Columbia-Greene
COMMUNITY COLLEGE

2026–27
COLLEGE CATALOG

Opportunity starts close to home

Columbia-Greene Community College
Academic Catalog 2026-2027

4400 Route 23 • Hudson, New York 12534
518.697.6400
518.822.2002 (Fax)
https://www.columbiagreene.edu/

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

Affirmative Action

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

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

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

Title IX

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

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

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

Accreditations

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

New York State Board of Regents
89 Washington Avenue
Room 110 EB
Albany, NY 12234
518.474.5889

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Catalog Information

State University of New York (SUNY)

The sixty-four geographically dispersed campuses of the State University of New York bring educational opportunity within commuting distance of virtually every New Yorker and comprise the nation's most diverse system of public higher education. Because of its structure and comprehensive programs, SUNY offers students a wide diversity of educational options to select from: short-term vocational/technical courses, certificate programs, baccalaureate degrees, graduate degrees, and postdoctoral studies. The university offers access to almost every field of academic or professional study somewhere within the system – some 7,500 programs of study overall.

The thirty locally sponsored two-year community colleges operating within the SUNY network offer programs that are directly and immediately job related as well as degree programs that provide job-entry educational experience or a transfer opportunity to a baccalaureate degree at a senior campus. In the forefront of efforts to meet the accelerating pace of technological developments and the requirements of continuing educational opportunity, community colleges furnish local industry with trained technicians and help companies and employees with retraining and skills upgrading.

As a public university, SUNY has a special responsibility to make its rich and varied resources accessible to all. By focusing its educational system on the needs of the state, the university – whose motto is To Learn – To Search – To Serve – becomes a valuable resource for meeting those needs for today and tomorrow. SUNY is committed to serving as the state's strongest economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers and students from across the country and the world.

EDUCATION LAW, STATE OF NEW YORK

A7224-a. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study, or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.
    - It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school because of his or her religious beliefs must be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that

> he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, that provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution that is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code

SUNY Chancellor's Office

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2026-2027 Academic Calendar

Fall 2026	
August 25	Convocation
August 27	New Student Orientation
August 31	First day of fall classes
September 1	Labor Day – NO CLASSES - COLLEGE CLOSED
September 3	Last day to submit an Academic Appeal for fall enrollment
September 8	Last day to add fall classes (excluding late start courses) Last day to submit Curriculum Change Form for fall
September 21	Last day to drop classes (excluding late start courses)
September 22	Census Date
October 12	Indigenous Peoples' Day – NO CLASSES - COLLEGE OPEN
October 14	Classes resume: Follow Monday-on-a-Tuesday class schedule
October 19	Incomplete grades due from Summer 2026
October 26	Registration for Spring 2027 opens for matriculated students
November 5	Last day to withdraw from full semester fall classes Spring 2027 registration opens for non-matriculated students
November 11	Veterans Day – COLLEGE OPEN - CLASSES HELD
November 25-27	Thanksgiving – NO CLASSES - COLLEGE CLOSED
December 11	Last day of classes
December 14	Reading day/Make-up Instruction day
December 15	Exam day/Make-up Instruction day
December 16-18	Exam days
December 21	Grades due by 5:00pm
December 24 - January 3, 2027	COLLEGE CLOSED

Spring 2027	
January 4	COLLEGE OPEN
January 18	Martin Luther King Jr. Day – NO CLASSES – COLLEGE CLOSED
January 19	First day of spring classes
January 22	Last day to submit an Academic Appeal for spring enrollment
January 26	Last day to add spring classes (excluding late start courses)
February 9	Last day to drop Spring 2025 classes (excluding late start courses) Last day to submit Curriculum Change Form for spring
February 10	Census Date
February 15	Presidents Day – NO CLASSES – COLLEGE CLOSED
February 16	Classes resume: Follow Monday-on-a-Tuesday class schedule Incomplete grades due from Summer 2026
March 15-21	Spring Break – COLLEGE OPEN – NO CLASSES

Spring 2027	
March 22	Registration for Summer & Fall 2027 opens for matriculated students
March 29	Last day to withdraw from full semester spring classes
April 1	Registration for Summer & Fall 2027 opens for non-matriculated students
May 5	Last day of classes
May 6	Reading day/Make-up Instruction day
May 7	Exam day/Make-up Instruction day
May 10-11	Exam Day
May 13	Grades due by 5:00pm
May 15	Commencement

Summer 2027	
May 24	First day of Full-Term Summer and Summer Session 1 classes Last day to add Summer Session 1 classes
May 31	Memorial Day - NO CLASSES - COLLEGE CLOSED
June 1	Last day to add Full-Term Summer classes Last day to drop Summer Session 1 classes
June 2	Census Date Summer Session 1 classes
June 9	Last day to drop Full-Term Summer classes Last day to submit Curriculum Change Form for summer
June 10	Census Date for Full-Term Summer classes
June 15	Last day to withdraw from Summer Session 1 classes
June 19	Juneteenth Observance – NO CLASSES – COLLEGE CLOSED
July 1	Last Day of Summer Session 1 classes
July 2-11	NO CLASSES – COLLEGE CLOSED
July 12	First Day of Summer Session 2 classes/ Last day to add Summer 2 classes Grades Due for Summer 1 classes by 10:00am Incomplete grades due from Spring 2027
July 14	Last day to withdraw from Full-Term Summer classes
July 19	Last day to add Summer Session 2 classes
July 20	Census date for Summer Session 2 classes
August 4	Last day to withdraw from Full-Term Summer classes
August 23	Last day of Full-Term Summer and Summer Session 2 classes
August 25	Grades due for Full-Term Summer and Summer Session 2 classes by 10:00am
October 25, 2027	Incomplete grades due for Summer 2027

General Information

Columbia-Greene Community College, a campus of the State University of New York, is a comprehensive two-year college offering a variety of transfer and career programs leading to the degrees of Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Occupational Studies as well as one-year certificate programs and specialized courses geared to community interest.

Columbia-Greene is situated on a picturesque campus near the banks of the Hudson River, bordered on the west by the Catskill Mountains and to the east by the Taconic and Berkshire Hills. Students can enjoy the benefits of a rural campus while taking advantage of cultural opportunities in nearby Albany, the Berkshires, and New York City.

The college offers a quality education through its dedicated faculty, who have received a high degree of professional recognition. Campus life is full and varied, as exemplified by student clubs, activities, and sports on all levels. The campus atmosphere is friendly and safe. Student backgrounds and hometowns are diverse, leading to a stimulating and challenging environment. With forty-three quality degree and certificate programs, a distinguished faculty, and a beautiful campus, Columbia-Greene is an excellent place to attend college.

Normal weekday hours of operation of the College: 7:30 a.m. to 10:30 p.m. Weekends: (Saturday and Sunday) 7:30 a.m. to 5:00 p.m.

Vision

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

Values

Columbia-Greene Community College models the following values:

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

Mission

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

Goals

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

1. Academic Programs: Annually analyze and develop academic offerings that respond to diverse student needs and meet local market demands.
2. Equity, Diversity, and Inclusion: Increase the level of commitment to be a more culturally competent and responsive institution that acknowledges, respects, and celebrates identity, background, and idea expression.
3. Enrollment: Increase the College's overall enrollment by an annual average of five percent over the three years of the plan by expanding marketing, recruitment, and retention efforts to attain a more diverse student body.
4. Student Success: Provide all students with a holistic educational experience which supports persistence, retention, and goal completion.
5. Technical and Computing Environment: Leverage technology to improve operating efficiency and provide resources to support a first-rate experience.

Academic Philosophy

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

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

Sponsors

The College is sponsored locally by the counties of Greene and Columbia through the Greene County Legislature and the Columbia County Board of Supervisors.

Accreditation of the College

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

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

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

The Community

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

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

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

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

College Campus

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

Main Building

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

Arts Center

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

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

Professional Academic Center
The Professional Academic Center completes the campus quadrangle at C- GCC. A workforce-related facility, the PAC is home to the Columbia-Greene Workforce New York Career Center, which includes a New York State Department of Labor Resource Room. The two-story structure, which offers breathtaking views of the campus, also houses the Saland Forum – named in honor of former state Senator Stephen Saland, seminar rooms, classrooms, and the Alumni Gallery.

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

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

The purpose of the river field station is fourfold:

1. Expand the laboratory resources and teaching capability of the Division of Math and Science
2. Provide extracurricular study opportunities for area grade school and secondary school students
3. Establish a river research facility for grant-funded projects, and
4. Provide an ecological study and research center to support efforts to improve the Hudson River environment.

The field station serves as a laboratory annex for General Ecology, Hudson River Ecology, and Environmental Science classes on campus. The college offers an associate degree in environmental science. Groups of grade school children also take part in daylong workshops that introduce them to species in and around the waterway.

The college has participated in a research project involving the infestation of zebra mussels into the Hudson River water system and its effect on the river's native macro-invertebrate populations.

Galleries
The college houses five art galleries: the Kaaterskill Gallery adjacent to the Library, the Blue Hill Gallery at the main entrance; the Belknap Memorial Gallery in the Administrative Wing; the Foundation Gallery in the Arts Center; and the Alumni Gallery in the Professional Academic Center.

Exhibits in the Kaaterskill Gallery and the Blue Hill Gallery are changed monthly; in the Foundation Gallery, three times a semester. All galleries contain a diverse mixture of works by area artists and students. The Belknap Gallery contains works from the college's collection, which also appear at other locations on campus on a rotating basis.

Located in the Arts Center, the Foundation Gallery is a locus of discussion and enrichment. The gallery is the principal exhibition space of the Fine Arts Department, which is dedicated to the goal of excellence in the arts. Work from both professional artists and students are exhibited in the gallery, exposing the college community to a wide range of artistic endeavors.

Lastly, the Alumni Gallery houses special exhibits.

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

Disclosure of Completion, Persistence, and Transfer Rates

PURSUANT TO TERMS OF THE STUDENT RIGHT-TO-KNOW ACT

INSTITUTION: COLUMBIA-GREENE COMMUNITY COLLEGE

Gender	Race	Initial Cohort Entered Fall 2022	Graduated Within Three Years	Transferred Out	Still Enrolled as of Fall 2025	No Longer Enrolled as of Fall 2025
		(1)	(2)	(3)	(4)	(5)
Men	American Indian or Alaska Native	---	---	---	---	---
	Asian	100%	---	---	---	100%
	Black or African American	100%	50%	17%	---	33%
	Hispanic/Latino	100%	28%	28%	---	44%
	Native Hawaiian or Other Pacific Islander	---	---	---	---	---
	White	100%	48%	21%	6%	25%
	Two or more races	100%	46%	---	8%	46%
	Nonresident alien	---	---	---	---	---
	Unknown	100%	43%	---	---	57%
Subtotal		**100%**	**44%**	**17%**	**4%**	**35%**
Women	American Indian or Alaska Native	100%	100%	---	---	---
	Asian	100%	67%	---	---	33%
	Black or African American	100%	40%	20%	---	40%
	Hispanic/Latino	100%	33%	---	---	67%
	Native Hawaiian or Other Pacific Islander	---	---	---	---	---
	White	100%	50%	8%	8%	34%
	Two or more races	100%	---	---	---	100%
	Nonresident alien	100%	100%	---	---	
	Unknown	100%	25%	25%	25%	25%
Subtotal		**100%**	**47%**	**9%**	**8%**	**36%**
Total		**100%**	**46%**	**13%**	**6%**	**35%**

Cohort: First-time, full-time, degree/certificate-seeking students who entered in Fall 2022
Col 1 = Cols 2+3+4+5

Source: IPEDS Graduation Rates 2025-26
Office of Institutional Research, Planning, and Effectiveness
July 2026

Community Engagement and Professional Development

Continuing Education & Workforce Development

The Office of Continuing Education and Workforce Development serves the community by providing impactful and innovative programming designed to address both workforce related and personal enrichment needs.

SUNY C-GCC offers vocational training programs that equip individuals with the skills necessary to succeed in the workplace. Programmatic offerings are holistically created for those beginning new careers, those who are entering the workforce for the first time, and those looking to upskill to advance professionally.

The College's non-credit courses provide an opportunity for lifelong learning and personal enrichment for the general public and local community. Areas of instruction range from arts and crafts, personal finance, to computer literacy and software application skills. Non-credit course offerings are held throughout the academic year.

Additionally, a variety of corporate training programs are offered for business and industry, government, and nonprofit organizations. These programs are customized to meet the immediate needs of the business community, address long-term industry demands, and to prepare for new business opportunities in an ever-changing economy. Funding and resources for corporate and workforce training may be available through grants such as the SUNY Workforce Development Grants.

All Continuing Education and Workforce Development programming and course offerings are meant to be accessible, equitable, and affordable. Scheduling can take place at the College campus and nearby community locations. The College can offer the modality of in-person, online, hybrid, day, evening, and weekends.

For additional information on our programs and course offerings, please contact our office by phone, 518.697.6370 or email, Workforce@sunycgcc.edu.

Admissions

As a college under the Full Opportunity Plan of the State of New York, Columbia-Greene Community College assures a place to any applicant who meets admissions requirements, although acceptance to particular programs is not guaranteed. Admission to C-GCC is based on individual student records, with priority given to Columbia and Greene County residents. Admission is granted for fall, spring, and summer. Columbia-Greene Community College adheres to the standards set forth by the National Association for College Admission Counseling (NACAC). By doing so, we follow a code of ethics as related to the recruitment and admission of all students. In accordance with New York State law, the college reserves the right to refuse admission to any applicant when it is deemed in the best interest of the institution to do so.

Definitions

Matriculated: The academic status of a student who is officially committed to a particular degree or certificate program. Requirements for matriculation include completion of the application process, acceptance to a specific program, and enrollment and attendance in courses. Matriculation is mandatory to confer a degree or a certificate and, in most cases, for a student to receive scholarships and/or financial aid and/or credits for advanced standing." Matriculation" or "matriculated status" indicates that:

1. The college has evaluated the student's application and credentials and has reason to believe the student has the ability to complete all degree requirements. Please note, High School programs of correspondence study do not meet the New York State requirements for Secondary education.
2. The college has formally accepted the student as a degree candidate.
3. The student remains in good academic standing.

Non-matriculated: The academic status of a student who is enrolled in a course or courses who has not been formally accepted in a degree or certificate program or whose matriculation has been terminated for any reason. Non-matriculated students are not eligible for a degree or financial aid. Credits accrued while non-matriculated may be applied to a degree once the student becomes matriculated. Non-matriculated students who wish to register for more than eleven credits in the same semester must meet with an academic advisor prior to registering.

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

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

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

Sophomore: A student with 30 to 64 semester hours.

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

Application Procedures and Requirements

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

1. The applicant must be a high school graduate or hold a High School EquivalencyDiploma (TASC or GED) or the student's high school class must have already graduated.
2. The applicant must complete a Columbia- Greene Application for Admission, which can be obtained from a high school guidance office, the Admissions Office at Columbia- Greene Community College, or on the Web at https://www.columbiagreene.edu/admissions/ how-to-apply. The application should be filled out completely and mailed to C-GCC Admissions Office.
3. The applicant must request high school transcripts be sent to the Admissions Office at Columbia-Greene Community College. Official high school transcripts may be mailed, faxed to 518.828.0035, or emailed as an attachment directly to the Admissions office accompanied by an official cover sheet from the high school guidance office. If a candidate possesses a High School Equivalency (GED/TASC) diploma, the Diploma must be submitted to the Office of Admissions. A copy of the original will be made in the Admissions Office. In addition, the Admissions Staff may verify this information.

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

4. If the applicant is transferring from a different college or university, official copies of academic transcripts from each college attended must be mailed to the Office of Admissions at Columbia-Greene Community College. A transfer applicant who is academically ineligible to continue at the previous college of matriculation must generally wait at least one full semester before being considered for admission to Columbia- Greene. An applicant with less than a 2.0 GPA from another college may be required to take a placement test at the time of application.
5. Although not required, if available, SAT or ACT scores may be used to waive the placement test requirement.
6. The applicant is required to attend an information session for acceptance into the Nursing and Police Basic Training programs. Applicants into our Automotive Technology program need to submit a signed Automotive Acknowledgement Form. An interview is required for students without a high school diploma or high school equivalency diploma. All other applicants are welcome to meet with a counselor.
7. A placement test may be necessary based on the applicant's intended program and academic preparation. Acceptance to a particular program is based on the applicant's academic record, intended program, and placement test results. Placement tests are not administered after the last placement test date prior to the subsequent semester start. Applicants who apply late and need placement tests may be able to attend as part-time, non- matriculated students until all admissions requirements are completed. Acceptance into a specific major is contingent upon the successful completion of any transitional courses required by placement test results and program Academic Readiness as set forth in the college catalog.

Criteria for Testing and Acceptance

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

Placement Test Retesting

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

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

Acceptance Criteria

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

Student Review Committee

The Student Review Committee evaluates, recommends and makes final decisions for new and returning student

applications that serve the best interest of the applicant. The Committee reviews applications when the applicant is someone who poses a concern for the safety and welfare of the College Community, has been dismissed from an institution for disciplinary reasons, received an academic dismissal (see Academic Status), or who demonstrates difficulty in completing a given program successfully. The Student Review Committee consists of representatives from academic and student affairs.

Policy 3200 – Admission of Persons with Prior Felony Convictions

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

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

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

Multiple Measures and Placement Tests

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

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

ESL/ELL Placement Test

Criteria for ESL/ELL Testing:

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

If a student does not identify English as their native language and their high school transcript indicates ESL/ELL courses, then the student may be required to take a CLASSIC ACCUPLACER ESL/ELL placement exam.

Based on the results of the placement test, students may be required to complete ESL non-credit courses.

All other Admissions criteria apply.

Immunization Requirements for College Students

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

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

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

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

Meningococcal Meningitis – all students who are enrolled for at least six semester hours must also return the meningitis information response form certifying they have had an immunization against meningococcal meningitis within the preceding five years OR they have received and reviewed the information about meningococcal meningitis provided by Columbia-Greene Community College,

understand the risk of the disease and the benefits of immunization and have decided NOT to obtain the immunization.

Students in the Nursing Program must comply with additional immunization requirements as indicated on their health assessment form which is to be returned to the Health Services Office.

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

Applicants without a High School Diploma

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

Students who first enroll in a program of study on or after July 1, 2012, will NOT be eligible to receive Title IV student aid. See Financial Aid section for complete information. Students may qualify for a high school equivalency diploma by successfully completing 24 semester hours in a degree or certificate program at Columbia-Greene Community College.

The State Education Department of New York has specified the 24 semester hours required to earn a high school equivalency diploma:

- 6 semester hours in English Language Arts, including writing, speaking and literature
- 3 semester hours in mathematics
- 3 semester hours in natural science
- 3 semester hours in social science
- 3 semester hours in humanities
- 6 credits in the student's registered program

Upon completion of this program, it is the student's responsibility to apply to the New York State Education Department for the equivalency diploma. The student must receive the high school equivalency diploma before qualifying to complete a degree at C-GCC. Transitional skills courses are not included in the 24-credit-hour requirement.

Applicants with an IEP Diploma or CDOS Credential

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

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

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

Concurrent Enrollment Program for Qualified High School Students

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

College in the High School (CIHS):

Students enroll part-time in college credit-bearing course offered at their high school.

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

- be currently enrolled in a high school pursuing a Regents diploma
- submit to the College a CIHS Application and Registration Form, which may be obtained through their high school guidance office
- submit official transcripts of all high school course work completed at the time of application
- have a minimum 80% average in the academic area they wish to study, or in a required course prerequisite; an 80% in English may be considered if there is no academic history in the desired area of study
- meet all course pre- and co-requisite requirements including minimum prerequisite course grades

If qualified, students will automatically be registered for the courses requested on their Application and

Registration Form. An official letter of acceptance and registration will be mailed followed by billing, payment, and Certificate of Residence information.

CIHS students must adhere to all non-matriculated policies as outlined in the College Catalog and are typically enrolled part-time in no more than 11 credits each semester. If a CIHS student wishes to register for more than 11 credits in one semester, they must consult with the Director of College in the High School or a C-GCC academic advisor prior to registration.

Concurrent Enrollment at Columbia-Greene Community College:

Students simultaneously enroll in campus-based courses while in high school or homeschool.

1. A student wishing to enroll in Columbia- Greene Community College while simultaneously enrolled in high school:
    a. must submit the Early College Application with appropriate signatures and permission of parent/guardian and school official (School Counselor, Principal or Superintendent).
    b. must submit an official transcript of all high school work completed at the time of application.
    c. must have a minimum of an 80% average in the academic area in which he/she wishes to study, or an 80% in English and/or an 80% in Math if there is no academic history in that desired academic area.
    d. may be required to take a placement exam. Course placement will be determined by college readiness
    assessment (Multiple Measures Placement test and/or advising consultation).
2. A student wishing to enroll in Columbia- Greene Community College while a homeschooled student:
    a. must be currently enrolled in a homeschooling program approved by the New York State Board of Regents.
    b. must submit the Early College Application with appropriate signatures and permission of parent/guardian and school official (School Counselor, Principal or Superintendent).
    c. must submit official documentation from the school district (on the school's letterhead) or accredited institution that an IHIP is on file for the semester attended.
    d. may be required to take a placement exam. Course placement will be determined by college readiness assessment (Multiple Measures, Placement test and/or advising consultation).

Homeschooled Applicants

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

Submit a Columbia-Greene Application for Admission.

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

  Online education or documentation cannot be accepted. It cannot be a homemade transcript or letter from a parent. Additionally, applicants must submit a copy of their Individualized Home Instruction Plans (IHIP) reflecting their high school coursework. If the student's home- schooling experience was not monitored by a school district or accredited institution, or there is not sufficient evidence that the student completed the home study, he/she will be considered a student without a high school diploma or High School Equivalency Diploma (TASC or GED). Students interested in participating in intercollegiate athletics must provide documentation as required by the National Junior College Athletic Association (NJCAA). For detailed information, contact the College's Athletics Director at 518.697.6310.
- Complete a placement test and demonstrate the ability to do college- level work in reading, mathematics and English. If test results indicate the need for transitional courses, the student must enroll in these courses.

International Students

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

International Student Financial Statement

The student must submit original or officially certified bank statements or income verification documents which show evidence of sufficient financial support ($24,884 US – subject to change based on cost of attendance per academic year) for one academic year sent to the Admissions Office. Please be aware that the same amount will be needed for the second year of study (subject to change based on cost of attendance). Financial Aid and/or scholarships are NOT available to international students.

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

English Proficiency

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

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

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

High School or Secondary School Transcript

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

If transcripts are from outside the U.S., students must have their transcripts evaluated by an approved National Association of Credential Evaluation Services (NACES) member and translated into English with information regarding the equivalent educational level obtained in the American educational system (high school, college, etc.). The cost of this evaluation is incumbent upon the student. An official copy of the evaluation must be sent directly to C-GCC in a sealed envelope from the evaluator/evaluation agency.

College or University Transcripts

Students who attended another college or university (in ANY country) must arrange to have official transcripts sent to the C-GCC Admissions Office. Official college transcripts are original, or officially certified copies, signed and sealed documents that are sent directly from a college, university or post-secondary school to C-GCC in a sealed envelope.

Transcripts from international colleges/universities must be evaluated and translated into English with information regarding the equivalent educational level obtained in the American educational system (high school, college, etc.). The cost of this evaluation is incumbent upon the student. An official copy of the evaluation must be sent directly to C-GCC in a sealed envelope from the evaluator/evaluation agency.

If the international student is accepted, the college will issue an I-20 form and provide students with guidance on the F-1 student visa process.

Re-admission

Formerly matriculated students who have left the college and want to return must submit a new application for readmission, available from the Admissions Office. A student must apply for re-admission if:

- the student did not attend a fall or spring semester
- the student is no longer matriculated
- the student withdraws from the college
- the student is academically dismissed (see dismissal information)
- the student has graduated from one course of study and wishes to continue full time in a new program.

No fee is involved. Re-admitted students are bound by the program and degree requirements of the catalog published for the year they were re-admitted.

Multiple Degrees at C-GCC

According to State Education Department guidelines and possible limitations on financial aid eligibility, students are encouraged to work toward advanced educational achievement, such as bachelor's degrees, rather than additional associate degrees at C-GCC. In general,

students should not re-admit for a second degree at the same degree level. Students are welcome to continue taking courses at C-GCC with non- matriculated status and no financial aid eligibility. There are some conditions which may allow for a waiver of this policy:

- Students who seek education or training in a completely different area.
- Students who have completed a certificate in an area and wish to pursue a degree in the same or different area.
- Students who have completed an occupational degree (AAS or AOS) in an area and wish to pursue a transfer degree (AA or AS) in the same or different area.
- Students who have completed the AA or AS portion of a dual degree and wish to continue in courses prescribed by the BA or BS portion of the degree may do so provided the student obtains a letter on college letterhead from the bachelor's level school confirming that the student is working with both colleges to satisfy dual degree requirements.

Any exception to the above criteria should adhere to the following guidelines:

A minimum of 24 additional semester hours must be completed for any additional degrees to be awarded, that is, a total of at least 85 credits must be achieved for a second degree. The following chart represents the total required semester hours that must be completed for a certificate to be awarded, unless concurrently receiving two degrees.

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

Certificates earned by stacking micro-credentials shall be exempt from the residency requirements as listed in the Multiple Degree Policy. Students completing a certificate in this manner shall not be required to take any courses in addition to those required for the stackable micro-credentials.

Transfer Policies and Prior Learning Assessment for Advanced Standing

Advanced standing will be awarded for the following:

a. transfer course work from other institutions of higher education
b. credit from national exams (CLEP, DSST, AP, IB)
c. C-GCC challenge exams
d. credit for life experience
e. Excelsior external degree examinations
f. military training and occupations

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

a.) Transfer Credit from Previous College Work

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

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

Columbia-Greene Community College observes recommendations of the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS), in the evaluation of education experiences sponsored by non-collegiate organizations when the content is considered appropriate as transfer credit.

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

1. Students must submit official transcripts from all colleges and/or institutions attended directly to the Admissions Office in order to be evaluated.
2. Only courses completed with a grade of C or better will be considered for transfer credit. While general education categories completed at other SUNY institutions and verified on the General Education Transcript Addendum will be acknowledged as completed with a passing grade less than a C at C-GCC, credit for the course will not transfer.
3. Grades and quality points for courses transferred into C-GCC will not be used in calculating the grade point average at the college. Only credits transferred will be added to the cumulative credits earned.
4. A minimum of 24 semester hours of classroom instruction must be completed at C-GCC for a degree to be granted. The following chart illustrates the minimum number of semester hours of classroom instruction that must be completed at C-GCC for a certificate to be granted.
    a. 54 credit hours: 38 credits required (LPN Only)
    b. 30 credit hours: 15 credits required
    c. 24 credit hours: 12 credits required
    d. 15 credit hours: 9 credits required
    e. Micro-credentials: At least 50% of the program credits must be completed at C-GCC.
5. Students transferring into Nursing will not receive credit for science courses completed more than ten years prior to their entry into NU 101.
6. Students who change their curriculum while attending C-GCC will have their credits re-evaluated to determine applicability to the new curriculum governed by the catalog that is current at the time of the curriculum change.
7. Any eligible credit that is denied transfer will undergo an automatic secondary review by the appropriate Academic Division to ensure maximum application of credit.
8. Students who do not agree with the College's decision on the granting or placement of credit earned at a prior institution have the right to submit an appeal to the Registrar's Office. Students requesting an appeal should be prepared to provide reasonable material to support their case, such as the course description or syllabus in question. See specific procedure below.
9. Students who lose their matriculation and re-admit will have their credits re- evaluated to determine applicability according to the catalog current at the time of readmission. If the student attends another college or university between the time of loss of matriculation and readmission, an official transcript from that college must be submitted at the time of readmission and prior to re-evaluation. If more than 7 years has elapsed between the time of loss of matriculation and readmission, the student is required to submit new official transcripts from all colleges attended

Transfer Evaluation Procedure

1. Students are to send official transcript from all previous colleges attended to the Office of Admissions.
2. Admissions provides copies of official transcript to the Office of Records and Registration.
3. Official transcripts are evaluated by the Registrar or designee. While all courses with a grade of C or better will be evaluated upon admission, only courses applicable to the student's current program will be transferred in for credit. A transfer evaluation sheet will be created and uploaded to the student's permanent record.
4. If a transfer equivalency is unclear or cannot be determined, the Registrar or designee will send the evaluation sheet, transfer course description and any potential equivalency to the Chair of the appropriate Academic Division, who will make the final determination. In such cases, additional information (i.e. the syllabus) may be needed to determine the most appropriate equivalency.
5. If an otherwise eligible transfer course is denied, the Registrar or designee will send the evaluation sheet, transfer course description and a rationale for the denial to the Chair of the appropriate Academic Division, who will make the final determination. In such cases, additional information (i.e. the syllabus) may be needed to determine the most appropriate equivalency.
6. Following the submission of a Change of Curriculum, the students transfer history will be re-evaluated with applicable credit being applied to the student's new program requirements.
7. Transfer equivalency databases will be maintained in Banner for future reference and application.

Transfer Evaluation Appeal Process

1. If a student wishes to appeal the College's decision regarding transfer credit or placement, they should coordinate with their advisor to complete a Transfer

Evaluation Appeal Form and submit to Records and Registration along with relevant course syllabus and/ other supporting evidence.
2. Once received, the Registrar will re-evaluate the initial decision in light of the newly provided supporting documentation and, if needed, consult with the appropriate faculty or Division Chair. If approved, the change will be made in the student's educational record and the student will notified in writing. If denied, the Registrar will notify the student in writing providing a rationale for the decision.
3. If the student wishes to appeal the denial, they will have ten (10) business days from the date of the denial notification to submit a written appeal to the Chief Academic Officer (CAO) or designee. This written appeal should include the original appeal request, all substantive documentation provided earlier in the process, and a copy of the Registrar's denial letter. The CAO will then make the final determination regarding the transfer. This final determination will be provided to the student in writing within 15 business days from the submission date of the second appeal.
4. If the student does not agree with the CAO's final decision, or has not received a response from in 15 business days, the student may appeal to the SUNY Provost. Details on this process may be found HERE.

b.) College Level Examination Program (CLEP)

1. Columbia-Greene Community College recognizes credit earned through testing by the College Level Examination Program of the College Board and awards credit for successful completion of CLEP tests in the same manner that transfer credits are awarded. For further information, inquire at the Admissions Office or visit www.collegeboard.com/CLEP.
2. The student must be matriculated and the CLEP test equivalent course must be applicable to the student's current matriculated curriculum.
3. Successful completion of CLEP exams is generally the equivalent of a C level score.
4. Credits awarded from CLEP exams will meet institutional degree requirements in their appropriate academic area and can be used for elective courses. However, they cannot be substituted for a required course unless the CLEP exam is considered to be that particular course, or a course substitution is granted by the appropriate Academic Dean.
5. Credits awarded from a science CLEP exam may not be used to meet a lab science requirement.
6. Credits awarded from CLEP exams do not always meet SUNY general education requirements.
7. Credit granted through this means at C- GCC may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

DSST (DSST Subject Standardized Tests)

1. Columbia-Greene Community College recognizes credit earned through testing by the DSST program and awards credit for successful completion of DSST tests in the same manner that transfer credits are awarded. For further information or dates of exams, inquire in the Admissions Office.
2. The student must be matriculated, and the DSST test equivalent course must be applicable to the student's matriculated curriculum.
3. Successful completion of DSST tests is generally recognized to be the equivalent of a C level score.
4. Credits awarded from DSST tests will meet institutional degree requirements in their appropriate academic area and can be used for elective courses. They cannot be substituted for a required course unless the DSST test is considered to be that particular course, or a course substitution is granted by the Dean of Academic Affairs.
5. Credits awarded from DSST tests do not always meet SUNY general education requirements.
6. Credit granted through this means at Columbia-Greene Community College may count toward graduation, but it is not guaranteed to be accepted as transfer credit at another college.

The College Board Advanced Placement Exam

1. The college recognizes the College Board Advanced Placement (AP) exams and awards credit for successful completion of AP exams in the same manner that transfer credits are awarded.
2. Successful completion of AP exams is indicated by a grade of 3, 4, or 5. Credits awarded from AP exams will meet institutional degree requirements in their appropriate academic area and can be used for elective courses.
3. The student must be matriculated, and the College Board Advanced Placement Exam equivalent course must be applicable to the student's matriculated curriculum.

International Baccalaureate (IB)

Students seeking to transfer IB credits must be matriculated and an official IB transcript must be submitted to the Office of Records and Registration for evaluation.

Students with IB Diploma:
CGCC may award up to 30 credits to students who have earned an IB diploma with a cumulative score of at least 30 – including both SL and HL exams – and no score less than a

- 12 to 24 credits, with assigned course equivalents, on a course-by-course basis for Higher Level courses completed with a score from 4 to 7.
- 6 to 18 credits, assigned as elective credit, for completing the remaining Standard Level courses and extended Essay requirement.

Students without IB Diploma:
Credits are awarded on a course-by-course basis for HL exams with a score of 4 or higher. Contact registration@sunycgcc.edu for more information.

Transfer Process

1. Upon receipt of official IB transcript the Registrar will provide an initial review of the student's educational experience. If IB transfer equivalencies already exist and all eligibility requirements are satisfied, the Registrar will approve the transfer. If an equivalency does not exist, the Registrar will then complete an IB Transfer Credit Recommendation form and submit along with supporting evidence to the appropriate Division Chair or faculty for review.
2. The Chair will review the Registrar's recommendation and approve, suggest amendments, or deny the recommendation. If the recommendation is denied, the Chair will provide the Registrar with a written explanation for the denial, who will then notify the student of the decision and provide a rationale for the denial.
3. Once a final determination has been made, the appropriate changes will be made to the student education record and the student will be notified in writing.
4. The approved credit equivalency will then be recorded in the IB Transfer Equivalency Table for future application.

Transfer Evaluation Appeal Process

1. If a student wishes to appeal the College's decision regarding transfer credit or placement, they should coordinate with their advisor to complete a Transfer Evaluation Appeal Form and submit to Records and Registration along with relevant course syllabus and/ other supporting evidence.
2. Once received, the Registrar will re-evaluate the initial decision in light of the newly provided supporting documentation and, if needed, consult with the appropriate faculty or Division Chair. If approved, the change will be made in the student's educational record and the student will notified in writing. If denied, the Registrar will notify the student in writing providing a rationale for the decision.
3. If the student wishes to appeal the denial, they will have ten (10) business days from the date of the denial notification to submit a written appeal to the Chief Academic Officer (CAO) or designee. This written appeal should include the original appeal request, all substantive documentation provided earlier in the process, and a copy of the Registrar's denial letter. The CAO will then make the final determination regarding the transfer. This final determination will be provided to the student in writing within 15 business days from the submission date of the second appeal.
4. If the student does not agree with the CAO's final decision, or has not received a response from in 15 business days, the student may appeal to the SUNY Provost. Details on this process may be found HERE.

c.) Internal (C-GCC) Challenge Examination

Internal Challenge Exams (ICE) allow students the opportunity to pass an assessment showing that they have mastered the knowledge of the course content to receive credit for the course.

- A flat fee of $25.00 (non-refundable) per assessment[1] be issued to the student for the cost of the examination.
- The student must be matriculated and in good academic standing.
- The ICE will be graded according to the grading structure set up for the course and will be included in the student's record as attempted.
- Any course previously taken and not passed is considered ineligible for ICE.
- Students are limited to one (1) ICE attempt per course.

In some instances, the ICE option is governed by specific program policies and procedures. The following list of courses currently have department specific regulations and procedures governing the issuance and acceptance of internal challenge exams:

- NU 101

- NU 102
- BI 130
- BI 131

The following courses are unable to provide credit for ICE:

- NU 201
- NU 202
- PE Courses
- AU Courses
- BU 211
- CP 112/113/114

Procedures for an Internal Challenge Exam

- The student requests a meeting with their advisor to discuss the ICE option and their potential eligibility.
- If eligible, the student should submit an *Internal Challenge Exam Application*[2] along with material supporting their readiness for the exam as indicated by the application. At least two weeks must be allowed for review of the application and the preparation of the exam and its administration.
- If approved by the Division Chair (or designee), the application must be approved by the Chief Academic Officer (or designee) and payment for the ICE must be submitted to the Bursar. If the application is denied, the application will be returned to the student with a written explanation from the Division Chair, Chief Academic Officer, or designee for the denial.
- Following final approval and payment, the Division Chair (or designee) will identify a faculty member to administer the exam in coordination with the Center for Student Success. Once the student completes the exam, the designated faculty member assesses the results, records them on the *Internal Challenge Exam Application,* and returns them to the Division Chair for final review and recommendation. Final recommendations are sent to the Registrar for data entry and archiving.

d.) Credit for Life Experience

Prior Learning Articulation

Prior Learning Articulation (PLA) allows matriculated students the opportunity to receive college credit for learning and knowledge they have acquired through approved professional training programs, articulated course completion from unaccredited institutions, or current professional licensing and certification.

Credits will be applied as follows:

- At no cost to the student.
- As institutional (attempted and earned) credits,
- With a "PLA" grade
- PLA grades will not be factored into GPA.

Specific Program Articulations and Limitations

- Existing Articulations: Please contact registration@sunycgcc.edu for a current list of articulations.
- Limitations: The following courses are ineligible for Prior Learning Articulation
  - NU 101[3], NU 102[4], NU201, and NU202
  - Courses belonging to newly adopted competitive programs not listed herein.

Procedures for Prior Learning Articulations

- Students interested in applying for PLA credit should schedule an appointment with their Academic Advisor to discuss the PLA option and their potential eligibility.
- If eligible, the student should complete Part I of the *Prior Learning Articulation Application*[5] and submit the application (along with supporting documentation or verification of existing credentials) to their Division Chair (or designee) for initial review and approval.
- Once the Division Chair (or designee) grants initial approval, all documentation is to be submitted to the Chief Academic Officer (or designee) for final approval. If credit is denied, the application will be returned to the student with a written explanation from the Division Chair, Chief Academic Officer, or designee for the denial.
- Documentation approved by the Chief Academic Officer (or designee) should be sent to the Office of Records and Registration for data entry and archiving. Approved credits will be entered into the student's record as both attempted and earned. Unless otherwise specified in the approval documentation, the student will be issued an PLA grade, which will not factor into their GPA.

Portfolio Review

Portfolio Review (PR) allows a matriculated CGCC student to demonstrate competency for various types of learning for one or more courses through submission of a portfolio of their work to the Division Chair of the student's degree program. A fee of $30.00 per credit to be assessed will be charged to the student. This fee will serve only to cover

the cost of the assessment, and no additional charges will be incurred for the awarding of credit if they are deemed eligible.

Credits will be awarded as follows:

- Following review, credits will be applied to the student's record as attempted and earned credits with a grade of "PR" (Portfolio Review).
- Any course previously taken and not passed would not be eligible for PR.

Specific Program Policies and Limitations
The following courses are ineligible for Prior Learning Articulation

- NU 101[6], NU 102[7], NU201, and NU202
- Courses belonging to newly adopted competitive programs not listed herein.

Procedures for Prior Learning Articulations

- Students interested in applying for PLA credit should schedule an appointment with their Academic Advisor to discuss the PLA option and their potential eligibility.
- If eligible, the student should complete Part I of the *Prior Learning Articulation Application*[5] and submit the application (along with supporting documentation or verification of existing credentials) to their Division Chair (or designee) for initial review and approval.
- Once the Division Chair (or designee) grants initial approval, all documentation is to be submitted to the Chief Academic Officer (or designee) for final approval. If credit is denied, the application will be returned to the student with a written explanation from the Division Chair, Chief Academic Officer, or designee for the denial.
- Documentation approved by the Chief Academic Officer (or designee) should be sent to the Office of Records and Registration for data entry and archiving. Approved credits will be entered into the student's record as both attempted and earned. Unless otherwise specified in the approval documentation, the student will be issued an PLA grade, which will not factor into their GPA.

Portfolio Review
Portfolio Review (PR) allows a matriculated CGCC student to demonstrate competency for various types of learning for one or more courses through submission of a portfolio of their work to the Division Chair of the student's degree program. A fee of $30.00 per credit to be assessed will be charged to the student. This fee will serve only to cover the cost of the assessment, and no additional charges will be incurred for the awarding of credit if they are deemed eligible.

Credits will be awarded as follows:

- Following review, credits will be applied to the student's record as attempted and earned credits with a grade of "PR" (Portfolio Review).
- Any course previously taken and not passed would not be eligible for PR.

Specific Program Policies and Limitations
The following courses are ineligible for Prior Learning Articulation

- NU 101[6], NU 102[7], NU201, and NU202
- Courses belonging to newly adopted competitive programs not listed herein.

Procedures for Portfolio Review

- The student requests a meeting with their Academic Advisor to discuss the PR option and discuss the student's eligibility.
- If eligible, the student should complete Part I of the *Credit by Portfolio Review Application* and return to the Division Chair or designee. (If a student previously received an "F" grade in a course, no PR may be granted for that course.)
- The Division Chair or designee reviews the student's application and, if necessary, specifies and clarifies expectations with the student. The Division Chair (or designee) signs Part II, if approved. If the application is denied, it will be returned to the student with a written explanation from the Division Chair or designee for the denial.
- Once approved by the Division Chair (or designee), the student submits the signed application to the Bursar and pays the necessary fees. Bursar (or designee) signs Part III to confirm payment in full. The signed form is returned to Division Chair or (designee).
- The Division Chair or designee notifies the student to compile the agreed upon materials and submit for review. The Division Chair (or designee) will assess the submitted materials and provide a recommendation for approval or denial. At least two calendar weeks must be allowed for the evaluation of all submitted materials. Recommendation will be sent to the Chief Academic Officer for final approval.

If approved, the Chief Academic Officer (or designee) will complete Part IV of the application and return to the Division Chair or Designee. If denied, the application and materials will be returned to the student with a written explanation for the denial.
    - Division Chair to submit the completed application to the Registrar for data entry and archiving.

Appeal Process

1. If a student wishes to appeal the College's decision regarding the award of PLA or PR credit, they should coordinate with their advisor to complete a *PLA or PR Appeal Form*[8] and submit to appropriate Division Chair or designee along with relevant materials and other supporting evidence.
2. Once received, the Division Chair or designee will re-evaluate the initial decision in light of the newly provided supporting documentation. If need be, the Division Chair or Designee may form committee of faculty to render a verdict on the appeal. If approved, the student's appeal will be delivered to the Registrar and their educational record will be amended as appropriate. If denied, the Division Chair or designee will notify the student in writing providing a rational for the decision.
3. If the student wishes to appeal the denial, they will have ten (10) business days from the date of the denial notification to submit a written appeal to the Chief Academic Officer (CAO) or designee. This written appeal should include the original appeal request, all substantive documentation provided earlier in the process, and a copy of the Registrar's denial letter. The CAO will then make the final determination regarding the transfer. This final determination will be provided to the student in writing within 15 business days from the submission date of the second appeal.
4. If the student does not agree with the CAO's final decision, or has not received a response from in 15 business days, the student may appeal to the SUNY Provost. Details on this process may be found HERE.

e.) Excelsior External Degree Examinations

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

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

1. Credit for life experience will be evaluated upon admission but will not appear on the student's transcript until after completion of 6 credits at C-GCC with a GPA of 2.0.
2. Credit is awarded only to matriculated students and only where applicable to the student's program.
3. Interested students must apply and be accepted to C-GCC. Once matriculated, the student should contact the Admissions Office.
4. A maximum of 30 semester hours may be awarded toward the degree through life experience; at least 30 semester hours for a degree (15 for a certificate) must be completed at Columbia-Greene Community College.
5. Evaluation may be by a variety of methods including, but not limited to, CLEP exams, DSST tests, and certificates attesting to successful completion of military, corrections, or police training. Evaluation may also be obtained by preparing a comprehensive portfolio detailing learning experiences and providing appropriate documentation.

Note: Please refer to the Schedule of Tuition and Fees on page 64 for information on fee structure.

f.) Military Credit

C-GCC supports the personal and professional development of military veterans and their families. To that end, documented military experience can be accepted as a form of transfer credit and/or advanced placement upon matriculation into a degree program. For prior military experience or training to be considered for transfer credit the student must submit one or more of the following forms of official documentation to the Office of Records and Registration:

- DD-214

- ACE Credit Recommendation or Joint Service Transcript (JST)
- Military Transcript (AARTS, SMART, Coast Huard Institution, etc.)

Specific Stipulations

1. Barring programmatic restrictions, Armed Forces transfer credit awarded by another SUNY institution shall be guaranteed to transfer to C-GCC. Credit granted through this means may count toward graduation at C-GCC, but it is not guaranteed to be accepted when transferring to another institution.
2. Documentation of prior military experience will be reviewed upon matriculation. Accepted credit will be recorded on the student's transcript as "MC." It will not factor into the student's GPA.
3. Credit will only be granted for training relevant to the student's current degree program.
4. Credit review must occur prior to registering for or completing the course for which the credit for prior learning is being requested.
5. When evaluating Joint Services Transcripts, only recommendations listed as Upper (U) or Lower (L) credit level will be eligible for transfer. C-GCC does not consider Vocational (V) level credits for transfer at this time.
6. Armed Forces credit that has no established transfer history or credit equivalency will be initially evaluated by the Office of Records and Registration and approved by the appropriate Division Chair or their designee prior to award of credits.

DD-214 vs JST

Veterans who present the Office of Records and Registration with an official DD-214 are eligible to receive 4 credits in transfer (1 GN ELE, 1 HE ELE, and 2 PE ELE) automatically. However, this cannot be applied to the student record if presented with a JST, given the latter provides a more detailed educational assessment of the veteran's military basic training. The JST will thus supersede the DD-214 in the transfer process

Military Transfer Credit Review Process

1. Upon receipt of official documentation of military training (see list above), the Registrar will provide an initial review of the student's previous military experience and any accompanying credit recommendations. If military transfer credit equivalency already exists, the Registrar will approve the transfer and amend the student educational records. If an equivalency does not exist, the Registrar will then complete a Military Credit Recommendation form and submit along with supporting evidence to the appropriate Division Chair for review.
2. The Chair will review the Registrar's recommendation and approve, suggest amendments, or deny the recommendation. If the recommendation is denied, the Chair will provide the Registrar with a written explanation for the denial, who will then notify the student of the decision and provide a rationale for the denial.
3. Once a final determination has been made, the appropriate changes will be made to the student education record and the student will be notified in writing.
4. The approved credit equivalency will then be recorded in the transfer catalog for future application.

Academic Standards and Regulations

Registration Policies

Limitations on Course Loads

A student cannot take more than 19 semester hours without the written permission of the student's academic advisor and the Dean of Academic Affairs. Generally, this permission is not granted to a student who does not have at least a 3.5 cumulative grade point average.

Audit Policy

To audit a course, students must register by contacting the Office of Records and Registration. Those who audit do so only to peruse a class; they may not have the privilege of participation in class discussions, laboratory work, or fieldwork. Auditing is limited to credit courses. A list of courses appropriate for audit is available in the Office of the Provost. Auditing will not be permitted if a class is filled.

Auditors do not take tests, submit term papers, or receive grades, nor do they have the privilege of receiving peer tutoring. Auditors will not receive college credit or a grade for the course; however, a notation of the audit will be made on the student's permanent record. Library privileges are available under this status.

Changing from audit to credit or credit to audit will be permitted only during the designated add period at the beginning of each semester (only during the first week of classes). Credit for audited courses cannot be established at a later date except by enrolling in the course for credit in a subsequent semester and satisfying all course requirements at that time.

Students who audit a class will pay full tuition and fees for the course. A certificate of residence is also required.

Older Adult Audit

Adults 60 or older may audit credit courses on a space-available basis at no charge (see above audit policy for details). Anyone interested should contact the Office of Records and Registration. Proof of age may be required.

Cross Registration of Full-Time Students

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

Waiver of Requirements

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

Waived courses do not decrease the number of credit hours required for graduation.

Course Substitutions

Academic advisors must provide written approval for all course substitutions. Substitutions may only be made with equivalent courses within the same division's offerings.

Division chairs must provide written approval for any substitution which uses courses from divisions other than their own.

Dropping a Course

Students may drop a course until the census date, which may vary for individual courses (check with the Office of Records and Registration for specific details). Census date is defined as 20 percent of the full semester. After officially dropping a course, it will not appear on the student's transcript. However, there may be a financial liability for originally registering for this course. Refer to the refund policy on page 69 for further information.

A student may also be dropped from a course if he or she has been reported by the instructor as never attending.

To Drop One or More Courses

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

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

Adding a Course

Students may add a course until the end of the first week of classes without special permission. After the first week of classes, special consideration will be determined by the Dean of Academic Affairs after consultation with the instructor. The last day to add courses that are special dated is determined on a per-course, per-semester basis. Check with the Records and Registration Office for details.

Withdrawing from a Course

The withdrawal period begins after census date. A student may withdraw from a class after the census date, typically 20 percent of the full semester, but this may vary for individual courses. Please check with the Office of Records and Registration for specific details. The student will receive a grade of W for the withdrawn course on their transcript. Failure to attend class or an informal notification to instructors will not be considered official notice of withdrawal.

To Withdraw from One or More Courses

Students who wish to withdraw from courses may do so through Banner Self-Service unless they are withdrawing from all courses. Any student who wishes to withdraw from all courses must complete a withdrawal form, which is available from the student's academic advisor or from the Office of Records and Registration. Signatures must be obtained from the student's academic advisor as well as the Financial Aid Office before submitting this form to the Office of Records and Registration. Forms must be submitted by the deadline established in the college catalog.

Medical/Compassionate Withdrawal

A student can request a medical/ compassionate withdrawal where extreme illness, injury, or other significant situation prevents them from completing classes. The circumstances for the student request would generally involve death in the student's immediate family, unforeseen physical or mental health difficulties, or an unexpected family illness that requires the student's presence and prohibits the completion of the course.

Withdrawals may result in a recalculation of financial aid eligibility. Students receiving financial aid should discuss the implications with the financial aid office before requesting a withdrawal.

Requests for a medical/compassionate withdrawal must be submitted in writing to the Dean of Student Development. Supporting documentation must be included and received by the last day of classes for the semester in order for the appeal to be accepted and approved. The student will receive notice of the decision.

Matriculated students who withdraw from all courses may enroll for courses in a subsequent semester without having to apply for readmission. If, however, matriculated students withdraw from all courses and do not continue their enrollment in a subsequent semester, they must apply for readmission and meet any new curriculum requirements in effect at the date of readmission.

Independent Study

Independent study is a form of learning whereby a faculty member and the student cooperatively design a written contract equivalent to college-level study within a specific discipline.

1. Students must have completed at least 12 semester hours from an accredited college and possess a cumulative grade point average of 3.0 or higher as of the date of the written contract for independent study.
2. Transfer students must supply official transcripts to verify grade point average.
3. Independent study will be under the supervision of a faculty member affiliated with Columbia-Greene Community College.
4. An independent study cannot be substituted for a course in the catalog. It will appear on the transcript with a course title and code identifying it as an independent study.
5. A student may take only one independent study per semester and a maximum of three at Columbia-Greene.
6. Each hour of credit should reflect a minimum of 45 hours of work.
7. To register, a student must hand in a completed contract approved and signed in the following order: the student, the faculty, the registrar, the division chairperson, and the Dean of Academic Affairs.
8. Deadline for registration and completion of projects will follow the regular college calendar as published in the current catalog.
9. Independent study contract forms and regulations are available in the Office of the Provost.

Student Records

Annual Notification to Students

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their

education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

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

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading,or otherwise in violation of the student's privacy rights under FERPA.

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

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

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

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

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

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

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

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

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

- To other college officials, including teachers, within the college whom the college has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties

to whom the college has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another college where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and §99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to who such information is specifically required to be reported or disclosed pursuant to a state statute adopted prior to Nov. 19 1974, if the allowed reporting or disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released; or information that Is allowed to be reported pursuant to a State statute adopted after November 19,1974, which concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the college, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To the parents of an eligible student if the parents have submitted official evidence that the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the college has designated as "Directory Information" under §99.37. (§99.31(a)(11)) (see list below)
- To a victim of an alleged perpetrator of a crime of violence or a non- forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the college's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the college, governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- To Veterans Administration Officials pursuant to 38 USC §3690 (c).
- To the court those records that are necessary to defend the college when a student initiates legal action against the institution. (§99.31(a)(9))
- To the Military, directory information as it is presently defined under the Solomon Amendment, the student's name and address; telephone listing; date and place of birth; class level; academic major; degrees received and the educational institution in which the student was most recently enrolled even if the institution has not designated such Information as directory information in its policy. Information that is not required to release to the Military: directory information, but only if the student has requested that the college not release such information to anyone, information the institution certifies It does not have, and information not defined as directory information.

- When the disclosure concerns a registered sex offender, including a student, and is information received under a community notification program under 42 USC §14071. (99.31(a)(16))

Directory Information

Directory Information or information from an eligible student's education record, that may be disclosed without the student's written permission, as defined in 20 USC § 1232g(a)(5)(A) and adopted by the college, includes:

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

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

Note to Parents

At the post-secondary level, parents have no inherent rights to inspect a student's education records. The right to inspect is limited solely to the student. Records may be released to parents only if one of the following conditions have been met:

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

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

Student Access to Records

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

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

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

Classroom Expectation

Student Conduct

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

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

Student Rights

The college supports the following position of the American Association of University Professors (1968 Joint Statement of Rights and Freedoms of Students):

In the classroom and in conference, professors should encourage free discussion, inquiry, and expression.

Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of freedom of expression. Students should be free to take reasonable exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
B. Protection against improper academic evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.
C. Protection against improper disclosure. Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Course Requirements

An outline of all course requirements will be provided by each instructor to students. This outline will include a grading policy used to determine a student's final grade.

Students are responsible for meeting course prerequisites and for promptly obtaining any texts or materials required for the course.

Students who have met course prerequisites at other institutions will be required to provide transcripts evidencing satisfactory completion of the prerequisite courses prior to registration.

Attendance Policy

Specific attendance policies should be confirmed with each instructor. Students must be prompt and in attendance for all classes; when absent, they are responsible for any assignments and/or material they may have missed. A class meeting is an uninterrupted instructional session involving one or more classes, a practicum, or a laboratory period during which a single attendance record is made. Excusable absences are those verified as required by the individual faculty member.

If faculty records indicate that a student has never attended a class, the Office of Records and Registration will drop the student from a class. This may affect health insurance, athletic and financial aid eligibility.

Students receiving financial aid must attend all courses that they are registered for to receive funds. Financial aid may be affected if a student stops attending or never attends classes. Numerous absences may result in failure.

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

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

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

Academic Integrity

All students must do their own work; cheating, plagiarism, abuse of college computers, and other forms of academic dishonesty can result in a failing grade or other penalties under the college's judiciary procedures. (See "Code of Conduct" section of the Student Handbook.)

Academic Status

Approved Grading System

(Note: students should check course outlines for exact grading policy for each course)

Grade	Definition	Percentage Equivalent	Quality Points
A	High Achievement	93-100	4.00
A-		90-92	3.67
B+		87-89	3.33
B	Good Achievement	83-86	3.00
B-		80-82	2.67

Grade	Definition	Percentage Equivalent	Quality Points
C+		77-79	2.33
C	Satisfactory Achievement	73-76	2.00
C-		70-72	1.67
D	Minimal Passing Grade. Does not indicate the ability to succeed at a higher level.	60-69	1.00
F		0-59	0
S	Satisfactory. This grade is given to students who satisfactorily complete all course work in certain credit or non-credit courses as approved by the Dean of Academic Affairs.		
S^	Satisfactory. This grade is given to students who satisfactorily complete all course work in certain transitional courses.		
ST	Satisfactory testing to the next level (transitional courses only).		
PLA	Course credit is awarded for prior learning achievement.		
TR	Transfer credit is awarded for achieving a C or better in the equivalent courses at another college/university.		
U	Unsatisfactory. This grade is given to students who do not satisfactorily complete all course work in certain credit or non-credit courses as approved by the Dean of Academic Affairs.		
W	Student-initiated withdrawal from a course. This grade carries no penalty in the calculation of the student's GPA.		
I	Incomplete. A temporary grade issued by an instructor when a student has not completed course requirements due to illness or extenuating circumstances and when the instructor believes that the course requirements can be completed. Arrangements to complete the course must be made by contract between the student and the instructor prior to the final grading period. The course work must be made up within 60 days from when final grades are due in a given semester or session, or the grade of I will automatically become a grade of F.		
AU	Audit, no credit awarded. Available only to those students registered as audit students.		

Computation of Cumulative Average

Multiply course credits by quality points for grade received in the class; add total semester hours; add total points generated. Divide the total quality points by total semester hours. The result is the cumulative grade point average.

Warning Notices

Students who are not making satisfactory progress in particular courses or who are on track to receive D or F grades may receive a notification indicating unsatisfactory progress. These grades are not entered on the transcript and are used for guidance purposes only.

Final Grades

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

Transcripts

Official and student copies of transcripts will be issued at the written request of the student. Current students may request a transcript using Banner Self-Service. Alumni may obtain a Transcript Request form from the College website or from the Office of Records and Registration. If the student is in good standing with all college offices and does not have any financial holds, the request will be granted. Allow approximately seven to ten days for processing.

Repeating Courses

A student may repeat any course a maximum of one time, except with the permission of the Dean of Academic Affairs A grade of W counts as an attempt. A course in which a grade of C or better is received can be repeated only with the permission of the Dean of Academic Affairs. The original grade will remain on the student's transcript; however, the last grade earned will be used in computing the student's cumulative grade point average. This rule also includes any transfer courses that are considered equivalent to a C-GCC course.

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

Change of Grade

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

Semester Credit Hour

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

Change of Curriculum

Students wanting to change curriculum should discuss the change with their academic advisor and then secure an application to change curriculum from the Office of Records and Registration and/or academic advisor. It is the

student's responsibility to submit approved paperwork in order to request a change of curriculum. A student who changes curriculum will be bound by the graduation requirements of the catalog current at the time of the change. Students who change curriculum and who have transferred credits from another institution must request a new transfer-credit evaluation.

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

Discount Grades/Fresh Start

Discount Grades/Fresh Start is a one-time only opportunity for students to have a previous eligible grade removed from cumulative GPA calculation, while retaining the grade in educational records.

A student student may petition to discount grades of C- or lower from their cumulative grade-point average. For the petition to be considered the following eligibility requirements must be met.

- The student must not have enrolled for credit-bearing courses at Columbia-Greene Community College for at least 6 consecutive Fall and Spring Semesters prior to application.
- Upon re-entry, students must complete a minimum of 6 academic credits and earn a 2.0 GPA (minimum) during the semester(s) necessary to complete the credits.
- The courses have not been used to certify a previous CGCC degree completion.

Once these criteria have been met, the student should adhere to the following application process:

1. The student must first meet with an Academic Advisor to confirm eligibility and discuss any other available options, i.e. repeating courses, changing majors, etc.
2. If the student is eligible, they should work with the Advisor to complete a Fresh Start Application. Once the application is satisfactorily completed, the Advisor will endorse it.
3. The Application should be submitted to the Registrar for Initial Review/Approval. If approved, the application will be submitted to the appropriate Academic Dean for Final Approval.
4. Written notification of the final determination will be provided to the student within 15 business days of submission to the Registrar. If approved, the identified courses will be discounted from the student's overall GPA. Additionally, the courses will be marked with an asterisk (*) on the transcript.
5. A written explanation will be provided if the application is denied, and the student will have 10 business days to appeal in writing to the Dean of Academic Affairs. The Academic Dean will then review the appeal and respond within 15 business days. The determinations issued following appeal are considered final.

Discounted courses will still enter into Federal Financial Aid calculations for credits attempted.

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

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

Dean's List and President's List

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

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

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

Good Academic Standing

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

Academic Progress

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

Academic Progress Charts

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

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

Probation

In some instances, the college may define a student as being "on academic probation." Academic probation, including any accompanying constraints on a student's activities (e.g., varsity sports, student senate), is intended as an educational tool to encourage greater effort by a student who appears to be having difficulty meeting certain academic standards. Being on academic probation may prevent a student from registering for academic course work as a matriculated student if certain conditions are not met.

Matriculated students placed on probation will generally not be allowed to register for more than 13 semester hours. Transitional skills course work will be included in the calculation of the grade point average when determining probation status.

Dismissal

(Unsatisfactory Academic Progress)

Matriculated students are recommended for dismissal when, in the opinion of the college, they fail to demonstrate the ability and interest required for successful completion of a given program and are not considered to be in good academic standing.

A dismissed student will lose matriculated status and has the following options:

1. Continue as a part-time, non-matriculated student until the criteria for satisfactory progress are met with a minimum of 6 credit hours, and then seek readmission.
2. Appeal the dismissal. If the dismissal is upheld, the student cannot be considered for readmission until the criteria for satisfactory progress is met, as described in paragraph 1, above.
3. A student who has been academically dismissed two or more times will be denied the opportunity to appeal until the student returns on a non-matriculated basis, completes a minimum of six credit hours per semester for two consecutive semesters, and earns a GPA of 2.0 or higher in each semester.

Academic Appeals

If a student fails to meet the requirements of good academic standing and believes that extenuating circumstances contributed to this failure, the student may appeal dismissal and apply for reinstatement to matriculated status. The student must file a written appeal with the Dean of Academic Affairs by the date indicated in the notification. A hearing will be granted by the Academic Appeals Subcommittee at the earliest possible time. If reinstatement to matriculated status is conferred, the student will be placed on academic and federal financial aid probation and required to follow an academic plan designed to return the student to good academic standing by a specified point in time. If the student does not meet the requirements of the academic plan, the student will be dismissed and will lose eligibility for all federal financial aid, including student loans, again. New York State financial aid awards have separate criteria for reinstatement of eligibility following academic dismissal.

Academic Grievance Procedure

A student with a complaint against an instructor regarding a grade or academic misconduct should make the complaint to the particular instructor within twenty days of receiving the grade or alleged misconduct. The student and the faculty member should attempt to resolve the difference informally in a manner acceptable to both.

Change of grade grievances will not be accepted after one year of receiving the grade in question.

If, after meeting with the faculty member, the student still believes that the situation has not been resolved, he/she is advised to meet with the appropriate division/department head. If necessary, the appeal may then be forwarded in writing by the student to the Dean of Academic Affairs for

consideration and resolution. If the issue is still not resolved satisfactorily by the Dean of Academic Affairs, the student may appeal directly to the President of the college for a hearing. The decision of the President is final.

Honors Studies Program

Mission of the Honors Studies Program

The Honors Studies Program at C-GCC provides highly motivated students the opportunity to pursue academic excellence within a challenging, educational framework.

Honors Studies students will engage in creative, divergent, and critical thinking; work closely with faculty; conduct in-depth study and research; collaborate with other highly motivated students; participate in seminars; enhance their academic records and enrich their resumes.

Honors Students are encouraged to participate in extra-curricular activities and community services.

Admission to the Honors Studies Program

1. Each applicant must submit a completed application form.
2. All applicants will be interviewed by the Director of the Honors Studies Program.
3. To be accepted into the program, students must be matriculated with a minimum cumulative GPA of 3.25 after completion of 12 semester hours.
4. New students or transfer students with no cumulative GPA may also apply. The application will be reviewed by the Honors Committee.

Honors Studies Program Graduation Requirements

1. A minimum of 12 semester hours of Honors level courses that includes 4 out of the following 5 requirements (Transfer students may transfer 2 of the 4 requirements):

   An Honors course in the student's major field of study.
   An additional Honors course in the student's major field of study
   An Honors interdisciplinary course. An Honors general education course.
   An Honors course of student's choosing.
   AND
2. A minimum grade of B in each Honors course.
   AND
3. A minimum cumulative GPA of 3.25 at the time of graduation from the college.

Honors Studies Opportunities

Honors Studies credits may be earned through the following options:

1. Honors Enriched Courses: Students with the prior agreement of their professor(s) may choose and/or continue a project, paper, or body of work to elevate a regular course to Honors level. The student will collaborate with the professor(s) to design/construct the project. A written contract is then submitted to the Director of Honors Studies by the due date indicated on the contract. The project must be approved by the Director of Honors Studies and the Dean of Academic Affairs.
2. Independent Study: This opportunity allows a student and professor(s) to cooperatively design and undertake a course equivalent to Honors-level study within a specific discipline. A written proposal from the student and the professor must be submitted to the Honors Studies Director by Census Date. The proposal must be approved by the Director of Honors Studies, the professor's Division Chairperson, and the Dean of Academic Affairs.

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

Adult Student Honor Society

Chi Gamma Chi chapter of Alpha Sigma Lambda is one of the nation's oldest and largest adult honor societies. The aim is to recognize the special achievements of adults who accomplish academic excellence while facing the competing interests of home and work. It is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career.

To qualify for membership, students must be at least 24 years old, matriculated, have a minimum of 24 graded semester hours from C-GCC in an undergraduate degree program and have a minimum GPA of 3.2 on a 4.0 scale. Members are then selected from the highest ten percent of those students who meet the requirements.

ALPHA BETA GAMMA Honor Society

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

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

PHI THETA KAPPA Honor Society

The Phi Theta Kappa Honor Society recognizes and encourages scholarship among two-year-college students. The Honor Society provides students with an opportunity to grow as leaders, serve the college and the community, exchange ideas and ideals, reap the benefits of fellowship activities with peers, and stimulate an interest in continued academic excellence. A student who has completed at least 12 semester hours at C- GCC and has a cumulative GPA of at least 3.5 is eligible to join the Phi Theta Kappa Honor Society.

PSI BETA Honor Society

Psi Beta is a national honor society for students attending two-year colleges, inviting students who plan to major or minor in psychology, as well as students who simply have an interest in psychology. The chapter promotes professional development, leadership, and community service through educational and social activities. To be eligible, students must have completed a college psychology course with a grade of B or higher and have completed at least 12 credits with a cumulative college GPA of 3.25 or higher.

Academic and Student Services

Learning Commons

Learning Commons

Launching in Fall 2026, the Learning Commons will serve as a centralized hub for academic resources, advising, technology, and student support services designed to promote student achievement, persistence, and success. Through an integrated and student-centered approach, the Learning Commons connects students with the resources, guidance, and support needed to navigate their educational journey from enrollment through completion.

The Learning Commons provides access to computer lab spaces, collaborative study areas, academic resources, and technology support. These resources are designed to enhance student learning, provide opportunities for collaboration, and support students in achieving their academic goals.

Laptop and Calculator Loan Programs

The Learning Commons provides laptop and calculator loan programs designed to support student academic success and equitable access to essential learning tools. Through support from the Columbia-Greene Community College Foundation, students may borrow a laptop for use during the semester to assist with their academic coursework.

Students may also borrow scientific or graphing calculators for the semester based on availability and academic need. Laptop and calculator availability may vary by term. Students interested in borrowing a device should contact the Learning Commons to request information or submit a loan request for the current semester.

These services are provided at no cost to students. Students are responsible for replacement costs associated with damaged or unreturned devices. Any applicable charges will be assessed to the student's account through the Bursar's Office.

Advising Hub

The Advising Hub within the Learning Commons provides comprehensive academic advising and student support designed to help students identify educational goals, develop academic plans, and successfully progress toward degree completion. Advisors work collaboratively with students to provide guidance on course selection, academic planning, campus resources, and strategies for achieving academic success.

Student Success Programs

The Learning Commons houses student success initiatives that provide targeted support and resources for eligible student populations. The SUNY Reconnect Navigator supports adult learners by connecting students with enrollment services, academic resources, financial aid information, and campus supports designed to assist them in returning to and completing their education.

The SUNY ASAP Team provides comprehensive academic, personal, and financial support services to help eligible students maintain progress toward degree completion. Through proactive advising, individualized support, and connections to campus resources, the ASAP Team works with students to promote persistence and timely completion.

Wellness Lounge

The Wellness Lounge within the Learning Commons provides a welcoming and supportive space where students can access resources that promote personal well-being, belonging, and academic success. The Wellness Lounge supports the College's commitment to holistic student development by providing opportunities for students to pause, recharge, connect with others, and access campus resources that contribute to overall wellness and success.

Accessibility Services

The Office of Accessibility Services (OAS), located within the Learning Commons, promotes an equitable and inclusive campus environment by providing guidance, resources, and reasonable academic adjustments for qualified students with disabilities. OAS is committed to fostering accessible learning environments, advancing the principles of Universal Design, and promoting disability as a component of diversity.

Students with disabilities who may require academic adjustments are encouraged to identify with the Office of Accessibility Services in a timely manner and provide appropriate documentation from a qualified professional. Academic adjustments are determined on a case-by-case, course-by-course basis in consideration of the student's individual needs and the fundamental learning objectives of each course.

Academic adjustments may include, but are not limited to, accessibility arrangements, assistive technology, alternative formats for instructional materials, note-taking support, sign language interpretation, reduced distraction testing environments, extended testing time, and other reasonable accommodations.

Students requiring testing accommodations should contact the Office of Accessibility Services to coordinate appropriate support with the Learning Commons testing services.

Career Exploration

The Learning Commons provides access to career exploration resources, including FOCUS2, a web-based career guidance system that assists students in exploring interests, identifying potential academic majors, and making informed decisions about educational and career goals. FOCUS2 is most effective when used in partnership with academic advising and other career development resources available through the College.

Testing Services

The Learning Commons provides testing services that support student academic progression, including placement assessments, challenge examinations, and other approved testing services as determined by Admissions and Academic Advising. The Learning Commons also serves as a proctored testing location for approved make-up examinations.

Students seeking to complete a make-up examination in the Learning Commons must receive authorization from their instructor and make arrangements in advance. Testing services require scheduled appointments; walk-in testing is not available.

Students requiring extended testing time or other testing accommodations should contact the Office of Accessibility Services to coordinate appropriate support.

Orientation

Conducted near the beginning of the academic year, the Orientation Program facilitates the adjustment to college life at Columbia-Greene by enabling students to informally become acquainted with each other, faculty, staff, and available services.

All new full-time and part-time matriculated students are notified by mail of the orientation date(s) and agenda. Non-matriculated students are also welcome to attend.

Participation at orientation is mandatory for Nursing, Automotive and Construction Tech. students with program specific sessions for part of the day.

SUNY ASAP

SUNY Advancing Success in Associate Pathways (ASAP) is a student success program that provides academic, financial, and personal support to help students complete an associate degree.

At Columbia-Greene Community College, SUNY ASAP offers academic advising, tutoring, career services, and financial assistance for eligible educational expenses, including textbooks, transportation, and other approved costs.

To be eligible for SUNY ASAP, students must:

- Be eligible for in-state tuition;
- Complete the FAFSA and TAP application, or meet alternate New York State aid eligibility requirements;
- Receive at least $1 in federal Pell Grant or New York State grant aid;
- Enroll full-time (12 or more credits each semester);
- Have earned no more than 21 college credits, excluding credits earned while in high school;
- Be enrolled in an eligible associate degree program; and
- Be a U.S. citizen or eligible noncitizen. Students eligible under the New York State DREAM Act may also qualify.

Students enrolled in SUNY ASAP are expected to maintain full-time enrollment, meet regularly with their advisor, participate in required program activities, and remain in good academic standing.

For additional information about SUNY ASAP, visit the College's ASAP webpage or contact the Office of Admissions at **admissions@sunycgcc.edu.**

Student Activities and Clubs

Student Activities and Clubs

Social, cultural, and recreational activities are a vital part of the college experience. To promote these activities, the Student Senate disburses student activity fees to various clubs as well as the intercollegiate and intramural athletics programs.

Consult the Student Handbook or the college website for a detailed listing of current clubs, organizations, and athletic programs.

Athletics and Intramurals

The athletic and intramural program complements the academic mission of the college by providing Student-Athletes with a well-rounded collegiate experience. C-GCC encourages participation in club sports and intramural programs.

Bookstore

The college bookstore carries not only the usual textbooks and supplies that are stocked for the convenience of students but also such items as C-GCC clothing, student crafts, backpacks and totes, art supplies, and paperbacks.

College Central

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

Laptop and Calculator Loan Programs

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

Daycare Center

A licensed daycare center operates in a separate and specially designed building for three- to five-year-old children of students, faculty, and staff. Parents are encouraged to make arrangements for daycare as soon as their schedules are complete for the semester. Fee schedules are posted annually.

Health Services

The Health Services Office is located in Room 316. Services provided include emergency first aid, disease prevention education, assistance with referrals to medical/healthcare providers and strategies to manage illnesses while on campus. In addition, a limited number of over-the-counter oral medications are available. Immunization records are reviewed and filed in the Health Services Office. Student athletes' physical evaluations, as well as nursing students' health assessments, are also reviewed and maintained in the Health Services Office. Immunization transcripts for students transferring to other colleges can be provided upon receipt of signed authorization. Informative materials on various health-related topics are available.
The Health Services Office may be reached at 518.697.6303. In the event of a medical emergency in the Director's absence, contact Security by dialing 518-697-6170..

Sexual Harassment Policy

Sexual harassment is against the law and a violation of the non-discriminatory policy of Columbia-Greene Community College. Harassment on the basis of sex is a violation of federal law, including Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. It is also a violation of New York State's human rights law. Sexual harassment, like harassment, based on race, color, national origin, or religion, will not be condoned by Columbia-Greene Community College whether it occurs in our educational programs or at our workplace. For more information see the Student Handbook.

Crime Statistics

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

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

Financial Aid

Financial Aid

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

General Financial Aid Requirements

To be eligible for financial aid a student must:

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

Verification Procedures

The College will comply with all verification requirements as required in the current year

U.S. Department of Education Verification Guide. If an application has been selected for verification, no disbursement for any Title IV program will be given until verification has been completed.

Deadline Dates for Verification

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

Notification to Student of Required Documentation of Verification

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

Degree Applicable Credit Hours

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

High School Completion Status

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

Financial Need and The Student Aid Index

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 Student Aid Index (SAI). This is the amount that you and your family will be expected to have available to contribute to your education. If your SAI 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 SAI is also used in an equation to determine how much funding you may need to attend school. The financial Aid Office subtracts your SAI from your cost of attendance. Cost of Attendance - SAI = 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 SAI formula by contacting the U.S. Department of Education at 1-800-4FEDAID or from their website at www.studentaid.gov

Cost of Attendance

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

The estimated cost of attendance (COA) at C-GCC for full time students who are NYS residents for 2024-2025 is as follows (these amounts are based on 2023-2024 costs and are subject to change).

NY Residents: Estimated Costs for Fall 2024 and Spring 2025	
Full Time Students	**Estimated Costs**
Tuition & Fees	$5,978
Housing and food	$10,000
Books, course materials, supplies and equipment	$1,600
Miscellaneous personal Expenses	$2,700
Total Estimated Costs	$20,278

The estimated cost of attendance (COA) at C-GCC for full time students who are NOT NYS residents for 2024-2025 is as follows (these amounts are based on 2023-2024 costs and are subject to change).

Non-NY Residents: Estimated Costs for Fall 2024 and Spring 2025	
Full Time Students	**Estimated Costs**
Tuition & Fees	$11,402
Housing and food	$10,000
Books, course materials, supplies and equipment	$1,600
Miscellaneous personal Expenses	$2,700
Total Estimated Costs	$25,702

Federal Financial Aid Programs

Federal Pell Grant

The Federal Pell Grant is awarded to eligible full and part-time undergraduate students. The amount of the award is determined by the student's financial need. The Federal Pell Grant may be used for any college related expenses and, as a grant, does not have to be repaid (unless the student stops attending classes and it is determined that the student has been overpaid). Students who have already completed their first baccalaureate (four-year) degree are ineligible to receive a Federal Pell Grant.

All students may receive Pell grants for up to 12 semesters, measured by percentage of Scheduled Award(s) disbursed ("Lifetime Eligibility Used," or "LEU" field in COD up to 600%). Award Schedule: Federal Pell Grant awards for the 2024-2025 academic year range from $740 to $7,395. The amount of the award will be affected by the (SAI) Student Aid Index, student's cost of attendance and enrollment intensity.

Application Procedures: Complete the Free Application for Federal Student Aid (FAFSA) annually and submit the application for processing. After the application has been processed, the student will receive a FAFSA Submission Summary. Based on the summary information, the Financial Aid Office will determine the student's eligibility for Federal student aid. Once the award is determined, the Federal Pell Grant will be credited to the student's account and will be disbursed according to the College's disbursement policy.

Year-Round Federal Pell Grants

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

Selection of Recipients and Allocation of Awards: To be eligible for FSEOG, the student must: (1) be in exceptional financial need determined by the Student Aid Index (SAI) (2) be matriculated in an eligible degree program (3) not owe any refunds from the Federal Pell Grant or any other award program, and (4) the student must not be in default on any student loan.

Award Schedule: Awards range from $100 to

$1,000 depending upon the student's financial need, the availability of FSEOG funds at C- GCC, and the amount of any other financial aid.

Federal College Work Study Programs (FCWS)

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

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

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

William D. Ford Direct Loan Program

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

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

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

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

Loan Schedule: A first-year undergraduate student (defined as less than 30 Degree hours earned) may borrow up to $3,500 per year. Eligibility increases to $4,500 for students defined as second-year students (30+ earned degree hours). Students may qualify for additional unsubsidized federal direct Stafford funds depending on their dependency status. An undergraduate may borrow up to an aggregate limit of $31,000 or $57,500 if the student is considered independent for federal financial aid purposes. C-GCC is required to delay the first disbursement of all federal loans for first-time freshman borrowers until the 31st day of the term.

Repayment Terms: The interest rate for the Federal Direct Subsidized Loan program is fixed at 5.50 percent. The interest rate for the Federal Direct Unsubsidized Loan program is fixed at 5.50 percent. The interest rate for the Federal Direct PLUS Loan is fixed at 8.05 percent. Additionally, all Federal Direct Subsidized and Unsubsidized Loans borrowers are charged an origination fee of 1.057 percent. Direct PLUS borrowers are charged a 4.228 percent origination fee.

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

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

- A standard repayment plan has a fixed monthly repayment amount for a fixed period of time, usually 10 years.
- An extended repayment plan has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual ten years.
- A graduated repayment plan usually begins with lower monthly payments, and payment amounts increase at specified times. Payments may be for the usual ten-year period, or they may be extended beyond 10 years.
- An income-based repayment plan sets an annual repayment amount based on the borrower's income after leaving school. The loan is repaid over an extended period of time, not to exceed 25 years.
- Pay as you Earn Repayment Plan (PAYE) has a maximum monthly payment of 10 percent of discretionary income and are recalculated each year.
- The Saving on A Valuable Education (SAVE) Plan has a maximum monthly payment of 10 percent of your discretionary income and the payments are recalculated each year. Good option if you are seeking the Public Service Loan Forgiveness plan.
- Income-Contingent Repayment Plan is the payments will be lesser of 20 percent of discretionary income and recalculated each year.

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

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

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

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

New York State Financial Aid

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

TAP is a New York State grant program available to qualified New York State residents who attend an approved postsecondary institution within the State. Eligibility is based on the family's New York State taxable income. Awards will range from a minimum of $500 per year to a maximum of the annual cost of tuition or $5,665, whichever is less. Students and families will initiate the TAP application process online at HESC.NY.GOV. The New York State Higher Education Services Corporation (HESC) administers the TAP program. TAP is a grant and does not have to be repaid. New York State TAP requires a minimum 2.00 cumulative grade point average after a student has received 4 payments.

New York State Satisfactory Academic Progress

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

Academic Requirements for the New York State Programs						
Before being certified for this TAP Payment	1st	2nd	3rd	4th	5th	6th
You must have completed (passed or failed) this many credits since your last TAP payment*	0	6	6	9	9	12

Academic Requirements for the New York State Programs						
You must have accrued at least this many credits since your last TAP payment*	0	6	15	27	39	51
With at least this cumulative grade point average	0	1.3	1.5	1.8	2.0	2.0
*Grades A, B+, B, B-, C+, C, C-, D, F, S, or U constitute completed credits.						

TAP Payments

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

TAP (with ADA)

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

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

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

New York State Aid for Part Time Study (APTS)

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

New York State Part-Time Scholarship (PTS)

The New York State Part-time Scholarship (PTS) Award Program provides tuition awards to students attending a SUNY or CUNY community college who are enrolled in at least 6 but less than 12 credits each term.

Eligibility:

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

award is first granted and is determined by the applicant's federal Expected Family Contribution as reflected on the applicant's federal student aid report. A lower Expected Family Contribution demonstrates evidence of greater financial need.

The Excelsior Scholarship

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

Eligibility:

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

How it Works:

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

Other New York State Scholarship Programs

New York State offers several scholarships to students with specific criteria. Listed are several scholarship opportunities available to New York State students. Please refer to New York State Higher Education Services Corporation's website www.hesc.ny.org for details.

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

Veteran's Benefits: U. S. Department of Veterans Affairs (VA) Educational Benefits

Eligible veterans and their dependents are entitled to receive monthly educational benefits for full- or part-time study under the provision of several different veteran programs. They are as follows:

Type:

- Chapter 30 Montgomery G.I. Bill – Active Duty
- Chapter 31 Vocational Rehabilitation
- Chapter 32 Post-Vietnam Era Veterans' Educational Assistance Program
- Chapter 33 Post-9/11 G.I. Bill
- Chapter 35 Survivors' and Dependents' Educational Assistance Program
- Chapter 1606 Montgomery G.I. Bill
- Selected Reserves
- Chapter 1607 Reserve Educational Assistance Program
- VRAP Veterans Retaining Assistance Program (Subject to availability and program expiration date)

Application Procedures: The U.S. Department of Veterans Affairs website describes the various VA education programs, eligibility, and benefit rates. Applicants may file an online application through the website: https://benefits.va.gov/gibill/. Applicants will receive a Certificate of Eligibility that must be submitted to the college VA Certifying Official for certification of benefits.

SUNY Reconnect

SUNY Reconnect is a New York State program that helps eligible adults earn an associate degree in selected high-demand fields at little or no cost. At Columbia-Greene Community College, the program covers tuition, mandatory fees, books, and required supplies after all applicable federal and state financial aid has been applied. Housing, transportation, meal plans, and other non-academic expenses are not covered.

To be eligible, students must:

- Be a New York State resident or eligible for in-state tuition;
- Be between the ages of 25 and 55;
- Not already hold a college degree (students may have previously earned college credits, a certificate, or a microcredential);
- Enroll in an approved associate degree program;
- Enroll in at least 6 credits per semester and complete the degree within 10 semesters; and

- Maintain good academic standing and meet all applicable financial aid requirements.

Eligible programs at Columbia-Greene Community College include selected associate degree programs in high-demand fields. Program availability and eligibility requirements are subject to SUNY and New York State guidelines.

For additional information, email the College's SUNY Reconnect Navigator at **reconnect@sunycgcc.edu**.

Books and Supplies

Book Vouchers

Students who will be receiving financial assistance from scholarships, grants or loans may be eligible for credit at the College Store for books and supplies after classes begin. Contact the Financial Aid Office for more information.

Federal Student Aid Satisfactory Academic Progress

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

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

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

Timing of Evaluations and Evaluation Process

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

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

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

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

Appeal of Federal Aid Ineligibility Decision

Appeal for Unsatisfactory Academic Progress Status - A determination of ineligibility for federal student aid may be appealed based on mitigating circumstances which occurred in the reviewed term. A mitigating circumstance is defined as an exceptional or unusual event beyond the student's direct control, which contributed to or caused the academic difficulty. Examples of mitigating circumstances may include a student becoming very ill or seriously injured, or a death in the student's immediate family. An appeal of the ineligibility decision may be made through the college's financial aid waiver process, which begins in the Financial Aid Office, located in the Main Building. Complete documentation of the circumstances that led to the academic difficulty must be submitted as part of the appeal process. Appeals are due by noon on the first day of classes in the effective term. Students receiving a waiver of academic standing requirements and students

in good academic standing who receive a waiver of academic progress requirements will be placed in satisfactory academic progress for the effective term only. This is considered the student's financial aid probationary period. Students will then be required to meet academic standing and academic progress requirements at the end of the effective term and in all subsequent terms.

Regaining Eligibility for Federal Student Aid

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

Enrollment Intensity and Repeat Coursework

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

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

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

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

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

Unusual Enrollment History

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

Identity and Statement of Educational Purpose

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

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

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

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

Official Withdrawals: If a student officially withdraws from all courses before completing at least 60% of the term, federal financial aid will be recalculated based on the student's withdrawal date.

The student's recalculated aid will be based on the percentage of time completed in the term.

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

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

Curriculum Changes and Second Degrees

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

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

Withdraw/Drop

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

Scholarships and Awards

Columbia-Greene Community Foundation

The Columbia-Greene Community Foundation is a non-profit New York State corporation organized and operated exclusively to raise funds for Columbia-Greene Community College, to promote academic excellence, accessibility to higher education and economic vitality in Columbia and Greene County. The Foundation provides funding for scholarships, student persistence and academic enrichment programs, and other strategic initiatives that have been made available by contributions, grants, and bequests.

The Columbia-Greene Community College Foundation was incorporated in 1981. Its board is comprised of community members from Greene and Columbia counties, representatives from the Board of Trustees, as well as "at large" members. The college president and executive director are ex officio members of the Foundation board.

The Foundation manages endowed funds, as well as donor-directed expendable funds and maintains unrestricted cash reserves. The Foundation is charged with raising funds to support core academic programs, student financial aid, and targeted programs to support students in their pursuit of their academic goals. These programs can include things like access to books, tools, or other academic supplies, addressing food insecurity, and funding for emergency situations.

The Foundation's primary function is to secure financial resources through donations, fundraising events, and other initiatives. The Foundation works closely with college leadership to identify needs and areas where funding can make the most significant impact on Columbia-Greene Community College.

For further information contact 518.697.6369 or email at foundation@sunycgcc.edu.

Scholarships and Awards

Each year Columbia-Greene Community College provides a limited number of scholarships to students to help provide financial accessibility to degree and non-degree programs. Most of these scholarships are administered by the Office of Financial Aid in the context of a student's overall package and require no further application or documentation beyond the process outlined above.

The Columbia-Greene Community College Foundation administers a limited number of scholarships that require an additional application to gather or verify information and qualifications not already collected through the College's application process. Enrolled students will receive notification of the availability of these scholarship funds via their student email account. The funds available change from year to year, and disposition of these funds remains at the prerogative of the Columbia-Greene Community College Foundation board of directors.

Tuition and Fees

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

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

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

Residency

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

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

Refunds

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

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

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

Delinquent Accounts

Students will be billed monthly from the time they register until the time their bill is paid in full. The College primarily uses an e-billing platform, and students must monitor their C- GCC email for billing notifications. If full payment is not received, the College may assign any outstanding balance to a collection agency. The student will be responsible for payment of all attorney's fees, reasonable collection fees and/or costs and other charges necessary for collection of any amount not paid when due. The College may have such default information forwarded to credit- reporting agencies.

The College reserves the right to deny permission to register for a subsequent semester until the balance is paid in full.

Veteran's Tuition Deferrals

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

- Prevent or delay the student's enrollment;

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

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

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

Schedule of Tuition and Fees

Schedule of Tuition and Fees

(pending approval by New York State and County Sponsors) TUITION AND FEES ARE SUBJECT TO CHANGE. ALL FEES ARE NON-REFUNDABLE.

Full-Time Students: 12+ Semester Hours Per Semester	
Tuition – New York State Residents	$2,780.00 per semester
Tuition – Nonresidents	5,560.00 per semester
Student Activities Fee	170.00 per semester
Student Health Fee	15.00 per semester
Student Technology Fee	310.00 per semester
Part-Time Students: Less Than 12 Semester Hours Per Semester	
Tuition – New York State Residents	$240.00 per semester hour
Tuition – Nonresidents	480.00 per semester hour
Student Activities Fee	15.00 per semester hour
Student Health Fee	1.00 per semester hour
Student Technology Fee	26.00 per semester hour
Additional Fees:	
Course Fee: Art, Photography	$30.00
Course Fee: Automotive Technology	50.00
Course Fee: Construction Technology (CC 101, CC 105, CC 107, CC 109, CC 111, CC 114, CC 119)	50.00
Course Fee: National Criminal Justice Study (CJ 298)	310.00
Course Fee: Dance & Theater	10.00
Course Fee: First Aid and Safety (HE 201)	30.00
Course Fee: Lab Science	30.00
Course Fee: Medical Assisting (AH 106, AH 201)	50.00
Course Fee: Medical Assisting (AH 108, AH 109, AH 207, AH 208)	25.00
Course Fee: Medical Assisting (AH 220 Uniform Fee)	20.00
Course Fee: Nursing	295.00
Course Fee: Police Basic Training Program (LE 101)	155.00
Course Fee: Police Basic Training Program (LE 110)	260.00
Course Fee: Police Basic Training Program (LE 122, LE 130)	50.00
Automotive Technology Uniform Fee (one time fee)	130.00
Credit for Life Experience/Portfolio Fee (per semester hour) - Cost of Assessment Only	30.00
Departmental Challenge Exam Fee	25.00
External Exam Fee	25.00
Locker Fee (per semester)	5.00
Nursing Challenge Exam Fee	80.00
Nursing/Medical Assisting Malpractice Insurance (per year)	20.00
Official Transcript Fee (first 15 copies)	3.0 per copy, plus shipping and sales tax
Official Transcript Fee (each transcript over 15)	5.00
Unofficial Transcript	No Cost
Returned Check Fee	25.00
Estimated Other Expenses (Annual)	
Books, Course Materials, Supplies, and Equipment	$1,700.00
Housing and Food	10,000.00
Miscellaneous Personal Expenses	3,000.00

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

Refund Policy

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

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

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

Refund Policy for Courses 15 Weeks in Duration		
Course Dropped:	**Refund:**	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	75%
During the second week of the term	TUITION ONLY	50%
During the third week of the term	TUITION ONLY	25%
After the third week of the term	NO REFUND	0%

Refund Policy for Courses 9 - 14 Weeks in Duration		
Course Dropped:	**Refund:**	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	60%
During the second week of the term	TUITION ONLY	30%
During the third week of the term	NO REFUND	0%
After the third week of the term	NO REFUND	0%

Refund Policy for Courses 1 - 8 Weeks in Duration		
Course Dropped:	**Refund:**	
Before the first day of the term	TUITION & FEES	100%
During the first week of the term	TUITION ONLY	25%
After the first week of the term	NO REFUND	0%

Important Notes:

- Any student who registers for a class and is reported as never attending the class, will be dropped for non-attendance AND incur a 25% tuition (plus fees) liability.
- Refund calculations are based on the start date of the term.

Federal Financial Aid Refund Policy for Total Withdrawals

The Higher Education Amendments of 1998 require colleges to recalculate Federal Title IV Aid (PELL, SEOG, and all Stafford Loans) eligibility for recipients who withdraw from or stop attending all of their courses before completing at least 60% of the semester. Students are now only eligible for a percentage of federal aid earned up to the 60% point of the semester. Class attendance rosters are reviewed each semester and recalculations are performed accordingly.

Official Withdrawals: Students who follow the college's formal withdrawal procedures and totally withdraw before completing 60% of the semester will have their federal aid eligibility recalculated using the date of withdrawal on file in the Registrar's Office. For example, students who complete 20% of the semester will be eligible for 20% of their federal aid.

Unofficial Withdrawals: Students who stop attending and do not formally withdraw before completing 60% of the semester will be considered unofficially withdrawn and subject to a Federal Title IV Aid recalculation. The college will use the 50% point in the semester to calculate eligibility for aid for unofficial withdrawals.

Tuition Liability: Students who officially or unofficially withdraw after the college's refund period has ended are responsible for any unpaid tuition and fees even if their financial aid is decreased. Students subject to Federal Title IV Aid recalculations are responsible for any remaining unpaid tuition and fee balances resulting from the recalculation. Additionally, if the student received a disbursement of federal financial aid, and a federal Title IV recalculation results in their not being eligible for all or a portion of the funds dispersed, the student will be billed for the outstanding funds.

Degree and Certificate Requirements

Responsibility for meeting the requirements for a degree or a certificate rests with the student.

Application for Graduation

Students who are planning to graduate must apply for graduation. To qualify for graduation, the student must be a current matriculated student. Students who are planning to graduate should speak to their advisor when registering for their last semester to ensure their course selections meet degree requirements.

Graduation is based on the successful completion of all requirements as listed for the program in which the student is matriculated. Any change in meeting degree requirements must be approved by the Dean of Academic Affairs before the student registers for the final semester. Any change in the recommended program for a curriculum needs the approval of the student's academic advisor.

Students who have completed the requirements of an associate degree and have also completed the requirements for a certificate degree, may concurrently apply to graduate in both degrees.

To qualify for graduation, a student must have fulfilled all college requirements and have achieved the following:

1. Apply for graduation in the Office of Records and Registration.
2. Be a currently enrolled matriculated student or readmitted student for the purpose of graduation.
3. Completion at Columbia-Greene Community College of at least half of the required semester hours of coursework for a degree or certificate, unless concurrently receiving two degrees.
4. A 2.0 cumulative grade point average or better.
5. Completion of a minimum of 60 semester hours as required in a degree program or 24 semester hours as required in a certificate program. Physical education courses are not considered part of the minimum number of semester hours.
6. Students who entered the college without a high school diploma or High School Equivalency Diploma (TASC or GED) must apply to the New York State Education Department for the equivalency diploma concurrently with applying for the college degree. Forms may be obtained in the Office of Records and Registration.
7. Payment (or satisfactory adjustment) of all college fees and satisfaction of all other obligations.

Matriculation is terminated on graduation. Students returning to continue in another degree or certificate program must reapply to that new curriculum and satisfy the above requirements.

Residency Requirements

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

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

Graduation with Honors or High Honors

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

Posthumous Degrees

Columbia-Greene Community College may bestow academic recognition posthumously to a deceased student who did not complete degree requirements and who did not meet the prescribed criteria for an honorary degree. To be eligible for this college recognition, a deceased student who, at the time of termination of study, was pursuing an associate's degree or certificate, and was in good college standing, shall normally have completed a minimum of 30 credits towards an associate's degree OR 50% of certificate program credit requirements, with a 2.0 cumulative grade point average or higher.

To initiate the process, the deceased student's family, spouse, significant other, or a Columbia-Greene Community College faculty or staff member, with agreement from the student's family, may request this recognition by submitting a written request to the Registrar. In such a circumstance, the Registrar will review the request, make a recommendation, and forward it on for approval to the appropriate Dean or Division Chair and Chief Academic Officer. If approved, and provided the deceased student had met the requirements listed above, Columbia-Greene Community College will confer a degree.

Degree and Certificate Programs

As part of the State University of New York, C-GCC is authorized to award four associate degrees and certificates. Listed below are the institutional degree requirements on file with the New York State Education Department and the State University of New York. All

students must meet these degree requirements, which cannot be waived. Any additional requirements are noted at the beginning of each program/certificate description.

Institutional Degree Requirements

Associate in Arts

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

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

   A minimum of 45 semester hours must be distributed among the following areas of study:
   1. Humanities – must include EN 101 and EN 102
   2. Social Science
   3. Lab sciences and mathematics (not MA 105 or MA 114) -at least one of each area
   4. A minimum of 3 semester hours must be earned in mathematics and a minimum of 3 semester hours must be earned in a lab science. A minimum of 12 semester hours must be earned in each: Humanities and Social Science areas and the remaining 15 semester hours must be earned in these liberal arts areas.
3. Program requirements: 16 semester hours. A minimum of 12 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better.

Associate in Science

Designed primarily to serve students in science or professionally related transfer programs leading to the Bachelor of Science degree although may be used for certain occupationally oriented curricula.

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

   A minimum of 30 semester hours must be distributed among the following three areas of study:
   1. Humanities – must include EN 101 and EN 102
   2. Social sciences
   3. Lab sciences and mathematics (not MA 105 or MA 114) – at least one in each area
3. Program requirements: 31 semester hours. A minimum of 31 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better.

Associate in Applied Science

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

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

   A minimum of 21 semester hours must be completed according to the following distribution.
   1. EN 101 and EN 102 or EN 105 – 6 semester hours
   2. Humanities elective – 3 semester hours
   3. Social sciences – 6 semester hours
   4. Science – 3 semester hours
   5. Mathematics – 3 semester hours
3. Program requirements: 40 semester hours

   A minimum of 40 semester hours are considered free electives and may be earned in any field(s) of study at the college.
4. CE 101 College Experience: one semester hour. See Course Description for further information.
5. Minimum academic average: a cumulative grade point average of 2.0 or better

Associate in Occupational Studies

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

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

Certificate Programs

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

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

Micro-Credentials

Micro-credentials offer students skillsets that help them stand apart in the job market and/or recognize mastery of complex skills to support their ability to get a part-time job, fellowship or to prepare for graduate school.

- Credit-Bearing Micro-credentials will consist of no fewer than 6 and no more than 15 credits for completion.
- At least half of the required credits must be taken at CGCC (not via transfer credit, testing, or experiential learning.)
- Students must have at least a 2.0 cumulative GPA at the College to be awarded a micro-credential.

Transfer Opportunities

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

Many transfer agreements exist with four-year colleges.

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

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

SUNY General Education Program

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

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

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

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

2023 SUNY General Education Knowledge and Skill Areas ***Students will select a minimum of 1 course from each of the following 4 areas:***	
Communication – Written and Oral (Required)	
BU 105	Business Communication
EN 101	Composition
EN 105	Technical Writing
EN 212	Expository Writing
Diversity: Equity, Inclusion and Social Justice (Required)	
BI 113	Environmental Science
BU 220	Business Ethics
CO 205	Intercultural Communication
ED 110	Education of Diverse Populations
EN 201	American Literature Colonial to 1899
EN 204	American Literature 1900-Present
EN 215	African American Literature
EN 216	Women in Literature
EN 232	Short Stories
EN 235	Latin American Literature
HI 122	African American History
HI 127	History of Latin America
HI 219	Women in History
HI 222	Revisiting Civil Rights
PL 103	Philosophy of Eastern Religion
PS 104	Contemporary Global Issues

2023 SUNY General Education Knowledge and Skill Areas ***Students will select a minimum of 1 course from each of the following 4 areas:***	
PY 203	Social Psychology
SL 110	Cultural Diversity
SL 170	Social Cultural History of Cannabis
SO 101	Introduction to Sociology
SO 102	Social Problems
SO 243	Sociology of Gender
Mathematics (and Quantitative Reasoning) (Required)	
MA 102	Statistics
MA 103	Business Mathematics
MA 110	College Algebra
MA 111	Precalculus
MA 113	Statistics for the Behavioral Sciences
MA 117	Algebra & Trigonometry
MA 122	Calculus I
MA 123	Calculus II
Natural Sciences (and Scientific Reasoning) (Required)	
BI 101	General Biology I
BI 102	General Biology II
BI 103	General Ecology
BI 112	Human Biology I
BI 113	Environmental Science
BI 119	River Ecology
BI 125	Plant Identification
BI 130	Anatomy & Physiology I
CH 101	General Chemistry I
CH 102	General Chemistry II
CH 121	The Chemistry of Food, Drugs & Behavior
PX 101	College Physics I
PX 103	University Physics I
SC 141	Forensic Science
SC 143	Astronomy & Culture
SC 150	Fundamentals of Agribusiness
SC 160	Extreme Weather & Climate Change
Students will select a minimum of 1 course in 3 of the following 6 areas:	
Humanities	
CO 102	Interpersonal Communication
CO 207	Media and Society
EN 102	Composition & Literature
EN 205	British Literature

2023 SUNY General Education Knowledge and Skill Areas ***Students will select a minimum of 1 course from each of the following 4 areas:***	
EN 236	Poetry
EN 237	Modern Fiction
PL 101	Introduction to Philosophy
World Languages	
FR 101	French I
FR 102	French II
IT 101	Italian I
IT 102	Italian II
SA 101	Spanish I
SA 102	Spanish II
SA 201	Spanish III
SA 202	Spanish IV
SN 101	American Sign Language I
SN 102	American Sign Language II
Social Sciences	
EC 101	Macroeconomics
EC 102	Microeconomics
MA 113	Statistics for the Behavioral Sciences
PS 101	American Government
PY 101	General Psychology
PY 104	Psychology for Business
PY 106	Psychology of Effectiveness
PY 201	Lifespan Development
PY 203	Social Psychology
PY 205	Child and Adolescence Psychology
PY 215	Theories of Personality
PY 299	Abnormal Psychology
SL 113	Research Methods for the Behavioral Sciences
SL 150	Leadership Theory and Practice
SO 101	Introduction to Sociology
SO 102	Social Problems
SO 207	Criminology
SO 250	Environment and Society
The Arts	
AR 104	Basic Painting
AR 106	Ceramics
AR 107	Visual Arts 2-D
AR 108	Visual Arts 3-D
AR 116	Art History: Pre-history to 14C
AR 117	Art History: 14C to Present

2023 SUNY General Education Knowledge and Skill Areas ***Students will select a minimum of 1 course from each of the following 4 areas:***	
AR 118	Figure Drawing
AR 119	Basic Drawing
AR 135	Digital Photography
AR 140	Computer Graphics
AR 145	Motion Graphics
AR 205	3-D Graphics and Animation
DA 101	Dance I
EN 211	Creative Writing
MU 101	Introduction to Music
MU 103	History of Jazz
MU 104	History of Rock Music
TH 102	Acting I
TH 110	Introduction to Theater
U.S. History and Civic Engagement	
HI 103	United States History 1492-1865
HI 104	United States History 1865-Present
HI 108	History of the Hudson Valley
HI 122	African American History
HI 125	US Environmental History
HI 219	Women in U.S. History
HI 221	American Civil War
HI 222	Revisiting American Civil Rights
NU 101	Nursing I
World History and Global Awareness	
HI 101	Western Civilization 13,000 BCE-157 CE
HI 102	Western Civilization 1517-present
HI 114	World History I
HI 115	World History II
HI 120	History of the Modern Middle East
HI 127	History of Latin America
HI 209	Europe in the 20th Century
HI 220	History of the Arab-Israeli Conflict
HI 265	History of Modern China
HI 266	History of Japan
PL 103	Philosophy of Eastern Religion

All undergraduate degree-seeking students must demonstrate the required student learning outcomes in three core competencies, *Critical Thinking and Reasoning, Information Literacy,* and *Civic Discourse*. Core competencies are not necessarily associated with any one course, though the student learning outcomes may be required in one or more courses.

Transfer Opportunities/Articulation Agreements

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

SUNY

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

Top 5 SUNY Colleges

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

Top Private Colleges

- The Sage College
- Maria College
- Marist College
- Excelsior College

Top Non-Traditional Colleges

- SUNY Empire State University
- Excelsior College
- Marist College
- Franklin University
- CUNY online Baccalaureate Presented here are a small number of the many agreements established between Columbia- Greene and four-year colleges and universities. If the college in which

you are interested isn't listed, be sure to see one of our transfer advisors in the Advising, Career & Transfer Office, Room 112, to assist you in developing a solid transfer strategy.

Transfer Articulation Agreements

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

Non-Traditional Degrees

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

Further Education and Employment Outcomes Measures

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

Further Education

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

Employment

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

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

Course Delivery Modalities

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

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

In-Person

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

Synchronous Remote

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

Asynchronous Online

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

Hybrid

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

Hybrid Remote

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

Hyflex

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

In Person with Remote Option

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

Jointly Registered Teacher Education Program with SUNY New Paltz/Certification Option Childhood

Upon completion of A.A. or A.S. degrees in Jointly Registered Teacher Education program, students will complete the Bachelor of Science degree through the following program sequence at SUNY New Paltz.

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

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

Year 4			
Major course (UD)	3		
Total Number of Credits	16	Total Number of Credits	13

UD = Upper Division

MINIMUM CREDITS 121-124

Jointly Registered Teacher Education Program with SUNY New Paltz/Certification Option Adolescence

Upon completion of A.A. or A.S. degrees in Jointly Registered Teacher Education program, students will complete the Bachelor of Science degree through the following program sequence at SUNY New Paltz.

5th Semester/New Paltz		6th Semester/New Paltz	
38340 Social and Philosophical Foundations of Education	3	38383 Introduction to Literacy for Diverse Learners	3
36354 Discipline Specific Foundations Seminar	1	39385 Differentiating Instruction in Secondary Education	3
Liberal Arts Major	3	36453 Introduction to Curriculum Assessment	3
Liberal Arts Major	3-4	36353 Field Work # 1/35 hours	1
Liberal Arts Major	3-4	Liberal Arts Major	3-4
		Liberal Arts Major	3-4
Semester Credits	13-15	Semester Credits	16-18

7th Semester/New Paltz		8th Semester/New Paltz	
36356 Computers in the Classroom	3	36404 Student Teaching in the Middle School	6
36370-5 Discipline Specific Methods Course	3	36405 Student Teaching in the Senior High School	6
36350 Field Work # 2/35 hours	1	36406 Discipline Specific Student Teaching Seminar	1
Liberal Arts Major	3	36707 Field Work # 3/60 hours	1
Liberal Arts Major	3-4		
Liberal Arts Major	3-4		
Semester Credits	16-18	Semester Credits	14

Key to Course Electives

Allied Health Electives

All courses with the following prefixes:
AH Allied Health

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

Computer Information Electives
CI Computer Information
MK 160 Introduction to Digital Marketing

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

Humanities Electives
All courses with the following prefixes:
AR Art
CO Communications
DA Dance
EN English
FR French
HI History
HU Humanities
IT Italian
MU Music
PL Philosophy
SA Spanish
SN Sign Language
TH Theater

Mathematics/Science Electives
All courses with the following prefixes:
AH 202 Pharmacology
BI Biology
CH Chemistry
GE 101 Physical Geology
MA Mathematics (except MA 105 & MA 114 unless otherwise noted in programs)
PX Physics
SC Science

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

Academic Divisions

Division of Arts and Humanities
Michael Phippen, Chairperson

Division of Business, Math, and Technology
Dr. Stacey Hills, Chairperson

Division of Natural and Social Sciences
Dr. Melissa Boles, Chairperson

Division of Health Professions
Dr. Latasha Powell, Dean of Nursing & Allied Health

Degree, Certificate and Microcredential Programs

Registered Programs

These programs and certificates have been approved by the State University of New York and are registered with the New York State Education Department. Enrollment in other-than-registered-programs or certificates may jeopardize a student's eligibility for certain financial aid awards.

Certificates

Designed for students wanting to attain a high level of proficiency in skills for specific occupations. These programs can usually be completed by a full-time student in one year and are offered to enhance the employment opportunities of students who may be unable to undertake the degree programs or who seek specialized training.

