I’m going to finish what I started.
About Sage College of Albany

Design Your Future

Mission and Purpose

Sage College of Albany is an undergraduate college of applied studies that prepares men and women for life’s commitments and for work in a constantly changing world. The College offers associate and baccalaureate degrees:

- With programs characterized by interdisciplinary values, multiple pathways, and learning for application;
- Designed and delivered by a faculty committed to working with students to reach their unique learning goals;
- For students of strong potential and promise;
- In an active learning environment.

Special emphasis is placed on preparation for new and emerging professions that draw upon the College’s core competencies in art and design, communications, business, legal studies, and information sciences. Applied programs in the liberal arts and sciences complement these central areas, while general education requirements at both introductory and upper levels add value and depth to professional studies.

Sage College of Albany offers an alternative mode of higher education distinct from the conventional four-year model. A full-time, daytime program for traditional age undergraduates offers Associate and Bachelor’s degrees in a “two plus two” structure that allows students to design various combinations of study reflecting their individual interests and career goals. The LIFE curriculum of general education requirements is spread across the four years of study. Students have opportunity for internships in the first two years as well as during their upper level years.

“Sage After Work” offers the last two years of the bachelor’s degree in a modular completion program designed to serve working adults through evening, weekend and online formats. For students who have completed at least 60 credits in prior studies, accelerated options are available that allow degree completion in as little as 16 months.

History of Sage College of Albany

Sage College of Albany’s roots in educating both traditional and non-traditional college students extend back to 1949, when Russell Sage College for women in Troy, NY, opened a coeducational Albany Evening Division. Intended to serve the large number of veterans returning from World War II, state government workers, and others seeking an education related to workplace needs, the Evening Division offered associate, bachelor’s and master’s degrees in professional and liberal arts disciplines to an audience of working adults.

The first classes were offered in buildings of Albany High School, then in two locations on State Street before moving to a new building on Chestnut Street. Recognizing the absence of a public community college in Albany County, President Lewis Froman received approval from the Board of Trustees in 1957 to establish a “private junior college” under the charter of Russell Sage College, using the Evening Division building during daytime hours. The first graduating class in 1959 received degrees in liberal arts and business fields.

In the summer of 1959, the College purchased a portion of the site of the Albany Home for Children at New Scotland and Academy Road and a year later, after extensive renovation to the existing buildings, the junior college and the Evening Division moved to the new campus, continuing to coexist in the same buildings in daytime and evening schedules. In 1962, the Junior College of Albany received its own degree-granting power, and henceforth all two-year degrees (day and evening) were awarded through JCA.

During the 1970’s, Associate degree curricula in art and design became signature programs for JCA and earned prestigious NASAD accreditation. For many years, the Evening Division continued to offer its bachelor’s and master’s degrees as a division of Russell Sage College. During the 1980’s, the larger institution began to be known as The Sage Colleges, the two-year college as the Sage Junior College of Albany, and the evening division as the Sage Evening College and Sage Graduate School. In 1995, these names were formalized and the Sage Graduate School also received separate degree-granting powers.

In 2001, responding to the wishes of SICA graduates to remain at Sage in a full-time, daytime program, the rising credentials needed for entry-level professional positions, and the emerging workplace needs of the 21st century, the Sage Junior College of Albany and Sage Evening College were replaced by a single entity, Sage College of Albany. SCA now offers many innovative and interdisciplinary Associate and Bachelor’s degrees in the daytime program, retaining its historic prominence in art and design, and, through its “Sage After Work” division, offers upper-level, Bachelor’s degree completion programs for working adults.

Graduates of Sage College of Albany may also take advantage of related graduate degree programs offered by Sage Graduate School in health sciences, management, psychology and education.
The Sage Colleges

An Overview of The Sage Colleges

The Sage Colleges is a private institution of higher education delivering degrees in seventy-one major areas of study through three free-standing colleges. Sage serves more than 3,000 students each year on two campuses, in Albany and Troy, New York; on the campus of Hudson Valley Community College with joint degree programs in childhood education and physical education; and through Sage Online for distance learning courses and programs.

Russell Sage College, in Troy, was founded in 1916 to prepare women to participate fully and actively in the life and work of society. Russell Sage offers bachelor’s degrees in the traditional liberal arts and sciences as well as in selected professional fields, including business, communications, creative arts in therapy, criminal justice, education, health sciences, nursing, nutrition science, and theatre. More than 50% of graduates each year pursue advanced degrees, many through accelerated programs with Sage Graduate School.

The coeducational Sage College of Albany grew out of an Albany division established in 1949. Sage College of Albany offers applied associate and bachelor’s degrees in a “two plus two” structure that allows students to design their own area of study. Areas of specialty include art and design, computing technologies, communications, business, and legal studies. Innovative interdisciplinary programs include applied biology, creative studies, and information design. Through its Sage After Work program, Sage College of Albany also offers bachelor’s degree completion programs designed specifically for working adults.

Sage Graduate School, also established in 1949, is a coeducational environment offering advanced study for practice and leadership through master’s degrees and post-master’s specialization in professional disciplines, as well as the doctorate in physical therapy. Areas of specialty include business and management, education, health services administration, nursing, nutrition, occupational therapy, physical therapy, psychology, and public administration. Sage Graduate School serves both recent college graduates and individuals already at work in their professions.

The motto of Russell Sage College, “To Be, To Know, To Do,” also informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework of the value that recognizes the obligation of educated persons to lead and serve their communities.

Presidents of Sage

Eliza Kellas 1916-1928
Dr. James Laurence Meader 1928-1942
Helen McKinstry 1942-1946
Dr. Lewis A. Froman 1948-1969
Dr. Charles U. Walker 1970-1975
Edgar S. Pitkin, Interim President 1975
Dr. William F. Kahl 1976-1978
Dr. Sara S. Chapman 1988-1995
Dr. Jeanne H. Neff 1995-present

Accreditation

The Sage Colleges is chartered by the Board of Regents of the University of the State of New York. The Sage Colleges is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267-284-5000). Individual programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703) 437-0700; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE), 4720 Montgomery Lane, PO Box 31220, Bethesda, MD (301) 652-2682; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), 4720 Montgomery Lane, PO Box 31220, Bethesda, MD (301) 652-2682; the National League for Nursing Accrediting Commission (NLNAC) 1155 16th St. NW, Washington, DC (202) 887-6791; and the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995 (312) 899-4872. The Chemistry department offers a degree option that is certified by the American Chemical Society (ACS) 1155 16th St. NW, Washington DC (202) 872-4600.

Organizations & Affiliations

The Sage Colleges holds memberships in the following:

- Associated New American Colleges (ANAC)
- American Council on Education (ACE)
- Association of American Colleges and Universities (AAC&U)
Equal Opportunity and Non-Discrimination

It is the policy of The Sage Colleges to comply with applicable federal, state and local laws and regulations regarding equal opportunity and non-discrimination. Employment practices will not be influenced or affected in an illegally discriminatory manner by an individual’s race, color, religion, marital status, gender, sexual orientation, national origin, age, disability, veteran status or any other characteristic protected by law. Likewise, admission, financial aid, and access to programs will not be influenced or affected in an illegally discriminatory manner by an individual’s race, color, religion, marital status, gender, sexual orientation, age, disability, veteran status, national origin, or any other characteristic protected by law. Russell Sage College for Women, a member of The Sage Colleges, is exempt from gender discrimination requirements with respect to admission, aid, and programs under Title IX. Inquiries with respect to the specifics of the laws governing these matters or with respect to the application of these policies should be directed to the Director of Human Resources, The Sage Colleges, Plum Building, 45 Ferry Street, Troy, New York 12180 — (518) 244-2391.
## THE SAGE COLLEGES
### ACADEMIC CALENDAR 2006-2007

#### SUMMER 2006

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I Classes Begin</td>
<td>May 15</td>
</tr>
<tr>
<td>Session I Classes End</td>
<td>June 29</td>
</tr>
<tr>
<td>Session II Classes Begin</td>
<td>July 5</td>
</tr>
<tr>
<td>Session II Classes End</td>
<td>August 15</td>
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#### FALL 2006

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>September 5</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>September 5-11</td>
</tr>
<tr>
<td>October Travel &amp; Study Days</td>
<td>October 7-10</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 22-26</td>
</tr>
<tr>
<td>Last Class Day/Exam (SGS)</td>
<td>December 18</td>
</tr>
<tr>
<td>Fall Grades Due</td>
<td>December 21</td>
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</tbody>
</table>

#### SPRING 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 22</td>
</tr>
<tr>
<td>Advisement for 07-08 begins</td>
<td>January 22</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>January 22-26</td>
</tr>
<tr>
<td>Filing Deadline for May graduation</td>
<td>February 1</td>
</tr>
<tr>
<td>Registration 07-08 opens</td>
<td>February 12</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10-18</td>
</tr>
<tr>
<td>SGS Research Symposium</td>
<td>April 28</td>
</tr>
<tr>
<td>Last Class/Exam (SGS)</td>
<td>May 3</td>
</tr>
<tr>
<td>Conflict Resolution Day</td>
<td>May 8</td>
</tr>
<tr>
<td>Graduating Student Grades Due</td>
<td>May 9 (Noon)</td>
</tr>
<tr>
<td>All other grades due</td>
<td>May 11</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 11</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12</td>
</tr>
</tbody>
</table>

#### Summer 2007 Session I Begins

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2007 Session I Begins</td>
<td>May 14</td>
</tr>
</tbody>
</table>
ACADEMIC STANDARDS

Academic Integrity

Sage After Work students are expected to comply with the stipulations set forth in the "Statement of Academic Honesty," which is included in the The Student Handbook, available online at [http://www.sage.edu/current/handbook/sca/](http://www.sage.edu/current/handbook/sca/).

Academic Dishonesty/Misconduct

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated at The Sage Colleges in any of its forms. Academic dishonesty and misconduct include cheating, plagiarism, multiple submissions, complicity in academic dishonesty/misconduct, abuse of materials or alteration of records. Following are several definitions and examples of academic dishonesty. The examples are provided as samples of various types of academic dishonesty, but are not intended to be an exhaustive or exclusive list.

**Academic Fraud** =  The alteration of documentation relating to the grading process (e.g., changing exam solutions to negotiate for a higher grade or tampering with an instructor’s grade book).

**Collaboration** =  Deliberate facilitation of academic dishonesty in any form (e.g., allowing another student to observe an exam paper or recycle one’s old term paper).

**Copying** =  Obtaining information pertaining to an exam question by deliberately observing the paper of another student.

**Cribbing** =  Use or attempt to use prohibited materials, information, or study aids in an academic exercise.

**Fabrication** =  Unauthorized falsification or invention of any information in an academic exercise (e.g., use of a purchased term paper; falsifying lab records).

**Plagiarism** =  Representing the work or words of another as one’s own through deliberate omission of acknowledgment or reference.

**Sabotage** =  Destruction of another student’s work related to an academic exercise (e.g., destroying a model, lab experiment, computer program, or term paper developed by another student).

**Substitution** =  Using a proxy, or acting as a proxy, in any academic exercise.

Academic Monitoring

Student academic progress is monitored at several levels: (a) by the Registrar’s Office through a degree or program audit; (b) by the student’s academic advisor; (c) by the program coordinator of the program in which the student is enrolled; (d) by the Academic Standards Committee; and (e) by the students themselves.

Academic Actions

Satisfactory Academic Progress

Sage After Work students making satisfactory academic progress toward a degree (defined also as good academic standing) must achieve cumulative grade point averages (CGPA) of at least 2.0.

Student records are scrutinized for satisfactory progress by the SCA Academic Standards Committee at the end of each fall and spring semester. Students with academic difficulties may receive a Letter of Concern or a Letter of Academic Action, as appropriate, from the Registrar and/or Director of Academic Advising on behalf of the Committee. The Committee may place the student on Academic Warning, ask the student to submit to an Academic Review, issue an Academic Suspension, or issue an Academic Dismissal. Students wishing to appeal the decision of the Academic Standards Committee must put their appeal in writing to the Dean of the College.

Academic Warning

A Sage After Work student is placed on academic warning when the CGPA drops below 2.00 based on the last 12 attempted credits. A Sage After Work student on academic warning may not carry more than 12 credit hours or the equivalent.

Students must complete 75 percent of credits if registered full-time and 100 percent if registered part-time. A student is removed from academic warning and returned to good academic standing by achieving a CGPA of 2.00. A student who has received an incomplete grade that converted to a failing grade from a previous semester than the one under review may receive retroactive academic warning or suspension.
Semester Warning

A matriculated Sage After Work student is placed on semester warning when the student has attended the College for more than one term and the CGPA is over 2.00 but the current term grade point average is 1.30 or lower. A student on semester warning may not carry more than 12 credit hours or the equivalent. If a Sage After Work student is placed on semester warning for two or more terms, the Academic Standards Committee may impose a reduction in registered credits for the next term.

Academic Review

A student is subject to academic review (“pending academic suspension”) when the cumulative grade point average (CGPA) remains below 2.00 in the succeeding semester or when the CGPA initially drops below 1.75.

To continue as a matriculated student at the College, the student is required to meet with the Academic Standards Committee. After the student appears before the committee, the committee decides whether the student is retained on academic warning or academically suspended. If retained on academic warning, full-time or part-time, the student must comply with the academic warning policy as outlined above and/or the Committee may require additional specific conditions be met.

A student who is subject to academic review and chooses not to appear before the committee will be academically suspended from the college. A student who is academically suspended may apply for readmission after the passage of one regular semester.

Academic Suspension

If a student matriculated in Sage After Work accumulates three semesters on academic warning followed by another unsatisfactory CGPA, he/she will receive one-semester suspension. Or, if a student has accumulated, through a combination of “Z” and “F” grades, 0 credits in a semester, the student will be academically suspended. However, suspension may not occur if the Academic Standards Committee sees evidence of an encouraging rate of improvement in the student’s work despite the technical deficiency. A student is removed from academic warning and returned to good academic standing by achieving a CGPA of 2.00.

A student who receives an incomplete grade in one or more courses and is pending academic suspension from the college will have a final deadline for completion of work no later than five business days before the start of the next term. If the remaining coursework is not completed or the final course grade does not improve the CGPA, the student will be suspended. A student who has received an incomplete grade that converted to a Failing grade from a previous semester than the one under review may receive retroactive academic warning or suspension.

Suspension is defined as a separation from the College for a stated period (one or more semesters). Suspended students may appeal to the Dean of the College within the period stipulated in the Letter of Academic Action; the Dean consults with the Academic Standards Committee before making a decision. If no appeal is made or if an appeal is unsuccessful, suspended students may request reinstatement after their suspension by writing to the Dean of the College.

A student who has been suspended may not apply for reenrollment or take courses through any of the Sage Colleges until at least one semester has passed.

Academic Dismissal

Academic dismissal is defined as a complete and permanent severance from the College for reasons of academic deficiency. The Academic Standards Committee may impose academic dismissal after two or more one-semester academic suspensions. A student who has been dismissed may not take classes at any of the Sage Colleges.

Any dismissal from the college for non-academic reasons is noted as an “administrative dismissal.” To be readmitted to the college, the student is required to reestablish his/her file through the Office of Admission. An administrative dismissal may affect a student’s financial aid.

Withdrawal by Absence

A student who receives “Z” in all courses for which the student is registered is withdrawn from the college by the Registrar.

To be readmitted to the college, the student is required to apply for readmission through the established process after one regular semester has passed. The withdrawal may affect a student's financial aid.

Readmission

Matriculated undergraduate students who have been away from The Sage Colleges due to a leave of absence, withdrawal or suspension should contact the admission office to confirm what return procedures and policies apply. A readmission application and interview and/or the approval of the Registrar and the Director of Academic Advising may be required.
Students who have been academically suspended may not apply for reenrollment until at least one semester has passed. The readmission deadline for the fall semester is August 28; the deadline for the spring semester is January 7.

A readmitted student who earned a grade point average of less than 2.0 (or who has accrued no credits at the time of readmission) must earn a GPA of 2.0 for the semester or be academically suspended at the end of that semester. For a full-time student, this GPA must be based on the completion of at least 75 percent of the courses in which the student is enrolled. The GPA for a student registered for three courses or less must be based on the completion of all courses in which the student is enrolled. A student wishing to be readmitted to the college with a GPA below 2.0 will be required to complete an interview with the Director of Academic Advising.

If a student has been put on academic suspension more than once, he or she cannot reenroll at Sage without demonstrating “C” work in at least 9 credit hours (2.0 in all courses) at another institution. If the student attends any other post-secondary institutions (college, university, technical, proprietary school, etc.) while away from Sage, official transcripts should be forwarded to the Office of Admission at Sage.

**Appeals of Academic Issues**

In the event that a student has a complaint involving a faculty member or wishes to question a grade, the student should follow the procedures listed below:

- Meet with the instructor involved. In the best interests of both parties, resolution ideally should be reached at this stage.
- Meet with the instructor’s department chairperson or program coordinator if resolution is not reached between the student and instructor.
- Meet with the Dean of the College, only in the event that the student feels procedures were not followed.

The Vice President for Academic Affairs is the final decision-making authority.

**Change of Final Grade**

Final grades recorded by the faculty are permanent and remain so with the exception of "I" (Incomplete). An incomplete grade must be converted by the end of the eighth week of the subsequent semester unless an extension has been granted.

Except for mathematical errors, the registrar may alter final grades only after the Dean of the College has granted approval. The instructor must initiate corrections by submitting a grade change form with the explanation for the change of grade to the Dean of the College.

A student who believes he/she has been penalized unjustly in the final grade received should follow the appeals procedure outlined above.
COURSEWORK

Class Attendance

Much of the education that occurs in the classroom (including labs and studios) cannot be gained in any other way. As a result, each faculty member will furnish students with a written attendance policy at the beginning of each semester, stating the objectives of the course and the value of attendance. It will also define “excessive absence” and how that would affect a student’s learning and grade.

Prompt attendance at all academic appointments (classes, lectures, conferences, and examinations) is an essential part of the educational plan for degree programs and is expected of students. In the event of a class absence, it is the student’s responsibility to contact the instructor directly, by phone, voice mail or e-mail. If this is not possible, the student may call the Dean’s Office at (518) 292-1704 and a message will be sent to the instructor. The responsibility for work missed because of absence rests entirely upon the student.

Any student who must be absent from classes for longer than a week due to an emergency situation or extended illness may contact the Campus Life Office at (518) 292-1753 and a notice will be sent to the student’s instructor(s) indicating the extenuating circumstances.

Final Examinations

During the final examination period, students are not required to take more than two final examinations per day and may request a make-up time for any additional examination(s) scheduled, if desired. Students requesting a make-up examination must work together with all faculty involved, and the Dean, if necessary, to determine which examination will be rescheduled.

Special Academic Courses

Special Topics

Special topics courses may be offered in each discipline under the numbers 248, 348, or 448. Students should consult with the program coordinator or instructor offering the course to obtain a detailed description of that course.

Honors Courses

Each discipline may offer an honors course, seminar, or project as part of the Honors Program.

Mini Courses

Sage College of Albany occasionally offers .25 to 1-credit mini courses throughout the academic year. These mini courses are non-traditional experiences in liberal or professional learning and are presented in several formats – two or three days per week in a regularly scheduled class hour time slot or during one intensive weekend session.

Online Courses

Sage offers a number of courses online, which not only provides flexibility and convenience for students with busy schedules, but also provides an opportunity to explore new avenues of learning. Online courses are coordinated through the Sage Online program.

