SUNY SCHENECTADY
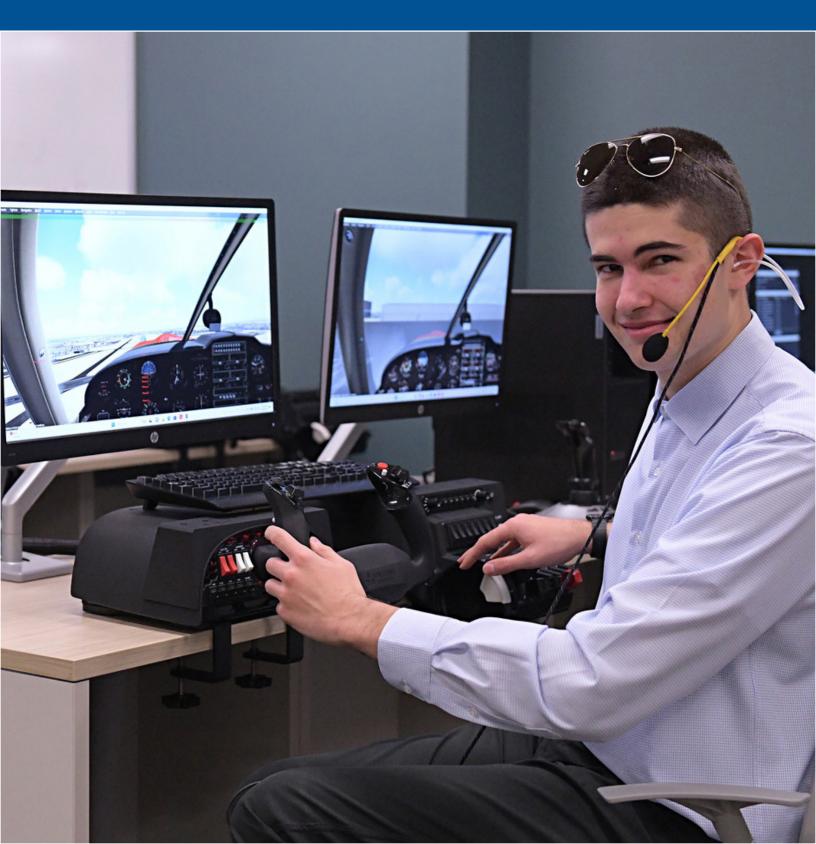# CATALOG
2024-2025

TELEPHONE DIRECTORY

SUNY Schenectady

78 Washington Avenue
Schenectady, NY 12305-2215
www.sunysccc.edu

General Information	518-381-1200	Hotel, Culinary Arts and Tourism	518-381-1361
Academic Advisement	518-381-1277	Human Resources	518-381-1218
Academic Affairs	518-381-1382	Immunization	518-381-1344
Academic Computing	518-381-1272	Learning Center	518-381-1249
ADA Transition Services	518-381-1344	Liberal Arts	518-381-1387
Administrative Services	518-381-1210	Library	518-381-1240
Admissions	518-381-1366	Mathematics, Science, Technology and Health	518-381-1267
ASAP (Advancing Success in Associate Pathways)	518-381-1355	Music	518-381-1231
Athletics	518-381-1378	Non-credit Programs	518-595-1101
Bookstore (College Store)	518-377-1606	Peer Tutoring	518-381-1249
Business, Criminal Justice and Law	518-381-1386	Public Relations	518-381-1250
Business Office, Student Accounts	518-381-1346	Registration and Records	518-381-1348
Career and Transfer Services	518-836-2807	Schenectady College Career Outreach Center	518-631-2257
Casola Dining Room	518-381-1391	Security and Parking Information	518-381-1308/1309
College Store, (Bookstore)	518-377-1606	Student Activities	518-381-1335
Computer Help Desk	518-381-1487	Student Affairs	518-381-1344/518-381-1365
Computer Lab	518-381-1213	SUNY Schenectady Integrated Laboratory Preschool	518-381-1455
Daycare Center, YWCA	518-381-1375	TRIO Program	518-381-1465
Educational Opportunity Program (EOP)	518-381-1279	Veterans Educational Benefits	518-381-1185
Faculty Student Association	518-381-1281	Workforce Development	518-595-1101
Financial Aid	518-381-1468		
Foundation, Alumni	518-381-1324		

**Be sure to visit the College's website at www.sunysccc.edu
for the latest information on programs, courses, and schedules.**

2024-2025 CATALOG

SUNY SCHENECTADY

A Community College Operated Under the Programs of the State University of New York

How to Use this Catalog

This publication is a guide for students about the programs, courses, services, policies and procedures at SUNY Schenectady.

If you are considering applying to SUNY Schenectady, you will need to read about admissions requirements and financial aid as well as the instructions for applying to the College. You will also want to review the program and course information to learn about the offerings at the College. You may refer to these sections as you apply for admission, meet with your academic advisor and make decisions about your program and course selections.

As a SUNY Schenectady student, you are responsible for knowing and complying with College policies. Refer to this Catalog as a reference for College policies and procedures, to learn how to drop a course, transfer to a four-year institution, or apply for graduation or readmission, for example.

Finally, we recommend you read the sections about services, student activities, clubs and athletics that will tell you how to get the most out of your college education. We encourage you to learn more about SUNY Schenectady by contacting the Office of Admissions directly for more information at 518-381-1366.

Student Consumer Information. The dissemination of general information regarding academic and financial aid programs as required under Title I of the Education Amendment of 1976, Public Law 94-482, is provided for in the appropriate sections of this Catalog. Also, information is available at https://sunysccc.edu/About-Us/Consumer-Information/index.html.

Information about credit and non-credit day and evening courses, along with registration information, is available on the College's website, www.sunysccc.edu.

Prospective and enrolled students who wish more specific data regarding academic and placement information may contact the Admissions Office, 518-381-1366, or Student Affairs, 518-381-1344. Detailed information regarding financial aid is available from the Financial Aid Office at 518-381-1352 or 518-381-1354. Information is also available on the College's website at www.sunysccc.edu.

Student Obligations. All SUNY Schenectady students have the responsibility for being fully aware of College policies and regulations affecting students.

Upon acceptance and/or registration, each student becomes a member of the academic community at SUNY Schenectady. Participation in this community is dependent upon the student's understanding of rights, privileges, and responsibilities. It is understood that each student accepts the obligations of this relationship.

In addition to this Catalog, students should consult the *SUNY Schenectady Student Handbook* for complete documentation of the Student Code of Conduct, discrimination complaint procedures, and policies and regulations that relate to students. This document makes reference to current policies and practices of the College. The Handbook is available online at https://sunysccc.edu/Current-Students/Student-Life-and-Resources/Student-Handbook.html. Students are responsible for familiarity with and observance of the Code of Conduct. The Student Code of Conduct is found in its entirety on the SUNY Schenectady website: https://sunysccc.edu/Current-Students/Student-Life-and-Resources/Student-Code-of-Conduct.html.

Commitment to Cultural Diversity. SUNY Schenectady seeks to achieve a culturally diverse environment where the contributions of all individuals are recognized and valued. It is our goal to work toward achieving an appreciation for cultures and contemporary issues related to the inclusion of multicultural experiences. The College continues to strengthen avenues for better understanding and appreciation of individual differences.

SUNY Schenectady affirms that bias-related incidents related to race, creed, gender, national origin, age, disability, sexual orientation, veteran status, or marital status will not be tolerated on campus. Every effort is made to provide opportunities for prevention and awareness programs to the College community that foster a climate inclusive of all people and to minimize bias-related incidents.

The College's Affirmative Action Officer and its Title IX Coordinator can answer questions or concerns related to cultural diversity, affirmative action and sexual discrimination. The office locations and telephone numbers of the Affirmative Action Officer and Title IX Coordinator may be found on page 5 and in the Compliance Officer's section of the College Administration, Faculty and Staff listing in this Catalog.

Organization and Support. The College receives operating funds from three primary sources: student tuition and fees, the county in which the student resides and the State of New York.

The College is governed by a 10-member Board of Trustees. Five are appointed by the Schenectady County Legislature and four by the Governor of New York. One trustee is elected by the student body each year.

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Note:

The College reserves the right at any time to make appropriate changes deemed advisable in the policies and procedures contained in this publication. This Catalog is not intended as a listing of course offerings, but rather as a reference document containing approved curricula, programs and courses that may be offered. Updated information can be found on the College's website at www.sunysccc.edu.

The College reserves the right to limit registration for courses, to discontinue courses for which there is insufficient enrollment and to change times and/or instructor assignments. Students who matriculated prior to Fall 2024 should refer to the Catalog of the year in which they enrolled for program requirements.

SUNY Schenectady does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, marital status, veteran status, gender or gender identity, disability, or age in admissions, employment, programs and activities.

> The following person has been designated to respond to reports and inquiries regarding sex, gender or gender related non-discrimination policies:
>
> > Mark Bessette
> > Title IX Coordinator
> > 78 Washington Avenue, Schenectady, NY 12305
> > 518-381-1353
>
> The following person has been designated to respond to reports and inquiries regarding all other non-discrimination policies:
>
> > Paula Ohlhous
> > Executive Director for Human Resources and
> > Affirmative Action Officer
> > 78 Washington Avenue, Schenectady, NY 12305
> > 518-381-1218

Reports of civil rights violations at SUNY Schenectady may also be made by contacting the U.S. Department of Education Office of Civil Rights at ocrcas.ed.gov/contact-ocr or by calling 1-800-421-3481.

SUNY Schenectady
78 Washington Avenue
Schenectady, New York 12305
518-381-1200
www.sunysccc.edu

Academic Calendar 2024-2025

***To view the refund calendar**, please refer to "Refund Dates" on page 17.

Fall Semester 2024

August 9 ....Fall Tuition Due
August 19-23 ....Institute Week
August 26 ....Classes Begin
August 28 ....8-week: Last Day to Add
August 30 ....Full Term: Last Day to Add
August 30 ....8-week: Last Day to Drop*
September 2 ....College Closed
September 6 ....Fall Session II Tuition Due
September 9 ....Full Term: Last Day to Drop*
September 16 ....Fall Session II Classes Begin
September 18 ....Last Day to Withdraw from
                                              First 5-Week
September 20 ....Fall II: Last Day to Add
September 27 ....Fall II: Last Day to Drop*
October 3 ....Last Day to Withdraw from
                                              8-week Courses
**October 21 (8:30 a.m.) ......Winter Session and
                                              Spring 2025
                                              Registration Begins**
October 21 ....Second Half Classes Begin
October 23 ....Second Half: Last Day to
                                              Add
October 25..........................Second Half: Last Day to
                                              Drop*
November 11 ....Last Day to Withdraw from
                                              Full Term or Fall II
November 25......................Second Half: Last Day to
                                              Withdraw
November 27......................College closes at 5 p.m.
Nov. 28-Dec. 1 ....College Closed
December 9 ....Last Day of Classes
December 10-16 ....Finals Week
                                              (See Finals Week Schedule)
December 18 (6 a.m.) ....Final Grades Due
December 26-Jan. 1 ....College Closed
January 3 ....Final Grades Posted
                                              on or before this date

Winter Session 2024/2025

December 30 ....Classes Begin
December 30 ....Last Day to Add
January 1 ....College Closed
January 2 ....Last Day to Drop*
January 13 ....Last Day to Withdraw
January 17 ....Last Day of Classes
January 19 (6 a.m.) ....Final Grades Due
January 20 ....Final Grades Posted
                                              on or before this date

Spring Semester 2025

January 2 ....Spring Session II
                                              Registration Begins
January 2 ....Spring Tuition Due
January 13-17 ....Institute Week
January 20 ....College Closed
January 21 ....Classes Begin
January 25 ....8-week: Last Day to Add
January 28..........................Full Term: Last Day to Add
January 28..........................8-week: Last Day to Drop*
January 31 ....Spring II Tuition Due
February 3 ....Full Term: Last Day to Drop*
February 3 ....May Graduation Forms Due
**February 10 ....Spring Session II
                                              Classes Begin**
February 14 ....Spring II: Last Day to Add
February 21 ....Spring II: Last Day to Drop*
March 17-23 ....Spring Break
**March 24 ....Summer/Fall 2025
                                              Registration Begins**
March 24 ....Second Half Classes Begin
March 26 ....Second Half: Last Day to
                                              Add
March 28 ....Second Half: Last Day to
                                              Drop*
April 14 ....Last Day to Withdraw from
                                              Full Term or Spring II
April 14 ....Last Day to Withdraw from
                                              8-week Courses
April 30 ....Second Half: Last Day to
                                              Withdraw
May 12 ....Last Day of Classes
May 13 ....Study Day
May 14-20 ....Finals Week
                                              (See Finals Week Schedule)
May 22................................Commencement
May 22 (6 a.m.) ....Final Grades Due
May 29 ....Final Grades Posted
                                              on or before this date

Summer Session 2025

May 2 ....Summer Session
                                              Tuition Due for All Classes
                                              Beginning May 27
June 20 ....Summer Session
                                              Tuition Due for All Classes
                                              Beginning July 7
May 27-July 18 ....Session I Summer 8-Week
May 29...........................Last Day to Add
May 30...........................Last Day to Drop*
May 26 ....College Closed
June 19...........................College Closed
June 20...........................Last Day to Withdraw
July 4 ....College Closed
July 21 (6 a.m.)..............Final Grades Due for
                                              Session I Summer 8-Week
May 27-June 27 ....Session II Summer 5-Week
May 29 ....Last Day to Add
May 30...........................Last Day to Drop*
May 26 ....College Closed
June 11 ....Last Day to Withdraw
June 19...........................College Closed
June 30 (6 a.m.) ....Final Grades Due for
                                              Session II Summer 5-Week
July 7-August 8 ....Session III Summer 5-Week
July 8 ....Last Day to Add
July 10 ....Last Day to Drop*
July 30 ....Last Day to Withdraw
August 11 (6 a.m.).........Final Grades Due for
                                              Session III Summer 5 Week

OVERVIEW
OF SUNY SCHENECTADY

History and Facilities

SUNY Schenectady was officially established by the Schenectady County Board of Representatives on January 26, 1967, after a study made by a citizens committee that showed a need for a community college in the County. Following approvals by the State University of New York and the appointment of Trustees for SUNY Schenectady, the Van Curler Hotel was purchased by the County and designated as the site for the College.

Located on the western edge of the City of Schenectady, the extensively renovated Van Curler Hotel was transformed into a college, and classes began in September 1969. The building was subsequently renamed Elston Hall in honor of Charles W. Elston. Mr. Elston was a member of the original Board of Trustees and served as chairperson of that board for eight years. Elston Hall houses traditional and electronic classrooms, a computer lab, science and culinary arts laboratories, the Casola Dining Room, the Van Curler Room, the Lally Mohawk Room, meeting rooms, the College Store, and offices.

The Campus

In 1978, a multi-purpose building was constructed on campus that houses the Begley Library and the Carl B. Taylor Community Auditorium, home to musical performances and special events.

The campus was further enhanced in 1987 when the Center for Science and Technology (CST) opened. This unique facility contains physics and chemistry laboratories, specialized laboratory facilities for computer networking, and faculty offices.

A campus development project was completed in 1992. This added a new Student Center in Elston Hall, which includes the College Store, biology and geology laboratories and 15 classrooms. The South Wing addition to Elston Hall added four new culinary arts laboratories and an expanded restaurant facility, the Casola Dining Room. An enclosed pedestrian bridge connecting Elston Hall with the Center for Science and Technology was also added, providing improved access to the CST.

In Spring 2000, SUNY Schenectady's Gateway Building officially opened. The colorful one-story building houses general classrooms, a childcare center, the SUNY Schenectady Integrated Laboratory Preschool and offices.

Construction was completed in Fall 2001 on the Stockade Building, a three-story academic building that houses computer classrooms, traditional classrooms, lecture halls, conference rooms, offices and specialty programs. The Stockade Building is connected to Elston Hall and the Begley Library through an enclosed walkway in the heart of campus.

An impressive Culinary Arts Expansion in Elston Hall, completed in August 2007, houses the Casola Dining Room, two culinary arts laboratories, a dedicated kitchen for the Casola Dining Room, a bakery outlet, and a seminar room.

In Fall 2011, SUNY Schenectady began offering classes at Center City in downtown Schenectady and expanded at Center City in Fall 2012.

Also in Fall 2012, the College opened a $3.9 million, 12,600-square-foot, two-story addition to the Begley Building for the SUNY Schenectady School of Music. The School of Music includes teaching studios, an industry-standard live recording studio, two specialized music classrooms, practice rooms, recital space, teaching studios, faculty offices and a student lounge.

In Fall 2015, the Office of Workforce Development and Community Education moved to the Kindl Building, 201 State St. in Schenectady.

In January 2017, the Biotechnology Laboratory and Research Facility opened on the sixth floor of Elston Hall. The facility supports two degree programs – the Biotechnology (A.S.) and the Biological Technician (A.A.S.). The 3,800-square-foot facility houses two teaching laboratories, a research space dedicated to original scientific investigation in the fields of biology and biotechnology, a microscopic imaging room, and a student collaboration area.

An outside quad area with attractive landscaping, benches, and trees, provides recreational and study space for students. A portion of Schenectady County's bike-hike trail is located on the campus along the edge of the Mohawk River for use by students and the general public, as well as the MVP Health Care Fitness Court.

In August 2021, the College opened a new Learning Commons in the Begley Building featuring: labs for math, writing and accounting; a Tutoring Center; the Center for Excellence in Teaching; study rooms; student collaborative spaces; a Career Center; IT support; a reading area; café; and library stacks. In Fall 2021, the College began offering classes in the new Joan R. Dembinski '10 Chocolate and Confections Lab in the Mill Lane Artisan District for students in the Culinary Arts/Baking programs, and in the new Gaming Center at Center City for students in the Programming for Game Design program.

In January 2023, the College opened the new Welcome Center on the first floor of Elston Hall with Admissions, Financial Aid, and the Student Business Office. In August 2024, the Academic Advising, Careers and Transfer Center opened in the Stockade Building, a centralized location for Advising, Success Coaches, and Career/Transfer Services.

Directions to Campus

The College's address is 78 Washington Ave., Schenectady, N.Y. 12305.

- FROM THE NORTH AND EAST via State Street, Route 5, turn left at Washington Avenue in front of the College. Turn right into main parking lot.
- FROM THE WEST (SCOTIA/ GLENVILLE), via Route 5, turn right at the "SUNY Schenectady County Community College" exit ramp off the Western Gateway Bridge. Turn left at stop sign into main parking lot.
- FROM THE WEST, via New York State Thruway Exit 26, take I-890 East to Exit 4B "Erie Boulevard." Stay to the left and follow ramp "To Route 5 Scotia." At the traffic light, turn left on to State Street, (Route 5 West Western Gateway Bridge) for 1/4 mile. Take the "SUNY Schenectady County Community College" exit ramp on the right. At stop sign (Columbus Drive), turn right; at the next stop sign, turn left into main parking lot.
- FROM THE SOUTH AND EAST, via New York State Thruway, I-90, Exit 25, take I-890 West to Exit 4C "To Route 5, Scotia." At the traffic light, turn left on to State Street, (Route 5 West Western Gateway Bridge) for 1/4 mile. Take the "SUNY Schenectady County Community College" exit ramp on the right. At stop sign (Columbus Drive), turn right; at the next stop sign, turn left into main parking lot.

Visitors may park in "Faculty/Staff" rows and register with the Campus Safety guard in Elston Hall.

Campus Location

SUNY Schenectady is centrally located in downtown Schenectady at the corner of State Street (Route 5) and Washington Avenue. SUNY Schenectady is easily accessible from all points in the Northeast. Bus and Amtrak train terminals are within easy walking distance, and Albany International Airport is 25 minutes by car or taxi. The College is also served by CDTA local bus service. Parking is available on campus.

The Schenectady area has much to offer including cultural activities, from museums and art exhibits to theaters and music halls. Nationally-known performers in music, dance and theater make regular appearances in the area at the historic Proctors, the famed Saratoga Performing Arts Center, and numerous other sites.

Recreational opportunities are equally numerous. Several golf courses, downhill and cross-country ski centers, camping facilities and resorts are within easy traveling distance from Schenectady.

The College

SUNY Schenectady operates as a comprehensive community college under the programs and standards of the State University of New York. Sponsored by the County of Schenectady, the College's programs are approved by, and registered with, the New York State Education Department, and the College is authorized by the Regents of the University of the State of New York to award certificates and Associate's degrees.

Mission Statement

Driven to empower every student in their pursuit of lifelong success.

College Vision Statement

To inspire every student's success through equitable practices, innovative education, and community engagement.

Many Voices, One Call

SUNY Schenectady's Strategic Plan, Many Voices, One Call 2021-2026 is available online at: https://sunysccc.edu/About-Us/College-Leadership-Vision/Strategic-Plan.html

General Education Program

Consistent with Standard III Criterion 5 (a and b) of the Middle States Commission on Higher Education, all graduates of SUNY Schenectady's A.A., A.S., and A.A.S. programs complete the College's general education curriculum, designed to foster foundational skills that support the intellectual development, critical thinking, creativity, and cultural and historic understanding.

In November 2021, the SUNY Board of Trustees approved a new SUNY General Education Framework (SUNY GE) in support of the System's continued commitment to a strong general education program across all SUNY undergraduate degree programs. SUNY GE includes focuses on supporting students' "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 General Education Vision Statement, para. 2). SUNY GE will be effective Fall 2023 for new, first-time students entering A.A. and A.S. degree programs, and for new, first-time students entering A.A.S. degree programs effective Fall 2024.

SUNY General Education Knowledge and Skills Areas, and Core Competencies, A.A. and A.S. degree programs (Fall 2023).

Knowledge and Skills Areas: A minimum of 7 of 10 categories of knowledge and skills are required (30 total credits).

I. The four categories noted below are required for all undergraduate degree programs.
   - Communication – Written and Oral
   - Diversity: Equity, Inclusion, and Social Justice
   - Mathematics (and Quantitative Reasoning)
   - Natural Sciences (and Scientific Reasoning)

II. In addition, a minimum of three of the six categories below are required.
   - Humanities
   - Social Sciences
   - The Arts
   - U.S. History and Civic Engagement
   - World History and Global Awareness
   - World Languages

III. Core Competencies in the areas of Critical Thinking and Reasoning and Information Literacy are both required for all undergraduate degree programs.

SUNY General Education Knowledge and Skills Areas, and Core Competencies, A.A.S. degree programs (Fall 2024).

Knowledge and Skills Areas: A minimum of 4 of 10 categories of knowledge and skills are required (20 total credits).

I. The four categories noted below are required for all undergraduate degree programs.
   - Communication - Written and Oral
   - Diversity: Equity, Inclusion, and Social Justice
   - Mathematics (and Quantitative Reasoning)
   - Natural Sciences (and Scientific Reasoning)

II. Remaining categories from the following can be used to fulfill additional credits as needed to attain the 20 credit requirement.
   - Humanities
   - Social Sciences
   - The Arts
   - U.S. History and Civic Engagement
   - World History and Global Awareness
   - World Languages

III. Core competencies in the areas of Critical Thinking and Reasoning and Information Literacy are both required for all undergraduate degree programs.

SUNY General Education Requirement - Knowledge and Skill Areas

Communication - Written and Oral: COM 105; ENG 123; ENG 125; ENG 211

Diversity: Equity, Inclusion, and Social Justice: DEI 100; HIS 130; HIS 227; HIS 229; HIS 233

Mathematics & Quantitative Reasoning: CIS 129; MAT 123; MAT 145; MAT 147; MAT 148; MAT 149; MAT 154; MAT 167; MAT 180; MAT 181; MAT 210; MAT 242; PSY 200

Natural Sciences & Scientific Reasoning: AST 123; AST 125; AST 127; BIO 111; BIO 112; BIO 117; BIO 141; BIO 142; CHM 113; CHM 115; CHM 121; CHM 122; ENV 100; PHY 106; PHY 153; PHY 154; PHY 221; PHY 222; SCI 115

Humanities: COM 100; COM 105; COM 121; COM 200; COM 235; ENG 124; ENG 230; ENG 240; ENG 250; ENG 280; HIS 125; HIS 127; HIS 130; HIS 132; HIS 134; HIS 227; HIS 229; HIS 231; HIS 233; HIS 237; HIS 241; HIS 243; HIS 250; MUS 115; MUS 120; MUS 121; MUS 127; MUS 257; MUS 258; PHI 141; PHI 143; REL 121

Social Sciences: COM 100; COM 121; COM 231; COM 235; ECO 211; ECO 221; ECO 223; HIS 125; HIS 127; HIS 130; HIS 132; HIS 134; HIS 227; HIS 229; HIS 231; HIS 233; HIS 237; HIS 241; HIS 243; HIS 250; POL 123; PSY 121; PSY 155; PSY 200; PSY 221; PSY 222; PSY 224; PSY 226; PSY 227; SOC 121; SOC 122; SOC 125; SOC 127; SOC 222; SOC 224; SOC 228; SOC 230; SOC 232

The Arts: ART 115; ART 122; ART 127; ART 128; ART 133; ART 135; ART 150; ART 211; ART 280; ECH 220; MUS 114; MUS 115; MUS 116; MUS 118; MUS 120; MUS 121; MUS 122; MUS 127; MUS 132; MUS 147; MUS 151; MUS 152; MUS 155; MUS 156; MUS 257; MUS 258

U.S. History & Civic Engagement: HIS 130; HIS 227; HIS 229; HIS 233; POL 123

World History & Global Awareness: HIS 125; HIS 127; HIS 132; HIS 134; HIS 231; HIS 237

World Languages: ASL 121; ASL 122; FRE 121; FRE 122; ITA 121; ITA 122; SPA 121; SPA 122

Critical Thinking & Reasoning: COM 105; ENG 123; ENG 125; ENG 230; ENG 240; ENG 250; HIS 125; HIS 127; HIS 132; HIS 134; HIS 227; HIS 229; MAT 147; MAT 210; PHI 150

Information Literacy: COM 105; ENG 123; ENG 124; HIS 227; HIS 229

Accreditations

SUNY Schenectady is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The College is also an accredited institutional member of the National Association of Schools of Music. The Culinary Arts A.O.S. degree program is approved by the American Culinary Federation.

Student Body Profile

The student body of SUNY Schenectady is diverse in gender, ethnicity, age and area of residence. Students come to SUNY Schenectady with backgrounds ranging from those who have not completed high school to advanced degree holders. Many students are employed while they attend classes, many are starting college for the first time, and some are parents. They have different reasons for attending SUNY Schenectady, as well: some may be taking courses to upgrade their job skills, some take a class for pleasure, many want a new career immediately after graduation, while over fifty percent (51%) are enrolled in a degree program that would lead to transfer to a four-year institution.

Enrollment is split between full-time (54%) and part-time (46%) students. Within these two areas there is a greatly diverse population of students. Based on enrollment statistics from the Fall 2023 semester, 53% of full-time and 60% of part-time students are female. The average age of full-time students is 23 years old and the average age of part-time students is 28 years old.

In the Fall 2023 semester, students from ethnic minorities comprised 48% of the full-time student population and 48% of the part-time student population. The SUNY Schenectady African American population

represented 18% of the full-time and 21% of the part-time student body. Hispanic students represented 5% of the full-time and 5% of the part-time student body.

The majority of students (60%) are residents of Schenectady County. The remainder are from the Capital District (35%) and other areas of New York and other states (5%). In addition to these students who take courses on campus and through the distance learning network, 2,340 area high school students earned college credit for courses offered by SUNY Schenectady in their high schools.

The diversity of educational and life experiences that students bring to SUNY Schenectady results in a richness of viewpoints that provides the opportunity for dynamic exchange. SUNY Schenectady strives to provide programs and services to facilitate that experience for all.

An Integral Part of the Community

As stated in the College mission, SUNY Schenectady strives to meet the educational needs of its local and surrounding communities. The College seeks input from a variety of committees, provides programming through Academic Affairs and the Office of Workforce Development and Community Education, and endeavors to reach all segments of the community through a variety of avenues, including the SUNY College and Career Outreach Center, administered by SUNY Schenectady and located in Schenectady.

Partnerships

High School Articulation

A variety of articulation arrangements have been established with regional high schools and BOCES Career and Technical Centers to facilitate the seamless transition from secondary to postsecondary studies. For further information contact the Dean in the appropriate division (see page 2 for phone numbers).

Early College High School Programs

College in the High School
The College in the High School (CHS) program is a collaboration with SUNY Schenectady and more than 25 local school districts. High school students simultaneously earn SUNY Schenectady college credit while fulfilling their high school requirements by taking approved advanced high school courses.

The dual enrollment courses are taught by qualified high school teachers, who meet the rigorous SUNY Schenectady standard for faculty. Teachers work closely with College Deans and faculty to ensure the work that students perform in the high school course is equivalent to the college course.

Benefits of College in the High School

- Earn both college and high school credit for each course students take.
- Credit earned can be applied to an applicable SUNY Schenectady degree or certificate.
- Transfer credit to other colleges and universities (check with the college admissions office).
- The opportunity for students to challenge themselves and develop skills to excel academically.

For more information visit: www.sunysccc.edu/chs.

Capital Region Pathways in Technology (P-TECH)
An innovative high school program, led by Capital Region BOCES, is partnering business and industry with higher education and K-12 education to help the Capital Region address two issues that adversely impact the regional economy: rising student loan debt and employers struggling to find qualified workers.

Capital Region Pathways in Technology Early College High School (P-TECH) is a four- to six-year program (grades 9-14) focused on engaging students in hands-on, project-based learning to be successful in careers in Science, Technology, Engineering, and Math (STEM).

Students who successfully complete the program earn a high school diploma and an associate degree at no cost in a high-tech field from SUNY Schenectady. Graduates are first in line for a job with industry partners in the growing field of information technology.

Schenectady Smart Scholars Early College High School

Schenectady Smart Scholars Early College High School (Schenectady SSECHS) is a partnership among the New York State Department of Education, SUNY Schenectady, and the Schenectady City School District. The intent is to establish a collaborative learning and teaching environment for our students. All partners are committed to facilitating positive, transformational changes for a targeted student population that is traditionally under-represented in college. The program aims to increase the number of students who complete post-secondary credentials/degrees while closing our national achievement gap. The purpose of the program is to provide the opportunity for students enrolled in Smart Scholars to graduate from high school and successfully transition into college with at least 24 credit hours earned and transferred. Information about this program is available at www.sunysccc.edu/smartscholars.

Schenectady Smart Transfer Early College High School Program

Schenectady Smart Transfer Early College High School is a grant-funded program which allows Schenectady City School District high school students the opportunity to earn an associate degree while completing their high school requirements. These students will then have the opportunity to transfer to a four-year institution to complete their bachelor's degrees. This program is funded by a grant for more than $1 million from the New York State Education Department. Smart Transfer ECHS is a partnership among SUNY Schenectady, University at Albany, SUNY Delhi, and Schenectady High School. Students residing in the Schenectady City School District apply while in eighth grade and undergo a multi-stage application process to compete for selective admission. All Smart Transfer ECHS students participate in a rigorous six-week summer session at SUNY Schenectady all four years that they are in the program. Smart Transfer ECHS students will spend their first two years of high school full-time at Center City-SHS and their junior and senior years primarily at SUNY Schenectady. Modeled after existing Early College High Schools in the country, Schenectady Smart Transfer ECHS is one of two of its kind in the Capital Region. ST-ECHS students will graduate from both SUNY Schenectady with an associate degree or 60 college credits and from Schenectady High School with their diploma.

Schenectady Smart Tech Early College High School Program

The Smart Tech program is an innovative program led by the Schenectady City School District (SCSD) in partnership with SUNY Schenectady allowing for SCSD students to prepare for high-skilled jobs in the fields of technology and manufacturing. The Smart Tech-ECHS Program is funded by a NYS P-TECH grant that allows students to complete their associate's degree in four to six years, combining high school, college, and career training.

Duanesburg 1+1 and Brown School Early College High School

An Early College High School Program that allows students to follow a rigorous high school track, allowing them to enroll in both dual enrollment and full-time college courses at a discounted cost. Students can earn at least a semester and up to two years of transferable college credit leading to college completion.

Schenectady College and Career Outreach Center

Schenectady College and Career Outreach Center (SCCOC), a Division of SUNY Schenectady, is funded by the State University of New York (SUNY) University Center for Academic and Workforce Development (SUNY UCAWD). SUNY UCAWD provides strategic direction and funding for two Outreach Centers (SCCOC and the North Bronx Career Counseling and Outreach Center), 10 Educational Opportunity Center's (EOCs), and more than 35 ATTAIN Labs located across New York state. SCCOC has served thousands of residents in the community since 1977 providing services and support to community residents (not currently enrolled college students) looking to connect to pathways of employment, education, and career and technical training opportunities. SCCOC is located on the first floor of Center City, 433 State St. in downtown Schenectady. Services include.

- Assistance with the college application process
- Career and educational advising
- Community resources and referrals
- Employment and education enrichment programs and workshops
- Financial Literacy programs
- Individual cover letter assistance
- Individual résumé preparation assistance
- Job fairs, college fairs, and community agency fairs
- Job leads and vacancy listings
- On-site hiring and interviews with local employers
- Online skills connection modules that contain: Test prep for High School Equivalency Exam/GED
- Personal development and life skills
- Career exploration
- Skills building for the workplace
- Computer Lab for job searching, preparing résumés, applying to college, and applying for financial aid.

Office of Workforce Development and Community Education

The Office of Workforce Development and Community Education (WFD&CE), headquartered in the Kindl Building located at 201 State St. in Schenectady, demonstrates its commitment to lifelong learning through educational opportunities ranging from healthcare, manufacturing, craft brewing/distilling, apprenticeship programs, entrepreneurship, and fine arts, to career and personal development programs, and the STEAAM Kid and Teen Academy.

Courses include customized professional development, technical training, industry-driven business education and training, online offerings, healthcare training, and community education. Flexible scheduling of a broad array of programs allows students and participants to pursue their goals during daytime, evening or weekend hours at on-campus and off-campus sites. Instructors are recruited from the College's faculty and community subject matter experts.

WFD&CE offers training opportunities that align with current business and industry needs that are designed to increase an individual's competitive edge and broaden employment opportunities. WFD&CE provides numerous opportunities that tap into an individual's creative side, teach new skills, and open new possibilities. Topics include, but are not limited to archaeology, notary public, culinary, music, theatrical make up, music lessons, art courses, and the Kids & Teen Academy.

WFD&CE assists local businesses to remain competitive and meet their training needs by customizing cost-effective programs designed to

increase productivity and upskill employees. Employers can participate in workforce development training through SUNY state and federal workforce training grants. As a partner with the Capital Region Workforce Development Board and the regional workforce development board system, WFD&CE can develop customized courses, seminars, workshops, conferences, and training programs.

There are a variety of healthcare courses available which offer a full range of options for individuals interested in the high demand healthcare industry. Training is provided for positions including Certified Clinical Medical Assistant (CCMA), Community Health Worker (CHW), Certified Nursing Assistant (CNA), EKG, Phlebotomy, Emergency Medical Technician (EMT), Home Health Aid (HHA), Personal Care Aid (PCA), Behavioral Health Technician (BHT), and Medical Administrative Assistant (MAA). WFD&CE serves as the healthcare and human services lead for SUNY Apprenticeship and assists in the development of apprenticeship programs in healthcare and other sectors across New York state.

WFD&CE assists the College in meeting its comprehensive mission by developing partnerships with other educational institutions, economic development organizations, business and industry partners, and not-for-profit agencies. Through a collaborative delivery of programs, the College and its partners play a critical role in serving the diverse educational and training needs of Schenectady County and the greater Capital Region.

Online Courses

The College offers courses in both fully online and hybrid modes through Open SUNY. Students are able to enter their online courses to complete assignments and/or readings at any time of day or night, seven days a week, using the College's learning management system, Brightspace. The term hybrid means that the course will meet periodically in the traditional classroom with the remainder online. Online and hybrid courses adhere to the same academic calendar and academic policies as courses utilizing traditional modes. Online course offerings vary by semester and are indicated in each semester's list of courses. Many of the College's academic programs can be completed at least 50% online.

College Advisory Committees

Committees comprised of community experts have been established by the College. These Committees (listed below) meet with faculty and administrators to discuss matters related to programs and services. SUNY Schenectady benefits greatly by drawing upon the collective experience and judgment of the Committees. The committees submit a report to the Board of Trustees through the President of the College each year.

- ADA Transition Services
- Admissions
- Diversity and Inclusion
- Hotel, Culinary Arts and Tourism
- Math, Science, Technology and Health
- Music
- Schenectady College and Career Outreach Center
- Technology
- Workforce Development and Community Education

Schenectady County Community College Foundation, Inc.

Schenectady County Community College Foundation raises funds and provides stewardship of those funds to support and advance the College's mission. The Foundation's Board of Directors, comprised of business and community leaders, identifies and cultivates relationships to generate private and public funding, initiates campaigns to grow opportunities for students, and invests in programs, faculty development, facilities, and capital improvements. Gifts to the Foundation, a separate 501(c)3 charitable organization, allow it to advance and support the College's mission to ensure student success.

ADMISSIONS

Full Opportunity/Open Admissions

SUNY Schenectady participates in the Full Opportunity Program of the State University of New York. Under this plan, SUNY Schenectady guarantees open admission to all applicants who reside in Schenectady County who graduated from high school within the prior year and to applicants who were released from active duty with the Armed Forces of the United States within the prior year. Additionally, the College admits previous high school graduates and residents of other counties who can profit from its programs and services, to the limits of the College's capacity, and subject to compliance with any deadlines or requirements established by the College in its admissions procedures. All students must follow the admissions guidelines outlined later in this section. Applicants who are enrolled in high school as juniors should refer to the Early Admission Program information in this section of the Catalog.

The College admits students with a wide variety of academic backgrounds. The College seeks to evaluate each student as an individual and to provide appropriate courses and services through testing; advisement; developmental courses in reading, writing and mathematics; tutoring services; and provide support services through the Learning Center, Mathematics Lab, TRIO, EOP program, and CSTEP. It does not claim to guarantee academic success. It can only provide the full opportunity for academic success. Furthermore, admission under the Full Opportunity Program does not guarantee students that they will be able to complete the curriculum to which they applied in two years of full-time study. Applicants entering in the spring or summer semesters and those needing to complete prerequisite courses may require five or more semesters to complete degree requirements.

Admission Requirements

SUNY Schenectady emphasizes flexibility and opportunity in its Full Opportunity admissions policy. Because the College accepts not only students of demonstrated ability, but also those of less developed talent, individuals who feel that they can benefit from college level instruction are invited to apply for admission. Applicants for a degree or certificate program must possess either a local or Regent's high school diploma or a GED. An I.E.P. diploma, CDOS credential, or its equivalent, is not a recognized diploma. An official high school transcript is required for all applicants who graduated from secondary school within the United States or its territories. Similarly, a student holding a GED will be required to submit the transcript of scores and/or the GED diploma.

Public colleges in New York state currently do not recognize the completion of any out of state correspondence online school program by state residents as a valid credential for admission. Students who attended high school outside of the United States or its territories may be required to have their records evaluated by an evaluation agency. Official transcripts may be required for the purposes of evaluation and internal review.

Alternate admissions opportunities exist for students impacted by these requirements through the College's 24 Credit Hour Program, as well as through the successful passing of the state high school equivalency program (GED) test for those who qualify.

In accordance with the policy set forth by the State University of New York (SUNY), students who are home-schooled must satisfy one of the following to be eligible for consideration for admission into SUNY Schenectady:

1. The student must have a passing score on the state high school equivalency diploma (GED) test. (Only students who have reached the maximum compulsory age of school attendance are eligible to take this test.)
2. The student must provide a letter from the superintendent of the school district in which the student resides attesting to the student's completion of home instruction meeting the requirements of Section 100.10 of the regulations of the Commissioner of Education, having earned the substantial equivalent of a graduate in their home district (or equivalent for students who reside outside of New York state).
3. The student must have previously earned, and been granted, a degree from a regionally-accredited degree granting institution.

Questions regarding the necessary documentation required of home-schooled students should be addressed to the Director of Admissions.

Applicants who have studied at other colleges prior to matriculating at SUNY Schenectady will need to submit an official transcript from each of the educational institutions previously attended in order for potential transfer credit to be evaluated.

Admission Procedures

Students are encouraged to apply to SUNY Schenectady by using the College's Free Application for Admission. The application can be obtained from the Admissions Office 518-381-1366 or the College website (www.sunysccc.edu). Students may also submit an application electronically through our website.

Students may also apply through the SUNY Application, found online at www.suny.edu.

All applicants are encouraged to apply as early as possible, beginning in the fall preceding the year they wish to attend SUNY Schenectady. Applicants without a high school diploma or GED should make arrangements to earn a high school diploma or GED. Applications are evaluated upon the receipt of all required documents and transcripts. If additional information is required before a decision can be reached, the applicant will be notified.

Transfer Admission

The College's philosophy of Full Opportunity also applies to transfer applicants. Transfer applicants should submit the College's Free Application for Admission, and request that an official high school or equivalent transcript be forwarded to the Office of Admissions. Additionally, applicants who wish to have previous college work evaluated for potential transfer credit must request that official transcripts from previously attended colleges be sent directly to the Office of Admissions. Transfer applicants will be considered for admission in any term for which they are eligible. However, the College cannot guarantee the availability of required courses in sequence or that the curriculum can be completed in less than two years. Generally, transfer credit must carry a grade of "C" or better from an accredited college. Credit for courses taken in the armed services will be evaluated on an individual basis.

Courses that are applicable to the student's chosen curriculum will be determined by the Registrar's Office.

Immunization Requirement

New York State Public Law requires that all matriculated students whose birth dates are on or after January 1, 1957, show the following proof of immunity against measles, mumps and rubella:

Measles. Two doses of live measles vaccine administered after 12 months of age, or physician's documentation of measles disease, or a blood test showing immunity.

Mumps. One dose of live mumps vaccine administered after 12 months of age, or a physician's documentation of mumps disease, or a blood test showing immunity.

Rubella. One dose of live rubella vaccine administered after 12 months of age or a blood test showing immunity.

Meningitis. A dose or signed waiver required.

Proof of immunization is to be submitted to the Division of Student Affairs prior to the first day of classes. For the complete Procedures and Implementation of New York State Public Health Laws on Immunizations and Meningococcal Meningitis and for any other immunization information, please visit the SUNY Schenectady website at www.sunysccc.edu or call the Division of Student Affairs at 518-381-1344, Elston Hall 222 or e-mail immunizations@sunysccc.edu.

Coronavirus Disease 2019 (COVID-19). Though not mandated, all students, faculty, and staff are encouraged to remain up-to-date on COVID-19 vaccinations and boosters in a manner consistent with other viruses such as influenza. Masking will remain voluntary and rapid home tests and masks will continue to be available on campus. The College reserves the right to adjust and implement more restrictive COVID-19 health protocols in the event of an outbreak.

Immunization Information Requests. A request for a copy of one's immunization records (specifically measles, mumps and rubella) may be made to the Student Affairs Division. All requests must be in writing and bear the student's signature authorizing release of this personal health information.

24 Credit Hour Program

Applicants for a degree or certificate who are over 18 years of age, but have not graduated from high school or who do not have a General Equivalency Diploma, may be admitted as matriculated students pursuing a degree under the College's 24 Credit Hour Program. Admission to this program will be based on the results of a standardized examination and an assessment of the student's "ability to benefit" by the Director of Admissions in consultation with the appropriate division dean. Upon completion of 24 credit hours applicable to the chosen curriculum, in accordance with the State Department of Education (https://www.acces.nysed.gov/aepp/course-distribution-requirements), the student must apply for the General Equivalency Diploma through the Registrar's Office. This procedure must be completed if students are to be eligible to receive an associate's degree from SUNY Schenectady County Community College.

Early Admission Program

The College has established an Early Admission Program in accordance with State Education Department guidelines to provide selected high school seniors a meaningful educational experience with opportunities most suited to individual needs and capabilities.

Two options are available following the junior year in high school:

1. The student enrolls full time at SUNY Schenectady before completing formal coursework for the diploma at the high school level. An admissions application should be filed along with appropriate recommendations from selected high school personnel.

2. The student retains high school status and starts SUNY Schenectady in September of the senior year. The student will take high school courses concurrently while enrolled as a part-time student at SUNY Schenectady.

All Early Admission applicants must satisfy the following requirements:

1. Successful completion of 11th grade;
2. Recommendation from a high school guidance counselor or principal;
3. Completion of an interview involving a parent (or legal guardian), student and admissions officer, the purpose of which is to explain the responsibilities and implications of the Early Admission Program.

The following statements pertain to full-time Early Admission students:

- Students will be classified as matriculated freshmen.
- Students must arrange for their SUNY Schenectady transcripts to be sent to the high school last attended so that these grades can be made a part of their permanent record. Successful completion of the freshman year should entitle students to a high school diploma. If they desire that the diploma be granted by their own high school, they must obtain approval prior to their high school graduation, since this decision lies with the local boards of education.
- Students may take up to five courses at a time, counting those taken concurrently in college and high school.
- The College reserves the right to restrict students to fewer than five courses concurrently, if it is deemed to be in their best interest.

Financial Aid

Since Early Admission students are considered to be in college and high school at the same time, federal regulations state that they are NOT eligible for any form of Federal financial aid (grants or loans).

High School Course Preparation

For a student enrolled full time to complete the requirements of a degree program in four semesters as specified in the "Curricula and Programs" section of the Catalog, it is essential that the student be adequately prepared in the stated course prerequisites. The College provides opportunities for students who may need to obtain necessary prerequisites. The need of such course prerequisites may, however, require a student to complete additional credit hours and/or semesters to complete the specified degree program requirements.

International Student Admissions

SUNY Schenectady accepts applications for admission from international students for the fall and spring semesters. Students attending the College on a student visa (F-1) as authorized by a SEVIS I-20 Certificate of Eligibility are considered to be international students. Applicants who are permanent residents of the United States should follow the normal admissions procedures and are not considered to be international students.

Acceptance of international students is based on the following factors:

1. The test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or Duolingo is required prior to admission. The minimum acceptable score on the computer-based TOEFL is 213; the minimum score on the Internet-based TOEFL is 79. These are equivalent to a paper-based TOEFL score of 550. The minimum score for the IELTS is 6.5. The minimum score for Duolingo is 110. The testing requirement may be waived for students from countries where English is the primary language or when a student has successfully completed an English Composition course with a grade of "C" or better at a regionally accredited U.S. college.

2. Students must have academic credentials at a level appropriate for entrance to college level study. The Full Opportunity Program regarding admission to the College does not apply to international students.

3. **Application Deadline for International Students:** Due to the amount of time required to process international student

applications and evaluate academic credentials, the State University of New York International Student Application for Admission (available from the Admissions Office) should be processed as early as possible to ensure adequate time for acceptance to the College. For international students, *the application process should be totally completed with all documentation prior to July 15 for the fall semester and December 1 for the spring semester.*

4. Normally, all written credentials from outside the U.S. need to be evaluated by an evaluating agency at the expense of the applicant (e.g., secondary and post-secondary transcripts).

5. Students must be able to certify the availability of $24,700 (U.S. currency) for each 12-month period to support their cost of tuition, fees, books, room, board and other living costs while in attendance at the College.

6. Health insurance coverage is required. International students will be billed for health insurance premiums each semester.

7. International students are not eligible for any form of financial aid for attendance at SUNY Schenectady. Students attending the College on a student visa must pay non-resident tuition (double the resident tuition) regardless of the length of time that they have resided in New York State. (See section on Tuition and Fees in the Catalog).

8. If an international student is accepted at SUNY Schenectady, the student will be mailed a SEVIS I-20 Certificate of Eligibility. Students residing outside of the United States must pay all applicable Federal SEVIS fees and have a printed receipt that proves payment prior to the visa interview at the U.S. Consulate. Updated information is available on the SUNY Schenectady website at www.sunysccc.edu.

9. International students who entered the country with an F-1 Visa or who changed their immigration status to F-1 while in the United States are strongly recommended to report to the Division of Student Affairs (Elston Hall 222) every semester to assure maintenance of status. All F-1 students who transfer to SUNY Schenectady must also apply for a SUNY Schenectady SEVIS I-20 (certificate of eligibility) within 15 days of registering for classes.

Additional Admissions Information

Music Applicants. Admission to the Performing Arts: Music and the Music Audio Technology degree programs is on a selective basis. Applicants are required to audition successfully in music reading and applied music before acceptance into either program.

Applicants should schedule an audition appointment and request audition information by contacting the School of Music at 518-381-1231.

As a result of course scheduling, students initiating either music degree program in a term other than the fall semester may require more than four semesters for completion.

Transfer Relationships

Under the transfer policies of the SUNY Board of Trustees, New York state residents who are graduates of A.A. and A.S. degree programs at SUNY Schenectady are guaranteed an opportunity to continue their education on a full-time basis at a SUNY baccalaureate campus. In order to be eligible for transfer under this guarantee, students must file an application and complete supplemental material by specified deadline dates. *Please see a SUNY Schenectady Academic Advisor or the SUNY Application and Viewbook for details.*

SUNY Schenectady has developed a number of formal transfer agreements with many four-year public and private colleges and universities. These agreements identify those institutions and indicate the patterns of study at SUNY Schenectady that will maximize the transfer of credit to the desired four-year institution.

Among those schools having transfer agreements with specific departments at SUNY Schenectady are: Albany College of Pharmacy and Health Sciences; Charter Oak College; Cornell University College of Agriculture and Life Sciences; Crane School of Music, SUNY Potsdam; Embry-Riddle Aeronautical University; Excelsior College; Hartwick College; Ithaca College; John Jay College of Criminal Justice; Kaplan University; LeMoyne College; Maria College; Nazareth College; New England Culinary Institute; New York University School of Professional Studies; Rochester Institute of Technology; Russell Sage College; Siena College; Skidmore College; Paul Smith's College; SUNY College at Buffalo; SUNY Canton; SUNY at Cobleskill; SUNY at Delhi; SUNY Empire State College; SUNY Environmental Science and Forestry; SUNY at Farmingdale; SUNY at Fredonia; SUNY Polytechnic Institute; SUNY Maritime; SUNY Oneonta; SUNY Oswego; SUNY Plattsburgh; SUNY Potsdam; SUNY Upstate Medical; University at Albany; The University of Hartford/The Hartt School; Utica University; and Vermont State University.

These colleges and universities have specific requirements for admission in conjunction with completion of the SUNY Schenectady programs involved in the various transfer agreements. *Students wishing to investigate the possibility of transferring should consult an Academic Advisor or the Division Dean responsible for their program early in their studies at SUNY Schenectady.*

SUNY Delhi Programs with SUNY Schenectady

Through a jointly registered inter-institutional program, SUNY Delhi offers an opportunity that leads to the degrees of Bachelor of Business Administration (B.B.A.) in Hospitality Management, Bachelor of Business Administration (B.B.A.) in Business and Technology Management (B.B.A.), and Bachelor of Science (B.S.) in Criminal Justice for students earning an Associate degree at SUNY Schenectady. All upper division courses necessary to satisfactorily complete the degrees are offered online, enabling students to attain a degree without leaving the Capital Region.

The Hotel and Resort Management core (in the B.B.A. in Hospitality Management) offers instruction in lodging management, recreation and club management, strategic marketing processes, research methods and applications, and human resources management. The Event Management core (in the B.B.A. in Hospitality Management) includes meeting event and convention management, risk management, wedding and social event management, and domestic and international business management.

The Business and Technology Management degree focuses on building skillsets in management, communication, leadership, and technology, allowing students to enter a variety of fields after graduation.

The Criminal Justice degree provides students with a variety of options in the field and the curriculum will include studies of corrections, criminology theory, law adjudication, law enforcement, and research and analytical methods.

For more information about SUNY Delhi's degree programs, please call SUNY Delhi Enrollment Services at 607-746-4550 or email enroll@delhi.edu.

Belanger School of Nursing/ SUNY Schenectady Joint Program Applicants

The College cooperates with the Belanger School of Nursing in offering an Associate in Science degree in Nursing that is jointly registered by the New York State Education Department. Under this program, students prepare for professional registered nurse licensure by enrolling in the Health Studies certificate program at the College and in nursing courses at the School of Nursing. Graduates of this program have historically ranked very high on the New York state licensing examination. Prospective students should apply through the Admissions Office of the Belanger School of Nursing 518-243-4471.

Belanger maintains different admissions criteria than SUNY Schenectady and students are encouraged to contact Belanger about their admission requirements. Prerequisites for the Belanger Nursing program must be completed prior to enrollment.

TUITION AND FEES

Tuition and Fees

The tuition and fees for full-time and part-time students are given on Pages 18 and 19. Students carrying 12 or more credits in any given semester are considered full time, although an average of at least 15 credit hours per semester is required to complete any associate's degree program on a normal two-year schedule.

The tuition, fees and charges published in the Tuition and Fee Schedule are in effect at the time of the printing of this Catalog. The College reserves the right, however, to make changes in tuition, fees and charges at the discretion of the Board of Trustees.

Full-time tuition covers all credit courses, day or evening, offered by SUNY Schenectady, including cross-registration agreements. It does not cover tuition for non-credit courses or courses in other locations for which no prior cross-registration approval has been obtained.

Student Activity Fee

In accordance with SUNY policy adopted by the College and approved by the Board of Trustees, a mandatory non-refundable Student Activity Fee for students is charged by the College at each registration. Fee varies based on status (part-time vs. full-time). The Student Government Association budget is funded by the Student Activity Fee and supports the total activities program, all clubs and organizations and sponsors all intercollegiate athletic programs of the College. It is the responsibility of the College, through the appropriate College officials, to ensure that all fees are expended for purposes determined to be cultural, educational, recreational and social.

A formal audit review is conducted annually of the Student Government Association budget. This report is available to the public.

For more information on the Activity Fee, visit www.sunysccc.edu, or stop by the Division of Student Affairs, Elston Hall 222.

Certificate of Residence

The county of legal residence for a New York state resident attending a community college contributes to the College a portion of the College's cost for providing services to the student. The basis for assessing counties for this funding is the Certificate of Residence.

To qualify for in-state tuition, a student must submit a Certificate of Residence from their home county annually. Failure to submit a Certificate of Residence will result in the student being billed out-of-state tuition charges. The application for Certificate of Residence (Form B-80) is available at the Student Business Office and on the SUNY Schenectady website (www.sunysccc.edu). Schenectady County residents will be required to provide a proof of residency with their Affirmation of Schenectady County Residence, at the Student Business Office, forms are available at the Student Business Office or on the SUNY Schenectady website.

To qualify as a New York state resident, a student must currently live in New York state and have lived within the state continuously for a period of at least one year prior to the date that the Form B-80 is completed. To qualify as a New York state resident, a student must also be a U.S. citizen, a permanent resident or have a valid immigrant status. Non-immigrants who currently are in the U.S. on any type of visa are not eligible for resident tuition.

New York state residents who have lived in more than one county during the past six months MUST submit a Certificate of Residence for each county in which they have resided.

Refunds

Refunds to students are made by check through the mail, only to the address shown on the student's registration form. Full refunds will be made for each course canceled by the College. However, if a course is canceled, it is the student's responsibility to add other courses, if necessary, to maintain full-time status. Fees are non-refundable unless the course is dropped prior to the first day of the semester.

For Credit Courses. Students who drop all of their courses or reduce their credit load, either from full-time to part-time or within part-time status, will receive a refund, provided the drop is done in accordance with College policy according to the SUNY Community College Liability Schedule as written below.

Semester Liability Schedule
For specific dates, please consult the "Refund Dates" on page 17.

Classes More than Eight Weeks in Length

Prior to first day of classes for the term	No liability	100% refund of tuition and fees
During 1st week	25% liability	75% refund of tuition
During 2nd week	50% liability	50% refund of tuition
During 3rd week	75% liability	25% refund of tuition
After 3rd week	Full liability	No refund

Classes in Terms of Eight Weeks in Length or Less

Prior to first day of classes for the term	No liability	100% refund of tuition and fees
During 1st week	75% liability	25% refund of tuition
During 2nd week	Full liability	No refund
During 3rd week	Full liability	No refund
After 3rd week	Full liability	No refund

No refunds are made for fees with the possible exception of aviation fees.

Please see refund dates for 2024-2025 academic year on the next page.

Workforce Development and Community Education Withdrawal and Cancellation Policy. Courses may be canceled due to insufficient enrollment. A 100% refund will be made for any course canceled by SUNY Schenectady. Every effort will be made to notify students so it is essential the WFD&CE office has correct contact information.

If a student must withdraw from a non-credit course, a written request must be received TWO business days prior to the course start date via mail to SUNY Schenectady Office of Workforce Development and Community Education, 201 State Street, Schenectady, NY 12305 or email at noncreditreg@sunysccc.edu. Cancellations received within this time frame are eligible for a full refund.

- No refunds will be granted for non-attendance of a course(s).
- Once you are registered for a course(s) you are responsible for payment (tuition, fees) for the course(s) regardless of whether you attend unless you withdraw at least two business days prior to the course(s) start date.

Beginning two business days prior to the start of class the refund policy is as follows:
- For courses eight weeks or less no refund is available.
- For courses nine weeks or longer:
- Between two business days prior to the start of class and 8 hours of scheduled class time a 75% refund will be issued.*

- Between 9 hours and 16 hours of scheduled class time a 50% refund will be issued.*
- After 17 hours of scheduled class time no refund is available.

*Refunds do not include the cost of materials, textbooks or administrative fees and will be issued in the form of a check that may take up to 21 business days to process.

Federal Financial Aid recipients should review the Financial Aid section of the Catalog for information on the required Federal Financial Aid Refund Policy on Page 20-21.

Outstanding Financial Obligations

Students with outstanding obligations to the College through the Library, Business Office, College Store, Financial Aid Office and Student Services Office will not be permitted to register for subsequent terms. The College uses a collection agency and/or attorney as a means of debt collection.

The student will be liable for any and all costs and disbursements associated with collecting ons and interest including reasonable attorney fees.

Outstanding Veteran Affairs Financial Obligations

In accordance with Title 38 US Code 3679 subsection (e), SUNY Schenectady 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.

SUNY Schenectady will not:

- Prevent nor 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 may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

For more information, please contact Anna Westerman at 518-381-1200 x1185.

Refund Dates for 2024-2025

FALL 2024							
Part of Term Dates	POT 1 Full Term	POT 2 Late Start	POT 6 1st 5 Weeks	POT 8 1st 8 Weeks	POT 10 2nd Half	POT FYS 1st 12 Weeks	
Class Dates	8/26/24-12/16/24	09/16/24-12/16/24	8/26/24-9/27/24	8/26/24-10/18/24	10/21/24-12/16/24	8/26/24-11/15/24	
Last day for an IN PERSON 100% drop-Tuition and Fees	8/23 by 4:30 p.m.	9/13 by 4:30 p.m.	8/23 by 4:30 p.m.	8/23 by 4:30 p.m.	10/18 by 4:30 p.m.	8/23 by 4:30 p.m.	
Last day for 100% refund ONLINE (ONLINE ONLY)	8/25 11:59 p.m.	9/15 11:59 p.m.	8/25 11:59 p.m.	8/25 11:59 p.m.	10/20 11:59 p.m.	8/25 11:59 p.m.	
Last day for a 75% refund-Tuition only	9/1 4:30 p.m.	9/20 4:30 p.m.	NA	NA	NA	9/1 4:30 p.m.	
Last day for a 50% refund-Tuition only	9/9 4:30 p.m.	9/27 4:30 p.m.	NA	NA	NA	9/9 4:30 p.m.	
Last day for a 25% refund-Tuition only	9/16 4:30 p.m.	10/4 4:30 p.m.	9/1 4:30 p.m.	9/1 4:30 p.m.	10/25 4:30 p.m.	9/16 4:30 p.m.	
SPRING 2025							
Part of Term Dates	POT 5 "Winter Term"	POT 1 Full Term	POT 6 1st 5 Weeks	POT 4 1st 8 Weeks	POT 2 Late Start	POT 10 2nd Half	POT FYS 1st 12 Weeks
Class Dates	12/30/24-1/17/25	1/21/25-5/20/25	1/21/25-2/24/25	1/21/25-3/15/25	2/10/25-5/20/25	3/24/25-5/20/25	1/21/25-4/21/25
Last day for an IN PERSON 100% drop-Tuition and Fees	12/27 4:30 p.m.	1/17 4:30 p.m.	1/17 4:30 p.m.	1/17 4:30 p.m.	2/7 4:30 p.m.	3/21 6:30 p.m.	1/17 4:30 p.m.
Last day for 100% refund ONLINE (ONLINE ONLY)	12/29 11:59 p.m.	1/20 11:59 p.m.	1/20 11:59 p.m.	1/20 11:59 p.m.	2/9 11:59 p.m.	3/23 11:59 p.m.	1/20 11:59 p.m.
Last day for a 75% refund-Tuition only	NA	1/27 4:30 p.m.	NA	NA	2/14 4:30 p.m.	NA	1/27 4:30 p.m.
Last day for a 50% refund-Tuition only	NA	2/3 4:30 p.m.	NA	NA	2/21 4:30 p.m.	NA	2/3 4:30 p.m.
Last day for a 25% refund-Tuition only	1/6 4:30 p.m.	2/10 4:30 p.m.	1/27 4:30 p.m.	1/27 4:30 p.m.	2/28 4:30 p.m.	3/28 4:30 p.m.	2/10 4:30 p.m.
SUMMER 2025	POT 1 Full Summer 8 Weeks	POT 2 First 5 Weeks	POT 3 Second 5 Weeks				
Class Dates	5/27/25-7/18/25	5/27/25-6/27/25	7/8/25-8/8/25				
Last day for an IN PERSON 100% drop - Tuition and Fees	5/24 4:30 p.m.	5/24 4:30 p.m.	7/5 4:30 p.m.				
Last day for a 100% refund-ONLINE (ONLINE ONLY)	5/26 11:59 p.m.	5/26 11:59 p.m.	7/7 11:59 p.m.				
Last day for a 25% refund-- Tuition only - In Person	5/30 4:30 p.m.	5/29 4:30 p.m.	7/12 1:00 p.m.				

2024-2025 TUITION AND FEE SCHEDULE

Tuition **New York State residents who present a Certificate(s) of Residence** from their home county or Schenectady County residents who submit a signed affidavit of residency:

Full-Time (per semester)	$2,484.00
Full-Time (per academic year)	$4,968.00
Part-Time (per semester credit hour or equivalent)	$207.00*
Full-Time Excelsior (per semester)	$2,484.00

Part-time tuition for students enrolled through the College in the High School Program is $70.00 per credit hour.

Tuition **Non-New York State residents and residents who do not present a Certificate(s) of Residence**

Full-Time (per semester)	$3,726.00
Full-Time (per academic year)	$7,452.00
Part-Time (per semester credit hour or equivalent)	$311.00

Student Service Fee	Charge	Per	Service Rendered
111.00	Full-Time	Semester	Student Activity Fee (Required)
10.00	Part-Time	Credit Hour	Student Activity Fee (Required)
384.00	Full-Time	Semester	Technology Fee (Required)
32.00	Part-Time	Credit Hour	Technology Fee (Required)
116.00	Full-Time	Semester	Transportation Fee (Required)
12.00	Part-Time	Credit Hour	Transportation Fee (Required)
12.00	FT/PT	Credit Hour	Capital Facilities Fee up to a maximum of $300/year (Required for Non-NYS Residents)
**2,532.32	FT/PT	Annual	International Student/Scholar Health Insurance – Inbound
**1,066.67	FT/PT	Fall Semester	International Student/Scholar Health Insurance – Inbound
**1,052.73	FT/PT	Spring Semester	International Student/Scholar Health Insurance – Inbound
**641.40	FT/PT	Summer	International Student/Scholar Health Insurance – Inbound
**211.03	FT/PT	Monthly	International Student/Scholar Health Insurance – Inbound
**111.54	FT/PT	Short Term	International Student/Scholar Health Insurance – Inbound, Up to 16 days
**920.04	FT/PT	Annual	International Student/Scholar Health Insurance – Outbound, Study Abroad
**385.65	FT/PT	Fall Semester	International Student/Scholar Health Insurance – Outbound, Study Abroad
**380.62	FT/PT	Spring Semester	International Student/Scholar Health Insurance – Outbound, Study Abroad
**231.90	FT/PT	Summer	International Student/Scholar Health Insurance – Outbound, Study Abroad
**76.67	FT/PT	Monthly	International Student/Scholar Health Insurance – Outbound, Study Abroad
**40.33	FT/PT	Short Term Rate	International Student/Scholar Health Insurance – Outbound, Study Abroad, Up to 16 days
**90.00	FT/PT	Annual	International Student/Scholar Health Insurance – Medical Evaluation/Repatriation Policy Only
**45.00	FT/PT	6 Months	International Student/Scholar Health Insurance – Medical Evaluation/Repatriation Policy Only
**7.50	FT/PT	Monthly	International Student/Scholar Health Insurance – Medical Evaluation/Repatriation Policy Only
40.00	FT/PT	Course	Course Fee – Level A[i]
60.00	FT/PT	Course	Course Fee – Level B[ii]
85.00	FT/PT	Course	Course Fee – Level C[iii]
105.00	FT/PT	Course	Course Fee – Level D[iv]
140.00	FT/PT	Course	Course Fee – Level E[v]
255.00	FT/PT	Course	Course Fee – Level F[vi]

Student Service Fee	Charge	Per	Service Rendered
150.00	FT/PT	Course	BPA 101, BPA 201
45.00	FT/PT	Course	HOT 277, HOT 218
140.00	FT/PT	Course	HOT 112, HOT 225, HOT 226, HOT 256, HOT 257, HOT 258, HOT 269
235.00	FT/PT	Course	HOT 255
205.00	FT/PT	Course	ART 115
300.00	FT/PT	Course	ART 280
500.00	FT/PT	Course	Music Lesson Fee (MUS 135, 136, 163, 164, 263, 264)
16,151.00	FT/PT	Course	Flight Laboratory Fee (AER 101)***
13,182.00	FT/PT	Course	Flight Laboratory Fee (AER 141) ***
12,896.00	FT/PT	Course	Flight Laboratory Fee (AER 228) ***
11,968.00	FT/PT	Course	Flight Laboratory Fee (AER 229) ***
3,700.00	FT/PT	Course	Air Traffic Control Fee (ATC 101)
2,500.00	FT/PT	Course	Air Traffic Control Fee (ATC 141)
2,000.00	FT/PT	Course	Air Traffic Control Fee (ATC 205)
2,500.00	FT/PT	Course	Air Traffic Control Fee (ATC 255)
5,400.00	FT/PT	Course	Air Traffic Control Fee (ATC 280)
25.00	Full-Time	Semester	Late Registration Fee
10.00	Part-Time	Course	Late Registration Fee (Maximum $25.00)
20.00	FT/PT	Each	Return Check Fee
8.00	FT/PT	Each	Online Ordered Transcript Fee
10.00	FT/PT	Each	In-Person Ordered Transcript Fee
12.00	FT/PT	Each	In-Person Same Day Transcript Fee
8.00	FT/PT	Each	Mailed (Standard USPS) Transcript Fee
13.25	FT/PT	Each	Mailed (USPS International) Transcript Fee
38.00	FT/PT	Each	Overnight (Domestic) Delivery Transcript Fee
63.00	FT/PT	Each	Overnight (International) Delivery Transcript Fee
20.00	FT/PT	Each	Diploma Re-Print Fee
5.00	FT/PT	Each	Enrollment Verification Letter
10.00	FT/PT	Each	Apostille or Authentication Fee
55.00	FT/PT	Exam	Credit by Examination (Challenge)
30.00	FT/PT	Credit	Credit for Previous Experience
50.00	FT/PT	Each	Graduation Cap & Gown
15.00	FT/PT	Each	Graduation Cap & Gown Late Fee
10.00	FT/PT		Parking Fine (First Offense)
20.00	FT/PT		Parking Fine (Additional Offense)
50.00	FT/PT		Parking Fine (Unauthorized parking in Disabled parking area)

Fees are non-refundable with the exception of Flight Laboratory fees where refund options may apply.

** Fees shown for International Student/Scholar Health Insurance are based on the 2024-25 school year, and are subject to change

*** Additional Third-Party Fees May Apply for Aviation Courses for Textbooks, Charts, Examinations & Exams, Ranging from $ 217 to $ 1,607, depending on the course.

Initial course fees cover 55 hours of training, which is the basic number of hours to complete the course. Schenectady County Community College is NOT responsible for any Aviation fees incurred over and above the initial course fee.

Additional fees associated with additional hours a student may require to complete a course is the student's responsibility to cover.

The estimated cost is $250.00 per hour over the initial 55 hours. According to the Federal Aviation Administration's website, "the average number of hours for persons without a hearing impairment completing the private pilot certification requirements is approximately 75 hours."

Additional flight hours may also be purchased by the student.

A student must pass and have a recorded grade for the current lab before they are allowed to register for the subsequent flight lab.

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i CIS 261, ELT 110, ELT 121, ELT 231, ELT 261, GEO 143, PHY 153, PHY 154, PHY 221, PHY 222, PHY 223

ii BIO 111, BIO 112, BIO 117, BIO 141, BIO 142, BIO 203, BIO 234, BIO 241, BIO 273, BMT 104, CHM 112, CHM 113, CHM 121, CHM, 122, CHM 200, CIS 110, CIS 111, CIS 137, CIS 235, CIS 256, CIS 257, SCI 115, ELT 256, NMT 252, NMT 225, NMT 280

iii BMT 102, CBB 102, CHM 140, CHM 228, CHM 229, DST 104

iv BIO 170, BIO 171, BIO 172, BIO 174, BIO 261, BIO 263, BIO 264

v HOT 111, HOT 119, HOT 125, HOT 220, HOT 238, HOT 251, HOT 253, HOT 259, HOT 260, HOT 268, ART 127, ART 128, MFS 101

vi MFS 102, MFS 103

FINANCIAL AID

Determining Financial Need and Eligibility for Financial Aid

The financial aid program at SUNY Schenectady provides monetary assistance to matriculated students who can benefit from further education, but who cannot do so without such assistance. Amounts of awards vary and depend upon the student's demonstrated financial need, as well as the amount of government funds available for distribution. The primary responsibility for meeting the expenses of a college education rests with the student and family.

An estimated family contribution toward college is determined through a process called "need analysis," which measures family financial circumstances. Financial need is then defined as the difference between family contribution and the cost to attend SUNY Schenectady.

To apply for most types of financial aid, a student must complete a Free Application for Federal Student Aid (FAFSA). Using this information, the SUNY Schenectady Financial Aid staff will determine eligibility for federal financial assistance. A New York State TAP Grant application and Excelsior Scholarship application are available to all New York state residents who complete a FAFSA. More information about TAP and Excelsior is available on our website www.sunysccc.edu/financialaid.

Federal Financial Aid Criteria To Be An Independent Student

For the 2024-2025 academic year, the questions below are the federal criteria for independence.

You are independent, and do not require parent information on the FAFSA, if you answer "yes" to any of the following questions:

- Were you born before January 1, 2001?
- As of today are you married or separated?
- Are you currently on active duty with the U.S. Armed Forces?
- Are you a veteran of the U.S. Armed Forces?
- Do you have children who live with you and receive more than half of their support from you?
- Do you have dependents, other than children or spouse, who live with you and that you provide more than half of their support?
- Since the age of 13, were both parents deceased, were you in foster care, or were you a ward of the court?
- Are you or were you an emancipated minor as determined by a court?
- Are you or were you in legal guardianship as determined by a court?
- At any time on or after July 1, 2023, were you considered to be an unaccompanied youth or homeless?

If you answered "no" to every question, you are dependent on your parents for federal financial aid purposes.

If you answered "yes" to any question, you are independent of your parents for federal financial aid purposes.

Campus-Based Aid

The three programs listed are the major sources of aid available based on the financial need analysis as documented through the FAFSA:

1. Federal Supplemental Educational Opportunity Grants (FSEOG)
2. Educational Opportunity Program (EOP)
3. Federal Work Study (FWS)

To be considered for one or all of these programs, a student must be currently matriculated in a degree or certificate program.

Preference will be given to aid applicants whose completed financial aid materials have been received by the College's Financial Aid Office prior to May 1. Students may be required to document taxable and non-taxable income, household size and other information reported on the FAFSA. Applications received after May 1 will be considered as long as funds are available.

