information Sciences; CISS 110 Programming and Logic I; CMPT 120, Introduction to Database Concepts with Microsoft Access or permission of department chair.

CISS 260 INTERNSHIP 1-6-3
Fall, Spring
The student will participate in a Computer Information Systems internship at an approved local organization to gain professional experience in applications programming, system and network administration, web design and development or other technological areas during the last term of study. Prior to registration, prospective CISS 260 - Internship students must prepare a resume in accord with the Center for Careers and Transfer resume guidelines and submit this resume to the Business Advisement Center in Brahan 205 or the CIS department via email. <business@hvcc.edu>. Students will receive additional registration information after submitting their resume. Please note that internship placement occurs on a first-come, first-serve basis; therefore, students are encouraged to submit their resumes and register early. Students may find their own internship site; however, the site must be approved by the department prior to the first day of the semester. Students who are not placed in an internship will be required to take an alternative course as approved by the department chair.

Open only to matriculated Computer Information Systems or Telecommunications Technology students with 2.0 grade point index.

Pre-requisite: CISS 210 Information Systems Analysis and Design or permission of department.

CISS 270 ADVANCED ROUTING AND WIDE AREA NETWORK (WAN) INFRASTRUCTURE
Fall
This course provides an in-depth exploration of Wide Area Network (WAN) design through the study of the related protocols and the methods used to optimize data flow. It combines sound theoretical foundations with hands-on lab exercises to provide the students depth and experience in understanding and managing networks. Topics include hierarchical design of scalable networks, advanced features of EIGRP, OSPF and BGP routing protocols for both IPv4 and IPv6, and path control tools such as route maps, policy based routing, and route filtering. Network security concepts are integrated with nearly all topics, and students will be creating secure, authenticated designs. This course builds on the concepts taught in CISS 121, and assumes the student has a working knowledge of standard WAN protocols and the Cisco Internetwork Operating System. This course uses the resources available at the Hudson Valley Community College CCNP networking laboratories and the Cisco Network Academy. The course content aligns with the topics covered in the Cisco routing certification exam (CCNP ROUTE 300-101) and will help prepare students for successful completion of that certification.

Pre-requisite: CISS 121, Networking II - Introduction to Network Administration.

CISS 271 ADVANCED SWITCHING AND NETWORK MANAGEMENT
Spring
The purpose of this course is to ground students in the concepts of modern LAN design, and to provide an understand-
Course Descriptions

CISS 272  ADVANCED  4-0-4
NETWORKING TOPICS: VOIP AND WIRELESS TECHNOLOGIES

Spring
This course will present evolving and emerging topics in networking to advanced networking students. The two main focal points of this course will be VoIP (Voice over IP), 802.11n and 802.11a/c wireless implementation and advanced troubleshooting methods as presented in the Cisco Certified Network Associate and Professional (CCNA and CCNP) exam curriculums. These components will necessarily be presented with an integrated approach citing their interdependence in accord with the Enterprise Composite Network Model (ECNM). The VoIP component will present implementation QoS (Quality of Service) concepts, deployment best practices and challenges in both small and large business environments. The wireless component will focus on the 802.11n wireless technology while introducing the new 802.11a/c standard and will give students the knowledge base to survey, analyze, design, implement, configure and deploy a secure wireless infrastructure with an in-depth understanding of today’s BYOD practices. The course will also include a substantial troubleshooting component to provide students with advanced experience in correcting errors and solving complex routing and switching issues in a deployed production setting.
Pre-requisite: CISS 121, Networking II- Introduction to Network Administration.
Pre- or co-requisite: CISS 271, Advanced Switching and Network Management or permission of department chair.

CISS 273  NETWORK SECURITY  3-0-3
Fall
This course provides students with an in-depth understanding of the principles and practice of network security design. This course allows students to develop and demonstrate the knowledge and skills needed to address the growing need for secure networks. The course emphasizes both an understanding of the underlying theory and the practical experience required to implement network security. Using state-of-the-art equipment, students learn to install, troubleshoot and monitor network devices to maintain integrity, confidentiality and availability of data and devices.
Pre-requisite: CISS 121, Networking II- Introduction to Network Administration and CISS 125, Computer and Information Security.

CISS 280  ASSEMBLY LANGUAGE AND COMPUTER ARCHITECTURE  4-0-4
Fall, Spring, DL
This course offers an introduction to assembly language and computer architecture. Topics include Boolean logic, date representation, processor and computer architecture, memory management, registers, machine instruction sets, addressing, subroutines, parameter passing, assembly and linking.
Pre-requisite: CISS 111, Programming and Logic II - Data Structures with a grade of "C" or better or permission of department chair.

CISS 290  C++ PROGRAMMING  4-0-4
Fall, Spring, DL
This course covers the features of the C++ programming language including class design and data structures. A modern, object-oriented approach is followed with regard to data structures and their use in programming, unified around the notion of the Standard Template Library (STL) container classes. The most useful concepts are stressed so students can begin writing programs immediately to solve real world problems. Students should possess a strong fundamental knowledge of programming concepts and control structures.
Pre-requisite: CISS 111, Programming and Logic II - Data Structures with a grade of "C" or better or permission of Department Chair.

CISS 295  PERL PROGRAMMING  4-0-4
Fall, Spring, Summer, DL
This course covers the features of the Perl programming language including scalars, strings input, output, files and data structures. The use of the Perl language and the available Perl modules, particularly the CGI modules, provides the foundation for creating robust server-side web applications. The most useful concepts are stressed so students can begin
writing programs immediately to solve real world problems. Students should possess a strong fundamental knowledge of programming concepts and control structures. 

Pre-requisite: CISS 111, Programming and Logic II-Data Structures with a grade of “C” or better or permission of department chair.

### CONSTRUCTION TECHNOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>CNST 100</td>
<td>CONSTRUCTION SURVEYING</td>
<td>2-3-3</td>
<td>Fall</td>
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<td></td>
<td><strong>Lab fee will be required</strong></td>
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<tr>
<td></td>
<td>Students will study 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.</td>
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<tr>
<td>CNST 103</td>
<td>BLUEPRINT READING FOR TECHNOLOGIES</td>
<td>2-2-3</td>
<td>Fall</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>This course will cover the study of blueprints that are common to the field of construction and familiarize students 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, and construction systems.</td>
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<td>CNST 110</td>
<td>STATICS AND STRENGTH OF MATERIALS</td>
<td>2-2-3</td>
<td>Spring</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>This course will cover 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, and deflection and column theory. Pre-requisite: MATH 110, Intermediate Algebra with a grade of “C” or higher.</td>
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<td>CNST 120</td>
<td>ARCHITECTURAL DRAWING I</td>
<td>0-4-2</td>
<td>Fall</td>
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<td><strong>Spring</strong></td>
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<td>In this course, students will create a set of working drawings, utilizing computer drafting, scale-triangle skills and freehand sketching, so that the end product is of sufficient quality and it could be used to obtain a building permit. Building code issues also are emphasized. Pre-requisites: CNST 103, Blueprint Reading for Technologies or CIVL 110, Engineering Graphics or CIVL 103, Digital Media for Architectural Technology.</td>
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<tr>
<td>CNST 130</td>
<td>PRINCIPLES AND PRACTICES OF LIGHT CONSTRUCTION I</td>
<td>2-2-3</td>
<td>Fall, Spring</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>This course emphasizes the study of light wood frame construction. Major topics include: floor, wall and roof framing; building layout; foundations systems; exterior and interior finishes; doors and windows; and applicable codes and building department regulations.</td>
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<tr>
<td>CNST 131</td>
<td>CONSTRUCTION LABORATORY I</td>
<td>0-6-2</td>
<td>Fall</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>This is a practical laboratory course that will allow students to develop skills in residential construction.</td>
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<td>CNST 132</td>
<td>CONSTRUCTION LABORATORY II</td>
<td>0-6-2</td>
<td>Spring</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>This is a continuation of CNST 131, Construction Laboratory I. Students will continue to develop practical skills in residential construction. Pre-requisites: CNST 130, Principles and Practices of Light Construction I and CNST 131, Construction Laboratory I.</td>
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<td>CNST 133</td>
<td>PRINCIPLES AND PRACTICES OF LIGHT CONSTRUCTION II</td>
<td>3-2-4</td>
<td>Fall</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>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. Pre-requisite: CNST 130, Principles and Practices of Light Construction I.</td>
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<td>CNST 202</td>
<td>CONSTRUCTION PLANNING AND CONTROL</td>
<td>2-2-3</td>
<td>Spring</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>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, and high powered construction management computer software will be used for projects. Pre-requisite: CNST 103, Blueprint Reading for Technologies.</td>
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<td>CNST 210</td>
<td>STEEL CONSTRUCTION</td>
<td>2-2-3</td>
<td>Fall</td>
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<td><strong>Lab fee will be required</strong></td>
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<td>In this course, students will study steel construction methods, steel detailing, and erection and design. It also covers</td>
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design and analysis of steel beams, tension and compression members, and an introduction to the theory of connections. Students will participate in the erection of a prefabricated structural steel building as part of the class.

**NOTE:** Students should contact the department to determine which prerequisite would be appropriate based on career goals.

**Pre-requisites:** CIVL 112, Statics and Strength of Materials or CNST 110, Statics and Strength of Materials with a grade of "C" or higher in either course.

**CNST 211 CONCRETE CONSTRUCTION**

*Spring*

This course covers placement and curing of concrete, reinforcing bar detailing and placement, reinforced concrete construction methods and practice, and an introduction to form work design.

**NOTE:** Students should contact the department to determine which prerequisite would be appropriate based on career goals.

**Pre-requisites:** CIVL 112, Statics and Strength of Materials or CNST 110, Statics and Strength of Materials with a grade of "C" or higher in either course.

**CNST 220 ARCHITECTURAL DRAWING II**

*Fall, Spring*  
Lab fee will be required

This course is a continuation of CNST 120, and covers more complex commercial construction with extensive use of applicable building codes.

**Pre-requisite:** CNST 120, Architectural Drawing I.

**CNST 230 CONSTRUCTION MANAGEMENT SEMINAR**

*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 also will be introduced.

**Pre-requisite:** CIVL 110, Engineering Graphics or CNST 103, Blueprint Reading for Technologies.

**CNST 231 BUILDING SERVICE SYSTEMS**

*Spring*  
Lab fee will be required

Students will study 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 also are included.

**NOTE:** Students should contact the department to determine which prerequisite would be appropriate based on career goals.

**Pre-requisites:** CNST 103, Blueprint Reading for Technologies and MATH 099, Elementary Algebra I or higher level math, excluding MATH 120, Real World Math and MATH 135, Elementary Statistics.

**Pre- or co-requisite:** MATH 100, Elementary Algebra II.

**CNST 232 SITE DEVELOPMENT 2-3-3**

*Spring*

This course covers the legal regulations for land planning, development, design, and construction of site plans including a review of stormwater, sanitary and road design. In addition, the course will look at the economics of site design as it relates to location, cost and time. A design project will be assigned for either a typical residential subdivision or large commercial project. The final project will include building footprint(s), siting of the building(s), façade studies, a DEIS and construction documents. Cost estimates and project schedules will be developed.

**Pre-requisites:** (CIVL 101, Surveying I and CNST 103, Blueprint Reading for Technologies) or (CIVL 102, Architectural Fundamentals and CIVL 223, Introduction to Building Technology)

**CNST 239 CONSTRUCTION CAPSTONE 1-4-3**

*Spring*  
Lab fee will be required

This is a capstone course in which students will utilize 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-requisites:** CIVL 101, Surveying I and CIVL 110, Engineering Graphics.

**Pre- or co-requisites:** CIVL 224, Estimating; CNST 202, Construction Planning and Control; CNST 231, Building Service Systems or CIVL 236, Highway Construction and Planning Methods.

**CNST 270 SOILS IN CONSTRUCTION 2-2-3**

*Fall, Spring*  
Lab fee will be required

This course will cover soil classification and investigation, groundwater, drainage, frost action, earth construction, lateral earth pressures, bearing capacity, and piles and settlement. Students also will conduct lab tests and prepare reports.

**CRAFT**

**CRFT 100 CRAFT SEMINAR 2-0-2**

*Fall, Spring*

In this course, advanced-level students will have the opportunity to concentrate their efforts and develop in one media. Students 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
also will develop their technical skills and design concepts. This course involves the use of hand tools requiring fine motor coordination.

Pre-requisites: Two credits of Introductory and Intermediate and Advanced Studio.

Co-requisite: Class attendance in Advanced Level Studio.

CRFT 101     INTRODUCTION          2-0-2
TO FURNITURE MAKING
Fall, Spring, Summer Materials fee will be required
This course is an introduction to the practical application of basic knowledge of wood, using hand tools to make standard furniture joinery. This course involves the use of hand and power tools requiring fine motor coordination.

CRFT 102     INTRODUCTION          2-0-2
TO WOODCARVING
Fall, Spring Materials fee will be required
This is an introductory course in woodcarving with relief and chip carving techniques and includes the techniques of hand-carving, stamping, varnishing and staining. Students will complete three finished products in this class that demonstrate chip relief carving. This course involves the use of hand tools requiring fine motor coordination.

CRFT 111     INTRODUCTION          2-0-2
TO POTTERY
Fall, Spring, Summer Materials fee will be required
This is an introductory studio course in stoneware ceramics. Through lectures, wheel throwing, and hand-building, students will 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. This course involves the use of hand tools requiring fine motor coordination.

Pre-requisite: CRFT 111, Introduction to Pottery.

CRFT 112     CERAMIC                    2-0-2
SCULPTURE
Fall, Spring Materials fee will be required
This course is designed to introduce clay in a sculptural context. Traditional techniques of solid form manipulation and subtractive and additive methods will be presented. Projects will include an anatomical hand sculpture, an abstract sculpture, and a self-directed project. This course involves the use of hand tools requiring fine motor coordination.

CRFT 122     SPINNING AND           1-0-1
DYEING: AN INTRODUCTION
Fall, Spring Materials fee will be required
This course is an introduction to natural and man-made fibers and will cover preparation of fibers for spinning, and an introduction to spinning techniques on both a drop spindle and spinning wheel. It will also cover an introduction to chemical and natural dyes, and the practice of dyeing techniques of fibers produced in the studio. Fiber and tools will be provided. This course involves the use of hand tools requiring fine motor coordination.

CRFT 131     BEGINNING          2-0-2
PRINTMAKING
Fall, Spring, Summer Materials fee will be required
This is an introduction to the form of printmaking. Students will learn a variety of techniques for creating images on monotype plates. Students will work on single-pass and multi-pass printing that combines additive, subtractive, tracing, stencil and transfer techniques. Students will make a carborundum plate as a one-of-a-kind collograph that can produce multiple prints. This course involves the use of hand tools requiring fine motor coordination.

CRFT 132     INTRODUCTION          1-0-1
TO SCREEN PRINTING
Fall, Spring, Summer Materials fee will be required
This is an introductory course to explore the process of screen printing from its commercial uses such as posters and cards, to the creative aspects. Students will study stenciling methods and multiple color printing, and explore and develop creative possibilities of producing multiple images by using two screen printing methods: stenciling and block-out. This course involves the use of hand tools requiring fine motor coordination.

CRFT 133     PAPER MAKING          1-0-1
TECHNIQUES
Fall, Spring, Summer Materials fee will be required
This course will cover construction of paper pulps from low-cost natural or recycled fibers. Students will learn the construction of a mold and deckle for forming sheets of hand-made paper; methods of making casting molds; and the use of hand-made paper for making relief prints. This course involves the use of hand tools requiring fine motor coordination.

CRFT 141     JEWELRY I                   2-0-2
Fall, Spring, Summer Materials fee will be required
This is an introductory course covering fundamental concepts and techniques of both the design and creation of original jewelry. It includes the techniques of piercing and filing, soldering and polishing. Students will work with metal alone and in combination with other materials, such as wood, plexiglass, etc. Development of individual designs will be encouraged. This course involves the use of hand tools requiring fine motor coordination.
Course Descriptions

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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 141, Jewelry I.

CRFT 151  
**INTRODUCTION TO STAINED GLASS TECHNIQUES**  
2-0-2  
*Fall, Spring, Summer  Materials fee will be required*  
This course is an introduction to basic stained glass techniques and will explore Tiffany Foil 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, examples and demonstrations. This course involves the use of hand tools requiring fine motor coordination.

CRFT 200  
**ADVANCED FURNITURE MAKING**  
2-0-2  
*Fall, Spring  Materials fee will be required*  
In this course, students will engage in the study and practice of advanced techniques of furniture making. The properties of various woods and inlay processes will be taught and the focus will be on the aesthetics of form as well as function. A final project incorporating learned techniques is required. This course involves the use of hand and power tools requiring fine motor coordination.  

CRFT 211  
**POTTERY II**  
(Intermediate Pottery)  
2-0-2  
*Fall, Spring, Summer  Materials fee will be required*  
This course continues the student’s development of pottery techniques with a focus on refining both technical and aesthetic pursuits. The emphasis will be to bring students’ skills 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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 111, Introduction to Pottery.

CRFT 221  
**WEAVING II**  
2-0-2  
*Fall, Spring  Materials fee will be required*  
This course is designed for students who have completed Weaving I or have some weaving experience. It 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 also will be explored. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 121, Intro to Fiber Arts: Weaving I.

CRFT 222  
**SPINNING AND DYEING II**  
1-0-1  
*Fall, Spring  Materials fee will be required*  
This is an advanced course that will cover spinning and dyeing, compound threads, working with natural and man-made fibers, and spinning of complex and mixed threads on a drop spindle and spinning wheel. Students will learn 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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 122, Spinning and Dyeing: An Introduction.

CRFT 231  
**INTERMEDIATE PRINTMAKING**  
2-0-2  
*Fall, Spring, Summer  Materials fee will be required*  
This course will explore 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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 131, Beginning Printmaking.

CRFT 241  
**JEWELRY II**  
2-0-2  
*Fall, Spring, Summer  Materials fee will be required*  
This is an advanced course in metalworking and jewelry design that will allow students to refine basic skills and explore 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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 141, Jewelry I.

CRFT 242  
**ENAMELING II**  
2-0-2  
*Fall, Spring  Materials fee will be required*  
In this course, 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. This course involves the use of hand tools requiring fine motor coordination.  
Pre-requisite: CRFT 142, Enameling: An Introduction.
CRFT 251     STAINED GLASS II       2-0-2
Fall, Spring, Summer  Materials fee will be required
This course is 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. This course involves the use of hand tools requiring fine motor coordination.
Pre-requisite: CRFT 151, Introduction to Stained Glass Techniques.

CRFT 271     ADVANCED                 2-0-2
POTTERY
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. This course involves the use of hand tools requiring fine motor coordination.
Pre-requisites: CRFT 211, Pottery II.

CRFT 283     WEAVING III              2-0-2
Fall, Spring  Materials fee will be required
This class is for students continuing with the study of fabric structure, color and design of textile, and actual performance of techniques on the loom. This course involves the use of hand tools requiring fine motor coordination.
Pre-requisites: CRFT 221, Weaving II and CRFT 222, Spinning and Dyeing II.

CRFT 291     ADVANCED                 2-0-2
JEWELRY - STONE 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 discussed. This course involves the use of hand tools requiring fine motor coordination.
Pre-requisites: CRFT 141, Jewelry I and CRFT 241, Jewelry II.

CRFT 295     MARKETING                1-0-1
YOUR ART/CRAFT
Fall, Spring  Materials fee will be required
This course introduces artists and crafts persons to the skills and resources needed to market their own work. It 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. This course involves the use of hand tools requiring fine motor coordination.

CRIMINAL JUSTICE

CRJS 101     INTRODUCTION          3-0-3
TO CRIMINAL JUSTICE
Fall, Spring, DL
This course is a survey of the historical and philosophical development of law enforcement. It 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 110     INTRO TO                    3-0-3
CRIMINAL LAW
Fall, Spring
This course is an introduction to criminal law in the United States. The course begins with an overview of the American criminal justice system. Substantive criminal law and procedural criminal law, including probable cause and search and seizure, are covered during the semester.

CRJS 120     ETHICS AND                3-0-3
CRIMINAL JUSTICE
Fall, Spring, Summer
This course explores the ethical dilemmas present in the criminal justice system. Current issues in policing, corrections, courts and forensic science will be covered.

CRJS 130     LEGAL ISSUES             3-0-3
FOR ANIMAL CONTROL
Fall
This is an overview of the role of law enforcement and animal control officers in the animal advocacy field. NYS Article 7, as well as current case law, environmental law, and vehicle and traffic law, as they pertain to animals will also be covered.

CRJS 131     FORENSIC                   3-0-3
ASSESSMENT OF
ANIMAL CRUELTY INVESTIGATIONS
Fall
This course deals with the issues of animal cruelty, animal fighting and the veterinarian’s role in animal advocacy. Investigation and documentation of non-accidental injuries as well as trace evidence, chain of custody, and evidence collection will be covered.

CRJS 132     SHELTER AND              3-0-3
RESCUE MANAGEMENT
Fall
This course will examine shelter and rescue regulations and policies, facility design and function, as well as shelter/rescue animals’ needs.
**CRJS 133**  **INTRODUCTION TO ANIMAL ADVOCACY**  **3-0-3**

Fall  
This course will analyze the various facets of advocating for animals from the perspectives of both welfare and rights at local, national and global levels. The basics of advocacy, as well as advocacy techniques, will be discussed.

**CRJS 135**  **ANIMAL POLICY SEMINAR I**  **1-0-1**

Offered on demand  
This seminar-based course explores contemporary issues in animal policy. The seminar will provide an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

**CRJS 136**  **ANIMAL POLICY SEMINAR II**  **2-0-2**

Offered on demand  
This seminar-based course explores contemporary issues in animal policy. The seminar will provide an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

**CRJS 137**  **ANIMAL POLICY SEMINAR III**  **3-0-3**

Offered on demand  
This seminar-based course explores contemporary issues in animal policy. The seminar will provide an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.

**CRJS 150**  **PRINCIPLES OF CRIMINAL INVESTIGATION I**  **3-0-3**

Fall, Spring, DL  
This course is an analysis of the nature and purpose of criminal investigation. Students will discuss various methods of investigation, the interview and interrogation of suspects, collection and preservation of evidence, use of informants, techniques of surveillance and special investigation techniques and an overview of 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.  
Pre-requisite: CRJS 150, Principles of Criminal Investigation I.

**CRJS 155**  **CONCEPTS IN FORENSIC SCIENCE**  **3-0-3**

Offered on demand  
This course is an introduction to the fundamental principles of the field of forensic science. The role of forensic science in criminal and civil investigations where interpretation of physical evidence is crucial will be covered.

**CRJS 190**  **INTRODUCTION TO EVIDENCE**  **3-0-3**

Fall, Spring, Summer, DL  
This is an introductory course on the topic of evidence and how it relates to the judicial process. The topics covered include, but are not limited to, hearsay, the exclusionary rule, Federal Rules of Evidence, scientific and physical evidence, search and seizure and witness testimony.

**CRJS 195**  **VICTIMOLOGY**  **3-0-3**

Spring  
* SSC  
This course is designed to provide the student with varied perspectives on crime victimization, including history and measurement of victimization, the science of victimology, consequences and forms of victimization, victims’ rights and victim advocacy. This course will also familiarize the student with current trends and issues in victimology including underserved populations and new forms of victimization data, the role of the victim and the impact of the victimization on the criminal justice system.

**CRJS 200**  **CHILDREN AND THE LAW**  **3-0-3**

Fall, Spring  
This course is designed to introduce students to non-delinquency issues facing children in the legal system. It will cover the right to counsel and advocacy for children in the areas of child abuse and neglect, custody, support, domestic violence, status offenses and education matters.

**CRJS 201**  **COMPARATIVE CRIMINAL JUSTICE SYSTEMS**  **3-0-3**

Offered on demand  
This course examines alternative systems of criminal justice in the United States and foreign countries. The study of the various systems is intended to create more critical evaluation of familiar agencies and systems. The major goal of this course is for students 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
This course is 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 students with varied perspectives on family violence, including historical, legal, cultural and political views; to familiarize students with current trends and issues in partner (relationship) abuse, elder abuse, physical child abuse and child sexual abuse; to inform students about current research on the nature and dynamics of family violence; and to increase students' understanding of the criminal justice, mental health, health care and social service responses to the victims, offenders and family members that are affected by violence in the family.

CRJS 204  WOMEN AND CRIMINAL JUSTICE  3-0-3

Winter
This course is designed to give students an understanding of the basic theoretical foundations of women in criminal justice. This course will cover a broad range of topics including the importance of understanding the emergence of gender in criminology; the importance of understanding the role of gender, race, age and class in the criminal justice system; and learning about women as victims and offenders of crime. This course also will address the role of women as practitioners and professionals in the field of criminal justice. Students will have the opportunity to integrate theory with practical application in order to better understand the material.
Pre-requisite: CRJS 101, Introduction to Criminal Justice or SOCL 100, Sociology or PSYC 100, General Psychology.

CRJS 205  POLICING  3-0-3

Fall, Spring, DL
This course focuses on the mutual interaction of the criminal justice system (police, courts, and corrections) with the public. Areas of discussion 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 students with the judicial system, and structure and process of Constitutional litigation through a detailed study of the rights of citizens.

CRJS 215  INTRODUCTION TO INDUSTRIAL SECURITY  3-0-3

Fall
This course explores the historical and philosophical background of modern industrial security: including the comparison of security and police operations; and security of the private, governmental and international levels.

CRJS 216  SECURITY ADMINISTRATION  3-0-3

Winter
This course is an introduction to security administration, covering the historical and legal framework for security operations on both the private and governmental level. It will include a detailed presentation of security processes and programs currently utilized in providing security in a democratic society. Attention also will be given to international security organizations, their organization, administration and operational limits.

CRJS 218  COMPUTER SECURITY  3-0-3

Winter
This course will examine the concept of a total program of protection from the conventional aspects of physical security to sophisticated protection of hardware, software and communications.
CRJS 219     PHYSICAL SECURITY AND SAFETY  
Spring 
This course will explore concepts of physical security integrated with management systems: physical security requirements and standard; alarms and surveillance devised; animate security; and costing, planning and engineering. Principles of safety practices and regulations; fire prevention; property conservation; occupational hazards and personal safeguards also will be discussed.

CRJS 220     SECURITY LAW  
Fall 
This course is designed to acquaint students with basic legal issues facing the private police officer. Students 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 students 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 students 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 Federal Department of Homeland Security.

CRJS 230     ANIMAL LAW I  
Fall, Spring 
This is an introductory course designed to acquaint students 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 231     ANIMAL LAW II  
Spring 
This course is designed to build upon the fundamental principles introduced in Animal Law I. Specific topics include New York animal cruelty laws and enforcement, lobbying, animals in science, access to courts, pet trusts, veterinary malpractice, damages, and private and state regulation of ownership. 
Pre-requisite: CRJS 230, Animal Law I.

CRJS 235     LOBBYING AND LEGISLATION FOR ANIMAL POLICY  
Fall 
This course is an introduction to the legislative process at the town, county, state and federal level. The course covers the use of the media and various mechanisms for lobbying for animal issues. This course requires a basic knowledge of animal policy and legal issues. 
Pre- or Co-requisite: CRJS 231, Animal Law II.

CRJS 236     ANIMAL ABUSE, INTERPERSONAL VIOLENCE AND THE JUSTICE SYSTEM  
Fall, Spring, DL 
A strong connection has been documented between animal abuse and interpersonal and/or family violence. This course will provide students with an opportunity to learn about why this connection exists and how to address it within the criminal justice system. Definition, statistics, warning signs, theories and possible solutions to the problem will be critiqued and examined.

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 students 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 students with an in-depth understanding of a chosen topic. The particular area of focus will be announced each term.
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<td>CRJS 242</td>
<td>CRIMINAL JUSTICE SEMINAR III, SS</td>
<td>3-0-3</td>
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<td>CRJS 243</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE RESEARCH</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
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<td></td>
<td>This course will examine the methods and concepts</td>
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<td>necessary for articulating and performing research</td>
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<td>in the criminal justice field. The course will</td>
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<td>focus on the most up-to-date criminal justice data</td>
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<td>sources.</td>
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<td></td>
<td>Pre-requisite: CRJS 101, Introduction to Criminal</td>
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<td></td>
<td>Justice</td>
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<td></td>
<td>Co-requisites: CRJS 250, Criminology or CRJS 255,</td>
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<td></td>
<td>Introduction to Juvenile Delinquency</td>
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<td>CRJS 244</td>
<td>DIGITAL FORENSICS</td>
<td>3-0-3</td>
<td>Fall, Spring</td>
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<td>This course examines digital evidence procedures,</td>
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<td>focusing on techniques and emerging trends among</td>
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<td>various crimes within our society, and the</td>
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<td>challenges digital devices pose during crime scene</td>
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<td>investigation.</td>
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<td>CRJS 245</td>
<td>FORENSIC SCIENCE I, NS</td>
<td>2-2-3</td>
<td>Fall, Spring, DL</td>
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<td>Lab fee will be required</td>
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<td>This course is a comprehensive survey of a crime</td>
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<td>laboratory, including theory and methods. Emphasis</td>
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<td>is placed on the role of the laboratory in</td>
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<td>criminal investigations. Firearm identification,</td>
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<td>examination of questioned documents, criminal</td>
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<td>analysis (i.e., narcotics, blood analysis, etc.)</td>
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<td>and instrumental analysis will be covered.</td>
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<td>*Labs completed on campus.</td>
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<td>CRJS 246</td>
<td>FORENSIC SCIENCE II, NS</td>
<td>2-2-3</td>
<td>Spring</td>
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<td>Lab fee will be required</td>
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<td>This course offers further applications in forensic</td>
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<td>science. A thorough understanding of the concepts</td>
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<td>in Forensic Science I are needed as a foundation.</td>
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<td>Advanced microscopy techniques, including</td>
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<td>birefringence, comparison microscopy, and</td>
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<td>refractive index determination on trace</td>
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<td>evidence are covered. Physical properties of</td>
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<td>evidence will be explored in greater detail. Arson</td>
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<td>analysis, toxicology, serology and chemical</td>
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<td>methods of analysis are covered</td>
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<td>Open only to matriculated Criminal Justice students.</td>
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<td></td>
<td>Pre-requisite: CRJS 245, Forensic Science I</td>
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<td>(a grade of &quot;C&quot; or better is required).</td>
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<td>CRJS 247</td>
<td>MEDICOLEGAL INVESTIGATION OF DEATH</td>
<td>3-0-3</td>
<td>Spring</td>
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<td></td>
<td>This course provides a study of the legal and</td>
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<td>forensic concepts and procedures for the</td>
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<td>investigation of death due to suspicious,</td>
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<td></td>
<td>unexpected, unattended or violent means. An</td>
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<td></td>
<td>emphasis will be placed on death scene techniques</td>
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<td>and will include manners and mechanisms, the</td>
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<td>causes of death, and post mortem changes.</td>
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<td>CRJS 250</td>
<td>CRIMINOLOGY</td>
<td>3-0-3</td>
<td>Fall, Spring, DL</td>
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<td>This course is a survey of the nature and scope of</td>
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<td>criminality and prevalent forms of deviance. It</td>
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<td>will consider the major theories of criminal and</td>
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<td>deviant conduct drawn from psychological, social</td>
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<td>and cultural modes of explanation. A discussion of</td>
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<td>various classifications and topologies and the</td>
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<td>role of crime statistics will be included, as well</td>
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<td>as the relevance of these factors for</td>
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<td>understanding, prevention, control and prediction.</td>
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<td>Pre- or co-requisite: ENGL 102, English Composition II</td>
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<td>or ENGL 104 English Composition II: Writing About</td>
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<td>Literature.</td>
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<td>CRJS 255</td>
<td>INTRODUCTION TO JUVENILE DELINQUENCY, SS</td>
<td>3-0-3</td>
<td>Fall, Spring, DL</td>
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<td></td>
<td>This course will explore the methods and</td>
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<td>philosophy of the juvenile court system, police</td>
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<td>programs for the prevention and control of</td>
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<td>juvenile delinquency, and the role of various</td>
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<td>social work agencies in the care and treatment of</td>
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<td>juveniles. Special attention will be given to</td>
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<td>police techniques utilized in handling juveniles,</td>
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<td>with emphasis on the utilization of existing</td>
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<td>community resources. The course will examine</td>
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<td>prevailing professional philosophy, existing law,</td>
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<td>public policy and knowledge of current delinquent</td>
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<td>behavior theories.</td>
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<td>CRJS 260</td>
<td>CRIMINAL JUSTICE ADMINISTRATION</td>
<td>3-0-3</td>
<td>Fall, Spring, DL</td>
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<td>This course is an analysis of the principles of</td>
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<td>administration and management in their application</td>
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<td>to law enforcement, courts and correctional</td>
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<td>agencies. It includes a study of organizational</td>
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<td>structure, responsibilities and interrelationships</td>
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<td>and how emerging technologies are impacting the</td>
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<td>administration of justice agencies.</td>
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CRJS 265  CORRECTIONAL SERVICES  3-0-3

Fall, Spring, DL
This is an introductory course in corrections that 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.
Pre-requisite: CRJS 101, Introduction to Criminal Justice.

CRJS 270  CRIMINAL JUSTICE TECHNOLOGY  3-0-3

Spring
This course covers recent technological advances in the field of criminal justice. Technology applications in law enforcement, corrections, the court system, and forensic evidence are covered.

CRJS 280  SUBSTANTIVE CRIMINAL LAW  3-0-3

Fall, Spring, DL
This course is 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 281  PROCEDURAL CRIMINAL LAW  3-0-3

Fall, Spring, DL
This course is a 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; and search and seizure.

CRJS 290  CRIMINAL JUSTICE PRACTICUM  2-4-3

Fall, Spring
This is 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.

CRJS 295  CRIMINAL JUSTICE CAPSTONE SEMINAR  3-0-3

Spring
This course is designed for Criminal Justice seniors in their last semester of study. Students will focus on the integration of concepts and theories which are presented in the Criminal Justice field.
NOTE: The pre-requisites and co-requisite must be completed at Hudson Valley Community College.
Pre-requisites: CRJS 101, Introduction to Criminal Justice and CRJS 250, Criminology - These courses must have been completed at Hudson Valley Community College.
Co-requisite: CRJS 265, Correctional Services - This course must be completed at Hudson Valley Community College.

DENTAL ASSISTING

DAST 105  DENTAL ANATOMY AND EMBRYOLOGY  3-0-3

Fall, DL
This course provides a study of the anatomy of the head, and of the structures of the oral cavity. The permanent and primary dentitions are studies, including eruption patterns, dates and embryonic developments. A study of the body systems and their primary function will be included. Basic charting terminology will be covered. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical Experience I.
NOTE: There is a clinical rotation required for this course. Open only to matriculated Dental Assisting students.
Co-requisites; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting I; DAST 115, Oral Hygiene Education and Nutrition; DAST 118, Dental Office Procedures.

DAST 107  DENTAL ASSISTING RADIOLOGY  3-0-3

Spring, DL
This course is designed to familiarize the student with the principles and procedures of dental radiology. Emphasis is placed on the development of the technical skills necessary to produce dental radiographs of acceptable diagnostic quality. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical Experience I.
Open only to matriculated Dental Assisting students.
Pre-requisites: DAST 105, Dental Anatomy and Embryology; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting I.
Co-requisite: DAST 120, Dental Assisting Clinical Experience II.
DAST 108 DENTAL MATERIALS 3-0-3
FOR DENTAL ASSISTANTS

Spring, DL
This course is designed to familiarize the student with the principles and procedures for dental materials currently utilized in dental treatments, which consist of exercises in procedures including the manipulation of common dental materials. Pharmacology terminology will be covered, along with preparation for anesthetics and sedation use. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical Experience II.

NOTE: There is a clinical rotation required for this course.
Open only to matriculated Dental Assisting students.
Pre-requisites: DAST 105, Dental Anatomy and Embryology; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting I; DAST 118, Dental Office Procedures.
Co-requisites: DAST 107, Dental Assisting Radiology and DAST 120, Dental Assisting Clinical Experience II.

DAST 110 DENTAL ASSISTING 0-8-2
CLINICAL EXPERIENCE I

Fall, DL
This course will demonstrate clinical dental assisting skills within a dental practice setting. Students will have an opportunity to observe and practice infection control, patient management, equipment operations, clinical dental assisting, and radiology procedures. A seminar component (via distance learning) will provide a means for discussion for the student clinical experience. Students will perform and record necessary clinical Skill Competency Evaluation forms within practice standards. All required evaluation forms must be completed by date indicated, and mailed or faxed to the appropriate location.

NOTE: 90 clinical hours will be required at the clinical site for this course.
Open only to matriculated Dental Assisting students.
Co-requisites: DAST 105, Dental Anatomy and Embryology; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting I; DAST 115, Oral Hygiene Education and Nutrition; DAST 118, Dental Office Procedures.

DAST 111 DENTAL ASSISTING I 5-0-5

Fall, DL
This course is designed to teach the student the following: basic concepts in microbiology, infection control, sterilization and disinfection techniques, introduction to equipment and instruments used in the dental office. The student is introduced to four-handed chairside assisting and gains experience in all types of dental procedures, oral evacuation, instrument transfer, tray setups, pre- and post-operative instructions. The history and organization of dentistry and dental auxiliary services are covered. Management of various dental office emergencies will be discussed. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical Experience I.
Open only to matriculated Dental Assisting students.
Co-requisites: DAST 105, Dental Anatomy and Embryology; DAST 110, Dental Assisting Clinical Experience I; DAST 115, Oral Hygiene Education and Nutrition; DAST 118, Dental Office Procedures.

DAST 115 ORAL HYGIENE 3-0-3
EDUCATION AND NUTRITION

Fall, DL
Basic principles of nutrition, including the role of nutrients in general health, as well as dental health and disease, are taught. Methods of preventive oral hygiene education including patient motivation will be discussed. Emphasis will be given to the essential role of the dental assistant in counseling the patient in these principles. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical II.
Open only to matriculated Dental Assisting students.
Co-requisite: DAST 110, Dental Assisting Clinical Experience I.

DAST 118 DENTAL OFFICE PROCEDURES 2-0-2

Fall, DL
This course provides the student with an overview of dental office management and business skills. Students will become acquainted with business office systems, marketing, reception procedures, telephone techniques, appointment scheduling, purchasing and maintaining inventory supplies, clinical and financial records, accounts receivable, accounts payable, dental insurance and dental records management. Employment strategies, dental ethics and jurisprudence will be covered in this course. Skill Competency Assessments for this course are coordinated with Dental Assisting Clinical Experience I.
NOTE: There is a clinical rotation required for this course.
Open only to matriculated Dental Assisting students.
Co-requisites: DAST 105, Dental Anatomy and Embryology; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting; DAST 115, Oral Hygiene Education and Nutrition.

DAST 120 DENTAL ASSISTING CLINICAL EXPERIENCE II 0-11-3

Spring, DL
The student will demonstrate clinical dental assisting skills within a dental practice setting. They will practice infection control, patient management, business assisting, equipment operations, clinical dental assisting, radiology procedures, laboratory skills, and practice management. A weekly seminar component
(via distance learning) will provide a means for discussion for the student’s clinical experience. Students will perform and record necessary clinical Skill Competency Evaluation forms within practice standards. All required evaluation forms must be completed by date indicated, and mailed or faxed to the appropriate location.

NOTES: 135 clinical hours will be required at the clinical site for the spring semester. There is an affiliation rotation required for this course. Open only to matriculated Dental Assisting students.

Pre-requisites: DAST 105, Dental Anatomy and Embryology; DAST 107, Dental Assisting Radiology; DAST 110, Dental Assisting Clinical Experience I; DAST 111, Dental Assisting I; DAST 118, Dental Office Procedures.

Co-requisites: DAST 107, Dental Assisting Radiology and DAST 108, Dental Materials for Dental Assistants.

DENTAL HYGIENE

DHYG 105 TOOTH MORPHOLOGY AND OCCLUSION 2-0-2

Fall, DL Lab fee will be required
This course, through a lecture format, is designed to provide students 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.
Co-requisites: BIOL 135, Oral Histology and Embryology and 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. The student 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.

DHYG 111 INTRODUCTION TO COMMUNITY DENTAL SERVICES 1-0-1

Spring
This course provides the dental hygiene student with the foundation and tools to effectively assume the role of a dental hygiene community educator. The student will be exposed to methods of public health programs, research and teaching and learning strategies. Each student will conduct a dental education program and will complete a table clinic presentation designed to apply the principles of community dental services.
Open only to matriculated Dental Hygiene students.
Pre-requisites: DHYG 110, Preventive Dentistry I.
Co-requisites: DHYG 120, Preventive Dentistry II and DHYG 121, Clinical Dental Hygiene I.
Pre- or co-requisite: BIOL 125, Nutrition.

DHYG 116 HEAD AND NECK ANATOMY 2-0-2

Spring Lab fee will be required
This course is designed to provide students with a comprehensive knowledge of head and neck anatomy through lecture and laboratory experiences. Emphasis is placed on aspects of head and neck anatomy that apply to dental hygiene treatment.
Open only to matriculated Dental Hygiene students.
Pre-requisite: BIOL 136, Anatomy and Physiology.

DHYG 117 DENTAL RADIOLOGY 3-3-4

Spring Lab fee will be required
This course is designed to familiarize students with the principles and procedures of dental radiology. Laboratory time is provided to enable students 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 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.
Pre-requisites: DHYG 105, Tooth Morphology and Occlusion and DHYG 110, Preventive Dentistry I.
Co-requisites: DHYG 120, Preventive Dentistry II and 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, with an emphasis on the dental hygiene process. The theories 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.
Pre-requisites: BIOL 136, Anatomy and Physiology; DHYG 105, Tooth Morphology and Occlusion; DHYG 110, Preventive Dentistry I.
Co-requisites: DHYG 121, Clinical Dental Hygiene I and DHYG 117, Dental Radiology.

**DHYG 121  CLINICAL  0-11-3**

**DENTAL HYGIENE I**

**Spring**  Lab fee will be required
In this course, traditional clinical skills are performed on patients with concentration on oral health education, principles of instrumentation, and patient assessment. Transitional functions also will be performed, and recognition of "normal" and "atypical" oral structures will be emphasized.
Open only to matriculated Dental Hygiene students.
Pre-requisites: DHYG 110, Preventive Dentistry I and DHYG 105, Tooth Morphology and Occlusion.
Co-requisite: DHYG 120, Preventive Dentistry II.
Pre- or Co-requisite: BIOL 125, Nutrition.

**DHYG 206  PATHOLOGY  3-0-3**

**Fall**
Pathology introduces dental hygiene students 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 dental hygiene students 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.
Pre-requisites: BIOL 135, Oral Histology & Embryology; BIOL 136, Anatomy & Physiology; BIOL 205, Microbiology; DHYG 117, Dental Radiology.
Co-requisites: DHYG 230, Preventive Dentistry III and DHYG 231, Clinical Dental Hygiene II.

**DHYG 207  PERIODONTOLOGY  2-0-2**

**Fall**
This course covers coordination of dental and oral anatomy, histology, physiology, microbiology of plaque, pathology of periodontal disease with clinical application and the rationale of periodontal therapy. The goal of this course is to develop within students the ability to recognize and participate in the treatment of periodontal disease. Upon completion of the course, students should be able to readily differentiate between a healthy and a diseased periodontium and understand the etiology and pathogenesis of periodontal condition. In addition, students 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.
Pre-requisites: BIOL 135, Oral Histology & Embryology; BIOL 205, Microbiology; DHYG 121, Clinical Dental Hygiene I.
Co-requisites: DHYG 206, Pathology and DHYG 231, Clinical Dental Hygiene II.

**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 college's Dental Hygiene program.
Open only to matriculated Dental Hygiene students.
Pre-requisite: DHYG 121, Clinical Dental Hygiene I.
Co-requisite: DHYG 231, Clinical Dental Hygiene II.

**DHYG 211  ADVANCED  2-0-2**

**COMMUNITY DENTAL SERVICES**

**Spring**
This course is the continuation of DHYG 111. Community Dental Services is designed to provide the student with knowledge and tools to be able to effectively assume a responsive 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.
Pre-requisites: DHYG 111, Introduction to Community Dental Services; DHYG 230, Preventative Dentistry III; DHYG 231 and Clinical Dental Hygiene II.
Co-requisites: DHYG 216, Oral Care for People Living with Special Needs; DHYG 240, Preventative Dentistry IV; DHYG 241, Clinical Dental Hygiene III.

**DHYG 216  ORAL CARE FOR  2-0-2**

**PEOPLE LIVING WITH SPECIAL NEEDS**

**Spring**
Individuals living with special needs may have a higher risk of oral disease due to compromised oral hygiene as a consequence of their impairment, oral manifestations of their particular condition and/or the side effects of drug regimes. This course will explore the concerns for providing and enabling the delivery of oral care for people whose medical, physical, psychological or social situations make it necessary to modify normal dental
Course Descriptions

DHYG 231 CLINICAL DENTAL HYGIENE II
Fall
This course is a continuation of DHYG 121, Clinical Dental Hygiene I, and emphasizes gingival and periodontal problems, treatment and prevention. The application of the theoretical material to the clinical techniques will enable students to provide increased patient care. A rotation through external affiliations also is 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.
Pre-requisites: DHYG 110, Preventive Dentistry I; BIOL 125, Nutrition; DHYG 117, Radiology; DHYG 120, Preventive Dentistry II; DHYG 121, Clinical Dental Hygiene I.
Co-requisites: DHYG 206, Pathology; DHYG 207, Periodontology; DHYG 208, Dental Materials; DHYG 230, Preventive Dentistry III.

DHYG 240 PREVENTIVE DENTISTRY IV
Spring
This is an advanced course intended for students who have completed three semesters of preventive dentistry courses. Topics include: management of medical emergencies in the dental setting, identifying and reporting child abuse and maltreatment/neglect to meet NYS Education Law, and dental practice management. The course also provides the didactic requirement to obtain post-certification in the administration of local infiltration anesthesia and nitrous oxide analgesia in the practice of dental hygiene. The goal of this course is to transition the graduate into the workplace as an oral health professional.
Open only to matriculated Dental Hygiene students.
Pre-requisites: DHYG 207, Periodontology; DHYG 230, Preventive Dentistry III; DHYG 231, Clinical Dental Hygiene II.
Co-requisites: DHYG 216, Oral Care for People Living with Special Needs; DHYG 240, Preventive Dentistry IV; DHYG 241, Clinical Dental Hygiene III.

DHYG 241 CLINICAL DENTAL HYGIENE III
Spring
This is an advanced clinical course in which continued growth and expansion of clinical knowledge and skill will be administered to more difficult periodontally involved patients, disabled patients and traditional patients.
Open only to matriculated Dental Hygiene students.
Pre-requisites: DHYG 206, Pathology; DHYG 207, Periodontology; DHYG 230, Preventive Dentistry III; DHYG 231, Clinical Dental Hygiene II; DHYG 208, Dental Materials.
Co-requisites: DHYG 217, Pharmacology and DHYG 240, Senior Seminar.