Reduced Seat Time Courses

Sage offers courses that are partially taught online, thus reducing the number of times students need to appear in a classroom. Such classes are common in Summer and in Sage After Work programs to provide flexibility and convenience to students with heavy work and family obligations.

Summer and/or Accelerated Programs

Students who wish to accelerate their degree programs may register for summer classes. However, students planning to attend a summer session at another college should do so only after careful consultation with their academic advisors. Courses taken at other colleges may not apply toward a Sage degree unless written permission has been granted in advance by the Registrar. Transfer permission forms are available in the Office of Student Services.

Weekend Courses

Sage occasionally offers weekend courses that typically meet Friday nights and Saturdays and Sundays for two or more consecutive weekends.
Independent Work

Independent work may take the form of independent study, individual study (regular courses taken independently), or internships. Students must read the “Rules and Regulations of Independent Work,” available in the Office of Student Services, and complete a contract for independent study before enrolling. Generally, independent work is not available to Freshmen. No student will be awarded more than three credits for a standard course and four credits for a laboratory course taken as an independent or individual study. An Independent Work approval form, available in Student Services, must be signed consecutively by the faculty supervisor, the student's academic advisor, and the Dean of the College 30 days prior to the beginning of the semester in which the student is registering.

Independent Study

Independent study is defined as academic inquiry carried on outside the usual class/instructor setting. It is a unique course, not offered by the college, but created by a student in collaboration with a faculty member. The credit awarded is variable. To initiate independent study, a student must describe the rationale, objectives and methodology of the project, and a faculty member must agree to supervise the project. The method of evaluation for the project must be agreed upon and approved by the faculty member’s department chair and the Dean of the College. If the project is approved, the student works independently to complete it, meeting several times during the semester with the faculty supervisor for discussion and evaluation of the student’s progress.

An independent study in any of the laboratory sciences should be considered only if the student is exceptionally well prepared. Students are limited to one independent study at a time. Only the successful completion of the project will permit approval of an additional independent study.

Individual Study

A student may apply to take a regular course independently (designated as “Individual Study”) when a course is required for his or her program but will not be offered by the scheduled date of the student’s graduation. This request must be approved by the appropriate program coordinator. The student must explain why the course must be taken, and a qualified member of the faculty must agree to supervise the study and must explain what formal work the student must submit for evaluation (e.g., exams, papers, etc.).

Internships

An internship is defined as a credit-bearing work experience in the field, which fosters the development of applied skills and typically increases professional competence, links theory and practice, and offers opportunities for career exploration. Academic programs at Sage offer students a broad range of opportunities for off-campus internships and field experiences that connect classroom learning with practical experience related to their academic program of study. These resources enable students to explore and clarify academic and career goals, develop new skills, and prepare for the changing workforce. Internships, clinical courses, cooperative education work experiences, community service, field placements, informational interviewing, and job shadowing placements are available in businesses, community agencies, schools, legislative and governmental offices, graphic and interior design firms, museums, and other organizations in areas of interest to Sage students.

Sage After Work students are **required** to complete an internship or an approved experiential-based learning opportunity.

Internships carrying academic credit must be planned with an advisor, and an internship contract must be completed and filed in the Office of Student Services. Credits awarded for an internship are measured by a student learning contract with the student's internship advisor according to program guidelines.

The Center for Academic Advising and Career Planning (Kahl Campus Center) has extensive listings of internship opportunities, job resources, an employer database, alumni career networks, links to job sites on the Internet, and access to local and national job banks. Career counselors are also available to help with career assessment, guidance, and placement.

Contracts for Independent Work

(Independent Study, Individual Study or Internships)

The terms and conditions for all independent work are set down in a contract, which requires the written agreement of the student, the field supervisor; the faculty advisor, department chairperson or program coordinator, and the Dean of the College. Contract forms are available in the Office of Student Services. The completed contract must be on file with the Registrar’s office before the student registers for the independent work.

Credit Ceilings for Independent Work

In general, no more than 15 credits of independent work, i.e. any combination of independent study, courses taken independently and/or internship, may be counted toward a baccalaureate degree. There are, however, two exceptions to this ceiling:

- Students who are enrolled in a dual major or who are taking a single major along with a formal minor or
concentration in a different discipline may take up to 18 credits of independent work;
- Students who take a single internship worth 15 credits may take an additional 3 credit independent study.
- The ceiling for any such combination, which may be counted toward the degree, is 21 credits.

Credit for Prior Learning

Degree-seeking baccalaureate students at least 25 years of age may be eligible to receive credit for prior college-level learning achieved through such life experience as community service, employer or armed service-sponsored training, self education, relevant work experiences, or artistic development. The basis for granting credit is a portfolio of documentation prepared by the student under the guidance of a Sage experiential learning mentor. A maximum total of 30 undergraduate credits may be granted, with the following limits by category:

- Academic Major = 9 credits maximum
- General Education = 9 credits maximum
- Electives = 30 credits maximum

To be eligible for experiential learning credit, students must first have completed at least 3 credit hours with a grade of “C” or better, and be enrolled for an additional 3 credits. A student transferring more than 60 hours to Sage and entering the experiential learning program will be required to take a minimum of 45 hours in regular classroom work while at Sage. Consult the section on Tuition and Fees for corresponding charges.

For additional information on portfolio development and other experiential learning requirements, contact the Director of Academic Advising at (518) 292-1719, or the Director of Studies for Sage After Work at (518) 292-8636.

Interdisciplinary Majors (Self-Designed)

In addition to those majors offered in the regular college curriculum, students may design interdisciplinary majors to accommodate and define particular academic interests. Examples include majors that combine coursework in art and sociology, history and economics, or English and psychology. Many other combinations are possible. Students should first consult with their advisor and then write a proposal explaining their areas of interest and listing the courses that will enable them to achieve their objectives. This proposal must be approved by a faculty advisor or department chairperson in each discipline and by the Dean of the College. At least one-half of the credits of the proposed interdisciplinary major must be credits completed as a matriculated baccalaureate level student. (See also the description of the Interdisciplinary Studies Major on page 75.)

Electives Classification

I. Humanities Electives

All credit-bearing courses in humanities, communications (except COM 202 and 221), English, philosophy, and foreign language are classified as humanities courses. These are courses with the following prefixes: COM, EGL, HUM, and PHL. In addition, the following art history or art appreciation courses are classified as humanities:

- ART 205, 206, 207, 208, 209, 214, 332
- IND 104, 106
- PHG 205

II. Math/Science Electives

Math/Science electives include all credit-bearing courses in biology, chemistry, mathematics, physics and science. These courses have the following prefixes: BIO, CHM, MAT, PHY, and SCI. In addition, the following computer science courses are classified as Math/Science electives:

- CSI 101, 125, 126, 150, 213, 260, 312, 438.

III. Science Electives

Science electives include all biology, chemistry, physics, and science courses. These courses have the following prefixes: BIO, CHM, PHY, and SCI.
IV. Social Science Electives

Social Science electives include all economics, history, political science, and sociology courses except SCL 347. These courses have the following prefixes: ECO, HIS, PSC, PSY, and SCL. In addition, all criminal justice (CRM) courses are social science electives with the exception of CRM 352, 353, 356, and 349.

V. Liberal Arts Electives

Liberal Arts electives include all humanities, math-science, and social science electives. In addition, the following courses are classified as liberal arts:

   ART 201
   ASL 101, 102
   EDU 206
   ITD 101, 102, 123, 222

VI. Professional Electives

With the exception of those noted above, all courses with the following prefixes are classified as professional electives: ACC, ART, BUS, CSI, EDU, GDN, HRS, ILL, IND, LAW, PHG, PED, and CRM 349.

VII. General Electives

General electives include ALL credit bearing courses.

Academic Adjustments for Students with Disabilities

Academic requirements must be modified, on a case-by-case basis, to afford qualified handicapped students and applicants an equal education opportunity. Complete information on these policies and procedures for requesting these adjustments may be found on page 18.
CREDIT

Credits Among Schools at The Sage Colleges

Undergraduate credit at The Sage Colleges is applied equally to Sage College of Albany and Russell Sage College. Credit is not transferred between the Colleges. Undergraduate credit earned at any of The Sage Colleges is applied toward the completion of associate and baccalaureate degree requirements, the calculation of cumulative grade points, and the determination of eligibility for honors in the respective colleges.

Classification of Students

A student’s academic classification (class standing) is determined by the number of credits earned toward a bachelor’s degree. SAW students with fewer than 54 credits may need to complete prerequisites before enrolling in the bachelor’s degree completion program.

<table>
<thead>
<tr>
<th>Standing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>54-86</td>
</tr>
<tr>
<td>Senior</td>
<td>87 or more</td>
</tr>
</tbody>
</table>

Substitution/Waiver Policy

In some cases, students may substitute or waive a course required for their degree program. The student must complete a Substitution/Waiver Form, have it signed by the department chairperson/program coordinator for the course that is being substituted, and return the form to the Office of Student Services. For example, substitution of a Math course requires the approval of the Math Department Chair. For general education requirements that are not department-specific (e.g., cross-cultural), the decision rests with the Dean of the College. This approval may be secured in writing or via e-mail from the Chairperson/Coordinator or Dean and MUST be attached to the Substitution/Waiver Form before it is returned to the Office of Student Services.

In lieu of the Substitution/Waiver Form, substitution/waivers may be done via e-mail, but MUST contain the following:

- Chairperson/program coordinator MUST be copied
- Student MUST be copied
- Required course
- Course being waived
- Course being substituted
- Whether or not the course is a transfer course and from what institution
- Reason/justification
- Statement indicating that “Copying the student indicates the student’s awareness of the substitution.”

Transfer of Credit from Other Institutions

Undergraduate students must complete at least half their major and at least 45 credit hours in residence at Sage or through the Hudson Mohawk Association. Students must satisfy general education as well as major requirements and must maintain satisfactory standards of scholarship to be eligible for graduation.

Generally, the Office of the Registrar evaluates credit earned at other accredited institutions soon after admission. To be eligible for credit consideration at The Sage Colleges, final transcripts from all post-secondary institutions (college, university, technical, proprietary school, etc.) previously attended must be received before students have completed their first semester. For credit earned through traditional classroom work, evaluation is conducted on a course-by-course basis for all work in which grades of “C-” or above have been earned. Up to 9 credit hours may be awarded for courses that are not comparable to courses offered at The Sage Colleges.

Transfer of Credit after Matriculation

An undergraduate student who intends to transfer credit from another institution after matriculation at Sage must file with the Registrar a statement of approval for the course to be taken, signed by the major advisor. No credit will be transferred without prior approval, nor will credit transfer for coursework with a grade below a “C-”. Transfer credit forms are available in the Office of Student Services or the Office of Academic Advisement.

A maximum of 60 transfer credits from a 2-year college (or 75 from a combination of 2- and 4-year colleges) are applicable toward a baccalaureate degree at Sage College of Albany. A maximum of 30 transfer credits from any college are applicable toward an associate degree at SCA. Students in baccalaureate programs must complete at least 45 credits within Sage College to earn a Sage degree.
Before registering elsewhere to take a required course normally offered at Sage, the student must obtain consent of his or her academic advisor(s) and verification of course equivalence from the coordinator of the program in which the course would be offered at Sage. Students may petition the Dean of the College for a waiver of any part of this policy. Such a request requires the consent of the academic advisor(s) and verification of course equivalence, if any, from the coordinator of the program in which the course would be offered at Sage.

Accredited Proprietary Schools

Students who have achieved a minimum 2.5 cumulative grade point average (4.0 system) for work done at a proprietary school accredited by the Association of Independent Colleges and Schools can petition for transfer credit according to two-year college guidelines. Most credit awarded will be applicable to electives and general education requirements, with decisions on major field credit resting with the academic department.

Non-Accredited Institutions

Students transferring from non-accredited schools may petition for credit evaluation after they have attended Sage for two consecutive semesters and earned a minimum 2.0 cumulative grade point average (2.2 in the major field).

Armed Services Training

Training on military installations may lead to credit awarded on the basis of guidelines from the “Guide to Evaluation of Educational Experiences in the Armed Services.”

Non-Collegiate Programs

Credit may be available for courses sponsored by organizations which are recommended in the “Guide to Educational Programs in Non-Collegiate Organizations” of the State University of New York.

College Credit by Examination

Sage provides students with information on opportunities to obtain college credit in a variety of subjects through several testing programs. These include the College Level Examination Program (CLEP), Excelsior College Examinations (ECE), New York University Foreign Language Proficiency Testing Program (NYUFLP), and Defense Activity for Non-Traditional Education Support (DANTES). For more information, see below or contact the Office of Academic Advising and Career Planning on either campus (John College Level Examination Program (CLEP)

Credit and/or placement is possible for qualifying scores from the College Level Examination Program. At Sage College of Albany, transfer credit is awarded for CLEP scores of 50 or higher. Normally, credit is awarded for acceptable scores in subject examinations and is applied to general education and elective requirements. For information about the CLEP program, visit www.collegeboard.com, or contact the Registrar with questions. The following table specifies appropriate exams and credit available.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>50</td>
<td>Humanities general education credit</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>ENG 154</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>50</td>
<td>ENG 101</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>Humanities general education credit</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>Humanities general education credit</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>50</td>
<td>MAT 112</td>
<td>3</td>
</tr>
<tr>
<td>Algebra/Trigonometry</td>
<td>50</td>
<td>MAT 113</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>BIO 104, BIO 105</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHM 111 &amp; CHM 112</td>
<td>8</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>50</td>
<td>MAT 201</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>Quantitative Reasoning general education credit</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>50</td>
<td>Natural Science general education credit</td>
<td>6</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>Quantitative Reasoning general education credit</td>
<td>3</td>
</tr>
<tr>
<td>French, Level 1</td>
<td>50</td>
<td>FREN 101, FREN 102</td>
<td>6</td>
</tr>
<tr>
<td>French, Level 2</td>
<td>52</td>
<td>FREN 101, FREN 102, FREN 201, FREN 202</td>
<td>12</td>
</tr>
<tr>
<td>German, Level 1</td>
<td>50</td>
<td>GER 101, GER 102</td>
<td>6</td>
</tr>
</tbody>
</table>

http://catalog.sage.edu/06-07saw.php
### Excelsior College Examinations (now ECE, formerly CPE)

Credits from this program, sponsored by Excelsior College, are available in the same manner as for CLEP. A maximum of 60 credits hours toward baccalaureate degrees and 30 toward associate degrees are aggregates for a combination of the two exams. Policies on ECE are as follows:

1. Up to 60 credits received through standardized examinations (CLEP, ECE, NYUFLP, and DANTES) may be applied toward a bachelor’s degree and up to 30 credits towards an associate degree. Distribution of the credits within the degree plan is determined by the academic advisor in consultation with the student.

2. Credit by examination does not count toward Sage's 45-credit graduation residency requirement.

3. Credit earned by examination at other accredited colleges and universities may be transferred through transcripts to Sage according to the above guidelines. However, scores must meet Sage's current minimum passing levels in order for the credit to be accepted.

4. All scores for credit by examination must be received by Sage one semester prior to graduation. Note that it takes several weeks for results to be sent from testing agencies, so students must complete all standardized testing well before the final semester.

5. Although students may take examinations prior to or after coming to Sage, the college will not accept the credit indicated until after admission as a degree student (matriculation). After matriculation, students should consult with their academic advisors before taking any standardized tests to determine the appropriateness of the credit in their degree programs.

Consult with the Office of Academic Advising for information on these examinations, including the fees charged and the exam code number for the Sage College the student is attending (required for DANTES, CLEP, and Excelsior exams).

### New York University Foreign Language Proficiency Exams (NYUFLP)

Sage is able to administer more than 50 different foreign language exams to matriculated students. Students may select a 12-point version (up to 12 lower division credits) or a 16-point version (up to 12 lower and 4 upper division credits). For a complete list of test languages and registration information, contact the Office of Academic Advisement and Career Planning.

### International Baccalaureate (IB)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>German, Level 2</td>
<td>52</td>
<td>GER 202</td>
<td>12</td>
</tr>
<tr>
<td>Spanish, Level 1</td>
<td>50</td>
<td>SPA 101, SPA 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SPA 101, SPA 102, SPA 201</td>
<td></td>
</tr>
<tr>
<td>Spanish, Level 2</td>
<td>52</td>
<td>SPA 202</td>
<td>12</td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>POL 101</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>50</td>
<td>EDU 206</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to History of the United States I: Early Colonization to 1877</td>
<td>50</td>
<td>HIS 105</td>
<td>3</td>
</tr>
<tr>
<td>History of the United States II: 1865 to the Present</td>
<td>50</td>
<td>HIS 106</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>PSY 202</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics, Principles of Microeconomics,</td>
<td>50</td>
<td>ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>50</td>
<td>ECO 202</td>
<td>3</td>
</tr>
<tr>
<td>Sociology, Introductory</td>
<td>50</td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>SOC 101</td>
<td>3</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to the Present</td>
<td>50</td>
<td>HIS 109</td>
<td>3</td>
</tr>
<tr>
<td>Accounting, Principles of Business Law,</td>
<td>50</td>
<td>ACC 101</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Management, Principles of</td>
<td>50</td>
<td>BUS 212</td>
<td>3</td>
</tr>
<tr>
<td>Marketing, Principles of</td>
<td>50</td>
<td>BUS 205</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>50</td>
<td>BUS 202</td>
<td>3</td>
</tr>
</tbody>
</table>
International Baccalaureate diplomas will generally be treated as certificates for advanced placement and/or transfer credit, with final determination made by individual academic departments.
EVALUATION OF ACADEMIC WORK

Grading Policy

At the end of each term, the standing of a student in each of his/her courses is reported by the instructor to the Registrar and is entered on the student’s permanent record. Standing is expressed using a grading system with plus and minus designations, which is also used to determine quality points for calculating grade point averages. Sage uses the following grading system:

Undergraduate

A
= Excellent
B
= Good
C
= Satisfactory
D
= Passing
F
= Failure

I (grade) = Incomplete

A grade of Incomplete (“I”) may be awarded at the discretion of the faculty member if a student is unable to complete all the work for a course due to illness or a comparable emergency. In order for a grade of “I” to be granted, a student should have completed most of the work for the course in the opinion of the instructor. If an "I" is granted, the student has the right to complete the work by the date specified by the faculty member, not to exceed the end of the eighth week of the following semester. However, students who are pending an academic action of academic warning, academic review, or academic suspension must complete all work prior to the beginning of the next fall or spring semester. The student will not be allowed to re-register for the course (either for credit or audit) in a subsequent semester until the Incomplete is removed.

It is the responsibility of the student to be aware of her/his grades in all classes prior to requesting an Incomplete. Should she/he be at risk of being placed on probation or suspended, arranging for an Incomplete may result in an earlier deadline than anticipated. Faculty are not obliged to offer extensions under these circumstances.

Prior to requesting an Incomplete, the student and faculty member should write up and sign an agreement using the Incomplete/Extension Request Form, clearly identifying the specific reasons for the request, the work to be completed, and the deadline for the submission of the work. Upon completion of the work, the faculty member files a Grade Change Form with the Office of Student Services in order to convert the "I" grade to an appropriate letter grade. If the faculty member does not change the Incomplete grade by the end of the eighth week of the next semester (first Friday in November for spring and summer incompletes, last Friday in March for fall incompletes), the Registrar will replace the grade of "I" with the grade "F" unless the instructor has stipulated another grade to the Registrar's Office. Any agreed-upon extension of time to the deadline must be reported to the Office of Student Services via the timely submission of another Incomplete/Extension Request Form.