Federal Financial Aid Refund Policy

The U.S. Department of Education has implemented a refund policy for federal financial aid programs (Pell, SEOG, and Student Loans). When a student withdraws from or stops attending all classes in the first 60% of a term, federal regulations require that the college calculate the percentage and amount of federal financial aid the student did not "earn" by their attendance and return those funds to the federal programs. For example, if a student withdraws after attending only 30% of the term, then that student is only entitled to 30% of his federal financial aid (grants and loans). Students who attend classes after the 60% point in the term are considered to have earned all federal funds.

A student is considered to have officially withdrawn from their classes after providing official notification of their intent to withdraw in accordance with the SUNY Schenectady Withdrawal Policy. For official withdrawals, the withdrawal date will be the date the student notifies the College of their intent to withdraw. A student who has begun attendance, has not officially withdrawn, will be considered an unofficial withdrawal for Title IV purposes if they: (a) fail all course work for the period of enrollment or (b) pass less than six credits for the period of enrollment and all passed classes are in a part-of-term which spans less than 49% of the student's scheduled days for the period. For unofficial withdrawals, the withdrawal date will be the last date of an academically related activity, as reported by their instructor(s), in which the student participated. If a last date of participation in an academically related activity is not available the withdrawal date will be the midpoint of the period. The College will use the best information available when making this determination. The Financial Aid Office will determine who has withdrawn within 30 days of the date the student began the withdrawal process. The appropriate amount of funds will be returned to the Department of Education within 45 days of the date of determination.

If a student received more federal financial aid than the amount earned, the College is required to return the unearned funds to the U.S. Department of Education. Students need to be aware that if this unearned federal assistance was used to pay college charges for tuition, fees, and books, the student may now owe the College for the portion of tuition, fees, and books that was previously covered by the unearned portion of their federal financial aid. If students received a cash disbursement of a Federal Pell Grant and/or Federal SEOG grant funds, the student may also be required to repay a portion of these unearned federal grants to the U.S. Department of Education.

Students who owe an outstanding balance to the U.S. Department of Education will be notified of any outstanding balances owed within 30 days of the date that they withdrew from all of their classes or 30 days from the date the College learned that they were not attending all of their classes. The students will then have 45 days to repay the overpayments or to reach satisfactory repayment arrangements with the College or the U.S. Department of Education. If a student does not repay the overpayment or make satisfactory arrangements within the 45 days, they will be considered to have a federal financial aid over award, and the student's account will be referred to the U.S. Department of Education

for collection. Students will not be eligible for federal financial aid at any college until the over award has been cleared.

Students who owe the College a balance for tuition, fees and/or bookstore charges due to the reduction in their federal financial aid eligibility, must make payment with the Student Business Office.

When an overpayment for institutional costs has occurred, a return of funds to the federal financial aid programs will be made in the following order:

1. Unsubsidized Federal Direct Stafford Loans.
2. Subsidized Federal Direct Stafford Loans.
3. Federal Direct PLUS Loans.
4. Federal Pell Grants for which a return of funds is required.
5. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required.

Federal Government Grants

Federal Pell Grant Program. Undergraduates enrolled in a degree or certificate program may apply. Eligibility for a Federal Pell Grant is determined by family income and assets, size of family, number of family members in college and other factors.

For an eligible student, the amount of the award for 2023-2024 is expected to range from $383 to $7,395, depending on level of eligibility and total college costs.

Students should apply directly to the federal government for this grant using the FAFSA on the Web at https://studentaid.gov/fafsa. Students enrolled less than half time may be eligible for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grant Program. (SEOG) These grants are available to eligible students in the amounts of $100 to $4,000 per academic year. Priority is given to Federal Pell Grant recipients with the lowest estimated family contributions. Priority for the highest funding level is given to students in high cost programs.

Veteran's Benefits. Service veterans, disabled service veterans, certain dependents of deceased or disabled veterans and members of the Selected Reserves, who are matriculated students, may be eligible to receive education assistance from the Veterans Administration.

Benefits are applied for and awarded by academic term, and the amount of the award is based on the student's credit load.

Students are advised to contact Academic Advising, Stockade Building, Room 100, regarding possible eligibility and are urged to file the necessary application forms through that office at least two months before the beginning of the academic term.

Applicants for VA education benefits are encouraged to file for federal and New York state financial aid as well.

There are two very helpful websites which provide up-to-date information about veterans' education benefits. They are: https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/veterans-tuition-awards.html and www.gibill.va.gov.

Financial Aid Recipients' Rights and Responsibilities

As per the Higher Education Opportunity Act, financial literacy information is to be provided to students. To meet this requirement, the College offers a variety of programs throughout the year. In addition, information can be obtained from the Financial Aid website, www.sunysccc.edu/financialaid. Federal regulations require that to maintain any form of federal aid, such as a Federal Pell Grant, a Federal Supplemental Education Opportunity Grant, a Federal Stafford Loan or

Federal Work Study, the student must be in good academic standing as determined by the College.

Students will be notified of these conditions of award via the SUNY Schenectady website. In accepting these awards, students are indicating they understand, accept and agree to abide by these stated conditions.

Upon satisfactory payment of tuition, fees and all other financial obligations due the College, all semester awards and grants, or balance of same, will be disbursed to aid recipients according to the disbursement schedule for that term.

The Federal Tax Reform Act of 1986 requires that all financial aid grant assistance (Pell, TAP, EOP, FSEOG, scholarships, etc.) minus the cost of tuition, fees, books and supplies must be considered taxable income for the recipient. It is the student's responsibility to keep appropriate records and receipts. Questions should be addressed to the Internal Revenue Service or other tax professionals.

Verification Procedures

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

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

Notification to Student of Required Documentation of Verification. When a student's financial aid application indicates a need for verification, the student will be informed by e-mail, or through the SUNY Schenectady Student Portal, 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 informed about the appropriate deadlines for verification and the consequences of failing to complete the verification process.

Notification to Student of Results of Verification. If as a result of verification, there are no errors discovered or the errors are within the approved tolerances, the student will be offered a financial aid award package indicating their eligibility. After verification has been completed, any loan applications on file will be processed. If as a result of verification significant errors are discovered, the College will notify the student and corrections will be submitted through either the electronic financial aid processing system or through the mail. The College must receive a valid student aid report (SAR or ISIR) by the student's last day of enrollment of the award year. Any student aid report received after that time will not be eligible for payment except in the case of students who were previously selected for verification.

Publicizing Verification Requirements and Procedures. The verification procedures and requirements published here will also be available to the students on the College website, www.sunysccc.edu.

Financial Aid Satisfactory Academic Progress (FASAP)

A student is considered to be making Financial Aid Satisfactory Academic Progress (FASAP) at the end of a semester and for the subsequent semester if the student meets the criteria for Grade Point Average Progress and Pursuit of Program. These standards are cumulative and include all terms of the student's enrollment even if financial aid was not received for all terms.

Grade Point Average (GPA) Progress (Qualitative Component)

A student is considered to be making GPA Progress if they maintain a cumulative GPA at or above the level defined in the table below.

Total Credit Hours Attempted	Cumulative G.P.A.
0-11	0.00
12-23	1.00
24-35	1.50
36-47	1.80
48 and above	2.00

Total Credit Hours Attempted includes all credit hours attempted in residence at SUNY Schenectady County Community College. In addition, accepted transfer credits are included in the Total Credit Hours Attempted, but they are not included in the calculation of the GPA.

Pursuit of Program (Quantitative Component)

A student is considered to be in pursuit of program if they have successfully completed the specified number of credit hours within each category as indicated in the table below. These are the credits at which the student must progress through their program to ensure that they will graduate within the maximum time frame. Successful completion is defined as receiving a grade of A, B, C, D, I (incomplete), or P (pass) for any course taken in residence (including the corresponding plus/minus grades). A grade of F (fail) or W (withdrawn) count as attempted credit hours but are not considered to be successfully completed.

Total Credit Hours Attempted	Minimum Number of Credit Hours Required to be Successfully Completed
0-22	0
23-35	12
36-47	21
48-59	30
60-71	42
72-83	54
84 and above	66

A student who meets both the GPA Progress and Pursuit of Program requirements at the end of a semester will be in Good Financial Aid Standing as it relates to federal financial aid eligibility. If a student does not meet the FASAP requirements, they are in jeopardy of losing federal financial aid eligibility.

Financial Aid Warning

A student who was in Good Financial Aid Standing and does not meet the FASAP requirements at the end of a semester will be on Financial Aid Warning during the subsequent semester for which they are enrolled. A student on Financial Aid Warning remains eligible for financial aid during the warning period. A student who does not meet the FASAP standards after the warning semester will be placed on Financial Aid Dismissal.

Financial Aid Dismissal

A student who does not meet the FASAP standards after the warning semester will be placed on Financial Aid Dismissal and becomes ineligible for federal financial aid. A student on Financial Aid Dismissal can regain their federal financial aid eligibility if they successfully appeal the determination or return to Good Financial Aid Standing after taking classes without using federal financial aid.

Financial Aid SAP Appeal Process

A student who fails to make FASAP, and is placed on Financial Aid Dismissal, may file an appeal based on injury, illness, the death of a relative, or other special circumstances. The appeal must explain why they failed to make FASAP and what has changed in their situation that will allow them to make FASAP at the next evaluation. The committee reviewing the appeal has the right to request supporting documentation.

Financial Aid Academic Progress Appeals are submitted to the Financial Aid Office and will be reviewed by the Financial Aid Satisfactory Academic Progress Appeal Committee. A record of the appeal and the final determination will be maintained in the student's financial aid file. If an appeal is approved, the student will be given the status of Financial Aid Probation and will regain federal financial aid eligibility.

In order for an appeal to be approved it must be mathematically possible for a student to return to Good Financial Aid Standing. The committee can grant a student more than one term of probation in order to allow them to return to Good Financial Aid Standing. If a student will need more than one semester to return to Good Financial Aid Standing an academic plan is required. The academic plan must be developed with the assistance of an academic advisor and will specify the point in time the student is expected to return to Good Financial Aid Standing, though an academic plan could instead take the student to successful program completion. As long as the student meets the requirements of the approved academic plan, they will remain eligible for federal financial aid during the probationary period. The student's academic plan will be evaluated at the end of each semester. If the student fails to meet the terms of the academic plan the student will again be placed on Financial Aid Dismissal and will lose federal financial aid eligibility. If a student wishes to change their academic plan, they must submit a new appeal to the Financial Aid Satisfactory Academic Progress Committee.

If an appeal is not approved the student will be notified in writing. They may attend classes without the use of federal financial aid. If by taking classes without the use of federal financial aid the student returns to Good Financial Aid Standing, they will regain federal financial aid eligibility for the subsequent semester.

Financial Aid Probation

A student who successfully appeals their Financial Aid Dismissal will be placed on Financial Aid Probation. A student on Financial Aid Probation is eligible for federal financial aid during the probationary period. The student must return to Good Financial Aid Standing within one semester and/or meet the terms of their academic plan.

If the student fails to return to Good Financial Aid Standing, or to meet the conditions outlined in the academic plan at the end of the semester in which they were placed on Financial Aid Probation, the student will return to a status of Financial Aid Dismissal and lose federal financial aid eligibility. A student in this situation may submit a new appeal but it cannot be for the same reason as the previous appeal.

Required "C" Average After Second Year

Federal regulations require that a student have a "C" average after their second academic year. The student must have a GPA of at least 2.0 or have academic standing consistent with the College's graduation requirements. Second academic year status is defined as a student having attempted 48 credits or more.

Maximum Time Frame for Completion

Federal regulations require a maximum time frame for completion of a degree or certificate program not to exceed 150% of the normal requirements of that program. For example, if a program is 62 credits in length the maximum time frame for completion would be 93 credits (i.e. 62 x 1.5 = 93).

The College will review each student's eligibility at the end of each semester. If due to withdrawals, failed courses, repeated courses, or transfer credit evaluation the student has exceeded the maximum

number of attempted credits they will no longer be eligible for federal financial aid programs at SUNY Schenectady unless an appeal of the maximum time frame has been approved. A student is considered to be progressing through their program(s) within the maximum allowable timeframe if they meet one of the following criteria:

1. A student who has successfully completed at least 66.67% of their attempted credits will be on track to complete their program(s) within the maximum timeframe, or

2. A student whose unsuccessful credits are less than 50% of their program length will be considered on track to complete their program within the maximum timeframe. If a student is seeking multiple degrees or certificates simultaneously this criterion will be based off of the longest program.

Student Appeal of Maximum Time Frame

A student who has exceeded the maximum time frame may appeal that status if they believe there are special circumstances. Examples of special circumstances would be injury, illness, death of a relative, prior completed degree or certificate at SUNY Schenectady, or other special circumstances. A student may submit an appeal to the Financial Aid Office. The Financial Aid Office will notify the student of the outcome of the appeal and if they will be eligible for additional semesters of financial aid eligibility.

General Guidelines for FASAP & Maximum Time Frame Evaluation

Repeated Courses. A student may repeat a previously failed or withdrawn class in accordance with the SUNY Schenectady Academic Code (Repeating a Course) and receive federal financial aid and New York State financial aid for each attempt up to the point that the course has been successfully completed. Once a course has been successfully completed, a student may receive federal financial aid to repeat the passed course once per course as long as a better grade is possible. If a previously passed course is repeated, the student will not receive New York State financial aid for that course. Repeated coursework will count as attempted credits for GPA progress, pursuit of program, and maximum time frame each time the course was taken whether or not there was a passing grade.

Courses Dropped in a Refund Period.

If a student drops courses in the 100 percent, 75 percent or 50 percent refund periods, those courses are removed from the transcript and they will not be included in the count of credits attempted.

Withdrawn Courses. Withdrawn courses count as attempted credits, but not as successfully completed credits, for GPA Progress, pursuit of program, and maximum time frame. Withdrawn courses do not count in the GPA calculation.

Transfer Credit. Transfer credits counts as both attempted and successfully completed for both pursuit of program and maximum timeframe. Transfer credits count as credits attempted for GPA progress evaluation but do not count in the actual GPA calculation.

Developmental Courses. Developmental courses count as attempted credits for GPA progress, pursuit of program, and maximum timeframe. Remedial courses do not affect the actual GPA calculation. If a student receives a grade of P (passing), the course will count as successfully completed for both pursuit of program and maximum time frame.

Grade Changes. FASAP will be evaluated one time per semester once all grades are submitted. A student's FASAP status will be based on the grades available at that time. A grade change will be taken into account once FASAP is run for the student's subsequent semester of enrollment.

Minimum Eligibility Standards for New York State TAP Awards Standards for New York State TAP Awards

This table illustrates the minimum standards for pursuit of program and satisfactory progress for purposes of determining eligibility for New York State financial aid. To be eligible for state awards, both standards must be satisfied. In addition, the student must be matriculated and in good academic standing as defined by the College. If a student is repeating a course that was previously completed with a passing grade, that course cannot be counted for purposes of New York state awards.

1. TAP Standards of Satisfactory Academic Progress for 2015-16. Applies to non- developmental Associate's degree students who first received TAP or other NYS Aid in 2010-11 and thereafter.

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th
Pursuit: Minimum earned credits since last state-aid payment. (measured in percentage of prior payment enrollment load)	0%	50%	50%	75%	75%	100%
Progress: Minimum cumulative credits earned	0	6	15	27	39	51
Progress: Minimum cumulative grade point average	0	1.3	1.5	1.8	2.0	2.0

2. TAP Standards of Satisfactory Academic Progress for Associate's degree students first receiving TAP in 2007-08 through and including 2009-10 and remedial students first receiving TAP or other NYS Aid in 2007-08 and thereafter**

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th
Pursuit: Minimum earned credits since last state-aid payment. (measured in percentage of prior payment enrollment load)	0	50%	50%	75%	75%	100%
Progress: Minimum cumulative credits earned	0	3	9	18	30	45
Progress: Minimum cumulative grade point average	0	0.5	0.75	1.3	2.0	2.0

- A grade equivalent of a withdrawn course does not constitute credit completed. The requirements above are for full-time students and would be pro-rated for part-time students eligible for APTS or part time TAP.

- Under certain circumstances, students may qualify for the TAP Standards of Satisfactory Academic Progress # 2 if they meet the criteria to be considered a "developmental student."

- A "remedial student" is defined as a student:

  (a) whose scores on a recognized college placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the College and approved by the State Education Department (SED); or

  (b) who was enrolled in at least six semester hours of non-credit developmental courses, as approved by SED, in the first term they received a TAP award; or

  (c) who is or was enrolled in an opportunity program (EOP, HEOP, SEEK). Students who meet the definition of "developmental student" will need to meet the academic standards in chart 2.

Waiver. Provisions have been made for students who do not meet the requirement for program pursuit and/or academic progress to apply for a one-time only waiver. According to SED waiver guidelines, a student may ask for and receive a one-time waiver if the student can document

that extraordinary or unusual circumstances prevented him/her from achieving the above described minimum standards. Waiver requests are available in the Financial Aid Office.

New York State Awards

Excelsior Scholarship. Under this ground-breaking initiative, the Excelsior Scholarship, in combination with other student-financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. Recipients of the Excelsior Scholarship may receive up to $5,500 or actual tuition, whichever is less. The maximum Excelsior Scholarship will be reduced by the amount of certain other student financial aid awards which an applicant has or will receive for the academic year including a New York State Tuition Assistance Program (TAP) award and/or federal Pell grant. A recipient of an Excelsior Scholarship is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an associate's degree and be on track for on-time graduation.

Educational Opportunity Program (EOP). This program is available to New York state residents who are both academically and economically disadvantaged and who demonstrate financial need. This is a limited enrollment program. Students must be admitted to EOP their first semester. Transfer to a four-year school and EOP is contingent on being accepted into EOP at SUNY Schenectady. If eligible, full-time students may receive an EOP award for up to six semesters.

Tuition Assistance Program (TAP). TAP is a New York State grant for full-time and part-time students who are New York State residents and it does not have to be repaid. Eligibility is based on New York State Net Taxable Income (after deductions). Students must complete the both the FAFSA and the TAP application in order to apply for this program.

Aid for Part-Time Study (APTS). Applicants must be undergraduate New York state residents enrolled for 3 to 11 semester credits. Students must be in good academic standing, which includes at least a 2.00 cumulative grade point average. In addition, students are not eligible for APTS if they have utilized all semesters of eligibility in the TAP program. If a student was claimed or was eligible to be claimed as a tax dependent, the New York state net taxable income for the family (parents, student and spouse) can be up to $50,550. If a student was not eligible to be claimed as a tax dependent, the New York state net taxable income of the student and spouse together can be as much as $34,250.

Annual awards at SUNY Schenectady can range up to $2,000. Students seeking assistance for part-time study must complete the FAFSA and the APTS application.

New York National Guard Tuition Incentive Program. The New York National Guard Tuition Incentive program will pay up to the full cost of tuition at the College to eligible Army or Air National Guard members who meet the following conditions:

- New York state resident;
- Matriculated student in a degree program;
- Enrolled for at least 6 credits per semester;
- Maintain a minimum G.P.A. of 2.0;
- Apply for all available tuition assistance grants;
- Approved by their National Guard units.

Assistance for Native Americans. Students who are members of one of the several Native American tribes located within New York state, and who are residents of a reservation, may be eligible to apply for one of these grants. Information and/or applications may be obtained from the Native American Education Unit, New York State Education Department, Education Building Unit, Albany, N.Y., 12234.

Important: All students who receive state awards must be pursuing a program of study and making satisfactory progress toward the completion of the program's academic requirements.

Educational Loans

William D Ford Federal Direct Stafford Loan Program. SUNY Schenectady participates in the William D. Ford Federal Direct Stafford Loan Program. Under this program, students borrow money from the federal government to pay for their college costs. The U.S. Department of Education makes the loans, through the College, directly to students. The College will use the student's Direct Loan to pay College charges and will give the student any remaining money for living expenses.

There are three types of Federal Direct Loans:

- **Federal Direct Subsidized Stafford Loans.** Students can obtain Federal Direct Subsidized Stafford Loans based on financial need. The government will pay the interest on the loan while the student is in school.
- **Federal Direct Unsubsidized Stafford Loans.** Students can obtain Federal Direct Unsubsidized Stafford Loans regardless of need, but will be responsible for all interest charges.
- **Federal Direct PLUS Loans.** Parents of dependent students can borrow a Federal Direct PLUS Loan to help pay for their child's education.

Application Procedures. Students must complete the Free Application for Federal Student Aid (FAFSA). Students must submit a Request for a Federal Direct Student Loan form to the Financial Aid Office. Students will be required to sign a master promissory note and complete entrance counseling.

Eligibility Criteria. To be eligible for a Federal Direct Stafford Loan a student must:

1. be a U.S. citizen or permanent resident alien;
2. be taking at least six degree applicable credit hours and be matriculated in a degree program;
3. not owe any refunds on a Federal Pell Grant or other awards received and not be in default of repayment on any type of student loan.

Each new student loan recipient will be required to complete entrance counseling before receiving a loan check and exit counseling when graduating or terminating from the College.

Maximum Loan Amounts

Dependent Student. A first year dependent student (parent information is required on the FAFSA), with less than 31 earned or transfer credits, may borrow up to $5,500 per year with a maximum of $3,500 of that amount being in a subsidized loan. Second year dependent students, with at least 31 earned or transfer credits, may borrow up to a maximum of $6,500 per year with a maximum of $4,500 of that amount in a subsidized loan. A dependent undergraduate student may only borrow up to an aggregate limit of $31,000.

Independent Student. Independent students (parent information is not required on the FAFSA), may have up to an additional $4,000 in unsubsidized loans per year. A first year independent student, with less than 31 earned or transfer credits, may be eligible to borrow up to $9,500 per year with a maximum of $3,500 of that amount being in a subsidized loan. Second year independent students, with at least 31 earned or transfer credits, may be eligible to borrow up to $10,500 per year with a maximum of $4,500 in a subsidized loan. An independent undergraduate student may borrow up to an aggregate limit of $57,500.

The maximum amount that a student can borrow is the Cost of Attendance minus other financial aid. (See Page 26 for amount.)

There are several ways to repay a Federal Direct Loan:

A **standard repayment plan** has a fixed monthly repayment amount for a fixed period of time, usually 10 years.

An **extended repayment plan** has a lower fixed monthly payment amount, and loan repayment can be extended beyond the usual 10 years.

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

There are four **income driven payment plans**. These plans are designed to make your monthly payment more affordable. For more information, visit https://studentaid.gov.

Your Federal Direct Loan Servicer will be responsible for maintaining the loan account and repayments. It is the student's responsibility to maintain contact with that servicer.

Loan Consolidation. Students who have previously borrowed federal student loans through a lending institution and who are now borrowing a Federal Direct Loan are encouraged to consolidate all of their student loans into one Consolidation Loan. This will help the borrower avoid the situation of a student owing two separate loans to two different lenders.

Institutional Scholarships

Schenectady County Community College Foundation, Inc. raises funds each year to support scholarships for students. A complete list of available scholarships is available online at https://sunysccc.awardspring.com/Home/Scholarships.

Employment

Federal Work-Study Program. This program makes part-time jobs available to students who demonstrate financial need. Work assignments are, for the most part, located on campus. The number of hours a student may work is determined by the amount of financial need and the level of funding. Students are paid at least the minimum wage. A percentage of federal work study funds will be allocated to off-campus community service jobs. Anyone who is interested in a community service job should contact the Career and Transfer Services Office.

General Part-Time Employment. The Career and Transfer Services Office (Stockade Building, Room 100) maintains an online career management system, Electronic Access for Students and Employers, EASE, that students can access to view various job opportunities, search for local employers, and find on-campus offices that hire students who do not receive Federal Work Study. Students need an e-mail address to access the system. Visit the office website for additional information at www.sunysccc.edu/cts.

Other Assistance

Tuition Deferrals. Students who will be receiving financial assistance from scholarships, grants or loans may be eligible for a tuition deferral or a postponement of payment until the funds have arrived. Contact the Financial Aid Office for more information.

Book Deferrals. 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.

Emergency Loans. The SUNY Schenectady Foundation sponsors an Emergency Loan Fund through the Financial Aid Office for short-term loans (usually up to $50 for up to 30 days) to assist in an emergency situation. Contact the Financial Aid Office for more information.

SUNY Schenectady and New York State Scholarships.
SUNY Schenectady and New York State offer a variety of Grants and Scholarships. Each of these programs have additional applications you must complete. We strongly encourage students to apply for as many Grants and Scholarships as possible. Go to www.sunysccc.edu/financialaid to learn more:

- Excelsior Scholarship
- SUNY Schenectady Foundation Scholarships
- Educational Opportunity Program (EOP)
- New York State Part-Time Scholarship
- Aid for Part-Time Study
- NYS Child Welfare Worker Incentive Scholarship
- NYS Scholarships for Academic Excellence
- NYS STEM Incentive Program
- NYS Math & Science Teaching Incentive Scholarship
- NYS World Trade Center Memorial Scholarship
- Military Service Recognition Scholarship
- NYS Memorial Scholarship
- Veterans Tuition Awards
- NYS Regents Awards for Child of a Deceased or Disabled Veteran
- NYS Aid to Native Americans
- Schenectady County Higher Education Promise
- Segal AmeriCorps Education Award

2024/2025 Estimated Cost of Attendance

These are estimated charges for a full-time student for the Fall and Spring semesters for a nine-month school year. The charges for room and board, transportation, and personal expenses are estimates, and they are not actual charges to the student. The Financial Aid Office uses these estimated costs of an average student as a basis for determining financial aid eligibility.

Tuition	$4,968
Fees	1,222
Estimated Books and Supplies	2,000
Estimated Living Expenses	10,478
Estimated Transportation	1,646
Estimated Personal Expenses	2,844
Estimated Student Loan Origination Fee	60
Total Estimated Cost of Attendance	$23,218

- An additional $500 Music Laboratory fee is charged to students taking courses which include private music lessons.
- Students in the Hotel and Restaurant Management, Culinary Arts and Assistant Chef programs should anticipate higher costs for uniforms and supplies in their first year.
- An additional Aviation fee is charged to students taking courses which include private instruction ranging from $2,000 to $14,955 per semester.
- Learn more about our fees on pages 18 and 19.
- Tuition estimate is for New York state residents who present a Certificate(s) of Residency from their home county or Schenectady County residents who submit a signed affidavit of residency.

The Financial Aid Office may use professional judgment to adjust these budgets based on the individual circumstances of the student.

2023-2024 Summary of Financial Aid Awards

During 2023-2024, SUNY Schenectady students received approximately $9,145,015 in financial assistance. The number of recipients is not unduplicated, since students may receive aid from more than one source:

	Estimated Amounts	Number of Recipients
Federal Pell Grants	$4,397,022	1,088
Student Loans	$2,512,389	450
Tuition Assistance Program	$1,256,521	665
Federal Supplemental Educational Opportunity Grants	$95,646	250
Educational Opportunity Program	$120,500	77
TRIO Program	$10,000	10
Federal Work-Study Program	$86,428	23
Aid for Part-Time Study	$62,405	45
SUNY Schenectady Scholarships	$268,845	128
Other New York State Scholarships	$335,259	144
Total	$9,145,015	

SUPPORT SERVICES

Student Affairs Division

The Student Affairs Division, located on the second floor of Elston Hall, provides a diversity of programs and services focused on assisting SUNY Schenectady students in successfully fulfilling their dreams and aspirations. Student Affairs fosters the principle that a student's total educational experience embraces quality instruction shared with valuable opportunities that facilitate intellectual and personal growth, fulfillment, and a sense of community. Dedicated Student Affairs staff advance institutional efforts to maintain a safe, positive, respectful, and healthy community. The Student Affairs staff encourages students to explore the different aspects of student life while building their own personal and remarkable SUNY Schenectady experience.

Visit SUNY Schenectady Student Affairs at: https://sunysccc.edu/Current-Students/Student-Life-and-Resources/index.html.

Admissions and Matriculated Enrollment

The Admissions Office is a starting point for all new degree and certificate-seeking students. The Office processes applications for admission, accepts qualified applicants, and assists students in signing up for new student registration programs. Professional staff is continually traveling, visiting high schools, human service agencies, fairs, and festivals to promote SUNY Schenectady, its quality programs and dynamic campus life.

Athletics

The Athletics Office seeks to foster an environment that will provide student athletes with the opportunity to develop their full potential academically, athletically and physically. Athletics strives to teach lifelong skills such as discipline, teamwork, sportsmanship, self-control, cooperation, hard work, playing by the rules and respect for authority through athletic competition and recreational activity. Intercollegiate athletics is open to all students meeting the eligibility requirements of the National Junior College of Athletics Association (NJCAA), the College and the Athletics Office. SUNY Schenectady has varsity teams in bowling (men and women) and is actively looking to field additional teams in the near future. The campus community is invited to cheer on the SUNY Schenectady Royals at all events. A full schedule of athletic events is found at www.sunysccc.edu/Current-Students/Student-Life-and-Resources/Athletics/index.html.

Campus Life and Safety

SUNY Schenectady strives to advance a safe and intellectually challenging environment through the College's Code of Conduct, academic integrity, student rights and responsibilities, the Critical Incident Management Plan and policies and procedures. The annual Safety and Security Report can be found on the College's website at https://sunysccc.edu/About-Us/Campus-Safety/Clery-Act.html.

Disability Resource Office (Office of ADA Transition Services)

ADA Transition Services provides a variety of resources and services for students with permanent and/or temporary disabilities. Collaborative efforts ensure programs and opportunities are accessible. Those individuals who would benefit from accommodations due to their disabilities must meet with the ADA Transition Coordinator. Accommodations are personalized for each student. Some students, for example, may perform best if they take exams in a distraction-reduced location. Others might benefit if educationally relevant information about their disability is communicated to their instructors and others may require some form of assistance during a fire drill or other times of evacuation.

Financial Aid

The primary purpose of this office is to provide financial assistance within available resources to those students who, without such assistance, would be unable to attend SUNY Schenectady. The dedicated staff works with students to develop an understanding of financial aid and navigate through the application process.

Student Activities

Student Activities complements students' academic experiences by providing services and resources that engage students in creating campus culture through social, cultural, intellectual, spiritual, athletic, recreational, artistic, political, and service opportunities. Staff are committed to providing quality leadership development and governance opportunities, and administrative support services to impact students' growth and development and enhance the success of each student organization.

The Student and College Governance

The Faculty of SUNY Schenectady, in its bylaws, has made provisions for student membership on every standing committee of the Faculty. Through this formal representation, the goal is that the student body will play an active role in the conduct of the affairs of the College.

A student member is elected annually to the Board of Trustees by the student body of the College. The Student Trustee attends all meetings of the Board of Trustees as a representative of the students, participates as a full voting member of the Board of Trustees and serves in a liaison capacity with the Student Government Association. Elections are conducted each year during the spring semester. Candidates for that office may be enrolled either as a full-time or part-time student, have a minimum 2.25 Grade Point Average and have paid the Activity Fee.

Students also are represented with full voting rights on the following College committees:

- Academic Policies
- Campus Safety Council
- Community and Cultural Events
- Curriculum
- Faculty Student Association Board of Directors
- Professional Policies, Nominations and Awards
- Student Affairs
- Ad hoc award committees (at least two students per committee)

Interested students should visit the Student Affairs Office in Elston Hall, Room 222 for details on the guidelines for serving on a College committee.

Student Government Association (SGA)

The Student Government Association (SGA) is the governing body for students at the College. All students who pay the Student Activity Fee automatically become members of the Association. SGA serves as the official representative of student perspectives to the College administration. Through elected representatives, students can voice their opinions on various matters and participate in decision-making processes

that affect the student body. The SGA is led by four officers—President, Vice President, Treasurer, and Student Trustee—who are elected annually by direct vote from the student body with membership. Additionally, 11 senators are elected to help manage SGA affairs. Elections take place every April and September. The SGA aims to promote the interests of the entire student body and work toward enhancing the College. It sponsors and supports intercollegiate athletics, special interest clubs and organizations, and a variety of other College events. For more information, please contact the SGA Office at 518-381-1410, E200G, or visit www.sunysccc.edu.

Wellness and Support Services

SUNY Schenectady's Wellness and Support Services includes the Food Pantry, Resource Hub, and Counseling Services. All programs are designed to facilitate personal and academic success. They are founded on a model that regards wellness as an active process that includes the self-awareness and choices one makes when interacting with the world on the quest towards a meaningful and successful life.

Wellness and Support Services seeks to fulfill its purpose by partnering with faculty, students, staff, and community members. Programs embrace diversity, respect, access, and equality, along with a sense of individual and shared responsibility.

Student Resources

Alumni

SUNY Schenectady Alumni are encouraged to stay in touch after graduating. Alumni have access to College resources that include the Academic Computing Lab, Begley Library and Career and Transfer Services. In addition, Alumni are invited to attend special gatherings throughout the year.

For more information, please contact the Foundation, located in Elston Hall 120, visit our website at sunysccc.edu/Alumni-Give/index.html, or call 518-381-1461.

Child Care

An on-campus Early Learning Center operated by YWCA NorthEastern NY is available for children of students, faculty, staff and community members. The center enrolls children between six weeks and five years of age and is open year round, Monday through Friday, 7:30 a.m. to 5:30 p.m. The center is licensed by the NYS Office of Children and Family Services, NAEYC accredited, and is a participant in the Quality Stars NY program. The curriculum is developmentally appropriate with a learning environment focused on the emotional, physical, and cognitive development of children. All staff are CPR and First Aid certified; some are MAT (Medication Administration Training) certified and all teachers have Early Childhood Education degrees or certification. The YWCA Early Learning Center is a peanut/nut controlled environment that serves nutritionally healthy meals and snacks.

The center has DSS child care approval as well as grant money available to qualified students. Early Head Start is offered for children starting at 6 weeks old. Space is limited. Please call 518-381-1375 or e-mail scccdaycare@sunysccc.edu.

The College Store, One Stop

The College Store is located on the first floor of Elston Hall. We provide a complete selection of course materials (new, used, ebooks, and OER materials), school and culinary supplies, imprinted spirit wear, gifts, and other items. The friendly and knowledgeable College Store staff is happy to help students find the correct course materials for classes, assist with returned course materials, and answer student questions.

The College Store accepts cash, check, credit cards (except AMEX),

Student Account funds (Financial Aid) during specific times, and EBT/SNAP Benefits for eligible convenience items.

The College Store "Online"

The College Store "Online" offers all available course materials as well as general merchandise information. Direct links are provided for ordering computers and laptops, as well as software and hardware at educational discount pricing. The College Store website also includes important information such as store hours, special promotions, important dates for student accounts, and textbook buy-back-anytime information. Visit www.fsacollegestore.com.

College-Wide Publications

A variety of SUNY Schenectady publications are available at https://sunysccc.edu/About-Us/The-News-Room/Publications.html and at http://issuu.com/sunysccc.

SUNY Schenectady Emergency Closing Procedures

Classes at SUNY Schenectady will be held as scheduled unless noted on the SUNY Schenectady homepage, www.sunysccc.edu, and/or via a message sent by e-mail or our college alert system.

The decision to cancel daytime classes is made by 6 a.m. The decision to cancel evening classes is made by 2 p.m. However, if the weather worsens between 2 and 4 p.m., the College will reassess conditions and may cancel evening classes by 4 p.m. The College in situations of inclement weather will monitor and may cancel classes at other times in the interest of student safety.

As a public service, the College notifies the School Closings Network, which includes the following radio and TV stations: WROW-AM 590, WGY-AM 810, WOFX-AM 980, WFLY-FM 92.3, WYJB-FM 95.5, JAMZ-FM 96.3, WTRY-FM 98.3, WRVE-FM 99.5, MAGIC-FM 100.9, WKKS-FM 102.3, WHRL-FM 103.1, PYX-FM 106.5, WGNA-FM 107.7, WRGB-TV Channel 6, SPECTRUM NEWS 9-TV Channel 9, WTEN-TV Channel 10, WNYT-TV Channel 13 and WXXA-TV FOX 23.

If classes are delayed, a specific start time will be announced. An announcement regarding class cancellation and delays are also provided on the College phone system, 518-381-1200.

SUNY Schenectady Integrated Laboratory Preschool

The Early Childhood Education Program's Integrated Laboratory Preschool is located in the Gateway Building on the SUNY Schenectady campus. The curriculum demonstrates best practices in Early Childhood Education and Preschool Special Education. The preschool operates eight hours per day, Monday through Friday, and follows the Capital District Beginnings academic calendar, which includes a summer program component for six weeks in July and August. The SUNY Schenectady Integrated Laboratory Preschool enrolls children ages 2 years 9 months to 5 years.

Our Integrated Laboratory Preschool, through a collaboration with Schenectady Day Nursery, is eligible to offer Temporary Assistance to Needy Families (TANF) for child care subsidies which will assist qualified families in paying children's tuition.

For enrollment information, please contact Schenectady Day Nursery at 518-374-6319.

Parking

All motor vehicles parked on campus by students, faculty or staff (full- and part-time) must be registered with Campus Security (Security Desk located at the Casola Dining Room entrance of Elston Hall) and

the *appropriate hang tag mounted on the vehicle's rear view mirror.* Motorcycles should be registered - no hang tag will be issued.

Failure to register your vehicle and properly affix your College hang tag may result in the ticketing and/or towing of your vehicle. Cars parked in unauthorized areas will be ticketed. Cars parked in fire lanes, disabled parking areas without appropriate hang tag, driveways or loading zones will be towed away at the owner's expense. The College maintains a general security staff for surveillance of the parking areas, but it is not responsible for preventing theft or damage to vehicles. Vehicles on campus operated parking lots are parked and operated "at your own risk". Complete parking regulations are provided upon vehicle registration and are published in the Student Handbook.

Student ID Cards

All students are required to obtain and carry a SUNY Schenectady Student ID Card at the onset of their first semester. The Student ID Card is a permanent identification card for SUNY Schenectady students. This card is also used for library purposes, access to the computer lab, bus transportation and for admission to athletic events, lectures, student activities and to use the facilities.

Student ID Cards can be obtained in the College Store. See the website for details, www.fsacollegestore.com. Replacement fee for proximity cards is $35.00. Lost cards must be reported immediately to Campus Safety. A current student schedule, as well as a valid form of photo identification are required to get a Student ID.

The use of another student's ID Card is a violation of the Student Code of Conduct. ID Cards are to be carried at all times and must be produced, upon request, to any authorized College authority (administrators, faculty member or security personnel).

Welcome Center

The Welcome Center includes Admissions, Financial Aid, and the Student Business Office and is located on the ground floor of Elston Hall. It serves as a unified space for student support services, where early engagement and easy access to information create a consistent and simple point of contact for students.

Academic Support

A variety of courses, laboratories, workshops and support services are offered by the College to help students achieve academic success. Students are encouraged to explore these services upon enrollment at the College and to make use of all appropriate programs.

Academic Advisement

Academic Advisors help students evaluate their educational plans, provide general information about academic policies and procedures, and refer students to appropriate resources. Academic Advisors discuss degree requirements with students and assist them with program choice and class selections. Services are designed to assist students in achieving academic and personal success through informed decision-making and academic planning. The Advising Center is located in Stockade Building, Room 100.

Advancing Success in Associate Pathways

Advancing Success in Associate Pathways (ASAP) eliminates financial obstacles to full-time study. This program offers well-defined pathways that support students in acquiring and sustaining academic momentum. Additionally, it fosters connected communities by integrating support systems and engaging students in various activities. The overarching goal is to significantly boost timely completion rates among participating students.

SUNY ASAP is designed for Pell-eligible students, offering a range of resources such as cost of attendance award after financial aid has been applied and assistance with textbook and travel expenses. The program further provides comprehensive personalized advisement services, academic support, and engaging career development activities.

Begley Library

Library Services are found in the Begley Learning Commons.
Through its online and in-person services; print and online collections; and cooperative borrowing agreements, Begley Library helps SUNY Schenectady students, faculty, and staff to pursue their academic and lifelong learning goals.

Personal Assistance. All SUNY Schenectady students are encouraged to consult with a librarian in-person or online for assistance with finding and using information. Librarians specialize in helping students engage with information online, in Begley Library, and in libraries worldwide. Students consulting a librarian will receive guidance with all parts of the research process, from choosing a topic, to finding sources, and creating a works-cited page. Librarians offer non-judgmental support to all students.

In the Library. Students visit the library for:

- Walk-in research assistance
- Access to physical materials
- Computer workstations, printers, and scanners
- Group study spaces and presentation practice rooms

Online Library. Students use the library website to:

- Get help from college librarians using the Ask Us 24/7 chat box
- Begin research using the library's Research Guides
- Find books and eBooks in the Begley Library Catalog
- Access online magazines, newspapers, and scholarly journals through the Databases
- Find and request articles, books and media from other libraries using Interlibrary Loan
- Watch online tutorials on how to do research
- Learn how to cite sources
- And more

Cooperative Borrowing. Students may borrow materials from libraries within SUNY as well as elsewhere in the region, state, nation and world. Print materials are delivered to the library for student pick-up or they are available online via email.

Career and Transfer Services

Finding the path that aligns with your unique interests, skills, personality and values can be confusing. Career and Transfer Services can help guide you in using the best tools and resources to help you explore and build experience in real-world settings that demonstrate that applicants have invested time and energy in perfecting their skills, are willing to work to achieve goals, and are able to work successfully with others. Career and Transfer Services develops the career competencies students need by helping them to discover, explore, and take action on educational and employment goals. Visit us often to learn about our career education resources, online job boards, recruiting events, and more, to better understand how we can connect you to related opportunities before and after graduation.

The office is located in the Stockade Building, Room 100. Visit us online at www. sunysccc.edu/cts or call 518-836-2087.

College Success: First Year Seminar

First Year Seminar. FYS 100 is an orientation course designed to enhance the success of first-year college students by introducing such

topics as time management, learning styles, classroom expectations, support services and resources, major/career planning, stress management, and personal wellness. For more information, refer to the course description for FYS 100.

Computer Use Policy

Users of the College's computing facilities, including the College e-mail system, are required to abide by the SUNY Schenectady

Computer Use Policies and Procedures. Copies of this policy, which outlines both appropriate and inappropriate uses of the College's systems, responsibilities of users and privacy policies relating to SUNY Schenectady's website, are available in the Main Computer Lab, Begley Learning Commons and on the SUNY Schenectady website, www.sunysccc.edu.

Developmental Studies

In order to acquire skills necessary to achieve academic success in college-level work, developmental studies courses provide students with quality developmental education in reading, writing, and study skills. CSS 126 Integrated Reading and Writing is a prerequisite course to which some students are recommended and in which they are expected to enroll. Even though developmental course credits do not satisfy degree requirements, these credits contribute to full-time status and eligibility for financial aid. The College also offers a co-requisite developmental English course: ENG 096 (ALP—Accelerated Learning Project), which pairs with ENG 123 College Composition. These paired courses enable students to get the extra support they need to pass the credit-bearing courses. There are no stand-alone developmental math courses. All students are enrolled in their gateway mathematics course and if they need additional support, they are enrolled in a workshop course that is paired with their college-level math course.

Educational Opportunity Program and Access

Operating on 54 SUNY campuses and serving more than 10,000 students every year, the Educational Opportunity Program (EOP) provides college access and assistance to first-time, full-time students. EOP supports talented students whose educational and economic circumstances present a challenge to achieving their academic goals. EOP opens the door to a lifetime of career options, professional advancement, and personal empowerment and development. EOP is dedicated to enhancing students' academic skills through a variety of student support services.

Information Technology Services

SUNY Schenectady is committed to providing student access to computers. College academic facilities continue to expand and provide students with diversified computing environments and applications. Personal computers and laptops of various kinds are available for student use through the main campus and satellite sites, and a variety of software has been incorporated into college coursework. SUNY Schenectady maintains several different computer labs that utilize PCs and networked laser printers. In addition to computer workstations, the College has a fully integrated campus Local Area Network (LAN) on which the TCP/IP network stack is supported. Internet access is available campus-wide through the use of laboratory computers or the Wireless LAN. Information Technology (IT) provides helpdesk support to students five days a week, which can be accessed through the helpdesk phone number 518-381-1487, the IT Helpdesk Ticketing System located in the yellow banner at the bottom of the homepage.

SUNY Schenectady uses an array of commercially successful Windows applications, programming language compilers and curriculum-specific computing tools in order to expose students to contemporary computer technology. Network or workstation applications on campus include Microsoft Office, Microsoft Visual Studio, Java Development tools,

HTML authoring tools, graphics editing software, and music production development software. Special computer labs are available for students preparing for careers in the music industry and various scientific fields such as biology, chemistry, computer networking and systems, and nanotechnology. The labs consist of PCs with network facilities to parallel current computerized business practices.

The Elston Hall Main Computer Laboratory. The Elston Hall Main Computer Laboratory, located in Rooms 529 and 530, is open when classes are in session. Lab assistants are on duty during all available lab hours to help students with hardware and software problems. In addition, workshops are provided to orient new students to the operations of the computer facilities and equipment. Access to additional computer facilities is available in the new Begley Learning Commons, Division Labs, and TRIO. Personalized instruction in the use of the systems is highly emphasized. The Center for Science and Technology (CST), Begley Building, Elston Hall, the Stockade Building, Center City, and the Kindl Building contain electronic classrooms with Internet access, allowing students to utilize new e-learning environments in conjunction with in-class work.

Wireless Services. Wireless Internet access is provided in Elston Hall, the Culinary Arts Wing, the new Begley Learning Commons, the Begley lobby, Carl B. Taylor Auditorium, the Center for Science and Technology, the Stockade Building and the main Computer Lab in Elston Hall, Room 529.

Registered students are automatically assigned an e-mail account upon registration and remain valid during the period of enrollment. The campus electronic portal, located at https://mysccc.sunysccc.edu, allows students to access campus resources including our online learning management system, e-mail, registration, grades, Financial Aid tax forms and the campus activities calendar. Students are strongly advised to use these resources for campus communications.

The Learning Center

In-person Walk-in Support Academic Services provides free tutoring for a wide range of courses without the need for an appointment. Each tutor zone in the Learning Commons is designated for a particular content area or need, such as: writing/research papers, literature, and presentation feedback; math; sciences; accounting and CIS courses; foreign languages; psychology/sociology; music, and more. We have both peer and professional tutors to assist you. Tutoring is located in The Learning Center, located on the first floor of the Begley Learning Commons.

Online Tutoring Academic Services provides the option to receive one-to-one tutoring online via Brainfuse. Tutors are available in a wide variety of content areas, often 24-7. Students who need a tutor while off campus, on the weekend, or for a course where there is no in-person tutor, are encouraged to utilize the online tutoring option. Academic Services provides free online tutoring for up to three (3) hours per week to SUNY Schenectady students enrolled at the College. Directions for accessing and using online tutoring is available on the Learning Center's website.

Supportive technology is available for all students. Computers, scanners, and printers are available for student use in the Learning Commons. Students are also invited to use the Learning Commons' presentation practice space(s) and group study rooms to enhance their course preparedness.

For additional information, contact Academic Services in the Begley Learning Commons, or visit the Learning Center's website located under the "Academics" tab on the SUNY Schenectady website.

Learning Commons

The Learning Commons offers students a centralized math, writing, accounting, and other academic support areas; the Center for Excellence in Teaching; study rooms; student collaborative spaces; the Educational Opportunity Program; IT support; a reading area; café; and library stacks. (Please see Begley Library on page 29 for library resources.)

Liberty Partnerships Program

Funded by the New York State Education Department, the Liberty Partnerships Program (LPP) utilizes research-based interventions to maximize the successful transition of middle and high school students into graduates who are fully prepared for the rigors of higher education and the competitive demands of the workplace. The SUNY Schenectady LPP works with students in grades 6 through 12 from the Schenectady City School District who may be at risk of not graduating.

LPP partners with community-based organizations, local businesses, and the Schenectady City School District to enhance students' access to community resources, develop professional networks, and foster leadership and civic engagement. LPP provides: Assessments & Personal Learning Planning; Academic Assistance; Counseling & Case Management; College and Career Readiness; Recreational & Cultural Activities and Parental Engagement. The LPP Office is located in Elston Hall, Room 211. For more information, please call 518-381-1364.

Registrar's Office

The Registrar's Office assists with all registration activities, as well as enrollment confirmation, transcripts, change of program, and reactivation.

TRIO Student Support Services

The TRIO Program's mission is to assist students who are first generation, financially qualified, and/or students with disabilities to find success in their college experience. TRIO serves to motivate students toward successful completion of their post-secondary education. TRIO enhances, promotes, and develops tutoring and academic success programs, and is committed to creating an inclusive, supportive, student-centered learning environment, which stimulates critical thinking and productive learning. TRIO is a federally funded, five-year grant program through the U.S. Department of Education with an annual budget of $348,515 which serves 175 eligible students.

TRIO students are offered the following services:

- Academic coaching and course planning
- Tutoring
- Grant Aid to financially qualified individuals
- Assessment of study and learning skills
- Basic computer skills guidance
- Workshops and seminars
- Financial literacy programming
- Assistance with FAFSA
- Help finding scholarships
- Self-advocacy programming
- Leadership opportunities
- Computer lab with FREE printing capabilities
- Fun, inclusive environment
- Career exploration
- Transfer counseling
- And much more!

ACADEMIC POLICIES AND REGISTRATION

Academic Standards and Regulations

Academic standards and regulations are based on the Academic Code of SUNY Schenectady, as adopted by the Academic Senate. The portions of the Code included in this Catalog are those particularly relevant to students.

All students are subject to the policies of the Code and to other procedural or financial policies that may be enacted by appropriate College officials or agencies. The Code, in its entirety, is available online.

Student Classifications

All students have either matriculated or non-matriculated status:

Matriculated. Individuals who have been formally admitted to a degree or certificate program of the College under standard College and State University of New York admissions procedures, who have completed the placement tests in basic skills administered by the College, and who continue to pursue their program successfully, have matriculated status in that program.

Non-matriculated. Individuals are non-matriculated if they are enrolled in a course or courses and have not been formally accepted in a degree or certificate program, or have had their matriculation terminated for any reason. Only matriculated students are eligible for a degree or certificate from the College. Non-matriculated students should be aware of the need to matriculate if they plan to earn a degree or certificate.

Course load status. Students are classified as having full-time or part-time status on the basis of their current load. One semester credit hour is awarded for the equivalent of 15, 50-minute class periods, with a normal expectation of 30 hours of supplementary assignments. Distance learning courses taken at SUNY Schenectady are counted toward a student's full- or part-time enrollment status. Students registered for distance learning courses are subject to all regulations of the Academic Code.

- **Full-Time.** A student is considered to be a full-time student if enrolled in a minimum of 12 semester credit hours in day or evening courses, including any taken through cross-registration agreements during a semester.
- **Part-Time.** A student is considered to be a part-time student if enrolled in less than 12 semester credit hours during a semester.

Registration

Registration for classes is conducted as described on the College website and in College publications. Registration is conducted prior to each semester as indicated in the official Academic Calendar on

New Student Registration

New student registration is held on a rolling basis to assist entering students with the registration process. New student registration includes:

- English and math placement;
- An introduction to the advising and registration process;
- An opportunity to talk with an advisor regarding program and course selection; and
- Registration for courses.

Students will receive information about new student registration following their acceptance to the College.

Academic Advisement

The goal of academic advising is to assist students in planning academic programs consistent with their degree and/or career objectives. The academic advisement team is responsible for providing students with adequate information and for being accessible; however, each student is responsible for decisions related to satisfying certificate and/or degree requirements.

- Academic advisement is available to all students and is provided by professional advisors in the Advisement Center in collaboration with the Deans, faculty, and the Registrar's Office.
- Following acceptance into a program, each student is assigned to a professional advisor in the Advisement Center. This assignment is intended to be continuous throughout the student's college career with changes only made in limited circumstances.
- All Music students are advised by the School of Music Dean and faculty.
- All Aviation Science and Air Traffic Control students are advised by the Director of Aviation.
- Each matriculated student is expected to arrange at least one meeting every semester with their academic advisor for purposes of course and program planning, class scheduling assistance, and individual consultation. Subsequent to a student's first semester, advisors will provide matriculated students with an advisor PIN and/or signature for the fall and spring registration.

Course Selection Approval. All students must have their planned schedules reviewed and approved by an Academic Advisor prior to registration. Students planning to register online will need to obtain a PIN number from an Academic Advisor prior to their Web registration. Exceptions to this review are granted to non-matriculated students who may choose to self-advise. Non-matriculated students are still required to follow any prerequisites listed for courses.

Cross Registration

Matriculated students may cross-register for courses offered at participating colleges and universities, as listed in the College Catalog. There are multiple cross registration agreements. Approval must be granted by the Registrar and, depending on the cross registration program, the Vice President for Academic Affairs.

Requirements to participate are as follows:

1) Students must have earned at least 12 credits at SUNY Schenectady with a 2.0 G.P.A. to be eligible for cross-registration.
2) Enrollment restrictions are based on the cross-registration agreement SUNY Schenectady has with other colleges, specific need to enroll in the class, and course availability.
3) Students may cross register only during the Fall and Spring semesters.
4) Cross registered courses are considered resident credit and are entered as such on the student's permanent record.
5) The student must take the course for a letter grade unless the only option offered by the institution is Pass/Fail.

6) The student is responsible for notifying both campuses when dropping/withdrawing from a cross registered course. Failure to do so may result in an academic F grade from the host institution.

Additional information is available from the Registrar's Office.

Registration Policies

Course Load Restrictions. A student may register for no more than a total of 19 semester credit hours (including day, evening, online, and/or cross-registered courses) during either the full Fall or the Spring Semester. All other enrollments will be limited to 1.2 credit hours per week. Distance learning courses are available for audit only with the permission of the instructor.

Auditing. A student may register as a paid auditor only during late registration period, as indicated in the Academic Calendar, on a space-available basis.

State and County residents 60 years and older may register for a "Senior Citizen Audit," without a fee or tuition, only during the late registration period as indicated in the Academic Calendar, on a space available basis. Distance learning courses are not available for "Senior Citizen Audit." Not all courses are available for audit.

An auditor need not participate in class activities, take tests, or submit homework assignments. The degree to which the auditor may do these things is to be determined by the instructor.

All courses audited will be recorded on a student's transcript as audits. However, if an auditor ceases to attend class without withdrawing from the class, the instructor may indicate that a grade of NR be recorded.

Waiver of Requirement. The waiver of a specific program requirement will be considered on an individual basis by the academic division responsible for the degree or certificate program. Such a waiver must maintain the goals of the program as well as the policies/requirements of the institution, SUNY, and SED.

The waiver of a course requirement does not decrease the number of credit hours required for graduation from a program, and a substitute course is subject to written approval by the corresponding Division Dean. An exception to this rule will be granted to students who meet the FYS waiver criteria in 3.7.2 of the Academic Code. A minimum of 60 credits will still be required for graduation in all Associate's level programs.

Repeating Courses. A student may repeat a course twice, with no additional credit earned. Only the highest grade will be used in all future cumulative grade point average computations; however, all grades will be retained on the transcript. Once the highest possible grade has been achieved, a student may not repeat the course.

Prerequisite Failure. Students who have registered for a course and fail the prerequisite for said course will automatically have the course dropped from their schedule. Notification of this change in schedule will be sent to students by the Registrar's Office.

Withdrawal. A student may officially withdraw from a class without a grade penalty anytime up to the end of the 11th week of full semester classes by completing the appropriate course withdrawal form in the Registrar's Office. For summer and time-shortened courses, refer to the appropriate schedule for withdrawal dates. For such withdrawal, a grade of "W" is assigned. Students who stop attending without officially withdrawing receive the academic grade earned at the completion of the term.

The student is encouraged to discuss this action with his or her instructor and academic advisor. The student is responsible for determining how this withdrawal may affect his or her financial aid and academic status.

Students who withdraw from a course starting at the beginning of the term may not add the same course offered as a Late Start course.

Extenuating circumstances may warrant other registration modifications and will be considered individually. Such modifications require the written approval of the Vice President for Academic Affairs and will be based on the recommendation of a Division Dean in conjunction with the course instructor(s).

A medical withdrawal is available to any student who was not able to withdraw before the published deadline because of illness, hospitalization, or inpatient treatment if proper documentation from a medical or mental health professional (e.g. MD, PA, NP, Ph.D., LCSW, LMHC) is submitted to the Registrar within 30 days of the end of a term. The withdrawal will be recorded on the transcript with a W by the Registrar without any notation of the timing or reason for the withdrawal.

Administrative Withdrawal for Non-Attendance. SUNY Schenectady permits an instructor to request an administrative withdrawal of a student from a course when the student has failed to attend classes for at least two consecutive weeks. For further information, see section 6.3.3 of the Academic Code on page 141.

Academic Leave. Matriculated students in good academic standing who find it necessary to interrupt their program of study at the College are automatically granted an academic leave for a period not to exceed two semesters. Such students maintain their matriculated status and, upon return, may choose to pursue program requirements in effect at the time of their matriculation provided that the College continues to offer those courses and/or that program. Coursework completed while on academic leave is subject to the policies and procedures governing non-residence credit.

Students who fail to register for the first semester after the academic leave has expired will have their matriculation suspended. Such students will, on return, be required to reactivate their status with the Registrar's Office.

Late Registration, Registration Modifications. The Late Registration, Add/Drop period for continuing, returning and non-matriculated students for all regular start classes will not exceed one week from the first day of classes in a semester (refer to official Academic Calendar). During this period, students may register for open courses and may modify a previous registration by adding or dropping courses.

For courses offered in a shorter part of term, the following deadlines apply. The Registrar will determine dates for any terms not included in the table below.

# of Weeks in Term	Days to Add without Instructor's Signature	Additional Days to Add with Instructor's Signature	Days to Drop
Five week	2	2	4
Six week	2	2	4
Seven	3	2	5
Eight	3	2	5

During the second week of a semester, a student may drop a course from their schedule. The student is encouraged to discuss this action with the course instructor(s).

During the second week of a semester, a student may add a course(s) to their schedule with the approval of the course instructor(s). This approval is based on an assessment of the student's ability and acceptance of responsibility to complete course requirements.

Late Start classes will follow the same add/drop schedule as described in Section 3.4.1 through 3.4.3 in respective week one and two.

Winter Session. Students may register for one three-credit course for Winter Session in addition to the maximum 19 credits (unless already limited by their academic standing). Credits taken will be considered part of the student's spring load.

Students on academic warning or probation registered for a winter course will be allowed to take three credits above their previously established credit limit for the semester.

Exceptions: A matriculated student, who has completed 12 or more semester credit hours in residence with a cumulative grade point average of 3.0 or higher, may request an exception of up to 3 credit hours in the fall or spring only to the above limitation. The request must be: (1) signed by an academic advisor, (2) confirmed by the Registrar's Office regarding the student record requirements, and (3) approved by the Vice President for Academic Affairs.

Residence Credit. Residence credit is obtained by registering for and successfully completing credit bearing courses offered by the College. Residence credit may also be obtained through participation in the College's cross-registration program, as outlined. Residence credit may also be obtained by registering for and successfully completing distance learning courses offered by SUNY Schenectady.

Residence Requirements – Associate's Degree. At least 30 semester credit hours in residence applied to the degree program must be successfully completed in order to be eligible for an Associate's degree.

Residence Requirements – Certificate. At least 15 semester credit hours in residence applied to the certificate program must be successfully completed in order to be eligible for a certificate.

Non-Residence Credit. Non-residence credit is defined as credit earned at other academic institutions or certain non-collegiate organizations or credit earned by examination or for previous experience. Non-resident credit does not generate grade points for the purpose of calculating grade-point averages. The total amount of non-residence credit awarded cannot exceed the limits established as outlined above.

External Transfer Credit. Transfer credits may be accepted for course work taken at other academic institutions, by correspondence or through distance learning, if approved by the Division Dean. Any coursework older than 10 years will transfer only at the discretion of the Division Dean.

Courses of equivalent quality and content taken at recognized institutions of higher learning accredited by one of the Regional Accrediting Bodies (e.g., Middle States) shall be accepted if passed with a grade of C (2.00) or better, if such courses are applicable to the student's degree program. Such courses passed with a C-, D+, D, or D- may be approved at the discretion of the Division Dean.

Courses taken at institutions of higher learning lacking such regional accreditation (including degree-granting proprietary institutions) may be accepted if passed with a grade of C (2.00) or better if such courses are applicable to the student's degree program and are equivalent content and quality as determined by the Division Dean.

Transfer credits may be awarded by the Vice President for Academic Affairs upon recommendation of the Division Dean for course work taken in certain non-collegiate organizations (including non-degree granting proprietary institutions) when published guides are available to evaluate such course work, and the Academic Senate has approved the use of the guides. The Academic Senate has approved the use of *A Guide to Educational Programs in Non-Collegiate Organizations* for making such evaluations.

Credit by Examination. Matriculated students may earn credit by examination for individual courses required in their program of study. Credit by examination may be awarded for a passing grade on an externally published proficiency examination or an internally developed challenge examination.

Credit related to externally published proficiency examinations is subject to the approval of the Division Dean, and is based on the examination covering the content of the course offered by the College, applicability

to the student's program of study, and a passing grade as reported by the external agency. A passing grade is defined as a C (2.00) or better on the CPE examination, a 3 or better on an AP examination, and the American Council on Education recommended score or higher on a CLEP or DSST examination. The applicable exams and minimum acceptable scores are listed in the Advisement Guide section of the SUNY Schenectady Faculty Handbook.

The availability of internally developed challenge examinations for selected courses is determined by individual academic divisions. The challenge examination is representative in content and emphasis of the course outline, and normally is prepared and graded by the faculty member(s) normally responsible for teaching the course. A passing grade is the equivalent of a C (2.00) or better. The challenge examination request, including a justification statement, must be submitted prior to the end of the seventh week of the student's final semester preceding graduation. The request must be approved by the faculty member, the Division Dean, and the Vice President for Academic Affairs (application available from the Registrar's Office), and the test administration fee paid prior to the administration of the challenge examinations. The results of the examination indicating the basis for the awarding of credit are reported to the Registrar's Office.

Credit earned by examination is not considered as earned in residence (see Residence Requirements - Associate Degree/Certificate). Credit earned by examination will be recorded as "credit" (CR) on transcripts, and will have no effect on a student's grade-point average. Students must accumulate 12 or more semester hours of residence credit before credit by examination is noted on transcripts.

Credit for Previous Experience. Matriculated students may earn credit based on previous experience for individual courses required in their program of study. To initiate the process, the student should petition the division responsible for the specific course(s), listing each course and a brief statement justifying its consideration. A faculty review committee, appointed by the Division Dean, will evaluate the student's proficiencies and make recommendations for credit. The student will be expected to demonstrate proficiencies equal to the performance standards of the course outline. The committee may recommend credit, no credit, or recommend credit contingent upon further demonstration of student proficiencies. The recommendation for credit must be approved by the Division Dean and the Vice President for Academic Affairs.

Credit earned for previous experience is not considered as earned in residence (see Residence Requirements - Associate Degree/Certificate). Credit earned for previous experience will be recorded as "credit" (CR) on transcripts, and will have no effect on a student's grade-point average. Students must accumulate 12 or more semester hours of residence credit and pay a processing fee before credit for experience is noted on transcripts.

College Level Examination Program (CLEP). Under the College Level Examination Program, SUNY Schenectady County Community College awards credit by examination for certain specific courses. In order to ensure selection of the appropriate examination(s) and to learn of potential additional requirements, students are advised to consult the Registrar or appropriate Division Dean prior to registering for CLEP examinations. Information for CLEP examinations is available online at clep.org.

Academic Placement. The College uses multiple measures to recommend appropriate English and mathematics course placement. A student's G.P.A./GED/TASC score is the primary metric, but we also use test scores, transcripts, and background information. Placement in reading, writing and/or mathematics skills must be completed prior to the first day of classes of the term in which the student is matriculated. Academic placement is valid for three years.

An individual may submit a written request for a re-test on the placement test (for the current semester) within 14 days of the original testing based on any one of the following criteria:

- Illness or injury made known to the test administrator during the test.
- Previously undisclosed documented disability (re-test in the ADA Transition Office).
- Irregularity in test situation made known to the test administrator at the time of the test.

The request will be reviewed by the Dean of Academic Affairs. The individual will be notified in writing of the decision within seven days. Any individual may re-test for admission during scheduled testing for any subsequent semester. Otherwise, placement is valid for three years.

English Placement. A student who has met any of the following criteria is ready to take ENG 123 or may be waived from the need for placement:

- achieved an overall G.P.A. of at least 81 or 2.9 (with emphasis on writing intensive courses);
- scored at least a 500 on the GED/TASC
- scored at least 450 on the SAT (Scholastic Aptitude Test) in writing;
- scored at least 18 on the verbal ACT (American College Testing);
- scored at least a 75 on the ELA (English Language Assessment) Regents exam; OR
- presented evidence of transferable credit for ENG 123.

If, after an in-depth conversation with their advisor--during which the concept and results of placement are thoroughly discussed-- the student does not agree with the placement, they will be given the opportunity to advance out of it. The Testing Center will administer the Accuplacer exam (remotely or in-person) to students who seek advancement.

Mathematics Placement. Depending on the student's gateway mathematics course, students have the opportunity to either:

- enter directly into their gateway course,
- take their gateway course as a co-requisite which is their gateway course paired with a workshop course, or to
- take MAT 123 as a preparatory course prior to entering into the mathematics course(s) required by their program.

Please see the mathematics flow chart available from your Advisor for the recommended scores for each case.

If, after an in-depth conversation with their advisor—during which the concept and results of placement are thoroughly discussed—the student does not agree with their placement in either a co-requisite course or MAT 123, they will be given the opportunity to advance out of it by taking an advancement test which allows them to show mastery of the prerequisite concepts for the course they need. This test will be administered at the Testing Center.

Ability to Benefit (ATB). Some students may be required to test because of financial aid regulations to show their Ability to Benefit (ATB) at college. This includes homeschooled students and students who have graduated from any foreign high schools. The test, currently referred to as the TAP test, will be provided by the College's Testing Center. Mandated by New York State and the Federal Department of Education, all testing must meet the current criteria as set forth for both testing and retesting.

Transcript Requests. We encourage current and former students to use our transcript service, Parchment at https://www.parchment.com/u/registration/37829088/institution, for quick and easy online e-transcript and paper transcript delivery. Transcripts may also be requested in person or by mail. All written requests must bear the student's signature authorizing release of the academic information. Transcript request forms can be found on the College website (www. sunysccc.edu). We cannot accept requests by telephone. Please see our website for the current fees.

Unofficial transcripts may be accessed through Banner. Students who wish to transfer to other colleges are normally required to submit official copies of transcripts.

Classroom Expectations

Course Requirements. Students will be provided a syllabus by their individual instructors during the first class session. This statement shall include the approved Student Learning Outcomes, a grading policy stating the relative weighting of the course requirements, and attendance-related policies used in determining the student's final grade. If an instructor will not be using the full range of letter grades provided in section 7.1 of the Academic Code this shall be put in writing in the statement of the course requirements.

Students are responsible for meeting course prerequisites and for promptly equipping themselves with such texts or materials as may be required for the course.

Instructors shall adhere to the course content as approved by the Academic Senate and reflected in the course outline supplied by the division responsible for the course.

All students must do their own work; cheating, plagiarism and other forms of academic dishonesty can result in a failing grade or another penalty as set forth in the code of conduct. Plagiarism is representing another person's work or ideas from any source as one's own without attributing credit.

Attendance Policy. Students are responsible for maintaining prompt and continuous attendance in all classes and continue to be responsible for any assignments or materials presented in their absence.

The degree to which absences and lateness affect a student's final grade will be determined by the individual instructor and stated in their course syllabus.

Use of Electronic Devices in the Classroom and Other Campus Facilities. Technology use in the classroom is intended to enhance the learning environment for all students, and any use of technology that degrades the learning environment may be prohibited by the instructor. Any use of technology that promotes dishonesty or illegal activities is prohibited. Professional staff members in charge of academic facilities may also make rules concerning appropriate use of electronic devices. Consistent with College policy, it is the course instructor or the professional staff member who determines whether such usage is inappropriate.

Education Law State of New York 244-a.

Students Unable Because of Religious Beliefs to 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 they are unable because of their religious beliefs to 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 their 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 office of each institution of higher education to make available to each student who is absent from school, because of their religious beliefs, an equivalent opportunity to make up any examination, study or work requirements that they 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 classes, examinations, study or work requirements are held on Friday after 4 p.m. or on Saturday, similar makeup classes, examinations, study or work requirements 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 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 availing himself/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 their rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the Catalog of such institution containing the listing of available courses.

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the Board of Trustees of the State University of New York, or the Board of Trustees of Higher Education of the City of New York or any community college.

Academic Integrity

Academic integrity is the foundation of institutions of higher learning, and students will act in accordance with the academic integrity guidelines of the College. The following guidelines apply to all courses offered by the College.

- Each student's work will be her/his own work.
- Each student will appropriately identify the work of others when it is incorporated into the writing of her/his papers, examinations, or oral presentations. This includes both direct quotations and paraphrased opinions and ideas.
- Each student will follow the directions of the instructor with regard to permissible materials in a room at the times of tests and examinations.
- Each student will proceed during examinations without any assistance whatsoever and without communicating in any way with another student while an examination is being conducted.
- Each student will refrain from obtaining or disseminating the content of any examination prior to distribution by the instructor.
- Except as directed by the instructor, students enrolled in laboratory sections will complete all observations and reports based solely on their own processing of the experiment or demonstration.
- Each student will submit her/his work to only one instructor, unless she/he has the prior approval of all instructors involved.
- Students will represent data and sources appropriately and honestly.

Violations of academic integrity include, but are not limited to:

- **Plagiarism:** The intentional or unintentional representation of another person's work as one's own. Examples include, but are not limited to:
  - Quoting, paraphrasing, or summarizing another's work without appropriately acknowledging the source;
  - Using another's research without acknowledging the source;
  - Submitting another's paper, purchased or otherwise obtained, as one's own.

- **Cheating on Examinations:** : Looking at another's work, using or bringing materials not permitted by the instructor during the exam, communicating with another student, receiving any kind of assistance including but not limited to assistance from electronic devises, during an examination, and obtaining or disseminating the content of an examination prior to its distribution by the instructor.
- **Multiple Submissions:** Submitting any work, even one's own, to more than one instructor, without the permission of those instructors
- **Facilitating Academic Dishonesty:** Knowingly allowing another student to use one's work or cheat from one's exam.
- **Fabrication:** Falsifying or inventing information in any situation, including but not limited to data for lab or researched project.

The following are the College's guidelines for consequences for violating academic integrity, but the student must consult the course syllabus, since the instructor will determine the consequences for each course. Consequences may include, but are not limited to, one or a combination of the following penalties:

- Oral or written warning. Deduction of points, grade of "F" or "0" for the assignment, project, or exam.
- Failure of the course. Disciplinary action by the Student Affairs Office. Results of disciplinary actions are outlined in the Student Code of Conduct.

Student Code of Conduct

The SUNY Schenectady County Community College Student Code of Conduct was updated and approved by the College's Board of Trustees in August 2021. The Student Code of Conduct is included in the College's 'Student Handbook' found on the College's website at https://sunysccc.edu/Current-Students/Student-Life-and-Resources/Student-Handbook.html.

The Student Code of Conduct and the accompanying student disciplinary processes are intended to assist students in their personal development by providing a fair conduct review procedure that issues consistent responses for behaviors that are incongruent with the College's expectations. In furthering the educational aims of the college and maintaining compliance with the provisions of Article 129-A of the Education Law of the State of New York, the Student Code of Conduct outlines the practices to be utilized in administering the student disciplinary process.

The Student Code of Conduct includes the following policies and procedures: the Students' Bill of Rights, Student Amnesty Policy, Behavior Subject to Discipline, Disciplinary Processes, Appeal Process, Records Retention for Student Disciplinary and Transcript Notation.

Cases involving sexual offense or crime of violence charges: if a student is suspended or expelled after being found responsible for a crime of violence (including but not limited to a sexual offense), the College must make a notation on the student's transcript that they were "suspended after a finding of responsibility for a code of conduct violation or expelled after a finding of responsibility for a code of conduct violation. Should a student withdraw from the College while such conduct charges related to crimes of violence are pending against the student, and declines to complete the disciplinary process, the College must make a notation on the student's transcript that he or she withdrew with conduct charges pending. Transcript notations for violence-related suspensions shall not be removed prior to one year after conclusion of the suspension. Transcript notations for violence-related expulsions shall never be removed from a student's transcript. If a finding of responsibility is vacated for any reason; however, the transcript notation will be removed.