DIAGNOSTIC MEDICAL SONOGRAPHY

SONO 252  SONOGRAPHY  CONCEPTS AND PHYSICAL INSTRUMENTATION
Fall  Lab fee will be required
This is a study of the principles of ultrasound instruments, modes of operation, operator control options, frequency selection, echogenic properties, scanning motions and planes, and patient scheduling and patient preparations. A review of correlating diagnostic images also will be covered on both areas of the abdomen and obstetrics and gynecology. A lecture series on professional ethics, communication skills, patients’ rights, educational psychology, and computer basics also will be covered.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 254  CROSS SECTIONAL ANATOMY OF ABDOMEN
Fall  Lab fee will be required
In this course, students will study abdominal and small parts anatomy in cross section, with emphasis on structures visualized in medical sonography and computerized tomography. This course also will cover gross anatomy and laboratory test and values for each region.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 256  CROSS SECTIONAL ANATOMY OF OB-GYN
Fall  Lab fee will be required
In this course, students will study female pelvis and obstetric anatomy in cross section, with emphasis on structures visualized in medical sonography and computerized tomography. The course also will cover gross anatomy and laboratory test and values for each region.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 258  SONOGRAPHY  CLINIC I
Fall
In this course, actual scanning of the abdomen, pelvis, obstetric patient, and small parts in a hospital or clinic setting will take place. Students 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: Students are given either a pass or a fail grade for this course with no quality points awarded.

SONO 262  SONOGRAPHY  PHYSICS
Spring
This course is an in-depth study of ultrasound physics concepts, mathematical computations, quality assurance, biological effects and artifacts.
Open only to matriculated Diagnostic Medical Sonography and Echocardiography Students.
Pre-requisites: ECHO 252, Echocardiography Principles and Instrumentation or SONO 252, Sonography Concepts and Physical Instrumentation.

SONO 264  PATHOPHYSIOLOGY OF THE ABDOMEN
Spring
This course is an extensive study of the disease processes and physiological alterations that exist within the abdomen and small parts.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 266  PATHOPHYSIOLOGY OF OB-GYN
Spring
This course is an extensive study of the disease processes and physiological alterations that exist within the female reproductive system and the fetus. Students will study altered echogenic properties in multiple planes.
Open only to matriculated Diagnostic Medical Sonography students.

SONO 268  SONOGRAPHY  CLINIC II
Spring  Lab fee will be required
An extension of SONO 258, Sonography Clinic I, this course allows students to produce diagnostic images and learn to interpret them 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: Student are given either a pass or a fail grade for this course with no quality points awarded.

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Open only to matriculated Diagnostic Medical Sonography students.

Pre-requisite: SONO 258, Sonography Clinic I.
Co-requisites: SONO 262, Sonography Physics; SONO 264, Pathophysiology of Abdomen; SONO 266, Pathophysiology of Ob-Gyn.

SONO 278 SONOGRAPHIC CLINIC III
0-40-13
Summer
This course is an extensive and intense scanning experience for students in both OB-GYN and abdominal scanning. Actual scanning of these areas will be performed by students. 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: Students are given either a pass or fail grade for this course with no quality points awarded.

Open only to matriculated Diagnostic Medical Sonography students.

Pre-requisite: SONO 268, Sonography Clinic II.

SONO 284 INTRODUCTION TO VASCULAR SONOGRAPHY
2-0-2
Fall
This is an introductory course that exposes students 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.

Open only to matriculated Diagnostic Medical Sonography students.

SONO 286 ADVANCED TECHNOLOGIES IN VASCULAR SONOGRAPHY
2-0-2
Spring
This is an advanced level 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. Students should attend this class with the goal of becoming registered vascular technologists (RVT). Students should have extensive pre-requisite knowledge of vascular technology and should utilize this course to enhance their knowledge base.

Open only to matriculated Diagnostic Medical Sonography students.

Pre-requisite: Sonography background with vascular scanning experience.

DIGITAL MEDIA

DART 100 DIGITAL IMAGING I, AR
2-4-3
Fall, Spring
Lab fee will be required
This course emphasizes the use of the computer as a tool in digital image making. Hands-on lectures will introduce students to the tools and methods employed in digital imaging as well as current artistic trends in creating digital images. Emphasis will be placed on the formal aspects of composition and structure, image manipulation, retouching, and compositing through raster-based graphics programs. In addition, students will be introduced to the process of making web graphics and methods for inputting and outputting digital images.

It is expected that students will spend additional time outside of class completing course assignments. Students will also be required to purchase quality inkjet paper and other supplies (such as flash drives and SD cards) as directed by the instructor. This course uses Adobe certification courseware.

DART 110 INTRODUCTION TO GRAPHIC DESIGN, AR
2-2-3
Fall, Spring, Summer, DL
Lab fee will be required
This course is an introduction to graphic design as a form of visual communication through the use of image, form, color, and type. Students will be introduced to the historical, theoretical, and fundamental principles of graphic design, and will explore formal composition principles, graphic design methodology, and approaches to digital layout. The course will include practical exercises in visual perception, visual organization and visual communication. Students will be responsible for costs associated with producing formal prints for a small number of assignments.

DART 115 VIDEO ART
2-4-3
Fall, Spring, Summer, DL
Lab fee will be required
In this studio course, students are introduced to the creative, time-based medium of video. The course will focus on developing a thorough understanding of the visual literacy used in video art as well as a technical understanding of nonlinear editing using Sony Vegas Video Editing software or industry equivalent. Contemporary video pieces will be discussed through lectures, as well as an overview of the history of video. Through editing practices, students learn to manipulate time, space and sound to create their own personal works in a variety of styles. Basic computer knowledge required.
Note: Students must have access to and be able to use a video camera, web cam, camera phone, or other video-recording device that can capture moving images of decent quality and upload them to a computer for editing. Students may be responsible for the purchase of some necessary course supplies.

DART 230 PROFESSIONAL PORTFOLIO PRACTICE 1-0-1
Fall, Spring, Summer
Aimed at those interested in pursuing a career in the creative arts, this hands-on course focuses on the process of preparing a professional portfolio to present to potential employers, schools and art professionals. Throughout the course, students will learn how to organize, present and talk about their work as well as prepare resumes and artist statements. It is strongly recommended that students take this course in the last semester of the Digital Media certificate program. Students may be responsible for the purchase of some necessary course supplies.

Pre-requisites: DART 100, Digital Imaging I and ARTS 110, Drawing I, or ARTS 115, Two-Dimensional Design, or ARTS 129, Photography I, or DART 110, Introduction to Graphic Design, or DART 115, Video Art or by permission of the instructor and department chair.

Pre- or Co- requisite: DART 205, Animation or DART 220 Interactive Media.

ECHO 252 ECHOCARDIOGRAPHY 3-0-3
PRINCIPLES AND INSTRUMENTATION
Fall
This course is a study of the principles of ultrasound instruments, modes of operation, operator control options, frequency selection, and scanning motions. Planes in a cardiac examination, patient histories and physical signs, patient preparations and doppler vs. color doppler protocols also will be covered. Basic generalized pathology of the different organs also will be covered. Open only to matriculated Echocardiography students or by permission of department chair.

Pre-requisite: DART 100, Digital Imaging I or ARTS 110, Drawing I, or ARTS 115, Two-Dimensional Design, or ARTS 129, Photography I or by permission of the instructor and department chair.

DART 200 DIGITAL IMAGING II, AR 2-4-3
Fall, Spring
Lab fee will be required
This is an intermediate level course that will introduce students to digital imaging using a drawing tablet and will build upon image making skills developed in Digital Imaging (DART 100). Students will examine current practices in both fine arts and the design industry through lectures and projects. The course will include practical exercises with the drawing tablet to introduce digital drawing techniques, advanced image manipulation using Adobe Photoshop, Adobe Illustrator and best practices in outputting for large-scale print images. Students will be required to purchase a drawing tablet and large format inkjet paper for this course.

Pre-requisite: DART 100, Digital Imaging I or ARTS 129, Photography I or by permission of the instructor and department chair.

DART 205 ANIMATION 2-4-3
Fall, Spring, Summer
Lab fee will be required
This course is an introduction to animation as a contemporary art form. Students will use Adobe Creative Software Flash or industry equivalent to create stand-alone and interactive animations based upon a story or theme. The course will begin with an introduction to the history, types and basic principles of animation as well as an overview of animation software. Students will continue to develop skills through concept-based assignments. Students may be responsible for the purchase of some necessary course supplies.

Pre-requisite: ARTS 115, Two-Dimensional Design and DART 100, Digital Imaging I or by permission of the instructor and department chair.
ECHO 256  ANATOMY AND PHYSIOLOGY OF THE HEART

Fall
This course is 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 or by permission of department chair.

ECHO 258 ECHOCARDIOGRAPHY CLINIC I

Fall
This course will cover actual scanning of the heart in a hospital or clinic setting. Students will learn how to produce and interpret normal and pathognomonic sonograms of the heart.

NOTE: Students are given either a pass or fail grade for this course with no quality points awarded. If a student’s clinical performance is unsatisfactory or if at any time the student compromises the safety of the patient, the student will be terminated from the program. Open only to matriculated Echocardiography students. Co-requisites: ECHO 252, Echocardiography Principles and Instrumentation; ECHO 254, Echocardiography I; ECHO 256, Anatomy & Physiology of the Heart.

ECHO 266 ECHOCARDIOGRAPHY II

Spring
This is an in-depth study of the pathologies related to the heart, their physiological symptoms and outcomes, and their sonographic appearance. An in-depth study of each anatomical aspect of the heart and its correlate disease processes will be covered. Case reviews and diagnostic interpretations will help students to understand this intricate organ and the pathologies associated with it. Open only to matriculated Echocardiography and Invasive Cardiovascular Technology students. Pre-requisites: ECHO 254, Echocardiography I and ECHO 256, Anatomy and Physiology of the Heart.

ECHO 268 ECHOCARDIOGRAPHY CLINIC II

Spring
In this course students will scan the heart and peripheral vasculature in a hospital or clinic setting. Students 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.

ECHO 278 ECHOCARDIOGRAPHY CLINIC III

Summer
In this course, students will gain advanced and intense scanning experience of the heart in a hospital or clinical setting. Students will be prepared to function as beginning echocardiographers and will be ready to sit for the RDCS examination given in October. This course is an extension of the learning that students encountered during their first and second terms. Students will be able to carry out the everyday duties of an echocardiographer when the training is complete.

NOTE: Students are 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. Pre-requisite: ECHO 268, Echocardiography II.

ECHO 284 FETAL ECHOCARDIOGRAPHY

On demand
This course explores fetal echocardiography, which has become an integral part of obstetrics sonography. Sonography examinations of the inutero 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, OSL
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, and their effects on economic policy.

ECON 101 PRINCIPLES OF 3-0-3 MICROECONOMICS * SSC, SS, OSL
Fall, Spring, Summer, DL
This course is an introduction to the determination of price theory, distribution theory, and market structure analysis. The course also will examine current economic problems and international trade.

EDUCATION

All courses reflect the National Association for the Education of Young Children’s Standards

ECCE 101 DIVERSITY IN 1-0-1 EDUCATION
Fall, Spring, Summer, DL
Through this course, students will identify the dimensions of multicultural education and study the impact that bias toward culture, class, race and gender has on children’s education. Students will apply the concept of multicultural education to their experiences, identifying examples of prejudice and bias.

ECCE 102 CULTURALLY 1-0-1 RESPONSIVE TEACHING
Fall, Spring, Summer, DL
In this course, students will explore direct and indirect teaching strategies that are responsive to a diverse student body. Students will analyze teaching materials, develop activities, and explore teaching practices that are sensitive to cultural differences.
Pre- or Co- requisite: ECCE 101, Diversity in Education.

ECCE 103 BUILDING 1-0-1 PARTNERSHIPS WITH DIVERSE FAMILIES
Fall, Spring, Summer, DL
This course will continue the discussion of bias and its effects on education from ECCE 101, Diversity in Education, by looking at individual families within a cultural context. Communicating with parents, resolving conflicts, and respecting family values will be addressed.
Pre- or Co- requisite: ECCE 101, Diversity in Education.

ECCE 111 CREATIVE 4-0-4 ARTS FOR CHILDREN
Fall, Spring, Summer Lab fee will be required
In this course, 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 AND TODDLER CARE
Fall, Spring, Summer, DL
This course will examine infant and toddler (prenatal through 36 months) development, from historical and current perspectives. This course will include research on brain development, language development, and attachment. Appropriate care of the young child as the foundation for life will be examined. Holistic development of the child in all domains will be the focal point.

ECCE 122 GUIDANCE OF 3-4-3 YOUNG CHILDREN
Fall, Spring, DL Lab fee will be required
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 field placement.
NOTE: Students will need to obtain a flash drive to be used in the construction of their e-portfolio.
Open only to matriculated Early Childhood students.
Pre- or co- requisite: EDUC 100, Child Development.

ECCE 123 TECHNIQUES OF 3-5-4 TEACHING THROUGH PLAY: MATH, SCIENCE AND SOCIAL STUDIES FOR YOUNG CHILDREN
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.
NOTE: Students will need to obtain a flash drive to be used in the construction of their e-portfolio.
Pre-requisite: ECCE 122, Guidance of Young Children.
with a grade of “C” or better or permission of the department chairperson.

**ECCE 200** HEALTH, SAFETY & NUTRITION FOR THE YOUNG CHILD

*Fall, Spring, Summer, DL*

This course introduces students to contemporary issues related to children’s health, safety and basic nutrition. An emphasis is placed on the promotion of children’s healthy development and wellbeing. The early childhood administrator’s role in maintaining systems for monitoring practices relating to health, safety and nutrition will be explored including the assessment of children’s health, safety management, management of injuries and acute illness, maltreatment of children, and the planning and serving of nutritious meals to infants, toddlers and young children.

**ECCE 201** ETHICS AND LEADERSHIP IN EARLY CARE & EDUCATION

*Fall, Spring, Summer, DL*

This course will introduce the student to the theories, models and styles of leadership in early childhood programs. Students will explore the role of the early childhood administrator and develop their skills in communication, conflict resolution, decision making, and in providing professional development for teachers. This course also reviews ethical principles as they relate to children, families, colleagues, the community and society.

**ECCE 202** EARLY INTERVENTION AND AUTISM IN THE YOUNG CHILD

*Fall, Spring, Summer, DL*

This course will examine the needs of individuals with Autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based methodology for teaching students with Autism. Topics to be discussed include: instructional design, teaching strategies to promote communication and socialization skills, positive behavioral supports, functional assessment tools, and collaboration between the home, school, and community to support students with Autism. Throughout this course, students will learn the process by which young children with disabilities and their families receive early intervention services. Students will be introduced to the laws and regulations concerning early intervention as well as the process by which families qualify for services.

**ECCE 214** INTRO TO THE ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

*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

*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.

**ECCE 227** EDUCATIONAL THEORY AND PRACTICE IN THE EARLY CHILDHOOD SETTING

*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 field experiences they are responsible for curriculum planning and implementation for longer time blocks and for larger groups of children.
NOTE: Students will need to obtain a flash drive to be used in the construction of their e-portfolio.

Pre-requisite: 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 231 HOME, SCHOOL AND COMMUNITY: INTEGRATIVE APPROACH
Fall, Spring, Summer, DL
This course will explore professional principles and practices that support family involvement in all aspects of children’s programs. Students will explore strategies that teachers and administrators can create successful collaborations among families, schools and communities to build positive learning experiences for all children. The course will also examine the influences of home, school and community on children’s lives, family diversity, and the roles and experiences of parents as an impact on children’s education.

ECCE 290 INTERNSHIP IN EARLY CHILDHOOD ADMINISTRATION
Fall, Spring, Summer, DL
Students will participate in a 90-hour internship with a child care director at an approved, licensed child care facility. The student will experience the responsibilities of an early childhood administrator, which include work in managing finances, supervising and scheduling teachers, program development, managing food and health, safety programs, supporting quality curriculum, providing professional staff development, marketing the program, and working with families, volunteers and the community. In this capstone course, students will complete the New York State Child Program Administrator Credential (CPAC) Portfolio which demonstrates competency as a Children’s Program Administrator.
Pre- or co- requisite: ECCE 214, Intro to the Administration of Early Childhood Programs; ECCE 226, Appropriate Curriculum Practices for Young Children: A Developmental Approach or ACTG 100, Applied Accounting or permission of the department chairperson.

EDUC 108 INDIVIDUALS WITH EXCEPTIONALITIES IN THE SCHOOL AND COMMUNITY
Fall, Spring, Summer, DL
People will vary widely in their physical, cognitive and social emotional development as well as their individual capabilities. This course will focus on the wide range of abilities exhibited by the children and adults with special needs. Students will explore the changing vision of special education, the historical perspective and the laws and regulations, which protect the rights of persons with special needs. Issues relative to this field of study such as early intervention, school options and community living will be highlighted. Students, using simulations, role playing, and case study analysis will discover the causes, prevalence, and characteristics of children and adults with learning disabilities, communication disorders, mental retardation, emotional disturbances, behavior disorders, visual and hearing impairments, and cultural diversity. Up to 30 hours of unsupervised field experience may also be required in this course.

EDUC 110 FOUNDATIONS OF EDUCATION IN AMERICA
Fall, Spring, Summer, 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, knowledge structures and technologies influencing curriculum and instruction. Up to 30 hours of unsupervised field experience also required in this course.

EDUC 120 CLASSROOM MANAGEMENT
Fall, Spring, Summer, DL
This course is designed for all students interested in creating successful learning communities in classrooms and schools. Students will explore planning, implementing, and evaluating a variety of individual and group management techniques inclusive of their impact on student learning within the learning community. Inclusive and multicultural settings will be emphasized. Models of teacher-student interaction will be explored and class participants will begin to develop their own classroom management model based on course content and research of the relevant literature. A minimum of two hours of field observation will be required.
EDUC 215     INTRODUCTION TO     3-0-3
ASSISTIVE TECHNOLOGY
Fall, Spring, Summer
Technological tools have been crucial, throughout history, to the evolution of human intelligence. This course will discuss and analyze the research on the educational effects of technology access and use within the context of pedagogy. The course will provide a general introduction to assistive technology and discuss its impact on learning within a digital society today. The course will focus on varying types of assistive technology used in all levels of education from pre-K through higher education. The emphasis primarily will be on students gathering an understanding of compensatory strategies for assisting all individuals, including persons with disabilities.

EDUC 216     INCLUSIVE                  3-0-3
LEARNING 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 historical perspective and legislative overview as well as discussing a wide range of innovative teaching methodologies. Students will have an opportunity to complete a project which demonstrates integration of course content.

EDUC 217     TECHNOLOGY             3-0-3
IN 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.
Pre-requisite: 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 experiences that impact their daily interactions and learning within the classroom, such as: violence, illnesses, substance 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 challenging behaviors which may present themselves within the classroom setting as a result of a child’s personal life experiences.
Up to 30 hours of additional research and field work may also be required in this course.
Pre-requisite: EDUC 100, Child Development recommended.

EDUC 225     CHILDREN’S                 3-0-3
LITERATURE, LANGUAGE, AND LITERACY
DEVELOPMENT * HUM
Fall, Spring, Summer, DL
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        4-0-4
THEORY
Fall, Spring
This course provides a study of the basic principles and theories associated with electricity as they apply to the electrical construction and maintenance field. Topics include electrical units, the concepts of voltage, current, resistance and power, as well as Ohm’s law. The fundamentals of series, parallel and combination circuits are covered in detail. Concepts and theories involving voltage drop, energy, efficiency of electrical systems, and basic electronics are also discussed.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisites: MATH 105, Applied Technical Mathematics I and ECMN 111, Direct Current Applications Laboratory.
ECMN 102  ALTERNATING  4-0-4  CURRENT THEORY
Fall, Spring
This course is a continuation of ECMN 101. The focus of the course is on the concepts associated with the generation and application of alternating current systems. The course covers concepts of magnetism, electromagnetic induction, inductance, capacitance, and alternating current circuits. Subject matter including construction and operation of capacitors, inductors, single- and three-phase wire systems, three-phase power systems and transmission and distribution systems are covered throughout this course.
Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 101, Direct Current Theory.

ECMN 111  DIRECT CURRENT  0-2-1  APPLICATIONS LABORATORY
Spring  Lab fee will be required
This course provides a hands-on learning environment where students construct basic DC circuits in a laboratory setting. Students analyze the circuits’ basic function and prove the concepts and theories learned in the co-requisite DC theory course. Students learn to select and install metering devices in the circuits and practice reading these instruments to collect data. While hands-on reinforcement of direct current circuit theory is the main focus of this course, proper selection and use of metering instruments is emphasized throughout. Laboratory experiments closely parallel subject matter in the DC theory course on a weekly basis.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 112  ALTERNATING  0-2-1  CURRENT APPLICATIONS LABORATORY
Fall, Spring  Lab fee will be required
This course is a continuation of ECMN 111. Emphasis is placed on capacitance and inductance in both series and parallel AC circuits. In addition, course activities allow for further experience in the selection of proper instruments for use in AC circuits. The use of the voltmeter, ammeter, wattmeter and other instruments enables the student to verify theoretical concepts and better understand the principles and characteristics of electrical devices used in AC circuits.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 102, Alternating Current Theory.

ECMN 120  ELECTRICAL THEORY  2-2-3  FOR RENEWABLE ENERGY
Spring  Lab fee will be required
This course is an introduction to the basic principles and theory associated with electricity and electronics as they apply to the electrical trades and renewable energy fields. Topics include electrical units, the concepts of voltage, current, resistance, and power, as well as Ohm’s law. The fundamentals of series and parallel circuits are covered in detail. Concepts and theories involving inductance, capacitance, transformers, single-phase and three-phase power systems are also covered. Students are also provided with a basic overview of photovoltaic and wind power generation. 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 for the entry-level renewable energy technician.

ECMN 121  RESIDENTIAL  0-8-4  CONSTRUCTION WIRING
Fall, Spring  Lab fee will be required
This course provides students with hands-on-training and practical application of electrical codes and theories as they relate to the design, maintenance and installation of residential electrical systems. Hands-on laboratory activities will replicate actual real world applications as students work through a series of modules/shop jobs, gaining experience in areas which include but are not limited to residential power distribution systems, use of metering instruments, terminals, splices, branch circuit requirements, service installations, power circuits, lighting circuits, switching systems, GFCI protections, AFCI requirements, and applicable National Electrical Code requirements. Electrical, workplace and shop safety are covered in detail, and trouble shooting skills are reinforced throughout the course. The intent of this course is to prepare students for entry-level employment in the electrical construction field.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisites: ECMN 101, Direct Current Theory or MECT 130, Electricity.

ECMN 122  COMMERCIAL  0-8-4  CONSTRUCTION WIRING
Fall  Lab fee will be required
This course is a continuation of ECMN 121, with a shift in emphasis to commercial and industrial installations. Topics include conduit and raceway installations, commercial lighting, signal wiring and low voltage switching circuits. All hands-on activities are based on National Electrical Code requirements, and an emphasis is placed on developing troubleshooting skills throughout the semester.
Open only to matriculated Electrical Construction and Maintenance students.
Course Descriptions

Pre-requisite: ECMN 121, Residential Construction Wiring or ECMN 172, Residential Construction Wiring: Part II.
Pre- or co-requisite: ECMN 102, Alternating Current Theory

ECMN 131 ELECTRICAL 1-2-2
BLUEPRINT READING AND ESTIMATING I
Fall
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 1-2-2
BLUEPRINT READING AND ESTIMATING II
Spring, alternate summers
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.
Pre-requisite: ECMN 131, Electrical Blueprint Reading and Estimating I.

ECMN 135 WORKPLACE 2-0-2
SAFETY
Fall, Summer, DL
This course provides the OSHA 10-hour module “Safety and Health in the Construction Industry” as well as instruction in electrical safety and NFPA 70E. Asbestos awareness is also covered along with instruction in CPR and First Aid. This course, along with the ECMN 140 Labor Relations course provides the New York State Department of Labor Electrician and Electrical Maintenance Technician apprenticeship requirements. Open only to matriculated Electrical Construction and Maintenance students.

ECMN 140 LABOR RELATIONS 2-0-2
Spring, DL
This course covers the history of the U.S. labor movement and labor relations both in industry and in government. Current labor laws and practices are also discussed as part of the curriculum. In addition, sexual harassment awareness and prevention are covered along with the laws pertaining to sexual harassment in today’s society.

This course, along with ECMN 135 Workplace Safety course provides the New York State Department of Labor Electrician and Electrical Maintenance Technician apprenticeship requirements.

ECMN 151 DIRECT CURRENT 2-0-2
THEORY: PART I
Fall
A study of electricity as it applies to the electrical construction and maintenance field. Conductors, insulators, batteries, and direct current circuits are covered. Open only to matriculated Electrical Construction and Maintenance students.

ECMN 152 DIRECT CURRENT 2-0-2
THEORY: PART II
Spring
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.
Pre-requisite: ECMN 151, Direct Current Theory: Part I.
Co-requisite: MATH 106, Applied Technical Mathematics II.

ECMN 153 ALTERNATING 2-0-2
CURRENT THEORY: PART I
Fall
A continuation of ECMN 152. Alternating current fundamentals, inductors, capacitors, and single phase circuits are analyzed. Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 152, Direct Current Theory: Part II.

ECMN 154 ALTERNATING 2-0-2
CURRENT THEORY: PART II
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.
Pre-requisite: ECMN 153, Alternating Current Theory: Part I.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Term</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECMN 161</td>
<td>Direct Current Applications Laboratory: Part I</td>
<td>0-1-.5</td>
<td>Fall</td>
<td>Lab fee will be required</td>
<td>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. Co-requisites: ECMN 151, Direct Current Theory: Part I and MATH 105, Applied Technical Mathematics I.</td>
</tr>
<tr>
<td>ECMN 162</td>
<td>Direct Current Applications Laboratory: Part II</td>
<td>0-1-.5</td>
<td>Spring</td>
<td>Lab fee will be required</td>
<td>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. Pre-requisites: ECMN 151, Direct Current Theory: Part I and ECMN 161, Direct Current Applications Laboratory: Part I. Co-requisite: ECMN 152, Direct Current Theory: Part II.</td>
</tr>
<tr>
<td>ECMN 163</td>
<td>Alternating Current Applications Laboratory: Part I</td>
<td>0-1-.5</td>
<td>Fall</td>
<td>Lab fee will be required</td>
<td>A continuation of ECMN 162 with emphasis on AC circuits. Further experience is provided for the selection of proper instruments and their use in AC circuits. Open only to matriculated Electrical Construction and Maintenance students. Pre-requisites: ECMN 152, Direct Current Theory: Part II and ECMN 162, Direct Current Applications Laboratory: Part II. Co-requisite: ECMN 153, Alternating Current Theory: Part I.</td>
</tr>
<tr>
<td>ECMN 164</td>
<td>Alternating Current Applications Laboratory: Part II</td>
<td>1-0-.5</td>
<td>Spring</td>
<td>Lab fee will be required</td>
<td>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. Pre-requisite: ECMN 171, Residential Construction Wiring: Part I.</td>
</tr>
</tbody>
</table>
ECMN 181     SAFETY AND LABOR RELATIONS: 1-0-1
          PART II

Spring                                          Lab fee will be required
This course is designed to better prepare students for the electrical industry by concentrating on labor relations and required certifications. The course will cover labor relations, including labor history, practices, and laws, as well as sexual harassment, and requires students to obtain certification in First Aid and CPR. Completion of both ECMN 180 and ECMN 181 is a required part of the Electrical Construction and Maintenance Program, which will qualify students to meet the necessary electrical apprentice-related instruction recognized by the State of New York.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 173     COMMERCIAL CONSTRUCTION 0-4-2
WIRING: PART I

Summer                                          Lab fee will be required
This course is a continuation of ECMN 172 or ECMN 121 with a shift of emphasis to commercial and industrial installations. Topics include conduit and raceway installations, commercial lighting, signal wiring and low voltage switching circuits. All hands-on activities are based on National Electrical Code requirements and troubleshooting skills are developed throughout the semester.
Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 121, Residential Construction Wiring or ECMN 172, Residential Construction Wiring: Part II.
Pre- or co-requisite: ECMN 102 Alternating Current Theory.

ECMN 180     SAFETY AND LABOR RELATIONS: 1-0-1
          PART I

Fall                                             Lab fee will be required
This course is designed to better prepare students for the electrical industry by concentrating on safety issues in the construction industry, including electrical and hazardous materials practices. The course will cover safety in great depths, from ladder use to confined space entry with OSHA requirements covered, as well as familiarize students with hazardous materials and electrical safety procedures. Completion of both ECMN 180 and ECMN 181 is a required part of the Electrical Construction and Maintenance program, which will qualify students to meet the necessary electrical apprentice-related instruction recognized by the State of New York.

ECMN 174     COMMERCIAL CONSTRUCTION 0-4-2
WIRING: PART II

Fall, Spring                                     Lab fee will be required
This course is a continuation of ECMN 173 with a shift in emphasis to commercial and industrial installations. Topics include conduit and raceway installations, commercial lighting, signal wiring and low voltage switching circuits. All hands-on activities are based on National Electrical Code requirements and emphasis is placed on developing troubleshooting skills throughout the semester.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 190     ELECTRIC POWER SYSTEMS 2-2-3

Fall, Spring                                     Lab fee will be required
This course provides an overview of the electric power system, including generation, transmission, distribution and delivery of electric power. Topics include: methods of generating electricity such as hydro, thermal coal, thermal nuclear, solar and gas turbine; transmission system voltages and construction; wye and delta distribution systems; transformers, single phase and three phase banks for common delivery voltages; electric service construction and building wiring methods and electric safety.

ECMN 191     ELECTRIC POWER 0-8-3
OVERHEAD CONSTRUCTION

Summer                                          Lab fee will be required
This course will provide the skills necessary for the construction and maintenance of overhead electric distribution systems. Topics include: climbing of wood poles, performing construction from an overhead position, use of ropes and rigging equipment.
Pre-requisite: ECMN 190, Electric Power Systems.

ECMN 200     TRADE SKILLS DEVELOPMENT 1-0-1

Fall                                             Lab fee will be required
This course is required for all second year Electrical Construction and Maintenance students. The course will serve to enhance and aid the development of ECM students by acclimating them to the requirements of job searches, technical writing, business culture, and evaluation of salary and benefit packages. In addition, students will learn practical study skills, including test taking, laboratory report writing, and shop job techniques necessary for all senior level courses within the ECM program. Part of the focus of this course will be informing students of
their career options within the electrical construction and maintenance field, and defining the role of the beginning electrical worker in apprenticeship positions. This course shall also serve to inform students of licensing procedures, inspection policies and all current changes in the electrical field.

**ECMN 203 TRANSFORMERS AND MOTORS**
*Fall*
This course is a study of the construction, operation, maintenance, and application of transformers and alternating current motors, both single- and three-phase, with an introduction to basic motor control circuitry.
Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 102, Alternating Current Theory.
Co-requisite: ECMN 213, Transformer and Motor Laboratory.

**ECMN 204 INDUSTRIAL MOTOR CONTROL THEORY**
*Spring*
This course is designed to expand the student's knowledge of industrial motor control. Students will study the construction, operation, maintenance, and applications of the pilot devices used in control systems and the fundamentals of variable frequency drives and programmable logic controllers.
Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 203, Transformers and Motors or ECMN 190, Electric Power Systems.
Co-requisite: ECMN 214, Industrial Motor Control Laboratory.

**ECMN 205 AUTOMATION TECHNOLOGY**
*Fall*
This course provides the student with insight into the various components, devices and machines used in modern automation systems along with a study of their related electronics. Topics covered include pneumatics, control signal types, control valves, transducers, industrial communication networks, variable frequency drives (VFD), programmable logic controllers (PLC), operator interface terminals (OIT) and HMI/SCADA systems and how these systems integrate within a modern manufacturing environment. Students will learn to interpret schematics and symbology used in various types of automation systems drawings.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 215, Automation Technology Laboratory.

**ECMN 206 INSTRUMENTATION AND PROCESS CONTROL**
*Spring*
This course builds upon the knowledge acquired in ECMN 205 and discusses applications for the use of the components, devices and machines studied in the course. Topics include the study of instruments to measure flow, temperature, level and pressure along with their related electronics, and a discussion of how they are interfaced with the systems and devices covered in ECMN 205. Students will also develop an understanding of how these instruments are used to control a process and how they are represented in piping and instrumentation (P&ID) drawings.
Open only to matriculated Electrical Construction and Maintenance students.
Pre-requisite: ECMN 205, Automation Technology.
Co-requisite: ECMN 216, Instrumentation and Process Control Laboratory.

**ECMN 210 PHOTOVOLTAIC SYSTEMS THEORY AND DESIGN**
*Fall, Spring*
This course is designed to instruct the student in the theory and design of photovoltaic systems and their practical installation and operation. The course includes semiconductor operational theory, properties of silicon and semiconductor material, solar cell manufacturing and companies involved, history of solar power and its uses, photovoltaic systems safety, site assessments, system design, and adapting mechanical and electrical design. Layout skills are developed and the National Electrical Code is examined.
Pre-requisites: ECMN 102, Alternating Current Theory or ECMN 153, Alternating Current Theory: Part I and ECMN 154, Alternating Current Theory: Part II or MECT 130, Electricity or ECMN 120, Electrical Theory for Renewable Energy, or permission of Department chair.

**ECMN 211 PHOTOVOLTAIC SYSTEMS INSTALLATION AND MAINTENANCE**
*Spring*
This course is designed to instruct the student in the installation and maintenance of photovoltaic systems. The course includes the installation of components and sub-systems on site, concerns with owners, utilities, and permit agencies, completion of lists of electrical components and material, array alignment based on location, building and roof design, aesthetics, wind loading, equipment support, labeling of equipment and components, methods and procedures for visual system checks, open circuit voltage testing, short circuit tests, system specific tests, calculating efficiency factors, battery maintenance, various test
equipment, safety concerning testing of equipment components and batteries, system start up and shut down, and emergency operations.
Pre-requisite: ECMN 210, Photovoltaic Systems Theory and Design.

ECMN 216 INSTRUMENTATION 0-4-2 AND PROCESS CONTROL LABORATORY
Spring Lab fee will be required
This laboratory course is complementary to ECMN 206. The series of laboratory experiments allows students to explore the practical aspects of instrumentation and process control in support of ECMN 206. Students are required to employ the techniques of testing and troubleshooting normally employed in the industrial control setting. A series of laboratory assignments will help the student progress through the connection, integration, calibration and interfacing of various instruments to measure temperature, flow, pressure and level. Students will also use these instruments to control various processes within the laboratory environment.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 213 TRANSFORMER AND MOTOR LABORATORY 0-2-1
Fall Lab fee will be required
This course is designed to complement ECMN 203 and allows the students to connect, test and operate transformers along with single- and three-phase motors. Students will also study basic motor control circuitry following National Electrical Code standards with an emphasis on employing safe work practices.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 203, Transformers and Motors.

ECMN 214 INDUSTRIAL MOTOR CONTROL LABORATORY 0-2-1
Spring Lab fee will be required
This course offers students hands-on experience in the principles and practices of single- and three-phase transformer operation and connections. Students will also learn about the connection and operation of three-phase motors as well as their different types of protection and control. Students complete a series of hands-on assignments that pertain to the particular block of material being covered at that time. These in-class assignments will progress from basic to complex and include the most common connections and applications used in today’s industry. Assignments will conform to National Electric Code standards, and safe working habits will be stressed at all times including the use of lockout/tagout as defined by OSHA standards.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 204, Industrial Motor Control Theory.

ECMN 215 AUTOMATION TECHNOLOGY LABORATORY 0-4-2
Fall Lab fee will be required
This laboratory course is complementary to ECMN 205. The series of laboratory experiments allow students to explore the practical aspects of automation technology in support of ECMN 205. Students are required to employ the techniques of testing and troubleshooting normally employed in the industrial control setting. In addition, students will construct a power supply capable of supplying the voltage and current signals required for interfacing with the instruments that will be used in the ECMN 216 Instrumentation and Process Control Laboratory Course.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 205, Automation Technology.

ECMN 222 INDUSTRIAL WIRING 0-8-4
Fall Lab fee will be required
This course offers students hands-on experience in the basic wiring and circuit design of AC industrial motor control systems. The course will continue to build upon industrial wiring concepts covered in previous program courses. The study of motor control will also continue, and new topics introduced will include programmable logic controllers (PLC), operator interface terminals (OIT), SCADA and pneumatics. Students will learn the design, operation, programming and connections of programmable logic controllers (PLC) and how they are used in current industrial settings.
Open only to matriculated Electrical Construction and Maintenance students.

ECMN 223 INDUSTRIAL MOTOR CONTROL 0-8-4
Spring Lab fee will be required
This course is designed to complement ECMN 204 and allows the students to construct, operate and connect motor control circuits and related control components following National Electrical Code standards with an emphasis on employing safe work practices. In addition, students will program and operate various brands of variable frequency drives used in industry.
Open only to matriculated Electrical Construction and Maintenance students.
Co-requisite: ECMN 204, Industrial Motor Control Theory.
covered at that time. These in-class assignments will progress from basic to complex and include the most common connections and applications used in today’s industry. Assignments will conform to National Electric Code standards and safe working habits will be stressed at all times, including the use of lockout/tagout as defined by OSHA standards.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 190, Electric Power Systems, ECMN 223, Industrial Wiring, or ECMN 276 Industrial Wiring: Part II.

Co-requisite: ECMN 204, Industrial Motor Control Theory.

ECMN 255 TRANSFORMERS 2-0-2 AND MOTORS: PART I

Fall

A study of the construction, operation, maintenance and application of transformers.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 154, Alternating Current Theory: Part II.

ECMN 256 TRANSFORMERS 2-0-2 AND MOTORS: PART II

Spring

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.

Pre-requisite: ECMN 255, Transformers and Motors: Part I.

ECMN 257 INDUSTRIAL MOTOR CONTROL THEORY: PART I

Spring

This course is designed to expand the student’s knowledge of industrial motor control. Students will study the construction, operation, maintenance, and applications of the pilot devices used in control systems.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 256, Transformers and Motors: Part II.

Co-requisite: ECMN 267, Industrial Motor Control Laboratory: Part I.

ECMN 258 INDUSTRIAL MOTOR CONTROL THEORY: PART II

Summer

As a continuation of ECMN 257, students will continue working with pilot devices and move on to the fundamentals of motor control using variable frequency drives (VFD). The logic, programming and operation of programmable logic controllers (PLC) will also be covered.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 257, Industrial Motor Control Theory: Part I.

Co-requisite: ECMN 268, Industrial Motor Control Laboratory: Part II.

ECMN 265 TRANSFORMERS AND MOTORS LABORATORY: PART I

Fall

Lab fee will be required

Students will connect, test, and operate transformers, both single and three phase. The National Electric Code and safe work habits are stressed at all times.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 164, Alternating Current Applications Laboratory: Part II.

Co-requisite: ECMN 255, Transformers and Motors: Part I.

ECMN 266 TRANSFORMERS AND MOTORS LABORATORY: PART II

Spring

A continuation of ECMN 265, Transformers and Motors: Part I. Students will connect, test, and operate alternating current motors, both single and three phase. In addition, students will analyze, connect, and operate the basic components of motor control systems. The National Electric Code and safe work habits are stressed at all times.

Open only to matriculated Electrical Construction and Maintenance students.

Pre-requisite: ECMN 265, Transformers and Motors Laboratory: Part I.

Co-requisite: ECMN 256, Transformers and Motors: Part II.

ECMN 267 INDUSTRIAL MOTOR CONTROL LABORATORY: PART I

Spring

Lab fee will be required

This course is designed to complement ECMN 257 and allows the students to construct, operate, and connect motor control circuits and related control components following National Electrical Code standards with an emphasis on employing safe work practices.

Pre-requisite: ECMN 266, Transformers and Motors Laboratory: Part II.

ECMN 277     INDUSTRIAL                0-4-2
MOTOR CONTROL WIRING: PART I

Spring Lab fee will be required
This course offers hands-on experience in the basic wiring and circuit design of AC industrial motor control systems. The course will build upon the concepts of industrial wiring covered within the prerequisite courses. The study of motor control will continue and become more in depth.

Students complete a series of hands-on lab assignments that pertain to the particular block of material being covered at the time. These assignments will progress from basic to complex and include the most common connections and applications used in industry. The assignments are based upon the National Electric Code, and safe working habits will be stressed at all times.

Pre-requisite: ECMN 276, Industrial Wiring: Part II or ECMN 223, Industrial Wiring.

ECMN 276     INDUSTRIAL                 0-4-2
WIRING: PART II

Fall Lab fee will be required
This course offers students hands-on experience in the principles and practices of single- and three-phase transformer operation and connections. This course will continue to build upon its prerequisite, ECMN 275. Students will also learn about the connection and operation of three-phase motors as well as their different types of protection and control.

Students complete a series of hands-on lab assignments that pertain to the particular block of material being covered at that time. These assignments will progress from basic to complex and include the most common connections and applications used in today's industry. The assignments are based upon the National Electric Code, and safe working habits will be stressed at all times.

Pre-requisite: ECMN 275, Industrial Wiring: Part I.
Co-requisite: ECMN 256, Transformers and Motors: Part II.
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.
Pre-requisite: Basic algebra and trigonometry or high school math I and II.
Co-requisite: MATH 150, College Algebra with Trigonometry.

ELET 101  ELECTRICITY II  3-3-4  
Spring, Summer  Lab fee will be required 
A study of the generation of the alternating EMF, Faraday’s Law, current and voltage relations in circuits containing resistance, inductance and capacitance; the use of vectors in the solution of AC circuits, circuit characteristics and the treatment of parallel and series circuits.
Pre-requisite: ELET 100, Electricity I and MATH 150, College Algebra with Trigonometry.
Pre- or co-requisite: MATH 165, Basic Calculus with Analytic Geometry.

ELET 105  ELECTRONICS I  3-3-4  
Spring, Summer, DL 
This is a first course, preceding ELET 215, Operational Amplifiers, in analog electronics. The topics covered include: semiconductor materials, the PN junction, rectifiers, BJTs and FET transistors, DC bias and DC bias stability of transistors, re BJT transistor model, small-signal amplifiers using both BJT and FET transistors and cascaded amplifiers.
Pre- or co-requisite: ELET 100, Electricity I.

ELET 120  PERSONAL COMPUTER HARDWARE ESSENTIALS  2-3-3  
Fall 
This course will provide students with a foundation in the hardware and system software aspects of the personal computer. The lecture portion covers hardware, operating systems, and start-up procedures. The lab offers hands-on experience with computer hardware, parts replacement, troubleshooting, and the basic networking as well as study of DOS, Windows 9.x and Windows XP operating systems.

ELET 206  ELEMENTS OF COMMUNICATIONS ELECTRONICS  3-3-4  
Spring  Lab fee will be required 
This course focuses on the essential elements of communications systems. Topics include decibel notation, spectra of complex waveforms, modulation methods, transmission media, fiber optics and communications networks. The student will develop and understanding of the basic elements (both theoretical and practical) of electronic and fiber optics communications systems. This will provide a foundation for the understanding of the many kinds of communications networks that exist today.
Pre-requisites: ELET 101, Electricity II and ELET 215, Operational Amplifiers.

ELET 210  DIGITAL ELECTRONICS  3-3-4  
Fall, DL  Lab fee will be required 
An introductory course in digital systems. The topics covered include: number systems, Boolean algebra, logic gates, logic simplification, implementation and analysis of digital system, flip-flops, counters, mux/demux, adders.
Pre-requisite: ELET 100, Electricity I.

ELET 211  ADVANCED DIGITAL ELECTRONICS  3-3-4  
Fall  Lab fee will be required 
A continuation of ELET 210, Digital Electronics, this course introduces modern design and implementation methodologies of digital systems using logic devices such as SLPDs, and microcontrollers. Topics that will be covered include review of sequential logic, counters, shift registers, memory and storage devices, digital signal processing, assembly language, and several microcontrollers applications such as analog-to-digital conversions, temperature measurement, time-interval measurements, rotary encoders, liquid-crystal displays, and others. In general, the PIC microcontroller will be used to develop most of the labs and projects.
Pre-requisite: ELET 210, Digital Electronics.
ELET 215  OPERATIONAL 3-3-4
AMPLIFIERS
Fall  Lab fee will be required
This is a continuation of the course ELET 105, Electronics I. In this course, students are introduced to the electrical and operating characteristics of op-amps. With this knowledge, students learn how to design practical electronic systems such as power amplifiers, voltage and current regulators, signal generators, active filters, oscillators, comparators, and other types of linear and non-linear circuits. Practical hands-on laboratory exercises and computer simulations are incorporated to enhance the learning experience of the students.
Pre-requisite: ELET 105, Electronics I.

ELET 225  ELECTROMECHANICAL 3-3-4
DEVICES AND 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, transducers, final control elements, and digital control principles. Related topics include an introduction to servomechanisms and industrial control.
Pre-requisites: ELET 210, Digital Electronics and 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.
Pre-requisites: ELET 210, Digital Electronics and ELET 215, Operational Amplifiers.

ELET 245  INTRODUCTION TO 3-3-4
MICROCONTROLLERS
Fall  Lab fee will be required
This is an introductory course in microcontrollers and microprocessors. The course emphasizes high-level language (PBASIC, C, etc.) programming using the BasicStamp, the PIC or an equivalent instruction set, and explores the application of microcontrollers in electronic systems.
Pre- or Co- requisite: ELET 210, Digital Electronics.

ELET 250  VACUUM AND 3-3-4
POWER RF
Fall
The study of vacuum and radio frequency techniques utilized in microelectronic manufacturing applications. The vacuum areas of study include gas flow, pressure regimes, gas laws, outgassing, high vacuum production, leak and contamination detection and residual gas analysis (RGA) techniques. The power RF area of study will cover radio frequency generation, amplification, conductors and transducers and thin film deposition. Safety concerns stressed in the installation, maintenance and operation of vacuum and radio frequency equipment.
Pre-requisites: ELET 101, Electricity II; MATH 150, College Algebra with Trigonometry; PHYS 135, Technical Physics I.

ELET 255  SEMICONDUCTOR 3-3-4
MANUFACTURING AND
NANOFABRICATION
PROCESSES
Spring  Lab fee will be required
This course is designed to train the student in the practical and theoretical aspects of the semiconductor and nano device manufacturing process.
Pre-requisites: ELET 101, Electricity II and MATH 165, Basic Calculus with Analytic Geometry or equivalent.

ELET 260  INTRODUCTION 3-3-4
TO COMPUTER
NETWORKING
Spring
This course covers the essentials of computer networking. This course will cover the installation and maintenance of computer networks and the hardware and software required. Topics include network architecture types (LANs, WANs, etc.), topologies, media, adapters, cabling, and other network devices; operating systems, client-server and peer-to-peer systems; network printing; World Wide web server setup and administration. This is a hands-on course with special emphasis in the hardware features of networks.

ELET 261  SEMICONDUCTOR 2-0-2
AND NANOTECH
OVERVIEW
Fall, Spring, DL
This course introduces the student to employment opportunities in the microchip fabrication, nanotechnology and electronics industries. The course provides an overview of the semiconductor industry and nanotechnology fields as well as modules on the protocols and safety procedures required in semiconductor facilities, industry skill requirements and an introduction to materials chemistry processing fundamentals. Additional modules are included on the basics of silicon manufacture, backend chip processing, integration into electronics and high technology applications. The course will include tours of actual semiconductor and electronics manufacturing facilities industry as well as thin film and materials laboratories at local universities.
Pre-requisites: Math I and II or 2 units of equivalent academic math with a 70 or higher average or MATH 150, College Algebra with Trigonometry with a "C" or higher.
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.  