Z = Absent, No Credit

This grade may be given, at the discretion of the faculty member, in the following circumstances: (a) students who registered for a class and never attended but remained enrolled; (b) students who stopped attending prior to the due date for any graded work and neither withdrew nor dropped the course according to procedure; or (c) students whose work during the course received passing grades but who stopped attending, did not withdraw from the course, and did not make arrangements with the instructor for completion of the course. In this case, the instructor makes the judgment that not enough work has been submitted to assign a grade. The "Z" grade does not award credit and does not afford the opportunity to finish the incomplete work after the end of the term. Students must re-register and pay for the course and complete work in order to receive course credit.

P = Passing

Indicates that the student has passed the course. (See policy on Pass/Fail Grades, page 29)

NP = Not Passing

Indicates that the student took the course in an associate degree program on a Pass/Fail basis and did not pass.
W = Withdrawal

This grade can only be assigned by the Registrar’s Office, when a student officially withdraws from a class.

RP = Research in Progress

In designated courses such as theses, research projects, honors projects, and senior seminars and projects, incomplete work may be assigned a grade of “RP.” “RP” grades indicate that the initial expectation was that the work to be evaluated normally requires more than one semester. The “RP” grade may not be used in place of an incomplete (“I” grade) for any course which students are normally expected to complete within the original semester. Within one year from the time the “RP” grade is assigned, students must complete a course for which the “RP” grade was given. A student whose research requires longer than one year may request an extension of the “RP” for up to one additional year. The program coordinator may grant the request for an extension of the “RP” grade, depending on the degree of completion of the project. The extension will be granted only if there has been substantial progress. Failure to complete the work within the timeframe described above will result in the conversion of the grade from “RP” to “Z.”

NC = No Credit

In specially approved courses (such as HUM 112), students who made a good faith effort in the course, but failed to make satisfactory progress, may be assigned a grade of NC.

Registrar's Notes

(on the transcript but not grades)

R The "R" designation is limited to developmental non-credit courses. The student must re-register for the course to receive a grade other than an "R."

MC Indicates that the student has successfully met the competency in Mathematics and English language skills. (Associate degree only).

Calculating Grade Point Average (GPA)

To determine a student’s grade point average (GPA), Sage uses the following system of quality points:

Undergraduate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(I, P, NP, W, and Z grade designations not calculated in grade point average.)

Thus a bachelor’s degree student with one “A-,” two “Bs,” one “C+,” and one “D+” would have the following grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3 credit course x 3.7 quality points = 11.1</td>
</tr>
<tr>
<td>B</td>
<td>3 credit course x 3.0 quality points = 9.0</td>
</tr>
<tr>
<td>B</td>
<td>4 credit course x 3.0 quality points = 12.0</td>
</tr>
<tr>
<td>C+</td>
<td>3 credit course x 2.3 quality points = 6.9</td>
</tr>
<tr>
<td>D+</td>
<td>3 credit course x 1.3 quality points = 3.9</td>
</tr>
<tr>
<td></td>
<td>16 credits</td>
</tr>
<tr>
<td>GPA</td>
<td>Total Quality Points = 42.9 = 2.68</td>
</tr>
<tr>
<td></td>
<td>Total Credits Attempted 16.0</td>
</tr>
</tbody>
</table>
The student completed five courses for 16 credits with a GPA of 2.68.

Pass/Fail (P/F)

The Pass/Fail (P/F) option should encourage students to select courses offered by departments outside their major area and requirements. The policies governing the use of the P/F option apply only to those courses that can be elected P/F. Courses offered only on a P/F basis are excluded from the limitations. Faculty do not know which student(s) elect a course P/F; they will record a letter grade and the Registrar will assign the appropriate grade. Grades above “F” are considered passing.

1) Students completing 120 credits at Sage may take four courses P/F; the number is proportionately lower for associate degree and transfer students.

2) These courses may not be major or minor requirements, required support courses in a major program, or HUM 112.

3) Election must be made at the time of registration, up to and including the last day to add or withdraw from a course.

4) When a student withdraws from a course elected P/F within the normal withdrawal period, it will not count toward the P/F maximum.

5) When registering for a P/F course, students may choose to have a letter grade recorded under certain specified conditions by filling out the appropriate section of the P/F form. The student must complete this section at the time of registration. Note: Courses taken for a letter grade under this option still count as courses taken P/F.

6) To be considered for Dean's List in a given regular term, a student must take a minimum of 12 credit hours on a letter-grade basis that term.

Audit

Students who wish to audit a course must have the instructor’s permission to do so and will be permitted to audit a course on a space-available basis, limited to not more than 10 percent of class enrollment. They are not required to submit credentials if they intend only to audit, but they must declare their request to audit a course at registration or no later than the end of the Add-Drop period. Auditors pay all fees and partial tuition (see Section on Tuition, Fees and Deposits for tuition charges).

Repeat Course Policy

Students are permitted to retake any Sage course at the same College where they initially took the course. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated the next time it is offered. However, it may be repeated any time prior to graduation. No matter which grade is higher, the most recent grade counts in calculating the cumulative grade point average.

In situations where a student has repeated a course previously taken for a letter grade at Sage, the grade replacement may not be used to remove the academic warning or term probation from the semester in which the course was previously taken.

Students may repeat NO MORE than TWO previously passed courses while enrolled in a program leading to an associate degree, and no more than THREE previously passed courses while enrolled in a program leading to a bachelor’s degree. There is no specific limit on the number of courses a student may repeat for a course in which they received an F, W or Z.

Students CANNOT repeat using the P/F option to replace a grade. However, a student who has failed a course using the P/F option may elect to retake the course for either a grade or a P/F option. The retaken P/F course counts as an additional use of the P/F option.

All course repeats MUST be taken at Sage. In the event that a student’s program of study is jeopardized due to the lack of course offerings at Sage, students may seek approval of the program coordinator/department chair to take the course elsewhere. The sequence of certain programs may not allow multiple retakes. Students should consult their advisor or program coordinator/department chair for further details. Students should seek approval of their advisor prior to pre-registration, as the sequence of their program may be affected by the need to retake a course.

Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the student’s responsibility to understand his/her financial aid situation and the possible consequences of repeating courses. Students with questions regarding the impact of course repeats on financial aid should consult the Office of Student Services.
HONORS and GRADUATION

Dean’s List

Students who are matriculated in a Sage After Work degree or certificate program are eligible for the Dean’s List if they have completed at least four courses (12 credits) over one to three terms (including summer) in which a grade point average of 3.3 or above is achieved, with no grade below a “C” or of “Incomplete.” A student with an incomplete may petition the Dean’s Office for recognition after the incomplete is satisfied. The Dean’s List will be published twice per year after the close of the fall and spring terms.

Honor Societies

Phi Kappa Phi National Honor Society

The 176th chapter of the Phi Kappa Phi National Honor Society was installed at Sage in 1975. Students in any major may be elected to the society in the spring term of the junior or senior year. To be eligible for election, juniors must rank in the upper 2 to 3 percent and seniors in the upper 10 percent of their class, with a cumulative average of 3.5 or better.

Alpha Sigma Lambda Honor Society

At Sage College of Albany, the Honor Society of Alpha Sigma Lambda, a national honor society for continuing education students, recognizes the special achievements of adults enrolled in Sage After Work who achieve academic excellence while adroitly balancing the competing interests of home, work, school, and community. The Society not only brings together outstanding students and faculty, but also offers each individual an exposure to interests other than his/her own. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements.

Matriculated bachelor’s degree candidates who qualify may be invited to become members of Alpha Sigma Lambda. Members must rank in the highest 10 percent of those students and must satisfy the following requirements:

- Matriculation in a bachelor’s degree program in Sage After Work
- At least 24 credits in the Sage After Work program (with permission, some of these credits may be from the other Sage Colleges if taken after matriculating in Sage After Work
- At least 15 of these 30 credits must be from courses which are outside of the major field
- At least 15 semester hours of a student’s total hours should consist of credits in liberal arts and sciences, not including applied arts/science courses (accepted transfer courses may be used to meet the liberal arts/science requirements)
- Experiential learning credits are not graded and may not be used
- Attendance at SCA through the Sage After Work program for a minimum of four terms

Each spring, Sage After Work inducts new members of the Society from among selected outstanding students recommended by the Deans and the Faculty. For more information, contact the Office of Academic Advisement on the Albany campus at (518) 292-1794.

Academic Honors

Sage awards Latin, project and program honors to qualifying graduates.

Latin Honors

Bachelor’s Degrees

Students must have at least 45 credit hours at Sage above the 100-level and earn a GPA of at least 3.5 for all Sage credits. The baccalaureate degree is awarded as follows:

- **Cum Laude**: Sage GPA between 3.5 and 3.69
- **Magna Cum Laude**: Sage GPA of 3.7 to 3.89
- **Summa Cum Laude**: Sage GPA 3.9 or higher

Program Honors

Students who have attained a high degree of excellence in the work of their respective major subjects, and who have in addition satisfied the requirements prescribed by the department concerned, are awarded program honors. The GPA requirement for program honors is 3.5 based on all required courses for a major program, including support courses and transferred courses. Electives are excluded.
Graduation

The Sage Colleges confers degrees three times each year: in August, December and May. However, a Commencement ceremony is held only in May. Students become candidates for graduation upon the filing of a completed “Graduation Application” with the filing fee and submitted to the Office of Student Services. The filing deadlines are:

February 1 for May degree conferral
June 1 for August degree conferral
October 1 for December degree conferral

For conferral of a degree in May, August or December, students must have met all degree requirements by the end of the semester or summer session preceding degree conferral date. Students enrolled in internships, externships, clinicals, student teaching, practica, or courses at another institution which are scheduled to end within one month after conferral date must supply the Office of Student Services with documentation of satisfactory progress (a letter from the instructor on the college’s letterhead indicating an average of C- or better) to be eligible for degree conferral and receipt of a final transcript.

Participation in Commencement Exercises

For participation in Commencement, students must meet the requirements for graduation by Commencement day, or be within two courses (including internships, externships, clinicals, student teaching or practica) of completing requirements and enrolled in the subsequent summer session(s) or semester at The Sage Colleges. Students with up to two courses worth of Incomplete and/or Research in Progress grades from the semester prior to Commencement day are normally eligible to participate in Commencement but are not eligible for degree conferral. The Dean of the College will consider petitions for exceptions to the above regulations, but they will be granted for only the most compelling reasons. The Dean will routinely report the reasons for any exceptions made to the Academic Standards Committee.
REGISTRATION

Declaration of Status

Students returning to college or attending for the first time who are uncertain of their major may take up to 9 credits without applying for admission to the College. To enroll for additional credits, students must either matriculate or indicate visiting-student status.

Visiting-Student Status (Non-Matriculation)

Visiting students are those who do not intend to earn a certificate or degree from Sage. They are not eligible for financial aid and are not assigned an advisor. Credits accumulated as a visiting student do not necessarily count toward a certificate or degree program.

Degree-Seeking Status (Matriculation)

A student with degree-seeking status (who is matriculated) may be eligible for financial aid, is able to plan a course of study that meets personal needs and interests, and will be assigned an advisor. Students who are uncertain of their major will be matriculated as undeclared majors and will be assigned advisors who specialize in academic counseling.

Semester Course Load

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time status</td>
<td>12 or more credits</td>
</tr>
<tr>
<td>Part-time status</td>
<td>fewer than 12 credits</td>
</tr>
</tbody>
</table>

Although all courses taken through Sage After Work are on a per-course basis, students with 12 or more credits per semester are eligible for financial aid. The usual load for most SAW students is two courses, or six credits.

Registration, Course Planning, and Catalog Year

To plan a curriculum or a year’s course of study, students should use the Catalog effective the year they entered the College or any subsequent Catalog. It is the student’s responsibility to use the appropriate Catalog to outline course requirements and to inform the Registrar, in writing, of any desired change in catalog year. The catalog year may only be advanced; it may not be reversed. Degrees from accredited programs, or degrees that qualify students for certification, may require that students follow requirements subsequent to those in effect when the student matriculated.

A degree audit (academic evaluation) will also assist Sage students with their curricular planning. A degree audit is a computer listing of course requirements for the degree program to which a student’s courses (completed, transferred, and in progress) are matched. The catalog year (see above) and the student’s major determine the requirements for graduation (see page 31) and the requirements listed on the degree audit. Students and academic advisors can easily identify the unfulfilled academic requirements as students progress through their program. Any student who believes that there is an error in his or her Academic Evaluation should bring it to the attention of the Registrar and resolve any discrepancies as early as possible.

As students plan their schedules, they must be sure that they meet the prerequisite requirements for each course. A student must have credit for or be enrolled in all prerequisites before enrolling in any course. A student may obtain permission to override a prerequisite only from the faculty member teaching the course or from the program coordinator in the discipline where the course is offered. This process may not be accomplished through online registration.

Due to the rotation of some courses, a student should plan, during the first year and with an advisor, a two- or four-year sequence of courses that meets the requirements for the degrees or certificates sought. This plan should be updated each semester. This responsibility rests solely with the student.

The College reserves the right to add, change, or delete curricular offerings and/or to make curricular refinements.

Student Responsibility

The ultimate responsibility for fulfilling graduation requirements rests with the individual student. In consultation with the faculty advisor, each student reviews his/her academic program to make certain that requirements for the degree are being met satisfactorily. In addition to the requirements listed here, programs may have additional requirements. Each student is responsible for communicating with program advisors to insure that all prerequisite and required coursework and associated activities such as internships, theses and portfolios are
identified, scheduled and completed.

**Change of Major, Minor or Advisor**

Students wishing to change their major or advisor should first meet with the assigned faculty advisor to discuss the advantages and disadvantages of such a change. To initiate a change of major, students must submit a completed “Change of Major Form” to the Office of Student Services (Administration Building). To change an academic advisor, students must submit a completed “Change of Student Academic Information Form” to the Academic Advising Office (Kahl Campus Center).

**Add - Drop - Withdraw from a Course**

- Students may not enter a course after the add/drop period.
- Courses which the student drops prior to the end of the first five days of classes will not be recorded on their academic record.
- Students who withdraw from a course after the add/drop period will receive a grade of “W” on their academic record for that course. To withdraw from a course, students must have the approval of the academic advisor and the course instructor.
- All withdrawals from courses must be initiated by the student through the Registrar’s Office.
- The last day to withdraw from a course is the last day of the 10th week of classes. The withdrawal process must be completed by or on this date in the Registrar’s Office.
- The withdrawal deadline for a one-credit mini-course is the end of the ninth class hour.
- Students who withdraw from a course must be aware that the withdrawal may affect their financial aid.

**Withdrawing from the College**

Students who wish to withdraw from the College should initiate the process by contacting the Campus Life Office (Kahl Campus Center). At this time, the official withdrawal form will be processed and students will participate in an exit interview. Students should follow this procedure whether they are withdrawing in order to transfer to another college or for other personal reasons, and whether the withdrawal is occurring during the semester or between semesters. Withdrawal from the College does not release students from financial obligations incurred during the period of their attendance.

**Leave of Absence**

Students who need to suspend their studies for a specific period of time, up to one academic year, may request a leave of absence by contacting the Campus Life Office (Kahl Campus Center). Leaves of absence are not granted automatically; the student should be prepared to state the reason(s) (e.g., medical, personal, financial) for requesting the leave and complete the appropriate paperwork. The decision to grant a leave of absence is made by the Dean of Students in consultation with other administrators.

Financial adjustments or refunds, if applicable, are made according to the published schedule (see page 11). Students should also be aware that changing their status may affect their financial aid eligibility.

**Inactive Student Status**

Any matriculated Sage After Work student who has enrolled during one semester and who does not register for credit for two or more years will be placed on the College’s roster of inactive students, unless the student is granted a leave of absence or officially withdraws from the College. A student who has become inactive may seek readmission by contacting the Office of Admission. Inactive student status does not release the student from educational financial obligations.

**Reenrollment/ Readmission**

Former matriculated students who have been away from Sage After Work for two or more years must contact the Office of Admission for a readmission/reenrollment application. If any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while the student was away from The Sage Colleges, official transcripts must be forwarded to the Student Services Office. Upon reenrolling, students are newly matriculated under the current catalog in effect in that year.

**Cross-Registration within The Sage Colleges**

Russell Sage and Sage College of Albany

As a general practice, students should plan their schedules using courses offered by Sage After Work. Occasionally, however, there may be courses offered at Russell Sage or Sage College of Albany (day) that a student wishes to take. To do so, the student must have the permission of his or her College’s Dean. That permission will be granted only when there is no way to meet the legitimate educational objectives through registration at their college. Sage After Work students taking a course at either Russell Sage College or Sage College of Albany will pay that college’s credit-hour tuition rate. (See also Credits Among The Sage Colleges.)

Undergraduate Students and Graduate Courses
Students may take advantage of policies that allow acceleration of programs offered at Sage Graduate School. Undergraduate students in good standing, with a GPA of 3.0 or better, may take graduate courses for undergraduate credit, with advisor approval and permission of the Dean of Sage Graduate School.

Undergraduate students who are seniors and who have a GPA of 3.0 or higher may take two graduate courses for graduate credit, with advisor approval and permission of the Dean of Sage Graduate School. These courses may satisfy undergraduate requirements, or if they are completed beyond the 120 credits required for the baccalaureate degree, may satisfy graduate requirements.

Undergraduate students hoping to enroll in graduate coursework should be aware of the restrictions on the policies that support acceleration. No undergraduate degree can be completed with fewer than 120 credits. The graduate degree must include a minimum of 30 credits beyond the 120 required for the baccalaureate degree. Students in undergraduate programs should seek advisement from their program advisor and from the advisor of the graduate program to ensure that the courses selected apply to the appropriate program.
Academic Technology and Libraries

Libraries

http://library.sage.edu

Libraries on both the Albany and Troy campuses serve The Sage Colleges. The collections, hours, services and policies reflect usage by The Sage Colleges' diverse student body of full- and part-time students in a range of programs from associate through graduate degree levels. The two Libraries' combined holdings include more than 370,000 volumes of books, serials and microforms, almost 16,000 printed and electronic periodical subscriptions (with more than 55,000 volumes of bound periodicals) and more than 34,000 media items, including 21,000 art slides in the Albany Library, covering sculpture, painting, printmaking, drawing and more. Other collections include: College Archives and Special Collections; the Helen L. Verschoor Fine Arts Collection (Albany); and the Carol Ann Donohue Memorial Poetry Collection of 20th century poetry in English (Troy).

The Libraries actively collect materials to support all programs at The Sage Colleges, and maintain particular strength in women's studies, fine arts, nursing and allied health, health management, and physical and occupational therapy. Direct loan of library materials is available to Sage-affiliated students, faculty, administrators, staff, alumni and retirees of The Sage Colleges, and to holders of valid library cards issued by the Capital District Library Council's Direct Access Program. The Sage Libraries are active in regional and national library resource-sharing networks, thereby expanding materials available to students and faculty working in virtually any discipline.

The Libraries are equipped with computers and wireless networking, which provide access to the online library catalog, and to an abundance of networked research databases, as well as to the Internet. Online databases for research are accessible from on- and off-campus locations 24 hours a day, every day. Librarians are available at the reference desks during virtually all library hours to answer questions and provide assistance in the use of the varied information resources and services.

Individual and group library orientations are arranged through the reference librarians. Full-scale bibliographic instruction class programs are also given. Faculty may schedule specialized instruction classes with the librarian who serves as the liaison to their department. For complete details on the services and resources of the Libraries, visit the Libraries web page.