Student Code of Conduct Violation: Transcript Notation. For crimes of violence, including but not limited to sexual violence, defined

as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092 (f) (1) (F) (i) (I) – (VIII), SUNY Schenectady County Community College (SUNY Schenectady) will make a notation on the transcript of students found responsible after a conduct process that they were suspended after a finding of responsibility for a code of conduct violation or expelled after a finding of responsibility for a code of conduct violation. For the respondent who withdraws from SUNY Schenectady while such conduct charges are pending, and declines to complete the disciplinary process, SUNY Schenectady will make a notation on the transcript that the student withdrew with conduct charges pending.

Independent Study

An independent study project is an organized experience independently pursued by a student under the direction of a faculty member.

Matriculated students with a cumulative grade point average of at least 2.50 are eligible to request an independent study course through a faculty member willing and able to supervise the project. An independent study proposal must be recommended by the appropriate Division Dean and subsequently approved by the Vice President for Academic Affairs prior to the registration for the course by the student. .

Final Examinations

A final examination, if required, will be specified in the course requirement as determined by the academic department. All final examinations must be held during the final examination period. Students will not be held liable for more than two final examinations during a single day.

Academic Status

Grading System. The following grades are assigned by course instructors and carry the grade points indicated.

Grade	Numeric Equivalent	Grade Meaning	Grade Points/ Credit Hour
A	93-100	Excellent	4.00
A-	90-92		3.67
B+	87-89		3.33
B	83-86	Good	3.00
B-	80-82		2.67
C+	77-79		2.33
C	73-76	Average/Satisfactory	2.00
C-	70-72		1.67
D+	67-69		1.33
D	63-66	Poor	1.00
D-	60-62		0.67
F	Below 60	Failure	0.00

The following special grades have no impact on a student's G.P.A.

Grade	Definition
P	Pass C (2.00) or better; Pass/Fail courses only
P*	Pass C (2.00) or better; Pass/Fail **remedial** courses only
F*	Fail (below C/2.0); Pass/Fail **remedial** courses only
F/	Fail (below C/2.0); Pass/Fail courses only
AU	Audit
AW	Administrative Withdrawal
CR	Credit for previous experience or examination
I	Incomplete
MW	Military Withdrawal
NC	Non-Credit
NR	Grade has not yet been reported
T	External transfer assigned as previously defined
W	Withdrawal
E	Repeated Courses are indicated by an E in the RPT column of the transcript
#	Courses with # after the course title are included in Fresh Start. Courses are included in G.P.A.

A correction to an error in a final grade assignment is the responsibility of the course instructor and must be submitted in writing by the instructor within the 60 calendar day period from the date that final grades for the term are due. Any corrections after the 60 calendar day period must be approved by the Vice President for Academic Affairs. If it becomes impossible for the instructor to make such corrections to a final grade, any related decision will be based upon the recommendation of the Division Dean and approval by the Vice President for Academic Affairs.

Grade-Point Average (GPA). A student's grade-point average is determined by dividing the total grade-points earned in residence credit-bearing courses by the corresponding total credit hours attempted. Only the highest grade of a repeated course is included.

Pass/fail grades are not calculated in the G.P.A.

Incomplete Courses. Course requirements are expected to be met within the time limits established for the term. An instructor may grant a student an extension, not to exceed 60 days from the last day that final grades for the term are due. The temporary grade of "I" implies that the student has successfully completed a significant portion of the course and that extenuating circumstances have prohibited completion within the established time limits.

Students in Aviation and Air Traffic Control lab courses may be granted an Incomplete for up to 90 days for any Aviation (AER) and Air Traffic Control (ATC) lab course when the instructor determines that coursework cannot be completed within 90 days.

Semester Honors. Matriculated students are eligible for semester honors in a given semester. Students who receive a grade of F or AW in that semester are not eligible for semester honors.

Students who receive a grade of "I" will not be considered for semester honors in that semester, with the following exception: students who complete the course within three weeks of the end of the final exam period may apply for semester honors with the Registrar by the third week of the subsequent semester.

A student's name is placed on the President's List for each semester in which the student has earned a grade-point average of 3.70 or higher while completing at least 12 credit hours that term.

A student's name is placed on the Dean's List each semester in which the student has earned a grade-point average from 3.20 to less than 3.70 while completing at least 12 credit hours that term.

A part-time student's name will be placed on the President's List or Dean's List if the student meets the G.P.A. requirements as stated in 7.3.1, while completing 6 to 11 credit hours that semester and having a cumulative earned total of at least 12 credit hours.

Graduation Honors. Degree recipients with a cumulative G.P.A. of 3.70 or higher graduate with High Honors. Degree recipients with a cumulative grade point average from 3.20 to up to 3.69 graduate with Honors.

Mid-Term Grades. At the end of the seventh week of classes in a regular semester, current grade status is submitted online by all teaching faculty.

Academic Standing. The academic status of matriculated students is determined by the total credit hours attempted, semester and cumulative grade point averages and number of credit hours completed as prescribed by the Academic Standing Tables below and on the following page. Such determination will be made at the end of each semester of study.

Satisfactory Academic Progress (SAP)

Satisfactory Progress. A student is considered to be making satisfactory progress if they maintain a cumulative G.P.A. above the level of dismissal as defined in the table below:

Total Credit Hours Attempted	Dismissal Cumulative G.P.A.
0-11	NA
12-23	Below 1.00
24-35	Below 1.50
36-47	Below 1.80
48 and Above	Below 2.00

"Total credit hours attempted" in the chart above includes all credits in residence at Schenectady County Community College—both developmental and college level. In addition, applicable transfer credits are included in the total credit hours attempted, but they are not included in the calculation of the G.P.A.

When a student has not met the requirements of Good Academic Standing, they will be notified by mail. Registration does not become official until the College determines whether the student meets the requirements for Good Academic Standing.

Academic Warning, Dismissal and Probation. If a review at the end of a term indicates that the student does not meet the requirements of Satisfactory Academic Progress, the student will be placed on Academic Warning for one term (fall, spring or summer). During the Academic Warning period, the student is limited to enrollment of no more than 13 credits. A student who still does not meet the Satisfactory Academic Progress standards at the end of the warning period will be dismissed from their program. Readmission to a program does not guarantee financial aid eligibility.

A student who is dismissed from their program may submit an application for readmission (by December 15 for spring; by August 15 for fall) and an academic plan for approval by the Readmission Committee. The academic plan, developed with the assistance of an academic advisor, will outline the process the student will need to follow in order to meet the requirements for SAP. Readmitted students will be placed on Academic Probation for one semester (fall or spring).

Students on probation may not hold student office, participate in intercollegiate functions or serve as public representatives of the College. During the probationary period, these students may be limited to enrollment in 13 credit hours.

If the student fails either to return to SAP status or to meet the conditions outlined in the academic plan at the end of the semester in which they were readmitted, the student will be dismissed from their program.

Dismissal and Readmission. Academically dismissed students may apply for readmission to the College for any term. Application for readmission must be received at least ten days prior to the first day of the term. Students who were previously dismissed for pursuit of program requirements and have a 2.0 cumulative G.P.A. will be readmitted once the appropriate readmission form is completed and returned. This must be done prior to the beginning of the semester

Students initiate the process by completing the Request for Review for Consideration of Readmission form available in the Registrar's Office or online under Academic Advising Resources.

Readmission must be approved by the Vice President for Academic Affairs. This approval is based on the decision of an ad hoc committee appointed by the Vice President (membership is confidential). The committee is responsible for: (1) reviewing each applicant's academic progress and (2) evaluating each applicant's potential for successful continuation and program completion, and (3) deciding to grant or deny the student's readmission. The committee may also determine conditions to serve as a guide for successful continuation as well as a basis for future readmission decisions. The Registrar will notify the student of the committee's decision, including any restrictions.

Readmitted students will be subject to the program requirements in effect at the time they are reinstated as matriculated students. Any change in program requirements resulting from the readmission process is subject to evaluation by the Division Dean.

If a student is not readmitted, a written appeal may be submitted to the Vice President for Academic Affairs no later than 10 days after the decision has been made. The Vice President for Academic Affairs will review the readmission application, documentation, any other pertinent information, and will then render a decision. The decision of the Vice President will be final.

Dismissed students registered for the upcoming term will be dropped. Students may not submit a readmission application before the official academic standing has been determined.

Fresh Start Policy. The Fresh Start Policy applies to students who return to SUNY Schenectady after an absence of two or more years and who successfully complete 12 credits with a G.P.A. of at least 2.00. Students may petition the Registrar to have their former academic record before the two-year absence accepted in the same manner as if the credits were transfer credits. That is, earned credits are carried forward for up to 30 hours of credit in which a grade of "C" or higher was earned. The cumulative G.P.A. is based only on credits earned subsequent to the student's re-entry. The student's complete record, before and after academic forgiveness, remains on the transcript. This Fresh Start Policy can be applied only once during a student's career at SUNY Schenectady.

Regulations for federal and state financial aid eligibility require that the credits attempted and G.P.A. from all previous SUNY Schenectady coursework are included in the calculation of Satisfactory Academic Progress for financial aid eligibility.

Graduation Requirements

Qualifications for Graduation. In order to establish eligibility for graduation from either a certificate or degree program, each student must meet each of the following academic requirements to be eligible for an Associate's degree or certificate:

1. Candidates must meet the program requirements in effect at the time of their matriculation and earn a cumulative G.P.A. of at least 2.00.
2. Candidates must be matriculated in the program from which they wish to graduate at least one semester prior to graduation and meet the residence requirements for degree and/or certificate programs.
3. Candidates must be recommended for graduation by vote of the Academic Senate or be approved by the President of the College when the Academic Senate vote is based on incorrect information.
4. Candidates for a degree or certificate must hold a high school diploma or its equivalent.

Additional Degree or Certificate. Students may earn an additional degree or certificate provided that the secondary program is essentially different from the primary program (e.g., the secondary program includes at least 15 credit hours of requirements not in common with the primary program) and that all degree or certificate requirements for both programs have been met.

Courses applied to the primary program may be applied to the secondary program; however, a minimum of 15 credit hours (residence credit) above the total credit hour requirements of the primary program must be completed.

An additional degree or certificate may be pursued in one of two ways:

(1) subsequent to the completion of the primary program requiring readmission and matriculation into the secondary program, or

(2) simultaneously with the primary program (in which the student is matriculated) allowing for application to graduate from both programs at the same time.

An additional degree or certificate may be pursued simultaneously after the student has earned 12 or more credits at SUNY Schenectady with a 2.5 or higher cumulative grade point average.

Discounting Grade Policy. For the purpose of meeting the minimum graduation grade point average (G.P.A.) requirement, a student may petition the Vice President for Academic Affairs to discount grades of "C-" or lower from the cumulative grade point average. For the petition to be considered, the courses must not be required in the program in which the student is matriculated for graduation. Any courses which may serve as specific electives in the program of matriculation cannot be discounted.

Petition for discount must be made in writing during the semester of graduation and requires the recommendation of the appropriate Division Dean. Petitions will be considered at the time of final graduation audit and may be granted at the sound discretion of the Vice President for Academic Affairs the transcript will remain unchanged. The Registrar will report to the Faculty each year the number of proposed graduates who have been affected by the implementation of this process.

Microcredentials. Students enrolled in microcredential programs must meet each of the following academic criteria to be awarded a microcredential.

1. Individuals applying for a microcredential must meet the current requirements for matriculation at SUNY Schenectady.

2. Candidates must have a cumulative G.P.A. of at least 2.00.

Participation in Commencement. Candidates for degrees, certificates and credit-bearing microcredentials can participate in SUNY Schenectady's Commencement ceremony held in May if they:

- graduated from a certificate or degree the December prior, or

- are expected to complete their degree and/or certificate requirements by the end of the spring semester of the current academic year and are registered for those courses, or

- are pending August graduates who are registered for all remaining degree or certificate requirements to complete their program by the end of the summer semester while honoring the limitations on course loads, or

- have been awarded a credit-bearing microcredential during the Fall or Spring semester of the current academic year or are registered for the courses required for and are expected to complete all requirements of a SUNY Schenectady microcredential by the end of the spring or summer semester.

Final clearance for degrees, certificates and microcredentials will be completed after the Commencement Ceremony after final grades are submitted. Identification of Honors at the Commencement ceremony will be for degrees and certificates only. Honors awarded at the ceremony will be based on the student's cumulative grade point averages excluding the final spring semester grades. Participation in the Commencement ceremony does not ensure the degree, certificate or microcredential will actually be awarded.

Posthumous Degree Policy. SUNY Schenectady may award a degree posthumously in recognition of a student's work and satisfactory progress towards a degree at the time of death.

- Eligibility: To be considered for a posthumous degree or certificate, upon review by the Registrar's Office and the respective division/school dean, the deceased student must have otherwise been eligible for graduation had they been able to complete the remaining degree or certificate requirements.

FERPA and Confidentiality

The Family Educational Rights and Privacy Act (FERPA) affords SUNY Schenectady County Community College (the College) students certain rights with respect to their education records. They are:

- The right to inspect and review the student's educational records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) that they wish to inspect. The Registrar or designee will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar to whom the request was submitted, the Registrar will advise the student of the correct College official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading by submitting a written request to the College official responsible for the record, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of their 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.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Additional information regarding disclosures is provided below.

- The right to file a complaint with the US 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
> 600 Independence Avenue, SW
> Washington, DC 20202-4605

When Does FERPA take Effect?

FERPA applies to records created and maintained by the College for students while they are in attendance at the College. "Student" applies to all students, including continuing education students, students auditing classes, distance education students, and former students (provided the record was created while they were in attendance at the College). Individuals who have applied for admission, but have not been accepted, have no rights under FERPA.

Notice of Disclosure and Directory Information

Generally, the College must have written permission from a student in order to release any information from the student's education record. However, FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in 34 CFR §99.31 of the FERPA regulations, some of which are listed below:

- School officials with legitimate educational interest*

- Other institutions of higher education to which a student is transferring

- Specified officials for audit or evaluation purposes

- Appropriate parties in connection with financial aid to a student

- Organizations conducting certain studies for or on behalf of the school

- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

School Officials with a Legitimate Education Interest

A school official is a person employed by the College and/or the State University of New York (SUNY) in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of Personally Identifiable Information (PII) from educational records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College and/or SUNY in accordance with the College's FERPA policy.

A student may choose to waive their FERPA rights and allow academic information to be shared with certain people by completing a FERPA waiver form. This waiver allows the College to share academic information from the student's education records with the persons listed on the completed form when they provide the student's SUNY Schenectady ID and the correct password. The FERPA waiver should be completed and presented in person at the Registrar's Office, Admissions, or the Student Business Office. Alternatively, the student may complete the form, have their signature notarized, and return the original, notarized form to:

> Registrar's Office
> Elston 212
> SUNY Schenectady County Community College
> 78 Washington Ave
> Schenectady, NY 12305

Directory Information

Institutions are permitted to release directory information maintained for students unless the student has notified the College to withhold this information. The College has designated directory information to include:

- Student's full name
- Campus email address
- Dates of attendance
- Degrees awarded
- Enrollment status
- Major
- Degrees and awards received
- Photograph
- Participation in officially recognized sports and activities

Students have the right to restrict the disclosure of items designated as directory information. If students exercise this right, such information will not be released without their written consent except as provided by law and College policy. Students wishing to restrict the release of the items identified as directory information must notify the Registrar's Office within 30 days of the beginning of an academic term by completing the Confidentiality Request form and returning it to the Registrar's Office. This restriction will be in place unless and until the student requests to revoke the confidentiality hold.

Student Complaint Procedures for Academic and Administrative Matters

Academic Matters

A student wishing to file a complaint regarding an academic matter should begin the following process within six months after the end of the semester in which the grade for the course was issued:

1. Consult with the instructor of the course in question. If an understanding or resolution is not achieved, or if this step is not feasible, the student may then:

2. Consult with the appropriate Dean. The Dean will consult with the involved faculty member and with the student and attempt to reach a mutually agreeable resolution. If an understanding or resolution is not achieved, the student may then:

3. Appeal in writing to the Vice President for Academic Affairs. The written appeal, detailing both the complaint and the results of their consultations with the instructor and with the Dean, should be delivered to the Office of the Vice President for Academic Affairs. An appointment for consultation with the Vice President or Vice President's designee may be scheduled at that time. The faculty member involved will be notified that the student has appealed to the Vice President for Academic Affairs, and be given a copy of the student's written appeal.

4. Student complaints along with their resolutions will be filed in the Office of Academic Affairs. The Academic Affairs Office will review the complaints on an annual basis to determine if a pattern exists and will make a recommendation for changes to policies and/or procedures, if deemed appropriate.

   Within 15 days of notification via memo from the Vice President for Academic Affairs, the faculty member may choose to provide a written reply which shall be considered in the disposition of the complaint. The faculty member may also schedule an appointment to consult with the Vice President for Academic Affairs.

Determination and Disposition of a Complaint. Determinations and dispositions of complaints will be made by the Vice President for Academic Affairs of SUNY Schenectady County Community College within 30 days of receipt of the written complaint. The Vice President will consult with and notify the President of determinations and dispositions. The student will be notified in writing of the decision.

Administrative Matters

A student wishing to file a complaint regarding an administrative matter should complete the following steps:

1. Consult with the staff member who has responsibility for the matter in question. If an understanding or resolution is not achieved, the student may then:

   - consult with the supervisor of the office or unit for a resolution of the complaint. If a resolution is to be appealed, the student may then:

   - appeal in writing to the Vice President of the division that has administrative responsibility for that office or unit. The written appeal, detailing both the complaint and the results of the consultations with the staff member and supervisor should be delivered to the Office of the Vice President. An appointment for consultation with the Vice President may be scheduled at that time.

Determination and Disposition of a Complaint. The Vice President will respond to a written complaint within 30 days of receipt. The Vice President will consult with and notify the President of determinations and dispositions. The student will be notified in writing of the decision.

Complaint Resolution for Online Students

A student should follow the outlines above for all Academic Matters and/or Administrative Matters to file a complaint with SUNY Schenectady first, before escalating the concern to higher levels.

SUNY Schenectady is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the SARA Policy Manual and summarized here. Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to the Office of the Vice President for Academic Affairs at SUNY Schenectady at 518-381-1381 for investigation and resolution. If a student is dissatisfied with the campus-based resolution, a concern may be submitted to System Administration of the State University of New York as outlined here. And, if still not satisfied, a complaint may be submitted, within two years of the incident about which the complaint is made, to the New York State Education Department as outlined here. Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures.

All Other Matters

A student who wishes to file a complaint regarding a College matter but is uncertain where to begin the process should begin with the Division of Student Affairs for referral to the appropriate office.

SUNY Schenectady County Community College | Retention/Graduation/Transfer Statistics

DEGREE PROGRAMS	Retention/Graduation Rates First-Time, Full-Time* Students Entering Fall 2020						Transfer Rates 2023 Graduates	
	Entered Fall 2020	% Enrolled Spring 2021	% Enrolled Fall 2021	% Graduated by May 2023	% Transferred without Graduating	% Still at SUNY Schen. after May 2023	Number of Graduates	Continuing their Education (1)
Transfer Degree Programs								
Aviation Science AS Non-Pilot	1	100%	100%	0%	0%	100%	2	0%
Aviation Science AS Pilot	21	71%	57%	10%	43%	0%	6	0%
Biotechnology	2	100%	100%	50%	50%	0%	2	0%
Business Administration AS	25	80%	56%	32%	16%	16%	34	47%
Computer Science	19	68%	68%	26%	5%	16%	12	42%
Criminal Justice AS	15	60%	40%	33%	40%	13%	18	44%
Humanities and Social Sciences: Communication	2	100%	0%	0%	50%	0%	9	56%
Humanities and Social Sciences: English	1	100%	0%	0%	100%	0%	3	100%
Humanities and Social Sciences: History	3	67%	67%	67%	0%	0%	4	75%
Humanities and Social Sciences: Psychology	19	68%	42%	42%	11%	5%	20	55%
Human Services AS	10	70%	50%	50%	10%	0%	9	78%
Humanities and Social Sciences	15	100%	67%	40%	27%	13%	13	31%
Math and Science	7	86%	29%	29%	29%	14%	8	63%
Performing Arts: Music	10	80%	70%	30%	20%	10%	8	88%
Nutrition	17	76%	35%	18%	29%	6%	10	40%
Programming for Game Development	12	75%	50%	8%	8%	17%	4	50%
Science	14	79%	14%	14%	50%	7%	8	63%
Science: Biology	11	64%	45%	18%	36%	9%	5	100%
Teacher Education	18	89%	50%	44%	17%	0%	16	75%
Subtotal - Transfer Degree Programs	**222**	**77%**	**50%**	**28%**	**24%**	**9%**	**191**	**53%**
Career Degree Programs								
Accounting AAS	5	80%	40%	20%	0%	20%	4	50%
Air Traffic Control	4	50%	50%	0%	50%	25%	0	0%
Business Administration AAS	13	77%	38%	31%	15%	0%	10	20%
Chemical Dependency Counseling	3	67%	67%	33%	0%	0%	4	25%
Computer Information Systems AAS	1	0%	0%	0%	0%	0%	5	40%
Computer Networking Systems and Cyber Security	9	56%	56%	33%	0%	11%	5	0%
Craft Beer Brewing AAS	2	100%	100%	50%	0%	0%	1	0%
Criminal Justice AAS	10	90%	30%	20%	10%	0%	5	40%
Culinary Arts	53	68%	45%	28%	6%	4%	27	26%
Early Childhood AAS	2	100%	100%	0%	0%	0%	6	0%
Hospitality and Tourism Management	5	80%	40%	40%	40%	0%	3	67%
Hotel and Restaurant Management	2	50%	50%	50%	0%	0%	5	20%
Human Services AAS	4	100%	50%	25%	0%	25%	3	33%
Music Audio Technology	4	75%	75%	50%	25%	0%	7	71%
Paralegal	7	71%	57%	43%	14%	0%	11	9%
Subtotal - Career Degree Programs	**124**	**72%**	**48%**	**29%**	**10%**	**5%**	**96**	**27%**
TOTAL (2):	**346**	**75%**	**49%**	**29%**	**19%**	**8%**	**287**	**45%**

- *   *"First-Time Full-Time" includes students enrolled full-time in the fall semester who were first time students.*
- 1.   *Continuing Education means students are enrolled at a post-secondary institution in the Fall of 2023, according to the National Student Clearinghouse.*
- 2.   *Excludes Certificate programs.*

Curricula Offered at SUNY Schenectady County Community College

Enrollment in other than registered or otherwise approved programs may jeopardize the student's eligibility for certain financial aid awards. All degree and certificate programs offered at SUNY Schenectady County Community College have been registered with the State Education Department and approved by the State University of New York.

* *The Nursing A.S. degree is granted by the Belanger School of Nursing in conjunction with SUNY Schenectady. See Page 15 for further information about this program.*

CURRICULA AND PROGRAMS

TRANSFER CURRICULA

The Associate in Arts degree (A.A.) is awarded in Humanities and Social Sciences and is designed to transfer primarily to a Bachelor of Arts degree curriculum at a four-year institution.

The Associate in Science degree (A.S.) is awarded in Science and professionally-related programs and is designed to transfer primarily to a Bachelor of Science degree curriculum or, in the case of Performing Arts: Music, to a Bachelor of Music degree curriculum.

Transfer Degree Programs

- Aviation Science
  (Pilot Option and Non-Pilot Administration/Management Option)
- Biotechnology
- Business Administration
- Computer Science
- Criminal Justice
- Human Services
- Liberal Arts: Humanities and Social Sciences
  - Art Concentration
  - Communication Concentration
  - English Concentration
  - History Concentration
  - Psychology Concentration
- Mathematics and Science
  - Nanoscale Science Concentration
- Nutrition
- Performing Arts: Music
- Programming for Game Design
- Science
  - Biology Concentration
- Teacher Education Transfer

Aviation Science
Associate in Science (A.S.)

The Aviation Science A.S. degree program provides students with a pilot or non-pilot option that will enable successful transfer into a baccalaureate program in the field of aviation. The pilot option provides students with substantial experience in actual flight training toward a Private Pilot Certificate and Instrument Rating, a Commercial Pilot Certificate and a Flight Instructor Certificate in conjunction with their A.S. degree. Flight laboratories are provided by Five Star Aviation at the Schenectady County Airport. Laboratory fees can be found with tuition and fees on pages 18-19.

Mission

The Aviation Science A.S. degree program allows students to investigate various career options in the aviation industry and prepares graduates to transfer to a baccalaureate program by providing knowledge of basic science and mathematics principles and a solid foundation in aviation theory and practice, safety and management. The program prepares graduates to:

Goal I: Demonstrate knowledge of the fundamental principles of aviation.

1) Identify the essential elements of the national airspace system
2) Apply federal aviation regulations
3) Identify the role of airport operations and safety
4) Identify how history and culture have affected aviation advancements

Goal II: Demonstrate an understanding of aviation theory and practice.

1) Apply flight safety principles
2) Use scientific principles including physics and aerodynamics to solve aviation-based problems
3) Use mathematical reasoning and problem solving to navigate

Goal III: Demonstrate the ability to communicate effectively.

1) Select and use appropriate professional conventions in oral and written communication
2) Formulate, analyze and evaluate arguments
3) Locate, select, evaluate and use information in an ethical manner

For Students in the Pilot Option

Goal IV: Complete flight training.

1) Acquire a Private Pilot's Certificate, Aircraft, Single Engine Land (SEL)
2) Acquire an Instrument Rating
3) Acquire a Commercial Pilot's Certificate, Airplane, SEL

Admission Requirements: All Pilot-Option students must have an FAA Second Class Medical Certificate (required), FAA First Class Medical Certificate (recommended), proof of U.S. citizenship or completion of the U.S. Office of Homeland Security, Terminal Security Administration background check requirements. To locate an FAA-authorized aviation medical examiner, please visit the FAA Web site at www.faa.gov.

Pilot Option

First Year

Fall Semester		CR
AER 103	Introduction to Flight	4
AER 101	Introduction to Flight Lab	1
ETH 221	Technical and Applied Ethics	1
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	Mathematics Restricted SUNY General Education Elective	3-4
		13-14

Spring Semester		CR
AER 140	Elements of Instrument Flight	4
AER 141	Elements of Instrument Flight Lab	1
PHY 106	Meteorology	3
ENG 124	Literature and Writing	3
MAT 167	Precalculus with Analytic Geometry OR Higher	3-4
		14-15

Second Year

Fall Semester		CR
AER 200	Commercial Operations	3
AER 228	Commercial Operations Lab I	1
AER 236	Flight Safety	3
PHY 153	General Physics I	4
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
	World Languages OR The Arts SUNY General Education Elective	3
		17

Spring Semester		CR
AER 210	Aviation Law	3
AER 229	Commercial Operations Lab II	1
PHY 154	General Physics II	4
	Aviation Elective (a)	3
	U.S. History OR World History SUNY General Education Elective	3
	Social Sciences OR U.S. History SUNY General Education Elective	3
		17

Minimum Credit Hours required for degree: 61

Notes:

(a) Aviation Electives: AER 102, AER 150, AER 214, AER 232, AER/ATC 280 (with permission of instructor), ATC 110

(b) Mathematics Restricted SUNY General Education Electives: MAT 147, 154 or Higher (if needed for MAT 167); PSY 200 does not satisfy the MAT Gen Ed for this program.

Non-Pilot Administration and Management Option

First Year

Fall Semester		CR
AER 103	Intro to Flight	4
ENG 123	College Composition	3
MGT 123	Introduction to Business	3
FYS 100	First Year Seminar	1
PHY 106	Meteorology	3
ECO 221	Principles of Macroeconomics	3
		17

Spring Semester		CR
AER 210	Aviation Law	3
ENG 124	Literature and Writing	3
	Mathematics Restricted Elective (a)	3-4
CIS 221	Computer Applications	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		15-16

Second Year

Fall Semester		CR
AER 150	Airport Management	3
AER 236	Flight Safety	3
	AER Elective (b)	3
	Science SUNY General Education Elective	3-4
	World Languages OR The Arts SUNY General Education Elective	3
		15-16

Spring Semester		CR
ACC 121	Financial Accounting	4
ECO 223	Principles of Microeconomics	3
	Science or Mathematics Restricted Elective (a)	3-4
	U.S. History OR World History SUNY General Education Elective	3
	Social Sciences OR Humanities SUNY General Education Elective	3
		16-17

Minimum Credit Hours required for degree: 63

Notes:

1) Electives should be chosen in conjunction with the student's academic advisor, based upon major/program of study, transfer/articulation, and interest. Though students may develop an individualized sequence following program guidelines, the following courses are RECOMMENDED to facilitate ease of transfer:

Business/Management Majors:

(a) MATH ELECTIVES: MAT 147, 154 or higher PSY/SOC 200 does not satisfy the MAT Gen Ed for this program.

(b) AER Elective: Any AER prefix or ATC 110; this elective could be used for AER 280: Aviation Internship (with permission of the instructor.)

Biotechnology
Associate in Science (A.S.)

The Biotechnology A.S. degree prepares students for transfer to a baccalaureate program in Biotechnology and related fields by providing Liberal Arts courses and foundational coursework in biology, biotechnology laboratory techniques, and mathematics.

The program prepares graduates to:

Goal I: Demonstrate an understanding of fundamental principles of biology, cell and molecular biology, and chemistry.

1) Demonstrate the ability to use the scientific method to develop and test a hypothesis.

2) Explain biological and cellular phenomena using scientific concepts and principles.

3) Analyze and solve quantitative problems in cellular and molecular biology using mathematical reasoning and representation.

4) Demonstrate an understanding of the historical development of and cultural influences on the development of biotechnology and on their applications.

Goal II: Demonstrate an understanding of the methods of research and analysis.

1) Perform laboratory experiments following a written protocol.

2) Utilize appropriate scientific instruments and technology to make accurate measurements and to collect data.

Goal III: Demonstrate effective written and oral communication skills.

1) Maintain appropriate laboratory and technical documentation.

2) Write a laboratory report that accurately represents experimental outcomes and utilizes appropriate literature resources and citations.

3) Prepare and deliver oral presentations of scientific and technical information and experimental results.

First Year

Fall Semester		CR
BIO 141	Biology I	4
CHM 121	General Chemistry I	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 147	Statistics	3
		15

Spring Semester		CR
BIO 142	Biology II	4
CHM 122	General Chemistry II	4
COM 105	Public Speaking	3
HIS 130	Intro to Black History in the U.S.	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		17

Second Year

Fall Semester		CR
BIO 261	Cell and Molecular Biology	4
CHM 228	Organic Chemistry I	5
MAT 167	Precalculus with Analytic Geometry OR Higher	4
	World History SUNY General Education Elective	3
		16

Spring Semester		CR
BIO 241	Microbiology	4
CHM 229	Organic Chemistry II	5
BIO 263	Biotechnology Techniques	3
SOC 121	Sociology	3
		15

Minimum Credit Hours required for degree: 63

Business Administration
Associate in Science (A.S.)

Mission

The Business Administration A.S. program prepares students for transfer in business administration at a baccalaureate degree-granting institution. Students complete a solid core of general education courses to facilitate transfer. The program prepares graduates to:

Goal I: Demonstrate analytical and creative problem solving through liberal arts courses from the SUNY General Education Course list.

1) Write a variety of texts using Formal Standard English

2) Formulate, analyze and evaluate arguments

3) Apply information literacy skills to locate, select, evaluate and use information in an ethical manner from a variety of sources

4) Identify the methods natural scientists and social scientists use to explore natural and social phenomena

5) Use mathematical reasoning

Goal II: Demonstrate a commitment to business ethics.

1) Identify the framework and concepts of legal and ethical business practice

2) Examine ethical issues as they pertain to the business environment

Goal III: Demonstrate an understanding of fundamental business practices.

1) Analyze the theories and structures of economic markets and the framework of the national economy

2) Identify the essential elements of planning and analyze their impact on producing outcomes

3) Analyze business transactions and identify basic accounting principles

4) Identify and utilize appropriate technologies and software

5) Define the fundamentals of entrepreneurship in terms of mission, structure, profitability and sustainability

6) Identify various cultural perspectives as they apply to business applications

7) Examine the effects of the global market on the contemporary world

First Year

Fall Semester		CR
ACC 121	Financial Accounting	4
ENG 123	College Composition	3
	Diversity: Equity, Inclusion and Social Justice SUNY General Education Elective	3
FYS 100	First Year Seminar	1
PSY 121	Introduction to Psychology	3
MGT 213	Principles of Management	3
		17

Spring Semester		CR
ACC 122	Managerial Accounting	4
BUS 127	Business Computer App.	3
ENG 124	Literature and Writing	3
ECO 223	Microeconomics	3
MAT 147	Statistics	3
		16

Second Year

Fall Semester		CR
BUS 121	Business Law I	3
ECO 221	Principles of Macroeconomics	3
MAT 167	Precalculus w/Analytic Geometry	4
SOC 121	Sociology	3
	Natural Sciences SUNY Gen. Ed. Elective	3-5
		16-18

Spring Semester		CR
BUS 123	Business Law II	3
MAT 180	Calculus I OR Natural Science SUNY General Education Elective	3-5
MKT 223	Marketing	3
MGT 127	Human Resource Management	3
	U.S. History SUNY General Education Elective	3
		15-17

Minimum Credit Hours required for degree: 63

Business Administration
Associate in Applied Science (A.A.S.)

Business Administration
Associate in Science (A.S.)

And

B.B.A. in Business and Technology Management (SUNY Delhi)

The jointly registered, Inter-Institutional Program with SUNY Delhi, approved by the State University of New York and the New York State Education Department is designed for students who plan to pursue the SUNY Delhi B.B.A. in Business and Technology Management Program offered at SUNY Schenectady. Upon successful completion of the corresponding A.A.S. or A.S. degree at SUNY Schenectady, admission to SUNY Delhi's program may be guaranteed under this joint program.

SUNY Application Code: 2207

The purpose of the Business and Technology Management program is to prepare students for employment in business or information technology as a manager, supervisor, and/or project team leader. With today's businesses building a strong alliance between information systems and the functional areas of the business, graduates with skills in both these areas will be in great demand.

This program will provide students with professional training by combining information technology management with other disciplines including operations, marketing, sales, financial management, or human resources. The combination of technology and a broad-based business background provides increasing opportunities for graduates in a wide range of industries. Students can take electives to improve their expertise in various areas of business or technology to prepare them for various career opportunities

Third Year/SUNY Delhi

Suggested sequence of classes (depending on courses that transfer into the Delhi program). This will vary with each program:

Fall Semester		*CR*
CIS 129	Intro to Programming (SUNY Schenectady)	3
BUSI 212	Business Communication (SUNY Schenectady)	3
BUSI 343	Individual Behavior in Organizations	3
BUSI 385	Business Ethics	3
	General Education Course (Silo 5, 6 or 7)	3
		15

Spring Semester		*CR*
	General Education Course (Silo 5, 6 or 7)	3
CIS 240	Data Communications (SUNY Schenectady)	3
	Lower Division Technology Elective	3
BUSI 345	Risk Management	3
ENGL 310	Technical Writing	3
COMM 300/310	Organizational Comm.	3
		18

Fourth Year/SUNY Delhi

Suggested sequence of classes:

Fall Semester		*CR*
CIS 223	Intro to Database Systems (SUNY Schenectady)	3
BUSI 360	International Business	3
BUSI 310	Strategic Management	3
CITA 325	Systems Analysis	3
CITA 405	Project Management	3
CITA 315	Microsoft Excel	3
		18

Spring Semester		*CR*
CITA 475	Management of Info. Technology	3
BUSI 370	Financial Management	3
GOVT 300	Public Policy	3
	Upper Division Business Elective	3
	Upper Division Technology Elective	3
		15

Minimum total credits required for B.B.A. degree: 121

Computer Science
Associate in Science (A.S.)

Mission

The mission of the Computer Science A.S. program is to provide a rigorous and comprehensive foundation in computer science as well as a solid liberal arts curriculum, in accordance with the principles of the SUNY Schenectady's mission. The computer science curriculum is designed primarily for the student who anticipates transfer to a four-year institution to complete a baccalaureate in computer science or software engineering.

Goal I: Program effectively in an object-oriented language

1) Perform a software requirements analysis.
2) Design a solution employing effective programming techniques.
3) Implement and test software.

Goal II: Demonstrate effective teamwork skills

1) Employ teamwork skills to solve a programming problem.
2) Demonstrate the capacity to interact and collaborate with others effectively.
3) Demonstrate the ability to make a significant contribution to a software development team.

Goal III: Demonstrate effective oral and written communications skills

1) Develop a written analysis of a computer-based problem.
2) Demonstrate a finished software project.

First Year

Fall Semester		*CR*
CIS 134	C++/UNIX	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 180	Calculus I	4
	General Elective (e)	3
		15-16

Spring Semester		*CR*
CIS 246	Data Structures	3
ENG 124	Literature and Writing	3
MAT 181	Calculus II	4
	U.S. History OR The Arts OR World Languages SUNY General Education Elective	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16

Second Year

Fall Semester		*CR*
CIS 133	Programming in Java	3
	MAT/CIS Elective (d)	3-4
PHY 221	College Physics I OR Restricted Lab Science Elective (a)	4
SOC 121	Sociology OR Social Science SUNY General Education Elective (e)	3
COM 105	Public Speaking OR Humanities Elective	3
		16-17

Spring Semester		*CR*
MAT 210	Discrete Structures: Logic and Proof	3
PHY 222	College Physics II OR Restricted Lab Science Elective (a)	4
	World History & Global Awareness SUNY General Education Elective	3
MAT 242	Linear Alebra OR Mathematics Elective (b)	3-4
	CIS Elective (c)	3
		16-17

Minimum Credit Hours required for degree: 63

Notes:

(a) Restricted Laboratory Science Electives: BIO 141-142, BIO 241, CHM 121-122, PHY 221-222.

(b) Mathematics Elective: Some institutions require Linear Algebra (MAT 242) to achieve junior status. Students should contact intended transfer institution for mathematics requirements. Other mathematics elective may include MAT 222 or MAT 240.

(c) Computer Science Electives: CIS 129 (if taken as a prerequisite for CIS 133 and CIS 134), CIS 135, CIS 136, CIS 221, CIS 223, CIS 225, CIS 229, CIS 236, CIS 237, CIS 238, CIS 240, CIS 259.

(d) Students should carefully review the MAT/CIS requirements of the college to which they plan to transfer before selecting either a MAT or CIS course from those in (b) or (c) above.

(e) This may be any course with the exception of courses designated in the SUNY Schenectady Catalog as not satisfying A.A. or A.S. degree program requirements. However, students need to consider the transferability of the course to particular colleges. Depending upon math background, students may take MAT 167 Precalculus with Analytic Geometry as a general elective in the first semester as a prerequisite to the Calculus sequence with no loss in course sequence or credits.

Criminal Justice
Associate in Science (A.S.)

Mission

The Criminal Justice A.S. degree prepares students for transfer into related programs at a four-year college or university. This degree provides introductory level instruction in the six course areas designated by the Academy of Criminal Justice Sciences needed for program accreditation including: a) Administration of Justice; b) Corrections; c) Criminological Theory; d) Law Adjudication; e) Law Enforcement; and f) Research and Analytic Methods.

The program prepares graduates to:

Goal I: Understand the concepts of the Rule of Law.

1) Identify important concepts and the influence of the American justice system.
2) Discuss the importance of due process of those accused within our legal system.
3) Demonstrate their understanding about the restrictions on the arbitrary exercise of government power to enforce established laws.

Goal II: Prepare for a career field or educational pursuit of criminal justice.

1) Demonstrate effective communication, both orally and in writing, in regards to select criminal justice issues.
2) Discuss important Supreme Court cases in regards to 4th amendment search and seizure issues.
3) Discuss the importance of core courses in regards to the criminal justice field.

Goal III: Understand ethical and moral responsibility of the public trust engendered within the American justice system.

1) Identify the financial and other associated costs incurred when inappropriate enforcement actions or inactions are taken.
2) Discuss the results of abuse of power in regards to the use of force and arrests.
3) Identify the importance of community policing in regards to effective communication between the criminal justice system and the community they serve.

First Year

Fall Semester   CR

CRJ 113	Introduction to Criminal Justice	3
	Diversity: Equity, Inclusion & Social Justice SUNY General Education Elective	3
CIS 221	Computer Applications	3
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
PSY 121	Introduction to Psychology	3
		16

Spring Semester   CR

CRJ 133	Criminology	3
CRJ 131	Criminal Law	3
ENG 125	College Composition II OR COM 105 Public Speaking	3
SOC 121	Sociology	3
MAT 147	Statistics	3
		15

Second Year

Fall Semester   CR

	Criminal Justice Elective (a1)	3
	Liberal Arts SUNY General Education Elective	3-4
CRJ 143	Criminal Evidence and Procedure	3
	Lab Science Natural Sciences SUNY General Education Elective (b)	4
	U.S. History SUNY General Education Elective	3
		16-17

Spring Semester   CR

CRJ 215	Juvenile Delinquency	3
	Criminal Justice Elective (a2)	3
CRJ 219	Corrections	3
	World History OR World Languages Elective	3
	Liberal Arts SUNY General Education Elective	3-5
		15-17

Minimum Credit Hours required for degree: 62

Notes:

(a) Criminal Justice electives are to be chosen from the following (note a1 electives are typically scheduled in the fall and a2 electives are typically scheduled in the spring)

- (a1) CRJ 147 Terrorism and Public Security, CRJ 160 Serial Killers and Mass Murderers,
- (a2) CRJ 217 Principles of Investigation, CRJ 230 Interpersonal Violence, or CRJ 233 Current Issues in Criminal Justice

(b) Lab Science SUNY General Education Elective is required for all Criminal Justice A.S.: BIO 111 or 112, CHM 113. A Criminal Justice Faculty and or an advisor should be consulted.

*Criminal Justice recommends that students take both ENG 125 College Writing II and COM 105 Public Speaking if scheduling allows.

Human Services
Associate in Science (A.S.)

Mission

The mission of the Human Services A.S. degree program is to prepare students for academic success in baccalaureate transfer programs in social work, human services, and related professional areas of study. Based on best practices developed by the National Association of Social Work, the Human Services program emphasizes the acquisition of knowledge from social science disciplines, the development of core social work theory and skills, ethical conduct, and preparation for future professional careers. The program prepares graduates to:

Goal I: Demonstrate a core of knowledge from liberal arts courses from the approved SUNY General Education Courses List.

1) Analyze different cultural perspectives in the humanities and social sciences

2) Analyze different theoretical perspectives in the humanities and social sciences

3) Demonstrate information literacy skills to locate and evaluate information from a variety of print and electronic resources

4) Demonstrate the ability to write a variety of texts using Formal Standard English

5) Identify the methods natural and social scientists use to explore natural and social phenomena

6) Utilize mathematical reasoning

Goal II: Demonstrate Human Services professional skills and abilities.

1) Analyze the impact of social policies on individuals, clients, systems and agencies

2) Apply the history of social welfare institutions to current institutions

3) Research discipline specific topics and issues

4) Communicate effectively within professional and academic environments both orally and in writing

5) Connect course student learning outcomes and community needs through service learning

Goal III: Demonstrate a commitment to ethical practice.

1) Identify and analyze the NASW Code of Ethics

2) Apply the NASW code of ethics in a professional environment

Goal IV: Utilize cultural competence to recognize diversity in understanding human behavior and society.

1) Identify diverse identities in the lives of people in their community and beyond

2) Identify the traditions, values, artistic expressions and family systems of various populations

3) Apply appropriate strategies in working with diverse populations

First Year

Fall Semester CR

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
PSY 121	Introduction to Psychology	3
SOC 121	Sociology	3
SOC 125	Introduction to Social Work and Social Welfare	3
SOC 127	Interpersonal & Group Dynamics	3
		16

Spring Semester CR

ENG 124	Literature and Writing	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
SOC 122	Social Problems	3
	Biology Restricted SUNY General Education Elective (d)	4
	Mathematics Restricted SUNY General Education Elective (c)	3-4
		16-17

Second Year

Fall Semester CR

HUS 221	Field Instruction I (a)	3
HIS 125	Western Civilization to 1650 OR HIS 127 Western Civilization Since 1650	3
PSY 224	Abnormal Psychology	3
POL 123	U.S. Government and Politics	3
	Science Elective	3-4
		15-16

Spring Semester CR

HIS 132	World Civilizations to 1600 OR HIS 134 World Civilization Since 1600 OR Other World History & Global Awareness course	3
SOC 226	Social Psychology	3
	World Languages (b)	3
	Restricted Elective (e)	3
	Arts Elective	3-4
		15-16

Minimum Credit Hours required for degree: 62

Notes:

(a) Admission to HUS 221 requires SOC 125, SOC 127, a minimum G.P.A. of 2.0 and consent of the dean or instructor as a pre-requisite.

(b) Spanish is highly recommended.

(c) Students must select from MAT 147 or higher, OR PSY 200.

(d) Students must take one of the following courses: BIO 112, BIO 141, or BIO 142.

(e) The Restricted Elective is required to be selected from the following:

Any course with a CRJ, PSY or SOC prefix OR:

ECO 211 Introduction to Economics

ECO 221 Principles of Macroeconomics

ECO 223 Principles of Microeconomics

HIS 130 Introduction to Black History in U.S.

HIS 231 Russian History

HUS 133 Child Maltreatment: Prevention, Investigation & Treatment

HUS 150 Introduction to Chemical Abuse and Dependency

HUS 157 Substance Abuse Counseling

HUS 254 Pharmacology of Psychoactive Drugs

HIS 233 History of Women & Gender in the U.S.

HUS 255 Alcohol and Substance Abuse: Prevention/Education

HIS 237 Introduction to Chinese History

ENG 230 Major Genres and Authors

HIS 241 European Witch Trials

ENG 240 Literature and Identity

ENG 250 Literature Survey

Secondary Program Exclusion

Section 8.7 of the Academic Code provides that students may earn an additional degree or certificate provided that the secondary program includes at least 15 credit hours of requirements not in common with the primary program. Students who are enrolled in both the Human Services A.A.S. and the Chemical Dependency Counseling A.A.S. programs will need to work carefully with their advisors when choosing electives to meet this secondary program exclusion.

Human Services students may be subject to a fingerprint check or be asked about criminal convictions before working in the field. Individuals who have a criminal history may have difficulty obtaining a field placement and/or employment in the field of Human Services and may want to consult an advisor or college counselor before pursuing the program.

Liberal Arts: Humanities and Social Sciences Associate in Arts (A.A.)

Mission

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

1) Proficiency at writing a variety of texts
2) Proficiency at communicating orally
3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

1) Proficiency at reading and analyzing imaginative literature
2) Proficiency at reading and analyzing descriptive prose (informational literature)
3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;
2) Proficiency at applying citation standards to document sources
3) Proficiency at distinguishing between primary and secondary sources
4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

1) Proficiency at recognizing the elements of arguments
2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

1) Understanding of the structures, processes, and relevance of political, social, and economic institutions
2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

1) Understanding of how different forms of artistic expression inform and enrich the human experience

First Year

Fall Semester   *CR*

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	World History (a)	3
	World Language (c)	3
	Behavioral Social Science Elective (d)	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16

Spring Semester   *CR*

ENG 124	Literature and Writing	3
	World History (a)	3
	World Language (c) OR Humanities Elective OR Studio or Performance Arts Elective	3
	Behavioral Social Science Elective (d)	3
MAT 123	Quantitative Reasoning OR MAT 145 Mathematical Topics or higher OR PSY 200 Statistics for Social Sciences	3
		15

Second Year

Fall Semester   *CR*

	English Elective (b)	3
	Arts SUNY General Education Elective	3
	U.S. History SUNY General Education Elective	3
	Social Science Elective	3
	Science SUNY General Education Elective (g)	3-4
		15-16

Spring Semester   *CR*

	English Elective (b)	3
	Humanities OR Arts Elective	3
	Restricted Social Science Elective (f)	3
	Humanities OR Arts OR Soc. Science Elective	3
	Science Elective (g)	3-4
		15-16

Minimum Credit Hours required for degree: 61

Notes:

(a) To fulfill the World History requirement, students must take one of the following sets of courses:

  (1) HIS 125 Western Civilization to 1650 and HIS 134 World Civilizations since 1600;

  (2) HIS 132 World Civilizations to 1600 and HIS 127 Western Civilization since 1650; or

(b) Students are required to take two courses with the ENG prefix: ENG 230; ENG 240; ENG 250; or ENG 280.

(c) One semester of a world language is required, though a second semester is strongly recommended.

(d) Courses with the PSY or SOC prefix satisfy this requirement.

(e) To fulfill the U.S. History and Civic Engagement requirement, students must take one of the following courses: HIS 130; HIS 227; HIS 229; HIS 233; or POL 123.

(f) All courses with the ECO, HIS, PHI, and POL prefix satisfy this requirement.

(g) At least one Science elective must be on the SUNY General Education list for Natural Sciences and Scientific Reasoning. Students should carefully review the science requirements of the college to which they plan to transfer before selecting science courses.

Liberal Arts: Humanities and Social Sciences
Art Concentration
Associate in Arts (A.A.)

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

  1) Proficiency at writing a variety of texts

  2) Proficiency at communicating orally

  3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

  1) Proficiency at reading and analyzing imaginative literature

  2) Proficiency at reading and analyzing descriptive prose (informational literature)

  3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

  1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;

  2) Proficiency at applying citation standards to document sources

  3) Proficiency at distinguishing between primary and secondary sources

  4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

  1) Proficiency at recognizing the elements of arguments

  2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

  1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

  1) Understanding of the structures, processes, and relevance of political, social, and economic institutions

  2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

  1) Understanding of how different forms of artistic expression inform and enrich the human experience

Goal VIII: Prepare students to transfer to arts-related majors at a 4-year SUNY institution

First Year

Fall Semester   *CR*

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	Math Restricted SUNY General Education Elective (a	3-4
ART 226	Business of Art	3
ART 215	Principles of Color	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16-17

Spring Semester   *CR*

ENG 124   Literature and Writing... 3

World Languages SUNY General
Education Elective (b) 3

COM 105   Public Speaking 3

ART 128   Introduction to Drawing................................3-4

ART 133   History of Art I.. 3

                                                                     15

Second Year

Fall Semester   *CR*

COM 235   Introduction to Visual Communication 3

ART 122   Introduction to Painting 3

ART 211   Digital Public Art 3

Science SUNY General Education Elective 3-4

World History SUNY General Education Elective 3

                                                                15-16

Spring Semester   *CR*

ART 135   History of Art II 3

Science Elective 3-4

Humanities Elective 3

HIS 227   American History to 1877 OR
HIS 229 American History from 1877 3

ART 150   Art Internship OR
ART 280 Capstone: Public Art Project........................... 3

                                                                15-16

Minimum Credit Hours required for degree: 61

Notes:

Students should be aware that the extent to which electives satisfy requirements varies widely among different Art programs at colleges across SUNY and elsewhere, and they are advised to consult with an academic advisor of the college to which they plan to transfer.

(a) The following courses satisfy this requirement: MAT b123 and MAT 145 or higher

(b) One semester of a World language is required, though a second semester is recommended.

Liberal Arts: Humanities and Social Sciences Communication Concentration Associate in Arts (A.A.)

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

  1) Proficiency at writing a variety of texts

  2) Proficiency at communicating orally

  3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

  1) Proficiency at reading and analyzing imaginative literature

  2) Proficiency at reading and analyzing descriptive prose (informational literature)

  3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

  1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;

  2) Proficiency at applying citation standards to document sources

  3) Proficiency at distinguishing between primary and secondary sources

  4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

  1) Proficiency at recognizing the elements of arguments

  2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

  1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

  1) Understanding of the structures, processes, and relevance of political, social, and economic institutions

  2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

  1) Understanding of how different forms of artistic expression inform and enrich the human experience

Goal VIII: Prepare students to transfer to communications-related majors at a 4-year SUNY institution

  1) Introducing students to diverse communication styles including media writing and visual communication

  2) Introducing students to diverse employment opportunities in the area of communications

First Year

Fall Semester   CR

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	U.S. History SUNY General Education Elective	3
COM 100	Introduction to Human Communication	3
	Behavioral Social Science Elective (b)	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16

Spring Semester   CR

ENG 124	Literature and Writing	3
	World History SUNY General Education Elective	3
COM 121	Mass Media OR COM 231 Digital Culture	3
	World Language (a)	3-4
MAT 147	Statistics	3
		15

Second Year

Fall Semester   CR

COM 235	Introduction to Visual Communication	3
COM 105	Public Speaking	3
	Restricted Social Science Elective (c)	3
	Restricted Elective (e)	3
	Science Elective (d)	3-4
		15-16

Spring Semester   CR

	The Arts SUNY General Education Elective	3
COM 200	Introduction to Media Writing	3
	Liberal Arts Elective	3-4
	Science Elective (d)	3-4
		15-17

Minimum Credit Hours required for degree: 61

Notes:

(a) One semester of a SUNY General Education World Language is required, though a second semester is strongly recommended.

(b) This requirement can be satisfied by any PSY and SOC course from the SUNY General Education list in the Social Science category.

(c) Courses with the ECO, HIS, PHI, and POL prefix satisfy this requirement.

(d) At least one Science elective must be on the SUNY General Education list for Natural Sciences and Scientific Reasoning. Students should carefully review the science requirements of the college to which they plan to transfer before selecting science courses.

(e) Restricted electives may be selected from any of the following: ASL; COM; ENG; POL 123; CIS 136, BUS 212; or SOC 127.

Liberal Arts: Humanities and Social Sciences
English Concentration
Associate in Arts (A.A.)

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

1) Proficiency at writing a variety of texts
2) Proficiency at communicating orally
3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

1) Proficiency at reading and analyzing imaginative literature
2) Proficiency at reading and analyzing descriptive prose (informational literature)
3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;
2) Proficiency at applying citation standards to document sources
3) Proficiency at distinguishing between primary and secondary sources
4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

1) Proficiency at recognizing the elements of arguments
2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

1) Understanding of the structures, processes, and relevance of political, social, and economic institutions
2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

1) Understanding of how different forms of artistic expression inform and enrich the human experience

Goal VIII: Prepare students for transfer as an English major at a 4-year SUNY institution

1) Developing written literacy, research and reasoning skills beyond the college composition level
2) Enhancing familiarity with diverse topics in English literature and writing

First Year

Fall Semester   CR

ENG 123   College Composition 3
FYS 100   First Year Seminar 1
         World History (a) 3
         World Languages SUNY General Education Elective .. 3
         Restricted Math SUNY General
         Education Elective (d) 3-4
         Diversity: Equity, Inclusion, and Social Justice
         SUNY General Education Elective 3
                                           16-17

Spring Semester   CR

ENG 124   Literature and Writing 3
ENG 280   Mythology 3
REL 121   World Religions 3
         Humanities OR Studio/Performing Arts Elective 3
         World History (a) 3
                                           15

Second Year

Fall Semester   CR

ENG 230   Major Genres and Authors 3
ENG 250   Literature Survey 3
         Behavioral Social Science Elective (b) 3
         Social Science Elective 3
         Science Elective (e) 3-4
                                           15-16

Spring Semester   CR

ENG 240   Literature and Identity 3
         The Arts SUNY General Education Elective 3
         Restricted Social Science Elective (c) 3
ENG 290   Introduction to Literary Criticism & Theory 3
         Science Elective (e) 3-4
                                           15-16

Minimum Credit Hours required for degree: 61

Notes:

(a) To fulfill the World History requirement students must take one of the following sets of courses: HIS 125 Western Civilization to 1650; and HIS 134 World Civilizations since 1600; OR HIS 132 World Civilization to 1600 and HIS 127 Western Civilization since 1650.

(b) This requirement can be satisfied by any PSY or SOC course from the SUNY General Education list in the social science category.

(c) Courses with the COM, ECO, HIS, PHI, and POL prefix satisfy this requirement.

(d) The following courses satisfy this requirement; PSY 200; MAT 123 or higher.

(e) At least one science elective must be on the SUNY General Education list for Natural Sciences and Scientific Reasoning. Students should carefully review the science requirement of the college to which they plan to transfer before selecting science courses.

Liberal Arts: Humanities and Social Sciences History Concentration Associate in Arts (A.A.)

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

1) Proficiency at writing a variety of texts
2) Proficiency at communicating orally
3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

1) Proficiency at reading and analyzing imaginative literature
2) Proficiency at reading and analyzing descriptive prose (informational literature)
3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;
2) Proficiency at applying citation standards to document sources
3) Proficiency at distinguishing between primary and secondary sources
4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

1) Proficiency at recognizing the elements of arguments
2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

1) Understanding of the structures, processes, and relevance of political, social, and economic institutions
2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

1) Understanding of how different forms of artistic expression inform and enrich the human experience

Goal VIII: Prepare students for transfer as a History major at a 4-year SUNY institution

1) Introducing students to the discipline of History
2) Introducing students to major historiographical debates
3) Identifying and analyzing primary and secondary sources
4) Presenting sound historical arguments

First Year

Fall Semester   CR

FYS 100	First Year Seminar	1
ENG 123	College Composition	3
	World History (a)	3
	World Language (b)	3
HIS 227	American History to 1877 OR	
	HIS 229 American History Since 1877	3
SOC 121	Sociology OR PSY 121 Intro to Psychology	3
		16

Spring Semester   CR

ENG 124	Literature and Writing	3
	World History (a)	3
	World Language (b) OR English Elective (c)	3
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
	Mathematics Restricted SUNY General Education Elective (f)	3-4
		15-16

Second Year

Fall Semester   CR

	English Elective (d)	3
	Arts SUNY General Education Elective	3
	Restricted Elective (e)	3
	History Elective (d)	3
	Science SUNY General Education Elective	3-4
		15-16

Spring Semester   CR

	Social Science Elective	3
	Humanities Elective	3
REL 121	World Religions	3
	Science Elective	3-4
HIS 250	Topics in History	3
		15-16

Minimum Credit Hours required for degree: 61

Notes:

Students should be aware that the extent to which electives satisfy requirements varies widely among different History programs at colleges across SUNY and elsewhere, and they are advised to consult with an academic advisor of the college to which they plan to transfer.

(a) To fulfill the World History requirement, students must take one of the following sets of courses:

   1) HIS 125 Western Civilization to 1650 and HIS 134 World Civilizations since 1600; OR

   2) HIS 132 World Civilizations to 1600 and HIS 127 Western Civilization since 1650.

(b) One semester of a World Language is required, though a second semester is recommended. ASL 121 and 122 do not satisfy this requirement, but either may be taken as a Humanities elective.

(c) The following courses are the English Electives: ENG 230, ENG 240, ENG 250, or ENG 280.

(d) Courses with the HIS prefix satisfy this requirement.

(e) Courses with the COM, ECO, PHI, and POL prefix satisfy this requirement. COM 231 Digital Culture is recommended.

(f) The following courses satisfy this requirement: PSY 200; MAT 123; and MAT 145 or Higher.

(f) Courses with the ANT, COM, ECO, PHI, POL, and REL prefix satisfy this requirement. COM 231 Digital Culture is recommended.

(g) Students must choose a course from the Math column on the SUNY GER* list.

(h) Both Science electives must be chosen from the Natural Science column on the SUNY GER* list. At least one must be a lab course.

Liberal Arts: Humanities and Social Sciences
Psychology Concentration
Associate in Arts (A.A.)

The Liberal Arts: Humanities and Social Sciences A.A. program prepares students for academic success in baccalaureate transfer programs in liberal arts disciplines. By offering students courses that reflect a diverse set of global and cultural perspectives, the program expects students to explore and reflect on human experience. The program develops in its graduates:

Goal I: Proficiency in communication

1) Proficiency at writing a variety of texts

2) Proficiency at communicating orally

3) Proficiency at communicating in a language other than English

Goal II: Proficiency in reading and analyzing a variety of types of discourse

1) Proficiency at reading and analyzing imaginative literature

2) Proficiency at reading and analyzing descriptive prose (informational literature)

3) Proficiency at reading and analyzing argumentative literature

Goal III: Information Literacy Skills

1) Proficiency at locating, and ethically selecting, evaluating, and incorporating research material from library databases and other appropriate sources;

2) Proficiency at applying citation standards to document sources

3) Proficiency at distinguishing between primary and secondary sources

4) Competence using information in a digital environment

Goal IV: Proficiency at developing, analyzing, and evaluating arguments

1) Proficiency at recognizing the elements of arguments

2) Proficiency at distinguishing between sound & unsound arguments

Goal V: Cultural & Historical Understanding

1) Using discipline-appropriate theories and methodologies to form relevant and reasonable conclusions about diverse historical and contemporary human perspectives and behaviors

Goal VI: Understanding of Civic Responsibility

1) Understanding of the structures, processes, and relevance of political, social, and economic institutions

2) Understanding of the roles and responsibilities of citizens in their societies

Goal VII: Appreciation of Arts

1) Understanding of how different forms of artistic expression inform and enrich the human experience

Goal VIII: Prepare students to transfer as a psychology major at a 4-year SUNY institution

1) Developing written, basic social science research literacy, research and reasoning skills

2) Enhancing familiarity with diverse topics in Psychology

First Year

Fall Semester   CR

ENG	123	College Composition	3
FYS	100	First Year Seminar	1
		World History (a)	3
PSY	121	Introduction to Psychology	3
SOC	121	Sociology	3
		Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
			16

Spring Semester   CR

ENG	124	Literature & Writing	3
		World History (a)	3
		Psychology Restricted Elective (b)	3
PSY	224	Abnormal Psychology	3
		World Language (c)	3
			15

Second Year

Fall Semester   CR

PSY	200	Statistics for Social Sciences	3
PSY	226	Social Psychology	3
		Psychology Restricted Elective (b)	3
		Humanities SUNY General Education Elective	3
		Science SUNY General Education Elective(e)	3-4
			15-16

Spring Semester   CR

PSY	201	Research Methods	3
		Science Elective (e)	3-4
		Social Sciences Restricted Elective(d)	3
		General Elective	3-4
		Arts SUNY General Education Elective	3
			15-17

Minimum Credit Hours required for degree: 61

Notes:

* Indicates a REQUIRED course in a SUNY College and/or University Psychology Major.

(a) To fulfill the World History and Global Awareness requirement, students must take one of the following sets of courses:

   (1) HIS 125 Western Civilization to 1650 and HIS 134 World Civilizations since 1600;

   (2) HIS 132 World Civilizations to 1600 and HIS 127 Western Civilization since 1650;

(b) Students are required to choose two of three courses from the following list. Please be advised of specific requirements for your individual SUNY campus psychology program.

   (1) PSY 230 Child Development; or
   (2) PSY 222 Lifespan Psychology; or
   (3) PSY 223 Adolescent Psychology.

(c) One semester of a World Language is required, though a second semester is strongly recommended.

(d) All courses with the ECO, HIS, PHI, POL, or SOC prefix satisfy this requirement. Students intending to transfer to a SUNY school are advised to take a semester of American History.

(e) Students are required to take two semesters of a natural science, one of which is a lab. BIO 141 and BIO 142 are encouraged, but at least one Science elective must be on the SUNY General Education list for Natural Sciences and Scientific Reasoning. Students should carefully review the science requirements of the college to which they plan to transfer before selecting science courses.

Liberal Arts and Sciences: Mathematics and Science Associate in Science (A.S.)

Mission

The Mathematics and Science A.S. transfer program prepares graduates to transfer to baccalaureate programs in mathematics, one of the physical sciences, engineering, or related disciplines by providing students with a solid foundation in both mathematics and science. The program prepares graduates to

Goal I: Demonstrate logical and critical reasoning skills.

1) Apply inductive or deductive reasoning to solve problems
2) Analyze phenomena using appropriate mathematical models
3) Formulate, analyze and evaluate hypotheses

Goal II: Demonstrate an understanding of fundamental mathematical and scientific principles.

1) Use scientific principles to explain phenomena
2) Use mathematical principles to devise and prove solutions to practical and theoretical problems
3) Extrapolate mathematical or scientific principles for the solution of problems
4) Identify how history and culture have influenced mathematical and scientific advances

Goal III: Demonstrate effective oral and written communications.

1) Organize and maintain clear, concise and accurate laboratory reports and notebooks
2) Select and use appropriate mathematical or scientific language in oral and written communications with appropriate citations
3) Apply ethical principles and professional standards to guide mathematical or scientific communications

First Year

Fall Semester		CR
CHM 121	General Chemistry I	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	MAT Restricted Elective (a)	3-4
	CIS Restricted Elective (c)	3-4
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		17-19

Spring Semester		CR
CHM 122	General Chemistry II	4
ENG 124	Literature and Writing	3
MAT 180	Calculus I	4
	The Arts OR World Languages SUNY General Education Elective	3
	World History SUNY General Education Elective	3
		17

Second Year

Fall Semester		CR
PHY 221	College Physics I	4
MAT 181	Calculus II	4
	MAT OR Lab Science OR CIS Restricted Elective (a, b, or c)	3-5
	Social Sciences SUNY General Education Elective	3
		14-16

Spring Semester		CR
PHY 222	College Physics II	4
	MAT OR Lab Science OR CIS Restricted Elective (a, b, or c)	3-5
	MAT Restricted Elective (a)	3-4
	Restricted Elective (a, b, c, or d)	3-5
		13-18

Minimum Credit Hours required for degree: 61

Notes:

(a) Mathematics electives: MAT 147, MAT 167 (if taken as a prerequisite to MAT 180), MAT 210, MAT 222, MAT 240, MAT 242.

(b) Math or Lab Science Electives: Any of (b) above, BIO 141-142, BIO 203, BIO 241, BIO 261, CHM 228-229, GEO 143, GEO 145, ENV 100 and ENV 105, PHY 223.

(c) CIS Electives: CIS 129 or higher.

(d) Critical Thinking Competency – choose from an approved list of courses.

Liberal Arts and Sciences: Mathematics and Science Nanoscale Science Concentration Associate in Science (A.S.)

First Year

Fall Semester		CR
CHM 121	General Chemistry I	4
FYS 100	First Year Seminar	1
MAT 180	Calculus I	4
PHY 221	College Physics I	4
NMT 150	Introduction to Materials Science	3
	16

Spring Semester		CR
CHM 122	General Chemistry II	4
MAT 181	Calculus II	4
NMT 152	Introduction to Nanoscale Materials	3
PHY 222	College Physics II	4
	15

Second Year

Fall Semester		CR
ENG 123	College Composition	3
MAT 240	Calculus II	4
PHY 223	College Physics III	4
General Education Language	3
NENG 203	Intro to Naneng. Electronics (a)	3
	17

Spring Semester		CR
ENG 124	English Literature	3
MAT 222	Differential Equations	3
NENG 202	Intro to Nanoscale Engineering Design and Manufacturing (a)	3
General Education History, Western Civ or Other World Civilizations	3
General Education Social Science	3
	15

Minimum Credit Hours required for degree: 63

Notes:

(a) These courses are cross-registered with Albany College of Nanoscale Science and Engineering, where classes will take place. Students must maintain a G.P.A. of 3.3/4.0 to enroll.

Liberal Arts and Sciences: Science Associate in Science (A.S.)

Mission

The Science Associate of Science degree program provides graduates the basic understanding of the concepts of science and prepares them to transfer to a baccalaureate program in science or allied health. The program prepares graduates to:

Goal I: Demonstrate an understanding of fundamental science concepts and principles.

1) Demonstrate the ability to use the scientific method to develop and test a hypothesis
2) Explain physical phenomena using scientific concepts and principles
3) Analyze and solve quantitative problems in science using mathematical reasoning and representation
4) Demonstrate an understanding of the historical development of and cultural influences on science

Goal II: Demonstrate an understanding of the methods of research and analysis.

1) Perform laboratory experiments following a written protocol
2) Utilize appropriate scientific instruments and technology to make accurate measurements and to collect data

Goal III: Demonstrate effective oral and written communications skills.

1) Maintain appropriate laboratory and technical documentation
2) Write a laboratory report that accurately represent experimental outcomes and utilizes appropriate literature resources and citations
3) Prepare and deliver oral presentations of scientific and technical information and experimental results

First Year

Fall Semester		CR
CHM 121	General Chemistry I	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 147	Statistics	3
CIS Restricted Elective (a)	3-4
Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
	17-18

Spring Semester		CR
CHM 122	General Chemistry II	4
ENG 124	Literature and Writing	3
MAT 167	Precalculus with Analytic Geometry OR MAT 180 Calculus I	4
World Languages OR The Arts SUNY General Education Elective	3
	14

Second Year

Fall Semester		CR
Physics Elective (d)	4
MAT 180	Calculus I OR MAT 181 Calculus II	4
MAT OR Science Elective (b or c)	3-5
Lab Science Elective (e)	4-5
	15-18

Spring Semester   *CR*

        Physics Elective (d) 4
PSY   121   Introduction to Psychology 3
        Lab Science Elective (e) 4-5
        Critical Thinking and Reasoning
        SUNY General Education Elective 3
                                            14-15

Minimum Credit Hours required for degree: 60

Notes:

(a) CIS Restricted Elective: CIS 121 or higher

(b) Math General Education Electives: MAT 147, MAT 181, MAT 242. MAT 210

(c) Science electives: AST 123, AST 125, AST 127, BIO 154, BIO 263, CHM 115, ENV 100 with or without ENV 105, GEO 145, NMT 150, PHY 106

(d) Physics Electives: Either Physics Sequence - PHY 153 and PHY 154 OR PHY 221 and PHY 222

(e) Lab Science electives: BIO 141-142, BIO 203, BIO 241, BIO 261, BIO 262 with BIO 264, BIO 273-274, CHM 228-229

Liberal Arts and Sciences: Science Biology Concentration Associate in Science (A.S.)

Mission

The mission of the Biology A.S. degree program is to prepare students for transfer to a baccalaureate program in Biology by providing foundational coursework in biological, chemical and physical sciences and mathematics.

Goal I: Demonstrate an understanding of fundamental biological, chemical and physical sciences concepts and principles.

1) Demonstrate the ability to use the scientific method to develop and test hypotheses.

2) Explain biological and physical phenomena using scientific concepts and principles.

3) Analyze and solve quantitative problems in science using mathematical reasoning and representation.

4) Demonstrate an understanding of the historical and cultural influences on the development of biological sciences.

Goal II: Demonstrate an understanding of the methods of research and analysis.

1) Perform laboratory experiments following a written protocol.

2) Utilize appropriate scientific instruments and technology to make accurate measurement and to collect data.

Goal III: Demonstrate effective oral and written communications skills.

1) Maintain appropriate laboratory and technical documentation.

2) Write a laboratory report that accurately represents experimental outcomes and utilizes appropriate literature resources and citations.

3) Prepare and deliver oral and/or poster presentations of scientific and technical information and experimental results.

First Year

Fall Semester   *CR*

BIO   141   Biology I 4
CHM 121   General Chemistry I 4
ENG 123   College Composition 3
FYS   100   First Year Seminar 1
        Diversity: Equity, Inclusion, and Social Justice
        SUNY General Education Elective 3
                                            15

Spring Semester   *CR*

ENG 124   Literature and Writing...................................... 3
BIO   142   Biology II... 4
CHM 122   General Chemistry II...................................... 4
MAT 180   Calculus I... 4
                                            15

Second Year

Fall Semester   *CR*

CHM 228   Organic Chemistry I....................................... 5
PHY 221   College Physics I.. 4
PSY   121   Introduction to Psychology 3
        Restricted Biology Elective (a) 3-4
                                        15-16

Spring Semester   *CR*

CHM 229	Organic Chemistry II	5
MAT 147	Statistics	3
	Restricted Biology Elective (a)	3-4
	Restricted Biology Elective (a)	3-4
	World Languages OR The Arts	
	SUNY General Education Elective	3
		17-19

Minimum Credit Hours required for degree: 63

Notes:

(a) Restricted Biology Elective to be chosen from BIO 203, BIO 241, BIO 261, BIO 262 with or without BIO 264*, BIO 273, BIO 274

*Without BIO 264, BIO 262 may not transfer to a 4-year institution. Electives should be chosen in conjunction with the student's academic advisor based upon career goals, transfer/articulation, and interest.