ELET 285  SEMICONDUCTOR METROLOGY AND PROCESS CONTROL  
Spring  
Lab fee will be required  
This course introduces the student to concepts employed in industries in the analysis of semiconductor materials, products, processes and systems. The course provides modules on process flow charting, process parameters, semiconductor metrology instruments, interpreting measurement data, statistical analysis of process data, design of experiments, and applying team troubleshooting skills in solving process problems. The course will allow the student to develop an understanding of physical measurement in conjunction with the statistical data analysis and process experiment design.  
Pre-requisite: MATH 165, Basic Calculus with Analytic Geometry.

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.  
Pre-requisites: CISS 120, Networking I-Introduction to Data Communication; ELET 120, Personal Computer Hardware Essentials; PHYS 100, Physical Science I; TLMG 100, Principles of Telecommunications I.

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.  
Please note: Students who are not 18 years old by the course end date will not be eligible to take the New York State EMT-B Certification exam. EMT-B Certification is required to work or volunteer as an EMT in New York State. Consult with the department for further information.

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 cognitive knowledge into the total management of the patient. The student’s schedule is developed based upon the BLS unit assignment location and shift times, and preceptor availability. The student must maintain records of all patient contacts and will be required to submit documentation of all their activities and the feedback they receive from the preceptor to the Hudson Valley Community College clinical coordinator prior to completion of this course.  
Pre-requisites: EMSP 100, Emergency Medical Technician-Basic and a current NYS EMT-Basic certification.

EMSP 103  EMT REFRESHER  
Fall, Spring, Summer  
Lab fee will be required  
This course is designed to meet New York State Health Department (Bureau of Emergency Medical Services) requirements for EMT Refresher. New laws, policies and changes in patient care will be reviewed, as well as any new technology which has been introduced during the past three years.  
Note: Some Saturday sessions are required in addition
includes a lab component, which is designed to complement the didactic sessions of the course. 
Open only to matriculated Emergency Medical Technician-Paramedic students. 
Pre-requisite: EMSP 100, Emergency Medical Technician - Basic.

EMSP 206 PHARMACOLOGY 3-2-3 FOR THE PARAMEDIC
Fall, DL
This course introduces the paramedic student to pharmacology needed to understand and administer common prehospital medications. This course will cover pharmacokinetics, pharmacodynamics, drug administration, dosage calculations, pharmacological terminology, drug legislation, and drug references. 
Open only to matriculated Emergency Medical Technician-Paramedic students. 
Pre- or co- requisite: EMSP 202, Introduction to Paramedicine.

EMSP 210 TRAUMA MANAGEMENT FOR THE PARAMEDIC 4 Credits
Fall, Spring
This course is designed to introduce the paramedic student to specific pathophysiology, assessment, and management techniques for trauma patients. The course topics include trauma systems, mechanisms of injury, hemorrhage and shock, soft tissue trauma, burns, head and face trauma, spinal trauma, thoracic trauma, abdominal trauma and musculoskeletal trauma. The course includes a lab component, which is designed to complement the didactic sessions of the course. 
Open only to matriculated Emergency Medical Technician-Paramedic students. 
Pre- or co- requisite: EMSP 202, Introduction to Paramedicine.

EMSP 216 PARAMEDICINE I 3 Credits
Fall, DL
This is the first in a series of medical courses that cover the pulmonary system and introduces cardiac monitoring. During the pulmonary section the students will learn to develop a tentative diagnosis for the pulmonary condition and through critical thinking, will devise a treatment plan for the patient. The cardiac section of the course will cover the placement of monitoring electrodes and the conduction system of the heart as well. 
Open only to matriculated Emergency Medical Technician-Paramedic students. 
Pre-requisite: BIOL 130, Concepts of Anatomy and Physiology and EMSP 206, Pharmacology for the Paramedic.
EMSP 217  PARAMEDICINE II  4 Credits  
Fall, DL  Lab fee will be required  
Paramedicine II focuses on the cardiac patient. Emphasis will be placed on the student developing the critical thinking needed to make tentative differential diagnosis of patients that present with chest pain or other cardiac event. 
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre-requisite:  EMSP 216, Paramedicine I.

EMSP 218  PARAMEDICINE III  3 Credits  
Fall, DL  Lab fee will be required  
Paramedicine III will use critical thinking skills to develop tentative diagnosis of acute abdominal pathologies. Also covered in this course will be the diagnosis and treatment of the following: anaphylaxis, heat and cold injuries, toxicology and obstetrical and gynecological emergencies to include childbirth.  
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre-requisites:  EMSP 217, Paramedicine II.

EMSP 221  CLINICAL FOR  2 Credits  
MEDICAL AND SPECIAL CONSIDERATIONS  
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. 
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre-requisite:  EMSP 217, Paramedicine II.  
Pre- or co- requisite: EMSP 218, Paramedicine III.

EMSP 222  PEDIATRICS AND  3-1-3  
GERIATRICS FOR  
THE PARAMEDIC  
Fall, DL  Lab fee will be required  
This course will discuss the prehospital medical care for pediatric and geriatric patients. It will also address the social economical problems faced by these groups.  
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre-requisite:  EMSP 218, Paramedicine III.

EMSP 223  SPECIAL  3-1-3  
CERTIFICATIONS FOR  
THE PARAMEDIC  
Fall, DL  Lab fee will be required  
This course serves as a capstone for paramedic students in the classroom and lab setting, integrating knowledge learned throughout all the paramedic didactic courses, and applying them. National certification for the mini courses of Prehospital Trauma Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support are also obtained.  
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre-requisites:  EMSP 210, Trauma for the Paramedic; EMSP 218, Paramedicine III; EMSP 222, Pediatrics and Geriatrics for the Paramedic.

EMSP 230  CRITICAL  4 Credits  
APPLICATIONS  
FOR PARAMEDICINE  
Fall, Spring  Lab fee will be required  
This course is designed for the paramedic student to use information learned in the classroom, lab skills setting and hospital clinical to assess a patient, formulate a field diagnosis, perform appropriate interventions and modify the treatments as necessary. The interactive course utilizes simulation, programmed patients and case studies along with written and oral debriefing. A comprehensive written exam similar in design and scope to state and national certification exams is also required. Students must achieve a grade of "C" or better to successfully meet program requirements.  
Open only to matriculated Emergency Medical Technician-Paramedic students.  
Pre- or co- requisite: EMSP 210, Trauma Management for the Paramedic; EMSP 218, Paramedicine III; EMSP 221, Clinical for Medical and Special Considerations.

EMSP 240  INTERNSHIP,  1 Credit  
FINAL EVALUATION  
PHASE  
Fall, Spring, 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 EMS responses. 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. NYS DOH Basic EMT Certification is needed and must be sustained throughout the length of the course. Travel outside of the Capital District may be required. Occasionally hours may need to be exceeded to achieve these goals.  
Open only to matriculated Emergency Medical Technician Paramedic students.
Pre-requisite:  EMSP 230, Critical Applications for Paramedicine and current NYS DOH Basic EMT Certification is needed and must be sustained throughout the length of the course.

ENERGY SYSTEMS

ESYS 100  INTRODUCTION  1-0-1  TO WIND POWER
Fall
This course introduces students to the history of wind power and the basic concepts and terminology of wind, energy, energy conversion, turbine types and applications.
Open only to matriculated Wind Technician certificate program students, or by permission of department chair.
Pre- or co- requisite: PHED 145, Adventure or permission of department chair.

ESYS 105  TOWER AND TURBINE SAFETY
Spring
This course will prepare the wind technician to identify and properly prepare for safety hazards that would typically be found performing routine work activities. The primary areas of focus include: ladders, fall protection, lock out/tag out, HAZCOM, PPE, environmental hazards, confined space, cranes and rigging, maintenance hazards, guarding and accident prevention.
Open only to matriculated Wind Technician certificate program students only or by permission of department chair.
Pre- or co- requisite: PHED 250, Physical Fitness Conditioning or permission of department chair.

ESYS 200  TURBINE MECHANICAL SYSTEMS
Fall  Lab fee will be required
This course introduces the student to the complex and diverse nature of modern mechanical power systems. Through this course, students will learn necessary service information and gain instruction on how to safely use the proper tools. Skills gained through this course will help students successfully meet each performance objective.
Open only to matriculated Wind Technician certificate program students or by permission of department chair.
Co-requisites: ESYS 205, Direct Current Devices and ESYS 210, Protective Systems.

ESYS 205  DIRECT CURRENT DEVICES
Fall
Lab fee will be required
This course will introduce students to the types of direct current motors currently used in the wind turbine industry. Applications to the blade pitch and nacelle yaw systems will be discussed. Devices that control and monitor system applications will also be discussed.
Open only to matriculated Wind Technician Certificate Program students or by permission of the department chair.
Co-requisites: ESYS 100, Introduction to Wind Power; ESYS 200, Turbine Mechanical Systems; ESYS 210, Protective Systems.
Pre- or co- requisites: PHED 145, Adventure; PHED 141, Weight Training/Personal Fitness or PHED 149, Circuit Fitness or permission of department chair.

ESYS 210  PROTECTIVE SYSTEMS
Fall
In wind turbines, proper grounding and bonding is necessary to ensure the safety of the general public and service personnel as well as ensuring the protection of expensive equipment and structures. In this class, the student will study the industry standard bonding and grounding methods in use. These methods are used to protect against short circuits, lightning, static charges, and induced (stray) voltages. Students will also look at Federal Aviation Administration requirements for anti-collision beacons and the use of the weather stations mounted on commercial scale wind turbines as an active part of the protective systems.
Open only to matriculated Wind Technician certificate program students or by permission of the department chair.

ESYS 215  TURBINE GENERATION SYSTEMS
Spring  Lab fee will be required
This course is designed to provide the student with the knowledge and understanding of doubly fed generators, power converters and associated automatic control systems used in a large wind turbine driven generating systems. The course will discuss the construction, operation and maintenance of synchronous and asynchronous three phase alternating current generators. Additional course topics include discussion of the use and operation of the four quadrant frequency converters in the operation of the wind turbine doubly fed generating system and the integrated automatic control and protection systems that they employ. By incorporating lab activities into the course structure, it will provide the student with
the didactic learning necessary for employment in this developing area of the energy supply industry. Open only to matriculated Wind Technician certificate program students or by permission of the department chair. Pre-requisites: ESYS 200, Turbine Mechanical Systems; ESYS 205, Direct Current Devices; ESYS 210, Protective Systems Co-requisite: ESYS 220, Comparative Schematics, Metrics, and Fault Analysis.

ESYS 220 COMPARATIVE 3-2-4 SCHEMATICS, METRICS, AND FAULT ANALYSIS

Spring Lab fee will be required
This course is designed to train students to interpret drawings that are not U.S. National Electrical Manufacturers Association (NEMA) standard, rather drawn to International Electrotechnical Commission (IEC) standards. Students will also become familiar with dimensions and measurements in Le Systeme International de Unites, also know as S.I. or the Metric System. These will include measurements in size, force, pressure, weight, volume and energy. This course will also focus on diagram-based troubleshooting or fault analysis of complex systems. Open only to matriculated Wind Technician certificate program students or by permission of the department chair. Prerequisites: ESYS 100, Introduction to Wind Power; ESYS 200, Turbine Mechanical Systems; ESYS 205, Direct Current Devices. Co-requisites: ESYS 105, Tower and Turbine Safety and ESYS 215, Turbine Generation Systems.

ENGR 210 ENGINEERING 4-0-4 STATICS AND STRENGTH OF MATERIALS

Fall, Spring, DL
Statics of particles and rigid bodies, centroids and centers of gravity, analysis of 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. NOTE: A graphing calculator may be required and will be discussed at first class. Pre-requisites: MATH 190, Calculus II and PHYS 150, Physics I.

ENGR 211 ENGINEERING 4-0-4 STATICS

Fall, Spring, DL
This course will cover statics of particles and rigid bodies, vector and linear algebra methods, centroids and centers of gravity, analysis of structures, forces in beams and cables, moments of inertia, and dry friction. Students may not receive credit for both ENGR 210 and ENGR 211. NOTE: A graphing calculator may be required and will be discussed in class. Pre-requisites: MATH 190, Calculus II and PHYS 150, Physics I.

ENGR 215 ENGINEERING 3-2-4 MATERIALS

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. NOTE: A graphing calculator may be required and will be discussed in class. Pre-requisite: CHEM 110, General Chemistry I or CHEM 120, Chemistry I and ENGR 110, Engineering Tools.

ENGR 218 STRENGTH OF MATERIALS 4-0-4

Fall, Spring This course will cover strength of materials, stresses and strains, axial load, transverse loading, torsion, beam loading and deflection, 2D transformation of stress and strain, Mohrs circle analysis, and columns. Note: A graphing calculator may be required and will be discussed in class. Pre-requisites: ENGR 211, Engineering Statics; MATH 190, Calculus II; PHYS 150, Physics I.
ENGL 093     ENGLISH       3-0-3ND
FUNDAMENTALS II
Offered on demand.
This course continues the preparation begun in English Fundamentals I for those students who need additional review before Composition I. Credits earned in this course cannot be applied toward an associate degree.

ENGL 104     ENGLISH       3-0-3
COMPOSITION II:
WRITING ABOUT LITERATURE * HUM, HU, BC
Fall, Spring, Summer, DL
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.

**NOTE:** This course satisfies the English Composition II requirement. Credit can only be received for one of the following: ENGL 102, English Composition II, ENGL 104, English Composition II: Writing About Literature, ENGL 106, English Composition II: Writing for Technicians, ENGL 108, Honors Composition II or ESLS 102, English Composition II for the Foreign Born.

*Pre-requisite: ENGL 101, Composition I or approval by department chair.*

**ENGL 106**  
**ENGLISH COMPOSITION II: 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.

**NOTE:** This course satisfies the English Composition II requirement. Credit can only be received for one of the following: ENGL 102, English Composition II, ENGL 104, English Composition II: Writing About Literature, ENGL 106, English Composition II: Writing for Technicians, ENGL 108, Honors Composition II or ESLS 102, English Composition II for the Foreign Born.

*Pre-requisite: ENGL 101, Composition I or approval by department chair.*

**ENGL 107**  
**HONORS COMPOSITION I**  
*HUM, BC*

**Fall, Spring**

In this course, students will improve their writing ability concentrating on the writing process: prewriting, writing, revision and editing. Other concerns of the writer, particularly audience and style, will be addressed. Students will study the essay as an art form: a vehicle for creative expression, historical record, social commentary, and analytical thought. They will also explore the use of technology to enhance communication. Research techniques and MLA and APA documentation styles will be addressed within the context of a research paper. An oral presentation is required.

*Open to students enrolled in the honors track of the Liberal Arts and Science Program or by permission of department chair.*

**NOTE:** This course satisfies the English Composition I requirement. Credit can only be received for one of the following: ENGL 101, English Composition I, ENGL 107, Honors Composition I or ESLS 101, English Composition I for the Foreign Born.

**ENGL 108**  
**HONORS COMPOSITION II**  
*HUM, BC*

**Fall, Spring**

This course will expand on the processes and techniques begun in ENGL 107, Honors Composition I, with additional focus on oral presentation and technical writing/communication. The reading and discussion of a variety of challenging texts, including fiction, non-fiction, poetry and/or drama and the practice of writing complex rhetorical modes will also be included.

*Open to students enrolled in the honors track of the Liberal Arts and Science Program or by permission of department chair.*

**NOTE:** This course satisfies the English Composition II requirement. Credit can only be received for one of the following: ENGL 102, English Composition II, ENGL 104, English Composition II: Writing About Literature, ENGL 106, English Composition II: Writing for Technicians, ENGL 108, Honors Composition II or ESLS 102, English Composition II for the Foreign Born.

*Pre-requisite: ENGL 107, Honors Composition I or permission of English Department Chairperson.*

**ENGL 110**  
**TECHNICAL COMMUNICATION, BC**

**Fall, Spring**

This course is designed to introduce students to the principles and practices of technical writing.

**ENGL 115**  
**LIBRARY SKILLS FOR RESEARCH**  
*HUM*

**Fall, Spring, DL**

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**  
**THE ANATOMY OF THE ENGLISH LANGUAGE**  
*HUM, HU*

**Spring**

Using a wide variety of exercises and readings, this course will introduce, analyze, discuss and apply principles of English grammar. Cultural aspects of the language, such as style shifting, standard vs. non-standard English, slang, colloquialisms, regionalism, dialects as well as foreign elements in English will be discussed.
ENGL 117  MASTERING 1-0-1
ESSENTIALS OF  
GRAMMAR AND 
PUNCTUATION  
* HUM, BC 

Fall, Spring, Summer, DL

A command of English grammar, usage and punctuation is essential for success both in academia and the workplace. This course provides students with an overview of the conventions of Standard American English with a goal of improving written communication skills. Please note: This course is intended for students who have successfully completed at least one college-level composition course (or equivalent) and would like in-depth study of correct English grammar and punctuation.

ENGL 120  COMMUNICATIONS 3-0-3 
* HUM, BC 

Fall, Spring, Summer, DL

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 125  PUBLIC 3-0-3 
SPEAKING  * HUM, BC 

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 3-0-3 
* HUM, BC 

Fall, Spring

Elements of news style, the structure of news stories, news gathering methods, evaluating and analyzing written news, and practice in reporting, writing, and editing will be included in this introductory course in journalism.

ENGL 132  ADVANCED 3-0-3 
JOURNALISM  
* HUM, BC 

Fall, Spring

This advanced course expands and strengthens techniques introduced in Journalism (ENGL 130), acquaints students with more sophisticated news story types and complex news gathering methods, and introduces students to newswriting for radio, television, and digital media.

ENGL 134  JOURNALISM 3 Credits 
INTERNSHIP 

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. Pre-requisite: ENGL 101, Composition I and ENGL 130, Journalism and/or approval by department chair.

ENGL 136  MEDIA AND 3-0-3 
CULTURE  * HUM, HU 

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 137  WRITING FOR THE 3-0-3 
MEDIA  * HUM, HU 

Fall, Spring, Summer

This course introduces students to the diverse styles of writing for the media. Students will produce texts appropriate for a variety of media outlets including print media, broadcast media, the web, social media, advertising copy, and public relations. The history and laws related to mass media will also be covered. Pre-requisite: ENGL 101, English Composition I or ENGL 130, Journalism.

ENGL 151  CREATIVE 3-0-3 
WRITING: SHORT  
FICTION  * HUM, HU, AR 

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 3-0-3 
WRITING: POETRY  
AND SONG  * HUM, HU, AR 

Fall, 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 153 CREATIVE WRITING: STAGE AND SCREEN 3-0-3
Fall, Spring
This course offers students a forum in which to explore the processes and principles by which plays and screenplays are created. Emphasis is placed on the development of playwriting and screenwriting skills through workshops and exercises that culminate in the creation of both a short one-act play and a brief short screenplay. Examples of traditional and contemporary plays and screenplays will be discussed and analyzed.

ENGL 154 CREATIVE WRITING: NON-FICTION 3-0-3
Fall, Spring
This course offers students an environment in which to explore the processes and principles by which non-fiction writing is created. Students will produce original pieces within categories such as memoir, travel, arts, sports, and food. Emphasis is placed on the development and precision of artistic expression. Examples of traditional and contemporary creative non-fiction will be discussed and analyzed.

ENGL 156 CREATIVE WRITING WORKSHOP 3-0-3
Spring
Advanced study of the most experimental and contemporary philosophies, trends, and techniques in creative writing is offered in this course. Emphasis is on enhancing each student’s original compositions, techniques and scholarship in a workshop setting. This course is open to all students, but it is recommended that students have previous creative writing experience.

ENGL 203 SHAKESPEARE 3-0-3
Spring
This course explores the work and times of William Shakespeare. Students will read, discuss, and write about his tragedies, comedies, historical plays and sonnets as well as view film versions and/or performances of Shakespeare’s plays or adaptations of his works.

ENGL 204 AMERICAN LITERATURE I 3-0-3
Fall, Summer
A survey of the major forms and representative writers of American literature from the colonial period through the mid-19th century.

ENGL 206 AMERICAN LITERATURE II 3-0-3
Spring, Summer, DL
A survey of the major forms and representative writers of American literature from the age of realism through contemporary literature.

ENGL 210 THE SHORT STORY 3-0-3
Fall, Spring, Summer
A comparative study of representative stories from the diverse literary traditions with special emphasis on conventional, modern and experimental techniques of artistic unity.

ENGL 212 POETRY 3-0-3
Fall, Spring, DL
An examination of traditional and contemporary views of poets and how their art uses various milieu to interpret human experience. Some emphasis will be given to technical and structural components.

ENGL 216 CONTEMPORARY NOVEL 3-0-3
Fall, DL
This course focuses on the study of images of modern society presented in selected contemporary works. It provides an opportunity for students to analyze and discuss the hopes, dreams, and disappointments of individuals as they appear in literature.

ENGL 218 CONTEMPORARY DRAMA 3-0-3
Fall
This course serves as an introduction to the major forms of contemporary drama. It provides an opportunity to read, discuss, and write about selected contemporary plays. This is not an acting course.
ENGL 220     LITERATURE INTO FILM * HUM, AR, HU
            3-0-3
            Fall, Spring
            This course will focus on literature that has been adapt- ed 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.

ENGL 222     GENDER AND LITERATURE * HUM, HU
            3-0-3
            Fall, Spring
            This course examines representations and constructions of gender in literature. It provides an introduction to the key terms, debates, authors, and theories surrounding gender as it is represented in literature. Genres studied include poetry, short story, drama, and the novel. Students read, discuss and write about ideas contained in and generated by the texts.

ENGL 230     MULTICULTURAL PERSPECTIVES IN LITERATURE * HUM, HU
            3-0-3
            Fall, Spring
            This course is an exploration of selected poetry, fiction, drama, and non-fiction reflecting the development of multicultural artistic expression in America. Students will examine contemporary and historical themes, subjects and styles for the purpose of fostering understanding and appreciation of the literature and cultural differences of various groups in our pluralistic society.

ENGL 232     AFRICAN AMERICAN LITERATURE * HUM, HU
            3-0-3
            Fall, Spring
            This course focuses on a variety of literary forms including fiction, poetry, drama, and essays representative of the rich and varied tradition of African-American writing. It is an invitation to explore the long and meaningful development of African-American self-expression and self-definition in literature and criticism.

ENGL 234     NATIVE AMERICAN LITERATURE * HUM, HU
            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     WOMEN IN LITERATURE * HUM, HU
            3-0-3
            Fall, Spring
            The experiences 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 stereotypes and literary portrayals of women who either adhere to or deviate from their roles.

ENGL 240     HONORS LITERATURE * HUM, HU
            3-0-3
            Fall, Spring
            This course will be an exploration of literary traditions and genres, including novels, short stories, plays, and poems. Critical methodologies and their applications will be emphasized. Both traditional and contemporary reading selections are included. When appropriate, themes may vary to enrich cross-disciplinary endeavors.
            Open to students enrolled in the honors track of the Liberal Arts and Science Program or by permission of department chair.
            Pre-requisite: ENGL 107, Honors Composition I or permission of English Department Chairperson.

ENGLISH AS A SECOND LANGUAGE

ESLS 090     BASICS OF ENGLISH AS A SECOND LANGUAGE
            3-0-3ND
            Fall
            A basic course of study for beginning-level non-native English. Placement is determined by testing and/or advisement. This course is designed for students who would benefit from beginning-level English instruction prior to taking either English Fundamentals I or Fundamentals of English as a Second Language I or II. This course is intended for those with little or no English language skills. Open only to non-native speakers of English.
ESLS 092 FUNDAMENTALS OF ENGLISH AS A SECOND LANGUAGE I
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. Credits earned in this course may not be applied toward an associate degree. Open only to non-native speakers of English and is not intended for beginners.

ESLS 093 FUNDAMENTALS OF ENGLISH AS A SECOND LANGUAGE II
Spring
This course expands on the study of oral and written English begun in Fundamentals of English as a Second Language I. Classes focus on language development in grammar, writing, vocabulary, comprehension, and oral communication. Placement is determined by testing and/or advisement. Credits earned in this course may not be applied toward an associate degree. Open only to non-native speakers of English and is not intended for beginners. Students do not need to have completed ESLS 092 to take this course.

ESLS 094 READING FOR ENGLISH AS A SECOND LANGUAGE STUDENTS I
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. Placement is determined by testing and/or advisement. Credits earned in this course may not be applied toward an associate degree. Open only to non-native speakers of English and is not intended for beginners.

ESLS 096 SPEAKING AND LISTENING FOR ENGLISH AS A SECOND LANGUAGE STUDENTS I
Fall, Spring
This course presents the basic elements of speaking and listening used in Standard American English. It is designed primarily for ESL students 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. Placement is determined by testing and/or advisement. Credits earned in this course may not be applied toward an associate degree. Open only to non-native speakers of English and is not intended for beginners.

ESLS 098 CONVERSATION FOR ENGLISH AS A SECOND LANGUAGE STUDENTS I
Offered on demand
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. Placement is determined by testing and/or advisement. Credits earned in this course may not be applied toward an associate degree. Open only to non-native speakers of English and is not intended for beginners.

ESLS 101 ENGLISH COMPOSITION I FOR THE FOREIGN BORN *
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. Open only to non-native speakers of English.

ESLS 102 ENGLISH COMPOSITION II FOR THE FOREIGN BORN *
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. Open only to non-native speakers of English.
NOTE: This course satisfies the English Composition II requirement. Credit can only be received for one of the following: ENGL 102, English Composition II, ENGL 104, English Composition II: Writing About Literature, ENGL 106, English Composition II: Writing for Technicians, ENGL 108, Honors Composition II, or ESL 102, English Composition II for the Foreign Born.
Pre-requisite: ESL 101, English Composition for the Foreign Born or ENGL 101, Composition I.

ENTREPRENEURSHIP

ENTR 110  INTRODUCTION  3-0-3
TO ENTREPRENEURSHIP
Fall, Spring, Summer, DL
This course explores the dimensions of creativity, innovation, and entrepreneurship by studying the processes that challenge existing models and pave the way for original solutions to problems or opportunities in the field. The focus is on stimulating creative thinking to generate ideas that may be implemented in the form of a new business venture. Students are encouraged to dream and think boldly and to move beyond traditional solutions towards innovation. Innovation is the conversion of knowledge and ideas into a benefit, either for commercial use or for the public good. This course explores the role of innovation in creating new or improved products, processes, or services. Further, students will explore the entrepreneurial process of creating value through the application of creativity and innovation through the introduction of systematic ways to more effectively find creative solutions.

ENTR 120  ENTREPRENEURIAL  3-0-3
PROCESS
Fall, Spring, Summer, DL
This course focuses on developing a better understanding of the nature of entrepreneurial opportunities. Topics in this course include understanding the opportunity environment, determining the feasibility of an opportunity and whether a business idea is worth pursuing, preparing for the launch, growth, and harvesting of entrepreneurial ventures, and planning for a career in entrepreneurship. Students will develop an understanding of key industry factors, market and competitive factors, and customer needs. Students will gain a better understanding of their personal entrepreneurial capacity, as well as a team building and management. The mastery of concepts covered in this course provides a foundation for the Entrepreneurial Strategy capstone course, and represents an early step in starting and managing an entrepreneurial venture following graduation.

ENTR 150  LEGAL ISSUES  3-0-3
IN ENTREPRENEURSHIP
Spring, DL
This course covers the legal issues faced by entrepreneurs in starting a new business and focuses on issues that arise in the creation, management, and operation of a business. Discussion will cover organizational structure, funding, contracts, labor and employment issues, sales of goods and services, credit issues, operational liabilities and insurance, intellectual property rights, and exit strategies. In completing this course, students, as prospective entrepreneurs, will develop an understanding of the legal concepts that are an integral part of decision making from the time an entrepreneur conceives, starts to build, and obtains financing through the development of exit strategies. Students will be prepared to meet the legal challenges and opportunities they can expect to encounter as entrepreneurs.
Pre-requisite: ENTR 120, Entrepreneurial Process.

ENTR 210  ENTREPRENEURIAL  4-0-4
FINANCE
Fall, DL
This course focuses on the financing decisions faced by entrepreneurs. During the first section of this course, students will learn the basics of financial accounting and planning, including financial statements and pro forma preparation and analysis. In the second section, students are introduced to the concepts of financial management, including the time value of money, profitability and break-even analysis, capital budgeting and management, and cash flow analysis. The third section of the course focuses on analyzing capital funding and financing options and needs, including business valuation models and raising capital through debt, equity, and community resources.
Pre-requisite: ENTR 120, Entrepreneurial Process.

ENTR 290  ENTREPRENEURIAL  4-0-4
STRATEGY
Fall, Spring, DL
In this capstone course for the Entrepreneurship Program, students will acquire the skill set necessary to evaluate entrepreneurial opportunities and challenges and develop comprehensive strategies for finance, operations, management, and marketing for a business start-up. Upon successful completion of this advanced course, students will explore all aspects of starting a new business venture that will culminate in the preparation and presentation of an actionable business plan. This will include conducting feasibility studies to assess business concepts; understanding and applying legal requirements; selecting a business model; managing growth; evaluating methods of financing; preparing financial, marketing, management, and operational plans; contingency planning; and developing exit strategies.
Pre-requisite: ENTR 120, Entrepreneurial Process  
Pre- or Co-requisite: ENTR 150, Legal Issues in Entrepreneurship and ENTR 210, Entrepreneurial Finance.

ENTR 295 ENTREPRENEURIAL 3 Credits  
INTERNSHIP  
Fall, Spring, DL  
Students will participate in an internship at an approved organization in which the key objective is experience-based learning. Students will choose to intern at an organization initiating entrepreneurial activities or within an industry in which the student would like to start or buy a company. These organizations can be either for profit or not-for-profit. Students will be required to keep weekly journals of their experiences and how these experiences relate to their required readings. This internship can only be taken after successfully completing nine entrepreneurial credits or by approval from the department chairperson.  
Pre-requisite: ENTR 150, Legal Issues in Entrepreneurship or ENTR 210, Entrepreneurial Finance.

EXER 100 CONCEPTS OF 3-0-3  
EXERCISE TRAINING  
Fall, Spring  
This introductory course is for individuals who are interested in the field of personal training, fitness and/or performance. The course will focus on training methods and principles and the latest fitness technology. Modern training techniques designed to enhance all components of fitness, including resistance training, flexibility, aerobic performance and agility will be discussed.

EXER 101 INTRODUCTION TO 3-0-3  
EXERCISE SCIENCE  
Fall, Spring, Summer  
This course will provide an overview of the sub-disciplines of exercise science, including but not limited to, personal training, biomechanics, exercise physiology, exercise nutrition, sports medicine and occupational therapy. The course also will provide information on certifications and professional associations within the field, ethical considerations and the future of exercise science as a discipline.

EXER 110 EXERCISE FOR 3-0-3  
SPECIAL POPULATIONS  
Fall, Spring, Summer, DL  
This course provides a framework for developing exercise programs for individuals with disease, disabilities or special health issues. The course prepares fitness professionals to work with people with a variety of diseases and special health issues such as asthma, diabetes, hypertension, cardiovascular disease, obesity, as well as exercise for youth and seniors. It includes a review of basic principles of exercise testing and exercise prescription and builds on that foundation. The course will explore an exercise specialist's job and scope of practice, including designing, implementing and managing the exercise programs of individuals following medical treatment as specified by healthcare professionals.  
Pre-requisite: EXER 100, Concepts of Exercise Training.

EXER 200 FITNESS ASSESSMENT, 2-2-3  
EVALUATION AND PROGRAM DESIGN  
Fall, Spring, Lab fee will be required  
This course will examine various health screening and fitness assessment techniques. It will teach students how to utilize this information and apply it in designing fitness programs to meet the needs of various populations. This course also provides a field experience in local communities.  
Pre-requisite: EXER 100, Concepts of Exercise Training.

FINES ARTS

ARTS 100 SURVEY OF ART 3-0-3  
HISTORY I * HUM, AR, HU  
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 3-0-3  
HISTORY II * HUM, AR, HU  
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.  
Pre-requisite: ARTS 100, Survey of Art History I highly recommended.

ARTS 104 HISTORY OF 3-0-3  
FASHION * HUM, AR, HU  
Fall, Spring, Summer, DL  
This course is a survey of the forms, contexts and styles of Western dress and fashion from the Renaissance to the 21st century. The role of clothing styles in culture and their relationship to fine arts, decorative arts and architecture will be analyzed. The emergence of 20th century fashion and fashion designers and the specific styles and trends of Western fashion will be examined, including historical references and cross-cultural influences.
ARTS 107  ART APPRECIATION *  3-0-3  
HUM, AR  
Fall, Spring, Summer, DL  
A course open to all students, Art Appreciation will provide the student with basic understanding of the visual arts. This course will examine the formal and expressive elements of two and three dimensional plastic arts (drawing, architecture, sculpture, painting, photography and printmaking) and will look at a wide variety of art to learn about the processes and tools involved in its creation.

ARTS 110  DRAWING I, AR  2-4-3  
Fall, Spring  
An introduction into the materials and techniques of drawing. A series of increasingly complex still-life drawings will generate a more thorough sense of observation, an effective translation of space into two dimensions and a recognition of drawing as a means of acquiring knowledge. Students will be responsible for purchasing some required supplies.

ARTS 111  DRAWING II, AR  2-4-3  
Spring  
A studio class that builds on the skills acquired in Drawing I, applying them to the rendering of more complex set-ups and the human figure as well as more directly addressing the physical nature of the drawing. Students will be responsible for purchasing some required supplies.

Pre-requisite: ARTS 110, Drawing I, or by permission of the instructor and department chair.

ARTS 115  TWO-DIMENSIONAL DESIGN, AR  2-4-3  
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. Students will be responsible for purchasing some required course supplies.

ARTS 120  PAINTING I, AR  2-4-3  
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.

Pre-requisite: ARTS 110, Drawing I and ARTS 115, Two-Dimensional Design or by permission of the instructor and department chairperson.

ARTS 121  PAINTING II, AR  2-4-3  
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.

Pre-requisite: ARTS 120, Painting I.

ARTS 125  BLACK AND WHITE PHOTOGRAPHY, AR  2-4-3  
Spring, Summer  
Lab fee will be required  
Through an examination of film-based photography, students will explore the historical, formal and conceptual aspects of black and white photography. This studio art course emphasizes the development of technical skills in the darkroom and studio as well as mastery of photography's visual vocabulary. Students will 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. A 35 mm film camera is required; students are also required to purchase black and white film, enlarging paper, mat board, and other supplies as directed by the instructor. A lab fee will be required.

ARTS 129  PHOTOGRAPHY I, AR  2-4-3  
Fall, Spring  
Lab fee will be required  
This course provides an introduction to the theory, practice and history of photography, with emphasis on the production of digital images. Students will learn the basic principles of digital cameras and digital printing and how to use them in the context of the visual language of photography. This is a hands-on studio art course, which will provide students with the necessary tools to understand the conceptual, visual and historical aspects of photography through lectures, slide presentations and discussions. This is a studio course in the Fine Arts degree program and as such, is generally intended for Fine Arts majors.

NOTE: A Digital Single Lens Reflex (DSLR) camera is required. Students also are required to purchase quality inkjet paper, matboard, digital media and other supplies as directed by the instructor.

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 photog-
raphy 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. A digital camera is required; the purchase of image editing software for home use is highly recommended.

ARTS 135     INTRODUCTION          2-2-3
TO PHOTOGRAPHY, AR
Fall, Spring, Summer          Lab fee will be required

This course is a hands-on introduction to both traditional and digital photography that is grounded in the conceptual, historical and practical developments in the field of photography. Students will acquire experience in the use of digital and film cameras, the use of computers in photography, and basic black and white darkroom procedures. The technical and aesthetic possibilities of photography will be examined through lectures, demonstrations, supervised class work, and assignments. Students will spend additional time outside of class completing course assignments. Digital and 35mm SLR cameras are required; students are also required to purchase film, enlarging paper and other supplies as directed by the instructor.

ARTS 139     PHOTOGRAPHY II,       2-4-3
AR
Spring                             Lab fee will be required

This studio art course will emphasize 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 photography and develop ideas and images through a combination of lectures, demonstrations, reading and writing assignments, projects and critiques. It is expected that the students will spend additional time outside of class completing course assignments.

Pre-requisite: ARTS 129, Photography I or by permission of instructor and department chair.

ARTS 140     TELEVISION                 3-0-3
PRODUCTION I
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 150     INTRODUCTION          3-0-3
TO GALLERY MANAGEMENT
Fall, Spring

This course provides an overview of how fine arts exhibition venues work. Through lectures, discussions, field trips, written assignments and visiting speakers, students will be given an introduction to the basics of managing galleries and museums. Topics to be discussed include types of galleries, museums and exhibition spaces, exhibition development and budgeting, exhibit curation and design, marketing and funding, audience education and building, proper handling, preservation and presentation of artworks. Students are expected to attend all college visiting artist lectures and exhibit openings. Students may be responsible for the purchase of some necessary course supplies.

Co-requisites: ARTS 100, Survey of Art History I or ARTS 101, Survey of Art History II or ARTS 202, Modern Art History.

ARTS 151     GALLERY                     2-4-3
PRACTICUM - EXHIBITION PLANNING AND PREPARATION
Fall, Spring

This course is a hands-on introduction to art and artifact handling, exhibition planning and design, artist relations, and public relations. Students will be responsible for the installation and de-installation of exhibitions in the Teaching Gallery. In addition to coursework, students will be responsible for weekly monitoring of the Teaching Gallery and are expected to attend all teaching gallery artist lectures and exhibition openings.

Pre- or co-requisites: ARTS 150, Introduction to Gallery Management or ARTS 115, Two-Dimensional Design.

ARTS 152     GALLERY                     2-4-3
PRACTICUM - MUSEUM PRACTICES AND THEORY
Fall, Spring

Through field trips, tutorials with visiting artists and hands-on work in the teaching gallery, students will explore art and artifact handling, exhibition design, artist relations, and public relations. Reading and group discussions will pursue additional studies addressing the history and theory of the establishment and ongoing development of museums and exhibition venues. Students will be responsible for weekly monitoring of the college’s Teaching Gallery, the installation and de-installation of gallery exhibitions and are expected to attend all Teaching Gallery artist lectures and exhibit openings.

Pre- or co-requisites: ARTS 115, Two-Dimensional Design or ARTS 150, Introduction to Gallery Management.
ARTS 213     ADVANCED               2-4-3
STUDY IN DRAWING AND PAINTING II, AR

Spring
This is an advanced level studio course providing a continued, intensive studio experience with emphasis on the development and articulation of students’ bodies of work. Group and individual critique, readings and discussions in contemporary art and art history form the context for students’ inquiry and exploration of their studio practice. Students will be responsible for purchasing some required course supplies.

Pre-requisite: ARTS 212, Advanced Study in Drawing and Painting I and/or written permission of instructor and department chair.

ARTS 225     EXPERIMENTAL           2-4-3
DRAWING IN ITALY I, AR

Summer Lab fee will be required
A month-long, hands-on immersion in the sites and masterworks of the Florentine Renaissance exploring the interface between historical and contemporary drawing.

Note: A portion of the fees being paid by participants is used to defray the expenses of faculty and advisors who provide services in connection with or travel on the study experience. This course is not eligible for senior citizens to audit.

Pre-requisite: ARTS 110, Drawing I or permission of department chairperson.

ARTS 226     EXPERIMENTAL           2-4-3
DRAWING IN ITALY II, AR

Summer Lab fee will be required
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.

Note: A portion of the fees being paid by participants is used to defray the expenses of faculty and advisors who provide services in connection with or travel on the study experience. This course is not eligible for senior citizens to audit.

Pre-requisite: ARTS 225, Experimental Drawing in Italy I.

ARTS 236     INDEPENDENT            3-0-3
STUDY IN PHOTOGRAPHY, AR

Fall, Spring, Summer Lab fee will be required
Independent Study in Photography is the critical crossover between strictly assignment oriented foundation-level work and the more advanced-level courses where students will find themselves expected to pursue their own work. Independent Study in Photography is
intended to provide a departure point for the student’s ongoing investigation of form and concept through art-making. Independent Study provides a setting for further guided study in photography and related media. Students in Independent Study are expected to have a command of their fundamental photography skills and to further develop these photography skills as needed throughout the semester. Film SLR or DSLR required; students are also required to purchase film, enlarging paper or quality inkjet paper (depending on medium used) as well as other supplies as directed by the instructor. Pre-requisite: Prior photography coursework at the college level is required or permission of instructor and department chairperson.

ARTS 270     HISTORY OF PHOTOGRAPHY 3-0-3
Fall, Spring, Summer, DL
This course offers a survey of the history of photography from its invention in the early 1800s to the present. Emphasis is on the aesthetic, cultural, intellectual and expressive aspects of the medium during its development. This is a non-studio photography course, suited to photographers and non-photographers alike. The course is suited to anyone seeking to understand the relationship between contemporary photography and its historical roots.

ARTS 272     HISTORY OF AMERICAN CINEMA 3-0-3
* HUM, AR
Fall, Spring, Summer, DL
This course offers a survey of the rich history of American Cinema concentrating on classic, influential, creative films from the 1930s to the 1970s. While some international influences will be addressed, the primary focus will be the huge domestic industry deriving from Hollywood, which will give the course greater clarity and pertinence. This class will appeal to movie lovers, "film buffs," and amateur filmmakers, as well as to a wide range of other interested students. The formal aesthetics, cultural and intellectual content and controversy, and expressive components of the medium are traced through its key decades of development. Readings will include popular and critical reviews. The actual film list will vary semester by semester.

ARTS 273     DOCUMENTARY FILM: HISTORY AND THEORY 3-0-3
Fall, Spring, Summer
This course examines the history and development of documentary film from its roots in 19th century art forms to the present. Students examine the many sub-genres, styles, techniques and methods used by documentary filmmakers in their cinematic representation of their vision and version of reality. Through weekly readings, screenings and discussions, students will develop critical standards as they analyze the impact of documentaries.

FOREIGN LANGUAGES

ARBC 100     ARABIC LANGUAGE AND CULTURE I 3-0-3
* HUM, FL
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. Pre-requisite: Prior photography coursework at the college level is required or permission of instructor and department chairperson. Recommendation: Primarily designed for students with no previous knowledge of Arabic.

ARBC 101     ARABIC LANGUAGE AND CULTURE II 3-0-3
* HUM, FL
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. Pre-requisite: Primarily designed for students who have completed Arabic I or no more than two years in high school.

ASLN 100     AMERICAN SIGN LANGUAGE AND DEAF CULTURE I 3-0-3
* HUM, FL
Fall, Spring, Summer
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 AND DEAF CULTURE II 3-0-3
* HUM, FL
Fall, Spring, Summer
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 American Sign Language conversations that include ASL grammar. Pre-requisite: ASLN 100, American Sign Language and Deaf Culture I.
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<tr>
<th>Course</th>
<th>Department</th>
<th>Credits</th>
<th>Type</th>
<th>Term</th>
<th>Notes</th>
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<tbody>
<tr>
<td>CHNS 100</td>
<td>CHINESE</td>
<td>3-0-3</td>
<td></td>
<td>Fall</td>
<td>Lab fee will be required. This course is designed to introduce students to the Mandarin Chinese sound system and grammatical structure, including listening comprehension, reading, speaking and writing. In addition to language skills, students are provided with insight into Chinese culture. Classroom instruction will be supplemented with exercises in the language laboratory. Pre-requisite: CHNS 200, Chinese Language and Culture III or permission of department chair.</td>
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<td>FREN 100</td>
<td>FRENCH</td>
<td>3-0-3</td>
<td></td>
<td>Fall, Spring</td>
<td>Lab fee will be required. This course is designed to introduce students to the French sound system and grammatical structure in an effort to give the student a basic understanding of the language, including listening comprehension, reading, speaking and writing skills. In addition to language skills, the course offers the student insight into French culture. Classroom instruction is supplemented with exercises in the language laboratory. Recommendation: Primarily designed for students with no previous knowledge of French.</td>
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<tr>
<td>CHNS 101</td>
<td>CHINESE</td>
<td>3-0-3</td>
<td></td>
<td>Spring</td>
<td>Lab fee will be required. A continuation of Chinese Language and Culture I, this course introduces students to more complicated elements of Chinese grammar and concentrates on the refinement of the student’s basic communication skills. The course also provides students with insight into Chinese culture. Classroom instruction will be supplemented with exercises in the language laboratory. Pre-requisites: CHNS 100, Chinese Language and Culture I.</td>
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<tr>
<td>CHNS 200</td>
<td>CHINESE</td>
<td>3-0-3</td>
<td></td>
<td>Fall</td>
<td>Lab fee will be required. This is an intermediate Mandarin Chinese language course designed for students who have successfully completed CHNS 101, Chinese Language and Culture II or equivalent. It builds on skills taught in Chinese Language and Culture II with the goal of further development in the areas of reading, writing, listening, and speaking. This course also provides students with insight into Chinese culture. Classroom instruction will be supplemented with exercises in the language laboratory. Pre-requisite: Primarily designed for students who have completed French I or no more than two years in high school.</td>
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<tr>
<td>FREN 101</td>
<td>FRENCH</td>
<td>3-0-3</td>
<td></td>
<td>Fall, Spring</td>
<td>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. Pre-requisites: CHNS 100, Chinese Language and Culture I.</td>
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<tr>
<td>CHNS 201</td>
<td>CHINESE</td>
<td>3-0-3</td>
<td></td>
<td>Spring</td>
<td>Lab fee will be required. This is an intermediate to advanced Mandarin Chinese language course designed for students who have successfully completed CHNS 200, Chinese Language and Culture III or equivalent. It builds on skills taught in Chinese Language and Culture III with the goal of further development in the four skill areas of reading, writing, listening and speaking. This course provides students with insight into Chinese culture as well as exposure to Chinese literature. Classroom instruction will be supplemented with exercises in the language laboratory. Pre-requisite: CHNS 200, Chinese Language and Culture III or permission of department chair.</td>
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<tr>
<td>FREN 200</td>
<td>FRENCH</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td>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. Pre-requisite: Primarily designed for students who have completed French I or no more than three or four years in high school.</td>
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<tr>
<td>FREN 201</td>
<td>FRENCH</td>
<td>3-0-3</td>
<td></td>
<td></td>
<td>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</td>
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customs and culture. Classroom instruction is supplemented with exercises in the language laboratory.  

Pre-requisite: Primarily designed for students who have completed French III or no more than three or four years in high school.

GERM 100     GERMAN                     3-0-3
LANGUAGE AND CULTURE I * HUM, FL
Fall, Spring 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                     3-0-3
LANGUAGE AND CULTURE II * HUM, FL
Fall, Spring, Summer 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.  

Pre-requisite: Primarily designed for students who have completed German I or no more than two years in high school.

GERM 200     GERMAN                     3-0-3
LANGUAGE AND 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 German. Classroom discussions, conducted primarily in German, are supplemented with exercises in the language laboratory.  

Pre-requisite: Primarily designed for students who have completed German II or no more than three or four years in high school.

GERM 201     GERMAN                     3-0-3
LANGUAGE AND CULTURE IV * HUM, FL
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.  