Computer Centers

The Albany Computer Center is located in Froman Hall and consists of one open lab, four teaching labs and one networking lab. These labs are equipped with up-to-date Windows based computers. The Albany Campus also features three specialized labs that are staffed by professionals and student consultants:

1. a lab equipped for AutoCad in the Interior Design Building;
2. an Apple-based digital imaging lab in the Graphic Design Building; and
3. a learning support computer lab in the Kahl Campus Center.

The Troy Computer Centers are located in Education Building basement, in Ricketts Hall, and in Hart Hall. The Education Building houses two up-to-date Windows-based computer classrooms and an open lab. The computer classroom in Ricketts Hall also serves as an open lab. And the Academic Support Center in Hart Hall sponsors a computer-based writing center.

A Sage ID is required to use the computer centers.

Technology Use

Through SageNet, the computer network of The Sage Colleges, students, faculty and staff can access networked software, e-mail, the Internet, and library resources. Rooms in the residence halls are hardwired into SageNet. SageNet is also accessible via a bank of dial-up high speed modems. Many of the campus classrooms are equipped with computer demonstration and network access equipment.

Upon registering at Sage, all students are issued the following accounts:

- A SageNet account, which provides access to disk storage space on SageNet, electronic media at the Sage Libraries, and dial-up access to SageNet;
- A Campus Cruiser account, which supports our e-mail service, is the official college information distribution system, and provides basic online academic support;
- A Blackboard account, which is our online tool for all of the College's courses. Blackboard is a course management system, which facilitates sharing of information within class populations; and
- A SageAdvisor account, which is our online interface for student and employee activities such as online registration, paying registration fees, viewing grades and schedules, and other official academic and advising activities. Your SageNet ID and password grants you access to this system.

If you have trouble with any of your College user IDs or passwords, contact the Help Desk at (518) 244-4777 or helpdesk@sage.edu.
THE SAGE COLLEGES ADMINISTRATION

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William J. Pizer II. Assistant Director of MIS and Benefactor System Administrator

Network and Systems Administration

Scot Seguine, B.S., State University of New York at Geneseo, Network Administrator
Admission Policies

- International Students
- Immunization Requirements

For Undergraduates Only

- Transferring to Sage
- Advanced Placement Program
- Credit for Prior Learning
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
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- Former Students Seeking to Return to The Sage Colleges
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International Students (does not apply to Sage After Work students)

International students must submit all pertinent information to The Sage Colleges and meet the individual admissions criteria established for that program. Applicants will complete the following steps:

- Submit high school/secondary school records (translated to English, if necessary).
- Submit official transcripts from each post-secondary institution (college, university, technical, proprietary school, etc.) previously attended. If credit has been earned at institutions outside the United States, forward the official transcripts for evaluation (and translation if necessary) to World Education Services (WES). Application materials for this service are available from World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10013 or on the web at [www.wes.org](http://www.wes.org). Direction on whether WES evaluation is necessary can be secured from the Office of Admissions.
- Submit the Student Financial Statement (undergraduate or graduate) with other application materials. The completed Student Financial Statement, along with supporting bank documents, and acceptance and enrollment deposit, are required before The Sage Colleges can issue the I-20 form necessary to secure a student visa. Note: Financial assistance is not available to international students.
- If native language is not English, submit one of the following:
  - Results from the Test of English as a Foreign Language (TOEFL)— the minimum score requirements at Sage is 500 (paper) or 205 (computerized).
  - Results from the SAT I— the minimum composite score for Sage is 800.
  - A transcript from an English Language School (ELS) documenting fluency at Level 109 or above.

Applicants must also submit the results from the Test of Spoken English (TSE).

**Note:** Information regarding TOEFL and TSE dates and locations are available from the Educational Testing Service, Box 899-TOEFL, Princeton, NJ 08541, and on-line at [www.ets.org](http://www.ets.org).

**Note:** Financial assistance other than Graduate Assistantships is not available to international students.

Nursing applicants who have completed programs outside of the United States or Canada must take the Commission on Graduate and Foreign Nursing Schools examination. Information is available from the Director, Credential Services, Commission of Graduate and Foreign Nursing Schools, 3600 Market St., Suite 400, Philadelphia, PA 19104-2651.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956, provide evidence of immunization against measles, mumps, and rubella. Compliance forms are provided with admission materials and must be submitted prior to class registration by each student enrolled for 6 credits or more in a semester.

Students in nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

Transferring to Sage
Sage is committed to help transfer students bring in a maximum number of credits and make the transfer process seamless. Sage has established transfer agreements with many area colleges. New schools and additional programs are always being added to the growing list of transfer articulation agreements. See the full list at: http://www.sage.edu/academics/transfer.php

For further information about transferring to Sage, contact Richard Naylor, Director of Articulation Programs at (518) 292-1752 or naylor@sage.edu.

Transfer Credit Policies

Generally, the Office of Student Services evaluates credit earned at other accredited institutions soon after admission. To be eligible for credit consideration at The Sage Colleges, final transcripts from all post-secondary institutions (college, university, technical, proprietary school, etc.) previously attended must be received before students have completed their first semester. For credit earned through traditional classroom work, evaluation is on a course-by-course equivalence basis for all work in which grades of “C-” or above have been earned. Up to 9 credit hours may be awarded for courses that are not comparable to courses offered at The Sage Colleges. Specific policies and credit limits regarding transfer work from all sources are as follows:

Undergraduate credit at The Sage Colleges is applied equally. Credit is not transferred among the colleges. All undergraduate credit earned at The Sage Colleges is applied toward the completion of requirements for associate and baccalaureate degrees, the calculation of cumulative grade points, and the determination of eligibility for honors in the respective colleges.

Four-Year Colleges

A maximum of 75 credit hours is applicable toward the baccalaureate degrees at Russell Sage College and at Sage College of Albany. Students must complete a minimum of 45 additional hours while at the college.

Two-Year Colleges

A maximum of 60 credit hours is applicable toward baccalaureate degrees at Russell Sage College and Sage College of Albany.

Note: Where transfer students have credits from both two- and four-year institutions, no more than 75 total hours (maximum of 60 from the two-year level) can be applied to baccalaureate degrees. As a general program rule, a student who has achieved junior status will not receive transfer credit for work at the two-year college level.

Advanced Placement (AP Credit) (does not apply to Sage After Work students)

The Sage Colleges recognize achievements of secondary students who participate in the Advanced Placement Program (APP) of The College Board. Generally, scores of 3, 4, and 5 on AP examinations will result in credit hours and/or advanced placement. Academic departments and the registrar administer specific AP policies.

Credit for Prior Learning

Baccalaureate students at least 25 years of age may be eligible to receive credit for a variety of prior college-level learning through such activities as community service, military or employer-sponsored training, work experiences, or self development. Students must complete one course from The Sage Colleges to participate in this option. Consult Sage’s website for information on Credit for Prior Learning.

International Baccalaureate (IB)

International Baccalaureate diplomas will generally be treated as certificates for advanced placement and/or transfer credit, with final determination made by the individual academic program.

College Level Examination Program (CLEP)

Credit and/or placement is possible for qualifying scores from the College Level Examination Program. At Sage, up to 60 credit hours may be received for students entering Bachelor’s programs and 30 credit hours for Associate degree programs. Normally, credit is awarded for acceptable scores in subject examinations and is applied to general education and elective requirements. (See page 13 for details)

College Proficiency Examinations (CPE)

Credits from this program, sponsored by Excelsior College, are available in the same manner as for CLEP. The maximum of 60 credits hours toward bachelor’s degrees and 30 toward associate degrees are aggregates for a combination Excelsior College Examinations and CLEP.

Accredited Proprietary Schools
Students who have achieved a minimum 2.5 cumulative grade point average (4.0 system) for work done at a proprietary school accredited by the Association of Independent Colleges and Schools can petition for transfer credit according to two-year college guidelines. Most credit awarded will be applicable to electives and general education requirements, with decisions on major field credit resting with the academic department.

Non-Accredited Institutions

Students transferring from non-accredited schools may petition for credit evaluation after they have attended Sage for two consecutive semesters and earned a minimum 2.0 cumulative grade point average (2.2 in the major field).

Armed Services Training

Training on military installations may lead to credit awarded on the basis of guidelines from the “Guide to Evaluation of Educational Experiences in the Armed Services.”

Non-Collegiate Programs

Credit may be available for courses sponsored by organizations which are recommended in “The Directory of The National Program on Non-collegiate Sponsored Instruction” of The University of the State of New York.

Students Moving Between The Sage Colleges

Continuing students should contact the Office of Admission at the college they plan to attend. For Russell Sage College, call (518) 244-2217; Sage Graduate School, call (518) 244-6878; Sage College of Albany, call (518) 292-1730.

Note: Some academic programs have specific requirements for continuation of study. Information on any such requirements is available from the Office of Admission.

Former Students Seeking to Return to The Sage Colleges

Matriculated students who have been away from The Sage Colleges (leave of absence, withdrawal or suspension) should contact the Office of the Dean to confirm what return procedures and policies apply. A readmission application and interview may be required. If any post-secondary institutions (college, university, technical, proprietary school, etc.) were attended while away from The Sage Colleges, official transcripts should be forwarded to the Office of Admission.

Fresh Start Program (does not apply to Sage After Work students)

A student who is seeking readmission to Sage and who has not attended any of The Sage Colleges in four or more years may choose to have all Sage course work that is at least four academic years old be exempt from the calculation of the grade point average.

In choosing this option, such a student would receive credit for courses in which a grade of “C-” or better was earned; the grades for such courses however, would not be included in the computation of the grade point average. In effect, students electing the Fresh Start policy will have old course work treated as transfer credit in the calculation of credit for courses, grade point average, and the determination of eligibility for honors in the respective colleges. The decision to declare a “Fresh Start” must be made to the Office of Admission at the time of re-enrollment and can be claimed no more than once in a student’s career at The Sage Colleges.

Deferred Admission (does not apply to Sage After Work students)

Offers of admission can be deferred for one calendar year if circumstances cause students to delay the start of their studies at The Sage Colleges. Students desiring to defer their admission must notify the appropriate Office of Admission by September 1 or January 1. Attendance at any other post-secondary institution (college, university, technical, proprietary school, etc.) during the deferral period cancels the deferment and requires that students submit a new application and official college transcripts.
Admission to Sage After Work

Sage College of Albany’s Sage After Work program welcomes men and women of all ages who have the maturity, determination, and intellectual curiosity to perform in an environment that supports working adults. Application deadlines are liberal and applications are reviewed on an individual basis. The academic programs are designed for students who wish to complete their baccalaureate degree and already have a substantial amount of college credit and/or life experience that is college credit equivalent.

Students are admitted to Sage After Work after an evaluation of the appropriateness and amount of transferable credit and work experiences. Generally, students are expected to have about 40 college credits (or equivalent) before acceptance into the program. Acceptance letters are processed on a rolling basis after the application for degree-seeking status and supporting materials are received and evaluated. Students may register for up to nine credits prior to applying for admission.

Contact Sage After Work:

Application materials and complete information regarding the available academic programs, procedures and timelines for those seeking admission as matriculated students are available from:

Sage After Work
Office of Admission
140 New Scotland Ave.
Albany, NY 12208
1-888-VERY-SAGE
(518) 292-8615
Fax: (518) 292-1912
sageafterwork@sage.edu
www.sage.edu/admission

Students must submit:

- A completed Application for Admission with a non-refundable processing fee of $30.
- An official transcript from EACH post-secondary institution attended since high school.
- An official high school transcript or an official copy of a GED score (This requirement is waived if applicant already has an Associate or Bachelor’s degree).
- A copy of a valid nursing registration should be provided by applicants to the Nursing Program.

More Sage After Work Admission Information

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CAMPUS LIFE

Campus Life Mission Statement

The Campus Life division of The Sage Colleges provides programs, services, opportunities, and environments for students to become involved in educationally purposeful activities outside of the formal classroom. The comprehensive program is intended to build responsible communities of learners, support the overall educational and personal development of each student, assist students with accomplishing their educational goals, and prepare students to lead in finding solutions to major societal challenges. These goals are implemented through purposeful programs in the following functional areas:

- athletics and recreation
- student life
- student leadership
- spiritual development
- cultural enrichment and diversity
- residence life
- public safety
- health and counseling services
- academic services

CAMPUS LIFE RESOURCES & SERVICES

Residence Life, Housing & Dining

Residence Life

Living on campus is a very important aspect of a college education. Residence halls are more than just dormitories or places to eat and sleep. They are places where students can develop meaningful friendships, explore new ideas and become involved with the College community as a whole. The residence halls are active living and learning centers that complement the academic programs of the College and offer students the opportunity to become involved in their own learning and development through participation in intellectually challenging and engaging programs.

Successful living in the residence halls is dependent upon balancing the greatest possible freedoms for the individual with sensitivity to and respect for the rights of others. A willingness to discuss, negotiate, and compromise is essential for all students. Individual and cultural differences contribute to the unique texture of the residence hall and students are encouraged to take advantage of the opportunities to learn from one another.

Residence Halls

Russell Sage College

Russell Sage College is committed to the belief that living in residence enhances a student’s overall education. There are nine distinct residence halls on the Troy campus that provide settings conducive to co-curricular activities intended to compliment each student’s academic learning and personal growth. Thus, full-time students at Russell Sage are required to live in college housing.

Some exceptions to this policy include: students who are married; students living in their parents’ or guardians’ residences within
commuting distance; students who have already obtained a baccalaureate degree; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the college. Requests for exemptions to the residence requirement must be submitted in writing to the office of the Dean of Students. The Dean of Students or designee reserves the right of decision in such residential matters as reassigning rooms or canceling residence contracts if such action is determined to be in the best interest of the individual or the college.

Sage College of Albany

The Albany campus boasts a striking modern co-ed residence hall, which provides a lively living and learning environment on the picturesque campus quad, close to all classrooms and campus resources. First-year full-time students are required to live in the Albany Residence Hall. Some exceptions to this policy include: students who are married; students living in their parents’ or guardians’ residences within commuting distance; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the college. After their first year, students may choose to live in the Residence Hall (they must be in good academic standing to be eligible) or may elect to live in the University Heights College Suites adjacent to campus or off campus.

University Heights College Suites

This apartment-style housing complex adjacent to the Sage College of Albany campus is open to students of Sage College of Albany, Sage Graduate School and other adjoining colleges in the University Heights neighborhood. The co-ed University Heights College Suites are two- and four-bedroom units with fully furnished living rooms and bedrooms, and fully equipped kitchens. This housing option offers undergraduate students who have completed their first year and graduate students a more independent style of living with the convenience of being close to campus. Information regarding housing at University Heights can be obtained through the Residence Life Office.

Sage Graduate School Housing

Housing is available to Sage Graduate School female students on a limited basis on the Troy campus. Students must be registered for at least six credits and be matriculated in the graduate school. This living experience is customized for graduate students who want the convenience of on-campus housing but need the flexibility found in off-campus living.

Off-Campus Housing

The Residence Life offices on both Sage campuses maintain information about off-campus housing options (apartments to rent etc.) available to qualified students. (Note: Full-time Russell Sage College students are required to live on campus, with some exceptions (detailed above); and first-year Sage College of Albany students are required to live in the Residence Hall for at least one year). For more information about off-campus housing, contact Residence Life at (518) 244-2208 (Troy campus) or (518) 292-7711 (Albany campus).

Meal Plans

Undergraduate students who live in residence halls on the Troy and Albany campuses are required to select a meal plan option. To meet the varying needs of students’ class schedules, work schedules, off-campus internships, and involvement in activities, Sage offers a variety of meal plan options to residents. These options include “munch money,” which can be used like cash at any of the campus retail dining locations.

Meal plans are also available for students living at the University Heights College Suites. While these students are not required to have a meal plan, it is strongly recommended that they purchase a minimal plan for convenience. There are several different meal plans available to students residing at University Heights and most of these plans include “munch money,” which can be used like cash at any of the retail locations on campus.

For graduate students living on campus, meal plans are available but not required. A variety of meal plans are available, including “munch money,” which can be used like cash at any of the campus retail dining locations. Full details on meal plans are available from Dining Services or Residence Life offices.

Public Safety

The Sage Colleges are committed to providing the safest and most secure environment possible on both campuses. Toward that goal, a staff of professional public safety officers utilizes contemporary technologies and strategic programming to enhance the learning environment. Students, staff and faculty play an important role in this process through the Public Safety Advisory Committees, which exist on both campuses.

Public Safety offices are located on the Albany campus in Kahl Campus Center (second floor) and on the Troy campus in the John Paine building (first floor). In an emergency, Public Safety can be reached at 244-3177 or by simply dialing 3177 from any telephone on the Sage network. Non-emergency calls can be made to 244-4741 or to 4741 from the Sage network.

Under the Campus Security Act, the College is required to publish certain information such as campus crime statistics. The statistics are published in a safety and security brochure, are available online (see the Clery Report for the Troy campus and Albany campus) and can be obtained from the Office of Public Safety on either campus. The Office of Public Safety also publishes the Policy on Sexual Assault, found in the Campus Policies section of your College's Catalog online.
Parking

All students and employees of The Sage Colleges who wish to park on either campus must register their vehicles and purchase a parking permit from the Office of Public Safety (Troy campus) or the Office of Student Services (Albany campus). The exception is first-year Russell Sage College resident students, who are not allowed to have a vehicle on campus. Parking permits are valid for the entire academic year, beginning in September, and are good for both campuses, including the UHA campus during designated hours. The fee for the entire year is $30. Permits purchased after January 1 are $20 and permits purchased after June 1 are $10. Purchasers should be prepared to produce a valid Sage ID card (see below) as well as a valid motor vehicle registration for the vehicle to be registered. Violators of The Sage Colleges' parking policies may be subject to ticketing, towing and revocation of parking privileges.

Sage Identification Cards

Sage students must have a valid Sage photo ID card in order to use the Sage libraries or computer facilities or be issued a parking permit. With proof of registration, returning students may obtain an Update sticker free of charge. Photo IDs and Update stickers can be obtained in the Office of Public Safety in the John Paine Building (Troy campus) or the Campus Life Office (Albany campus). Students are reminded that they are required to display their ID card to any College official upon request.

Weather-Related Emergencies

In the event of snow or other weather-related emergencies, Sage will remain open, if at all possible, to serve students and faculty who are able to get to class. The institution will officially close only when it is impossible to clear the parking lots and sidewalks. Students should use individual judgment in deciding whether they can and should travel in any weather-related emergency.

Classes Delayed

An announcement that the start of day classes has been delayed means that staff and administrators are expected to report at the delayed opening hour indicated. Classes scheduled to begin prior to the delayed opening hour will not be held. Students and faculty are expected to meet for classes held at or after the hour of campus opening.

Classes Cancelled

An announcement that classes have been cancelled means that students and faculty do not attend classes, but administrative offices are open and staff and administrators are expected to report to work at the usual time. The cancellation of day classes does not automatically mean that evening or weekend classes and events or activities are also cancelled. When this is the case, every effort will be made to post a separate message before 3 p.m.; however, the rapid change in a situation may require a later cancellation time. For updates, check the Times Union SourceLine at (518) 446-4000 (at the prompt, enter code 9826), TV and radio stations or CampusCruiser under Campus News & Events.

Colleges Closed

An announcement that The Sage Colleges are closed means that classes have been cancelled, and no public events or activities will be held. (Be aware that New York State Theatre Institute (NYSTI) productions on the Troy campus are an exception; please contact NYSTI directly at (518) 274-3200 for information about specific events.) Students, faculty, staff, and administrators should not report to class or work. However, essential services for the campuses will be provided (residence halls and dining services). The Colleges will only be closed in extreme circumstances. These may require closing after classes have begun for the day. Students, faculty, staff and administrators will be notified of the closing time via broadcast voicemail and Campus Cruiser.