Microcredentials

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

CIP Code	Program Title	Degree	CGCC Code
47.0604	Automotive Technology	A.O.S.	0525
47.0604	Automotive Technology	Certificate	1733
52.0302	Business – Accounting	A.A.S.	0630
52.0302	Accounting Studies	Certificate	0903
52.0101	Business (Online Delivery)	A.A.S.	2539
52.0201	Business – Business Administration	A.S.	0671
52.0201	Business – Business Administration	A.A.S.	0632
01.1101	Cannabis Careers	Certificate	1801
01.0699	Cannabis Cultivation and Processing	Microcredential	
52.1803	Cannabis Retail and Sales	Microcredential	
44.0201	Civic Engagement and Leadership	Microcredential	
11.0701	Computer Science	A.S.	0532
46.0415	Construction Technology/Preservation Carpentry	Certificate	2694
43.0103	Criminal Justice	A.A.S.	0640
43.0103	Criminal Justice	A.A.	1100
32.0111	Customer Skills for Professions	Microcredential	
43.0403	Cyber Security/Digital Forensics	A.S.	2730
24.0199	Education (Liberal Arts & Science) Biology (Childhood)	A.S.	1614
24.0199	Education (Liberal Arts & Science) Mathematics (Childhood)	A.S.	1614
24.0199	Education (Liberal Arts & Science) English (Childhood)	A.A.	1613
24.0199	Education (Liberal Arts & Science) History (Childhood)	A.A.	1612
24.0199	Education (Liberal Arts & Science) Biology (Adolescence)	A.S.	1633
24.0199	Education (Liberal Arts & Science) Mathematics (Adolescence)	A.S.	1639

CIP Code	Program Title	Degree	CGCC Code
24.0199	Education (Liberal Arts & Science) Chemistry (Adolescence)	A.S.	1634
24.0199	Education (Liberal Arts & Science) English (Adolescence)	A.A.	1636
24.0199	Education (Liberal Arts & Science) Social Studies (Adolescence)	A.A.	1640
03.0103	Environmental Biology	A.S.	1016
50.0702	Fine Arts	A.A.	0664
45.0101	Foundations of Diversity, Equity and Inclusion (DEI)	Microcredential	
51.0712	Health Care Facilitator	Microcredential	
24.0102	Individual Studies	A.A.	0687
24.0102	Individual Studies	A.A.S.	0688
24.0102	Individual Studies	A.S.	0689
24.0102	Individual Studies: Automotive Technology Concentration	A.O.S.	0683
24.0102	Individual Studies: Business/Accounting Concentration	A.O.S.	0684
24.0102	Individual Studies: Computer Science Concentration	A.O.S.	0685
24.0102	Individual Studies: Construction Technology Concentration	A.O.S.	0686
24.0102	Individual Studies: Police Basic Training Concentration	A.O.S.	0682
24.0103	Liberal Arts and Science – Humanities	A.A.	0201
24.0103	Liberal Arts and Science – Humanities: Communication Concentration	A.A.	0203
24.0103	Liberal Arts and Science – Social Science	A.A.	0212
24.0103	Liberal Arts and Science – Social Science: History Concentration	A.A.	0214
24.0103	Liberal Arts and Science – Social Science: Psychology Concentration	A.A.	0213
24.0101	Liberal Arts and Science – Mathematics/Science	A.S.	0645
24.0101	Liberal Arts and Science – Mathematics/Science: Chiropractic Medicine Transfer Track	A.S.	0647
24.0101	Liberal Arts and Science – Mathematics/Science: Health Science Concentration	A.S.	0646
24.0101	Liberal Arts and Science – Mathematics/Science: Medical Imaging, X-ray, or Ultrasound Transfer Track	A.S.	0648
24.0101	Liberal Arts and Science – Mathematics/Science: Occupational Therapy Transfer Track	A.S.	0649
24.0101	Liberal Arts and Science – Mathematics/Science: Pharmacy Transfer Track	A.S.	0650
24.0101	Liberal Arts and Science – Mathematics/Science: Physical Therapy Transfer Track	A.S.	0651
24.0101	Liberal Arts and Science – Mathematics/Science: Physician Assistant Transfer Track	A.S.	0652
51.0801	Medical Assisting	A.A.S.	1967
51.0716	Medical Office Assistant	Certificate	1797
51.0713	Medical Records Specialist	Microcredential	
51.3801	Nursing	A.S.	0622
43.0107	Police Basic Training	Certificate	1510
52.0799	Small Business	Microcredential	
13.1501	Teaching Assistant	Certificate	1330
35.0103	Workplace Professionalism Microcredential	Microcredential	

Degrees & Certificates

Fine Arts

Fine Arts

Program
Fine Arts

Degree Type	Associate of Arts (A.A.)

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

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

Program Learning Outcomes

1. Develop the ability to apply drawing skills.
2. Develop the ability to apply design skills.
3. Develop the ability to apply inventive and creative thinking.
4. Demonstrate knowledge of the disciplines and history of the arts.

Academic Preparation

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

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

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

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
AR 107	Visual Arts 2-D	3
AR 108	Visual Arts 3-D	3
AR 118	Figure Drawing	3
AR 119	Basic Drawing	3
	AR ELE (9 credits)	9
EN 101	Composition	3
EN 102	Composition and Literature	3
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (12 credits)	12

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
	AR ELE (3 credits)	3
CE 101	College Experience	1
	GN ELE (12 credits)	12

Program Notes

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

Transfer Opportunities

Transfer opportunities include, but are not limited to: SUNY New Paltz, University at Albany-SUNY, SUNY Purchase, SUNY Plattsburgh, Rhode Island School of Design, Russell Sage, Skidmore, San Francisco Art Institute, Savannah College of Art and Design and Bard College.

With the help of an advisor, students need to carefully plan the sequence of art electives that best suit their career plans.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AR 107	Visual Arts 2-D	3
AR 119	Basic Drawing	3
	AR ELE (3 credits)	3
CE 101	College Experience	1
EN 101	Composition	3
	MA ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AR 108	Visual Arts 3-D	3
AR 118	Figure Drawing	3
	AR ELE (3 credits)	3
EN 102	Composition and Literature	3
	MA ELE or SC ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	AR ELE (6 credits)	6
	GN ELE (3 credits)	3
	SL ELE (6 credits)	6

4th Semester

Course Code	Title	Semester Hours
	GN ELE (9 credits)	9
	SL ELE (6 credits)	6

	General Education Requirements	**21**
	Total Semester Hours	**61**

Individual Studies

Individual Studies

Program
Individual Studies

Degree Type	Associate of Applied Science (A.A.S.)

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

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

Program Learning Outcomes

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

Academic Preparation

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

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

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

Liberal Arts Requirements

21 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
	EN 102 or EN 105	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

40 Semester Hours

Course Code	Title	Semester Hours
	Concentration (15 Credits) (A.A.S.)	15
	BU ELE or CS ELE or CI ELE (3 credits)	3
CE 101	College Experience	1
	GN ELE (18 credits)	18
	HU ELE (3 credits)	3
	Total Semester Hours	**61**

Individual Studies

Program
Individual Studies

Degree Type	**Associate of Arts (A.A.)**

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

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

Program Learning Outcomes

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

Academic Preparation

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

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

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

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE (6 credits)	6
	HU ELE or SL ELE (15 credits)	15
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (12 credits)	12

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

General Education Requirements	**21**
Total Semester Hours	**61**

Individual Studies

Program
Individual Studies

Degree Type	Associate of Occupational Studies (A.O.S.)

Program Goals
An innovative and flexible program that incorporates a technical concentration, microcredentials, and program electives into an occupational-oriented associate degree, this program provides specialized study for students with clearly identified career goals that cannot be met by another associate degree program. Academic advisement is critical to students' success in this program. All Individual Studies students are advised by full-time career and transfer faculty advisors.

The Individual Studies A.O.S. degree will offer students distinct 15 credit-hour concentrations to choose from:

- Automotive Technology (0683)
- Business/Accounting (0684)
- Computer Science (0685)
- Construction Technology (0686)
- Police Basic Training (0682)

Program Learning Outcomes
Overall

1. Demonstrate oral and written communication skills necessary for successful employment
2. Demonstrate critical thinking and problem-solving skills
3. Apply basic mathematical principles to solve problems
4. Demonstrate technical competencies in Automotive Technology, Business/Accounting, Computer Science, or Construction Technology

Academic Preparation

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

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

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

General Education

12 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
	MA ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (33 credits)	33

Automotive Technology Concentration

1. Interpret automotive contextual information to determine appropriate service actions.
2. Clearly establish and outline specific repair costs to customers.
3. Learn to complete automotive repairs in a courteous and timely manner.

Business/Accounting Concentration

1. Demonstrate applications of accounting principles.
2. Demonstrate knowledge of basic management principles and implement effective supervisory techniques.
3. Demonstrate effective written and oral business communication skills.

Computer Science Concentration

1. Identify and demonstrate understanding of computer terminology.
2. Demonstrate ability to troubleshoot and fix basic hardware installation issues.
3. Demonstrate knowledge of computer networks including network hardware, software and architecture.

Construction Technology Concentration

1. Perform calculations and measurements required to complete carpentry projects.
2. Use hand and power tools safely and effectively.
3. Perform general carpentry skills to complete, restore or repair a residential structure.

Police Basic Training Concentration

1. Demonstrate proficiency in the core competencies required of police officers in New York.
2. Apply the laws police officers utilize and are governed by in the performance of their duties.
3. Exhibit the skills required of police officers to effectively communicate and interact with the communities they serve.

	Total Semester Hours	**61**

Individual Studies

Program
Individual Studies

Degree Type	**Associate of Science (A.S.)**

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

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

Program Learning Outcomes

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

Academic Preparation

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

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

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

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE (6 credits)	6
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6
	HU ELE or SL ELE or MA ELE or SC ELE (6 credits)	6

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
	Concentration (15 credits) (A.S.)	15
CE 101	College Experience	1
	GN ELE (15 credits)	15

	General Education Requirements	**21**
	Total Semester Hours	**61**

Automotive

Automotive Technology

Program
Automotive

Degree Type	Associate of Occupational Studies (A.O.S.)

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

The Automotive Technology programs are accredited by:

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

Automotive Technology offers one certificate and one degree (Associate in Occupational Studies (A.O.S)) designed to prepare the student for a career in this field.

Students may also choose from the following options:

- Audi AEP, which provides students training in Audi-specific technology
- Subaru University (Subaru-U), which provides students training in Subaru-specific technology
- Toyota TECS Elite, which provides students training in Toyota and Lexus-specific technology

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

NOTE: All students are required to sign an Automotive Technology program Acknowledgement Form for acceptance into the program.

NOTE: All students taking Automotive Technology courses are required to attend the mandatory orientation and safety session. Students will be given the date of the orientation session at the time of registration.

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

NOTE: With the exception of AU 128, only students matriculated in Automotive Technology are allowed to take courses with the "AU" prefix.

Automotive Technology Requirements: A.O.S.

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

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

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

Program Learning Outcomes

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

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

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

Competency in mathematics fundamentals is required.

Liberal Arts Requirements

0 Semester Hours

Program Requirements

61 Semester Hours

Course Code	Title	Semester Hours
AU 117	Gas and Diesel Engines	4
AU 128	Introduction to Automotive Repair	4
AU 129	Heating, Ventilation and Air Conditioning (HVAC)	3
AU 130	Basic Steering, Suspension & Brakes	4
AU 131	Work-Study I	2
AU 132	Electricity and Electronics	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4
AU 211	Manual Transmissions and Drivelines	4
AU 212	Automotive Diagnostics	4
AU 213	Automatic Transmissions and Transaxles	4
AU 215	Body Electrical and Electronics	3
AU 231	Work-Study II	2
CE 101	College Experience	1
EN 101	Composition	3
	GN ELE (3 credits)	3
HE 201	First Aid and Safety	3
	MA ELE (3 credits)	3

Program Notes

Career Opportunities: Repair shop owner, automotive technician or component re-builder, fleet repair, parts department manager.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AU 128	Introduction to Automotive Repair	4
AU 129	Heating, Ventilation and Air Conditioning (HVAC)	3
AU 130	Basic Steering, Suspension & Brakes	4
AU 132	Electricity and Electronics	4
CE 101	College Experience	1

2nd Semester

Course Code	Title	Semester Hours
AU 117	Gas and Diesel Engines	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4

Summer

Course Code	Title	Semester Hours
AU 131	Work-Study I	2

3rd Semester

Course Code	Title	Semester Hours
AU 211	Manual Transmissions and Drivelines	4
AU 215	Body Electrical and Electronics	3

EN 101	Composition	3
HE 201	First Aid and Safety	3

4th Semester

Course Code	Title	Semester Hours
AU 212	Automotive Diagnostics	4
AU 213	Automatic Transmissions and Transaxles	4
	GN ELE (3 credits)	3
	MA ELE (3 credits)	3

Summer

Course Code	Title	Semester Hours
AU 231	Work-Study II	2

	Total Semester Hours	**61**

Automotive Technology

Program
Automotive

Degree Type	Certificate

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

The Automotive Technology programs are accredited by:

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

Automotive Technology offers one certificate and one degree (Associate in Occupational Studies (A.O.S)) designed to prepare the student for a career in this field.

Students may also choose from the following options:

- Audi AEP, which provides students training in Audi-specific technology
- Subaru University (Subaru-U), which provides students training in Subaru-specific technology
- Toyota TECS Elite, which provides students training in Toyota and Lexus-specific technology

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

NOTE: All students are required to sign an Automotive Technology program Acknowledgement Form for acceptance into the program.

NOTE: All students taking Automotive Technology courses are required to attend the mandatory orientation and safety session. Students will be given the date of the orientation session at the time of registration.

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

NOTE: With the exception of AU 128, only students matriculated in Automotive Technology are allowed to take courses with the "AU" prefix.

Automotive Technology Requirements: Certificate

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

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

Program Learning Outcomes

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

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

Competency in mathematics fundamentals is required.

Liberal Arts Requirement

0 Semester Hours

Program Requirements

32 Semester Hours

Course Code	Title	Semester Hours

AU 117	Gas and Diesel Engines	4
AU 128	Introduction to Automotive Repair	4
AU 129	Heating, Ventilation and Air Conditioning (HVAC)	3
AU 130	Basic Steering, Suspension & Brakes	4
AU 132	Electricity and Electronics	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4
HE 201	First Aid and Safety	3
	Total Semester Hours	**32**

Program Notes

Career Opportunities

Dealership Technician, Independent and Fleet Repair, Service Equipment Representative, Parts Department Counterperson or Owner.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AU 128	Introduction to Automotive Repair	4
AU 129	Heating, Ventilation and Air Conditioning (HVAC)	3
AU 130	Basic Steering, Suspension & Brakes	4
AU 132	Electricity and Electronics	4

2nd Semester

Course Code	Title	Semester Hours
AU 117	Gas and Diesel Engines	4
AU 134	Engine Performance	6
AU 203	Advanced Automotive Operations	4

Foundations of Vehicle Safety Level I

Program
Automotive

Degree Type	Microcredential

Today's vehicles are an increasingly complicated mixture of traditional mechanics and integrated technology systems - creating a greater need for practical training on how to safely work on them.

The Foundations of Vehicle Safety Level I microcredential addresses this need. Working through a range of vehicle types, students will learn the tools, and gain the hands-on experience to safely handle components, and perform basic repair operations.

Program Goals
The goal of this program is to provide students with practical, hands-on training to work safely on systems and components that are common to a range of vehicle types.

Program Learning Outcomes
By the end of this program, students will:

- Demonstrate best practices for personal and facility/ shop safety
- Utilize service information and data analysis to identify & correct brake, steering and suspension issues
- Diagnose, service and repair electrical or electronically operated vehicle systems at at introductory level

Academic Preparation
12th-grade reading level and competency in mathematics fundamentals are required.

Foundations of Vehicle Safety Level I

This Level I microcredential consists of 3 courses within the existing CGCC Automotive Technology program. An applied capstone activity must also be created, and will be designed with each student on a case-by-case basis. Completion of this microcredential fulfills the pre-requisite for the Foundations of Vehicle Safety Level II (Electric and Hybrid Vehicles) microcredential. Students completing this microcredential may also apply the credits toward either the Automotive Technology Certificate or the Automotive Technology AOS degree.

Course Code	Title	Semester Hours
AU 128	Introduction to Automotive Repair	4
AU 130	Basic Steering, Suspension & Brakes	4
AU 132	Electricity and Electronics	4
ID 299	Independent Study	
	Total Semester Hours	**12**

Foundations of Vehicle Safety Level II - Electric & Hybrid Vehicles

Program
Automotive

Degree Type	Microcredential

Students who are currently enrolled in automotive technology, have completed prior training, are in the industry, or considering updating their knowledge and skillsets need to know hybrid and electric vehicle (EV) safety. These vehicles use high-voltage electrical systems and lithium-ion batteries which pose unique safety risks. Understanding how to safely work on and handle these components is crucial to protect technicians, consumers, and the environment. Additionally, as the automotive industry increasingly adopts electric technology, knowledge of hybrid and EV safety is essential for career opportunities and customer trust.

The Electric and Hybrid Vehicle Safety Microcredentials address this need, providing two levels of training across a range of vehicle types.

Program Goals
The goal of this program is to provide students with practical, hands-on learning experiences in EV technology so that they may work safely across a full range of vehicle make and models.

Program Learning Outcomes
By the end of this program, students will:

- Identify key differences in the electrical systems between traditional, gas-powered vehicles, hybrid vehicles and fully electric vehicles.
- Understand and follow safety protocols as it relates to hybrid and EV electrifical systems.
- Correctly and safely use the tools related necessary for working on hybrid and EV electrical systems.
- Locate and safely remove HV service plugs.

Students will not directly work on any high-voltage components or systems, as this requires additional years of practice beyond the scope of this introductory certification.

Academic Preparation
To participate, students must meet one of the following criteria:

- be currently enrolled in the automotive technology program
- document completed prior training
- document active industry participation consistent with training requirements

Foundations of Vehicle Safety Level II - Electric & Hybrid Vehicles

This Level II microcredential consists of 3 courses within the existing CGCC Automotive Technology program. An applied capstone activity must also be created, and will be designed with each student on a case-by-case basis. Students must complete Electric & Hybrid Vehicle Safety Level I (Foundations of Vehicle Safety), or demonstrate equivalent industry experience to receive direct permission to participate. Students completing this microcredential may apply the credits to either the Automotive Technology Certificate or the Automotive Technology AOS degree.

Course Code	Title	Semester Hours
AU 203	Advanced Automotive Operations	4
AU 212	Automotive Diagnostics	4
AU 215	Body Electrical and Electronics	3
ID 199	Microcredential Capstone	0-0
	Total Semester Hours	**11**

Business

Business (Online Delivery)

Program
Business

Degree Type	Associate of Applied Science (A.A.S.)

Program Goals
The program has been designed to prepare a student for employment or advancement in a business or public sector environment. Students will show proficiency through online class work, and successful completion of a required internship experience, which will be remotely administered with electronic log and status report submissions. Students will be able to complete the 61 required credits of this Business degree within four semesters with all required coursework offered in a fully online format.

Program Learning Outcomes

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

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

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

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

Liberal Arts Requirements

21 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 105	Technical Writing	3
	HU ELE (3 credits)	3
MA 103	Business Mathematics	3
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

40 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
BU 103	Foundations of Business	3
BU 105	Business Communications	3
	BU 209 or BU 211	3
BU 220	Business Ethics	3
BU 230	Management	3
	BU ELE (6 credits)	6
CE 101	College Experience	1
CI 105	Computer Applications	3
	GN ELE (9 credits)	9

Program Notes

* BU 211: Approved business externship remotely administered with electronic log and status reporting.
** Economics recommended (EC 101, EC 102 or EC 104) for SL ELE
*** BU 203 International Business recommended for BU ELE

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3

BU 103	Foundations of Business	3
BU 105	Business Communications	3
CE 101	College Experience	1
EN 101	Composition	3
	SL ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
CI 105	Computer Applications	3
EN 105	Technical Writing	3
	HU ELE (3 credits)	3
	SL ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
BU 220	Business Ethics	3
MA 103	Business Mathematics	3
	SC ELE (3 credits)	3
	GN ELE (6 credits)	6

4th Semester

Course Code	Title	Semester Hours
	BU 209 or BU 211	3
BU 230	Management	3
	BU ELE (6 credits)	6
	GN ELE (3 credits)	3

	Total Semester Hours	**61**

Business - Business Administration

Program
Business

Degree Type	Associate of Applied Science (A.A.S.)

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

Program Learning Outcomes

1. Demonstrate applications of basic management and marketing principles.
2. Demonstrate applications of accounting principles and maintaining business records.
3. Demonstrate applications of business law.
4. Demonstrate use of applications of computer technology.
5. Demonstrate proficiency in written and oral communication.

Academic Preparation

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

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

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

Liberal Arts Requirements

21 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
	EN 102 or EN 105	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

40 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
BU 103	Foundations of Business	3
BU 105	Business Communications	3
BU 107	Business Law I	3
	BU 209 or BU 211	3
BU 220	Business Ethics	3
BU 230	Management	3
CE 101	College Experience	1
CI 105	Computer Applications	3
	GN ELE (9 credits)	9
MK 101	Principles of Marketing	3

Program Notes

*Recommend MA 102 Statistics or MA 103 Business Mathematics for MA ELE
**Recommend EC 101 Macroeconomics or EC 102 Microeconomics AND PY or SO elective for SL ELE

Career Opportunities

Business management and management trainee in retail and wholesale organizations; banking, insurance, and other financial institutions; marketing, advertising, and sales; personnel and general management; customer service representative; production assistant; marketing research; account executive; special events assistant; front-end manager; office manager.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
BU 103	Foundations of Business	3

CE 101	College Experience	1
CI 105	Computer Applications	3
EN 101	Composition	3
	MA ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
BU 105	Business Communications	3
	EN 102 or EN 105	3
	MA ELE (3 credits)	3
MK 101	Principles of Marketing	3

3rd Semester

Course Code	Title	Semester Hours
BU 107	Business Law I	3
BU 220	Business Ethics	3
BU 230	Management	3
	SC ELE (3 credits)	3
	HU ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
	BU 209 or BU 211	3
	GN ELE (9 credits)	9
	SL ELE (3 credits)	3

	Total Semester Hours	**61**

Business – Accounting

Program
Business

Degree Type	Associate of Applied Science (A.A.S.)

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

Program Learning Outcomes

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

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

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

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

Liberal Arts Requirements

21 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
	EN 102 or EN 105	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

40 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
AC 116	QuickBooks	3
	BU ELE (6 credits)	6
BU 103	Foundations of Business	3
BU 105	Business Communications	3
BU 150	Financial Planning	3
BU 209	Business Professional Development	3
BU 220	Business Ethics	3
CE 101	College Experience	1
CI 150	EXCEL	3
	CS ELE or CI ELE (3 credits)	3
	GN ELE (3 credits)	3

Program Notes

Career Opportunities

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

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CE 101	College Experience	1

CI 150	EXCEL	3
EN 101	Composition	3
	MA ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
BU 105	Business Communications	3
	CS ELE or CI ELE (3 credits)	3
	EN 102 or EN 105	3
	GN ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
AC 116	QuickBooks	3
BU 150	Financial Planning	3
BU 209	Business Professional Development	3
	SC ELE (3 credits)	3
	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BU 220	Business Ethics	3
	BU ELE (6 credits)	6
	HU ELE (3 credits)	3
	SL ELE (3 credits)	3

	Total Semester Hours	**61**

Business - Business Administration

Program
Business

Degree Type	Associate of Science (A.S.)

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

Program Learning Outcomes

1. Demonstrate applications of basic management principles.\
2. Demonstrate applications of accounting principles.
3. Demonstrate applications of business law.
4. Demonstrate use of applications

Academic Preparation

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

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

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

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
BU 103	Foundations of Business	3
BU 107	Business Law I	3
CE 101	College Experience	1
	CS ELE or CI ELE (3 credits)	3
EC 102	Microeconomics	3
	GN ELE (9 credits)	9
MK 101	Principles of Marketing	3

Program Notes

Transfer Opportunities

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

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CE 101	College Experience	1
EN 101	Composition	3
	MA ELE (3 credits)	3
MK 101	Principles of Marketing	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
BU 107	Business Law I	3
EN 102	Composition and Literature	3
	GN ELE (3 credits)	3
	MA ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	CS ELE or CI ELE (3 credits)	3
EC 101	Macroeconomics	3
	HU ELE (3 credits)	3
	SC ELE (3 credits)	3

	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
EC 102	Microeconomics	3
	GN ELE (6 credits)	6
	HU ELE (3 credits)	3
	SL ELE (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**31**

Accounting Studies

Program
Business

Degree Type	Certificate

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

Program Learning Outcomes

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

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

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

Must be prepared to take CI 105 – Computer Applications.

Liberal Arts Requirements

0 Semester Hours

Program Requirements

30 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
AC 116	QuickBooks	3
BU 103	Foundations of Business	3
BU 105	Business Communications	3
	BU ELE or CS ELE or CI ELE (6 credits)	6
CI 105	Computer Applications	3
CI 150	EXCEL	3
	MA ELE (3 credits)	3

Program Notes

Post Completion Opportunities

Career Opportunities: Payroll clerk, bookkeeper, accounts receivable or payable clerk or trainee, purchaser trainee, office manager trainee or assistant.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
BU 103	Foundations of Business	3
CI 105	Computer Applications	3
CI 150	EXCEL	3
	MA ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
AC 116	QuickBooks	3
BU 105	Business Communications	3
	BU ELE or CS ELE or CI ELE (6 credits)	6
	Total Semester Hours	**30**

AI and Human Skills for the Future Workforce

Program
Business

Degree Type	Microcredential

As technology continues to reshape industries, the ability to work alongside Artificial Intelligence (AI) has become a crucial skill for the modern workforce. This micro credential, AI & Human Skills for the Future Workforce, is designed to equip students with the essential competencies needed to navigate an AI-powered work environment.

By focusing on a balanced combination of technical AI understanding and human-centric skills, this program prepares individuals to not only adapt to AI advancements but to thrive in them.

In three dynamic courses, students will learn how to collaborate effectively with AI tools, lead teams that blend human creativity with machine efficiency, and harness their own emotional intelligence to enhance communication and decision-making in AI-enhanced environments. The program emphasizes the critical importance of emotional intelligence (EQ), communication, creativity, and leadership in a world where AI is transforming every industry.

Program Goals
This program is ideal for employees, job seekers, and students looking to stay ahead of the curve in an evolving job market, offering them the tools to become highly effective in AI-enhanced workplaces. Upon completion, students will have the confidence to leverage AI's potential while also honing the uniquely human skills that will remain indispensable in the future of work.

With hands-on assessments, real-world case studies, and a final capstone project, this micro credential ensures students gain not only theoretical knowledge but also practical experience in integrating AI with their daily work tasks and leadership strategies.

Program Learning Outcomes
Throughout the micro credential, students will:

· Develop key skills to work collaboratively with AI systems, leveraging both human judgment and machine capabilities.

· Gain leadership techniques for managing hybrid teams made up of both human employees and AI-driven tools.

· Cultivate creativity and critical thinking by integrating AI into problem-solving and innovation processes.

· Build essential communication skills that bridge the gap between human workers and AI technologies.

Academic Preparation
Students do not need any prerequisites or computer knowledge, other than basic operational skills to complete this program sequence. Courses are already existing courses.

Program Requirements

Course Code	Title	Semester Hours
HU 114	AI in the Humanities	3-3
BU 230	Management	3
CS 116	Contemporary Computer Concepts	3
ID 199	Microcredential Capstone	0-0
	Total Semester Hours	**9**

Small Business

	Total Semester Hours	**9**

Program
Business

Degree Type	**Microcredential**

This program provides a toolkit of skills and materials to those who would like to start their own business. Students develop their business idea, access and use the resources necessary to implement their idea, and have completed plans reviewed by an expert panel for feedback on feasibility and funding. This nine-credit series integrates three courses: Foundation of Business, Business Professional Development and Entrepreneurship. Class includes in-person, remote, and self-paced online content.

Program Learning Outcomes
Students will:

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

Required Courses

Course Code	Title	Semester Hours
BU 103	Foundations of Business	3
BU 113	Entrepreneurship	3
BU 209	Business Professional Development	3

Capstone Experience

Students will participate in a Columbia-Greene Community College sponsored Business Plan Presentation event. External judges from the region will review the presentations (final format TBD) and provide feedback to the students on the concept feasibility and overall readiness of the plan to be implemented and/or seek funding for further development.

Cannabis

Cannabis Careers

Program
Cannabis

Degree Type	Certificate

Program Goals
The Cannabis Careers Certificate is designed to give students an informational foundation of the most prolific sectors within the cannabis industry: cultivation, processing, and retail. Students enrolled in this certificate program will learn about the cultural and social history of cannabis use, the industry as a whole, and an introduction to cultivation, processing, and retail.

Program Learning Outcomes

1. Demonstrate knowledge of the social and cultural contexts around criminalization and legalization of cannabis in the United States.
2. Demonstrate knowledge of the cannabis industry from cultivation through retail sales.
3. Demonstrate understanding of skill sets necessary for success in the cannabis retail industry.
4. Demonstrate understanding of skill sets necessary for success in the cannabis cultivation industry.
5. Demonstrate understanding of skill sets necessary for success in the cannabis processing industry.

Program Requirements

15 Semester Hours

Course Code	Title	Semester Hours
CB 170	Introduction to the Cannabis Industry	3
CB 172	Cannabis Retail Operations and Sales	3
CB 171	Social/Cultural History of Cannabis	3
CB 110	Introduction to Cannabis Cultivation	3
CB 114	Introduction to Cannabis Processing	3

Suggested Program Sequence

Option 1: 1st Semester

Course Code	Title	Semester Hours
CB 170	Introduction to the Cannabis Industry	3
CB 172	Cannabis Retail Operations and Sales	3
CB 171	Social/Cultural History of Cannabis	3

Option 1: 2nd Semester

Course Code	Title	Semester Hours
CB 110	Introduction to Cannabis Cultivation	3
CB 114	Introduction to Cannabis Processing	3

Option 2: Only 1 Semester

Course Code	Title	Semester Hours
CB 170	Introduction to the Cannabis Industry	3
CB 172	Cannabis Retail Operations and Sales	3
CB 171	Social/Cultural History of Cannabis	3
CB 110	Introduction to Cannabis Cultivation	3
CB 114	Introduction to Cannabis Processing	3
	Total Semester Hours	**15**

Cannabis Cultivation & Processing

Program
Cannabis

Degree Type	Microcredential

This microcredential is designed to provide our region with entry-level employees in the cannabis industry. It can be completed in one semester, with three 3-credit courses. Students completing this microcredential will develop the knowledge and skills for employment in the cannabis cultivation and process sectors industry. This includes cannabis industry production and supply chain information, overview of state regulations for each sector, and industry-specific training in cultivation and processing.

Program Learning Outcomes
Students will:

1. Demonstrate knowledge of the cannabis industry from cultivation through retail sales
2. Demonstrate understanding of skill sets necessary for success in the cannabis cultivation industry
3. Demonstrate understanding of skill sets necessary for success in the cannabis processing industry

Required Courses

Course Code	Title	Semester Hours
CB 170	Introduction to the Cannabis Industry	3
CB 110	Introduction to Cannabis Cultivation	3
CB 114	Introduction to Cannabis Processing	3

Capstone Experience

Students will design a resume and cover letter specifically highlighting their learning in the courses, as assessed with a rubric

Requirements

Students enrolled in this microcredential may qualify for internships with local cannabis businesses, and therefore must be 21+ years of age. Exceptions may be made at the discretion of the Program Coordinator.

	Total Semester Hours	9

Cannabis Retail & Sales

Program
Cannabis

Degree Type	Microcredential

The CGCC Cannabis Retail and Sales Micro-credential is designed to provide our region with entry-level retail employees in the cannabis industry. It can be completed in one semester, with three 3-credit courses. Students completing this micro-credential will develop the knowledge and skills for employment in the cannabis retail industry. This includes historical and contemporary contextualization for legalization, cannabis industry production and supply chain information, an overview of state regulations for each sector, and industry-specific training in retail and sales, including state-mandated Responsible Vendor Training.

Program Learning Outcomes
Students will:

1. Demonstrate knowledge of the social and cultural contexts around criminalization and legalization of cannabis in the United States
2. Demonstrate knowledge of the cannabis industry from cultivation through retail sales
3. Demonstrate understanding of skill sets necessary for success in the cannabis retail industry

Required Courses

Course Code	Title	Semester Hours
CB 170	Introduction to the Cannabis Industry	3
CB 172	Cannabis Retail Operations and Sales	3
CB 171	Social/Cultural History of Cannabis	3

Capstone Experience

Students are expected to visit a legal cannabis retail operation as a customer and analyze their experience via knowledge obtained during their micro-credential. The report will be evaluated using a rubric designed to measure the learning objectives from each of the courses within the micro-credential

Requirements

Students enrolled in this microcredential may qualify for internships with local cannabis businesses, and therefore must be 21+ years of age. Exceptions may be made at the discretion of the Program Coordinator.

	Total Semester Hours	**9**

Computer Science

Computer Science

Program
Computer Science

Degree Type	Associate of Science (A.S.)

Program Goals
This program prepares students for transfer to complete work for a bachelor's degree in computer science, computer information systems, or related fields.

Program Learning Outcomes

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

Academic Preparation

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

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

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

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE or MA ELE or SC ELE (6 credits)	6
MA 111	Precalculus	4
	MA ELE (4 credits)	4
	HU ELE (3 credits)	3
	SC ELE (4 credits)	4
	SL ELE (3 credits)	3

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
CS 134	Computer and Informatics Science I	4
CS 127	Practical Programming	3
CS 256	Computer Science II	4
	CS ELE (6 credits)	6
	GN ELEC (13 credits)	13

Program Notes

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

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

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

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
CS 134	Computer and Informatics Science I	4
EN 101	Composition	3
	HU ELE (3 credits)	3

	MA ELE (4 credits)	4

2nd Semester

Course Code	Title	Semester Hours
CS 127	Practical Programming	3
	GN ELE (3 credits)	3
EN 102	Composition and Literature	3
MA 111	Precalculus	4
	SL ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	CS ELE (3 credits)	3
	GN ELE (6 credits)	6
	HU ELE or SL ELE or MA ELE or SC ELE (3 credits)	3
	SC ELE (4 credits)	4

4th Semester

Course Code	Title	Semester Hours
CS 256	Computer Science II	4
	CS ELE (3 credits)	3
	GN ELE (4 credits)	4
	HU ELE or SL ELE or MA ELE or SC ELE (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Cyber Security/Digital Forensics

Program
Computer Science

Degree Type	Associate of Science (A.S.)

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

Program Learning Outcomes

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

Academic Preparation

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

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

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

Competency in basic computer skills and knowledge.

Liberal Arts Requirements

32 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
CJ 102	Introduction to Criminal Justice	3
	HU ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
MA 102	Statistics	3
MA 110	College Algebra	4
PY 101	General Psychology	3
SC 141	Forensic Science	4
SO 101	Introduction to Sociology	3

Program Requirements

32 Semester Hours

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
AC 102	Managerial Accounting	3
CE 101	College Experience	1
CS 134	Computer and Informatics Science I	4
CS 126	Introduction to Cyber Security	3
CS 156	Networking Essentials	3
CS 203	Database Concepts	3
CS 219	Data Analytics Programming	3
CS 241	Computer Forensics	3
CS 235	Network Security	3
	HI 101 or HI 102 (3 credits)	3

Program Notes

Transfer Opportunities

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

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AC 101	Financial Accounting	3
CE 101	College Experience	1
CJ 102	Introduction to Criminal Justice	3
CS 134	Computer and Informatics Science I	4
EN 101	Composition	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
AC 102	Managerial Accounting	3
CS 126	Introduction to Cyber Security	3
EN 102	Composition and Literature	3
MA 102	Statistics	3
SO 101	Introduction to Sociology	3

3rd Semester

Course Code	Title	Semester Hours
CS 156	Networking Essentials	3
CS 203	Database Concepts	3
	HU ELE (3 credits)	3
MA 110	College Algebra	4
SC 141	Forensic Science	4

4th Semester

Course Code	Title	Semester Hours
CS 219	Data Analytics Programming	3
CS 241	Computer Forensics	3
CS 235	Network Security	3
	HI 103 or HI 104 (3 credits)	3
	HI 101 or HI 102 (3 credits)	3
	General Education Requirements	**21**
	Total Semester Hours	**64**

Construction Technology

Construction Technology/Preservation Carpentry

Program
Construction Technology

Degree Type	Certificate

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

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

1. Perform general carpentry skills with specialized training in preservation carpentry
2. Identify, select, and implement application of construction materials
3. Draw, read, and interpret drawings and specifications
4. Interpret and apply codes, regulations, and construction documents
5. Select and maintain construction site tools and equipment
6. Estimate the amount and cost of materials and labor
7. Plan, coordinate, schedule, and control projects
8. Use hand and power tools safely and efficiently
9. Interpret technical information from blueprints
10. Perform calculations and measurements required to work as a carpenter
11. Work independently and interdependently to safely accomplish shared professional outcomes.

Academic Preparation

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

Program Preparation:

No prior carpentry or construction experience is required for entrance into this program.
In order to be successful in the Construction Technology/ Preservation certificate program, students must have sufficient physical strength, stamina, flexibility, and dexterity to perform a variety of construction work such as operating tools and equipment properly, doing physical labor for prolonged periods, working at varying heights, and lifting and transporting equipment and materials as necessary. Students must also be able to follow approved safety procedures and work both independently with periodic supervision as well as cooperatively with a partner or group.

Students completing the Construction Technology/ Preservation Carpentry Certificate must be enrolled full-time and will complete the required courses as a cohort. With the exception of CC 103, Construction Carpentry courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.

Orientation and Safety Requirement: All students attending construction technology courses are required to have a basic set of hand tools and safety equipment which can be found on the College website and will have completed a required orientation prior to the start of classes that Academic Year.

Liberal Arts Requirements

0 Semester Hours

Program Requirements

30 Semester Hours

Course Code	Title	Semester Hours
CC 101	Introduction to Construction Carpentry/ Historic Preservation	3
CC 103	Construction Drawing and Blueprint Reading	3
CC 105	Building Layout and Framing	4

CC 107	Exterior Building Envelope and Finish	4
CC 109	Introduction to Mechanicals, Electrical, Plumbing and HVAC	4
CC 111	Interior Finish Basic	3
CC 114	Interior Finish Intermediate	3
CC 119	Historic Preservation	3
CC 124	Construction Technology Internship	3

	Total Semester Hours	**30**

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CC 101	Introduction to Construction Carpentry/ Historic Preservation	3
CC 103	Construction Drawing and Blueprint Reading	3
CC 105	Building Layout and Framing	4
CC 107	Exterior Building Envelope and Finish	4

2nd Semester

Course Code	Title	Semester Hours
CC 109	Introduction to Mechanicals, Electrical, Plumbing and HVAC	4
CC 111	Interior Finish Basic	3
CC 114	Interior Finish Intermediate	3
CC 119	Historic Preservation	3

3rd Semester

Course Code	Title	Semester Hours
CC 124	Construction Technology Internship	3

Allied Health

	Total Semester Hours	9

Health Care Facilitator

Program
Allied Health

Degree Type	Microcredential

This microcredential provides students with the skills and knowledge to help healthcare facilities and providers in their telemedicine endeavors. The Health Care Facilitator is a knowledgeable person who will provide confidential one-on-one assistance in connecting patients with their healthcare providers.

Program Learning Outcomes
Students will:

1. Demonstrate a proficiency in common abbreviations, acronyms, symbols, and common medical terms
2. Demonstrate a proficiency in various computer applications utilized for patient care records
3. Employ professional ethics, values, and honesty when remaining in compliance with HIPAA
4. Understand terminology related to patient medical records, insurance, and billing

Required Courses

Course Code	Title	Semester Hours
AH 125	Medical Office Procedures	3
AH 129	Medical Terminology	3
CI 105	Computer Applications	3

Capstone Experience

Students will complete a comprehensive exam that will incorporate a hands-on practicum of the use of the computer platform systems, and students' ability to manage a set of data related to a hypothetical patient case study. Students must score an 80 or above on the comprehensive exam and will have two opportunities to successfully complete it.

Medical Records Specialist

Program
Allied Health

Degree Type	Microcredential

The CGCC Medical Records Specialist Microcredential will allow students to become certified as a medical secretary or entry-level biller and coder through a fast-track where they can directly enter the workforce either while they are pursuing the full Medical Assisting program or through a more direct learning plan. Students that successfully complete the three courses and exam (Capstone Experience) will be able to obtain employment as an Administrative Medical Assistant, Medical Biller/Medical Coder, and/or Medical Secretary.

Program Learning Outcomes
Students will:

1. Compile, process, and maintain medical records of hospital and clinic
2. Understand ethical, legal, and regulatory requirements of the healthcare system
3. Classify medical and healthcare concepts

Required Courses

Course Code	Title	Semester Hours
AH 125	Medical Office Procedures	3
AH 126	Medical Billing	3
AH 132	Medical Coding	3

Capstone Experience

The capstone for this microcredential would be the student passage of at least one of two national exams offered by the American Medical Certification Association (AMCA): Medical Administrative Assistant Certification (MAAC) and Medical Coder and Biller Certification (MCBC).

	Total Semester Hours	**9**

Medical Assisting

Medical Assisting

Program
Medical Assisting

Degree Type	Associate of Applied Science (A.A.S.)

The Columbia-Greene Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB)."

CAAHEP
9355 – 113th St. N. #7709
Seminole, FL 33775
727-210-2350

Program Goals
Medical Assistants are multi-skilled, versatile, and essential members of the allied health profession who perform a range of professional duties. These include routine administrative duties and clinical responsibilities in a variety of healthcare settings.

All students successfully completing the Medical Assisting A.A.S. will have received exceptional instruction and appropriate applied learning experiences to prepare them as competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Since they can work on both the administrative and clinical side of a variety of health care facilities, medical assistants are viewed as vital members of the health care team. A medical assistant's administrative duties may include using computer applications, scheduling appointments, updating and filing patient medical records, coding and filling out insurance forms, billing, bookkeeping, and arranging hospital admission and lab services.

Clinical duties include, but are not limited to patient advocacy, taking vital signs, collecting and preparing laboratory specimens and tests, drawing blood, taking ECGs, and sterilizing
instruments.

Program Learning Outcomes

Upon completion of this program, students will become competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. We specifically map course learning outcomes to program learning outcomes in the following areas:

Cognitive (knowledge):
Students will

1. follow established protocols, prepare patients for examination, and perform patient screening such as recording vital signs;
2. assist in the preparation of space and equipment used in routine procedures and minor surgery;
3. understand and describe the professional, ethical, and legal responsibilities and limitations of the medical assistant's role

Psychomotor (skills):
Students will

1. accurately and competently schedule appointments utilizing various platforms and technical tools,
2. appropriately maintain office records, prepare billing and insurance forms
3. assist the physician with compassionate patient care, the performance of venipuncture, ECG, and CLIA-waived hematology, chemistry, urinalysis, and immunology testing

Affective (behavior):
Students will

1. effectively and accurately communicate doctors' orders for prescriptions to pharmacies
2. define the professional role and scope of a practicing medical assistant
3. stimulate ideas through collaboration between classmates to learn the best patient care practices
4. lead learning environments to work with and collaborate on ideas with other classmates
5. develop critical thinking skills to understand cases scenarios related to ambulatory care
6. understand team development and work as a cooperative team member in a healthcare facility

Academic Preparation
All Medical Assisting program applicants must take the College placement test in accordance with stated Admissions requirements.

Admission into the Medical Assisting program requires the ability to begin EN 101 and MA 102, MA 103, or MA 110.

Admission for the Medical Assisting A.A.S. is in the fall semester. Exceptions may be made at the discretion of the Coordinator of Medical Assisting.

ADDITIONAL REQUIREMENTS:

1. Motor skills and dexterity: In order to be successful in the Medical Assisting program, students just have sufficient physical strength and coordination to be able to assist patients and the physician in a number of routine procedures. Students must also have the dexterity to perform activities using a variety of equipment and instruments
2. Academic standing: Students must maintain a minimum grade of C in these courses in the major AH 106, AH 108, AH 109, AH 207, AH 208, AH 202, BI 112, BI 115) and must receive a passing grade in all other coursework. Courses in the major may be repeated once if minimal grades are not attained.
3. Professional conduct: Medical Assisting students must demonstrate the ability to communicate effectively and sensitively both in oral and written form with a patient and other members of a health care team. The department reserves the right to immediately remove the student from any course and/or dismiss that student from the program if it is determined that the student has acted in an unprofessional manner or if the student is unable to abide by safe laboratory practices.
4. Externship: The student will complete an externship in a healthcare facility and is responsible for all transportation to the externship site.
5. Program Orientation: All newly admitted students must complete a safety and onboarding orientation to the program prior to the beginning of their first semester. At such time important information, protocols, and procedures will be discussed to ensure student-readiness and set program expectations. Information regarding the scheduling of the orientation will be made available to newly accepted students. The orientation will occur prior the start of the academic year.
6. Certification in CPR/First Aid: Students must have current certification in CPR/First Aid at the time of their externship (AH 203).
7. Health Assessment: Students should be in good health to safely participate in the Medical Assisting program. A medical health examination is required of all Medical Assisting students within a three month period prior to their externship and must be submitted to the College Nurse. Students will be notified of the due date for the health assessment report at the time of registration. Students with missing or incomplete health assessment reports will not be permitted to attend their externship until completed.
8. Immunizations: In addition to the College immunization requirements, we recommend that students handling body fluids be vaccinated against Hepatitis B. Students must be tested for TB (PPD test) within a three-month period prior to their externship. Furthermore, the NYS Department of Health mandates that all students participating in their externship receive the influenza vaccine or, if declined, that they wear a mask when at the externship site.
9. Background checks and drug screening test: Externship sites require a background check and drug testing. Students are responsible for all related fees. Any student unable to pass a background check and/or drug screening test will not be allowed to continue in the Medical Assisting program.

Liberal Arts Requirements

22 Semester Hours

Course Code	Title	Semester Hours
BI 112	Human Biology I	4
CO 102	Interpersonal Communication	3
EN 101	Composition	3
	EN 102 or EN 105	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3
	SL ELE (3 credits)	3

Program Requirements

40 Semester Hours

Course Code	Title	Semester Hours
AH 106	Medical Assisting I	4
AH 108	Medical Assisting II	2
AH 109	EKG	2
AH 125	Medical Office Procedures	3

AH 126	Medical Billing	3
AH 129	Medical Terminology	3
AH 132	Medical Coding	3
AH 202	Pharmacology	3
AH 203	Medical Assisting Externship	3
AH 207	Medical Assisting III	2
AH 208	Venipuncture/Phlebotomy	2
BI 115	Human Biology II	3
CE 101	College Experience	1
CI 105	Computer Applications	3
HE 201	First Aid and Safety	3

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
AH 106	Medical Assisting I	4
BI 112	Human Biology I	4
AH 129	Medical Terminology	3
CE 101	College Experience	1
EN 101	Composition	3

2nd Semester

Course Code	Title	Semester Hours
AH 108	Medical Assisting II	2
AH 109	EKG	2
AH 126	Medical Billing	3
BI 115	Human Biology II	3
CI 105	Computer Applications	3
HE 201	First Aid and Safety	3

3rd Semester

Course Code	Title	Semester Hours
AH 125	Medical Office Procedures	3
AH 202	Pharmacology	3
AH 207	Medical Assisting III	2
AH 208	Venipuncture/Phlebotomy	2
CO 102	Interpersonal Communication	3
PY 101	General Psychology	3

4th Semester

Course Code	Title	Semester Hours
AH 132	Medical Coding	3
AH 203	Medical Assisting Externship	3
	EN 102 or EN 105	3
	MA ELE (3 credits)	3
	SL ELE (3 credits)	3
	Total Semester Hours	**62**

Medical Office Assistant

Program
Medical Assisting

Degree Type	Certificate

Program Goals
The Medical Office Assistant Certificate is designed to provide students with the essential skills and knowledge needed to excel in administrative roles within a wide range of healthcare settings. This program covers selected topics, including medical terminology, healthcare office procedures, medical billing and coding, electronic health records management, and interpersonal communication in a healthcare environment. Students may select a path tailored to their career goals providing them with a background in various aspects of health, wellness, and lifesaving critical response skills.

Program Learning Outcomes
Upon completion of this certificate program, students will be able to:

1. Communicate effectively with all stakeholders within the health care setting.
2. Interact within the health care setting in a legal and ethical manner.
3. Demonstrate acceptable personal behaviors that are consistent with satisfactory job performance.
4. Perform administrative and clerical duties using appropriate information technology tools and information.
5. Demonstrate and apply those skills necessary to effectively manage a medical office.
6. Perform the daily duties as prescribed by standard office procedures.

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

Competency in keyboarding is required.

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

Liberal Arts Requirements

0 Semester Hours

Program Requirements

25 Semester Hours

Course Code	Title	Semester Hours
AH 125	Medical Office Procedures	3
AH 126	Medical Billing	3
AH 129	Medical Terminology	3
AH 132	Medical Coding	3
BI 112	Human Biology I	4
BU 105	Business Communications	3
	BU ELE (3 credits)	3
	HE ELE (3 credits)	3

Program Notes

* BI 130 Anatomy & Physiology I may be substituted for BI 112.

Career Opportunities

This certificate program, which can be completed in one year, offers students flexible delivery and is specially designed for students looking to enter the field of healthcare. This is also designed for professionals currently in the field who are looking to improve their skills. The certificate program provides a combination of administrative training skills and empowers students to have a direct impact on the efficiency of healthcare delivery. Graduates with a Medical Office Assistant Certificate are well prepared to contribute to the smooth functioning of healthcare facilities and play a crucial role in supporting other healthcare professionals.

Medical Office Assistant/Receptionist, Medical Secretary, Medical Billing and Coding Specialist, Health Information Technician, Administrative Assistant in Healthcare Settings, Patient Services Representative, Electronic Health Records (EHR) Specialist, Insurance Coordinator, Medical Office Manager, Medical Transcriptionist

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours

AH 125	Medical Office Procedures	3
AH 129	Medical Terminology	3
BI 112	Human Biology I	4
	BU ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
AH 126	Medical Billing	3
AH 132	Medical Coding	3
BU 105	Business Communications	3
	HE ELE (3 credits)	3
	Total Semester Hours	**25**

Nursing

Nursing

Program
Nursing

Degree Type	Associate of Science (A.S.)

Nursing offers an exceptional associate degree program designed to empower aspiring healthcare professionals. Our dedicated faculty, composed of highly trained nursing experts, is committed to fostering student success every step of the way. Through strong partnerships with local hospitals and health facilities, we provide students with invaluable opportunities for hands-on clinical experience right in our vibrant community.

The associate degree nursing program at Columbia Greene Community College, situated in the picturesque Hudson, NY, proudly holds accreditation from esteemed organizations, ensuring a quality education that meets the highest standards in healthcare.

The associate degree nursing program at Columbia Greene Community College located in Hudson, NY is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree program is continuing accreditation.

View the public information disclosed by ACEN regarding this program at https://www.acenursing.org/search-programs

The nursing program is registered by the:

New York State Education Department
Division of Professional Education
89 Washington Avenue, 2nd Floor West Wing
Albany, NY 12234
Telephone 518.474.3817 extension 360

We invite all applicants and potential applicants to attend "Discover Nursing," an informative session hosted by our nursing faculty and staff. This event aims to provide in-depth insights into the nursing program. Participants will have the opportunity to ask questions and gain a broader understanding of the nursing profession. Choosing a major is a significant decision, and we are committed to equipping you with the necessary information to make a well-informed choice.

Criteria for Admission

1. Nursing Information Session (NIS): Applicants must attend an information session specific to nursing program requirements. This must be done prior to being considered for the nursing program. A NIS expires after 5 years.
2. Students must have a GPA of 2.5 or above (calculated by the most recent college attended where a semester was completed) and a score of 58.7 or above on the TEAS Nursing Entrance Exam to be considered for the nursing program.
3. Nursing program applicants take the college placement test in accordance with the stated Admissions requirements.
4. Applicants must submit official transcript(s) from high school (or GED) and ALL other colleges attended.
5. Admission to the nursing program requires the readiness to begin EN 101, MA 102, and BI 130. Students who do not meet all of the nursing program criteria will not be accepted into the nursing program, but may be accepted to the college while completing required courses. Basic skills course work is available for students who do not meet placement criteria. Basic science courses (Human Biology I, General Biology, General Chemistry, and Introductory Chemistry) are available for applicants who do not meet the science requirements. Students must receive a minimum grade of C in the basic science course.
6. Students who receive a grade of less than C in a nursing course at another institution will not be accepted into the C-GCC nursing program. The only exception is for LPN's who received the less than C grade PRIOR to successful completion of an LPN program.
7. Entrance to the nursing program is based on the following point system:

Nursing Entrance Exam:

The nursing program at CGCC proudly utilizes the ATI Test of Essential Academic Skills (TEAS) as a vital component of the admissions process for aspiring nursing students. This comprehensive exam is designed to evaluate four essential subject areas: science, math, reading, and English.

Comprising a total of 170 questions with 209 minutes of dedicated testing time, the TEAS features a variety of question types, including multiple choice, multiple select (select all that apply), fill-in-the-blank, ordered response, and hot spots. Whether you choose to take the exam in person or remotely, rest assured that it will be proctored by either ATI or CGCC to ensure a fair and secure testing environment.