Pre-requisite: Primarily designed for students who have completed German III or no more than three or four years in high school.

ITAL 100     ITALIAN                       3-0-3
LANGUAGE AND CULTURE I * HUM, FL
Fall, Spring, Summer, DL 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                       3-0-3
LANGUAGE AND CULTURE II * HUM, FL
Fall, Spring, Summer 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.  

Pre-requisite: Primarily designed for students who have completed Italian I or no more than two years in high school.

JAPN 100     JAPANESE                   3-0-3
LANGUAGE AND 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Language</th>
<th>Title</th>
<th>Credits</th>
<th>Delivery</th>
<th>Fee Required</th>
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<tbody>
<tr>
<td>RUSN 101</td>
<td>Russian</td>
<td>LANGUAGE AND CULTURE II * HUM, FL</td>
<td>3-0-3</td>
<td>Spring, DL</td>
<td>Lab fee will be required</td>
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<td>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. Pre-requisite: Primarily designed for students who have completed Russian I or no more than two years in high school.</td>
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<tr>
<td>SPAN 100</td>
<td>Spanish</td>
<td>LANGUAGE AND CULTURE I * HUM, FL</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer, DL</td>
<td>Lab fee will be required</td>
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<td>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.</td>
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<tr>
<td>RUSN 100</td>
<td>Russian</td>
<td>LANGUAGE AND CULTURE I * HUM, FL</td>
<td>3-0-3</td>
<td>Fall, DL</td>
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<td>This course is designed to introduce the student to the Russian sound system and grammatirical 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.</td>
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<td>Spanish</td>
<td>LANGUAGE AND CULTURE II * HUM, FL</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer, DL</td>
<td>Lab fee will be required</td>
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<td>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. Pre-requisite: Primarily designed for students who have completed Spanish I or no more than two years in high school.</td>
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<tr>
<td>SPAN 200</td>
<td>Spanish</td>
<td>LANGUAGE AND CULTURE III * HUM, FL</td>
<td>3-0-3</td>
<td>Fall, Spring, DL</td>
<td>Lab fee will be required</td>
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<td>A continuation of Spanish Language and Culture II, this course offers a review and extension of first year grammar, concentrating on expanding vocabulary, conversational fluency, writing and reading skills, and cultural understanding through the discussion of selected readings in Spanish. Classroom discussions are conducted primarily in Spanish and are supplemented with computer enhanced exercises.</td>
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</table>
Pre-requisite: Primarily designed for students who have completed Spanish II or no more than three or four years in high school.

SPAN 201 SPANISH LANGUAGE AND 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.
Pre-requisite: Primarily designed for students who have completed Spanish III or no more than three or four years in high school.

FORM COURSES
(See College Forum)

FREN COURSES
(See Foreign Languages)

GERM COURSES
(See Foreign Languages)

HEALTH

HLTH 130 CREATING HEALTHY RELATIONSHIPS
Fall, Spring
This course will offer students an understanding of the components of healthy relationships. Through the study of those components, students will recognize the qualities of unhealthy relationships and discover directions for change. The techniques, skills and resources presented will heighten students’ awareness of the roles and responsibilities of each partner in a relationship.

HLTH 131 STRESS AND HEALTH 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 135 SELF-IMPROVEMENT 1-0-1
Fall, Spring, Summer
As an introductory health education-based course, Self-Improvement provides students with the knowledge and skills necessary to acquire positive behavior change, including the adoption of a more healthful, productive and wellness-oriented lifestyle. The course provides various opportunities to seek areas of interpersonal growth and improvement.

HLTH 140 DRUG STUDIES: INTERVENTION AND PREVENTION 3-0-3
Fall, Spring, Summer, DL
This course is designed to cover the basic issues confronting drug use, abuse and addiction. Emphasis also will be placed on drug prevention and intervention. This course deals with current problems, views and attitudes surrounding the use of psychoactive drugs. Students also will explore the effects of drug use on human physiology and interpersonal functioning. Each student will be expected to take an active role in the learning process through class discussions and activities, as well as completing out-of-class assignments and research where appropriate.

HLTH 150 WEIGHT MANAGEMENT 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.”
work-site settings, as well as in health promotion consultant activities. Students will gain a greater understanding of the theories, elements, practices and principles that contribute to the need for and the successful implementation of a wide range of health education activities designed to enhance health promotion and disease prevention.

HLTH 210 WORKSITE HEALTH PROMOTION
Fall, Spring, Summer, DL
This course is designed to provide students with practical information about the planning, development and implementation of health promotion programming in workplace settings and the benefits these programs have for both employees and employers. Students will review various health risk appraisals and plan theory-based incentive programs designed to promote wellness-oriented health literate lifestyles. Class content and activities will relate primarily to worksite health promotion, but the course also will have relevance for students pursuing other professional outlets since health behavior change is critical in most health and exercise related professions.

HEALTH INFORMATION TECHNICIAN

HITC 100 INTRODUCTION TO MEDICAL OFFICE PROCEDURES
Fall, Spring, DL
Students develop the necessary skills and concepts of the administrative duties of a medical assistant/secretary. The following topics are covered: legal and ethical issues in medical practice, communicating and interacting with patients, families and coworkers. The following office work is covered: Medisoft software, managing correspondence, mail, office supplies and office medical records, maintaining patient records, processing insurance claims, billing and collecting, banking, accounts payable and payroll. Upon registering for this course, the student must have a working knowledge of the Windows® operating system and Word® software application.
HITC 101     MEDICAL RECORD REVIEW, TRANSCRIPTION AND TERMINOLOGY
Fall, Spring, DL
The student will learn to review and transcribe medical records based on the current best practices. In support of the medical record review and transcription, the student will learn the basics of medical terminology including the construction and analysis of medical terms with an emphasis on body systems, medical conditions and procedures, prefixes, suffixes, root terms, pronunciation and spelling as they relate to medical record review and transcription. Students will learn to research terminology specific to the medical reviewer and transcriptionist.

HITC 103     INTRO TO MEDICAL CODING, HEALTH INSURANCE AND REIMBURSEMENT
Fall, Spring, DL
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 104     ADVANCED MEDICAL CODING AND REIMBURSEMENT
Fall, Spring, DL
The course offers an advanced study of the ICD-9-CM, CPT-4 and the HCPCS coding systems with emphasis on accurate code sequencing of complex medical/surgical cases. Students will use case studies, health records, and federal regulations regarding payment systems and methods of reimbursement. Students will work with both inpatient and outpatient claims forms to gain knowledge of the billing process. However, emphasis will be placed on coding in the outpatient setting. Students will investigate through assigned research reimbursement and coding topics including: DRGs, APCs, RBRVs, Chargemasters, Coding Compliance, ICD-10, encoding and grouping software. Students will use encoder/grouper software.
Pre-requisite: HITC 103, Introduction to Medical Coding, Health Insurance, and Reimbursement.

HITC 105     CLINICAL OFFICE PROCEDURES
Fall, Spring
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.

HITC 107     HEALTH INFORMATION MANAGEMENT
Fall, Spring, DL
This course covers basic concepts and techniques for managing and maintaining health record systems. Topics include health record content, qualitative and quantitative analysis, format, record control, storage, retention, forms design/control, indices and registers, and numbering and filing systems. Students will be introduced to the various functions performed in a health record department with emphasis on maintaining confidentiality of patient data.
Pre-requisite: HITC 100, Introduction to Medical Office Procedures.

HEATING/AIR CONDITIONING/REFRIGERATION TECHNICAL SERVICES

HVAC 110     REFRIGERATION PRINCIPLES I
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.
Pre- or co- requisite: HVAC 130, Electricity for HVAC/R.

HVAC 111     REFRIGERATION PRINCIPLES II
Spring, Summer
This course is a continuation of HVAC 110, Refrigeration Principles I. Students will learn an applications-oriented approach to the mechanical components and processes of the refrigeration cycle, with emphasis placed on the use of gathered system data for use in system diagnosis and troubleshooting. In addition, students will learn the fundamentals of refrigeration system sizing, application and equipment selection procedures.
Pre-requisite: HVAC 110, Refrigeration Principles I.
HVAC 120 REFRIGERATION 0-8-4  
LAB I  
Fall, Spring  
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.  
Pre- or co-requisites: HVAC 130, Electricity for HVAC/R and HVAC 110, Refrigeration Principles I.

HVAC 121 REFRIGERATION 0-8-4  
LAB II  
Fall, 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.  
Pre-requisite: HVAC 120, Refrigeration Lab I.

HVAC 130 ELECTRICITY 4-0-4  
FOR HVAC/R  
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.

HVAC 131 HVAC/R 4-0-4  
ELECTRICAL SYSTEMS APPLICATION  
Spring  
This course is an in-depth study of HVAC/R electrical circuits and systems, with an emphasis on the integration and theory of operation of the various electrical system components, including: motors, motor starting devices, relays and overload protection. Students will study and learn how to interpret both basic and advanced electrical system diagrams for the purpose of acquiring valuable troubleshooting skills.  
Pre-requisites: HVAC 110, Refrigeration Principles I; HVAC 120, Refrigeration Lab I; HVAC 130, Electricity for HVAC/R.  
Co-requisite: HVAC 121, Refrigeration Lab II.

HVAC 140 HEAT TRANSFER 4-0-4  
SYSTEMS I  
Spring  
In this course, students will study fuels and their properties, including the importance of safe handling. Central forced air heating systems, including gas, oil, and electric ignition systems also are studied. Students will learn both installation and service techniques, including combustion efficiency testing and electrical systems diagnosis.  
Pre-requisite: HVAC 130, Electricity for HVAC/R.

HVAC 203 HVAC/R SYSTEMS 3-2-4  
DESIGN I  
Fall, Spring  
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 211 REFRIGERATION 4-0-4  
AND AC SYSTEMS APPLICATIONS I  
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.  
Pre-requisites: HVAC 111, Refrigeration Principles II.  

HVAC 212 REFRIGERATION 4-0-4  
AND AC SYSTEMS APPLICATIONS II  
Spring  
This course is a continuation of HVAC 211, Refrigeration and A/C Systems Applications I. Students will study and learn the application of cooling systems, with the emphasis on commercial and industrial applications. Students will learn the basic principles of psychrometrics, air distribution and balancing, chilled water systems, and a variety of specialized refrigeration and air conditioning systems.  
Pre-requisites: HVAC 220, Heat Transfer Lab and HVAC 211, Refrigeration and AC Applications I.  
Co-requisite: HVAC 221, Diagnosis and Servicing Lab.

HVAC 213 HVAC/R 2-4-4  
SYSTEMS DESIGN II  
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 selection of equipment and evaluation of systems performance.  
Pre- or co- requisite: HVAC 240, Heat Transfer Systems II.
HVAC 220     HEAT TRANSFER          0-8-4
LAB
Fall, Spring  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.
Pre- or co-requisite: HVAC 240, Heat Transfer Systems II.

HVAC 221     DIAGNOSING               0-8-4
AND SERVICING LAB
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.
Pre-requisites: HVAC 121, Refrigeration Lab II and HVAC 220, Heat Transfer Lab.
Pre- or co-requisite: HVAC 212, Refrigeration and AC Applications II.

HVAC 230     HVAC/R                    4-0-4
CONTROL SYSTEMS
Spring, Summer
This course provides students with an introduction to the more advanced HVAC/R control systems that are typically used in commercial and industrial energy management systems. Topics of study include: pneumatic controls, variable air volume systems, economizers, and direct digital control (DDC) components and strategies.

HVAC 240     HEAT TRANSFER          4-0-4
SYSTEMS II
Fall
This course provides students with a comprehensive overview of all aspects of hydronic and steam heating, including the fundamentals of design, installation and service of modern systems.
Pre-requisite: HVAC 140, Heat Transfer Systems I.

HVAC 250     INTRODUCTION            3-2-4
TO GEOTHERMAL
HEAT PUMP SYSTEMS
Spring, Summer  Lab fee will be required
This course is designed to instruct the student in the design and installation of geothermal heat pump systems. This will include design theory, soils identification, piping methods, heat exchangers, well drilling, trenching and grouting.
Pre-requisite: HVAC 211, Refrigeration and AC Systems Applications I or by permission of department chair.

HISTORY

HIST 100     WESTERN                    3-0-3
CIVILIZATION AND
THE WORLD I
* SSC, WC, HU, OSL
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                    3-0-3
CIVILIZATION AND
THE WORLD II
* SSC WC, HU, OSL
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         3-0-3
OF AMERICAN HISTORY I
* SSC, AH, HU, OSL
Fall, Spring, Summer, DL
Issues and problems in American history through Civil War period.

HIST 111     INTERPRETATIONS         3-0-3
OF AMERICAN HISTORY II
* SSC, AH, HU, OSL
Fall, Spring, Summer, DL
Issues and problems in American history from the Reconstruction period to the present day.

HIST 112     HISTORY OF               3-0-3
NEW YORK STATE I
* SSC, HU
Fall
The history of the state from colonial times to the 19th century.

HIST 113     HISTORY OF               3-0-3
NEW YORK STATE II
* SSC, HU
Spring
The history of the state from the 19th century to recent times.
HIST 115  INTRO TO 3-0-3
AFRICAN-AMERICAN HISTORY * SSC, AH, HU
Fall, Spring, Summer

HIST 120  HISTORY OF 3-0-3
AFRICA I * SSC, OC, HU
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 3-0-3
AFRICA II * SSC, OC, HU
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 3-0-3
MIDDLE EAST I:
600 - 1798 * SSC, OC, HU
Fall
This course is designed for students to be an introduction to the history of the Middle East from the time of the Prophet Muhammed to the Napoleonic invasion of 1798. It will focus primarily on the geographical, social, cultural, economic and political forces that have helped to shape the Middle East as a unique region of the world.

HIST 123  HISTORY OF THE 3-0-3
MIDDLE EAST II:
1798 - Present * SSC, OC, HU
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 3-0-3
HISTORY * SSC, WC, HU
Fall, Spring, Summer
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 and 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 3-0-3
THE TWENTIETH CENTURY * SSC, HU, OSL
Fall, Spring, Summer
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 3-0-3
WORLD WAR II * SSC, WC, HU, OSL
Fall, Spring, Summer, DL
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.

HIST 139  INTRODUCTION 3-0-3
TO THE VIETNAM WAR * SSC, AH, OC
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.

HIST 140  MODERN 3-0-3
CHINA * SSC, OC
Fall, Spring, Summer, DL
This course is designed to provide students with a brief overview of early Chinese history and then a more comprehensive analysis of modern China from the 19th century onwards. Topics will cover the many features of Chinese society and how its connections to the past, to which the Chinese remain firmly attached, still affect Chinese society in a fast-moving and vibrant global environment.
HIST 145     MODERN                     3-0-3
INDIA * SSC, OC
Fall, Spring, Summer, DL
This course examines the growth of India over many centuries. After covering its geography, early background and history, the course moves to more intensive examinations of India's history from the late 18th century to the present.

HIST 205     NATIVE AMERICAN     3-0-3
CULTURES OF NEW YORK AND NEW ENGLAND * SSC, AH, OC
Fall, Spring
This course is a survey course in Native American cultures of New York and New England that focuses on their interaction with various European/Colonial cultures from the fifteenth century to the twentieth century (1493 to 1995). Topics will include culture, health, social issues, and the political and historical chronology of the Native American communities in New York and New England.

HONORS
See also specific subjects for additional HONR courses.

HONR 190     HONORS SEMINAR I   3-0-3
* SSC, SS, OSL
Fall
This seminar course is designed to provide students with an understanding of human development, higher education, and the role of citizenship in the United States.
Open to students in one of the honors tracks or by permission of department chair.

HONR 250     INTRODUCTION TO     3-0-3
SOCIAL SCIENCE INQUIRY
* SSC, SS
Fall, Spring, DL
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 applied research projects. The point of departure for the projects will be current social issues from a behavioral and social science perspective. The purpose of the research projects is to provide students experience doing practical applied research and investigating a current societal issue from multiple perspectives.
Open only to students in one of the honors tracks or by permission of department chair.
Pre-requisite: HONR 190, Honors Seminar I.

HONR 290     HONORS SEMINAR II  4-0-4
* HUM, HU
Spring
This seminar course is designed as the capstone course within the Liberal Arts and Science: Humanities and Social Science and Liberal Arts and Science: Mathematics and Science Honors tracks. Through reading, experience, research, discussion and writing, students will examine the generation and use of knowledge from a variety of disciplinary perspectives and explore what it means to be human in the 21st century.
Open only to students enrolled in the honors tracks noted above.

HUMAN SERVICES

HUSV 100     SOCIAL SERVICE         3-0-3
SYSTEMS
Fall, Spring, DL
Using a systems approach, this course discusses how people are affected by poverty, child abuse, AIDS, physical and mental disabilities, racism, overpopulation, sexism, crime and other problems. Students will be oriented to social programs, service delivery models, agencies at the local, state and federal levels and legislation which meets human needs. The historical development of human services as an institution and profession will also be explored.

HUSV 105     HUMAN DEVELOPMENT AND
THE FAMILY * SSC, SS
Fall, Spring, DL
A study of the way in which society and family influence human growth and social functioning. The focus of the course will be both on individual development and interactions between individuals in families.

HUSV 109     ORIENTATION             1-0-1
TO FIELDWORK
Fall, Spring
This course is structured to introduce students to the basic interpersonal and professional skills that are necessary for successful acclamation to the Human Services curriculum. Topics covered will include professional values, ethics, conduct and boundaries, as well as problem-solving and healthy communication skills and strategies for self-care. Additionally, students will learn about their professional roles in the community.
HUSV 110  HUMAN SERVICE SKILLS  3-6-3  
Fall, Spring  
Human Service Skills emphasizes the basic concepts of social welfare, human needs and the helping relationship. The course combines classroom and field study with the objective of introducing students to the functions of community agencies and the clientele served as a means of learning the fundamentals of the helping process. Students spend six hours per week in the field. Pre-requisite: HUSV 109, Orientation to Fieldwork with a grade of “C” or better.  

HUSV 115  PERSPECTIVES ON DISABILITY * SSC  3-0-3  
Spring, DL  
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 * SSC  3-0-3  
Fall, Spring, DL  
This course is designed to aid students in understanding and dealing with adolescent problems which affect social functioning within the family group and in the outside community. Note: Credit cannot be received for both HUSV 120 Problems of Adolescence and PSYC 208 Adolescent Psychology.  

HUSV 125  OLDER ADULTS AND THE SOCIAL ENVIRONMENT * SSC  3-0-3  
Fall, Spring  
Aging is studied from an interdisciplinary perspective. The course covers physical, psychological and social aspects of aging. Special problem areas and support services provided by community agencies.  

HUSV 200  INTERVIEWING AND TECHNIQUES OF COMMUNICATION  3-0-3  
Fall, Spring  
An introduction to the principles, theory, and techniques of the interview with emphasis on the dynamics of interaction and on developing communication skills applicable to the helping professions.  

HUSV 205  INTRODUCTION TO SOCIAL GROUP WORK  3-0-3  
Fall, Spring  
The basic concepts of group work will be covered. The focus is on the theory of group dynamics and on the development of skills for leadership in groups.  

HUSV 210  HUMAN SEXUALITY * SSC, SS  3-0-3  
Fall, Spring, DL  
This course studies human sexuality from biological, psychosocial and humanistic perspectives. Students will be examining course content within the framework of their own moral standards and value systems.  

HUSV 215  PSYCHOLOGY AND HISTORY OF POVERTY * SSC, AH  3-0-3  
Spring  
A study of the psychological and social consequences of poverty, the culture of poverty and the history of the United States’ and New York State’s response to poverty.  

HUSV 220  HUMAN SERVICES MANAGEMENT, SUPERVISION AND PLANNING  3-0-3  
Offered on demand  
This course provides an overview of the management functions that make human services agencies work. It will introduce the students to both theory and practice in human service management.  

HUSV 225  SOCIAL SERVICES INTERVIEWING IN SPANISH  3-0-3  
Offered on demand  
To provide social services professionals basic conversational skills in Spanish. This course is a combination of grammar, everyday situations and practical conversation that students may encounter as they interact with consumers. Pre-requisite: HUSV 200, Interviewing and Techniques of Communication or permission of department chairperson.  

HUSV 240  PROFESSIONALISM IN A DIVERSE 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 4-12-8
PRACTICUM
Fall, Spring
Sixteen hours per week of 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.
Pre-requisites: HUSV 105, Human Development and the Family; HUSV 110, Human Service Skills with a grade of "C" or better; 2.00 grade point average; permission of department chairperson.

HUSV 255  CASE MANAGEMENT 3-0-3
Fall, Spring
This course will provide an advanced understanding and development of skills needed to coordinate, assess, and plan for services in our current human service delivery system.
Pre-requisite: HUSV 250, Human Services Practicum with a grade of "C" or better and permission of department chairperson.
Co-requisite: HUSV 256, Case Management Internship.

HUSV 256  CASE MANAGEMENT 0-9-3
INTERNSHIP
Fall, Spring
This course is an internship experience which utilizes the knowledge and skills acquired in HUSV 250 (Human Services Practicum) and allows students to develop case management skills. Students will participate in nine hours a week of an internship during the semester in an assigned agency.
Pre-requisite: HUSV 250, Human Services Practicum with a grade of "C" or better and permission of department chairperson.
Co-requisite: HUSV 255, Case Management.

INDIVIDUAL STUDIES

INDS 100  CAREER PLANNING 3-0-3
AND DECISION MAKING
* SSC
Fall, Spring, Summer, DL
This course assists students in examining the components of career planning. It focuses on self-awareness, educational options, occupational research and how they relate to the process of career choice. The 21st century career and the importance of developing new skills and strategies for the changing technological work environment will be addressed. The course will also review the decision-making process as well as student identification of educational and career goals. This course is appropriate for undecided students, Liberal Arts majors and adults in career transition.

INDS 101  CAREER DEVELOPMENT: SELF-ASSESSMENT 1-0-1
Fall, Spring
This course is designed to assist students with the process of self-assessment related to career planning. Through various exercises and assessments, students will identify strengths related to career interests, skills, and values. Students will develop a plan to investigate career choices utilizing various campus resources.

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
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
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.

INDS 115 STRATEGIES FOR SUCCESSFUL ONLINE LEARNING
Fall, Spring, Summer, DL
This one-credit course will prepare students to be successful online learners and will allow students to make optimal use of online learning resources. Utilizing textbook reading assignments and online lectures, activities and assignments, this course will give students an overview of online learning and basic functions of a course management system. In addition, the course will address specific learning skill strategies, such as time management, memory development, textbook reading, test-taking, etc. Students will also examine the basic elements of online research and term paper writing.

INVASIVE CARDIOVASCULAR TECHNOLOGY

ICVT 125 FUNDAMENTALS OF INVASIVE CARDIOVASCULAR TECHNOLOGY AND ELECTROPHYSIOLOGY
Summer
Lab fee will be required
This is an introductory course to the monitoring and interventional techniques used for cardiac patients. Content includes patient monitoring techniques, EKG performance, catheterization equipment and sterile patient preparation. Pre-requisites: BIOL 139, Anatomy and Physiology for Respiratory Care Students or BIOL 271, Anatomy and Physiology II, MATH 135, Elementary Statistics or MATH 150, College Algebra with Trigonometry, PHYS 110, Physics for the Health Sciences and RESP 101, Basic Interpretation and Performance of the Electrocardiogram

ICVT 200 INTRODUCTION TO HEALTH CARE
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
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. Pre-requisites: RESP 101, Interpretation of the Electrocardiogram or equivalent experience; American Heart Association Basic Life Support, Course C for Health Care Providers. Co-requisite: ICVT 211, Invasive Cardiovascular Technology Clinic I.
ICVT 211  INVASIVE CARDIOVASCULAR TECHNOLOGY CLINIC I

Fall  Lab fee will be required
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.
Pre-requisites: RESP 101, Interpretation of the Electrocardiogram or equivalent experience; American Heart Association Basic Life Support, Course C for Health Care Providers.
Co-requisite: ICVT 210, Principles of Invasive Cardiovascular Technology.

ICVT 215  ELECTROPHYSIOLOGY 0-6-2 CLINIC I

Fall
This is an introductory course to the mapping and treatment of electrophysiology disturbances in cardiac patients.
Pre-requisites: BIOL 139, Anatomy and Physiology for Respiratory Care Students or BIOL 271, Anatomy and Physiology II; MATH 135, Elementary Statistics or MATH 150, College Algebra with Trigonometry; PHYS 110, Physics for the Health Sciences; RESP 101, Basic Interpretation and Performance of the Electrocardiogram; ICVT 125, Fundamentals of Invasive Cardiovascular Technology and Electrophysiology.
Pre- or co-requisites: ECHO 256, Anatomy and Physiology of the Heart; ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I.

ICVT 220  PRINCIPLES OF INVASIVE CARDIOVASCULAR TECHNOLOGY II

Spring
This course will provide an in-depth study of interventional cardiovascular techniques including stent placement, balloon angioplasty, rotational and directional atherectomy and intravascular ultrasound. Identification of pediatric heart defects and interventions will be discussed along with cardiopulmonary surgery. The student will become proficient with the objectives and guideline of the American Heart Association for Advanced Cardiac Life Support (ACLS).
Open only to matriculated Invasive Cardiovascular Technology students.
Pre-requisites: ICVT 200, Introduction to Health Care or equivalent experience; ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I.
Co-requisite: ICVT 221, Invasive Cardiovascular Technology Clinic II.

ICVT 221  INVASIVE CARDIOVASCULAR TECHNOLOGY CLINIC II

Spring  Lab fee will be required
This course runs concurrently with Principles of Invasive Cardiovascular Technology II. The student is scheduled in clinical at the affiliate hospitals in the cardiac catheterization lab for 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.
Pre-requisites: ICVT 200, Introduction to Health Care or equivalent experience; ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I.
Co-requisite: ICVT 220, Invasive Cardiovascular Technology II.

ICVT 225  ELECTROPHYSIOLOGY CLINIC II

Spring
This course introduces the student to interventional treatment of electrophysiology disturbances in cardiac patients.
Pre-requisites: ICVT 210, Principles of Invasive Cardiovascular Technology I; ICVT 211, Invasive Cardiovascular Technology Clinic I; ICVT 215, Electrophysiology Clinic I.
Pre- or co-requisites: ICVT 220, Principles of Invasive Cardiovascular Technology II and ICVT 221, Invasive Cardiovascular Technology Clinic II.

ITAL COURSES
(See Foreign Languages)

JAPN COURSES
(See Foreign Languages)

LABOR STUDIES

LABR 170  WOMEN AT WORK 3-0-3
Offered on demand
This course will examine the work experiences and labor organization of women workers. The course will begin by briefly exploring the history of women as wage earners and unpaid laborers in the United States. We shall then seek to explain why most women have not been organized by examining the postwar social and economic conditions, the sexual division of labor, and the obstacles as well as opportunities women face in the workplace as well as the labor movement today. We will explore different strategies for organizing women workers, and current efforts of working women to organize themselves.
LABR 175  QUALITY OF WORKLIFE  3-0-3
Offered on demand
This course will offer an examination of the various dimensions which affect the quality of work life. Among the issues to be discussed are work processes, organizational structure, styles of supervision, and impact on stress and burnout. Detailed discussion of such specific issues as physiological and psychological stress and forms of worker alienation will be offered. Students will be asked to use their own experiences in combination with reading and exercises to analyze problems and approaches for coping with the declining quality of work life.

LABR 180  LABOR HISTORY  3-0-3
* HUM, AH, HU
Fall, Spring, DL
This course reviews the major developments in American labor history from Colonial times to the present and emphasizes the changing goals of labor; early union efforts; the evolution of labor legislation; collective bargaining; the development of the AFL-CIO and the changing relationships between workers and the employer.

LABR 185  LABOR LAW  3-0-3
Fall, Spring
This course examines the principles of labor law. Students will concentrate on major provisions of the National Labor Relations Act, examining how the NLRB and the federal courts have interpreted the national labor laws. Students will also examine the Taylor Law and its impact on public sector workers. Discussion will include new directions in labor legislation with consideration given to the impact of labor laws on workers, unions and employees.

LABR 190  COLLECTIVE BARGAINING  3-0-3
Spring
Students will be introduced to the study of the public policy background and development of collective bargaining in both the private and public sector. The course will guide the students through the bargaining process from the gathering and formulation of proposals, to the reaching of the contract agreement, and then, beyond that point, to the administration of the contract. There will be discussion of new trends and issues affecting the world of collective bargaining.

LABR 195  CONTRACT ADMINISTRATION  3-0-3
Fall
This course will examine the implementation of the collective bargaining contract in its day-to-day administration. Emphasis will be placed on the basic principles of the grievance procedure. Sessions include: rights and roles of the steward; examination of typical grievances; contract clauses most often grieved and why: the union’s duty of fair representation and knowledge of the arbitration process.

LABR 205  HEALTH AND SAFETY IN THE WORKPLACE  3-0-3
Offered on demand
A survey course on occupational health and safety. The course includes history of occupational health and safety at federal, state and city levels; analysis of specific health hazards, links to environmental health issues, and relationships to worker’s compensation and other disability coverages.

LABR 210  CONTEMPORARY LABOR ISSUES  3-0-3
Offered on demand
This course explores some of the critical issues and exciting prospects facing the contemporary labor movement. Topics may include: the changing nature of work and workers; the introduction of new technology into the workplace; drugs and AIDS testing policies; worker-ownership models; new workplace strategies for labor; and other relevant topics.

LABR 213  LABOR AND THE MEDIA  3-0-3
Offered on demand
This course will offer an overview of broadcast television, radio, cable TV, pay television, satellite transmission and also look at the tremendous influence of those channels of electronic communication. Additionally, the course will offer the opportunity for participants to take part in “hands on” sessions where production techniques for electronic communications will be examined.

LABR 215  LABOR’S CHANGING ROLE IN THE AMERICAN ECONOMY  3-0-3
Offered on demand
This course will examine contemporary economic theories and their relationship to the economic problems confronting the American citizen in general and the American union member in particular. Topics such as productivity markets, employment, unemployment, inflation, taxation, foreign trade, etc. will be addressed. Solutions to current economic problems will be explored.
LABR 220  UNION LEADERSHIP 3-0-3 AND ADMINISTRATION

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.

Pre-requisites: 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 253  ARBITRATION 3-0-3

Offered on demand
This course will examine the function of arbitration in labor-management relations. It will include preparation of arbitration, the conduct of hearings, evidence and proof and the standards used by arbitrators in reaching a decision. Students will participate in mock arbitration hearings. Student’s own experience and knowledge of arbitration will be drawn upon.

LABR 255  PUBLIC SECTOR COLLECTIVE BARGAINING 3-0-3

Offered on demand
A basic course designed to equip students with a conceptual understanding of the collective bargaining process in the public sector. Among the topics covered are: the nature of the collective bargaining process; the scope of bargaining; collective bargaining structure; wage patterns; and impasse procedures in the public sector.

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 265  EMPLOYMENT DISCRIMINATION AND 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       3-0-3
IDENTIFICATION AND EVALUATION IN THE WORKPLACE

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 TLVs and OSHA PELs will be discussed. Basic hazard evaluation and information gathering techniques will familiarize students with available resources for evaluating work site conditions.

LABR 282     SAFETY HAZARDS       3-0-3
IDENTIFICATION AND EVALUATION IN THE WORKPLACE

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 FOR OCCUPATIONAL SAFETY AND HEALTH

Fall
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.

LATN COURSES
(See Foreign Languages)
LSKL 090  PRINCIPLES  2-0-2ND
AND PRACTICES OF
LEARNING
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 place-
ment test. Credits earned in this course cannot be
applied toward an associate degree.

LSKL 095  READING  4-0-4ND
AND REASONING
Fall, Spring, Summer
Reading and Reasoning is a four-unit course designed for
students whose reading comprehension falls below col-
lege level as determined by standardized placement test-
ing. 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 an associate degree.

LEGAL STUDIES

LGLS 101  INTRODUCTION  3-0-3
TO LAW
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, DL
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.
Pre-requisites: LGLS 101, Introduction to Law  or BADM
110, Legal and Ethical Environment of Business I.

LGLS 215  FAMILY LAW  3-0-3
Fall, DL
An introduction to and an analysis of the legal concepts
that apply to and underlie the marital and family relation-
ship. 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.

MARKETING

MKTG 120  PRINCIPLES OF  3-0-3
MARKETING
Fall, Spring, Summer, DL
This course will provide an introduction to market-
ing. The marketing planning process and the market
environment will be discussed. Students will learn
about consumer behavior and gain an understand-
ing of targeting and positioning. Additionally, the
elements of the marketing mix including new prod-
uct development, promotion, pricing, and distribution
will be covered.

MKTG 125  HONORS  3-0-3
PRINCIPLES OF
MARKETING
Fall, Spring, Summer, DL
This course will provide an introduction to market-
ing. The marketing planning process and the market
environment will be discussed. Students will learn
about consumer behavior and gain an understand-
ing of targeting and positioning. Additionally, the
elements of the marketing mix including new prod-
uct development, promotion, pricing, and distribution
will be covered. Students will enrich their aca-
demic experience by applying theories and material
learned in the course to a specific business project.
Open only to students enrolled in the Business-
Business Administration Honors Advisment Track.

MKTG 130  INTRO TO  3-0-3
CONVENTIONS
AND EVENTS
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 includ-
ed. Students will be exposed to the various aspects of the
hospitality industry such as: special events, meetings, con-
ventions 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, mar-
keting 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  DIGITAL MARKETING  3-0-3  
**Fall, Spring, Summer, DL**  
Students will gain a working knowledge of the principles related to marketing and selling products and services in the ever-changing, dynamic, digital environment. This course will provide an introduction to the use and application of digital communication tools, and students will learn applicable marketing strategies and tactics. Topics to be covered include social media, mobile marketing, email marketing, content marketing, pay-per-click, search engine optimization, conversion optimization and analytics.  
**Pre-requisite:** MKTG 120, Principles of Marketing.  
**Pre- or co- requisite:** CMPT 135, Information Design and Applied Digital Media.

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  SELLING AND SALES MANAGEMENT  3-0-3  
**Offered on demand, DL**  
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, Summer, DL**  
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 explore the aspects of organizing and managing a start-up business and will study the components of a business plan. Course materials will be developed through short projects and students will create business descriptions, sales and human resource strategies, and financial plans. This course is recommended for students interested in exploring the fundamental concepts pertaining to small business management. This course is not recommended for students pursuing an A.A.S. in Entrepreneurship.

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, 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.
MKTG 240 BUSINESS ETHICS 3-0-3
Fall, Spring, Summer, DL
This course provides students with an opportunity to identify, analyze, and resolve ethical issues in business. Students will examine ethical responsibilities from the perspective of executives, business managers, employees, customers, and citizens. Topics include social responsibility, environmental issues, product liability, employee rights and discrimination.

MKTG 290 INTERNSHIP 3 to 6 credits by advisement
Fall, Spring, Summer, DL
Students will participate in an internship at an approved organization in which they will develop and utilize skills necessary in today’s workforce. Students also will be required to keep a weekly journal of their workplace experiences and how these experiences relate to their required readings. This internship can only be taken after successful completion of one full-time semester of study or successful completion of 12 credit hours. Subject to department chairperson approval.

MKTG 295 MARKETING 3-0-3
Spring, DL
Students will be provided with a comprehensive framework for creating and implementing competitive marketing strategies that achieve organizational objectives and build competitive advantage. Students will apply the knowledge and comprehension they have acquired in general marketing, digital marketing and computer information courses.
Pre-requisite: MKTG 210, Digital Marketing.

MATH 085 MATH STUDY SKILLS 1-0-1ND
Offered on demand
This course is designed to provide instructional support for students enrolled in remedial mathematics courses. Emphasis will be placed on the strategies needed for success in mathematics through writing exercises, developing personalized learning techniques and other procedures that may help improve understanding of mathematics.
Co-requisite: MATH 090, Numerical Skills or with permission of department chair.

MATH 090 NUMERICAL SKILLS 3-0-3ND
Offered on demand
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. Credits earned in this course may not be applied to an associate degree.
Pre- or co- requisite: MATH 085, Math Study Skills or with permission of department chair.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester Availability</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MATH 095</td>
<td>BASIC MATHEMATICS WITH STUDY SKILLS</td>
<td>4-0-4ND</td>
<td>Fall, Spring, DL</td>
<td>This is a basic preparatory course developing arithmetic skills of whole numbers, fractions, decimals, percents, basic geometry and signed numbers. The course will incorporate techniques needed to be successful in math, while developing reasoning and problem-solving skills. Credit earned in this course cannot be applied toward an associate degree.</td>
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<tr>
<td>MATH 099</td>
<td>ELEMENTARY ALGEBRA I</td>
<td>3-0-3ND</td>
<td>Fall, Spring, Summer, DL</td>
<td>This is a basic preparatory course in the fundamentals of algebra and trigonometry. Topics include: integers, fractions, order of operations, operations with signed numbers, solving first degree equations in one variable with applications, solving and graphing inequalities in one variable, operations with polynomials, graphing linear equations, writing equations of lines and the solution of right triangles by the use of trigonometry and Pythagorean Theorem. A scientific calculator is required. Credits earned in this course may not be applied toward an associate degree and this course will not be transferable to a four-year college.</td>
</tr>
<tr>
<td>MATH 100</td>
<td>ELEMENTARY ALGEBRA II * MAT</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer, DL</td>
<td>This course is a continuation of MATH 099, Elementary Algebra I. The topics include factoring, solving second degree equations, 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. Pre-requisite: MATH 099, Elementary Algebra I.</td>
</tr>
<tr>
<td>MATH 105</td>
<td>APPLIED TECHNICAL MATHEMATICS I * MAT</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer, DL</td>
<td>The following topics are covered with an emphasis on technical and industrial applications: fractions, decimals, converting units, the metric system, ratio and proportion, measurement, basic algebra skills and geometry. In the technology areas that apply it, trigonometry is covered. This course may not be transferable to a four-year college. A scientific calculator is required for this course.</td>
</tr>
<tr>
<td>MATH 106</td>
<td>APPLIED TECHNICAL MATHEMATICS II * MAT</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer</td>
<td>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. This course may not be transferable to a four-year college. A scientific calculator is required for this course. Pre-requisite: MATH 105, Applied Technical Mathematics I.</td>
</tr>
<tr>
<td>MATH 110</td>
<td>INTERMEDIATE ALGEBRA * MAT</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer, DL</td>
<td>This course is a review of the principles of algebra and introductory trigonometry. Topics include operations with polynomials, first degree equations, special products, factoring, algebraic fractions, exponents, radicals, quadratic equations, right angle trigonometry, and graphing linear equations. A scientific calculator is required. This course may not be transferable to a four-year institution. Pre-requisite: One course in algebra plus an additional course in geometry or algebra II at the high school or college level.</td>
</tr>
<tr>
<td>MATH 120</td>
<td>REAL WORLD MATHEMATICS * MAT, MT</td>
<td>3-0-3</td>
<td>Fall, Spring, Summer</td>
<td>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. Pre-requisite: One course in algebra at the high school or college level.</td>
</tr>
<tr>
<td>MATH 125</td>
<td>MATHEMATICS FOR TEACHING AND LEARNING, MT</td>
<td>3-0-3</td>
<td>Fall</td>
<td>This course is recommended for students entering any teaching field involving mathematics, including early childhood, childhood, middle childhood, and adolescent education. It emphasizes the mathematics treatment of the fundamental concepts of problem solving, reasoning, arithmetic, numeration systems, number theory, and developmentally appropriate strategies and activities as they relate to the current learning standards in mathematics. Appropriate uses of technology will be incorporated. Pre-requisite: One course in algebra at the high school or college level.</td>
</tr>
</tbody>
</table>
MATH 130 MATHEMATICAL STRUCTURES * MAT, MT
Fall, Spring
A course in modern mathematics for Liberal Arts students. Topics covered include: logic, set theory, operations with finite math systems, counting, and number systems (naturals, wholes, integers, rationals, irrationals, reals, complex).
Pre-requisite: One course in algebra plus an additional course in geometry or algebra II at the high school or college level.

MATH 135 ELEMENTARY STATISTICS * MAT, MT
Fall, Spring
This course serves as an introduction to the concepts of data analysis and statistics. Applications will come from a variety of areas. Topics include, but are not limited to, data analysis and summary for both one and two variables, sampling techniques and design of experiments, basic probability concepts, discrete and continuous probability distributions, the central limit theorem, sampling distributions, confidence intervals and hypothesis tests. This course is project driven and will include significant use of technology for computations and analysis.
NOTE: Students pursuing studies in the field of business should take BADM 220 Statistics. Credit cannot be received for both MATH 135 and BADM 220.
Pre-requisite: One course in algebra at the high school or college level.

MATH 150 COLLEGE ALGEBRA WITH 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 170, Precalculus or MATH 165, Basic Calculus with Analytical Geometry.
Pre-requisite: One course in algebra plus an additional course in geometry or algebra II at the high school or college level.

MATH 165 BASIC CALCULUS WITH ANALYTIC GEOMETRY * MAT, MT
Fall, Spring, Summer, DL
The course is a continuation of MATH 150, College Algebra with Trigonometry. It includes topics from analytical geometry and analysis and applications of differential and integral calculus to algebraic and selected transcendental functions.

NOTE: A graphing calculator may be required and will be discussed in class.
Pre-requisite: MATH 150, College Algebra with Trigonometry or equivalent.

MATH 170 PRECALCULUS 4-0-4 * MAT, MT
Fall, Spring, Summer, DL
This course explores the study of algebraic and transcendental functions and their graphs, complex numbers, and applications of these concepts.
NOTE: A graphing calculator may be required and will be discussed in class.
Pre-requisite: Three math courses including at least two courses in algebra at the high school or college level.

MATH 178 HONORS MATHEMATICAL REASONING AND APPLICATIONS * MAT, MT
Spring
This course emphasizes the study of logic and mathematical reasoning and the application of logical reasoning to solve specific problems. Topics covered include, but are not limited to, deductive and inductive reasoning, propositional logic, methods of proof, number theory, set theory, and both contemporary and classic applications. Additional topics from among other areas, such as axiomatics, counting, probability theory, geometry, and (equivalence) relations, will be selected at the discretion of the instructor.
Open to students enrolled in the honors track of the Liberal Arts and Science Program or by permission of department chair.
Pre-requisite: MATH 150, College Algebra with Trigonometry.

MATH 180 CALCULUS I 4-0-4 * MAT, MT
Fall, Spring, Summer, DL
Topics covered include but are not limited to: limits, continuity, differentiation and integration of elementary functions (including transcendentalts), with applications to curve sketching, optimization problems, related rates, area under a curve problems, and solutions to elementary differential equations.
NOTE: A graphing calculator may be required and will be discussed in class.
Pre-requisite: MATH 170, Precalculus or the equivalent.

MATH 183 DISCRETE MATHEMATICS * MAT, MT
Spring
This course is designed for math-science and computer science majors to discuss many topics applicable to their field of study, but can also be beneficial to 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.  

Pre- or co- requisite: MATH 180, Calculus.

MATH 190     CALCULUS II               4-0-4  
* MAT, MT  
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.  

NOTE: A graphing calculator may be required and will be discussed in class.  
Pre-requisites: MATH 176, Calculus with Precalculus II or MATH 180, Calculus I.

MATH 200     LINEAR                        3-0-3  
ALGEBRA * MAT, MT  
Offered on demand  
This course explores the fundamentals of linear algebra and its applications in mathematics, the sciences, software development, and engineering. Topics covered in this course include systems of linear equations, matrix operations, matrix determinants, vector operations, finite dimensional vector spaces, eigenvalues, eigenvectors, linear transformations and selected applications related to these topics.  

NOTE: A graphing calculator may be required and will be discussed in class.  
Pre- or Co-requisite: MATH 180, Calculus.

MATH 205     MATHEMATICAL         4-0-4  
STATISTICAL ANALYSIS  
* MAT, MT  
Spring  
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.  

Pre-requisites: MATH 176, Calculus with Precalculus II or Math 180, Calculus I.  
Pre- or co- requisite: MATH 190, Calculus II.

MATH 210     CALCULUS III              4-0-4  
* MAT, MT  
Fall, Spring, Summer, DL  
This course includes topics in multi-variate and vector calculus, including vectors in a plane and in space, vector-valued functions, functions of several variables, partial derivatives, surfaces and space curves, multiple integrals, cylindrical and spherical coordinates, applications to area and volume, vector fields, line integrals, and Green’s Theorem. Topics in linear algebra include matrices, elementary row operations, systems of linear equations, augmented matrices, Gaussian and Gauss-Jordan elimination, inverse matrices, matrix algebra, eigenvalues and eigenvectors, determinants, vector spaces, subspaces, and basic vectors.  

NOTE: A graphing calculator may be required and will be discussed in class.  
Pre-requisite: MATH 190, Calculus II.

MATH 220     CALCULUS IV:               4-0-4  
DIFFERENTIAL EQUATIONS * MAT, MT  
Fall, Spring, Summer  
Topics covered include: basic methods for solving first-order and higher-order differential equations with emphasis on linear vs non-linear. Modeling is presented. LaPlace Transforms are developed and used to solve differential and integral equations. Linear systems of differential equations are solved using Eigenvector analysis. Power series as solutions to differential equations are discussed. Optional topics may include, but are not limited to, Fourier Series and Partial Differential Equations.  

NOTE: A graphing calculator may be required and will be discussed in class.  
Pre-requisite: MATH 210, Calculus III.

MECHANICAL ENGINEERING TECHNOLOGY  

MECT 100     INTERPRETING            3-0-3  
ENGINEERING DRAWINGS  
Fall, Spring, Summer  
Lab fee will be required  
This course explores the necessary range of topics to study and practice the essential concepts of lines, views and rules of dimensioning that are required to interpret drawings of manufactured parts.

MECT 105     ENGINEERING             3-3-4  
MATERIALS  
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.  
Co-requisites: MATH 105, Applied Technical Mathematics I or MATH 150, College Algebra with Trigonometry.
MECT 115     COMPUTER GRAPHIC APPLICATIONS
Spring
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.

MECT 120      MANUFACTURING PROCESSES
Spring Lab fee will be required
This course will cover the construction, purpose and operation of all standard machine tools and special high-production type machine tools and include a survey of their primary processes. Laboratory sessions will include demonstration and use of various manufacturing process equipment.

MECT 125     STATICS AND DYNAMICS
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. Pre-requisites: MATH 150, College Algebra with Trigonometry. Co-requisite PHYS 135, Technical Physics I.

MECT 130     ELECTRICITY
Spring Lab fee will be required
This course is an 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.

MECT 180     INTRODUCTION TO TECHNOLOGY
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
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. Pre-requisite: PHYS 136, Technical Physics II or permission of instructor.

MECT 215     STATISTICAL QUALITY AND PROCESS CONTROL
Fall
This course will provide an overview of topics in quality and process control, including problem solving techniques, statistical method and quality management practices. Topics covered include Total Quality Management (TQM) principles, ISO 9000, Failure Mode Effects and Analysis (FMEA), cause and effect analysis, statistical methods including histograms, distributions, measures of dispersion, probability, and the application and use of control charts. Pre-requisites: MATH 150, College Algebra with Trigonometry.