For Sage weather-related information, contact the Times Union Sourceline at (518) 446-4000. After the greeting, enter the 4-digit code 9826.

The following radio and TV stations have agreed to carry any announcements of cancellation or delay of start for Sage:

TV: Channels 6, 9, 10 and 13

Radio: 590AM, 810AM, 92.3FM, 95.5FM, AND 99.5FM

The Sage Colleges Emergency and Weather-Related Information Line is (518) 244-4548; a recorded message provides a brief announcement regarding Sage’s status. This should be used as a last resort for getting information, as the volume of calls can be heavy and can clog Sage’s telephone system.

Athletics & Recreation

The Sage Colleges has many opportunities for students to participate in intercollegiate athletics (at Russell Sage College), club and intramural sports, and fitness and recreation programming using the excellent facilities on both campuses.
Russell Sage College

Russell Sage College students are eligible to compete in the intercollegiate programs described below. Additionally, students may participate in club, intramural, fitness and recreation opportunities. For more information on club, intramural, and recreation programs, or for facilities hours of operation, call (518) 244-2283 or email athletics@sage.edu.

Intercollegiate Athletics

Russell Sage College sponsors five National Collegiate Athletic Association (NCAA) Division III women’s teams including basketball, soccer, softball, tennis, and volleyball. Russell Sage College, with a rich history of 34 years of intercollegiate athletics, is a member of the New York State Women’s Collegiate Athletic Association and the Eastern College Athletic Conference. To be eligible to compete on an intercollegiate team, a student-athlete must be registered for 12 or more credits at Russell Sage College, be in good academic standing, and meet satisfactory progress requirements. Additionally, a physician must clear student-athletes for sports participation. For information on participating in athletics, contact Dani Drews, Director of Athletics and Recreation, at (518) 244-2283 or drewsd@sage.edu.

Facilities

In Troy, the commitment to Athletics and Recreation was strengthened by the acquisition of an additional facility to complement the existing Robison Athletic and Recreation Center. The new facility, currently known as the Center for Recreation and Field Sports, boasts two full gymnasiums, two mirrored fitness rooms, and outdoor space for field development. Plans are being developed for this center to house not only Recreation and Fitness programming, but also serve as the home site for the Gators outdoor varsity and club teams and summer sports camps.

The Robison Center houses two gymnasiums, the Multi-Purpose Room (MPR), the Gator Pit Fitness and Weight Center, and an Athletic Training Room. The Gator Pit Fitness and Weight Center offers an 11-station Life-Fitness strength circuit, exercise bicycles, steppers, treadmills, and other cardio equipment as well as free weights. Both facilities offer excellent locker room and athletic training room space. Also on the Troy campus are four lighted tennis courts, an outdoor grass athletic field and a 20 yard, four lane pool.

Club Sports

Students interested in competing in sports not currently offered at the intercollegiate level may explore developing a club team. Club sports teams are student-driven with guidance from the Athletics and Recreation staff. Sports in which club teams have been active at Russell Sage College in recent years include crew, equestrian, field hockey, ice hockey, lacrosse, skiing, competition cheerleading, and track and running.

Intramurals

Russell Sage College offers intramural sports that encompass individual and team competitions at all skill levels. Competitions are developed based on student interest and include leagues and single day events. Intramural programs at Russell Sage have included badminton, basketball, flag football, floor hockey, indoor soccer, inner tube water polo, kickball, STX ball, volleyball, ping pong tournaments, swim-in movies, destination anywhere, class Olympics and pie eating contest.

Fitness and Recreation

Sage offers a wide array of fitness programs as well as formal and informal recreation opportunities. Robison Athletic and Recreation Center and the pool are open a variety of hours for informal recreation. All hours are posted at the beginning of each semester. During breaks, certain facilities are open but with limited hours. A current Sage ID must be presented when using these facilities. Formal recreation programs have included aerobics, cardio-kickboxing, self-defense, Akido Kokikai, Tai Chi, yoga, water aerobics, pilates, and Red Cross certification courses in CPR and First Aid. For more information, contact the Director of Recreation and Fitness, Jill Grebert, at (518)244-2416 or grebej@sage.edu.

Sage College of Albany

The Recreation and Fitness Department at Sage College of Albany promotes lifelong health and wellness through diverse and comprehensive programs, while fostering a sense of identity for those in the SCA community. Through THE FITSTOP, group fitness classes, club sports, intramural sports, outdoor education, and various partnerships within Sage and with outside agencies, the Recreation and Fitness Department:

- Provides fitness opportunities for people of all abilities
- Creates a fun and competitive environment
- Promotes leadership and team building skills for participants as well as student employees
- Develops problem solving skills
- Challenges community members to try new activities
- Encourages positive lifelong health and wellness habits
- Educates community members regarding health, wellness and safety life skills

The FitStop: The new fitness center is located in the Kahl Campus Center, lower level. The FitStop provides a complete line of fitness
equipment, including: Precor EFX546 Cross Trainer, Precor EFX556 Total Body, and Concept II Rowers and Cybex Eagle Strength Machines. There is also a free weight section with three benches, a smithrack and an ample supply of dumbbells.

**Group Fitness:** The Recreation and Fitness Department provides students with diverse group fitness classes. Classes meet different times during the day and evening in order to reach individual needs. Recent classes have included: Pilates, B.A.S.I.C Training, Self Defense, Hip Hop Dance, and Yoga.

**Intramurals:** Intramurals are offered throughout the academic year. Competitions are developed based on student interest. The Recreation Staff creates a fun competitive environment for students who participate. Intramurals have included: Flag Football, 5-on-5 Basketball, 3-on-3 Basketball, Indoor Soccer, Ultimate Frisbee, Volleyball, Floor Hockey, Pickleball, and Badminton.

**Club Sports:** Students interested in competing in sports may explore developing a club team. Sports in which club teams have been active in recent years include: Women’s Ice Hockey, Crew, Running, Skiing, and Cheerleading.

**Education Programs:** The Recreation and Fitness Department provides educational programming on a variety of health and wellness topics. Programs that have been offered include: CPR/First Aid, Weight Training, and Nutrition.

**Recreation Programs:** One-day events are designed to reach individuals of varying ability and interest. Recreation programs are developed based on student interest. These programs are designed to be fun, while giving students the opportunity to get to know other members of the Sage community. Recreation programs have included: Sage Olympics, Sage Games, Ski Trips, Snow Tubing Trips, Ice Skating, Employee-Student Softball Game and Open Gym.

For more information on the Recreation and Fitness Department, visit our website, stop by, or e-mail SCAFitness@sage.edu.

**Sage Graduate School & Sage After Work**

Graduate students are encouraged to participate in club sports, intramural programs and fitness and recreation opportunities available on both campuses. Some examples of formal recreation programs have included yoga, cardio-kickboxing, self-defense, pilates, Tai Chi, aeroberics, water aeroberics, and Red Cross certification courses in CPR and First Aid. Robison Athletic and Recreation Center in Troy and The FitSTOP in the Kahl Campus Center - lower level in Albany are open a variety of hours for informal recreation. All hours are posted at the beginning of each semester. During breaks, certain facilities are open but with limited hours. A current Sage ID must be presented when using these facilities. For more information on club, intramural, and recreation programs or for hours of operation on the Troy campus call (518) 244-2283 or e-mail athletics@sage.edu and on the Albany campus call (518) 292-1967 or e-mail SCAFitness@sage.edu.

**Health & Counseling Services**

The health and counseling services provided by The Sage Colleges are intended to assist students in reaching an optimal level of health and wellness by providing physical, preventive, psychological, and supportive services. Staff provides direct service and treatment to students and implements health and wellness promotion projects that empower students to increase their sense of well-being, satisfaction and self-esteem.

**Wellness Center**

The Sage Colleges Wellness Center is a member of the American College Health Association and is dedicated to the wellness, health, safety and academic success of our students. The Wellness Center provides information to students on improving all aspects of their personal wellness: physical, intellectual, emotional, social, spiritual and occupational. The center has brochures available on everything from “AIDS” to “Zen Meditation.”

The Wellness Center is located in Kellas Hall on the Troy campus and Kahl Campus Center (lower level) on the Albany campus. Wellness Center services are available to all full-time undergraduate students free of cost, and to graduate students and part-time undergraduate students on a fee basis. Health services include a wide range of acute and preventive health care and are available regardless of personal health insurance. Consultations and referrals to off-campus professionals and agencies are available.

A complete and current (within the past 12 months) medical history and physical is required of every full-time undergraduate student, and any other student who wishes to use Wellness Center health services.

**Counseling Services**

Confidential, professional counseling is available regarding a wide range of personal issues and concerns. Certified clinicians provide counseling by appointment. Consultation and referrals to off-campus professionals and agencies are also provided. Counseling services are located in the Wellness Center in Kellas Hall (Troy campus) and Kahl Campus Center, Lower Level (Albany campus). A satellite office of the Rensselaer County Sexual Assault Care Program is located in the Troy Wellness Center for support and advocacy, crisis intervention and other services.

**Health Insurance**
All full-time undergraduate students must provide documentation of health insurance or purchase health insurance through The Sage Colleges at the Office of Student Services, with offices in Cowee Hall (Troy campus) and the Administration Building (Albany campus). Full-time students can utilize the Wellness Center regardless of what type of health insurance they have.

Immunization Requirements

New York State Public Health Law requires that individuals born after December 31, 1956, and taking six credits or more in a semester, provide evidence of immunization against measles, mumps, and rubella. In addition, as of August 15, 2003, New York State Public Health Law requires any student taking six or more credits, regardless of date of birth, to complete a Meningitis Response form and return it to the Wellness Center by mail or fax. Compliance forms are provided with admission materials or may be found on the Student Services website under Forms, and must be submitted prior to class registration.

Students in nursing and other health professional programs have additional requirements, which are available from the appropriate academic department.

Workshops/Support Groups

The wellness staff offers a wide range of support and skill-building groups each year depending on student interest. Eating disorders and recovery support groups, assertiveness training workshops, smoking cessation groups, and stress and relaxation hour are some of the groups available. Contact the Wellness Center if you are interested in being part of a group.

Nutrition Education

Students have the opportunity to meet individually with a graduate assistant who can offer education about healthy eating and nutrition. The graduate assistant providing this service is usually enrolled in the graduate-level Dietetic Internship (DI) at Sage Graduate School or is pursuing a master’s degree in Applied Nutrition from Sage Graduate School.

Spirituality Center

The Spirituality Center offers ongoing service opportunities ranging from volunteer work for Habitat for Humanity, to working in nearby Troy soup kitchens. In these ways, students are consistently encouraged to become advocates in the local and global communities. This center also serves as a valuable resource for speakers for the campus community and often works in collaboration with other campus departments to further the well-rounded and inclusive education of our students. It is the responsibility of this center to provide opportunities for worship on campus for those who desire it and to aid and direct students who desire to worship off-campus. For more information on Spirituality Center programs and services, visit the website or call (518) 244-4507.

The Jane Haight Wells Spirituality Center on the Russell Sage College campus offers Sage community members a place where they can nourish the spiritual dimension of their lives. The center offers a safe place for spiritual gatherings, religious ritual, healing, celebration, educational events and social justice activities. In addition, the Spirituality Center offers a variety of social, communal and service activities through which students are encouraged to live the spirituality they embrace. Spiritual Advisors for RSC are available for individual guidance regarding a student’s spiritual life.

LEARNING OUTSIDE THE CLASSROOM

Academic Services

Designed to enhance the academic experience for all Sage students, Academic Services offers the resources of the Academic Support Center, the Higher Education Opportunity Program (HEOP), The Writing Studio, the Center for Advisement and Career Planning, and New Student Orientation. With offices on both the Albany and Troy campuses, we provide services to assist, support, and guide students in reaching their educational, professional, and personal goals. The Academic Services staff is eager to be part of student success.

Center for Advisement and Career Planning

Russell Sage College

The Center for Advisement and Career Planning, located in Hart Hall, 2nd Floor (Troy Campus), is home to both Academic Advisement and Career Planning. With a focus on assisting students in achieving educational, professional and personal goals, the center strives to ensure all Sage students feel connected, remain goal oriented and develop the skills essential for success. As the entry point for all new students, the center staff stresses the value of building successful connections and making sound and realistic choices. The center’s model of educational planning encourages students to consider in and out of the classroom experiences, offers opportunities to enhance their skill sets and promotes self-reliance. An integrated service center with an eye on the future, the center is every student’s first step for successful planning.

Sage College of Albany
The Center for Academic Advising and Career Planning (CAACP) is located in Kahl Campus Center-Lower Level (Albany Campus), and is home to Academic Advising, Career Planning, Internships and Orientation Programs. The Center for Academic Advising and Career Planning operates as a comprehensive integrated advising system to provide students with a coherent educational plan. The Center is dedicated to providing all students with a sense of direction. Whether students are sure of what they want to do after leaving Sage, or are just beginning to think about what lies ahead, there is something helpful at the CAACP. As an integrated service center, we aim to ensure students are: pursuing a career plan they are passionate about, developing a professional resume they can be proud of, and furthering lifelong learning skills related to the workplace of the 21st century. The role of the CAACP is to assist students in understanding the relationship between college experiences and future professional roles. This is done by guiding students in developing plans of action -- including course selection, community service, internships and work experiences--all which lead to the achievement of academic and career goals.

SCA students are encouraged to make use of all career planning services beginning with their first semester. Career Specialists in the CAACP help students with all aspects of the career decision making process while incorporating information on current employment trends. Experienced professionals in the CAACP assist students with employment preparation and in developing impressive and professional job search skills and materials needed for the contemporary workplace, such as a professional resume that includes multiple relevant work experiences, also known as internships. To further students' understanding of careers and the workplace, Career Specialists assist students in obtaining internship experiences. At SCA, students complete internships part-time during a regular semester or full-time during summer and winter breaks. Internship experiences help students become aware of the skills and competencies needed for career success in their field of study.

It is the mission of the CAACP to actively work with all students to help them develop an increasingly self-managerial role in establishing and meeting important life goals. In turn, students are responsible for learning College policy and degree program requirements, for being full partners in the creation of a career plan, and for taking full advantage of faculty advisors and career specialists as educational planning resources.

**New Student Orientation**

Russell Sage College

Recognizing the important link between positive college experiences, feelings of connectedness to the College, and individual student success, The Sage Colleges hold comprehensive orientation programs in the early summer and at the start of each academic semester. Undergraduate students and families become linked to the College through carefully designed activities and interactions with faculty, college staff and administrators, and current Sage students who serve as mentors. Welcoming each student into an academic community, and introducing her to the tools and information needed to start her college journey, orientation is the first step in a student's successful transition to RSC.

**Sage College of Albany**

The CAACP facilitates comprehensive New Student Orientation programs in early summer and at the start of each academic semester. Orientation programs and events contain carefully designed activities to assist students with the transition from high school or transfer college to Sage. Orientation involves all departments of the College community. Important information is provided on academic and career planning, College policies, campus life, and technology. Orientation is also the place for new students to meet other students, who can then later serve as life long friends or as supportive classmates.

**Academic Advising**

Russell Sage College

At Russell Sage, we value academic advising and the role faculty play assisting students in creating sound educational plans. New students at Russell Sage (both first-year and transfer) are encouraged to begin academic planning with their faculty advisors as soon as they enroll at the college. All Sage students plan and register for courses for the entire academic year. Full year registration allows students to secure their courses, plan ahead, and begin to develop an educational plan that includes co-curricular, experiential, and leadership components. Our faculty advising model connects students with faculty in their major and minor, providing an opportunity to build connections with those most knowledgeable in their field. The Academic Advising Office also offers the FastL.A.N.E. (Liberal Arts in the New Economy) Program. FastL.A.N.E. is designed to provide structured guidance to selected students in undecided majors through course exploration, diagnostic assessment and career exploration opportunities. Students benefit from the program throughout their Russell Sage education and as they transition into the workplace.

**Sage College of Albany**

Sage College of Albany students begin their academic planning with faculty advisors the moment they enroll. At Sage, students register online for their courses for the entire academic year. This requires careful and advance planning for students to be sure their academic and career needs are met. Faculty advisors are experienced in assisting students in selecting courses to meet College and major requirements, in encouraging use of support services and opportunities that strengthen their educational objectives at the College, and in providing information about related career fields. In addition to receiving an assigned faculty advisor, all new students, in accordance with their major are assigned a career specialist. The SCA faculty advisor and career specialist team are real world experts who assist students in making an educated choice of major and in clarifying career goals consistent with their interests and abilities. Because these individuals work with particular majors they understand College policy and degree requirements and are up-to-date on current employment trends.
First Year Experience

The transition to College is made easier for our first year students by allowing them to participate in the First Year Experience Program. First year students who are assigned into "mentor groups" meet weekly with their mentors, providing not only a sense of connectedness for students but the opportunity to build critical skills, offer support, and create connections during the important first semester. The combination of connecting with faculty, and a weekly opportunity to meet with their mentor team plays a key role in assisting students in making a successful transition to Sage.

Academic Support Center

Russell Sage College

The Academic Support Center at Russell Sage college, located on the second floor of Hart Hall, is devoted to enhancing the academic skills of all students. The center offers individual and small-group peer tutoring, study groups, as well as workshops on test preparation, time management and study skills. The Center is also home to our Writing Studio which is staffed by experienced graduate and upper-class undergraduate student writers who are specially trained to help students improve students’ writing skills. Students are encouraged to meet with an academic counselor to identify which services effectively address their needs.

Sage College of Albany

The Academic Support Center at Sage College of Albany, located on the lower level of the Kahl Campus Center, serves all students looking to enhance their academic skills. Offering individual peer tutoring, and study groups, the Academic Support Center also schedules workshops on topics such as time management, note taking, and test preparation. Additional services include both a writing and math lab offering specialized support. Students are encouraged to meet with the academic support staff to identify which services will most effectively address their needs.

Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program (HEOP) is designed to provide comprehensive support services to talented and motivated students who, despite academic and economic disadvantages in their backgrounds, have the potential to earn a Sage degree. Our program includes a summer institute (prior to the first year of study - required for Sage College of Albany students), as well as supplemental instruction, assessments, tutorial services, financial support and counseling in academic, social, career and personal concerns. The HEOP program is administered through Academic Services; offices are located in Hart Hall, second floor (Troy Campus) and Kahl Campus Center - Lower Level (Albany Campus).

To apply for the HEOP program, students must: be residents of New York State; possess a New York State high school diploma or equivalent; and meet academic and financial criteria set by the College and the New York State Education Department. Transfer students can also take advantage of the HEOP program at Sage if they have previously been enrolled in an approved HEOP, EOP, SEEK or College Discovery Program. For more information, call (518) 244-2210 or 1-888-VERY SAGE.

Office of Cultural Enrichment and Diversity

The Office of Cultural Enrichment and Diversity’s mission is to foster an atmosphere of appreciation of and respect for all dimensions of diversity. The Office promotes the celebration of diversity by exposing the Sage community to a variety of academic, cultural and social activities, from lectures, discussions and training workshops to cultural celebrations, poetry readings, receptions, art exhibits and more.

The Office works with students, staff, and faculty to develop and implement plans that help build a more diverse community and enhance the value of the community for each of its members. The Office’s activities are guided by the fundamental principle that students, faculty, administrators, and staff are empowered as a result of participating in ongoing diversity efforts, exploring perceptions, challenging stereotypes, and encouraging collaborative efforts.

The Office also oversees the Cultural Enrichment Center, located on the Troy campus in Hart Hall. The Center houses a collection of art, books, artifacts, and videos and is perfect for informal gatherings, club meetings, mentor groups, seminars, and receptions. The space is available for use by all members of the Sage community.