To be considered for admission into the nursing program at CGCC, students must complete the TEAS Nursing Entrance Exam and achieve a minimum score of 58.7, considered "Proficient" by ATI. This score serves as a benchmark, indicating a solid level of readiness for the rigors of nursing education. If you find yourself below this threshold, don't be discouraged! You have the opportunity to retake the exam to improve your score. Furthermore, those who have already attained the required score of 58.7 can choose to retake the exam to strive for an even higher achievement. The TEAS Nursing Entrance Exam can be taken twice during an admissions cycle, with offerings in January, April, September, and December. Only your highest score will be reported.

For information on exam dates, times, and registration, please visit: https://www.columbiagreene.edu/academics/programs/nursing.

To bolster your preparation, a wealth of resources awaits you, including "The Official TEAS Study Guide." For a deeper dive into exam preparation options, we invite you to explore the atitesting.com website.

Once you have achieved a score of 58.7 or above, you are encouraged to submit your Nursing Program Entrance Form. Be sure to email it to the Nursing Division at nursingcontact@sunycgcc.edu by February 1st.

Points for A&P I, A&P II, and Microbiology:

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

- These courses do not need to be taken prior to acceptance into the program.
- Minimum grade of C allowed. However, no points will be given for a grade less than B.
- Science course must be less than 10 years old at the time the student enters NU 101.
- Courses graded as "pass" will be counted as a grade of C.

High School Students:

Students who meet all admission requirements, are accepted to the college, score 50 or higher on the "Kaplan Nursing Entrance Exam," and submit a Nursing Program Entrance Form by February 1st of their senior year of high school will be considered based on high school grades. Acceptance will be contingent on final high school grades upon graduation. High school students who are offered a seat in the nursing program have two options:

Option one: start Nursing 101 in the fall and complete the program (nursing and non-nursing courses) in two years.

Option two: (highly recommended option) required to attend one year at C-GCC to complete some or all of the non-nursing courses required for the nursing program and be guaranteed a seat in Nursing 101 the following year (as long as their GPA is 2.5 or higher and they submit a new "Nursing Program Entrance Form").

High School students who do not meet all admission requirements or do not submit a "Nursing Program Entrance Form" by February 1st but meet all requirements (including the Kaplan Exam) by the end of August, will only be allowed *Option two.*

Application Procedure:

Students who meet all requirements for the nursing program and have successfully passed the nursing entrance exam may apply for admission to the nursing program. The Nursing Program Entrance Form must be submitted by February 1st. Admission will be granted to students based on the highest point totals. Applications received after February 1st will be considered only if there are available seats.

Please note that students are admitted to the nursing program once a year, in March. Students who do not fulfill all requirements for the nursing program, or who wish to take non-nursing courses, can still be admitted to the college. If they later meet all requirements and are accepted into the nursing program in March, their curriculum will be adjusted to include nursing courses.

Program Content

1. Nursing courses are comprised of concepts and experiences that assist in comprehending the health-illness theories that promote the highest level of wellness in clients. Courses in the behavioral and biological sciences, as well as liberal arts, are integral to the learner's comprehension of nursing. Nurses

facilitate activities for clients to attain, maintain, or regain health, as well as proceed to a peaceful death. The interactive components of the health-illness continuum are integrated throughout all nursing courses.

2. Nursing campus laboratory sessions are conducted at Columbia-Greene Community College. A variety of healthcare agencies in Columbia and Greene, as well as neighboring counties, are used to provide students with the opportunity to participate in the delivery of client care. Students are responsible for transportation to all clinical agencies.
3. During the first weeks of the semester, each nursing course will start with "clinical on campus." This time on campus will give students the chance to learn and practice clinical skills, ensuring they are prepared to practice safely in the community.

Program Requirements

1. The nursing curriculum may be completed in two years. The nursing courses must be taken in sequential order. The non-nursing courses which are part of the program requirements must be taken and successfully completed before or concurrently with the nursing courses as stated in nursing course descriptions. Nursing students must receive a grade of C or better in NU 101, NU 102, NU 201, and NU 202, BI 130, BI 131, BI 210, EN101 and PY 101 to continue taking nursing courses. A grade of less than C in any course from another college will not transfer into the nursing program.
2. Candidates must be in good health to safely participate in the nursing program. An annual health assessment is required of all nursing students and must be submitted to the College's Director of Health Services. Nursing students must not only submit immunization records required of all students, but are also required to have a yearly flu shot and TB test, Hepatitis B vaccinations (or a signed declination), document varicella immunity, and meet current COVID vaccination(s). The due date for the completed health assessment form, including immunizations, will be given to the students during their registration appointment. Any student not submitting the completed form, including immunizations, by the due date will be deregistered from the nursing course.
3. Students must have an American Heart Association Basic Life Support for Healthcare Provider card (BLS) effective through May of the current academic year. The due date for submission for a copy of the BLS card will be given to students during their registration appointment. Any student not submitting a copy of the BLS card by the due date will be deregistered from the nursing program.
4. There is a mandatory one-day Nursing Orientation program in August for all students entering NU 101. Students will be notified of this date during their registration appointment. Any student not attending the orientation program will be deregistered from NU 101.
5. Students will need to spend additional time in classroom laboratory sessions to develop required skills.
6. Liability insurance is required and is available through the college at the time of registration.
7. Special fees for nursing students' uniforms and equipment amounts to approximately $800 in the first semester.
8. Students will not be allowed to enter (or continue in) the nursing program if any of the following occur:
    - The student is not allowed to practice in the affiliated clinical agencies.
    - The student is unable to pass a drug screening test required by a clinical agency.
    - The student is unable to pass a background check required by a clinical agency.
    - The student engages in unprofessional behavior that jeopardizes confidentiality of patient information.
9. Based upon student preference and scheduling availability. Students may have an option of day or evening clinical sessions.
10. Any applicant who has been convicted of a misdemeanor or a felony under New York State law, Federal Law, or the law of another jurisdiction will be subject to a review by an investigator for the Office of Professional Discipline, New York State Education Department, prior to a licensing decision. Upon acceptance to the program, students must immediately notify the division chairperson of any convictions. A graduate of the program may apply for, and take, the National Council Licensing Exam for Registered Nurse. However, the license will be held by the State Education Department until any necessary investigation or hearing is completed and a decision is made by the Commissioner of Education.
11. In order to be successful in the nursing program students must be able to:
    - Perform motor skills safely such as: lifting, bathing, positioning, and transporting patients; moving efficiently enough to meet the needs of

several patients in a timely fashion; lifting, positioning or moving an unconscious patient in order to perform life-saving procedures.
- Perform activities requiring manual dexterity: giving injections, operating equipment and devices such as thermometers, blood pressure cuffs and IV pumps; efficiently operating equipment and devices in emergency situations; inserting and/or maintaining any patient catheters or other tubes.
- Perform activities requiring accurate and efficient interpretation and communication of information in English, both written and spoken. For example: responding to physician's orders, reading and recording information, and directing staff.
- Respond to signals, alarms, and other displays indicating urgent patient need, and take immediate action.
- Perform effectively under stress.
- Demonstrate ability to analyze data, calculate, and measure.

End of Program Student Learning Outcomes

Upon completion of the Columbia-Greene Community College nursing program, graduates will have the following skills:

Critical Knowledge and Clinical Reasoning

Exercise critical thinking and clinical reasoning to safely care for groups of clients with complex needs.

Communication

Utilize effective communication techniques that demonstrate caring with clients and interprofessionals, and that empower clients to advocate for their health care values.

Health Care Promotion

Analyze, and practice within, the legal/ethical/professional nursing standards when collaborating with interprofessionals to provide safe, client-centered care.

Ethical Comportment

Prioritize and manage client care throughout the lifespan, utilizing ethical decision making, interprofessional collaboration, client advocacy, cultural competency, and inclusion
of diversity.

Evidence-Based Practice

Incorporate evidence-based practice when performing contemporary nursing skills and caring for groups of clients in various health care settings.

Transformational Leadership

Analyze nursing leadership roles, the importance of lifelong learning, and the pathways to achieve higher levels of education.

Program Learning Outcomes

1. A minimum of 75% of the students entering NU 101 will graduate from the program.
2. Graduate passing rate on the NCLEX will be 80% or higher.
3. 90% of graduates seeking employment will be able to find employment in nursing within six months after graduation.
4. A minimum of 90% of the graduates will rate program satisfaction as satisfactory or above.
5. A minimum of 90% of employers will rate graduate performance as satisfactory or above.

Grading Policy

1. Students must maintain the minimum grade of C in all nursing courses, a GPA of 2.0 or above, and maintain accepted standards of care in all nursing clinical experiences in order to continue in the nursing program. Each nursing course consists of three components: classroom, campus laboratory, and clinical. In NU 101 and NU 102, students must average 78% or better in both classroom and campus laboratory, as well as "satisfactory" in campus lab on skills and in clinical. In NU 201 and NU 202, students must average 78% or better in classroom and a "satisfactory" in both campus laboratory and clinical. A "U" in either campus lab or clinical will result in failure of the course regardless of the classroom grade. If performance in clinical is graded U, the student will be notified in writing and given the opportunity to demonstrate satisfactory performance. A student exhibiting unsafe behavior in clinical may not be given this opportunity and may be dismissed from the course at that time, as stated in each nursing clinical evaluation tool. Determination of safe practice is guided by the ANA Code for Nurses (see the CGCC Student Handbook.) The student may appeal the decision as outlined in the College Catalog.

2. Students can only repeat one nursing course one time.

Licensed Practical Nurse (LPN) Challenge Opportunities

1. Eligibility requirements: LPN challenge students must be current students and meet all admissions criteria for acceptance and program requirements. The challenge applicant must be a currently licensed LPN (and provide an official LPN transcript, current registration, and license). Providing official LPN transcript and license will meet the prerequisite for Anatomy and Physiology I (BI 130).
2. LPNs are not eligible to take a challenge exam if they have already failed, or withdrawn from, that nursing course. The only exception is if the LPN program was completed AFTER the withdrawal or failure.
3. Licensed Practical Nurses attending C-GCC who meet all admission requirements for the nursing program may request to challenge NU 101 & NU 102. There will be a fee accessed for the challenge exam. Only one attempt will be allowed to pass each challenge exam. The exam must be taken no more than one year before the student enters a nursing course.

4. To challenge nursing courses, the process begins with the nursing enrollment specialist, who evaluates the student's eligibility requirements. The student must request the "LPN Nursing Course Challenge Application" via email from the nursing division assistant. This application, signed by the student, should then be emailed to the nursing enrollment specialist. It is important to submit the application at least two weeks before the exam date.

   The exam for NU 101 will be scheduled during the Fall semester for those entering the Spring semester of the following year. Once an applicant has been deemed eligible for the challenge exam, the nursing division assistant will provide the student with information about testing requirements and helpful preparation tools.

   The challenge process consists of three parts: didactic, clinical skills, and dosage calculation. Applicants must pass each section to qualify for the next step. Challenge exams are graded on a pass/fail basis, and these grades do not affect the student's GPA.

Standardized examinations

Standardized examinations are allowed for students who feel they are proficient in the following non-nursing courses required in the nursing curriculum. (EN 101, EN 102, PY 101, SO 101, MA 102, PY 201.) In addition, internal challenge exams are available for BI 130 and BI 131. (Passing the BI 130 and BI 131 challenge exams is equivalent to a grade of C.) However, it is important to note that a minimum of 30 credits of C-GCC classroom instruction must be completed for a degree to be granted.

Returning Nursing Students

1. Students who fail, drop, or withdraw from a nursing course or do not enter the next nursing course the following semester are not automatically readmitted to the nursing program. They will be considered for readmission the next time the course is offered (if they meet the criteria and if they apply). Students who do not enter the course the next time it is offered will need to start over in NU 101.
2. Students requesting to reenter NU 101 will be considered with all other students applying for NU 101.
3. In addition to applying to the college (Application for Readmission form), students must submit an application letter emailed to the nursing division chairperson, requesting readmission. The letter should include the following:
   - The reason the student was not successful or withdrew from the nursing course.
   - What he/she has done to remediate.
   - Specific plans for successful completion.

The readmission letter must be emailed to the nursing division chairperson by January 15 for students requesting to reenter the nursing program into NU 101 or NU 201. The readmission letter must be submitted by August 1 for students requesting to reenter the nursing program into NU 102 or NU 202. Nursing division recommendation is required for the student to be considered for readmission. Faculty recommendation will be based on the following:

- performance in prior nursing courses
- student accountability
- student honesty and professional behavior
- potential for student to meet Program Learning Outcomes

Student will be notified of division decision via email.

4. Students requesting readmission to the nursing program into NU 102, NU 201, or NU 202 need to pass a readiness exam for the last nursing course

successfully completed in order to demonstrate that the information has been retained. To be eligible to take the readiness exam, the student must be matriculated at C-GCC, meet all nursing program admission criteria, have recommendation of the nursing division, and have a minimum GPA of 2.0.

5. Readiness exam for NU 102 (knowledge of NU 101) can be taken in September. Readiness exam for NU 201 (knowledge of NU 102) can be taken in April. Readiness exam for NU 202 (knowledge of NU 201) can be taken in November. A study guide for the exam will be emailed to the student once the Nursing Division Faculty approve readmission. The written exam is composed of two parts: part 1 is a medication calculation exam (passing is 95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. If the readiness exam is not passed, the student will not be readmitted. The exam can only be taken once. Students who are unsuccessful on the readiness exam may apply to re-enter NU 101.
6. Students will be allowed one readiness exam for only one nursing course.
7. Faculty recommendation for readmission and passing a readiness exam (if required) do not guarantee the student a seat in the nursing course. Admission will be based on prior academic performance in the nursing courses, grades in other courses, the grade on the readiness exam, current GPA, and available seats. If admitted to the college, returning students can register for all non-nursing courses. However, they cannot register for the nursing courses until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)

Transfer Students

1. Applicants must submit official transcripts from high school (or GED), and ALL other college (s) attended.
2. Students requesting to transfer only non-nursing courses will follow the same procedure as any student requesting admission to NU 101. The point system will be applied to courses taken at the transferring institution, as well as courses taken at C-GCC.
3. A challenge exam for NU 101 can be taken during Fall semester of the year preceding entry. Email the nursing division assistant at nursingcontact@sunycgcc.edu for exact dates. Once students are deemed eligible, the division assistant will provide the student with information about testing requirements and helpful preparation tools. The challenge process consists of three parts: didactic, clinical skills, and dosage calculation. Applicants must pass each section to qualify for the next step. Challenge exams are graded on a pass/fail basis, and these grades do not affect the student's GPA. The challenge exam can only be attempted once.
4. Criteria for Challenge:
   The following must be completed before request to take a nursing challenge exam will be considered. The student must:
   - Be currently matriculated at C-GCC and meet all admission criteria for the nursing program.
   - Provide official transcript documentation of a grade of C+ or higher in the nursing course (or courses) that have been determined to be equivalent to Nursing 101 at C-GCC.
   - Submit a letter of recommendation from a clinical instructor at the institution the student is transferring from.

   Challenge exams must be taken no more than one year prior to entering Nursing 102, and the student must enter Nursing 102 within one year of completion of the nursing course at the college they transferred from.

   Challenge exam for NU 101 can be taken in September or January. Email the nursing division assistant at nursingcontact@sunycgcc.edu for exact dates. A study guide for the exam will be emailed to the student once the application is approved. The challenge exam consists of a written test, graded as pass/fail. The written exam is composed of two parts: part 1 is a medication calculation exam (passing is 95%); part 2 covers the remainder of the course content (passing is 78%). Students must pass BOTH part 1 and part 2 of the written exam. The exam can only be taken one time.

   Any student who successfully challenges Nursing 101 must also successfully complete all prerequisites for Nursing 102 in order to be considered for admission. Passing a challenge exam does not guarantee a seat in Nursing 102. Admission will be considered based on: grades in other courses, the grade received on the

challenge exam, current GPA, and available seats. Transfer students cannot register for the nursing course until the end of the semester (after students presently in the program have registered and the number of available seats can be determined.)

Licensure and Degree Transfer

Graduates are eligible to take the National Council Licensing Exam for licensure as RNs. Graduates are prepared to assume nursing responsibilities in a variety of structured health-care settings, such as acute care, long-term care, and other community agencies. They are also qualified to seek admission to other institutions for continued study toward a bachelor's degree in nursing.

For transfer assistance, contact Advising, Career and Transfer, room 112, email advising@sunycgcc.edu, or call 518.697.6395.

Nursing Program Progression

The Nursing Program can be completed in two years. However, because of family and/or employment obligations, many students choose to take longer. In deciding which courses, and the number of credits to take each semester, keep the following in mind:

1. For each hour in class, plan two hours for study/homework. (ex. 3-semester-hour course, plan on 6 hours for study/homework.)
2. Any non-nursing course can be taken prior to taking the nursing courses. Many students take some, or all, non-nursing courses prior to registering for NU 101.
3. All nursing courses have prerequisites and/or corequisites.
   Prerequisites must be taken prior to the nursing course.
   Corequisites can be taken prior to or with the nursing course.

   NU 101:
   Prerequisites: none
   Corequisites: BI 130, EN 101

   NU 102:
   Prerequisites: NU 101, BI 130, EN 101
   Corequisites: BI 131, BI 210, PY 101

   NU 201:
   Prerequisites: NU 101, NU 102, BI 130, BI 131, BI 210, PY 101, EN 101, MA 102 (MA 110 or higher level math will be accepted)
   Corequisites: PY 201, SO 101

   NU 202:
   Prerequisites: NU 101, NU 102, NU 201, BI 130, BI 131, BI 210, PY 101, EN 101, PY 201, SO 101, MA 102 (MA 110 or higher level math will be accepted)
   Corequisites: EN 102

   A student MAY NOT withdraw from a corequisite and remain in the nursing course.

4. Some non-nursing courses consist of classroom and lab components. All nursing courses consist of classroom, campus lab, and clinical components. Each clock hour of the classroom component equals one semester hour. Three clock hours of lab or clinical equal one credit hour. The "Nursing Program Curriculum" on the following page identifies the time spent in classroom, lab, and clinical for all courses required in the nursing curriculum.

Adjunct Faculty

The Nursing program has 3-4 adjunct nursing faculty who teach some of the clinical groups each semester.

Nursing Program Curriculum

	Hours Per week Classroom/ Lecture	Hours Per Week Lab*	Clinicals**	Total Clock Hrs Per Week	Total Clock Hrs Per Semester (15 Weeks)	Semester Hours
NU 101	4	5	4	13	195	7
NU 102	4	5	4	13	195	7
NU 201	5	2	13	20	300	10
NU 202	5	2	13	20	300	10

*HOURS PER WEEK IN CLINICAL CONFERENCE, OR CAMPUS LAB
**HOURS PER WEEK AT OFF CAMPUS AGENCY CLINICALS

Non-Nursing Courses

	Hours Per week Classroom/ Lecture	Hours Per Week Lab	Total Clock Hrs Per Week	Total Clock Hrs Per Semester (15 Weeks)	Semester Hours
EN 101	3		3	45	3
EN 102	3		3	45	3
BI 130	3	3	6	90	4
BI 131	3	3	6	90	4
BI 210	3	3	6	90	4
PY 101	3		3	45	3
PY 201	3		3	45	3
SO 101	3		3	45	3
MA 102	3		3	45	3

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
BI 210	General Microbiology	4
EN 101	Composition	3
EN 102	Composition and Literature	3
MA 102	Statistics	3
PY 101	General Psychology	3
PY 201	Lifespan Development	3
SO 101	Introduction to Sociology	3

Program Requirements

34 Semester Hours

Course Code	Title	Semester Hours
NU 101	Nursing I	7
NU 102	Nursing II	7
NU 201	Nursing III	10
NU 202	Nursing IV	10

Program Notes

*(MA 110-College Algebra or higher level math will be accepted instead of MA 102)

*All Nursing courses have prerequisites or corequisites

**(MA 110 or higher level math will be accepted instead of MA 102)

*Suggested Program Sequence For Completing the Program in Two Years below

Transfer Opportunities

Transfer opportunities include, but are not limited to: SUNY Delhi, SUNY Albany, University of Rhode Island, SUNY Institute of Technology: Utica/Rome, SUNY Binghamton, Russell Sage College, New York University, Syracuse University, SUNY Plattsburgh, University of Delaware, Maria College, Excelsior College. For more information, contact Advising, Career, and Transfer, 518.697.6395.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
BI 130	Anatomy and Physiology I	4
EN 101	Composition	3
MA 102	Statistics	3
NU 101	Nursing I	7

2nd Semester

Course Code	Title	Semester Hours
BI 131	Anatomy and Physiology II	4

BI 210	General Microbiology	4
PY 101	General Psychology	3
NU 102	Nursing II	7

3rd Semester

Course Code	Title	Semester Hours
PY 201	Lifespan Development	3
SO 101	Introduction to Sociology	3
NU 201	Nursing III	10

4th Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
NU 202	Nursing IV	10

	General Education Requirements	**21**
	Total Semester Hours	**64**

Licensed Practical Nursing (LPN)

Program
Nursing

Degree Type	Certificate

Program Goals
This is designed to meet the educational needs of those who wish career entry as a licensed health care worker with the ability to provide high-quality, patient-centered nursing care to adults and children in long-term and subacute care facilities, outpatient settings, and acute care hospitals. The program consists of a rigorous combination of science, liberal arts, and nursing courses including lecture, labs, and clinicals over four terms (including summer). This program prepares students to take the NCLEX PN licensure examination to enter the workforce or continue their education in the Registered Nursing A.S. degree program.

Program Learning Outcomes

- Apply concepts of caring, critical thinking, and critical reasoning to deliver patient centered care throughout the lifespan.
- Use evidence-based care to guide clinical decision making to provide safe nursing care.
- Collaborate effectively with all members of the healthcare team in an environment of respect, and open communication that ensures safety and quality patient care.
- Provide culturally competent nursing care to patients and families within diverse health care settings.
- Demonstrate ethical, legal, and leadership principles in all aspects of providing nursing care with a commitment to lifelong learning.
- Successfully prepare for and succeed in the National Council Licensure Exam for Practical Nurses (NCLEX-PN).

Liberal Arts Requirements

Course Code	Title	Semester Hours
EN 101	Composition	3
PY 101	General Psychology	3
PY 201	Lifespan Development	3
SO 101	Introduction to Sociology	3

Program Requirements

Course Code	Title	Semester Hours
BI 112	Human Biology I	4
PN 101	Fundamentals of Practical Nursing	9
PN 102	Medical Surgical Nursing I	10
PN 103	Specialty Courses	10
PN 104	Medical Surgical Nursing II	9

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
BI 112	Human Biology I	4
PN 101	Fundamentals of Practical Nursing	9
EN 101	Composition	3

2nd Semester

Course Code	Title	Semester Hours
PN 102	Medical Surgical Nursing I	10
PY 101	General Psychology	3

3rd Semester

Course Code	Title	Semester Hours
PN 103	Specialty Courses	10
PY 201	Lifespan Development	3

4th Semester

Course Code	Title	Semester Hours
PN 104	Medical Surgical Nursing II	9
SO 101	Introduction to Sociology	3

	Total Semester Hours	**0**

Natural and Social Sciences

Health Science

Program
Natural and Social Sciences

Degree Type	Associate of Science (A.S.)

Program Goals
The Health Science A.S. program is an excellent pathway for students preparing to enter competitive health programs or transferring to a four-year college or university. It allows you to complete essential prerequisite courses while earning a degree that supports both your academic growth and long-term career goals. Whether you're pursuing nursing, physical therapy, chiropractic medicine, or another health profession, this program provides a strong foundation for your journey.

Program Learning Outcomes
Upon completion of this program, students will be able to:

1. Produce college-level written work and demonstrate proficiency in oral communication.
2. Exhibit an understanding of values, ethics, and diverse perspectives.
3. Effectively use basic scientific equipment.
4. Apply the scientific method by formulating hypotheses, analyzing data, and drawing evidence-based conclusions.

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

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

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

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

Liberal Arts Requirements

29 credits of liberal arts and sciences

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
PY 101	General Psychology	3
PY 201	Lifespan Development	3
HI 104	United States History 1865-Present	3
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
MA 102	Statistics	3
SO 101	Introduction to Sociology	3

Program Requirements

31 credits

College Experience (CE 101) 1 credit

Restricted program electives (SCI ELE) 18 credits : BI 112 Human Biology I, AH 129 Medical Terminology, HE 104 Nutrition and Wellness, HE 201 First Aid and Safety, BI 210 General Microbiology, BI 101 General Biology I, BI 102 General Biology II, CH 101 General Chemistry I, CH 102 general chemistry II, PX 101 College physics I, PX 102 College Physics II

General elective (GN ELE) 12 credits

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (12 credits)	12
	SC ELE (7 credits)	7
	SC ELE (7 credits)	7
	SC ELE (4 credits)	4

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
PY 101	General Psychology	3

SO 101	Introduction to Sociology	3
MA 102	Statistics	3
	SC ELE (4 credits)	4

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 130	Anatomy and Physiology I	4
PY 201	Lifespan Development	3
	SC ELE (4 credits)	4

3rd semester

Course Code	Title	Semester Hours
HI 104	United States History 1865-Present	3
BI 131	Anatomy and Physiology II	4
	GN ELE (3 credits)	3
	SC ELE (4 credits)	4

4th semester

Course Code	Title	Semester Hours
	GN ELE (9 credits)	9
	SC ELE (3 credits)	3
	SC ELE (3 credits)	3
	Total Semester Hours	**60**

Biology

Environmental Biology

Program
Biology

Degree Type	Associate of Science (A.S.)

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

Program Learning Outcomes

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

Academic Preparation

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

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

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

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

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
BI 103	General Ecology	4
BI 113	Environmental Science	4
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE (3 credits)	3
	MA ELE (4 credits)	4
	SC ELE (3 credits)	3
	SL ELE (6 credits)	6

Program Requirements

32 Semester Hours

Course Code	Title	Semester Hours
BI 101	General Biology I	4
BI 102	General Biology II	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
CE 101	College Experience	1
	GN ELE (9 credits)	9
	MA ELE (3 credits)	3
	HU/SL ELE (3 credits)	3

Program Notes

* HI 125 U.S. Environmental History is recommended for SL ELE

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

Suggested Program Sequence

Total Semester Hours	**62**

1st Semester

Course Code	Title	Semester Hours
BI 113	Environmental Science	4
CE 101	College Experience	1
EN 101	Composition	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
	SL ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
BI 103	General Ecology	4
EN 102	Composition and Literature	3
	GN ELE (3 credits)	3
	MA ELE (4 credits)	4
	SL ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
BI 101	General Biology I	4
CH 101	General Chemistry I	4
	GN ELE (6 credits)	6

4th Semester

Course Code	Title	Semester Hours
BI 102	General Biology II	4
CH 102	General Chemistry II	4
	HU/SL ELE (3 credits)	3
	SC ELE (3 credits)	3

General Education Requirements	**21**

Criminal Justice

Criminal Justice

Program
Criminal Justice

Degree Type	Associate of Arts (A.A.)

Program Goals
The Criminal Justice program is designed to prepare students for careers in both the criminal and juvenile justice systems, as well as in the private sector. This program equips students to enter the workforce as a criminal justice professional upon completion of the degree or to transfer to a four-year institution to complete coursework for a bachelor's degree in criminal justice, economic crime investigation, homeland security, or related fields. It provides a broad foundation in criminal justice while emphasizing general education, critical thinking, and practical, hands-on skills for criminal justice careers. Proper selection of curriculum electives allows students to explore other academic disciplines, such as political science, sociology, or public administration. This program is also suitable for students considering law school.

Program Learning Outcomes

1. Explain the roles and functions the police, courts, and corrections in the U.S. justice system.
2. Demonstrate knowledge of law enforcement practices, criminal investigations, and corrections procedures.
3. Analyze key laws, constitutional rights, and ethical principles in criminal justice.
4. Examine how biological, psychological, and social factors influence crime and criminal behavior, consider diverse perspectives, and apply them to real-world situations
5. Develop skills for handling crisis situations, de-escalation techniques, and working in high-stress environments.
6. Apply research methods and critical thinking to criminal justice issues, formulate and present logical arguments, and defend them both orally and in writing.
7. Develop strong oral and written communication skills for academic and professional settings to interact with diverse individuals, conduct interviews, document cases, and present information.

Academic Preparation

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

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

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

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
EN 105	Technical Writing	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3
CO 102	Interpersonal Communication	3
MA 113	Statistics for the Behavioral Sciences	3
SC 141	Forensic Science	4
CJ 102	Introduction to Criminal Justice	3
CJ 110	Ethics for Criminal Justice	3
CJ 114	Corrections: Institutional and Community	3
CJ 115	American Policing	3
CJ 204	Criminal Investigation	3
	SO 207 or SO 209	3
PS 130	Contemporary Constitutional Issues	3

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours

CE 101	College Experience	1
CJ 211	Substantive Criminal Law	3
	GN ELE (12 credits)	12

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
CJ 102	Introduction to Criminal Justice	3
EN 101	Composition	3
MA 113	Statistics for the Behavioral Sciences	3
CO 102	Interpersonal Communication	3
SO 101	Introduction to Sociology	3

2nd Semester

Course Code	Title	Semester Hours
CJ 114	Corrections: Institutional and Community	3
CJ 115	American Policing	3
EN 102	Composition and Literature	3
PY 101	General Psychology	3
PS 130	Contemporary Constitutional Issues	3

3rd Semester

Course Code	Title	Semester Hours
EN 105	Technical Writing	3
CJ 110	Ethics for Criminal Justice	3
CJ 204	Criminal Investigation	3
CJ 211	Substantive Criminal Law	3
	SO 207 or SO 209	3

4th Semester

Course Code	Title	Semester Hours
SC 141	Forensic Science	4
	GN ELE (3 credits)	3
	GN ELE (3 credits)	3
	GN ELE (3 credits)	3
	GN ELE (3 credits)	3

General Education Requirements	21
Total Semester Hours	**62**

Education

Teaching Assistant

Program
Education

Degree Type	Certificate

Program Goals

1. Assist students in making a realistic decision regarding Teaching Assistant as a para-professional career.
2. Understand the opportunities and challenges facing the Teaching Assistant in today's educational climate.
3. Provide eligible students with the opportunity for continued education to complete a two-year degree in a transfer or non-transfer based program.

Program Learning Outcomes

1. Develop skills to enhance ability to speak and write effectively.
2. Interpret developmental theories to understand the learning and behavior of children and adolescents.
3. Analyze and interpret trends in classroom practices.
4. Develop one's personal philosophy of education based on reading, research, and class assignments.
5. Respond to the daily classroom management needs.
6. Provide support and assistance for students with special and/or diverse needs.
7. Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable)
8. Demonstrate use of creativity and the arts as teaching tools (if applicable)

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

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

Competency in Pre-Algebra or Pre-Statistics is required for options 2 and 3.

Competency in mathematics fundamentals is required for T.A. certificate options 1 and 4. Pre-Algebra or Pre-Statistics is recommended.

Program Requirements

24 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
PY 101	General Psychology	3
PY 205	Child and Adolescence Psychology	3
ED 101	Foundations of Education	3
	AR ELE (3 credits)	3

Restricted Elective Options

Option 1:
Electives are restricted to the approved SUNY General Education courses listed on (page 72).
One of these courses must be selected in the knowledge and skill areas of American
History, Western Civilization or Other World Civilization.

Option 2:
Designed for Teaching Assistants working
with the birth to 2nd grades. (Choose 3).
MA 105 Math for Elementary Teachers I -3
ED 110 Education of Diverse Populations -3
HI ELE History Elective -3
ELE SUNY Gen Ed Elective -3

Option 3:
Designed for Teaching Assistants working in
1st to 6th grades.
MA 105 Math for Elementary Teachers I - 3
ED 110 Education of Diverse Populations - 3
HI ELE History Elective - 3

Option 4:
Designed for Teaching Assistants working in 7th to 12th grades.

HI ELE History Elective - 3
ELE SUNY Gen Ed Elective - 3
ELE SUNY Gen Ed Elective - 3

SUNY General Education and History courses must be applicable to educational
programs leading to teacher certification.

Option 5:
Most flexible. Designed to maximize transferability to private colleges.
EN 101 Composition - 3
MA 090 Mathematics Fundamentals - 0
PY 101 Psychology - 3
HU ELE Humanities Elective - 3
ED 101 Foundations of Education - 3
PY 205 Child and Adolescence - 3 Psychology
GN ELE General Elective - 9
Minimum Credits - 24

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

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
PY 101	General Psychology	3
	AR ELE (3 credits)	3
ED 101	Foundations of Education	3

2nd Semester

Course Code	Title	Semester Hours
PY 205	Child and Adolescence Psychology	3

	Total Semester Hours	**24**

Jointly Registered Teacher Education Program with SUNY New Paltz

Teacher Education Program

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

Program Goals:

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

Program Learning Outcomes:

- Interpret developmental theories to understand the learning and behavior of children and adolescents.
- Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
- Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
- Analyze and interpret trends in classroom practices.
- Draw conclusions about particular students' cultural and group differences to improve classroom practice.
- Demonstrate use of creativity and the arts as teaching tools (if applicable) (if applicable).
- Develop one's personal philosophy of education based on readings, research, and class assignments.
- Construct basic lesson plans.
- Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Jointly Registered Teacher Education Program with SUNY New Paltz

HEGIS (5649)

This program has two certification options:

Childhood – First to Sixth Grade (1-6)

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

Six academic concentrations:

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

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

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

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

The joint admission program is designed for students who plan to transfer to the College at New Paltz in childhood,

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

Liberal Arts & Science: Adolescence Education - English Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	**Associate of Arts (A.A.)**

Humanities

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of "B" or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
	HI 103 or HI 104 (3 credits)	3
	Language I	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
	Language II	3
PY 205	Child and Adolescence Psychology	3
	SC ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours

	EN ELE (3 credits)	3
	EN ELE (3 credits)	3
	EN 201 or EN 204	3
	HI 101 or HI 102 (3 credits)	3
	GN ELE (6 credits)	6

4th Semester

Course Code	Title	Semester Hours
	EN ELE (3 credits)	3
EN 205	British Literature	3
EN 211	Creative Writing	3
	GN ELE (3 credits)	3
	HI ELE or PL 103 (3 credits)	3

Suggested Program Sequence Notes

*Recommend EN 235 Latin American Literature for EN ELE

Continued Sequence Options

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Adolescence Education - Social Studies Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Arts (A.A.)

Social Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of "B" or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
HI 103	United States History 1492-1865	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
HI 104	United States History 1865-Present	3
PY 205	Child and Adolescence Psychology	3
	HI ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
EC 101	Macroeconomics	3
	HI 101 or HI 102 (3 credits)	3
	Language I	3
PS 101	American Government	3
	SC ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
EC 102	Microeconomics	3
	GN ELE (3 credits)	3
	HI ELE or PL 103 (3 credits)	3
	Language II	3
PS 130	Contemporary Constitutional Issues	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Childhood Education - English Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Arts (A.A.)

Humanities

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
	HI 103 or HI 104 (3 credits)	3
	Language I	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
	Language II	3
PY 205	Child and Adolescence Psychology	3
	SC ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
ED 110	Education of Diverse Populations	3
EN 205	British Literature	3
EN 211	Creative Writing	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	3
MA 105	Math for Elementary Teachers I	3

4th Semester

Course Code	Title	Semester Hours
	EN 201 or EN 204	3
	EN ELE (3 credits)	3
ED 201	Symbolic Representation, Language and Literacy	3
	HI ELE or PL 103 (3 credits)	3
MA 114	Math for Elementary Teachers II	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Childhood Education - History Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Arts (A.A.)

Social Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
	HI 103 or HI 104 (3 credits)	3
	HU ELE (3 credits)	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
	HI 101 or HI 102 (3 credits)	3
PY 205	Child and Adolescence Psychology	3
	HI ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
ED 110	Education of Diverse Populations	3
ED 201	Symbolic Representation, Language and Literacy	3
	Language I	3
MA 105	Math for Elementary Teachers I	3
	SC ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
	HI ELE (3 credits)	3
	HI ELE or PL 103 (3 credits)	3
	HU ELE (3 credits)	3
	Language II	3
MA 114	Math for Elementary Teachers II	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Adolescence - Biology Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Science (A.S.)

Mathematics and Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the math placement test.

NOTE: A grade of "B" or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
BI 101	General Biology I	4
	HI 103 or HI 104 (3 credits)	3
MA 122	Calculus I	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 102	General Biology II	4
CH 101	General Chemistry I	4
ED 101	Foundations of Education	3
	MA 102 or MA 123	3

3rd Semester

Course Code	Title	Semester Hours
	BI ELE (3 credits)	3
CH 102	General Chemistry II	4
	GN ELE (3 credits)	3
	Language I	3
PY 205	Child and Adolescence Psychology	3

4th Semester

Course Code	Title	Semester Hours
BI 103	General Ecology	4
	Language II	3
	HI 101 or HI 102 (3 credits)	3
	HI ELE or PL 103 (3 credits)	3
	HU ELE (3 credits)	3

Suggested Program Sequence Notes

*Recommend Genetics via Open SUNY or BI 210 General Microbiology at C-GCC for BI ELE

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Adolescence Education - Chemistry Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Science (A.S.)

Mathematics and Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills (if applicable).
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of "B" or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
CH 101	General Chemistry I	4
	HI 103 or HI 104 (3 credits)	3
MA 122	Calculus I	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
CH 102	General Chemistry II	4
MA 123	Calculus II	4
	SC ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
CH 201	Organic Chemistry I	4
	HI 101 or HI 102 (3 credits)	3
	HU ELE (3 credits)	3
	Language I	3
PY 205	Child and Adolescence Psychology	3

4th Semester

Course Code	Title	Semester Hours
CH 102	General Chemistry II	4
GE 101	Physical Geology	4
	Language II	3
	HI ELE or PL 103 (3 credits)	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Adolescence Education - Mathematics Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Science (A.S.)

Mathematics and Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate ability to effectively instruct basic math skills (if applicable).
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

NOTE: A grade of "B" or higher in EN 101 and EN 102 is required to successfully transfer these credits to SUNY New Paltz.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
	HI 101 or HI 102 (3 credits)	3
MA 122	Calculus I	4
PX 103	University Physics I	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
MA 123	Calculus II	4
PX 104	University Physics II	4
PY 205	Child and Adolescence Psychology	3

3rd Semester

Course Code	Title	Semester Hours
CS 134	Computer and Informatics Science I	4
	GN ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
	MA ELE (4 credits)	4
	Language I	3

4th Semester

Course Code	Title	Semester Hours
	HU ELE (3 credits)	3
	Language II	3
	MA ELE (3 credits)	3
	MA ELE (4 credits)	4
PL 103	Philosophy of Eastern Religion	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Childhood Education - Biology Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Science (A.S.)

Mathematics and Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate understanding of mathematics in preparation for teaching basic math skills.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
BI 101	General Biology I	4
	MA ELE (3 credits)	3
PY 101	General Psychology	3
	HI 103 or HI 104 (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 102	General Biology II	4
	SC ELE (3 credits)	3
PY 205	Child and Adolescence Psychology	3
ED 101	Foundations of Education	3

3rd Semester

Course Code	Title	Semester Hours
	BI ELE (4 credits)	4
MA 105	Math for Elementary Teachers I	3
	Language I	3
ED 110	Education of Diverse Populations	3
	HU ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours

BI 103	General Ecology	4
	Language II	3
	HI 101 or HI 102 (3 credits)	3
ED 201	Symbolic Representation, Language and Literacy	3
MA 114	Math for Elementary Teachers II	3

Suggested Program Sequence Notes

*Recommend Genetics via Open SUNY or BI 210 General Microbiology at C-GCC for BI ELE

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Liberal Arts & Science: Childhood Education - Mathematics Concentration

Program

Jointly Registered Teacher Education Program with SUNY New Paltz

Degree Type	Associate of Science (A.S.)

Mathematics and Science

Program Goals

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

Program Learning Outcomes

1. Interpret developmental theories to understand the learning and behavior of children and adolescents.
2. Collect and analyze personal data to develop an accurate awareness of one's potential to become a teacher.
3. Demonstrate ability to effectively instruct basic mathematics.
4. Analyze and interpret trends in classroom practices.
5. Draw conclusions about particular students' cultural and group differences to improve classroom practice.
6. Demonstrate use of creativity and the arts as teaching tools.
7. Develop one's personal philosophy of education based on readings, research, and class assignments.
8. Construct basic lesson plans.
9. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
EN 101	Composition	3
	HI 103 or HI 104 (3 credits)	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3
	SC ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
ED 101	Foundations of Education	3
EN 102	Composition and Literature	3
	HU ELE (3 credits)	3
	MA ELE (4 credits)	4
PY 205	Child and Adolescence Psychology	3

3rd Semester

Course Code	Title	Semester Hours
ED 201	Symbolic Representation, Language and Literacy	3
MA 105	Math for Elementary Teachers I	3
	Language I	3
ED 110	Education of Diverse Populations	3
	MA ELE (4 credits)	4

4th Semester

Course Code	Title	Semester Hours
	HI 101 or HI 102 (3 credits)	3
	Language II	3
MA 102	Statistics	3
	MA ELE (4 credits)	4
MA 114	Math for Elementary Teachers II	3

Continued Sequence Option

Continued Program Sequence at SUNY New Paltz

Law Enforcement

Police Basic Training

Program
Law Enforcement

Degree Type	Certificate

Program Goals
Upon completion of this program students will:

1. Possess the knowledge and skills to fulfill the requirements of Phase I Police Basic Training as set forth by the New York State Division of Criminal Justice Services and
2. Be prepared to enter into a career in law enforcement or related fields.

Program Learning Outcomes
Upon completion of this program students will:

1. Demonstrate proficiency in the core competences required of police officers in New York.
2. Apply the laws police officers utilize and are governed by in the performance of their duties.
3. Exhibit the skills required of police officers to effectively communicate and interact with the communities they serve.

Academic Preparation
Possess a high school diploma or a General Education Diploma.

A 12th-grade reading level is recommended.

Must also meet eligibility requirements as set forth by the NYS Division of Criminal Justice Services.

Liberal Arts Requirements

0 Semester Hours

Program Requirements

30 Semester Hours

Course Code	Title	Semester Hours
LE 101	Police Physical Fitness & Wellness I	1
LE 102	Police Physical Fitness & Wellness II	1
LE 110	Law for Police Officers	5
LE 120	Police Process & Procedure I	5
LE 122	Police Process & Procedure II	4
LE 124	Police Process & Procedure III	4
LE 130	Emergency Medical Services for Police	3
LE 140	Investigative Techniques for Police Officers	4
LE 150	Police Community Interactions	3

Program Notes

LE courses must be completed in sequence in consecutive semesters as a cohesive unit. Participation is required in all phases of the educational process. A course grade of C or better is required in all courses for students to graduate from the program

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
LE 101	Police Physical Fitness & Wellness I	1
LE 110	Law for Police Officers	5
LE 120	Police Process & Procedure I	5
LE 130	Emergency Medical Services for Police	3

2nd Semester

Course Code	Title	Semester Hours

LE 102	Police Physical Fitness & Wellness II	1
LE 122	Police Process & Procedure II	4
LE 124	Police Process & Procedure III	4
LE 140	Investigative Techniques for Police Officers	4
LE 150	Police Community Interactions	3
	Total Semester Hours	**30**

Political Science

Civic Engagement & Leadership

Program
Political Science

Degree Type	Microcredential

The CGCC Civic Engagement and Leadership Microcredential is a nine-credit program designed to develop individuals' abilities to become active, engaged, and empowered members of society. Through an examination of contemporary social justice issues at the local, national, and/or global level, students will explore how public policy, law, governmental systems, methods of civic engagement, and dynamic, culturally informed leadership models serve to guide transformative change. In doing so, students will critically examine the role of individual and group participation in communities and government, apply evidence to inform decision-making, and expand their knowledge of a broad array of leadership theories and models to develop an action plan designed to address an issue of choice.

Program Learning Outcomes
Students will:

1. Demonstrate knowledge of the structure and function of national, state, and local levels of government.
2. Demonstrate an understanding of social problems in contemporary American society and will evaluate the strengths and weaknesses of the concepts and theories that shed light on the critical issues which humans face.
3. Recognize and consider the utility of various leadership approaches for addressing reallife situations.
4. Design a comprehensive action plan on a contemporary issue of their choice which integrates knowledge obtained from the courses, an overview of the issue, and application of leadership theory and practice

Required Courses

Course Code	Title	Semester Hours
PS 101	American Government	3
PS 104	Contemporary Global Issues	3
SL 150	Leadership Theory and Practice	3

Capstone Experience

Students will be required to complete an action plan that involves the research of a contemporary issue of their choice, integration of the knowledge obtained from the courses, and application of leadership theory and practice that can be utilized to inform their community engagement. The action plan will be assessed using the AAC&U Civic Engagement VALUE rubric.

	Total Semester Hours	**9**

Sociology

Foundations of Diversity, Equity & Inclusion (DEI)

Program
Sociology

Degree Type	Microcredential

The CGCC Foundations of Diversity, Equity, and Inclusion (DEI) Microcredential is a nine-credit program designed to broaden students' understanding of multiculturism in the United States today. Through an examination of the major social institutions present in American society and their relationship to power, conflict, and social change, students will investigate concepts such as privilege, justice, oppression, and bias as it pertains to social class, gender, sexual orientation, race, religion, and ethnicity. Students will expand their knowledge of diversity issues, thereby increasing awareness and sensitivity to cultural differences.

Program Learning Outcomes
Students will:

1. Demonstrate an understanding of the major concepts, models, and DEI issues investigated by past and present sociologists
2. Demonstrate an understanding of sociological research on contemporary American social problems related to diversity, equity, and inclusion
3. Demonstrate a basic understanding of cultural diversity.
4. Demonstrate an ability to apply their knowledge of sociological theory and research, along with their understanding of cultural diversity, to a real-world problem

Required Courses

Course Code	Title	Semester Hours
SO 101	Introduction to Sociology	3
SL 110	Cultural Diversity	3
SO 102	Social Problems	3

Capstone Experience

Students will be required to complete a paper or project that involves an integration of the knowledge obtained from the aforementioned courses and applied to a practical experience. The paper/project will be assessed using the Integrative Learning Rubric – Grose, A., Burke, A. & Toston, T. (2017) Internship semester capstone reflection essay. Washington, DC: The Washington Center for Internships and Academic Seminars.

	Total Semester Hours	9

Teacher Education

Education Studies (Teacher Education Transfer)

Program
Teacher Education

Degree Type	Associate of Science (A.S.)

Program Goals
This Associate in Science (A.S.) degree in Education Studies prepares students to transfer to a four-year institution to pursue a bachelor's degree in childhood or adolescence education. The program integrates SUNY General Education requirements with foundational coursework in liberal arts, human development, and education studies. Graduates will be positioned to transfer into teacher preparation programs with a clear and articulated pathway toward teacher certification.

Students will also receive guidance in meeting the New York State Education Department (NYSED) requirements for teacher preparation and will work with advisors to choose appropriate coursework that supports their transfer goals.

Program Learning Outcomes
As a result of this program students will:

1. Demonstrate an understanding of the goals and mission of the American public education system.
2. Demonstrate an understanding of historical and contemporary issues in education.
3. Demonstrate knowledge of educational theory and practice.
4. Interpret developmental theories to understand student learning and behavior.
5. Design basic instructional strategies grounded in inclusive educational practices.
6. Communicate educational concepts effectively through written and oral means.
7. Apply foundational liberal arts knowledge toward the achievement of educational competencies.
8. Apply basic pedagogical concepts and reflect on roles and responsibilities of teachers in diverse learning environments.

Liberal Arts Requirements

45 credits

*Language Electives – Must be two (2) semesters of the same language.

**For Childhood Education – the math elective must be Math for Elementary Teachers I and II

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
PY 101	General Psychology	3
PY 292	Educational Psychology	3
HI 104	United States History 1865-Present	3
ED 101	Foundations of Education	3
ED 110	Education of Diverse Populations	3
PY 210	Learning Disabilities	3
SL 110	Cultural Diversity	3
CO 102	Interpersonal Communication	3
	Language I	3
	Language II	3
	MA ELE (6 credits)	6
	SC ELE Lab Science Elective (3 credits)	3

Program Requirements

16 credits

General Electives – General electives are intended to help students prepare for transfer into specific teacher certification pathways. Students will work closely with their academic advisor and use program-specific advising check sheets to select electives that align with their intended teachable major and the requirements of their transfer institution.

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
PY 101	General Psychology	3
ED 101	Foundations of Education	3
	Language I	3
	MA ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
ED 110	Education of Diverse Populations	3
PY 292	Educational Psychology	3
	Language II	3
	MA ELE (3 credits)	3

3rd semester

Course Code	Title	Semester Hours
PY 210	Learning Disabilities	3
CO 102	Interpersonal Communication	3
SL 110	Cultural Diversity	3
	SC ELE Lab Science Elective (3 credits)	3
	GN ELE (3 credits)	3

4th semester

Course Code	Title	Semester Hours
HI 104	United States History 1865-Present	3
	GN ELE (12 credits)	12
	Total Semester Hours	**61**

Liberal Arts & Science

Liberal Arts & Science - Humanities

Program
Liberal Arts & Science

Degree Type	Associate of Arts (A.A.)

Program Goals
This program prepares students for transfer to complete work for a bachelor's degree in Liberal Arts and is suggested for students seeking to prepare for elementary or secondary education. With proper selection of electives, students can prepare for further study in specific academic disciplines such as English, foreign languages, humanistic studies, as well as career-related programs in speech and theater, education, journalism, communication and media arts.

Program Learning Outcomes

1. Demonstrate the ability to analyze and interpret literature.
2. Demonstrate comprehension of communication barriers and ways to improve communication and/or demonstrate ability to think critically about the media in historic and current contexts.
3. Demonstrate knowledge of the development and distinctive features in the history, economy, society, culture, etc. of Western civilization or American civilization.
4. Demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, economy, society, culture, etc. of a non-Western Civilization.
5. Show understanding of at least one principal form of artistic expression and the creative process inherent therein.
6. Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HI ELE (3 credits)	3
	HU ELE (21 credits)	21
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (9 credits)	9

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

Program Notes

Transfer Opportunities

Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Plattsburgh, SUNY Oneonta, SUNY Cortland, SUNY Brockport, Emerson College, Marist College, Southern California College, Gordon College, and Russell Sage.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3

	HU ELE (6 credits)	6
	MA ELE (3 credits)	3
	SL ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
	HU ELE (3 credits)	3
EN 102	Composition and Literature	3
	HI ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	GN ELE (6 credits)	6
	HU ELE (6 credits)	6
	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
	GN ELE (9 credits)	9
	HU ELE (6 credits)	6

	General Education Requirements	21
	Total Semester Hours	**61**

Liberal Arts & Science - Humanities: Communication Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Arts (A.A.)

Program Goals
The Communication concentration provides a transfer pathway for students seeking a bachelor's degree in a variety of communications specialties, such as human communication, organizational communication, and public relations. This concentration combines required general education courses, institutional degree requirements, and strong transfer-based communication courses.

Program Learning Outcomes

1. Differentiate between various communication settings and determine methods for improving efficacy within each.
2. Analyze and evaluate messages within various communication contexts to determine credibility, effectiveness, and appropriateness.
3. Construct and deliver effective messages that are appropriate to the audience, purpose, and context.

Academic Preparation

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

Acceptance into the program is determined by the following criteria: 12th-grade reading level is required (readiness to begin EN 101 – Composition) and college-level proficiency on the Math Placement Test.

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HI ELE (3 credits)	3
CO 102	Interpersonal Communication	3
CO 104	Public Communication	3
CO 120	Introduction to Communications	3
CO 205	Intercultural Communication	3
CO 207	Media Literacy in the 21st Century	3
	EN ELE (3 credits)	3
	MA ELE (3 credits)	3
	SC ELE (3 credits)	3
PY 101	General Psychology	3
	SL ELE (6 credits)	6

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

Program Notes

* CO 102, CO 104, CO 120, CO 207: Meet SUNY Transfer Path: Communication

**General Electives (GN ELE) based on advisement. Additional GER's and courses that fulfill specific transfer requirements. Additional writing courses recommended.

Transfer Opportunities

The Communication Concentration provides exceptional transfer possibilities to public and private colleges in-state and nationwide. Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Oswego, SUNY Buffalo State, SUNY Plattsburgh, Marist College, Sage College and Siena College.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
CO 102	Interpersonal Communication	3
CO 104	Public Communication	3
EN 101	Composition	3
	MA ELE (3 credits)	3
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
CO 120	Introduction to Communications	3
EN 102	Composition and Literature	3
	HI ELE (3 credits)	3
	SC ELE (3 credits)	3
	SL ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
CO 205	Intercultural Communication	3
	GN ELE (6 credits)	6
	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
CO 207	Media Literacy in the 21st Century	3
	EN ELE (3 credits)	3
	GN ELE (9 credits)	9

Total Semester Hours	**61**

General Education Requirements **21**

Liberal Arts & Science - Social Science

Program
Liberal Arts & Science

Degree Type	**Associate of Arts (A.A.)**

Program Goals
Program Description

The Social Science Associate of Arts (A.A.) program offers a comprehensive exploration of human behavior, society, and institutions. Rooted in disciplines such as psychology, sociology, political science, this program fosters critical thinking, analytical reasoning, and research skills essential for understanding and addressing complex social issues. Students will examine how historical, cultural, economic, and political forces shape individual and group behavior while developing the ability to assess contemporary challenges such as inequality, globalization, and human rights. Designed for students seeking a seamless transfer to a bachelor's degree program, this interdisciplinary curriculum provides a strong foundation for further study and careers in fields such as social services, public policy, education, and law.