MECT 225     STRENGTH OF MATERIALS
Spring Lab fee will be required
Strength of Materials deals with the relationship between forces applied to bodies and the resulting stresses and deformations. It involves the determination of proper sizes to satisfy strength and deformation requirements. The lecture is supplemented by problem solving sessions. In the laboratory, students perform ASTM testing and reporting on a chosen material, after which they design and construct a product to perform to given requirements using that material. Included in the course are data acquisition, analysis, and presentation methods using the latest software packages. Contact the Civil, Construction, Industrial and Mechanical Technologies department to confirm current software. Pre-requisites: MATH 165, Basic Calculus with Analytic Geometry; MECT 125, Statics and Dynamics or permission of instructor.
MECT 230  INTRODUCTION TO COMPUTER AIDED MANUFACTURING

Spring  Lab fee will be required
In this hands-on course, students will utilize learned skills within a team-based environment to create and present a cumulative project that incorporates design, engineering documentation, analysis and production. Students will utilize several computer-based technologies including solid modeling design software, rapid prototyping, CNC machine tools and other systems, as available.
Pre-requisites: MECT 120, Manufacturing Processes.

MECT 240  DESIGN OF MACHINE ELEMENTS

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.
Pre-requisites: MECT 125, Statics and Dynamics and MECT 225, Strength of Materials.

MORTUARY SCIENCE

MTSC 100  FUNERAL SERVICE 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  BURIAL CUSTOMS

Fall, Summer, DL
This course examines ancient, medieval, modern and contemporary burial customs. Historical, sociological, religious and cultural perspectives are studied. Special emphasis is placed on the emergence of the American funeral service. Topical areas of discussion include western attitudes toward death and dying, funeral service organizations and associations, the history of embalming and specialized religious and fraternal services.
Open only to matriculated Mortuary Science students.

MTSC 120  HYGIENE AND SANITARY SCIENCE

Spring, DL
A survey of the basic principles of chemistry and microbiology which relate these disciplines to mortuary science, especially as they pertain to sanitation, disinfection, public health, and embalming practice. The development and use of personal, professional and community hygiene and sanitation practice is encouraged.
Open only to matriculated Mortuary Science students.
Pre-requisite: BIOL 134, Anatomy.
Co-requisite: MTSC 130, Embalming Theory and Practice I.

MTSC 130  EMBALMING THEORY AND PRACTICE I

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.
Pre-requisites: BIOL 134, Anatomy.
Co-requisite: MTSC 120, Health and Sanitary Science.

MTSC 200  PSYCHOLOGY OF GRIEF * SSC, SS

Spring, DL
A survey of contemporary attitudes toward death and dying in the United States, with emphasis on the death care system. Grief and bereavement in children, adolescents, and adults is discussed.
Pre-requisite: PSYC 100, General Psychology.

MTSC 205  FUNERAL SERVICE COUNSELING

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 207  FUNERAL SERVICE GRIEF AND COUNSELING

Fall, Spring, Summer, DL
This required course for all Mortuary Science students will explain current concepts in grief, bereavement and counseling techniques used by the funeral director with the bereaved. It will explore death and dying issues as they relate to children, adolescents, the middle aged and the elderly as well as unique grief situations found in sudden deaths, suicide, disaster, SIDS, and others. The basic skills of funeral service counseling will be explored.
Open only to matriculated Mortuary Science students
Pre-requisite: PSYC 100, General Psychology.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSC 210</td>
<td>FUNERAL SERVICE MANAGEMENT</td>
<td>2-0-2</td>
<td><em>Spring</em> Lab fee will be required Funeral Service Management is designed to introduce the student to the basic principles of management. The curriculum is divided into two main sections. The first covers general management technique and theory. The second section examines specific areas of funeral service and management guidelines for those areas. This course focuses upon the responsibilities and functions of a manager, with special emphasis on managerial guidelines specific to funeral service including a discussion of business and financial 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 and accounts receivable. Open only to matriculated Mortuary Science students. Pre-requisite: MKTG 216, Small Business Management.</td>
</tr>
<tr>
<td>MTSC 215</td>
<td>FUNERAL DIRECTING AND MERCHANDISING</td>
<td>3-2-4</td>
<td><em>Spring, DL</em> Lab fee will be required This course introduces the student to the role of the funeral director, specifically in educating the families they serve of the various choices they have available. The curriculum is divided into two main sections. The first half of the course covers: basic services performed by the funeral director from first call to final disposition of the deceased; survey of ceremonies and procedures of various religious, fraternal and other organized groups; inter-professionals relationships with clergy, medical personnel and public agencies; the dual role of the funeral director as an effective caregiver and manager; business, social and ceremonial etiquette. The second half of the curriculum examines caskets, outer burial containers, and other funeral related products, methods of purchasing, pricing, display, and sale of funeral merchandise, Open only to matriculated Mortuary Science students. Pre-requisite: MKTG 216, Small Business Management. Co-requisites: ACTG 100, Applied Accounting.</td>
</tr>
<tr>
<td>MTSC 220</td>
<td>PATHOLOGY</td>
<td>3-0-3</td>
<td><em>Fall, DL</em> 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. Co-requisite: MTSC 230, Embalming Theory and Practice II.</td>
</tr>
<tr>
<td>MTSC 225</td>
<td>RESTORATIVE ART</td>
<td>3-2-4</td>
<td><em>Fall</em> 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. Pre-requisite: MTSC 130, Embalming Theory and Practice I. Co-requisite: MTSC 230, Embalming Theory and Practice II.</td>
</tr>
<tr>
<td>MTSC 226</td>
<td>COLOR AND COSMETICS</td>
<td>2-0-2</td>
<td><em>Spring, DL</em> Instruction covers every aspect of the knowledge and skills necessary to carry out the application of cosmetics. The importance and use of color in its application to restorative art and funeral services is studied, including the Prang System of color combinations and harmonies both in pigments and illumination. Open only to matriculated Mortuary Science students.</td>
</tr>
<tr>
<td>MTSC 230</td>
<td>EMBALMING THEORY AND PRACTICE II</td>
<td>3-3-4</td>
<td><em>Fall</em> 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. Pre-requisite: MTSC 130, Embalming Theory and Practice I.</td>
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<tr>
<td>MTSC 250</td>
<td>PRE-PROFESSIONAL MORTUARY SEMINAR</td>
<td>2-0-2</td>
<td><em>Fall, Spring</em> This seminar focuses on the skills necessary to find and obtain an internship placement and pass the National Board Examination. Students learn about employment strategies, job searches and interviewing skills. Students will prepare a professional portfolio, a resume, a letter of interest and complete a reflective paper assessing their own professional preparedness. Students will practice test taking strategies and utilize review materials provided by the NCE Board in preparation for the board exam. Open only to graduating senior Mortuary Science students or by permission of the instructor.</td>
</tr>
<tr>
<td>MTSC 260</td>
<td>GRIEVING ADOLESCENTS</td>
<td>1-0-1</td>
<td><em>Fall, Spring</em> This course deals with adolescent grief and loss. Adolescence is a unique developmental stage with its own strengths and weaknesses. This course is designed for teachers, parents, nurses, clergy and all caregivers who desire to be more effective in their interactions with young adults who are grieving.</td>
</tr>
</tbody>
</table>
MTSC 261  GRIEVING CHILDREN  1-0-1  
Fall, Spring  
This course focuses on the special needs of children who are grieving because of any loss. Loss is presented as part of attachment theory and is broadly defined. This course is designed to help teachers, parents, nurses, clergy, and all other caregivers to be more effective in enabling children to grieve.

MTSC 262  UNDERSTANDING  1-0-1  
GRIEVING AND LOSS FOR HELPING PROFESSIONALS  
Fall, Spring  
This course presents an overview of the recent theories about grief and loss. Special emphasis will be placed on applying theories to situations both at home and in the classroom. This course is designed to enable teachers, parents, nurses, clergy and others to be sensitive to the special needs of all grievers.

MTSC 270  MORTUARY LAW  3-0-3  
Spring, Summer, 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.  
Pre-requisite: BADM 110, Legal and Ethical Environment of Business I.

MUSIC  

MUSC 100  MUSIC  3-0-3  
APPRECIATION I *  
HUM, HU, AR  
Fall  
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  3-0-3  
APPRECIATION II *  
HUM, HU, AR  
Spring  
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.

MUSC 105  THE HISTORY  3-0-3  
OF JAZZ *  
HUM, HU, AR  
Fall, Spring, Summer  
This course is designed to furnish the student with the knowledge and experience necessary to develop the art of listening intelligently and perceptively to various styles of jazz and to increase enjoyment and appreciation for music in general. The emphasis will be on jazz, beginning with the influx of slaves into New Orleans through the current jazz styles of the 21st century. The course will include several lectures on the elements of music and musical instruments, as well as basic music theory.

MUSC 106  THE HISTORY  3-0-3  
OF ROCK AND ROLL*  
HUM, HU, AR  
Spring  
This course is designed to furnish the student with the knowledge and experience necessary to develop the art of listening intelligently and perceptively to various styles of rock and roll music. It will also increase enjoyment and appreciation of music in general. The course examines the evolution of rock and roll from its origins in the early 1950s through early 21st century work and will include a study of such music and artists as folk, country, Elvis Presley, soft rock, Motown, the Beatles, disco, heavy metal, acid rock, rap, hip hop, punk rock and more. Students also will examine the impact of rock and roll in our society - socially, culturally, economically, politically and musically.

MUSC 110  MUSIC IN WORLD CULTURES*  3-0-3  
HUM, OC, HU, AR  
Fall, Spring, Summer, DL  
This course examines how the music of diverse world cultures is inseparable from their respective communities: their history, ideas, languages, social behavior, economies, religion, ethnicities, and material culture. Students are introduced to music cultures through an analysis of rhythm, meter, melody and harmony. No prior knowledge of music is required.
NATURAL SCIENCE

NSCI 250     HONORS NATURAL SCIENCE * SCI, NS

Spring     Lab fee will be required
This course is an interdisciplinary examination of the processes by which scientific knowledge is gained in biology, chemistry, physics, and geology, and how that knowledge influences our world, especially human societies. Periodic visits to local sites are a component of this course.
Open to students enrolled in the honors track of the Liberal Arts and Science Program or by permission of department chair.
Pre-requisites: BIOL 150, General Biology I or CHEM 110, General Chemistry I or PHYS 140, General Physics I or higher.

NURSING

NURS 100     FOUNDATIONS OF NURSING

Fall
This is a required course for all beginning nursing students. This course begins its focus on orientation, campus resources, rules and regulations, study habits, professional behaviors and changes as they occur in the field of nursing. Foundations of the profession of nursing are examined through concepts, principles, exploration of nursing history, nursing roles, educational, legal and ethical basis for practice.
Open only to matriculated Nursing students.
Co-requisite: NURS 101, Nursing I.

NURS 101     NURSING I

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.
Open only to matriculated Nursing students.
Co-requisites: NURS 100, Foundations of Nursing and NURS 105, Bridging Education and Practice Simulation I.
Pre- or co- requisites: ENGL 101, Composition I; BIOL 205, Microbiology; BIOL 270, Anatomy and Physiology I.

NURS 102     NURSING II

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.
Pre-requisites: NURS 101, Nursing I and NURS 105, Bridging Education and Practice Simulation I.
Co-requisite: NURS 106, Bridging Education and Practice Simulation II.
Pre- or co- requisites: ENGL 102, English Composition II; PSYC 100, General Psychology; BIOL 271, Anatomy and Physiology II.

NURS 105     BRIDGING EDUCATION AND PRACTICE SIMULATION I

Fall     Lab fee will be required
This course is designed around the work of Christine Tanner and Patricia Benner from a novice framework. The focus is on the student being able to notice both normal responses of the human body to stress and adaptation as well as understanding contextual meaning of recently learned textbook readings. This interactive course utilizes simulation and case studies, computerized testing and practice, lecture, debriefing and online discussions.
Open only to matriculated Nursing students.
Co-requisite: NURS 101, Nursing I.

NURS 106     BRIDGING EDUCATION AND PRACTICE SIMULATION II

Spring     Lab fee will be required
This course is designed around the work of Christine Tanner and Patricia Benner from an advanced beginner’s framework. The focus is on the student being able to notice and interpret normal and abnormal responses of the human body as they are caused by immobility that develops from illness or stressors. Also, the student will begin to formulate principles that dictate actions. This course is built on the information and skills from NURS 101 and NURS 105. This interactive course utilizes simulation and case studies, computerized testing and practice, didactic, debriefing and online discussions.
Open only to matriculated Nursing students.
Pre-requisites: NURS 101, Nursing I and NURS 105, Bridging Education and Practice Simulation I.
Co-requisite: NURS 102, Nursing II.
NURS 201  NURSING III  5-15-10
Fall  Lab fee will be required
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.
Pre-requisites: NURS 102, Nursing II and NURS 106, Bridging Education and Practice Simulation II.
Co-requisite: NURS 205, Bridging Education and Practice Simulation III.
Pre- or co- requisites: NURS 100, Foundations of Nursing and PSYC 210, Abnormal Psychology and social science elective.

NURS 202  NURSING IV  5-15-10
Spring  Lab fee will be required
Principles of human dynamics during crisis situations are studied. Emphasis is on crisis theory and techniques in complex nursing situations. A weekly seminar focuses on personal crisis management. Such topics as role change from student to graduate and moral, legal and ethical nursing dilemmas are discussed. Clinical experience is provided in maternity, psychiatric and other specialized units of general hospitals, public and private settings. Unsatisfactory application of theory in the clinical laboratory experience will result in student failing the course.
Open only to matriculated Nursing students.
Pre-requisites: NURS 201, Nursing III and NURS 205, Bridging Education and Practice Simulation III.
Co-requisite: NURS 206, Bridging Education and Practice Simulation IV.
Pre- or co- requisite: humanities elective.

NURS 205  BRIDGING 0-2-1
BRIDGING AND PRACTICE SIMULATION III
Fall  Lab fee will be required
This course is designed around the work of Christine Tanner and Patricia Benner from a proficient to expert framework. The focus is on the student being able to notice, interpret, respond and reflect on individual and family’s physical and emotional responses to crisis. Students will be involved in simulated clinical situations where their interventions can make a difference, embedding knowledge in student’s practice. This course is built on the information and skills from NURS 201 and NURS 205. This interactive course utilizes simulation and case studies, computerized testing and practice, didactic, debriefing and online discussions.
Open only to matriculated nursing students.
Pre-requisites: NURS 201, Nursing III and NURS 205, Bridging Education and Practice Simulation III.  
Co-requisite: NURS 202, Nursing IV.

PHILOSOPHY

PHIL 100  INTRO TO 3-0-3
PHILOSOPHY * HUM, HU
Fall, Spring, Summer
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 110  COMPARATIVE RELIGION 3-0-3
PHIL 110  COMPARATIVE RELIGION * HUM, HU
Fall, Spring, Summer
A discussion-lecture course on the world’s religions, with an emphasis on the major religions of India and China and the beginnings of the Jewish, Christian and Muslim traditions.
PHIL 120  EXISTENTIALISM 3-0-3  HUM, HU
Fall, Spring
Existentialism is the group of theories suggesting that human existence precedes its essence. In other words, human life is the search for meaning, and only through life can people define what it is they value. Existentialism has been influential in the modern world, offering glimpses into the nature of human choice, individual accountability, the despair of living in a universe without God or order, the absurd, and the experience of mortality. Existentialism is a theory of value, action, and ethics. A foundation in philosophy is recommended.

PHIL 265  HONORS  PHILOSOPHY - IDEAS  PAST AND PRESENT 3-0-3  HUM, HU
Fall
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 analyze the ways in which each institution can be explained using the power of ideas. (Honors Course) Open to students enrolled in the Liberal Arts & Science - Honors Program or by permission of department chair.

PHYSICAL EDUCATION

PHED 100  BEGINNING  ICE SKATING 1-0-.5  Lab fee will be required
Spring
This course is designed to teach the student to understand the principles and mechanics of basic ice skating; to become familiar with the terms associated with the activity; and, to achieve a degree of competency in the skills outlined in the topical outline.

PHED 131  TENNIS/VOLLEYBALL 2-0-1  Fall
This course is designed to teach the basic skills necessary to enjoy playing tennis and volleyball; to teach the rules and basic strategies of each activity; to develop an appreciation of the values of physical exercise and to show how each activity contributes to the overall well being of each student.

PHED 132  WEIGHT TRAINING I 2-0-1  Lab fee will be required
Fall, Spring
This is an introductory weight training class designed to enhance student physical fitness with progressive resistance exercise. Students will practice traditional approaches to weight training utilizing the Universal Gym along with selected Life Fitness apparatus.

PHED 133  VOLLEYBALL 2-0-1  Fall, Spring
This course is designed to teach the basic skills necessary to enjoy playing volleyball; to teach the rules and basic strategy of volleyball; to develop an appreciation of the values of physical exercise and to show how volleyball contributes to the overall well being of each student.

PHED 134  BASKETBALL 2-0-1  Fall, Spring
This course is designed to allow the student to experience the basic fundamentals as they relate to both current philosophies and carryover aspects of basketball. Overall, each student will be encouraged to further his/her skills, appreciation of, and interest in basketball by taking an active part during class sessions.

PHED 136  BEGINNING GOLF 2-0-1  Lab fee will be required
Fall, Spring
This course is designed to provide students with the knowledge, terminology, rules, etiquette, skills and safety precautions involved in the game of golf and to develop a carry over appreciation for the game of golf as a lifetime, leisure time recreational activity.

PHED 138  AEROBIC DANCERCISE 2-0-1
Fall, Spring
This course is designed to teach the student to know and understand his/her physical make-up and potential; tone and stretch; adjust intensity; target heart rate; to understand and know what is meant by aerobic fitness; to develop needed endurance, strength, flexibility and balance; and, to establish a reason for continued exercise.

PHED 139  RACQUETBALL 2-0-1  Fall, Spring
This course is designed to teach the basic skills necessary to enjoy playing racquetball; to teach the rules and basic strategy of racquetball; to develop an appreciation of the values of physical exercise and to show how racquetball contributes to the overall well being of each student.
PHED 141  WEIGHT TRAINING/ PERSONAL FITNESS  2-0-1
Fall, Spring, Summer
This course is designed to teach the basic fundamentals of weight training. In addition, the students will learn the components and principles of physical fitness. The student will also take part in various fitness assessments to develop a personal fitness program and assess their progress.

PHED 142  PHYSICAL CONDITIONING/ SELF DEFENSE  2-0-1
Fall, Spring
This course is designed to teach the training methods necessary to enjoy physical conditioning and self-defense; to teach skills and basic strategies of these; to develop an appreciation of the values of exercise and to show how these activities contribute to the overall well being of each student.

PHED 144  WEIGHT LIFTING  2-0-1
Fall, Spring, Summer
This course is designed to introduce students to safely develop an understanding of and proficiency in the activities of free-weight lifting. The methods and safety procedures, along with the value of weightlifting in maintaining and/or improving an individual’s fitness level will be stressed. Various training systems will be introduced to emphasize strength, power, hypertrophy, and muscular endurance.

PHED 145  ADVENTURE  2-0-1
Fall, Spring
This course is designed to be an active, moving, and fulfilled experience. This is an experimental learning process and will include the following types of activities: 1) Ice breakers; 2) Initiatives; 3) Trust; 4) Problem solvers; and, 5) high and low ropes.

PHED 146  LIFETIME FITNESS AND WELLNESS  2-0-1
Fall, Spring
Lifetime Fitness and Wellness assists students in developing the necessary understanding and skills to acquire and maintain a physically active and wellness-oriented lifestyle. Through instructional techniques in laboratory-based activities, Lifetime Fitness and Wellness prepares the learner to enter and preserve a state of optimal health by providing the knowledge and aptitude essential to making more meaningful, beneficial, and health-literate life choices in the areas of overall health and wellness, physical fitness, weight management and nutritional awareness.

PHED 147  STEP AEROBICS  2-0-1
Fall, Spring
Step aerobics is a course designed to improve strength, flexibility, and overall cardiovascular fitness. Students will receive instruction in target heart rate, proper warm-up activities, basic step routines and conclude each session with a cool-down period. Floor work and resistance activities will be included.

PHED 148  AEROBIC BOXING  2-0-1
Fall, Spring  Lab fee will be required
Aerobic boxing is a course which will give the student both the knowledge and the hands-on experience of boxing technique and conditioning. Students will receive instruction on the boxing stance, jab, cross, hook, body shots, and combinations. Students will also gain extensive experience in using boxing equipment and training techniques including the heavy bag, speed bag, shadow boxing, jump rope, punch mitts and calisthenics.

PHED 149  CIRCUIT FITNESS  2-0-1
Fall, Spring
This course will provide the student with a variety of fitness exercises designed to strengthen muscles and improve cardiovascular fitness. Each station will be comprised of an exercise that will be done for a specific period of time. Students will move from one exercise to the next until the circuit is complete. Since this course is strenuous, it is intended for individuals who are currently involved in some form of fitness training (e.g. weight training, step aerobics, running, jogging, etc.).

PHED 154  PICKLE BALL/ TABLE TENNIS  2-0-1
Fall, Spring
This course is designed to cover the basic rules, skills and playing strategies of Pickle-Ball and Table Tennis.

PHED 155  INTRODUCTION TO GEOCACHING  2-0-1
Fall, Spring, Summer, DL
Geocaching is an outdoor recreational activity where individuals use Global Positioning System (GPS) techniques to “hide” and “seek” containers. This course will introduce students to this activity which combines basic orienteering, hiking, and technology with the adventure of an outdoor treasure hunt. The word Geocaching refers to GEO for geography and to CACHING, the process of hiding items in an inconspicuous location. Using a navigation device and a set of coordinates, students will attempt to find geocaches at different locations within their local area. Basic orienting, directional navigation, geocaching terminology and hiking etiquette will be covered. Students must possess or have access to a smartphone prior to enrolling in the course and be willing to download a fee-based application once enrolled.
PHED 156  FLAG FOOTBALL/ CROSS-TRAINING  2-0-1  
Fall, Spring  
This course covers introductory rules, fundamental skills, trends and strategies in flag football and cross-training. Cross-training activities may include but are not limited to: plyometrics, core conditioning, weight training, interval training, basketball, and flexibility exercises.

PHED 160  ZUMBA  2-0-1  
Fall, Spring  
Zumba mixes body sculpting movements with dance steps derived from cumbia, merengue, salsa, reggeaton, hip hop, mambo, rumba, flamenco, calypso and salasation. The class will focus on aerobic interval training with a combination of fast and slow rhythms. The movements involved are meant to target the glutes, legs, arms, abdominals and the heart. Zumba is meant for all fitness levels, and there is no need for an prior dance experience.

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, Summer  
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 236  INTERMEDIATE GOLF  2-0-1  
Spring  
Lab fee will be required  
This course is designed to assist the intermediate golfer, improve various skills in the golf game.

PHED 248  ADVANCED AEROBIC BOXING  0-2-1  
Fall, Spring, Summer  
Lab fee will be required  
This course will give the student advanced training in boxing conditioning and technique. Students will train to improve their cardiovascular and muscular endurance at an advanced level. They will learn advanced training techniques with the heavy bag, speed bag, jump rope, punch mitts and equipment they became familiar with in the Aerobic Boxing class. This is a non-contact course designed to be a continuation of the basic Aerobic Boxing class. Pre-requisite: PHED 148, Aerobic Boxing or permission of instructor.

PHED 250  PHYSICAL FITNESS CONDITIONING  2-0-1  
Fall, Spring  
This course will incorporate a variety of fitness training techniques to prepare students for success in the entrance and exit physical fitness tests for law enforcement, military basic training, firefighter’s exams, as well as other employment opportunities that require a fitness entrance exam. This is an intense course that will require a level of fitness appropriate with activities in which the students will participate during the semester.

PHED 270  ELEMENTARY AND SECONDARY GAMES  3-0-1  
Fall, Spring  
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  3-0-3  
Fall, Spring, Summer, DL  
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 in the practice of licensed professions regarding evaluation, treatment and athletic rehabilitation in a sports medicine setting.
PHYSICS

PHYS 095 FOUNDATIONS OF PHYSICS I 3-2-4ND
Fall Lab fee will be required
This course is the first half of a two-semester course designed to prepare the Individual Studies student for entrance into a technical program of his or her choosing. The student will begin by learning some basic tools such as powers-of-10 notation, graphing techniques and vector addition. Then these tools will be applied in the areas of linear motion, forces, energy, heat and temperature, sound, and the reflection and refraction of light waves. Credits earned in this course may not be applied toward an associate degree.

PHYS 096 FOUNDATIONS OF PHYSICS II 3-2-4ND
Offered on demand. Lab fee will be required
In a continuation of PHYS 095, Foundations of Physics I, the student will investigate DC electricity, magnetism, and the spectrum of electromagnetic waves. In addition, the student will learn about some of the more recent physical phenomena such as radioactivity, x-rays, the photoelectric effect, fission, fusion and the present day applications of each of these. Credits earned in this course may not be applied toward an associate degree.

PHYS 100 PHYSICAL SCIENCE I PHYSICS AND CHEMISTRY * SCI, NS 3-0-3
Fall, Spring Lab fee will be required
A course intended to give the non-science major a basic background in principles of physics and chemistry which affect everyone's life. Fundamental concepts of force, motion, energy, electricity, nuclear reactions and chemistry are covered descriptively in lecture. Mathematics is kept to a minimum, but the student will be exposed to metric measurements, powers-of-ten notation, graphs and simple algebraic relationships. One class hour each week is spent in a laboratory environment where students can "prove" certain principles for themselves.

PHYS 101 PHYSICAL SCIENCE II EARTH SCIENCE AND ASTRONOMY * SCI, NS 3-0-3
Fall, Spring Lab fee will be required
This course is a lecture course intended for non-science majors in which the principles of meteorology, geology and astronomy are covered. However, students spend one class hour each week in a laboratory environment where they learn to interpret weather and topographic maps, identify common minerals and rocks, and complete various exercises to help them gain an understanding of other meteorologic, geologic and astronomical phenomena.

PHYS 105 INTRODUCTION TO ASTRONOMY * SCI, NS 3-0-3
Fall, Spring, Summer, Lab fee will be required
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, Spring Lab fee will be required
The health technologies student becomes familiar with physical concepts in static and dynamic fluids, ideal gases, energy, and thermodynamics through a problem-solving approach. The student's understanding is reinforced by weekly experiments in which he or she gains laboratory skills and experience in the analysis of data.

PHYS 115 PHYSICS * SCI, NS 3-2-4
Fall Lab fee will be required
A one-semester course designed especially for construction students. Fundamental principles of physics are presented in a wide variety of areas. Some of the topics covered are motion, Newton's Laws, vectors, work and energy, hydraulics, strength of materials, statics, thermal effects, wave motion, single and double lens optics, and fundamental electricity. Where appropriate, the emphasis is on technical application to the construction field.

PHYS 135 TECHNICAL PHYSICS I * SCI, NS 3-2-4
Fall, Spring Lab fee will be required
The engineering technology student will become familiar with physical concepts in vectors, linear and rotational kinematics and dynamics, simple harmonic motion, and static and dynamic fluids through an algebra-based problem-solving approach. Class work is reinforced by weekly experiments in which he or she gains laboratory skills and experience in the analysis of data. Co-requisite: MATH 150, College Algebra with Trigonometry.
PHYS 136  TECHNICAL  3-2-4
PHYSICS II * 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 selected topics in modern physics. Pre-requisites: PHYS 135, Physics I and MATH 150, College Algebra with Trigonometry.
Pre- or co- requisite: MATH 165, Basic Calculus with Analytic Geometry.

PHYS 140  GENERAL  3-2-4
PHYSICS I * SCI, NS  
Fall, Spring, Summer  Lab fee will be required
PHYS 140, General Physics I and PHYS 141, General 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. (Formerly entitled Physics I.)  
Co-requisite: MATH 170, Precalculus.

PHYS 141  GENERAL  3-2-4
PHYSICS II * SCI, NS  
Fall, Spring, Summer  Lab fee will be required
A continuation of PHYS 140, General Physics I. Topics include: thermodynamics, electricity, magnetism, and modern physics. (Formerly entitled Physics II.)  
Pre-requisite: PHYS 140, General Physics I.

PHYS 143  INTRODUCTION TO  2-2-3
METEOROLOGY * SCI, NS  
Fall, Spring  Lab fee will be required
This course is a general survey of atmospheric sciences for non-science students. Through an understanding of science inquiry and the scientific method, students will develop a basic understanding of the processes that control weather and climate. Current events and issues in atmospheric sciences also will be discussed.

PHYS 145  INTRODUCTORY  3-2-4
GEOL OGY * 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  3-2-4
THE EARTH * 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.  
Pre-requisite: PHYS 145, Introduction to Geology.

PHYS 150  PHYSICS I * SCI, NS  3-3-4
Fall, Spring, Summer, DL Lab fee will be required
The first of three calculus-based introductory 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. (Formerly entitled General Physics I.)
Pre- or co- requisite: MATH 180, Calculus I.

PHYS 151  PHYSICS II * SCI, NS  3-3-4
Fall, Spring, Summer, DL Lab fee will be required
The second of three calculus-based introductory physics courses supporting the customary baccalaureate science or engineering degree requirement. Topics included are gravitation, electric and magnetic fields, and DC and AC circuits. The theory is accompanied by a comprehensive laboratory in which clarification of basic principles and accuracy of data taking are stressed. (Formerly entitled General Physics II.)
Pre-requisite: PHYS 150, Physics I.

PHYS 210  FUNDAMENTALS  3-2-4
OF GIS * SCI, NS  
Spring  Lab fee will be required
This one-semester course will focus on the conceptual, cartographic and scientific underpinnings of GIS, emphasizing hands-on skills of data collection, manipulation, and presentation using GIS software. The laboratory focuses on using scientific method and critical thinking in the use of GIS for natural science applications through map-making, interpretation and spatial analysis.  
Pre- or co- requisite: MATH 150, College Algebra with Trigonometry.
PHYS 240     ATMOSPHERIC STRUCTURE AND CIRCULATION * SCI, NS 3-2-4

Fall  Lab fee will be required
This course is a technical survey of the atmosphere that applies elementary math and physics concepts to the three-dimensional structure of the atmosphere. Topics to be covered include planetary, regional and local circulations; weather systems; atmospheric radiation; precipitation physics; and thermodynamics. This course also includes a one-hour weekly lab section during which students will learn basic weather analysis, including meteorological data decoding (METAR and RAOB), thermodynamic diagrams, cloud types and precipitation/visibility obscurations. PHYS 143 Introduction to Meteorology is recommended but not required as a prerequisite.

Pre-requisite: MATH 180, Calculus I and PHYS 150, Physics I.

PHYS 250     PHYSICS III * SCI, NS 3-3-4

Fall, Spring  Lab fee will be required
The third of three calculus-based introductory physics courses supporting the customary baccalaureate science or engineering degree requirement. Topics included are mechanical, acoustical and electromagnetic waves, simple harmonic motion, geometrical and physical optics, special relativity and old quantum theory. The theory is accompanied by a comprehensive laboratory in which clarification of basic principles and accuracy of data taking are stressed. (Formerly entitled General Physics III.)

Pre-requisite: PHYS 151, Physics II.
Pre- or co- requisite: MATH 210, Calculus III.

PHYS 251     MODERN PHYSICS 3-3-4

Spring  Lab fee will be required
A calculus-based physics course in which the student is introduced to quantum mechanics, atomic structure, molecular and statistical physics, the solid state, nuclear and particle physics and modern theories of cosmology. The student also acquires considerable skill in the use of advanced optical apparatus and precision data reduction. (Formerly entitled General Physics IV.)

Pre-requisite: PHYS 250, Physics III.
Pre- or co- requisite: MATH 210, Calculus III.

PHYS 252     METHODS OF THEORETICAL PHYSICS * SCI 4-0-4

Spring
This course is intended to provide the student with the applied mathematics needed in junior, senior and beginning graduate study in the physical sciences. The topics emphasized include applications of calculus, complex variables, linear algebra, power series, vector analysis and differential equations to complex problems in physics.

Pre-requisite: PHYS 250, Physics III.
Pre- or co- requisite: MATH 220, Calculus IV: Differential Equations.

PHYS 255     RESEARCH READING IN PHYSICS 1-0-1

Offered on demand
An independent reading course for Engineering Science or Mathematics and Science majors who are taking PHYS 250 Physics III or PHYS 251 Modern Physics concurrently during their second year. The course may be taken either semester; the topic to be investigated will be selected by the student with the instructor’s approval.
Co-requisites: PHYS 250, Physics III (Fall Semester) and PHYS 251 Modern Physics (Spring Semester).

PHYS 256     EXPERIMENTAL RESEARCH IN PHYSICS 0-2-1

Offered on demand  Lab fee will be required
An independent laboratory course for mathematics or physical science majors who are taking Physics III, PHYS 250 or Modern Physics, PHYS 251 concurrently during their second year. Suggested topics for investigation are holography, fiber optics and super conductivity. Students may investigate other topics of special interest with instructors’ approval. This course may be taken either semester.
Co-requisites: PHYS 250, Physics III (Fall Semester) and PHYS 251, Modern Physics (Spring Semester).

PLANT UTILITIES TECHNOLOGY

PUTL 110     BLUEPRINT READING 2-2-3

Fall
The student will develop the skills necessary to read and interpret basic mechanical, architectural and electrical diagrams. The student will be able to make simple sketches for graphic communication.

PUTL 120     BOILER AND 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 AND AIR CONDITIONING (HVAC)  
            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 MECHANICS  
            Fall  
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  
            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  
            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  
            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  
            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  
            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  
            Fall, Spring, DL  
* SSC, SS, OSL  
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 101    INTRODUCTION TO INTERNATIONAL POLITICS  
            Fall, Spring, DL  
* SSC, SS, OSL  
This course is designed to introduce students to the basic theories and concepts essential to international politics. Topics include the emergence of the state, realism and idealism, nationalism, democracy, war, anarchy, power and the balance of power between states, globalization, and the influence of nuclear weapons. Some attention will be devoted to political science research methods.

POLS 102    INTRODUCTION TO POLITICAL THEORY  
            Fall, Spring  
* SSC, WC  
This course is designed to introduce students to some of the major themes and concepts associated with western political thought, including the function of politics and government, power, equality, justice and liberty. Students will analyze political thinkers from Plato...
and Aristotle to Augustine, Aquinas, Machiavelli, Hobbes, Locke, Marx and Rawls as well as challenge their ideas.

POLS 105 AMERICAN NATIONAL GOVERNMENT 3-0-3
* SSC, SS, AH
Fall, Spring, Summer, DL
An in-depth examination of the principles, procedures, institutions and theories of American National Government.

POLS 110 STATE AND LOCAL GOVERNMENT 3-0-3
* SSC, SS
Fall, Spring, Summer, DL
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 125 INTRODUCTION TO TERRORISM * SSC 3-0-3
Fall, Spring
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 POLITICS AND GOVERNMENT BY ADVISEMENT 2-6 credits
Fall, Spring, Summer
This internship provides students with the opportunity to observe and participate in the operation of government and policymaking. Through weekly required reading and writing assignments and class discussion, students will combine theory and practice of the governmental and political processes in order to develop research and understanding of how governments and policymaking processes function. Students will participate in internships at approved locations, including the New York State Legislature, or with local governments, political parties, campaigns, public affairs practitioners, or advocacy organizations. Placement with the New York State Legislature is competitive. Students obtain placements in consultation with the instructor. Permission of the department chairperson may be required.

Pre-requisite: POLS 100, Introduction to Political Science or POLS 105, American National Government or POLS 110, State and Local Government. A grade of “B” or higher is required.

POLS 222 GLOBAL SEMINAR * SSC, SS 3-0-3
Spring
A collaborative course among separate community colleges that uses case studies in environmental and sustainability issues to build an understanding of the social structural conditions that produce environmental problems and affect responses to them. Students will participate in videoconferences and electronic research and discussion.

POLYSOMNOGRAPHY

PSGT 100 APPLIED PHARMACOLOGY 1-0-1
Spring
This course is designed to familiarize the student with medications commonly used by patients requiring neurodiagnosis studies. Topics will include patient assessment of need, indications, contraindications, actions, side effects and hazards for each medication discussed. The student will also identify age-appropriate dosing and routes of administration for each drug and its potential effect on polysomnography or encephalography testing.
Pre-requisite: BIOL 139, Anatomy and Physiology for Respiratory Care Students or BIOL 271, Anatomy and Physiology II.

PSGT 120 FUNDAMENTALS OF NEURODIAGNOSTICS I 3-4-5
Spring Lab fee will be required
This course will introduce students to the responsibilities and educational requirements of a Polysomnography Technologist. Students will be exposed to basic techniques for placement of polysomnography diagnostic equipment. Procedures and methods for collecting, processing and documenting data gathered from the patient both before and during polysomnographic testing will be covered. Polysomnographic electrical theory and application is covered in relation to data acquisition and recording. Procedures for ensuring patient safety, infection control and production of a quality diagnostic tool will be explored.
PSGT 200  FUNDAMENTALS OF NEURODIAGNOSTICS II  2-4-4
Summer  Lab fee will be required
This is a didactic and laboratory class designed to promote a better understanding of sleep recording methodology including stages of staging, introduction to scoring principles and event recognition. Students will learn the standards for sleep staging, sleep/wake analysis and recognition of artifact and limb movements. The student will learn the theory and application of Positive Airway Pressure (PAP) devices and oxygen during a sleep study as well as the procedures for generating a sleep report using information gathered during the data acquisition phase of the sleep study. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: ICVT 200, Introduction to Health Care; PSGT 100, Applied Pharmacology; PSGT 120, Fundamentals of Neurodiagnostics I; RESP 110, Human Anatomy and Physiology.
Pre- or co-requisite: PSYC 200, Child Psychology or PSYC 205, Developmental Psychology.

PSGT 205  SLEEP AND NEUROLOGICAL DISORDERS  3-0-3
Fall, DL
This course addresses sleep-related and neurological disorders pathology. Diagnostic tools, co-morbidities and treatment will be discussed for each disorder. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: ICVT 200, Introduction to Health Care; PSGT 200, Fundamentals of Neurodiagnostics II; RESP 110, Human Anatomy and Physiology.
Pre- or co-requisite: PSYC 200, Child Psychology or PSYC 205, Developmental Psychology.

PSGT 210  POLYSOMNOGRAPHY DATA ANALYSIS AND RECORDING  3-0-3
Spring, DL
This course includes analysis of recorded sleep data including Positive Airway Pressure and oxygen titration requirements, troubleshooting artifact and scoring sleep stages and events. Daytime study scoring will be covered as well as analysis of pediatric polysomnography examinations. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: PSGT 220, Electroencephalography Clinical I and PSGT 225, Polysomnography Clinical I.
Pre- or co-requisites: PSGT 230, Electroencephalography Clinical II and PSGT 235, Polysomnography Clinical II.

PSGT 220  ELECTRO-ENCEPHALOGRAPHY CLINICAL I  3 credits
Fall, DL  Lab fee will be required
The student will spend time in an affiliate EEG laboratory observing and performing the procedures required to obtain valid EEG tracings from actual patients. These include patient assessments, preparation, laboratory setup, EEG testing and report generations. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: ICVT 200, Introduction to Health Care; PSGT 100, Applied Pharmacology; PSGT 200, Fundamentals of Neurodiagnostics II; RESP 101, Basic Interpretation and Performance of the Electrocardiogram; RESP 110, Human Anatomy and Physiology.
Co-requisite: PSGT 225, Polysomnography Clinical I.

PSGT 225  POLYSOMNOGRAPHY CLINICAL I  9 credits
Fall, DL  Lab fee will be required
The student will spend time in an affiliate sleep laboratory. Through observation and supervised direct patient care, the student will perform the procedures required to obtain a valid polysomnographic study. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: ICVT 200, Introduction to Health Care; PSGT 100, Applied Pharmacology; PSGT 200, Fundamentals of Neurodiagnostics II; RESP 101, Basic Interpretation of the Electrocardiogram; RESP 110, Human Anatomy and Physiology.
Co-requisite: PSGT 220, Electroencephalography Clinical I.

PSGT 230  ELECTRO-ENCEPHALOGRAPHY CLINICAL II  3 credits
Spring, DL  Lab fee will be required
The student will spend time in an affiliate EEG laboratory performing advanced EEG testing techniques to include Evoked Potential Studies. For matriculated Polysomnography students, a grade of "C" or better is required to meet graduation requirements.
Pre-requisites: PSGT 220, Electroencephalography Clinical I and PSGT 225, Polysomnography Clinical I.
Co-requisite: PSGT 235, Polysomnography Clinical II.
PSGT 235 POLY-SOMNOGRAPHY CLINICAL II 9 credits

Spring, DL  Lab fee will be required
The student will spend scheduled clinical time in an affiliate sleep laboratory during both the day- and night-time hours. Through observation and supervised direct patient care, the student will perform the procedures required to obtain valid polysomnographic diagnostic and titration studies. Scoring of studies and daytime diagnostic procedures will also be performed. For matriculated Polysomnography students, a grade of “C” or better is required to meet graduation requirements.
Pre-requisites: PSGT 220, Electroencephalography Clinical I and PSGT 225, Polysomnography Clinical I. Pre- or co-requisite: PSGT 230, Electroencephalography Clinical II.

PSYCHOLOGY

PSYC 100 GENERAL PSYCHOLOGY 3-0-3
* SSC, SS, OSL

Fall, Spring, Summer, DL
This course consists of systematic, empirical study of human behavior. The course covers the following: introduction to psychology, research methodology, biological psychology, sensation and perception, consciousness, learning memory, thought and language, intelligence, human development, motivation and emotion, personality theories, abnormal psychology, health psychology, and social psychology.

PSYC 200 CHILD PSYCHOLOGY 3-0-3
* SSC, SS, OSL

Fall, Spring, Summer, DL
Child Psychology addresses human development from conception through adolescence with emphasis on theories and methods of psychology. Topics include cognitive, social emotional and personality development of individuals within social, historical, and cultural contexts.
Pre-requisite: PSYC 100, General Psychology or permission of department chair.

PSYC 205 DEVELOPMENTAL PSYCHOLOGY 3-0-3
* SSC, SS, OSL

Fall, Spring, Summer, DL
A systematic life span approach to the study of human development from conception to death. Major areas will include physical, cognitive and social/personality changes.
Pre-requisite: PSYC 100, General Psychology or permission of the department chairperson.

PSYC 208 ADOLESCENT PSYCHOLOGY 3-0-3

Fall, Spring, Summer, DL
This is a course in developmental psychology that focuses on the adolescent period of life. The experience of adolescence as a distinct period of development is examined with social, historical and cultural contexts. The course provides an overview of theory and research in adolescent development. Topics include psychosocial and cognitive development, physical maturation, identity, gender and intimacy, achievement, peer and family influences, school and work experience, as well as related issues and problems.
NOTE: Credit cannot be received for both HUSV 120 Problems of Adolescence and PSYC 208 Adolescent Psychology.
Pre-requisite: PSYC 100, General Psychology.

PSYC 209 ADULTHOOD AND AGING 3-0-3
* SSC, SS

Fall, Spring, Summer, DL
This is a developmental psychology course that examines changes related to adulthood, from emerging adulthood until death. Physical, cognitive and psychosocial milestones will be discussed, including issues related to health, social roles and relationships, work and retirement, personality, stress and coping, and dying.

PSYC 210 ABNORMAL PSYCHOLOGY 3-0-3

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.
Pre-requisite PSYC 100, General Psychology or equivalent or permission of department chair.

PSYC 215 PSYCHOLOGY OF PERSONAL ADJUSTMENT 3-0-3
* SSC, SS

Fall, Spring
A survey of humanistic, behavioristic and psychoanalytic theories as they relate to dealing effectively with the adjustment demands of everyday life. Using the life cycle approach, this course includes coverage of topics emphasizing psychological health and constructive coping, stress and its effects, interpersonal relationships and communication, values orientation in contemporary society and various approaches to personal growth and development.
Pre-requisite: PSYC 100, General Psychology or permission of department chair.
PSYC 220  PSYCHOLOGY  3-0-3  
OF WOMEN  * SSC, SS  
Fall, DL  
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.  
Pre-requisite: PSYC 100, General Psychology.

PSYC 225  SPORT  3-0-3  
PSYCHOLOGY  * SSC, SS  
Fall, Spring  
This course consists of a systematic, empirical study of human thought and behavior in sport. Major topics that will be covered include: 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 235  POSITIVE  3-0-3  
PSYCHOLOGY  * SSC, SS  
Fall, Spring, DL  
This course focuses on the science of happiness and personal effectiveness, with a focus on the empirical study of well being. The scientific study of happiness will include how to define and objectively measure happiness, genetic influences, cultural and environmental influences, neurological influences, behavioral and cognitive influences as well as the systematic study of how to influence life satisfaction. Content is addressed through readings, class lecture and discussion, writing assignments and experiential activities.  
Pre-requisite: PSYC 100, General Psychology.

PSYC 250  EDUCATIONAL  3-0-3  
PSYCHOLOGY  * SSC, SS  
Fall, Spring  
This course involves the study of psychology as it applies 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 experiential work in a school setting. This work will involve observation of educational environments and interviews with educational professionals.  
Pre-requisites: PSYC 100, General Psychology.

PSYC 260  PRACTICAL RESEARCH  3-0-3  
METHODS, SS  
Fall, Spring, Summer, DL  
This course is designed to introduce students to basic statistical theory and research methodological concepts including terminology, types of research methodologies and the types of statistical tests used to analyze the data. The focus of the course will be the real life application of research design. Students will develop an understanding of the use and application of basic research designs and interpretation of statistics for both qualitative and quantitative data. These skills will be applied to a variety of humanistic fields such as human services, criminal justice, chemical dependency counseling, mortuary science, early childhood education and public administration. The focus of this course is interpretation and understanding of research methods and statistics. Statistical analysis will be completed by the instructor.

PSYC 275  STATISTICS FOR  3-0-3  
THE BEHAVIORAL SCIENCES  * SSC, SS, MT  
Fall, Spring  
This course will introduce students to basic terminology, statistical notation, types of statistical tests and analysis of data. Students will become acquainted with basic descriptive and inferential statistics. Students will use SPSS - current statistical analysis software - for practical hands-on learning of statistical analysis and testing. Students will be required to perform statistical calculations and know which method of testing is appropriate.  
Pre-requisite: MATH 110, Intermediate Algebra.

PSYC 280  EXPERIMENTAL  3-0-3  
PSYCHOLOGY  * SSC, SS  
Spring, DL  
This course provides a general introduction to how psychologists go about the business of doing their science. Topics covered will include the scientific method as it applies to behavioral sciences; the connection between research and statistics; ways to measure and assess behavior; hypothesis testing using multiple methodologies; the kinds of inferences one can logically draw from data collected using different research methodologies; the steps psychologists go through to communicate their findings effectively and to publish them in scientific journals; and the ethical issues involved in conducting research.  
Pre- or co- requisite: PSYC 275, Statistics for the Behavioral Sciences.
PUBLIC ADMINISTRATION STUDIES

PADM 100     INTRODUCTION TO PUBLIC ADMINISTRATION  3-0-3
Fall, Spring, DL
This course explores 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
This course explores the 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
This course explores 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
This course explores the evolution of public sector unionism and the legal, economic and political framework of labor relations in federal, state and municipal governments. It also provides an analysis of the collective bargaining process and its participants, impasse resolution, the content and administration of labor agreements, and the grievance process.