Student Development

Enrichment of student life at The Sage Colleges is achieved through a blending of academic experiences with co-curricular opportunities for involvement, leadership, social interaction, and community building. Special efforts are made to complement classroom learning with co-curricular activities. Student-led events such as the Activities Fair, Earth Day, and Orientation provide fun and learning for the entire campus community.

Leadership Development

Sage offers many leadership development opportunities, both in and out of the classroom. The programs model an emergent leadership paradigm and recognize the leadership potential of all students. Active participation in college leadership activities prepares students to be
effective leaders, role models, and change agents in their careers, families and communities.

**Russell Sage College**

The Leadership for Life Program offers workshops throughout the year that are designed to assist emerging and experienced women leaders to become Women of Influence. Campus Life staff, faculty and alumnae collaborate to help students sharpen their leadership skills.

**Sage College of Albany**

*Leadership opportunities* for learning outside the classroom are plentiful at Sage College of Albany. Some examples include the Learning CAFÉ and the Leadership Getaway. The Learning CAFÉ (Career, Activities, Finance, Education) is a co-curricular program that focuses on essential skills that are necessary in having a successful college experience. The Learning CAFÉ is designed to assist students who want to learn how to enhance their leadership abilities, career preparation, and understanding of their finances. Recognizing that our students come with a variety of skills and backgrounds, Learning CAFÉ will sharpen their skills through their choice of a variety of workshops and hands-on experiences. The Leadership Getaway is an annual spring leadership workshop that allows students the opportunity to get away for the weekend to develop all forms of leadership skills. Students learn to increase self-confidence, trust, networking, communication skills, and develop a keen insight into the role that a student leader plays in the college.

The *Leadership Selection Process* is a program through the Campus Life division to select highly qualified students for vital positions on campus. These positions are important to the success of all our students, and provide the candidates with an opportunity to gain valuable leadership experience. Here at Sage, students have the opportunity to explore leadership in a variety of ways - as a mentor, RA, lifeguard, tutor and many other exciting positions. The positions require a wide range of qualifications, which include: leadership potential, a positive attitude, and a willingness to learn.

**Student Government**

Student Government functions as a legislative advisory group to address student concerns and issues. Student Government allocates funds to student organizations, clubs and classes, and also coordinates social, cultural, and educational programming. Student Government funds the Sage Recreation Association (SRA) at Russell Sage College and the Association of Campus Events (ACE) at Sage College of Albany, both of which offer students opportunities for off-campus trips and tours, and sponsors traditional campus events. Each organization plans and organizes a lively selection of campus programming throughout the year.
CAMPUS POLICIES

- **Student Handbook**
- **Religious Policy**
- **Alcohol and Drug Policies**
- **Smoke-Free Environment**
- **Sexual Assault Policy**
- **Students with Disabilities**
- **Student Right to Know, Privacy & Records Policies**
- **Campus Crime Statistics**

**Student Handbook**

Students share responsibility with the faculty and administration for establishing and maintaining standards of behavior that enhance learning and growth for the entire community. Students are expected to become familiar with the content of the Student Handbook and review the Student Conduct Code, available on the Sage website and in the Dean of Student’s offices on both campuses. The handbooks for each College contain additional information regarding student life, extracurricular activities, and academic policies.

**Religious Policy Statement**

The Sage Colleges recognize the value of participation in and observance of religious obligations and practices by individual students. No student will be denied admission or suspended because a religious observance prevents participation in any examination, study, or work requirement. A student who intends to be absent from classes for a religious observance must notify each instructor in advance and make arrangements to complete the examination, study, or work missed. An opportunity will be provided for each student to make up any examination, study, or work requirement for an absence due to religious observance.

**Policies on Alcohol and Other Drugs**

The Drug-Free Schools and Communities Act Amendments of 1989 require each educational institution, as a condition of receiving funds or any form of financial assistance under any federal program, to certify that it has adopted and implemented a program to prevent the unlawful possession, use, and distribution of alcohol or illicit drugs by students and employees.

The Sage Colleges Alcohol and other Drug Prevention Program is designed to:

1. Promote student adherence to applicable federal and state laws;
2. Stress safety, responsibility, and individual accountability for those who choose to drink alcohol;
3. Provide an environment free of coercion for those who choose not to drink;
4. Promote an environment that is incompatible with the abuse of alcohol and other drugs and in which healthy, low-risk behaviors are emphasized;
5. Provide information and education for all members of the college community; and
6. Provide counseling and/or referrals to students with substance abuse concerns.

In compliance with these standards, the College must disseminate its Alcohol and other Drug Policies in writing to all students and employees, on a yearly basis. The College will also conduct a biennial review of its program to determine its effectiveness, implement needed changes, and ensure that disciplinary sanctions are consistently enforced.

Each member of the community is responsible for contributing actively to and sustaining a healthy campus environment. Community members are expected to be law-abiding, knowledgeable and thoughtful about decisions regarding alcohol consumption. The College provides information about alcohol use and abuse and urges all community members to become informed consumers or non-consumers.

The College encourages those with concerns about their own or others’ possible difficulties with alcohol and/or drugs to seek confidential and private assistance on or off campus. Such assistance is available through the Wellness Center, the Residence Life or Dean of Students Office for each College, or the Human Resources Office.

**Alcohol, Drugs, and the Law**

Laws relating to alcohol and drugs exist at all levels of government. As a general rule, federal and state laws prohibit the manufacture, sale, use or possession of illegal drugs, also known as controlled substances. State and local laws are used to regulate behavior related to alcohol. The primary laws regulating behavior related to controlled substances are **Title 21 of the U.S. Code** and the **New York Penal Law**. Both prohibit the manufacture, sale, use or possession of controlled substances. Both laws also provide penalties for violation of their provisions. Penalties vary in severity, according to many factors such as:
whether a drug is sold or possessed
specific drug sold or possessed
quantity of drug sold or possessed
age of the person to whom a drug is sold
location where a drug is sold.
criminal history of the accused

Those penalties may include any of the following or combinations of the following:

- imprisonment
- fine
- probation
- community service
- asset forfeiture

Both laws classify crimes as either felonies or misdemeanors. Felonies are those crimes that are punishable by more than one year in prison. Misdemeanors are those crimes that are punishable by less than one year in jail. The New York Penal Law has a third classification, called violations, which are not considered to be crimes and which are punishable by no more than 15 days in jail and fines of no more than $100.

**New York State Law**

Offenses against the Alcohol Beverage Control (ABC) Law are violations and generally punishable by fines of no more than $100, and/or imprisonment of no more than 15 days. Some offenses carry more severe penalties for repeat offenders and some allow the imposition of a community service requirement and/or an alcohol education program.

Sec. 65 provides that no person shall sell, deliver or give away, or cause or permit or procure to be sold, delivered, or given any alcoholic beverages to any person, actually or apparently, under the age of 21 years; any visibly intoxicated person; or any habitual drunkard known to be such to the person authorized to dispense any alcoholic beverages.

Sec. 65-a prohibits the misrepresentation of age of a person under the age of 21 for the purpose of inducing the sale of alcoholic beverages.

Sec. 65-b prohibits the purchase or attempted purchase of alcoholic beverages through fraudulent means by a person under the age of 21.

Sec. 65-c prohibits the possession with intent to consume of an alcoholic beverage by a person under the age of 21.

**Vehicle and Traffic Law**

Offenses against the Vehicle and Traffic Law may be violations, misdemeanors or felonies, depending generally on the blood alcohol content of the offender or previous convictions. Penalties may include fines, probation, imprisonment, community service, loss of driving privileges and alcohol awareness programs. Be aware that loss of driving privileges may occur prior to a finding of guilt. Also, be aware that automobile crashes that involve an intoxicated operator causing injury or death may result in assault or homicide charges against the operator.

Sec. 1192 prohibits the operation of a motor vehicle while:

- the driver’s ability to operate a motor vehicle is impaired by the consumption of alcohol,
- the driver’s ability to operate a motor vehicle is impaired by drugs, or
- the driver is intoxicated, per se, as determined by a chemical analysis of the blood, breath, urine or saliva measuring the BAC to be more than .08 of one per centum by weight.

Sec. 1192-a prohibits the operation of a motor vehicle by a person under 21 years of age after having consumed alcoholic beverages.

Sec. 1227 prohibits the consumption of alcoholic beverages or the possession of an open container containing an alcoholic beverage in a motor vehicle.

**Public Health Law**

The New York State Public Health Law regulates behavior considered to be harmful in many areas, such as communicable diseases, sexually transmitted diseases, smoking and drugs. Specifically, Article 3300, also known as the New York State Controlled Substance Act, prohibits the manufacture, sale, or possession of the same drugs as prohibited by the Penal Law. Additional prohibitions of the Public Health Law include:

Sec. 3304.2 prohibits possession of a New York State prescription except as lawfully written by a physician, etc.
Sec. 3345 prohibits the possession of a prescription drug outside the container in which it was originally dispensed.

Sec. 3380 prohibits the use, possession or sale of hazardous inhalants such as glue, cement, gasoline or nitrite compound for the purpose of causing intoxication, inebriation, excitement, etc.

Sec. 3381 prohibits the possession or sale of a hypodermic needle or syringe except pursuant to a lawful prescription.

Sec. 3382 prohibits the growing of a plant of the genus cannabis, or the failure to destroy such a growing plant on one's property.

Sec. 3383 prohibits the manufacture, sale or possession of any substance that appears, either by markings or packaging, to be a controlled substance that, in fact, is not a controlled substance.

Sec. 3397 prohibits persons from obtaining or attempting to obtain a controlled substance, a prescription for a controlled substance or an official prescription form by fraud, deceit, misrepresentation or subterfuge.

Penal Law

Most crimes involving the unlawful possession and distribution of drugs are defined under the New York Penal Law, which contains exhaustive lists of various controlled substances, specific types of offenses, and sanctions ranging from a fine or not more than $100 to imprisonment for life.

Sec. 120.05.5., assault in the second degree, prohibits the administration to another, without his consent, of a drug, substance or preparation capable of causing stupor, unconsciousness or other physical impairment or injury.

Sec. 130.00.6., provides that administration of a narcotic or intoxicating substance to another, without their consent, that causes them to become mentally incapacitated, renders the administrator guilty of rape, sodomy or sexual abuse upon the requisite sexual activity. In more simple terms, sexual conduct following the unwitting consumption of so called "date rape drugs" or "spiked" drinks makes those who administered the drug guilty of rape, sodomy or sexual abuse.

Sec. 170.05., forgery in the third degree, prohibits the making, completing or altering of a written instrument with intent to defraud, deceive or injure another. This section can be used to charge a person who alters a driver's license or other official form of identification for the purpose of obtaining alcoholic beverages.

Sec. 170.20., criminal possession of a forged instrument, prohibits the possession of a written instrument as described above, regardless of who made, completed or altered it.

The Sage Colleges Alcohol Regulations

The Sage Colleges abide by federal and state laws prohibiting the possession, use, or distribution of illegal drugs or narcotics and will not interfere with the legal prosecution of any member of the college community who violates these laws.

- In compliance with New York State law, students at The Sage Colleges under the age of 21 may not purchase, nor possess with the intent to consume, alcoholic beverages.
- Alcoholic beverages may not be sold to anyone on either Sage campus unless it is under the license of an outside vendor or caterer.
- Open containers of alcohol are not permitted in public areas.
- On- and off-campus events sponsored by student organizations must receive prior approval of the Director of Student Development and Campus Programs and comply with party regulations (see Party Regulations in the Student Handbook).
- In the Albany Campus Residence Hall, the use or possession of alcohol by any resident or guest, regardless of age, is prohibited.
- On the Troy campus, students who are under 21 years of age may not consume alcohol in their residence hall rooms.
- Kegs or bulk containers are not permitted in the residence halls.
- Students who violate these regulations are subject to disciplinary sanctions as outlined in the Student Conduct Code.
- Possession or use of illegal drugs or drug paraphernalia, or being present where illegal drugs are being used, is prohibited on the Sage campuses.
- Individuals possessing or using illegal drugs or present where illegal drugs are being used will be subject to a review by the appropriate College administrator.
- The odor of marijuana in student rooms, corridors, lounges, or public areas is sufficient evidence to warrant investigation by a staff member and imposition of sanctions.

Any student judged guilty of illegal drug use on college property will be subject to immediate disciplinary action, which may involve suspension or dismissal. This action will be taken independently of any action that might be taken by municipal, state, or federal agencies.

Disciplinary Sanctions

The Sage Colleges will impose disciplinary sanctions on students and employees who violate the aforementioned standards of conduct.
Among the sanctions which may be imposed on students are the following: warning, fine, parental notification, mandated alcohol/drug assessment, alcohol education, probation, community service, suspension, expulsion, or referral for prosecution. Among the sanctions which may be imposed on employees are: verbal warning, written reprimand, suspension with or without pay, termination or referral for prosecution.

**Health Risks**

Students and employees should be aware of the health risks associated with the use and abuse of alcohol and illicit drugs. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including domestic violence, child abuse, and rape. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants to the central nervous system, much lower doses of alcohol will produce the effects described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can lead to permanent damage of vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other individuals of developing problems with alcohol.

Drugs interfere with the brain’s ability to take in, sort and synthesize information. They distort perception, which can lead users to harm themselves or others. Drug use also affects sensation and impairs memory. In addition to these general effects, specific health risks including substance dependence and death are associated with particular categories of controlled substances.

**Campus & Community Resources for Help**

Students and employees of The Sage Colleges who have concerns about alcohol and/or drugs for themselves or others, can contact any number of resources on campus and in the community for confidential help.

**On Campus**

- **Wellness Center**
  - Troy Campus, Kellas Hall (518) 244-2261
  - Albany Campus, Kahl Campus Center (518) 292-1917

The Sage Colleges Alcohol and Other Drug Education Coordinator

- Troy Wellness Center, Kellas Hall (518) 244-2261
- Provides assessments and interventions, short-term counseling, referrals, consultations, educational programs, literature, and peer education.

*All alcohol and/or drug related services are free and strictly confidential.*

**Off Campus**

Employee Services (Employee Assistance Program)

- 1-800-252-4555
- Provides free, confidential, professional assistance to any Sage employee and/or family member.

**Community/Self Help Resources**

- Albany Citizens Council on Alcoholism and Other Chemical Dependencies (all 518)
  - Equinox, Albany 465-5470
  - Hope House, Albany 434-6135
  - 427-8207
Smoke-Free Environment

The Sage Colleges are committed to providing a smoke-free environment for students, faculty, staff, administrators and visitors. As of 1997, smoking is not permitted in any building on the campuses of The Sage Colleges. Our desire to be an entirely smoke-free environment is consistent with our position as an educational leader in health sciences.

New York State Clean Indoor Air Act

The Sage Colleges’ Smoke-Free Environment Policy was adopted in accordance with Article 13-E of the New York State Public Health Law, “Regulation of Smoking in Certain Public Areas.” It is the intention of this legislation and Sage’s policy to protect members of the community from involuntary exposure to second-hand tobacco smoke.

Sage Policy

Smoking (the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco) is expressly prohibited in all indoor areas of the College premises, including vehicles, unless otherwise designated.

Sage Guidelines

- “No Smoking” signs will be displayed at the entrances of buildings on The Sage Colleges campuses.
- Copies of the College’s Smoke-Free Environment Policy will be publicly displayed. Copies of the New York State Clean Indoor Air Act will be available in each campus library.
- The policy will be included in the Student Handbooks and The Sage Colleges’ Employee Handbook.
- The sale of any tobacco products is prohibited on both Sage campuses.

Policy on Sexual Assault

The Sage Colleges, including Russell Sage College, Sage College of Albany, and Sage Graduate School, believe that sexual assault is intolerable, and that the entire Sage community has the right to be free of violence, abuse, force and threats that are sexual in nature. Although the Sage community experiences very little crime on campus (see Campus Crime Statistics below), Sage is particularly concerned that the entire community be aware of behaviors that are intolerable and the consequences of those behaviors. Sex offenses are among the most serious of all criminal offenses because they not only involve physical injury and personal exploitation, but they also frequently result in emotional trauma which stays with a victim long after legal issues surrounding an incident have been resolved. The Penal Law of New York state recognizes this fact and attaches very serious penalty to many of these offenses. The behaviors discussed below are also prohibited by The Sage Colleges, and may result in serious disciplinary actions, whether or not a victim chooses to pursue criminal prosecution.

An evolution in the Penal Law in recent years has made criminal prosecution for sexual assault more likely to be successful. Requirements that a victim demonstrate “earnest resistance,” which frequently resulted in more serious injury to a victim, have been eliminated, and requirements for corroboration, or evidence independent of the victim’s testimony, have been lessened. New York State has also made it possible to convict persons of either gender for these offenses.

The Sage Colleges will not tolerate the behaviors discussed below. The Sage Colleges also find false allegations of sexual offenses to be equally intolerable.

The most serious sex offenses involve lack of consent on the part of the victim. It is important to understand that in the Penal Law, “consent” does not have its ordinary meaning. Lack of consent, for Penal Law purposes, results from:

- Forcible compulsion, which means to compel behavior by the use of physical force or a threat - expressed or implied - that puts a person in fear of physical injury to himself, herself or another, or in fear that he, she or another will immediately be kidnapped; or
- Incapacity to consent, which occurs when a person is:
  o less than 17 years of age;
  o mentally disabled (which means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct);
O mentally incapacitated (which means that a person is rendered temporarily incapable of appraising or controlling conduct due to the influence of a narcotic or intoxicating substance administered to him or her without his or her consent); or

O physically helpless (which means that a person is unconscious or otherwise physically unable to communicate unwillingness to participate in an act.

The following behaviors, when they involve the circumstances above, are prohibited by law and College policy:

- **rape**, which is sexual intercourse in its ordinary meaning and occurs upon penetration of the penis into the vagina;
- **criminal sexual act**, which is oral sexual conduct or anal sexual conduct; or
- **sexual abuse**, which involves the touching of the intimate parts of another, or the insertion of a foreign object into another.

The “intimate parts of another” include the genitalia, breasts and buttocks. Sexual abuse may involve the touching of the victim by the offender or the touching of the offender by the victim, and may occur directly or through clothing.

Each of the behaviors above may occur in varying levels of seriousness, as determined by the reason for the lack of consent or the age of the victim. Penalties for these offenses vary greatly, depending upon the seriousness of the crime, the age of the victim and the prior criminal history of the offender. Penalties for these offenses may be as serious as incarceration for a period of not less than 25 years. In addition to criminal penalties, the judicial process of The Sage Colleges may be initiated. Penalties will vary according to the specific incident, but may be as serious as permanent expulsion from The Sage Colleges.

Other behaviors may also be considered sex offenses, depending on the circumstances under which they occur. Although the law may consider them less serious, and provide penalties that involve incarceration for less than a year, they are equally intolerable within the College community. They include:

- **sexual misconduct**, which occurs when a person engages in sexual intercourse, oral or anal sexual conduct with another without their consent, or with an animal or dead human body;
- **aggravated harassment**, which includes sexually explicit communication with the intent to harass, alarm, threaten or annoy another;
- **public lewdness**, which involves the exposure of intimate body parts in a lewd manner, or engaging in lewd behavior when observable in public; and
- **criminal trespass**, which occurs when a person enters an area for the purpose of covertly viewing another, or the behavior of others, for sexual gratification.

For a more complete description of New York state law regarding sexual assault and the penalties for those convicted of sexual assault, please consult the New York Penal Law, Articles 70 and 130.