Program Learning Outcomes
Program Learning Outcomes

- Identify and explain key concepts, theories, and perspectives in disciplines such as sociology, psychology, political science, and economics.
- Apply research methods to analyze social issues, interpret data, and evaluate sources of information.
- Examine how historical, cultural, economic, and political factors influence individual and group behavior within societies.
- Assess contemporary social challenges such as inequality, globalization, and human rights and proposed solutions based on social science principles.
- Produce written material that demonstrates abilities to conduct research, develop an argument, and organize supporting details.

Academic Preparation

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

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

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

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
PL 101	Introduction to Philosophy	3
SO 101	Introduction to Sociology	3
SO 102	Social Problems	3
SL 110	Cultural Diversity	3
SL 113	Research Methods for the Behavioral Sciences	3
MA 113	Statistics for the Behavioral Sciences	3
HI 102	Western Civilizations 1517 to Present	3
HI 222	Revisiting American Civil Rights	3
PY 101	General Psychology	3
	PY ELE (3 credits)	3
	PS ELE (3 credits)	3
	HU ELE (21 credits)	21
	SC ELE (3 credits)	3

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

Program Notes

Transfer Opportunities

Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, Marist College, Bard College, and Syracuse University.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
SO 101	Introduction to Sociology	3
PY 101	General Psychology	3
MA 113	Statistics for the Behavioral Sciences	3
	HI 102 or HI 114	

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
SO 102	Social Problems	3
PL 101	Introduction to Philosophy	3
HI 222	Revisiting American Civil Rights	3
	PS ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	HU ELE (3 credits)	3
SL 113	Research Methods for the Behavioral Sciences	3
SL 110	Cultural Diversity	3
	PY ELE (3 credits)	3
	GN ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
	SC ELE (3 credits)	3
	GN ELE (6 credits)	6
	GN ELE (6 credits)	6

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science - Social Science: Psychology Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Arts (A.A.)

Program Goals
Program Description:

The Social Science (A.A.) – Psychology Concentration provides students with a strong foundation in the scientific study of human behavior, thought, and emotion. Through coursework in human development, personality, social behavior, and abnormal psychology, students will develop critical thinking, research, and analytical skills essential for understanding psychological principles and their real-world applications. Emphasizing scientific inquiry and evidence-based reasoning, this program prepares students to evaluate human behavior through multiple psychological perspectives. Designed for seamless transfer to a bachelor's degree program, this concentration equips students with the necessary skills for advanced study and future careers in psychology, social services, education, and related fields.

Program Learning Outcomes
Program Learning Outcomes:

- Analyze and interpret research, theories, and materials related to human behavior and mental processes.
- Identify and evaluate credible sources of information, analyze collected data, and apply research findings to psychological questions.
- Utilize scientific and creative problem-solving approaches to examine psychological issues and real-world challenges.
- Demonstrate knowledge of core psychological concepts, including human development, personality, social behavior, abnormal psychology, and scientific methodology.
- Communicate effectively through research-based writing, demonstrating the ability to develop an argument, synthesize evidence, and organize supporting details.

Academic Preparation

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

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

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

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HI ELE (6 credits)	6
	HU ELE (6 credits)	6
MA 113	Statistics for the Behavioral Sciences	3
PY 101	General Psychology	3
	PY 201 or PY 205	3
PY 203	Social Psychology	3
PY 215	Theories of Personality	3
PY 299	Abnormal Psychology	3
	SC ELE (3 credits)	3
SL 113	Research Methods for the Behavioral Sciences	3
SO 101	Introduction to Sociology	3

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15

Program Notes

* These courses meet the SUNY transfer path for a psychology concentration. (MA 113, PY 101, PY 205, PY 203, PY 215, PY 299)

Transfer Opportunities

Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, Marist College, Sage College, and Siena College.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
	HI ELE (3 credits)	3
	HU ELE (3 credits)	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
	HU ELE (3 credits)	3
MA 113	Statistics for the Behavioral Sciences	3
	PY 201 or PY 205	3
	GN ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
PY 203	Social Psychology	3
PY 215	Theories of Personality	3
PY 299	Abnormal Psychology	3
	SC ELE (3 credits)	3
SL 113	Research Methods for the Behavioral Sciences	3

4th Semester

Course Code	Title	Semester Hours
	GN ELE (12 credits)	12
	HI ELE (3 credits)	3

	General Education Requirements	21
	Total Semester Hours	**61**

Liberal Arts & Science – Social Science: History Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Arts (A.A.)

Program Goals
This program provides an introduction to the field of history and prepares students for transfer into a bachelor's degree program. Students will investigate the past, assess primary sources and craft-evidence based arguments while being challenged to consider specific time periods, regions, cause, effect and general change over time. Students who successfully complete this concentration can expect advanced standing upon transfer to a bachelor's program in this area of study.

Program Learning Outcomes

1. Analyze and interpret materials relating to the human experience.
2. Identify credible sources of information, analyze collected data and produce evidence-based assignments by locating a range of primary sources and secondary sources including unpublished texts, maps, artifacts, archeological remains, and images, scholarly journal and peer reviewed resources.
3. Produce written material that demonstrate abilities to conduct research, develop an argument and organize supporting materials.
4. Evaluate the impact of geography on the development of societies throughout time.
5. Compare and contrast past and contemporary societies, politics and cultures.
6. Generate an appreciation and deeper understanding of human values, diversity and cultures throughout time and place.
7. Understand and apply historiography.

Liberal Arts Requirements

45 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	3
HI 102	Western Civilizations 1517 to Present	3
HI 103	United States History 1492-1865	3
HI 104	United States History 1865-Present	3
	HI ELE (3 credits)	3
	HI ELE (WH/GA)	3
	HU ELE (6 credits)	6
	MA ELE (3 credits)	3
	PS 101 or PS 104	3
PY 101	General Psychology	3
	SC ELE (3 credits)	3
	SL ELE (3 credits)	3

Program Requirements

16 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (9 credits)	9
	EC 101 or EC 102	3
SO 101	Introduction to Sociology	3

Program Notes

* These courses meet the SUNY transfer path for a psychology concentration. (HI 101, HI 102, HI 103, HI 104)

Transfer Information

The history concentration provides exceptional transfer possibilities to public and private colleges in-state and nationwide. Transfer opportunities include but are not limited to: University at Albany-SUNY, SUNY Cobleskill, SUNY New Paltz, SUNY Oneonta, SUNY Plattsburgh, Marist College, Sage College, and Siena College.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
HI 101	Western Civilizations 13,000 BCE to 1517 CE	3
HI 103	United States History 1492-1865	3
	MA ELE (3 credits)	3
	GN ELE (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
HI 104	United States History 1865-Present	3
	PS 101 or PS 104	3
	SC ELE (3 credits)	3
SO 101	Introduction to Sociology	3

3rd Semester

Course Code	Title	Semester Hours
	EC 101 or EC 102	3
	HI ELE (WH/GA)	3
HI 102	Western Civilizations 1517 to Present	3
	HU ELE (3 credits)	3
PY 101	General Psychology	3

4th Semester

Course Code	Title	Semester Hours
	GN ELE (6 credits)	6
	HI ELE (3 credits)	3
	HU ELE (3 credits)	3
	SL ELE (3 credits)	3

General Education Requirements	21
Total Semester Hours	**61**

Liberal Arts & Science - Mathematics/Science

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

Program Goals
This program prepares students for transfer to complete work for a bachelor's degree in mathematics, science, and related fields, such as engineering, medicine, chiropractic, physical therapy, and laboratory technology. Columbia-Greene maintains transfer agreements with many four-year colleges, which may apply to graduates of this program. Students should work closely with their academic advisor to determine an overall course sequence and choice of electives to help ensure articulation with a specific transfer college.

Program Learning Outcomes

1. Demonstrate the knowledge and application of technology supporting mathematical and scientific concepts.
2. Demonstrate the ability to construct and interpret graphs, tables, and schematics.
3. Articulate observations using mathematical and scientific terminology.
4. Apply mathematical models and the scientific method to analyze and solve concrete problems.

Academic Preparation

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

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

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

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

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
	MA ELE (7 credits)	7
	SC ELE (8 credits)	8
	SL ELE (6 credits)	6

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (15 credits)	15
	MA ELE or SC ELE (8 credits)	8
	SC ELE (7 credits)	7

Program Notes

Transfer Opportunities

Transfer opportunities include but are not limited to: University at Albany-SUNY, Siena College, SUNY New Paltz, Clarkson University, SUNY Stonybrook, SUNY College of Environmental Science and Forestry, SUNY Plattsburgh, Rensselaer Polytechnic Institute,Albany College of Pharmacy, SUNY Oneonta, SUNY Oswego

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (3 credits)	3
EN 101	Composition	3
	MA ELE (3 credits)	3
	SC ELE (4 credits)	4

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
	MA ELE (4 credits)	4
	SC ELE (4 credits)	4

3rd Semester

Course Code	Title	Semester Hours
	GN ELE (6 credits)	6
	MA ELE or SC ELE (4 credits)	4
	SC ELE (3 credits)	3
	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
	GN ELE (6 credits)	6
	SC ELE (4 credits)	4
	SL ELE (3 credits)	3
	MA ELE or SC ELE (4 credits)	4

	General Education Requirements	21
	Total Semester Hours	**61**

Liberal Arts & Science - Mathematics/Science: Health Sciences Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

If you care deeply about the health and welfare of others, are science oriented and seek excellent employment opportunities, a health science career may be the path for you.

Within the Liberal Arts and Science – Mathematics/Science – Health Science Concentrations are available in:

- Health Science (0646)
- Chiropractic Medicine (0647)
- Medical Imaging/X-ray or Ultrasound (0648)
- Physical Therapy (0651)
- Occupational Therapy (0649)
- Pharmacy (0650)
- Physician Assistant (0652)

These concentrations are designed to provide maximum transferability to Upstate Medical University, New York Chiropractic College, the University of Buffalo and Sage College. Other health career transfer options are available. Please see your academic advisor for details.

Program Goals
These concentrations prepare students for transfer into a variety of health science bachelor's degree programs. Specific courses for each health science option are outlined along with general career information regarding each health science specialty. Intensive advisement is provided to help students make smart, reality-based transfer and career decisions.

Program Learning Outcomes

1. Effectively use basic scientific equipment
2. Demonstrate the knowledge and application of technology supporting mathematical and scientific concepts
3. Articulate observations using mathematical and scientific terminology
4. Understand and integrate basic scientific principles and how these principles relate to health care careers
5. Demonstrate the foundational ability in science, math and social sciences to be a competitive transfer student in a variety of Health Science bachelor's program

Academic Preparation

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

- 12th grade reading level is required. Placement test scores must indicate readiness to begin EN 101 Composition.
- Competency in Pre-Algebra or Pre-Statistics is required.

People who succeed at health sciences are interested in studying biology, human anatomy, chemistry and the physical sciences.

This general program can be customized to provide a strong transfer for pre-medical, pre-dental, pre-veterinary medicine, optometry or podiatry. Although there is a high degree of uniformity among the various health professions, some variation in requirements does occur. These variations will be identified by your academic advisor and your program will be individually customized.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
	PY ELE (3 credits)	3

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours

CE 101	College Experience	1
	GN ELE (9 credits)	9
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
	SC ELE (3 credits)	3
PX 101	College Physics I	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill this requirement

Transfer Opportunities

See your academic advisor for more details and additional transfer options.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
MA 102	Statistics	3
BI 130	Anatomy and Physiology I	4
	HI 101 or HI 102 (3 credits)	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
PY 101	General Psychology	3
BI 131	Anatomy and Physiology II	4
	MA 110 or higher	4
	HI 103 or HI 104 (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
	GN ELE (3 credits)	3
CH 101	General Chemistry I	4
	PY ELE (3 credits)	3
PX 101	College Physics I	4

4th Semester

Course Code	Title	Semester Hours
	GN ELE (6 credits)	6
	HU ELE or SL ELE (3 credits)	3
CH 102	General Chemistry II	4
	SC ELE (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Chiropractic Medicine Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed at chiropractic studies are interested in how the spine or vertebrae dysfunction alter many important body functions by affecting its nervous system. That skeletal imbalance through joint or articular dysfunction, especially in the spine, can cause pain.

Chiropractors are involved in the diagnosis, treatment, and prevention of disorders of the neuromusculoskeletal system and the effects these disorders have on general health. Chiropractors use manual manipulation of joints and soft tissues to improve patient function and overall health.

This concentration is designed for transfer to the New York Chiropractic College (NYCC). Admission to NYCC requires a total of 90 credits. The 90 credits must include the Core Course Entrance Requirement credits from the 61 credits listed below; the remaining 29 credits may be obtained at Columbia-Greene Community College or another academic institution. NYCC typically will accept the 29 remaining credits from a wide range of courses. The Doctor of Chiropractic degree at NYCC requires a minimum of ten 15-week trimesters of full-time resident study, including a clinical internship. Students are admitted to NYCC on a fall rotation.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
	PY ELE (3 credits)	3

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (8 credits)	8
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
PX 101	College Physics I	4
PX 102	College Physics II	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement of MA 110 or higher

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 131	Anatomy and Physiology II	4
MA 102	Statistics	3

	HU ELE or SL ELE (3 credits)	3
	PY ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
CH 101	General Chemistry I	4
PX 101	College Physics I	4
	GN ELE (3 credits)	3
	HI 101 or HI 102 (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
CH 102	General Chemistry II	4
PX 102	College Physics II	4
	GN ELE (5 credits)	5
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Medical Imaging/Radiography X-ray or Ultrasound Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed at medical imaging sciences enjoy working with patients and are comfortable with computers and high-tech equipment.

A medical imaging sciences program educates students in the use of sophisticated equipment and procedures to produce radiographic images (x-rays), computed tomography scans (CTs), and magnetic resonance images (MRIs) and other diagnostic exams. Medical imaging science professionals use a variety of complex technologies and computer applications to provide physicians with information for the diagnosis and treatment of disease.

These professionals have a high level of patient contact in which the use of interpersonal skills is critical. Furthermore, they have the opportunity to work in hospitals, clinics, physicians' offices, imaging centers and industry. Moreover, leadership roles as supervisors, administrators, educators and researchers provide avenues for career development.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3

Program Requirements

30 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (12 credits)	12
BI 115	Human Biology II	3
BI 112	Human Biology I	4
	HI 103 or HI 104 (3 credits)	3
CH 101	General Chemistry I	4
PX 102	College Physics II	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement of MA 110 or higher

Articulation Agreement

This program is designed as part of an articulation agreement with SUNY Upstate Medical College.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
BI 112	Human Biology I	4
CE 101	College Experience	1
EN 101	Composition	3
	MA 110 or higher	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
MA 102	Statistics	3
BI 115	Human Biology II	3

SO 101	Introduction to Sociology	3
	GN ELE (3 credits)	3

3rd Semester

Course Code	Title	Semester Hours
BI 130	Anatomy and Physiology I	4
PX 101	College Physics I	4
	GN ELE (6 credits)	6
	HU ELE or SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BI 131	Anatomy and Physiology II	4
CH 101	General Chemistry I	4
	GN ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Occupational Therapy Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed in occupational therapy enjoy communicating with and teaching others to reach their full functioning capacity. Occupational therapists assess, plan, organize and participate in rehabilitative programs that help restore general independence and vocational and daily living skills to people with injuries or disabilities. They work with individuals who have conditions that are mentally, physically, developmentally or emotionally disabling. Occupational therapist not only help clients improve basic motor functions and reasoning abilities, but also compensate for permanent loss of function. Their goal is to help clients have independent, productive and satisfying lives.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
SO 101	Introduction to Sociology	3

Program Requirements

30 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (9 credits)	9
BI 112	Human Biology I	4
BI 115	Human Biology II	3
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
CH 101	General Chemistry I	4
PX 101	College Physics I	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement of MA 110 or higher

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
BI 112	Human Biology I	4
	MA 110 or higher	4
PY 101	General Psychology	3

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
MA 102	Statistics	3
BI 115	Human Biology II	3
	GN ELE (3 credits)	3
SO 101	Introduction to Sociology	3

3rd Semester

Course Code	Title	Semester Hours
BI 130	Anatomy and Physiology I	4
PX 101	College Physics I	4
	GN ELE (3 credits)	3

	HU ELE or SL ELE (3 credits)	3
	HI 101 or HI 102 (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BI 131	Anatomy and Physiology II	4
	CH ELE (4 credits)	4
	GN ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Pharmacy Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed in pharmacy are detail oriented and enjoy interpreting complex information to others. Pharmacists compound and dispense medication, following prescriptions issued by physicians, dentists or other authorized medical practitioners. They answer questions and provide information to pharmacy customers on drug interactions, side effect,
dosage and storage of pharmaceuticals.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
	PY 201 or PY 205	3

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
BI 101	General Biology I	4
BI 102	General Biology II	4
BI 210	General Microbiology	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
PX 101	College Physics I	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement of MA 110 or higher

Other Notes:

1. Two major transfer institutions for pharmacy are the University of Buffalo and Albany College of Pharmacy.
2. Your program will be customized by your academic advisor based on specific transfer plans.
3. The organic chemistry courses can be taken at a senior college or university.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
BI 130	Anatomy and Physiology I	4
CH 101	General Chemistry I	4
	MA 110 or higher	4

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 131	Anatomy and Physiology II	4
CH 102	General Chemistry II	4
MA 102	Statistics	3
PY 101	General Psychology	3

3rd Semester

Course Code	Title	Semester Hours
BI 101	General Biology I	4
PX 101	College Physics I	4
	PY 201 or PY 205	3
	HI 101 or HI 102 (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BI 102	General Biology II	4
BI 210	General Microbiology	4
	HU ELE or SL ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Physical Therapy Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed in physical therapy enjoy working as part of teams in health care settings caring for people of all ages with a variety of health problems.

Physical therapists work directly with people to enhance movement and foster optimal health and functional ability. Patients include those who have sustained injury or illness, have developmental deficits, have age-related problems or need preventive care.

Physical therapists examine and evaluate patients to determine functional abilities such as walking, work capacity and community activities. They may examine and evaluate strength, sensation, joint mobility, endurance, pain, reflexes and movement skill of patients. They plan therapy programs that may include exercises to improve functional abilities by increasing strength, endurance, balance, coordination and range of motion. Interventions also include massage, traction, ultrasound, water, heat, electricity and joint mobilizations. Physical therapists work with all systems of the body, including the muscular, skeletal, circulatory, respiratory and nervous systems.

Physical therapists work as members of health care teams in a variety of settings, including hospitals, rehabilitation centers, private practices, home-care agencies, schools, research centers, universities, extended care facilities, corporate or industrial health centers, and sports medicine centers. Advanced expertise leads to work in administration, consulting, research and education.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
	SL ELE (3 credits)	3

Program Requirements

31 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
BI 101	General Biology I	4
BI 102	General Biology II	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
PX 101	College Physics I	4
PX 102	College Physics II	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement or MA 110 or higher

Transfer Opportunities

Physical Therapy is a graduate program that requires a bachelor's degree prior to admission. The licensing credential for physical therapy is a Doctor of Physical Therapy Degree, DPT.

The University of Buffalo, Upstate Medical University and Sage College Graduate School are three of several physical therapy colleges in New York State. Concentration is designed for transfer to SUNY Upstate Medical University or Sage graduate school

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours

CE 101	College Experience	1
EN 101	Composition	3
BI 130	Anatomy and Physiology I	4
	MA 110 or higher	4
CH 101	General Chemistry I	4

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
BI 131	Anatomy and Physiology II	4
CH 102	General Chemistry II	4
MA 102	Statistics	3
PY 101	General Psychology	3

3rd Semester

Course Code	Title	Semester Hours
BI 101	General Biology I	4
PX 101	College Physics I	4
	HU ELE or SL ELE (3 credits)	3
	HI 101 or HI 102 (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BI 102	General Biology II	4
PX 102	College Physics II	4
	SL ELE (3 credits)	3
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**61**

Liberal Arts & Science – Mathematics/Science: Physician Assistant Concentration

Program
Liberal Arts & Science

Degree Type	Associate of Science (A.S.)

People who succeed as a physician assistant (PA's) enjoy working as part of a health care team working under the direction of a physician. PA's need leadership skills, self-confidence and emotional stability. They must be willing to continue studying throughout their career to keep up with medical advances.

Physician assistants (PA's) provide health care services with supervision by physicians. PA's are formally trained to provide diagnostic, therapeutic and preventative care services as delegated by a physician. Working as members of the health care team, they take medical histories, examine patients, order and interpret laboratory tests and x-rays and make diagnosis. They also treat minor injuries by suturing, splinting and casting. PA's record progress notes, instruct and counsel patients and order or carry out therapy.

Liberal Arts Requirements

30 Semester Hours

Course Code	Title	Semester Hours
EN 101	Composition	3
EN 102	Composition and Literature	3
	HU ELE or SL ELE (3 credits)	3
MA 102	Statistics	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
BI 131	Anatomy and Physiology II	4
PY 101	General Psychology	3
	SL ELE (3 credits)	3

Program Requirements

33 Semester Hours

Course Code	Title	Semester Hours
CE 101	College Experience	1
	GN ELE (6 credits)	6
	HI 101 or HI 102 (3 credits)	3
	HI 103 or HI 104 (3 credits)	3
BI 101	General Biology I	4
BI 102	General Biology II	4
BI 210	General Microbiology	4
CH 101	General Chemistry I	4
CH 102	General Chemistry II	4

Program Notes

*NOTE: MA 110, MA 111, MA 117, MA 122 OR MA 123 may be taken to fulfill requirement of MA 110 or higher

Transfer Information

Notes:

1. Major transfer institutions for the Master of Science in Physician Assistant are: Upstate Medical University, Marist College and Albany Medical College.
2. Our two-year degree is a starting point for transfer into a bachelor's degree program prior to graduate studies. The M.S. in Physician Assistant is a two-year full-time commitment with summer coursework involved.

See your academic advisor for more transfer details.

Suggested Program Sequence

1st Semester

Course Code	Title	Semester Hours
CE 101	College Experience	1
EN 101	Composition	3
	MA 110 or higher	4
BI 130	Anatomy and Physiology I	4
CH 101	General Chemistry I	4

2nd Semester

Course Code	Title	Semester Hours
EN 102	Composition and Literature	3
MA 102	Statistics	3
BI 131	Anatomy and Physiology II	4
CH 102	General Chemistry II	4
PY 101	General Psychology	3

3rd Semester

Course Code	Title	Semester Hours
BI 101	General Biology I	4
	HU ELE or SL ELE (3 credits)	3
	HI 101 or HI 102 (3 credits)	3
	SL ELE (3 credits)	3

4th Semester

Course Code	Title	Semester Hours
BI 102	General Biology II	4
BI 210	General Microbiology	4
	GN ELE (6 credits)	6
	HI 103 or HI 104 (3 credits)	3

	General Education Requirements	**21**
	Total Semester Hours	**63**

Courses

AC 101: Financial Accounting

Introduces general concepts and basic principles of financial accounting. Applications include the accounting cycle, internal control, reporting the results of operations and financial position.

Course Learning Outcomes

1. Demonstrate an understanding of basic financial statements, their nature, purposes, and use by business decision makers
2. Demonstrate a basic understanding of general accounting concepts and processes
3. Demonstrate the ability to analyze the impact of basic transactions on the financial statements of a business
4. Demonstrate the ability to construct a balance sheet, an income statement, and a statement of equity for an economic entity
5. Critical Thinking: Demonstrate the ability to evaluate the financial performance of an economic entity on the basis of its financial statements

Semester Hours	**3**
Semester	**Fall/Spring**
Notes	
Repeat of Principles of Accounting I.	

AC 102: Managerial Accounting

Introduction to managerial accounting. Applications include cash flow analysis, cost system designs, planning and controlling business operations, and decision making.

Course Learning Outcomes

1. Demonstrate a basic understanding of financial statements for a corporation
2. Demonstrate an understanding of information needs of internal management
3. Apply managerial accounting concepts and processes to decision making
4. Apply managerial accounting concepts to problems of management planning, control, and performance evaluation
5. Identify and evaluate project costing alternatives

Semester Hours	**3**
Prerequisites	**AC 101: Financial Accounting**
Semester	**Spring**
Notes	
Repeat of Principles of Accounting II.	

AC 116: QuickBooks

An in-depth application of the uses of the computerized accounting package QuickBooks. Students will learn to use the software to deal with all the accounting applications for a small business including invoices, receipts, payroll, bank reconciliations, tracking inventory and all year-end procedures.

Course Learning Outcomes

1. Demonstrate the ability to establish a new company file using Quickbooks
2. Demonstrate the ability to record daily business transactions using Quickbooks

Semester Hours	**3**
Prerequisite or Corequisite	
AC 101	
Semester	**Spring**
Notes	
Repeat of AC 222 and BU 116.	

AH 106: Medical Assisting I

This course is the first of a three-course sequence which introduces topics and clinical skills essential to students in the Medical Assisting AAS degree program. The course is designed to provide safe, technically proficient, and professional medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Matriculation in the Medical Assisting AAS degree program is required to take this course.

Course Learning Outcomes

1. Implementation of medical and surgical infection control standards
2. Practice standard precautions within the scope of Medical Assisting
3. Safely prepare and sterilize instruments for the autoclave
4. Discuss physician and medical assistant roles in terms of standard of care

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Fall**

AH 108: Medical Assisting II

This course is a continuation of Medical Assisting I. This course provides valuable information about an individual's health and teaches medical assistants the skills and techniques necessary to take and record vital signs accurately. Main topics include vital signs (blood pressure, pulse, respiration), temperature conversions, and calculating Body Mass Index.

Course Learning Outcomes

1. Perform adult vital signs, height, and weight to calculate Body Mass Index (BMI)
2. Apply temperature conversions (Fahrenheit to Celsius and visa versa)
3. Perform pediatric vital signs
4. Analyze charts, graphs, and tables in the interpretation of healthcare results
5. Act as a patient navigator

Semester Hours	**2**
Prerequisites	**AH 106 with a grade of C or better.**
Semester	**Spring**
Notes	
This course, in combination with AH 109, is a repeat of AH 107.	

AH 109: EKG

This course is designed to provide safe, technically proficient, and professional EKG technicians to work in a variety of healthcare provider offices. Topics include: anatomy of the heart, cardiac conduction system, performing a 12 lead EKG, analyzing and interpreting a six second rhythm strip. Upon completion of this course, students are eligible to take the EKG certification exam through numerous certification agencies.

Course Learning Outcomes

1. Examine the pathway of blood through the heart and each step in the cardiac conduction cycle
2. Identify proper lead placement of the electrode on the patient and correlation to Einthoven's Triangle (AVR, AVL, AVF, Lead I, Lead II, Lead III)
3. Perform, interpret, and analyze a 10-lead EKG with a six-second rhythm strip (normal sinus, atrial, ventricular, and heart blocks)
4. Implement and interpret a Holter Monitor set up (5 lead) of a case study stress test

Semester Hours	**2**
Lab Hours	**3**
Lecture Hours	**1**
Semester	**Spring**
Notes	
This course, in combination with AH 108, is a repeat of AH 107.	

AH 125: Medical Office Procedures

This course will provide knowledge of administrative support in today's health care environment. Students will learn to input patient information, schedule appointments, handle billing, and produce medical office lists and reports.

Course Learning Outcomes

1. Students will learn the history of the medical field and pioneers of medicine
2. Students will be able to understand terminology related to medical ethics, law, and compliance
3. Students will be able to understand terminology related to patient medical records, insurance, and billing
4. Students will learn how to triage and schedule appointments
5. Students will learn to apply diagnosis codes to patients' complaints and physician observations
6. Students will learn the importance of professionalism in the workplace and methods for seeking employment

Semester Hours	**3**
Semester	**Fall**
Notes	
Repeat of OT 134 and BU 125.	

AH 126: Medical Billing

This course is an introduction to medical billing and the coding process. Documentation and medical necessity guidelines, claims submission, and reimbursement protocols, both electronically and via mail, and working with different payers (HMOs, Medicare) will be presented.

Course Learning Outcomes

1. Outline the typical responsibilities of a medical biller/coder, describe the personal and professional ethics required for success in this profession
2. Describe the purpose and impact of the Healthcare Portability and Accountability Act (HPAA) and explain how professionals can learn about changes to the laws and regulations that affect them
3. Compare and contrast the major types of government and commercial insurance health plans, including Medicare, Medicaid, Blue Cross/Blue Shield (BCBS), Preferred Provider Arrangement (PPA), and Point-of-Service (POS) plans

Semester Hours	**3**
Semester	**Spring**
Notes	
Repeat of BU 126.	

AH 129: Medical Terminology

An introduction to prefixes, roots, combining forms, and suffixes which are the component parts used to build medical terminology. These terms are then defined. Abbreviations, drug highlights, information on diagnostic tests and human anatomy are integrated throughout.

Course Learning Outcomes

1. Know the meaning of prefixes, root words, suffixes, and whole words in medical and anatomical vocabulary
2. Relate abbreviations with medical and pharmacological terminology
3. Identify the purpose and scope of various medical specialties and procedures

Semester Hours	**3**
Semester	**Fall/Spring**
Notes	
Repeat of AH 114 and BU 129.	

AH 132: Medical Coding

This course will cover the unique aspects of medical billing known as medical coding with a concentration on CPT and ICD9 or ICD10 coding along with modifiers that are commonly used in medical billing.

Course Learning Outcomes

1. Outline the typical responsibilities of a medical biller/coder, describe the personal and professional ethics required for success in this profession
2. Describe the purpose and impact of the Healthcare Portability and Accountability Act (HPAA) and explain how professionals can learn about changes to the laws and regulations that affect them
3. Explain the purpose of medical coding
4. Accurately code diagnose and implement industry-standard coding systems published by the World Health Organization (WHO) and the American Medical Association (AMA)

Semester Hours	**3**
Semester	**Spring**
Notes	
Repeat of BU 132.	

AH 202: Pharmacology

Pharmacology is a survey course designed to meet the needs of students in the Medical Assisting AAS degree program. Students will gain an understanding of the principles of pharmacology. Major topics will include: Legal regulations, prescriptions, calculations, interactions and uses of drugs, as well as toxicology.

Course Learning Outcomes

1. Demonstrate basic skills in pharmaceutical mathematics to identify various drug dosage forms and routes of administration into the body
2. Define functions of dietary supplements, vitamins, and minerals
3. Identify common medications and explain their clinical uses

Semester Hours	**3**
Prerequisites	**BI 115 or BI 131 with a grade of C or better.**
Semester	**Fall**

AH 203: Medical Assisting Externship

Medical assisting students will have the opportunity to study and take part in the functioning of a private practice medical office or a hospital office. A total of 160 hours of work experience will be required. Students are required to complete 80 hours on the administrative side and 80 hours on the clinical side of the medical practice during their externship. Students will meet with the instructor for a 1-hr. class four times during the course of the semester.

Course Learning Outcomes

1. Perform health history, vital signs, and complete physical exams on patient participants
2. Conduct EKGs, in addition to placing and removing Holter Monitors
3. Assist with first aid and minor office surgeries
4. Complete venipuncture procedures and capillary punctures for specimen testing analysis

Semester Hours	**3**
Prerequisites	**AH 207, AH 208 and AH 202 with a grade of C or better, must have current CPR/First Aid certification at the time of externship.**
Semester	**Spring**

AH 207: Medical Assisting III

This is the last in the sequence of five courses, including AH 106, AH 108, AH 109, and AH 208. The course is designed to provide safe, technically proficient medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Topics include blood function, formation and components, reading and interpreting Laboratory reports, slide preparation and microscopic evaluation, and interpretation of formed elements and associated tests.

Course Learning Outcomes

1. Discuss and differentiate the significance of blood cells, blood components, and respective blood diseases
2. Recognize different medications to treat common blood diseases
3. Distinguish between normal and abnormal blood test results
4. Follow OSHA standards for OPIM and application of Standard Precautions for evaluation of slide preparation and microscope use

Semester Hours	**2**
Prerequisites	**AH 106 and AH 108 with grades of C or better.**
Semester	**Fall**
Notes	
This course, in combination with AH 208, is a repeat of AH 201.	

AH 208: Venipuncture/Phlebotomy

This course is designed to provide safe, technically proficient medical assistants to work in physicians' offices and a variety of other healthcare provider offices. Topics include performing capillary punctures, performing venipuncture using the vacutainer and winged infusion set, centrifuging blood cells, proper specimen testing, and understanding lab value and norm ranges.

Course Learning Outcomes

1. Discuss blood cells, blood components, and perform venipuncture
2. Perform CLIA-waived testing
3. Recognize different methods for drawing blood
4. Follow OSHA standards for OPIM and discuss Standard Precautions

Semester Hours	**2**
Lab Hours	**3**
Lecture Hours	**1**
Semester	**Fall**
Notes	
This course, in conjunction with AH 207, is a repeat of AH 201	

AH 220: Phlebotomy Externship

Phlebotomy students will have the opportunity to study and take part in the functioning of an inpatient/outpatient laboratory setting. Skill development in the performance of a variety of blood collection methods using proper techniques and standard precautions will be stressed throughout this clinical experience. Emphasis on infection prevention, patient identification, specimen labeling, quality assurance, specimen handling, processing, accessing, and ethics are incorporated into 54-hour clinical experience. Upon completion of this course, students are eligible to sit for the National Certification Exam.

Semester Hours	**1**
Prerequisites	**AH 208 Venipuncture/ Phlebotomy.**
Semester	**Spring**

AR 104: Basic Painting

An introduction to the basic materials and methods of painting. Emphasis will be on color and value perception, mixing, brushwork application as well as perspective and the control of pictorial space. Students will also learn how to stretch and build their own canvases and will work in oil paint. No prior experience in painting required All levels of experience welcome.

Course Learning Outcomes

1. Produce a creative painting that demonstrates formal clarity and knowledge of the medium

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Spring**

AR 106: Ceramics I

A general course involving hand-building techniques to construct forms out of clay through coiling, slab construction, molding, and beginning wheel. Projects will introduce students to various ideas and uses of clay, both traditional and nontraditional. Creative work will be encouraged.

Course Learning Outcomes

1. Create a well-designed and appropriately crafted ceramic object

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Spring**

AR 107: Visual Arts 2-D

This studio course serves as an introduction to, and foundation for, all two-dimensional artistic forms such as painting, photography, graphic design, and digital media. Through weekly and monthly projects, students will explore design basics, composition, and materiality. In-class lectures and video presentations will supplement studio time working on projects.

Course Learning Outcomes

1. Create an inventive two-dimensional artwork that is formally clear and appropriately crafted

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Fall**

AR 108: Visual Arts 3-D

This studio course serves as an introduction to three-dimensional artistic forms such as sculpture, design, and installation. Through weekly and monthly projects, students will explore the physical aspects of the 3-D object world in different materials and methods including woodworking, textiles, and mold making and casting with plaster and wax.

Course Learning Outcomes

1. Create a three-dimensional artwork that is formally clear and appropriately crafted

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Spring**

AR 116: Art History: Pre-history to 14C

A survey of world art history from the pre-classical to 1400 a.d., investigating forms in art and their link with history. Emphasis will be on the development of visual skills and visual memory. Written assignments and class discussions will be important factors in students' evaluations.

Course Learning Outcomes

1. Student will demonstrate art-historical knowledge from prehistory to the fourteenth century

Semester Hours	**3**
Semester	**Fall**

AR 117: Art History: 14C to Present

A continuation of AR 116 with the history of world art from 1400 a.d. to present. A research project on current art trends will be required. Students' visual skills and visual memory will be heightened through the observed relationship of history and art.

Course Learning Outcomes

1. Student will demonstrate art-historical knowledge from the fourteenth century to the present

Semester Hours	**3**
Semester	**Spring**

AR 118: Figure Drawing

A traditional figure drawing course emphasizing the accurate perception and rendering of the human figure incorporating nude models. Drawing materials will include charcoal, pencil, ink and chalk pastels. No prior experience in figure drawing required. All levels of experience are welcome, however, taking AR 119 Basic Drawing before this course is highly recommended.

Course Learning Outcomes

1. Students will demonstrate the ability to accurately render the observed human figure while utilizing compositional principles

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Spring**

AR 119: Basic Drawing

Drawing natural and fabricated objects, students will study the uses of line, light, and shade and be introduced to the basic principles of perspective and composition. A variety of materials, including charcoal, pencil, ink, and chalk pastels will be used. No prior experience in drawing required. All levels of experience are welcome.

Course Learning Outcomes

1. Students will demonstrate the ability to accurately render observed reality while utilizing compositional principals

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Fall**

AR 124: Figure in Clay

The student will learn to construct a human figure in natural fired clay by participating in a series of exercises designed to develop correct observation and memory from a live model. Clay chemistry, firing, and construction techniques will be explored.

Course Learning Outcomes

1. Ability to render the human figure in clay

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Semester	**Spring**

AR 135: Digital Photography

This course is an introduction to the fundamentals of photography using the digital camera, photo-editing software, and inkjet printing. A strong emphasis will be placed on developing aesthetic judgment through a series of assignments and critiques. Classroom lectures will be a combination of technical instruction and discussion on the history of photography as an art form. Printmaking time is an integral part of the course and facilities will be available outside of class hours. Students should expect to spend approximately $100 on supplies.

Course Learning Outcomes

1. Students will tell a compelling story using pictures rather than words

Semester Hours	**3**
Lab Hours	**2**
Lecture Hours	**2**
Semester	**Fall**
Notes	
Students must provide their own DSLR (digital single-lens reflex) camera. Camera phones are not acceptable. There are a limited number of DSLR cameras that are available to borrow for the semester.	

AR 140: Computer Graphics

An introductory course for students with little or no computer graphics background. Students will learn how various computer software and hardware components can be used to enhance creative expression. This course is specially designed for those students needing to develop their creative abilities using the computer. To enroll in this course, a subscription to Adobe Creative Cloud may be required.

Course Learning Outcomes

1. Students will demonstrate the ability to create a graphics piece that expresses a clear message, utilizes appropriate design elements and requires a mastery of the software

Semester Hours	**3**
Semester	**Fall/Spring**

AR 145: Motion Graphics

Introduction to the fundamentals of motion graphics design. This project-based course will explore video compositing, editing, animation, and graphic effects from both a technological and aesthetic perspective. Students will not need to own a video camera. The software used will be Adobe After Effects.

Course Learning Outcomes

1. Students will demonstrate the ability to create a professional-quality complex animation that requires the utilization of animation software

Semester Hours	**3**
Semester	**Fall**

AR 205: 3-D Graphics and Animation

This course is designed to provide students who have some computer graphics knowledge with the ability to create artwork in the 3-D computer environment. Students will learn to create their own models, create surfaces for the models, set up lighting and cameras, and finally render still illustrations and animations.

Course Learning Outcomes

1. Students will demonstrate the ability to create a realistic scene utilizing models, materials and lighting

Semester Hours	**3**
Semester	**Fall**

AR 218: Fine Arts Seminar

This course is designed to develop the inventive abilities of students beyond the foundation level. Students will be mentored through a series of individually directed weekly assignments designed to promote inventive art-making. There will be group discussions of works-in-progress, in-class presentations, and visits to museums and art exhibitions. There will be production of artwork that can be utilized for portfolio purposes.

Course Learning Outcomes

1. Create unique works of art that demonstrate visual interest and formal clarity

Semester Hours	**3**
Lecture Hours	**2**
Studio Hours	**2**
Prerequisites	**Any 3 credit art course.**
Semester	**Spring**

AR 240: Digital Imagery

A course in digital photographic manipulation and design, intended for students who already possess a basic understanding of computer graphics. Students will learn how to acquire, manipulate, and enhance digital images using current computer technology.

Course Learning Outcomes

1. Students will demonstrate mastery of raster editing software while utilizing imagery and technique to create a professional-looking image

Semester Hours	**3**
Prerequisites	**AR 140: Computer Graphics**
Semester	**Spring**

AR 245: Web Page Design

In this course students will learn the basic skills required to construct and program web pages using basic HTML and CSS scripting languages. Web and screen design principles will be covered as students learn the basics of wireframing, page design and core web development skills. Software used will be Adobe Dreamweaver, Photoshop, and Illustrator.

Course Learning Outcomes

1. Demonstrate an understanding of web site design and structure

Semester Hours	**3**
Prerequisites	**AR 140. To enroll in this course, a subscription to Adobe Creative Cloud may be required.**
Semester	**Spring**

AR 250: Art for Game Design

This course is designed to introduce students to the fundamentals of creating artwork and models for use in computer games. Students will investigate production techniques such as low-poly modeling, UVW mapping, creating textures, animating, and other aspects of game art creation. Programs used will be 3ds Max and Adobe Photoshop.

Course Learning Outcomes

1. Students will demonstrate the ability to design and build a model that will function in a game environment

Semester Hours	**3**
Prerequisites	**AR 205: 3-D Graphics and Animation**
Semester	**Spring**

AU 117: Gas and Diesel Engines

Operational principles of the internal combustion engine will be discussed and include gasoline and diesel units. Emphasis is placed on proper use of precision measuring equipment, specialty tools, manuals, and diagnostic evaluations. Location and interpretation of specifications are included. Alternate sources of fuel as well as nonpolluting power plants will be explored.

Course Learning Outcomes

1. Student will verify if camshaft timing is correct and identify necessary repairs
2. Student will locate and interpret specific service, maintenance & diagnostic procedures and information relating to gas and diesel engines
3. Student will identify, locate components of & describe the operation of gasoline & diesel engine systems
4. Student will perform diagnostic procedures & measurements using proper tools & equipment, interpret data & determine necessary action
5. Student will perform proper disassembly, inspection, adjustment service and assembly procedures of gasoline & diesel engine systems

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisites	**AU 128**
Semester	**Spring**

AU 128: Introduction to Automotive Repair

This course introduces the student to the field of automotive technology and to develop the basic skills, knowledge and professional ethics necessary as an entry-level technician in areas of automotive maintenance, service repair, parts and pre-delivery device. The objectives of this course are developed through classroom and laboratory activities. Personal and shop safety, and the proper utilization of service information are emphasized. This course is open to students who are not currently enrolled in the automotive technology program but would like to learn the basics of repair. A minimum set of tools is required only for students matriculated in an automotive technology program. See our website for the list.

Course Learning Outcomes

1. Set up and measure thrust clearance using a dial indicator and compare results to manufacture specifications
2. Perform a cooling system evaluation using a pressure tester, refractometer and test strips
3. Perform a basic measurement using a micrometer and dial caliper
4. Demonstrate a vehicle multipoint inspection
5. Record engine data snapshot and retrieve diagnostic trouble codes

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Semester	**Fall**

AU 129: Heating, Ventilation and Air Conditioning (HVAC)

This course is designed to introduce the student to the theory of HVAC systems and to develop the skills and knowledge necessary to diagnose and service automotive heating and air conditioning systems, and environmental effects of chlorofluorocarbons on the earth's atmosphere. Also included: principles of refrigeration, reclaiming, evacuation, recycling and recharging, and other diagnostic testing.

Course Learning Outcomes

1. Demonstrate knowledge of the proper use of the refrigerant recovery, recycling and charging equipment
2. Demonstrate knowledge of the operation of the HVAC system
3. Demonstrate knowledge of the system failures by the correct use of diagnostic procedure

Semester Hours	**3**
Lab Hours	**6**
Lecture Hours	**1**
Prerequisite or Corequisite	
AU 128 and AU 132.	
Semester	**Fall**

AU 130: Basic Steering, Suspension & Brakes

This course is intended to develop the skills, knowledge and professional ethics required to service general automotive steering, suspension and brake systems. The objectives of this course are developed through classroom and laboratory activities. Special emphasis is placed on personal and shop safety, component identification and inspection, proper use of service information, special service tools and equipment, interpretation of data and adjustment techniques.

Course Learning Outcomes

1. Describe alignment angles and their relationship to directional stability and tire wear
2. Identify and describe the function of and service the components of the steering and suspension systems
3. Identify and describe tire, wheel and hub assembly components
4. Describe basic brake system principles and their effect on brake systems performance
5. Student will identify and describe the function of the brake system components

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisite or Corequisite	
AU 128 and AU 132.	
Semester	**Fall**

AU 131: Work-Study I

Students completing their second semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This hands-on job experience introduces students to actual work situations and reinforces skills learned during the year.

Course Learning Outcomes

1. Student will complete and return the Internship Program Agreement form within 15 days of the start of the semester to the instructor
2. Student will document a minimum of 360 hours of internship at a licensed automotive repair facility

Semester Hours	**2**
Prerequisites	**Successful completion of the first year of the A.A.S. or A.O.S. Automotive Program.**
Semester	**Summer**
Notes	
Many employers require a DMV driver's background check. Having a poor driving record can prevent your employment in an automotive repair facility.	

AU 132: Electricity and Electronics

Develops those skills needed by today's technicians to diagnose, service, and repair the electrically and/or electronically operated systems of automobiles. Topics covered include basic electrical and electronic principles and components, electrical wiring diagrams, the battery, starting, and charging systems. Component location and system operation will be stressed.

Course Learning Outcomes

1. Student will demonstrate proper safety and professional ethical practices necessary prior to working in the Automotive Shop Environment
2. Student will demonstrate his/her knowledge of electrical circuit construction and testing
3. Student will demonstrate his/her knowledge of battery construction and testing
4. Student will demonstrate his/her knowledge of the starting system construction, testing and diagnosis
5. Student will demonstrate his/her knowledge of the charging system construction, testing and diagnosis

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisite or Corequisite	
AU 128	
Semester	**Fall**

AU 134: Engine Performance

This course is designed to provide those skills necessary for the diagnosis and repair of the engine's ignition, fuel and emission systems. Emphasis will be placed on computer- controlled engine management, scan tool usage, and correct diagnostic philosophy. Optimum engine performance will be assured through classroom and laboratory study. This course will be taught from a general perspective.

Course Learning Outcomes

1. Demonstrate knowledge of the operation and diagnosis of engine control sensors
2. Demonstrate knowledge of construction, operation diagnosis and repair of the fuel delivery system
3. Demonstrate knowledge of the construction, operation, diagnosis and repair of the emission control system
4. Demonstrate knowledge of the way automotive systems interact and how this interaction affects engine performance

Semester Hours	**6**
Lab Hours	**9**
Lecture Hours	**3**
Prerequisites	**C- or higher in AU 128 and AU 132, or permission of instructor.**
Semester	**Spring**

AU 203: Advanced Automotive Operations

This course is intended to develop the skills, knowledge and professional ethics required to service and diagnose antilock braking systems, computer-controlled suspension systems, manual and automatic transmissions. Special emphasis is placed on personal and shop safety, component identification, use of service information, special service tools and equipment, and interpretation of data and specific diagnostic techniques.

Course Learning Outcomes

1. Locate and interpret specific service, maintenance & diagnostic data and information and determine necessary action
2. Identify, locate components of & describe the operation of computerized chassis, climate-control, powertrain and hybrid systems
3. Perform diagnostic procedures & measurements using the proper tools and equipment, interpret data and determine necessary action
4. Perform disassembly, inspection, adjustment, service and assembly procedures of computerized, chassis, climate, control, and powertrain and hybrid systems

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisites	**AU 128, AU 130, and AU 132.**
Semester	**Spring**

AU 211: Manual Transmissions and Drivelines

Studies operation, diagnosis, and repair of clutches, standard transmissions, drivelines, differentials, front-wheel-drive, and four-wheel-drive units. Emphasis is placed on understanding the principles of speed reduction through the use of gearing.

Course Learning Outcomes

1. Demonstrate knowledge of the diagnosis, adjustment, and repair of the clutch system
2. Demonstrate knowledge of the diagnosis and operation of the manual transmission and transaxle
3. Demonstrate knowledge of the diagnosis and repair of a typical differential assembly
4. Demonstrate knowledge of the diagnosis and repair of the four wheel drive and all-wheel drive systems

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisites	**AU 128 and AU 132.**
Semester	**Fall**

AU 212: Automotive Diagnostics

This course is designed to develop those skills needed to successfully diagnose engine-, body- and chassis-related problems. Emphasis is placed on correct use of diagnostic equipment, proper procedures, use of specifications, and interpretation of test results to enable quick isolation of malfunctions of a particular system or component.

Course Learning Outcomes

1. Student will properly diagnose, test and give repair solutions pertaining to a CAN Network fault
2. Student will properly test the engine and engine-related systems, body and chassis-related systems according to manufacture procedures and specifications using proper test equipment
3. Student shall make the correct adjustments and/or repairs to the engine and engine-related body and chassis-related systems according to manufacture procedures and specifications using the proper equipment
4. Student will perform diagnostic procedures & measurements using the proper tools and equipment, interpret data and

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisites	**AU 128, AU 132, AU 134 and AU 215.**
Semester	**Spring**

AU 213: Automatic Transmissions and Transaxles

Studies operation, diagnosis, maintenance, and overhaul procedures of automatic transmissions and transaxles. Emphasis is placed on automatic transmission hydraulic systems, principles of torque multiplication, and electronic control.

Course Learning Outcomes

1. Student will demonstrate knowledge of the transmission internal components and their interaction with the drivetrain
2. Student will properly test the transmission and drivetrain-related systems, according to manufacture procedures and specifications using proper test equipment
3. Student shall make the correct adjustments and/or repairs to the transmission and drivetrain-related systems according to manufacture procedures and specifications using the proper equipment

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisites	**AU 128 and AU 132.**
Semester	**Spring**

AU 215: Body Electrical and Electronics

This course is intended to develop the skills, knowledge and professional ethics required to service body electrical and electronics systems. The objectives of this course are developed through classroom and laboratory activities with special emphasis placed on personal and shop safety, component identification, testing and inspection, proper use of service information and wiring diagrams. The use of electronic diagnostic tools and equipment will be discussed also.

Course Learning Outcomes

1. Student will demonstrate a theoretical diagnosis based upon a customer complaint and using an EWD
2. Student will demonstrate knowledge of theoretical operation of basic electrical circuits and electrical schematic interpretation
3. Student will diagnose, replace, repair or adjust interior and exterior components of the body electrical lighting and accessories according to manufacturer's specifications
4. Student will diagnose, replace repair or adjust chassis electrical accessories according to manufacturer's specifications
5. Student will diagnose, replace, repair or adjust computer-controlled body and

Semester Hours	**3**
Lab Hours	**6**
Lecture Hours	**1**
Prerequisites	**C- or higher in AU 128 and AU 132, or permission of instructor.**
Semester	**Fall**

AU 231: Work-Study II

Students completing their fourth semester in automotive technology must work at their sponsoring dealership or full-service independent repair facility for a 12-week period with a minimum of 30 hours per week. This program is similar to AU 131; however, the breadth and depth of the work experience is expanded to include all areas instructed during the two-year program.

Course Learning Outcomes

1. Student will complete and return the Internship Program Agreement form within 15 days of the start of the semester to the instructor.
2. Student will document a minimum of 360 hours of internship at a licensed automotive repair facility

Semester Hours	**2**
Prerequisites	**Successful completion of four semesters of Automotive Study.**
Semester	**Summer**
Notes	
Many employers require a DMY driver's background check. Having a poor driving record can prevent your employment in an automotive repair facility.	

BI 101: General Biology I

The first in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include the chemical basis of life, cell structure, cellular metabolism, cell division, as well as Mendelian and molecular genetics. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab activities will complement the lecture topics.

Course Learning Outcomes

1. Student will demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and application of scientific data, concepts, and models in one of the natural sciences
2. Describe the chemical basis of life
3. Recognize and describe the basic structure of the cell and steps in cell division
4. Recognize and describe the concepts of cellular

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**Minimum score of 80% in Regents-level Chemistry taken within the last five years. College-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years (includes high-school AP Biology). A score of 75% or better on the College science placement exam or permission of instructor.**
Semester	**Fall**

BI 102: General Biology II

The second in a two-course sequence (BI 101 and 102) designed for students who plan to major in the life sciences. Topics covered in this course include evolution and cladistics analysis, history of life on Earth, a survey of anatomy and physiology of major groups of living organisms, and an introduction to ecological principles. The laboratory portion of the course focuses on the scientific method, use of the microscope and other lab equipment, and methods for data analysis and presentation. Lab will include some dissections of animals or mammalian organs. Lab activities will complement the lecture topics.

Course Learning Outcomes

1. Student will demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and application of scientific data, concepts, and models in one of the natural sciences
2. Describe the processes of natural selection and evolution, the methods of cladistics (taxonomy), and apply them to the study of the history of life on Earth
3. Recognize and

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**BI 101 with a grade of C or better, or permission of instructor.**
Semester	**Spring**

BI 103: General Ecology

A study of aquatic and terrestrial ecology. Laboratory work will include plot analysis, aquatic study of lentic and lotic systems, symbiosis, and animal and plant studies. Extensive outdoor field study is an integral part of this course. This is an intensive field course using the C-GCC Hudson River Field Station and other environmental resources.

Course Learning Outcomes

1. Demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
2. Define, describe and apply scientific data, concepts and models as they pertain to ecosystem and production, food chains and web, nutrient and geochemical cycling and species adaptation; effects of weather and climate on the ecosystem, soil structure; plant and animal adaptations to the environment; and structure of specific ecosystems: freshwater

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Spring**

BI 109: Contemporary Environmental Issues

This course is designed to expose students to contemporary environmental issues. Topics will include policy development, use of and access to natural resources, hazardous waste management, global climate, and the effects of the growing population.