Liberal Arts and Sciences: Teacher Education Transfer Associate in Science (A.S.)

Mission

The mission of the Teacher Education Transfer A.S. program is to assist in the preparation of highly qualified, trained professionals for public service in the field of education. The program will prepare students for transfer and eventual licensure by providing a solid liberal arts foundation and pre-professional courses. The program prepares graduates to:

Goal I: Demonstrate a liberal arts foundation for transfer to a 4-year pre-professional teaching program.

1) Explore the social, historical, and philosophical origins of the American Educational System
2) Locate and analyze research and written texts in the field using a variety of electronic and print sources
3) Produce oral and written arguments
4) Utilize mathematical and scientific reasoning
5) Demonstrate the concepts of human learning

Goal II: Demonstrate an understanding of factors that contribute to professional status.

1) Complete a minimum of 30 observation hours in educational settings
2) Demonstrate effective reflective practice on observation experiences
3) Create and select academic and professional artifacts to support a pre-professional portfolio

Goal III: Demonstrate an understanding of the role of the teaching professional dedicated to ethical practice and cultural responsiveness.

1) Identify the requirements for teacher preparation and certification, following SUNY, SED, and NCATE guidelines
2) Demonstrate an awareness of the conceptual framework of the NCATE standards
3) Identify culturally responsive practices in teacher education in terms of faculty, curriculum and students
4) Define service learning and create a service learning unit plan

Before working in a public educational setting, prospective employees will be required to undergo a fingerprint check. Individuals with a criminal history should be aware that they may have difficulty obtaining clearance for student teaching and/or New York State Teacher Licensing. Student with questions in this area may want to consult an advisor or counselor before pursuing the TET program.

The Teacher Education Transfer A.S. curriculum is designed for students who want to transfer to a teacher education program at a four-year college or university. The program serves those interested in teaching in a public pre-school through high school setting. The curriculum is compliant with all SUNY and New York State Education Department (SED) requirements for transfer to a baccalaureate program leading to teacher certification.

First Year

Fall Semester CR

ENG 123 College Composition 3
PSY 121 Introduction to Psychology 3
World Languages
SUNY General Education Elective (a) 3
FYS 100 First Year Seminar.. 1
TET 221 Foundations of Education... 3
Diversity: Equity, Inclusion, and Social Justice
SUNY General Education Elective 3
16

Spring Semester CR

ENG 124 Literature and Writing OR
ENG 125 College Composition II.................................... 3
PSY 221 Educational Psychology 3
World History... 3
MAT 123 Quantitative Reasoning OR
MAT 145 Mathematical Topics OR Higher................3-4
PSY Restricted Elective (b) 3-4
15-17

Second Year

Fall Semester CR

World History.. 3
Arts SUNY General Education Elective.......................... 3
Concentration Elective (c) 3-4
Concentration Elective (c) 3-4
Science SUNY General Education Elective 3-4
15-18

Spring Semester CR

TET 252 Pre-Professional Seminar.. 1
Science SUNY General Education Elective 3-4
U.S. History SUNY General Education Elective 3
Concentration Elective (c) 3-4
Concentration Elective (c) 3-4
Concentration Elective (c) 3-4
16-20

Minimum Credits Hours for degree: 62

Notes:

(a) Completion of one semester of study in a World Language is the minimum requirement. Check with transferring institution to inquire if ASL fulfills the language requirement for transfer.

(b) Students intending to teach Early Childhood, Birth through Grade 2 and/or Childhood Grades 1-6 should take PSY 230 Child Development. Those intending to teach Middle/Adolescent Grades 5-8 and/pr 7-12 should take PSY 223 Adolescent Psychology

(c) Students should check with transferring institutions to choose the best elective and concentration courses for transfer.

   1. Students may choose courses to begin primary or secondary teaching concentration areas of math, science, civilization, or humanities, or they may create a liberal arts core of courses to meet the requirements of their intended transfer institution(s).

   2. Students interested in other specialized areas of teaching such as art, foreign languages or technology should consult the SED certification requirements for their area of interest and work in concert with their transfer institution to find their best course transfer options.

   3. Students may consider the following courses as helpful to teacher education transfer: ECH 225, HUS 133, PSY 230, PSY 223, or PSY 155.

Nutrition
Associate in Science (A.S.)

Mission

The Nutrition Associates degree program prepares graduates for acceptance in to a baccalaureate nutrition program by providing the coursework required in the first two years of a baccalaureate nutrition program. The program prepares graduates to:

Goal I: Identify the role of nutrients in human health.

   1) Identify the four major biological compounds and the non-biological molecules found in different types of food and how these are used in the body

   2) Identify nutritional issues and concerns across the lifespan

   3) Demonstrate the ability to create a healthy menu based on best current nutritional principles taking into consideration cultural, economic, and available resources

Goal II: Demonstrate an understanding of food safety and sanitation.

   1) Demonstrate the appropriate techniques for safely preparing, serving and storing food

   2) Explain the role of microbes in food contamination and food production

Goal III: Demonstrate effective written communications.

   1) Create a written menu plan using traditional professional literature or online resources from accredited academic, governmental regulatory or professional association sites

First Year

Fall Semester CR

CHM 113 Fundamentals of Chemistry OR
CHM 121 General Chemistry I (a)................................. 4
ENG 123 College Composition 3
FYS 100 First Year Seminar.. 1
PSY 121 Intro to Psychology 3
Diversity: Equity, Inclusion, and Social Justice
SUNY General Education Elective 3
Restricted Elective (c)..3-4
17-18

Spring Semester CR

BIO 117 Biology of the Cell (d) OR BIO 141 Biology I............... 4
ENG 124 Literature and Writing... 3
MAT 147 Statistics.. 3
NTR 161 Intro to Human Nutrition... 3
U.S. History SUNY General Education Elective 3
16

Second Year

Fall Semester CR

BIO 273 Anatomy & Physiology I 4
HOT 135 Sanitation Techniques... 1
Humanities Elective 3
Hotel and Tourism Elective (b) 3
The Arts OR World Languages
SUNY General Education Elective 3
14

Spring Semester CR

BIO 274 Anatomy & Physiology II.. 4
BIO 241 Microbiology 4
SCI 111 Food Science... 3
World History SUNY General Education Elective........ 3
14

Minimum Credits required for degree: 61

Notes:

Advisement Notes: Check with your transfer institution to determine the correct Restricted Electives and Liberal Arts Electives to maximize credit transfer.

(a) CHM 121 General Chemistry I or CHM 113 Fundamentals of Chemistry (Students seeking transfer to Russell Sage College should take CHM 113, all other students should take CHM 121.)

(b) Hotel and Tourism Electives:

HOT 111 Food Preparation I

HOT 117 Food and Beverage Control

HOT 218 Human Resource Management in the Hospitality and Food Industry

HOT 251 Quantitative Foods

(c) Restricted Electives:

COM 105 Public Speaking

ACC 121 Financial Accounting

ECO 223 Microeconomics

PSY 222 Lifespan Development

(d) If a student already took BIO 112 – Human Biology prior to Fall 2020, BIO 117 Biology of the Cell is not required.

All students seeking to transfer should consult with the receiving institution when selecting courses.

Performing Arts: Music
Associate in Science (A.S.)

The Performing Arts: Music degree program is primarily for students who wish to transfer to a four-year institution to complete a baccalaureate degree in music. Students in the program may select electives to support transfer into music education, performance, jazz studies or other fields. Students take approved SUNY General Education courses in at least seven of the ten SUNY General Education Requirement subject areas to facilitate transfer and advanced study within a discipline.

The School of Music features state-of-the-art facilities including performance and rehearsal spaces, recording studios, digital classrooms and labs. **An entrance audition is required for admission to this program. Contact the School of Music at (518) 381-1231 for further information.**

Mission

The Performing Arts: Music program provides rigorous training in music performance skills, theory, and history comparable to the first two years of a baccalaureate degree. Students in the program select electives to support transfer into music education, performance, jazz studies and other programs. The program prepares graduates to:

Goal I: Achieve musicianship with a concentration in voice, piano, organ, guitar or an orchestral instrument.

1) Attain musicianship competencies through four semesters of private study

2) Display attainment of School of Music repertory and recital standards through performances in classes and recitals

3) Complete an annual performance examination

4) Study a minimum of one semester of foreign language to attain competency in text and diction (Voice majors only)

Goal II: Demonstrate ensemble musicianship.

1) Perform in a major ensemble for a minimum of four semesters

2) Demonstrate ensemble performance skills in rhythm, intonation, balance, and timbre

3) Demonstrate effective communication skills in music rehearsal and teaching environments

Goal III: Acquire technical competency in music theoretical and analytical skills.

1) Identify and analyze the technical components of musical compositions

2) Acquire keyboard skills for teaching, accompaniment, and analysis

3) Apply analytical skills as a conductor in score study and rehearsal techniques

4) Aurally identify melodic and harmonic components in music and demonstrate the ability to sing varied styles of music from notation

Goal IV: Achieve aesthetic awareness for a broad range of musical literature and style periods from antiquity to the present.

1) Examine, identify and describe western art music from all style periods through study in two semesters of Literature and Style

Goal V: Demonstrate a core of knowledge from a minimum of seven liberal arts courses from the approved SUNY General Education course list to facilitate transfer and advanced study within a discipline.

1) Analyze, identify and describe different cultural perspectives in the humanities, social sciences, and the arts through study of their impact and influence on music styles development

2) Analyze, identify and describe different theoretical perspectives in the humanities, social sciences, and arts and their impact on the development of western music

3) Demonstrate effective communication skills in music rehearsal and teaching environments

4) Demonstrate metaliteracy by locating, evaluating and utilizing music related information from a variety of sources, including online and other electronic media

For Students Planning to Transfer in Music Education

Goal I: Acquire foundation for transfer to a music education program.

1) Define current methods and practice of school music teaching

2) Complete 60 hours of observation in elementary and secondary school settings

SUNY Schenectady County Community College is an accredited institutional member of the National Association of Schools of Music.

First Year

Fall Semester — CR

	MUS Performance Ensemble (a)	1
MUS 163	Performance Concentration (a)	2
MUS 151	Theory I	2
MUS 155	Aural Skills I	1
MUS 287	Keyboard Techniques I	1
	MUS Restricted Music Electives (b)	2
FYS 100	First Year Seminar – Music	1
ENG 123	College Composition	3
HIS 130	Introduction to Black History in the United States OR HIS 227 American History to 1877 OR HIS 229 American History Since 1877 OR HIS 233 History of Women and Gender in the United States	3
		16

Spring Semester — CR

	MUS Performance Ensemble (a)	1
MUS 164	Performance Concentration II (a)	2
MUS 152	Theory II	2
MUS 156	Aural Skills II	1
MUS 288	Keyboard Techniques II	1
	MUS Restricted Music Electives (b)	2
ENG 124	Literature and Writing	3
	Mathematics Restricted SUNY General Education Elective (c)	3-4
		15

Second Year

Fall Semester — CR

	MUS Performance Ensemble (a)	1
MUS 263	Performance Concentration III (a)	2
MUS 251	Theory III	2
MUS 255	Aural Skills III	1
MUS 289	Keyboard Techniques III	1
MUS 157	Conducting I	1
MUS 257	Literature and Style I	3
	MUS Restricted Music Electives (b)	3
HIS 125	Western Civ. To 1650 OR HIS 127 Western Civ. Since 1650	3
		17

Spring Semester — CR

	MUS Performance Ensemble (a)	1
MUS 264	Performance Concentration IV (a)	2
MUS 252	Theory IV	2
MUS 256	Aural Skills IV	1
MUS 158	Conducting II	1
MUS 258	Literature and Style II	3
	MUS Restricted Music Electives (b)	3
	Science SUNY General Education Elective	3
		16

Minimum credit hours required for degree: 64

Notes:

(a) All students enrolled in Performance Concentration (MUS 163, 164, 263, 264) are required to also be enrolled in the appropriate Performance Ensemble.

Performance Ensemble requirements are as follows:

- All brass and woodwind Performance Concentration students will complete four semesters of MUS 114 Wind Ensemble.

- All percussion Performance Concentration students will complete a minimum of two semesters of MUS 126 Percussion Ensemble and two semesters of MUS 114 Wind Ensemble.

- All organ, piano, and vocal Performance Concentration students will complete four semesters of MUS 132 Chorus.

- All guitar Performance Concentration students will complete four semesters of MUS 122 Guitar Ensemble or MUS 124 Classical Guitar Ensemble

- All bowed string Performance Concentration students will complete four semesters of SUNY Schenectady or off campus ensembles with appropriate registration, as advised by the Department.

(b) RESTRICTED MUSIC ELECTIVES:

Fall First Year (Select 2 credits)

- MUS 135/136 Applied Music I or II 2

  (Secondary instrument or voice, two semesters maximum towards graduation requirements.)

- MUS additional Performance Ensemble 1

  (A maximum of two additional performance organization credits may be used as credit toward fulfilling degree requirements.)

- MUS 167 Percussion Techniques 2

- MUS 180 Introduction to Music Therapy 1

- MUS 285 Brass Techniques* 2

Spring First Year (Select 2 credits)

- MUS 112 Music Notation Software Basics 1

- MUS 135/136 Applied Music I or II........................2

  (Secondary instrument or voice, two semesters maximum towards graduation requirements.)
- MUS additional Performance Ensemble 1

  (A maximum of two additional performance organization credits may be used as credit toward fulfilling degree requirements.)
- MUS 286 Woodwind Techniques*...........................2

Fall Second Year (Select 3 credits)
- MUS 115 Rock Music: Style and Development 3
- MUS 120 World Music Styles 3
- MUS 135/136 Applied Music I or II 2

  (Secondary instrument or voice, two semesters maximum towards graduation requirements.)
- MUS additional Performance Ensemble................1

  (A maximum of two additional performance organization credits may be used as credit toward fulfilling degree requirements.)
- MUS 167 Percussion Techniques 2
- MUS 180 Introduction to Music Therapy..............1
- MUS 285 Brass Techniques*....................................2
- MUS 231 Music Business I.......................................3
- MUS 232 Jazz Improvisation I................................2
- MUS 270 Studio Literature 1
- MUS 283 Music in Contemporary Education I*...3
- World Languages – Italian or French 3

  (German is also a highly desired language that will fill this requirement)

  (vocal Performance Concentration students only)**

Spring Second Year (Select 3 credits)
- MUS 112 Music Notation Software Basics.............1
- MUS 115 Rock Music: Style and Development.....3
- MUS 127 Jazz Styles and Development..................3
- MUS 135/136 Applied Music I or II 2

  (Secondary instrument or voice, two semesters maximum towards graduation requirements.)
- MUS additional Performance Ensemble................1

  (A maximum of two additional performance organization credits may be used as credit toward fulfilling degree requirements.)
- MUS 235 Music Business II 3
- MUS 272 Recital 1
- MUS 284 Music in Contemporary Education II*.3
- MUS 286 Woodwind Techniques*...........................2
- World Languages – Italian or French......................3

  (German is also a highly desired language that will fill this requirement)

  (vocal Performance Concentration students only)**

Additional Advisement Notes:

*Students planning to transfer to music education baccalaureate programs are strongly advised to take the following sequence of restricted electives: MUS 283, MUS 284, MUS 285, MUS 286.

(c) Mathematics Restricted Elective: MAT 123; MAT 145 or higher

Programming for Game Design Associate in Science (A.S.)

This program prepares graduates to:

Goal I: An Ability to Communicate Effectively in a Group Setting
1) Adhere to time-critical benchmarks and deadlines.
2) Demonstrate the ability to make significant contributions to a design team.
3) Express oneself clearly during small group and team collaborations.

Goal II: Critical Thinking and Problem Solving Skills
1) Program effectively in an object-oriented language.
2) Apply computational thinking-based problem-solving and logic to programming.
3) Implement, test, and troubleshoot computer programs.

Goal III: Knowledge and Use of Programming Technology for Game Development
1) Select the appropriate technological tools for a given task.
2) Design and code websites which include elements such as graphics, functional links, audio and videos.
3) Learn current technologies and programming skills.

Goal IV: Development of a Portfolio of Game Design Elements and Programming Samples
1) Create work products, for example coding and web programming, to build an electronic portfolio.
2) Demonstrate the ability to design both computer- and web-based programs.

First Year

Fall Semester — CR

ENG 123	College Composition	3
PHI 150	Basic Logic	3
CIS 129	Programming Fundamentals	3
MAT 154	College Algebra & Trigonometry	3
PSY 121	Introduction to Psychology	3
FYS 100	First Year Seminar	1
		16

Spring Semester — CR

MAT 167	Pre-Calculus & Geometry	4
	U.S. History SUNY General Education Elective	3
PHY 153	Physics I	4
CIS 133	Programming in Java	3
CIS 115	History of Video Gaming	3
		17

Second Year

Fall Semester — CR

MAT 180	Calculus I	4
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
CIS 223	Database Management	3
MUS 133	Digital Music & Beats Production I	3
CIS 137	Unity Programming	3
		16

Spring Semester   *CR*

MGT 242   Entrepreneurship OR
           CIS 259 Computer Information Systems Internship.... 3
ENG 124   Literature and Writing... 3
CIS 235   Mobile Game Development.. 3
CIS 229   Systems Analysis and Design.. 3
CIS 246   Data Structures... 3
                                                                              15

Minimum credit hours required for degree: 64

CAREER CURRICULA

The Associate in Applied Science degree (A.A.S.) is primarily occupationally oriented. In addition to preparing the student for entry into the field, some programs may also be appropriate as transfer degrees into certain specialized baccalaureate programs.

The Associate in Occupational Studies degree (A.O.S.) is awarded for programs that are occupationally oriented, preparing the student for immediate entry into the field.

Career Degree Programs

- Accounting
- Air Traffic Control
- Biological Technician
- Business Administration
  - Business Startup and Grow Microcredential
  - Global Business and Transportation Microcredential
- Chemical Dependency Counseling
  - Behavioral Health Microcredential
- Computer Information Systems
- Computer Networking Systems and Cyber Security
- Craft Beer Brewing
- Craft Spirit Distillation
- Criminal Justice
- Culinary Arts
  - Baking Concentration
  - Fundamentals of Baking and Confections Microcredential
- Early Childhood
  - Child Development Microcredential
- Hospitality and Tourism Management
- Hotel and Restaurant Management
  - Beverage Management Concentration
- Human Services
- Music Audio Technology
- Paralegal

Accounting
Associate in Applied Science (A.A.S.)

Mission

The A.A.S. program in Accounting prepares students with the accounting knowledge and skills, technical competencies, and communication skills for successful careers in the public and private sectors. The program prepares graduates to:

Goal 1: Demonstrate an understanding of accounting principles and theory.

1) Identify generally accepted accounting principles and methods to collect, organize, report and interpret financial information.
2) Identify the concepts underlying the preparation of financial statements.
3) Analyze the components of an effective internal control system.

Goal II: Demonstrate knowledge of accounting in the contemporary business context.

1) Apply logical and critical reasoning in evaluation and problem solving.
2) Utilize technology to research and illustrate accounting and financial information.
3) Examine the effects of the global environment on the accounting field.

Goal III: Demonstrate accounting knowledge and skills for success in accounting positions.

1) Apply fundamental accounting procedures.
2) Apply the appropriate AICPA professional and ethical standards.
3) Express ideas in an organized and coherent fashion, both orally and in writing.
4) Interpret and apply quantitative data.

First Year

Fall Semester   *CR*

ACC 121	Financial Accounting	4
BUS 113	Business Mathematics	3
BUS 121	Business Law I	3
MGT 123	Introduction to Business	3
FYS 100	First Year Seminar	1
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (a)	3
		17

Spring Semester   *CR*

ACC 122	Managerial Accounting	4
ENG 123	College Composition	3
BUS 123	Business Law II	3
PSY 121	Introduction to Psychology	3
MAT 123	Quantitative Reasoning OR Higher	3-4
		16-17

Second Year

Fall Semester   *CR*

ACC 222	Intermediate Accounting I	3
ACC 225	Income Tax Accounting	3
BUS 212	Business Communications	3
ENG 211	Technical and Professional Writing	3
ECO 211	Introduction to Economics OR Higher	3-4
		15-16

Spring Semester   *CR*

ACC 226	Intermediate Accounting II	4
BUS 127	Business Computer Applications	3
COM 105	Public Speaking	3
	Accounting Elective (b)	3
	Natural Sciences & Scientific Reasoning SUNY General Ed Elective	3-4
		16-17

Minimum Credit Hours required for degree: 62

Notes:

(a) Choose from: HIS 130, HIS 227, HIS 229, or HIS 233

(b) Accounting Electives are limited to: ACC 246 Auditing; MGT 250 Business Internship; ACC 250 Accounting Internship; ACC 240 Internal Auditing

Air Traffic Control
Associate in Applied Science (A.A.S.)

The Air Traffic Control A.A.S. degree program will provide students with a foundation in air traffic control basics and skills for the continuous safe flow of aircraft in the airspace system. Students will effectively handle normal and emergency situations through simulated scenarios and actual control of live aircraft traffic at the Schenectady County Airport Control Tower.

The College developed this new program to help fill a need locally and nationally for qualified air traffic controllers as identified by the Federal Aviation Administration (FAA), with an expected shortage of qualified controllers over the next decade.

The Air Traffic Control A.A.S. degree program provides training in the application of air traffic control procedures and simulator and over-the-shoulder control tower operation training and experience.

Admission Requirements

Applicants must:
- Possess a current, Class-2 medical certificate issued through an FAA certified examiner;
- Be a U.S. citizen;
- Have a record free of any convictions that may disqualify them from obtaining an FAA security clearance, and
- Have no speech impediments.

Students enrolled in the Air Traffic Control A.A.S. program will receive instruction to prepare for the:
- FAA Control Tower Operator written exam;
- Schenectady Airport FAA Facility Rating, and
- FAA Air Traffic Aptitude Test (AT-SAT) entrance exam to the FAA ATC Training Facility in Oklahoma City, Okla.

The FAA Control Tower Operator exam will be administered at the end of the ATC 110 Air Traffic Basics course. Students must pass this Certified Tower Operator written exam with a grade of 70 percent or higher and pass a pre-training drug screen (and are subject to random testing) to continue training in ATC 205 Ground Control Laboratory and ATC 255 Local Control Laboratory. Students must also be 18 years of age in order to participate in the over-the-shoulder, hands-on tower training included in ATC 205 and ATC 255.

During their second year of the program, students will prepare for the FAA Facility Rating at the Schenectady County Airport Control Tower. In order to complete the program requirements for the A.A.S. program at SUNY Schenectady, students will be required to successfully complete their Facility Rating for Schenectady County Non-Federal Control Tower (NFCT) and/or successfully complete the FAA AT-SAT exam with a score of 85 percent or higher.

The Facility Rating for Schenectady County NFCT meets established hiring requirements for NFCT control towers only. NFCT towers have no maximum age restriction for initial hire; whereas, the entrance exam requirement for employment in FAA control towers is restricted to those 18 to 31 years of age.

Completion of the Air Traffic Control degree program is not a requirement to take the FAA AT-SAT exam, which is required for entrance in the FAA ATC Training program in Oklahoma City, Okla.

- Students who do not successfully complete any one of the these exams but are in good academic standing at the College may transfer into SUNY Schenectady's Aviation Science (non-pilot option) A.S. degree program and receive up to 45 credits of completed course work toward the Aviation Science degree.

First Year

Fall Semester CR

AER 103	Intro to Flight	4
ATC 101	Flight for Controllers OR	
	AER 101 Intro to Flight Lab (a)	1
ATC 110	Air Traffic Basics	3
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 123	Quantitative Reasoning	3
		15

Spring Semester CR

PHY 106	Meteorology	3
AER 140	Elements of Instrument	4
ATC 141	Instrument for Controllers OR	
	AER 141 Elements of Instrument Lab (b)	1
ATC 200	Ground Control Operation	3
ATC 205	Ground Control Lab	2
DEI 100	Identity, Power, and Equity in Modern Life	3
		16

Second Year

Fall Semester CR

AER 150	Airport Mgt & Security	3
AER 236	Flight Safety	3
ATC 250	Local Control Operation	3
ATC 255	Local Control Lab	2
PSY 121	Intro to Psychology	3
MAT 149	Finite Math	3
		17

Spring Semester CR

AER 210	Aviation Law	3
COM 105	Public Speaking	3
ETH 221	Professional & Applied Ethics	1
	Restricted Humanities Elective (d)	3
	Restricted Elective (c)	3
		13

Minimum Credit Hours required for degree: 61

Notes:

(a) ATC 101/AER 101 Laboratory: Students have the option of completing either AER 101 Intro to Flight to achieve their private pilot's license or completing a minimum of ATC 101 Flight for Controllers at reduced flight time and experience. A private license is not a requirement for the program, but it is highly recommended.

(b) ATC 141/AER 141 Laboratory: Students have the option of completing either AER 141 Elements of Instrument Lab to achieve their instrument rating, or completing a minimum of ATC 141 Instrument for Controllers at reduced flight time and experience. An instrument rating is not a requirement for the program, but is recommended.

(c) Restricted Elective: Students may apply for ATC/AER 280 – Aviation Internship or choose an AER, CIS or MGT.

(d) Students must choose from the SUNY Gen Ed List for U.S. History OR World History OR World Languages.

Biological Technician
Associate in Applied Science (A.A.S.)

Mission

The Biological Technician program is designed to meet the rapidly growing need for trained personnel in biotechnology and related fields. The Biological Technician program provides the education and laboratory training necessary in specific areas such as biology, chemistry, microbiology, cell biology, and genetics. Graduates will be qualified for entry-level employment as lab assistants, research assistants, and technicians in the biotechnology, medical, pharmaceutical, food, and agricultural industries. The program prepares graduates to:

Goal I: Demonstrate competency in the fundamental protocols used in biological laboratories.

1) Exhibit proficiency in fundamental laboratory skills and methods, including collecting, testing and examining specimens, used in biological labs

2) Demonstrate proficiency in the execution of experimental approaches, protocols and tools for scientific research.

Goal II: Prepare graduates for employment as biological technicians.

1) Set up, adjust, calibrate, clean, maintain and troubleshoot laboratory and/or field equipment.

2) Maintain, prepare, and clean supplies and work areas.

3) Demonstrate the ability to be an effective member of an interdisciplinary scientific team.

Goal III: Demonstrate effective written and oral communication skills.

1) Explain basic laboratory processes.

2) Maintain accurate records of laboratory methods and findings in laboratory reports and notebooks

3) Communicate technical information and experimental findings in oral presentations.

First Year

Fall Semester   CR

FYS 100	First Year Seminar	1
BIO 141	Biology I	4
MAT 154	College Algebra and Trigonometry OR Higher	3-4
ENG 123	College Composition	3
BIO 149	Intro to Biotechnology	3
CIS 221	Computer Applications	3
		17-18

Spring Semester   CR

CHM 121	General Chemistry I	4
BIO 142	Biology II	4
MAT 147	Statistics	3
BIO 241	Microbiology	4
		15

Second Year

Fall Semester   CR

BIO 261	Cell and Molecular Biology	4
BIO 171	Recombinant DNA Techniques	2
BIO 170	Tissue Culture	2
ENG 211	Technical and Professional Writing	3
	Humanities Elective	3
		14

Spring Semester   CR

BIO 172	General Toxicology	4
BIO 173	Principles of Immunology	3
BIO 174	Immunohistochemistry	2
CHM 140	Fundamentals of Biochemistry	4
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16

Minimum Credit Hours required for degree: 62

Business Administration
Associate in Applied Science (A.A.S.)

Mission

The Business Administration A.A.S. program prepares students for employment in an entry-level management position. Course work fosters practical workforce skills and business ethical principles and practices. The program prepares graduates to:

Goal I: Demonstrate a proficiency in workforce skills.

1) Communicate within professional and academic environments, both orally and in writing, using the appropriate English conventions
2) Analyze business transactions and identify basic accounting principles
3) Identify and utilize appropriate technologies and software
4) Locate and evaluate information from a variety of print and electronic resources
5) Analyze and present statistical data in a variety of formats

Goal II: Demonstrate a commitment to business ethics.

1) Identify the framework and concepts of legal and ethical business practice
2) Examine ethical issues as they pertain to the business environment

Goal III: Demonstrate an understanding of fundamental business practices.

1) Examine the theories and structures of economic markets
2) Identify the essential elements of planning and analyze their impact on producing outcomes
3) Define the fundamentals of entrepreneurship in terms of mission, structure, profitability and sustainability
4) Identify various cultural perspectives as they apply to business applications
5) Examine the effects of the global market on the contemporary world

First Year

Fall Semester		CR
BUS 113	Business Mathematics	3
BUS 121	Business Law I	3
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (a)	3
FYS 100	First Year Seminar	1
MGT 123	Introduction to Business	3
		13

Spring Semester		CR
BUS 127	Business Computer Applications	3
BUS 123	Business Law II	3
COM 105	Public Speaking	3
ENG 123	College Composition	3
MGT 127	Human Resource Management	3
		15

Second Year

Fall Semester		CR
ACC 121	Financial Accounting	4
ECO 223	Principles of Microeconomics	3
ENG 211	Technical and Professional Writing	3
MAT 123	Quantitative Reasoning or Higher	3
MGT 213	Principles of Management	3
		16

Spring Semester		CR
ACC 122	Managerial Accounting	4
PSY 121	Introduction to Psychology	3
MKT 223	Marketing	3
	Restricted Elective (b)	3
	Natural Sciences and Scientific Reasoning SUNY General Education Elective	3-4
		16-17

Minimum Credit Hours required for degree: 60

Notes:

(a) Choose from: HIS 130, HIS 227, HIS 229, or HIS 233

(b) Students should select the Restricted Elective with the guidance of a Faculty Advisor. Choose from:

ACC 225	Income Tax Accounting
BUS 118	Document Formatting
BUS 212	Business Communication
BUS 252	Business Plan Development (off campus)
MGT 215	Sales and Service (off campus)
MGT 242	Entrepreneurship
MGT 250	Business Internship
MGT 251	Disney Cooperative
SCM 121	Global Supply Chain Management

Business Startup and Grow Microcredential

SUNY Schenectady's Business Startup and Grow Microcredential is designed for a variety of community members who are interested in starting their own business, growing an existing business, or in support of an organization with an entrepreneurial mindset. The program serves as a complementary educational component for aspiring business owners enrolled in other SUNY Schenectady programs. Given that improved business acumen is relevant to all sectors, there is also relevance beyond the Business and Professional Programs Division. For this reason, this microcredential will have relevance with other majors such as Culinary Arts and Music Audio Technology. This microcredential will support anyone who is in need of further education to support practical "business-side" operations.

The Business Startup and Grow Microcredential includes business courses that provide students the opportunity to improve the knowledge and skills necessary to build and grow their business.

All Business Startup and Grow Microcredential coursework may be applied to SUNY Schenectady's Business Administration A.A.S. program.

To complete the microcredential, students must select four of the following courses:

- Practical Accounting (non-credit)
- Human Resource Management
- Marketing
- Principles of Management
- Sales and Service
- Business Plan Development

Global Business and Transportation Microcredential

Mission

The Global Business and Transportation (GBT) Microcredential provides a short-term training opportunity to support the workforce needs of supply chain and logistics companies. Through this microcredential, incumbent workers will improve their skills in the ever-changing world of supply chain and logistics and gain further education to improve their retention, promotion and career advancement.

This microcredential prepares students to:

Goal I: Demonstrate knowledge of supply chain management operations in the contemporary business environment.

1) Identify processes or raw material extraction and recycling processes;
2) Calculate transportation network efficiencies;
3) Apply storage and warehousing best practices in cost reduction.

Goal II: Demonstrate understanding of logistics.

1) Apply standard commercial transaction practices.
2) Utilize resource transportation and tracking network components.

Goal III: Demonstrate understanding of general management practices.

1) Utilize business related technology and software.
2) Utilize planning as a management tool.
3) Employ effective verbal and written business communication.

First Year

Semester 1		CR
SCM 145	Inventory Control and Warehouse Management	3
SCM 231	Global Supply Chain Management	3

Semester 2		CR
SCM 121	Principles of Operations Management	3
SCM 221	Transportation Management	3
		12

Notes:

Students may earn credit based on previous experience for SCM 231 Global Supply Chain Management. Student will be expected to demonstrate proficiency equal to the performance standards of the course outline to a faculty review committee appointed by the Division Dean.

Business Administration Associate in Applied Science (A.A.S.)

Business Administration Associate in Science (A.S.)

And

B.B.A. in Business and Technology Management (SUNY Delhi)

The jointly registered, Inter-Institutional Program with SUNY Delhi, approved by the State University of New York and the New York State Education Department is designed for students who plan to pursue the SUNY Delhi B.B.A. in Business and Technology Management Program offered at SUNY Schenectady. Upon successful completion of the corresponding A.A.S. or A.S. degree at SUNY Schenectady, admission to SUNY Delhi's program may be guaranteed under this joint program.

SUNY Application Code: 2207

The purpose of the Business and Technology Management program is to prepare students for employment in business or information technology as a manager, supervisor, and/or project team leader. With today's businesses building a strong alliance between information systems and the functional areas of the business, graduates with skills in both these areas will be in great demand.

This program will provide students with professional training by combining information technology management with other disciplines including operations, marketing, sales, financial management, or human resources. The combination of technology and a broad-based business background provides increasing opportunities for graduates in a wide range of industries. Students can take electives to improve their expertise in various areas of business or technology to prepare them for various career opportunities

Third Year/SUNY Delhi

Suggested sequence of classes (depending on courses that transfer into the Delhi program). This will vary with each program:

Fall Semester		CR
CIS 129	Intro to Programming (SUNY Schenectady)	3
BUS 212	Business Communication (SUNY Schenectady)	3
BUSI 343	Individual Behavior in Organizations	3
BUSI 385	Business Ethics	3
	General Education Course (Silo 5, 6 or 7)	3
		15

Spring Semester		CR
	General Education Course (Silo 5, 6 or 7)	3
CIS 240	Data Communications (SUNY Schenectady)	3
	Lower Division Technology Elective	3
BUSI 345	Risk Management	3
ENGL 310	Technical Writing	3
COMM 300/310	Organizational Comm.	3
		18

Fourth Year/SUNY Delhi

Suggested sequence of classes:

Fall Semester   CR

CIS   223   Intro to Database Systems (SUNY Schenectady).......... 3
BUSI 360   International Business 3
BUSI 310   Strategic Management 3
CITA 325   Systems Analysis 3
CITA 405   Project Management.. 3
CITA 315   Microsoft Excel... 3
                                                                                                18

Spring Semester   CR

CITA 475   Management of Info. Technology 3
BUSI 370   Financial Management.. 3
GOVT 300   Public Policy 3
                Upper Division Business Elective 3
                Upper Division Technology Elective............................. 3
                                                                                                15

Minimum total credits required for B.B.A. degree: 121

Chemical Dependency Counseling Associate in Applied Science (A.A.S.)

Mission

The Chemical Dependency Counseling, A.A.S. degree program's mission is to prepare its graduates for immediate employment in residential, in-patient and other rehabilitation centers. The specialized addiction curriculum is enhanced by social science courses and coordinated with field experiences to provide students with models of ethical conduct, helping skills and the foundation for a professional career. The program prepares graduates to:

Goal I: Demonstrate supportive and facilitative communication skills.

1) Apply the principles of effective leadership by demonstrating appropriate counseling strategies and skills

2) Communicate effectively within professional and academic environments both orally and in writing using the appropriate English conventions

Goal II: Demonstrate a professional identity, commitment to ethical practice.

1) Apply the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Cannon of Ethical Principles

2) Identify and explain the role and basic tools and processes a CASAC utilizes to properly diagnosis and treat individuals and families affected by addiction

3) Complete two field placements of 150 hours each working with a CASAC

Goal III: Demonstrate a core set of skills and theoretical background essential for employment in the field.

1) Complete coursework in the four categories of education and training (350 clock hours) required by OASAS

2) Identify different theoretical perspectives as they apply to the substance abuse field

3) Research discipline specific topics and issues using a variety of print and electronic resources

4) Apply essential strategies of client engagement and the assessment, evaluation and treatment planning process

Goal IV: Recognize diversity and the role cultural competence plays in the proper delivery of the continuum of substance abuse treatment.

1) Identify the multi-cultural identities in the lives of people in their community and beyond

2) Identify the traditions, values and family systems of various populations

3) Apply appropriate strategies in working with diverse populations

SUNY Schenectady County Community College has been approved as a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider.

According to NYS OASAS, students who have a criminal history are not automatically prevented from receiving their CASAC, but will be required to provide information relative to their conviction to be considered as part of the review of the CASAC Application.

Secondary Program Exclusion

Section 8.7 of the Academic Code provides that students may earn an additional degree or certificate provided that the secondary program includes at least 15 credit hours of requirements not in common with the primary program. Students who are enrolled in both the Human Services A.A.S. and the Chemical Dependency Counseling A.A.S. programs will need to work carefully with their advisors when choosing electives to meet this secondary program exclusion.

First Year

Fall Semester		CR
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
HUS 150	Introduction to Chemical Abuse and Dependency	3
HUS 255	Alcohol and Substance Abuse: Prevention and Education	3
PSY 121	Introduction to Psychology	3
SOC 125	Introduction to Social Work and Social Welfare	3
		16

Spring Semester		CR
ENG 124	Literature and Writing OR ENG 211 Technical and Professional Writing	3
HUS 157	Substance Abuse Counseling	4
SOC 127	Interpersonal and Group Dynamics	3
SOC 121	Introduction to Sociology	3
	Biology Elective (b)	3-4
		16-17

Second Year

Fall Semester		CR
HUS 225	Chemical Dependency Counseling Field Instruction I (a)	4
HUS 250	Planning, Assessment & Treatment	3
PSY 224	Abnormal Psychology	3
	Mathematics and Quantitative Reasoning SUNY General Education Elective	3-4
		13-14

Spring Semester		CR
HUS 226	Chemical Dependency Counseling Field Instruction II (a)	4
PSY 222	Lifespan Development	3
	Restricted Humanities Elective (c)	3-4
HUS 254	The Pharmacology of Psychoactive Drugs	3
	Diversity: Equity, Inclusion and Social Justice SUNY General Education Elective (d)	3
		16-17

Minimum Credit Hours required for degree: 64

Notes:

(a) Admission to HUS 225 and HUS 226 requires HUS 157 and consent of department as prerequisites.

(b) The Biology Elective must be selected from the SUNY Gen Ed list for Natural Sciences and Scientific Reasoning

(c) The Restricted Humanities Elective must be selected from the SUNY Gen Ed list for U.S. History, World History, or World Languages.

(d) Diversity: Equity, Inclusion, and Social Justice: Choose one: DEI 100, HIS 130, HIS 227, HIS 229, HIS 233

Secondary Program Exclusion

Section 8.7 of the Academic Code provides that students may earn an additional degree or certificate provided that the secondary program includes at least 15 credit hours of requirements not in common with the primary program. Students who are enrolled in both the Human Services A.A.S. and the Chemical Dependency Counseling A.A.S. programs will need to work carefully with their advisors when choosing electives to meet this secondary program exclusion.

According to NYS OASAS, students who have a criminal history are not automatically prevented from receiving their CASAC, but will be required to provide information relative to their conviction to be considered as part of the review for the CASAC Trainee Application.

Chemical Dependency Counseling Certificate students may be subject to a fingerprinting check, or be asked about criminal convictions before working in the field. Those who have a criminal history may have difficulty obtaining a field placement and/or employment in the field of chemical dependency counseling and may want to consult an advisor or college counselor before pursuing the program.

Behavioral Health Microcredential

Mission

Behavioral Health Technicians (BHTs) care for people who have mental illness and developmental disabilities. BHTs help doctors and nurses with the treatment of patients who have such behavioral problems as substance abuse, post-traumatic stress disorder, mental instability, or those who suffer from physical and emotional abuse or who identify as having disabilities. BHTs typically provide therapeutic care and monitor patients' conditions. These professionals often work in hospitals, shelters, and mental health facilities, but recently the training has been incorporated in the area of care coordination and community health work.

Students who have successfully completed this microcredential will have:

Goal I: Demonstrated professional skills and abilities.

1) Observed and recorded patient behavior.

2) Applied skills required to effectively implement individual treatment plans.

Goal II: Demonstrated appropriate professional identity and commitment to ethical practice.

1) Applied the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Canon of Ethical Principles.

2) Examined the role of the CASAC and demonstrated the basic tools and processes a CASAC worker utilizes to properly diagnose and treat individuals and families affected by chemical dependency.

Goal III: Demonstrated a core set of skills and theoretical background essential for employment in the field:

1) Described the effects of alcohol and psychoactive drugs on the brain and how they influence the physical, psychological, social, and emotional development of an individual.

2) Explained the importance of self-help support groups as a foundation of substance abuse recovery.

3) Identified different theories and approaches in contemporary psychology.

4) Identified how interpersonal and intrapersonal factors influence psychological development.

5) Demonstrated knowledge of the community healthcare delivery system.

6) Applied skills required to effectively facilitate and manage healthcare.

7) Applied best practices methods for healthcare literacy and promotion.

Goal IV: Recognized diversity and the role cultural competence plays in the proper delivery of behavioral healthcare.

1) Described how cultural differences can influence treatment outcomes.

2) Identified cultural barriers that impede access to quality healthcare.

3) Applied appropriate strategies in working with culturally diverse populations.

First Year

Fall Semester   *CR*

CFE 019   Behavioral Health Tech Training 0
HUS 150   Introduction to Chemical Abuse and Dependency...... 3

Spring Semester   *CR*

PSY 121   Introduction to Psychology 3
HUS 157   Substance Abuse Counseling... 4
                                                           10

Computer Information Systems Associate in Applied Science (A.A.S.)

Mission

The Computer Information Systems A.A.S. prepares students for computer information systems careers in a business environment. Students learn computer-related skills including programming, web design, networking technology, and database design. The program prepares graduates to:

Goal I: Demonstrate the knowledge to support the delivery and management of information systems.

1) Apply software applications to solve problems
2) Demonstrate the ability to utilize emerging information systems technologies and practices.
3) Understand the legal, ethical, societal, and global issues associated with information systems.

Goal II: Demonstrate the ability to produce appropriate information systems to address client needs.

1) Identify the information systems requirements appropriate to a computing problem solution.
2) Design information systems that satisfy user requirements.
3) Implement information systems that satisfy user requirements.
4) Evaluate information systems that satisfy user requirements.
5) Utilize mathematical reasoning to solve problems.

Goal III: Demonstrate interpersonal communication skills.

1) Effectively communicate in teams to accomplish a common goal.
2) Effectively communicate project requirements and progress with all stakeholders within an organization.
3) Deliver an oral presentation of an information system project.
4) Develop a written plan to address an information system problem.

First Year

Fall Semester   *CR*

CIS 129   Programming Fundamentals.. 3
CIS 136   Introduction to Web Development................................. 3
CIS 221   Computer Applications 3
ENG 123   College Composition 3
FYS 100   First Year Seminar 1
MAT 123   Quantitative Reasoning.. 3
                                                            16

Spring Semester   *CR*

CIS 236   Advanced Web Design 3
ENG 211   Tech & Professional Writing.. 3
MAT 149   Topics in Finite Mathematics.. 3
MGT 123   Introduction to Business 3
                 Natural Sciences and Scientific Reasoning
                 SUNY General Education Elective 3-4
                                                            15-16

Second Year

Fall Semester   *CR*

CIS 223   Database Management 3
CIS 134   C++/UNIX... 4
CIS 240   Internetworking Fundamentals....................................... 3
CIS 237   Advanced Web Programming 3
                 Restricted Elective (a).. 3
                                                              16

Spring Semester   *CR*

CIS	229	Systems Analysis & Design	3
CIS	133	Programming in Java	3
		Restricted Elective (a)	3
		Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		Humanities SUNY General Education Elective	3
			15

Minimum Credit Hours required for degree: 62

Notes:

(a) Restricted Electives: CIS 110, CIS 111, CIS 225, CIS 249, CIS 246, CIS 259

Computer Networking Systems and Cyber Security
Associate in Applied Science (A.A.S.)

Mission

The mission of the Computer Networking Systems and Cyber Security A.A.S. degree program is to provide both a theoretical and hands-on foundation in computer networking, using industry-standard hardware and software. The Computer Networking Systems and Cyber Security curriculum is designed to provide a comprehensive education primarily for the student who anticipates employment as network and systems administrator in accordance with the principles of the SUNY Schenectady mission.

The Computer Networking Systems and Cyber Security A.A.S. program enables graduates to:

- Design, implement, and troubleshoot computing environments, including both hardware and software;
- Install, configure and maintain computer network hardware, protocols, and services;
- Design and implement various computer security strategies;
- Demonstrate knowledge of computer programming languages, and
- Apply logical and critical reasoning in evaluation and problem solving.

First Year

Fall Semester   *CR*

CIS	110	Workstation Arch/ Support I (A+)	3
CIS	129	Programming Fundamentals	3
CIS	240	Internetworking Fundamentals	3
ENG	123	College Composition	3
FYS	100	First Year Seminar	1
MAT	123	Quantitative Reasoning	3
			16

Spring Semester   *CR*

ENG	211	Technical Writing	3
CIS	111	Workstation Arch/ Support II (A+)	3
CIS	134	C++/Unix	4
CIS	249	Intro to Routing and Switching	4
MAT	149	Finite Mathematics	3
			17

Second Year

Fall Semester   *CR*

CIS	251	Switching & Advanced Routing	4
CIS	256	Intro to Systems Management	4
CIS	225	Operating Systems	3
		Natural Sciences and Scientific Reasoning SUNY General Education Elective	3-4
			14-15

Spring Semester   *CR*

CIS	262	Intro to Network Security	3
CIS	263	Intro to Computer Forensics	3
CIS	257	Advanced Networking & Sys Mgt	4
		Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		Humanities SUNY General Education Elective	3
			16

Minimum Credit Hours required for degree: 63

Craft Beer Brewing
Associate in Applied Science (A.A.S.)

Mission

The A.A.S. Degree Program in Craft Beer Brewing prepares students for direct employment in the craft beer brewing industry. Students gain theoretical and hands-on experience related to the craft beer brewing industry, qualifying them to assume a variety of roles in the craft beer brewing profession. The program prepares graduates to:

Goal I: Develop competencies required in the craft beer brewing industry

1) Apply common terminology used in the industry
2) Apply the steps/processes of each area of a brewery including manufacturing, warehousing, marketing and sales
3) Demonstrate ability to utilize industry processes and equipment for production
4) Demonstrate the understanding of historical and emerging industry trends

Goal II: Utilize technology to develop effective communication and professional presentation skills.

1) Develop effective written communication skills
2) Demonstrate ability to operate beer brewing related technology
3) Identify various sales and marketing plans utilized in craft beer brewing

Goal III: Explore options for further education and/or employment.

1) Identify various continuing education opportunities
2) Research career opportunities through an internship
3) Create personal and professional goals and link to career opportunities

First Year

Fall Semester   CR

FYS 100	First Year Seminar	1
BMT 101	Intro to Beverage Management	3
BMT 102	Fundamentals of Beer & Brewing	3
BMT 105	Beverage Sales Merchandising	3
ENG 123	College Composition	3
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (a)	3
		16

Spring Semester   CR

SCI 115	The Science of Brewing and Distilling	4
BMT 103	Managing Beverage Operations	3
CBB 102	Beers of the World*	3
ENG 211	Technical & Prof. Writing	3
HOT 117	Food & Bev Control	3
		16

Second Year

Fall Semester   CR

SCM 145	Inventory Control & Warehouse Mgt.	3
HOT 275	Marketing for Hosp. Profession	3
CBB 103	Craft Beer Production I	3
MAT 123	Quantitative Reasoning or Higher	3
	Humanities SUNY General Education Elective	3
		15-16

Spring Semester   CR

CBB 101	Craft Beer Operations	3
CBB 104	Craft Beer Production II	3
CBB 250	Internship	3
HOT 218	Human Resource Management	3
	Social Science SUNY General Education	3
		15

Minimum Credit Hours required for degree: 62

Notes:

* Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum.

Craft Spirit Distillation
Associate in Applied Science (A.A.S.)

Mission

The Craft Spirit Distillation A.A.S. Program prepares students for direct employment in the craft beverage industry. Students gain theoretical and hands-on experience related to craft spirit distillation, qualifying them to assume a variety of roles in the craft beverage profession.

Goal I: Develop competencies required in the craft beverage industry.

1) Apply common terminology used in the industry
2) Apply the steps/processes of each area of a beverage production facility including manufacturing, warehousing, marketing and sales
3) Demonstrate ability to utilize industry processes and equipment for production
4) Demonstrate the understanding of historical and emerging industry trends

Goal II: Utilize technology to develop effective communication and professional presentation skills.

1) Develop effective written communication skills
2) Demonstrate ability to operate beverage production related technology
3) Identify various sales and marketing plans utilized in the beverage industry

Goal III: Explore options for further education and/or employment.

1) Identify various continuing education opportunities
2) Research career opportunities through an internship
3) Create personal and professional goals and link to career opportunities

First Year

Fall Semester		CR
FYS 100	First Year Seminar	1
BMT 101	Intro to Beverage Management	3
ENG 123	College Composition	3
	estricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (a)	3
DST 101	Intro to Distillery Operations	3
BMT 105	Beverage Sales Merchandising	3
		16

Spring Semester		CR
SCI 115	The Science of Brewing and Distilling	4
BMT 103	Managing the Beverage Operations	3
HOT 117	Food & Bev Control	3
ENG 211	Technical & Prof. Writing	3
MAT 123	Quantitative Reasoning or Higher	3-4
		16-17

Second Year

Fall Semester		CR
HOT 275	Marketing for Hosp. Profession	3
DST 102	Craft Spirit Production I	3
BMT 104	Spirits, Distillation, and Mixology	3
SCM 145	Inventory Control & Warehouse Mgt.	3
	Social Science SUNY General Education Elective	3
		15

Spring Semester		CR
DST 250	Internship	3
DST 104	Spirits of the World*	3
DST 103	Craft Spirit Production II	3
HOT 218	Human Resource Management	3
	Humanities SUNY General Education Elective	3
		15

Minimum Credit Hours required for degree: 62

Notes:

(a) Choose from: HIS 130, HIS 227, HIS 229, or HIS 233

* Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum.

Criminal Justice
Associate in Applied Science (A.A.S.)

Mission

The Criminal Justice A.A.S. program provides graduates with the academic, ethical and legal foundation for career opportunities in law enforcement and private security. The program prepares graduates to

Goal I: Demonstrate CRJ professional skills and abilities.

1) Communicate effectively within criminal justice and academic environments, both orally and in writing using Formal Standard English

2) Identify key concepts, definitions and principles of law enforcement, corrections, the courts and police organization and supervision

3) Apply legal research skills to locate and analyze discipline specific topics

4) Identify different theoretical and historical perspectives as they apply to criminal justice

Goal II: Demonstrate a commitment to ethical practice.

1) Identify the principles of ethical criminal justice conduct

2) Apply criminal justice ethics to the resolution of practical problems

3) Demonstrate an understanding of the ethical practices in retail and industrial security

Goal III: Recognize diversity and the role of cultural competence in understanding the criminal justice system.

1) Identify diverse identities in the lives of people in their community and beyond

2) Exam the role cultural diversity plays in the criminal justice system

3) Apply appropriate strategies in working with diverse populations

First Year

Fall Semester   CR

CIS 121	Intro to Computers OR CIS 221 Computer Applications	3
CRJ 113	Intro to Criminal Justice	3
MAT 123	Quantitative Reasoning or Higher	3-4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
	Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective	3
		16-17

Spring Semester   CR

CRJ 133	Criminology	3
CRJ 131	Criminal Law	3
COM 105	Public Speaking OR ENG 125 College Composition II	3
PSY 121	Introduction to Psychology	3
SOC 121	Sociology	3
		15

Second Year

Fall Semester   CR

CRJ 215	Juvenile Delinquency	3
CRJ 219	Corrections	3
CRJ 143	Criminal Evidence and Procedure	3
	Liberal Arts Elective (c)	3
	Criminal Justice Elective (a)	3
		15

Spring Semester   CR

CRJ 147	Terrorism & Public Security	3
CRJ 217	Principles of Investigation	3
	Natural Sciences and Scientific Reasoning SUNY General Eduction Elective (b)	3-4
	General Elective	3
	Criminal Justice Elective (a)	3
		15-16

Minimum Credit Hours required for degree: 61

Notes:

a) Criminal Justice Electives are to be chosen from:

     CRJ 160 Serial Killers and Mass Murderers

     CRJ 230 Interpersonal Violence

     CRJ 237 Criminal Justice Internship

(b) Criminal Justice recommends natural sciences, including a lab such as BIO 111 or BIO 112, CHEM 113, or ENV 100 and ENV 105

(c) Criminal Justice recommends General Electives such as: BUS 212, HIS 241, AER 150, SOC 122, 12, 127, HUS 133, or HUS 150

**CRJ Internship prerequisites:

1. Student must be enrolled in the criminal justice degree program.

2. Students applying for such an internship must have completed 30 credit hours in the criminal justice major and have a minimum GPA of 2.50

Culinary Arts
Associate in Occupational Studies (A.O.S.)

Mission

The Culinary Arts A.O.S. program prepares students for direct employment in the culinary arts industry. Students gain theoretical and hands-on experience related to both cooking and baking, qualifying them to assume a variety of roles in the culinary arts profession. The graduates of this program will:

Goal I: Demonstrate baking and cooking techniques following NYS Department of Health Sanitation Guidelines.

1) Apply the fundamentals of baking science to the preparation of a variety of products. Properly use and care for equipment normally found in the bakeshop or baking area.

2) Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. Operate equipment safely and correctly. Apply knowledge of the laws and regulations relating to safety and sanitation in the kitchen.

3) Develop skills in producing a variety of cold food products. Prepare items appropriate for buffet presentation, including decorative pieces.

4) Describe the characteristics, functions, and food sources of the major nutrients and explain how to maximize nutrient retention in food preparation and storage. Apply the principles of nutrient needs throughout the life cycle of menu planning and food preparation.

5) Develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.

6) Demonstrate the importance of a variety of sustainable practices. Implement them in foodservice operations as a means of controlling operating costs and exercising good environmental stewardship.

Goal II: Demonstrate purchasing, food costing, and personnel management skills necessary to perform such functions within a commercial food service operation.

1) Perform mathematical functions related to foodservice operations.

2) Prepare for the transition from employee to supervisor. Evaluate styles of leadership and develop skills in human relations and personnel management.

3) Apply the principles of menu planning and layout to the development of menus for various types of facilities and service.

4) Apply the overall concept of purchasing and receiving practices in quality foodservice operations. Demonstrate knowledge of quality standards and regulations governing food products through to the purchasing function. Receive and store food and non-food items properly.

Goal III: Support and provide strong service skills to ensure customer satisfaction.

1) Be familiar with varieties of alcoholic and non-alcoholic beverages. Develop an appreciation and affinity for wine and food. Explain laws and procedures related to responsible alcohol service.

2) Perform dining room service functions using a variety of service types. Demonstrate an understanding of quality customer service.

3) Develop an understanding of the hospitality industry and career opportunities in the field. Investigate trade publications and professional organizations appropriate for continuing education. Become familiar with the organizational structure and basic functions of departments within hospitality and foodservice establishments.

In addition to textbook expenses, students in the Culinary Arts program are expected to purchase uniforms ($100+) and a knife set ($300+). Hats and/or hair nets are required by the New York State Health Code. Students will be required to comply with the dress and sanitation requirements of the American Culinary Federation. *Note: The only jewelry permitted in cooking laboratories are wedding rings. No nail polish is allowed. Full uniform attire is required for any food preparation activity in all labs at all times. Specific details regarding the Policies for Food Laboratories are available from the School of Hotel, Culinary Arts and Tourism.*

Each Culinary Arts A.O.S. major must satisfy a work experience requirement of 600 hours or its equivalent in the hospitality industry. Details may be obtained from the Dean of the School of Hotel, Culinary Arts and Tourism.

The Culinary Arts A.O.S. program is accredited by the American Culinary Federation.

The Culinary Arts A.O.S. program enables graduates to:

- Demonstrate competency skills in basic food preparation, baking and dessert making, food and beverage management, human resource management, dining room and banquet service, sanitation and nutrition;

- Demonstrate basic skills in advanced techniques of haute cuisine, garde manger, and pastry and desserts;

- Refine and strengthen culinary capabilities through the practical application of skills and knowledge gained in foundation and hospitality courses;

- Experience an appropriate 600 hours of work to complement the classroom and laboratory requirements of the program, and

- Prepare for entry-level or management positions in the culinary field.

First Year

Fall Semester		CR
FYS 100	First Year Seminar	1
HOT 111	Food Preparation I	3
HOT 119	Elements of Baking	3
HOT 110	Math for Food Service Records	3
HOT 135	Sanitation Techniques	1
HOT 238	Dining Room Mgmt. & Oper. OR	
	HOT 253 Banquet Mgmt. & Oper. (a)	3
TAT 121	Intro. to the Hospitality Industry	3
		17

Spring Semester		CR
HOT 112	Food Preparation II	3
HOT 117	Food & Beverage Control	3
HOT 218	Human Resources Mgmt HFI	3
HOT 238	Dining Room Mgmt. & Oper. OR	
	HOT 253 Banquet Mgmt. & Oper. (a)	3
HOT 251	Quantitative Foods (a)	3
		15

Second Year

Fall Semester		CR
HOT 114	Food Admin. & Menu Planning	3
HOT 255	Garde Manger (b)	3
HOT 257	Classical Cuisine I (b)	4
HOT 259	Regional American Baking & Pastry (b)	3
HOT 275	Marketing for the Hospitality Profession OR	
	SSA 201 Italian Food & Culture	3
		16

Spring Semester   *CR*

HOT 220	Wines of the World*	3
HOT 233	Basic Nutrition	3
HOT 256	Adv. Garde Manger & Meat Cutting (d) OR	
	HOT 268 Modern Culinary Trends & Tech. (d) OR	
	HOT 269 Culinary Competition (d)	3
HOT 258	Classical Cuisine II (d)	4
HOT 260	International Baking & Pastry (d)	3
		16

Minimum Credit Hours required for degree: 64

Notes:

(a) The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. The course outlines will be flexible to meet the successful fulfillment of projects.

(b) Students in the General Program who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry. The Disney Co-op will fulfill 9 credits.

(c) Students in the Baking Concentration who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry.

(d) Students in the General Program who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260 International Baking & Pastry and their choice of either HOT 256 Advanced Garde Manger & Meat Cutting, HOT 268 Modern Culinary Trends & Techniques or HOT 269 Culinary Competition.

(e) Students in the Baking Concentration who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260 International Baking & Pastry and HOT 226 Commercial Baking II.

(f) Students completing the Baking Concentration will take BPA 101 Chocolate and Confections I in place of HOT 251 Quantitative Foods.

(g) Students completing the Baking Concentration will take BPA 201 Chocolates and Confections II in place of HOT 253 Banquet Management

NOTE: Cleaning, preventative maintenance, and sanitation are practiced under the supervision of the Instructor and Technical Assistant during and after all laboratory exercises.

The Disney Co-op will fulfill 9 credits based on Co-op experience. Students may take MGT 127 Human Resource Management or MKT 223 Marketing in conjunction with the Co-op.

Culinary Arts
Associate in Occupational Studies (A.O.S.)
Baking Concentration

First Year

Fall Semester   *CR*

FYS 100	First Year Seminar	1
HOT 111	Food Preparation I	3
HOT 119	Elements of Baking	3
HOT 110	Math for Food Service Records	3
HOT 135	Sanitation Techniques	1
HOT 238	Dining Room Mgmt. & Oper. OR	
	HOT 233 Basic Nutrition	3
TAT 121	Intro. to the Hospitality Industry	3
		17

Spring Semester   *CR*

HOT 112	Food Preparation II	3
HOT 125	Cakes and Cake Decorating	3
HOT 218	Human Resources Mgmt HFI	3
HOT 238	Dining Room Mgmt. & Oper. OR	
	HOT 233 Basic Nutrition	3
HOT 275	Marketing for the Hospitality Profession OR	
	SSA 201 Italian Food & Culture	3
		15

Second Year

Fall Semester   *CR*

HOT 225	Commercial Baking I	3
HOT 255	Garde Manger I (c)	3
HOT 257	Classical Cuisine I (c)	4
HOT 259	Regional Amer. Baking & Pastry (c)	3
BPA 101	Chocolate and Confections I (f)	3
		16

Spring Semester   *CR*

HOT 117	Food & Beverage Control	3
HOT 226	Commercial Baking II (e)	3
HOT 258	Classical Cuisine II (e)	4
HOT 260	International Baking & Pastry (e)	3
BPA 201	Chocolate and Confections II (g)	3
		16

Minimum Credit Hours required for degree: 64

Notes:

(a) The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. The course outlines will be flexible to meet the successful fulfillment of projects.

(b) Students in the General Program who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry. The Disney Co-op will fulfill 9 credits.

(c) Students in the Baking Concentration who participate in the Disney Internship in the fall semester will take a 9-credit Co-op as a course equivalent for HOT 255 Garde Manger, HOT 257 Classical Cuisine I and HOT 259 Regional American Baking & Pastry.

(d) Students in the General Program who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260

International Baking & Pastry and their choice of either HOT 256 Advanced Garde Manger & Meat Cutting, HOT 268 Modern Culinary Trends & Techniques or HOT 269 Culinary Competition.

(e) Students in the Baking Concentration who participate in the Disney Internship in the spring semester will take a 9-credit Co-op as a course equivalent for HOT 258 Classical Cuisine II, HOT 260 International Baking & Pastry and HOT 226 Commercial Baking II.

(f) Students completing the Baking Concentration will take BPA 101 Chocolate and Confections I in place of HOT 251 Quantitative Foods.

(g) Students completing the Baking Concentration will take BPA 201 Chocolates and Confections II in place of HOT 253 Banquet Management.

NOTE: Cleaning, preventative maintenance, and sanitation are practiced under the supervision of the Instructor and Technical Assistant during and after all laboratory exercises.

The Disney Co-op will fulfill 9 credits based on Co-op experience. Students may take MGT 127 Human Resource Management or MKT 223 Marketing in conjunction with the Co-op.

Fundamentals of Baking and Confections Microcredential

Mission

The purpose of this microcredential is to introduce prospective students to the fundamentals of baking including cake and cookie decorating, bean to bar chocolate making, and the production of bon bons and other candy and confections while preparing them for employment in a bakery, or candy/confection shop. In addition to the serious student, this micro-credential should appeal to the home baker as a path to improve and learn new skills and as a transition to employment.

Upon completion of this microcredential, students will be able to:

- Identify and apply the basic techniques of bean to bar chocolate production and the production of bon bons and other confections.
- Identify and apply the fundamentals of baking science to the preparation of a variety of products.
- Properly use and care for equipment normally found in a chocolate kitchen, bakeshop, or baking area.

First Year

Fall Semester   CR
HOT 119   Elements of Baking (a) 3
BPA 101   Confections I 3

Spring Semester   CR
HOT 125   Cakes and Cake Decorating.............................. 3
BPA 102   Confections II... 3
                                                                                    12

Notes:

(a) HOT 225 or HOT 259 can be substituted for HOT 119.

Early Childhood
Associate in Applied Science (A.A.S.)

Mission

The Early Childhood Program's role is to guide individuals in acquiring the knowledge and skills necessary to foster the development and constructive education of young children. The program strives to model and promote high quality early childhood education in the community. The program prepares graduates to:

Goal I: Demonstrate professional knowledge of early childhood development.

1) Identify the major milestones of social, emotional, physical, language and creative development in young children

2) Analyze and evaluate the major theoretical perspectives of childhood development

3) Identify, analyze and evaluate current research in the area of child development using a variety of print and electronic resources

4) Analyze the ways in which culture, society and (chronology) integrally inform typical and atypical development

Goal II: Plan, implement, assess and evaluate a developmentally appropriate curriculum that aligns with standards set forth by National Association for the Education of Young Children, New York State Early Learning Guidelines and The NYS Prekindergarten Learning Standards.

1) Design environments and curriculum in accordance with NAEYC Standards, NYS Early Learning Guidelines (ELG) and The NYS Prekindergarten Learning Standards

2) Demonstrate an ability to apply and utilize research-based methods of instruction and teaching strategies designed to optimize early childhood education

3) Assess and evaluate early childhood physical and social-emotional environments

Goal III: Demonstrate the skills and abilities of the effective early childhood teaching professional.

1) Observe and document the characteristics of a child's development as well as the learning environment in order to authentically assess each

2) Critically evaluate information regarding child development and early childhood education best practices to inform decision-making processes

3) Communicate effectively within academic, community and/ or professional environments both orally and in writing using appropriate English conventions

Goal IV: Demonstrate an understanding of the role of the early childhood professional dedicated to ethical practice and cultural responsiveness.

1) Analyze and apply the Core Body of Knowledge (CBK) conceptual framework

2) Investigate early childhood professional organizations

3) Identify and demonstrate ethical standards and professional guidelines put forth by NAYEC and SUNY Schenectady respectively

Graduates of the program are qualified to work with children ages birth to 8 years old in a number of environments including preschools, nursery schools, daycare, public schools, early intervention agencies or Head Start. The hands-on approach to the curriculum requires students to participate in 300 hours of supervised internships in area schools and/or agencies. In addition, students interact regularly with the children in the Gateway Montessori Preschool, an on-site lab school.

First Year

Fall Semester   *CR*

ECH 121   Dev. Appropriate Practice in ECE (a) 3
ECH 123   Curricular Methods (a) 3
ECH 220   Engendering Creativity: Arts (b) 3
ENG 123   College Composition 3
FYS 100   First Year Seminar 1
PSY 230   Child Development 4

                                                  17

Spring Semester   *CR*

ECH 131   Early Child. Field Instruction & Seminar I 4
ECH 234   ECH Program Administration 3
ENG 124   Literature and Writing 3
PSY 155   Introduction to Special Education 3
PSY 121   Introduction to Psychology 3

                                                  16

Second Year

Fall Semester   *CR*

ECH 225   Fostering Emergent Literacy 4
ECH 231   Early Child Field Instruction & Seminar II 4
HUS 133   Child Maltreatment 3
               Humanities SUNY General Education Elective (e) 3
               Mathematics Elective (c) 3-4

                                              17-18

Spring Semester   *CR*

ECH 227   Guidance of Young Children 3
ECH 252   Infant and Toddler Development 3
               Natural Sciences and Scientific Reasoning
               SUNY General Education Elective (d) 3-4
               Diversity: Equity, Inclusion, and Social Justice
               SUNY General Education Elective 3
ECH 260   Portfolio Seminar 1

                                              13-14

Minimum Credit Hours required for degree: 63

Notes:

(a) It is imperative that students enroll in ECH 121 and ECH 123 concurrently during their first semester as they are only offered in the fall semester. Failure to complete these will prevent them from progressing in their degree requirements and prevent them from taking their first field course in the spring semester.

(b) It is recommended that students enroll in ECH 220 their first fall semester as it is only offered in the fall semester.

(c) Math 123 is recommended. Students who plan to transfer should consult receiving institution.

(d) Students should consider taking a science (BIO or CHM) with a lab if they are planning to transfer.

(e) Students should choose their electives carefully and if transferring should review the requirements of their receiving institution(s). A language other than English is highly recommended.

As of January 1, 2003, all students enrolled in ECH 131 Early Childhood Field Instruction and Seminar I and ECH 230 Field Instruction an Seminar II will need to supply the following before entering the field:

- A notarized Criminal Conviction Statement
- A signed I Will statement to uphold the NAEYC Code of Ethics and SUNY Schenectady Early Childhood Education Professional Behaviors.

Child Development Microcredential

Mission

The Child Development Microcredential taught through SUNY Schenectady in collaboration with CUNY/PDI exceeds the 120 clock hours of professional development required by the Council for Professional Recognition to obtain the international CDA Credential. The Child Development Microcredential provides 195 hours for the Infant Toddler CDA and 210 hours for the Preschool CDA in professional development. It focuses on the six CDA Competency Standards, recognized nationally and internationally, and established by The Council for Professional Recognition.

The program prepares students to:

Goal I: Demonstrate professional knowledge of early childhood development.

1) Identify the major milestones of social, emotional, physical, language, and creative development in young children.

2) Analyze and evaluate the major theoretical perspectives of childhood development.

3) Identify, analyze and evaluate current research in the area of child development using a variety of print and electronic resources.

4) Analyze the ways in which culture, society and (chronology) integrally inform typical and atypical development.

Goal II: Plan, implement, assess and evaluate a developmentally appropriate curriculum that aligns with standards set forth by National Association for the Education of Young Children, New York State Early Learning Guidelines and The NYS Prekindergarten Learning Standards, as applicable for the Preschool CDA.

1) Design environments and curricula in accordance with NAEYC Standards, NYS Early Learning Guidelines (ELG) and The NYS Prekindergarten Learning Standards, as applicable for the Preschool CDA.

2) Demonstrate an ability to apply and utilize research-based methods of instruction and teaching strategies designed to optimize early childhood education.

3) Assess and evaluate early childhood physical and social-emotional environments.

Goal III: Demonstrate the skills and abilities of the effective early childhood teaching professional.

1) Observe and document the characteristics of a child's development as well as the learning environment in order to authentically assess each.

2) Critically evaluate information regarding child development and early childhood education best practices to inform decision-making processes.

3) Communicate effectively within academic, community and/ or professional environments both orally and in writing using appropriate English conventions.

Goal IV: Demonstrate an understanding of the role of the early childhood professional dedicated to ethical practice and cultural responsiveness.

1) Analyze and apply the Core Body of Knowledge (CBK) conceptual framework

2) Investigate early childhood professional organizations Objective 3 Identify and demonstrate ethical standards and professional guidelines put forth by NAYEC and SUNY Schenectady respectively.

First Year

Spring Semester   *CR*

ECH 121   Developmentally Appropriate Prac. in ECE.................. 3
ECH 123   Curricular Methods 3

Summer Semester   *CR*

ECH 131   Early Childhood Field and Seminar Inst. I.................... 4
ECH 252   Infant and Toddler Development OR
           PSY 230 Child Development 3-4
                                                                  13-14

Notes:

(a) Students enrolled in the Infant Toddler Child Development Microcredential will take ECH 252 in the summer semester.

(b) Students enrolled in the Preschool Child Development Microcredential will take PSY 230 in the summer semester.

Hospitality and Tourism Management Associate in Applied Science (A.A.S.)

Mission

The Hospitality and Tourism Management A.A.S. degree program prepares students for direct employment in the hospitality and tourism industry. Students gain theoretical and hands-on experience related to inbound and outbound tourism, qualifying them to assume a variety of roles in the hospitality and tourism profession.

Goal I: Explore the scope and role of the hospitality and tourism industry.

1) Identify best practices in superior customer service skills
2) Analyze the 'host/guest' relationship in business/industry
3) Identify the role of government in hospitality/tourism
4) Analyze marketing strategies utilized in hospitality/tourism

Goal II: Demonstrate the understanding of historical and emerging trends.

1) Identify the historical developments that shape the hospitality and tourism industry
2) Analyze current trends in hospitality and tourism

Goal III: Develop competencies required in the hospitality and tourism industry.

1) Apply common terminology/jargon used
2) Apply the steps/processes of effective event/meeting/convention/group-tour management
3) Identify the function of human resources in the hospitality industry

Goal IV: Utilize technology to develop effective communication and professional presentation skills.

1) Develop and deliver effective presentations
2) Develop effective written communication skills
3) Identify various technologies utilized in the hospitality and tourism industry
4) Demonstrate ability to operate hospitality related technology/software

Goal V: Explore options for further education and/or employment.

1) Identify various continuing education options
2) Research career opportunities
3) Create personal goals and link to career opportunities

The Hospitality and Tourism Management A.A.S. degree program enables graduates to:

- Prepare for a variety of positions in the tourism, hospitality and community planning fields, and
- Enter the workforce with practical experience acquired through professional internships.

Graduates often decide to transfer to four-year institutions to earn their baccalaureate degree in the hospitality field. Students may obtain their baccalaureate degree at Schenectady by taking the Bachelor of Business Administration program offered jointly with the State University of New York at Delhi.