Victims of sexual assault should immediately get to a safe place and contact Sage’s Office of Public Safety as soon as it is safe to do so by dialing 3177 from any campus phone. Public Safety will summon emergency medical services or law enforcement as necessary. Victims should avoid bathing or any cleaning that might destroy valuable evidence. The Office of Public Safety, as well as other Campus Life offices, will be available to assist the victim in deciding whether or not to pursue criminal charges. The Sage Colleges judicial process will also be invoked as appropriate.

Sexual assault prevention programming begins with a student’s orientation program and is subsequently available from the Office of Public Safety and the Wellness Center. Victims of sex offenses are encouraged to utilize the variety of services available to them, including Public Safety, the Wellness Center and the Office of Campus Life. Students will be assisted and supported in a confidential manner. The student may also be encouraged to utilize Rape Crisis agencies in the appropriate county and participate in the criminal justice process so that offenders are held accountable for their behavior.

**Sexual Offender Registry**

The federal Campus Sex Crimes Prevention Act enacted in 2000 went into effect October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders required to register in a State to provide notice, as required under state law, of each institution of higher education in that State at which the person is employed, carries on a vocation, or is a student. The New York State sex offender registry may be accessed at [http://www.criminaljustice.state.ny.us/nsor/index.htm](http://www.criminaljustice.state.ny.us/nsor/index.htm).

In addition, the City of Albany maintains a sex offender registry that may be accessed by “Entities of Vulnerable Population.” The University Heights Association’s Office of Public Safety (which provides Public Safety services for Sage College of Albany) has been declared such an entity and the registry may be accessed through the Director of Public Safety.

**Services for Students with Disabilities**

The Sage Colleges promote self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment for such students. Students seeking accommodations are required to present a recent (within the past three years of the current date or as prevailing scientific knowledge warrants) evaluation of their disability conducted by a licensed professional. It is imperative that upon admission, students requesting accommodations contact the Coordinator of Disability Services in the Academic Support Center, with offices in Hart...
Hall in Troy (244-2208) and Kahl Campus Center in Albany (292-1764). Following is the complete College policy and a review of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Rehabilitation Act of 1973, Section 504

From Rights of Individuals with Handicaps under Federal Law

U.S. Department of Education/Office of Civil Rights

As part of the Rehabilitation Act of 1973 (Public Law 93-112), Congress enacted Section 504, the first federal civil rights law protecting the rights of individuals with handicaps. Section 504 provides that “no otherwise qualified handicapped individual in the United States...shall, solely by reason of handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504 covers only those persons with handicaps who are otherwise qualified to participate in and benefit from the programs or activities receiving federal financial assistance. This coverage extends to persons who have handicaps as well as persons who have a history of a handicapping condition and persons perceived by others to have a handicap.

An individual with handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term “physical or mental impairment” includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. In accordance with a formal opinion issued by the Attorney General in 1977, alcoholism and drug addiction are also handicapping conditions.

Although alcoholism and drug addiction are handicapping conditions, the 1978 amendments to the Rehabilitation Act of 1973 (Public Law 95-602) clarified the status of alcohol and drug abusers as they relate to employment by stating that the term handicapped “...does not include any individual who is an alcoholic or drug abuser and whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question, whose employment by reason of such current alcohol or drug abuse would constitute a direct threat to property or the safety of others.”

For purposes of postsecondary and vocational educational services, a qualified handicapped person is an individual with handicap(s) who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity. The Sage Colleges are recipients.

The regulation enumerates specific programs and activities which postsecondary and vocational education recipients must operate in a nondiscriminatory manner. This includes, but is not limited to: recruitment, admission, academic programs, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, and extracurricular programs. For federally assisted programs or activities operated by postsecondary education recipients, the specific obligations with regard to students with handicaps include the following:

- Qualified handicapped persons must be afforded an equal opportunity to participate in and benefit from all postsecondary education programs and activities, including education programs and activities not operated wholly by the recipient.
- Qualified handicapped persons must be afforded the opportunity to participate in any course, course of study, or other part of the education program or activity offered by the recipient.
- All programs and activities must be offered in the most integrated setting appropriate.

Americans with Disabilities Act (ADA) of 1990

The landmark Americans with Disabilities Act (ADA) enacted in 1990 (104 Stat 327) provides comprehensive civil rights protection to qualified individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. A primary goal of the ADA is the equal participation of individuals with disabilities in the “mainstream” of American society. Title II of the Act took effect in 1992 and covers programs, activities, and services of public entities. Most of the requirements of Title II are based on Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities. The ADA extends Section 504’s non-discrimination requirement to all activities of public entities, not only those that receive federal financial assistance. Under Title II, a public entity may not deny the benefits of its programs, activities, or services to individuals with disabilities because its facilities are inaccessible. A public entity’s programs, services, and activities, when viewed in their entirety, must be made readily accessible to and usable by individuals with disabilities, except when doing so would result in a fundamental alteration in the nature of the programs, result in undue financial and administrative burdens, or threaten or destroy the historic significance of an historic property. This standard, known as “program accessibility,” applies to all existing facilities of a public entity. Under this standard, the University/college is not required to make all its facilities or every part of single facility accessible.

Program accessibility may be achieved by a number of methods, including but not limited to: alterations of existing facilities to remove architectural barriers, the relocation of activities or services from inaccessible buildings, the redesign of equipment, the assignment of aides to beneficiaries, home visits, or delivery of services at alternate accessible sites. When choosing a method of providing program access, it is required that priority be given to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

http://catalog.sage.edu/06-07saw.php
Academic Accommodations

The Sage College is committed to achieving equal educational opportunity and full participation for persons with disabilities. Sage promotes self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment.

Students’ Rights and Responsibilities

Every student with a documented disability has the following rights:

- Equal access to courses, programs, services, jobs, activities and facilities available through the college.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case by case basis when requested by the student.
- Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose the disability to, except as required by law.
- Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

- Meet the college’s qualifications and essential technical, academic, and college standards.
- Identify themselves in a timely manner to the Coordinator of Disabilities Services as an individual with a disability when seeking accommodation.
- Provide documentation to the Coordinator of Disabilities Services from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
- Follow specific procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids.

Faculty Members’ Responsibilities

- Discuss with the student the accommodation letters presented to them for their review and sign the letters of accommodation with the student.
- Discuss with the Coordinator of Disabilities Services any concerns related to the accommodation or arrangements that have been requested by the student during the initial contact.
- Determine the conditions under which an exam is to be administered (e.g., computer with word processing including use of spell checker, calculator).
- Provide appropriate accommodations.
- Assure the timely delivery of an exam, along with necessary instructions and materials for proper administration, if the exam is to be administered outside of class. The faculty member may also make arrangements for the exam to be given to the student and for delivery and return of the exam.
- Assure confidentiality of information regarding students with disabilities.

The Sage Colleges’ Rights and Responsibilities

The Sage College, through its Coordinator of Disabilities Services, has the right to:

- Maintain the college’s academic standards.
- Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- Discuss a student’s need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student’s signed consent authorizing such discussion.
- Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with the students with disabilities.
- Deny a request for accommodations, academic adjustments, and/or auxiliary aids if: the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
- Refuse to provide accommodations, adjustments, and/or auxiliary aids that are inappropriate or unreasonable, including any that:
  - Pose a direct threat to the health and safety of others;
  - Constitute a substantial change or alteration to an essential element of a course or program; or
  - Pose undue financial or administrative burden on the college.

The Accommodation Process

Any student with a documented disability is eligible to receive accommodations. The purpose of accommodations or modifications is to reduce or eliminate any disadvantages that may exist because of an individual’s disability. The law does not require the College to waive specific courses or academic requirements considered essential to a particular program or degree. Rather, the College is mandated to modify existing requirements on a case by case basis in order to ensure that individuals are not discriminated against on the basis of their disability.
Students wanting to access such services must identify themselves and provide appropriate verification of their disability to the Coordinator of Disabilities Services. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Appropriate documentation will assist the student and the college in determining reasonable accommodations as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other pertinent state and federal regulations.

Students requesting accommodations of either an academic or personal nature must meet with the Coordinator of Disabilities Services and present appropriate documentation prior to receiving services. Documentation must be current (in most cases within three years of the current date or as prevailing scientific knowledge warrants) and must be submitted by a qualified practitioner. This documentation must be a comprehensive assessment including recommendations for accommodations. Students must present evidence of a clinical interview by a qualified professional, their complete medical and educational history, and evidence of a diagnosis that substantially limits one or more of the major life functions.

It is the responsibility of the student requesting accommodations to present documentation and request accommodations in a timely manner prior to the beginning of each academic semester.

Accommodations

To access services, students must refer themselves to the Coordinator of Disabilities Services and provide adequate documentation from a licensed professional to the Disabilities Office. Since the purpose of the documentation is to assist the student and the college in determining reasonable accommodations (e.g., extended test time, reduced course load, auxiliary aids, etc.), these guidelines must be followed to assure that the diagnostic evaluation report is appropriate for verifying accommodation needs. Specific procedures need to be followed in order to obtain reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids, any deviation from the process may slow down the process or accommodations may not be granted.

Students must meet with the Disabilities Coordinator with current documentation from a licensed professional to request services. Accommodation letters will be developed at this time.

Students must meet with the faculty member to review the accommodation letters and discuss accommodations. It is best to do this review after class or to set up an appointment with the faculty member. The student decides whether to disclose his/her disability to the professor or whether to share any pertinent information with them. Students are not required to identify their disability, although this information is often helpful to the professor. The student may want to explain how his/her disability may affect coursework in general; again this is not required. After the review of your accommodation letter, the faculty member and student both sign the accommodation letter.

Students should then review the accommodations. For testing accommodations, it is important to check in again with the professor at least one week before the exam date as a reminder and to be sure both parties have the same understanding of what is to occur. Meeting with the professor throughout the semester is necessary to discuss your accommodation needs.

Accommodation Disagreements

If a disagreement arises concerning specific accommodation requests, a student should immediately inform the Coordinator of Disabilities Services. If there is a conflict with the Coordinator of Disabilities Services, then the Associate Dean for Academic Services may be notified to assist in the resolution process.

Academic Adjustments

Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal education opportunity. For example, modification may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential will not be regarded as discriminatory. A recipient may not impose upon qualified handicapped persons rules that have the effect of limiting their participation in the recipient’s education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings. Qualified handicapped persons with impaired sensory, manual, or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting students to obtain auxiliary aids through existing resources, such as state vocation rehabilitation agencies and private charitable organizations. In those circumstances where the recipient institution must provide the educational auxiliary aid, the institution has flexibility in choosing the effective methods by which the aids will be supplied. So long as no handicapped person is excluded from a program because of the lack of an appropriate aid, the recipient need not have all available aids on hand at all times.

Procedures for Requesting Academic Adjustments

A student who wishes to request academic adjustments under Section 504 of the Rehabilitation Act of 1973 should do so by writing to the Coordinator of Disabilities Services. The Sage Colleges reserves the right to require medical, psychological, neurological, or psychoeducational verification of the handicap causing the student to seek adjustments of academic conditions. Notification of any request for academic accommodations should be sent to the Coordinator of Disabilities Services immediately. The Coordinator will notify the faculty member(s) of the request; discuss options, if any, to meet the request; agree on the acceptable adjustments; and notify the student seeking the accommodations within 10 working days. If an agreement cannot be reached, the Dean of the college will be notified for a meeting with all parties. The Coordinator of Disabilities Services shall file a final report of the discussion and resolutions no later than five working days after the agreement with all parties has been reached.
Procedures for Grievances Alleging Discrimination Based on Disability

Any member of The Sage Colleges community, including faculty, administrators, staff, and students, who has any grievance in relation to the law or any acts prohibited by the law may file a written complaint within 30 working days of the occurrence of the alleged action. The complaint should be filed with the Coordinator of Disabilities Services as the person designated to coordinate the efforts of the college to comply with and carry out its responsibilities under the law. The written complaint should explain who was discriminated against; in what way; by whom; when the discrimination took place; who can be contacted for further information; the name, address, and telephone number of the complainant; and as much background information as possible about the alleged discriminatory act. These are suggestions, not requirements. Within five working days, the Coordinator of Disabilities Services shall acknowledge receipt of the complaint and assign an individual to investigate the complaint. The individual investigating the complaint shall submit a written report to the Coordinator with a copy to the complaint within 10 working days from the date assigned. The complainant shall have 10 working days from receipt of the investigation report to contact the Coordinator to support or refute information contained in the investigation report. The Coordinator of Disabilities Services will review the report and related material, and submit a written recommendation to the college President within five working days after the time period given the complainant to respond. A copy of this recommendation shall be sent to the complainant and the investigator. The President, as chief executive officer of the institution, shall make disposition of the complaint or refer it for the established grievance procedures of The Sage Colleges.

Anyone who believes there has been an act of discrimination on the basis of handicap in violation of Section 504 against any person or group in a program receiving financial assistance from the U.S. Department of Education, may file a written complaint with the Office for Civil Rights of the U.S. Department of Health and Human Services within 180 days of the alleged discrimination (unless the time for filing is extended for good cause by the regional civil rights director), and send it to the regional office that serves the state in which the discrimination allegedly occurred:

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146 (212) 637-6466
FAX# (212) 264-3803; TDD (212) 637-0478

>Student Right to Know, Privacy & Records Policies

Student Right to Know Law

The Sage Colleges will provide information regarding graduation and persistence rates, in accordance with provision of the federal Student Right to Know Law. The information is available from the Office of the Registrar. In addition, The Sage Colleges publishes required information under the Campus Security Act in a safety and security brochure and posts the information on the Sage website. The brochure is available from the Office of Public Safety.

Privacy and Confidentiality

The Family Educational Rights and Privacy Act (Buckley Amendment) passed in 1974 regulates the procedures for handling student records. According to the U.S. Department of Health, Education and Welfare, the Act was designed to ensure that students and parents (in cases where the student is considered a dependent) would have specific educational records made accessible for reasons of inspection and correction and to restrict the release of most records so as not to violate their privacy and confidentiality when student consent is lacking.

According to the Act, the following records are not accessible:

- financial records of a student’s parents;
- confidential letters of recommendation received prior to January 1, 1975;
- confidential letters of recommendation for which the student has signed a waiver of access; and
- records created and maintained by a professional for the sole purpose of treating the student (i.e., records kept by a college physician, psychiatrist, or counselor). The student may choose a qualified professional to review these records.

Access to Directory and Records Information

The College is permitted under the Family Educational Rights and Privacy Act (Buckley Amendment) to make directory information about students available to the public. Directory information includes: the student’s name, address, telephone listing, e-mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (for members of athletic teams), dates of attendance, degrees and awards received, and the most recent previous educational agency attended.

If a student would prefer that any or all of this information not be made public, the student may inform the College of this within the first month of his or her first semester of each academic year. Forms are available from the Registrar’s Office with which the student may inform the College what information they do not wish to be made public.

Records Inspection
The following student records are available for inspection at the specified locations:

**Student Services**
- Transcript of grades*
- Grade lists*
- Academic warning, probation and suspension lists*
- Transfer credit records
- Degree information
- General student records
- Parking/traffic violations lists*
- Student payroll records
- Financial Aid files

**Campus Life/Residence Life Offices**
- Judicial records
- Parking/traffic violations lists*

**Dean’s Office**
- Dean’s List

**Academic Support Center**
- HEOP records

* The entire content will not be released, only the data directly related to the individual requesting access.

**Procedures for Review of Records**

The Act specifies that a college official has 45 days to respond to a student’s request to view their records. The Sage Colleges will initially respond to a request by setting up an appointment with the student within the 45 day period. Ideally, the student will be able to access the records within a couple of weeks.

All records must be reviewed in the presence of a College official. The student may be asked to show proper identification to the college official and sign a permit form. Students may request a copy of their records in most cases, but the College is entitled to charge for copies. Copies cannot be made of records when a “hold” status exists or when the names of other students or information related to other students are involved (i.e., restricted records such as a grade list).

**Inspection and Correction of Records**

If a student wishes to challenge any part of a record, it may be done informally by addressing the issue with the administrator in charge of the record in question. If an agreement cannot be reached, the student should request a hearing with the Dean of the College. If the student still believes that his or her rights are being violated after following the above procedure, an investigation can be requested by the Review Board of the Family Educational Rights and Privacy Act Office, U.S. Department of Education, 600 Independence Ave., SW, Washington, DC 20202. An investigation could lead to a hearing.

**Access to Records by Another Party**

Each individual record will include the names of those persons not employed by the College who request or obtain access to a student record. The legitimate interest of the person making the request will also be recorded. The College permits third parties to gain access to students’ records when requests come from:

- a person designated by the student with the student’s written consent;
- an accrediting agency doing a college evaluation;
- certain federal or state agencies;
- parents of dependent students;
- officials of other schools in which a student seeks acceptance or intends to enroll when the student requests that the information be released; or
- other faculty members, administrators, or staff members who either seek access for a legitimate educational reason or who are required to handle the records as part of their official duties at the College.

Student records, except for the permanent transcript and certification of completion required for state licensure in some academic programs, are kept for a period of six years from the date of graduation or last attendance. The permanent transcript is maintained “forever” in the Office of the Registrar. The certification of completion, if required for licensure, is maintained in the academic program office.