PADM 220     COURTS, JUSTICE AND PUBLIC ADMINISTRATION * SSC  3-0-3
Offered on demand
This study of courts, justice and public administration will present an overview of the policies and practices used by the judicial branch of American government to assure fair and legal public administration in all branches of government and provide an introduction to the methods used by court systems to administer neutral, independent and accountable justice. Pre-requisite: PADM 100, Introduction to Public Administration or POLS 105, American National Government or POLS 110, State and Local Government.

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/health care, 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
This course is a seminar that provides an interdisciplinary study of selected problems in public affairs, and 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.

PADM 241     PUBLIC AFFAIRS SEMINAR II  2-0-2
Offered on demand
This course is a seminar that provides an interdisciplinary study of selected problems in public affairs, and 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.

PADM 242     PUBLIC AFFAIRS SEMINAR III  3-0-3
Offered on demand
This course is a seminar that provides an interdisciplinary study of selected problems in public affairs, and 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.

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**  RADIOPHGRAPHIC POSITIONING I  2-2-3  
Fall  
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. 
Co-requisite: XRAY 106, Clinical Education I.

**XRAY 104**  RADIOPHGRAPHIC EXPOSURE PHYSICS I  3-1-3  
Fall  
This course provides students with a thorough understanding of nuclear processes and the effects of ionizing radiation and their direct effect upon the quality of a radiograph. Physics and radiographic techniques will be considered in this course. Laboratory sessions include radiographic accessories, computed radiography, radiation measurements, exposure calculation and factors affecting radiographic image quality. 
Co-requisites: XRAY 102, Radiographic Positioning I and XRAY 106, Clinical Education I.

**XRAY 106**  CLINICAL EDUCATION I  1-16-4  
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 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 only to matriculated Radiologic Technology students. 
Co-requisites: XRAY 102, Radiographic Positioning I and XRAY 104, Radiographic Exposure-Physics I.

**XRAY 108**  NUCLEAR MEDICINE INSTRUMENTATION AND PHYSICS  2-0-2  
Fall  
This course will provide an introduction to the physics and instrumentation that make nuclear medicine and molecular imaging possible. It will explain how atomic and nuclear processes are harnessed using electronic instrumentation to provide information about the biological process within the body. The course will also provide an overview of nuclear medicine imaging systems and techniques as well as the measures used to assure image quality and patient safety. 
Pre-requisite: XRAY 114, Radiographic Exposure Physics II or permission of instructor or Medical Imaging Department Chairperson.

**XRAY 110**  NUCLEAR MEDICINE  2-0-2  
Spring  
This course provides an introduction to the science that allows humans to benefit from the use of ionizing radiation in nuclear medicine. Radiation interactions within tissue and the biological effects caused by such interactions also will be presented. The course will explain the techniques used to maintain radiation doses as low as reasonably achievable and regulatory structure used to limit doses to the technologists and the public. 
Pre-requisite: XRAY 114, Radiographic Exposure Physics II or permission of instructor or Medical Imaging Department Chairperson.

**XRAY 112**  RADIOPHGRAPHIC POSITIONING II  2-2-3  
Spring  
A continuation of Radiographic Positioning, XRAY 102. Consideration will be given to the structures and organs of the spine, skull, and bony thorax. 
Pre-requisite: XRAY 102, Radiographic Positioning I. 
Co-requisite: XRAY 116, Clinical Education II.

**XRAY 114**  RADIOPHGRAPHIC EXPOSURE PHYSICS II  3-0-3  
Spring  
This course presents the fundamentals of radiographic equipment operation and digital radiography, image and equipment analysis and proper exposure selection. 
Pre-requisite: XRAY 104, Radiographic Exposure-Physics I. 
Co-requisites: XRAY 112, Radiographic Positioning II and XRAY 116, Clinical Education II.

**XRAY 116**  CLINICAL EDUCATION II  2-16-5  
Spring  
This course provides the student with practical learning experiences in all phases of basic radiologic technology through active participation in radiology departments at area hospitals and in classroom lecture. At the clinical site, students will begin to document proficiency with clinical competencies required for licensure and will learn how to analyze and evaluate radiographic images for overall quality. Classroom lectures expand on patient care, dealing with emergent situations and imaging outside of the radiology department. If a student’s clinical performance is unsatisfactory or if at any time the student’s 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 Radiologic Technology students. 
Pre-requisite: XRAY 106, Clinical Education I. 
Co-requisite: XRAY 112, Radiographic Positioning II and XRAY 114, Radiographic Exposure-Physics II.
XRAY 126  CLINICAL  0-40-7
EDUCATION III

Summer
This course provides the student with a practical learning experience in all phases of basic radiologic technology by active participation in the radiology departments of area hospitals. Students continue to develop proficient skills in order to pass clinical competencies required by the American Registry of Radiologic Technologists (ARRT). Group sessions will focus on image analysis, professional attitudes and ethics.
NOTE: The student is given either a pass or fail grade for this course with no quality points awarded.
Open only to matriculated Radiologic Technology students.
Pre-requisite: XRAY 116, Clinical Education II.

XRAY 200  RADIOLOGICAL  3-0-3
HEALTH

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, the 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 only to matriculated Radiologic Technology students.
Pre-requisites: XRAY 104, Radiographic Exposure Physics I and XRAY 114, Radiographic Exposure Physics II.

XRAY 202  ADVANCED  2-0-2
RADIOGRAPHIC PROCEDURES I

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.
Co-requisite: XRAY 206, Clinical Education IV.

XRAY 206  CLINICAL  2-24-6
EDUCATION IV

Fall
Through classroom lecture and clinical rotations, this course provides students with knowledge and learning experiences in the practice of radiologic technology, enabling them to develop the proficiency needed to complete the clinical competencies required for licensure.
Students will transfer to their second clinical site at an area hospital, where they will be exposed to new equipment, protocols, and techniques. During the course of the year, they will attend limited rotations at orthopedic and pediatric centers. Coursework will focus on image analysis; age group characteristics and age appropriate imaging techniques and care; and pathology pertinent to radiographers, the disease process, including changes which occur in the body and their application to radiography. The foundation built in this course will aid students in decisions regarding patient care and radiography. 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 only to matriculated Radiologic Technology students.
Pre-requisite: XRAY 126, Clinical Education III.

XRAY 212  ADVANCED  2-0-2
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.
Pre-requisite: XRAY 202, Advanced Radiographic Procedures I.
Co-requisites: XRAY 216, Clinical Education V.

XRAY 216  CLINICAL  1-24-6
EDUCATION V

Spring
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 the area hospitals. Emphasis is placed on film critique, trauma radiology, psychology of patient care, introduction of special procedures and new imaging modalities. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the student will be terminated from the program.
Open only to matriculated Radiologic Technology students.
Pre-requisite: XRAY 206, Clinical Education IV.
Co-requisites: XRAY 212, Advanced Radiographic Procedures II.

XRAY 226  CLINICAL  0-40-4
EDUCATION VI

Summer
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 the area hospitals. Emphasis placed on perfecting performance, introduction to special procedures and new imaging modalities. If a student's clinical performance is unsatisfactory or if at any time the student's clinical performance compromises the safety of the patient, the
student will be terminated from the program. Exit competencies are required for course completion.

**NOTE:** The student is given either a pass/fail grade for this course with no quality points awarded.

**Open only to matriculated Radiologic Technology students.**

**Pre-requisite:** XRAY 216, Clinical Education V.

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**XRAY 240     INTRODUCTION TO CT AND CROSS-SECTIONAL ANATOMY**

*Spring*

This course provides the student with an introduction to the operation of computerized tomography (CT) scanners including: theory, physics, contrast material and protocols and an introduction to human anatomy as displayed by cross-sectional images. Students will study the sectional anatomy of the brain, spine, neck, thorax and pelvis in all body planes. These anatomical structures will be studied using computed tomography and magnetic resonance images.

**Pre-requisite:** BIOL 271, Anatomy and Physiology II and XRAY 112, Radiographic Positioning II.

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**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.

**Pre-requisite:** High school biology.

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**RESP 105     PHLEBOTOMY PRACTICES**

*Fall, Spring*

Phlebotomy Practices is a course designed to meet the needs of healthcare professionals, workers and students in becoming proficient and well versed in collection, preservation and submission of clinical specimens for examination. The course will provide up-to-date information on key issues such as basic medical terminology, healthcare delivery system, clinical laboratory overview, safety, anatomy with respect to specimen collection, and other topics. Also to be included is practice in venous access and dermal puncture techniques.

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**RESP 110     HUMAN ANATOMY AND PHYSIOLOGY, NS**

*Spring*

This course emphasizes the cardiopulmonary system and acid-base balance applied to and correlated with patient pathologies.

**Open only to matriculated Respiratory Care students.**

**Pre-requisite:** BIOL 139, Anatomy and Physiology I.

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**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.

**Pre-requisites:** BIOL 139, Anatomy and Physiology I or BIOL 271, Anatomy and Physiology or ICVT 210, Principles of Invasive Cardiovascular Technology I.

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**RESP 120     FUNDAMENTALS OF RESPIRATORY CARE I**

*Spring*

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.

**Open only to matriculated Respiratory Care students.**

**Pre-requisites:** BIOL 139, Anatomy and Physiology for Respiratory Care Students or BIOL 271, Anatomy and Physiology II; CHEM 100, General Chemistry/Health Sciences; PHYS 110, Physics for the Health Sciences.

**Co-requisite:** RESP 110, Human Anatomy and Physiology.

**Pre- or co- requisite:** RESP 115, Cardiopulmonary Pharmacology.
RESP 125     FUNDAMENTALS OF RESPIRATORY CARE II
Summer
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.
Pre-requisites: RESP 115, Pharmacology for the Respiratory Therapist and RESP 120, Fundamentals of Respiratory Care I.
Co-requisite: 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.
Open only to matriculated Respiratory Care students or those with permission of the department chairperson.

RESP 200     ADVANCED RESPIRATORY LIFE SUPPORT
Summer
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.
Pre-requisites: RESP 115, Pharmacology for the Respiratory Therapist and RESP 120, Fundamentals of Respiratory Care I.
Co-requisite: RESP 200, Advanced Respiratory Life Support.

RESP 205     DISEASES OF THE CARDIOPULMONARY 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.
Pre-requisites: BIOL 139, Anatomy and Physiology I and RESP 110, Human Anatomy and Physiology.

RESP 210     CURRENT CONCEPTS 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.
Pre-requisites: RESP 125, Fundamentals of Respiratory Care II and RESP 200, Advanced Respiratory Life Support.

RESP 220     CLINICAL EDUCATION I - CLINICAL THERAPEUTICS FOR RESPIRATORY CARE
Fall
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. A letter grade of "C" or better is required for graduation.
Open only to matriculated Respiratory Care students or those with permission of the department chairperson.
Pre-requisites: RESP 110, Human Anatomy and Physiology; RESP 125, Fundamentals of Respiratory Care II and RESP 200, Advanced Respiratory Life Support.

RESP 225     CLINICAL EDUCATION II - INTRODUCTION TO CRITICAL CARE
Fall
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. A letter grade of "C" or better is required for graduation.
Open only to matriculated Respiratory Care students or those with permission of the department chairperson.
Pre-requisites: RESP 110, Human Anatomy and Physiology; RESP 125, Fundamentals of Respiratory Care II; RESP 200, Advanced Respiratory Life Support.
RESP 230  CLINICAL  3 Credits
EDUCATION IV -
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 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, and disease
pathophysiology. Close supervision will be maintained
for the entire rotation. A letter grade of “C” or better is
required for graduation.
Open only to matriculated Respiratory Care students or those
with permission of the department chairperson.
Pre-requisites: RESP 125, Fundamentals of Respiratory
Care II and RESP 200, Advanced Respiratory Life
Support.

RESP 235  CLINICAL  3 Credits
EDUCATION V -
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. A letter
grade of “C” or better is required for graduation.
Open only to matriculated Respiratory Care students or those
with permission of the department chairperson.
Pre-requisites: RESP 125, Fundamentals of Respiratory
Care II and RESP 200, Advanced Respiratory Life
Support.

RESP 240  CLINICAL  3 Credits
EDUCATION III -
PULMONARY AND
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 proce-
dures 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. A letter grade of “C” or better is required for graduation.
Open only to matriculated Respiratory Care students or those
with permission of the department chairperson.
Pre-requisite: RESP 225, Introduction to Critical Care.
RESP 255     CLINICAL              3 Credits
EDUCATION VIII -
INDEPENDENT STUDY
Fall
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. A letter grade of “C” or better is required for graduation.
Open only to matriculated Respiratory Care students or those with permission of the department chairperson.
Pre-requisites: RESP 125, Fundamentals of Respiratory Care II and RESP 200, Advanced Respiratory Life Support.

SOCL 100     SOCIOLOGY                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 110     SOCIAL PROBLEMS        3-0-3
Fall, Spring, Summer, DL
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      3-0-3
EXPERIENCE     * SSC, SS
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, SS, AH, OSL
Fall, Spring, Summer, DL
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 200     SOCIAL PSYCHOLOGY       3-0-3
* SSC, SS
Fall, Spring, DL
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. Pre-requisite: SOCL 100, Sociology or PSYC 100, General Psychology or permission of department chairperson.

SOCL 255     TECHNOLOGY AND SOCIETY
* SSC, SS (formerly HONR 255)
Fall
This course considers the nature of the interaction among science, technology, and society, the consequences of such interaction, and possible future trends of interaction. It will use readings from leading theorists in a variety of disciplines to look at current event topics that relate to technology and society. It will focus on helping students to develop an awareness of the impact of technology on their lives and to develop the knowledge base necessary to be good decision makers when dealing with these issues in their daily life. This course is designed for students from all curricula and will employ a multidisciplinary approach to the subject matter. (Honors Course)

SOCL 260     AMERICAN ARCHITECTURE
IN ITS SOCIAL CONTEXT       * SSC, SS
Spring
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)
SONO COURSES
(See Diagnostic Medical Sonography)

SPAN COURSES
(See Foreign Languages)

SPORT

SPRT 100  PHILOSOPHY, PRINCIPLES AND ORGANIZATION OF ATHLETICS IN EDUCATION
Fall, Spring, Summer, DL
This foundation course which must be completed by all coaches within two years of their initial appointment as a coach, covers the basic philosophy and principles of physical education, athletics and general education; state, local and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations and general safety procedures and general principles of school budgets, records, purchasing and use of facilities.

SPRT 101  HEALTH SCIENCES APPLIED TO COACHING
Fall, Spring, Summer, DL
This course examines activities designed to study the health sciences as they apply to coaching athletics. Professional information and guidelines, as they pertain to New York State law, will be discussed. The areas of biology, mixed competition, NYS Education Department selection and classification of athletes, and issues that arise from age and maturity differences of athletes will be discussed.

SPRT 102  THEORY AND TECHNIQUES OF COACHING
Fall, Spring, Summer, DL
This course introduces students to the basic concepts common to all sports and the history of interscholastic athletics in New York State. Students study the objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices will also be covered. The special training and conditioning of athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods will also be examined. An internship that includes practical experience as a coach in the students’ specified sport and/or periods of observing other approved coaches is required.

SPRT 103X  SUCCESSFUL COACHING: ADDITIONAL SPORT CERTIFICATION
Fall, Spring, Summer, DL
This course allows students the opportunity to become certified as a coach in an additional sport in New York State. It will be offered to all students. It is required that all students take the New York State coaching course “Theory and Techniques of Coaching” offered as SPRT 102 Theory and Techniques of Coaching, at Hudson Valley Community College, prior to enrollment or receive permission from the department chair. Observational hours will include practical experience as a coach in the specific sport chosen.
Specific courses include:
- SPRT 103A – Baseball
- SPRT 103B – Softball
- SPRT 103C – Basketball
- SPRT 103D – Volleyball
- SPRT 103E – Lacrosse
- SPRT 103F – Soccer
- SPRT 103G – Football
Pre-requisite: SPRT 102, Theory and Techniques of Coaching or by permission of department chair.

SPRT 275  PROFESSIONAL ISSUES IN SPORT AND EXERCISE
Fall, Spring, Summer, DL
This course will challenge students to examine the ethical values in sport and help them to respond to moral issues that occur in the sport. Students will be introduced to thought provoking questions about real life sport and exercise dilemmas that often challenge athletes and coaches. Students will recognize the significant impact that sport and exercise have on society. Presentation of facts and guidelines will enable students to engage in critical and reflective thinking about professional issues in sport and exercise.
SURGICAL TECHNOLOGY

SURG 101  SURGICAL TECHNOLOGY I - FUNDAMENTALS FOR SURGICAL TECHNOLOGY
Fall  3-10-8
This course is a comprehensive study of the operative environment, as well as the professional roles, communication techniques and ethical responsibilities of a surgical technologist. Lecture topics will include historical perspectives of perioperative services and medical terminology. The course will also provide theoretical knowledge for the application of essential operative skills during the perioperative phase. It will introduce the student to the practice of surgical technology with a focus on those skills necessary to function in the role of first scrub. The course will have a lecture and campus lab component.
Open only to matriculated Surgical Technology students.
Pre-requisites: BIOL 270, Anatomy and Physiology I.

SURG 102  SURGICAL TECHNOLOGY II - PRINCIPLES OF SURGICAL TECHNOLOGY
Spring  2-4-10
This course provides an introduction to surgical pharmacology, anesthesia and wound healing physiology. It also discusses the medical legal aspects of perioperative practice in relation to patients’ rights and surgical hazards. This course will offer an introduction to surgical procedures.
Open only to matriculated Surgical Technology students.
Pre-requisites: BIOL 270, Anatomy and Physiology I and SURG 101, Surgical Technology I - Fundamentals for Surgical Technology.

SURG 201  SURGICAL TECHNOLOGY III
Fall, Summer  2-0-4
This course serves as an orientation to various other surgical specialties including: gynecology; urology; ear, nose and throat surgery; plastic and hand surgery; pediatric surgery; eye surgery; thoracic surgery; and vascular surgery. This course will introduce students to each anatomical system with a focused review of pathology specific to the procedures performed. The instrumentation specific to each specialty will be discussed; and the course will also include simulated surgical setups specific to each surgical specialty.
Open only to matriculated Surgical Technology students.
Pre-requisites: BIOL 271, Anatomy and Physiology II.

TELECOMMUNICATIONS TECHNOLOGY

TELT 102  COMPUTER APPLICATIONS IN TELECOMMUNICATIONS
Fall, DL  2-2-3
This 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.

Pre-requisites: TELT 102, Computer Applications in Telecommunications and MATH 141, Mathematical Applications II.
TELT 105  INTRODUCTION TO ELECTRONICS  4-0-4  
Fall  
In this course, students will practice the analysis and application of advanced electronics circuits as applied to the telecommunications industry. Topics include frequency, response filters, op-amps, oscillators, amplitude modulation, noise and LC circuits. Troubleshooting and analysis by computer simulation software is stressed throughout.  
Pre-requisites: PHYS 125, Physics for Telecommunications - Verizon and TELT 100, Electrical Circuits.

TELT 110  DIGITAL SYSTEMS FOR TELECOMMUNICATIONS I  3-2-4  
Spring  
This course presents topics in hardware and systems as used in the telecommunications industry. Electrical and digital circuits are explored and binary numbers systems are discussed as applied to telecommunications equipment. Students will explore hardware to the modular level and demonstrate and simulate digital circuits.  
Pre-requisites: MATH 140, Mathematical Applications I and TELT 102, Computer Applications in Telecommunications.

TELT 203  NETWORK INFRASTRUCTURE  4-0-4  
Spring  
Students practice the analysis and application of physical level services and methodologies as applied to the telecommunications industry. Troubleshooting, analysis through "learn by doing" exercises and computer simulation software are stressed throughout.  
Pre-requisite: PHYS 125, Physics for Telecommunications Technology - Verizon and TELT 105, Introduction to Electronics.

TELT 205  ELECTRONIC COMMUNICATIONS  4-0-4  
Spring  
In this course, students will practice the analysis and application of advanced electronic circuits as applied to the telecommunications industry. Topics include frequency modulation, communication techniques: digital, wired and wireless, transmission lines, antennas and fiber optics. Troubleshooting and analysis by computer simulation software is stressed throughout.  
Pre-requisite: TELT 105, Introduction to Electronics.

TELT 207  DIGITAL SYSTEMS FOR TELECOMMUNICATIONS II  4-0-4  
Fall  
In this course, students will be working with hardware and software installation and will be provided an introduction of personal computer fundamentals. The course will cover managing and supporting Windows and configuring user related issues and customization. Students will connect a personal computer to a network and install and set up a printer. In addition, students will learn troubleshooting fundamentals and how to maintain a computer. An optional topic would cover Home Technology Integration, including surveillance and home automation. The course is composed of lecture and in-class demonstrations.  
Pre-requisite: TELT 110, Digital Systems for Telecommunications I.

TELT 210  TELECOMMUNICATIONS I  4-0-4  
Fall  
This course is designed to train students in the organization, architecture, setup, maintenance, hardware and software aspects of local area networks. Topics include: introduction to networks, types and characteristics of different network architectures and network topologies, intra- and inter-network devices, network operating systems, peer to peer and client/server environments, LAN setup and maintenance, network printing, and internal web server. A hands-on approach will be taken with team projects throughout.  
Pre-requisite: TELT 100, Electrical Circuits.

TELT 220  TELECOMMUNICATIONS II  4-0-4  
Spring  
Students will learn to understand and use switches and routers in simple and complex networks. Emphasis is placed on the use and operation of a wide range of Cisco products. Additional exposure is given to a range of traditional wide area network services used in today's network infrastructure. "Learning by doing" exercises and computer simulation software are used throughout to complement and reinforce faculty lectures and discussion.  
Pre-requisite: TELT 210, Telecommunications I.

TELT 230  TELECOMMUNICATIONS III  3-2-4  
Fall  
Students learn to understand and use a range of upper-level services supported by TCP/IP protocols and broadband transmission services. Emphasis is given to the design and operation of Voice over IP and Video over IP applications. "Learn by doing" exercises and computer application software are used throughout to comple-
ment and reinforce faculty lectures and discussion. Pre-requisite: TELT 220, Telecommunications II.

TELT 240  TELECOMMUNICATIONS IV  3-2-4
Spring
This course is a survey of current and emerging technologies in telecommunications. Lectures, interactive learning, demonstrations and site visits will be employed. Laboratory exercises will be required. Pre-requisite: TELT 230, Telecommunications III.

THEATRE

THEA 100  INTRODUCTION TO THE THEATRE *  3-0-3
HUM, 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, Spring, Summer
This course is an exploration and survey of the basic principles of the art and craft of acting. Exercises to free, develop, and condition the voice and body, and to develop the powers of observation, concentration, sensory perception, imagination, and invention will be employed. Students will work in ensemble situations and experience the process of theatrical realization of a script. The main purpose of this course is to help students develop an awareness of their instrument: their voice, body and imagination; to learn how to truthfully employ it in the situations of scenes and improvisations. Students are also encouraged to take artistic risks and build confidence in their ability to perform.

THEA 111  ACTING II, AR  3-0-3
Fall, Spring, Summer
This course is an exploration of acting techniques involving the psychological realism of contemporary theatre practice. This course also focuses on learning and applying a practical method of analyzing a script for character action and identity. This course will also explore audition techniques. Pre-requisite: THEA 110, Acting I or by permission of department chair.

THEA 120  THEATRE INTERSHIP, 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. Pre-requisite: Approval of Fine Arts, Theatre Arts and Digital Media department chairperson.

THEA 130  INTRODUCTION TO TECHNICAL THEATRE  2-2-3
Fall, Spring, Summer
This course is a hands-on examination of the fundamentals of stage craft and the technical elements of a production. Topics include the identification, safe handling, proper use and coordination of theatre architecture, scenery and stage components, and materials and tools. Students will learn set, properties ("props" such as furniture, personal and decorative items) and costume construction techniques, rigging techniques, lighting instrument installation, and operation and production organization and etiquette.

THEA 170  INTRODUCTION TO IMPROVISATIONAL THEATRE, AR  3-0-3
Fall, Spring, Summer
This course introduces students to the fundamentals of improvisational acting. Theatre games and exercises, intended to free students from the anxiety and mental blocks associated with performing without any prior preparation, will be utilized. Students will work in groups to develop the communicative and cooperative skills needed to confidently participate in the various styles and forms of improvisational theatre. Finally, this course will allow students to develop the skills of listening, observation, impromptu thinking and expression that are necessary for effective interpersonal communication in work, school and social situations.

THEA 180  INTRODUCTION TO STAGE MANAGEMENT  3-0-3
Fall, Spring, Summer Lab fee will be required
This course is a hands-on introduction to the stage manager’s jobs, duties and responsibilities. It is a detailed, step-by-step examination of the stage manager’s involvement in all of the technical aspects of theatre including the stage manager’s relationship with the playwright, director, producers, cast and technical and stage crew. Students may be responsible for the purchase of some necessary course supplies. Pre-requisite: THEA 100, Introduction to the Theatre or permission of department chair.
THEA 200     THEATRE PRODUCTION PRACTICUM
Fall, Spring  3 credits
Lab fee will be required
This course provides an opportunity for the students to work as actors, stage managers, assistant stage managers, assistant directors or technical crew members for a full-length theatrical production. This course requires participation in a production of the college's Theatre Club in conjunction with the Fine Arts, Theatre Arts and Digital Media Department. Student roles will be determined by the instructor based upon an initial audition or interview after the course begins. Theatre Arts majors who take Theatre Production Practicum and Technical Theatre Practicum must assume a different participatory production role for each course.
Pre-requisites: THEA 100, Introduction to the Theatre or permission of department chair.

THEA 201     TECHNICAL THEATRE PRACTICUM
Fall, Spring  3 credits
Lab fee will be required
This course provides an opportunity for students to work on and develop a theatrical production. Each student will choose one of many different production roles to perform including stage manager, assistant stage manager, properties manager, assistant technical director, costume designer/coordinator, set construction crew member, lighting or sound crew member. This course requires participation in a production of the college’s Theatre Club in conjunction with the Fine Arts, Theatre Arts and Digital Media Department. Assignments are coordinated by the instructor each semester with the productions being presented; an initial interview is required after the course begins. Theatre Arts majors who take Theatre Production Practicum and Technical Theatre Practicum must choose a different participatory production role for each course.
Pre-requisites: THEA 100, Introduction to the Theatre and THEA 130, Introduction to Technical Theatre or permission of department chair.

THEA 210     ACTING III, AR
Fall, Spring, Summer  3-0-3
This course offers a practical, hands-on introduction and exploration of the major styles of the art and craft of acting. In this class, students will apply the skills and techniques they have gained in Acting I and II, or the equivalent experience, to actively explore, analyze and perform some of the major acting styles that have developed from the theatre’s ritualistic origins. This class focuses on the different styles of acting as they developed from classical Greek and Roman drama, through the Medieval drama of the Middle Ages and the rich and varied styles of the Renaissance, to the Realism and Naturalism of the 19th and 20th centuries. Acting styles to be explored include Commedia dell’Arte, Elizabethan and the Restoration’s Comedy of Manners.
Pre-requisites: THEA 111, Acting II or permission of department chairperson.

THEA 230     INTRODUCTION TO THEATRICAL DESIGN
Fall, Spring  2-2-3
Lab fee will be required
This course offers an initial exploration of the creative and historical processes and principles and practices of design for the theatre arts. Specifically, the role scenery and costumes play in the visual interpretation and representation of a script is examined. This course will examine elements of composition and incorporate projects, exercises and classroom discussion to help students develop visual awareness and imagination. Students will be introduced to the use of materials and techniques in the preparation of set renderings, models and costume pieces, and will become familiar with period styles and the significance of cultural preferences throughout history. Students may be responsible for the purchase of some necessary course supplies.
Pre-requisites: THEA 100, Introduction to the Theatre and THEA 130, Introduction to Technical Theatre or permission of department chair.

THEA 240     THEATRE HISTORY I  3-0-3
Spring, DL  * HUM
This course examines the history, practitioners and relevant sociocultural conditions of theatre from ancient times to the 1700s.

XRAY COURSES
(See Radiologic (X-ray) Technology)
Judicial System

ARTICLE I.

PREAMBLE
1.1 Hudson Valley Community College (“College”) is primarily concerned with academic achievement, the personal integrity of its students and the wellness and safety of the members of its community. In addition, the College is committed to preserving peace, supporting a moral and just climate, maintaining a community where people are treated with courtesy and respect, meeting its contractual obligations, and protecting its property and that of its community members. The College, therefore, has established this Code of Conduct to communicate its expectations of students, visitors, college personnel and organizations.

ARTICLE II.

PURPOSE AND INTENT
2.1 The purpose of the College’s having codes and adjudication procedures is to enforce standards of conduct and curtail inappropriate behavior as well as to assist the individual in resolving problems in an institutionally acceptable manner. The adjudication procedure provides a framework for the review of the substance of any alleged violation of the Code of Conduct. The individual is not absolved of the responsibility for his or her own behavior. Each individual is responsible for accepting the fact that rights come with concomitant responsibilities and that violations of the codes may result in discipline.

2.2 The student is charged with the responsibility of becoming familiar with the codes and regulations and the procedures for enforcing them and acting accordingly.

ARTICLE III.

DEFINITIONS
3.1 “Campus Coordinator” means the Coordinator of the College Judicial System. This is the person appointed by the College who is charged with the responsibility of ensuring that the procedures provided herein are adhered to in the processing and adjudication of complaints under the Code of Conduct. Campus Coordinator may also mean a designee of that office.

3.2 “Code of Conduct” means the list of prohibited conduct established by the College, as more fully set forth in Article V and VII herein, which includes behavior that violates the College’s Academic Ethics, Computer Ethics and Campus Regulations, and also includes the procedures for enforcing the Code of Conduct.

3.3 “College” means Hudson Valley Community College, with its main campus located at 80 Vandenburgh Avenue in Troy, New York.

3.4 “College premises” means all buildings or grounds owned, leased, operated, controlled or supervised by the College including any buildings or grounds that are located off campus.

3.5 “College-sponsored activity” means any activity on or off campus which is initiated, aided, authorized or supervised by the College.

3.6 “College Official” means any full-time or part-time administrator, faculty, or security guard or security officer.

3.7 “College Personnel” means all employees of the College who work either on the campus or on other property used for educational purposes by the College.

3.8 “Faculty Member” means any full-time or part-time faculty member.

3.9 “Organization” means any group of individuals recognized or otherwise licensed by the College, which includes student groups, faculty groups or any group existing outside of the College community which seeks to utilize the College Premises for its own organizational purposes.

3.10 “President” shall mean the President of the College.

3.11 “Vice President” or “Vice President for Enrollment Services and Student Development” means the Vice President for Enrollment Management and Student Development or his/her designee.

3.12 “Student” means a person, including College Personnel, either enrolled in or auditing credit or non-credit courses at the College, on either a full-time or part-time basis.

3.13 Reference to any “Time Limits”, days shall be defined as any day the College is open for business and shall EXCLUDE Saturdays and 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.

3.14 “Visitor” means any individual who is not a Student nor otherwise affiliated with the College but who is on the College Premises for a legitimate purpose.
3.15 "Ethics and Conduct Committee" are employees of the College who undergo required training and constitute a pool from which review board members are selected.

3.16 "Advisors" An advisor may be a parent or child of the accused, a spouse or partner, a member of the College community or any individual of the student’s choosing. Advisors may only act in an advisory capacity. No advisor represents a student or any party at a disciplinary hearing. Advisors are always engaged by a student or participant directly and must be compensated at the expense of the individual retaining the advisor.

ARTICLE IV.
JURISDICTION

4.1 Generally, College jurisdiction and discipline will be applied to conduct which occurs on College Premises, during off-campus activities related to the College, or which violates federal, state or local laws on or off the College Premises. Jurisdiction and discipline may also be applied at the discretion of the College to conduct which occurs off-campus and which adversely affects the College, the College community or the interests and mission of the College. Students are responsible for the conduct of their guests, and may be subject to discipline for the conduct of their guests.

4.2 College disciplinary proceedings may be instituted against a Student or an Organization charged with conduct that potentially violates both the criminal law and the College’s Code of Conduct (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. Determinations made or sanctions imposed under this Code of Conduct shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of the College's Code were dismissed, reduced, or resolved in favor of or against the criminal law defendant. The College 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.

4.3 Conduct proceedings are governed by the procedures set forth herein as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions. The processes herein will not be conducted by individuals with a legal conflict of interest.

ARTICLE V.
CODE OF CONDUCT FOR CAMPUS REGULATIONS AND COMPUTER ETHICS

5.0 CAMPUS REGULATIONS FOR STUDENTS, VISITORS, 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, guests, College Personnel, and Organizations, certain regulations have been established. Students enrolling in the College’s education programs and Visitors, guests, College Personnel and Organizations that are associated with or use the College facilities do so subject to the Code of Conduct. In cases where there is an alleged violation of the Code of Conduct, it is the policy of the College to afford each Student and Organization associated with the College the right to adjudicate the allegation in accordance with the adjudication procedures as set forth in this Code. However, in cases where the Vice President for Enrollment Management and Student Development or his/her designee deems the conduct, condition, or infraction to be of such nature that the alleged violator poses a present or future threat to the health, safety and welfare of himself or herself or the College or its community, he/she may take immediate action to suspend the Student or disband any Organization associated with the College prior to the initiation of the formal adjudication procedures. Visitors, guests and organizations not affiliated with the College, while subject to these regulations, do not have rights to adjudicate any decision made which results in their removal from the College Premises.

Judicial Processes at Hudson Valley Community College occur independently of any official law enforcement or Court Proceedings. Any student who feels they may be the victim of a crime is supported in their endeavors to pursue independent criminal charges. Adjournments and delays in the Hudson Valley Community College’s Judicial System to resolve criminal or
civil cases will not, generally, be entertained. Hudson Valley Community College does assist and participate with local law enforcement and records kept by the College may be exchanged with law enforcement in accordance with applicable laws.

Visitors:
Students are responsible for the conduct of visitors they bring on the HVCC campus and may suffer disciplinary consequences if visitors act inappropriately.

(a) All visitors must be on the College Premises for a legitimate purpose. Visitors should request temporary visitors' identification cards and temporary parking permits at the Public Safety Department. The College reserves the right to determine whether the purposes of the visit is legitimate. If it is not, Visitors will be asked to leave and those individuals or organizations that invited unapproved visitors may be sanctioned.

(b) Visitors are required to show identification when requested to do so by security or administrative officers and to park in designated lots. Failure to do so or to leave when requested will result in such Visitors being considered as trespassers subject to arrest.

(c) All visitors must abide by all regulations in the code of conduct.

PROHIBITED CONDUCT

5.1 BIAS RELATED CRIMES

General Policy: Many individuals become targets of hateful acts because others are unable to accept differences based on race, gender, sexual orientation, gender identity, 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 differences, 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, electronic communications or emails 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 regarding race, religion, ethnicity, national origin, gender, disability, sexual orientation or gender identity.

Hate or Bias Incidents- Hate or bias incidents involve behavior that is motivated by bias based on race, religion, ethnicity, national origin, gender, gender identity, 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 for in this code such as harassment, disorderly conduct or sexual harassment.

If you feel you may be the victim of a bias related crime or incident or a victim of domestic violence, dating violence, stalking or sexual assault, please refer to the College's Anti-Discrimination and Anti-Violence Against Women/Harassment Policies and Procedures.

5.2 VIOLENCE AGAINST WOMEN AND OTHER FORMS OF DOMESTIC VIOLENCE

Hudson Valley Community College respects the freedom of all students to learn in an environment free of harassment, intimidation or violence in any form. The College Community supports victims of sexual assault, stalking, dating violence and domestic violence by strictly enforcing its code of conduct against offenders and by providing support services to victims. These incidents will not be tolerated on the College Campus. For a complete description of HVCC Policy, please refer to the SaVE Provisions of the Violence Against Women Act in the following section of the catalog.

Domestic Violence is defined by Hudson Valley Community College as any act which would constitute a violation of the penal law, including, but not limited to loud disruptive arguing, threats of violence, assaults, harassment including through social media or electronic communication, any non-consensual sexual activity, damaging property, theft, unwanted physical activity of any kind, stalking or any other unwanted or unwelcomed activity if the incident occurs between spouses, intimate partners, former spouses or former intimate partners.

Dating Violence is defined by Hudson Valley Community College as any act as articulated above that occurs between individuals who are or were engaged in a social relationship of a romantic or intimate nature.
Affirmative consent is defined by Hudson Valley Community College as a knowing, informed, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon an individual’s sex, sexual orientation, gender identity or gender expression.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

As articulated in paragraph 4.1 Hudson Valley Community College reserves the right to prosecute certain violations of the Code of Conduct even if they occur off-campus.

Victims of Sexual Violence, Domestic Violence or Dating Violence should seek immediate assistance. Counseling and support services can be accessed by contacting the appropriate Title IX Coordinator at (518) 629–7307. Assistance and counseling services may also be obtained by contacting:

- Public Safety by dialing 911 from any campus phone or by calling (518) 620–7210 from any cell phone or off-campus phone.
- College Health Service (518) 629–7468
- The Wellness Center (518) 629–7320
- Rensselaer County 24-hour Rape Crisis Center at Samaritan Hospital, Troy, NY (518) 271–3257 or Sexual Assault and Crime Victim’s Assistance at Samaritan Hospital, Troy, NY (518) 271–3639.

By contacting any local law enforcement agency or hospital emergency room.

An order of protection may be obtained through your local criminal court if a criminal charge is pending or through family court if the incident occurred between family members or intimate partners. On campus directives to stay away or limit contact may be obtained through the Vice President for Enrollment Management and Student Development or his designee.

### OTHER PROHIBITED CONDUCT

5.3.1 The obstruction or disruption of any College function or activity, including the classroom instructional environment, administration of the parking program or service functions and activities is prohibited. This includes obstruction of the free flow of pedestrian or vehicular traffic, or the free access to, or exit from any part of the College Premises as well as the unauthorized use or occupation of College buildings or College Premises.

5.3.2 Harassment of a Student or Students, Faculty Member, College Personnel, College Official, Visitor, 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 College.
Judicial System

Premises. Harassment may also include the persistent use of abusive or offensive language or any language or action that may promote physical violence or physical or psychological intimidation.

5.3.3 The display of any inflammatory or incendiary signs, posters, or banners or the distribution of literature which encourages or promotes any actions that are prohibited under these Campus Regulations.

5.3.4 No firearms of any kind (including pellet, B-B guns, handguns, and rifles), explosives (including firecrackers and fireworks), live ammunition of any kind, noxious bombs or any other devices which are illegal under city, town, county, state or federal ordinance or law may be brought, possessed, or used on the College Premises. Duly authorized peace officers or police officers are exempted.

5.3.5 No cutting instruments, knives, blades nor any other weapon is allowed on College Premises except folding pocket knives two inches or under or those instruments needed for legitimate school purposes.

5.3.6 Possession, transportation, and/or the use of any illegal drug on the College Premises is prohibited.

(a) No alcoholic beverage may be brought, possessed, or consumed on College Premises. The President of the College is the only person who can approve events at which alcoholic beverages can be consumed on campus. Information regarding alcohol or drug abuse or addiction treatment can be obtained through the Wellness Center.

(b) No person who may appear to be intoxicated or affected by an illegal drug is allowed on the College Premises.

5.3.7 Gambling of any kind is prohibited.

5.3.8 Unauthorized use of the College's duplicating or reproduction equipment, public address systems, email or radio station is prohibited. Authorization for such use may be granted only by the College President or his designee.

5.3.9 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 College Premises 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 College Premises unauthorized news media representatives.

5.3.10 Defacing, damaging, or maliciously destroying any College, Faculty, or Student property is prohibited.

5.3.11 Student Identification: All Students and College Personnel are required to obtain and carry College identification cards at all times and to present them upon request to any College Official, or Faculty 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. Loss of an ID card must be reported to the Public Safety immediately.

5.3.12 Disorderly or unlawful behavior is prohibited and may be prosecuted by the College under this procedure whether or not such behavior is the subject of prosecution in any civil or criminal court.

5.3.13 Reckless or intentional actions which endanger mental or physical health are prohibited. The forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

5.3.14 Hudson Valley Community College is a Tobacco Free campus. Chewing tobacco or using any product or similar product or device such as pipes, cigars or cigarettes or personal vaporizers is prohibited on the College Premises and in vehicles on campus and in buildings, grounds or vehicles owned, leased, operated, controlled or supervised by the College including any buildings or grounds located off campus.

5.3.15 False alarms, bomb scares or any form of false reporting submitted to any law enforcement or College agency involving alleged incidents or occurrences on College Premises is prohibited.

5.3.16 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, gender identity, or sexual orientation is prohibited and may result in the imposition of more severe penalties.

5.3.17 Certain violations of the Academic Code of Ethics at the discretion of the Vice President for Enrollment Management and Student Development can be pursued as violations of Campus Regulations.
5.3.18 Willfully failing to comply with the directives of College Personnel is prohibited.

5.3.19 Intentionally furnishing the College with false information is prohibited.

5.3.20 Any activity that would be a violation of any federal, state or local statute is prohibited on College Premises.

5.3.21 Self-propelled vehicles on Campus—Skateboarding, roller skating, rollerblading, the use of foot-operated recreational scooters is prohibited on the campus grounds. Bicycles are permitted on campus roads and parking areas but must be walked on college walkways and sidewalks. The college reserves the right to determine the use of other devices or self-propelled vehicles on campus grounds.

5.3.22 Students are prohibited from operating or using unmanned aerial devices (including, but not limited to drones) or hover boards on campus. Instructors who make use of unmanned aerial devices on campus shall register the information with public safety. Students seeking exceptions for the use of such devices for curricular purposes, other than when the use is required by the course or instructor, must apply to the Vice President for Academic Affairs. Students seeking exceptions for co-curricular use must apply to the Vice President for Enrollment Management and Student Development. Visitors must seek approval from the Director of Public Safety.

5.3.23 Violation of published College policies or regulations, including, without limitation the following:

(a) Parking and traffic regulations
(b) Tobacco-free policy
(c) Alcohol and drug policy
(d) Any other published College policies, rules and regulations including those related to the entry into and/or use of College rooms, buildings, grounds, and facilities

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.

GOOD SAMARITAN POLICY: The health and safety of every student at Hudson Valley Community College is of utmost importance. Hudson Valley Community College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault, occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. HVCC strongly encourages students to report domestic violence, dating violence, stalking or sexual assault to institutional officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking or sexual assault to HVCC officials or law enforcement will not be subject to HVCC code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault.

Hudson Valley Community College supports students who reach out for assistance in the case of a medical emergency, as well as supports the student whom is helped. Therefore, a student or student organization seeking medical treatment for him/herself, or for any other student who is in immediate medical need, or any student who is the recipient of the emergency medical help particularly if the student is seeking medical help for any student who is the victim of a crime or may need immediate medical attention due to the use of alcohol or other drugs, will not be subject to disciplinary sanctions related to their own violation of using or possessing alcohol or other drugs on or off campus. The college strongly encourages bystanders to respond to potentially dangerous situations by reporting the incident promptly without fear of reprisal. However, if the circumstances dictate, the school reserves the right to notify parents of students under the age of 21 or to encourage counseling for students at any time if the well-being of the student is at risk.

5.4 COMPUTER ETHICS POLICY

Hudson Valley Community College seeks 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 College Personnel 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.
PROHIBITED CONDUCT

5.4.1 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.

5.4.2 No attempt will be made to electronically transmit or post any material which is sexually explicit, hateful, or deemed prohibited.

5.4.3 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.

5.4.4 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. Allowing another individual to use your user ID is prohibited.

5.4.5 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.

5.4.10 No unauthorized attempt will be made to use, modify, connect or disconnect computer equipment, peripherals, communication equipment and cables.

5.4.11 No unauthorized attempt will be made to use any college computer 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 completing required College course assignments.

5.4.12 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.

5.4.13 No user will make their password known to anyone other than an employee of the College authorized to assist College Personnel or Students with computer related problems.

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

5.4.15 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.

5.4.16 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.

5.4.17 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.

5.4.18 Use of College computers and network services for local or remote game playing is prohibited unless specifically required as 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.

5.4.1 Use of College computers and network services for IRC (Internet Relay Chat) or any other form of interactive chat communication is prohibited except for use by College Personnel in counseling, scheduling or admissions or where specifically required for communication as part of a course in which a Student is currently registered or a Faculty Member is currently teaching.

5.4.2 Website services for the entire College 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.

ARTICLE VI.
PROCEDURE FOR PROCESSING COMPLAINTS INVOLVING ALLEGED VIOLATIONS OF CAMPUS REGULATIONS AND COMPUTER ETHICS.

6.1 If a student is disruptive in class or on the HVCC Campus or in believed to be in violation of any Campus Regulation, a faculty member or staff member may remove the student from class or from the location of the disruption. The HVCC faculty or staff member may either direct the student to see the department chair or another appropriate member of the college community, meet with the faculty member or staff member or, if an incident report has been filed with public safety, direct the student to see the Vice President for Enrollment Management and Student Development before returning to class or the location or allow the student to return the following day, at the discretion of the faculty or staff member who witnessed the incident or oversees the Department.

6.2 Campus Regulations for Students, Visitors, College Personnel and Organizations - In cases of alleged violations of Computer Ethics and/or Campus Regulations, any College Personnel or Student shall notify the College’s Office of Public Safety or the Vice President for Enrollment Management and Student Development before returning to class or the location or allow the student to return the following day, at the discretion of the faculty or staff member who witnessed the incident or oversees the Department.

6.3 All charges must be submitted in writing and signed by the accusing party.

6.4 It is strongly recommended that any party exercising his/her rights under this system or any party accused of violating any of the Codes of Conduct consult with the Campus Coordinator as soon as possible so rights, remedies and procedures can be explained.

6.5 The accused student or student organization shall meet with the Vice President within five (5) days of receiving notice of charges.

6.6 The Vice President for Enrollment Management and Student Development may also meet with the complainant, security officers and/or any witnesses at the Vice President’s discretion.

6.7 In any case where there has been an allegation of domestic violence, dating violence, stalking or sexual assault both the accusing and accused students are entitled to be accompanied by advisors in keeping with the parameters of section 9.2 and 3.16 at every stage of the proceeding.

6.8 If, at the conclusion of the Vice President’s investigation, s/he finds the accused individual did violate one or more provisions of the Campus Regulations and/or Computer Ethics, the Vice President may impose one of the following sanctions:

6.8.1 Letter of Warning.

6.8.2 Letter of Warning to be placed in an individual’s permanent record file for a stated period of time.

6.8.3 Restitution.

6.8.4 Community Service.

6.8.5 Counseling Services provided by the College.

6.8.6 Mandatory Course requirements (in civilility, human relations, anger management, race or gender relations or a similar course designed to raise consciousness or awareness).