Students interested in obtaining a baccalaureate degree in Hospitality and Tourism Management should seek information about the SUNY Delhi Event Management Concentration offered at SUNY Schenectady. Please refer to page 85 for specific program details.

First Year

Fall Semester   CR

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
HOT 217	Front Office Management	3
HOT 277	Tourism Development	3
TAT 121	Intro. to the Hospitality Industry	3
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (b)	3
		16

Spring Semester   CR

ENG 124	Literature and Writing	3
HOT 218	Human Resource Management/HFI	3
HOT 276	Meetings & Convention Management	3
HOT 291	Computers for Hospitality Industry	3
	Social Sciences SUNY General Education Elective (a)	3
		15

Second Year

Fall Semester   CR

HOT 116	Lodging Management & Operations	3
HOT 253	Banquet Management Operations	3
HOT 275	Marketing for the Hosp. Profession	3
MAT 123	Quantitative Reasoning or Higher (a)	3-4
	Natural Sciences SUNY General Education Elective (a)	3-5
		15-18

Spring Semester   CR

ACC 121	Financial Accounting	4
BUS 212	Business Communications	3
COM 105	Public Speaking	3
TAT 140	Event Management	3
TAT 231	Hospitality and Tourism Management Internship	3
		16

Minimum Credit Hours required for degree: 62

Notes:

(a) Students planning to transfer should consult with an advisor before choosing electives.

(b) Choose from HIS 130, HIS 227, HIS 229, HIS 233.

Hotel and Restaurant Management Associate in Applied Science (A.A.S.)

Mission

The Hotel and Restaurant Management A.A.S. program prepares students for direct employment in the hotel and restaurant industry. Students gain theoretical and hands-on experience related to hotel and restaurant management, qualifying them to assume a variety of roles in the hotel and restaurant profession.

Goal I: Demonstrate the scope and role of the hospitality and restaurant profession.

1) Identify best practices in superior customer service skills
2) Analyze the 'host/guest' relationship in business/industry
3) Identify the role of government in hotel/restaurant
4) Analyze marketing strategies utilized in hotel/restaurant

Goal II: Demonstrate the understanding of historical and emerging trends.

1) Identify the historical developments that shape the hotel and restaurant profession
2) Analyze current trends in the hotel and restaurant profession

Goal III: Develop competencies required in the hospitality and restaurant profession.

1) Apply common terminology/jargon used
2) Apply the steps/processes of effective event/meeting/convention/ group-tour management
3) Identify the function of human resources in the hospitality industry
4) Apply the steps/process of effective banquet and restaurant guest services management
5) Apply the steps/process of effective food preparation and baking
6) Apply the steps/process of effective banquet culinary service

Goal IV: Utilize technology to develop effective communication and professional presentation skills.

1) Develop and deliver effective presentations
2) Develop effective written communication skills
3) Identify various technologies utilized in the hospitality and restaurant profession
4) Demonstrate ability to operate hotel and restaurant related technology/software

Goal V: Explore options for further education and/or employment.

1) Identify various continuing education options
2) Research career opportunities
3) Create personal goals and link to career opportunities

Students will be required to comply with the dress and sanitation requirements of the American Culinary Federation. ***Note: The only jewelry permitted in cooking laboratories are wedding rings. No nail polish is allowed. Full uniform attire is required for any food preparation activity in all labs at all times. Specific details regarding the Policies for Food Laboratories are available from the School of Hotel, Culinary Arts and Tourism.***

Each Hotel and Restaurant Management major must satisfy a work experience requirement of 600 hours, or its equivalent, in the hospitality industry. Details may be obtained from the Dean of the School of Hotel, Culinary Arts and Tourism.

The Hotel and Restaurant Management A.A.S. degree program enables graduates to:

- Demonstrate competency skills in basic food preparation, baking and desert making, food and beverage management, human resource management, dining room and banquet service, sanitation, and nutrition;
- Experience an appropriate 600 hours of work to complement the classroom and laboratory requirements of the program;
- Prepare for front or back of the house entry-level or management positions in the hospitality field, and
- Transfer to four-year institutions into appropriate baccalaureate degree programs.

Students interested in obtaining a baccalaureate degree in Hospitality Management should seek information about SUNY Delhi's Hospitality Management (B.B.A.): Hotel and Resort Management Concentration offered at SUNY Schenectady. Please continue reading for specific program details.

First Year

Fall Semester   CR

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
HOT 111	Food Preparation I	3
HOT 238	Dining Room Mgmt. & Oper. (b) OR HOT 253 Banquet Mgmt & Operations (b)	3
TAT 121	Introduction to the Hospitality Industry	3
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (d)	3
		16

Spring Semester   CR

ENG 124	Literature and Writing	3
HOT 112	Food Preparation II	3
HOT 238	Dining Room Mgmt. & Oper. (b) OR HOT 253 Banquet Mgmt & Operations (b)	3
HOT 119	Elements of Baking OR HOT 276 Meetings and Convention Mgmt.	3
MAT 123	Quantitative Reasoning OR Higher (c)	3-4
		15-16

Second Year

Fall Semester   CR

HOT 114	Food Admin. & Menu Planning	3
HOT 217	Front Office Management	3
HOT 251	Quantitative Foods	3
HOT 275	Marketing for the Hospitality Prof. OR SSA 201 Italian Food & Culture	3
HOT 291	Computers for Hospitality Industry OR HOT 116 Lodging Management and Operations	3
	Social Sciences SUNY General Education Elective (c)	3
		18

Spring Semester   CR

HOT 117	Food & Beverage Control	3
HOT 220	Wines of the World (a)	3
HOT 218	Human Resources Mgmt/HFI	3
	Natural Sciences SUNY General Education Elective (c)	3-5
	Humanities SUNY General Education Elective (c)	3
		15-17

Minimum Credit Hours required for degree: 64

Notes:

(a) Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum.

(b) The time element for these courses will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. The course outline will be flexible to meet the successful fulfillment of projects.

(c) Students planning to transfer should consult with an advisor before choosing electives.

(d) Choose from HIS 130, HIS 227, HIS 229, HIS 233

Hotel and Restaurant Management Beverage Management Concentration Associate in Applied Science (A.A.S.)

First Year

Fall Semester   CR

ENG 123 College Composition 3
FYS 100 First Year Seminar 1
HOT 111 Food Preparation I 3
BMT 101 Intro. Beverage Management 3
HOT 238 Dining Room Mgmt & Operations (a) 3
Restricted Diversity: Equity, Inclusion, and
Social Justice SUNY General Education Elective (c) ... 3
                                                         16

Spring Semester   CR

ENG 211 Technical & Prof. Writing 3
HOT 112 Food Preparation II 3
BMT 102 Fundamentals of Beer & Brewing 3
BMT 103 Managing Beverage Operations 3
MAT 123 Quantitative Reasoning or Higher (b) 3-4
                                                         15-16

Second Year

Fall Semester   CR

HOT 114 Food Admin. & Menu Planning 3
BMT 104 Spirits, Distillation and Mixology 3
BMT 105 Beverage Sales & Merchandising 3
Humanities SUNY General Education Elective (b) 3
Social Sciences SUNY General Education Elective (b) 3
                                                         15

Spring Semester   CR

HOT 117 Food & Beverage Control 3
BMT 250 Beverage Management Internship 3
HOT 218 Human Resources Mgmt/HFI 3
HOT 220 Wines of the World * 3
HOT 291 Computers for the Hospitality Industry 3
Natural Sciences and Scientific Reasoning
SUNY General Education Elective (b) 3-5
                                                         18-20

Minimum Credit Hours required for degree: 64

Notes:

(a) The time element for this course will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. The course outline will be flexible to meet the successful fulfillment of projects.

(b) Students planning to transfer should consult with an advisor before choosing electives.

(c) Choose from: HIS 130, HIS 227, HIS 229, or HIS 233

NOTE: Cleaning, preventive maintenance, and sanitation are practiced under the supervision of the Instructor and the Technical Assistant during and after all laboratory exercises.

* Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum per HCAT Dean approval

SUNY Schenectady A.A.S. Degrees in Hotel and Restaurant Management; Hotel and Restaurant Management - Beverage Management Concentration; Craft Beer Brewing; Craft Spirit Distillation; Hospitality and Tourism Management; and A.O.S. degree in Culinary Arts transfer into SUNY Delhi Hospitality Management Bachelor of Business Administration (B.B.A.) with Concentrations in Hotel and Restaurant Management

The jointly registered Inter-Institutional Program with SUNY Delhi, approved by the State University of New York and the New York State Education Department, is designed for students who plan to pursue the SUNY Delhi Hotel Resort Management B.B.A. Program offered at SUNY Schenectady. Upon successful completion of the corresponding associate degree at SUNY Schenectady, students are accepted into SUNY Delhi to complete the B.B.A. degree. Admission to SUNY Delhi's program is considered for those with a minimum grade point average of 2.0 or greater.

Interested students should consult with their SUNY Schenectady advisor and the SUNY Delhi Advisement Office in Elston Hall, Room 319.

SUNY Application Code: 1772 - The Bachelor of Business Administration in Hospitality Management is designed to provide students with the practical, hands-on training necessary to ensure their effectiveness as future industry leaders. Through simulations, group discussion, and community-based projects, they learn firsthand the importance of customer service and attention to detail. Students are challenged to develop their creativity and innovative ideas through shared inquiry and debate. The curriculum offers a broad exposure to all aspects of the hospitality industry - including human resources management, training and development, strategic marketing, international business, organizational behavior and financial management. Each of the concentrations provides insight into the multi-faceted nature of hotels and resorts and careers in travel and tourism management.

Curriculum: Any A.A.S. Degree will qualify for consideration after Pathway courses are satisfied*

Pathway Courses (flexible depending upon HCAT A.A.S. Program):

___ A.A.S. in SUNY Schenectady - block credit (Preferably in Hospitality)* - SUNY Schenectady

___ TAT 121 Introduction to Hospitality - SUNY Schenectady

___ ACC 121 Financial Accounting - SUNY Schenectady

___ HOT 218 Human Resources or HOT 116 Lodging Accommodations - SUNY Schenectady

___ HOT 217 Front Office Management - SUNY Schenectady

___ HOT 276 Meetings and Convention Management - SUNY Schenectady

Core Courses and General Education Courses

___ ACC 122 Managerial Accounting - SUNY Schenectady

___ MAT 126 Descriptive Statistics - SUNY Schenectady

___ 200 Level Business Elective

___ Gen Ed #1 MAT 147 Statistics - SUNY Schenectady

___ Gen Ed #2 Natural Science - SUNY Schenectady

___ Gen Ed #3 Economics (Social Science) - SUNY Schenectady

___ Gen Ed #4 American History (Liberal Arts) - SUNY Schenectady

___ Gen Ed #6 Other World Civilizations or
9 Foreign Language - SUNY Schenectady

___ Gen Ed #7 ENG 124 Literature and Writing - SUNY Schenectady

___ Gen Ed #10 ENG 123 College Composition - SUNY Schenectady

Hospitality Management (Prerequisites)

___ HOSP 310 Hospitality Training and Development (HOT 218)

___ HOSP 320 Hospitality Managerial Accounting (ACC 121 & 122)

___ HOSP 330 Hospitality Strategic Marketing (HOT 275)

___ HOSP 350 Hospitality Law (Business Elective)

___ HOSP 470 Hospitality Senior Seminar (Last Semester in BBA)

Hotel Restaurant

___ HOSP 335 Hospitality Purchasing

___ HTEL 310 Hotel Maintenance and Engineering

___ HTEL 420 Hotel Resort Management

___ REST 310 Classical Cuisine or
CULN 350 History of Wines

Liberal Arts/Business/Electives

___ COMM 300 Organizational Communication or
COMM 310 Argumentation and Debate

___ GOVT 300 Public Policy

___ BUSI 343 Individual Behavior in Organizations or
BUSI 344 Organizational Theory

___ BUSI 360 International Business Management

___ /___ Two each 300/400 Electives: May select Event Management
Courses for these electives.

*SUNY Delhi – SUNY Schenectady County Community College
BBA Partnership (6/19)*

Human Services
Associate in Applied Science (A.A.S.)

Mission

The mission of the Human Services A.A.S. degree program is to prepare students for employment in the public or private sector. This program is based on the best practices of the National Association of Social Workers (NASW). Students learn the core skills and values of the social work profession and the social welfare system in the United States, including the philosophical, historical, and ethical dimensions. The program prepares graduates to:

Goal I: Demonstrate Human Services professional skills and abilities.

1) Analyze the impact of social policies on individuals, clients, systems and agencies to include different cultural perspectives

2) Apply the history of social welfare institutions to current institutions

3) Identify different theoretical perspectives as they apply to Human Services

4) Research discipline specific topics and issues using a variety of print and electronic resources

5) Communicate effectively within professional and academic environments both orally and in writing using Formal Standard English

6) Connect course student learning outcomes and community needs through service learning

Goal II: Demonstrate a commitment to ethical practice.

1) Identify and analyze the NASW Code of Ethics

2) Apply the NASW code of ethics in a professional environment

Goal III: Recognize diversity and the role cultural competence in understanding human behavior and society.

1) Identify the multi-cultural identities in the lives of people in their community and beyond

2) Identify the traditions, values and family systems of various populations

3) Apply appropriate strategies in working with diverse populations

First Year

Fall Semester		*CR*
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
PSY 121	Introduction to Psychology	3
SOC 121	Sociology	3
SOC 125	Introduction to Social Work and Social Welfare	3
	DEI Elective (b)	3
		16

Spring Semester		*CR*
COM 105	Public Speaking	3
SOC 127	Interpersonal and Group Dynamics	3
	Restricted Biology Elective (d) OR	
	Restricted Mathematics Elective (c)	3-4
	PSY Elective OR SOC Elective	3
	Restricted Elective (e)	3-4
		15-17

Second Year

Fall Semester — CR

ENG	211	Technical Writing	3
HUS	221	Field Instruction I (c)	3
PSY	224	Abnormal Psychology	3
		Restricted Biology Elective (d) or	
		Restricted Mathematics Elective (c)	3-4
		Restricted Humanities Elective (f)	3-4
			15-17

Spring Semester — CR

HUS	222	Field Instruction II	3
PSY	222	Lifespan Development	3
SOC	122	Social Problems	3
		World Languages Elective (f)	3
POL	123	U.S. Government and Politics	3
			15

Minimum Credit Hours required for degree: 61

Notes:

(a) Admission to HUS 221 and HUS 222 requires SOC 125, SOC 127, and consent of the department as a prerequisite.

(b) Diversity: Equity, Inclusion, and Social Justice: Choose from: DEI 100, HIS 130, HIS 227, HIS 229, HIS 233.

(c) The Restricted Mathematics Elective must be selected from the SUNY Gen Ed list for Mathematics and Quantitative Reasoning

(d) The Biology Elective must be selected from the SUNY Gen Ed list for Natural Sciences and Scientific Reasoning

(e) The Restricted Elective can be selected from any CRJ, PSY, SOCI, HIS, or HUS course (except for HUS 221/HUS 222).

(f) The Restricted Humanities Elective must be selected from the SUNY Gen Ed list for Humanities.

(g) The World Language Elective must be selected from the SUNY Gen Ed list for World Languages.

Secondary Program Exclusion

Section 8.7 of the Academic Code provides that students may earn an additional degree or certificate provided that the secondary program includes at least 15 credit hours of requirements not in common with the primary program. Students who are enrolled in both the Human Services A.A.S. and the Chemical Dependency Counseling A.A.S. programs will need to work carefully with their advisors when choosing electives to meet this secondary program exclusion.

Human services students may be subject to a fingerprint check, or be asked about criminal convictions before working in the field. Those who have a criminal history may have difficulty obtaining a field placement and/or employment in the field of Human Services and may want to consult an advisor before pursuing the program.

Music Audio Technology
Associate in Applied Science (A.A.S.)

An entrance audition is required for admission to this program. Contact the School of Music at 518-381-1231 for further information.

Mission

The Music Audio Technology A.A.S. degree program provides rigorous training in basic musicianship, contemporary recording and reinforcement technologies, and management and legal responsibilities. The program prepares graduates to:

Goal I: Achieve musicianship with a concentration in voice, piano, organ, guitar or an orchestral instrument.

1) Attain musicianship competencies through two semesters of private study

2) Display attainment of School of Music repertory and recital standards through performances in classes and recitals

3) Complete a performance examination at the end of two semesters of private study

Goal II: Demonstrate ensemble musicianship.

1) Perform in a major ensemble for a minimum of four semesters

2) Acquire ensemble performance skills in rhythm, intonation, balance, and timbre

Goal III: Acquire technical competency in music theoretical and analytical skills.

1) Identify and analyze the technical components of musical compositions

2) Acquire keyboard skills for accompaniment, and analysis

3) Aurally identify melodic and harmonic components in music and demonstrate the ability to sing numerous varied styles of music from notation

Goal IV: Achieve aesthetic awareness for a broad range of musical literature and style periods from antiquity to the present.

1) Examine, identify and describe western art music from all style periods

2) Examine, identify and describe jazz or rock music styles and their development

Goal V: Demonstrate skills and knowledge of the use of contemporary music technologies for audio recording and reinforcement.

1) Demonstrate skills in music recording techniques, software, audio path design, and equipment selection

2) Formulate, design and complete audio recording projects

3) Demonstrate skills in live sound reinforcement, signal path, and equipment selection

Goal VI: Develop theoretical, analytical, and management skills relevant to the music business field.

1) Demonstrate knowledge of music business practices including contracts, mechanical and other reproduction rights and copyrights

2) Demonstrate awareness of emerging trends and technologies and their impact on the music industry

3) Demonstrate an awareness of the history and development of the music industry

4) Complete an internship experience in audio recording, reinforcement, or other area of music business

Goal VII: Demonstrate a core of knowledge from a minimum of seven liberal arts courses from the approved SUNY General Education course list to facilitate transfer and advanced study within a discipline.

1) Analyze, identify and describe different cultural perspectives in the humanities, social sciences, and the arts through study of their impact and influence on music styles development

2) Analyze, identify and describe different theoretical perspectives in the humanities, social sciences, and arts and their impact on the development of western music

3) Demonstrate effective communication skills in music rehearsal and teaching environments

4) Demonstrate metaliteracy by locating, evaluating and utilizing music related information from a variety of sources, including online and other electronic media

SUNY Schenectady County Community College is an accredited institutional member of the National Association of Schools of Music.

First Year

Fall Semester — CR

ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MUS 178	Audio Recording I	3
MUS	Performance Ensemble (a)	1
MUS 163	Performance Concentration I (a)	2
	Basic Musicianship I:	
	MUS 151 Theory I	2
	MUS 155 Aural Skills I	1
	Restricted Diversity: Equity, Inclusion, and Social Justice SUNY General Education Elective (b)	3
MUS 287	Keyboard Techniques I	1
		17

Spring Semester — CR

ENG 124	Literature and Writing	3
MUS	Performance Ensemble (a)	1
MUS 164	Performance Concentration II (a)	2
	Basic Musicianship II:	
	MUS 152 Theory II	2
	MUS 156 Aural Skills II	1
MAT	MAT 123, MAT 145 or Higher	3
MUS 179	Audio Recording II	3
		15

Second Year

Fall Semester — CR

MUS 176	Video Production Basics	1
MUS	Performance Ensemble (a)	1
MUS 278	Audio Recording III	3
MUS 231	Music Business I	3
MUS 230	Live Sound Reinforcement	3
MUS 121	Enjoyment of Music	3
		14

Spring Semester — CR

MUS 280	Audio Recording Field Experience	3
MUS 235	Music Business II	3
MUS	Performance Ensemble (a)	1
MUS 115	Rock Music Style and Dev OR MUS 127 Jazz Styles and Dev	3
MGT 123	Introduction to Business	3
	Natural Sciences and Scientific Reasoning SUNY General Education Elective	3-4
		16-17

Minimum Credit Hours required for degree: 61

Notes:

(a) All students enrolled in Performance Concentration (MUS 163, 164) are required to also be enrolled in the appropriate major ensemble.

Performance Organization requirements are as follows:

- All brass and woodwind concentrations will complete four semesters of MUS 114 Wind Ensemble.

- All percussion concentration students will complete a minimum of two semesters of MUS 126 Percussion Ensemble and two semesters of MUS 114 Wind Ensemble.

- All organ, piano, and vocal concentration students will complete four semesters of MUS 132 Chorus.

- All guitar concentration students will complete four semesters of MUS 122 Guitar Ensemble or MUS 124 Classical Guitar Ensemble.

- All string concentration students will complete four semesters of MUS 160 Orchestra which is an off-campus ensemble.

(b) Choose one of the following: HIS 130, HIS 227, HIS 229, HIS 233

Paralegal
Associate in Applied Science (A.A.S.)

Mission

The Paralegal program prepares graduates with the knowledge and skills necessary to assist attorneys in their professional responsibilities. Paralegals, under direct attorney supervision, must be mindful of prohibitions against lay persons practicing law. The program prepares graduates to:

Goal I: Demonstrate knowledge of a broad range of ethical legal practices by.

1) Identifying the unauthorized practice of law
2) Displaying knowledge of legal best practices
3) Applying established paralegal ethics in case studies

Goal II: Exhibit professional paralegal skills and abilities by.

1) Demonstrating proficiency in both traditional and technological methods of legal research
2) Demonstrating capabilities in formatting legal documents, constructing legal briefs, and preparing legal submissions
3) Displaying competency in legal writing

Goal III: Demonstrate understanding of substantive and procedural law by.

1) Displaying knowledge of the major sub-divisions of the law
2) Classifying the principle foundations of the legal system
3) Delineating the concepts of legal jurisdiction and judicial review

Although legal assistants or paralegals are qualified by education, training or work experience to assist a lawyer in the performance of specifically delegated legal work, they are cautioned not to engage in the unlicensed practice of law.

Paralegals must work under the supervision of an attorney and may not provide legal services directly to the public, except as permitted by law.

First Year

Fall Semester		CR
BUS 118	Document Formatting	3
BUS 121	Business Law I	3
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 123	Quantitative Reasoning OR higher	3-4
PAL 111	Survey of American Law	3
		16-17

Spring Semester		CR
BUS 123	Business Law II	3
BUS 135	Adv. Document Formatting	3
ENG 124	Literature and Writing	3
PAL 112	Legal Research	3
PAL 114	Courts and Litigation	3
		15

Second Year

Fall Semester		CR
PAL 217	Estates and Trusts	3
PAL 219	Real Property	3
	Restricted DEI Elective (d)	3
	Natural Sciences SUNY General Education Elective	3-4
	Accounting Elective (b)	3-4
		15-17

Spring Semester		CR
ETH 221	Professional & Applied Ethics	1
PAL 231	Family Law	3
PAL 233	Administrative Law	3
	Restricted Humanities SUNY General Education Elective (a)	3
	Restricted Elective (c)	3
	Social Sciences SUNY General Education Elective	3
		16

Minimum Credit Hours required for degree: 62

Notes:

(a) The Restricted Humanities Elective is to be chosen from a SUNY General Education course in the following areas: World Language, English Literature (ENG 230, 240, 250, or 280), Philosophy, or Public Speaking.

(b) Accounting Elective: Any ACC (Accounting) course.

(c) Restricted Elective:

PAL 250 Paralegal Internship, CIS 221 Computer Applications, or CRJ 131 Criminal Law

(d) Choose from: HIS 130, HIS 227, HIS 229, HIS 233

To ensure the integrity and continuity of the SUNY Schenectady Paralegal program, no more than three (3) legal specialty (PAL) courses may be granted credit by transfer or by alternative credit sources. No transfer credit may be granted for Courts and Litigation (PAL 114) except from an appropriate New York State institution.

CERTIFICATE PROGRAMS

Certificates are awarded for programs designed to prepare the student for immediate entry into an occupation or to upgrade abilities and skills or transfer into an SUNY Schenectady degree program.

Certificate Programs

- Assistant Chef
- Bank Financial Security and Money Laundering Prevention
- Chemical Dependency Counseling
- Community Health Worker
- Computer Repair and Networking
- Craft Beer Brewing
- Craft Spirit Distillation
- Digital Music and Beats Production
- Direct Support Professional
- Early Childhood
- Entrepreneurship
- Health Studies
- Hospitality and Tourism
- Medical Coding and Billing
- Mobile Food Service
- Music
- Teaching Assistant

Assistant Chef Certificate

The School of Hotel, Culinary Arts and Tourism's primary mission is to provide quality education and technical training for students entering the Hospitality Industry. This will enable graduates to achieve success in hotel, culinary arts, and tourism professions.

Individuals may earn a certificate or an Associate's degree in their chosen field and/or have the opportunity to take specific courses of interest that will add to their specialized skills and personal knowledge, as well as assist them in managing a hospitality business.

The Assistant Chef Certificate program provides practical training in the restaurant and food service fields. Graduates are qualified for a number of positions, including assistant chef, commercial and assistant hospital food service worker and are able to work in colleges, schools, hospitals, nursing homes, industrial settings, restaurants and quick food services.

This one-year certificate program is designed for students wishing a shorter course of study than the two-year Hotel and Restaurant Management or Culinary Arts degree curriculum. Graduates of this program may transfer into the Hotel and Restaurant Management or Culinary Arts degree curriculum with a minimum loss of credit.

In addition to buying textbooks, students in the Assistant Chef program are expected to purchase uniforms ($100+) and a knife set ($200+). Hats and/or hairnets are required by the New York State Health Code. Students will be required to comply with the dress and sanitation requirements of the American Culinary Federation.

Note: The only jewelry permitted in cooking laboratories are wedding rings. No nail polish is allowed. Full uniform attire is required for any food preparation activity in all labs at all times. Specific details regarding the Policies for Food Laboratories are available from the School of Hotel, Culinary Arts and Tourism.

Fall Semester		*CR*
FYS 100	First Year Seminar	1
HOT 111	Food Preparation I	3
HOT 119	Elements of Baking	3
HOT 110	Math for Food Service Records	3
HOT 135	Sanitation Techniques	1
HOT 238	Dining Room Mgmt & Operations OR	
	HOT 253 Banquet Mgmt & Operations (a)	3
TAT 121	Intro. to the Hospitality Industry	3
		17

Spring Semester		*CR*
HOT 112	Food Preparation II	3
HOT 117	Food & Beverage Control	3
HOT 218	Human Resources Mgmt/HFI	3
HOT 251	Quantitative Foods (a)	3
HOT 238	Dining Room Mgmt & Operations OR	
	HOT 253 Banquet Mgmt & Operations (a)	3
		15

Minimum Credit Hours required for certificate: 32

Notes:

(a) The time element for this course will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking and serving of a complete menu. The course outline will be flexible to meet the successful fulfillment of projects.

Note: Cleaning, preventative maintenance and sanitation are practiced under the supervision of the Instructor and the Technical Assistant during and after all laboratory exercises.

Bank Financial Security and Money Laundering Prevention Certificate

The Bank Financial Security and Money Laundering Prevention Certificate is designed to meet industry needs, as recommended by the local banking industry. The objectives of the program are to prepare students for entry-level positions in banking, for which critical responsibilities include detecting fraudulent activity in personal and commercial accounts.

Program Goals:

1. To demonstrate knowledge in the areas of accountancy, business, information systems, and law;
2. To develop a basic understanding of statistics and its application to the banking industry;
3. To identify legal and ethical issues relative to working in business;
4. To communicate effectively in writing;
5. To develop basic competencies required to better understand and detect fraudulent activity in personal and commercial bank accounts.

Fall Semester		*CR*
ACC 121	Financial Accounting	4
BUS 121	Business Law I	3
CIS 221	Computer Applications	3
ENG 123	College Composition I	3
MAT 126	Descriptive Statistics	3
		16

Spring Semester		*CR*
ACC 205	Comp. Applic in Accounting	3
ACC 240	Internal Auditing	3
BUS 253	Intro Bank Security & Money Laundering	3
ENG 211	Technical and Prof Writing	3
ETH 221	Professional & Applied Ethics	1
		13

Minimum Credit Hours required for certificate: 29

Chemical Dependency Counseling Certificate

Mission

The Chemical Dependency Counseling, A.A.S. degree program's mission is to prepare its graduates for immediate employment in residential, in-patient and other rehabilitation centers. The specialized addiction curriculum is enhanced by social science courses and coordinated with field experiences to provide students with models of ethical conduct, helping skills and the foundation for a professional career. The program prepares graduates to

Goal I: Demonstrate supportive and facilitative communication skills.

1) Apply the principles of effective leadership by demonstrating appropriate counseling strategies and skills
2) Communicate effectively within professional and academic environments both orally and in writing using the appropriate English conventions

Goal II: Demonstrate a professional identity, commitment to ethical practice.

1) Apply the Credentialed Alcoholism and Substance Abuse Counselor (CASAC) Cannon of Ethical Principles
2) Identify and explain the role and basic tools and processes a CASAC utilizes to properly diagnosis and treat individuals and families affected by addiction
3) Complete two field placements of 150 hours each working with a CASAC

Goal III: Demonstrate a core set of skills and theoretical background essential for employment in the field.

1) Complete coursework in the four categories of education and training (350 clock hours) required by OASAS
2) Identify different theoretical perspectives as they apply to the substance abuse field
3) Research discipline specific topics and issues using a variety of print and electronic resources
4) Apply essential strategies of client engagement and the assessment, evaluation and treatment planning process

Goal IV: Recognize diversity and the role cultural competence plays in the proper delivery of the continuum of substance abuse treatment.

1) Identify the multi-cultural identities in the lives of people in their community and beyond
2) Identify the traditions, values and family systems of various populations
3) Apply appropriate strategies in working with diverse populations

SUNY Schenectady County Community College has been approved as a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider.

According to NYS OASAS, students who have a criminal history are not automatically prevented from receiving their CASAC, but will be required to provide information relative to their conviction to be considered as part of the review of the CASAC Application.

Secondary Program Exclusion

Students should work closely with their advisor if they wish to pursue both a certificate and degree in the Human Services or Chemical Dependency areas.

Fall Semester   CR

ENG 123   College Composition.. 3
FYS   100   First Year Seminar.. 1
HUS 150   Introduction to Chemical Abuse and Dependency...... 3
HUS 255   Alcohol and Substance Abuse: Prevention/Education. 3
PSY   121   Introduction to Psychology 3
SOC 125   Introduction to Social Work and Social Welfare 3
                                                                             16

Spring Semester   CR

HUS 157   Substance Abuse Counseling... 4
HUS 254   Pharmacology of Psychoactive Drugs........................... 3
HUS 250   Planning Assessment and Treatment 3
PSY   222   Lifespan Development.. 3
SOC 127   Interpersonal and Group Dynamics.............................. 3
                                                                             16

Minimum Credit Hours required for certificate: 32

Notes:

a) According to NYS OASAS, students who have a criminal history are not automatically prevented from receiving their CASAC, but will be required to provide information relative to their conviction to be considered as part of the review for the CASAC Trainee Application. Chemical Dependency Counseling Certificate students may be subject to a fingerprinting check, or be asked about criminal convictions before working in the field. Those who have a criminal history may have difficulty obtaining a field placement and/or employment in the field of chemical dependency counseling and may want to consult an advisor or college counselor before pursuing the program.

b) SUNY Schenectady does not issue a CASAC Trainee Certification. Students completing the program will have fulfilled all of the academic requirements for the application, but will need to apply through the New York State Office of Alcohol and Substance Abuse Services (OASAS).

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Community Health Worker Certificate

Mission

The role of this certification is to help individuals acquire the knowledge and skills necessary to fulfill the purpose of a community health worker. Community health workers serve a variety of functions including advocacy, basic clinical skills, and education, and they improve healthcare outcomes because they help patients access services that they might not otherwise access.

The certificate prepares graduates to:

Goal I: Demonstrate professional skills and abilities;

1) Demonstrate knowledge of the community healthcare delivery system;
2) apply skills required to effectively facilitate and manage healthcare;
3) apply best practices methods for healthcare literacy, and promotion.

Goal II: Demonstrate professional communication skills;

1) Communicate effectively in oral and written form within professional healthcare environments.

Goal III: Identify and apply cultural competencies;

1) Identify cultural barriers that impede access to quality healthcare;
2) apply appropriate strategies in working with culturally diverse populations.

Fall Semester   CR

ENG 123   College Composition.. 3
FYS   100   First Year Seminar.. 1
PSY   121   Psychology 3
SOC 125   Intro to Social Work and Social Welfare........................ 3
SOC 127   Interpersonal and Group Dynamics.............................. 3
SOC 222   Sociology of the Family... 3
                                                                             16

Spring Semester   CR

HUS 221   Human Services Field Instruction I................................ 3
PSY   227   Psychology of Disabilities 3
CIS   221   Computer Applications 3
HSC 100   Intro to Health Professions 1
BIO   110   The Human Body 3
                                                                             13

Minimum Credit Hours required for certificate: 29

Computer Repair and Networking Certificate

The Computer Repair and Networking Certificate is a one-year program that prepares students for employment as support personnel for computer network administrators in an industrial or commercial environment. The certificate also serves as the first year of the Computer Networking and Systems A.A.S. degree program, so that certificate students who desire an A.A.S. degree can obtain it with one additional year of study.

The Computer Repair and Networking Certificate program enables graduating students to:

- Obtain a foundation in computer repair and networking theory and practice;
- Prepare for employment as support personnel in computer and network support roles;
- Develop of critical thinking skills and approaches for problem solving, and
- Understand the ethical and social issues involved in computing.

Fall Semester		*CR*
CIS 221	Computer Applications	3
CIS 110	Workstation Arch/Support I (A+)	3
CIS 240	Internetworking Fundamentals	3
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MAT 123	Quantitative Reasoning	3
		16

Spring Semester		*CR*
CIS 111	Workstation Arch/Support II (A+)	3
CIS 129	Programming Fundamentals	3
CIS 249	Intro to Routing and Switching	4
ENG 211	Tech & Professional Writing	3
	Restricted Elective (a)	3
		16

Minimum Credit Hours required for certificate: 32

Advisement Notes:

a) Restricted Electives should be chosen from: CIS 134, CIS 225, or MAT 149.

Craft Beer Brewing Certificate

The Certificate program in Craft Beer Brewing prepares students for direct employment in the craft beer brewing industry. Students gain theoretical and hands-on experience related to the craft beer brewing industry, qualifying them to assume a variety of roles in the craft beer brewing profession.

This program in coordination with craft beer industry professionals and faculty prepares graduates to:

Goal I: Develop competencies required in the craft beer brewing industry.

1) Apply common terminology used in the industry
2) Apply the steps/processes of each area of a brewery including manufacturing, warehousing, marketing and sales
3) Demonstrate ability to utilize industry processes and equipment for production
4) Demonstrate the understanding of historical and emerging industry trends

Goal II: Explore options for further education and/or employment.

1) Identify various continuing education opportunities
2) Research career opportunities through an internship
3) Create personal and professional goals and link to career opportunities

Fall Semester		*CR*
FYS 100	First Year Seminar	1
BMT 101	Intro Bev Management	3
BMT 105	Bev Sales Merchandising	3
BMT 102	Beer & Brewing	3
CBB 103	Craft Beer Brewing Production I	3
HOT 117	Food and Bev Control	3
		16

Spring Semester		*CR*
CBB 101	Craft Beer Operation	3
BMT 103	Managing Beverage Operations	3
CBB 102	Beers of the World*	3
CBB 104	Craft Beer Production II	3
CBB 250	Craft Beer Brewing Internship	3
		15

Minimum Credit Hours required for certificate: 31

Notes:

* Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum.

Craft Spirit Distillation Certificate

The Craft Spirit Distillation certificate program is a 31 credit hour program designed to prepare students for immediate employment or ongoing education. Students gain both theoretical and practical experience related to the craft spirit distillation industry in North America. Graduates are well qualified to assume a variety of responsible roles in craft spirit distilleries including distiller, distilling operator, packaging, quality control, sales and marketing, tasting room manager, event and tour manager, and distribution.

Fall Semester		*CR*
FYS 100	First Year Seminar	1
BMT 101	Intro Bev Management	3
BMT 104	Spirits, Distillation, and Mixology	3
BMT 105	Beverage Sales and Merchandising	3
DST 101	Intro to Distillery Operations	3
DST 102	Craft Spirit Production I	3
		16

Spring Semester		*CR*
BMT 103	Managing Beverage Operations	3
DST 103	Craft Spirit Production II	3
DST 104	Spirits of the World*	3
DST 250	Craft Spirit Internship	3
HOT 117	Food & Bev Control	3
		15

Minimum Credit Hours required for certificate: 31

Notes:

* * Students who cannot take this class because of medical conditions or religious beliefs should substitute either a three-credit HOT or TAT course not required in the curriculum.

Digital Music and Beats Production Certificate

The Digital Music and Beats Production Certificate is intended to serve students who wish to pursue careers in digital audio media. These careers can include gaming and other media audio production, broadcast production and editing, digital performance, and audio/music recording. Students in the program will study digital sound production, editing, with special emphases on use of pre-existing materials/sampling, composition of original music, recording sound, and proper use of industry software and equipment.

No audition is required for entry into the Digital Music and Beat Production program.

Fall Semester		*CR*
MUS 106	Ear Training and Sight Singing	3
MUS 133	Digital Music and Beat Prod. I	3
MUS 178	Audio Recording I	3
MUS 181	Beginning Piano	2
FYS 100	First Year Seminar - Music	1
	MUS Restricted Music Electives (a)	2
		14

Spring Semester		*CR*
MUS 147	Music Fundamentals	3
MUS 134	Digital Music and Beat Prod. II	3
MUS 179	Audio Recording II	3
MUS 182	Intermediate Piano	2
MUS 121	Enjoyment of Music OR	
	MUS 115 Rock Music Styles and Development	3
	MUS Restricted Music Electives (a)	2
		16

Minimum Credit Hours required for certificate: 30

Notes:

(a) Restricted Music Electives:

Fall (Select 2 credits)

MUS 135 Applied Music I 2

MUS 171 Beginning Voice Class 2

Spring (Select 2 credits)

MUS 135/136 Applied Music I or II 2

Direct Support Professional Certificate

Mission

The purpose of this certification to help individuals acquire the knowledge and skills necessary to enter the workforce as direct support professionals. Direct-care workers provide an estimated 70 to 80 percent of the paid, hands-on, long-term care, and personal assistance received by Americans who are elderly or living with disabilities or other chronic conditions.

The certificate prepares graduates to:

Goal I: Demonstrate professional skills and abilities;

1) Analyze the impact of social policies on individuals and systems;
2) apply major social work theories.

Goal II: Demonstrate professional communication skills;

1) Communicate effectively in oral and written form within professional environments.

Goal III: Identify and apply cultural competencies;

1) Identify cultural barriers to societal integration;
2) apply appropriate strategies in working with culturally diverse populations.

Fall Semester		*CR*
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
PSY 121	Psychology	3
SOC 125	Introduction to Social Work and Social Welfare	3
SOC 127	Interpersonal and Group Dynamics	3
		13

Spring Semester		*CR*
BIO 110	The Human Body	3
PSY 227	Psychology of Disabilities	3
HUS 221	Field Instruction	3
CIS 221	Computer Applications	3
		12

Minimum Credit Hours required for certificate: 25

Direct Support Professional I & II Microcredential

The Direct Support Professional Micro-Credentials deliver skills, education and training to enrolled students leveraging existing curriculum from the Direct Support Professional certificate program. These courses meet the National Alliance for Direct Support Professionals (NADSP) education accreditation requirements and prepares students to achieve the NADSP DSP Certification. Additionally, the micro-credentials are intended to be stackable and could potentially lead to the attainment of the Direct Support Professional Certificate.

Direct Support Professional I

Semester 1		*CR*
CIS 221	Computer Applications	3
SOC 125	Introduction to Social Work	3
SOC 127	Interpersonal and Group Dynamics	3
		9

Direct Support Professional II

Semester 1		*CR*
PSY 227	Psychology of Disabilities	3
ENG 211	Technical and Professional Writing	3
HUS 221	Field Instruction	3
		9

Early Childhood Certificate

This Early Childhood Certificate is designed to prepare students who wish to work with children from birth through 8 years of age in a variety of early childhood environments. The courses provide an understanding of the developmental needs of children along with specific skills for working with children. In addition, there is a work experience in which students spend eight hours per week working directly with children in a supervised setting. This program can also serve as a "stepping-stone" for those who want to pursue an A.A.S. or A.S. degree in a related field.

Fall Semester		*CR*
ECH 121	Developmentally Appropriate Practices in ECE (a)	3
ECH 123	Curricular Methods I & Assessment (a)	3
ECH 225	Fostering Emergent Literacy	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
		14

Spring Semester		*CR*
ECH 131	Early Childhood Field Instruction and Seminar I (c)	4
ECH 227	Guidance of Young Children	3
PSY 155	Introduction to Special Education	3
PSY 230	Child Development OR ECH 252 Infant and Toddler Development (b)	4
		14

Minimum Credit Hours required for certificate: 28

Notes:

(a) It is imperative that students enroll in ECH 121 and ECH 123 concurrently during their first semester as they are only offered in the Fall semester. Failure to complete these courses will prevent them from progressing in their programmatic requirements and prevent them from taking their first field course in the Spring semester.

(b) Students interested in teaching children ages 3 years to 8 should enroll in the 4-credit PSY 230 Child Development course. Students interested in teaching children birth to age 3 should enroll in the 3-credit ECH 252 Infant and Toddler Development course.

(c) All students enrolled in ECH 131 Early Childhood Field Instruction and Seminar I must supply the following before entering the field:

    1. A notarized Criminal Conviction Statement.

    2. A signed "I Will" statement to uphold the NAEYC Code of Ethics and SCCC Early Childhood Professional behaviors.

Entrepreneurship Certificate

The Entrepreneur Certificate is designed for students interested in launching their own business ventures or working in start-up companies. Graduates will have knowledge to develop a business plan that integrates information and skills essential to ethical business operations and functions.

Fall Semester		*CR*
ACC 121	Financial Accounting	4
FYS 100	First Year Seminar	1
MGT 123	Introduction to Business	3
MGT 242	Entrepreneurship	3
MGT 213	Principles of Management	3
		14

Spring Semester		*CR*
BUS 252	Business Plan Development OR MGT 250 Business Internship	3
MGT 215	Sales and Service	3
MKT 223	Marketing	3
MGT 127	Human Resource Management	3
		12

Minimum Credit Hours required for certificate: 26

Health Studies Certificate

The mission of the Health Studies certificate is to provide a foundation of academic prerequisites for students seeking admission to an Associate's degree in an allied health care program. The curriculum provides a foundation essential for transfer into a variety of academic majors, such as nursing, dental hygiene, and radiologic technology.

The Health Studies Certificate program will enable graduates to develop:

- An understanding of the basic principles of the anatomy and physiology of the human body;
- The ability to recognize and comprehend the basic principles of microbiology;
- The ability to explain the role of nutrition in health maintenance;
- An understanding of the roles and responsibilities of allied health care personnel, and
- Fundamental problem solving skills.

Fall Semester		*CR*
BIO 117	Biology of the Cell or higher (a)	4
CHM 113	Fund of Chemistry (b)	4
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
HEA 100	Medical Terminology	3
		15

Spring Semester		*CR*
BIO 273	Anatomy & Physiology I (a)	4
MAT 147	Statistics (c)	3
PSY 121	Psychology	3
SOC 121	Sociology	3
	General Elective (d)	3-4
		16-17

Minimum Credit Hours required for certificate: 31

Notes:

(a) If a student has taken high school biology and chemistry with a Regents Exam grade of 75 or higher, or an equivalent course at another institution, they may enroll in BIO 273 in Fall and BIO 274 in Spring. Other scenarios should be covered with advisement and permission of the dean.

(b) If a student was successful in high school chemistry (Regents Exam grade of 75 or better), CHM 113 may be substituted with another course.

(c) MAT 147 is the recommended course for entrance into nursing programs. Other courses to meet math requirement should be discussed with advisor.

(d) General elective to be chosen based on transfer institution. For example, some schools require HSC 101, CHM 121, ENG 124, BIO 241, NTR 161, or PSY 222.

Hospitality and Tourism Certificate

The School of Hotel, Culinary Arts and Tourism's primary mission is to provide quality education and technical training for students entering the Hospitality Industry. This will enable graduates to achieve success in hotel, culinary arts, and tourism professions.

Individuals may earn a certificate or an Associate's degree in their chosen field and/or have the opportunity to take specific courses of interest that will add to their specialized skills and personal knowledge, as well as assist them in running a hospitality business.

The Hospitality and Tourism Certificate provides training and instruction in tourism and sales, specifically booking conventions, meetings and training seminars, advertising and promotion. The processing of reservations, registering guests, assigning rooms, handling mail and messages, providing financial and credit accommodations and furnishing information about the hotel, community or special events are also covered in this program. Those desiring a better understanding of dining room and banquet operations (front of the house operations) should take HOT 238 Dining Room Management and Operations, and HOT 253 Banquet Management and Operations as additional electives, though not required in the program.

This program is designed for students wishing a shorter course of study than the Hospitality and Tourism Management A.A.S. degree program. However, graduates of this program may transfer into the degree program with no loss of credit.

Graduates of this program are qualified for entry level positions in tourism, meeting planning, and front desk positions. Students who take the additional electives will be qualified for entry level positions in catering and banquet offices, as well as entry level positions in dining room operations.

Fall Semester		*CR*
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
HOT 217	Front Office Management	3
HOT 277	Tourism Development	3
HOT 253	Banquet Management Operations (a)	3
TAT 121	Introduction to the Hospitality Industry	3
		16

Spring Semester		*CR*
BUS 212	Business Communications	3
HOT 218	Human Resources Management/HFI	3
HOT 276	Meetings & Convention Management	3
HOT 291	Computers for the Hospitality Industry	3
TAT 140	Event Management	3
		15

Minimum Credit Hours required for certificate: 31

Notes:

(a) The time element for this course will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking, and service of a complete menu. The course outline will be flexible to meet the successful fulfillment of projects.

Medical Coding and Billing Certificate

This certificate was designed to prepare individuals to work in hospitals, physician offices, and other healthcare facilities as medical coders and billers. The curriculum is designed to provide an understanding of medical terminology essential to understand the language of medicine and the essential functions required to work as a medical coder and/or biller. Students will study principles of healthcare information management, electronic record keeping and information sharing, billing and reimbursement, and international medical coding systems. The program was designed using skills and knowledge required for medical coding and billing established by the American Healthcare Information Management Association (AHIMA).

Completion of this certificate program will help prepare graduates for the first level of certification as a Certified Coding Associate (CCA). Although certification is not a requirement for most entry-level coding positions, it may be required for advancement in the profession. For more information on certification and electronic medical records you can visit the organization's web site at www.ahima.org.

A student considering this program should be comfortable with computer data entry and the use of computers to access and analyze data. Some work experience in a healthcare field is recommended.

Fall Semester		*CR*
BIO 110	Human Body OR BIO 112 Human Biology	3-4
FYS 100	First Year Seminar	1
HEA 100	Medical Terminology	3
HIM 112	Electronic Healthcare Delivery System	3
HIM 110	Introduction to Healthcare Information Systems	3
		13-14

Spring Semester		*CR*
HIM 210	Career Capstone in Medical Coding	3
HIM 201	Healthcare Billing and Reimbursement	3
HIM 202	Current Procedures in Terminology Coding & Lab	4
HIM 203	ICD Coding Systems and Lab	4
MAT 147	Statistics	3
		17

Minimum Credit Hours required for certificate: 30

Mobile Food Service Certificate

The Mobile Food Service Certificate program prepares students for direct employment in the mobile food service industry. Student gain theoretical and hands-on experience related to both cooking and baking, and administrative skills qualifying them to assume a variety of roles in the mobile food service profession.

Graduates of this program will:

Goal I: Demonstrate baking and cooking techniques following NYS Department of Health Sanitation Guidelines.

1) Apply the fundamentals of baking science to the preparation of a variety of products. Properly use and care for equipment normally found in the bakeshop or baking area.

2) Develop skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products. Operate equipment safely and correctly. Apply knowledge of the laws and regulations relating to safety and sanitation in the kitchen.

3) Develop skills in producing a variety of cold food products. Prepare items appropriate for buffet presentation, including decorative pieces.

4) Describe the characteristics, functions, and food sources of the major nutrients and explain how to maximize nutrient retention in food preparation and storage. Apply the principles of nutrient needs throughout the life cycle of menu planning and food preparation.

5) Develop an understanding of the basic principles of sanitation and safety and to be able to apply them in the foodservice operations. Reinforce personal hygiene habits and food handling practices that protects the health of the consumer.

6) Demonstrate the importance of a variety of sustainable practices. Implement them in foodservice operations as a means of controlling operating costs and exercising good environmental stewardship.

Goal II: Demonstrate purchasing, food costing, and personnel management skills necessary to perform such functions within a mobile food service operation.

1) Perform mathematical functions related to foodservice operations.

2) Prepare for the transition from employee to supervisor. Evaluate styles of leadership and develop skills in human relations and personnel management.

3) Apply the principles of menu planning and layout to the development of menus for various types of facilities and service.

4) Apply the overall concept of purchasing and receiving practices in quality foodservice operations. Demonstrate knowledge of quality standards and regulations governing food products through to the purchasing function. Receive and store food and non-food items properly.

Goal III: Support and provide strong service skills to ensure customer satisfaction.

1) Be familiar with varieties of alcoholic and non-alcoholic beverages. Develop an appreciation and affinity for wine and food. Explain laws and procedures related to responsible alcohol service.

2) Perform dining room service functions using a variety of service types. Demonstrate an understanding of quality customer service.

3) Develop an understanding of the hospitality industry and career opportunities in the field. Investigate trade publications and professional organizations appropriate for continuing education. Become familiar with the organizational structure and basic functions of departments within hospitality and foodservice establishments.

Spring Semester — CR

		CR
HOT 135	Sanitation	1
HOT 110	Math for Food Service	3
HOT 275	Marketing for Hospitality	3
HOT 117	Food and Beverage Control	3
MFS 101	Mobile Food Service 1 (a)(b)	3
FYS 100	First Year Seminar	1
		14

Summer Semester — CR

		CR
MFS 102	Mobile Food Service 2 (a)	6
MFS 103	Mobile Food Service 3 (a)	6
		12

Minimum Credit Hours required for certificate: 26

Notes:

(a) The time element for this course will vary according to functions and assignments required to cover the projects involving actual conditions of preparation, cooking and serving of a complete menu. The course outline will be flexible to meet the successful fulfillment of projects.

(b) Completion of both HOT 111 and HOT 112 can substitute for MFS 101.

Note: Cleaning, preventative maintenance and sanitation are practiced under the supervision of the Instructor and the Technical Assistant during and after all laboratory exercises.

Music Certificate

This program is intended for those who wish to pursue development as a trained music professional. Students are prepared for employment as singers, instrumental musicians, or private and group music lesson instructors. Students receive training for work in music retail, and other entry level positions in the music industry. This program can also serve as a "stepping-stone" for those wishing to pursue an A.A.S. or A.S. degree in a related music field.

No audition is required for entry into the Music Certificate program.

The program prepares graduates to develop:

- Musicianship through the study of a major instrument or voice
- Basic theoretical and analytical musical skills
- Basic awareness of the evolution of western music
- A variety of basic business skills applicable to the music industry

Fall Semester — CR

		CR
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
MUS 135	Applied Music I*	2
MUS 147	Music Fundamentals	3
MUS 181	Beginning Piano**	2
	Restricted Elective (a)	3
		14

Spring Semester — CR

		CR
BUS 127	Business Computer Applications	3
MUS 106	Ear Training & Sight Singing	3
MUS 113	Basic Ensemble***	1
MUS 121	Enjoyment of Music	3
MUS 136	Applied Music II	2
MUS 182	Intermediate Piano**	2
		14

Minimum Credit Hours required for certificate: 28

Notes:

(a) Restricted Elective: Students should consult with an advisor when choosing from the following:

> MGT 123 Introduction to Business
> MUS 178 Audio Recording I
> MUS 231 Music Business I
> COM 231 Digital Culture

* Voice students without prior training may substitute MUS 171 Beginning Voice Class for one semester of Applied Music.

** Students studying piano as their primary instrument in MUS 135 or MUS 136 (Applied Music) may substitute Restricted Electives for MUS 181 or 182.

*** Students may substitute one of the following ensembles with permission of the instructor. Ensemble credit taken to satisfy Music Certificate requirements may not be used to satisfy A.S. or A.A.S. music degree requirements. Ensembles include:

> MUS 114 Wind Ensemble
> MUS 116 Jazz Ensemble
> MUS 117 Flute Ensemble
> MUS 118 Vocal Chamber Ensemble
> MUS 119 Brass Ensemble
> MUS 122 Guitar Ensemble
> MUS 124 Classical Guitar Ensemble
> MUS 126 Percussion Ensemble
> MUS 128 Jazz Combo
> MUS 130 Chamber Ensemble
> MUS 132 Chorus
> MUS 160 Orchestra

Teaching Assistant Certificate

The Teaching Assistant Certificate was designed to serve a dual purpose – to assist individuals to meet the New York State Education Department requirements and as a pathway for those interested in continuing their education in pursuit of a teaching degree. Students earning a Teaching Assistant Certificate will have:

- Completed a minimum of four SUNY General Education requirements;
- Completed a three-credit Foundations of Education course and will understand the major theories, models and metaphors used to represent and discuss educational practices;
- Spent a minimum of 10 hours in an educational setting within the community;
- Had an opportunity to assess realistically their interests and possible careers in education, and
- Met the New York State Education Department's education requirements for a Pre-professional Teaching Assistant Certificate.

Before working in a public educational setting, prospective employees will be required to undergo a fingerprint check. Individuals with a criminal history should be aware that they may have difficulty obtaining clearance for a New York State Teaching Assistant Certificate. Students with questions in this area may want to consult an advisor or College counselor before pursuing the Teaching Assistant Program.

Part-time Students/First Year/Fall Semester		*CR*
ENG 123	College Composition	3
FYS 100	First Year Seminar	1
PSY 121	Introduction to Psychology	3
		7

Part-time Students/First Year/Spring Semester		*CR*
	Restricted Humanities Elective (a)	3
	Restricted Psychology Elective (b)	3-4
		6-7

Part-time Students/Second Year/Fall Semester		*CR*
	Arts OR Foreign Language (e)	3
MAT 123	Quantitative Reasoning OR Science Elective (d)	3-4
		6-7

Part-time Students/Second Year/Spring Semester		*CR*
	CIS OR Liberal Arts Elective (c)	3-4
TET 221	Foundations of Education	3
		6-7

Full-time Students/Fall Semester		*CR*
ENG 123	College Composition	3
PSY 121	Introduction to Psychology	3
	Arts OR Foreign Language (e)	3
MAT 123	Quantitative Reasoning OR Science Elective (d)	3-4
		12-13

Full-time Students/Spring Semester		*CR*
	Restricted Humanities Elective (a)	3
	Restricted Psychology Elective (b)	3-4
	CIS OR Liberal Arts Elective(c)	3-4
TET 221	Foundations of Education	3
		12-14

Minimum Credit Hours required for certificate: 25

Notes:

Students planning on transferring should become familiar with the particular requirements of the transfer institution as they choose electives.

(a) Restricted Humanities Elective: ENG 124 Literature and Writing OR COM 105 Public Speaking.

(b) Restricted Psychology Elective: PSY 230 Child Development, PSY 223 Adolescent Psychology, OR PSY 155 Introduction to Special Education.

(c) Students may use this elective to complete a mathematics, science, history, OR other liberal arts requirement that meets a transfer or career need.

(d) MAT 123 or higher OR Science Elective.

(e) Arts: Three credits of course work in ART, MUS (except MUS 231) OR Foreign Language: ASL, FRE, ITA, or SPA. Computer languages do not satisfy this requirement.

Information about the Assessment of Teaching Assistant Skills (ATAS), formerly called the New York State Assessment of Teaching Assistant Skills (NYSATAS), may be accessed at http://www.nystce.nesinc.com

Before working in a public educational setting, prospective employees will be required to undergo a fingerprint check. Individuals with a criminal history should be aware that they may have difficulty obtaining clearance for a New York State Teaching Assistant Certificate. Students with questions in this area may want to consult an advisor or college counselor before pursuing the Teaching Assistant Program

CREDIT COURSES

Course Numbering System

Courses are identified by an alphanumeric code, made up of three letters and three numbers, preceding the course title and course description. The three letters identify the subject field or program (MUS=Music). The three numbers generally indicate course level:

1. Courses numbered 101 through 199 are primarily first-year courses, but all students meeting course prerequisites may enroll.
2. Courses numbered 201 through 299 are generally second-year courses. These courses are open to students who have completed prerequisites.

Sample Course Listing:

Course   Course
Prefix   Number

PSY 121   **(3-0-3)**
Introduction to Psychology

Course Title   Hours of   Hours   Semester
                                Lecture   of Lab   Hours
                                Per Week   Per Week   of Credit

The remainder of the course listing includes course description, prerequisites and conditions for applicability, if any.

Prerequisites, when listed, are those courses that must be completed prior to enrolling in a course.

Corequisites, when listed, are courses which may be taken either prior to or at the same time as enrolling in a course.

While the College provides each accepted student a schedule of courses each semester pertaining to their academic objectives and in partial fulfillment of program requirements, it cannot assure a desired time schedule, a preferred instructor or a given course.

Courses are generally offered in the semesters indicated by the following codes after each course description:

F - Fall   S - Spring

If no code is indicated, the course is offered based on program need. Summer and evening course offerings vary and are also based on program need. Contact the appropriate Division Dean for more information. The College reserves the right to alter its scheduling or cancel a course because of insufficient enrollment.

Electives

The majority of degree and certificate programs, as well as some certificate programs, include electives to be selected from designated areas. Elective courses provide students with the opportunity to choose the courses that are the most appropriate or the most interesting to them.

Students are encouraged to meet with their advisor in planning the electives to be included in their program of study. To aid the student and advisor in determining which electives will be acceptable, SUNY Schenectady uses DegreeWorks, an online curriculum worksheet and advisement tool.

Restricted Electives are to be chosen from those courses so designated in the program requirements. The specific courses are designated by course prefix and/or course number in the program's Curriculum Worksheet.

General Electives are to be chosen from among all courses offered by the College so long as they are applicable to the appropriate degree program.

Note: The following courses will be offered during the semester in which they are listed in the various curricular displays. Some courses may be offered in the evening or on Saturday mornings during other terms as well. The College reserves the right to limit registration for courses, to discontinue courses for which there is insufficient enrollment and to change times and/or instructors.

World language courses are taught in accordance to demand. Completion of one course in a sequence does not require the College offer the remainder of the sequence unless there is sufficient demand. In particular, completion of one or two courses in an evening sequence does not obligate the College to offer the remainder of the sequence unless there is sufficient demand.

Accounting

ACC 121 (4-0-4)
Financial Accounting

This course introduces current procedures of financial accounting and Generally Accepted Accounting Principles (GAAP). The course emphasizes the analysis of business transactions and the study of the accounting cycle. Topical areas in the course include accrual-based accounting concepts, internal controls; financial statement preparation; and accounting elements of a corporate business entity. An Excel-based software is utilized to practice and complete many of the problems. Ethical accounting standards are embedded throughout the course materials.

ACC 122 (4-0-4)
Managerial Accounting

This course introduces current managerial accounting concepts, theories and practices applicable to manufacturing, retail and service industries. Job order, process cost and activity-based cost systems are introduced. Topics include budgeting, profit analysis, product pricing and reporting concerns of decentralized operations. Students utilize an Excel-based software system to practice and complete many of the problems. Ethical issues are discussed throughout the course.
PR: ACC 121

ACC 222 (3-0-3)
Intermediate Accounting I

This course gives intensive consideration to financial accounting theory and the current application of Generally Accepted Accounting Principles (GAAP). A significant amount of time is devoted to financial statement preparation and presentation. Emphasis is placed on the balance sheet and its various accounts. Topics covered include the accounting cycle, measurement of income, acquisition and disposal of assets, and the time value of money.
PR: ACC 122
Fall only

ACC 225 (3-0-3)
Income Tax Accounting

This course introduces the current income tax law and tax regulations for individuals and certain business entities. Specific tax situations are presented and analyzed in accordance with the taxation rules set forth by the Internal Revenue Code and other primary tax sources such as case law. Topics include an examination of what constitutes income, acceptable deductions, analysis of property transactions, alternative minimum taxation, and recent legislation. Individual tax forms are prepared.

ACC 226 (4-0-4)
Intermediate Accounting II

This course continues the study of financial accounting theory and practice. It examines specific accounts, including current and contingent liabilities, bonds, notes, corporate income taxes, leases, capital stock, pensions, and retaining earnings. It also covers the preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). It addresses financial statement analysis, revenue recognition rules, accounting changes, and other topics. Excel-based web software systems are utilized to complete assignments.
PR: ACC 222

ACC 240 (3-0-3)
Internal Auditing

This introductory internal auditing course examines the fundamental internal audit concepts followed by an illustration of how to conduct internal audit engagements. Topics covered include an examination of governance concepts, risk management, internal control the procedures used by internal auditors, the assurance engagement, methods used to communicate the results, and procedures for following up. The course examines internal auditing within a computerized environment.
PR: ACC 121

ACC 250 (0-9-3)
Accounting Internship
This course provides an opportunity to explore and gain experience in a career area related to accounting. Textbook theory and classroom experience is enhanced while working in a supervised professional setting. The field study will incorporate accounting or accounting related assignments. All field work will be supplemented by scheduled meetings with the instructor. The course requires the completion of 120 hours of fieldwork. Grading is on a pass/fail basis.
PR: Accounting or Business major, completion of 30 credit hours, completion of ACC 122, minimum overall GPA of 2.5, and permission of the Division.

Air Traffic Control

ATC 101 (0-3-1)
Flight for Controllers
This course provides a student with the practical flight experience in a single engine aircraft to integrate flight and air traffic control sequences. This primary flight training includes dual instruction only in basic flight maneuvers, air traffic control procedures at controlled and uncontrolled airports, introduction to cross country procedures and air traffic control at terminal and enroute facilities. Students are introduced to navigational facilities and procedures including traffic sequencing takeoff and approach at normal and high density airports.
PR: FAA Second Class Medical Certificate (required), proof of U.S. citizenship or completion of the U.S. Office of Homeland Security, Terminal Security Administration background check requirements.
CR: AER 103
Fall Only

ATC 110 (3-0-3)
Air Traffic Basics
This course covers the knowledge areas for a Control Tower Operator Certificate. Subjects covered in this course include: a review of the Air Traffic Control (ATC) System and the National Airspace System, aircraft separation minima requirements, fundamentals of radar, introduction to Federal Aviation Administration (FAA) orders and manuals (7110 manual), Letters of Agreement, Search and Rescue Operations, Pilot/Controller Glossary and mandatory phraseology, stripmarking and clearance requirements. Students will be required to complete the FAA Control Tower Operator's Exam in order to continue in subsequent ATC program laboratories.
PR: AER 103 and AER 101 or ATC 101

ATC 141 (0-3-1)
Instrument for Controllers
This course provides a student with the practical flight experience in a single engine aircraft to integrate instrument flight and instrument air traffic control sequences. This flight training includes dual instruction in attitude instrument flying, instrument navigation, air traffic control system and clearances, departure and enroute charts and procedures, holding, approach charts and procedures and IFR cross country navigation. Must enroll concurrently with AER 140.
PR: ATC 141 or AER 101.

ATC 200 (3-0-3)
Ground Control
This course covers the required knowledge for ground and clearance delivery controllers. Students will learn aircraft recognition features and performance material, airport utilization and console instruments specific to ground control and clearance delivery. Students will be exposed to and determine best course of action procedures for handling emergency and unusual situations as a function of the ground control position.
PR: ATC 110
CR: ATC 205
Fall only

ATC 205 (0-6-2)
Ground Control Laboratory
This course is an application of the knowledge information gained in ATC 110 and ATC 200 through a laboratory setting for control of aircraft during ground operations. Students will gain experience through the use of low fidelity training simulation, observation of ground control and clearance delivery operators and hands-on, over-the- shoulder aircraft control. Students will be required to utilize knowledge of the air traffic system, proper terminology and phraseology in all facets of aircraft control during taxi, clearance and ground operations.
PR: ATC 110 and FAA Second Class Medical Certificate
CR: ATC 200
Lab Fee: $2,000
Fall only

ATC 250 (3-0-3)
Local Control
This course covers the required knowledge for local tower controllers. Students will learn VFR and IFR separation rules and apply rules to separating departing and arriving aircraft in visual and instrumental conditions, VFR on-top and special VFR conditions. Students will learn helicopter and special flight operations for numerous aircraft types and configurations. Students will apply weather theory and instrumentation to the various effects on inflight aircraft including LLWSAS, runway condition advisories and hazardous weather advisories. Students will be introduced to primary and secondary radar tower equipment.
PR: ATC 200 and ATC 205
CR: ATC 255
Spring only

ATC 255 (0-6-2)
Local Control Laboratory
This course is an application of the knowledge gained in ATC 250 through a laboratory setting for control of aircraft during flight operations. Students will gain experience through the use of low fidelity training simulation, observation of flight control operators and hands-on, over- the-shoulder aircraft control. Students will be required to utilize knowledge of the air traffic system, proper terminology and phraseology in all facets of aircraft control during VFR and IFR departure and arrival operations. Upon completion of this laboratory, students will have gained the experience to complete a Control Tower Operator-Facility Rating at the Schenectady County Airport.
PR: ATC 200 and ATC 205
CR: ATC 250
Lab Fee: $2,500
Spring only

ATC 260 (2-0-2)
Enroute Control
This course is a study of the required knowledge for Enroute Control Operations. Students will be introduced to subject areas involving a career in the FAA as an air traffic controller. Subjects covered include: a review of the ATC System and the National Airspace System, airway facilities, role of the air traffic controller, locations and office facilities. Students will gain insight into entry level positions within the FAA and training at the FAA Academy in Oklahoma City, OK. Students will be exposed to primary and secondary radar control operations including DBRITE radar indicator tower equipment. Students will gain strategies for satisfactorily completing the FAA entrance exam (Air Traffic Selection and Training AT-SAT test).
PR: ATC 200
CR: ATC 250
Spring only

ATC 280 (1-6-3)
Aviation/ATC Internship
This course provides a student with the opportunity to explore and gain experience working in an aviation or air traffic control related career. Classroom theory and laboratory experiences, were applicable, are enhanced

while working under the supervision of a professional in the industry. Field study will incorporate aviation or air traffic control related assignments and will require scheduled meetings with the instructor. Completion of 90 hours of fieldwork is required and grading is on a pass/fail basis. Students must apply for and receive Instructor or Dean approval to enroll in this course.

American Sign Language

ASL 121 (3-0-3)
Elementary American Sign Language I
As the first half of the one-year sequence in elementary American Sign Language (ASL), this course introduces students to the processes and structure of the language and provides the basic skills necessary to use the language. Students' expressive (signing) and receptive (comprehension) skills are enhanced by an understanding of Deaf Culture. A minimum of five hours of additional ASL practice is required to be completed in the college's Language Lab. The course is designed for beginners.

ASL 122 (3-0-3)
Elementary American Sign Language II
As the second half of the one-year sequence in Elementary American Sign Language (ASL), this course continues the study of the processes and basic structures of ASL to provide higher level skills to use the language more fluently. Students' expressive (signing) and receptive (comprehension) skills are enhanced by a deeper understanding of Deaf Culture. A minimum of five hours of additional ASL practice is required to be completed in the college's Language Lab.
PR: ASL 121

Arts

ART 115 (3-0-3)
Principles of Color
This course introduces students to a variety of painting media. Students learn, apply, and analyze the elements of art and the principles of design in their own art making and in the art of others. The course emphasizes various methods of painting, including watercolor, acrylic, and oil.

ART 122 (3-0-3)
Introduction to Painting
This course includes segments of lecture, demonstration, and application. It includes lectures on the history of painting and its relationship to the history of art. It facilitates student development of basic painting techniques through the exploration of such fundamentals as observation, composition, color theory, and perspective, as well as working from still life, landscape, the figure, and music. The course incorporates the demonstration of design fundamentals on a weekly basis. It strongly encourages personal expression.
PR: ART 128

ART 127 (2-2-3)
Introduction to Watercolors
This foundational painting course includes segments of both lecture-demonstration and laboratory. Lectures include topics on the history of watercolors and its relationship to the history of art. Sessions facilitate the student's exploration of fundamentals such as observation, composition, color theory, the basic techniques in watercolor, as well as working from still life, landscape, the figure, and music. The course demonstrates and incorporates design fundamentals, and personal expression is strongly encouraged.

ART 128 (2-2-3)
Introduction to Drawing
This course includes segments of lecture, demonstration, and laboratory. It includes lectures on the history of drawing and its relationship to the history of art. It facilitates student development of basic drawing techniques through the exploration of fundamentals such as observation, composition, color theory, perspective, as well as working from still life, landscape, the

figure, and music. The course incorporates the demonstration of design fundamentals on a weekly basis. It strongly encourages personal expression.

ART 129 (2-2-3)
Two-Dimensional Design
This foundation course introduces students to the basic theory and practice of two-dimensional design. It emphasizes an understanding of two-dimensional design concepts and explores the elements and value of concept, image, expression, visual problem solving, and studio practice.
PR: ART 127 or 128 or evidence of studio art in high school

ART 133 (3-0-3)
History of Art I
This course introduces the students to the history of art in the western tradition from prehistory to the end of the Middle Ages. It focuses on communication through the visual forms of painting, sculpture and architecture. Additionally, it provides students the opportunity to identify and analyze examples of media, forms, and content in relation to various cultures and periods.

ART 135 (3-0-3)
History of Art II
This course introduces the history of art in the western tradition from the Italian Renaissance to the 20th century. It demonstrates how painting, sculpture, and architecture communicate through visual form. It provides students the opportunity to identify and analyze examples of media, forms and content in relation to various cultures and periods.

ART 150 (3-0-3)
Introduction to Film and Culture
This course explores film as a critical social mirror within a selected cultural context. The course examines artistic elements such as narrative, cinematography, direction, acting, and mise-en-scene, and focuses on the socio-cultural and historical factors that shape cinema such as political and religious ideologies, class, ethnicity, race, gender, sexuality, and physical ability.

ART 211 (3-0-3)
Digital Public Art
This course examines the conceptual framework of digital public art. It introduces public-art practice, including a brief history of public art and an exploration of public art in context. It also introduces such technological advancements and tools as video art, laser and LED projections, augmented realities, and the metaverse.

ART 226 (1-0-3)
Business of Art
This course introduces students to management principles of the arts and promotional strategies for artists. Students learn grant writing fundamentals and how to identify opportunities for such possible arts funding as scholarships, internships, and fellowships. This course helps students to develop their professional portfolio, as well as to identify differences among artist statements, biographies, CV's, and resumes. The course introduces a brief history of marketing, as well as current social media trends and such traditional methods of promotion and publicity as press releases, business cards, and websites. It also introduces students to the fundamentals of exhibition, promotion, and management of art exhibitions in a gallery space.