Course Learning Outcomes

1. Student will define and describe global environmental issues such as natural resources, biodiversity, Arctic drilling, and use of pesticides, genetic engineering, chemical mimics, air quality standards, global climate change, and marine reserves
2. Student will define and describe scientific data, concepts, models and opinions presented by leading scientists and experts in above areas of the environment

Semester Hours	**3**
Semester	**Special Rotation**
Notes	
Repeat of BI 209.	

BI 112: Human Biology I

Students in this foundational biology course will study the human organism from the perspective of modern biology. Covered are the basic chemistry of life, cells, tissues, and organ systems. Discussion, writing, and laboratory work are integral parts of this course.

Course Learning Outcomes

Students who complete this course successfully will be able to:

- Demonstrate scientific reasoning applied to the natural world, including:
  - an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
  - application of scientific data, concepts, and models in one of the natural sciences.
- Demonstrate the ability to correctly use fundamental vocabulary relevant to human biology.
- Demonstrate the ability to

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Fall/Spring**

BI 113: Environmental Science

Provides in-depth study of important environmental issues, including pollution, energy conservation, land use, biological impacts, the urban environment, and human population. Students will monitor current events and perform laboratory exercises to become familiar with methods used in the field of ecology and natural resources management.

Course Learning Outcomes

1. Demonstrate understanding of the methods used to explore natural phenomena including observation, measurement, and data collection
2. Apply scientific concepts and models to identify ways to make informed decisions and affect public policy about environmental issues
3. Demonstrate the ability to think critically by analyzing data and develop a well-reasoned analysis of the data

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Fall**

BI 115: Human Biology II

This course is a continuation of Human Biology I and introduces body systems not covered in the first course in the sequence, in addition to relevant health topics and an introduction to microbiology.

Course Learning Outcomes

1. Student will define, describe, explain scientific theory of observation, collection of data and hypothesis formulation, and employ scientific reasoning as it applies to the human body and microbiology including aseptic technique, microbial control, and infection control
2. Student will define, describe, and apply scientific vocabulary and reasoning as it applies to the human body systems (integument, lymphatic, immune, nervous, endocrine, special senses) and microbiology including infectious agents, the infection cycle, reservoirs, host, transmission, portals of entry and exit

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Prerequisites	**BI 112 with a grade of C or better, or BI 130 with a grade of C or better. This course may be waived if student has completed BI 131 with a grade of C or better taken within the last five years.**
Semester	**Spring**

BI 119: River Ecology

An intensive field ecology course in which students will gain a working knowledge of flora, fauna, and ecosystem processes associated with streams and rivers. With more than 'A of the learning taking place in the outdoors (in most weather conditions), this field work offers opportunities for students to examine live organisms in their natural habitats and in the laboratory. Group and individual research is conducted. This course is based at the C-GCC Hudson River field-station, and students will hike and sometimes kayak to gain access to the ecosystems along the Hudson River and its tributaries. Both local and distant habitats are studied, as is the human impact on the environment. An appreciation and resilience for natural weather conditions and terrain is advisable.

Course Learning Outcomes

1. Student will demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement/data collection, experimentation, evidence evaluation, employment of math analysis; application of scientific data/ concepts/models in natural science
2. Student will define and describe the scientific method of inquiry, general ecological concepts including food webs, food chains, níches, habitats, lentic and lotic, energy flow and nutrient cycles
3. Student will define and describe general properties and characteristics of an estuary, including

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Semester	**Summer**
Notes	
Meets lab science requirement.	

BI 125: Plant Identification

A field-oriented course to develop expertise in the ability to recognize the wide variety of plants that occur in the Northeast, including learning the scientific names and characteristics of the plant species encountered. Students will collect plants and make museum-quality herbarium mounts.

Course Learning Outcomes

1. Demonstrate understanding of the methods used to explore natural phenomena including observation, measurement and data collection
2. Apply scientific concepts and models to identify plants

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Special Rotation**

BI 130: Anatomy and Physiology I

An in-depth survey of the scientific principles involved in the study of human anatomy and physiology. Pertinent concepts of chemistry, physics, and biology are reviewed, with emphasis on their application to human form and function. Topics include cytology, histology, and the integumentary, skeletomuscular, and neurological systems. The laboratory consists of an organized study of the body, including some dissection, the use of human and other mammalian organs and anatomical models, and the use of appropriate anatomy and physiology software. Evaluation is based on testing and laboratory work.

Course Learning Outcomes

1. Demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and application of scientific data, concepts, and models in one of the natural sciences
2. Recognize and describe atomic and molecular composition and functions as they relate to human anatomy and physiology
3. Recognize and describe basic biochemical molecules and processes as

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**A minimum score of 80% in Regents-level Chemistry taken within the last five years, OR AP Biology with a score of three or better taken within the last five years, OR any college-level Biology or Chemistry lab science course with a grade of C or better taken within the last five years, OR holding a current license in a health field (for example: LPN, Paramedic, EMT, MT, OT, PT, Dietician), OR a score of 75 or better on the College science placement exam.**
Semester	**Fall/Spring**

Notes
Repeat of BI 205.

BI 131: Anatomy and Physiology II

Emphasizes more advanced physiological concepts and homeostasis. Laboratory topics involve some in-depth dissection of specific organs and organ systems along with extensive use of anatomical models and the use of anatomy and physiology software. Evaluation is based on testing and laboratory work.

Course Learning Outcomes

1. Recognize and describe the anatomy and physiology of the human autonomic nervous system
2. Recognize and describe the anatomy and physiology of the human endocrine system
3. Recognize and describe the anatomy and physiology of the human of the human cardiovascular system (including heart, blood and blood vessels)
4. Recognize and describe the anatomy and physiology of the human lymphatic and immune systems
5. Recognize and describe the anatomy and physiology of the human respiratory system
6. Recognize and describe the anatomy and physiology of the human respiratory system
7. Recognize and describe the anatomy and

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**BI 130 with a grade of C or better.**
Semester	**Fall/Spring**

Notes
Repeat of BI 206.

BI 210: General Microbiology

Studies the fundamentals of microbiology. Emphasis is placed on the significance of microorganisms as well as societal diseases and the role of bacteria in infection, immunity, and the host-resistance mechanism of the body. Serology and diagnostic procedures will also be discussed. Laboratory will involve the identification, isolation, and proper handling of bacteria.

Course Learning Outcomes

1. Describe the morphological and physical characteristics of prokaryotes with an emphasis on their similarities/differences to eukaryotes and their relationship to humans and other organisms
2. Explain the dynamics of bacterial growth, microbial metabolism, and, genetics
3. List the five major targets of microbial control and describe common physical and chemical control methods
4. Describe the morphological and physical characteristics of viruses and explain their impact on living organisms
5. Explain the role that microorganisms play on human health with an emphasis on host-microbe interactions, the immune

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**BI 101 or BI 130 with a grade of C or better.**
Semester	**Fall/Spring**

BU 103: Foundations of Business

A foundation course for students in the Department of Business. Organizations are examined as they relate to the economic system. Included are topics such as supervision, marketing, finance, production, employee regulations, international business, and union-management relations. Theoretical principles of management and organization are also covered.

Course Learning Outcomes

1. Identify the difference between capitalism and other economic systems
2. Demonstrate an understanding of the role of business in society
3. Identify the need for ethics in business
4. Identify the role of government in business as it pertains to laws, regulations, and taxes
5. Demonstrate a basic knowledge of management principles
6. Use basic research techniques to locate a variety of sources

Semester Hours	**3**
Semester	**Fall/Spring**

BU 104: Human Resource Management

A study of the sociological problems in organizations, including topics such as supervision, labor relations, motivation, delegation, communications, decisionmaking techniques, and a review of policies and legislation affecting labor/management relations.

Course Learning Outcomes

1. Define the term Human Resource Management and list the key functions and responsibilities of the Human Resources department
2. Apply Human Resource Management theory and concepts to solving managerial business problems
3. Analyze the use of, or lack of, basic Human Resource Management principles related to specific business situations
4. Explain the ways governmental bodies regulate equal employment opportunity and workplace safety and health

Semester Hours	**3**
Semester	**Alternating Spring (odd years)**

BU 105: Business Communications

Instruction and practice in written and oral business communication. Emphasis is placed on effectively writing specific types of business letters. Role playing and small group evaluation techniques may be used. Techniques for finding and applying for employment are presented. Students will have to make several oral presentations on both business and non-business topics. The fundamentals of word usage and sentence structure are reviewed.

Course Learning Outcomes

1. Demonstrate an understanding of the communication process
2. Plan and develop effective written business messages
3. Plan and deliver effective oral presentations

Semester Hours	**3**
Semester	**Fall/Spring**
Notes	
Keyboarding skills are required.	

BU 107: Business Law I

Studies the fundamentals of legal liability and growth of our legal institutions, the principles of law and contracts, personal property and bailments, and sales.

Course Learning Outcomes

1. Demonstrate an understanding of the legal environment of business
2. Demonstrate an understanding of legal/business terminology and legal concepts
3. Demonstrate an understanding of the essentials of a legally-binding contract
4. Demonstrate an understanding of the essentials of a sales contract and related parts of the Uniform Commercial Code

Semester Hours	**3**
Semester	**Fall/Spring**

BU 108: Business Law II

Topics include commercial paper, agency and employment, partnerships, corporations, real property and the environment, estates, and bankruptcy.

Course Learning Outcomes

1. Demonstrate a basic understanding of negotiable instruments
2. Demonstrate a basic understanding of the relationship of a principal and agent and their relationship with third parties
3. Demonstrate a basic understanding of business associations focusing on partnerships and corporations
4. Demonstrate a basic understanding of the legal elements of property focusing on kinds of property, bailments, interests in real property, and the transfer and control of real property, trusts, and wills

Semester Hours	**3**
Prerequisites	**BU 107: Business Law I**
Semester	**Alternating Fall (odd years)**

BU 112: Foundations of Sport Management

An overview of the sport management profession, focusing on its foundational aspects and current topics from the field. The course includes a survey of management principles in relation to planning, organizing, managing, and staffing sport organizations. Topics include, but are not limited to, types of sport organizations, sport marketing, sport finances, ethics, legal issues in sports, sport communication and sport analytics.

Course Learning Outcomes

1. Be able to describe the history of sport management and its principles
2. Be able to discuss the areas of the amateur sport industry
3. Be able to explain the professional sport industry
4. Be able to describe and explain the sport industry support segments
5. Be able to summarize lifestyle sports
6. Be able to discuss strategies for career success in sport management

Semester Hours	**3**
Semester	**Fall**

BU 113: Entrepreneurship

Provides the foundation for entrepreneurs to start and build a successful business enterprise, acquire and continue an existing business, or to acquire a franchise operation. Key topics include developing a business plan, legal structures of business organizations, site location, financing, marketing, pricing, promotional, and growth strategies for the small business owner or manager. The psychology of entrepreneurs and their role in American business will also be discussed.

Course Learning Outcomes

1. Demonstrate an understanding of the traits, knowledge and skills needed to be a successful entrepreneur or small business owner
2. Demonstrate how to analyze a competitive business environment to support managerial decision-making
3. Develop a business plan appropriate for seeking funding for an entrepreneurial venture/idea

Semester Hours	**3**
Semester	**Spring**

BU 150: Financial Planning

This course will emphasize managing personal finances. Topics will include financial planning, tax planning, asset management, the role of open credit, consumer loans, insurance, managing investments, and estate planning.

Course Learning Outcomes

1. Demonstrate an understanding of the need for financial planning
2. Demonstrate an understanding of the importance of and steps to budgeting and making major purchases
3. Demonstrate an understanding of asset-debt relationships, asset management, asset protection and risk management
4. Demonstrate an understanding of planning for asset accumulation and growth

Semester Hours	**3**
Semester	**Fall**

BU 203: International Business

International business is a dynamic force for change in the modem world. Students will examine the opportunities as well as the challenges of conducting business in the global arena. Students will become familiar with the concepts and practices of international business, including cultural, political, economic, and legal aspects. Students will also learn about international business operations, trading partners, and trading blocs.

Course Learning Outcomes

1. Demonstrate an understanding of the concepts, practices and theories in the study of international business including economic, social, cultural, legal and political factors in conducting international business
2. Demonstrate an understanding of the basics of economic transactions in international business
3. Demonstrate an understanding of business concerns in operating internationally, including production, distribution, marketing and management
4. Demonstrate an understanding of the roles and responsibilities of international trading partners, international and global corporations, and international

Semester Hours	**3**
Semester	**Alternating Spring (even years)**
Notes	
Rational for the removal of the BU103 Foundations of Business Pre-requisite: The course has some elements of BU103 and EC101 Macroeconomics applied to an international context. However, the necessary content from these courses is re-introduced/taught as a normal part of the International Business course content. Removing the pre-requisite will allow any student interested in globalization and international business to explore these concepts as a course elective.	

BU 209: Business Professional Development

This course provides students an opportunity to integrate their learning from previous courses into an applied learning experience. Students will evaluate their career readiness, build workplace and teamwork skills, and learn to document work in a professionally appropriate manner. Class culminates in an Applied Learning Action Plan which will be implemented for a business or community organization.

Course Learning Outcomes

1. Identify essential workplace skills and describe level of career readiness
2. Demonstrate an understanding of successful workplace and teamwork strategies
3. Demonstrate proficient business communication skills
4. Demonstrate and document relevant, basic skills which will be applicable to future career goals

Semester Hours	**3**
Semester	**Fall/Spring**

BU 211: Business Experience Internship

On-the-job experience in various phases of business, with emphasis on student's major area of preparation. Students will maintain daily logs and prepare reports that are integrated with their employment. Students must complete 135 hours of work during the semester to earn 3 semester hours.

Course Learning Outcomes

1. Gain significant on-the-job experience in a selected area of business
2. Student will be able to describe learning experiences, observations, and skills acquired
3. Demonstrate relevant, basic skills applicable to the selected area of business
4. Add relevant work experience to a professional resume

Semester Hours	**3**
Prerequisites	**Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed.**
Semester	**Fall/Spring**

BU 220: Business Ethics

This course examines the role of ethics in the business world, paying particular attention to decision-making processes. Students will examine dilemmas common to employees and leaders including issues of: education and training, hiring and continued employment, diversity and inclusion, and legal responsibilities.

Course Learning Outcomes

1. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender
2. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression and opportunity
3. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action

Semester Hours	**3**
Semester	**Fall**
Notes	
Rationale for removal of Pre-Requisite: The content of BU103 Foundations of Business is not necessary to understand the topics in this course, or to complete the learning objectives. This course is focuses heavily on general ethical philosophies. The business content covered is focused on the impact of manager and employee choices in a variety of areas (hiring & firing, health and safety, transparency) and is accessible to people with experiences as employees and/or consumers. Removal of the pre-req also makes the course more available to non-major students as a DEISJ option.	

BU 230: Management

Management theory, the nature of management, the traditional functions of management-planning, organizing, staffing, directing, and controlling; the decisionmaking process, delegation, leadership styles and theories, and motivational theories will be covered.

Course Learning Outcomes

1. Demonstrate an understanding of major theories of management
2. Demonstrate an understanding of the environment of management
3. Demonstrate an understanding of the four major functions of management: planning, organizing, leading, and controlling

Semester Hours	**3**
Semester	**Spring**
Notes	
Rationale for the removal of BU103 Foundations of Business pre-requisite: This class is a deep dive into teams, leadership, motivation, and decision-making. It has some overlap with the BU103 content, but the BU103 content isn't a necessary pre-req to understand this course. There is currently a permission of instructor option, so removing the pre-req just simplifies the overall process and makes the class openly available to anyone.	

BU2xx: Healthcare Law and Governance

Abbreviated Course Title for Transcript	**Health Law and Governance**

Provides an overview of foundational business law principles and the regulatory framework governing healthcare organizations. Students examine legal concepts, risk management, and compliance responsibilities at the federal, state, and local levels. Emphasis is placed on governance structures, ethical decision-making, and regulatory compliance across diverse healthcare settings. The course prepares students to understand legal obligations and support organizational compliance in hospitals, clinics, long-term care facilities, and other healthcare institutions.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Explain foundational business law principles, governance structures, and regulations that impact healthcare operations.
2. Analyze legal, ethical, and operational risks in healthcare environments.
3. Apply compliance principles to support regulatory adherence across healthcare settings.
4. Interpret healthcare policies and regulatory guidance and evaluate organizational documentation for compliance readiness.

Semester Hours	**3-3**
Lab Hours	**0**
Lecture Hours	**3**
Prerequisites	**None**

CB 110: Introduction to Cannabis Cultivation

This course prepares students for work in the cannabis cultivation industry. The content focuses on specific knowledge and skill sets to work in both indoor and outdoor grow facilities, including greenhouses. Students will learn about the cannabis growth cycle, elements of plant health, agricultural cultivation techniques, cannabis plant tracking systems, state regulations and inspections, and biosecurity measures.

Course Learning Outcomes

1. Demonstrate knowledge of each stage of the cannabis plant life cycle, including inquiry and analysis of ways to improve outcomes at one specific stage

Semester Hours	**3**
Semester	**Fall/Spring**

CB 114: Introduction to Cannabis Processing

This course prepares students for work in the cannabis processing industry. The content focuses on specific knowledge and skill sets for employability in a variety of cannabis processing positions. Students will learn how to properly harvest, dry, trim, and cure raw plant material, as well as the various methods for refining cannabis.

Course Learning Outcomes

1. Demonstrate an introductory understanding about the fundamentals of cannabis processing
2. Identify the regulatory structure and demonstrate knowledge of ways to access industry regulatory bodies, legislation, regulations
3. Identify the basic stages and steps of intake and light processing
4. Identify the methods, stages, and process steps involved in solventless extraction of cannabis
5. Identify the methods, stages, and process steps involved in solvent extraction of cannabis
6. Identify the methods, stages, and process steps involved in infused product manufacturing
7. Utilizes information learned in the course

Semester Hours	**3**
Semester	**Fall/Spring**

CB 170: Introduction to the Cannabis Industry

This course introduces students to all sectors of the cannabis industry production and supply chain. Students will learn and analyze key operational definitions, economic considerations and regulatory issues affecting each sector, as well as resource opportunities, challenges and best practices. Upon completion of the course, students will have a foundational knowledge of this unique industry from the cultivation stage through to final retail sale.

Course Learning Outcomes

1. Demonstrate a comprehensive understanding of the historical legality of cannabis, federal vs. state regulations, interstate commerce implications, and developments in legal markets, including decriminalization, medical, and adult-use
2. Analyze the New York MRTA, comprehend OCM and license types, and explore obstacles related to banking and marketing in the cannabis industry
3. Demonstrate the ability to distinguish between dispensary and onsite consumption, comprehend municipal opt-outs, purchase limits, security/compliance measures, and inventory management in cannabis retail
4. Explore the role of

Semester Hours	**3**
Semester	**Fall/Spring**

CB 171: Social/Cultural History of Cannabis

This course explores cannabis culture through various historical, sociological, psychological, and anthropological perspectives. Topics include historical and current uses, criminalization and discrimination, pop culture and media coverage, activism and movements toward legalization. Students taking this class will develop a foundational understanding of cannabis as both a medicinal and recreational tool in historic and contemporary societies.

Semester Hours	**3**
Semester	**Fall/Spring**

CB 172: Cannabis Retail Operations and Sales

This course prepares students for work in the cannabis retail industry. The content focuses on specific knowledge and skill sets to work at dispensaries, including: basic supply chain information specific to the cannabis industry; basic marketing and sales techniques and how they are applied in the cannabis industry; various medical uses of cannabis and the effects on the endocannabinoid system as they apply to the sale of cannabis to potential customers. Includes components of New York State Responsible Vendor Training certification.

Course Learning Outcomes

1. Identify the many specific retail dispensary processes that contribute to providing excellent customer service and an elevated customer experience
2. Identify and analyze the many aspects of regulation-required security and how they are incorporated in an active legal retail cannabis dispensary, with ID Check as the mandatory intersection of security and hospitality
3. Demonstrate understanding of the precision needed to manage the regulation-compliant inventory at a legal retail cannabis dispensary
4. Apply knowledge of the many chemical compounds and formulations used in legal cannabis products, and the

Semester Hours	**3**
Semester	**Fall/Spring**

CC 101: Introduction to Construction Carpentry/ Historic Preservation

An entry-level course for students interested in the building trades. This class covers beginning elements of construction used to complete, repair, and/or restore a residential structure. Topics included in this course are: demolition, framing, roofing, doors and windows, hardware, insulation, interior trim, and the basics of construction contracting. An introduction to preservation with an emphasis on historic restoration techniques will be covered where appropriate. The student will learn to operate common construction tools (power saws, electric drills, hammers, levels, and staple and nail guns) complying with OSHA and EPA health and safety standards. Completing the OSHA 10-hour training course for construction is a required component of the course.

Course Learning Outcomes

1. Demonstrate proper safety and professional practices necessary while working on carpentry/ construction projects
2. Demonstrate ability to handle and care for tools in a safe, professional manner
3. Demonstrate ability to accurately measure, cut and apply materials for framing and rough carpentry projects
4. Demonstrate basic building principles to construct assemblies from conceptual specifications

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Semester	**Fall**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CC 103: Construction Drawing and Blueprint Reading

This course is designed to introduce students to concepts, practices, standards and drafting techniques needed to both read and create architectural drawings in the construction industry. It focuses on the organization of drawings, reading floor plans and elevations drawings, symbols and notations, scaling and dimensioning practices, and materials of construction. Students will learn how to develop "shop drawings" from architectural drawings, extrapolate information from architects' drawings, and create the necessary construction details needed to execute the design and build the project as they would in a job-site situation. Both hand drawing and computer assisted drawing methods will be explored.

Course Learning Outcomes

1. Draw, read, and interpret drawings and specifications
2. Interpret and apply codes, regulations, and construction documents
3. Interpret technical information from blueprints

Semester Hours	**3**
Semester	**Fall**

CC 105: Building Layout and Framing

A study of the sequential framing techniques used to build a residential home. Instruction on conventional floor, wall and roof systems common to wood frame construction are the main components of the course, with an introduction to steel stud and traditional timber frame methodology. Other topics include: math to solve construction problems, identification of building components, basic site and building layout, fundamentals of site work, and understanding the construction process. Safe work practices and the use, maintenance and selection of tools and equipment is integrated throughout the course.

Course Learning Outcomes

1. Demonstrate proper safety and professional practices necessary while working on carpentry/construction projects
2. Demonstrate ability to handle and care for tools in a safe manner
3. Demonstrate accurately measure, cut, and apply materials for framing and rough carpentry projects
4. Demonstrate basic operational awareness of construction/preservation

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Prerequisite or Corequisite	
CC 101	
Semester	**Fall**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CC 107: Exterior Building Envelope and Finish

A study of the exterior finish materials and techniques for residential buildings. The major topics include windows and doors, roofing, siding, decks, and gutter installation. Historic restoration principles will be covered when appropriate. Special attention will be given to historic window repair and restoration.

Course Learning Outcomes

1. Identify exterior carpentry tools and demonstrate the ability to use them for specific construction application
2. Demonstrate the ability to layout, identify the components and install cornice systems
3. Demonstrate the ability to select and fit windows and doors into specified rough openings
4. Demonstrate ability to estimate siding and roofing material required for specific square footage

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Semester	**Fall**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CC 109: Introduction to Mechanicals, Electrical, Plumbing and HVAC

A course that allows students to develop a basic understanding of electrical wiring, residential plumbing, Heating Ventilation and Air Conditioning, and other electromechanical systems common to light construction. The electrical component of this course concentrates on residential application of codes, practices, terminology and equipment. The plumbing component will involve learning water supply and distribution, drain, waste and vent systems. General plumbing installation, maintenance and repair will also be covered. Electrical and plumbing safety and use of power and hand tools will be integrated throughout the course. Hands-on lab time will reinforce lecture and reading assignments.

Course Learning Outcomes

1. Student demonstrates basic knowledge of Mechanical, Electrical, Plumbing and HVAC systems and related operating theory as common to North American residential and light commercial building structures
2. Student demonstrates entry level craft skill as applied to the installation of electrical lighting and power source circuitry
3. Student demonstrates entry level craft skill as applied to installation of hydronic plumbing and mounted fixtures, including the use of PEX, PVC and copper line fittings
4. Student demonstrates safe work practices to meet industry and OSHA standards
5. Student accurately utilizes

Semester Hours	**4**
Lab Hours	**6**
Lecture Hours	**2**
Semester	**Spring**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CC 111: Interior Finish Basic

Interior finish is the study and practice of the common materials and procedures used for finishing the interior of residential housing. Students will participate in lecture and lab activities that include techniques and best practices for hanging drywall, compound and taping, interior molding and trim work, modem and reproduction floor and ceiling finishes, and materials estimating. Safety procedures, proper use of hand and power tools, and specific math calculations will be integrated throughout the class.

Course Learning Outcomes

1. Student understands pertinent interior finish product and performance data, and demonstrates appropriate selection of materials for specific applications
2. Student demonstrates safe and professional work habits while executing on assigned projects
3. Student demonstrates appropriate selection and utilization of tools common to interior finishes encompassed by the scope of this course
4. Student demonstrates ability to select, measure, cut, fashion and install insulation products
5. Student demonstrates ability to select, measure, cut, fashion, install and finish drywall
6. Student demonstrates ability to select

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Prerequisites	**CC 101 and CC 105.**
Semester	**Spring**

Notes

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

CC 114: Interior Finish Intermediate

Students learn about stair layout, stair components and assembly, hanging interior doors, advanced molding techniques, interpreting kitchen and bath drawings, and installation of manufactured cabinetry. Students will also learn to evaluate countertop materials and perform entry level fabrication and installation. Basic math, historic features, safety procedures, and proper use and maintenance of both hand and power tools are integrated throughout the course.

Course Learning Outcomes

1. Student understands pertinent interior finish product and performance data, and demonstrates appropriate selection of materials for specific applications
2. Student demonstrates safe and professional work habits while executing on assigned projects
3. Student demonstrates appropriate selection and utilization of tools common to interior finishes encompassed by the scope of this course
4. Student demonstrates ability to select, measure, cut, fashion and install stair finishing products
5. Student demonstrates ability to select, measure, cut, fashion and install pre-manufactured cabinetry products
6. Student

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Prerequisites	**CC 101 and CC 105.**
Semester	**Spring**

Notes

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

CC 119: Historic Preservation

An introductory course taught to provide students with an overview of 18th, 19th, and early 20th century residential architecture and the societal case for historic building preservation. Through lectures, demonstrations and site visits, students are exposed to a range of construction, preservation and restoration methods, including stabilizing endangered buildings, and preserving and recovering architectural details. Students develop an understanding of building components and systems and learn to compare current technology with traditional tools and practices.

Course Learning Outcomes

1. Students will identify the social, cultural and economic arguments that support historic architectural preservation and adaptive reuse
2. Students will be able to disseminate differences between Preservation, Restoration, Renovation and Remodeling
3. Students will be familiar with baseline property surveys and the preliminary architectural documentation that identifies key elements and artifacts of original building design
4. Students will work safely and to professional standards during all lab exercises
5. Students will demonstrate cast form plaster replication with reverse molds
6. Students will demonstrate

Semester Hours	**3**
Lab Hours	**3**
Lecture Hours	**2**
Prerequisites	**CC 101 and CC 105.**
Semester	**Spring**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CC 124: Construction Technology Internship

This capstone course provides opportunities for students to apply knowledge, aptitude and skills that were learned in previous coursework in a more comprehensive and authentic way. Under supervision of the college and through community partnerships, students will be involved in new site construction and/or repairs, and the rehabilitation of existing and historic buildings. Site location and project will be determined by current opportunities available and, when possible, by student preference.

Course Learning Outcomes

In order to ensure that students are offered a true learning experience during their internships, students must encounter at least one hundred hours of duties/ responsibilities within three of the following CT Core Topics:

1. Hands-On Building Experience
2. Development of Materials Lists
3. Professionalism & Client Interaction
4. Job Site Maintenance & Staging/Inventory Control
5. Daily Site Coordination Meetings
6. Historic Preservation

Semester Hours	**3**
Prerequisites	**Completion of all coursework of CC certificate program.**
Semester	**Summer**
Notes	
With the exception of CC 103, Construction Carpentry (CC) courses are open only to students accepted and enrolled in the Construction Technology/Preservation Carpentry Certificate Program.	

CE 101: College Experience

This course supports students in successfully transitioning to college life at Columbia-Greene Community College by developing the foundational skills necessary for academic success, informed decision-making, and effective participation in the college community. Students will learn to apply critical thinking to academic and personal challenges, locate and evaluate information using college resources and digital systems, and engage in respectful dialogue that considers diverse perspectives. Through exploration of campus resources, interactive activities, reflective writing, and structured discussions, students will strengthen their information literacy, reasoning, and communication skills while building strategies for persistence and success. Emphasis is placed on ethical information use, constructive communication, and the development of habits that support student achievement throughout their college experience.

Course Learning Outcomes

Students who complete this course successfully will be able to:

1. Identify and clearly articulate issues or problems, analyze and evaluate ideas and information from multiple perspectives, recognize the influence of assumptions and bias, and develop reasoned conclusions supported by evidence. (*Aligns with SUNY Gen Ed Core Competency: Critical Thinking & Reasoning*)
2. Locate, evaluate, and ethically use information from a variety of sources, including emerging technologies, by assessing credibility, authority, bias, and relevance to support informed decision-making. (*Aligns with SUNY Gen Ed Core*

Semester Hours	**1**
Semester	**Fall/Spring/Summer**

CH 101: General Chemistry I

A comprehensive introduction to chemical theories. Major topics include dimensional analysis, atomic structure, chemical formulas, names and equations, stoichiometry, ideal gas laws, periodic properties of elements, chemical bonding, and molecular geometry.

Course Learning Outcomes

1. Demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling
2. Apply scientific data, concepts and models as they pertain to the structure of atoms
3. Apply scientific data, concepts and models as they pertain to the chemical reactivity of elements and compounds
4. Apply scientific data, concepts and models as they pertain to the bonding in compounds

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisite or Corequisite	
MA 110. High school chemistry is recommended	
Prerequisites	**High school Algebra II/ Trigonometry (third math class in high school) with a grade of 75% or better or**
Semester	**Fall/Spring**
Notes	
The CH 101/CH 102 sequence is intended for students majoring in scientific and technical fields. Students planning to take both CH 101 and CH 102 should register for the fall section of CH 101.	

CH 102: General Chemistry II

A continuation of General Chemistry with emphasis on systems at equilibrium. Major topics include properties of solid, liquid, and gaseous matter, phase changes, solution characteristics, chemical kinetics, chemical equilibrium, acid-base equilibria, thermodynamics, and electrochemistry.

Course Learning Outcomes

1. Demonstrate understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
2. Define, describe and apply scientific data, concepts, and models as they pertain to intermolecular forces and properties of solutions
3. Define, describe and apply scientific data, concepts, and models as they pertain to equilibrium and acid-based chemistry
4. Define, describe, and apply scientific data, concepts, and models as they pertain to entropy

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**CH 101 with a grade of C or better.**
Semester	**Spring**

CH 121: The Chemistry of Food, Drugs and Behavior

This course will explore the chemical composition of ingested compounds and their effects on the human body. This course will cover the major macromolecules (carbohydrates, nucleic acids, proteins, and lipids) of living things and the basic chemistry of vitamins, minerals, and food additives. This course will also cover common drugs (depressants, stimulants, opioids, and hallucinogens) and their effects on the body. The goal of this course is to encourage a lifelong interest in chemistry and its relevance to everyday life.

Course Learning Outcomes

1. Demonstrate understanding of the scientific method and evaluate evidence and apply scientific data, concepts or models as they relate to chemistry
2. Describe how chemistry affects everyday life
3. Describe how to find scientifically sound information
4. Describe the basic biochemical components of our bodies
5. Describe how common drugs affect our bodies

Semester Hours	**3**
Semester	**Spring**

CH 201: Organic Chemistry I

A study of organic compounds. Nomenclature, bonding, structure, stereochemistry, and reaction mechanisms with emphasis on substitution and elimination reactions are presented. Alkanes, alkyl halides, alkenes, alcohols, and basics of spectroscopy are studied.

Course Learning Outcomes

1. Demonstrate understanding of to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence
2. Define, describe and apply scientific data, concepts and models as they pertain to the structure, bonding, and properties of alkanes, alkyl halides, alcohols and alkenes
3. Define, describe and apply scientific data, concepts and models as they pertain to the reactivity of alkenes
4. Define, describe and apply scientific data, concepts and models as they pertain to the reactivity of alkyl halides

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**CH 102 with a grade of C or better.**
Semester	**Special Rotation**

CH 202: Organic Chemistry II

A continuation of Organic Chemistry with a focus on structure and reactions of alcohols, aldehydes, ketones, conjugated and aromatic compounds, carboxylic acids and derivatives, amines, and alpha-carbon chemistry. Organic synthesis and spectroscopic techniques will be presented.

Course Learning Outcomes

1. Demonstrate understanding of to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence
2. Define, describe, and apply scientific data, concepts, and models as they pertain to the structure, bonding, and reactivity of aromatic compounds
3. Define. describe, and apply scientific data, concepts, and models as they pertain to the structure and reactivity of carboxylic acids and their derivatives
4. Define, describe, and apply scientific data, concepts, and models as they pertain to the structure and reactivity of

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**CH 201 with a grade of C or better.**
Semester	**Offered by special rotation.**

CI 105: Computer Applications

This course examines how to use Windows-based Microsoft Office to solve problems, write reports, and present data. Students learn basic file management, terminology, and skills related to word processing (Word), spreadsheets (Excel), and presentation software (PowerPoint). Programming a computer will not be studied.

Course Learning Outcomes

1. Student will understand basic computer terminology and components of Windows file management, cloud management, the internet, and other web-related services
2. Student will use the basic features of a word processing program to create and modify documents, including formatting, insertion of illustrations, referencing and citations, and collaboration tools
3. Student will use spreadsheet formatting and editing tools, cell referencing and formulas to create and present data in a professional and meaningful manner
4. Student will be able to examine a query question and successfully obtain the correct results

Semester Hours	**3**
Semester	**Fall/Spring**

CI 150: EXCEL

Students will utilize the principles of computerized spreadsheet tools in solving analytical problems within Windows-based Microsoft Excel. Topics include: charts and graphs, formulas, what-if analysis and financial functions, table queries, pivot tables, data validation and macros. YBA will also be introduced. Students will create, format, and manage multiple worksheets and workbooks using features of the software.

Course Learning Outcomes

1. Create a multi-sheet workbook utilizing the design and formatting features of the software
2. Demonstrate how to insert, manipulate, and test formulas for accuracy, and perform a basic what-if analysis
3. Understand different financial functions, and how output may be represented visually

Semester Hours	**3**
Semester	**Spring**
Notes	
Repeat of CS 142, CS 143, CS 144, CS 145.	

CJ 102: Introduction to Criminal Justice

An overview of the United States criminal justice system designed to present the introductory student with a basic understanding of both the theoretical and the practical aspects of, as well as the interrelationship between, law enforcement, the courts, and corrections. Topics to be covered include: criminal law; types of and measurement of crime; the conflict between crime control and due process; police history, development, organization and training; state and federal court systems; history and role of corrections and a brief overview of the changing juvenile justice system.

Course Learning Outcomes

1. Identify the laws, procedures and policies that govern the operation of the Criminal Justice system
2. Identify the functions, duties, and responsibilities of the police and corrections as part of the criminal justice system
3. Identify the functions, duties and responsibilities of the courts as part of the criminal justice system
4. Recognize and apply constitutional principles as they relate to the operation of the criminal justice system

Semester Hours	**3**
Semester	**Fall/Spring**

CJ 110: Ethics for Criminal Justice

This course is designed to challenge students to consider their professional ethical responsibilities when faced with dilemmas in the areas of policing, the courts, and corrections. Students will be introduced to ethical theory and required to apply ethical decision-making in a variety of contexts to address contemporary issues in the criminal justice system.

Course Learning Outcomes

1. Demonstrate an understanding of the theoretical and practical application of ethics relevant to policing, law, and corrections
2. Demonstrate critical and analytical thinking skills by applying ethical theories and principles in decision-making situations relevant to policing, corrections and other criminal justice career fields

Semester Hours	**3**
Semester	**Fall**

CJ 114: Corrections: Institutional and Community

This course will introduce the student to the correctional systems used in the United States, the ideological and historical roots of corrections as well as sanctions used within the community (probation, parole, intermediate sanctions) and those within institutions (jails, prisons, women's facilities, juvenile facilities, death penalty). Discussions on the different incarceration categories such as minimum, medium, maximum and "super max" facilities, constitutional rights of offenders and the role of the correctional worker, is included.

Course Learning Outcomes

1. Identify the goals and functions of corrections
2. Differentiate between the functions of probation and parole
3. Recognize the various methods of organizing, managing, and treating offenders

Semester Hours	**3**
Semester	**Spring**

CJ 115: American Policing

This course is designed to familiarize students with the history, responsibilities, functions and organization of policing in the United States. The legal and procedural restraints upon the practices of the police in a free society are emphasized along with the causes of police deviance. Traditional processes and procedures are analyzed along with an examination of contemporary issues affecting the police.

Course Learning Outcomes

1. Classify the functions of patrol and investigations in police organizations
2. Identify the sources and components of police subculture
3. Identify and discuss the types, causes, effects of and responses to police deviance

Semester Hours	**3**
Semester	**Spring**

CJ 150: Terrorism and Homeland Security

This course examines the historical and contemporary threat posed by terrorism to the United States. The causation and organization of terrorism will be examined along with the impact of terrorism on intelligence, law enforcement and homeland security agencies. An examination of the challenge posed by the desire to maintain safety and security in a free society while preserving civil liberties will also be addressed.

Course Learning Outcomes

1. Describe the persons and events that have shaped the 21st century terrorist threat to the United States
2. Explain the causation, ideology, and organization of terrorism
3. Assess the constitutional issues related to counter-terrorism and homeland security

Semester Hours	**3**
Semester	**Fall**

CJ 160: Security Operations & Administration

This course will focus on the role and function of security operations and administration in both private and public settings. Internal and external threats to safety and security will be examined and possible solutions explored.

Course Learning Outcomes

1. Explain the role & functions of security
2. Identify the threats to safety and security
3. Recognize methods used to enhance physical, personnel or information security
4. Prepare a security survey for a given location

Semester Hours	**3**
Semester	**Special Rotation**

CJ 204: Criminal Investigation

An analysis of the nature and purpose of criminal investigation. Discussion will include various methods of investigation, the interview and interrogation of witnesses and suspects, collection and preservation of evidence, use of informants, techniques of surveillance, and documentation of investigative activities.

Course Learning Outcomes

1. Recognize the processes, methods and techniques of criminal investigation
2. Identify the investigative processes for crimes against persons, crimes against property, computer crime, narcotics and terrorism
3. For a given factual scenario, construct an investigative report that is factually correct and completed with minimal word usage and sentence structure errors

Semester Hours	**3**
Prerequisites	**CJ 102 or CJ 115.**
Semester	**Spring**
Notes	
This course is a repeat of CJ 104.	

CJ 211: Substantive Criminal Law

Studies the law of crimes, including the scope, purpose, definitions, and classifications of criminal acts. In addition to surveying the history and philosophy of criminal law, significant time will be devoted to the study and analysis of offenses against the person, offenses against property, aspects of criminal liability, jurisdiction, and criminal defenses such as justification, necessity, entrapment and insanity.

Course Learning Outcomes

1. Recognize the constitutional limits on the criminal law
2. Distinguish between the defenses to criminal liability
3. Analyze fact patterns and determine the applicable criminal offense(s)
4. Evaluate criminal liability utilizing legal principles and applicable precedent

Semester Hours	**3**
Prerequisites	**CJ 102: Introduction to Criminal Justice**
Semester	**Fall**
Notes	
Repeat of CJ 111.	

CJ 212: Procedural Criminal Law

An examination of the Law of Criminal Procedure and the constitutional limitations placed on those charged with the responsibility of crime control and the administration of criminal justice in the United States. Major topics include: the laws of arrest, search and seizure, confessions, statements and admissions, trial rights and civil liabilities of those who deny others their constitutional rights.

Course Learning Outcomes

1. Identify the legal concepts related to the application of the 4th Amendment
2. Differentiate between and identify searches made with and without a search warrant
3. Identify the legal basis and application of the Miranda Rights
4. Evaluate the constitutionality of government actions utilizing legal principles and applicable precedent

Semester Hours	**3**
Prerequisites	**CJ 102: Introduction to Criminal Justice**
Semester	**Spring**

CJ 251: Criminal Justice Professional Development

This course is a culmination of the Criminal Justice student's academic experience and is designed to assist students in the transition from the community college to entry-level career positions in the criminal justice system. Students will engage in projects that require them to think critically about themselves and reflect on the knowledge gained during their community college experience. Students will explore potential career paths and develop skills to enhance their employment prospects. This course should be taken during a student's final semester of study.

Course Learning Outcomes

1. Differentiate between the components and functions of the criminal justice system
2. Demonstrate proficient job interview skills
3. Produce a functional resume
4. Demonstrate an understanding of the application of ethical decision-making for the criminal justice professions
5. Identify the functions, duties, and responsibilities of the police and corrections as part of the criminal justice system
6. Identify the functions, duties, and responsibilities of the courts as part of the criminal justice system

Semester Hours	**3**
Prerequisites	**CJ 102, CJ 114, CJ 115.**
Corequisites	**CJ 211 or CJ 212**
Semester	**Fall/Spring**

CJ 294: Criminal Justice Internship

An opportunity for students to participate in a program of observational and professional experience with a local criminal justice agency. Students will prepare reports and summaries of their activities. Students are also required to meet with the instructor throughout the semester. Permission of instructor is required. Pre-requisites are available upon request. A minimum of 90 hours at the field study site is required.

Course Learning Outcomes

1. Demonstrate knowledge of job-seeking skills
2. Demonstrate the capacity for employment related self-management
3. Record and report job specific observations and activities

Semester Hours	**2**
Semester	**Fall/Spring**

CJ 295: Criminal Justice Internship

An opportunity for students to participate in a program of observational and professional experience with a local criminal justice agency. Students will prepare reports and summaries of their activities. Students are also required to meet with the instructor throughout the semester. Permission of instructor is required. Pre-requisites are available upon request. A minimum of 135 hours at the field study site is required.

Course Learning Outcomes

1. Demonstrate knowledge of job-seeking skills
2. Demonstrate the capacity for employment related self-management
3. Record and report job specific observations and activities

Semester Hours	**3**
Semester	**Fall/Spring**

CJ 298: National Criminal Justice Study

An opportunity for students to learn about and participate in a program of criminal justice on a national and local level in the District of Columbia metropolitan area, including Virginia and Maryland. The inception, history, and current method of operation of selected federal and local agencies will be examined.

Course Learning Outcomes

1. Students will provide a functional resume
2. Identify the benefits and drawbacks of employment at each work site visited

Semester Hours	**1**
Prerequisites	**Students must have successfully completed six credits of coursework in Criminal Justice. SO 207 (Criminology) and SO 209 (Juvenile Delinquency) will also satisfy the coursework requirement. Permission of the instructor is required.**
Semester	**Special Rotation**
Notes	
Trip costs are borne by each student and include a course fee of $300 to cover expenses related to the trip. Repeat of CJ 297.	

CO 102: Interpersonal Communication

This is an introductory course that blends research and theory to help students build effective interpersonal communication skills. The course explores such basic topics as self-concept and self-disclosure, listening, verbal and non-verbal messages, perception, emotions, and conflict management. Other communications topics include sex and gender roles, cultural differences, power and relationships, and communication ethics.

Course Learning Outcomes

1. Analyze how specific course concepts have contributed to improved interpersonal communication
2. Recognize and analyze the complexity of human relationships through critical reflection of personality type

Semester Hours	**3**
Semester	**Fall/Spring**

CO 104: Public Communication

Strategies and techniques for making informative and persuasive public presentations. Topics include audience analysis, issue framing, patterns of development, visual aids, and oral delivery. Classroom instruction emphasizes presentations based on simulated situations in public forums, panel discussions, symposia, briefings, and debates.

Course Learning Outcomes

1. Demonstrate ability to organize ideas in a purposeful, cohesive sequence
2. Formulate and present convincing arguments for an idea through reason and research
3. Demonstrate accurate, clear and expressive use of voice, nonverbal and verbal language

Semester Hours	**3**
Semester	**Spring**

CO 106: Introduction to Film

This course will familiarize students with the different artistic elements of cinema, including cinematography, editing, music and sound, and screenwriting. These elements of film will be discussed and viewed in a mix of clips and full-length films.

Course Learning Outcomes

1. Students will demonstrate an understanding of filmmaking techniques
2. Students will demonstrate the ability to place films in a cultural and social context
3. Students will demonstrate recognition of the elements which form the basis of film criticism

Semester Hours	**3**
Semester	**Spring**

CO 120: Introduction to Communications

Abbreviated Course Title for Transcript	**Intro to Comm**

This course will explore the foundations of human communication in social, personal, and professional interactions and examine the ways in which various channels influence both the sending and receiving of messages. Content will focus on the definition and analysis of rhetoric and presentation; media literacy; cultural orientations; small-group interaction; and interpersonal skills such as listening, language, and non-verbal communication. Assignments are designed to encourage students to become more perceptive, aware, and confident communicators in a variety of settings.

Course Learning Outcomes

1. Identify and analyze effective communication within various contexts
2. Demonstrate the ability to use effective communication in written, spoken, and visual contexts

Semester Hours	**3**
Semester	**Fall**

CO 205: Intercultural Communication

This is an introductory course that studies the nature of intercultural communication. Topics such as cultural communication contexts, cultural variables and values, and subcultures will all be discussed. By the end of the semester, students are expected to be more perceptive, aware, and confident communicators, both within their own culture and others.

Course Learning Outcomes

1. Describe the historical and contemporary influences shaping individual and group identity involving race, class, and/or gender
2. Analyze the social structures and systems of power that perpetuate oppression against a specific underprivileged group
3. Analyze the past, present, and/or future social justice actions used by a specific underprivileged group in the attempt to gain access, rights, and/or equity

Semester Hours	**3**
Prerequisites	**EN 101**
Semester	**Fall/Spring**

CO 207: Media Literacy in the 21st Century

Abbreviated Course Title for Transcript	**Media Literacy**

This course introduces students to the many ways media shape how we think, feel, and connect with the world. Students will learn how to question and evaluate the messages they see and hear every day, from news and social media to advertising and entertainment. Topics include media influence on behavior, ethics and responsibility in media, how messages are created and shared, media bias and representation, political uses of media, and the effects of new and changing technologies. By the end of the course, students will be able to think critically about media messages and become more informed, ethical, and active media consumers and creators.

Course Learning Outcomes

Students who successfully complete this course will be able to:

1. Analyze media messages across various platforms to identify purpose, audience, bias, and techniques of persuasion. (CTR LO 2 & 3, IL LO 2)
2. Analyze how media shape individual and collective thought, emotion, and identity, and evaluate the ways media influence cultural values and community perspectives.
3. Evaluate the credibility, accuracy, and ethical implications of media content in social, political, and cultural contexts. (IL LO 2)
4. Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination

Semester Hours	**3**
Prerequisites	**EN 101**
Semester	**Spring**
Notes	
Repeat of CO 103.	

CP 101: Job Search Preparation

A comprehensive job search strategies course including skills assessment, targeted resume and cover letter development, networking, interviewing techniques, effective use of internet resources, and developing an effective job search plan.

Course Learning Outcomes

1. Students will develop appropriate job search materials targeted at specific career goals
2. Students will demonstrate effective informational and job interview skills
3. Students will self-identify career opportunities and target specific jobs that match current skills and career goals

Semester Hours	**1**
Semester	**Spring**

CP 112: Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 90 hours of fieldwork that will provide exposure to a career of interest to the student.

Course Learning Outcomes

1. Gain experience in a career field through direct exposure to an actual job situation
2. Student will be able to describe learning experiences and observations
3. Demonstrate relevant, basic skills which will be applicable to future career goals
4. Add relevant work experience to a professional resume

Semester Hours	**2**
Prerequisites	**Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed.**
Semester	**Fall/Spring**

CP 113: Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 45 hours of fieldwork that will provide exposure to a career of interest to the student.

Course Learning Outcomes

1. Gain experience in a career field through direct exposure to an actual job situation
2. Student will be able to describe learning experiences and observations
3. Demonstrate relevant, basic skills which will be applicable to future career goals
4. Add relevant work experience to a professional resume

Semester Hours	**1**
Prerequisites	**Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed.**
Semester	**Fall/Spring**

CP 114: Career Experience Internship

Provides students with directed exposure to an actual job situation. Students will be placed in a work site for 135 hours of fieldwork that will provide exposure to a career of interest to the student.

Course Learning Outcomes

1. Gain experience in a career field through direct exposure to an actual job situation
2. Student will be able to describe learning experiences and observations
3. Demonstrate relevant, basic skills which will be applicable to future career goals
4. Add relevant work experience to a professional resume

Semester Hours	**3**
Prerequisites	**Permission of instructor required. Must be in good academic standing with a minimum GPA of 2.5 and a minimum of 12 semester hours completed.**
Semester	**Fall/Spring**

CS 116: Contemporary Computer Concepts

This is an introductory course which studies contemporary computer technology and how it is used in society. Students will be provided with a hands-on experience using current technology for research, communications, education, and business. Topics include computer hardware, operating systems, networking, contemporary uses of the internet, and social issues.

Course Learning Outcomes

1. Distinguish Internet, computer and network terminology
2. Identify Internet communication tools
3. Recognize the impact of Internet technology on society

Semester Hours	**3**
Semester	**Fall**

CS 126: Introduction to Cyber Security

This course will introduce students to the fundamental principles of cyber security; security problems; and the relationship of cyber security to businesses, society, and people. Topics include basic cyber security concepts, networking concepts related to cyber security, intrusion detection, risk management, security policies, vulnerabilities analysis, legal issues, psychological and ethical issues of cyber security. Special topics include cyber warfare, malware, and protocol-based attacks.

Course Learning Outcomes

1. Define the complex legal, political, social, technical and regulatory requirements that relate to cybersecurity
2. Define the basic requirements for developing, implementing, and managing an organizational cybersecurity program
3. Define and classify malicious programs and security attacks

Semester Hours	**3**
Semester	**Fall**
Notes	
Students should have basic functional computer skills to take this course.	

CS 127: Practical Programming

Students learn the concepts, techniques, skills, and tools needed for developing programs in Python. Core topics include types, variables, functions, iteration, conditionals, data structures, classes, objects, modules, and I/O operations. Students get an introductory experience with several development environments, including Jupyter Notebook, as well as selected software development practices, such as test-driven development, debugging, and style. Course projects include real-life applications on enterprise data and document manipulations, web scraping, and data analysis.

Course Learning Outcomes

Conceptual Learning Outcomes:

1. Explain the core building blocks of a programming language, such as variables, user-defined, and built-in functions
2. Explain the flow control techniques (iteration, conditionals)
3. Describe the fundamental programming data structures and their implementation in Python (lists, sets, tuples, dictionaries)
4. Discuss the object-oriented programming paradigm and its purpose
5. Discuss fundamental software development lifecycle and practices (e.g., top-down design, test-driven development, object-oriented analysis, and design)
6. Describe common document formats and considerations

Semester Hours	**3**
Semester	**Spring**

CS 134: Computer and Informatics Science I

Provides an introduction to computers and informatics science. Topics include computer hardware, software, programming theories, operating systems, network technology, and the social impact of computers.

Course Learning Outcomes

1. Distinguish how computer technology is used in other fields
2. Recognize the impact of technology on society
3. Define computer terminology
4. Configure and use a computer system
5. Write working computer programs that demonstrate basic programming concepts and functions using accepted programming standards

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**2**
Semester	**Fall/Spring**

CS 156: Networking Essentials

This course is designed to provide students with an understanding of computer networks. Topics include: network hardware, software, and architecture; communication protocols; local-area and wide-area networks; installing, troubleshooting and managing networks; and network security issues.

Course Learning Outcomes

1. Demonstrate understanding of the concepts of networking
2. Demonstrate understanding of network infrastructure
3. Demonstrate understanding of network operations
4. Demonstrate understanding of network security
5. Demonstrate understanding of network troubleshooting

Semester Hours	**3**
Semester	**Fall**

CS 203: Database Concepts

A study of the uses and types of database management systems. The main focus will be a combination of practical database design principles with hands-on experience in the computer lab. It will cover hierarchical and relational design, input and report formats, database programming techniques, query languages, and integration with other applications.

Course Learning Outcomes

1. Define basic and advanced database terminology
2. Use a database management system to create, edit and manipulate data
3. Create simple and complex reports, forms, queries, and macros
4. Write simple programming statements to access a database

Semester Hours	**3**
Prerequisites	**CS 134: Computer and Informatics Science I**
Semester	**Fall**

CS 219: Data Analytics Programming

This course will introduce students to data analytics concepts and programming. Students will use a shell scripting language to sort, search, and clean data. The Python programming language and libraries will be used to process large datasets. Students will be expected to engage in data analysis with Python in the Linux operating system environment.