6.8.7 Disciplinary Removal from a Curriculum.

6.8.8 Disciplinary Probation.

6.8.9 Disciplinary Suspension (Current or deferred, subject to conditions).

6.8.10 Disciplinary Dismissal.

6.8.11 Disciplinary Expulsion – Termination of Student status without the possibility of readmission.

6.8.12 Restricted Access to classrooms or buildings.

6.8.13 Restricted Access to or loss of Computer Accounts.
6.8.14 Transcript Notation. Pursuant to statute, HVCC must note the transcript of any individual found to have committed any act of murder, manslaughter, rape, fondling, incest and statutory rape, robbery, aggravated assault, burglary, motor vehicle thefts, and arson, as well as any acts of larceny, simple assault, intimidation, destruction or vandalism of property that is designated as a hate crime. Definitions used for these acts can be found in the FBI Uniform Crime Reporting Handbook. If a student is suspended for any of the aforementioned acts, the transcript will be noted, “Suspended after a finding of responsibility for a code of conduct violation” and shall remain noted for a minimum of 1 year after the conclusion of the suspension. If a student is expelled for any of the aforementioned acts, the transcript will be noted, “Expelled after a finding of responsibility for a code of conduct violation” and that notation cannot be removed. If a student withdraws from classes during the disciplinary process, the transcript will be noted. “Withdrawn with conduct charges pending.” HVCC reserves the right to note transcripts for other offenses when warranted.

6.8.15 Any other sanction uniquely designed for the particular infraction.

6.9 Disciplinary suspension, dismissal, or expulsion from the College will most likely be imposed for, among others, the following: (1) Bias or hate related incidents (2) sexual assault (3) permitting or engaging in hazing (4) setting fires or intentionally causing a false fire alarm (5) possession of or threats involving weapons or explosives (including knives and firearms) (6) possession or sale of illegal drugs (7) physical abuse, violence, or threats directed toward anyone on the College Premises or any member of the College community off College Premises (8) serious forms of computer misconduct (9) repeated violations of the College Code of Conduct.

6.10 During the pendency of any proceeding under the Code of Conduct, the Vice President may, in his or her sole discretion, have the accused individual removed from the College Premises and enforce the restraint of the accused’s access to the College Premises in whole or in part, until his/her presence is required for the adjudication of the case if the Vice President views the violation as jeopardizing property of the College or another person or the individual’s safety or welfare or the physical or emotional safety or welfare of others, or the orderly operation of the College. The Vice President also may issue a no contact directive between any students either for their own safety or the safety of others that may subsequently be reviewed by the Vice President.

6.11 The sanction imposed by the Vice President shall constitute a final resolution of the matter unless the accused individual submits a request for a Hearing through the office of the Campus Coordinator as set forth in Article IX within five (5) days from the date the sanction was imposed.

ARTICLE VII.
CODE OF CONDUCT FOR ACADEMIC ETHICS

ACADEMIC ETHICS

Hudson Valley Community College expects all members of the College community to conduct themselves in a manner befitting the tradition of scholarship, honor and integrity. They are expected to assist the College by reporting suspected violations of academic integrity to appropriate faculty and/or other College Personnel. 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 do not excuse violations.

PROHIBITED CONDUCT

The following is a list of the types of behavior that breach the College Academic Ethics guidelines and are therefore unacceptable. Commission of such acts, or attempts to commit them, fall under the term academic dishonesty and each is considered a serious offense, which carries severe penalties ranging from a warning to expulsion from the College. 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. While Faculty Members are encouraged to distinguish between a Student’s unintentional failure to follow the Academic Ethics Code and an intentional violation of that Code, particularly in cases of suspected plagiarism, the responsibility for the integrity of work ultimately lies with the Student.
7.1 PLAGIARISM.
A Student is guilty of plagiarism any time s/he attempts to obtain academic credit by presenting someone else's ideas as her/his own without appropriately documenting the original source. Appropriate documentation requires credit to the original source in a current manuscript style (e.g., MLA or APA) that is appropriate to the assignment and the discipline. While Faculty Members are encouraged to distinguish between a Student's unintentional failure to follow the current conventions of the appropriate manuscript style and a blatant act of plagiarism, the responsibility for the integrity of work ultimately lies with the Student. Examples of someone else’s ideas may include the following:

- Language, words, phrases, symbols
- Style (written, oral or graphic presentation)
- Data, statistics, including laboratory assignments
- Evidence, research
- Computer programs, creative projects, artwork
- Intellectual ideas such as theories and lectures
- Websites, digital forms of communication such as email, chat room, and instant messaging
- Photographs, video, audio

7.2 CHEATING ON EXAMINATIONS.
A Student is guilty of cheating any time s/he attempts to give or receive unauthorized help before, during, or after any type of examination. Examples of unauthorized help include the following:

- 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 (e.g., cell phones, computers or other electronic devices) during an examination (unless permitted by the instructor)
- Arranging for another person to take an examination in one’s place
- Looking on someone else’s examination during the examination period
- The unauthorized discussion of test items during the examination period
- The passing of any examination information to Students who have not yet taken the examination

There should be no conversation while any type of examination is in progress unless specifically authorized by the instructor.

7.3 MULTIPLE SUBMISSION.
Submitting all or some portion 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.

7.4 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).

7.5 IMPERSONATION.
Assuming someone else’s identity and/or pretending to be someone else for the purpose of gaining academic credit.

7.6 SABOTAGE.
Destroying, damaging, or stealing of another’s work or working materials (e.g., lab experiments, computer programs, term papers, or projects). Also includes logging into another’s computer account to revise or delete any file or folder.

7.7 UNAUTHORIZED COLLABORATION.
Collaborating on projects, papers, or other academic exercises deemed 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 expected, therefore, 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.

7.8 FALSIFICATION.
Misrepresenting materials or fabricating information in an academic exercise or assignment, including laboratory assignments (e.g., the false or misleading citation of sources, the falsification of experiments or computer data, etc.). Falsification also includes falsely claiming to have completed work during an internship or apprenticeship.

7.9 MISUSE OF LIBRARY OR COMPUTER RESOURCES.
Removing uncharged materials from the Library Building, defacing or damaging materials, intentionally displacing or hoarding materials
within the Library Building 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 Information Technology Services have established specific rules governing the use of computing facilities which appear under Article 5.4, Computer Ethics.

ARTICLE VIII.
INFORMAL PROCEDURES FOR PROCESSING VIOLATIONS OF THE CODE OF ACADEMIC ETHICS

8.1 Academic Ethics
A Student shall inform the Faculty Member responsible for the course or program when he/she acquires knowledge of violations of the Academic Ethics Code. Any College Official 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 may follow the procedures established in this Article VIII. The Chair of the Department responsible for the course may act on behalf of a Faculty Member.

8.2 Single Violation
When a Faculty Member suspects that a violation of the Academic Ethics Code has occurred, the Faculty Member shall take appropriate action. If the Faculty Member is not the instructor for the course involved, the appropriate Faculty Member should be notified immediately. Prior to imposing a sanction, the appropriate Faculty Member shall notify the Student as soon as possible regarding the alleged violation and proposed sanction. If the Student wishes to dispute either the allegation or the sanction, he or she shall immediately contact the Faculty Member to discuss the matter. If the Faculty Member finds the Student did violate one or more of the provisions of the Academic Ethics Code, the Faculty Member may impose one (1) or a combination of the following sanctions:

8.2.1 Warning without further penalty
8.2.2 Retaking a test/examination; redoing a written assignment or laboratory assignment
8.2.3 Lowering a grade on a project, written assignment, laboratory assignment, or test/examination
8.2.4 Issuing a failing grade on a project, written assignment, laboratory assignment, or test/examination
8.2.5 Lowering a final course grade
8.2.6 Issuing a failing grade for the course (may not be used in cases of unintentional plagiarism)
8.2.7 Removal from a course (Academic Withdrawal), course of study, major or program, with the approval of the Department Chair
8.2.8 Imposing a penalty uniquely designed for the particular infraction If, after meeting with the Faculty Member, the Student wishes to further dispute either the violation or the sanction, the Student may submit a request for a Hearing through the office of the Campus Coordinator as set forth in Article VIII within ten (10) days from the date the Faculty Member informs the Student of the violation and sanction. The Faculty Member is expected to inform the Student of the right to appeal through the Office of the Campus Judicial Coordinator if the sanction is unacceptable.

8.3 Reporting
Whenever a Faculty Member sanctions a Student for a violation of the Academic Ethics Code, the Faculty Member is expected to submit a “Violation of Academic Ethics Code Report” to the Campus Coordinator, advising that office of the Student’s name, violation, and the sanction imposed. If a Faculty Member submits a “Violation of Academic Ethics Code Report,” the student shall be notified of this report.

8.4 Multiple Violations
In the event a Student violates the Academic Ethics Code more than once, either within a single course or across multiple courses, the Vice President of Enrollment Management and Student Development may initiate proceedings under Article V to impose additional disciplinary sanctions, including removal from Degree or Certificate Program, suspension or expulsion from the College or any other sanction available to the Vice President under Article VI. The Article VI proceeding shall constitute a final resolution of the matter unless the Student submits a request for a Hearing through the Office of the Campus Coordinator as set forth in
Article VI within five (5) days from the date the sanction is imposed. The provisions of this article do not preclude a Faculty Member from pursuing additional sanctions under Article VII against students who have committed multiple violations, including removal from a course (Academic Withdrawal), course of study, major or program, with the approval of the Department Chair.

ARTICLE IX.

HEARING PROCEDURES UNDER THE CODE OF CONDUCT

9.1 In the event the accused timely files a written request for a Review Board hearing ("Hearing"), the procedure set forth in this Article IX shall apply to any alleged violation of the Code of Conduct.

9.2 Use of and Responsibility for Obtaining and Compensating an Advisor:

During the Hearing an advisor may be allowed but such advisor must be individually obtained and compensated by the person(s) involved.

Victims of Sexual Assault, Domestic Violence, Stalking or Dating Violence are also entitled to an advisor. In these situations advisors may participate in the process on behalf of both the alleged offender and the accuser at every stage of the proceeding including initial meetings with Public Safety or with the Vice President for Enrollment Management and Student Development.

Advisors and individuals entitled to advisors may remain during the entire hearing.

9.3 The Campus Coordinator, once advised by an accused student that a Hearing has been requested, shall immediately notify the Committee on Ethics and Conduct and an impartial Review Board will be convened.

9.4 Within ten (10) days of the notification, a Hearing shall be held. Reasonable requests for adjournment by the campus coordinator, the accusing college official, the accused student or an individual accusing a student of Dating Violence, Domestic Violence, Stalking or Sexual Assault will be entertained and schedules will be accommodated to the extent possible.

9.5 The Review Board will be comprised of three members of the Ethics and Conduct Committee. It shall not contain more than one (1) administrator, one (1) faculty member, one (1) non-teaching professional or one (1) union member and shall always contain one (1) student. If the dispute arose from a particular department, no individual from that department is permitted to sit on the Review Board.

9.6 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 College Official in writing.

9.7 The accused student and any student accusing another student of dating violence, domestic violence or sexual assault and the accusing college official shall be notified of the time, date and location of the hearing. If the accused student does not appear for the Review Board Hearing and was properly notified of its date, time and place, the accused individual shall be deemed to have forfeited his/her right to a Hearing and the sanction imposed by the Vice President or Faculty Member shall be automatically upheld.

9.8 The Review Board shall not be bound by the technical rules of evidence but may hear and receive any reports, documents, testimony, evidence or other information which is relevant and material to the issues, however, an individual’s prior sexual conduct with the accused or other persons is always irrelevant in the case of an allegation of sexual assault. Other disciplinary records or criminal records of the accused may be admitted as to the sanction, if they are relevant to the facts at hand. The weight to be given to any evidence shall be determined solely by the Review Board.

9.9 The Review Board adjudication shall be transcribed or taped and those witnesses appearing before the Review Board shall be sworn.

9.10 Only the primary parties in interest, alleged victims of dating violence, domestic violence, stalking or sexual assault (and their advisors, if any), the transcriber, the members of the Review Board and the Coordinator of the Judicial System shall be present throughout the Hearing. The Hearing shall be conducted in private. The advisors may not speak for or take the place of a primary party in interest or a victim. HVCC reserves the right to ask any participant in the Review Board Process to be removed from a hearing if they cannot maintain order and respect for the proceedings and procedures herein.

9.11.1 The coordinator of the Judicial System may provide to the Review Board and to the accused copies of documents to be considered by the Review Board in advance of the Hearing to the extent possible, but no party shall be limited to such documents. The accuser in any case of dating violence, domestic violence, stalking or sexual assault shall also be entitled to those documents if they are introduced into evidence.
9.11.2 The Chairperson will read the charges.

9.11.3 Each party may make an opening statement, beginning with the individual bringing the charge.

9.11.4 The person bringing the charge, whether by a Faculty Member or College Official accusing a Student of violating the Code of Academic Ethics or the Vice President accusing any Student, or Organization of violating the Campus Regulations will read, summarize, or identify all of the material information which has been submitted by witnesses, the Public Safety Office, or others. Materials will usually consist of, but are not restricted to, a summary case written by the Public Safety Office plus statements from witnesses or other persons involved in the situation. Documents shall also be submitted at this time if they have not been previously provided. The Vice President or other accusing party in the case of an allegation of the Academic Ethics code may also give testimony, submit evidence or call witnesses to give testimony or submit evidence or other information. If requested any student who may be the victim of dating violence, domestic violence or sexual assault may testify by alternative means which could include telephonic testimony or any other reasonable means available to insure their safety and confidentiality.

9.11.5 The accused party, any student who may be the victim of dating violence, domestic violence or sexual assault may testify by alternative means which could include telephonic testimony or any other reasonable means available to insure their safety and confidentiality.

9.11.6 Each party will be provided an opportunity to give a summation of their respective positions. Any student who may be the victim of domestic violence, dating violence or sexual assault will have the opportunity to make or read a victim impact statement.

9.11.7 The Chairperson will conclude the Hearing when he or she is satisfied that all information has been submitted.

9.11.8 The Review Board will then convene in closed session and consider only information presented at the Hearing. If necessary, the Review Board may adjourn and reconvene, ask for further documentation, or call or recall witnesses with the assistance of the Campus Coordinator, if required.

9.11.9 If the Review Board feels the infraction did not occur, they shall state so in their written opinion.

9.11.10 If the Review Board finds, by a preponderance of the evidence, the infraction did occur, they must first consider the recommended sanction.

9.11.11 If the Review Board rejects in whole or in part the imposed and/or recommended sanction(s), the new findings must be based on substantial evidence in the record and the rationale shall be included in their opinion.

9.11.12 The decision of the Review Board as to whether the alleged infraction occurred and whether the sanction imposed is appropriate shall be made based on the information presented at the Hearing. The decision shall be in writing and delivered to the parties and to any individual accusing a student of dating violence, domestic violence, stalking or sexual assault and/or to any advisor.

ARTICLE X.
APPEALS

10.1 Within seven (7) days of the delivery of the decision of the Review Board, either party or an individual who made an allegation of dating violence, domestic violence, stalking or sexual assault may appeal the decision, in writing, and submit the appeal to the Campus Judicial Coordinator. An appeal may be taken from either the finding or from the sanction imposed.

Grounds for Appeal are limited to:

- An allegation that a procedural error occured.
- An allegation that newly discovered evidence has materialized that would have affected the outcome of the hearing, or
- An allegation that the finding of the Review Board was arbitrary or capricious.
10.2 The Campus Judicial Coordinator will forward the appeal to the other party or parties and any alleged victim of domestic violence, dating violence, stalking or sexual assault who may submit a written response which must be received within three (3) days of the receipt of the appeal. The opposing party is under no obligation to respond to an appeal.

10.3 Within ten (10) days of receiving the appeal the Campus Coordinator will present it to an Appeals Board which will be made up of 3 members of the Ethics and Conduct Committee. No member of the Appeals Board may have any conflict of interest in hearing the Appeal, no member of the original Review Board may also sit on the Appeals Board, and it is not required that a student be a member of the Appeals Board.

10.4 The Appeals Board, after receipt of such appeal, shall make a final adjudication and determination in the matter based solely on the record and the written appeal and responses. The Appeals Board may either amend the decision of the Review Board if they find their decision to have been arbitrary or capricious or they may return the matter to the Review Board if they have found that newly discovered evidence or correcting a procedural error might have affected the original decision.

10.5 The accused individual, the accusing faculty member or college official as well as any alleged victim in the case of an allegation of dating violence, domestic violence, stalking or sexual assault shall be notified of the final decision of the Appeals Board by the Campus Coordinator. There shall be no further appeals.

1 Applicable Laws and Criminal Penalties for Bias and Hate related Crimes. The federal government and more than 40 states, including New York, have hate crime statutes.

1) Federal Laws

a) 10 USC 245 Hate Crimes Prevention Act of 1999-This act prohibits persons from interfering with and 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 identity, 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-A part of the 1994 Crime Act, the Hate Crime 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 USC 534 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 based on disability.

2) New York State Law

a) Hate Crimes act of 2000, Penal Law Article 485. This law enhances criminal penalties for a long list of enumerated crimes when perpetrators intentionally select a target based on the victim’s actual or perceived race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation. The law also requires the state to collect, analyze and annually report on data regarding hate crime throughout the state.

b) NY 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 a person’s race, color, national origin, ancestry, gender, religion, religious practice, age sexual orientation, regardless of whether the perception is correct.”

NYS Penal Law § 240.31- Enhances penalty for aggravated harassment.
Anti-Discrimination and Harassment Policies and Complaint Procedure

Administered by: The Office of Affirmative Action and Human Resources Development

Equal Employment Opportunity and Non-Discrimination Policy Compliance Statement from the President

It is the policy of Hudson Valley Community College not to discriminate against any employee or applicant for employment or admission to the college as a student on the basis of their race, color, religion, age, sex, national origin, marital status, disability, protected Veteran Status, sexual orientation and gender identity, genetic information, if they are victims of domestic violence or stalking, familial status, and all other categories covered by law. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation and selection for training at all levels of employment. Hudson Valley Community College will not discharge or discriminate against employees or applicants who inquire about, discuss, or disclose their own compensation or the compensation of another employee or applicant.

The College is very committed to EEO and Affirmative Action in all aspects of its business and will utilize affirmative action to make employment decisions so as to further the principle of equal employment opportunity. Personnel decisions are based only on valid job requirements, and we will make all reasonable accommodations necessary to employ and advance in employment qualified persons with disabilities, newly separated veterans, covered veterans, and disabled veterans.

Employees of and applicants to Hudson Valley Community College and the Educational Opportunity Center will not be subject to harassment, intimidation, threats, coercion, or discrimination because they have engaged or may engage in filing a complaint, assisting in a review, investigation or hearing or have otherwise sought to obtain their legal rights related to any Federal, State, or local law regarding EEO for qualified individuals with disabilities or qualified protected veterans.

As the President of Hudson Valley Community College, I wish to add my personal note of commitment to assuring that our College carries out our Equal Employment Opportunity policy and fulfills the obligations of our Affirmative Action Plan. I expect the commitment of all employees in attaining and maintaining our goals for a workplace free of discrimination. Equal employment and educational opportunities are not accomplished at the expense of any group or individual, but rather is good business practice and it contributes to an organization enriched by diversity and excellence.

If you would like to review the Affirmative Action Plan for Individuals with Disabilities or covered Veterans, or feel you have been harassed or discriminated against, please contact the Affirmative Action Officer during normal business hours in the Administration Building, room 130 or by telephone, 518–629–8110.

Hudson Valley Community College is determined to be in full compliance with the provisions of the Law and of the Affirmative Action Program.

Dr. Andrew J. Matonak
President, Hudson Valley Community College

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 ongoing 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, gender identity, disability, veteran status, marital status or any other protected class. In order to equitably and uniformly enforce these policies, the College must seek to balance the interests of those individuals or groups of individuals allegedly victimized by unlawful discrimination or harassment with the due process rights of the accused. To this end, the College has established a complaint procedure for the review of allegations of unlawful discrimination and harassment. It is the goal of the College that these procedures serve as a mechanism through which the College may fairly and equitably identify, respond to and/or prevent incidents of unlawful discrimination and harassment on its campus and permit, if possible, the resolution of alleged acts of unlawful discrimination or harassment.
without resorting to the often expensive and time-consuming procedures of State and Federal enforcement agencies or courts.

The procedures set forth below are applicable to employees of the College whom are accused of harassment, discrimination or other illegal activity motivated by race, color, religion, age, sex, national origin, marital status, veteran status, sexual orientation, gender identity or any other protected class or individuals whom are members of our college community. The procedures set forth in the Campus Judicial System are applicable to students whom are accused of any bias related activities or harassment or violence against women or any other protected class. Policies, rights and services for student victims of sexual harassment or other forms of violence can also be found in the SaVE Provision section of the catalog. Employee grievance procedures established through negotiated contracts, academic grievance review committees, and any other procedures defined by contract shall continue to operate as before. It is important that neither the student nor the employee complainant is required to pursue resolution of their complaints through the College's internal procedure. Rather a Complainant may, at his or her discretion, file a complaint with a court of competent jurisdiction or with an outside enforcement agency, such as the New York State Division of Human Rights, the Equal Employment Opportunity Commission, the Office for Civil Rights of the United States Department of Education or the Office of Federal Contract Compliance of the United States Department of Labor.

The Affirmative Action Officer (hereinafter referred to as "AAO") shall investigate all complaints of discrimination and/or harassment when the allegation includes an employee of the college. The Vice President for Enrollment Management and Student Development (hereafter VP for EM&SD) shall investigate all complaints or discrimination and/or harassment when the alleged offender is a student in keeping with the Judicial System and Campus Regulations portions of the HVCC Catalog.

In cases where the accused offender is employed by the college and is not a student, the AAO shall assist the Complainant in the use of the complaint form defining the charge(s) and AAO shall provide the Complainant with information about the various options the Complainant has in terms of where a complaint may be filed. While the AAO will provide, to the best of his/her knowledge, information concerning the processes relevant to outside agencies or courts, AAO 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.

The Affirmative Action Officer is responsible for monitoring the affirmative action plan and reporting periodically to the President. The Officer should be contacted in the event a Hudson Valley employee, prospective applicant, or student perceives that he or she has not been treated in accord with the Equal Employment Opportunity Policy of the College by an employee of the College.

Sexual Harassment Policy

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Hudson Valley Community College is committed to providing an environment that is non-discriminatory, humane and respectful—one that supports and rewards employees and students on the basis of relevant considerations like merit, effort, competence, qualifications and business/academic necessity, and deters inappropriate conduct that occurs in the College’s activities or operations.

Sexual harassment is unacceptable and in conflict with the mission and interests of the College. Sexually harassing conduct between supervisors and staff members or between faculty and students unfairly exploits the power inherent in the supervisor or faculty’s role. Through salary increases, performances appraisals, academic advise-ment 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 interactions.

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 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

To file a complaint of discrimination or harassment against an employee of HVCC, please contact:

Affirmative Action Officer
Administration Building, Room 140
(518) 629-8110
j.ogden@hvcc.edu

If you wish to file a complaint of discrimination or harassment against a student at HVCC, please refer to the Judicial System section of the Catalog and contact either:

Public Safety
Campus Center, Room 100
(518) 629–7210

or

Vice President for Enrollment Management and Student Development
Room 159
Guenther Enrollment Services Center
(518) 629–7307

For a list of further resources for student victims of sexual assault, domestic violence, dating violence or stalking please refer to the SaVE and VAWA Provisions of the Catalog.

Title IX Compliance Statement

Title IX (Department of Education Amendment 1972) prohibits sex discrimination in any education program or activity receiving Federal financial assistance, such as a Federal grant or loan. It encourages recipients to take affirmative action to overcome effects of conditions, which may have resulted in exclusion of women from participation in specific education programs or activities. Title IX applies to student admissions and student affairs policy and the employment of staff in connection with the recipient’s education programs/activities. It mandates the designation of a responsible employee to coordinate compliance with its provision, as well as the establishment of a complaint procedure to resolve student and employee complaints alleging unlawful discrimination.

It is the policy of the Board of Trustees of Hudson Valley Community College to ensure that persons associated with the College receive the fair and equal treatment prescribed within the tenets of equal opportunity. All decisions are made and will continue to be made on the job-related, objective bases of merit, competence, qualifications and business or academic necessity. Hudson Valley Community College does not discriminate with regard to race, color, national origin, religion, age, sex, sexual orientation, gender identity, disability, veteran status, or marital status or any other category protected by 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 AAO.

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 by an employee of 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, gender identity, disability, veteran status, or marital status or any other 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.

Complainant - An employee, applicant for employment, or student of the College or student applicant who believes that he or she has been the victim of unlawful discrimination or harassment by a faculty member, staff member or employee of the college and submits a complaint.

Discriminatory Harassment - Discriminatory harassment is based on race, color, national origin, religion, age, sex, sexual orientation, gender identity, 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 employee of the school or an entity that answers 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, gender identity, disability, veteran or marital status or any other protected class under State or Federal Law;

- 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, gender identity, disability, veteran or marital status or any other protected class under State or Federal Law; 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 be used even 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 continue regardless of whether 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.

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 AAO.

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 or termination.

RETAILATION
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
To file a complaint of discrimination or harassment against an employee of HVCC, please contact:
Affirmative Action Officer
Room 140
Administration Building
(518) 629-8110
j.ogden@hvcc.edu

ADDITIONAL RESOURCES
For personal counseling:
Wellness Center
Campus Center, Room 260
(518) 629-7320
For medical services:
College Health Services
Siek Campus Center, Suite 270
(518) 629-7468
For escort service:
Public Safety/Security
Campus Center, Room 170
(518) 629-7210

PROCEDURE FOR FILING A COMPLAINT OF DISCRIMINATION

PART A: Investigation
1. The AAO 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 AAO 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 120 calendar days 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 AAO for investigation and resolution by that administrator, manager, or supervisor.

A written complaint must be filed with the AAO within 120 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 AAO.

If the AAO 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 AAO in that specific complaint.

3. The complaint shall contain:
   a. The name, local and permanent address(es), and telephone number(s) of the Complainant. (In appropriate cases, this information may be redacted from complaints before they are forwarded to the respondent.)

   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 if known to the complainant.

d. Identification of the status of the person(s) charged, whether faculty, staff, or employee.

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.

Policies and Programming Pursuant to the Campus SaVE Provisions of the Violence Against Women Act

Administered by The Office of the Vice President for Enrollment Management and Student Development, Title IX Coordinator.

I. Introduction

Hudson Valley Community College respects the freedom of all students to learn in an environment free of harassment, intimidation or violence in any form. The College Community supports victims of sexual assault, stalking, dating violence and domestic violence by strictly enforcing its code of conduct against offenders and by providing support services to victims. These incidents will not be tolerated on the College Campus.
**Domestic Violence** is defined by Hudson Valley Community College as any act which would constitute a violation of the penal law, including, but not limited to loud disruptive arguing, threats of violence, assaults, harassment including through social media or electronic communication, any non-consensual sexual activity, damaging property, theft, unwanted physical activity of any kind, stalking or any other unwanted or unwelcomed activity if the incident occurs between spouses, intimate partners, former spouses or intimate partners.

**Dating Violence** is defined by Hudson Valley Community College as any act as articulated above that occurs between individuals who are or were engaged in a social relationship of a romantic or intimate nature.

**Sexual Assault:** A physical sexual act or acts committed against another person without consent. Sexual assault is an extreme form of sexual harassment. Sexual assault includes what is commonly known as "rape" (including what is commonly called "date rape" and "acquaintance rape"), fondling, statutory rape and incest. For statutory rape, the age of consent in New York State is 17 years old.1

**Stalking** is defined by Hudson Valley Community College as intentionally engaging in a course of conduct, directed at a specific person that is likely to cause a reasonable person to fear for his or her safety or the safety of others. Examples include, but are not limited to, repeatedly following such person(s), repeatedly committing acts that alarm, cause fear, or seriously annoy such other person(s) and that serve no legitimate purpose and repeatedly communicating by any means, including electronic means, with such person in a manner likely to intimidate, annoy, or alarm him or her. Such acts may be considered stalking by the college at any time but particularly where there has been clear communication that this contact is unwanted.

**Affirmative Consent** is defined by Hudson Valley Community College as a knowing, informed, voluntary and mutual decision between all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender activity or gender expression.

Affirmative consent must be clear and unambiguous. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully and knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

As articulated in paragraph 4.1 Hudson Valley Community College reserves the right to prosecute certain violations of the Code of Conduct even if they occur off-campus.

**II. Where to Go for Help**

Victims of Sexual Violence, Domestic Violence or Dating Violence should seek immediate assistance. Counseling and support services can be accessed by contacting the appropriate Title IX Coordinator as articulated in the College’s Anti-Discrimination and Harassment Policy. Assistance and counseling services may also be obtained by contacting:

- Public Safety by dialing 911 from any campus phone or by calling (518) 629-7210 from any cell phone or off-campus phone.
- College Health Service (518) 629-7468
- The Center for Counseling (518) 629-7320
- Rensselaer County 24 hour Rape Crisis Center at Samaritan Hospital, Troy, NY (518) 271-3257 or
- Sexual Assault and Crime Victim’s Assistance at Samaritan Hospital, Troy NY (518) 271-3639 or
- By contacting any local law enforcement agency or hospital emergency room.
CONFIDENTIALITY: Options for Confidentially Disclosing Sexual Violence

The State University of New York and HVCC want you to get the information and support you need regardless of whether you would like to move forward with a report of sexual violence to campus officials or to police. You may want to talk with someone about something you observed or experienced, even if you are not sure that the behavior constitutes sexual violence. A conversation where questions can be answered is far superior to keeping something to yourself. Confidentiality varies, and this document is aimed at helping you understand how confidentiality applies to different resources that may be available to you.

Privileged and Confidential Resources

Individuals who are confidential resources will not report crimes to law enforcement or college officials without your permission, except for extreme circumstances, such as a health and/or safety emergency. At HVCC this includes:

- Counseling Services (518) 629-7320
- College Ministry (518) 629-7168
- Health Office (518) 629-7468

Off-Campus options to disclose sexual violence, dating violence and domestic violence confidentially include (note that these outside options do not provide any information to the campus):

- Unity House (518) 272-5917
- Rensselaer County 24 hour Rape Crisis Center at Samaritan Hospital. Troy, NY (518) 271-3257 or
- Sexual Assault and Crime Victim’s Assistance at Samaritan Hospital, Troy, NY (518) 271-3639

Note that even individuals who can typically maintain confidentiality are subject to exceptions under the law, including when an individual is a threat to him or herself or others and the mandatory reporting of child abuse.

Privacy versus Confidentiality:

Even Hudson Valley Community College offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution. The Title IX Coordinator or designee, who is responsible under the law for tracking patterns and spotting systemic issues. Hudson Valley Community College will limit the disclosure as much as possible, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Reports of certain crimes occurring in certain geographic locations will be included in the Hudson Valley Community College’s Clery Act Annual Security Report in an anonymized manner that neither identifies the specifics of the crime or the identity of the victim.

Requesting Confidentiality: How Hudson Valley Community College Will Weigh the Request and Respond:

If you disclose an incident to a Hudson Valley Community College employee who is responsible for responding to or reporting sexual violence or sexual harassment, but wish to maintain confidentiality or do not consent to the institution’s request to initiate an investigation, the Title IX Coordinator must weigh your request against our obligation to provide a safe, non-discriminatory environment for all members of our community, including you.

We may seek consent from you prior to conducting an investigation. You may decline to consent to an investigation, and that determination will be honored unless the Hudson Valley Community College’s failure to act may result in harm to you or other members of the Hudson Valley Community College community. Honoring your request may limit our ability to meaningfully investigate and pursue conduct action against an accused individual. If we determine that an investigation is required, we will notify you and take immediate action as necessary to protect and assist you.

We will assist you with accommodations regardless of your reporting choices. The Title IX Coordinator can assist any victim/survivor with services available on Campus. We also may take proactive steps, such as training or awareness efforts, to combat sexual violence in a general way that does not identify you or the situation you disclosed.

Factors Considered in Weighing a Request for Confidentiality:

In determining whether Hudson Valley Community College must proceed with a report of sexual violence, domestic violence or dating violence despite a request for confidentiality, the College will consider many factors, including but not limited to:

- The increased risk that the accused will commit additional acts of violence
- Whether the accused has a history of violent behavior or is a repeat offender
- Whether the accused used a weapon
- Whether the victim is a minor
ORDERS OF PROTECTION: An order of protection may be obtained through your local criminal court if the incident occurred between family members or intimate partners. On campus directives to stay away or limit contact may be obtained through the Vice President for Enrollment Management and Student Development or his designee. Any student may contact Public Safety or the Title IX Coordinator for advice regarding the violation and enforcement of an order of protection issued by a court or an on campus directive.

III. SEXUAL VIOLENCE VICTIM/SURVIVOR’S BILL OF RIGHTS

The State University of New York and Hudson Valley Community College are committed to providing options, support and assistance to victims and survivors of sexual assault, domestic violence, dating violence and stalking to ensure that they can continue to participate in College-wide and campus employment, programs and activities. All victims and survivors of these crimes and violations regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity, or expression sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction, have the following rights regardless of whether the crime or violation occurs on campus or off campus.

All Students have a right to:

• Make a report to local law enforcement and/or state police;
• Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
• Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
• Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
• Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
• Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
• Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;

GOOD SAMARITAN POLICY: The health and safety of every student at Hudson Valley Community College is of utmost importance. Hudson Valley Community College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking or sexual assault, occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. HVCC strongly encourages students to report domestic violence, dating violence, stalking or sexual assault to institutional officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking or sexual assault to HVCC officials or law enforcement will not be subject to HVCC code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking or sexual assault.

Hudson Valley Community College supports students who reach out for assistance in the case of a medical emergency, as well as supports the student whom is helped. Therefore, a student or student organization seeking medical treatment for him/herself, or for any other student who is in immediate medical need, or any student who is the recipient of the emergency medical help particularly if the student is seeking medical help for any student who is the victim of a crime or may need immediate medical attention due to the use of alcohol or other drugs, will not be subject to disciplinary sanctions related to their own violation of using or possessing alcohol or other drugs on or off campus. The college strongly encourages bystanders to respond to potentially dangerous situations by reporting the incident promptly without fear of reprisal. However, if the circumstances dictate, the school reserves the right to notify parents of students under the age of 21 or to encourage counseling for students at any time if the well-being of the student is at risk.

ORDERS OF PROTECTION: An order of protection may be obtained through your local criminal court if a criminal charge is pending or through family
• Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
• Access to at least one level of appeal of a determination;
• Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
• Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Options in Brief

Victims/survivors should be aware that you have the right to make a report to the Campus Security, local law enforcement, and/or State Police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from your institution. You have many options that can be pursued simultaneously, including one or more of the following:

• Receive resources, such as counseling and medical attention;
• Confidently or anonymously disclose a crime or violation (for detailed information on confidentiality and privacy please refer to the Confidentiality Policy above);
• Make a report to:
  • An employee with the authority to address complaints, including the Title IX Coordinator, a Student Conduct employee, or Human Resources employee;
  • A Public Safety Officer;
  • Local law enforcement; and/or
  • Family Court or Civil Court.

IV. SEXUAL VIOLENCE RESPONSE POLICY

In accordance with the Victim/Survivor Bill of Rights, victims/survivors shall have the right to pursue more than one of the options below at the same time, or to choose not to participate in any of the options below:

A. Reporting

• To report confidentially the incident to one of the following college officials, who by law may maintain confidentiality, and can assist in obtaining services (more information on confidential reporting is available in the section on Confidentiality above):
  • Anonymously via an internet or telephone anonymous reporting;
  • Through the Counseling Office (518) 629-7320
  • Through the Campus Ministry
  • Through the Health Office

• To disclose confidentially the incident and obtain services from the New York State, New York City or county hotlines: http://www.opsv.ny.gov/help/dvhotlines.html. Additional disclosure and assistance are cataloged by the Office for the Prevention of Domestic Violence and presented in several languages: http://www.opdv.ny.gov/help/index.html (or by calling 1-800-942-6906), and assistance can also be obtained through:
  • Sexual Assault and Crime Victim’s Assistance at Samaritan Hospital, Troy, NY (518) 271-3639
  • Rensselaer County 24 hour Rape Crisis Center at Samaritan Hospital, Troy, NY (518) 271-3257
  • SurvJustice: http://www.survjustice.org/our-services/civil-rights-complaints;
  • Legal Momentum: https://www.legalmomentum.org;
  • NYSCASA: http://nycasa.org/responding;
  • NYSCADV: http://www.nycadv.org;
  • Pandora’s Project: www.pandroes.org/lgbtsurvivors.html;
  • GLBTQ Domestic Violence Project: http://www.glbtqdv.org; and
  • RAINN: https://www.rainn.org/get-help;
  • Safe Horizons: www.safehorizon.org/ (note that these hotlines are for crisis intervention, resources, and referrals, and are not reporting mechanisms, meaning that disclosure on a call to a hotline does not provide any information to the campus. Victims/Survivors are encouraged to additionally contact a campus confidential or private resource so that the campus can take appropriate action in these cases).

• To report the incident to one of the following college officials who can offer privacy though not necessarily confidentiality, and can assist in obtaining resources (note that an official who can offer privacy may still be required by law and college policy to inform one or more college officials about the incident, including but not limited to the Title IX Coordinator):
  • Title IX Coordinator;
  • Public Safety
  • HVCC Faculty and Staff
• To file a criminal complaint with Public Safety and/or with local law enforcement:
  - Public Safety;
  - Local Law Enforcement through 911

• To file a report of sexual assault, domestic violence, dating violence, and/or stalking talk to Public Safety or the Title IX Coordinator for information and assistance. Reports will be investigated in accordance with HVCC policy. If a victim/survivor wishes to keep his/her identity private, he or she may call the Title IX Coordinator at (518)629-7307 anonymously to discuss the situation and available options.

• When the accused is an employee, a victim/survivor may also report the incident to Human Resources or may request that one of the above referenced confidential or private employees assist in reporting to Human Resources. Disciplinary proceedings will be conducted in accordance with applicable collective bargaining agreements. When the accused is an employee of an affiliated entity or vendor of the college, college officials will, at the request of the victim/survivor, assist in reporting to the appropriate office of the vendor or affiliated entity and, if the response of the vendor or affiliated entity is not sufficient, assist in obtaining a persona non grata letter, subject to legal requirements and college policy.

• You may withdraw your complaint or involvement from the HVCC process at any time

B. Resources

• To obtain effective intervention services.
  - Center for Counseling (518) 629-7320 – no fee
  - College Health Services (518) 629-7468 – no fee
  - Sexual Assault and Crime Victim’s Assistance at Samaritan Hospital, Troy, NY (518) 271-3639
  - Rensselaer County 24 hour Rape Crisis Center at Samaritan Hospital, Troy, NY (518) 271-3257
  - Samaritan Hospital: 2215 Burdette Avenue, Troy, NY
  - Albany Medical Center: 43 New Scotland Avenue, Albany, NY

• Within 96 hours of an assault, you can get a Sexual Assault Forensic Examination (commonly referred to as a rape kit) at a hospital. While there should be no charge for a rape kit, there may be a charge for medical or counseling services off campus and, in some cases, insurance may be billed for services. You are encouraged to let hospital personnel know if you do not want your insurance policy-holder to be notified about your access to these services. The New York State Office of Victim Services may be able to assist in compensating victims/survivors for health care and counseling services, including emergency funds. More information can be found at: http://www.ovs.ny.gov/file/ovs_rights/of_cv_booklet.pdf or by calling 1-800-247-8035. Options are explained at: www.ovs.ny.gov/helpforcrimevictims.html.

C. Protection and Accommodations:

• When the accused is a student, to have the college issue a "No Contact Order", issued by the school, meaning that continuing to contact the protected individual is a violation of college policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person.

• To have assistance from Public Safety or other college officials in obtaining an Order of Protection or, if outside of New York State, an equivalent protective or restraining order.

• To receive instructions on how to obtain a copy of the Order of Protection issued by a court and have an opportunity to meet with or speak with college officials who can explain the order and answer questions about it, including information from the Order about the accused’s responsibility to stay away from the protected person(s); that burden does not rest on the protected person(s).

• To an explanation of the consequences for violating these orders, including but not limited to arrest, additional conduct charge, and interim suspension.

• To have assistance from Public Safety in effecting an arrest when an individual violates an Order of Protection or, if outside of New York State, an equivalent protective or restraining order within the jurisdiction of Public Safety or, if outside of the jurisdiction or local law enforcement in effecting an arrest for violating such an order.

• When the accused is a student and presents a continuing threat to the health and safety
of the community, to have the accused subject to interim suspension pending the outcome of a conduct process.

- When the accused is not a member of the college community, to have assistance from Public Safety or other college officials in obtaining a persona non grata letter, subject to legal requirements and college policy.

- To obtain reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation, or other applicable arrangement in order ensure safety, prevent retaliation, and avoid an ongoing hostile environment. While victims/survivors may request accommodation through any of the offices referenced in this policy, the following offices can serve as a point to assist with these measures:
  - Vice President for Enrollment Management and Student Development.
  - Public Safety

V. 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 catalog 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.

HVCC requires that each student leader and officer of student organizations recognized by or registered with the institution, as well as those seeking recognition by the institution, complete training on domestic violence, dating violence, stalking or sexual assault prevention prior to receiving recognition or registration, and HVCC does require that each student athlete complete training on domestic violence, dating violence, stalking, or sexual assault prevention prior to participation in intercollegiate athletic competitions.

For information about Hudson Valley’s Sexual Harassment Policy, see the Anti-Discrimination Policy above.

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:

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 any clothing. Do not wash yourself, douche, or comb your hair.

6. Seek medical aid promptly. Not only can internal and external injuries be treated, but measures can be taken to combat the possibilities of disease. It is also an opportunity to collect evidence.

7. Leave the crime scene exactly as it is. Do not touch anything. Do not clean up or throw anything away.

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

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

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

Public Safety: 911 from any campus phone or (518) 629-7210 from any cell or non-campus telephone
College Health Services: (518) 629-7468
Counseling and Wellness Center: (518) 629-7320
Rensselaer County Rape Crisis Center, Samaritan Hospital, Troy, 24-hour hotline: (518) 271-3257
Any Local Law Enforcement Agency or Hospital Emergency Room

*Please refer to the Judicial System for Procedures for On-Campus Discipline

VI. Student Conduct Process Rights

- Conduct proceedings are governed by the procedures set forth in the Hudson Valley Community College catalog in the Judicial System and as well as federal and New York State law, including the due process provisions of the United States and New York State Constitutions.
- Throughout conduct proceedings, the accused and the victim/survivor will have:
  - The same opportunity to have access to an advisor of their choice. Participation of the advisor in any proceeding is governed by federal law and the HVCC Judicial System.
  - The right to a prompt response to any complaint and to have their complaint investigated and adjudicated in an impartial and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma and other issues related to sexual assault, domestic violence, dating violence and stalking.
  - The right to an investigation and process conducted in a manner that recognizes the legal and policy requirements of due process.
  - The right to receive written or electronic notice of any meeting or hearing they are required to or are eligible to attend.
  - The right to have a conduct process run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay.
  - The right to review available evidence in the case file.
  - The right to a range of options for providing testimony via alternative arrangements, including telephonic testimony or testifying with a room partition.
  - The right to exclude prior sexual history or past mental health history from admittance in college disciplinary stage that determines responsibility. Past sexual violence findings may be admissible in the disciplinary stage that determines sanction.
  - The right to ask questions of the decision maker and via the decision maker indirectly request responses from other parties and any other witnesses present.
  - The right to simultaneous (among parties) written or electronic notification of the outcome of a conduct proceeding, including the sanction(s).
  - The right to know the sanction(s) that may be imposed on the accused based upon the out-
come of the conduct proceeding and the reason for the actual sanction imposed. For students found responsible of sexual assault, the available sanctions are suspension with additional requirements and expulsion/dismissal.

- The right to choose whether to disclose or discuss the outcome of the hearing.
- The Coordinator for Judicial Services can be reached at (518) 629-8173. The Vice President for Enrollment Management and Student Development can be reached at (518) 629-7307 and Public Safety can be reached at (518) 629-7210.