ART 250 (1-0-3)
Art Internship
This course provides for experience in an arts organization or gallery. The internship allows students to combine classroom theory and application with real-world experience. It also allows them to explore potential career paths. This course requires completion of 135 hours of supervised fieldwork. Pass/Fail Only; This course cannot be taken for credit in addition to ART 280.
PR or CR: ART 115, 122, 128, 133, 135, 211, and 226; and permission of the instructor or the dean; and COM 105 Public Speaking

ART 280 (3-0-3)
Capstone: Public Art Project
This course asks students to conceptualize, execute, and present a specific public-art project. This project can be either a permanent or temporary installation or a performance, that brings awareness to current social issues within the community. The project is a service-learning project, for which students partner with a local public arts organization and /or non-profit agency. Pass/Fail Only; This course cannot be taken for credit in addition to ART 250.
PR or CR: ART 115, 122, 128, 133, 135, 211, and 226; and permission of the instructor or the dean

Astronomy

AST 123 (3-0-3)
Exploring Space
This course examines present and future methods of space exploration. Topics include the basic science, instruments, technology, dangers, benefits, costs, and practical and political importance of space exploration. Discussion topics include space stations, moon colonies, manned missions from Mercury through Apollo, and current international space missions.
Spring only

AST 125 (3-0-3)
Solar System
This course introduces students to the modern exploration of the solar system. Topics include the evolution and characteristics of the major planets, moons, and numerous minor planets of the solar system. Other topics include solar and lunar eclipses, seasons, lunar phases and astronomical folklore, and comparisons to recently discovered planetary systems.
Fall only

AST 127 (3-0-3)
Cosmic System
This course introduces students to the scientific study of the cosmic system. Emphasis is placed on the evolution, life-cycle, and characteristics of the stars and galaxies. Information from recent discoveries by the space-based telescope and other 21st century telescopes is presented. Other topics include constellation identification, life in the universe, and current theories of cosmology.
Spring only

Aviation Science

AER 101 (0-3-1)
Intro to Flight Laboratory
This course provides a student with the practical flight experience in a single engine aircraft to acquire a Private Pilot's license, Aircraft, SEL certificate. The primary flight training includes dual and solo flight time to meet the Federal Aviation Administration (FAA) practical testing standards in such training as basic flight maneuvers, takeoff and landing, night flying and cross-country procedures. Minimum FAA flight training hours apply and students will, in most cases, exceed those minimum hours in order to meet practical test standards. Completion of the FAA knowledge exam is required for this certificate.
PR: FAA Second Class Medical Certificate (required), FAA First Class Medical Certificate Recommended, Homeland Security Administration Background Requirements. Students must be eligible for ENG 123 and 100-level Math course.
PR/CR: AER 103
Lab Fee: $16,151
Fall only

AER 102 (3-0-3)
Aviation History
This course provides a general description of the entire field of aviation starting with the early achievements of flight and progressing through the various milestones to the present age. This course contains an overview of the governmental involvement with the aviation industry from establishing the postal routes, safety regulation, airline subsidies, through deregulation of the airline industry. This course includes the contributions to aviation by women, minorities and other cultures. The introduction and development of power flight, from Zeppelins, Flying Boats, through the Boeing 777, and the X-30 Oriental Express and beyond is also explored. An extended field trip will be made to either the Curtis Air Museum in Hammondsport, N.Y. or the Rhinebeck Aerodrome, Rhinebeck, N.Y., to see aircraft from the early years of flight.
Fall only

AER 103 (4-0-4)
Introduction to Flight
This course provides a student with the fundamental concepts necessary to successfully complete the FAA Private Pilot Knowledge Exam. Subject areas included in this course are: theory of flight, basic aerodynamics principles, single-engine land airplane, operation/systems/performance, navigation, flight computer computations, communications, publications, regulations and basic emergency procedures.
PR: Students must be eligible to enroll in ENG 123 and a 100-level Math course
Fall only

AER 140 (4-0-4)
Elements of Instrument
This course is a study of the instrument flying techniques and procedures in conjunction with modern, ILS, VOR, ADF, GPS and radar facilities. The course includes the study of basic attitude instrument flying, instrument navigation procedures, holding, precision and non-precision departure, en route and arrival procedures, macro and micro-meteorology analysis, aircraft performance and decision making strategies for the instrument flight environment. Students are provided with the information necessary to complete the FAA Instrument Rating Knowledge Exam, although not a requirement for course completion. Students should be aware that achieving a 70% or higher on the FAA Knowledge Exam is required in order to achieve an FAA Instrument Rating.
PR: AER 103, or equivalent; or a Private Pilot's License

AER 141 (0-3-1)
Elements of Instrument Flight Lab
This course provides a student with the practical flight experience in a single engine aircraft and an approved flight training device to acquire flight time necessary toward an Instrument Rating, Aircraft, SEL. The primary instrument flight training includes dual flight time to meet the FAA airmen certification standards in such training as attitude instrument flying, departure, en route and approach procedures in the instrument flight environment, navigation systems, holding and emergency operations, instrument night flying and cross-country procedures. Minimum FAA flight training hours apply and students will, in most cases, exceed those minimum hours in order to meet airmen certification standards. Completion of the FAA knowledge exam is required for this certificate. FAA Second Class Medical Certificate (required), FAA First Class Medical Certificate (recommended); proof of US citizenship or of the US Office of Homeland Security, Terminal Security Administration background check requirements.
PR: AER 103 and AER 101, or equivalent Private Pilot's License
CR: AER 140 Elements of Instrument

AER 150 (3-0-3)
Airport Operations, Safety and Security
This course familiarizes students with the fundamental components of a typical commercial airport and its multi-level security requirements. In addition to a commercial airport's various support functions, the organizational structure, governing FAA regulations, inter-agency

relationships and management challenges are examined. Security issues are presented in a post 9/11 environment to include scenario-based discussions and problem-solving situations.
Fall only

AER 200 (3-0-3)
Commercial Operations
This course is a study of the required knowledge for a Commercial Pilot's license. Subjects covered in this course include: advanced aerodynamics, advanced aircraft systems, physiology, emergency procedures and planning, flight safety, and aeronautical decision making. There is a focus on crew resource management and flight safety operations to include Part 91 and Part 135 regulations and operations. Students will receive an instructor endorsement for the Commercial Pilot Knowledge Exam at the completion of the course requirements for an airplane-SEL.
PR: AER 103 or equivalent
Fall only

AER 210 (3-0-3)
Aviation Law
This course covers the history of aviation law, federal regulation of air transportation with special attention to ecological aspects of aircraft noise and pollutants and the role of state and federal government in aviation law, including functions of the Federal Aviation Administration and the Terminal Security Administration.
PR: AER 103 or permission of the department
Spring only

AER 214 (3-0-3)
Physiology of Flight
In this course students will study the physical effects of flight on the human body including a discussion of the following: cockpit resource management, effects of high altitude flight, G-forces, alcohol and drugs, including OTC and illicit, IMSAFE requirement of every pilot for the safety of themselves as well as other persons, passengers and property, and FAR Part 37 Medical disqualifications.
PR: AER 103 or permission of the department
Spring only

AER 228 (0-3-1)
Commercial Operations Lab I
This course provides a student with practical flight experience in a single-engine aircraft toward the FAA cross-country requirement to obtain a Commercial Pilot Certificate. This course alone will not complete all requirements for the commercial certificate. Students will gain flight experience in day and night cross-country both dual and solo. Concepts in risk management will be reinforced, as well as the function and practical use of standard operating procedures (SOP), minimum equipment lists (MEL), and commercial flight operations (Part 135 and Part 91) scenarios. Additional subject areas include: preflight assessment, flight deck management, preflight procedures, and airport operations.
PR/CR: AER 140, AER 141 and AER 200, or successful completion of the FAA Knowledge Exam, Commercial-ASEL within 12 months; Private Pilot, FAA Second Class Medical Certificate (required), FAA First Class Medical Certificate (recommended), proof of US citizenship or completion of US Office of Homeland Security background check requirements.

AER 229 (0-3-1)
Commercial Operations Lab II
This course provides a student with continued practical experience as it applies to complex and high-performance aircraft. Continued use of effective communication skills are reinforced and evaluated throughout this course. Students are introduced to the function and operation of advanced aircraft systems, practical experience in accelerated stalls, and advanced maneuvers in order to apply aerodynamic theory. Students are trained on advanced aircraft systems, including constant-speed propellers and retractable landing gear, the associated emergency procedures for these systems, and planning

for commercial flight situations. Students who have completed this course in conjunction with AER 228 will have received the practical flight experience requirements necessary to complete the FAA Commercial Practical Exam for a Commercial Pilot Certificate, Airplane, SEL.
PR/CR: AER 200, or successful completion of the FAA Knowledge Exam, Commercial-ASEL within 12 months, and AER 228
Additional aviation fee

AER 232 (3-0-3)
Basic Instruction
This course covers the techniques of basic flight instruction in order to become an FAA Certified Flight Instructor. Subjects covered include the fundamentals of flight instruction to prepare the student for the FAA Knowledge Exam on the Fundamentals of Instruction (FOI). Additionally, this course will analyze basic and advanced flight maneuvers, mechanics and regulations so as to prepare the student for the oral and written FAA Flight Instructor-Airplane exams.
PR: AER 200
Spring only

AER 233 (0-1-1)
Basic Instruction Lab
This course provides a student with the practical flight experience in a single engine aircraft to acquire an FAA Flight Instructor Certificate-Airplane, single engine land. Students will acquire instructional knowledge of the elements of all flight maneuvers and procedures necessary for private and commercial pilot certification. Analysis of the required maneuvers includes the recognition and correction of common student errors.
PR: AER 200, AER 228, AER 229 or equivalent, Commercial Pilot Certificate-Airplane, single engine land, FAA Second Class Medical
Lab Fee: $3,500

AER 236 (3-0-3)
Flight Safety
This course introduces practical safety material, organizations and equipment necessary to conduct safe daily flight operations. All factors including weather, maintenance, equipment and human factors will be examined, with particular emphasis on critical decision making under stress conditions. Proper decision making will be based on knowledge of formal weather briefing techniques, flight plan filing, search and rescue methods, post-crash survival, aircraft maintenance programs, accident/incident reports and forms, airport rescue and firefighting, the role of the NTSB and flight safety organizations, and modern hardware (Doppler radar, HSOS, LLWSAS, TCAS, GPWS).
PR: AER 103 or permission of the department
Fall only

AER 280 (1-6-3)
Aviation/ATC Internship
This course provides a student with the opportunity to explore and gain experience working in an aviation or air traffic control related career. Classroom theory and laboratory experiences, were applicable, are enhanced while working under the supervision of a professional in the industry. Field study will incorporate aviation or air traffic control related assignments and will require scheduled meetings with the instructor. Completion of 90 hours of fieldwork is required and grading is on a pass/fail basis. Students must apply for and receive instructor or dean approval to enroll in this course.

Baking Pastry Arts

BPA 101 (2-2-3)
Chocolate and Confections I
This course introduces students to the history, science, and manufacturing of chocolate. Students gain hands on practical experience in the manufacturing of chocolate from sourcing fair trade, quality cacao beans to the final stages of melanging and conching. They are instructed in the various methods of

hand and machine tempering and the preparation and molding of chocolate. A variety of chocolate confections are made including filled, molded, and hand dipped. Students prepare various chocolate garnishes and showpieces. Additionally, proper procedures for the safe operation, care, and sanitation of all machinery, equipment, and molds are covered. Sanitary practices and compliance with the laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.

BPA 104 (2-4-4)
Artisan Bread Baking
This course presents an in-depth study of the ingredients and processes used in the production of artisan bread. Students produce a range of breads, both contemporary and traditional, utilizing yeasted straight dough, pre-ferments, and sourdough for leavening. Rye bread production, recipe formulation and viennoiserie are taught as well. Sanitary practices and compliance with the laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 119

BPA 201 (2-2-3)
Chocolate and Confections II
This course expands the student's experience with chocolate by introducing modeling chocolate and techniques for decorating and spraying molded chocolate. Chocolate confections with nuts, crisp, and firm centers are produced. Specialty chocolate desserts are also covered. Additionally, this course introduces students to a variety of sugar techniques that produce a wide variety of confections and decorations to embellish desserts or stand on their own as showpieces. Students produce pastillage, blown, poured, and pulled sugar. Sanitary practices and compliance with the laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: BPA 101

Beverage Management

BMT 101 (3-0-3)
Intro to Beverage Management
This course covers the basic skills to work at and manage a property that serves alcoholic and non-alcoholic beverages. It introduces the basic production processes and varieties of alcoholic and non-alcoholic beverages. The course explains laws and procedures related to responsible alcoholic service.
Fall only

BMT 102 (3-0-3)
Fundamentals of Beer and Brewing
This course examines the role of beer in a historical perspective throughout the development of civilization. It also presents the different brewing processes, equipment used, styles of beer and the proper service of each type. The course introduces the pairing opportunities with foods and other beverages as well as trends in beer consumption.
Spring only

BMT 103 (3-0-3)
Managing Beverage Operations
This course examines the proper operation of establishments serving all types of beverage including alcohol. It details the systems and controls available to maintain a profitable beverage operation. Both retail and wholesale operations are investigated and studied. The course presents an introduction to bartending and mixology.
Spring only

BMT 104 (3-0-3)
Spirits, Distillation, and Mixology
This course studies the role of spirits and distillation in a historical perspective covering the development of civilization. It presents the different distillation processes, equipment used, styles of spirits and the proper service of each type. The course introduces the pairing opportunities with foods and other beverages as well as trends in spirit consumption.
Fall only

BMT 105 (3-0-3)
Beverage Sales & Merchandising
This course investigates visual merchandising as currently applied by professionals in the retail beverage industry. It presents effective merchandise presentation and the knowledge and skills to create retail environments that maximize sales.
Fall only

BMT 250 (0-9-3)
Beverage Management Internship
This course provides students with the opportunity for concentrated study, observation, and work in the area of individual interest in the field of Beverage Management. An instructor-approved internship is required. The internship allows students to combine classroom theory and real-world industry experience, while exploring potential career paths. The course requires completion of 135 hours of fieldwork. Grading is on a pass/fail basis.
PR: Consent of Instructor and minimum overall GPA of 2.0

Biology

BIO 110 (3-0-3)
The Human Body
This course is an introduction to general principles of biology through the study of the human body. Two-thirds of the course covers basic topics in scientific inquiry, chemistry, structure and function of cells and cellular processes, and one-third of the course covers topics in selected human organ systems. This course is intended for non-science majors requiring a non-lab science.

BIO 111 (3-3-4)
Fundamentals of Biology
This course introduces the fundamental concepts, principles, and phenomena in biology with emphasis on humans. Topics include biological chemistry, cell biology (eukaryotic and prokaryotic), genetics, metabolism and energy, plant diversity, cell reproduction, microbes, ecology, evolution, and forensic biology. Laboratory exercises reinforce lecture concepts employing diverse and modern techniques to perform investigative science, including dissection and online work. This course is designed for the non-science major.

BIO 112 (3-3-4)
Human Biology
This course introduces the structure and function of the human body. The course provides an overview of the major organ systems of the body including the integumentary, skeletomuscular, nervous, endocrine, cardiovascular, immune/lymphatic, digestive, respiratory, urinary, and reproductive. The course explores the human body as a biological system having a hierarchical organization. The laboratory complements the lecture topics and includes dissection. This course is not recommended for students pursuing science programs.

BIO 115 (3-0-3)
Current Topics in Biology
This is a one-semester course which will address some of the major problems and issues in biology. Cell structure and function, the nutritional needs of cells and organisms, the universal nature of the genetic code which allows genetic engineering, the effects of pollutants and the basic concepts of ecology are among the topics which will be covered. An appreciation of the scientific method and the types of questions science can answer will be fostered.

BIO 117 (3-3-4)
Biology of the Cell
This course introduces the general principles of biology through the study of the cell. The course covers basic topics in scientific inquiry, chemistry,

structure and function of cells, and cellular processes. This course also includes topics of anatomical terminology and tissues. The laboratory portion of the course complements the lecture topics. The course prepares students for advanced courses in the allied health fields. The course is recommended for students seeking an A.S. in either the Sciences or the Health Sciences.

BIO 141 (3-3-4)
Biology I
This is the first semester of a one-year course exploring the principles of modern biology. This course focuses on the development of molecular biology and its impact on modern concepts of cell structure and physiology, cell reproduction and energy transfer. In addition, this course covers genetics, the structure of DNA, and evolution. The laboratory portion of the course consists of topics correlating with lecture and includes dissection. Prior course work in biology and chemistry is required.

BIO 142 (3-3-4)
Biology II
This second semester of a one-year course explores in depth the principles of molecular, cellular, and organismal biology. Topics include the molecular basis of inheritance, evolution, population genetics, six-kingdom analysis, and the systems of the human body. The laboratory portion is designed in three parts. Part one consists of learning techniques in molecular biology. Part two involves learning characteristics of the six-kingdom system and the dissection of the fetal pig for different body systems. Part three consists of conducting a laboratory research project with a formal presentation of the results.
PR: BIO 141

BIO 149 (3-0-3)
Introduction to Biotechnology
This course is a general overview of the various fields in biotechnology. Topics include current career opportunities, biotechnology research, methodologies used in biotechnology, and bioethics.
Fall only

BIO 150 (0-3-2)
Intro to Biotechnology Lab
This laboratory covers basic protocols and techniques essential to work as a technician in pharmaceutical, biotechnology, and related industries. Labs include basic procedures, instrumentation, solution chemistry, and performing assays. Good Manufacturing Practice (GMP), Good Laboratory Practice (GLP), and Standard Operating Procedures (SOP) are covered.
PR/CR: BIO 149
Fall only

BIO 154 (3-0-3)
Introduction to Pharmacology
This course is a survey of the fundamentals of pharmacology and is designed for students in nursing or other health related fields. It will examine the basic understanding of drug actions, drug absorption, bioavailability, distribution, metabolism and excretion; the administration of therapeutic drugs; drugs that affect the nervous, cardiovascular, and renal systems; drugs with actions on smooth muscle; endocrine drugs; chemotherapeutic drugs; antimicrobials; cancer chemotherapy; immunopharmacology; special aspects of pediatric, geriatric, dermatologic and gastrointestinal pharmacology.
PR: BIO 273 and 274 and high school chemistry or CHM 113 or equivalent; higher level of chemistry preferred.
Fall only

BIO 170 (0-5-2)
Tissue Culture
This course is an introduction to the theory, standard practices, and methodologies of cell culture. Laboratory topics include sterile techniques, media preparation, cell growth, cell culturing, cell counting, maintenance and storage of cell lines, and scale-up.
PR: BIO 142
Fall only

BIO 171 (0-5-2)
Recombinant DNA Techniques
This is a basic laboratory course in the theory and concepts of recombinant DNA techniques. Topics include restriction enzymes application, methods of cDNA and genomic cloning, analysis of molecular markers, extraction, purification and sequencing of DNA, RNA expression, polymerase chain reaction, production and purification of recombinant proteins and search of biological database and database analysis.
PR: BIO 142
Fall only

BIO 172 (3-3-4)
General Toxicology
This course provides students to a general overview of the field of toxicology covering the basic principles, target organ toxicity, toxicity of particular compounds, risk assessment as it applies to environmental and medical toxicology. Laboratory topics include application of these concepts through utilizing common analytical techniques used in environmental toxicology and examining case studies.
PR: BIO 142
Spring only

BIO 173 (3-0-3)
Principles of Immunology
This course introduces the basic concepts in immunology. The course covers the molecular and genetic basis of the immune system. Antigen and antibody structure and function, antibody production, cellular based immunity, and the major histocompatibility complex will be emphasized.
PR: BIO 142
Spring only

BIO 174 (0-5-2)
Immunohistochemistry
This course introduces students to the various techniques used in the preparation, processing, detection, and evaluation of immunohistochemistry (IHC) slides. Techniques of histology, pathology, immunology, and enzymology will be applied to hands-on procedures of tissue processing and evaluation of data.
PR: BIO 142
Spring only

BIO 203 (3-3-4)
General Ecology
Through lecture and laboratory experiences, this course focuses on the study of major ecological principles including: population and community biology, competition and predation, physiological ecology and adaptations, ecosystems, nutrient cycles, energy flow, and ecological succession. The ecological basis of contemporary environmental problems is examined and related to human activities. Quantitative perspectives and analysis will be used throughout. Portions of the laboratory experience will occur outside the indoor laboratory space. External laboratory exercises will take place on campus property or immediately adjacent spaces, or may involve field trips.
PR: BIO 142 and CHM 121
Spring only

BIO 241 (3-3-4)
Microbiology
This course covers the principles of microbiology. Topics include microbial diversity, cell structure and function, physiology, genetics, reproduction, microbial pathogenicity and immunology, host resistance and immunity. Also covered are concepts in genetic engineering and biotechnology, industrial microbiology, and microbial ecology. Basic techniques and procedures used by microbiologists are emphasized in the laboratory.
PR: BIO 112 or BIO 141 or BIO 151 or Approval of the Dean.

BIO 245 (3-3-4)
Exercise Physiology
Students evaluate the acute responses and chronic adaptations of the body to the stresses of exercise. Major topics include cellular and molecular physiology, histology with emphasis on myology, circulatory, respiratory, neuromuscular systems, and bioenergetics.
PR: BIO 141

BIO 250 (1-8-3)
Biotechnology Internship
This course provides direct hands-on field experience in biotechnology, medical or research laboratories. Weekly progress reports are required. A minimum of 96 hours of internship-related activities is required at the placement site.
PR: BIO 150 and minimum GPA 2.5

BIO 261 (3-3-4)
Cell & Molecular Biology
This course covers the principles of cell and molecular biology, including structure, function, and molecular relationships amongst the components of the cell. Major topics include macromolecules, organelles, biological membranes, cell metabolism, growth and replication, energy transformation, extracellular matrix, signal transduction, organization of the genome and regulation of gene expression.
PR: BIO 142 and CHM 121
Fall only

BIO 262 (3-0-3)
Genetics
This course introduces students to the aspects of modern genetics. Topics include gene structure and function, Mendelian and non-Mendelian genetics, gene expression, population genetics, recombinant DNA technology, and genome analysis with emphasis on human aspects and applications.
PR: BIO 141 and CHM 121

BIO 263 (0-6-3)
Biotechnology Techniques
This course uses the laboratory setting to explore experimental and analytical techniques used in cell biology, molecular genetics and biotechnology to gain an understanding of cell and molecular processes. The course covers biotechnology laboratory skills applicable to research and industrial settings.
PR: BIO 261
Spring only

BIO 264 (0-3-1)
Genetics Laboratory
This course involves both hands-on and computer simulated experiments that cover basic genetics concepts and techniques. Student develop hands-on skills in the techniques and tools employed in traditional and modern molecular genetics research, and study development in model organisms. Students conduct lab exercises and assignments that apply the scientific method in genetic experiments, hone their writing skills, maintain a scientific research notebook, devise experiments, simulate, problem solve, and critically evaluate and communicate experimental results. This laboratory course is intended to accompany BIO 262 Genetics

BIO 273 (3-3-4)
Anatomy & Physiology I
This is the first course of a lecture –laboratory sequence for the students of the Allied Health fields. Lecture topics include anatomical and medical terminology, tissues, integumentary, skeletal, muscular, and nervous systems. Laboratory work covers the anatomy and physiology of the above topics and systems. Emphasis is placed on both gross and microscopic work. It also includes dissections.
PR: BIO 117 OR BIO 141; CHM 113 OR CHM 121. Or permission of the Dean.
Note: This course was previously offered as course number BIO 151

BIO 274 (3-3-4)
Anatomy & Physiology II
This is the second course of a lecture–laboratory sequence designed for the students of the Allied Health fields. Lecture topics include endocrine, cardiovascular, respiratory, digestive, immune/lymphatic, urinary, and reproductive systems, nutrition and metabolism, and fluid and electrolyte balance. Laboratory work covers the anatomy and physiology of the above systems and topics. Emphasis is placed on both gross and microscopic work. It also includes vertebrate dissections which are a required component of the study of gross anatomy.
PR: BIO 273
Note: This course was previously offered as course number BIO 152

Business

BUS 113 (3-0-3)
Business Mathematics
This course emphasizes the concepts of mathematics as they apply to a wide-range of personal and commercial business problems. The topics covered include how to dissect and solve word problems; fractions, decimals; banking; percents and their applications; trade and cash discounts; payroll; simple interest; compound interest and present value; installment buying; depreciation; and inventory and overhead.

BUS 118 (3-0-3)
Document Formatting
This course uses the touch method in teaching the alphabetic and numeric keys. Emphasis is on formatting, proofreading, and editing techniques using Microsoft Word. Topics include letters, memoranda, reports, and tables. Standard English composition skills are covered in the production of documents.

BUS 121 (3-0-3)
Business Law I
This course focuses on the nature and sources of law pertaining to the legal environment of business, contracts, and commercial transactions.

BUS 123 (3-0-3)
Business Law II
This course focuses on agency and employment law, business organizations, government regulation and property, and its protection.
PR: BUS 121

BUS 127 (3-0-3)
Business Computer Applications
This course provides hands-on, comprehensive coverage of the concepts and techniques required to use Excel to express, analyze and solve business-related problems. Topics covered include analyzing data with charts and what-if analysis tools, creating pivot tables, managing large workbooks, using advanced sorting and filtering, creating templates, using lookup functions and building complex formulas.

BUS 135 (3-0-3)
Advanced Document Formatting
This course provides advanced document formatting using the functions of Microsoft Word. Word processing commands are applied on a variety of documents such as letters with mail merge, tables, and reports. The student will also be introduced to legal forms, graphic enhancements and meeting management. Proofreading, composition and other language arts skills are integrated and reinforced.
PR: BUS 118

BUS 212 (3-0-3)
Business Communications
This course provides students with principles of effective communication in business, both written and oral. It focuses attention on the communication process including effective listening, writing and speaking. Topics include

analysis of business letters, reports, and memos for organization of ideas, conciseness and clarity. The course also requires writing business letters, memos and messages for electronic media, writing business reports, and an oral presentation. Writing resumes and applying and interviewing for employment are also covered in this course.
PR/CR: ENG 123

BUS 252 (3-0-3)
Business Plan Development
This award-winning course guides would-be entrepreneurs and existing businesses through the step-by-step process of starting, operating, and managing a business. Students receive training and guidance from successful business owners and advisors, learn about the core topics related to successfully starting and growing a business, work closely with other entrepreneurs, and expand their professional network. A complete business plan is developed and presented to a panel of judges in a competition sponsored by Sunmark Credit Union. Classes are held off-campus at the Capital Region Chamber's location in Colonie, NY (just off of Wolf Road). Approval by the Division of Business, Criminal Justice and Law and the Capital Region Chamber of Commerce is required to enroll in this course.
PR/CR: MGT 242

BUS 253 (3-0-3)
Introduction to Bank Security Act and Money Laundering
This course provides and introduction to the legal framework involving the Bank Secrecy Act and the role of banks in the United States in combating and preventing money laundering and terrorist financing. Topics include review and reporting requirements, assessing risks of services and entities, identification of suspicious activity and associated sanctions. Course material is contextualized in appropriate business entity legal frameworks and internal control structures.
PR: BUS 121, ACC 240

Chemistry

CHM 112 (3-3-4)
Introduction to General, Organic & Biological Chemistry
This course presents the fundamentals of general, organic, and biological chemistry with an emphasis on their relevance to the health sciences. Topics covered include measurement, atomic and molecular structure, gas laws, solutions, and pH. This course also introduces organic compounds and biological molecules which includes organic functional groups, carbohydrates, lipids, amino acids, proteins, nucleic acids, and enzymes. The laboratory covers techniques and illustrates the chemical principles covered in the course.

CHM 113 (3-3-4)
Fundamentals of Chemistry
This course covers the fundamentals of chemistry in one semester. Topics include dimensional analysis, Modern Atomic Theory, chemical bonding, classification of chemical reactions, stoichiometry, solution chemistry, and the gas laws. The laboratory illustrates the principles covered in the course. Note: This course requires basic algebraic skills.

CHM 115 (3-0-3)
Consumer Chemistry
This course introduces students to atoms and molecules and applies this to chemistry involved in our everyday lives, such as the chemistry food, household cleaners, personal care products, energy, and materials. The impact of chemistry in our environment will be considered throughout the course.

CHM 121 (3-3-4)
General Chemistry I
This course is the first semester of a two-semester sequence. Topics include Modern Atomic Theory, chemical bonding, classification of chemical reactions, stoichiometry, solution chemistry, the gas laws, and enthalpy. The laboratory experiments emphasize techniques, laboratory notebook keeping and illustrate the concepts studied in lecture. Prior coursework in chemistry is required.
PR/CR: MAT 118, MAT 148, MAT 154, or eligibility to enroll in MAT 167

CHM 122 (3-3-4)
General Chemistry II
This course is the second semester of a two-semester sequence. Topics include intermolecular forces, kinetics, equilibrium, acids and bases and their reactions, buffers, solubility and precipitation reactions, thermodynamics and electrochemistry. The laboratory experiments emphasize techniques, laboratory notebook keeping and illustrate the concepts studied in lecture.
PR: CHM 121 and MAT 118, MAT 154 or eligible to enroll in MAT 167 or higher

CHM 140 (3-3-4)
Fundamentals of Biochemistry
This course provides an introduction to the major classes of organic compounds, followed by an introduction to biochemistry including a study of the structure and function of the four major macromolecules in biochemistry- carbohydrates, lipids, proteins and enzymes, and nucleic acids. Other molecules, which are important to the cellular and molecular processes, such as hormones and vitamins, will also be studied.
PR: CHM 121
Spring only

CHM 228 (4-3-5)
Organic Chemistry I
This course is the first course of a two-semester course in organic chemistry. The first semester includes the study of structure, stereochemistry, nomenclature, preparation, and reactions and reaction mechanisms of alkanes, alkenes, alkynes, cyclic hydrocarbons, alkyl halides, ethers, epoxides, alcohols, and aromatic compounds. The laboratory stresses techniques, organic synthesis and the use of instruments for analysis.
PR: CHM 122 or equivalent
Fall only

CHM 229 (4-3-5)
Organic Chemistry II
This course is the second course of a two-semester course in organic chemistry. The second semester includes the study of structure, stereochemistry, nomenclature, preparation, reactions and reaction mechanisms of free radicals, carboxylic acids and their derivatives, B-dicarbonyl compounds, aldehydes, ketones, and amines. Special topics may include bioorganic compounds, synthetic polymers, or pericyclic reactions. The laboratory stresses techniques, organic synthesis, and the use of instruments for analysis.
PR: CHM 228 or equivalent
Spring only

College Study Skills

CSS 126 (3-0-3)
Integrated Reading & Writing I
The course introduces students to active reading strategies and integrates selected readings with writing assignments that focus on sentence and paragraph structure. It also emphasizes the application of appropriate grammar and mechanics.

Communications

COM 100 (3-0-3)
Introduction to Human Communications
This course introduces theories of human communication, especially those that emphasize effective communication practices in a variety of contexts, such as relational, group, public, and intercultural communication situations. The course also explores the impact of digital media and the online world on patterns of human communication.

COM 105 (3-0-3)
Public Speaking
This course introduces the essential steps in preparing and presenting speeches by applying basic communication principles and public speaking strategies to a variety of speaking assignments.

COM 121 (3-0-3)
Mass Media
This course focuses on how mass media function and impact United States culture. From both a historical and contemporary point of view, it explains the evolution of the eight areas of mass media: books, magazines, newspapers, recordings, radio, movies, television, and new media. It also explores the technological, economic, political and cultural aspects of the media. Communication and mass media theories are examined in tandem with an analysis of the key issues in the field.
PR or CR: ENG 123

COM 200 (3-0-3)
Introduction to Media Writing
This course explores the differing writing styles and formats used in a variety of media environments, including print, broadcast, and Web. This course emphasizes gathering relevant and accurate information and writing for specific audiences. Additional topics include writing advertising copy, writing for public relations, and the ethical and legal implications of writing for the media.
PR: ENG 123 College Composition or equivalent
Spring only

COM 231 (3-0-3)
Digital Culture
This course explores the development of the Internet including various social media platforms, and subsequent old and new media convergence. It also examines the resulting digital culture, especially in terms of power structure and social change, and analyzes the effects of digital media on diverse societal groups.
PR/CR: ENG 123

COM 235 (3-0-3)
Intro to Visual Communication
This course analyzes the production and consumption of visual messages, particularly those found in the media, and their impact on human communication. It combines theory and practice to explain how the human mind both processes and creates meaning from visual phenomena. This course examines the history of visual communication, principles of design and color theory, typography, the technology behind both print and electronic media, and technology's influence on design. The course also explores the idea that images combined with text are powerful ways to inform, educate, and persuade individuals.
PR: ENG 123
Fall only

COM 265 (0-9-3)
Communication Internship
This course provides students the opportunity to explore and gain experience in a career area related to communication in a supervised professional setting. An instructor-approved internship is required. The internship allows students to combine classroom theory and real-world experience, while exploring potential career paths. The course requires completion of 135 hours of fieldwork. Grading is on a pass/fail basis.
PR: COM 121 Mass Media or COM 231 Digital Culture, and permission of the instructor or dean

Computer Science

CIS 110 (3-0-3)
Workstation Architecture and Support I (A+)
This is part one of a two-part, hands-on, lab-oriented course covering the foundations of PC configuration and support. Topics include installation of different versions of the Windows operating system, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing and the preventive maintenance of PC's. Students learn how to build a computer and install different versions of the Windows operating system.

CIS 111 (3-0-3)
Workstation Architecture and Support II (A+)
This is part two of a two-part, hands-on, lab-oriented course. Part two of this course introduces local area networks and servers, preventive maintenance techniques, and specific strategies for troubleshooting hardware and software.
PR: CIS 110

CIS 115 (3-0-3)
History of Video Gaming
This course explores the world of gaming, from its earliest beginnings to current offerings. Included objects of study are such software and hardware delivery mechanisms as arcade games, video-game consoles, game media, cartridges, optical media, game pads, controllers, and virtual reality headsets. In addition, students examine classical game themes, sports simulators, automobile and flight simulators, and medical and surgical training simulators.

CIS 121 (3-0-3)
Introduction to Computers
This course introduces the student to fundamental concepts of computers and computing including number systems, hardware, architecture, information processing, operating systems, networks (including the Internet) and web design. Additionally, students will complete significant projects utilizing contemporary word processing, spreadsheet, and presentation graphics software. Fundamentals of programming will be explored using modern programming languages. Other software applications may be examined during the semester.
PR: BUS 115 or equivalent

CIS 129 (3-0-3)
Programming Fundamentals
This course provides an introduction to computer programming using a modern, object oriented programming language. It is intended to be an introductory programming course focusing on programming concepts and fundamentals.
PR: Eligible to enroll in 100-level math course

CIS 133 (3-0-3)
Programming in Java
This course provides an introduction to object-oriented programming using the Java programming language, with a focus on developing high quality, functional solutions to problems. Topics include data types, input/output, control structures, GUI interfaces, methods, classes, inheritance, and polymorphism. Students will use computer facilities to complete programming assignments.
PR: CIS 129

CIS 134 (4-0-4)
C++/UNIX
Students are introduced to commonly used algorithms. Students employ object-oriented design and object-oriented principles in problem solving using the C++ programming language. Students are introduced to the UNIX operating system and shell scripting. Students will be required to make use of computer facilities to complete programming projects.
PR: CIS 129 or equivalent

CIS 136 (3-0-3)
Introduction to Web Development
This course provides the student with the essential concepts and process of web page development, starting with Extensible Hypertext Markup Language (XHTML) coding and building to more complex layouts using cascading style sheets (CSS). The course will emphasize a disciplined approach to software design and coding. Attention will be directed toward the impact of a designer's choices on communication, understanding and accessibility.

Upon completion, all students will develop an original, dynamic, multi-paged website suitable for publishing on the WWW.
CR: CIS 221 Computer Applications

CIS 137 (3-0-3)
Unity Programming
This course examines how C# is used to make a game in Unity 3D. It introduces students to game mechanics. Students completing this course will be able to apply their knowledge to other development environments that use C#.
PR: CIS 129

CIS 140 (3-0-3)
Introduction to Computer Aided Drafting
This course teaches the basics of computer aided drafting as applied to engineering drawings using the AutoCAD drafting package. Topics include: fundamentals of computer aided drafting, drafting equipment, orthographic representations, special views, applied geometry and drawing conventions, basic dimensioning, section views, thread representation, detail and assembly drawings, auxiliary views, isometric and other pictorial drawings, geometric dimensioning and tolerancing. The student will then learn the fundamentals of 3-D solids and sheet designs using the Autodesk Inventor package.

CIS 221 (3-0-3)
Computer Applications
This course explores several components of the Microsoft Office suite of software applications including Word, Excel, PowerPoint, and Access. Upon completion of this course, the student will be prepared to test for the Microsoft Certified Application Specialist (MCAS) certification. Students are expected to have a basic knowledge of Microsoft Word and Excel.

CIS 223 (3-0-3)
Database Management
This course will give the student a basic overview of Relational Database Design. The student will acquire advanced knowledge of Microsoft Access and the ISO standard SQL language. Students will work individually on one large project encompassing all phases of database design and implementation.
PR: CIS 129 and adequate proficiency in Microsoft Access
Fall only

CIS 225 (3-0-3)
Operating Systems
This course will introduce students to Operating System theory and application. Operating System's concepts and components will be explored in both the UNIX (Linux) and Windows environments. Topics include: process management, communication and synchronization, memory management, device management, file systems, system administration and security.
PR: CIS 129
Spring only

CIS 229 (3-0-3)
Systems Analysis and Design
This course places an emphasis on a disciplined approach to software development using the application of software engineering principles. Students are provided with a systematic introduction to software development. The course introduces the student to the Software Development Life Cycle (SDLC), including a general overview of a typical business-oriented software system, the analysis of the system, an approach to the design of the system, and a plan for system testing and future maintenance. Students work collaboratively on a computer information systems project encompassing all phases of the SDLC.
PR: CIS 223
Spring only

CIS 235 (3-0-3)
Mobile Game Development
This course provides students with a thorough and practical introduction to the Unity Platform for mobile devices. In this course, students focus on creating a 2D platform game complete with touchscreen controls, physics, enemies, respawning, and collectibles. It also introduces students to 3D

games, virtual reality, and other more advanced applications. Finally, students are provided with guidance on publishing and marketing their applications.
PR: CIS 137

CIS 236 (3-0-3)
Advanced Web Design
This course provides a practical introduction to JavaScript and the design of dynamic web pages. The student will enhance the functionality and interactivity of web pages by learning to create and utilize embedded and external JavaScript source code.
PR: CIS 129 and CIS 136
Spring only

CIS 237 (3-0-3)
Advanced Web Programming
This course is for the student who wants to learn advanced web site programming techniques using contemporary development tools and languages. Concepts relating to server-side programming are explored.
PR: CIS 129 and CIS 136
Spring only

CIS 240 (3-0-3)
Internetworking Fundamentals
This course provides an introduction to networking. Topics include basic concepts and terminology relating to LANs and WANs including: data communications, types of networks, networking models and theory, protocols, and equipment. There is a strong emphasis on the OSI Model. The material covered in this course is applicable to sections of the Network+ certification exam. Please note that this is not a review course for the Network+ certification exam.
CR: CIS 221 or equivalent

CIS 241 (3-0-3)
Routing Fundamentals
This course covers the theory and application of routers to internetwork communications. There is an initial review of TCP/IP, Ethernet, the OSI model, network terminology, protocols, and standards. Primary emphasis is given to static routing and TCP/IP. Dynamic routing protocols are also introduced. Students will have the opportunity to work with simulator software to apply the concepts learned in class to a Cisco internetwork.
PR: CIS 240 and CIS 110

CIS 246 (3-0-3)
Data Structures
This course uses a modern, object-oriented language to introduce students to data structures and their role in efficiently storing and organizing computer-held data. Topics include: abstract data types, object-oriented programming, linked lists, stacks, queues, trees, recursion, sorting, and graphs. Additionally, contemporary professional communication and ethics issues are examined. Students use computer facilities to complete programming assignments.
PR: CIS 133 or CIS 134
Spring only

CIS 249 (4-0-4)
Introduction to Routing and Switching
This course describes the architecture, components, and operations of routers and switches in a small network. Topics include how to: configure a router and a switch for basic functionality, configure and troubleshoot routers and switches and resolve common issues with dynamic routing protocols, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.
PR: CIS 240

CIS 250 (4-0-4)
Computer Organization
Students are introduced to the structure and implementation of computer systems at the lower levels: the digital logic level, the microprogramming level, and the conventional machine language level. Students will be required to make use of computer facilities to complete programming projects.
PR: CIS 134 and MAT 167 or equivalent
Fall only

CIS 251 (4-0-4)
Switching and Advanced Routing
This course describes the architecture, components, and operations of routers and switches in larger and more complex networks. Topics include how to configure routers and switches for advanced functionality, to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, and STP in both IPv4 and IPv6 networks. Other topics include the implementation and configuration of common data link protocols and how to apply WAN security concepts, principles of traffic, access control and addressing services.
PR: CIS 249
Fall only

CIS 256 (3-2-4)
Introduction to Systems Management
This course introduces topics in managing server-based network operating systems, configurations, security, and troubleshooting. Students will have the opportunity to practice and implement techniques and strategies in class. Students will configure a server to provide file, print, and web services.
PR: CIS 240
Fall only

CIS 257 (3-3-4)
Advanced Networking and Systems Management
This course covers advanced topics in network communications and administration including server administration, monitoring and troubleshooting. Topics include advanced techniques in file and printer sharing, email and web services.
PR: CIS 256
Spring only

CIS 259 (1-8-3)
Computer Information Systems Internship
This course provides the computer information systems/ computer science student with the opportunity to participate in a planned, professional experience of observation, study and field work within selected business entities. Textbook theory and classroom experience are enhanced as the student works in an appropriately supervised setting. The field study will specifically incorporate computer related assignments. All field work will be supplemented by regularly scheduled meetings with the instructor. There is a final report and oral presentation due at the end of the semester during final exam week.
PR: CIS or Computer Science major with minimum overall GPA of 2.5 and permission of the department.

CIS 262 (3-0-3)
Network Security
This course provides instruction in the fundamentals of network and computer security. Topics include server and network hardening, threat assessment, protecting network infrastructure and services, physical security, business continuity and disaster recovery.
PR: CIS 251 Spring only

CIS 263 (3-0-3)
Intro to Computer Forensics
This course is designed to introduce students to topics necessary to initiate and complete a successful computer investigation. Students will set up a forensics lab, acquire the proper and necessary tools for a successful investigation, and conduct the investigation with subsequent digital analysis. The materials covered in this course are identical to the International Association of Computer Investigation Specialists (IACIS) and the Certified Forensic Computer Examiner (CFCE) Certification exam.
PR: CIS 111 and CIS 225
Spring only

Craft Beer Brewing

CBB 101 (3-0-3)
Craft Beer Brewing Operations
This course covers the planning, creation, and implementation of a craft beverage operation. Topics explored include planning of location, size, delays, starting and growing the operation, the legal and regulatory opportunities, branding, marketing and sales, and the equipment and technical needs for the operation.
Fall only

CBB 102 (3-0-3)
Beers of the World
This course concentrates on the basics of beer appreciation. Topics include geographical beer traits, proper service, and menu offerings. Activities include researching food and beer pairings for compatibility and profitability. Other activities include tasting and comparing beers of Europe, Asia, and North America.
Spring only

CBB 103 (2-2-3)
Craft Beer Production I
This course introduces the study of history, styles, process, technology, ingredients, fermentation and marketplace for craft beer production.
Fall only

CBB 104 (2-3-3)
Craft Beer Production II
This course studies the process, technology, ingredients and marketplace for craft beer production.
PR: CBB 103
Spring only

CBB 250 (0-9-3)
Craft Beer Brewing Internship
This course provides students with the opportunity for concentrated study, observation, and work in the area of individual interest in the field of Craft Beer Brewing. An instructor-approved internship is required. The internship allows students to combine classroom theory and real-world industry experience, while exploring potential career paths. The course requires completion of 135 hours of fieldwork. Grading is on a pass/fail basis.
PR: CBB 103
PR/CR: CBB 104

Criminal Justice/Criminology

CRJ 113 (3-0-3)
Introduction to Criminal Justice
This course provides the philosophical and historical background of the agencies that compose the criminal justice system. It focuses on the development of justice and law, crime and punishment, the administration of laws, the agencies' functions, career orientation and public policy.

CRJ 131 (3-0-3)
Criminal Law
This course emphasizes the study of substantive criminal law. Selected crimes most likely to be dealt with by the criminal justice professional are explored through discussion, where applicable, of the English Common Law precedents, general modern application and specific New York Penal Law.
Fall only

CRJ 133 (3-0-3)
Criminology
This course provides an etiology of crime and criminal behavior. The course delves into biological, psychological and sociological theories that examine arrest and conviction data. Analysis of criminal activity through an understanding of the theories is undertaken.
Spring only

CRJ 143 (3-0-3)
Criminal Evidence and Procedure

This course presents an in-depth analysis of the rules of criminal evidence. The process of the American criminal justice system will be examined and special emphasis will be placed on Constitutional limitations in the area of criminal evidence and the law of search and seizure. Topics also include concepts of evidence and rules governing its admissibility, theoretical and pragmatic considerations of substantive and procedural laws affecting arrest, and search and seizure. This course demonstrates the importance of case law at the state and federal levels and its impact on the administration of law.
Spring only

CRJ 147 (3-0-3)
Terrorism and Public Security

This introductory course investigates the criminal, economic, historical, political, psychological, and social roots of terrorist phenomenon. The course explores existing and potential terrorist threats and how local, national, and global communities may counter these threats.

CRJ 160 (3-0-3)
Serial Killers

This course focuses on the investigation and prosecution of the high impact crime of murder and the transition to multiple murders. Topics include identification and linking of heinous crimes with crime event signatures, motivations of the offender who murders numerous human beings, and patterns of behavior that increases the likelihood of this type of crime.

CRJ 215 (3-0-3)
Juvenile Delinquency

This course offers an intensive study of the nature and extent of juvenile delinquency. It addresses the nature of youth crime and the critical issues of juvenile delinquency. The course provides students with a greater understanding of the present juvenile justice system including the biological, psychological and sociological approaches being administered in an attempts to reduce juvenile crime.
Fall only

CRJ 217 (3-0-3)
Principles of Investigation

This course offers an introduction to the basic principles and a detailed examination of specific offenses. The course focuses on the crime scene, physical evidence interviewing and interrogation, and the use of informers and confessions. The study of specific offenses focuses on the scientific approach and the methodology used in crime detection.
Fall only

CRJ 219 (3-0-3)
Corrections

This course provides a broad-based representation of the American correctional system and how it relates to our society. The course will delve into the history of punishment before confinement evolved into modern penal concepts. Analysis of the correctional client as well as facility management is undertaken.
Fall only

CRJ 230 (3-0-3)
Interpersonal Violence

This course will provide a unique perspective on the issue of interpersonal violence concentrating on the public perception and criminal justice approach to sexual assaults and sexual offenders. An emphasis will be placed on characteristics and behavioral patterns of the offender and the crime itself. Particular attention will be given to the critical issues of victimology, rape typologies, stalking, domestic violence and criminal/constitutional law. Students will benefit from this course as it explores the etiology of sexually deviant behavior from both sociological and psychological approaches within the functioning of the criminal justice system. Students will learn to develop an informed analysis of sexual offenses, sexual offenders, the public perception and the handling of such offenders within the criminal justice system.
PR: CRJ 113 or SOC 121
Spring only

CRJ 233 (3-0-3)
Current Issues in Criminal Justice

This course focuses on relevant issues of most current concern affecting components of the criminal justice system. It includes such issues as hiring practices, community relations, court decisions, use of force, human performance, and the impact of the mass media in relation to the administration of justice in America.

CRJ 237 (0-0-3)
Criminal Justice Internship

This course provides the opportunity to explore and gain experience in a career area related to criminal justice. Textbook theory and classroom experience is enhanced while working in a supervised professional setting. The field study will incorporate criminal justice or criminal justice related assignments. All field work will be supplemented by scheduled meetings with the instructor. The course requires completion of 120 hours of field work. Grading is on a pass/fail basis.
PR: Criminal Justice major, completion of 30 credit hours, completion of CRJ 113 and CRJ 131, minimum overall GPA of 2.5, and permission of the Division.

Culinary Arts/Hotel Restaurant Management

HOT 110 (3-0-3)
Math for Food Service Records

This course emphasizes math principles used in the culinary profession. It is the basis for understanding and using math to prepare food in cooking and solve problems in culinary management. Topics include basic math skills, identifying the dividend, place value, weights and measures, percentages, recipe conversions, recipe yields, baker's percentage; portion control, item costing, metric measurements, and ordering of food and beverage.
Note: Course previously offered as HOT 131

HOT 111 (2-2-3)
Food Preparation I

This course introduces students to the basic principles of food preparation. The topics covered include the theory and history of classical and modern culinary arts, the organization of the classical and modern kitchen brigades, and a basic understanding of environmental sustainability. Students gain actual experience in the preparation of stocks, soups, sauces, vegetables, salads, sandwiches, potatoes, and farinaceous grains. Sanitary practices and compliance with the laws and ordinances of the New York State Department of Health are strictly enforced. Students are required to have a department approved chef's uniform and a knife set to participate in class.

HOT 112 (2-2-3)
Food Preparation II

This course introduces students to the more advanced techniques of food preparation. The topics covered include pasta, meat, poultry, and seafood preparation as well as breakfast cookery. The principles of healthy and traditional techniques are utilized. Sanitary practices and compliance with the laws and ordinances of the New York State Department of Health are strictly enforced. Students are required to have a department approved chef's uniform and a knife set to participate in class.
PR: HOT 111

HOT 114 (3-0-3)
Food Administration and Menu Planning

This course presents the role of the menu in any food service operation. The course focuses on factors used in the hospitality industry to determine the selling price of food and beverage in relation to their initial food cost.

Particular attention is directed to the importance of the menu in a successful food service operation. Topics covered include menu-rating criteria, truth-in-menu, sales mix, food costing, menu pricing, menu layout guidelines and design, demographic studies, and descriptive terminology.

HOT 116 (3-0-3)
Lodging Management and Operations
Lodging Management and Operations is designed to afford the student with a detailed look into the important role that housekeeping plays in effective hotels and resorts. The course covers how to efficiently care for guestrooms and public spaces; purchasing; safe storage of wares, amenities and chemicals; and procedures to ensure a comfortable and pleasant guest experience. Particular attention is given to identifying various cleaning chemicals and equipment used in the housekeeping department and evaluating their effectiveness. Instruction is provided in the proper use of the chemicals and equipment required to maintain guest and public spaces. The course covers retention to staff.
Fall only

HOT 117 (3-0-3)
Food and Beverage Control
This course presents methods and procedures that promote the profitability and solvency of a hospitality business. It details the flow of goods including inventory, forecasting, purchasing specifications, purchasing, receiving, storing, inventory control, and issuing of food and beverages. Emphasis is placed on recognizing, calculating and exploring cost control procedures. These control procedures include menu pricing; calculating food, beverage and labor cost percentages; interpreting the results; and preparing and examining food and beverage financial statements to assist in understanding the solvency of a hospitality business. Note: This course satisfies the SUNY General Education Critical Thinking and Reasoning category only for the Culinary Arts A.O.S. program.
PR: Students enrolled in the Culinary Arts A.O.S. and Assistant Chef Certificate programs are required to successfully complete HOT 110 Math for Food Service Records. Students in all other HCAT programs are required to successfully complete MAT 123 or higher.

HOT 119 (2-2-3)
Elements of Baking
This course introduces basic principles of baking including formula procedures, measurements, properties of baking ingredients, and the function and proper use of equipment. Students gain actual experience in the preparation of breads, rolls, pies, cookies, quick breads, cakes, and icings. The course emphasizes the basic techniques and procedures of baking as well as evaluating the quality and properties of baked goods. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced. Students are required to have a School of Hotel, Culinary Arts, and Tourism approved culinary knife kit and uniform to participate in class. Note: This course satisfies the SUNY General Education Natural Sciences & Scientific Reasoning category only for the Culinary Arts A.O.S. program.

HOT 125 (2-3-3)
Cakes and Cake Decorating
This course provides students with instruction and hands-on practice in the production and decoration of cakes using commercial baking techniques. A variety of cake mixing methods are taught. Decorating instruction begins with letters, borders, and simple flowers, and progresses to the decorating and assembly of a tiered wedding or special occasion cake. Sanitary practices and compliance with the laws and ordinances of the New York State Department of Health are enforced. Students are required to have a School of Hotel, Culinary Arts, and Tourism approved culinary knife kit and uniform, pastry bags, and piping tips.
PR: HOT 119

HOT 135 (1-0-1)
Sanitation Techniques for Food Service
This course emphasizes the importance of proper sanitation techniques in the food service industry. Special emphasis will be placed upon proper food handling techniques. Topics covered will be HACCP, food-borne illness, proper cooking, handling and storage of food, the knowledge of correct temperatures to prevent food contamination and safe personal hygiene for food handlers. Successful completion of a test will result in a food service sanitation procedures certification awarded by the Educational Foundation of the National Restaurant Association.

HOT 217 (3-0-3)
Front Office Management
This course examines hotel front office practices and procedures, including the reservation process, the structure of the hotel industry, guest services, rate structure, the revenue cycle, and the utilization of technology. Industry vocabulary/jargon is studied.

HOT 218 (3-0-3)
Human Resources Management in the Hospitality and Food Industry
This course explores the basic management responsibilities in the hotel, restaurant and food industries. Special emphasis is placed on human relations, labor laws, motivation, delegation of authority, and the knowledge and skills necessary to effectively use and coordinate human resources. It explores typical supervisory problems and solutions. The course discusses the implementation of strategies, plans and programs required to attract, orient, train, develop, reward and retain the best people to meet organizational goals and operational objectives.

HOT 220 (3-0-3)
Wines of the World
This course concentrates on the basics of wine appreciation. Topics include deciphering and analyzing wine labels and using this information in wine purchasing. Activities include researching food and wine pairing for compatibility. Other activities include testing and comparing wines of Europe and South and North America, including, but not limited to, wines from France, Chile, Canada, California, and New York. Students with a medical condition or with religious beliefs that prevent them from consuming alcohol, may, after receiving approval from the Dean of Hotel, Culinary Arts & Tourism, substitute another HOT or TAT course in place of HOT 220.

HOT 225 (2-3-3)
Commercial Baking I
This course introduces students to the management and operation of a commercial retail bakery. Through a combination of lectures and labs, students will acquire the manual skills and product knowledge necessary to produce and market a range of products. The student rotation is done through seven production stations and one sales/packaging position to operate the College's Pane e Dolci bakery. The production stations are: quick breads, yeasted bread, rich dough breakfast items, laminated breakfast pastry, cookies and candy, tarts and pies, and cheesecake and cakes. Emphasis is placed on scratch baking, but students also work with mixes, bases, and frozen dough products. Sanitary practices and compliance with the laws and ordinances of the NYS Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 119
Fall only

HOT 226 (2-3-3)
Commercial Baking II
The emphasis of this course will be on the production of a wide range of baked goods. Students will gain experience in puff pastry, eclair paste, breads and rolls, flatbreads, bagels, doughnuts, tarts, and petit fours sec as they bake for the College's Pane e Dolci Bakery. A rotation through all stations in the bake shop will ensure that students gain production experience in all these areas as well as practical experience in sales and marketing. The course emphasizes merchandising and sales, ingredient function, and baking chemistry through lectures and bakery visitations. Sanitary practices and compliance with the laws and ordinances of the NYS Department of Health

are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 225 or HOT 110 and HOT 119
Spring only

HOT 233 (3-0-3)
Basic Principles of Nutrition
This course will provide an introduction to the basic principles of nutrition as they pertain to the food service industry. The central focus is on the relationship of food intake to the physical and mental well-being of the guest. Topics covered include: what constitutes a healthy diet, the knowledge of nutrient content, food additives, food fads, nutritional labeling, and nutritional needs for special groups. Food service menus will be analyzed for their nutritional value.

HOT 238 (3-2-3)
Dining Room Management and Operations
Students gain experience in basic restaurant procedures and tableside preparation. Studying under the super- vision of a managing instructor, students participate in the operation of an a la carte restaurant. Students are rotated in the following job positions: manager, assistant manager, reservation manager, service staff, cashier and dishroom operations manager. Emphasis is placed upon proper American a la carte service techniques. Students are required to have a professional wait person's uniform to participate in class. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced.

HOT 250 (0-0-9)
Disney Co-Operative
The Disney Co-Operative internship uses a directed working and learning experience to expand knowledge of successful organizational practices. This co-op is designed to meet a participant's need for an integrated experiential program that provides transferable knowledge and skills to all participants. Students must complete a minimum of 405 hours at Walt Disney World during the co-op. Grading is on a Pass/Fail basis NOTE: The student is responsible for making the necessary transportation arrangements to Walt Disney World
PR: 2.0 GPA and Permission of Division

HOT 251 (2-3-3)
Quantitative Foods
This course prepares students to create meals for groups that hold their banquets on campus as well as the preparation and plating of a complete banquet menu from American and ethnic cuisines. It also emphasizes quantity and quality as well as proper plating techniques. Planned menus include appetizers, salads, entrees, and desserts. The course allows students to be assigned specific stations by the student chef. It further highlights the proper use of kitchen equipment and a time element to complete individual banquets according to the menu items and guest requirements. The course stresses sanitary practices and compliance with laws and ordinances of the Department of Health.
PR: HOT 111 or consent of the Division Dean

HOT 253 (2-3-3)
Banquet Management and Operations
This course emphasizes the application of banquet and catering principles. This course allows students to actively participate in the management and service of actual banquets in a public setting. This course introduces students to the relevant knowledge, concepts and techniques involved in American banquet service. Russian, French and other forms of buffet service are also introduced. The importance of coordination between back- and front-of-the-house personnel, equipment operation and maintenance, including dishwashing operations, and inventory control are also covered. Sanitary practices and compliance with laws and ordinances of the Department of Health are stressed and enforced. Students are required to have a professional waitperson's uniform to participate in banquets. The time to complete an individual banquet will vary according to menu and guest requirements.

HOT 255 (2-3-3)
Garde Manger
This course introduces the basic principles of Garde Manger for hotel, restaurant, and industrial food catering establishments. It provides experience crafting and serving a variety of charcuterie, hors d'oeuvres and canapés, decorative centerpieces and fruit carvings, and cheeses. Sanitary practices and compliance with the laws and ordinances of the New York State Department of Health are enforced. Students are required to have a School of Hotel, Culinary Arts, and Tourism approved culinary knife kit and uniform.
PR: HOT 111

HOT 256 (2-3-3)
Advanced Garde Manger and Meat Cutting
This course presents the discipline of garde manger and meat cutting. The class builds upon the knowledge of charcuterie and preserved meat and vegetable products learned in HOT 255 to produce products for commercial production. The class introduces commercial meat fabrication utilizing commercial cuts from whole carcasses according to the guidelines established in the NAMPS Meat Buyers Guide for use in the College's commercial dining facilities. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 255
Spring only

HOT 257 (2-4-4)
Classical Cuisine I
This course is conducted in a fully equipped, modern, professional kitchen. Full course a la carte menus are produced according to the seasonal availability of fresh foodstuffs in a planned schedule of progressively more difficult menus. Special emphasis is placed on the pressure of line cooking. Menus for this course are composed of continental dishes and American regional cuisine. This course offers cooking stations of the traditional kitchen system where students function as chef, sous chef, saucier, rotisseur, and tournant. This courses focuses on preparing and cooking the food for the College's restaurant, which is open to the general public. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced. A professional chef's uniform is required to participate in the class.
PR: HOT 112 or consent of the division
Fall only

HOT 258 (2-4-4)
Classical Cuisine II
In this course, students prepare and cook food for the college's restaurant, which is open to the public. Students are assigned to a fully equipped, modern, professional kitchen. Full course a la carte menus are produced according to seasonal availability of fresh ingredients in a planned schedule of progressively more difficult menus. Special emphasis is placed on the pressures of line cooking. Menus for this course are composed of more elaborate continental dishes and international cuisine. Students are assigned cooking stations of the traditional kitchen system and function as chef, sous chef, saucier, rotisseur and tourant. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced. To participate in class, students are required to have a professional chef's uniform and knife kit approved by The School of Hotel, Culinary Arts and Tourism. Note: This course satisfies the SUNY General Education Communication category only for the Culinary Arts A.O.S. program.
PR: HOT 112 or consent of the Department

HOT 259 (2-3-3)
Regional American Baking and Pastry
This course introduces the basic theory, techniques and recipes of classical pastry making. Students will produce regional desserts, pastries, and breads from across the United States to be served in the Casola dining room and the Pane e Dolci bake shop. A variety of decorating techniques will be taught and utilized to finish the cakes and pastries. Proper use of baking tools and equipment is also covered. Sanitary practices and compliance with the laws

and ordinances of the NYS Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 119
Fall only

HOT 260 (2-3-3)
International Baking and Pastry
This course provides students with the opportunity to expand and refine their baking skills and builds upon the methods learned in previous baking classes. The course covers the production of breads and desserts to be served in the Casola dining room and the Pane e Dolci bake shop. The emphasis is on European baking, though baked goods from other parts of the world may be included as well. Techniques in cake decorating, chocolate work, and sugar boiling are also covered. Sanitary practices and compliance with the laws and ordinances of the New York State Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 259 or permission from the School of Hotel, Culinary Arts, & Tourism dean
Spring only

HOT 268 (2-3-3)
Modern Culinary Trends and Techniques
This course presents a variety of modern culinary- industry trends and techniques. It covers the role of the five senses, the four basic tastes (salty, sweet, sour, and bitter), seasonings, texture, temperature, and balance. The course requires students to taste and to evaluate a range of ingredients found in the contemporary professional kitchen and discover ingredients and flavors from Asian and African menus. Modern techniques and equipment found in today's professional kitchens will be used. Sanitary practices and compliance with laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in class.
PR: HOT 112
Spring only

HOT 269 (2-3-3)
Culinary Competition
Students will learn the skills sets essential for culinary competition including time management, sense of urgency, and multitasking. This course utilizes the guidelines set by the American Culinary Federation for hot and cold food competitions. Students will compete in an American Culinary Federation sanctioned culinary competition during the semester. Students will be required to do class work outside the normal course schedule to prepare for and participate in two competitions during the semester. Sanitary practice and compliance with the laws and ordinances of the Department of Health are enforced. Students are required to have a professional chef's uniform to participate in this class.
PR: HOT 255 or Consent of Instructor

HOT 275 (3-0-3)
Marketing for the Hospitality Profession
This course concentrates on marketing a hospitality based business. The focus is on the development of a marketing plan for an existing business. It will cover the areas of marketing including publicity, sales, advertising, managing customer information, both consumer and organizational buying behaviors, and the impact of social media on marketing for a hospitality based business.

HOT 276 (3-0-3)
Meetings and Convention Management
This course provides an introduction to the convention, group-meeting and trade-show industry. Emphasis is placed on identifying the various convention, group-meeting and trade-show markets and their unique requirements. It includes an exploration of promotional activities, negotiations, sales, contracts and convention services, as well as various career paths within the industry.

HOT 277 (3-0-3)
Planning and Development of Tourism
This course explores the basics of tourism planning and development. Topics include protecting environmental and cultural assets; minimizing cultural shock between host and guest; enhancing, rather than detracting from, local ways of life; and guaranteeing future populations the ability to enjoy the experience of travel. The course emphasizes an understanding of tourism development as it relates to economics, business, ecology, and government.

HOT 291 (3-0-3)
Computers for the Hospitality Industry
This course introduces students to fundamental computer concepts and application programs that may be utilized in the hospitality industry. Topics include computer components, use of operating systems to manage files and applications such as word processing, spreadsheets, presentation graphics, data base management, and Internet use. Specialized hospitality software is discussed and demonstrated for various segments of the hospitality industry.

Distillery

DST 101 (3-0-3)
Intro to Distillery Operations
This course studies the planning, creation and implementation of a craft beverage operation. Topics explored include planning of location, size, delays, starting and growing the operation, the legal and regulatory opportunities, branding, marketing and sales, and the equipment and technical needs for the operation.

DST 102 (2-2-3)
Craft Spirit Production I
This course introduces the study of equipment, process, technology, ingredients, fermentation and marketplace for craft spirit production.

DST 103 (2-2-3)
Craft Spirit Production II
This course applies the study of equipment, process, technology, ingredients, fermentation and marketplace for craft spirit production.
PR: DST 102

DST 104 (3-0-3)
Spirits of the World
This course concentrates on the basics of spirits appreciation through research and tasting. Topics include historical influences on variety, geographical traits on spirits, proper storage, service, and menu creation and offerings. Activities include researching food and spirit/cocktail pairings for compatibility and profitability as well as tasting and comparing spirits from around the world, both straight and mixed in cocktails.

DST 250 (0-9-3)
Craft Spirit Distillation Internship
This course provides students with the opportunity for concentrated study, observation, and work in the area of individual interest in the field of Craft Spirit Distillation. An instructor-approved internship is required. The internship allows students to combine classroom theory and real-world industry experience, while exploring potential career paths. The course requires completion of 135 hours of fieldwork. Grading is on a pass/fail basis.
PR: DST 102
PR/CR: DST 103

Diversity, Equity, Inclusion

DEI 100 (3-0-3)
Identity, Power, and Equity in Modern Life
This course is designed to increase student awareness, knowledge, and understanding of such core concepts as race, class, gender, identity, difference, and intersectionality. It explores how power and privilege can influence

institutional and societal structures and lead to oppression, poverty, marginalization, alienation, and inequity. It examines strategies that have been used to encourage diversity, equity, and inclusion and to promote social justice. The course asks students to apply the principles of rights, access, equity, and autonomous participation to the analysis of a past or current social justice movement, or to apply core concepts and principles in the development and sharing of a social justice action-plan.

Early Childhood

ECH 121 (3-0-3)
Introduction to Early Childhood
This course focuses on curriculum development and assessment by applying early childhood education philosophies for children birth through eight years of age. Students reflect upon their roles as teachers in planning, implementing and evaluating criteria that impacts child development and academic content areas. This course emphasizes in-depth studies of developmentally appropriate curriculum models for the methods and strategies that inform the development of meaningful and relevant curricula. Students spend a minimum of ten observation hours in the Laboratory Preschool. (By the end of the first of class in ECH 121, students must submit (A) a notarized criminal conviction statement, and (B) a signed I Will Statement to uphold the National Association for the Education of Young Children Code of Ethics and the SUNY Schenectady Early Childhood Education Program Professional Behaviors.)

ECH 123 (3-0-3)
Curricular Methods I and Assessment
This course focuses on cultural, scientific, and mathematical explorations for children birth to second grade. Students utilize STEM materials and experiences to foster children's critical thinking skills in scientific and mathematical thought processes. The course requires students to implement developmentally appropriate social studies, math and science activities to address diversity in children's learning styles. Students spend a minimum of ten observational hours in the Laboratory Preschool.

ECH 131 (1-8-4)
Early Childhood Field Instruction and Seminar I
This course allows students the opportunity for direct practical teaching and learning in early childhood education within community agencies and/or the SCCC Early Childhood Program Laboratory Preschool. Additionally, in a seminar setting, students reflect on and share their experiences. Students will spend eight to ten hours per week in their field placement to accumulate a minimum of 130 hours.
PR: ECH 121 and ECH 123

ECH 220 (3-0-3)
Engendering Creativity: Arts in the Classroom
This course is an exploration of creative expression with an emphasis placed on the importance of the arts in every child's education. As students unlock their own creative potential, they also become skilled at using the methods and techniques that encourage creative development in young children. Students reflect on aesthetics while analyzing the movements and techniques of the visual arts and the genres and elements of music. Students then apply their understanding by presenting art, music, and drama activities to young children in the Laboratory Preschool. Throughout the semester students develop a professional art portfolio and a music and drama portfolio.

ECH 223 (3-0-3)
Curricular Methods II and Development of Inquiry Skills
This course focuses on cultural, scientific and mathematical explorations by children from birth to eight years. It utilizes STEM materials and experiences that foster children's scientific and mathematical thought processes to promote children's critical thinking skills. The course requires students to implement developmentally appropriate social studies, math, and science activities that address diversity in children's learning styles. The course

requires a service learning experience.
PR: ECH 123

ECH 225 (3-2-4)
Fostering Emergent Literacy
The course examines the development of literacy skills in children ages birth to 8 years. Multiple opportunities to recognize the developmental stages in literacy acquisition, to identify factors that influence literacy development, and to discuss how to design and implement a literacy program are provided. Genres of literature, curricular themes, and resources for children of culturally and linguistically diverse backgrounds are emphasized. Guidelines for the design and implementation of literature-based activities are applied throughout the course. Students observe for a minimum of 15 hours in an early childhood literacy environment.

ECH 227 (3-0-3)
Guidance of Young Children
This course focuses on the early developmental abilities of children from ages birth to eight years and the application of appropriate guidance strategies to enhance children's self-esteem and self-discipline. This course enables students to research and observe the correlation between children's environments and behaviors. The course analyzes the importance of play, social interactions, and family expectations on children's development.
Spring only

ECH 231 (1-8-4)
Early Childhood Field Instruction and Seminar II
This course allows students the opportunity for direct practical teaching and learning in early childhood education within community agencies or the SUNY Schenectady Early Childhood Program Integrated Laboratory Preschool. The course requires students to reflect on and share their experiences in a seminar setting. The course also requires students to spend eight to ten hours per week in their field placement to accumulate a minimum of 130 hours. A service learning implementation is required.
PR: ECH 131

ECH 234 (3-0-3)
Early Childhood Education Program Administration
This course provides administrative training in the field of Early Childhood Education. This course addresses early childhood education program designs, curricula, ethics, as well as criteria and techniques employed in the start-up and organization of early childhood education programs. Focus is placed on the implementation of national, state, and local mandates in a high quality early childhood education program, including skills necessary to ensure the safety of all program participants and perform effectively as director. Students will complete ten hours of observation in this course.

ECH 252 (3-0-3)
Infant and Toddler Development
This course examines infant and toddler development with an emphasis on the importance of the first thirty-six months in relation to human development. It emphasizes attachment, early brain research, and developmentally appropriate practices as critical factors which impact a caregiver's role in meeting individual children's needs. The course requires ten observation hours.
Spring only

ECH 255 (3-0-3)
Administration of Early Childhood Programs
This course provides administrative management training in the field of Early Childhood Education. This course addresses issues and techniques involved in the set-up, organization and administration of early childhood environments. Focus is placed on the initiation and maintenance of an early childhood program which includes the investigation and application of pertinent skills necessary to perform as an effective and competent program director. Ten hours of field work will be completed in this course.

ECH 260 **(1-0-1)**
ECH Portfolio Seminar
This capstone seminar is intended for ECH majors who are about to graduate from their Early Childhood Program. Knowledge and skills acquired in the program are reviewed and analyzed to demonstrate their proficiency in a pre-professional portfolio. Opportunity is provided for technical assistance on an individual basis. Each student assembles a portfolio as a summative experience to be presented to a professional review team.
PR: Permission of the Department
Spring only

Economics

ECO 211 **(3-0-3)**
Introduction to Economics
This course provides an overview of microeconomic and macroeconomic issues and an understanding of the economic choices that individuals, firms, and governments face. It also introduces the concept of scarcity and the working process of a market economic system. Further, this course examines the different market structures, the role of the firm and the impact of government intervention on markets. Finally, this course discusses the meaning and computation of national income, inflation, unemployment, economic growth, international trade, and the impact of fiscal and monetary policies on the economy.

ECO 221 **(3-0-3)**
Principles of Macroeconomics
This course provides an analytical framework for the understanding of the economy at the global level. This course will also analyze the purpose and functions of national income accounting, the components of Gross Domestic Product, the determinants of long run economic growth, the causes and costs of inflation and unemployment. In addition, this course will cover the economic impacts of fiscal and monetary policies and the differences between short run and long run macroeconomic aspects of the economy. Finally, this course will examine the importance of the U.S. financial system, the macroeconomic effects of international trade and the determination of interest and exchange rates.

ECO 223 **(3-0-3)**
Principles of Microeconomics
This course develops an analytical framework for the understanding of the theory of markets, including the decision-making process in businesses, the impact of technological advances on markets and the functioning of the four different market structures. This course will also provide a closer look at the interactions of individual households, business firms and governments in the marketplace. Finally, this course will discuss economic issues related to the well-being of market participants, the tradeoffs between equity and efficiency, the economics of taxation and subsidies, labor market issues and the basis of free trade.

English & Literature

ENG 096 **(3-0-3)**
College Composition Workshop
This course provides students with additional academic instruction and learning strategies to successfully achieve ENG 123 College Composition student learning outcomes. It individualizes grammar and reading instruction. Additionally, the course supports students in developing content, organizing information and ideas, and presenting material to readers in an ePortfolio. Through workshopping projects, students analyze and respond to others' writing and learn to use feedback from the instructor and peers. Assignments are directly aligned with those in ENG 123.