Course Learning Outcomes

1. List the steps for data acquisition, summarizing, and visualizing data so it can be applied to practical problems
2. Develop practical data analysis skills, which consist of summarizing and visualizing data using the Python programming language

Semester Hours	**3**
Prerequisites	**CS 134: Computer and Informatics Science I**
Semester	**Spring**

CS 235: Network Security

This course takes an in-depth look at the network security concepts, secure system design techniques, and network encryption. Students will be introduced to a practical, hands-on approach to securing networks, detecting unauthorized access and using encryption to secure networks. Students will learn how to track and identify the packets involved in a simple TCP connection. They will learn to use networking tools such as WireShark, and network mapping tools, such as NMap. Other topics will include identifying types of attacks, methods used by attackers, protecting e-mail systems, securing internet systems and implementing security policies.

Course Learning Outcomes

1. List and define information security terminology
2. Harden operating systems, applications and networks
3. Utilize relevant tools to provide for network security
4. Implement assessment tools and techniques to discover security threats and vulnerabilities
5. Differentiate among types of attacks
6. Respond to a computer forensics incident

Semester Hours	**3**
Prerequisites	**CS 156: Networking Essentials**
Semester	**Spring**

CS 241: Computer Forensics

This course prepares students to analyze data collected from electronic devices. Students will be introduced to the proper techniques and tools to secure, analyze, and properly document digital and multimedia evidence. This course will also be an introduction to selected computer forensics hardware and software used to investigation a digital crime scene. Other topics include evidence chain of custody, digital crime scene reports and digital crime scene investigative procedures.

Course Learning Outcomes

1. Describe how to prepare for computer investigations and explaining the difference between law enforcement agencies and corporate investigations
2. List the forensics tools that could be used for a criminal investigation and civil investigation. Explain how to use the tools
3. Describe how to secure a computer incident or crime scene. Explain guidelines for seizing digital evidence at the scene
4. Describe procedures for preparing forensic evidence for testimony

Semester Hours	**3**
Semester	**Spring**
Notes	
Students should have basic functional computer skills to take this course.	

CS 256: Computer Science II

An introduction to programming languages and the programming techniques associated with them. Topics include input/output, data types, program controls, Object-Oriented Programming (OOP), pointers, recursive programming, stacks, queues, lists and trees, and their applications.

Course Learning Outcomes

1. Write working computer programs using accepted programming concepts
2. Write working computer programs that apply OOP design techniques
3. Define data structures terminology and theories
4. Write programs that will apply data structures to the solution of real world computer problems

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**2**
Prerequisites	**CS 134: Computer and Informatics Science I**
Semester	**Spring**

DA 101: Dance I

An introduction to ballet, modern, jazz, and improvisational dance through representative warm-ups and dance combinations. Balance, turning, jumping, falls, and recovery are explored with a special focus on their relationship to athletics. Students will create brief dance studies, attend a professional dance performance, and work backstage on a college dance production. The historic role of dance in the human experience and use of music and props will also be explored.

Course Learning Outcomes

1. Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein
2. Students will compare and contrast dance styles to interpret unity and diversity within each style
3. Students will choreograph an informal dance for a performance
4. Students will understand basic dance vocabulary

Semester Hours	**3**
Semester	**Fall**
Notes	
Repeat of HU 116.	

DA 102: Dance II

Focuses on jazz, modem dance, and improvisation while continuing work on the ballet components of warm-ups. Technical skills begun in DA 101 will be developed, with a special focus on the relationship to athletic skill, increasingly complex movement combinations will be perfected, and dance composition will be explored. Students will perform or assist backstage in the production of a college dance concert.

Course Learning Outcomes

1. Student can execute simple combinations in ballet, modern and jazz techniques, including turns, leaps, and falls
2. Student can create short dance pieces with at least one turn, fall, and leap
3. Student can repeat #2 with little or no variation
4. Student can identify technique used in class work and in creating own dance piece
5. Student can actively participate in discussion and consider teacher and peer feedback

Semester Hours	**3**
Prerequisites	**DA 101 or permission of instructor.**
Semester	**Spring**
Notes	
Repeat of HU 117.	

EC 101: Macroeconomics

An overview of the American economic system, beginning with the theories of the classical economists, progressing to the Laws of Supply and Demand, use of economic indicators to predict future performance indicators, theories of the business cycle, the Federal Reserve System and monetary policy, government spending and taxation. Students will analyze information including that which is presented graphically.

Course Learning Outcomes

1. Demonstrate and understanding of macroeconomic fiscal and monetary policy through evaluation of evidence, and employment of mathematical and interpretive analysis
2. Assess factors affecting the aggregate supply and/or demand for goods, services, and labor, and the subsequent affect on price & quantity
3. Understand how Gross National Product is calculated, and how growth is measured using mathematical multipliers
4. Demonstrate how social movements and context influences the evolution of economic thinking and institutions, past and present

Semester Hours	**3**
Semester	**Fall/Spring**

EC 102: Microeconomics

An analysis of industry structures: pure competition, monopoly, monopolistic competition (oligopoly), business costs and the determination of optimal production levels. An in-depth examination of important economic issues such as financial insecurity, the environment and energy policies and a discussion of alternative approaches to addressing these issues. Students will analyze information including that which is presented graphically, and use concepts such as externalities and cost-benefit analysis.

Course Learning Outcomes

1. Demonstrate an understanding of the economic concepts of scarcity, choice and utility through the evaluation of evidence, and employment of mathematical and interpretive analysis
2. Demonstrate knowledge of how cost and production variables change under different industry structures - i.e., pure competition, monopoly, oligopoly, monopolistic competition
3. Calculate changes in elasticity, consumer and producer surplus as a result of changing economic conditions
4. Understand how microeconomic concepts affect daily life of individuals and firms

Semester Hours	**3**
Semester	**Spring**

EC 104: Personal Finance

A practical course in developing educated-consumer skills. Topics include: personal budget plans, credit and consumer loans, investments, insurance, and tax laws. Consumer protection laws are also studied. Although math is utilized, this is not a math-focused course.

Course Learning Outcomes

1. Identify government entities and laws protecting consumer rights
2. Understand the purpose of checking and savings accounts, and create a personal budget plan
3. Understand personal credit, consumer loans, and interest rates
4. Conduct investment research and select investments that help meet personal financial goals
5. Identify different types of insurance, their function and how to use them to protect yourself and your investments
6. Review current tax laws and information, with the intent to prepare and file personal taxes

Semester Hours	**3**
Semester	**Fall**

ED 101: Foundations of Education

An introductory study of education as a major social institution with special attention being given to the philosophies, patterns, cultural diversity, and issues which have characterized the American system. Designed for those planning careers as teachers and for those interested in the study of education as a social process. This course is for Teacher Education majors transferring to specific approved Teacher Education programs.

Course Learning Outcomes

1. Demonstrate an understanding of some of the major historical milestones in education in America and identify the relevance to today's educational issues
2. Demonstrate an understanding of the role of teachers in today's society and the typical organizational structure of public schools in New York State
3. Demonstrate an understanding of the ethical and legal obligations of teachers
4. Show ability to articulate clearly to elicit information, describe developmental stages, and write effective reports
5. Demonstrate use of creativity and the arts as teaching tools in lesson planning

Semester Hours	**3**
Semester	**Fall/Spring**
Notes	
Repeat of SL 108.	

ED 110: Education of Diverse Populations

This course is designed as an introduction to the education of children in America. Specific emphasis is given to the exploration of the fields of early childhood and elementary education. Topics to be examined include an overview of current issues in American schooling; the diverse constituencies that compose the learning environments in the early childhood and elementary school classroom; curriculum with a multicultural and inclusive perspective; the increasing collaboration between culturally diverse families and the school of education of children; and choosing a career in teaching. Active participation in field activities is required.

Course Learning Outcomes

1. Demonstrate an understanding of the key factors that contribute to equitable and inclusive education in early childhood, childhood, and adolescent settings
2. Demonstrate an understanding of the multidimensional meanings of diversity in early childhood, childhood, and adolescent classrooms
3. Show ability to articulate clearly, to elicit information, describe developmental stages, and write effective reports
4. Demonstrate knowledge of the historical and contemporary factors in P-12 educational settings that shape the development of individual and group identity involving race, class, and gender

Semester Hours	**3**
Semester	**Fall/Spring**

ED 201: Symbolic Representation, Language and Literacy

Focused on exploration of how young children learn language and literacy, the course will investigate the interaction between symbolic development, language, and literacy acquisition in children birth through five years of age. Development of strategies to encourage language and literacy in very young children is also covered.

Course Learning Outcomes

1. Demonstrate an understanding of key developmental milestones for children birth through age five and how these specifically impact the development of symbolic representation and literacy development in young children from diverse backgrounds
2. Demonstrate an understanding of various theoretical and historical perspectives related to language/literacy development and how these impact caregivers' and teachers' interactions with children
3. Demonstrate an understanding of specific aspects of language development including the development of oral language, drawing/writing, and phonetic and phonemic

Semester Hours	**3**
Prerequisites	**ED 101: Foundations of Education**
Semester	**E/O Spring**

EN 091: Co-English

This corequisite course, linked with EN 101, emphasizes the writing process which includes grammatical and written structures. It is intended for students who need to develop their skills in writing with emphasis in the development of paragraph structure to essay structure. It is expected that students will master specific writing genres (narrative, descriptive, illustrative, compare/contrast, and persuasive). Grading is Satisfactory (S) or Unsatisfactory (U). Be advised that dropping or withdrawing from one of the linked courses requires dropping or withdrawing from both courses. Note: This course does not satisfy the English requirement for an associate degree. Prerequisite: Multiple Measures Placement Corequisite: EN 101. (0 semester hours) (2 equivalent hours) Fall/Spring/Summer

Course Learning Outcomes

1. Develop a basic essay structure that includes limited topic selection, thesis statement, topic sentences, adequate and appropriate support, use of basic grammar and mechanics
2. Apply the basic fundamentals of research including navigation of databases, developing a central research topic, and citing sources in MLA format

Semester Hours	**0**
Equivalent Hours	**1**
Prerequisites	**Multiple Measures Placement**
Corequisites	**EN 101: Composition**
Semester	**Fall/Spring/Summer**
Notes	
NOTE: This course does not satisfy the English requirement for an associate degree.	

EN 101: Composition

An introductory course emphasizing the process and patterns of writing college-level expository prose. Included are reading assignments; extensive practice in writing clear, well-developed, grammatically correct essays; a research paper; and an oral presentation.

Course Learning Outcomes

COMPETENCY: demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

EVALUATION: Research essay.

1. Produce coherent texts within common college level written forms
2. Research a topic, develop an argument, organize supporting details, and demonstrate the ability to revise and improve on writing
3. Develop proficiency in oral discourse
4. Evaluate an oral presentation according to established criteria

Semester Hours	**3**
Semester	**Fall/Spring**
Notes	
Competency updated to reflect current AI technology.	

EN 102: Composition and Literature

This course continues the reading and writing of EN 101. Readings range from short stories and poetry to plays and/or novels. Writing includes both formal and informal criticism or analysis of the texts.

Course Learning Outcomes

1. Produce coherent college level essay
2. Demonstrate critical thinking through literary analysis and the use of textual evidence
3. Demonstrate knowledge of core literary concepts

Semester Hours	**3**
Prerequisites	**EN 101: Composition**
Semester	**Fall/Spring**

EN 105: Technical Writing

Technical Writing is an introductory writing course designed to prepare students to effectively communicate specialized information in professional and workplace settings. Students will learn skills and strategies to produce technical information for differing audiences and will create documents such as formal and informal reports, proposals, and cover letters and resumes. Emphasis will be placed on audience awareness, document layout and design, and the ability to use clear, concise grammatically correct language in their communication.

Course Learning Outcomes

1. Students will demonstrate awareness of their audiences' needs through the appropriate use of material, grammar, and style in the production of their texts
2. Students will be able to prepare documents that are well-planned, researched, drafted, and designed
3. Students will work collaboratively to construct and present a technical and/or workplace-based research project

Semester Hours	**3**
Prerequisites	**EN 101: Composition**
Semester	**Fall/Spring**

EN 201: American Literature: Colonial-1899

This course examines the development of American Literature, and familiarizes students with representative authors and intellectual currents from the Colonial period up to Realism. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors' particular visions.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Fall**

EN 204: American Literature: 1900 to Present

This course familiarizes students with representative authors and intellectual currents from Naturalism up to today. Works will be placed in historical context as well as studied for their portrayal of universal human values and their authors' particular visions.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Spring**

EN 205: British Literature

Study of representative authors and intellectual currents in British literature from Anglo-Saxon times to the present.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Spring**

EN 211: Creative Writing

Weekly writing assignments in fiction, poetry, and drama emphasize the creative process and specific techniques from initial idea through final revision. Class sessions are devoted to examining students' written work. There will also be in-class writing assignments. Students are encouraged to work on creative efforts for publication as well as share poems and stories by writers they admire with classmates and the instructor. The dos and don'ts of submitting for publication will also be covered.

Course Learning Outcomes

1. Students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Fall/Spring**

EN 212: Expository Writing

This course is designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Students will study and practice advanced techniques of effective expository prose, including explanation, logic and persuasion analysis, and evaluation. Upon completion, students should be able to produce unified, coherent, well-developed essays.

Course Learning Outcomes

1. Recognize the hallmarks of successful writing
2. Demonstrate improved writing skills

Semester Hours	**3**
Prerequisites	**EN 101: Composition**
Corequisites	**EN 102: Composition and Literature**
Semester	**Spring**

EN 215: African-American Literature

Review of literary works by African-American writers focuses on contributions of authors like Richard Wright, Toni Morrison, and August Wilson. Students will examine poetry, plays, novels, and short stories. Small and large group discussion, combined with formal and informal writing, will propel students' participation in literary analysis.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Special Rotation**

EN 216: Women in Literature

Women in Literature explores conscious and unconscious stereotypes of women in novels, short stories, poetry, drama and prose. Students will learn how gender roles develop and change women's views of themselves. Students will also learn historical, cultural and religious information to help increase understanding of the works. Emphasis will be placed on critical analyses of selected works from traditional and feminist points of view.

Course Learning Outcomes

1. Describe the historical and contemporary societal factors that shape female character development and gender identity in literature
2. Analyze the role that patriarchy plays in the creation and perpetuation of power, privilege, and oppression in literature
3. Apply the principles of rights, access, equity, and autonomous participation to the exploration of social justice action in literature

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**E/O Summer (beginning Summer 2023)**

EN 232: Short Stories

Representative short stories of the nineteenth and twentieth centuries are read and discussed. Includes American, British, and Continental authors.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Spring**

EN 235: Latin American Literature

This course introduces students to the varied literatures of Latin America. Students will study forms of literature such as short stories, poetry, drama, and novels by a wide array of Latin American authors. Emphasis will be placed on the cultural and political environments in which the texts were written.

Course Learning Outcomes

1. Students will describe the historical and contemporary societal factors that shape the development of individuals and group identity involving race, class, and gender in Latin American
2. Students will analyze the role that complex networks of social structures and systems, including dictatorships and drug cartels, play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity
3. Students will apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action through the study of the "dirty wars" of

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Fall**

EN 236: Poetry

Familiarizes students with the nature, techniques, and structure of poetry. To increase appreciation of the poem, historical, intellectual, and literary backgrounds are considered. Representative British and American poets are studied.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Special Rotation**

EN 237: Modern Fiction

A study of recent works of fiction. Special attention is directed to how experimentation in fictional forms relates to the social realities and philosophical attitudes of the contemporary world.

Course Learning Outcomes

1. Demonstrate the ability to answer specific questions about a piece of literature, and support answers with textual evidence
2. Demonstrate the ability to interpret specific literary passage of stanza

Semester Hours	**3**
Prerequisites	**EN 101 and EN 102.**
Semester	**Special Rotation**

ES 096: English as a Second Language—Intermediate Level

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote intermediate level proficiencies in all areas of language acquisition—reading, writing, listening, and speaking—necessary for students to become college ready. Emphasis will be on vocabulary and their applications, and phonetic development within a literacy-based learning environment.

Course Learning Outcomes

1. Demonstrate intermediate-level mastery in reading English
2. Demonstrate intermediate-level mastery in writing English
3. Demonstrate intermediate-level mastery in listening comprehension of English
4. Demonstrate intermediate-level mastery in speaking English

Equivalent Hours	**3**
Semester	**Fall/Spring**

ES 098: English as a Second Language—Advanced Level

This course is designed for students whose native language is not English. The purpose of the course is to develop and to promote advanced level proficiencies in all areas of language acquisition—reading, writing, listening, and speaking—necessary for students to become college ready. Emphasis will be on oral and written expressions, reading and listening skills, grammatical structures, every day and academic vocabulary and their applications, and phonetic development within a literacy-based learning environment.

Course Learning Outcomes

1. Demonstrate advanced-level mastery in reading English
2. Demonstrate advanced-level mastery in writing English
3. Demonstrate advanced-level mastery in listening comprehension of English
4. Demonstrate advanced-level mastery in speaking English

Equivalent Hours	**3**
Semester	**Fall/Spring**

FR 101: French I

For students with little or no background in French. While the four basic comprehension skills (reading, writing, speaking, and listening) are all emphasized, class time is used primarily to practice listening to and speaking French. Proficiency is achieved in the present and future tenses and in the use of articles and everyday vocabulary. An awareness of contemporary Francophone cultures is also emphasized.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Semester	**Special Rotation**

FR 102: French II

A continuation of FR 101. Emphasizes all four basic comprehension skills, the passe compose and imperfect, the use of direct and indirect pronouns, frequently used vocabulary, and contemporary Francophone civilization. Class time is spent primarily practicing, listening to, and speaking French.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**FR 101: French I**
Semester	**Special Rotation**

FR 201: French III

A continuation of FR 102. Emphasizes the four basic comprehension skills and focuses on the following areas: reflexives, the present subjunctive, and Francophone culture. Class is conducted entirely in French for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**FR 102: French II**
Semester	**Special Rotation**

FR 202: French IV

A continuation of FR 201. Emphasizes the four basic comprehension skills, the use of the subjunctive and cultural readings and discussions. Class is conducted entirely in French for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**FR 201: French III**
Semester	**Special Rotation**

GE 101: Physical Geology

A study of the composition of Earth's crustal materials, processes of change, geologic time, plate tectonics, and sociologic and economic impact. Laboratory will include field trips, rock and mineral identification, and use of topographic and geologic maps.

Course Learning Outcomes

1. Identify common rocks and minerals
2. Demonstrate knowledge of geologic terminology
3. Write lab reports in a style appropriate to the field

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Special Rotation**
Notes	
Prior knowledge of high school earth science and/or chemistry recommended.	

HE 103: Critical Issues in Health

An introductory course dealing with the current critical issues involved in promoting and maintaining a wellness lifestyle. Emphasis is placed on viewing health in a multidimensional manner and assuming responsibility for maintaining one's health. Major issues to be addressed include stress, cardiovascular diseases, cancer, drugs, nutrition, environmental health, and physical conditioning.

Course Learning Outcomes

1. Student will demonstrate the ability to critically analyze an instructor provided health-related research article
2. Student will be able to describe the steps in creating a behavior management plan to change a health-related behavior
3. Student will identify principles of health promotion and risk reduction

Semester Hours	**3**
Semester	**Spring**

HE 104: Nutrition and Wellness

This course introduces students to the basics of nutrition and nutritional trends and the role of supplementation and lifestyle in maintaining and promoting health as well as disease prevention. It explores the role of oxidative stress and antioxidants on health and disease, and introduces students to lifestyle changes to retard the aging process, enhance quality of life, and manage weight.

Course Learning Outcomes

1. Demonstrate an understanding of the necessity of clean water
2. Demonstrate an understanding of the role of micronutrients and macronutrients in health

Semester Hours	**3**
Semester	**Fall**

HE 201: First Aid and Safety

Develops functional first aid capabilities to provide the initial emergency care necessary to sustain life support to victims of accidents or sudden illness. Students will be eligible to become certified in CPR and First Aid by satisfying the requirements established by the American Heart Association or National Safety Council.

Course Learning Outcomes

1. Demonstrate to ability to make appropriate decisions regarding first aid care
2. Perform the skills necessary to assess and respond to breathing and cardiac emergencies

Semester Hours	**3**
Semester	**Fall/Spring**

HI 101: Western Civilizations 13,000 BCE to 1517 CE

This course is a survey of the political, economic, social, cultural, and intellectual origins of Western Civilizations from the Neolithic Revolution to the Protestant Reformation. Emphasis is placed on the importance of agriculture, the rise and fall of civilizations such as Greece and Rome, the growth of Christianity, cultural aspects of the Middle Ages and the Renaissance, and the legacies of the Protestant Reformation. Students will also explore the influences of transformational figures from the era that have shaped subsequent history.

Course Learning Outcomes

1. Student will demonstrate knowledge of the development of the distinctive features of civilization and culture in Western Europe in relation to other regions of the world
2. Student will demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability

Semester Hours	**3**
Semester	**Fall/Spring**

HI 102: Western Civilizations 1517 to Present

This course is a survey of Europe and the modern world, from the Protestant Reformation to the present. Emphasis is placed on the historical evolution of the major events and transformations that occurred during the age of absolutism and exploration, the Enlightenment, French Revolution, World Wars and the Cold War. Students will focus on the questions and ideas that have arisen from these transformational periods, and have shaped the politics, social organization, culture, technology and economies of the West. Students will also explore the influences of important figures who have had a lasting impact on history.

Course Learning Outcomes

1. Students will identify the distinctive features of Europe in relation to other regions of the world
2. Student will explore the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on wellbeing and sustainability
3. Students will assess the impacts of a transformational figure in European history through research and a written report

Semester Hours	**3**
Semester	**Fall/Spring**

HI 103: United States History 1492-1865

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the development of a constitutional system as well as the social and economic events that helped shape early America. Topics include the Colonial period, American Revolution, the ratification of the Constitution, Jacksonian democracy, the forces that led to the development of the Civil War, and the lingering impact of the war on contemporary America.

Course Learning Outcomes

1. Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation
2. Students will understand the role of individual participation in US communities and government
3. Students will apply historical and contemporary evidence to draw, support, or verify conclusions

Semester Hours	**3**
Semester	**Fall**

HI 104: United States History 1865-Present

A survey course that begins with an overview of United States history from colonial times into the 21st century. The primary emphasis will focus on the major forces that shaped the social, political and economic developments of post-Civil War America. Topics will include Reconstruction, westward expansion, the Industrial Revolution, immigration, the Great Depression, the world wars, and the emergence of the United States as a world power.

Course Learning Outcomes

1. Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation
2. Students will understand the role of individual participation in US communities and government
3. Students will apply historical and contemporary evidence to draw, support, or verify conclusions

Semester Hours	**3**
Semester	**Spring**

HI 108: History of the Hudson Valley

This course will focus on the history of both Columbia and Greene Counties. There are two main areas of study. 1. People, places and events that are representative of the grand themes of American History will be investigated. 2. Identification of remnants and artifacts and the historical sketches they represent will also be covered.

Course Learning Outcomes

1. Students will identify and demonstrate an understanding of local persons, places, and events that are representative of the grand themes of American history, including diversity and regional culture
2. Students will apply historical and contemporary evidence to draw, support, or verify conclusions
3. Students will explore the role of individual participation within the community and government at-large central to the Hudson Valley region that has made lasting contributions locally, nationally, and globally

Semester Hours	**3**
Semester	**Special Rotation**

HI 109: Historical and Social Impact of the Automobile

Students will develop a deeper understanding of the positive and negative impact the automobile has had on American society through the study of the following areas: the birth of the automobile, acceptance by the populace, infrastructure changes, early inventors, assembly line production, competition and environmental concerns.

Course Learning Outcomes

1. Students will identify and demonstrate an understanding of local persons, places, and events that are representative of the grand themes of American history, including diversity and regional culture
2. Students will apply historical and contemporary evidence to draw, support, or verify conclusions
3. Students will explore the role of individual participation within the community and government at-large central to the Hudson Valley region that has made lasting contributions locally, nationally, and globally

Semester Hours	**3**
Semester	**Special Rotation**

HI 114: World History I

World history seeks a global perspective on the past, one that acknowledges and integrates the historical experiences of all of the world's people. Only by examining humanity's shared past is it possible to view today's world in meaningful historical context. In this class, we will explore seven eras of global history through the lens of traditions: political, social, economic and cultural traditions that have guided the dynamics of societies. In addition, encounters will be explored: mass migrations, infectious diseases, imperial expansion, long distance trade and other human interactions. Topics will include: formation of societies, the development of writing and communication, the rise of religions of salvation, and the creation of empires.

Course Learning Outcomes

1. Student will demonstrate critical thinking through consideration of events and developments in the history of multiple societies in terms of continuity, change and causation
2. Student will identify different kinds of historical evidence and understand their role in the production of historical knowledge
3. Student will distinguish and characterize significant periods of historical experience in multiple societies form different parts of the globe

Semester Hours	**3**
Semester	**Special Rotation**

HI 115: World History II

World history seeks a global perspective on the past, one that acknowledges and integrates the historical experiences of all of the world's people. Only by examining humanity's shared past is it possible to view today's world in meaningful historical context. In this class, we will explore seven eras of global history through the lens of traditions: political, social, economic and cultural traditions that have guided the dynamics of societies. In addition, we will explore encounters: mass migrations, infectious diseases, imperial expansion, long distance trade and other human interactions that have impacted the development of the world. Topics will include: exploration and conquest, Columbian exchange, Reformation, absolutism, colonialism, the spread of Islam, revolution, industrialization, world war and globalization.

Course Learning Outcomes

1. Student will demonstrate critical thinking through the consideration of events and developments in the history of multiple societies in terms of continuity, change and causation
2. Student will identify different kinds of historical evidence and understand their role in the production of historical knowledge
3. Student will distinguish and characterize significant periods of historical experience in multiple societies from different parts of the globe

Semester Hours	**3**
Semester	**Special Rotation**

HI 120: History of the Modern Middle East

An introduction to the emergence of the modem Middle East in the period, roughly from the late 18th century to the present. It deals with reformist attempts to meet the European challenge, Orientalism, the age of colonialism and imperialism, the rise of Arab nationalism, the quest for modernity, the impact of Israeli and Palestinian nationalism, the petroleum factor, the Islamic Revolution in Iran, Saddam Hussein's Iraq, the Gulf War, and the war on terror. Consideration will also be given to the Islamic religion.

Course Learning Outcomes

1. Student will demonstrate knowledge of the development of distinctive features: history, institutions, economy, society, and culture of the modern Middle East
2. Student will demonstrate an understanding of the development of the Middle East compared to other regions of the world
3. Student will demonstrate an understanding of the forces and impacts of Western colonialism, imperialism, Arab nationalism, Zionism and political Islam on the region

Semester Hours	**3**
Semester	**Fall**

HI 122: African American History

Students will discover history organized through five principles: oppression and power, agency and perseverance, Africa and the African diaspora, Black culture, resiliency and contribution to trajectory and narrative of the American experience. This course includes an exploration of the history of African American origins in Africa, slavery and emancipation, resistance and revolution in the Atlantic world, migration, religious, artistic, and cultural expression, participation in wars, Civil Rights and Black power movements to present social justice issues. Students will analyze primary sources and participate in learning activities designed to frame questions about social justice, culture, and identity particular to the American experience.

Course Learning Outcomes

1. Identify the central themes and evidence of African American history during the past century and beyond in the U.S.
2. Appraise the major trends, figures, and issues faced by populations in the U.S.
3. Assess the significance of African American history within the context of U.S. history
4. Analyze and interpret primary sources related to African American history

Semester Hours	**3**
Semester	**Fall**

HI 125: U.S. Environmental History

This course will focus on the human impact on the environment since colonial times, the progress of the environmental ethic in American culture, from its roots in the Hudson River School and Thoreau to Rachel Carson and Aldo Leopold, and the development of legal environmental protections.

Course Learning Outcomes

1. Knowledge of the impact of agriculture and industrialization on the environment
2. Knowledge of the leaders of environmentalism
3. Knowledge of the current cultural and legal state of environmental ethics environment

Semester Hours	**3**
Semester	**Special Rotation**

HI 127: History of Latin America

This course is an examination of race, ethnicity, and gender and how that has shaped Latin American politics and societies from colonial times to the present. Themes include: interactions of Iberian, American, African and Asian peoples; official and unofficial management of multiethnic and multicultural societies; scientific racism; and the relation between theories of race and development of ideas about class, gender, and nation.

Course Learning Outcomes

1. Demonstrate knowledge of the distinctive features and the development of the history, institutions, economy, society and culture of Latin America and the Caribbean
2. Demonstrate an understanding of factual knowledge about the course of Latin American history, leading to an establishment of a frame of reference
3. Demonstrate an understanding and awareness, as well as gain knowledge of how and why race, class and gender have impacted the development and history of this region

Semester Hours	**3**
Semester	**Special Rotation**

HI 209: Europe in the Twentieth Century

An analysis of European development in the twentieth century. Emphasis is placed on intellectual, political, economic, and social factors. Special attention is given to the World Wars I and II, the Cold War, fascism, communism, the rise of the dictators, and possibilities for this century.

Course Learning Outcomes

1. Students will demonstrate knowledge and awareness of the events and effects of World War I, World War II, and the Cold War and their role in the history of Europe
2. Students will examine intellectual, political, economic cultural and social aspects of Europe in the 20th century
3. Students will recognize the effects of the rise of dictatorships and their consequences

Semester Hours	**3**
Prerequisites	**3 semester hours in social science.**
Semester	**Special Rotation**

HI 219: Women in U.S. History

Introduces the history of women within the western tradition with a focus on the experience of women in the United States. Places the female experience at the center of our historical analysis, examining the various intersections of women's relations with others: their families, society, and the state. American history is viewed from the perspective of the women who have contributed to its growth and development and who have made significant contributions to the development of society.

Course Learning Outcomes

1. Students will demonstrate understanding of United States' society and history, including the diversity of individuals and communities that make up the nation through the lens of gender, power dynamics, and political, social, and economic inequities
2. Students will understand the role of individual participation in US communities and government and describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender
3. Students will apply historical and contemporary evidence to draw, support, or verify conclusions
4. Studen

Semester Hours	**3**
Prerequisites	**3 semester hours in social science.**
Semester	**Special Rotation**

HI 220: History of the Arab-Israeli Conflict

Explores the origins and development of the Arab-Israeli conflict, as well as its implications presently. Examines the complexities and dynamism of this conflict through a critical examination of its origins, the actors involved, and the key historical and political factors that have shaped it.

Course Learning Outcomes

1. Students demonstrate knowledge of the development of distinctive features in the Middle East including its: history, institutions, economy, society, and culture
2. Students demonstrate an understanding of factual knowledge about the course of modern Middle Eastern history, leading to an establishment of a frame of reference
3. Students demonstrate an understanding and awareness about how and why present political and societal developments are taking place and what the future may hold in store for this region

Semester Hours	**3**
Prerequisites	**3 semester hours of history, and EN 101 recommended.**
Semester	**Special Rotation**

HI 221: American Civil War

This course is an in-depth study of the events leading up to the American Civil War and the military and political history of the war. It will also include a short look at the consequences of the war. Students will examine military and political objectives and strategies, evaluate different versions of the same events, and explore alternative resolutions to historical issues. This course will require reading of primary and secondary texts, critical thinking, round table-type classroom discussion, and persuasive writing.

Course Learning Outcomes

1. Demonstrate understanding of United States' society and/or history, particularly through the lens of the Civil War, including the diversity of individuals and communities that make up the nation
2. Understand the role of individual participation in US communities and government with particular regard for social, military, economic and political implications of the Civil War
3. Demonstrate knowledge of the consequences and lasting impacts of the Civil War on the North and South through the application of historical and contemporary evidence to draw, support, or verify conclusions

Semester Hours	**3**
Semester	**E/O Spring**
Notes	
Repeat of HI 123 and HI 221H.	

HI 222: Revisiting American Civil Rights

This course will examine the Civil Rights Movement in America. The movement changed those who participated in it, made America a more democratic society, gave rise to a host of other movements that transformed the face of American culture, and influenced a new generation of American leadership. As a critical examination, the period from 1955-1965 receives special attention, but the roots of the freedom struggle in an earlier era and the effect of the movement on recent American history also warrants investigation. This course will use primary source documents, film, interpretive literature, and music in order to fully study the most powerful mass protest movement in modem U.S. history. The course will be presented in a seminar style.

Course Learning Outcomes

1. Students will demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation
2. Students will understand the role of individual participation in US communities and government
3. Students will apply historical and contemporary evidence to draw, support, or verify conclusions
4. Students will describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender
5. Students will analyze the role that complex networks of social structures and systems

Semester Hours	**3**
Semester	**Special Rotation**

HI 265: History of Modern China

An exploration of the main political and cultural themes in the history of modem China from the late Ming Dynasty to the present day. Topics will include exploring the notion of modernity; the fall of the Ming and Qing Dynasties; the Western imperialist challenge; nationalism; the development of communism; the Second World War and Civil War; the Great Leap Forward and the Cultural Revolution; and, after Mao's death, the economic liberalization of the economy. Concludes with an examination of China in the years after Tiananmen Square.

Course Learning Outcomes

1. Students demonstrate an understanding of the distinctive features, history, institutions, economy, society, culture, etc. of modern China
2. Students demonstrate an understanding of factual knowledge about the course of modern Chinese and Asian history, leading to an establishment of a frame of reference
3. Students demonstrate understanding as to how and why present political, societal and cultural developments are taking place; in addition to what the future may hold in store for this region as it interacts with the rest of the world as a modern society

Semester Hours	**3**
Prerequisites	**3 semester hours of history.**
Semester	**Special Rotation**

HI 266: History of Japan

Undertakes a chronological survey of political, economic, social, cultural, religious and intellectual life in Japan from the third century to the present day. Emphasis is placed on both the origin and development of traditional Japanese civilization before the arrival of the modernizing West and the subsequent Japanese quest for international acceptance thereafter. Provides a background against which contemporary Japan might be better understood and appreciated. Stresses the origin and development of various systems and institutions (social, political, economic and religious) within both the traditional and modem Japanese cultural milieu. Explores the modernization process; the Westernization process; and the fate of traditional institutions, systems, and customs. Considers Japan's quest for acceptance as a major power in the modem world order.

Course Learning Outcomes

1. Students demonstrate an understanding of the distinctive features, history, institutions, economy, society, culture, etc. of Japan
2. Students demonstrate an understanding of factual knowledge about the course of modern Japanese and East Asian history, leading to an establishment of a frame of reference
3. Students demonstrate an understanding of how and why present political and societal and cultural developments are taking place in this region. In addition, students demonstrate an understanding of how Japan has interacted with the outside world over the years

Semester Hours	**3**
Prerequisites	**3 semester hours of history.**
Semester	**Special Rotation**

HI 298: History Internship

Designed to provide students with an immersive experience in the field of history, this internship offers an opportunity for students to apply their historical knowledge and research skills in a practical setting as they explore professional opportunities in the field. Through a combination of academic study and real-world engagement, students will gain valuable insights into the discipline of history, while also developing essential professional skills, and working with community partners to increase historical awareness, become actively engaged in the community of practice, and understand the critical importance of historic preservation.

Semester Hours	**3**
Prerequisites	**Completion of a 100-level History course and permission of instructor**
Semester	**Spring/Summer**

HS 103: Introduction to Human Services

A survey of the history, philosophy, and development of human services in the United States. Topics include theoretical approaches to meeting human needs, target populations, careers in human services, and the service delivery system, with particular emphasis on Columbia and Greene Counties. This course serves as an introduction to the Human Services curriculum and prepares students for continuation in the program.

Course Learning Outcomes

1. Students will demonstrate knowledge of current functions of Human Service workers
2. Students will define causations of Human Service problems
3. Students will describe current strategies available for dealing with major problems of persons in need

Semester Hours	**3**
Semester	**Fall**

HU 113: World Mythology

An in-depth study of various myths and legends from classical Greece and Rome and selected other-world cultures. Mythical patterns, character types, and themes are studied as well as the relationship of myth to art and literature.

Semester Hours	**3**
Semester	**Special Rotation**

HU 114: AI in the Humanities

Abbreviated Course Title for Transcript	**AIHUM**

This introductory course explores the intersection of artificial intelligence (AI) and the humanities, examining how AI technologies are transforming fields such as literature, history, philosophy, art, and linguistics. Students will investigate the foundational concepts of AI—such as machine learning, natural language processing, and computer vision—and analyze their implications in humanistic inquiry and creative expression. Through case studies, discussions, and hands-on activities, students will learn to critically assess the ethical, cultural, and social impacts of AI on human thought, creativity, and daily life. Topics include the role of AI in text analysis, historical data visualization, ethical considerations of automation, and AI-generated art and literature. This course is designed to engage students with a variety of academic backgrounds and interests, and students will learn how to leverage AI in ethical and thoughtful ways. No prior technical knowledge is required.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Describe and analyze the impact of AI technologies—such as machine learning, natural language processing, and computer vision—on humanistic fields like literature, history, philosophy, and art.
2. Utilize basic AI tools to conduct text analysis, data visualization, or interpretative tasks relevant to humanities research, demonstrating how AI can enhance understanding of complex humanistic questions.
3. Critically assess the ethical, cultural, and social considerations of AI in society, particularly in relation to creativity, automation, and the

Semester Hours	**3-3**
Lab Hours	**0**
Lecture Hours	**3**
Notes	
This course could be offered in any format of 8,10, or 15 week formats.	

ID 199: Microcredential Capstone

Abbreviated Course Title for Transcript	**Microcredential Capstone**

The Microcredential Capstone is a project-oriented course demonstrative of learning throughout the program. Possible forms of this experience may include, but is not limited to: Artistic products or performances, portfolio review, completion of a discipline-specific project, or passing a comprehensive written or oral exam. Students will work under the guidance of the division chair, program coordinator, or course instructor to determine the scope and form of their Microcredential Capstone. The course will be offered as a co-requisite during the final semester of the microcredential, or upon completion of the pre-requisite courses within the microcredential. It will be graded Satisfactory (S) or Unsatisfactory(U).

Course Learning Outcomes
By the end of the course, the student will:

1. Complete a capstone project consisting of work demonstrating mastery of knowledge within the subject matter as outlined by the microcredential. Project may include, but is not limited to, Artistic products or performances, portfolio review, completion of a discipline-specific project, or passing a comprehensive written or oral exam.

Semester Hours	**0-0**
Lab Hours	**0**
Lecture Hours	**0**
Equivalent Hours	**0**
Studio Hours	**0**
Prerequisites	**Students must complete all required courses in the microcredential as a pre-requisite, or be in their final semester of the microcredential and complete the capstone as a co-requisite**
Corequisites	**Students must complete all required courses in the microcredential as a pre-requisite, or be in their final semester of the microcredential and complete the capstone as a co-requisite**

ID 299: Independent Study

Independent Study is a form of learning whereby a supervising Columbia-Greene Community College faculty member and a student cooperatively design a written contract equivalent to college-level study in a specific discipline. (Independent Study cannot, however, be a substitute for regularly scheduled course offerings.) To qualify, the student must have completed at least 12 semester hours with a minimum grade of 3.0 from an accredited college. Independent Study Contract forms and regulations are available in the Office of the Dean of Academic Affairs. The student must present the completed and signed contract when registering. Deadlines for registration and completion of projects will follow the regular college calendar as published in the current catalog.

Semester	**Fall/Spring**

IT 101: Italian I

This course is for students with little or no background in Italian. Emphasizes the four comprehension skills (reading, writing, speaking, and listening), although class time is used primarily to practice listening to and speaking Italian. Proficiency is achieved in the present tenses, the use of articles, and everyday vocabulary. An awareness of contemporary Italian culture is also emphasized.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Semester	**Special Rotation**

IT 102: Italian II

A continuation of IT 101. Emphasizes the four basic comprehension skills, the past tenses, direct and indirect pronouns, reflexives, frequently used vocabulary, and Italian culture. Class time is spent primarily practicing, listening to, and speaking Italian.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**IT 101: Italian I**
Semester	**Special Rotation**

IT 201: Italian III

A continuation of IT 102. Emphasizes the four basic comprehension skills and focuses on the differences between the imperfect and passato prossimo, the future and conditional tenses, and Italian culture. Class is conducted entirely in Italian for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**IT 102: Italian II**
Semester	**Special Rotation**

IT 202: Italian IV

A continuation of IT 201. Emphasizes the four basic comprehension skills, the use of the subjunctive, and cultural readings and discussions. Class is conducted entirely in Italian for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Understand spoken language at or above the introductory college level
2. Spoken proficiency within areas of vocabulary learned
3. Understand written language at or above the introductory college level
4. Write using grammatically correct language at or above the introductory
5. Familiarity with basic geography, contemporary news, and traditions of the cultures in which language is spoken

Semester Hours	**3**
Prerequisites	**IT 201: Italian III**
Semester	**Special Rotation**

LE 101: Police Physical Fitness & Wellness I

Students will participate in a comprehensive program of physical fitness and wellness to enable them to meet the minimum requirements for physical fitness in accordance with the New York State Division of Criminal Justice Services by the end of training program. This course includes both a pre-test and post-test to assess student progress towards the graduation requirement of meeting the fiftieth percentile Cooper Standard. Also included is information related to wellness and stress awareness. The New York State Division of Criminal Justice Services mandates the content of this course for Phase 1 of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Student will meet the 50th percentile Cooper Standard for cardiovascular fitness and muscular strength
2. Identify activities and components of a program that promotes physical fitness, mental health & wellness for persons engaged in the law enforcement profession

Semester Hours	**1**
Corequisites	**LE 110, LE 120, LE 130.**
Semester	**Fall**

LE 102: Police Physical Fitness & Wellness II

This is a continuation of Police Physical Fitness & Wellness I. Students participate in a comprehensive program of physical fitness and wellness to enable them to meet the minimum requirements for physical fitness in accordance with the New York State Division of Criminal Justice Services by the end of training program. The fiftieth percentile Cooper Standard must be met before the end of the training program. Also included is information related to wellness and stress awareness. The New York State Division of Criminal Justice Services mandates the content of this course for Phase 1 of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Students will meet the 60th percentile Cooper Standard for cardiovascular fitness, muscular strength
2. Identify activities and components of a program that promotes physical fitness, mental health & wellness for persons engaged in the law enforcement profession

Semester Hours	**1**
Prerequisites	**LE 101: Police Physical Fitness & Wellness I**
Corequisites	**LE 122, LE 124, LE 140, LE 150.**
Semester	**Spring**

LE 110: Law for Police Officers

This course examines the laws that a police officer will be expected to utilize in the performance of their duties. Constitutional, penal, procedural, vehicle & traffic, and juvenile laws are covered along with the laws governing the use of physical & deadly force, civil liability, and other statutes police officers are expected to be knowledgeable of. The laws and their applications to the police officers' work environment are explained. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase 1 of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify and apply the rights guaranteed by the 1st, 4th, 5th, 6th, 8th, and 14th Amendments to the U.S. Constitution & their application to NYS and applicable federal criminal procedure
2. Identify structure and jurisdiction of courts and their role in the judicial process
3. Recognize the circumstances that may justify physical and deadly force
4. Identify and apply elements of NYS laws pertaining to the Penal Law, Juvenile Law and Procedure, Civil Law and Risk Management, Vehicle and Traffic Law, NYS Ancillary Law, and other selected statutes

Semester Hours	**5**
Corequisites	**LE 101, LE 120, LE 130.**
Semester	**Fall**

LE 120: Police Process & Procedure I

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in scenario-based learning exercises. Topics include report writing, electronic communications, observation & patrol, arrest processing, professional communications, crisis intervention, traffic direction & control, off-duty encounters, standardized response for unusual events, and basic crash management and reporting. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify the processes to effectively communicate verbally, in writing and electronically
2. Recognize the proper actions for responding to and resolving incidents involving persons that are cognitively or emotionally disabled or distressed
3. Identify procedures to efficiently and effectively patrol, direct traffic, process arrests and manage off-duty encounters and unusual events
4. Identify the processes to investigate and document crash investigations

Semester Hours	**5**
Corequisites	**LE 101, LE 110, and LE 130.**
Semester	**Fall**

LE 122: Police Process & Procedure II

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in performance- and scenario-based learning exercises. Topics include emergency vehicle operation & control, defensive tactics and principles of control, aerosol subject restraint, and the nature and control of civil disorder. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify the factors a driver is to take into consideration when operating an authorized emergency vehicle
2. Demonstrate proficiency in emergency vehicle operation in accordance with NYS Division of Criminal Justice Services requirements
3. Identify the considerations in the application of defensive tactics and control techniques and demonstrate their proper use
4. Identify the considerations in the proper deployment of aerosol restraint devices and demonstrate their proper use

Semester Hours	**4**
Prerequisites	**LE 120: Police Process & Procedure I**
Corequisites	**LE 102**, **LE 124**, **LE 140**, **LE 150**.
Semester	**Spring**

LE 124: Police Process & Procedure III

This course is designed to introduce students to the processes and procedures that police officers are required to be knowledgeable of and perform in carrying out their responsibilities in the community. As part of the course, students will apply these skills in scenario-based learning exercises. Topics include vehicle stops and traffic enforcement, recognizing the cannabis impaired motorist, impaired driver detection and standardized field sobriety testing, active shooter and reality-based training. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify the processes and procedures when conducting traffic enforcement activities
2. Identify and demonstrate the procedures and tactics for responding to low and high risk police activities

Semester Hours	**4**
Prerequisites	**LE 120: Police Process & Procedure I**
Corequisites	**LE 102**, **LE 122**, **LE 140**, **LE 150**.
Semester	**Spring**

LE 130: Emergency Medical Services for Police

This course will provide students the information relevant to provide immediate and temporary care of persons with medical emergencies encountered by police officers. Demonstrated proficiency in these skills is required. The standards of the course meet the standards of the U.S. Department of Transportation. The New York State Division of Criminal Justice Services mandates the content of this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Achieve a passing score on the NYS Department of Health administered Certified First Responder examination or a locally administered equivalent that meets NYS Division of Criminal Justice Services requirements
2. Demonstrate the skills required to assess and care for immediately life-threatening breathing and cardiac emergencies
3. Demonstrate the skills required to assess and care for emergencies related to bleeding, soft tissue injuries and injuries to muscles & bones

Semester Hours	**3**
Corequisites	**LE 101, LE 110, LE 120.**
Semester	**Fall**

LE 140: Investigative Techniques for Police Officers

This course examines the processes and techniques to conduct investigations. Students will develop the skills required to conduct preliminary investigations, obtain information and identify, collect & document evidence. Students will be familiarized with the processes to investigate specific types of crimes and incidents. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify a police officer's general responsibilities during a preliminary investigation
2. Recognize the correct procedures to investigate sex offenses, injury & death, narcotics and dangerous drugs
3. Recognize the correct procedures to investigate domestic violence, elder abuse, missing persons, human trafficking and animal abuse
4. Explain the processes to prepare for and to appear at an official judicial proceeding

Semester Hours	**4**
Corequisites	**LE 102, LE 122, LE 150.**
Semester	**Spring**

LE 150: Police Community Interactions

This course examines the community needs and concerns that can affect the police-community relationship and the skills police officers need to address them. Emphasis is placed on developing skills to utilize discretion and decision-making skills fairly and acting in a procedurally just and ethical manner. The New York State Division of Criminal Justice Services mandates the topics covered by this course for Phase I of the Basic Course for Police Officers. Open only to students accepted and enrolled in the Police Basic Training Program.

Course Learning Outcomes

1. Identify the factors and considerations that influence the use of police discretion
2. Identify the processes involved and factors that can influence ethical and procedural just decision-making
3. Identify the skills to effectively communicate with the community, including persons from diverse cultural backgrounds, crime victims and disabled persons

Semester Hours	**3**
Corequisites	**LE 102, LE 122, LE 124, LE 140.**
Semester	**Spring**

MA 090: Mathematics Fundamentals

This course is designed for students who need to master basic arithmetic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include operations with whole numbers, fractions, decimals and percent. There will be an emphasis on introductory algebra.

Course Learning Outcomes

1. Perform basic operations on whole numbers, fractions, and decimals
2. Perform arithmetic operations using ratio and proportion
3. Apply introductory algebra principles including signed numbers, algebraic expression, and solving variable equations
4. Application of all mathematical concepts

Semester Hours	**0**
Equivalent Hours	**3**
Prerequisites	**Multiple Measures Placement**
Semester	**Fall/Spring**
Notes	
This course does not satisfy the mathematics requirement for an associate degree.	

MA 091: Co-Algebra

This co-requisite course, linked with MA 110 (College Algebra), is designed for students who need to master basic algebra computations, concepts, and applications in order to advance to other math courses for the major area of study. Topics include evaluating and solving word problems, polynomials and algebraic functions, including factoring; and graphing and systems of linear equations. Grading is Satisfactory (S) or Unsatisfactory (U). Be advised that dropping or withdrawing from one of the linked courses requires dropping or withdrawing from both courses.

Course Learning Outcomes

1. Students will apply basic concepts of quantitative reasoning and relate these skills to learning activities in MA 110
2. Students will consider the importance of mathematical applications to real-world problem solving

Semester Hours	**0**
Equivalent Hours	**2**
Prerequisites	**Successful completion of MA 090 or Multiple Measures Placement**
Corequisites	**MA 110: College Algebra**
Semester	**Fall/Spring**
Notes	
NOTE: This course does not satisfy the mathematics requirement for an associate degree.	

MA 092: Co-Statistics

This co-requisite course, linked with MA 102 (Statistics), is designed to prepare students for a college-level statistics course. Topics include basic mathematical calculations with fractions, decimals, and percentages. There will be an emphasis on data collections, descriptive statistics, basic probability, and the use of the TI-83/84 graphing calculator. Grading is Satisfactory (S) or Unsatisfactory (U). Be advised that dropping or withdrawing from one of the linked courses requires dropping or withdrawing from both courses.

Course Learning Outcomes

1. Students will apply basic concepts of quantitative reasoning and relate these skills to learning activities in MA 102
2. Students will consider the importance of mathematical applications to real world problem solving

Semester Hours	**0**
Equivalent Hours	**2**
Prerequisites	**Successful completion of MA 090 or Multiple Measures Placement**
Corequisites	**MA 102: Statistics**
Semester	**Fall/Spring**
Notes	
Note: This course does not satisfy the mathematics requirement for an associate degree.	

MA 098: Pre-Statistics

This course is designed to prepare students for a college-level Statistics class. Topics include basic mathematical calculations with fractions, decimals, and percents. There will be an emphasis on data collection, descriptive statistics, basic probability, and the use of the TI-83-84 graphing calculator.

Course Learning Outcomes

1. Perform basic operations with fractions, decimals, and percents, order of operations, and evaluate algebraic expressions
2. Read and interpret tables and graphs
3. Construct tables and graphs from a data set
4. Calculate probability of certain events

Semester Hours	**0**
Equivalent Hours	**3**
Prerequisites	**Successful completion of MA 090 or Multiple Measures Placement**
Semester	**Fall/Spring**
Notes	
This course does not satisfy the mathematics requirement for an associate's degree.	

MA 100: Pre-Algebra

This course is designed for students who need to master basic algebraic computations, concepts and applications in order to advance to other math courses for their major area of study. Topics include evaluating and solving word problems; polynomials and algebraic functions, including factoring; and graphing and systems of linear equations.

Course Learning Outcomes

1. Apply the properties for real numbers including addition, subtraction, multiplication, division, and order of operations
2. Solve linear equations with variables on only one side of the equation and on both sides of the equation
3. Graph a linear equation by either plotting points, locating X and Y intercepts, or by using the slope-intercept form of the equation
4. Application of all mathematical concepts

Semester Hours	**0**
Equivalent Hours	**3**
Prerequisites	**Successful completion of MA 090 or Multiple Measures Placement**
Semester	**Fall/Spring**
Notes	
This course does not satisfy the mathematics requirement for an associate degree.	

MA 102: Statistics

This is a first course in statistics and data analysis. Topics in descriptive statistics, probability and probability distributions and inferential statistics will be covered.

Course Learning Outcomes

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Represent mathematical information symbolically, visually, numerically and verbally
3. Employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems
4. Estimate and check mathematical results for reasonableness
5. Recognize the limits of mathematical and statistical methods

Semester Hours	**3**
Prerequisite or Corequisite	
Pre-Statistics (MA 098), if required based on multiple measures.	
Semester	**Fall/Spring**
Notes	
The TI-83/84 Plus calculator is required.	

MA 103: Business Mathematics

Studies the application of basic principles of business mathematics to provide skill in calculating and solving practical business and financial mathematical problems. Mathematics relating to retailing, manufacturing, banking, and consumers will be covered. Some algebra skills will be taught and used within the context of business mathematics problems.

Course Learning Outcomes

1. Calculate cost, markup and selling price of an item
2. Calculate monthly payment and total loan interest of a mortgage
3. Compute property tax rates
4. Prepare a bank reconciliation

Semester Hours	**3**
Prerequisites	**Mathematics Fundamentals (MA 090).**
Semester	**Fall/Spring**

MA 105: Math for Elementary Teachers I

This course is designed for students transferring into elementary education programs. This course provides prospective elementary school teachers with a clear and broad understanding of the major mathematical concepts and skills commonly taught in elementary math classes. The emphasis will be on problem solving as it relates to the number system. Probability and statistics are also introduced.