1What 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 effect of interfering 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.
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Ph.D. Nursing, University of Arizona
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A.A., Mott Community College

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M.S., University of Connecticut
B.S., Hunter College

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B.A., Empire State College
A.A.S, Hudson Valley Community College

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Ph.D., M.S., SUNY Albany
B.A., SUNY New Paltz
A.A.S., Fashion Institute Technology

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M.S., SUNY Albany
B.S., Russell Sage College

James J. LaGatta (1969)
Vice President for Administration
M.S., Union Graduate College
B.S., SUNY College Oneonta
A.A.S, Hudson Valley Community College

Lucille A. Marion, Ph.D. (1983)
Vice President, Executive Director, Capital District Educational Opportunity Center
Ph.D., M.S., B.A., Ed Specialist
University Certificate, SUNY Albany

Vice President for Enrollment Management and Student Development
Ed.D., Boston University
M.S., Southern Connecticut State College
B.A., St. John Fisher College

Phillip White (1991)
Dean, School of Business, School of Engineering and Industrial Technologies
M.A.O.M., B.S., University of Phoenix
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
- 2012 William Eckert, Business Administration
- 2012 Andrew Hurd, Computing and Information Sciences

School of Engineering and Industrial Technologies
- 1990 John L. Nagi*, Electrical Engineering Technology
- 2009 Dr. Christopher McNally, Automotive, Manufacturing, and Electrical Engineering Technologies
- 2013 Gerard M. McEneaney, Building Systems Technology
- 2014 William W. Darling, Civil, Construction, Industrial and Mechanical Technologies

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
- 2009 D. Elaine Reinhard, Mortuary Science
- 2010 Judith Romano, Dental Hygiene
- 2011 Karen Palleschi, Dental Hygiene
- 2013 Marianne Belles, Dental Hygiene
- 2014 Kimberly Z. Bryant, Dental Hygiene
- 2015 Dr. Elizabeth A. Ricco, Dental Hygiene

School of Liberal Arts and Sciences
- 1973 Warren Joselyn*, 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
- 1989 Dr. Norman Swanson, Mathematics
- 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. Karpien, English
- 1994 Ronald J. Karpien, 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 Cupolo, Early Childhood
- 1999 Jai N. Misir, English
- 2000 Ronald R. Mulson, Jr., Behavioral and 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 Crane, Biology
- 2003 Kathryn Sullivan, Criminal Justice
- 2004 Diane Jasinski, Mathematics & Science
- 2005 Donald Heckelman, Engineering Science/Mathematics and Science
- 2005 Maryanne Pepe, Human Services
- 2006 Thomas Lail, Fine Arts
- 2006 Doris Schoonmaker, Mathematics and Science/Engineering Science
- 2007 Dr. Laura Ann Mastrandelo, Biology, Chemistry and Physics
- 2007 Dr. Mark D. Tenney, Mathematics and Science/Engineering Science
- 2008 Dr. Maria Palmara, English, Modern Languages, and English as a Second Language
- 2009 Ellen A. Laird, English, Modern Languages and English as a Second Language
- 2009 Dr. Jacob M. Silvestri, Physical Education
- 2010 Anne Dearing, English, Modern Languages, and English as a Second Language
2010  Scott Hathaway, English, Modern Languages, and English as a Second Language
2010  Susan Kutryb, Mathematics and Engineering Science
2010  Daniel Polack, History, Philosophy and Social Sciences
2011  Beth Ernest, Mathematics and Engineering Science
2011  Dr. Todd Wysocki, History, Philosophy and Social Sciences
2012  Rachel Bornn, English, Modern Languages and English as a Second Language
2012  Michele Catone-Maitino, History, Philosophy and Social Sciences
2013  Andrew Schott, History, Philosophy and Social Sciences
2014  Marina Gore, English, Foreign Languages and English as a Second Language
2015  Mary M. Evans, English, Foreign Languages and English as a Second Language
2015  Mary Elizabeth Hampshire, Math and Engineering Science
2015  Eileen M. Mahoney, Teacher Preparation
2016  Michelle Bannoura, History, Philosophy, and Social Sciences

Educational Opportunity Center
1990  Roberta Patterson, Academics
2001  Melanie F. Bleich, Academics
2003  Susan Hoff-Haynes, Academics
2005  Carol Wilber, Academics

Chancellor’s Award for Excellence in Adjunct Teaching
School of Business
2014  Mathew L. Cantore, Computing and Information Sciences

School of Health Sciences
2014  Jeffery V. McMinn, Dental Hygiene

Chancellor’s Award for Excellence in Scholarship and Creative Activities
2011  Joseph Cardillo, English, Modern Languages and English as a Second Language

Chancellor’s Award for Excellence in Faculty Service
2005  Carol McCarthy, Center for Effective Teaching
2009  Lois Ann Terry, Instructional Support Services and Retention
2011  John Kennedy, Individual Studies and Liberal Arts
2011  Dorothy Reynolds, Fine Arts, Theatre Arts and Broadcast Communications
2012  Donald C. Frament, Learning Assistance Center and Testing Office
2015  Dr. Christine LaPlante, Civil, Construction, Industrial and Mechanical Technologies
2015  Vonnie Jane Vannier, English, Foreign Languages and English as a Second Language
2016  Janice Hindes, Individual Studies
2016  Rosemary Schultz, School of Business

Chancellor’s Award for Excellence in Librarianship
1983  Christine Root, Librarian
1989  Susan Blandy, Librarian
2006  Robert G. Matthews, Associate Professor/Faculty Librarian

Chancellor’s Award for Excellence in Classified Service
2009  Jeanne Petropol, Secretary I, History, Philosophy and Social Sciences
2010  Kathleen Woods, Secretary II, Office of the Vice President for Administration
2011  Tina Maloney, Secretary I, Physical Plant
2012  Patricia Kaiser, Data Analysis Coordinator II, Library
2013  David J. Plunkett, * Campus Security Officer, Public Safety and Security
2014  Deborah J. Gardner, Secretary II, Communications and Marketing
2015  George W. Hastings, Custodial Department
2016  Jennifer Acker, Senior Clerk, Library

Chancellor’s Award for Excellence in Professional Services
1977  James E. Sharp, Vice President and Director, Educational Opportunity Center
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
1991  D. Ruth DeMartino, Coordinator of Service Programs, Educational Opportunity Center
1992  James J. LaGatta, Dean, School of Liberal Arts and Sciences
1993  Joel R. Fatato, Chief Fiscal Officer
1994  Mary M. Giles, Dean, Health Sciences
1995  Susanne K. Stark, Professor/Chairperson, Business Administration
1995  Kathleen E. Quirk, Director, Office of Testing, Advisement and Academic Placement
1996  Dr. Lucille A. Marion, Vice President and Executive Director, Educational
Opportunity Center

1997  Mark C. Schmiedeshoff, Career Planning and Placement
1998  Dennis L. Nagi, Professor/Chairperson, Humanities and Modern Languages, Behavioral and Social Sciences
1999  Donna Murray, College Nurse
2000  Bette H. Frisino, Registrar
2001  Louis Coplin, Director of Student Life
2002  Karen H. Nash, Associate Professor, Department Chairperson, Human Services
2002  Pablo Negron, Director, Disability Resources
2003  Beverley Bardequez, Enrollment Services Manager, Educational Opportunity Center
2004  Phillip D. Brown, Professor/Department Chairperson, Physical Education
2004  Christine Helwig, Director, Community and Professional Education
2005  Sherri Mackey, Associate Director and Coordinator for Business Services, Educational Opportunity Center
2005  Andrew Marrochello, Director, Athletics
2006  Dicey O’Malley, Professor/Department Chairperson, Nursing
2006  Kathleen Petley, Registrar
2007  Susan Gallagher, Director, Distance Learning
2007  Dr. Kathleen Sweener, Director, Student Development
2008  Jeanne S. Kelleher, Assistant Professor/Department Chairperson, Medical Imaging
2008  Marilyn Shapiro, Coordinator of Program Development and Research, Educational Opportunity Center
2009  Mary Claire Bauer, Director of Admissions
2009  Dr. Ann Geisendorfer, Associate Professor/Department Chairperson, Criminal Justice, Forensic Science and Public Administration
2010  Larry Ellis, Associate Director, Student Development
2010  Deborah Shoemaker, Director, Community and Professional Education
2011  Robert Racette, Director of Instructional Technologies and Viking Video Technologies
2012  Suzanne Brownrigg, Director of High School Programs and Educational Outreach Program
2012  Diane Teutsch, Advising Specialist, Teacher Preparation
2013  Dr. Margaret M. Geehan, Dean, Schools of Health Sciences and Liberal Arts and Sciences
2013  Anne F. Minehan, Associate for Academic Planning, Assessment, Research and Accreditation, Office of the Vice President of Academic Affairs

2014  Eric J. Bryant, Associate Director, Communications and Marketing
2014  David C. Clickner, Director, Learning Centers
2014  Brenda L. Hazard, Director, Dwight Marvin Library
2015  Erin M. Hatter, Scheduling Officer, Office of the Vice President for Academic Affairs
2015  William E. Jojo, Jr., Senior Systems and Network Specialist II, Information Technology Services
2015  Julie A. Panzanaro, Associate Director of Admissions
2015  Zachary T. Yannone, Director of Institutional Services and Events, Office of Special Events and Facilities Utilization
2016  Linda Ryder, Senior Instructional Designer, Distance Learning

* deceased
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Technical Assistant, High School Programs  
A.A.S., Hudson Valley Community College

David Alber (2011)  
Senior Microcomputer Technician, Information Technology Services  
A.A.S., Hudson Valley Community College

Fred Aliberti (2007)  
Director of Public Safety  
M.S., B.S., SUNY Albany

Waill Ayoub (2015)  
Environmental Health and Safety Technician  
M.P.H., SUNY Albany  
B.S., Sudan University of Science and Technology

Elissa Baker (2006)  
Online Learning Support Specialist  
M.S., SUNY Potsdam  
B.S., Clarkson University

Alfredo Balarin (2009)  
Assistant Director for Student Life  
M.S., B.A., SUNY Albany

Howard Bancroft (2007)  
Advising Specialist  
M.S., B.A. SUNY Albany

Gail Barber (1991)  
Enrollment/Retention Services Technician, Instructional Support Services and Retention  
A.A.S., Hudson Valley Community College

Mary Claire Bauer (2001)  
Director of Admissions  
M.S. in Ed, SUNY Buffalo  
B.A., University of Buffalo

Cheryl Beauchamp (2007)  
Director of Grants  
M.B.A., Russell Sage College  
C.A.S., SUNY Albany  
B.A., Fairleigh Dickinson University

Richard Bennett (1989)  
Associate Dean of Continuing Education, Summer Programs and Workforce Development  
M.S., University of Massachusetts (Amherst)  
A.A.S., Hudson Valley Community College

Kimberly Berry (2011)  
Director of Advancement Operations  
B.A., SUNY Geneseo

Ingrid Blydenburgh (2001)  
Nurse Practitioner  
M.S., B.S., Russell Sage College

Tara Bocketti (2014)  
Assistant Director of Community & Professional Education  
B.S., SUNY Albany

Richard Bowman (2009)  
Network Specialist

John Braungard (2001)  
Comptroller  
B.S., SUNY Albany  
A.S., Le Moyne College

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Director of High School Programs/Educational Outreach Program  
M.B.A., Syracuse University  
B.A., Hartwick College

Eric Bryant (1996)  
Assistant Director of Communications and Marketing  
B.A., Marietta College

Kevin Buess (1997)  
Broadcast TV Production Technician

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Technical Assistant  
A.A.S., Hudson Valley Community College

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Technical Assistant, Planning and Research  
A.A.S., Hudson Valley Community College

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Operations Assistant of Physical Plant  
B.S., College of St. Rose  
A.A.S., Hudson Valley Community College

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Technical Assistant-Academics  
A.S., Hudson Valley Community College

Megan Carpentier (2008)  
Technical Assistant, Criminal Justice  
B.A., SUNY Albany  
A.S., Hudson Valley Community College

Ann Carrozza (1988)  
Executive Director  
Faculty Student Association  
M.B.A., University of Texas at San Antonio  
C.P.A., State of Maryland  
B.S., University of Baltimore  
A.A.S., Suffolk County Community College

Gary Cellucci (1988)  
Data and Voice Communications Technician  
A.O.S., Hudson Valley Community College

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Technical Assistant, Admissions  
B.A., University of Mass, Amherst

David Clickner, Ph.D. (2007)  
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Ph.D., M.S., SUNY Albany  
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Senior Telecommunications Specialist

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Program Coordinator, Capital District Educational Opportunity Center  
M.S., Canisius College  
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M.S., B.S., SUNY Institute of Technology at Utica/Rome  
A.S., Hudson Valley Community College

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Director of Student Life  
M.A., Empire State College  
B.A., SUNY College Fredonia
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Assistant for Financial Analysis
Faculty Student Association
B.S., SUNY Albany
A.A.S., Hudson Valley Community College

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Director of Physical Plant
B.M.E., Rochester Institute of Technology
A.A.S., Hudson Valley Community College

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Systems and Network Specialist

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Associate Director, Counseling & Transfer
M.S., B.S., SUNY at Plattsburgh

Sandra Eyerman (1997)
Electronic Communications Editor
A.A.S., Hudson Valley Community College

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Director of Technical Support Services
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Technical Assistant, Educational Outreach & Academic Services
A.A.S., Hudson Valley Community College

Maureen Ferraro-Davis (2008)
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B.A., College of St. Rose

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Associate Dean, Instructional Support Services and Retention
M.A., SUNY Albany
B.A., Inter American University of Puerto Rico

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Advising Specialist, School of Business
M.S.Ed., College of Saint Rose
B.S., SUNY Oneonta

Sherry Flansburg (2013)
Instructional Designer
M.S., The College of Saint Rose
M.P.A., SUNY Albany
B.S., SUNY Geneseo

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Supervisor of Multimedia and Video Production Services
B.S., Boston University

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Director of Student Services
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B.A., Russell Sage College

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M.S., SUNY Albany
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Assistant Chief Information Officer
B.A., Utica College of Syracuse University

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Counselor, Center for Careers and Transfer
M.S.Ed., The College of Saint Rose
B.S., Union College
A.S., Corning Community College

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Business Manager - Next Step Program
A.S., Hudson Valley Community College
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B.A., University Iowa

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M.Ed., George Mason University
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Web Site Specialist
A.A.S., Hudson Valley Community College

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M.S.Ed., The College of Saint Rose
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Network & Telecommunication Specialist
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Assistant Director, Financial Aid
B.A., SUNY New Paltz

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Financial Services/Accounting Analysis
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M.E.D., Antioch NE Graduate B.A., Bennington College

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M.A., Sage Graduate School
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A.A., Hudson Valley Community College

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Library Director
M.A., Simmons College
M.L.S., SUNY Albany
B.A., Lafayette College

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Director of the Center for Careers and Transfer
M.S.Ed., College of St. Rose
B.A., Russell Sage College
A.A., Hudson Valley Community College

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Director for Graphic Design and Printing Services
B.A., Texas Tech University

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M.B.A., The Sage Colleges
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M.A., SUNY Binghampton
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B.S., Sage College of Albany
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Food Service Manager, Capital District Educational Opportunity Center
B.S., Empire State College
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Technical Assistant, Registrar
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B.S., Sage of Albany
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Associate Director, Financial Aid
B.S., SUNY Institute of Technology at Utica/Rome
A.A.S., Herkimer County Community College

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Counselor
B.S., SUNY Albany
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Assistant to the President
B.A., Fordham University
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B.A., Marist College
A.A., Hudson Valley Community College

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Systems & Network Specialist
B.A., Punjab University
A.A.S., Hudson Valley Community College

Instructional Technology Support Technician
B.S., SUNY Brockport
A.A.S., Herkimer County Community College

Keevin Killikelly (2000)
Enrollment Services Specialist, Capital District Educational Opportunity Center
A.A.S., Hudson Valley Community College
Debra Kowalski (1987)  
Off Campus Coordinator &  
Academic Counselor  
M.S., C.A.S., SUNY Albany  
B.A., SUNY New Paltz

Ian LaChance (2005)  
Assistant Registrar for  
Registration  
B.A., Roger Williams University

Regina LaGatta (2014)  
Interim Executive Director,  
Foundation  
M.S.Ed., The College of Saint Rose  
B.S.Ed., SUNY Brockport  
A.S., Hudson Valley Community College

Mary Ellen Lajunesse (1987)  
Director of Business Services and  
Procurement  
C.A.S., M.S., SUNY Albany  
B.A., Siena College

James Larocque (2000)  
Computer Programmer Analyst  
A.S., Adirondack Community College

James Larson (2005)  
Assistant for Financial Analysis  
B.S., Georgetown University

Christine Lasch (2007)  
Payroll Supervisor  
B.A., Siena  
A.S., Hudson Valley Community College

Marlene LaTerra (2005)  
Coordinator of Workforce  
Development Institute  
M.A., B.A., LeMoyne College  
M.S. SUNY Cortland

Mara LeFebvre (2007)  
Assistant Director of Institutional  
Services and Events  
B.S., Skidmore College

Joseph Leffler (2000)  
Assistant to the Executive  
Manager, Physical Plant

Casey Lensink (2002)  
Advisement and Retention  
Specialist  
M.S., College of St. Rose  
B.A., SUNY Albany  
A.A., Hudson Valley Community College

Kristina Lewis (2001)  
Technical Assistant English  
A.A.S., Hudson Valley Community College

Jim Li (2014)  
Senior Computer Programmer  
Analyst  
M.S., University of Nebraska –  
 Omaha

Annie Macaluso (2010)  
Coordinator for Placement Testing  
M.S.Ed., Capella University  
B.A., Iona College

Jaime Mackey (2004)  
Career and Employment Services  
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

Eileen Maloney (2008)  
Technical Assistant-Enrollment  
Management and Student  
Development  
B.A., SUNY Oneonta

Margaret Mann (2004)  
Technical Assistant, Planning and  
Research  
B.S., College of St. Rose  
A.A.S., SUNY Cobleskill

Rebecca Maroncelli (2008)  
Admissions Counselor  
B.A., Russell Sage College

Deanne Martocci (1998)  
Director of Center for Access and  
Assistive Technology and Adaptive  
Technology Specialist  
M.S., SUNY Albany  
B.A., College of St. Joseph

Barbara McBride (2006)  
Assistant Director, Financial Aid  
B.S., Nazareth College of Rochester

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 McGreevy (2001)  
Academic Coach, Center for  
Academic Engagement  
B.S., SUNY Cortland  
A.A.S., Hudson Valley Community College

Sue McLean (2005)  
Assistant for Financial Analysis  
Faculty Student Association  
A.A.S., Hudson Valley Community College

Monica Milko Drumm (2011)  
Internal Auditor  
B.S., SUNY Albany

Geoffrey Miller (2013)  
Director of Development and  
Alumni Relations  
B.A., SUNY Fredonia  
A.S., Schenectady County  
Community College

Counselor-EOP  
M.S., B.A., Russell Sage College  
A.A.S., Schenectady Community College

Anne Minehan (1987)  
Associate for Academic Planning,  
Assessment, Research and  
Accreditation  
B.S., Nazareth College of  
Rochester

Ann Mone (2000)  
Coordinator of Employment  
Services, Capital District  
Educational Opportunity Center

Jennifer Moran (2009)  
Advising Specialist  
M.A., Indiana University,  
Pennsylvania  
B.S., La Roche College
Michael Muehling (2011)
Athletic Academic Coordinator/Head Football Coach
M.S., Indiana University
B.S., Lindenwood University

Mary Murnan (2014)
Assistant Registrar
B.S., SUNY New Paltz

Sandra Myers (2007)
Technical Assistant, Financial Aid
A.S., Hudson Valley Community College

Aaron Nooney (2009)
Advising Specialist
M.A.Ed., East Carolina University
B.S., SUNY Cortland
A.A., Hudson Valley Community College

James O’Donnell (2005)
Educational Engineering Support Specialist
B.S., Rensselaer Polytechnic Institute

Maxine Ortiz (2005)
Environmental Health and Safety Specialist
B.A., SUNY Plattsburgh
A.A.S., Ulster Community College

Julie Panzanaro (1988)
Associate Director of Admissions
M.S., SUNY Albany
B.A., College of St. Rose
A.A.S., Maria College

Valerie Paull (2011)
Technical Assistant, Administration
B.A., Union College

Kristan Pelletier (2008)
Director of Athletics
M.B.A., B.A., College of St. Rose

Mark Peterson (2007)
Instructional Designer
Ph.D., University of Virginia
M.S., SUNY Potsdam
B.S., Virginia Commonwealth University

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

Claudine Potvin-Giordano (2011)
Clinical Coordinator
B.S. SUNY Institute of Technology

Jessica Pugliese (2013)
Admissions Counselor
M.A., B.A., SUNY Albany
A.A., Hudson Valley Community College

Meta Quell (1987)
Supervising Computer Programmer Analyst
B.A., University of Massachusetts (Amherst)

Robert Racette (1998)
Coordinator of Instructional Technologies
M.S., SUNY Albany
B.A., SUNY at Plattsburgh

Michael Radzmyski (2005)
Interim Bursar
B.S., Syracuse University

Deborah Renfrew (2010)
Communications and Marketing Specialist
B.A., College of St. Rose

Deborah Richey (1994)
Assistant Director of Human Resources
B.S., Russell Sage College

Kristen Riegel (2011)
Advising Specialist
M.Ed., B.A., Providence College

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Program Coordinator, Capital District Educational Opportunity Center
M.S., SUNY Albany
M.A. American Intercontinental University
M.S., Ashland Theological Seminary
B.A., Northwood University

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Advising Specialist
M.Ed., University of South Carolina
B.S., SUNY Cortland

Daryl Ryan (2014)
Microcomputer Technician
B.F.A., SUNY Oswego

Gregory Ryan (2014)
Technical Assistant, Financial Aid
B.A., SUNY Albany
A.A., Hudson Valley Community College

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Photographic Specialist
B.S., SUNY Buffalo
A.A., FIT

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Admissions Counselor
B.S., St. Hyacinth College Seminary

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M.A., Northern Arizona University
B.S., Park University
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Associate Registrar
M.S., B.S., College at SUNY Buffalo

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Database Specialist

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Coordinator of Information Technology Services
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M.S., M.P.A., Suffolk University  
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Technical Assistant, Learning Resources  
M.L.S., B.A., SUNY Albany

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Faculty Student Association  
B.B.A., Adelphi University  
A.A.S., Nassau Community College

Susan Student (2007)  
Facilities Document and Record Manager

Robert Swanick (1989)  
Admissions Counselor  
M.S., SUNY Albany  
B.S., SUNY Oswego

Executive Director of Student Development and Wellness  
Psy.D., C.A.S., SUNY Albany  
M.P.S., Long Island University (C.W. Post Campus)  
B.A., Siena College

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Associate Director, Financial Aid  
B.B.A., The Sage Colleges  
A.A., Bryant & Stratton College

Dolores Terry (2003)  
Employment Services Specialist, Capital District Educational Opportunity Center  
B.A., Herbert H Lehman College

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Advising Specialist  
M.Ed., Long Island University (Brookville)  
B.S., SUNY Empire State

Melissa Thomas (2009)  
Associate Coordinator Business Services  
B.S., Siena College  
A.S., Hudson Valley Community College

Keith R. Thomas (1999)  
Athletic Trainer  
M.S., SUNY Albany  
B.S., Alfred University

John Tibbetts (1986)  
Director of Human Resources  
M.S., SUNY Albany  
B.A., Miami University (Oxford)

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Technical Assistant, Disability Resources  
M.S., Russell Sage College  
B.A., Montclair State College  
A.A., County College Morris

Technical Assistant, Workforce Development Institute  
M.A., SUNY Albany  
B.A., Houghton College

Thomas Vandermeulen (2010)  
Advising Specialist  
M.S., B.A., SUNY Albany

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Director of Financial Aid  
M.S. in Ed., B.S., Russell Sage College  
A.A.S., Sage Junior College

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Director of Environmental Health and Safety  
M.H.S., John Hopkins University  
B.S., Rutger’s University - Cook College

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M.S., University of Cincinnati  
B.A., Smith College

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Senior Media Specialist  
M.S., B.A., SUNY Albany  
A.A., Hudson Valley Community College

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Technical Assistant, Workforce Development  
B.A., SUNY Potsdam

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M.S., SUNY College New Paltz  
B.A., SUNY College Potsdam

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Textbook Manager, Viking’s Cove Bookstore  
Faculty Student Association  
B.S. Southern Vermont College  
A.A.S., Hudson Valley Community College

Zachary Yannone (1999)  
Director of Institutional Services and Events  
B.S., SUNY Cortland  
A.A., Hudson Valley Community College

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Coordinator of Cultural Affairs  
M.A., SUNY Albany  
B.S., SUNY College New Paltz

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Counselor  
M.Ed., Clemson University  
B.A., LeMoyne College
Department Chairs

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Advising Specialist
Liberal Arts Department

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B.S., Northeastern University
A.A.S, Forsyth School of Dental Hygiene

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Medical Imaging Department
M.S., SUNY Albany
B.P.S., SUNY Institute of Technology at Utica/Rome
A.A.S., Hudson Valley Community College

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M.S., University of Massachusetts (Amherst)
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J.D., Albany Law School
M.S., B.S, John Jay College of Criminal Justice

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J.D., University of Georgia School of Law
B.A., SUNY Albany

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B.A., College of St. Rose
A.A.S, Maria College

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M.Ed. University of Phoenix
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A.A.S Hudson Valley Community College
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M.B.A., B.S., Russell Sage College
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<td>M.A., B.A., SUNY Albany</td>
</tr>
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</tbody>
</table>
HISTORY, PHILOSOPHY AND SOCIAL SCIENCES DEPARTMENT

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M.S., Southern Wesleyan University
B.S., University of South Carolina

AUTOMOTIVE, MANUFACTURING AND ELECTRICAL ENGINEERING TECHNOLOGIES

Sallam Al-Salami (2013)
M.E., Rensselaer Polytechnic Institute
A.A.S., Hudson Valley Community College
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<td>Matthew Smulsky</td>
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<td>Randall Stevens</td>
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<td>William Twombley</td>
<td>A.O.S., Hudson Valley Community College</td>
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<td>BIOLOGY, CHEMISTRY AND PHYSICS</td>
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<td>Gregorio Anicete</td>
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<td>Ph.D., SUNY Albany</td>
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<td>Thomas Brady</td>
<td>Ph.D., University of Buffalo</td>
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<td>Ph.D., M.S., Albany Medical College</td>
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<td>Keylon Cheesman</td>
<td>Ph.D., M.S., Albany Medical College</td>
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<td>Nicholas Croce</td>
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<tr>
<td>Andrea Dievendorf</td>
<td>D.C., Palmer College of Chiropractic</td>
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<td>M.S., B.S., SUNY Albany</td>
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<td>B.S., Siena College</td>
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<td>B.S., Union College</td>
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<tr>
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<tr>
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<td>Willow S. Partington</td>
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<td>Denise Brocci (2012)</td>
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<td>Crystal Heshmet (2009)</td>
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<td>Richard E. Jackson, Jr. (2007)</td>
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<td>Steve Oladimeji (2009)</td>
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<td>John Pelletier (2003)</td>
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<td>Bruce R. Sutphin (2005)</td>
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William Decker*
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Thomas J. Delaney*
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<td>Sonya VanBuren</td>
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<td>Laura S. Zambrano</td>
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<td>C. Frederick Zipprich</td>
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* deceased
Advisory Committees

Admissions
Colleen Abballe, Guidance Counselor, Ballston Spa High School, Ballston Spa, NY
Peter A. Andersen, Guidance Counselor, Wahconah Regional High School, Dalton, MA
Marty Anderson, Guidance Counselor, Albany High School, Albany, NY
Tara Arsenaault, Guidance Counselor, Averill Park High School, Averill Park, NY
Megan Beauchamp, Guidance Counselor, Cohoes High School, Cohoes, NY
Brandy Cenci, Guidance Counselor, Rensselaer High School, Rensselaer, NY
Karen Corso, Guidance Counselor, Berne-Knox-Westerlo High School, Berne, NY
Todd Crandall, Guidance Counselor, LaSalle Institute, Troy, NY
Sarah Cursio, Guidance Counselor, Schenectady High School, Schenectady, NY
Thomas Dvosnick, Guidance Counselor, Guilderside High School, Guilderside, NY
Peter Dwyer, Guidance Counselor, Ravena-Coeyman High School, Ravena, NY
Amelia Hajjar, Guidance Counselor, Niskayuna High School, Niskayuna, NY
Lisa Harrington-Redding, School Counselor, Mount Anthony Union High School, Bennington, VT
Nicholas Healy, Guidance Counselor, Granville Junior/Senior High School, Granville, NY
Joanne R. Honeywell, High School Counselor, Bethlehem Central High School, Delmar, NY
Amy Huszar, Guidance Counselor, Mohonasen High School, Schenectady, NY
Christy Knapp, Guidance Counselor, Ballston Spa High School, Ballston Spa, NY
Kelly Konsoul, Guidance Counselor, Catskill High School, Catskill, NY
Jennifer D. LaFlche, Guidance Counselor, Mechanicville High School, Mechanicville, NY
Kimberly Lefa, Director of Counseling, Colonie Central High School, Albany, NY
Geoff Loiacono, Guidance Counselor, Saratoga Springs High School, Saratoga Springs, NY
Gretchen Lynch, Guidance Counselor, Shenendehowa High School, Clifton Park, NY
Patricia Maloney, Guidance Counselor, Tamarac High School, Averill Park, NY
Lisa Miller, Counselor, Stillwater Central School District, Stillwater, NY
Ann Marie Muz, Director of Guidance, Pittsfield High School, Pittsfield, MA
Colleen O'Flaherty, Guidance Counselor, Troy High School, Troy, NY
Jan M. Reilly, Guidance Counselor, Shenendehowa High School, Clifton Park, NY
Ashley Rickson, Guidance Counselor, Columbia High School, East Greenbush, NY
Patricia Russell, Guidance Counselor, Shaker High School, Latham, NY
Erin Russo, Director of Guidance, Germantown Central School District, Germantown, NY
Darleen J. Sampson, Guidance Counselor, Lansingburgh Central High School, Troy, NY
Rene Sheehan, Guidance Counselor, Guilderside High School, Guilderside, NY
Kelli Torelli, Guidance Counselor, Scotia-Glenville High School, Scotia, NY
Melissa A. Voorhis, Professional School Counselor, Ichabod Crane High School, Valatie, NY
Russell Weinstein, Guidance Counselor, Burnt Hills Ballston Lake High School, Burnt Hills, NY
Leah Wertz, Guidance Counselor, Niskayuna High School, Niskayuna, NY
Dana Zeppieri, Guidance Counselor, Healy Senior High School, Green Island, NY

School of Business

Accounting
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Frederick DeCasper, Clifton Park, NY
Mary Beth Engelbride, Recruitment Specialist, Seton Health, Troy, NY
Tina M. Graziano-Hoyer, Amsterdam, NY
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Bryan White, Troy, NY

Computer Information Systems
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John Avitabile, Department of Computer Services, College of Saint Rose, Albany, NY
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Paul Burke, Project Manager, PSI International
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Dawit H. Demissie, Albany, NY
Robert Gamble, Computer Science Corp., Menands, NY
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Sanjay Goel, University at Albany, Albany, NY
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Peter Lutz, Professor and Director of Information Assurance, Rochester Institute of Technology, Rochester, NY
Joseph E. Mastrianni, President/CEO, HAPPY Software, Inc., Green Island, NY
David Prescott, Glenmont, NY
Frank E. Risler, Client Technologies Supervisor, St. Peter’s Health Partners, Clifton Park, NY
George Zimmerman, Schodack, NY
Information Technician

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Anthony Capece Jr., Executive Director, Central Business Improvement District, Inc., Albany, NY
Alex Courtney, Jr., Manpower, Inc., Albany, NY
Charlene Dybas, Assistant Professor, Fulton-Montgomery Community College, Johnstown, NY
Mary Beth Farr, Troy, NY
Ellen Herring, Home Telehealth Care Coordinator, Stratton VA Medical Center, Albany, NY
Lorraine Kane, Associate Professor, SUNY Polytechnic, New Hartford, NY
Susan Snowdon, IT Director, Four Winds Hospital, Saratoga, NY
Mary Frances Therriault, Altamont, NY

Marketing

Steve Ammerman, News Anchor, WTEN, Albany, NY
Carmine Basile, Watervliet, NY
Charles Dollard, Director of Marketing, U.W. Marx, Inc., Troy, NY
David Kiner, Professor School of Business, Russell Sage College, Troy, NY
Allison Lauzenstein, News Plaza, Albany, NY
Mark Motler, General Manager, Mabe's Moving & Self Storage, Rensselaer, NY
Julie Ann Price, Manager Travel & Conference Services, NYS United Services, Latham, NY
Michele Vennard, President/CEO, Albany County Convention & Visitors Bureau, Albany, NY
Russell Zwanck, CEO and Partner, Triple Eight Marketing, Albany, NY

School of Engineering and Industrial Technologies

Advanced Manufacturing Technology

John S. Abrams, Executive Vice President, Arcadia Manufacturing Group, Green Island, NY
Louise K. Aitcheson, Program Director, Center for Economic Growth, Inc., Albany, NY
Samuel G. Chiappone, Jr., Manager, Fabrication and Prototyping Resources, RPI, Troy, NY
Michael J. Dagle, Vice President, Zak Incorporated, Green Island, NY
David W. Davis, President and Chief Operating Officer, Simmons Machine Tool Corporation, Albany, NY
David W. Dussault, President/CEO, P1 Industries, LLC, Schenectady, NY
Wynn Kintz, President, Kintz Plastics, Howes Cave, NY
Ryan Lombardo, Machine Shop Manager, Precision Valve and Automation, Cohoes, NY
Robert V. Mann, Mechanical Technology Instructor, WSWHE BOCES Myers Education Center, Fort Edward, NY
Marty McGill, Vice President, Allendale Machinery Systems, Upper Saddle River, NJ
William Ross, Ross Enterprises II LLC, Troy, NY
Keith Weller, Manager, New Initiatives - Steam Turbine Production, General Electric - STGD, Schenectady, NY

Automotive Technical Services

Timothy Brennan, District Sales Manager, Snap on Tools, Greenville, NY
Deborah Landau Dormen, President and Chief Operating Officer, ENYCAR, Albany, NY

Automotive Technical Services-Autobody Repair

Donald Reckner, President, Elmo's Auto Body, Ballston Lake, NY
John Schultz, PRO Manager, Allstate Insurance, Albany, NY

Automotive Technical Services-General Motors

Richard Bellizzi, Latham, NY
Richard Gendron, Vice President, Gendron's Truck Center, Troy, NY
Theresa Russell, Assistant Part & Services Director, DeNooyer Chevrolet, Inc., Albany, NY
Mark Russman, Service and Parts Director, Gendron's Truck Center, Troy, NY

Building Systems Technologies

Donald Abbruzzese, President, Northeast Refrigeration & Air Conditioning, Albany, NY
George Bejian, President, Johnstone Supply, Troy, NY
Bryan Bourque, President, Bourque Mechanical Systems, Rensselaer, NY
Jason Brooks, Maintenance Supervisor, Adirondack Beverage, Scotia, NY
John Coyne, President, Coyne Electrical Contracting Inc., East Greenbush, NY
Brian Daniels, Electrician, Hudson Valley Community College, Troy, NY
John Daniels, Vice President, Light & Power Comm. Ltd., Troy, NY
John DeMichele, Vice President, The Walters Air Conditioning Co., Inc., Albany, NY
Art Goedeke, Sales Manager, Long Energy, Albany, NY
Mike Kenealy, Sales Manager, Eastern Heating & Cooling, Inc., Albany, NY
J. Emile Kreiger, Area Service Manager, Trane, Latham, NY
Kevin Lyons, Relay Tester, National Grid, Albany, NY
Robert Molloy, Sales Manager, Stants Combustion Associates, Inc., Latham, NY
Bob Peck, R.F. Peck, Albany, NY
Jeffrey D. Rescott, Granville, NY
Clay Robinson, President, General Control Systems Inc., Green Island, NY
Mike Toth, Project Sales Manager, Wolberg Electrical Sup. Co., Inc., Albany, NY

Civil Engineering Technology/Construction Technology

Michael Dunn, Vice President, D.A. Collins Companies, Mechanicville, NY
Edward Garrigan, President, CT Male Associates, PC, Latham, NY
Richard Green, PE., PC., Senior Structural Engineer, Nolan Engineering, LLC, Delmar, NY
Randy Hajeck, President, Cotrell-Hajeck, Inc., Troy, NY
John J. Jojo, Partner, Mosaic Associates Architects, Troy, NY
Dan Lennon, Trudeau Architects, PLLC, Latham, NY
John Lewyczkyj, Waterford, NY
Paul Male, Saratoga Springs, NY
Paul McCoy, Kirschhoff Consigli, Albany, NY
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Jeffrey K. Vandenburgh, RA, Troy, NY
Ronald Vaughn, Northeast Solite Corporation, Sauugerties, NY

Computer Integrated Technology/ Mechanical Engineering Technology
Donald Ackerman, Averill Park, NY
Jake D. Ballard, Manager, Bechtel Marine Propulsion Corp., Niskayuna, NY
Keith A. Demarest, Jr., Principal Engineer, Bechtel Marine Propulsion Corp., Clifton Park, NY
Al Gaudreau, Intertech, Troy, NY
Stephen Keel, Ducommun, Athens, NY
David John Kukulka, P.E., Department of Technology, State University of New York, Buffalo, NY
Andrew S. Rigney, Feura Bush, NY

Electrical Engineering Technologies
Andrew Rudack, Operations Manager/Project Engineer, SEMATECH-North, Albany, NY
Michael Tangora, President, Tangora Technologies, Delmar, NY
Thomas VanVliet, Lockheed Martin, Schenectady, NY

School of Health Sciences
Cardiorespiratory and Emergency Medicine
Rene Bloomer, Cardiology Department, Veteran’s Hospital, Albany, NY
Scott L. Bowman, Valatie Rescue Squad, Valatie, NY
William Carey, Director, Respiratory Care, Veterans Medical Center, Albany, NY
Damian R. Compa, M.D., Medical Director, WellPoint, Clifton Park, NY
Sandy Dykens, Director of Respiratory, Pathways Nursing and Rehabilitation Center, Clifton Park, NY
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Mark H. Spiezo, Cambridge Valley Rescue Squad, Cambridge, NY
Catherine L. Stevens, Schenectady, NY
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Vickie Tower, Director, Cardiopulmonary, Sleep & Wellness Services, Seton Health Systems, Johnsonville, NY
Philip S. Tyler, Jr., Guilderland EMS, Mechanicville, NY
Raymond Walsh, Pediatric Critical Care, Albany Medical College, Albany, NY

Dental Hygiene
Jeffrey Adams, D.D.S., Troy, NY
Michael Breault, D.D.S., Schenectady, NY
Martha M. Cioffi, RDH, Troy, NY
Theresa DeSantis, Fourth District Dental Department
Geri R. Feeder, RDH, Hudson Falls, NY
Laurie Gambee, RDH, Kinderhook, NY
Roseanne P. Henley, Practice Administrator, St. Peter’s Health Care Services, Albany, NY
Robert H. Hill II, D.D.S., Averill Park, NY
Terri Jenkins, RDH, Germantown, NY
Nicole M. Lemme, Capital District Advanced Dental Arts, Clifton Park, NY
Michael Smittoni, D.D.S., Albany, NY
John C. Schummer, D.D.S., Scotia, NY
Donna M. Smith, Waterford, NY
Marjorie W. Wood, Latham, NY
Diagnostic Medical Sonography
Diane Gulbrandsen, Staff Sonographer, Winton Medical Arts, Saratoga Springs, NY
Rebecca King, Manager of Medical Imaging, Benedictine Hospital, Kingston, NY
Michael Masone, Operations Manager, Capital Imaging Associates, Latham, NY
Areta Pidwerbetsky, M.D., Chief Radiologist, Schenectady Radiology Associates, Schenectady, NY

Echocardiography
Steven Fein, Cardiologist, Echocardiography Dept., Albany Medical Center, Delmar, NY
Christine Gosstola, R.N.BSN, St. Peter’s Hospital, Delmar, NY
John Kirk, Echocardiographer, St. Peter’s Hospital, Albany, NY
Daniel A. Malinowski, R.R.T., R.D.C.S., Staff Sonographer, Albany Assoc Cardiology, Albany, NY

Mortuary Science
George Amato, Frank E. Campbell—The Funeral Chapel, New York, NY
Timothy J. Copeland, Copeland Funeral Home, Inc., New Paltz, NY
Thomas F. Flynn, Flynn Funeral Home and Cremation Memorial Service, Monroe, NY
Vernie R. Fountain, Fountain National Academy, Springfield, MO
Michael Moylan, George Moylan Funeral Home, Rosendale, NY
Susan Olsen, Woodlawn Cemetery, Bronx, NY
David Parente, McVeigh Funeral Home, Inc., Albany, NY
Todd Purda, TS Purta Funeral Home, Pine Island, NY
Jeff Smith, Howard B. Tate & Son Funeral Home, Troy, NY
William J. Villanova, Port Chester, NY
Mary Jane Araldi, Department Chair, Center for Arts and Design, The College of Saint Rose, Albany, NY
Christine Corso Tolmie, Department Chair, Center for Arts and Design, The College of Saint Rose, Albany, NY

Nursing
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Karen Clement-O'Brien, DNP, RN, Chair Division of Nursing, Southern Vermont College, Bennington, VT
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Mary Jo LaPosta, Vice President, Chief Nursing Officer, Saratoga Hospital, Saratoga Springs, NY
Mary Ellen Plass, Schenectady, NY
Deanna Spendiff, Cohoes, NY
Kathleen Sweener, Ph.D., CASAC, Director of Student Development, Hudson Valley Community College, Troy, NY
Mary Jane Araldi, Department Chair, Center for Arts and Design, The College of Saint Rose, Albany, NY
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Polysomnography
Heather C. Comora, Pulmonary Physicians of Saratoga Sleep Disorders Center, Winton, NY
Nancy A. Finn, Clinical Neurophysiology Lab Manager, Albany Medical Center, Old Chatham, NY
Anthony F.X. Fusco, NYS Workers Compensation Board, Glenville, NY
Barbara M. Hildebrand, V.A. Medical Center, Schenectady, NY
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Echocardiography
Steven Fein, Cardiologist, Echocardiography Dept., Albany Medical Center, Delmar, NY
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John Kirk, Echocardiographer, St. Peter’s Hospital, Albany, NY
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Mortuary Science
George Amato, Frank E. Campbell—The Funeral Chapel, New York, NY
Timothy J. Copeland, Copeland Funeral Home, Inc., New Paltz, NY
Thomas F. Flynn, Flynn Funeral Home and Cremation Memorial Service, Monroe, NY
Vernie R. Fountain, Fountain National Academy, Springfield, MO
Michael Moylan, George Moylan Funeral Home, Rosendale, NY
Susan Olsen, Woodlawn Cemetery, Bronx, NY
David Parente, McVeigh Funeral Home, Inc., Albany, NY
Todd Purda, TS Purta Funeral Home, Pine Island, NY
Jeff Smith, Howard B. Tate & Son Funeral Home, Troy, NY
William J. Villanova, Port Chester, NY
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Nursing
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Polysomnography
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Denise Whitehouse, Ellis Medicine Sleep Disorders Center, Schenectady, NY

Radiologic Technology
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Patti Nazarko, Administrative Director Medical Imaging, St. Mary’s Hospital, Troy, NY
Amy Waylett, Manager, Ellis Healthcare, Schenectady, NY

Surgical Technology
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Dennis D. Latham Jr., CST, STBC, Operating Room Technician, St. Peter’s Hospital, Albany, NY
Dorothy Maria Mannella Urschel, MS, RNFA, CCRN, Vice President, Operations, Albany Memorial Hospital, Albany, NY
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School of Liberal Arts and Sciences

Arts
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Stephen Baboulos, Vice President and General Manager, News Channel 13 WNYT - Albany, Albany, NY
Michael Eck, Publicist, Proctor’s Theatre, Albany, NY
Peter Ensel III, Associate Professor, Communications Studies, University at Albany, Albany, NY
Tammis Groft, Director, Albany Institute of History and Art, Albany, NY
Teresa Harrison, Chair, Department of Communication, University at Albany, Albany, NY
Robert Katz, Account Manager, One Vision Solutions, Averill Park, NY
Ian LaChance, Assistant Registrar, Hudson Valley Community College, Troy, NY
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Elizabeth Reiss, CEO, Arts Center of the Capital Region, Troy, NY
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Criminal Justice, Forensic Science and Public Administration

The Hon. Helena Heath-Rowland, Albany City Court Judge, Albany, NY
Christina Lane, Assistant Professor and Coordinator, Criminal Justice Program, The College of Saint Rose, Troy, NY
JoAnn Malatesta, Assistant Dean, School of Criminal Justice, University at Albany, Guilder, NY
Warren McGreevey, Schaghticoke, NY
Frank Riser Jr., CFE, CPP, NYS Dept. of Taxation and Finance, Latham, NY
Vivian Tortorici, Malta, NY

Human Services and Chemical Dependency Counseling

Denise Alexander-Mann, LMSW, Director of Foster Care and Adoption Programs, Parson’s Child and Family Center, Albany, NY
William Bean, MS, CASAC, Program Manager, St. Peter’s Addiction Recovery Center, Scotia, NY
Lori Becker, LMSW, Albany, NY
Lisa Beckett, CASAC, Rensselaer, NY
Thomas Bender, CASAC, Director, Hudson Mohawk Recovery Centers, Latham, NY
Jessica M. DeJesus, Community Services Coordinator, Albany Community Action Partnership, Albany, NY
Brigette Hartman-DeCenzo, LCSW, NYS Office of Alcholism and Substance Abuse Services, Albany, NY
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Vanessa D. Kisse, LMSW, CTT, Practicum Supervisor, Vanderheyden School, Albany, NY
Angela Levin, Albany, NY
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Edward A. Martin, Program Director, NYS ARC, Wynantskill, NY
Richard A. Naylor, Director of Articulation and Community Development, The Sage Colleges, Albany, NY
Crystal A. Rogers, Assistant Dean for Academic Programs, University at Albany, Albany, NY

Individual Studies and Liberal Arts

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Larry Ellis, Associate Director of Student Development, Hudson Valley Community College, Troy, NY
Donald Flynn, Principal, Shenendehowa Central School, Clifton Park, NY
Janice Hirdes, Education Specialist, Hudson Valley Community College, Troy, NY
Robert Hogan, Assistant Registrar, The College of Saint Rose, Albany, NY
Patricia Maloney, School Counselor, Tamarac High School, Troy, NY
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Julie A. Panzanaro, Associate Director of Admissions, Hudson Valley Community College, Troy, NY
Jennifer L. Sloan, Assistant Director of Admissions/Transfer Coordinator, Siena College, Loudonville, NY

Mathematics and Engineering Science

Kurt Anderson, Associate Dean for Undergraduate Studies, School of Engineering, Rensselaer Polytechnic Institute, Troy, NY
Brian Aviles, KAPL Inc., Advanced Tech Programs, Schenectady, NY
Thomas Hoffman, PE, Niskayuna, NY
John O’Neill, Associate Dean, School of Business, Siena College, Loudonville, NY
Michael I. Stessin, Professor, University at Albany, Albany, NY
Richard J. Thompson, Jr., Dean, College of Mathematics and Science, College of Saint Rose, Albany, NY
Nicholas Visco, Steam Turbine Productibility Engineer, General Electric Company Infrastructure, Schenectady, NY
Denise Watso, Abenaki of Odanak, Niskayuna, NY
Kehe Zhu, Dept. Chairman, University at Albany, Albany, NY

Physical Education

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Steve Amyot, Rexford, NY
Christina L. Kelly, Athletic and Recreation Supervisor; Hudson Valley Community College, Troy, NY
Regina LaGutta, East Greenbush, NY

Teacher Preparation

Susan Bahlatzis, Director, Noah’s Ark Preschool, Latham, NY
Kathleen Gormley, The Sage Colleges, Troy, NY
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General Statement

State University of New York’s 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation’s largest comprehensive system of public higher education.

When founded in 1948, the university consolidated 29 state-operated, but unaffiliated institutions whose varied histories of service dated as far back as 1816. It has grown to a point where its impact is felt educationally, culturally and economically the length and breadth of the state.

As a comprehensive public university, State University of New York provides a meaningful educational experience to the broadest spectrum of individuals. Nearly 367,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as Open SUNY and Empire State College, for more than 25 years a leader in non-traditional education, distance learning, and assessment of prior learning.

Of the total enrollment, approximately 39.4 percent 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 forensic 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. During 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
Clinton Community College at Plattsburgh
Columbia-Greene Community College at Hudson
Community College of the Finger Lakes at Canandaigua
Corning Community College at Corning
Dutchess Community College at Poughkeepsie
Erie Community College at Williamsville, Buffalo and Orchard Park
Fashion Institute of Technology at New York City***
Fulton-Montgomery Community College at Johnstown
Genesee Community College at Batavia
Herkimer County Community College at Herkimer
Hudson Valley Community College at Troy
Jefferson Community College at Watertown
Mohawk Valley Community College at Utica
Monroe Community College at Rochester
Nassau Community College at Garden City
Niagara County Community College at Sanborn
North County Community College at Saranac Lake
Onondaga Community College at Syracuse
Orange County Community College at Middletown
Rockland Community College at Suffern
Schenectady County Community College at Schenectady
Suffolk County Community College at Selden, Riverhead and Brentwood
Sullivan County Community College at Loch Sheldrake
Tompkins Cortland Community College at Dryden
Ulster County Community College at Stone Ridge
Westchester Community College at Valhalla

*The Health Sciences Centers at Buffalo and Stony Brook are operated under the administration of their respective University Centers.
**This is an upper-division institution authorized to offer baccalaureate and master’s degree programs.
***While authorized to offer such baccalaureate and master’s degree programs as may be approved pursuant to the provisions of the Master Plan, in addition to the associate degree, the Fashion Institute of Technology is financed and administered in the manner provided for community colleges.
****These operate as “contract colleges” on the campuses of independent universities.
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<td>Day Care Center</td>
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Yes, I’d like to learn more about Hudson Valley Community College.

Academic Interest / Major: ______________________________________________________

Athletic Interests: _____________________________________________________________

I am interested in attending: Spring ______ year Summer ______ year Fall ______ year

Name ________________________________________________________________

Address _________________________________________________________________

City __________________________ State ______ Zip __________

Phone (______) ___________________ Birth Date ____________________________

E-mail Address ____________________________________________________________

High School Name __________________________ Graduation Date ______

CAT