ENG 123 **(3-0-3)**
College Composition
This course provides a foundation in academic discourse by developing effective communication skills with an emphasis on expository writing; an oral presentation is required.
PR: Exemption from placement testing as defined by the Academic Code or successful completion of CSS 126

ENG 124 **(3-0-3)**
Literature & Writing
This course encourages students to use writing to explore the ways in which literature functions as an art form. Writing and research techniques introduced in ENG 123 College Composition are strengthened and refined.
PR: ENG 123

ENG 125 **(3-0-3)**
College Composition II
This course builds upon the written and oral rhetorical skills established in ENG 123 with a greater emphasis on argumentation and research in academic writing.
PR: ENG 123

ENG 200 **(3-0-3)**
Introduction to Creative Writing
Students will learn the essential principles, strategies, and methods of creative writing and will acquire a foundation in the skills necessary to master this art. The emphasis will be on the writing of short fiction, but opportunities will be provided to explore poetry, drama, screenwriting, the novel, and the essay. Students will also learn how to go about getting their work published.
PR: ENG 123
CR: ENG 124

ENG 205 **(3-0-3)**
Writing Poetry
This course focuses on developing students' abilities to write, revise, and analyze poetry. It is primarily conducted as a workshop: students write and revise their own poetry, as well as give oral feedback and produce written critiques of their peers' poems. In addition, the course introduces students to a variety of poetic forms and asks them to write poetry in these forms. It also introduces them to theories of free verse and to studies of the poetic line and asks them to write their own free verse. The course also includes an oral component: students practice reading their own and others' poems to the class. Last, the class introduces students to opportunities for performing and publishing their poetry.
PR: ENG 123

ENG 211 **(3-0-3)**
Technical and Professional Writing
This course applies the principles of effective writing to the specific forms of professional and technical writing. It emphasizes designing texts and oral presentations for professional audiences after analyzing the needs and values of those audiences.
PR: ENG 123

ENG 230 **(3-0-3)**
Major Genres and Authors
This course examines one or two literary genres, or one or two authors. It analyzes formal and thematic characteristics of the genres or authors. Examples of focus may include but are not limited to the short story, poetry, drama, young adult literature, mystery and detective fiction, graphic novels, memoir, Toni Morrison, and Shakespeare.
PR: ENG 123 and ENG 124

ENG 240 **(3-0-3)**
Literature and Identity
This course examines the literature of a particular cultural, ethnic, or national group. The course focuses on the study of groups based on race, class, ethnicity, sex/gender, or the intersectionality of these groups. Examples of

focus may include but are not limited to Asian American, Native American, African American, Hispanic, Transnational, LGBTQIA+, Women's, and Working-Class Lesbian Literature. If you have previously taken an English or Literature course focused on a cultural, ethnic, or national group, then you may not take this course for credit unless you get permission from the Dean of Liberal Arts.
PR: ENG 123 and ENG 124

ENG 250 (3-0-3)
Literature Survey
This course examines literature in one or more literary periods. Emphasis is placed on diverse literary figures as well as on the socio-economic, cultural, and historical contexts of the literature under study. Examples of focus may include but are not limited to British Literature since 1800, American Literature to 1865, Contemporary World Literature, Postcolonial Literature, the Harlem Renaissance, and the Romantics. If you have previously taken a literary survey course, then you may not take this course for credit unless you get permission from the Dean of Liberal Arts.
PR: ENG 123 and ENG 124

ENG 280 (3-0-3)
Mythology
This course introduces students to selected major myths, and to representative or noteworthy minor myths, which various cultures have created in their efforts to come to terms with perceived reality. The course also explores the belief systems which underlie those myths. Finally, the course also enables students to recognize the continued value and relevance of myth and myth-making.
PR: ENG 123 and ENG 124

Environmental Sciences

ENV 100 (3-0-3)
Introduction to Environmental Science
This one-semester course introduces students to environmental concepts and issues. The course covers environmental issues and controversies from ecological, biological, social, economic, ethical and governmental policy positions. In addition, the course emphasis is placed on the tools and techniques needed to understand and analyze environmental topics such as energy, solid waste, food production, resource depletion, air and water issues and global climate change.
PR: High School Algebra or MAT 128

ENV 105 (0-2-1)
Environmental Science Laboratory
This course enables students to apply the theories introduced in ENV 100: Introduction to Environmental Science. Students apply these theories through a combination of laboratory and applied learning activities. It introduces students to topics such as energy and land usage, solid waste, water and air issues, and climate change, as they are applicable to the Capital Region and Mohawk River watershed. Note: This laboratory portion, taken concurrently with ENV 100, is for students whose program requires a 4-credit science lab course or for transfer purposes, but do not intend to major in a physical science or mathematics.

Ethics

ETH 221 (1-0-1)
Professional and Applied Ethics
This course provides exposure to leading ethical theories as well as an opportunity to employ these principles. Aided by viewing videotaped, dramatized scenarios, the reasons advanced for acting ethically and the excuses given for not acting ethically will be studied. The consequences of freedom and personal responsibility will be explored, as will the ability to recognize ethical issues.

First Year Seminar

FYS 100 (1-0-1)
First Year Seminar
This course is designed to help students develop skills to support academic success and degree completion. It provides an opportunity for students to build a connection to the college and other students. Students learn about the resources available at the college, how to navigate critical technology used at the college, and work with librarians to develop their information literacy skills. Additionally, students set educational goals, explore discipline-specific topics, and learn about a variety of topics including the transfer and advising processes, careers, scholarships, and campus regulations. Students successfully completing the course leave with a "toolbox" of skills to support their academic success.

French

FRE 121 (3-0-3)
Elementary French I
Elementary French I provides an introduction to the French language for students with no previous French studies or one year of high school French. It develops elementary grammar, syntax, and written and oral communication skills. This course examines Francophone cultures throughout the world. This course requires the completion of a minimum of five documented hours of lab work outside of class.

FRE 122 (3-0-3)
Elementary French II
Elementary French II is for students who have completed FRE 121 or two years of high school French. This course concludes elementary-level grammar studies. It further develops syntax and written and oral communication skills as well as examines Francophone cultures throughout the world. This course requires the completion of a minimum of five documented hours of lab work outside of class.
PR: FRE 121

FRE 222 (3-0-3)
Intermediate French I
This course provides an extensive review of French grammar, and concentrates on helping students improve their vocabulary, conversational fluency and reading skills through the discussion of selected readings in French. Classroom discussions on the readings and French culture are held primarily in French. A minimum of five hours of additional work in the language lab is required per term.
PR: FRE 122 or permission of the instructor

FRE 224 (3-0-3)
Intermediate French II
A continuation of Intermediate French I, this course completes the review of French grammar and provides more reading of French literature and non-fictional prose. Classroom discussions in French are held on the readings and on French customs and culture. A minimum of five hours of additional work in the language lab is required per term.
PR: FRE 222 or permission of the instructor

Geography

GHY 121 (3-0-3)
Physical Geography
This is a one-semester, non-lab science course in physical geography. Weather elements and climate characteristics are examined. Detailed consideration is given to each climate region, the location of that region, and the causes for that climate. Geologic factors that shape land forms are examined. Consideration is given to the flora and fauna of each climate region, including the causes for the distribution of these biologic assemblages. A strong emphasis is placed on teaching the locations of various geographic features.
Fall only

Geology

GEO 143 (3-3-4)
Physical Geology
This is the first part of a two-course sequence introducing students to the nature, processes and formation of Earth's material and the majors features of the earth's crust and topography. This course will consider the mineralogy of the rocks, different rock types and structures. Detailed consideration will be given to the internal processes that shape the earth's surface, including plate tectonics, igneous activities, weathering, erosion and deposition and earthquakes.
PR: Two years of high school science and mathematics.

GEO 145 (3-3-4)
Surface Geology
This is the second part of a two-semester sequence introducing students to the features of the earth's crust and topography. This course will consider the various geologic agents and processes that produce, shape and modify the surface environment. Detailed consideration will be given to the rise and decay of mountains, moving water, glaciers, deserts, shorelines and oceans as well as comparative planetary geology with other bodies in the Solar System.
PR: Two years of high school science and mathematics. NOTE: Students using Geology as a lab science sequence are advised to take GEO 143 before GEO 145. Either course may be taken alone as a single lab science elective.

Health Care

HEA 100 (3-0-3)
Medical Terminology
This course provides students with the core knowledge and terminology used in the medical and healthcare-related professions to describe the organ systems of the human body and to understand diagnoses, therapies, drug classification and the basics of pharmacology. The course also covers the application of medical terminology in the context of a medical record management environment.

HEA 101 (3-0-3)
Healthcare Ethics & Law
This course introduces students to standards of ethical practice in healthcare. The legal requirements and regulations and their application and use in decision making in healthcare are covered. There is an emphasis on government regulations regarding the handling of patient information and patient treatment, as well as examination of professional ethical dilemmas.

Health Care Information

HIM 110 (3-0-3)
Introduction to Healthcare Information Systems
This course provides students with an introduction to the significant changes and trends in the Health Information Management profession. The course covers healthcare information systems, career paths within the profession, and clinical data management.

HIM 112 (3-0-3)
Electronic Healthcare Delivery
This course introduces students to an integrated approach to Practice Management and the Electronic Health Record (EHR). The course provides practical experience using simulated clinical activities provided by Medisoft Clinical Applications software.
CR: HIM 110

HIM 201 (3-0-3)
Healthcare Billing and Reimbursement
This course introduces students to the various healthcare reimbursement systems, reimbursement methodologies and payment processes. The relationship between coding systems, insurance claims and reimbursement is emphasized. Managing the billing cycle and resolving issues with insurance claims are covered.
PR: HIM 112
Spring only

HIM 202 (3-2-4)
Current Procedures in Terminology
This course introduces students to physician services coding, billing and data quality procedures. Students will learn to read, interpret and code physician office documentation. Special emphasis is placed on assigning Evaluation and Management (E/M) codes, outpatient diagnostic coding guidelines, Current Procedural Terminology (CPT), and Health Care Financing Administration Common Procedure Coding System (HCPCS) codes.
PR: HEA 100, HIM 110, and HIM 112
CR: HIM 201, HIM 203
Spring only

HIM 203 (3-2-4)
ICD Coding Systems and Lab
This course introduces students to disease and operation classification using the International Classification of Disease, (ICD-9-CM and ICD-10-CM). The course covers diagnosis-related groups and their relationship to coding, the historical development of the International Classification of Disease, and various nomenclature and classification systems. The course will require students to differentiate between the various abstracting methods used to collect patient data.
PR: HEA 100, HIM 110 and HIM 112 CR: HIM 201, HIM 202
Spring only

HIM 210 (1-8-3)
Career Capstone in Medical Cod
This online course provides students with a culminating experience to their medical coding and billing studies. Students conduct hands-on coding of real redacted patient records from a variety of healthcare settings, and they are introduced to and use various electronic encoding software systems. Students prepare extensively for careers in the coding and billing industry, and they prepare for the Certified Coding Associate (CCA) exam, which is a national certification exam.
PR: HEA 100, HIM 110, and HIM 112
PR or Concurrent: HIM 201, HIM 202, HIM 203

Health Professions

HSC 100 (1-0-1)
Introduction to the Health Professions
This course is designed to enhance the success of first- year students who are interested in a career in a health- related profession. It will assist students in making informed career choices by exposing them to a variety of health professions and the process necessary to become a health care professional. Also, students will be introduced to the tools and skills needed to become a successful college student, such as time management, learning styles, classroom expectations, support services, and orientation to the campus.

HSC 101 (3-0-3)
Introduction to Health Professions and Ethics
This course, designed for students interested in allied health careers, explores the basic concepts of the health professions including the delivery of health care and the laws governing the healthcare system. This course presents a broad overview of the health professions and covers topics in ethics, workplace settings, terminology, and conduct with an emphasis on cultural competency. Guest speakers working within the healthcare system share their knowledge and expertise in a seminar setting. Students also examine the credentialing and licensing requirements of healthcare professions on a state and national level. This course culminates in individual student seminar presentations.

History

HIS 125 (3-0-3)
Western Civilization to 1650
This course introduces students to the development of Western Civilizationâ€"especially European societyâ€"from ancient times to about 1650. It focuses on political and religious institutions, philosophies, economies, social conditions, and cultural features. It also considers the experience of Western societies in relation to other regions of the world during the same period.

HIS 127 (3-0-3)
Western Civilization Since 1650
This course introduces students to the development of Western Civilizationâ€"especially Europeanâ€" since about 1650. It focuses on political and religious institutions, philosophies, economies, social conditions, and cultural features. It also considers the experience of Western societies in relation to other regions of the world during the same period.

HIS 130 (3-0-3)
Introduction to Black History in the United States
This course is an overview of Black history and culture in America. It examines a broad range of experiences from the origins of the Transatlantic Slave Trade to the recent past. It focuses on Black Americans' contributions and accomplishments in American history and society, and highlights significant events, figures, movements, as well as past and ongoing structural and systemic challenges.

HIS 132 (3-0-3)
World Civilizations to 1600
This course surveys world civilizations from ancient times to about 1600. It emphasizes the development of political and religious institutions, philosophies, economies, social conditions, and cultural features in Africa, Asia, Europe, and the Americas. The course explores the unique experiences of individual civilizations as well as their global interactions and commonalities.

HIS 134 (3-0-3)
World Civilizations since 1600
This course surveys world civilizations since about 1600. It emphasizes the development of political and religious institutions, philosophies, economies, social conditions, and cultural features in Africa, Asia, Europe, and the Americas. The course explores the unique experiences of individual civilizations as well as their global interactions and commonalities.

HIS 227 (3-0-3)
American History to 1877
This course is an introduction to American history to 1877. It covers political, economic, legal, and cultural events, explores the experiences, opportunities, and perspectives, of diverse people, and investigates the historical contributions of members of various groups, including those often excluded or marginalized in narratives about the evolving nation. The course examines the rights and opportunities of citizenship, and patterns of inclusion and exclusion in relation to these. It explores American interactions with other parts of the world, and serves as an introduction to the methods and skills historians use to reconstruct the past.

HIS 229 (3-0-3)
American History Since 1877
This course is an introduction to American history from 1877 to the recent past. It covers political, economic, legal, and cultural events; explores the experiences, opportunities, and perspectives, of diverse people; and investigates the historical contributions of members of various groups, including those often excluded or marginalized in narratives about the evolving nation. The course examines the rights and opportunities of citizenship, and patterns of inclusion and exclusion in relation to these. It explores American interactions with other parts of the world, and serves as an introduction to the methods and skills historians use to reconstruct the past.

HIS 231 (3-0-3)
Introduction to Russian History
This course surveys the history of Russia and related areas from the earliest times to the present. It emphasizes political, economic, social, and cultural developments. It includes the geographical areas of present-day Russia, Ukraine, Belarus, and other areas of significant Russian influence, such as the imperial conquests and Soviet Republics of Central Asia, the Caucasus, and the Baltic States. It also focuses on Russian relations with European and other world powers, as well as ethnic Russian interaction with other ethnicities that are or have historically been part of the Russian/Soviet state.

HIS 233 (3-0-3)
History of Women and Gender in the United States
This course uses the lens of women's and gender history from the colonial period to the recent past to survey major themes in the development of American civilization. It focuses on variables such as race, class, sexual orientation and national origin, and how they impacted the way in which women understood their lives and had access to opportunity. It also covers individuals who stand out as heroines and firsts, and explores how gender has shaped the experiences of all Americans.

HIS 237 (3-0-3)
Introduction to Chinese History
This course surveys the history of China and related areas from the earliest times to the present. It emphasizes political, economic, social, and cultural developments. It also focuses on Chinese relations with European and other world powers, as well as ethnic Chinese interaction with other ethnicities that are or have historically been part of a Chinese state.

HIS 241 (3-0-3)
European Witch Trials
This course surveys the history of the persecution of accused witches from the Medieval through the Early Modern era in Europe (ca. 600-1700), and including New England. The focus is on the anthropological, religious, legal, political and socio-economic contexts in which beliefs about magic and witches arose and were widely accepted. Attention is given to regional variations in witch beliefs and trial procedures. It also surveys the growth of skepticism, toleration, and the gradual decline of witch persecution to around the end of the 17th century. Finally, it considers some 20th- and 21st-century analogs to the European witch trials around the world.

HIS 243 (3-0-3)
The Viking World
This course introduces students to the history and culture of the Vikings and associated peoples, both in their Scandinavian homelands and abroad in the British Isles, Continental Europe, Russia, North America, and the Middle East. The course starts with prehistory and concludes around the late 12th century, with special focus on the Viking-Era (ca.750-1100). It focuses on political, economic, and cultural aspects of Viking-Era Scandinavian societies, including Icelandic skaldic poetry and saga literature. The course also focuses on the interrelations and mutual influences of these societies with neighboring peoples.

HIS 250 (3-0-3)
Topics in History
This is a research-based seminar course that examines an instructor-selected topic area of history. The course emphasizes the analysis of primary and secondary sources and introduces the fundamentals of historiography. It guides students through the process of choosing a research topic and selecting appropriate source material. The course aids them in developing essential skills in the application of historical reasoning and argument to a particular project. It is strongly suggested that students complete at least two history courses before enrolling in this course.
Spring only

Hospitality & Tourism

TAT 121 (3-0-3)
Introduction to the Hospitality Industry
This course introduces students to the basic principles of the hospitality and tourism industry. The course explores economic, social, and cultural impact of the industry on the global marketplace. Emphasis is placed on the components of the hospitality and tourism industry and their interdependence.

TAT 140 (3-0-3)
Event Management
This course explores the logistics involved in event planning. Scope and size of events will be examined in detail. Topics include concept, design, feasibility, marketing, financial management, risk management, staging, staffing, leadership, ethics, safety and security, and careers in this area of the hospitality industry.
Spring only

TAT 231 (0-9-3)
Hospitality & Tourism Management Internship
This course provides students with the opportunity for concentrated study, observation, and work in the area of individual interest in the field of Hospitality and Tourism Management. An instructor-approved internship is required. The internship allows students to combine classroom theory and real-world industry experience while exploring potential career paths. The course requires completion of 135 hours of fieldwork. Grading is on a pass/fail basis.
PR: Hospitality & Tourism Management major, completion of TAT121, completion of 30 credit hours, minimum overall GPA 2.0, and permission of Division.

Human Services

HUS 133 (3-0-3)
Child Maltreatment: Prevention, Investigation, Treatment
This course focuses on a cross-disciplinarian perspective of child abuse and neglect by investigating such factors as possible causes, manifestations, and prevention techniques. This course examines the role of the mandated reporter as well as laws and legislation regarding child maltreatment. It also emphasizes methods and strategies used by professionals to work with children and families in abusive and neglectful situations. A service learning advocacy experience is required.

HUS 150 (3-0-3)
Introduction to Chemical Abuse and Dependency
This course examines alcoholism and substance abuse from historical, biological, psychological, social and cultural perspectives. It presents theoretical frameworks that help students understand the nature and course of chemical abuse and dependency, as well as strategies to prevent its onset. The course introduces the assessment and diagnostic process as well as treatment approaches.
Fall only

HUS 157 (4-0-4)
Substance Abuse Counseling
This course will focus on alcoholism and substance abuse/dependency counseling. Current research, theoretical models, and methods in the treatment process will be examined. The practical development of counseling skills will be emphasized. This course can be used as a social science elective.
PR: HUS 150

HUS 221 (1-8-3)
Field Instruction I
This course provides students with an initial structured and supervised direct practice experience in a local public or private institution, supervised by a qualified professional. It requires a minimum of 108 hours of field work and nine classroom hours of instruction, integrating and reinforcing social work theories. This course is graded as pass/fail.
PR: SOC 125, SOC 127, and Human Services major, Direct Support Professional or Community Health Worker with a 2.0 minimum GPA and permission of the Dean or Instructor is required.

HUS 222 (1-0-3)
Field Instruction II
This course provides students with a second structured and supervised direct practice experience in a public or private institution, supervised by a qualified professional. This course focuses on similar topics in Field Instruction I, at a more in-depth level. It requires a minimum of 108 hours of field work and nine classroom hours of instruction, integrating and reinforcing social work theory. This course is graded pass/fail.
PR: SOC 125, SOC 127, HUS 221, and Human Services major, Direct Support Professional or Community Health Worker major with a 2.0 minimum GPA and permission of the Dean or Instructor is required.

HUS 225 (1-10-4)
Chemical Dependency Internship and Seminar I
This course provides an initial opportunity to obtain experience within the field of chemical dependency at an approved agency. The course integrates field work practice with theory and emphasizes the student's roles and responsibilities and the agency's relationship to the larger community. The field experience requires a minimum of 150 clock hours at a New York State Office of Alcohol and Substance Abuse Services (OASAS) licensed facility under the supervision of a qualified health professional. Students must provide documented experience in a minimum of 8 of 12 Credentialed Alcoholism and Substance Abuse Counselor (CASAC) core functions. Students must submit a signed fieldwork contract by the end of the fifth week of classes. Failure to do so requires the student to withdraw from the class. Grading is on a pass/fail basis.
PR: HUS 157, minimum grade point average (GPA) 2.0, and permission of Instructor or Dean.

HUS 226 (1-10-4)
Chemical Dependency Internship and Seminar II
This course provides a second opportunity to obtain experience within the field of chemical dependency at an approved agency. The course integrates field work practice with theory and emphasizes the student's roles and greater responsibilities and the agency's relationship to the larger community. The field experience requires a minimum of 150 clock hours at a New York State Office of Alcoholism and Substance Abuse Services (OASAS) licensed facility under the supervision of a qualified health professional. Students must provide documented experience in all 12 Credentialed Alcoholism and Substance Abuse Counselor (CASAC) core functions. Students must submit a signed field work contract by the end of the fifth week of classes. Failure to do so requires the student to withdraw from the class. Grading is on a pass/fail basis.
PR: HUS 225, minimum grade point average (GPA) 2.0, and permission of Instructor or Dean

HUS 250 (3-0-3)
Planning, Assessment, and Treatment
This course introduces students to all the major theories and methods employed in the assessment and treatment of substance abuse and addictive illnesses. It explains and requires students to apply the processes, procedures, and tools required to effectively assess and evaluate clients in developing an individualized plan of treatment. The course stresses the Office of Alcohol and Substance Abuse Services (OASAS) 12-Core Function of the Certified Alcohol and Substance Abuse Counselor (CASAC), enabling students to produce psycho social assessment reports and create treatment plans that consider the needs of special populations, ethical concerns, treatment models and clinical strategies.
PR: HUS 150

HUS 254 **(3-0-3)**
Pharmacology of Psychoactive Drugs
This course examines how alcohol and other psychoactive drugs affect the body, the brain, behavior, and influence all areas of human development. Psychoactive drug categories are discussed with the emphasis on the pharmacokinetics and pharmacodynamics of drug action. Current theories about the etiology of major psychological and addictive disorders and the rationale for substance abuse drug treatment are examined.
PR: HUS 150

HUS 255 **(3-0-3)**
Alcohol and Substance Abuse: Prevention/Education
This course focuses on substance abuse prevention education as it relates to the individual, family, and community. It examines the core components of the creation and implementation of culturally relevant substance abuse prevention education at various levels from pre-school to adult, and requires students to complete the New York State Mandated Reporter training for preventing and reporting child abuse.

Italian

ITA 121 **(3-0-3)**
Elementary Italian I
This course is designed for beginners or for those with one year of high school Italian. It provides an introduction of the Italian language through the development of listening, speaking, reading, and writing skills. It also examines Italian culture. Classroom instruction is supplemented with activities in the language lab; students are required to complete five documented hours of lab work outside of class.

ITA 122 **(3-0-3)**
Elementary Italian II
This course is designed for students who have completed Elementary Italian I, or two years of high school Italian. It continues the development of listening, speaking, reading, and writing skills covered in Elementary Italian I. The course continues to provide an understanding of the civilization, culture and customs of Italy. Classroom instruction is supplemented with activities in the language lab; students are required to complete five documented hours of lab work outside of class.
PR: ITA 121 or two years of high school Italian

Management

MGT 123 **(3-0-3)**
Introduction to Business
This introductory course gives students a broad overview of the contemporary world of business. Topics include: fundamentals of business and economics, business ethics/social responsibility, competing in global markets, forms of business ownership, starting and growing a business, management, and marketing (product, distribution, promotion, and pricing strategies).

MGT 127 **(3-0-3)**
Human Resource Management
This course focuses on contemporary theory and practices relating to human resource management. Topics include: human resource planning, employment law, recruitment and selection, training and development, performance management, separating and retaining employees, compensation systems, and labor relations.

MGT 135 **(3-0-3)**
International Business
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will be introduced to the concept of globalization and its impact on multinational enterprises, the national differences in political, economic, and legal systems, and the different global strategies for competing in the worldwide marketplace.

MGT 213 **(3-0-3)**
Principles of Management
This course provides an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing and communicating. Topics include management theory, ethical and social responsibilities required of managers, decision making, organizational culture, motivating employees, increasing cooperation within groups and teams, and global management.

MGT 215 **(3-0-3)**
Sales and Services
This course is co-taught by a certified professional trainer from Sandler Training, one of the leading sales training and leadership development companies in the world, and a faculty member in the college's business program. Topics covered include establishing rapport and trust with prospects, uncovering the prospect's need, budget, and decision-making process, making effective presentations, improving your attitude, behavior, and technique, and creating an effective prospecting plan. Students are trained off-campus where they will be in direct contact with other selling professionals. Approval by the Division of Business, Criminal Justice and Law and Sandler Training is required to enroll in this course.

MGT 242 **(3-0-3)**
Entrepreneurship
This course gives students a comprehensive overview of the management of small and entrepreneurial ventures. Topics covered include pursuing franchising and existing business opportunities, creating a business plan, exploring target markets, developing the right marketing mix, pricing and credit strategies, selling, and effective customer service. In addition, the course also reviews understanding and managing start-up, fixed and variable costs, managing risk, operating for success, location, facilities and layout, human resources and management, leadership, and ethical practices.
PR/CR: MGT 123

MGT 250 **(0-0-3)**
Business Internship
This course provides the opportunity to explore and gain valuable work experience in a career area related to business. Textbook theory and classroom experience are enhanced while working in a supervised professional setting. The course incorporates business or business-related assignments that enable students to develop the competencies needed to succeed in a competitive work environment. Students are required to complete 135 hours of work and attend a mandatory leadership seminar/conference. Grading is on a pass/fail basis.
PR: Student must have minimum 45 credits overall and 2.0 GPA; Division approval required

MGT 251 **(0-0-6)**
Disney Co-Operative
The Disney Co-Operative internship uses a directed working and learning experience to expand knowledge of successful organizational practices. This co-op is designed to meet a participant's need for an integrated experiential program that provides transferable knowledge and skills to all participants. Students work an average of 35 hours a week at Walt Disney World during the fall or spring semester. NOTE: The student is responsible for making the necessary transportation arrangements to Walt Disney World or Disneyland.
PR: 2.0 GPA and Permission of Division

Marketing

MKT 223 **(3-0-3)**
Marketing
This course emphasizes the role of marketing in organizations. Topics include developing marketing strategies, ethical behavior and social responsibility,

the marketing environment, understanding consumer behavior, global marketing, creating and managing products, services, and brands, pricing products, promotion, using social media and mobile marketing to connect with consumers and personal selling.

Mathematics

MAT 081 (3-0-3)
Quantitative Reasoning Workshop
This course provides students with additional academic instruction and learning strategies to complete the student learning outcomes for MAT 123 Quantitative Reasoning. With a focus on differentiated and personalized instruction, this course reinforces prerequisite concepts and addresses learning gaps in mathematics so that students can receive just-in-time support for the concepts covered in MAT 123. This course supports the student learning outcomes for MAT 123 through group work, one-on-one support, and concept-focused activities in an informal workshop setting.

MAT 082 (3-0-3)
Statistics Workshop Lab
This course provides students with additional academic instruction and learning strategies to complete the student learning outcomes for MAT 147 Statistics. With a focus on differentiated and personalized instruction, this course reinforces prerequisite concepts and addresses learning gaps in mathematics so that students can receive just-in-time support for the concepts covered in MAT 147. This course supports the student learning outcomes for MAT 147 through group work, one-on-one support, and concept-focused activities in a informal workshop setting.

MAT 083 (3-0-3)
College Algebra and Trigonometry Workshop
This course provides students with additional academic instruction and learning strategies to complete the student learning outcomes for MAT 154-College Algebra & Trigonometry. With a focus on differentiated and personalized instruction, this course reinforces prerequisite concepts and addresses learning gaps in mathematics so that students can receive just-in-time support for the concepts covered in MAT 154. This course supports the student learning outcomes for MAT 154 through group work, one-on-one support, and concept-focused activities in an informal workshop setting.

MAT 123 (3-0-3)
Quantitative Reasoning
This course integrates numeracy, algebraic reasoning, and understanding of functions. It includes numerical concepts, probability, descriptive statistics, and linear, quadratic, and exponential modeling. This course also emphasizes the connection between graphical, analytical, and numerical representations of functions and explores these topics using real-world contexts and applications.

MAT 145 (3-0-3)
Topics in Contemporary Math
This course introduces mathematics as a liberal art with various contemporary applications. The course covers logic, sets, combinations and permutations as well as number bases. The instructor also chooses from among the following topics: voting and apportionment; management science and graph theory; topics in geometry, as well as the nature of growth. Students should have two years of high school math, which includes a course in algebra and some geometry.

MAT 147 (3-0-3)
Statistics
This course focuses on the following topics: descriptive statistics, an introduction to probability, random variables and probability distributions, the binomial and normal probability distributions, sampling, estimation, hypothesis testing, chi-square distributions, linear correlation and regression.
PR: Eligible to enroll in a 100-level math course

MAT 148 (3-0-3)
College Algebra
This course concentrates on the application and analysis of algebraic problems as they occur in a variety of disciplines. Topics include linear, quadratic, exponential and logarithmic functions and models and an introduction to regression analysis. Other topics include solution of equations and inequalities, sequences and matrices. Methods of proof such as algebraic derivation as well as the use of counterexamples to disprove mathematical statements are explored.
PR: Eligible to enroll in 100-level math course

MAT 149 (3-0-3)
Topics in Finite Mathematics
This course introduces topics in finite math with applications to business, social sciences, computing, and/or life sciences. Topics include logic, functions, mathematical models, the Method of Least Squares, systems of linear equations and matrices, linear programming, sets and counting, probability, probability distributions, random variables, expected values, and Markov Chains.

MAT 154 (3-0-3)
College Algebra & Trigonometry
This course includes algebraic and graphical analysis of various functions, including linear, quadratic, exponential, logarithmic, and trigonometric functions. Topics include function notation, domain and range, rate of change, basic function transformations, and systems of equations, as well as the Unit Circle and applications of both right triangle trigonometry and vectors.

MAT 167 (4-0-4)
Precalculus With Analytic Geometry
This course provides an overview of polynomial, rational, exponential, logarithmic, and trigonometric functions as a prelude to Calculus. Function features such as domain and range, zeros, continuity, and end behavior are determined both algebraically and graphically. The course also explores function concepts of combination, composition, and inverses. Additional topics include the Law of Sines, the Law of Cosines, polar coordinates, conic sections, and introduction to limits.
PR: MAT 154 or per Math Advising Flow Chart

MAT 180 (4-0-4)
Calculus I
This course, in the calculus of a single variable, includes, limits, continuity, derivatives of algebraic and transcendental functions, implicit differentiation, related rates, the Mean Value Theorem, antiderivatives, definite integral, and the Fundamental Theorem of Calculus. The course introduces applications of differentiation such as curve sketching and optimization problems as well as applications of integration such as area and average value.
PR: MAT 167 or equivalent

MAT 181 (4-0-4)
Calculus II
This course, in the calculus of a single variable, concerns recognizing, analyzing, and calculating problems in the following topic areas: the calculus of inverse trigonometric functions, integration techniques, application of integration, L'Hopital's Rule, improper integrals, infinite sequences and series, plane curves, parametric equations, polar coordinates, and polar curves.
PR: MAT 180 or consent of the department

MAT 210 (3-0-3)
Discrete Structures: Logic & Proof
This course provides an introduction to the non-continuous side of mathematics. The course focuses on techniques of mathematical proof including mathematical induction, direct proof, indirect proof, and proof by contradiction. Topics include relations and functions, symbolic logic and predicate calculus, number theory, combinatorial methods as well as an introduction to graph theory.
PR: MAT 180
Spring only

MAT 222   **(3-0-3)**
Ordinary Differential Equations
This course provides an introduction to ordinary differential equations. The course includes linear differential equations, systems of differential equations, series solutions, boundary value problems, existence theorems, Laplace transforms and applications to the sciences.
PR: MAT 181

MAT 240   **(4-0-4)**
Calculus III
Topics covered in this course include three- dimensional analytic geometry, vectors, calculus of functions of several variables, partial differentiation and multiple integration. Additionally, The Fundamental Theorem of Line Integrals and Green's Theorem, as well as vector fields are covered.
PR: MAT 181
Spring only

MAT 242   **(3-0-3)**
Linear Algebra
Linear Algebra blends the theoretical and practical aspects of mathematics and is applicable to numerous fields of study. The course topics are investigated by practicing deductive reasoning, constructing elementary proofs, and applying a variety of algebraic techniques. Topics include: systems of linear equations; matrix algebra; determinants and their properties; the structure of Rn; vectors and vector spaces; linear independence and span; basis and dimension; rank of a matrix and the Rank Theorem; inner product spaces; orthogonal bases; linear transformations; eigenvalues; eigenvectors; and diagonalization of matrices. Additional topics include the Gram Schmidt Orthogonalization Process and projection onto a subspace.
PR: MAT 180

Mobile Food Service

MFS 101   **(2-2-3)**
Mobile Food Service I
This course provides basic information and skills needed to run a Mobile Food Service operation. Students examine food trucks, food carts, and food trailers for various vending opportunities. Students gain experience within a Mobile Food Service operation on the SUNY Schenectady Food Truck. Students learn to produce salads, sandwiches, and soups, utilizing a variety of cooking techniques. The course emphasizes sanitation in compliance with laws and ordinances of the Department of Health.

MFS 102   **(2-8-6)**
Mobile Food Service II
This course teaches menu development, equipment maintenance and troubleshooting, and truck maintenance. Students examine the principles of human resources and codes for local and state regulations. Practical experience in a Mobile Food Service operation is provided. Students operate the SUNY Schenectady Food Truck at offsite venues. The course emphasizes sanitation in compliance with laws and ordinances of the Department of Health.
PR: MFS 101 or HOT 111 and HOT 112

MFS 103   **(2-8-6)**
Mobile Food Service III
This course provides for additional experience in operating a Mobile Food Service operation. Students are responsible for menu development and costing, equipment maintenance and troubleshooting, and adherence to local and state regulations. Students apply their studies while they execute, staff, and manage a food service concept they have designed. The course emphasizes sanitation in compliance with laws and ordinances of the Department of Health.
PR: MFS 102

Music

MUS 100   **(1-0-1)**
Basic Ensemble
This course is designed to develop skills in music reading and ensemble performance. Class time is dedicated to sight-reading music in classical, jazz, and folk styles; reading and performing rhythm and scale exercises; and preparing music for performance.
PR/CR: MUS 135 or permission of the Dean of the School of Music
Fall only

MUS 106   **(3-0-3)**
Ear Training and Sight Singing
This course develops students' competencies in sight singing in major and minor keys as well as reading skills in simple and compound meters using solfège—movable Do and Do based minor—and Gordon based rhythmic patterns. Students also develop ear training skills including identifying melodic intervals and triad quality.

MUS 112   **(1-0-1)**
Music Notation Software Basics
This course introduces basic music notation through the use of the notation software program Avid Sibelius. Students learn the conventions of staff music notation while using Sibelius to create scores for various instruments, voices, and ensembles. Students examine and create a wide variety of scores, including music for solo instruments, chamber ensembles, lead sheets for jazz and popular standards, and classical and romantic symphonies. In addition to traditional staff notation, students also study instrument-specific notation and special technique notation as found in contemporary and nontraditional music. The course includes an arrangement project for a small ensemble of transposing and non-transposing instruments. Student projects are performed in class. Students use Sibelius on individual computers during class and have access to these computers during the day to complete assignments. Though not required, students may wish to acquire a version of Sibelius for use on their own computer.
Spring only

MUS 113   **(1-0-1)**
Basic Ensemble II
This course develops music reading and performance skills through sight reading, rehearsal and performance in an ensemble setting. Students sight read music in a variety of styles and meters; read and perform more complex rhythm and scale exercises; and prepare music for performance as part of an ensemble.
PR/CR: MUS 135 or permission of the Dean of the School of Music
Spring only

MUS 114   **(0-4-1)**
Wind Ensemble
This course provides the student with a medium for the performance of large and moderate size works primarily for brass, woodwinds, and percussion. Students perform works selected on the basis of artistic and historic significance as well as pedagogical importance. Students also research the broader historic, social, and aesthetic principles of the assigned repertoire. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances are open to the public.
PR: Audition/Permission of Instructor

MUS 115   **(3-0-3)**
Rock Music Style and Development
This course explores the historical development of rock music in terms of musical style as well as of rock music's role as a social, cultural, economic and political force. The course covers the pre-existing styles (pop, country and western, rhythm and blues, jazz, folk, gospel and classical music) that impacted the evolution of rock music. Directed listening exercises emphasize music listening skills and reinforce concepts of musical style and elements such as rhythm, pitch, dynamics, timbre and form.

MUS 116 (0-2-1)
Jazz Ensemble
This course provides students with the opportunity to perform classic and contemporary music for big band. Students perform works selected on the basis of artistic and historic significance as well as pedagogical importance. Students also research the broader historic, social, and aesthetic principles of the assigned repertoire. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances are open to the public.
PR: Audition/Permission of Instructor

MUS 117 (1-0-1)
Flute Ensemble
This course provides the student with a medium for the performance of chamber music for various size flute ensembles. Students are given the opportunity to perform works selected on the basis of artistic and historical significance as well as pedagogical importance with special emphasis on the development of independence in chamber music performance skills. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances will be open to the public.
PR: Audition/Permission of Instructor

MUS 118 (0-3-1)
Vocal Chamber Ensemble
This course provides the student with a medium for the performance of works for a vocal chamber ensemble; special emphasis will be placed on the development of proper musical techniques including singing, diction, as well as performing in a variety of languages. Students perform works selected on the basis of artistic and historic significance as well as pedagogical importance. Students also research the broader historic, social, and aesthetic principles of the assigned repertoire. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances are open to the public.
PR: Audition/Permission of Instructor

MUS 119 (1-0-1)
Brass Ensemble
This course provides the student with a medium for the performance of chamber and larger size works for brass instruments. Students are given the opportunity to perform works selected on the basis of artistic and historical significance as well as pedagogical importance with special emphasis on the development of performance skills. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances will be open to the public.
PR: Audition/ Permission of Instructor

MUS 120 (3-0-3)
World Music Styles
This course is a comprehensive survey of the musical works and styles of world cultures from Africa, the Middle East, the Muslim world, the Arab world, India, Indonesia, East Asia, and the Americas, and explores the meaning and function of music in culture and society. Musical examples range from selections from major urban centers to small villages. Students focus on composers and compositions that made important contributions to the development of music and examine the effects and influences of society, culture, geography, and technology on the evolution of music of various genres within each cultural region. Through active online listening, students analyze specific works focusing on their stylistic elements, genres, and respective cultures.
Fall only

MUS 121 (3-0-3)
The Enjoyment of Music I
This course is a survey of art music of the Western world from the Middle Ages through the Twenty-first Century. By examining music from major style periods, students learn to recognize standard Western instruments and elements of music, including melody, harmony, rhythm, texture, and form. Students develop listening skills through in-class activities and online music listening assignments. Students develop an understanding of the defining characteristics of the major style periods by examining great musical works and studying major composers from each era and by exploring the relationship between music and other art forms.

MUS 122 (1-0-1)
Guitar Ensemble
This course provides the student with a medium for the performance of chamber music for various size guitar ensembles. Students perform works selected on the basis of artistic and historical significance as well as pedagogical importance. Students also research the broader historic, social, and aesthetic principles of the assigned repertoire. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances will be open to the public.
PR: Audition/Permission of Instructor

MUS 124 (1-0-1)
Classical Guitar Ensemble
This course provides the student with a medium for the performance of chamber music for various size classical guitar ensembles. Students are given the opportunity to perform works selected on the basis of artistic and historical significance as well as pedagogical importance with special emphasis on the development of independence in chamber music performance skills. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances will be open to the public.
PR: Audition/Permission of Instructor

MUS 126 (0-0-1)
Percussion Ensemble
This course provides the student with a medium for the performance of large and moderate size works for mixed percussion. Students perform works selected on the basis of artistic and historical significance as well as pedagogical importance with special emphasis on the development of multi-instrument percussion skills. The course includes concert preparation and rehearsal techniques along with positive performance experiences. Performances are open to the public.
PR: Audition/Permission of Instructor

MUS 127 (3-0-3)
Jazz Styles and Development
This course is a comprehensive survey of the works and styles of jazz, a uniquely American art form, and its relationships to popular and art music including pre-jazz styles such as ragtime and blues, swing, bebop, cool, third stream, avant-garde, fusion, and contemporary music. Students focus on composers and compositions that are important to the development of jazz, and examine effects and influences of society, culture, and technology on the evolution of various jazz genres. Through active online listening, students analyze specific works focusing on their stylistic elements, genres, and respective time periods.

MUS 128 (0-0-1)
Jazz Combo
This course provides students with opportunities to perform classic and contemporary jazz music in a small group format. Special emphasis is placed on group interaction, improvisation, and independent playing. Performances will be open to the public and occur both on and off-campus.
PR: Audition/Permission of Instructor

MUS 130 (1-0-1)
Chamber Ensemble
This course provides the student with a medium for the performance of mixed instrument chamber music. Students are given the opportunity to perform works selected on the basis of artistic and historical significance as well as pedagogical importance with special emphasis on the development of independent rehearsals, the course provides positive chamber music

performance experiences.
PR: Audition/Permission of Instructor

MUS 131 (3-0-3)
African American Music Survey
This appreciation and literature course is a survey of African American musical genres and styles. Topics of study range from the slave and folk songs of 19th century America to the popular and classical compositions of the 20th and 21st century African Americans. An emphasis will be placed on the development of listening skills.

MUS 132 (0-4-1)
Chorus
This course provides the student with a medium for the performance of large and moderate size works for chorus; special emphasis will be placed on the development of proper musical techniques including singing, diction, as well as performing in a variety of languages. Students perform works selected on the basis of artistic and historic significance as well as pedagogical importance. Students also research the broader historic, social, and aesthetic principles of the assigned repertoire. The course provides an experience in concert preparation and rehearsal techniques along with positive performance experiences. Performances are open to the public.

MUS 133 (3-0-3)
Digital Music and Beat Production I
This course introduces the basic music theory concepts, their application to the organization of percussion beats and music samples in varying music styles. The course also covers the organization of tempo maps, sampling, and drum beats using Avid Pro Tools software, as well as the creation of original compositions using MIDI to enhance existing music samples. Basic legal topics such as copyright, leasing, and registering original pieces of music are covered.

MUS 134 (3-0-3)
Digital Music and Beat Production II
This course includes the creation of compositions and beats through the synthesizing of original sounds and using recording techniques to blend in live instruments. Analysis of modern beats and the replication of techniques used by popular music producers is covered as well as recording vocal top lines over compositions. Industry standard software such as Boom, Xpand!2, and Structure Free in conjunction with Avid Pro Tool 12 is used.
PR: MUS 133, MUS 147 and MUS 178. MUS 147 and MUS 178 may be taken concurrently.

MUS 135 (1-0-2)
Applied Music I
Applied Music I and II consists of weekly one-on-one lessons with a studio instructor and is designed to help students achieve basic competencies in musical performance. Students study techniques and repertoire appropriate to the individual student's instrument or voice. With the studio instructor's guidance, students will set personal goals in musicianship and work towards those goals. The course is also used to prepare students for an entrance audition for the AS or AAS music degree programs. In addition to the lessons, a minimum of fourteen hours of weekly individual practice is required.

MUS 136 (1-0-2)
Applied Music II
Applied Music I and II consists of weekly one-on-one lessons with a studio instructor and is designed to help students achieve basic competencies in musical performance. Students study techniques and repertoire appropriate to the individual student's instrument or voice. With the studio instructor's guidance, students will set personal goals in musicianship and work towards those goals. The course is also used to prepare students for an entrance audition for the A.S. or A.A.S. music degree programs. In addition to the lessons, a minimum of fourteen hours of weekly individual practice is required.

MUS 147 (3-0-3)
Music Fundamentals
The basic course in fundamentals of tonal music is designed to develop competencies in the reading and writing of notes, scales, key signatures, intervals, chords, and rhythmic elements.

MUS 150 (0-2-1)
Acting for Singers
This course introduces students to the craft of acting by exploring the use of the body and voice, along with character study. Using readings, monologues, and beginning scene study, students develop performance skills and utilize them in class activities.
PR: Acceptance into Musical Degree Program OR Permission of Instructor

MUS 151 (2-0-2)
Theory I
Theory I covers the fundamentals of tonal music, scales, modes, triads, seventh chords, and cadences. This course prepares the student for more detailed analysis of rhythm, texture, and form, with an emphasis on basic harmony and eighteenth century voice leading practices.
PR: Acceptance into music degree program
CR: MUS 155
Fall only

MUS 152 (2-0-2)
Theory II
Theory II builds on the concepts of Theory I (MUS 151) and covers the eighteenth century voice leading practices, root movements and progressions, and figured bass theory and usage. Dominant seventh chords and non-dominant seventh chords are introduced. Also included are secondary dominants, modulation, applications of cadential formulas, and dance forms including binary and simple ternary forms.
PR: MUS 151
CR: MUS 156
Spring only

MUS 155 (1-1-1)
Aural Skills I
This course focuses on skills to enhance performance through the recognition, mental imaging and vocal performance of a broad range of musical structures. The course begins with the fundamentals of tonal music, scales, rhythmic patterns, intervals, modes, triads, seventh chords, and chord patterns. Students are trained to aurally recognize, notate and vocally reproduce these elements. The course also emphasizes sight singing, harmonic, rhythmic and melodic dictation and the use of solfège as a learning and study tool.
PR: MUS 151, Acceptance into music degree program. MUS 151 may be taken concurrently.

MUS 156 (1-1-1)
Aural Skills II
This course continues and expands skills developed in MUS 155 Aural Skills I. The course designed to enhance performance through the recognition and mental imaging of a broad range of musical structures and continues work in the fundamentals of tonal music: scales, rhythmic patterns, modes, triads, seventh chords, and chord patterns. The course introduces modulations, non-harmonic tones, inversions of seventh chords, and four voice chord progressions and patterns. Students are trained to aurally recognize, notate and vocally reproduce these elements. The course also emphasizes sight singing and the use of solfège as a learning and study tool.
PR: MUS 155 CR: MUS 152
Spring only

MUS 157 (2-0-1)
Conducting I
This course introduces the basic techniques and competencies of conducting: posture and hand position, baton usage, foreign and technical terms, a survey of large ensemble repertoire, metric patterns in two, three, and four,

instrumental transpositions, string bowings, score reading, preparation and analysis, preparatory gestures, gestures of syncopation, fermata and caesura problems. Prepare and conduct simple scores in class and analyze orchestral and other scores. Other topics will include rehearsal technique and interpretation.
PR: MUS 152, MUS 257
Fall only

MUS 158 (2-0-1)
Conducting II
This course continues study of the basic conducting techniques with simple, compound, asymmetric and subdivided metric patterns, as well as rehearsal techniques and planning. Separate instrumental and choral conducting techniques are introduced. Students learn a systematic procedure for marking scores and conduct scores in class. Other topics include cuing and left hand independence, changing tempi, concert programming and interpretation.
PR: MUS 157
Spring only

MUS 160 (0-4-1)
Orchestra
This course provides the student with a medium for performance of large and moderate size musical works primarily for woodwinds, brass, percussion, and strings. Students perform selected music based on artistic and historical significance, as well as pedagogical merit. The course provides experiences in rehearsal techniques, concert preparation, and culminating performances. Performances will be open to the public.

MUS 163 (2-0-2)
Performance Concentration I
Performance Concentration develops the student's performance and teaching skills to the highest possible level through the careful study of techniques, sight-reading/sight-singing and repertoire appropriate to the individual student's instrument or voice with a private studio instructor. Weekly Performance Classes with division instructors provide practical experience in performance and critical analysis. In addition, this course requires attendance of several faculty, student, and guest artist concerts presented throughout the semester which provide demonstrations of peer and professional level performance techniques. Division Recitals, given towards the end of the semester, provide a practical experience for each student in formal performance. A final performance examination is administered by a faculty panel, including the studio instructor, at the conclusion of MUS 164 and MUS 264. This course is restricted to students who have been accepted into the Performing Arts: Music A.S. or Music Audio Technology A.A.S. degree.
PR: Acceptance into A.S. or A.A.S music program
CR: MUS 114 or MUS 122 or MUS 124 or MUS 126 or MUS 132 or MUS 160

MUS 164 (2-0-2)
Performance Concentration II
Performance Concentration develops the student's performance and teaching skills to the highest possible level through the careful study of techniques, sight-reading/sight-singing and repertoire appropriate to the individual student's instrument or voice with a private studio instructor. Weekly Performance Classes with division instructors provide practical experience in performance and critical analysis. In addition, this course requires attendance of several faculty, student, and guest artist concerts presented throughout the semester which provide demonstrations of peer and professional level performance techniques. Division Recitals, given towards the end of the semester, provide a practical experience for each student in formal performance. A final performance examination is administered by a faculty panel, including the studio instructor, at the conclusion of MUS 164 and MUS 264. This course is restricted to students who have been accepted into the Performing Arts: Music A.S. or Music Audio Technology A.A.S. degree.

MUS 167 (2-0-2)
Percussion Techniques
This course familiarizes students with the fundamentals of percussion performance and pedagogy. Topics and activities include the development

of intermediate performance skills for snare and other drum techniques, timpani, and mallet percussion, and the discussion and demonstration of Latin percussion and other non-Western styles. This course also focuses on pedagogical approaches for beginning students; basic maintenance of instruments; percussion accessories; and percussion ensembles.
PR: Acceptance into Music Degree Program

MUS 169 (1-0-1)
Guitar Techniques
This course develops basic competencies in guitar accompaniment for classroom singing. Students focus on basic guitar techniques including strumming, finger picking, scales, and chords. Students also learn basic pedagogical approaches for teaching beginning guitar. Students are required to obtain an acoustic guitar (nylon or steel strings) for class use. (This course is not applicable for students who are enrolled in Guitar Performance Concentration.)
PR: Acceptance into A.S. or A.S.S. music program

MUS 171 (2-0-2)
Beginning Voice Class
This course presents the fundamentals of basic vocal production and is appropriate for students with no prior vocal instruction. Students develop vocal technique with an emphasis on proper breathing and voice placement through the study of classical and folksong repertoire. The course introduces techniques in pronunciation and diction, pitch control, tone development, and song preparation in Italian, English, and other languages. The course also introduces the basics of vocal anatomy. In addition, students explore the differences between classical, jazz, pop, and musical theater vocal techniques. Vocal score reading is emphasized throughout.

MUS 176 (1-0-1)
Video Production Basics
This course introduces basic video/film/audio production and develops techniques to capture video images and audio and edit these elements together. Students record concerts and events during the semester and produce finished video projects.
PR: MUS 179 Audio Recording II and acceptance into a music degree program

MUS 178 (3-0-3)
Audio Recording I
This course presents the basic elements of sound as well as sound generation and recording. Students work on the routing of sound and the principles of recording and tracking in a virtual mixing console environment. The course also covers utilizing specialized equipment for audio tracking including preamps, various types of microphones, compressors and limiters. Other topics include Pro Tools software; the principles required to complete a recording project, from initial set up to final mix; and industry-specific terms used by recording engineers to describe and measure sound levels and frequency content.
PR: MUS 106 or MUS 147, or acceptance into music degree program. MUS 106 or MUS 147 may be taken concurrently.

MUS 179 (3-0-3)
Audio Recording II
This course builds on and is a continuation of MUS 178 Audio Recording I. Using AVID ProTools software in conjunction with a Pro Control 24 automated mixing console and an Avid M-box, students will complete a variety of audio projects, including music as well as radio and TV commercials. Course projects incorporate mixing and mastering techniques using multi-band compression, equalization, and limiting.
PR: MUS 178; and MUS 106 or MUS 151
Concurrent: MUS 147 or MUS 152

MUS 180 (1-0-1)
Introduction to Music Therapy
This course is an introduction to the music therapy career field. It presents the historical background and philosophical basis of music therapy. The course

examines music therapy processes and how they are applied across a number of client populations. This course also explores the role of the music therapist as a healthcare field professional and the education and training required to become a board certified music therapist.

MUS 181 (2-0-2)
Beginning Piano
This course provides group instruction for beginning level students. Students learn to read music and develop technical proficiency at the piano through preparation and performance of progressively difficult music. Keyboard ensemble activities are stressed and provide additional opportunities for rhythmic and musical development.

MUS 182 (2-0-2)
Intermediate Piano
This course provides group instruction for intermediate level students. Students further develop music skills and technical proficiency acquired in MUS 181 through preparation and performance of progressively difficult music. Keyboard ensemble activities are stressed and provide additional opportunities for rhythmic and musical development.
PR: MUS 181 or permission of the Instructor or Dean.

MUS 190 (3-0-3)
Intro to Diction for Singers
This course introduces students to the International Phonetic Alphabet (IPA) and its application to the Italian, German, French, and English languages within the context of classical vocal repertoire. It offers practical knowledge in recognizing IPA symbols for multiple language pronunciations and demonstrates how to produce the appropriate vocal sound for each symbol. This course also guides students in the anatomy and physiology of the mechanisms of respiration, phonation, resonance, and articulation.
PR: Acceptance into Music Degree Program

MUS 195 (3-0-3)
Music Experimental
This course in an introduction to the basic elements of sound as well as sound generation and recording. The course will focus primarily on the routing of sound in a virtual mixing console environment and the principles of recording and and tracking. Equipment used for tracking such as pre-amps, various types of microphones, compressors and limiters will be introduced. This course also presents the basic Pro Tools software principles required to complete a recording project from initial set up to final mix. Industry-specific terms used by recording engineers to describe and measure sound levels and frequency content will be covered.
PR: MUS 152, 156

MUS 230 (3-0-3)
Live Sound Reinforcement
This course introduces concepts of analog and computer-based audio signal path, equipment selection, and systems design. The course provides aural skills training necessary for live sound reinforcement and covers aspects of live sound microphone selection/placement and mixing.
PR: MUS 152 or permission of the Dean.

MUS 231 (3-0-3)
Music Business
This course explores the history and development of the music industry and gives the student experience in identifying and navigating practical, legal, and procedural issues within the music industry. This course also provides an overview of music merchandising, music publishing, recording arts management, copyright law and licensing as well as identifies career options throughout the music business.

MUS 232 (2-0-2)
Jazz Improvisation I
This course introduces the study of jazz improvisation. Students learn the elements of jazz harmony through the study of chords, scales, modes, arpeggios, and harmonic formulae as well as transcription and analysis

of historic improvised solos. Students use these skills and knowledge to improvise over common jazz forms including modal, blues, and AABA song form.

MUS 235 (3-0-3)
Music Business II
This course continues the examination, begun in MUS 231, of practical, legal, and procedural issues encountered in the music industry. The course explores music publishing, recording arts management, artist management, emerging trends and technologies, marketing, and the recording industry and its history. Career options in the music business are identified throughout the course.
PR: MUS 231
Spring only

MUS 251 (2-0-2)
Theory III
This course reviews and builds on the concepts of Theory II (MUS 152) beginning with an emphasis on original four-voice chorale composition in accordance with common-practice harmonic and counterpoint principles. The course introduces the voice leading and analysis of borrowed chords, Neapolitan 6th chords, augmented 6th chords, and chord extensions (9th, 11th, and 13th chords). The course also introduces variation technique and rondo form.
PR: MUS 152
CR: MUS 255

MUS 252 (2-0-2)
Theory IV
Theory IV builds on the concepts of MUS 251, Theory III and covers two-voice eighteenth century counterpoint, altered dominants, chromatic mediants, enharmonic modulation, and common tone diminished 7th chords. There is a focus on the analysis of sonata form. Twentieth century topics include impressionism, twelve-tone techniques, and the analysis of pitch class sets. The course includes a review of classical and romantic forms.
PR: MUS 251
CR: MUS 256

MUS 255 (1-1-1)
Aural Skills III
This course continues and expands skills developed in MUS 156 Aural Skills II. The course is designed to enhance performance through the recognition and mental imaging of a broad range of musical structures and continues work in the fundamentals of tonal music: scales, rhythmic patterns, modes, triads, seventh chords, and chord patterns. The course introduces chromatic and secondary harmonies, modulation to closely related keys, leaps greater than a sixth, asymmetrical meters, changing meters and tempi. Students aurally recognize, notate, vocally reproduce, and analyze these elements. The course also emphasizes sight singing, the use of solfège movable Do and Do based minor and Gordon based rhythmic patterns.
PR: MUS 156
CR: MUS 251

MUS 256 (1-1-1)
Aural Skills IV
This course continues and expands skills developed in MUS 255 Aural Skills III. The course is designed to enhance performance through the recognition and mental imaging of a broad range of musical structures and continues work in the fundamentals of tonal music: scales, rhythmic patterns, modes, triads, seventh chords, and chord patterns. The course introduces foreign modulation, augmented sixth chords, impressionist devices, twelve-tone technique, set theory, and other twentieth century elements. Students aurally recognize, notate, and vocally reproduce, and analyze these elements. The course also emphasizes sight singing, the use of solfège movable Do and Do based minor and Gordon based rhythmic patterns.
PR: MUS 255
CR: MUS 252

MUS 257   **(3-0-3)**
Literature and Style I
This course is a comprehensive survey of the works and styles of Western art music in the Medieval, Renaissance, Baroque, and early Classical periods. Students focus on composers and compositions that made important contributions to the development of music, and examine the effects and influences of society, culture, and technology on the evolution of music of various genres. Through active online listening, students analyze specific works focusing on their stylistic elements, genres, and respective time periods.
PR: Successful audition for music program
CR: MUS 151, 155

MUS 258   **(3-0-3)**
Literature and Style II
This course is a comprehensive survey of the works and styles of Western art music in the Romantic, Twentieth Century, and Contemporary periods. Students focus on composers and compositions that made important contributions to the development of music, and examine the effects and influences of society, culture, and technology on the evolution of music of various genres. Through active online listening, students analyze specific works focusing on their stylistic elements, genres, and respective time periods.
PR: MUS 257
CR: MUS 152, 156

MUS 263   **(2-0-2)**
Performance Concentration III
Performance Concentration develops the student's performance and teaching skills to the highest possible level through the careful study of techniques, sight-reading/sight-singing and repertoire appropriate to the individual student's instrument or voice with a private studio instructor. Weekly Performance Classes with division instructors provide practical experience in performance and critical analysis. In addition, this course requires attendance of several faculty, student, and guest artist concerts presented throughout the semester which provide demonstrations of peer and professional level performance techniques. Division Recitals, given towards the end of the semester, provide a practical experience for each student in formal performance. A final performance examination is administered by a faculty panel, including the studio instructor, at the conclusion of MUS 164 and MUS 264. This course is restricted to students who have been accepted into the Performing Arts: Music A.S. or Music Audio Technology A.A.S. degree.

MUS 264   **(2-0-2)**
Performance Concentration IV
Performance Concentration develops the student's performance and teaching skills to the highest possible level through the careful study of techniques, sight-reading/sight-singing and repertoire appropriate to the individual student's instrument or voice with a private studio instructor. Weekly Performance Classes with division instructors provide practical experience in performance and critical analysis. In addition, this course requires attendance of several faculty, student, and guest artist concerts presented throughout the semester which provide demonstrations of peer and professional level performance techniques. Division Recitals, given towards the end of the semester, provide a practical experience for each student in formal performance. A final performance examination is administered by a faculty panel, including the studio instructor, at the conclusion of MUS 164 and MUS 264. This course is restricted to students who have been accepted into the Performing Arts: Music A.S. or Music Audio Technology A.A.S. degree.

MUS 270   **(1-0-1)**
Studio Literature
This course offers a series of one-on-one sessions with the student's Performance Concentration studio instructor. The student is guided through the study of the seminal literature that has historically, musically, and technically impacted their concentration including orchestral excerpts and operatic excerpts where appropriate. Recorded performances are studied to reinforce the student's understanding of style and performance practice. This course is intended to prepare the student for MUS 272 (Recital) and guides the student through the process of selecting an appropriate recital program for performance in MUS 272 in a subsequent semester.
PR: Approval of School of Music faculty and studio instructor
CR: MUS 163, 164, 263, or 264 (Performance Concentration I, II, III, IV)

MUS 272   **(1-0-1)**
Recital
This course offers a series of one-on-one sessions with the student's Performance Concentration instructor. The student is guided through the process of planning, preparing, and performing a solo recital. Repertoire selections for this recital are the end result of MUS 270, Studio Literature. In addition to the musical preparation, the student is guided through the coordination of each aspect of the recital, from the facilities arrangements to the actual performance.
PR: MUS 270
CR: MUS 163, 164, 263, OR 264 (Performance Concentration I, II, III, or IV)

MUS 278   **(3-0-3)**
Audio Recording III
This course builds on and is a continuation of MUS 179 Audio Recording II. Students will formulate, design, and complete individualized projects using AVID ProTools software in a live recording studio environment. Students' course projects will incorporate advanced recording, mixing, mastering, compression, and microphone techniques.
PR: MUS 179, MUS 151, Admissions to A.A.S. Music Audio Technology degree program. MUS 151 may be taken concurrently.

MUS 280   **(1-6-3)**
Audio Recording Field Experience
This course provides students with a structured practical experience in a professional music business environment. The experience may be in audio recording, live sound, music management, or live music production, according to students' interests. The course requires a minimum of 90 hours of supervised field experience and fifteen hours of classroom instruction. This course also provides preparation for Avid Pro Tools 110 User Certification.
PR: MUS 152, MUS 278, Minimum 2.5 GPA, Minimum 30 hours completed towards degree, Permission of School of Music.

MUS 283   **(3-2-3)**
Music in Contemporary Education
This course provides an overview of the professional world of music education. The course covers processes of learning; goals and objectives; bases for selection of strategies, materials and functional techniques; and evaluative considerations within a consistent philosophical rationale related to contemporary education environments. In-class peer teaching opportunities on campus, and thirty clock-hours of supervised observations in local public schools are an integral part of this course. Professional development workshops in music education that are approved by the instructor may also apply to the required thirty clock-hours.

MUS 284   **(3-0-3)**
Music in Contemporary Education II
This course provides an overview of current methods, materials, and practices in secondary school music instruction. The course covers all aspects of teaching music at the secondary school level, with emphasis on active learning that engages students and involves them directly in the learning process. Particular attention is given to the developmental needs and interests of secondary school students. In-class peer teaching opportunities on campus, and thirty clock-hours of supervised observations in local public schools are an integral part of this course. Professional development workshops in music education that are approved by the instructor may also apply to the required thirty clock-hours.

MUS 285 (2-0-2)
Brass Techniques
This course familiarizes music students with the fundamentals of brass instruments and pedagogy. Topics and activities include the development of intermediate performance skills on trumpet and trombone, and the discussion and demonstration of horn, tuba, and euphonium. This course also focuses on pedagogical approaches for beginning students, basic maintenance of instruments, and instrument accessories.
PR: Acceptance into Music Degree Program

MUS 286 (2-0-2)
Woodwind Techniques
This course familiarizes music students with the fundamentals of woodwind instruments and pedagogy. Topics and activities include the development of intermediate performance skills on flute, clarinet, and saxophone and the discussion and demonstration of oboe and bassoon. This course also focuses on pedagogical approaches for beginning students, basic maintenance of instruments, and instrument accessories.
PR: Acceptance into Music Degree Program

MUS 287 (1-0-1)
Keyboard Techniques I
This course introduces functional keyboard skills including harmonization, accompaniment styles, improvisation, and analysis. Activities include performance of single line melodies with accompaniment and basic piano repertoire, and exercises in harmonic progressions, scales, and transpositions. This course also emphasizes reading of single and multi-stave scores.
PR: Successful music degree program audition

MUS 288 (1-0-1)
Keyboard Techniques II
This course continues the development of functional keyboard skills introduced in MUS 287 including harmonization and accompaniment in various styles, improvisation, transposition, and pedagogy. Students harmonize melodies using primary and auxiliary diatonic chords, and secondary (applied) dominants. Course activities include performing intermediate level piano repertoire, multi-stave score reading, 17th century-style figured bass exercises, scales, and harmonic progressions.
PR: MUS 287

MUS 289 (1-0-1)
Keyboard Techniques III
This course reinforces and further develops functional keyboard skills introduced and developed in MUS 287 and 288. Students harmonize melodies that emphasize chromatic harmonies including secondary (applied) dominant and leading tone chords, as well as melodies that modulate. Students also focus on more advanced piano repertoire that contains elements of chromatic harmony including borrowed chords, augmented sixth chords and Neapolitan chords. Course activities also include performing vocal accompaniments, multi-stave score reading, 17th century-style figured bass exercises, scales, and harmonic progressions.
PR: MUS 288

Nanoscale Materials Tech

NMT 150 (3-0-3)
Introduction to Materials Science
This course is a general introduction to the study of materials: metals, ceramics, polymers, and electronic materials. This course investigates the relationship between bonding, structure (crystals and microstructure) and properties of these materials. The course examines elementary principles of thermodynamics as they apply to materials, mechanical properties of materials, and the electronic, optical and magnetic properties of materials.

NMT 152 (3-0-3)
Introduction to Nanoscale Materials
This course introduces students to the field of nanoscale materials. Nanoscale materials have chemical and physical properties that are significantly different from those of bulk materials. This course examines the underlying principles of the resulting size-dependent properties and the processing and fabrication of these materials at the molecular level. This course will cover the synthesis and assembly of nanoscale materials based on top-down and bottom-up approaches. The applications of nanodevices made from nanoscale materials will also be discussed.
PR: NMT 150
PR/CR: MAT 154 or higher
Spring only

Nutrition

NTR 161 (3-0-3)
Introduction to Human Nutrition
This course is designed to explain the role of nutrition in health maintenance. Food sources, functions, and interrelationships of the six major nutrient categories are discussed as well as energy requirements and balance. The principles of nutrient needs throughout the life cycle are applied to nutritional assessment, menu planning and designing a healthy diet.

Paralegal

PAL 111 (3-0-3)
Survey of American Law
This course is an introduction to the law and legal system of the United States and the individual states. It first examines the roles of the participants from lawmakers and judges to attorneys, legal assistants and litigants. Students discuss ethical considerations for these parties. Students analyze sources of law and the part played by each branch of government in producing law. Students examine broad areas of substantive law relating to contracts, torts, crimes, property and personal rights with the focus on constitutional, statutory and common law developments in these areas.

PAL 112 (3-0-3)
Legal Research
This course is designed to equip students with the skills necessary to accurately and efficiently research virtually any topic in the law. In addition to providing a background for understanding the tools used, students are taught the fundamental techniques of how to find applicable legal principles and authority among primary and secondary sources of law. Methods for updating the law, through the use of Shepard's Citations and other tools, are presented so that the legal research product will be accurate and timely.
PR: PAL 111

PAL 114 (3-0-3)
Courts and Litigation
This course surveys New York and federal courts and jurisdiction, and focuses on procedure, concentrating on New York civil practice. Studies in legal research are continued with emphasis placed on the preparation of forms, briefs, affidavits and pleadings.
PR: PAL 111

PAL 217 (3-0-3)
Estates and Trusts
This course is a study of the substantive and procedural laws of estates, trusts, guardianships, fiduciaries, and estate taxation.
PR: PAL 111, PAL 112
Fall only

PAL 219 **(3-0-3)**
Real Property
This course introduces the law of real property and terminology of real estate interests and conveyances. Real property instruments are defined and examined, including the different types and nature of contracts, deeds, mortgages and leases. Acquisition and loss of real property interests by means other than deeds (such as adverse possession, prescription and inheritance) are also examined. Students prepare an abstract of title by examining recorded instruments.
PR: PAL 111

PAL 231 **(3-0-3)**
Family Law
This course is a study of the law of domestic relations and family law. This includes the substantive laws of marriage, adoption, divorce, annulment, separation, family obligations, children's rights and procedural laws concerning Family Court proceedings. Also included will be experience in the drafting of documents and instruments related to the aforesaid subjects.
PR: PAL 111

PAL 233 **(3-0-3)**
Administrative Law
This course is a study of the nature and sources of administrative law, special problems relating thereto and the place of administrative action in our governmental and legal systems.
PR: PAL 111 and 112

PAL 250 **(0-0-3)**
Paralegal Internship
This course provides the opportunity to explore and gain experience in a career area related to the paralegal profession. Textbook theory and classroom experience is enhanced while working in a supervised professional setting. The field study will incorporate paralegal or law-related assignments. All field work will be supplemented by scheduled meetings with the instructor. The course requires completion of 120 hours of field work. Grading is on a pass/fail basis.
PR: Paralegal major, completion of 30 credit hours, completion of PAL 112 and PAL 114, minimum GPA of 2.5, and permission of the Division.

Philosophy

PHI 141 **(3-0-3)**
Survey of Major Western Philosophers
This course provides an introductory survey of the major trends and developments in Western philosophical thought- particularly in metaphysics, epistemology, ethics, theology, aesthetics, and political philosophy-from the ancient Greeks to the 20th century. By adopting a historical perspective, the course traces that development through the contributions of major representative thinkers and movements. The course encourages students to examine their own philosophical positions or beliefs.

PHI 143 **(3-0-3)**
Introduction to Philosophical Problems
Focusing on issues in epistemology, ontology, philosophy of religion, philosophy of freedom, ethics, political and social philosophy, and philosophy of art, this course introduces students to important questions that have preoccupied Western philosophers and to representative attempts by those philosophers to answer those questions. The course will also consider significant contributions to the discussion of those questions by experts from other fields, such as physics and biology. The course encourages students to examine their own philosophical position or beliefs.

PHI 150 **(3-0-3)**
Basic Logic
This course introduces students to fundamental principles of logic. It introduces students to different kinds of statements: conjunctions, disjunctions, conditionals, bi-conditionals, and to their negations. It examines logical relations between statements and introduces symbolic notation and truth tables. It also focuses on argument and implication: identifying premises and conclusion, enthymemes, argument structures, natural deduction, invalid inference patterns and informal fallacies.

Physics

PHY 106 **(3-0-3)**
Meteorology
This course covers the fundamental concepts of meteorology including meteorological instruments and observation, synoptic chart interpretation, air masses, fronts, fog formation and dissipation, and severe weather. Also covered are weather reporting and forecasting and the dissemination of meteorological information for pilots and flight operations personnel. Students will be required to access and utilize the Internet to review and formulate web-based weather strategies.
Spring only

PHY 120 **(3-0-3)**
Physical Science I
This is one of a two-course sequence for the non-science major designed to provide an overview of the basic concepts of physics, chemistry, earth science and space science. This course covers the fundamentals of physics and space science; topics include the concepts of force, motion, energy, electricity, light, formation of the solar system, lifecycle of stars and classification of galaxies. In addition, the course will focus on the development and application of the scientific method, the relationships among the various physical sciences and the role of physical sciences in interpreting the world around us. Conceptual understanding of physical principles will be stressed rather than their mathematical interpretations. The two courses need not be taken in sequence.
PR: Eligible to enroll in 100-level math course

PHY 121 **(3-0-3)**
Physical Science II
This is one of a two-course sequence for the non-science major designed to provide an overview of the basic concepts of physics, chemistry, earth science and space science. This course covers the fundamentals of chemistry and earth science; topics include the atomic nature of matter, states of matter, changes of state, chemical reactions, the rock cycle, how chemical elements are cycled, the atmosphere and hydrosphere. In addition, the course will focus on the development and application of the scientific method, the relationships among the various physical sciences and the role of physical sciences in interpreting the world around us. Conceptual understanding of physical principles will be stressed rather than their mathematical interpretations. The two courses need not be taken in sequence.
PR: Eligible to enroll in 100-level math course

PHY 153 **(3-3-4)**
Physics I
This course uses algebra, trigonometry and geometry to describe forces, kinematics, dynamics, and conservation laws. The following topics are covered: translation motion, torque, friction, projectile motion, momentum, rotational motion, simple harmonic motion, sound and thermodynamics. Vector algebra will be used extensively.
PR: MAT 154 or eligible to enroll in MAT 167

PHY 154 **(3-3-4)**
Physics II
This course uses algebra, trigonometry and geometry to describe fluids, electricity, magnetism and optics. The following topics are covered: electric force and field, potential, capacitance, current, resistance, DC circuits, magnetic force and fields, AC circuits, reflection, refraction, mirror lenses and gratings.
PR: MAT 154 or higher, or eligible to enroll in MAT 167

PHY 221 **(3-3-4)**
College Physics I
This course is the first part of a one-year sequence. This course uses a calculus-based problem solving approach to describe kinematics, dynamics, and conservation laws. The following topics are covered: force, friction, translational and rotational motion, torque, and periodic motion. PR/CR: MAT 180
Fall only

PHY 222 **(3-3-4)**
College Physics II
The course is the second part of a one-year sequence. This course uses a calculus-based problem solving approach to describe electricity, magnetism, induction, and optics. The following topics are covered: electric force and field, Gauss's Law, electric potential, capacitance and dielectrics, current, resistance and EMF, DC circuits, magnetic force and field, electromagnetic induction, AC circuits, geometric optics and wave optics.
PR/CR: MAT 181
PR: PHY 221
Spring only

PHY 223 **(3-3-4)**
College Physics III
This course uses a calculus-based problem solving approach to describe vibratory phenomena (waves, oscillators, complex response functions) and scattering (including diffraction) as applied to nanoscale materials and systems. The following topics are covered: electromagnetic waves, geometric optics, interference & diffraction phenomena, relativity and the Lorentz transformation, photons and matter waves, quantum mechanics, Schrodinger's equation, spin angular momentum, density of energy states and conduction in solids materials, subatomic particles, nuclear fission and fusion, and radioactive dating.
PR: PHY 222

Political Science

POL 123 **(3-0-3)**
United States Government and Politics
This course introduces students to the institutions, structures, and processes of the United States federal government. It examines political theories; the Constitution; federalism; the three branches of government and the federal bureaucracy; political parties and elections; civil liberties and civil rights; the role of the media, interest groups, and social movements; and the interrelationship of economic and political power.