Course Learning Outcomes

1. Demonstrate the ability to employ quantitative methods such as arithmetic, algebra, probability and statistics that are required to effectively teach math in an elementary setting
2. Demonstrate the ability to apply mental math techniques to estimate and check mathematical results for reasonableness
3. Demonstrate the ability to analyze computational errors of fictional students and provide mathematically correct feedback
4. Apply a working knowledge of mathematical vocabulary, computational algorithms and mathematical representations to solve problems within the elementary setting

Semester Hours	**3**
Prerequisites	**MA 110: College Algebra College Algebra (MA110) or higher with a minimum grade of C**
Semester	**Fall**
Notes	
Does not satisfy any mathematics requirement.	

MA 110: College Algebra

This is a reform math course. Students will work in collaborative groups on activities in which the mathematics arises from context. Real life data is interpreted numerically, symbolically and graphically. Topics include: linear, quadratic, rational and exponential functions. This course cannot be taken as a pre-requisite for Precalculus.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to use arithmetical, algebraic, geometric and statistical methods to solve problems
4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness, to determine alternatives and select optimal results
5. Students will demonstrate the ability to recognize the

Semester Hours	**4**
Prerequisite or Corequisite	
Elementary Algebra (MA 100), if required based on multiple measures.	
Semester	**Fall/Spring**
Notes	
The TI-83/84 Plus calculator is required.	

MA 111: Precalculus

This is a study of functions that model real world behavior. Linear, exponential, logarithmic, trigonometric, polynomial and rational functions are studied. This course serves as a foundation for students going on to Calculus. MA 110 may not be taken as a prerequisite for this course.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry or statistics to solve problems
4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness
5. Students will demonstrate the ability to recognize the limits of mathematical and statistical

Semester Hours	**4**
Prerequisites	**MA 117 with a course grade of C or better.**
Semester	**Fall/Spring**
Notes	
The TI-83/84 Plus calculator is required.	

MA 113: Statistics for the Behavioral Sciences

The purpose of this course is to introduce students to the statistical procedures used in social science research. Using a combination of hands-on activities, lecture, and discussion, students will learn how to select appropriate statistical tests and how to conduct data analyses. Upon completion of the course, students will have developed an understanding of statistical terminology, descriptive and inferential statistics, and the ethics of reporting.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to employ quantitative methods such as, arithmetic, algebra, geometry or statistics to solve problems
4. Students will demonstrate an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection

Semester Hours	**3**
Prerequisites	**Pre-Statistics (MA 098) or Pre-Algebra (MA 100).**
Semester	**Fall/Spring**

MA 114: Math for Elementary Teachers II

Second course of a two-semester sequence covering problem solving, logic, analysis of geometric shapes and solids, measurement, congruence, similarity, constructions, coordinate geometry, transformations, calculator and measurement, and conversions in English and metric systems.

Semester Hours	**3**
Prerequisites	**MA 105: Math for Elementary Teachers I**
Semester	**E/O Spring**

MA 117: Algebra and Trigonometry

This is a study of linear, exponential, logarithmic, radical, quadratic, polynomial, rational, and trigonometric functions and equations with an emphasis on real world applications. This course serves as a foundation for students going on to Precalculus.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to use arithmetical, algebraic, geometric and statistical methods to solve problems
4. Students will demonstrate the ability to estimate and check mathematical results for reasonableness, to determine alternatives and select optimal results
5. Students will demonstrate the ability to recognize the

Semester Hours	**4**
Prerequisites	**MA 110: College Algebra** — **MA 110 with a course grade of C or better**
Semester	**Fall/Spring**
Notes	
The TI-83/84 Plus graphing calculator is required.	

MA 122: Calculus I

This is the first course in the study of the concepts and procedures of Calculus. Topics include: Limits, The Derivative, Applications of the Derivative, and the Definite Integral.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to employ quantitative reasoning using appropriate mathematical techniques to solve problems

Semester Hours	**4**
Prerequisites	**MA 111 with a course grade of C or better within 5 years.**
Semester	**Fall/Spring**
Notes	
The TI-83/84 Plus calculator is required.	

MA 123: Calculus II

A continuation of MA 122. Topics include the integral, applications of the definite integral, differential equations, Taylor expansions.

Course Learning Outcomes

1. Students will demonstrate the ability to interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics
2. Students will demonstrate the ability to represent mathematical information symbolically, visually, numerically and verbally
3. Students will demonstrate the ability to solve mathematical problems that require the selection of strategies and the integration of appropriate concepts and procedures

Semester Hours	**4**
Prerequisites	**MA 122 with a course grade of C or better.**
Semester	**Spring**
Notes	
The TI-83/84 Plus calculator is required.	

MK 101: Principles of Marketing

A survey of marketing theory and practice. Covers marketing planning and management, marketing strategy, sales forecasting, consumer buying behavior, product development, pricing, placement, and promotion methods.

Course Learning Outcomes

1. Demonstrate an understanding of marketing and customer relationships
2. Demonstrate an understanding of the marketing environment, buyer behavior and ethics in marketing
3. Demonstrate an understanding of segmentation, targeting, and positioning
4. Demonstrate a basic understanding of the elements of the marketing mix

Semester Hours	**3**
Semester	**Fall/Spring**

MK 160: Introduction to Digital Marketing

This course examines the basic principles and concepts of digital marketing. Topics include: social media marketing, search engine optimization, content creation and designing effective advertising campaigns, email marketing, and analysis of online marketing programs.

Course Learning Outcomes

1. Demonstrate an understanding of terminology, trends and current software platforms used in digital and social media marketing
2. Understand and apply search engine optimization and search engine marketing techniques to attract and engage customers online
3. Learn content creation strategies using graphic design and advertising principles
4. Demonstrate how to create, implement, and assess email marketing campaigns

Semester Hours	**3**
Semester	**Fall**
Notes	
Students who successfully complete ah required elements of MK 160 and MK 161 will earn a professional certificate in Google Digital Marketing and E-Commerce. Repeat of CI 160.	

MK 161: Introduction to E-Commerce

Students will explore terminology, trends, and techniques related to conducting digital commerce. Current platforms for operating a digital storefront will be identified and utilized throughout the course. Audience identification and analysis of success metrics will also be covered.

Course Learning Outcomes

1. Demonstrate understanding of terminology, trends and current software platforms used in digital commerce
2. Research and analyze elements of a successful e-commerce store and set up a mock e-commerce store
3. Utilize marketing analytics and performance data to assess the success of mock e-commerce store

Semester Hours	**3**
Semester	**Spring**
Notes	
Students who successfully complete all required elements of MK 160 and MK 161 will earn a professional certificate in Google Digital Marketing and E-Commerce. Repeat of BU 130.	

MU 101: Introduction to Music

Teaches students how to listen to music and understand it by identifying the basic materials of music and relating them to other areas; e.g., poetry, painting, sculpture, and architecture. By way of reading, lectures, and listening to music, the course proceeds from basic concepts in music to an understanding of form, movement, and style.

Course Learning Outcomes

1. Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein

Semester Hours	**3**
Semester	**Fall**

MU 103: History of Jazz

A brief history of jazz from its beginning to the present through lectures, listening, and reading. The various styles will be presented as well as the lives and history of selected performers.

Course Learning Outcomes

1. Students will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein

Semester Hours	**3**
Semester	**Special Rotation**

MU 104: History of Rock Music

This course surveys the history of the genre, starting with music's roots in Africa to its emergence as one of America's global cultural legacies. Key trends, subgenres and artists will be examined, as will rock music's place, influence, and reflection of American and British society. A music background is not required.

Course Learning Outcomes

1. Demonstrate active music listening skills
2. Demonstrate knowledge of the role of technology in rock music, both in terms of recording technology and instrumental sound effects
3. Demonstrate knowledge of influential artists, their key records, why they became influential, and the bands/artists that followed in their wake
4. Demonstrate knowledge of rock's impact on society, as well as how various cultural elements impacted rock music

Semester Hours	**3**
Semester	**Spring**

NU 101: Nursing I

In this course, the student examines the concepts which form the health-illness framework of the nursing program. Professional standards are introduced. The nursing process is utilized as the basis for all nursing practice throughout the life cycle. Emphasis is placed upon acquiring a body of knowledge that will permit individualization of nursing care, based on evidence-based practice and scientific rationales from the biological and behavioral sciences, and the liberal arts. The major focus will be care of clients with alterations in mobility, skin integrity, and alterations in cellular functioning. Laboratory practice provides the opportunity to develop beginning skills in both technical and interpersonal aspects of nursing. This course includes fundamental concepts upon which subsequent courses will build.

Semester Hours	**7**
Lab Hours	**9**
Lecture Hours	**4**
Corequisites	**BI 130, EN 101, and matriculation in the Nursing Program.**
Semester	**Fall**

NU 102: Nursing II

A continuation of NU 101 with emphasis on the care of the client with common health needs related to oxygenation, fluid and electrolyte balance, and elimination. Laboratory experiences provide the student with the opportunity to utilize the nursing process in the care of the healthy and the ill client throughout the life span. Students are expected to independently review classroom theory from NU 101 throughout this course.

Semester Hours	**7**
Lab Hours	**9**
Lecture Hours	**4**
Prerequisites	**NU 101, BI 130, EN 101.**
Corequisites	**BI 131, BI 210 and PY 101.**
Semester	**Spring**

NU 201: Nursing III

NU 201 will prepare the second-year student to apply the nursing process when caring for clients with physiological, psychosocial, and expanding family needs. Laboratory experiences will provide the student opportunity to increase their proficiency in meeting client needs. There is no new medical-surgical theory presented in this course. However, clinical conference time is utilized to reinforce medical-surgical and pharmacology content presented in Nursing 101 and 102. This is done through case studies, clinical vignettes, and discussion of situations encountered in the clinical setting. Students are expected to independently review theory from NU 101 and NU 102 throughout this course.

Semester Hours	**10**
Lab Hours	**15**
Lecture Hours	**5**
Prerequisites	**NU 101, NU 102, BI 130, BI 131, BI 210, EN 101, MA 102, and PY 101.**
Corequisites	**PY 201 and SO 101.**
Semester	**Fall**

NU 202: Nursing IV

NU 202 will prepare the second-year student to care for clients with complex psychosocial and medical-surgical needs. The nursing process will be applied to clients throughout the life span who are experiencing alteration in the following systems: metabolic, endocrine, gastrointestinal, sensory, neurological, and burns. New pediatric content is presented. In addition, pediatric disorders that the student was introduced to earlier in the program, are now discussed in more depth. There is a great deal of emphasis on clinical application of classroom theory and critical thinking. This is done through case studies, clinical vignettes, and discussion of situations encountered in the clinical setting. Clinical experiences will provide the student opportunity to increase their proficiency in caring for clients with complex health needs. Students will explore the professional and personal adjustments required for transition to the graduate nurse role. Students are expected to independently review theory from NU 101, NU 102, and NU 201 throughout this course.

Semester Hours	**10**
Lab Hours	**15**
Lecture Hours	**5**
Prerequisites	**NU 101, NU 102, NU 201, BI 130, BI 131, BI 210, EN 101, MA 102, PY 101, PY 201 and SO 101.**
Corequisites	**EN 102: Composition and Literature**
Semester	**Spring**

PE 118: Physical Fitness for Law Enforcement

This course is designed to acquaint students with information regarding physical fitness requirements for employment in law enforcement. This course will give students the skill necessary to establish fitness goals for themselves as well as the knowledge of how to achieve and maintain standards of physical fitness.

Course Learning Outcomes

1. Students are able to identify and demonstrate proper protocol for standardized law enforcement fitness assessments
2. Students will know their fitness test percentiles based on the Cooper Institute National Law Enforcement fitness standard

Semester Hours	**1**
Semester	**Special Rotation**

PE 162: Total Cardio Fitness

This course will introduce students to cardiovascular fitness. Upon completion of the course, students will be able to design physical fitness plans tailored to specific interests and abilities. Students will also be able to describe the health benefits and safety concerns related to a variety of aerobic activities. The course will also promote an awareness of the lifelong benefits of regular aerobic exercise.

Course Learning Outcomes

1. Student will demonstrate the ability to design a physical fitness plan
2. Student will describe the health benefits and safety concerns related to a variety of aerobic activities
3. Student will describe the long-term benefits of physical fitness

Semester Hours	**1**
Semester	**Special Rotation**

PE 262: Advanced Total Cardio Fitness

This course is designed to enable students to continue their cardiovascular fitness journey by building upon their existing knowledge of aerobic activities. Upon completion of the course, students will be able to design physical fitness plans tailored to specific interests and abilities. Students will also be able to describe the health benefits and safety concerns related to a variety of aerobic activities. The course will also promote an awareness of the lifelong benefits of regular aerobic exercise.

Course Learning Outcomes

1. Student will demonstrate the ability to design a physical fitness plan
2. Student will describe the health benefits and safety concerns related to a variety of aerobic activities
3. Student will describe the long-term benefits of physical fitness

Semester Hours	**1**
Prerequisites	**PE 162: Total Cardio Fitness**
Semester	**Special Rotation**

PL 101: Introduction to Philosophy

A study of philosophical ethics, metaphysics, logic, epistemology, and aesthetics in the thinking of Western and Eastern philosophers. Special attention is given to the cultural setting and impact of philosophy and thinking philosophically.

Course Learning Outcomes

1. Interpret and investigate the core questions of philosophy and apply the various philosophical responses to them in their historical context
2. Analyze and evaluate philosophical claims, arguments, and theories using deductive and inductive techniques of philosophical inquiry
3. Define, locate and outline philosophical terms and ideas

Semester Hours	**3**
Semester	**Fall**

PL 102: Philosophical Approaches to Morality

This course is a survey of ethics and morality in western and eastern philosophical traditions. The following topics will be addressed: definitions of ethics and morality, ethical relativism, egoism, ethical theories, virtue, feminist ethics, the ethics of compassion and suffering (Buddhism), Benevolence (Confucius) and Taoism. Applied ethics will be explored via the analysis of current issues in media ethics, political ethics, business ethics, educational ethics and bioethics.

Course Learning Outcomes

1. Define morality, ethics and values
2. Identify points of view surrounding good and evil
3. Discuss ethical theories, principles and issues such as relativism, egoism, Deontology, rights, justice and virtue

Semester Hours	**3**
Semester	**Special Rotation**

PL 103: Philosophy of Eastern Religion

An introduction to the philosophies and religions of the East. Particular attention is given to Hinduism, Buddhism, Confucianism, Taoism, and Islam.

Course Learning Outcomes

1. Students will demonstrate an understanding of the distinctive features of the history, institutions, economy, society, culture, etc. of one of the non-western Civilizations through the careful examination of their respective worldviews
2. Allow the student to acquire factual knowledge about Eastern philosophies and religion, leading to an establishment of a frame of reference

Semester Hours	**3**
Semester	**Spring**

PN 101: Fundamentals of Practical Nursing

This foundational nursing course introduces students to the history of the nursing profession and examines the current issues facing the practice of nursing and healthcare. Concepts discussed include but are not limited to the nursing process, safety, the role of the licensed practical nurse, evidence-based practice, communication skills and ethical and legal responsibilities of the nurse. During the course students are introduced to the importance of the application of critical thinking and clinical judgement skills for safe patient care. The course is complemented by a structured supervised laboratory setting where students apply concepts learned in theory and demonstrate the psychomotor skills needed to care for patients in the clinical setting. Clinical experiences will be completed in either long- term or sub-acute health care settings.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Review the rich history and current issues facing the nursing profession.
2. Identify the role and responsibilities of the licensed practical nurse as a valued member of the health care team.
3. Use the principles of therapeutic communication with peers, patients, families, and the members of the healthcare team.
4. Apply the nursing process to provide patient centered care for patients with stable and predictable health outcomes.
5. Define the aging process in terms of social, psychological, and biological principles.
6. Identify the physiological

Semester Hours	**9**
Lab Hours	**3**
Lecture Hours	**6**
Corequisites	**BI 112: Human Biology I** **EN 101: Composition**
Semester	**Fall**
Notes	
Syllabus PN 101A - Fundamentals Lab Component	

PN 102: Medical Surgical Nursing I

This course is an introduction to the basic concepts of medical surgical nursing using a systems approach. Building on previous courses, this course provides for the acquisition of basic concepts of adult health nursing, incorporating caring, communication, and collaboration with members of the health care team to deliver safe, patient centered nursing care. The body systems and the disease processes associated with them will be covered including etiology, diagnosis, signs and symptoms and nursing plan of care. Use of the nursing process will be emphasized as it relates to the various disease processes to plan and implement patient care using critical thinking, clinical judgment, and clinical reasoning. The importance of using evidence-based practice is integrated throughout the course. Clinical experiences will provide students with the ability to apply theory to practice caring for medical surgical patients in select acute care settings.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Discuss various disease processes and their impact on different body systems.
2. Identify and plan individual nursing care using the nursing process for patients with select medical surgical acute and chronic conditions.
3. Participate in collaborative relationships with members of the interdisciplinary team, the patient, and others.
4. Discuss the psychosocial, social, cultural, spiritual aspects, and the physiologic responses that can affect a patient's reaction to illness.
5. Explore and understand the use of evidence-based practice in nursing practice

Semester Hours	**10**
Lab Hours	**3**
Lecture Hours	**7**
Prerequisites	**PN 101: Fundamentals of Practical Nursing** **BI 112: Human Biology I**
Corequisites	**PY 101: General Psychology**
Semester	**Spring**
Notes	
Syllabus PN 102A Lab	

PN 103: Specialty Courses

This course is designed to provide the foundation for entry level competence in both Maternal/Child and Psychiatric Mental Health Nursing across the lifespan. The Maternal/Child section of the course builds on previously mastered medical surgical content with an application to the maternity and pediatric population. The mental health section of the course introduces the student to the basic concepts necessary to care for patients experiencing alterations in mental health. Psychiatric nursing within a variety of relevant contexts will be explored. Clinical and lab experiences are selected to provide the opportunity for students to increase their assessment skills and decision-making skills in the specialties. Emphasis is placed on the practical nurse's role as an effective member of a multidisciplinary team.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Apply the curricular threads of medical surgical nursing, pharmacology, nutrition, culture, and teaching and learning to the care of the childbearing woman, neonate, child. and patients with mental health illness.
2. Demonstrate knowledge of psychiatric pathophysiology and treatment for psychiatric disorders.
3. Discuss barriers and the stigma surrounding mental health disorders.
4. Use the nursing process to plan care for patients with mental health diagnoses.
5. Identify the importance of therapeutic communication to ensure safety of patients, self

Semester Hours	**10**
Lab Hours	**6**
Lecture Hours	**4**
Prerequisites	**PN 101: Fundamentals of Practical Nursing** **PN 102: Medical Surgical Nursing I**
Corequisites	**PY 201: Lifespan Development**
Semester	**Summer**
Notes	

Syllabus PN 103A Lab

PN 104: Medical Surgical Nursing II

This course is the second in a two-course series using a systems approach as it relates to various medical surgical disease processes. Specific body systems and the disease processes associated will be covered in the areas of etiology, diagnosis, signs, and symptoms, treatment, and nursing considerations. Emphasis will be on prioritization, decision making, time management and critical thinking appropriate to the LPN's scope of practice. The role transition from student to entry level licensed practical nurse as an integral member of the healthcare team is also included. Concepts related to scope of practice, legal issues, licensure, leadership and management principles, employment, and career development are explored. Skills needed for entry into the workforce such as resume writing and interviewing skills are reviewed to prepare students for their graduate role. Students will have the ability to apply theoretical concepts of the course to implement safe patient care throughout the clinical portion of the course.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Relate knowledge from previous coursework to the care of adult medical surgical patients in an acute care facility experiencing alterations in health.
2. Discuss various disease processes and how they affect different body systems.
3. Identify and plan individual nursing care for adult medical surgical patients based on the nursing process.
4. Discuss the psychosocial aspects and physiological responses that affect a patient's response to illness.
5. Describe scope of practice and licensure application process for the LPN graduate.
6. Identify the

Semester Hours	**9**
Lab Hours	**2**
Lecture Hours	**7**
Prerequisites	**PN 101: Fundamentals of Practical Nursing** **PN 102: Medical Surgical Nursing I** **PN 103: Specialty Courses**
Corequisites	**SO 101: Introduction to Sociology**
Semester	**Fall**

PS 101: American Government

An analysis of the American political system, with emphasis on the Constitution. Topics include American conservative and liberal political traditions, political parties, and the organization and operation of the executive, judicial, and legislative branches of government.

Course Learning Outcomes

1. Student will describe major concepts and theories utilized in the field of political science to examine key principles of the American governmental system connected to a research topic of their choice
2. Student will demonstrate an understanding and application of the research theories, frameworks, and methods used in political science to explore social phenomena including current events, public policy, and civic engagement in the political process
3. Student will understand the purpose and scope of, and interpret major documents such as the Constitution, Bill of Rights, and Declaration of

Semester Hours	**3**
Semester	**Fall**

PS 102: American State and Local Government

This course studies the structure and functions of American governments, the American pattern of local government, relationship of local to state government, and of both to the Federal government. Special emphasis will be on the political institutions and legal system of the State of New York and the municipalities of Columbia and Greene counties.

Course Learning Outcomes

1. Demonstrate familiarity with criticisms of state and local government
2. Demonstrate knowledge of the structure and function of state and local levels of government

Semester Hours	**3**
Semester	**Special Rotation**

PS 104: Contemporary Global Issues

Wars, revolutions, human rights, terrorism, natural and man-made disasters, international trade and economic issues impact the entire global community. This course is designed to acquaint the student with the tools and methods to analyze the historical, political, and industrial precursors leading up to these events. With this practical and theoretical foundation, students will be able to understand and engage in informed discussions about the important global issues in the coming decades.

Course Learning Outcomes

1. Student will demonstrate knowledge of a broad outline of world history through the study of major concepts of social, political, geographic, and economic structures in international affairs
2. Student will independently analyze and think critically about contemporary issues in global politics
3. Student will problem-solve and evaluate the strengths and weaknesses of the concepts and theories that shed light on critical issues which humans face throughout the world

Semester Hours	**3**
Semester	**Fall**

PS 105: Comparative Politics

This course provides a broad overview of the comparative politics subfield by focusing on substantive questions about the world today. Students will use their knowledge of these concepts to help understand past and current developments in a variety of geographical settings, including developing countries. The course invites students to grapple with ideas central to political structures around the world. For example, the state's role enforcing order, the differences between autocracies and democracies and the institutional forms of democratic governments. Students will consider how some institutions are more likely than others to produce desirable social outcomes such as accountability, redistribution and political stability.

Course Learning Outcomes

1. Student will use the comparative method and case study examinations to describe major concepts and theories including but not limited to the examination of nation-states, political regimes, political identity, gender and politics, and political violence
2. Student will compare and contrast the political systems of the countries explored in the course, paying particular attention to historical, political, economic, geographical, and moral aspects of governance in a variety of countries
3. Student will evaluate contemporary issues in light of different research methods and theories of Comparative

Semester Hours	**3**
Semester	**Special Rotation**

PS 123: Presidential Elections in America

This course will have three major components. It will investigate the history and the process of Presidential elections in America. It will also present the multiple viewpoints on the major issues of the current Presidential campaign. Finally, there will be a discussion of the value and practice of critical thinking.

Course Learning Outcomes

1. Demonstrate knowledge of the history and process of Presidential elections
2. Ability to analyze multiple viewpoints of the major current campaign topics

Semester Hours	**3**
Semester	**Fall (during Presidential election years)**

PS 130: Contemporary Constitutional Issues

Provides an introduction to constitutional law and public policy. Seminars emphasize effective reasoning on a range of contemporary issues, determining each credit on the basis of relevance to present-day concerns of American citizens.

Course Learning Outcomes

1. Identify core constitutional principles found in the Bill of Rights and Fourteenth Amendment
2. Demonstrate an understanding of landmark U.S. Supreme Court cases

Semester Hours	**3**
Semester	**Fall**
Notes	
Active participation in class discussions is required.	

PS 202: Introduction to Political Thought

This course is a chronological introduction to a selection of influential works in Western political theory. Some of the central themes that the course will cover are: justice, human nature and political action. The course will draw on the works of important thinkers, including: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Tocqueville. Students are introduced to the ideologies of liberalism, conservatism, fascism, socialism, and nationalism, and consider how assumptions about human nature in general, and political ideals of order, liberty, equality, and justice, in particular, affect choice of ideology.

Course Learning Outcomes

1. Student will demonstrate knowledge of events and developments in the history of political thought
2. Student will demonstrate critical thinking through consideration of a variety of social and political issues

Semester Hours	**3**
Prerequisites	**one 100-level Political Science or History course.**
Semester	**Special Rotation**

PX 101: College Physics I

An algebra-based theory and laboratory course covering the physics of mechanics, thermodynamics, and wave motion.

Course Learning Outcomes

1. Demonstrate understanding of concepts and solve problems in vectors, linear motion and non-linear motion
2. Demonstrate understanding of concepts and solve problems in force, energy and momentum
3. Demonstrate understanding of concepts and solve problems in the mechanics of fluids and rigid objects
4. Mathematically express theoretical predictions, report and analyze quantitative experimental observations, and compare the two in written form

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**MA 110, or MA 111, or MA 117, or MA 122, or MA 123.**
Semester	**Fall**

PX 102: College Physics II

A continuation of PX 101, covering the physics of optics, electricity and magnetism, and modern physics.

Course Learning Outcomes

1. Demonstrate understanding of concepts and solve problems in electrostatics
2. Demonstrate understanding of concepts and current and resistance and DC circuits
3. Demonstrate understanding of concepts and solve problems in magnetism, AC, and electromagnetic waves
4. Demonstrate understanding of concepts and solve problems in light and optics
5. Mathematically express theoretical predictions, report and analyze quantitative experimental observations, and compare the two in written form

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**PX 101: College Physics I**
Semester	**E/O Spring**

PX 103: University Physics I

A calculus-based theory and laboratory course covering the physics of mechanics, including applications in rotation, static equilibrium, and fluids. Provides the material needed to transfer into engineering, physics, or other physical science programs.

Course Learning Outcomes

1. Demonstrate understanding of concepts and solve problems in vectors, linear motion and non-linear motion
2. Demonstrate understanding of concepts and solve problems in force, energy and momentum
3. Demonstrate understanding of concepts and solve problems in the mechanics of fluids and rigid objects
4. Mathematically express theoretical predictions, report and analyze quantitative experimental observations, and compare the two in written form

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Corequisites	**MA 122: Calculus I**
Semester	**Special Rotation**

PX 104: University Physics II

A continuation of PX 103, covering gravitation, oscillations, and electricity and magnetism.

Course Learning Outcomes

1. Demonstrate understanding of concepts and solve problems in electrostatics
2. Demonstrate understanding of concepts and current and resistance and circuits
3. Demonstrate understanding of concepts and solve problems in magnetism, and electromagnetic waves
4. Mathematically express theoretical predictions, report and analyze quantitative experimental observations, and compare the two in written form

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Prerequisites	**PX 103: University Physics I**
Corequisites	**MA 123: Calculus II**
Semester	**Special Rotation**

PY 101: General Psychology

An overview of the scientific discipline of psychology, including some of the methods and basic concepts of the field and major aspects of human behavior, such as emotion, learning, conditioning, motivation, personality, and development.

Course Learning Outcomes

1. Demonstrate an understanding of concepts and insights of the discipline in major areas including human development, leaning, memory, personality and abnormality
2. Demonstrate an understanding of the methods of the social sciences including hypothesis development and testing, collection of data, analysis and reporting of findings

Semester Hours	**3**
Semester	**Fall/Spring**

PY 104: Psychology for Business

Survey of effective interpersonal and leadership behaviors that allow for team and human development. Topics include work motivation, stress management, communication strategies, psychological testing, coping with change, and personal and organizational improvement.

Course Learning Outcomes

1. Demonstrate an understanding of the theoretical frameworks of psychology that can be applied to make an organization more effective and efficient
2. Demonstrate an understanding of the research methods employed by psychologists to investigate industries and organizations
3. Demonstrate ability to understand how poor leadership can lead to employee frustration, a sense of powerlessness and demotivation
4. Demonstrate ability to understand and develop coping strategies to deal with change, powerlessness, approval and hostility

Semester Hours	**3**
Semester	**Fall/Spring**

PY 106: Psychology of Effectiveness

This course is designed to introduce students to psychological concepts related to personal, relational, and occupational effectiveness. This course will assist students in building psychological resiliency, increase understanding of others, communicate more effectively, find life direction, and appreciate the complexity of society and those living within it. Psychological principles and research will form the foundation for each topic with emphasis given to skill development.

Course Learning Outcomes

1. Student will demonstrate understanding of major concepts, models, and issues associated with personal effectiveness
2. Student will demonstrate an ability to apply the psychological theories and concepts to everyday human life and society
3. Student will demonstrate an understanding of the research methods employed by positive psychologists to investigate concepts such as effectiveness, happiness, goal-setting, and overcoming obstacles

Semester Hours	**3**
Semester	**Fall/Spring**

PY 201: Lifespan Development

A survey of current theory on development from conception to death. Topics include physical growth and maturation, cognitive and personality development, concerns of adolescence and young adulthood, and the special challenges of middle and late adulthood in our society.

Course Learning Outcomes

1. Analyze cognitive, emotional, and social development during infancy, childhood, adolescence and adulthood
2. Contrast the strengths and limitations of common research methods: systematic observations, self reports, case study and ethnography
3. Identify the strengths and limitations of general and developmental research designs: correlational, experimental, longitudinal, cross-sectional and sequential
4. Evaluate the lifespan perspective in reference to the basic issues of development: continuous v. discontinuous, contexts, nature v. nurture, gender and culture
5. Differentiate among the stances of major

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall/Spring**

PY 203: Social Psychology

Will focus on how individuals influence and relate to one another. Attention will be given to dynamics of interpersonal relationships, their effect on group processes, and personal adjustment. Topics include conformity, obedience, aggression, altruism, attraction, and persuasion.

Course Learning Outcomes

1. Demonstrate an understanding of the field of social psychology and its topics of special interest, including: conformity, mass communications, social cognition, self-justification and understanding, human aggression, prejudice, and human liking, loving and attraction
2. Demonstrate an understanding of the methods that social psychologists use to discover and verify their findings

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall/Spring**

PY 205: Child and Adolescence Psychology

An introduction to physical, cognitive, and socio-emotional development occurring from conception through adolescence. Topics include personality and identity, moral and social development, language development, changes in cognition, and intelligence.

Course Learning Outcomes

1. Demonstrate an understanding of the major theories of child and adolescent development, historically and today
2. Demonstrate an understanding of the development of the cognitive realm, language, intelligence, the emotional realm and self-identity
3. Demonstrate an understanding of basic research methods including experimentation, time span designs, and other methods of data collection

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall/Spring**

PY 210: Learning Disabilities

A general survey of major learning disabilities, their classification, etiology, and prognosis. Special education legislation, service procurement and provisions, and some methods of instruction for children with learning disabilities are also covered.

Course Learning Outcomes

1. Demonstrate an understanding of the etiology and assessment of LD and related conditions
2. Demonstrate an understanding of the educational placement options and other services available to individuals with LD and related conditions
3. Demonstrate an understanding of the social, emotional and behavioral challenges experienced by individuals with LD and their families

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall**

PY 212: Behavioral Change

Principles of operant conditioning and application of these principles to modify behavior. Focus will be on practical procedures for changing behavior in the natural environment.

Course Learning Outcomes

1. Identify, describe, and provide examples of the ABCs of behavior
2. Graph behavior frequencies using various techniques
3. Develop a comprehensive behavioral assessment program
4. Apply the concepts of reinforcement, discrimination, generalization, shaping, and chaining
5. Design and implement a behavior change program using approved techniques

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Spring**

PY 213: Introduction to Counseling

This course is designed to introduce students to the practice of professional counseling. Students will be provided with an overview of basic counseling models and theory, will discuss the biological, psychological, and social influences on human behavior, and will understand the ethical concerns related to the profession of counseling

Course Learning Outcomes

1. Student will demonstrate an understanding of the concepts and tenets of major psychotherapy theories
2. Student will demonstrate an ability to apply counseling theory and techniques to everyday human functioning
3. Student will demonstrate an understanding of the ethics and professional responsibility of counselors

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall**

PY 215: Theories of Personality

Designed to investigate the nature of the personality, how it develops, and why we differ and act similarly. The goal is to expose students to a variety of approaches to personality, including psychoanalytical, behavioral, cognitive, humanistic, and traits. The ultimate goal is to give students the tools with which to derive their own answers about human personality and behavior.

Course Learning Outcomes

1. Demonstrate an understanding of the methods of social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis
2. Demonstrate an understanding of the concepts and insights of the different disciplines in major areas of Personality Psychology including: Biological, Psychoanalytic, Phenomenological and Learning analysis

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall/Spring**

PY 217: Sport Psychology

Examines the major psychological theories related to sport and exercise behavior. Topics covered will include the history and development of sport psychology, the personality and motivation of the athlete, arousal and anxiety, social influences, intervention techniques, and counseling/clinical issues that are especially relevant to athletes.

Course Learning Outcomes

1. Demonstrate an understanding of the psychological factors that influence sport and exercise behavior
2. Describe the behavioral strategies that can be used to enhance sport and exercise behavior changes (e.g., reinforcement, goal setting, social support, etc.)
3. Recognize the historical trends and current research related to sport and exercise psychology
4. Describe the specific techniques and counseling approaches that can be used to enhance motivation and prompt attitude change with regard to sport and exercise behaviors

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall**

PY 230: Criminal Psychology

An examination of the dynamics of the physiological, cognitive and learning factors involved in criminal behavior from a psychological perspective. Criminal profiling, forensic analysis, victim profiling and victim analysis will also be discussed.

Course Learning Outcomes

1. Identify the origins and causes of criminal behavior from a psych – social perspective
2. List and describe the forms of mental illness and their effect upon offending
3. Differentiate between the major psychological perspectives on aggression and violence
4. Identify and describe the psycho-social causes of the criminal offenses of homicide, assault, and sexually oriented crimes

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall**

PY 292: Educational Psychology

This course is an in-depth study of fundamental concepts and principles of psychology that have broad applicability to classroom practice. Topics include the nature of learning as it relates to children and adolescents; cognitive and linguistic development; personal, social and moral development; individual and group differences; special needs; instructional strategies; and classroom management. Case study analysis will be used to translate theory into practice.

Course Learning Outcomes

1. Demonstrate how development and student diversity (culture, language, ethnicity and exceptionality) influence the learner and the learning environment
2. Define terminology and describe the assumptions of several theoretical perspectives on how students learn
3. Identify and define models of management, instructional strategies, interaction styles and environmental changes focusing on fostering motivation, encouraging higher level thinking skills and the acquisition of knowledge in content areas

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Special Rotation**

PY 299: Abnormal Psychology

Examines the dimensions, theories, and findings in human psychopathology with emphasis on cultural considerations when defining abnormality. Topics include concepts of abnormality, theories of classification, disorders, etiology, assessment, and treatment.

Course Learning Outcomes

1. Demonstrate understanding of the psychological approach to human disorders, their symptoms, known and possible causes, including: anxiety disorders; dissociative disorders; mood disorders; personality disorders; schizophrenia; substance abuse and addiction; and disorders of childhood/adolescent onset, including eating disorders
2. Demonstrate an understanding of the methods that psychologists use to study disorders
3. Demonstrate an understanding of the nature and effectiveness of various treatments of psychiatric disorders, including psychotherapeutic, biological and social approaches

Semester Hours	**3**
Prerequisites	**PY 101: General Psychology**
Semester	**Fall/Spring**

SA 101: Spanish I

For students with little or no background in Spanish. While all four comprehension skills (reading, writing, speaking and listening) are emphasized, class time is used primarily to practice listening to and speaking Spanish. Proficiency is achieved in the present and immediate future tenses, comparatives and superlatives, and the use of everyday vocabulary. An awareness of contemporary Hispanic cultures is also emphasized. Laboratory CDs supplement the course.

Course Learning Outcomes

1. Basic proficiency in understanding and use of Spanish
2. Familiarity with basic geography, contemporary news, and traditions of the cultures in which Spanish is spoken

Semester Hours	**3**
Semester	**Fall/Spring**

SA 102: Spanish II

A continuation of SA 101. Emphasizes the four basic comprehension skills plus the past tenses, direct and indirect pronouns, frequently used vocabulary, and contemporary Hispanic civilization. Class time is spent primarily practicing, listening to, and speaking Spanish. Laboratory CDs supplement the course.

Course Learning Outcomes

1. Basic proficiency in understanding and use of Spanish
2. Familiarity with basic geography, contemporary news, and traditions of the cultures in which Spanish is spoken

Semester Hours	**3**
Prerequisites	**SA 101 or three years of high school Spanish or equivalent.**
Semester	**Spring**

SA 201: Spanish III

A continuation of SA 102. Emphasizes the four basic comprehension skills plus the reflexives, the present subjunctive, the present perfect, and Hispanic culture. Class is conducted entirely in Spanish for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Basic proficiency in understanding and use of Spanish
2. Familiarity with basic geography, contemporary news, and traditions of the cultures in which Spanish is spoken

Semester Hours	**3**
Prerequisites	**SA 102: Spanish II**
Semester	**Special Rotation**

SA 202: Spanish IV

A continuation of SA 201. Emphasizes the four basic comprehension skills plus the use of the subjunctive and cultural readings and discussions. Class is conducted entirely in Spanish for extensive practice in listening and speaking skills.

Course Learning Outcomes

1. Basic proficiency in understanding and use of Spanish
2. Familiarity with basic geography, contemporary news, and traditions of the cultures in which Spanish is spoken

Semester Hours	**3**
Prerequisites	**SA 201: Spanish III**
Semester	**Special Rotation**

SC 141: Forensic Science

For the non-science major, an introduction to the basic scientific theory and techniques used in criminal investigation. Topics include: proper handling and preservation of crime-scene evidence; glass, soil, fingerprint, drug and paint chip examination, hair analysis; cloth, fiber, the uses of spectrophotometry, chromatography, and other instrumental methods in evidence analysis. Also, the description of serological techniques, DNA profiling, and toxicological techniques. Course covers sufficient inorganic and organic chemical concepts for students to gain an elementary understanding of the various analytical techniques.

Course Learning Outcomes

1. Student will employ scientific reasoning and analysis as applied to forensic science laboratory techniques, including measurement, data analysis, and evaluation of evidence, as well as application of forensic science data and concepts
2. Student will define, describe and apply scientific data, concepts and models as they pertain to crime scene processing, documentation, proper packaging procedures as they apply to specific types of physical evidence, and the scientific evaluation and analysis of evidence through physical, chemical, instrumental and microscopic means

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Fall/Spring**
Notes	
Repeat of CH 125	

SC 143: Astronomy and Culture

This online course will focus on the influence of the sky on both ancient and modern civilization. The course covers basic astronomy concepts including: solar system alignments (solstices, equinoxes, and eclipses), the phases of the Moon, constellations, and calendars. It features case studies of historic sites with cultural and astronomical significance such as Stonehenge, The Great Pyramids, Templo de las Siete Munecas and The Octagon Earthworks. Through the use of online tools, students will explore different views of the night sky related to traditional star stories. Emphasis will be placed on the interpretation of evidence involved in evaluating an archaeological site for astronomical importance.

Course Learning Outcomes

1. Student will demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis
2. Demonstrate the ability to identify credible research in archaeoastronomy
3. Student will demonstrate the application of scientific data, concepts, and models as they pertain to astronomy as well as its impact on humans and the environment

Semester Hours	**3**
Semester	**Fall**

SC 144: Nutrition Science

This course introduces the scientific principles of human nutrition and the relationship between diet, health, and disease. Students examine macronutrients, micronutrients, digestion, metabolism, and energy balance while evaluating dietary patterns and nutritional claims. The integrated laboratory component emphasizes scientific inquiry through dietary analysis, nutrient tracking, data interpretation, and critical evaluation of nutrition research.

Course Learning Outcomes

By the end of the course, the student will be able to:

1. Demonstrate an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling in the field of human nutrition.
2. Understand the application of scientific data, concepts, and models in nutrition research.
3. Evaluate evidence-based nutrition recommendations for health and disease prevention.
4. Conduct laboratory-style investigations involving dietary assessment and

Semester Hours	**4**
Lab Hours	**1**
Lecture Hours	**3**

SC 145: Introduction to Sustainability

Abbreviated Course Title for Transcript	**SC 170**

An introductory lab-science course suitable for non-science majors as well as science majors interested in the topic of sustainability. Not suitable for nursing majors seeking to fulfill science pre-requisites.

Students will learn about the interrelationships between humans and their environment by exploring the effects of the environment on organisms as well as sustainable solutions in the context of people, the planet, and economies. Topics include human population, biodiversity, ecosystem services, energy use, global climate trends, and food and water security.

Course Learning Outcomes
By the end of the course, the student will be able to:

Understand ecosystem services and ecology as they pertain to sustainable natural resource use.

Use the scientific method to analyze chosen issues of sustainability and offer solutions.

Recognize how economies, politics, historical background, and media shape values of resource use; and recognize how these forces affect individual perspectives of sustainability.

Recognize the interplay of institutional norms and personal agency with respect to living sustainably.

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Fall**

SC 150: Fundamentals of Agribusiness

Fundamentals of Agribusiness is designed to appeal to a wide variety of people interested in exploring the possibility of using their property for agricultural purposes or exploring the possibility of a career in an agricultural occupation. Lecture topics will focus on the fundamentals of running an agricultural business. In lab, students will learn about the interrelationship between the business of agriculture and the scientific principles underlying a successful farm. Students will visit local farms, interview local farmers to discuss their strategies for success and problems to avoid, and collect data related to operations of a farm. Students will also become familiar with the New York State Agricultural Tax Exemptions Schedule F.

Course Learning Outcomes

1. Demonstrate understanding of the issues involved with creating and maintaining an agricultural business
2. Demonstrate understanding of important scientific principles underlying a successful agribusiness

Semester Hours	**4**
Lab Hours	**3**
Lecture Hours	**3**
Semester	**Special Rotation**

SC 160: Extreme Weather and Climate Change

A study of extreme weather events (e.g., hurricanes, floods, tornadoes, blizzards, drought, etc.) from a variety of perspectives. This non-lab course examines the atmospheric processes involved in the formation, evolution, and destruction caused by these events as well as the human impact in the region affected. Historic cases and real-time events will be utilized to illustrate these processes and impacts. In addition, the impact of the recent rapid warming of Earth's climate system on the number and severity of different extreme weather events will be studied. In particular, evidence will be examined to help determine if there has already been a change over the past century and whether further, perhaps more profound, change is likely in the future. The physical basis for these proposed changes and possible impacts on human society will also be examined.

Course Learning Outcomes

1. Understand the physical science governing extreme weather events
2. Recognize and understand the potential impacts of these extreme events on the communities affected
3. Have an awareness of the scientific evidence assessing the likelihood of an increase in number and severity of these events due to the recent rapid warming of Earth's climate system
4. Understand the physical basis by which this rapid warming could lead to a change in frequency and intensity of these events

Semester Hours	**3**
Semester	**Special Rotation**

SL 110: Cultural Diversity

An introduction to cultural pluralism in the United States by closely investigating issues in American culture such as power, privilege, social class, gender, sexual orientation, race, and ethnicity. The two-fold goal is to increase information about cultural diversity issues and thereby increase sensitivity, understanding, and appreciation of diversity. Diversity will be examined from the perspectives of psychology, sociology, and anthropology, the problems presented by cultural differences in the United States, and the consequences for individuals and groups who live in a pluralistic society.

Course Learning Outcomes

1. Students will demonstrate a basic understanding of cultural diversity
2. Students will demonstrate a basic understanding of the numerous cultural diversity issues with in the United States
3. Students will demonstrate analytical understanding of Cultural Diversity

Semester Hours	**3**
Semester	**Fall/Spring**

SL 113: Research Methods for the Behavioral Sciences

The purpose of this course is to introduce students to the methods and experimental procedures used in research in the behavioral sciences. Using a combination of hands-on activities, lecture, and discussion, students will learn how to plan and conduct research. Students will gain knowledge of the scientific method, ethical standards in research, descriptive methodology, correlational research, experimental design, data analysis, statistical interpretation, and scientific writing.

Semester Hours	**3**
Semester	**Fall**

SL 115: Conflict Resolution: Theory and Practice

This course will focus on the understanding of interpersonal and intergroup conflict. The significant factors leading to conflict and strategies for conflict intervention will be examined. Students will gain skills in de-escalating conflictual interactions, applying conflict analysis, conflict prevention and conflict management.

Semester Hours	**3**
Semester	**E/O Spring**

SL 150: Leadership Theory and Practice

This course serves as an introduction to various theories of leadership and their applications in real-life situations. Students who take this course will develop an understanding of the traits, skills, and behaviors associated with various leadership approaches through an examination of existing theoretical models. Students will have an opportunity to discuss and analyze the utility of multiple styles of leadership and will be able to identify ethical and culturally informed leadership skills that can be applied in a variety of settings.

Semester Hours	**3**
Semester	**Fall**

SN 101: American Sign Language I

An introduction to the study of sign language and its various forms. Students will learn the use of the manual alphabet for fingerspelling and how to develop vocabulary through sign production. Opportunities to use and practice American Sign Language are provided.

Course Learning Outcomes

1. The student will demonstrate a basic proficiency in receptive skills
2. The student will demonstrate a basic proficiency in expressive language skills
3. The student will show an understanding of Deaf Culture

Semester Hours	**3**
Semester	**Fall**

SN 102: American Sign Language II

Advanced instruction in the use of American Sign Language (ASL). This course will allow participants to continue to develop their ability to use linguistic features, cultures, protocols, and core vocabulary to function in ASL conversations that include ASL grammar.

Course Learning Outcomes

1. The student will demonstrate an above basic proficiency in receptive skills
2. The students will demonstrate an above basic proficiency in expressive language skills
3. The student will show an understanding of Deaf Culture.

Semester Hours	**3**
Prerequisites	**SN 101: American Sign Language I**
Semester	**Spring**

SO 101: Introduction to Sociology

An introduction to and overview of the field of sociology. Gives students a basic working knowledge of the major institutions present in American society and their relationship to power, conflict, and social change.

Course Learning Outcomes

1. Demonstrate an understanding of the methods sociologists employ in social science, including hypothesis development and testing, data collection, analysis, and reporting of findings
2. Demonstrate an understanding of the major concepts, models and issues investigated by past and present sociologists
3. Demonstrate an ability to apply the findings of sociology to everyday human functioning

Semester Hours	**3**
Semester	**Fall/Spring**

SO 102: Social Problems

This course is designed to introduce students to a variety of contemporary social problems. Using sociological theory and concepts, students will come to better understand potential origins and remedies of modern-day social concerns.

Course Learning Outcomes

1. Student will demonstrate an understanding of social problems in contemporary American society
2. Student will demonstrate an understanding of the major concepts, models, and issues investigated by sociologists as they relate to contemporary social problems
3. Student will demonstrate an understanding of sociological research on social problems

Semester Hours	**3**
Semester	**Fall/Spring**

SO 207: Criminology

This course provides an overview of the nature of crime, causes of criminal behavior, and the main sources of crime data. Major emphasis is given to the principal theories of criminality and the application of these theories to contemporary crime issues. A discussion of the characteristics and behavioral patterns of the offender will be included as well as the relevance of these factors for prediction, prevention, and control of crime.

Course Learning Outcomes

1. Demonstrate an understanding of the nature and extent of crime and criminal victimization in the United States, theories of victimization and early explanations of crime
2. Recognize the theoretical approaches to crime causation, including biological, psychological, and sociological theories
3. Develop and foster critical thinking skills and enhancement of students' abilities to research, understand the value of evidence in forming an opinion and express their ideas in written and oral communication

Semester Hours	**3**
Prerequisites	**SO 101: Introduction to Sociology**
Semester	**Fall**

SO 209: Juvenile Delinquency

This course explores the nature and extent of juvenile delinquency in the United States. An emphasis will be placed on the biological, sociological, and psychological factors contributing to the phenomenon of juvenile delinquency. Examines the history, philosophy, and development of the American juvenile and family court system with an emphasis on the rights of juveniles, dispositional alternatives, and current trends.

Course Learning Outcomes

1. Differentiate between the individual causes of delinquency (free-will/rational choice, biological and psychological positivism)
2. Distinguish between the various sociological explanations of delinquency
3. Recognize the juvenile justice process including the roles of the juvenile court, community based corrections, and institutions for juveniles

Semester Hours	**3**
Corequisites	**SO 101 or CJ 102.**
Semester	**Spring**

SO 213: Sociology Through Literature

This course is designed to assist students in developing a sociological imagination through an examination and analysis of literature. Works of fiction and nonfiction can serve as effective vehicles for social commentary, analysis, and criticism. To that end, this course will examine key social relations, concepts, and theoretical models, using a sociological perspective, through the study of literary texts.

Course Learning Outcomes

1. Student will define the sociological imagination and describe how larger social forces impact individual lives
2. Student will demonstrate an understanding of the major concepts, models, and issues investigated by sociologists as revealed in literary works
3. Student will demonstrate an ability to connect the sociological concepts and issues visible in literary to everyday human life and society

Semester Hours	**3**
Prerequisites	**EN 101 and SO 101.**
Semester	**Special Rotation**

SO 243: Sociology of Gender

This course is a sociological analysis of gender in a variety of socio-economic and cultural contexts. After exploring the origins and evolution of gender, students analyze both the social construction of gender and the gendered structure of social life in contemporary U.S. society. The course examines the impact gender has on the lives of women and men in the areas of family, education, work, friendship, love, sexuality and violence.

Course Learning Outcomes

1. Identify the social cultural influences of gender behavior
2. Identify past and present theories of the sociology of gender
3. Demonstrate, obtaining, validating, and presenting current published research related to the sociology of gender

Semester Hours	**3**
Prerequisites	**SO 101: Introduction to Sociology**
Semester	**Fall**

SO 250: Environment and Society

This course is designed to illuminate the relationship between society and the environment. Particular attention will be given to the issues of sustainability and justice. Topics include the means of production, consumption, population, health and legislation. After completing this course, students will be able to apply sociological theory to environmental concerns utilizing critical analysis that examines both the social institutions of society and the practices of individuals.

Semester Hours	**3**
Prerequisites	**SO 101: Introduction to Sociology**
Semester	**E/O Spring**

TEST 101: TEST COURSE

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Course Learning Outcomes

By the end of the course, the student will be able to:

Semester Hours	**4**
Semester	**Fall**
Notes	
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TH 102: Acting I

An introductory course in the theory and techniques of acting as a craft. Emphasis is on physical and vocal training, improvisation, theater games, monologue work, basic scene work, and ease in speaking and movement.

Course Learning Outcomes

1. Student will demonstrate understanding of at least one principle form of artistic expression and the creative process inherent therein

Semester Hours	**3**
Semester	**Special Rotation**

TH 110: Introduction to Theater

The course provides an introduction to historical, aesthetic, and technical aspects of theatrical production. To be experientially involved in theater, students will write, produce, stage and perform an original play developed through improvisational techniques.

Course Learning Outcomes

1. Student will become familiar with theater history: Greek and Roman Theater through the 20th Century. Areas of interest will include: culture, influences, playwrights, and technical progression. Students will read and watch plays. Attention will be paid to language, costumes, acting, and technical elements used during the period
2. Student will participate in class discussion and activities. Paying attention, voicing their opinion, and being able to discuss generally what the class activities entail, are all acceptable means of participation
3. Student is required to participate in choosing or creating

Semester Hours	**3**
Semester	**Special Rotation**

Personnel

Officers of the College

Victoria Walsh

President
BA (hons.) Durham University; QTS; PGCE, Newcastle University, M.A., Durham University; Ed.D., Maryville University

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Bryant Morgan

Interim VP Administration / Chief Financial Officer

Joel Phelps

Vice President of Student Success
B.S., M.S., The College of St. Rose

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Executive Dean of Teaching & Learning

Racheal Chubb

Executive Director of Institutional Effectiveness
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LPN, Ogeechee Technical College; A.D.N, Ellis Hospital; B.S.N, Maria College; M.S., Sage Colleges; Ed.D., Maryville University

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Assistant Director of Academic Support / Accessibility Services

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Gloria Vicenti

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Chancellor's Award for Excellence in Teaching: 2017

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President's Award - Administration: 2006; Chancellor's Award for Excellence in Teaching: 2014

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B.A., M.S., The College of Saint Rose; Ph.D., Capella University
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A.A.S., Columbia-Greene Community College; B.S., SUNY College Plattsburgh; M.L.S., M.S., SUNY Albany
President's Award - Classified Staff: 1995; Chancellor's Award for Excellence in Professional Services: 1999; Chancellor's Award for Excellence in Librarianship: 2004

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President's Award - Faculty: 2004; Athletic Director's Award: 2004

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Athletic Director's Award: 2013; President's Award - Faculty: 2018; Chancellor's Award for Excellence in Teaching: 2021

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Chancellor's Award for Excellence in Teaching: 2023

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Dennis Brink

Cleaner

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Part-Time Employees

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Security Guard for Security and Safety

Michael Bonacker

Security Guard for Security and Safety

Elyse Browne
Library Assistant

Luis Camacho
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Mary DeSimone
Testing Coordinator

Daniel Flannery
ESL Instructor

Brandon Flynn
Assistant for Athletics

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Security Guard for Security and Safety
President's Award Part-time Staff 2013

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Affiliated Organizations — Day Care

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President Emeritus

James R. Campion
President Emeritus

Carlee Drummer
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Vice President

Bernardine J. LaMantia*
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