Psychology

PSY 121 **(3-0-3)**
Introduction to Psychology
This course introduces major theories and concepts in contemporary psychology. Topics covered include biopsychology, sensation and perception, learning, memory, thinking and intelligence, lifespan, consciousness, motivation and emotion, personality, social psychology, psychological disorders, health psychology, sex, gender, and sexuality. The course introduces students to scientific methods related to psychological research.

PSY 155 **(3-0-3)**
Introduction to Special Education
This course is an introduction to the education of exceptional children from birth to age twenty-one. It explores characteristics of various exceptionalities, as well as laws, policies, and procedures affecting students with special needs. The course emphasizes the identification of quality learning environments that ensure the inclusion of every child, and it identifies current practices, methods, and strategies for teaching children with diverse learning and developmental needs. A ten-hour field experience is included to enable

students to connect course content to an environment serving individuals with special needs.

PSY 200 **(3-0-3)**
Statistics for Social Sciences
This course introduces students to the application of statistical methods in the social sciences for the purpose of experimentation. The course provides an overview of how descriptive and inferential statistics, including measures of central tendency and variability, correlation and regression, estimation, confidence intervals and various methods of hypothesis testing such as ANOVA and Chi-square, are used in research.
PR: SOC 121 or PSY 121 and eligible to enroll in a 100-level math course
Fall only

PSY 201 **(3-0-3)**
Research Methods for Social Sciences
This course explores research methods in the social sciences. The course refines students' ability to read and interpret research articles, educating students on how to identify research that is valid and reliable. Students will also learn how to conduct their own research and write an APA-formatted research article. Students will apply quantitative methods, use critical thinking, and develop research writing skills as they work towards applying research principles to social science problems.
PR: PSY 121 or SOC 121; and ENG 123

PSY 221 **(3-0-3)**
Educational Psychology
This course provides students with an introduction to research-based concepts and principles about human learning, development and motivation and how that information is applied to classroom teaching. Emphasis is placed on learning theory and design of instruction through identification of learning outcomes, effective teaching strategies and assessment procedures. The role and methods of service learning are explored and applied through classroom instruction and the development of a service learning plan.
PR: PSY 121

PSY 222 **(3-0-3)**
Lifespan Development
This course provides a broad overview of human development from the lifespan perspective (prenatal development through the stages of aging). The major domains of development including physical, cognitive, emotional and social development are identified with an emphasis on the joint contribution of both biology and environment. The course provides students with the opportunity to examine major theoretical perspectives and explore the impact of culture, and context on development.
PR: PSY 121

PSY 223 **(3-0-3)**
Adolescent Psychology
Students will study human development from puberty to young adulthood. They will examine the adolescent in terms of biological, cognitive, social, and emotional domains. Normal development will be emphasized, but special issues will be investigated. The impact of cultural factors will be explored.
PR: PSY 121

PSY 224 **(3-0-3)**
Abnormal Psychology
This course introduces a variety of mental disorders as recognized by the current Diagnostic and Statistical Manual of Mental Disorders. The course emphasizes the biological, psychological and sociocultural approaches to the study of abnormal psychology, as well as the assessment, diagnosis, and treatment process. The course examines the impact historical, ethical, and research implications have on the diagnostic and treatment process.
PR: PSY 121

PSY 225 **(3-2-4)**
Introduction to Special Education
This course is an introduction to the education of exceptional children. Characteristics of the various exceptionalities as well as laws, policies, and

procedures affecting students with special needs are explored. Emphasis is placed on identifying quality learning environments that ensure the inclusion of every child, and current practices for teaching children with diverse learning and developmental needs. The methods and strategies for teaching and including children with special needs are discussed and applied. Students observe 30 hours in an environment serving children with special needs.

PSY 226 (3-0-3)
Social Psychology
This course is designed to introduce students to the major theoretical concepts in the study of social psychology. It will examine the nature and causes of individual behavior and thought in social situations with emphasis on how social behavior is shaped by culture, evolution, personal construal, and situational variables. Topics covered include research methods, the nature of the social self, social judgments and attitudes, emotion, social relationships, stereotyping and prejudice, altruism, and social behavior in groups.
PR: PSY 121 or SOC 121

PSY 227 (3-0-3)
Psych of Disabilities
This course provides an overview of disabilities including the historical and social context and the nature and needs of disabled individuals throughout the life cycle. It presents a variety of theoretical frameworks to help understand the definitions, causes, and etiology of a variety of disabilities. The course focuses on best practice assessment and treatment methods employed to effectively address and meet the needs of individuals with disabilities and their families.
PR: PSY 121

PSY 230 (4-0-4)
Child Development
This course is a study into the principles of child growth and development from conception to adolescence. The course content will focus on the physical, cognitive, social and emotional domains of development. The student will be required to observe the development of a child outside the classroom in order to complete a comprehensive child study project. In order to complete this major project, 10-20 hours of outside observation are required.

PSY 240 (3-0-3)
Human Sexuality
This course is an introductory overview of the field of human sexuality. Human sexuality will be examined from psychological, biological, sociocultural and historical perspectives. Students will be encouraged to become aware of their own sexual attitudes, values, and behaviors and to evaluate the consistency of their behaviors within their own moral frameworks. By the end of the course, students will be able to communicate about sexuality with a greater degree of effectiveness and personal comfort.
PR: PSY 121 or SOC 121

Religion

REL 121 (3-0-3)
World Religions
This course introduces students to the major religions of the world: Hinduism, Buddhism, Judaism, Christianity, and Islam. The course explores each religion's history, beliefs, and practices, and its contemporary context. The course pays particular attention to the differences among the religions, the similarities among them, and the ways in which they interact with each other.

Science

SCI 111 (3-0-3)
Food Science
This course introduces the scientific fundamentals of food and cooking. It examines doughs and batters, dairy products and eggs, meats, fruits and vegetables, sauces, chocolate and confections, and food additives. Students learn the scientific principles behind the various cooking methods and techniques that transform these foods.

SCI 115 (3-3-4)
The Science of Brewing and Distilling
This course introduces the scientific fundamentals of brewing and distilling. Students learn the scientific principles behind the treatment of water, the milling and mashing of grains, the addition of hops, fermentation, and carbonation and how these processes affect the various characteristics of beer. Students also learn the scientific principles of spirit distillation and the flavor development of various spirits. The laboratory focuses on the techniques and analyses utilized in the brewing and distilling industries.

Sociology

SOC 121 (3-0-3)
Sociology
This course introduces students to the basic patterns of social behavior and the structure and functions of social organizations. It emphasizes research methodology, culture and cultural change, socialization and deviance, population and social stratification, and social institutions. This course is a service learning course.

SOC 122 (3-0-3)
Social Problems
This course provides a sociological orientation to the study of social problems, and the analysis of several contemporary issues. The topics selected may include, but are not limited to: addiction, crime, ecology, education, medical care, poverty, prejudice, discrimination, social sexual issues, urban issues, and research methodology. This course is a service learning course.

SOC 125 (3-0-3)
Introduction to Social Work and Social Welfare
This course focuses on the theoretical, philosophical, historical and ethical dimensions of the social work profession in the United States. It introduces students to core social work theories and skills and to the best practices associated with them. This course presents current theories and issues in social work affecting local, state and national social programs, agencies, and individuals.

SOC 127 (3-0-3)
Interpersonal and Group Dynamics
This course introduces students to interpersonal and group communication skills as they apply to human services settings. The course content is reinforced by a required service learning project.

SOC 200 (3-0-3)
Statistics for Social Sciences
This course introduces students to the application of statistical methods in the social sciences for the purpose of experimentation. The course provides an overview of how descriptive and inferential statistics, including measures of central tendency and variability, correlation and regression, estimation, confidence intervals and various methods of hypothesis testing such as ANOVA and Chi-square, are used in research.
PR: SOC 121 or PSY 121, and eligible to enroll in a 100-level math course

SOC 222 (3-0-3)
Sociology of the Family
This course focuses on family dynamics in the United States in historical and cross-cultural context. It examines family structure, organization, dissolution, and services, as well as internal and external influences, and marital and nonmarital relationships.
PR: SOC 121 or SOC 122

SOC 224 (3-0-3)
Sociology of Aging
This course examines aging on both the individual and societal levels. Psychological and physiological aspects of aging are discussed as well as social policy in light of how they may affect quality of life for the elderly.
PR: SOC 121 or SOC 122

SOC 228 (3-0-3)
Minority Groups
This course covers past, current, and possible trends in minority versus majority group relations in the United States. Emphasis is placed upon dominate versus subordinate racial and/or ethnic groups. In addition, other subordinate groups such as those identified by gender, sexual orientation, or disability will be discussed. The nature of prejudice and discrimination are also discussed as well as strategies to reduce them.
PR: SOC 121 or SOC 122

SOC 230 (3-0-3)
Intro to Sociological Theory
The course focuses on the theories of Karl Marx, Max Weber, Emile Durkheim, and George Mead. The course also examines contributions of the above theorists and their followers and critics on the development of contemporary sociological theory. Theory construction and value neutrality are additional subjects.
PR: SOC 121 or SOC 122

SOC 232 (3-0-3)
Social Deviance
This course explores various aspects of social deviance within society. Context and socio-cultural variables will be examined in determining cause, impact, and consequence of deviant behavior. Theories of deviance and selected areas of deviant behavior such as: genocide, suicide, cyberspace, terrorism, addiction, and sex are discussed and evaluated.
PR: PSY 121 or SOC 121

Spanish

SPA 121 (3-0-3)
Elementary Spanish I
Elementary Spanish I provides an introduction to the Spanish language for students with no previous Spanish studies or one year of high-school Spanish. It develops elementary grammar, syntax, and written and oral communication skills. This course examines a variety of Hispanic cultures throughout the world.

SPA 122 (3-0-3)
Elementary Spanish II
Elementary Spanish II is for students who have completed SPA 121 or two years of high-school Spanish. This course concludes elementary-level grammar studies, further develops syntax and communication skills, and examines a variety of Hispanic cultures throughout the world.
PR: SPA 121 or two years of high school Spanish

SPA 222 (3-0-3)
Intermediate Spanish I
Intermediate Spanish I is for students who have completed SPA 122 or three years of high school Spanish. This course reinforces and further develops grammar, syntax, and communication skills and examines a variety of Hispanic cultures throughout the world. This course requires the completion of a minimum of five documented hours of lab work outside of class.
PR: SPA 122 or two years of high school Spanish

SPA 224 (3-0-3)
Intermediate Spanish II
Intermediate Spanish II is for students who have completed SPA 222 or four years of high school Spanish. This course reinforces and further develops intermediate-level grammar, syntax, and communication skills. It also examines a variety of Hispanic cultures, political events, and social experiences. This course requires the completion of a minimum of five documented hours of lab work outside of class.
PR: SPA 222 or 4 years of high school Spanish

Student Semester Abroad

SSA 201 (0-0-3)
Italian Food & Culture
This course provides students the opportunity to study the cuisine and culture of Italy while immersed in various regions. Docent-led cultural tours could include, but not be limited to, Rome, Venice, Trieste, and Cinque Terre. This is accomplished through a 17-day travel study to Italy highlighted by lecture and hands-on instruction from culinary professionals in various sectors of food production including chefs, vintners, and farmers; and producers of cheese, olive oil, balsamic vinegar, and cured meats. The general focus is studying and working with key ingredients that are local to the areas included in the study and that make the Italian cuisine known worldwide. These could include ingredients such as coffee, charcuterie, cheeses, pasta, wine, olive oil, balsamic vinegar, pizza, seafood, and other regional specialties. Additionally, students are required to have a School of Hotel, Culinary Arts, and Tourism approved uniform to participate in class. Note: This course satisfies the SUNY General Education Information Literacy category only for the Culinary Arts A.O.S. program.
PR: HOT 119, HOT 111, TAT 121, 2.0 GPA, and permission of the School of Hotel, Culinary Arts, and Tourism

Supply Chain Management

SCM 121 (3-0-3)
Principles of Operations Management
This course introduces how to deliver the right product/service to the right customer at the right time, right location, and the right price. This course provides the fundamental concepts and principles needed to succeed in manufacturing and/or service operations. Topics covered include productivity, project management, forecasting, managing quality, location and layout planning, supply-chain, inventory management, optimization, queuing, and simulation.

SCM 145 (3-0-3)
Inventory Control/Warehouse Management
This course introduces the importance of effective inventory control and warehousing operations as a potential major source of competitive advantage to an organization. Topics include the basics of production planning and control, forecasting, the fundamentals of inventory management, the physical inventory and warehouse management functions, effective distribution systems, and how operating planning and control systems relate to just-in-time and lean production.

SCM 221 (3-0-3)
Transportation Management
This course explores the role of transportation as a critical link in global supply chain management. Topics covered include an examination of the external forces impacting supply chain management, the various modes of transportation and their current operations, and the various critical transportation management issues and challenges facing today's supply chain managers.

SCM 225 (3-0-3)
Principles of Operations Management
This course introduces the role of purchasing and procurement in supply chain management. Topics include building supplier relationships, sourcing, price theory, procurement, quality assurance, inventory, and customer relations. In addition, the course introduces standard policies and operating procedures, negotiation techniques, planning, organization, and the legal aspect of purchasing. The ethical conduct associated with purchasing and procurement functions is also studied.

SCM 231 (3-0-3)
Global Supply Chain Management
This course introduces the dynamic nature of supply chain management (SCM) for global products and services. Topics covered include developing and executing global sourcing strategies, the primary process flows of SCM; and how/why superior customer service depends on high quality products, processes and services. Other topics include integrated replenishment, inventory management techniques, lean logistics, performance measurements, and information management and integrated e-commerce technology deployed in a highly competitive global market.

SCM 240 (3-0-3)
Fundamentals of International Logistics
This course introduces the student to the concepts that are important to global managers who are actively exporting or importing goods or are otherwise involved in international trade operations. Topics covered include documentation, terms of payment, terms of trade, exchange rates, exposure, international insurance, customs clearance, agency and distributorship sales contracts, packaging, transportation, and security issues.
PR: MGT 135
Spring only

Teacher Education

TET 221 (3-0-3)
Foundations of Education
This course provides preservice teachers with an introduction to the social, cultural, philosophical, political, legal, and historical context of B-12 education in the United States. Preservice teachers critically examine key issues in education and pedagogical theory as well as current trends in teaching and learning. This course provides an introduction to applying New York State teaching standards, reading and writing objectives, assessing learning, and formulating lesson plans. Attendance at one School Board meeting (typically an evening commitment) and observations in the field are required.

TET 252 (1-0-1)
Pre-professional Seminar
This capstone Seminar is intended for TET majors who are about to graduate and transfer to senior institutions. Observations and course work are used to review and analyze knowledge and skills that have been acquired throughout coursework. Opportunities are provided for students to acquire additional supervised observation hours. A pre-professional portfolio serves as a summative experience.
PR: Permission of the division
Spring only

Telecommunications

TEL 221 (3-0-3)
Data Communications
This course is an introduction to the concepts and systems of modern communications and provides a solid foundation in the technology of the field. Topics to be covered include system equipment components and their performance capabilities, carriers and their services, data networks, data link controls, and legislation/regulations pertinent to data communications.
PR: TEL 121
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Academic Code

Academic Code - Table of Contents

Preamble

The Academic Code expresses those requirements and procedures established by action of the Academic Senate to implement the educational programs of the College.

Statements of policy and definitions within the main body of this Code shall appear with the same wording when used in those sections of the College Catalog or the Student Handbook where Academic Policies are officially stated. In cases where supplemental statements are made to introduce a policy, the official policy statement shall be clearly distinguished from the commentary.

Individuals may petition the Vice President for Academic Affairs when they believe a provision of the Academic Code should be put aside in their particular circumstance.

Academic Freedom Statement

Academic freedom is the freedom to teach, both inside and outside the classroom, to conduct research and other scholarly or creative activities, and to publish or otherwise disseminate the results. Full-time and Part-time Faculty and Professional Staff are entitled to this full freedom, as it pertains to their areas of expertise and as it relates to their disciplines. This freedom applies equally to assigned course material, recommended course material, library material, invited speakers, the fine arts, and the performing arts. Academic freedom also encompasses the freedom to address any matter of institutional policy or action, whether or not as a member of the institutional governance.

Full-time and Part-time faculty and Professional Staff have the freedom to address the larger community with regard to any social, political, economic, or other interest. Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that, when one is speaking as a citizen on matters of public interest, one is not speaking for the institution.

The freedoms enumerated in this statement apply within institutional discipline or restraint.

1.0 Admissions

1.1 Full Opportunity

SUNY Schenectady participates in the Full Opportunity Program of the State University of New York. Under this plan, SUNY Schenectady guarantees open admission to all applicants who reside in Schenectady County who graduated from high school within the prior year and to applicants who were released from active duty with the Armed Forces of the United States within the prior year. Additionally, the College admits previous high school graduates and residents of other counties who can profit from its programs and services, to the limits of the College's capacity, and subject to compliance with any deadlines or requirements established by the College in its admissions procedures. The College admits students with a wide variety of academic backgrounds. The College seeks to evaluate each student as an individual and to provide appropriate courses and services through testing; advisement; developmental courses in reading, writing and mathematics; tutoring services; and the Learning Center, Mathematics Lab, and the TRIO and EOP programs. It does not claim to guarantee academic success. It can only provide the full opportunity for academic success. Furthermore, admission under the Full Opportunity Program does not guarantee students that they will be able to complete the curriculum to which they applied in two years of full-time study. Applicants entering in the spring or summer semesters and those needing to complete prerequisite courses may require five or more semesters to complete degree requirements. Schenectady County Community College participates in the Full Opportunity Program of the State University of New York. Under this plan, SUNY Schenectady guarantees open admission to all applicants who reside in Schenectady County who graduated from high school within the prior year and to applicants who were released from active duty with the Armed Forces of the United States within the prior year. Additionally, the College admits previous high school graduates and residents of other counties who can profit from its programs and services, to the limits of the College's capacity, and subject to compliance with any deadlines of requirements established by the College in its admissions procedures.

1.2 Admissions Requirements

Admissions Requirements Applicants for degree or certificate programs must possess a high school diploma or its equivalent and meet any additional requirements specified in the College Catalog.

1.2.1 Those applicants who have been accepted and have not met the admission prerequisites of the program for which they have applied will be notified as to the effect this will have on their prescribed program of study.

1.3 Early Admissions

High School students may be admitted to the College under the College's established Early Admission Program that is in accordance with the State Education Department Guidelines specified in the College Catalog.

2.0 Student Classification

2.1 Matriculated

Individuals who have been formally admitted to a degree or certificate program of the College under standard College and State University of New York admissions procedures, who have completed the placement tests in basic skills administered by the College, and who continue to pursue their program successfully, have matriculated status in that program.

2.1.1 Individuals are eligible for matriculation if they are at least eighteen years of age or if they hold a high school diploma or its equivalent. High school students are eligible for matriculation subject to the limitations of the Early Admission Program.

2.1.2 Only matriculated students are eligible for a degree or certificate from the College.

2.1.3 The College is committed to providing academic advisement to all matriculated students.

2.1.4 The College uses multiple measures to recommend appropriate English and mathematics course placement. A student's G.P.A./GED/TASC score is the primary metric, but we also use test scores, transcripts, and background information. Placement in reading, writing and/or mathematics skills must be completed prior to the first day of classes of the term in which the student is matriculated.

2.1.5 English Placement

A student who has met any of the following criteria is ready to take ENG 123 or may be waived from the need for placement:

- achieved an overall G.P.A. of at least 81 or 2.9 (with emphasis on writing intensive courses);
- scored at least a 500 on the GED/TASC
- scored at least 450 on the SAT (Scholastic Aptitude Test) in writing;
- scored at least 18 on the verbal ACT (American College Testing);
- scored at least a 75 on the ELA (English Language Assessment) Regentsexam; OR
- presented evidence of transferable credit for ENG 123.

If, after an in-depth conversation with their advisor--during which the concept and results of placement are thoroughly discussed-- the student does not agree with the placement, they will be given the opportunity to advance out of it. The Testing Center will administer the Accuplacer exam (remotely or in-person) to students who seek advancement.

2.1.6 Mathematics Placement

Depending on the student's gateway mathematics course, students have the opportunity to either:

- enter directly into their gateway course,
- take their gateway course as a co-requisite which is their gateway coursepaired with a workshop course, or to
- take MAT 123 as a preparatory course prior to entering into the mathematics course(s) required by their program.

Please see the mathematics flow chart for the recommended scores for each case. If, after an in-depth conversation with their advisor--during which the concept and results of placement are thoroughly discussed-- the student does not agree with their placement in either a co-requisite course or MAT 123, they will be given the opportunity to advance out of it by taking an advancement test which allows them to show mastery of the prerequisite concepts for the course they need. This test will be administered at the Testing Center.

2.1.7 An individual may submit a written request for a re-test on the placement test (for the current semester) within 14 days of the original testing based on any one of the following criteria:

- Illness or injury made known to the test administrator during the test.
- Previously undisclosed documented disability (re-test in the ADA Transition Office).
- Irregularity in test situation made known to the test administrator at the time of the test.

The request will be reviewed by the Dean of Academic Affairs. The individual will be notified in writing of the decision within seven days. Any individual may re-test for admission during scheduled testing for any subsequent semester. Otherwise, placement is valid for three years.

2.2 Non-Matriculated Individuals enrolled in a course or courses who have not been formally accepted in a degree or certificate program, or who have had their matriculation terminated for any reason are non-matriculated students.

2.3 Full-Time and Part-Time A student is considered to be a full-time student if enrolled in a minimum of 12 semester credit hours in day or evening courses, including any taken through cross-registration agreements during a semester. A student is considered to be a part-time student if enrolled in less than 12 semester credit hours during a semester.

2.3.1 Students are classified as having full-time or part-time status on the basis of their current load.

2.3.2 Distance learning courses taken at SUNY Schenectady are counted toward a student's full- or part-time enrollment status. Students registered for distance learning courses are subject to all regulations of the Academic Code.

2.4 Academic Leave

Matriculated students in good academic standing who find it necessary to interrupt their program of study at the College are automatically granted an Academic Leave for a period not to exceed two semesters. Such students maintain their matriculated status and, upon return, may choose to pursue program requirements in effect at the time of their matriculation provided that the College continues to offer those courses and/or that program.

2.4.1 Course work completed while on Academic Leave is subject to the policies and procedures governing non-residence credit (see Section 5).

2.4.2 Students who fail to register for the first semester after the Academic Leave has expired will have their matriculation suspended. Such students will, on return, be required to reactivate their status as a matriculated student and complete the program requirements in place at the time of their reactivation.

3.0 Advisement/Registration

3.1 Academic Advisement

The goal of academic advising is to assist students in planning academic programs consistent with their degree and/or career objectives. The academic advisement team is responsible for providing students with adequate information and for being accessible; however, each student is responsible for decisions related to satisfying certificate and/or degree requirements.

3.1.1 Academic advisement is available to all students and is provided by professional advisors in the Advisement Center in collaboration with the Deans, faculty, and the Registrar's Office.

3.1.2 Following acceptance into a program, each student is assigned to a professional advisor in the Advisement Center. This assignment is intended to be continuous throughout the student's college career with changes only made in limited circumstances.

3.1.2.1 All Music students are advised by the School of Music Dean and faculty.

3.1.3 Each matriculated student is expected to arrange at least one meeting every semester with their academic advisor for purposes of course and program planning, class scheduling assistance, and individual consultation. Subsequent to a student's first semester, advisors will provide matriculated students an advisor PIN and/or signature for each Fall and Spring registration.

3.2 Registration for Classes

Registration for classes is conducted as described on the College website and in College publications.

3.3 Cross Registration

Matriculated students may cross register for courses offered at participating colleges and universities, as listed in the College Catalog. There are multiple cross registration agreements. Approval must be granted by the Registrar and, depending on the cross-registration program, the Provost.

1) Students must have earned at least 12 credits at SUNY Schenectady with a 2.0 G.P.A. to be eligible for cross-registration.

2) Enrollment restrictions are based on the cross-registration agreement SUNY Schenectady has with other colleges, specific need to enroll in the class, and course availability.

3) Students may cross register only during the Fall and Spring semesters.

4) Cross registered courses are considered resident credit and are entered as such on the student's permanent record.

5) The student must take the course for a letter grade unless the only option offered by the institution is Pass/Fail.

6) The student is responsible for notifying both campuses when dropping/withdrawing from a cross registered course. Failure to do so may result in an academic F grade from the host institution.

3.4 Late Registration, Registration Modifications

3.4.1 The Late Registration, Add/Drop period for continuing, returning and non-matriculated students for all regular start classes will not exceed one week from the first day of classes in a semester (refer to official Academic Calendar). During this period, students may register for open courses and may modify a previous registration by adding or dropping courses.

3.4.2 During the second week of a semester, a student may drop a course from their schedule. The student is encouraged to discuss this action with the course instructor(s).

3.4.3 During the second week of a semester, a student may add a course(s) to their schedule with the approval of the course instructor(s). This approval is based on an assessment of the student's ability and acceptance of responsibility to complete course requirements.

3.4.4 Late Start classes will follow the same add/drop schedule as described in Section 3.4.1 through 3.4.3 in respective week one and two.

3.4.5 For courses offered in a shorter part of term, the following deadlines apply. The Registrar will determine dates for any terms not included in the table below.

Number of Weeks in Term	Days to Add without Instructor's Signature	Additional Days to Add with Instructor's Signature	Days to Drop
Five week	2	2	4
Six week	2	2	4
Seven	3	2	5
Eight	3	2	5

3.4.6 Students who withdraw from a course starting at the beginning of the term may not add the same course offered as a Late Start course.

3.4.7 Extenuating circumstances may warrant other registration modifications and will be considered individually. Such modifications require the written approval of the Vice President for Academic Affairs/Provost and will be based on the recommendation of a Division Dean in conjunction with the course instructor(s).

3.5   Limitations on Course Loads

A student may register for no more than a total of 19 semester credit hours (including day, evening, online, and/or cross-registered courses) during either the full Fall or the Spring Semester. All other enrollments will be limited to 1.2 credit hours per week.

3.5.1   Winter Session

Students may register for one three-credit course for Winter Session in addition to the maximum 19 credits (unless already limited by their academic standing). Credits taken will be considered part of the student's spring load.

3.5.1a   Students on academic warning or probation registered for a winter course will be allowed to take three credits above their previously established credit limit for the semester.

3.5.2   Exceptions

A matriculated student, who has completed 12 or more semester credit hours in residence with a cumulative grade point average of 3.0 or higher, may request an exception of up to 3 credit hours in the fall or spring only to the above limitation. The request must be: (1) signed by an academic advisor, (2) confirmed by the Registrar's Office regarding the student record requirements, and (3) approved by the Vice President for Academic Affairs.

3.6   Auditing

3.6.1   Registration

A student may register as a paid auditor only during late registration period, as indicated in the Academic Calendar, on a space-available basis. Distance learning courses are available for audit only with the permission of the instructor.

State and County residents 60 years or older may register for a "Senior Citizen Audit," without a fee or tuition, only during the late registration period as indicated in the Academic Calendar, on a space available basis. Distance learning courses are not available for "Senior Citizen Audit." Not all courses are available for audit.

3.6.2   Participation

An auditor need not participate in class activities, take tests, or submit homework assignments. The degree to which the auditor may do these things is to be determined by the instructor.

3.6.3   Recording of Grades

All courses audited will be recorded on a student's transcript as audits. However, if an auditor ceases to attend class without withdrawing from the class, the instructor may indicate that a grade of NR be recorded.

3.7   Waiver of Program Requirement

The waiver of a specific program requirement will be considered on an individual basis by the academic division responsible for the degree or certificate program. Such a waiver must maintain the goals of the program as well as the policies/requirements of the institution, SUNY, and SED.

3.7.1   The waiver of a course requirement does not decrease the number of credit hours required for graduation from a program, and a substitute course is subject to written approval by the corresponding Division Dean. An exception to this rule will be granted to students who meet the FYS waiver criteria in 3.7.2 of the Academic Code. A minimum of 60 credits will still be required for graduation in all Associate's level programs.

3.7.2   FYS Waiver

A waiver of the FYS requirement will be considered on two occasions:

1. For transfer students who have successfully completed 12 or more transfer credits with a minimum cumulative G.P.A. of a 2.0 at another institution.

2. For students who were matriculated at SUNY Schenectady prior to 9/2014 and have already completed 12 credits with a minimum cumulative G.P.A. of a 2.0.

3.8   Incomplete Courses

Course requirements are expected to be met within the time limits established for the term. An instructor may grant a student an extension not to exceed 60 days from the last day that final grades for the term are due. The temporary grade of I implies that the student has successfully completed a significant portion of the course and that extenuating circumstances have prohibited completion within the established time limits.

3.8.1   A temporary grade of I is automatically converted to a grade of F after 60 days from the date that final grades were due for the term in which the course was offered, if not otherwise changed by the instructor.

3.8.2   Students in Aviation and Air Traffic Control lab courses may be granted an Incomplete for up to 90 days for any Aviation (AER) and Air Traffic Control (ATC) lab course when the instructor determines that coursework cannot be completed within 90 days.

3.9   Repeating a Course

A student may repeat a course twice, with no additional credit earned. Only the highest grade will be used in all future cumulative grade point average computations; however, all grades will be retained on the transcript. Once the highest possible grade has been achieved, a student may not repeat the course.

3.10   Withdrawal

The withdrawal period begins with the third week of classes and extends through the end of the eleventh week of classes (specific dates identified in the Academic Calendar). A student may withdraw from a course(s) during this period and a grade of "W" will be assigned.

3.10.1   The student is responsible for completing and submitting the withdrawal form to the Registrar's Office within the stated period. The student is encouraged to discuss this action with his or her instructor and academic advisor. The student is responsible for determining how this withdrawal may affect his or her financial aid and academic status.

3.10.2   For courses offered in a summer session or in any special time frame, an equivalent withdrawal period will be determined by the Registrar.

3.10.3   A student who does not withdraw from a course will receive the academic grade earned at the completion of that term.

3.10.4   A medical withdrawal is available to any student who was not able to withdraw before the published deadline because of illness, hospitalization, or inpatient treatment if proper documentation from a medical or mental health professional (e.g. MD, PA, NP, Ph.D., LCSW, LMHC) is submitted to the Registrar within 30 days of the end of a term. The withdrawal will be recorded on the transcript with a W by the Registrar without any notation of the timing or reason for the withdrawal.

3.11   Certification of Status

The Registrar's Office shall certify a student's status to external agencies in terms of the definitions established by those agencies. 3.11.1 External agencies which do not establish their own definitions of student status shall have the definitions reported in terms established by vote of the Academic Senate. Such definitions will be consistent with other College policies and definitions.

3.12   Prerequisite Failure

Students who have registered for a course and fail the prerequisite for said course will automatically have the course dropped from their schedule. Notification of this change in schedule will be sent to students by the Registrar's Office.

3.13   Military Obligations

Enrolled students called to military service during the semester are required to provide the Registrar documentation verifying their service in order to receive military-related academic accommodations. Students must also provide documentation to the instructor of record for each course impacted by the military service when cases do not involve a drop or withdrawal. The documentation must be in the form of military orders (for mobilization, deployment, permanent change of station, and temporary duty assignment) or a formal written communication from the student's military commander or supervisor (for drill and/or training.) This documentation is to be submitted within one week of its receipt, if feasible. Students should meet with SUNY Schenectady's Certifying Official prior to filing any paperwork regarding their military accommodations in grading to get further details of the implications of their decision(s).

As indicated in the table below, each form of military service allows for different semester grading accommodations for the service member depending upon the particular circumstances. Accommodations will be designed in such a way to ensure that the essential elements of the course and curriculum are not compromised and the academic standards or integrity of the course are not weakened.

Form of Military	Grading Accommodation[1]
Mobilization	1, 2, or 3
Deployment	1, 2, or 3
Permanent Change of Station	1 or 3
Temporary Duty Assignment	1, 2, 3, or 4
Drill and/or Training	2, 3, or 4

[1] See description of accommodations at bottom of page.

Military dependents who reside with the service member ordered to a permanent change of station are eligible for the grading accommodations associated with that military order. However, to be considered for such accommodations, they must provide the Registrar a copy of the military member's orders. In addition, military dependents should meet with SUNY Schenectady's Certifying Official prior to filing any paperwork regarding their military grading accommodations to get further details of the implications of their decision(s).

Grading Accommodation 1

If the student leaves at any time during the semester and elects to receive a full tuition refund, no notation of courses or grades will be recorded on the student's transcript.

Grading Accommodation 2

If the student has successfully completed a significant portion of the course and elects to receive an "I" (Incomplete), the conversion of an "I" to "F" will be suspended. The "I" will remain on the transcript one year after the student returns from military service and then converts to a MW if not completed. This option requires a collaborative agreement between student and faculty member(s). Incompletes may be extended in the event of the student's return to military obligations.

Grading Accommodation 3

If the student leaves at a point in the semester after which a significant amount of work has been completed, the student may request the assignment of a grade for work completed. This option requires a collaborative agreement between student and faculty member(s).

Grading Accommodation 4

Within the current semester, make up of missed work, quizzes, tests and/or exams may be permitted for each course in which the student is enrolled if the instructor of record considers the length of absence reasonable for the type and structure of that course. The student and instructor should create and sign a contract which includes the timeline required for completion of missed work and other assessments.

The grades of:

I - Incomplete
W - Withdrawal
AW - Administrative Withdrawal
MW - Military Withdrawal
AU - Audit
CR - Credit for previous experience of by examination
T - External transfer

Are assigned as previously defined in the Academic Code and have no effect on a student's grade-point average.

4.0 Residence Credit

4.0.1   Residence credit is obtained by registering for and successfully completing credit-bearing courses offered by the College.

4.0.2   Residence credit may also be obtained through participation in the College's cross registration program as outlined in Section 3.3.

4.0.3   Residence credit may also be obtained by registering for and successfully completing distance learning courses offered by SUNY Schenectady.

4.1   Residence Requirements - Associate Degree

At least 30 semester credit hours in residence applied to the degree program must be successfully completed in order to be eligible for an Associate degree.

4.1.1   Residence Requirements - Certificate

At least 15 semester credit hours in residence applied to the degree program must be successfully completed in order to be eligible for a certificate.

4.2   Change of Program/Matriculation Status

When students change a program, establish matriculation after having taken courses while non-matriculated, reactivate, or reestablish matriculation through readmission, all credits (both residence and non-residence) are reevaluated by the Registrar's Office in consultation with the Division Dean and in accordance with the requirements of the new program if a need for reevaluation is requested or indicated by an advisor. This reevaluation will not change the student's grade-point average.

5.0 Non-Residence Credit

5.0.1   Non-residence credit is defined as credit earned at other academic institutions or certain non-collegiate organizations (see Section 5.2.3), and as credit earned by examination or for previous experience.

5.0.2   Non-residence credit does not generate grade-points for the purpose of calculating grade-point averages.

5.0.3   The total amount of non-residence credit awarded cannot exceed the limits established under Sections 4.1.

5.1   External Transfer

Transfer credits may be accepted for course work taken at other academic institutions, by correspondence or through distance learning, if approved by the Division Dean. Any coursework older than 10 years will transfer only at the discretion of the Division Dean.

5.1.1   Courses of equivalent quality and content taken at recognized institutions of higher learning accredited by one of the Regional Accrediting Bodies (e.g., Middle States) shall be accepted if passed with a grade of C (2.00) or better, if such courses are applicable to the student's degree program. Such courses passed with a C-, D+, D, or D- may be approved at the discretion of the Division Dean.

5.1.2   Courses taken at institutions of higher learning lacking such regional accreditation (including degree-granting proprietary institutions) may be accepted if passed with a grade of C (2.00) or better if such courses are applicable to the student's degree program and are equivalent content and quality as determined by the Division Dean.

5.1.3   Transfer credits may be awarded by the Vice President for Academic Affairs upon recommendation of the Division Dean for course work taken in certain non-collegiate organizations (including non-degree granting proprietary institutions) when published guides are available to evaluate such course work, and the Academic Senate has approved the use of the guides.

5.2   Credit by Examination

Matriculated students may earn credit by examination for individual courses required in their program of study. Credit by examination may be awarded for a passing grade on an externally published proficiency examination or an internally developed challenge examination.

5.2.1 Credit related to externally published proficiency examinations is subject to the approval of the Division Dean, and is based on the examination covering the content of the course offered by the College, applicability to the student's program of study, and a passing grade as reported by the external agency. A passing grade is defined as a C (2.00) or better on the CPE examination, a 3 or better on an AP examination, and the American Council on Education recommended score or higher on a CLEP or DSST examination. The applicable exams and minimum acceptable scores are listed in the Advisement Guide section of the SUNY Schenectady Faculty Handbook.

5.2.2 The availability of internally developed challenge examinations for selected courses is determined by individual academic divisions. The challenge examination is representative in content and emphasis of the course outline, and normally is prepared and graded by the faculty member(s) normally responsible for teaching the course. A passing grade is the equivalent of a C (2.00) or better. The challenge examination request, including a justification statement, must be submitted prior to the end of the seventh week of the student's final semester preceding graduation. The request must be approved by the faculty member, the Division Dean, and the Vice President for Academic Affairs (application available from the Registrar's Office), and the test administration fee paid prior to the administration of the challenge examinations. The results of the examination indicating the basis for the awarding of credit are reported to the Registrar's Office.

5.2.3 Credit earned by examination is not considered as earned in residence (see Residence Requirements - Associate Degree/Certificate). Credit earned by examination will be recorded as "credit" (CR) on transcripts, and will have no effect on a student's grade-point average. Students must accumulate 12 or more semester hours of residence credit before credit by examination is noted on transcripts.

5.3 Credit for Previous Experience

Matriculated students may earn credit based on previous experience for individual courses required in their program of study. To initiate the process, the student should petition the division responsible for the specific course(s), listing each course and a brief statement justifying its consideration. A faculty review committee, appointed by the Division Dean, will evaluate the student's proficiencies and make recommendations for credit. The student will be expected to demonstrate proficiencies equal to the performance standards of the course outline. The committee may recommend credit, no credit, or recommend credit contingent upon further demonstration of student proficiencies. The recommendation for credit must be approved by the Division Dean and the Vice President for Academic Affairs.

Credit earned for previous experience is not considered as earned in residence (see Residence Requirements - Associate Degree/Certificate). Credit earned for previous experience will be recorded as "credit" (CR) on transcripts, and will have no effect on a student's grade-point average. Students must accumulate 12 or more semester hours of residence credit and pay a processing fee before credit for experience is noted on transcripts.

6.0 Classroom Expectations

6.0.1 The Right to Learn

The professor in the classroom and in conference will encourage free discussion, inquiry and expression. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

6.0.2 Use of Electronic Devices in the classroom and other campus facilities

Technology use in the classroom is intended to enhance the learning environment for all students, and any use of technology that degrades the learning environment may be prohibited by the instructor. Any use of technology that promotes dishonesty or illegal activities is prohibited. Professional staff members in charge of academic facilities may also make rules concerning appropriate use of electronic devices. Consistent with College policy, it is the course instructor or the professional staff member who determines whether such usage is inappropriate.

6.0.3 Academic Complaint Procedures

A student wishing to file a complaint regarding an academic matter must begin the following process within six months after the end of the semester in which the grade for the course was issued:

a. Consult with the instructor of the course in question. If an understanding or resolution is not achieved, or if this step is not feasible, the student may then

b. Consult with the appropriate Division Dean. The Dean will consult with the involved faculty member and with the student and attempt to reach a mutually agreeable resolution. If an understanding or resolution is not achieved, the student may then

c. Appeal in writing to the Vice President for Academic Affairs. The written appeal,detailing both the complaint and the results of their consultations with the instructor and with the Division Dean, should be delivered to the office of the Vice President for Academic Affairs. An appointment for consultation with the Vice President may be scheduled at that time. The faculty member involved will be notified that the student has appealed to the Vice President for Academic Affairs, and be given a copy of the student's written appeal.

d. Student complaints along with their resolutions will be filed in the Office of Academic Affairs. The Provost's Council will review the complaints on an annual basis to determine if a pattern exists and will make a recommendation for changes to policies and/or procedures, if deemed appropriate.

Within 15 days of notification via memo from the Vice President, the faculty member may choose to provide a written reply which shall be considered in the disposition of the complaint. The faculty member may also schedule an appointment to consult with the Vice President for Academic Affairs.

Determinations and dispositions of complaints will be made by the Vice President for Academic Affairs of Schenectady County Community College within 30 days of receipt of the written complaint. The Vice President will consult with and notify the President of determinations and dispositions. The student will be notified in writing of the decision.

6.1 Course Requirements

Students will be provided a syllabus by their individual instructors during the first class session. This statement shall include the approved Student Learning Outcomes, a grading policy stating the relative weighting of the course requirements, and attendance-related policies used in determining the student's final grade. If an instructor will not be using the full range of letter grades provided in section 7.1 this shall be put in writing in the statement of the course requirements.

6.1.1 Students are responsible for meeting course prerequisites and for promptly equipping themselves with such texts or materials as may be required for the course.

6.1.2 Instructors shall adhere to the course content as approved by the Academic Senate and reflected in the course outline supplied by the division responsible for the course.

6.1.3 All students must do their own work; cheating, plagiarism and other forms of academic dishonesty can result in a failing grade or another penalty as set forth in the code of conduct. Plagiarism is representing another person's work or ideas from any source as one's own without attributing credit.

6.2 Academic Integrity

6.2.1 Academic integrity is the foundation of institutions of higher learning, and students will act in accordance with the academic integrity guidelines of the College. The following guidelines apply to all courses offered by the College.

a. Each student's work will be her/his own work.
b. Each student will appropriately identify the work of others when it is incorporated into the writing of her/his papers, examinations, or oral presentations. This includes both direct quotations and paraphrased opinions and ideas.
c. Each student will follow the directions of the instructor with regard to permissible materials in a room at the times of tests and examinations.
d. Each student will proceed during examinations without any assistance whatsoever and without communicating in any way with another student while an examination is being conducted.
e. Each student will refrain from obtaining or disseminating the content of any examination prior to distribution by the instructor.
f. Except as directed by the instructor, students enrolled in laboratory sections will complete all observations and reports based solely on their own processing of the experiment or demonstration.
g. Each student will submit her/his work to only one instructor, unless she/he has the prior approval of all instructors involved.
h. Students will represent data and sources appropriately and honestly.

6.2.2 Violations of Academic Integrity

Violations of academic integrity include, but are not limited to:

A. Plagiarism: The intentional or unintentional representation of another person's work as one's own. Examples include, but are not limited to:
  i. Quoting, paraphrasing, or summarizing another's work without appropriately acknowledging the source.
  ii. Using another's research without acknowledging the source.
  iii. Submitting another's paper, purchased or otherwise obtained, as one's own.
B. Cheating on Examinations: Looking at another's work, using or bringing materials not permitted by the instructor during the exam, communicating with another student,receiving any kind of assistance including but not limited to assistance from electronic devises, during an examination, and obtaining or disseminating the content of an examination prior to its distribution by the instructor.
C. Multiple Submission: Submitting any work, even one's own, to more than one instructor, without the permission of those instructors.
D. Facilitating Academic Dishonesty: Knowingly allowing another student to use one's work or cheat from one's exam.
E. Fabrication: Falsifying or inventing information in any situation, including but not limited to data for lab or researched project.

6.2.3 Consequences of Violating Academic Integrity:

The following are the College's guidelines for consequences for violating academic integrity, but the student must consult the course syllabus, since the instructor will determine the consequences for each course. Consequences may include, but are not limited to, one or a combination of the following penalties:

A. Oral or written warning. Deduction of points, grade of "F" or "O" for the assignment, project,or exam.
B. Failure of the course. Disciplinary action by the Student Affairs Office. Results of disciplinary actions are outlined in the Student Code of Conduct.

6.3 Attendance

Students are responsible for maintaining prompt and continuous attendance in all classes and continue to be responsible for any assignments or materials presented in their absence.

6.3.1 The degree to which absences and lateness affect a student's final grade will be determined by the individual instructor and stated in their course syllabus.

6.3.2 Excused Absences. A student's absence from class may be excused when the student's absence is for a religious observance, as defined by Education Law, State of New York, 244-A. Instructors may require a student to complete a reasonable amount of coursework to make up for the student's absence.

6.3.3 Administrative Withdrawal for Non-Attendance. SUNY Schenectady permits an instructor to request the administrative withdrawal of a student from a course when the student has failed to attend classes for at least two consecutive weeks and has failed to contact the instructor to provide a basis for his or her absences. Administrative withdrawal for non-attendance may be initiated at any time during, but not after, the withdrawal period (as defined by Section 3.10—in a regular semester, from the beginning of the third week of classes to the end of the eleventh week of classes). Administrative Withdrawal is considered initiated once the instructor submits an Administrative Withdrawal request to the instructor's Dean.

In order for a student to be administratively withdrawn from a course for non-attendance, the following steps must be taken:

1) The instructor must include on their syllabus a clear attendance policy and a statement that missing two consecutive weeks of class without contacting the instructor could result in an administrative withdrawal. The statement must make clear that the student is responsible for determining how such administrative withdrawal may affect his or her financial aid and academic status.

2) The instructor must keep an attendance record, regularly available to the student during the semester, that provides documentation of two-weeks of continuous absence, and the instructor must be prepared to provide this record in case of appeal.

3) When a student has missed at least two consecutive weeks of class and has not contacted the instructor to provide a basis for his or her absences, the instructor must send a written warning (electronic is acceptable) to the student notifying the student that s/he may be subject to administrative withdrawal, unless s/he returns to class, or provides the instructor with a justifiable reason for the student's continued absence. If the student fails to contact the instructor or provide a reason for the absences within one week, the instructor may complete a request to the instructor's Dean to initiate the process for the student's administrative withdrawal from the class due to non-attendance.

4) Upon receipt of the instructor's request, the Dean will notify the student that s/he will be going forward with the administrative withdrawal process, unless the student provides the Dean a justifiable reason for the absences within two days. If the Dean does not receive a response from the student within two days, the Dean will authorize the Registrar to complete the administrative withdrawal. The Registrar will then do so, and send notice of the administrative withdrawal to the student. The notice will include a description of the appeals process and a statement that the student is responsible for determining how such administrative withdrawal may affect his or her financial aid and academic status.

5) The student, on receiving notification that s/he has been administratively withdrawn from a course, may appeal the decision in writing to the Vice President for Academic Affairs. This appeal must be received by the Vice President for Academic Affairs within one week of the date the Registrar gave notice of the administrative withdrawal. The Vice President (or, if s/he is unavailable, the Assistant Vice President for Academic Affairs) will then make a decision within 3 business days of the receipt of the appeal letter. The student will then be notified of this decision. The decision of the Vice (or Assistant Vice) President for Academic Affairs is final. If an administrative withdrawal is successfully appealed, the student may return to class and will not be penalized for absences accrued during the appeal process. The student also will be allowed to make up all work missed during the appeals process.

6.4 Mid-Term Status

At the end of the seventh week of classes in a regular semester, current grade status is submitted online by all teaching faculty.

6.5 Field Trips

Faculty are encouraged to make the most effective possible use of the resources in the community and neighboring areas of the State which supplement the facilities of the College and contribute directly to the instructional program. All field trips must be directly related to the academic program or course-work of the course(s) sponsoring the trip. Since field trips are excursions of the students away from campus for intervals of time which may be in excess of the normal laboratory period, certain side-effects may be incurred such as conflicts with schedules of other courses, use of vehicles and services of other members of the faculty, administrative expense, etc. It is essential, therefore, that such excursions or field trips be carefully planned and supervised by the faculty members/professional staff involved.

6.5.1 Field trips may be taken only as approved in advance by the Vice President for Academic Affairs.

6.5.2 Unless made within the confines of a regular laboratory period, field trips may not be made during the first or last week of a semester.

6.5.3 Notification of the field trip, including a roster of students, must be given to all concerned faculty members and administration one week in advance (two weeks in advance whenever possible).

6.5.4 Students should make provision to make up lost time in other courses for missed content and work.

6.5.5 Approved field trips must abide by college travel policy.

6.6 Independent Study

An independent study project is an organized experience independently pursued by a student under the direction of a faculty member.

6.6.1 Matriculated students with a cumulative grade-point average of at least 2.50 are eligible to request an independent study course through a faculty member willing and able to supervise the project. An independent study proposal must be recommended by the appropriate Division Dean and subsequently approved by the Vice President for Academic Affairs prior to registration for the course by the student.

6.6.2 Independent study may be used to earn credit for a course in the College curriculum. In such cases, the independent study will utilize the current course outlines, and the existing course number and title will be used when the study is documented on the student's transcript. The study will carry the same number of credits as are assigned to the course in the curriculum. The independent study proposal must include the justification of the student's need to pursue the course on an independent study basis for the term in which the study is to be undertaken.

6.6.3 Independent study may also be used to earn credit for a course not included in the College curriculum. In such cases a complete course outline must be developed with the supervising faculty member recommending an appropriate credit value (one to four credit hours) for the study. The independent study proposal will include the course outline and will be added to the master file and to the student's record. The course number will be 299, the three-letter alpha prefix will indicate the discipline, and the course title will be the name of the independent study project.

6.6.4 A student is limited to one independent study project per semester.

6.6.5 Completed independent study projects are graded "A" through "F" except for courses in the College curriculum which require a P-F grade.

6.7 Final Examinations

The use of a final examination will be at the discretion of the academic division involved and will be so stated in the course outline.

6.7.1 All final examinations must be held during the final examination period.

6.7.2 Students who are scheduled for more than two final exams in the same day may request that all exams in excess of two be rescheduled. Any student who seeks a rescheduling of final exams must first consult with all instructors involved in an attempt to resolve the exam overload. If the overload cannot be resolved in this manner, the instructors of the student's third and fourth exams will reschedule their exams. All requests for rescheduling must be made no later than seven calendar days prior to final exam week.

6.7.3 Students scheduled for more than one examination in a single time period shall be liable for the examination that is listed first on the Examination Schedule. (For each period specified in the Examination Schedule, the order in which examinations are listed shall be determined by a formal randomization process, under the supervision of the Vice President for Academic Affairs.) Examinations in conflict with the one listed first shall be rescheduled at a time and place mutually agreed upon by the student and instructor(s) involved. In no case may a conflict examination be rescheduled to conflict with a regularly scheduled examination; nor may a conflict examination be rescheduled for a day in which two other examinations already have been scheduled for that student, unless they waive the rescheduling provision of Section 6.7.2.

6.8 Experimental Course

An experimental course is credit-bearing but is not included in the permanent College curriculum. The course may be taught for no more than two semesters within two consecutive academic years. It enables a division to be innovative in course development, to test student interest in a specific subject area, or to provide for identified special needs.

6.8.1 A complete course outline must be approved by the division, the Curriculum Committee, and by the Vice President for Academic Affairs prior to its inclusion in the schedule for the term in which it is first offered.

6.8.2 For an experimental course to become part of the permanent College curriculum, the division must initiate the standard procedure for the approval of new courses at any time following the first offering of the experimental version of the course. Part of the submission to the Curriculum Committee shall be a report on the findings of any experimental offerings held until that time.

7.0 Academic Status

7.1 Grading System

The following chart represents the official grading system with numeric equivalents. Grades are assigned by instructors for students and carry the grade points indicated per credit.

Grade	Numeric Equivalent	Definition	Grade Points per Credit
A	93 – 100	Excellent	4.0
A-	90 – 92		3.67
B+	87 – 89		3.33
B	83 – 86	Good	3.0
B-	80 – 82		2.67
C+	77 – 79		2.33
C	73 – 76	Average/Satisfactory	2.0

Grade	Numeric Equivalent	Definition	Grade Points per Credit
C-	70 – 72		1.67
D+	67 – 69		1.33
D	63 – 66	Poor	1.0
D-	60 – 62		0.67
F	Below 60	Failure	0.0

7.1.1 The following special grades have no impact on a student's G.P.A..

Grade	Definition
P	Pass C (2.00) or better
	Pass/Fail courses only
F (in P/F Classes)	F Fail (below C/2.0)
	Pass/Fail courses only
AU	Audit
AW	Administrative Withdrawal
CR	Credit for previous experience or examination
I	Incomplete
MW	Military Withdrawal
NC	Non-Credit
NR	Grade has not yet been reported
T	External transfer assigned as previously defined
W	Withdrawal

7.1.2 A correction to an error in a final grade assignment is the responsibility of the course instructor and must be submitted in writing by the instructor within the 60 calendar day period from the date that final grades for the term are due. Any corrections after the 60 calendar day period must be approved by the Vice President for Academic Affairs. If it becomes impossible for the instructor to make such corrections to a final grade, any related decision will be based upon the recommendation of the Division Dean and approval by the Vice President for Academic Affairs.

7.2 Grade-Point Average

A student's grade-point average is determined by dividing the total grade-points earned in residence credit-bearing courses by the corresponding total credit hours attempted. Only the highest grade of a repeated course is included.

7.3 Graduation Honors and Awards

Degree recipients with a cumulative grade-point average of 3.70 or higher graduate with high honors.

7.3.1 Degree recipients with a cumulative grade-point average from 3.20 to less than 3.70 will graduate with honors.

7.4 Semester Honors

Matriculated students are eligible for semester honors in a given semester. Students who receive a grade of F or AW in that semester are not eligible for semester honors.

Students who receive a grade of "I" will not be considered for semester honors in that semester, with the following exception: students who complete the course within three weeks of the end of the final exam period may apply for semester honors with the Registrar by the third week of the subsequent semester.

7.4.1 A student's name is placed on the President's List for each semester in which the student has earned a grade-point average of 3.70 or higher while completing at least 12 credit hours that term.

7.4.2 A student's name is placed on the Dean's List each semester in which the student has earned a grade-point average from 3.20 to less than 3.70 while completing at least 12 credit hours that term.

7.4.3 A part-time student's name will be placed on the President's List or Dean's List if the student meets the G.P.A. requirements as stated in 7.3.1, while completing 6 to 11 credit hours that semester and having a cumulative earned total of at least 12 credit hours.

7.5 Academic Review

Student progress toward meeting graduation requirements in degree or certificate programs will be reviewed at regular intervals. The first review will occur when a student has either attempted twelve credit hours or registered for twelve credit hours. Subsequent reviews will occur at the end of each succeeding term. The cumulative G.P.A. is computed as defined in Section 7.2. It is based on credit hours attempted, that is, credits generated by courses for which one has received a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

7.5.1 Fresh Start

Fresh Start applies to students who return to SUNY Schenectady after an absence of two or more years and successfully earn 12 credits with a G.P.A. of at least 2.00. Students may petition the Registrar's Office to have their former academic record before the two year absence accepted in the same manner as if the credits were transfer credits. That is, any earned credits will be are carried forward for up to 30 hours of credit in which a grade of "C" or higher was earned. The student's cumulative G.P.A. will be based only on credits earned subsequent to the student's re-entry. The student's complete record, before and after academic forgiveness, will remain on the transcript. Fresh Start can be applied only once during a student's career at SUNY Schenectady.

Regulations for federal and state financial aid eligibility require that the credits attempted and G.P.A. from all previous SUNY Schenectady coursework is included in the calculation of Satisfactory Academic Progress for financial aid eligibility.

7.6   Satisfactory Academic Progress (SAP)

A matriculated student is considered to be in satisfactory academic progress at the end of a term and for the subsequent term if the student maintains a level above the point of dismissal according to the criteria in Sections 7.6.1 and 7.6.2.

7.6.1   Satisfactory Progress

A student is considered to be making satisfactory progress if they maintain a cumulative G.P.A. above the level of dismissal as defined in the table below:

Total Credit Hours Attempted	Dismissal Cumulative G.P.A.
0-11	0
12-23	Below 1.00
24-35	Below 1.50
36-47	Below 1.80
48 and above	Below 2.00

"Total credit hours attempted" in the chart above include all credit in residence at Schenectady County Community College- both developmental and college level. In addition, applicable transfer credits are included in the total credit hours attempted, but they are not included in the calculation of the G.P.A..

7.6.2   When a student has not met the requirements for Satisfactory Academic Progress (SAP), they will be notified by the Registrar. Dismissed students will be dropped from their classes.

Academic Warning, Dismissal and Probation

1. If a review at the end of a term indicates that the student does not meet the requirements of Satisfactory Academic Progress, the student will be placed on Academic Warning for the subsequent term in which the student enrolls. During the Academic Warning period, the student is limited to enrollment of no more than 13 credits. A student who still does not meet the SAP standards at the end of the warning period will be dismissed from their program.
2. A student who is dismissed from their program will need to submit an application for readmission and an academic plan for approval by the Readmission Committee. The academic plan, developed with the assistance of an academic advisor, will outline the process the student will need to follow in order to meet the requirements for SAP. Readmitted students will be placed on Academic Probation for one semester (fall or spring).Students on probation may not hold student office, participate in intercollegiate functions or serve as public representatives of the College. During the probationary period, these students may be limited to enrollment in 13 credit hours.
3. If the student fails either to return to SAP status or to meet the conditions outlined in the academic plan at the end of the semester in which they were readmitted, the student will be dismissed from their program.

7.7   Readmission

Academically dismissed students may apply for readmission to the College for any term. Application for readmission must be received at least ten days prior to the first day of the term.

7.7.1   Students who were previously dismissed for pursuit of program requirements and have a 2.0 cumulative G.P.A. will be readmitted once the appropriate readmission form is completed and returned. This must be done prior to the beginning of the semester.

7.7.2   Readmission must be approved by the Vice President for Academic Affairs. This approval is based on the decision of an ad hoc committee appointed by the Vice President for Academic Affairs. Membership is confidential. The committee is responsible for: (1) reviewing each applicant's academic progress and (2) evaluating each applicant's potential for successful continuation and program completion, and (3) deciding to grant or deny the student's readmission. The committee may also determine conditions to serve as a guide for successful continuation as well as a basis for future readmission decisions. The Registrar will notify the student of the committee's decision, including any restrictions.

7.7.3   Readmitted students will be subject to the program requirements in effect at the time they are reinstated as matriculated students, or will be determined by the Division Dean as specified in Section 4.2.

7.7.4   If a student is not readmitted, a written appeal may be submitted to the Vice President for Academic Affairs not later than ten days after the decision has been made. The Vice President for Academic Affairs will review the readmission application, documentation, any other pertinent information, and will then render a decision. The decision of the Vice President for Academic Affairs will be final.

8.0   Graduation Requirements

8.1   Graduation Process

After the add/drop period in the fall, spring and summer terms, the Registrar's Office will create a list of students who are eligible for graduation in both certificate and associate degree programs in that semester as defined by 8.2 and 8.4. Students will be notified by the Registrar's Office that upon successful completion of the semester they will be granted their certificate or degree.

8.2 Degree Programs

Students must meet each of the following academic requirements to be eligible for an Associate Degree.

1) Candidates must meet the program requirements in effect at the time of their matriculation and earn a cumulative grade-point average of at least 2.00.

2) Candidates must be matriculated in the program from which they wish to graduate at least one semester prior to graduation and meet the residence requirements for degree programs.

3) Candidates must be recommended for graduation by vote of the Academic Senate, approved by the Board of Trustees, or be approved by the Vice President for Academic Affairs when the vote is based on incorrect information.

8.2.1 Certain requirements may have been waived as provided for elsewhere in this Code.

8.3 A student who dies prior to the completion of requirements will be eligible for a posthumous awarding of the degree or certificate if at the time of death all requirements had been met or they were enrolled in the appropriate courses for completion at the time of death and the overall grade point average was 2.00 or higher.

8.4 Certificate Programs

Students must meet each of the following academic requirements to be eligible for a certificate:

1) Candidates must meet the program requirements in effect at the time of their matriculation and earn a cumulative grade-point average of at least 2.00.

2) Candidates must be matriculated in the program for which they wish to graduate at least one semester prior to graduation, and meet the residence requirements for certificate programs.

3) A student who dies prior to the completion of requirements will be eligible for a posthumous awarding of the degree or certificate if at the time of death all requirements had been met or they were enrolled in the appropriate courses for completion at the time of death and the overall grade point average was 2.00 or higher.

4) Candidates must be recommended for graduation by vote of the Academic Senate, or be approved by the President of the College when the Academic Senate vote is based on incorrect information.

8.5 Discounting Grade

For the purpose of meeting the minimum graduation grade-point average requirement, a student may petition the Vice President for Academic Affairs to discount grades of C- or lower from the cumulative grade-point average. For the petition to be considered, the courses must not be required in the program in which the student is matriculated for graduation. Any courses which may serve as specific electives in the program of matriculation cannot be discounted. Petition for discount must be made in writing during the semester of graduation and requires the recommendation of the appropriate Division Dean. Petitions will be considered at the time of final graduation audit and may be granted at the sound discretion of the Vice President for Academic Affairs whose decision shall be final. The student's cumulative G.P.A. on the transcript will remain unchanged. The Registrar will report to the Academic Senate each year the number of proposed graduates who have been affected by the implementation of this process.

8.6 Participation in Commencement Ceremony

Candidates for degrees, certificates and credit-bearing microcredentials can participate in SUNY Schenectady's Commencement ceremony held in May if they:

• graduated from a certificate or degree the December prior, or

• are expected to complete their degree and/or certificate requirements by the end of the spring semester of the current academic year and are registered for those courses, or

• Are pending August graduates who are registered for all remaining degree or certificate requirements to complete their program by the end of the summer semester while honoring the limitations on course loads in 3.5, or

• have been awarded a credit-bearing microcredential during the fall or spring semester of the current academic year or are registered for the courses required for and are expected to complete all requirements of a SUNY Schenectady microcredential by the end of the spring or summer semester. Students enrolled in microcredentials also have the course load limitation found in 3.5 of the academic code.

8.6.1 Final clearance for degrees, certificates and microcredentials will be completed after the Commencement ceremony after final grades are submitted. Identification of Honors at the Commencement ceremony will be for degrees only. Honors at the ceremony will be based on the student's cumulative grade point averages excluding the final spring semester grades. Participation in the Commencement ceremony does not ensure the degree or certificate will actually be awarded.

8.6.2 All members of the professional staff, designated as members of the Academic Senate, assume a professional obligation to participate in Commencement Exercises.

8.7 Additional Degree or Certificate

Students may earn an additional degree or certificate provided that the secondary program is essentially different from the primary program (i.e., the secondary program includes at least 15 credit hours of requirements not in common with the primary program), and that all degree or certificate requirements for both programs have been met.

8.7.1   Courses applied to the primary program may be applied to the secondary program; however, a minimum of 15 credit hours (residence credit) above the total credit hour requirements of the primary program must be completed.

8.7.2   An additional degree or certificate may be pursued in one of two ways:

(1)   subsequent to the completion of the primary program requiring readmission and matriculation into the secondary program, or

(2)   simultaneously with the primary program (in which the student is matriculated) allowing forapplication to graduate from both programs at the same time.

8.7.2.1   An additional degree or certificate may be pursued simultaneously after the student has earned 12 or more credits at SUNY Schenectady with a 2.5 or higher cumulative grade point average.

Appendix A

Synopses of State University of New York and University of the State of New York Policies and Guidelines Cited in the Academic Code, and Other Supplemental Information.

A1.   Full Opportunity

Under the State University of New York Policy on Full Opportunity, the College is obligated to provide automatic acceptance to residents of Schenectady County who, during the previous year, graduated from high school or returned from service in the armed forces. This obligation is subject to appropriate deadlines established by the College in its admissions procedures.

The College agrees to provide such testing and evaluation as it finds necessary to determine the academic needs of its applicants and to provide, to the best of its ability, those developmental and ancillary services necessary to give its students a full opportunity for academic success.

The Full Opportunity concept does not prevent the College from establishing programs based on special arrangements with other institutions and placing restrictions on admission to such programs based on the terms of those arrangements.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires all colleges and universities to provide appropriate academic accommodations for all qualified students with a disability.

A2.   Degree Distribution Requirements

The State Education Department provides that associate degrees may be granted for the completion of 60 semester credit hours of credits. The nature of the degree awarded depends upon the distribution of courses taken in three main areas: the humanities, the natural sciences or mathematics, and the social sciences.

An associate in arts degree program must contain at least 48 semester credit hours with reasonable distribution among the three areas and depth in some.

An associate in science degree program must contain at least 30 semester credit hours in the three areas with reasonable distribution and depth in one.

An associate in applied science degree must contain at least 20 semester credit hours balanced among the three areas.

A3.   Credit Hour Definitions

State University of New York definitions indicate that a semester credit hour of credit is awarded for the equivalent of (1) fifteen class periods with a normal expectation of two hours of outside study for each class period, or (2) forty-five practicum periods with little or no outside preparation expected, or (3) thirty practicum periods with substantial outside preparation required, or (4) forty-five 50 minute sessions of student academic activity given initial guidance, review, criticism, and final evaluation.

A class period is a fifty-minute period in which a group teaching method is employed, including recitations, lectures, discussion, demonstrations, or combinations of these.

A practicum period is a fifty-minute period devoted to the direction and guidance of student application and/or development of principles and concepts in a particular physical environment. Included are laboratory, studio periods, drafting work, and field trips.

Guidelines are also provided for awarding credit by examination and for experimental learning.

A4.   Approved Guides

Guides which have been approved for evaluating transfer credits for course work taken in non-collegiate institutions include:

"A Guide to Educational Programs in Non-Collegiate Organizations" published by the State Education Department.

"A Guide to Educational Experiences in the Armed Forces" published by the American Council on Education.

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deceased

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Laura Cossart, State University of New York Chancellor's Award for Excellence in Classified Service, 2014

Jamie Hungerschafer

Kimberly Kirker, State University of New York Chancellor's Award for Excellence in Classified Service, 2023

Arlene Moran, State University of New York Chancellor's Award for Excellence in Classified Service, 2020

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Principal Account Clerk

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Principal Payroll Audit Clerk

Melissa Kamm, State University of New York Chancellor's Award for Excellence in Classified Service, 2017

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State University
OF NEW YORK

State University of New York's 64 geographically dispersed campuses bring educational opportunity within commuting distance of virtually all New Yorkers and comprise the nation's largest comprehensive system of public higher education.

When founded in 1948, the University consolidated 29 state-operated but unaffiliated institutions whose varied histories of service dated as far back as 1816.

Today, more than 467,000 students are pursuing traditional study in classrooms and laboratories or are working at home, at their own pace, through such innovative institutions as the SUNY Learning Network and Empire State College.

The distinguished faculty is recruited from the finest graduate schools and universities throughout the United States and many countries around the world. Their efforts are regularly recognized in numerous prestigious awards and honors, including the Nobel Prize.

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Broome Community College

Cayuga County Community College

Clinton Community College

Columbia-Greene Community College

Corning Community College

Dutchess Community College

Erie Community College

Fashion Institute of Technology

Finger Lakes Community College

Fulton-Montgomery Community College

Genesee Community College

Herkimer County Community College

Hudson Valley Community College

Jamestown Community College

Jefferson Community College

Mohawk Valley Community College

Monroe Community College

Nassau Community College

Niagara County Community College

North Country Community College

Onondaga Community College

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Rockland Community College

Schenectady County Community College

Suffolk County Community College

Sullivan County Community College

Tompkins Cortland Community College

Ulster County Community College

Westchester Community College

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SUNY Schenectady County Community College

Washington Avenue

To SUNY-Schenectady
To Scotia
Columbus Drive
Route 5

1 Gateway Building
2 School of Music
3 Begley Learning Commons
4 Carl B. Taylor Community Auditorium)
5 Stockade Building
6 The Quad
7 Center for Science and Technology
8 Elston Hall
9 Casola Dining Room
10 Center for the Arts
11 Kindl Building
12 Center City
* Main Entrance/Welcome Center

Visitors

All visitors are asked to check in at the Security/Information Desk*, located at the Casola Entrance of Elston Hall.

1. Gateway Building

Integrated Laboratory Preschool	Room 124
YWCA Children's Center	

2. School of Music

School of Music Office	Room 201

3. Begley Building

Begley Learning Commons	First/Second Floors
Begley Library	
EOP	Room 104
Joshua S. Schwartz Café	Room 105
Learning Center	First Floor
Tutor Services and Academic Support	Room 210

4. Carl B. Taylor Auditorium

5. Stockade Building

Academic Advisement	Room 100
Career and Transfer Services	Room 100

7. Center for Science and Technology

C-STEP Lounge	Room 304
C-Step Office and Director	Room 305

8. Elston Hall

Academic Affairs	Room 302
Academic Computing Lab	Room 529/530
Admissions	Welcome Center
Athletics	Room 222
ASAP	Room 222
Biotechnology Laboratory and Research Facility	
The Boucherie	Sixth Floor
Bridge Over State Street	Room 103
Business Office (Student)	Second Floor
Casola Dining Room	Welcome Center
	First Floor
College in the High School	Room 222-I
College Store	Room 109
Disability Resource Office	Room 222
Division of Business and Professional Programs	
Division of Liberal Arts	Room 305
Division of Math, Science, Technology and Health	Room 309
	Room 312
Financial Aid	Welcome Center
Food Pantry	Room 220
Human Resources	Room 511
Lally Mohawk Room	First Floor
Liberty Partnerships Program	Room 211
Marketing and Public Relations	Room 120
Pane e Dolci Bakery	Room 100-A
President's Office	Room 114
Registrar's Office	Room 212
Foundation & Alumni Office	Room 126
School of Hotel, Culinary Arts and Tourism	
	Room 308
Security	Casola Entrance
	and Room 341
Student Commons	Ground Floor
Student Government	Room 220G
Student Support Services	Room 222
Testing Center	Room 427
TRIO Student Support Services	Room 328
Van Curler Room	First Floor
Wellness Lounge	Near Elston 420

9. Culinary Arts Wing/Casola Dining Room

10. Center for the Arts
13 State Street

Rise Gallery	First Floor

11. Kindl Building
201 State Street

Workforce Development and Community Education

12. Center City
433 State Street

Information Desk	518-621-2683
Schenectady College and Career Outreach Center	
	518-631-2257
YMCA	518-881-0117

Access for Persons with Disabilities

All buildings are wheelchair accessible at their main entrances. The Center for Science and Technology is also accessible via the pedestrian bridge, located on the Second Floor of Elston Hall, or by its ground level entrance at the corner of State Street and Washington Avenue.

Handicapped parking is available.

SUNY
SCHENECTADY
COUNTY COMMUNITY COLLEGE

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