**Campus Crime Statistics**
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### TROY CAMPUS

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Agnes P. Snyder, A.B., M.S.; Professor in Physical Therapy

Sherman D. Spector, A.B., A.M., Ph.D.; Professor of History

Helen R. Staley, B.A., M.A.; Professor of English

Marion E. Stallwood, B.S., M.A.; Associate Professor in Physical Education

Maren A. Stein, M.A., Ph.D., M.A.; Associate Professor of Political Science

Doreen J. Tiernan, Ed.M., B.S.; Assistant Professor of English

Terrance J. Tiernan, M.F.A., B.S.; Associate Professor of Art

Miriam L. Tuck, B.S., M.A., Ed.D.; Professor of Health Education

Jack VanDerhoof, A.B., M.A., Ph.D.; Professor of History

Rosalind M. Wang, B.S., M.N.; Professor of Nursing

George Wasserman, A.B., M.A., Ph.D.; Professor of English

Judy A. Waterman, M.A., M.A., B.S.J; Associate Professor of English

Hannelore M. Wilfert, B.A., M.A., Ph.D.; Professor of German

Arthur C. Young, B.A., M.A., Ph.D.; Professor of English

Faculty by School and Department

School of Arts & Sciences

School of Education

School of Nursing & Health Sciences

School of Professional Studies

School of Arts and Sciences

Sharon P. Robinson, Ph.D., Dean and Associate Professor of English
Biology

Jack K. Harris, Ph.D., Associate Professor
John W. Heimke, Ph.D., Associate Professor
Stacie M. Kutz, Ph.D., Assistant Professor
Dorothy M. Matthews, Cand. Ph.D., Associate Professor
William D. Niemi, Ph.D., Professor
Mary S. Rea, Ph.D., Associate Professor and Chair
Kathleen M. Skinner, Ph.D., Associate Professor and Walter Robb Research Fellow 2004-05

Chemistry & Physics

Raymond D. Baechler, Ph.D., Professor, Chemistry
David H. Cluxton, Ph.D., Associate Professor, Physics
Kathleen A. Donnelly, Ph.D., Associate Professor, Chemistry
George R. Glaros, Ph.D., Professor, Chemistry
Thomas C. Keane, Ph.D., Assistant Professor, Chemistry, and Chair
Daniel Lewicki, Ph.D., Professor, Chemistry (also Education)
George F. Tucker, Ph.D., Professor, Physics
Frank R. Vozzo, Ph.D., Associate Professor, Physics

English and Modern Languages

Olivia Bertagnolli, M.A., Associate Professor, English
Jayne Ritchie Boisvert, Ph.D., Associate Professor, French
Gladys M. Craig, Ph.D., Associate Professor, English
Eileen Fitzsimmons, M.S., Professor, English
Sally A. Goade, D.Arts, Associate Professor, English (also Education)
Nicolás Hernández, Jr., Ph.D., Associate Professor, Spanish
David Salomon, Ph.D., Associate Professor, English and Chair
Kristine S. Santilli, Ph.D., Associate Professor, English

History, Law & Government

Rolf Ahlers, D.Theol., Professor of Philosophy and Religion
Adeline I. Apena, Ph.D., Associate Professor, History
Roberta Gabrenya, J.D., Associate Professor, Legal Studies and Law and Society
Pamela S. Katz, J.D., Associate Professor, Legal Studies

Steven A. Leibo, Ph.D., Spector Professor of History

Stephen L. Schechter, Ph.D., Professor, Political Science

Andor D. Skotnes, Ph.D., Professor, History

Jeffrey K. Soleau, Ph.D., Associate Professor, Philosophy

Harvey J. Strum, Ph.D., Professor, History

Mathematics & Computer Sciences

Jamie A. Bickel, M.B.A., Associate Professor, Computer Science

Elizabeth (Betty) Fryer, B.A., Instructor, Computer Science

John Hammer, Ph.D., Associate Professor, Computer Science

Barry Jones, M.S., Associate Professor, Computer Science, and Chair

Deborah A. Lawrence, Ph.D., Associate Professor, Mathematics

Tina A. Mancuso, M.S., Associate Professor, Mathematics

Thomas F. Sweeney, Ph.D., Associate Professor, Mathematics

Psychology

Susan C. Cloninger, Ph.D., Professor

Samuel W. Hill, Ph.D., Associate Professor

Susan M. Jenks, Ph.D., Assistant Professor

Sybillyn H. Jennings, Ph.D., Professor

Edward W. McAllister, Ph.D., Professor

Julie Ann McIntyre, Ph.D., Associate Professor

Gayle Morse, Ph.D., Assistant Professor

Patricia A. O’Connor, Ph.D., Lorraine Walker Professor

Jean E. Poppei, Ph.D., Associate Professor and Chair

Bronna Romanoff, Ph.D., Associate Professor

Virginia Ryan, M.S., Associate Professor

Susan Wheeler-Weeks, Ed.D., Associate Professor

Sociology & Criminal Justice

Lisa A. Callahan, Ph.D., Professor, Sociology and Criminal Justice

Carol DiMambro, Cand. Ph.D., Associate Professor, Economics and Criminal Justice
Chrys Ingraham, Ph.D., Professor, Sociology
Marcia Maury, M.A., Associate Professor, Sociology
Maureen C. McLeod, Ph.D., Professor, Sociology and Criminal Justice and Chair
Michelle Napier Prancl, Ph.D., Assistant Professor, Sociology
Joseph B. Rukanshagiza, Ph.D., Assistant Professor, Sociology

School of Education
Connell Frazer, Ed.D., Dean and Associate Professor
Ellen Adams, Ph.D., Assistant Professor
Pamela L. Arnold, M.A., Assistant Professor
Kim P. Baker, Ph.D., Associate Professor
Lisa C. Carr, M.S., Assistant Professor
Linda A. Davern, Ph.D., Associate Professor
Nancy A. DeKorp, Ed.D., Assistant Professor, Health Education
Susan Dempf, Ph.D., Assistant Professor, Physical Education
Kathleen A. Gormley, Ph.D., Associate Professor
Peter C. McDermott, Ph.D., Professor
Patricia Mosher, Ed.D., Associate Professor
Ann Myers, Ed.D., Associate Professor
John J. Pelizza, Ph.D., Associate Professor, Health Education
Michelle L. Reilly, M.S., Clinical Instructor
Joan Van Bramer, Ph.D., Assistant Professor
Cheryl Van De Mark, Ed.D., Assistant Professor
Laurae Wartinger, Ph.D., Assistant Professor

School of Nursing and Health Sciences
John A. Tribble, Ph.D., Dean and Lawrence Professor of Economics

Athletic Training
Karen P. Balter, M.A., Assistant Professor and Chair
Marci L. Farrell Murphy, M.S., Assistant Professor

Nursing

Kathleen Buono, M.S., Assistant Professor

Karla Flegel, M.S., Assistant Professor

Ann M. Gothler, Ph.D., Professor

Janice Hesler, M.S., Assistant Professor

Mary L. Johnson, M.S., Associate Professor

Glenda B. Kelman, Ph.D., Associate Professor and Chair

Kathleen Kennedy, M.S., Assistant Professor

Elizabeth A. Mahoney, Ph.D., Professor

Nancy J. Michela, M.S. Associate Professor

Wendy H. Nelson, M.S.N., Assistant Professor

Mary Lou Peck, Ed.D., Associate Professor

Arlene Pericak, M.A., Assistant Professor

Linda C. Peterson, Ed.D., Professor

Barbara B. Pieper, Ph.D., Associate Professor

Nutrition

Rayane AbuSabha, Ph.D., Assistant Professor

Melodie Bell-Cavallino, M.S., Associate Professor and Chair

Eileen FitzPatrick, M.P.H, Intructor

Nina Piccini Marinello, Ph.D., Assistant Professor

Occupational Therapy

Margot Elacqua, M.B.A., Assistant Professor

Martha M. Frank, M.S., Associate Professor

Theresa Hartshorn-Hand, M.S., Assistant Professor

Becky Kligerman, M.S., Assistant Professor

Wendy Krupnick, Ph.D., Associate Professor and Chair

Cheryl MacNeil, Ph.D., Assistant Professor

Jeanine Stancanelli, Ph.D., Assistant Professor

Barbara Thompson, M.S.W., Associate Professor
Physical Therapy

James R. Brennan, M.A., Assistant Professor

Laura Gras (Zacharewicz), D. Sci., Associate Professor

Janet Hakey-Brusgul, M.S., Assistant Professor

Esther M. Haskvitz, Ph.D., Associate Professor

Michelle Hunt, M.S., Assistant Professor

Kathleen Lee, M.S., Assistant Professor

Gabriele Moriello, M.S., Assistant Professor

Kathleen E. Schultze, M.S., Associate Professor

Marjane B. Selleck, M.S., Associate Professor and Chair

Danielle B. Vittone, M.S., Assistant Professor

School of Professional Studies

James D. Gunn, Ph.D., Dean and Professor of International Business

Communications and Information Design

Mark Avnet, M.P.S., Harder McClellan Visiting Professor in Communications

Kevin R. Stoner, Cand. Ph.D., Associate Professor and Chair, Communications and Information Design

Creative and Performing Arts

Mark Ahola, M.M., Instructor, Creative Arts in Therapy

David Baecker, M.F.A., Assistant Professor, Theatre

Leigh Davies, M.P.S., Assistant Professor, Creative Arts in Therapy

Michael A. Musial, M.M., Edith McCrea Assoc. Professor and Chair of Music

Jane Benedict Roberts, M.A., Professor, Dance

Ellen Sinopoli, Dance, M.L.S., Instructor, Dance (Artist in Residence)

New York State Theatre Institute (NYSTI) Associate Faculty

Patricia Di Benedetto Snyder, Ph.D., Artistic Director

Douglas Lange

Ed Lange

Ed Leach

Arlene Leff

Ben Masaitis
David Bunce  John McGuire
Julia Cadbury  Sara Melita
Jennifer Cardinal  Matthew Murphy
Beth Chromey  Linda O'Malley
Edward Cotugno  Lynne Roblin
Olga Delorey  John Romeo
Brent Griffin  Christine Saplin
Heather Hamelin
Shannon Johnson
Karen Kammer

Management

Michael J. Bienkowski. M.B.A., Associate Professor, Management
Eileen V. Brownell. M.S., Associate Professor, Management
James S. Cleveland. M.M., Assistant Professor, Management
Michael L. Hall. Ph.D., Associate Professor, Public Administration
David B. Kiner. Ph.D., Associate Professor, Management
Judith C. Landers. M.S., Professor, Management
James P. Murtagh. Ph.D., Associate Professor and Chair
Eileen Molis Phelan. M.S., Assistant Professor, Accounting
Manijeh Sabi. Ph.D., Professor, Economics
Cynthia J. Ward. Ph.D., Associate Professor, Public Administration

Visual Arts

Raul Acero. M.F.A., Associate Professor and Chair
Jean Garvey Dahlgren. M.F.A., Associate Professor, Graphic Design
David Grey. M.F.A., Assistant Professor, Graphic Design
Melanie P. Hope. M.F.A., Associate Professor, Graphic Design
Christopher Jordan. M.F.A., Assistant Professor of Visual Arts
Harold Lohner. M.F.A., Associate Professor, Art
Willie Marlowe. M.F.A., Professor, Art
Timothy M. Martin, M.F.A., Professor, Art

Matthew McElligott, M.A., Associate Professor, Graphic Design

Kent Mikalsen, M.F.A., Assistant Professor, Interior Design

Linda A. Morrell, M.F.A., Associate Professor, Photography

Gary C. Shankman, M.F.A., Professor, Art

Esther Tornai Thyssen, Ph.D., Associate Professor, Art History
FINANCIAL AID

- To Apply for Financial Aid
- Conditions of Financial Aid Awards
- Satisfactory Academic Progress for Awards
- Sources of Financial Aid for Sage After Work Students

To assist students and parents in meeting the costs of an education at Sage After Work, the Office of Financial Aid Services offers a variety of grant and loan programs. Most types of assistance are based on financial need, which is the difference between the cost of education and the estimated contribution of the student and family (Estimated Family Contribution or EFC). The EFC is determined through a measurement of family resources that is consistent for all applicants and is a reflection of the first principle of college financial aid: The student and family have primary responsibility for meeting college expenses.

Eligibility

Those seeking consideration for aid must be enrolled as degree- or certificate-seeking students on at least a half-time basis (six credit hours per semester for undergraduates) to qualify for most financial aid programs. Eligibility for grants and loans requires United States citizenship or permanent resident status. It should also be noted that federal and state legislation frequently modifies requirements and eligibility standards for financial aid.

To qualify for financial aid as a full-time student, students must register at the beginning of the semester for all courses and must take at least 12 semester hours within a 15-week semester. In order to be considered for the federal Tuition Assistance Program (TAP), students must register before the beginning of the semester. To be considered full-time for financial aid purposes, students can choose to take a traditional course, an on-demand course, an intensive weekend course, and a half-semester short course, as long as they register for all 12 credits at the beginning of the semester.

Students are eligible for part-time aid if they enroll up for at least six credits within a 15-week semester. Students not seeking aid can enroll for any course up to the end of the drop/add period for that course. For more information, contact the Office of Financial Aid at (518) 292-8615.

Application Procedures

Because financial aid is awarded on an annual basis, these application procedures must be followed each year. While admission is not required to initiate an application for financial aid, new students will not receive confirmation of their status until the Office of Financial Aid Services is notified that the admission process is complete.

- The Free Application for Federal Student Aid (FAFSA) should be completed as soon as possible after January 1, but no later than March 1, preceding the academic year for which assistance is requested. The form is available in high school guidance offices and from college financial aid offices. Students are requested to file the FAFSA on the internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Electronic filing is an accurate and fast means of filing for financial aid. When filing electronically, New York State residents may file for TAP at the same time (see below).

- New York State residents should also complete the application for the Tuition Assistance Program (TAP). The New York State Higher Education Services Corporation will mail this form to a home address if students opt not to file electronically.

- Applicants and their parent(s) (when the applicant is dependent), must submit all pages of completed tax forms upon request by the Office of Financial Aid Services. A verification worksheet must also be submitted when requested. Failure to complete the verification process prior to the start of the academic year may result in the loss of institutional grants.

Conditions of Financial Aid Awards

Terms and Conditions

- All aid is awarded on an annual basis and aid amounts are credited to student accounts for each semester’s charges.

- Refunds of any excess credit will be made approximately halfway through each term through the Office of Student Services.

- Since aid is awarded on the basis of annual financial information from students, and college costs change each year, financial aid awards may vary depending on the changing circumstances.

- Outside sources of assistance – such as private scholarships and Vocational and Educational Services for Individuals with Disabilities (VESID) – must be reported to the Office of Financial Aid Services. Financial aid already awarded could be modified as a result.
All awards of federal and state aid are tentative, pending approval and receipt of funds from the source.

Costs on which financial aid eligibility is calculated include direct expenses (such as tuition and fees) and indirect expenses (such as books, supplies, personal and incidental expenses).

Returning students are expected to file the FAFSA by May 1 preceding the academic year for which assistance is requested. Students filing later than May 1 may not be eligible for institutional grants previously awarded.

Satisfactory Academic Progress for Institutional and Federal Awards

Continued eligibility for most forms of financial aid requires students to achieve specific quality (grade averages) and quantity (credits earned) standards. Below are the academic standards which must be met to comply with federal and institutional requirements. Academic progress is monitored by the Office of Financial Aid Services through established institutional guidelines.

Baccalaureate Degree Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade Point Required</th>
<th>Credits To Be Completed</th>
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<tr>
<td>1</td>
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<td>6</td>
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<tr>
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<td>2.00</td>
<td>109</td>
</tr>
<tr>
<td>12</td>
<td>2.00</td>
<td>122</td>
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</tbody>
</table>

Undergraduate full-time status equals 12 or more credits per semester. Federal or institutional aid recipients enrolled less than full-time are required to meet these standards on a basis proportional to their enrollment status. For transfer students, satisfactory academic progress will be measured by equating transfer credits accepted by Sage to the number of cumulative credits earned, as indicated on the above chart.

An incomplete grade in a course will count as an equivalent failing grade. When the incomplete grade is updated, satisfactory academic progress will be reevaluated. Courses from which a student has withdrawn will count as an equivalent failing grade. Non-credit remedial courses will not be included in any part of the satisfactory academic progress calculation.

Students failing to make satisfactory academic progress will lose eligibility for federal and institutional financial aid. They may appeal if they believe that special circumstances have affected their academic performance. The appeal must be in writing and submitted with appropriate documentation to the Director of Financial Aid.

A student may regain satisfactory academic progress by attending Sage for a semester without the benefit of federal and institutional financial assistance and improving academic performance to meet progress guidelines.

Satisfactory Academic Progress for New York State Aid

To be eligible, and remain eligible, for the Tuition Assistance Program (TAP), students must:

- be a full-time (12 credits or more per semester) and matriculated student at each level of study, and
- maintain good academic standing by meeting program pursuit and satisfactory academic progress requirements as detailed below.

Program Pursuit is defined as:

- completion of at least six credits during each term of study in the first year for which an award is received; or
- completion of at least nine credits during each term of study in the second year for which an award is received; or
- completion of at least 12 credits during each subsequent term for which an award is received.

Before being certified for this payment, a student must have accrued at least this point average with at least this grade.
Sources of Financial Aid for Sage After Work Students

Federal Programs

**Federal Pell Grants** Up to $4050 per academic year, with prorated lower amounts for less than full-time enrollment status. These awards are completely need-based and available only to undergraduates who have not previously earned a baccalaureate degree.

**Federal Subsidized Stafford Loans** Available through banks and other lending institutions. For undergraduate students, these loans range from $3,500 to $5,500 annually, based on the student’s class level. Insurance and origination fees of approximately 3 percent are removed from the gross amount before disbursement. For students demonstrating financial need, the loan is subsidized, with interest paid by the U.S. Department of Education during school enrollment. The interest rate is variable but cannot exceed 8.25 percent.

**Federal Unsubsidized Stafford Loans** Available to students who do not demonstrate need or to independent students who are eligible for an additional Federal Unsubsidized Stafford Loan. The loans are available through banks and other lending institutions. Eligible independent undergraduate students may borrow either $4,000 or $5,000, depending upon their class level. Interest must be paid by the student during school enrollment.

**Federal Plus Loans** Available to parents of dependent students, with the maximum amount available calculated as the cost of education less any financial aid received. These loans are not need-based and interest is paid from the time the loan is disbursed. The interest rate is variable but will not exceed 9 percent.

**Alternative Loan Programs** are offered through lenders to assist students with the cost of education. The yearly limit on an alternative loan is equal to the cost of education minus available financial aid. To receive an alternative loan, students will, more than likely, need to be creditworthy. The lender may also require a cosigner. Information on this option is available through the Office of Financial Aid Services.

**Veterans’ Administration Benefits** Available to those with at least 180 days of continuous active duty between 1955 and 1976. Assistance is in the form of monthly stipends and is dependent on enrollment status. Details can be secured from the Office of the Registrar.

**Ombudsman** When reasonable efforts through other channels have not resolved a dispute or problem regarding federal education loans, students can contact the Student Financial Assistance Ombudsman. The U.S. Department of Education’s Ombudsman Office can propose solutions that may help students and other parties come to a final agreement, although an ombudsman can’t reverse a decision or take sides. Reach the ombudsman at:

1-877-557-2575
www.ombudsman.ed.gov
Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202

State Programs

**Tuition Assistance Program** (TAP) Up to $5,000 per year for undergraduate full-time students who have been New York State residents for at least one year. TAP awards are based on the net taxable income of the family and are renewable for four years of baccalaureate study.

**Aid for Part-Time Students** (APTS) applications for this New York State grant are available to students carrying from three to 11 credit hours per semester and who are able to demonstrate need for assistance. To be eligible, individuals must be matriculated in a degree-granting program. Acceptance of an APTS award will reduce lifetime TAP eligibility.

**Miscellaneous** In addition to the above, New York state administers assistance programs for children of deceased or disabled veterans, deceased corrections officers, and deceased firefighters. Direct grants are available to Vietnam-era veterans.

**Native Americans** may be eligible for assistance for undergraduate study from both New York and federal sources.

\[
\begin{array}{|l|l|l|}
\hline
\text{many credits} & \text{First} & \text{Second} \\
\hline
0 & 0.00 & 1.00 \\
\hline
3 & 1.20 & 2.00 \\
\hline
9 & 1.30 & 2.00 \\
\hline
21 & 2.00 & 2.00 \\
\hline
33 & 2.00 & 2.00 \\
\hline
45 & 2.00 & 2.00 \\
\hline
60 & 2.00 & 2.00 \\
\hline
75 & 2.00 & 2.00 \\
\hline
\end{array}
\]
New York state also provides grants and scholarships to students who concentrate in specific fields of study – including education, nursing, physical therapy, and occupational therapy.

Although separate application procedures are required for state-sponsored aid programs, information and guidance can be secured from the Office of Financial Aid Services.

Institutional Programs

The following scholarships are open to Sage After Work students meeting the specified criteria:

Corporate Connections Scholarship: To receive this scholarship students must be in their last year of study, have a minimum cumulative grade point average of 3.00, and reside in one of the following counties: Albany, Columbia, Montgomery, Rensselaer, Saratoga, Schenectady or Schodarie.

Daniel A. Cowan Endowed Scholarship: To qualify for this scholarship, students must be entrepreneurs who own their own business and are paying for their own education.

Mary Frances Burke Memorial Endowed Scholarship: To qualify for this scholarship the student must be a returning woman enrolled at Sage After Work who began her baccalaureate program after age 25.

Please refer questions on these scholarships to the Office of Financial Aid Services at (518) 292-1783.
General Education

Sage College of Albany’s tailored pathways to learning incorporate General Education requirements into the curriculum in a seamless way. In associate degree programs, the General Education requirements are tailored to and built into each degree program’s curricular requirements. Bachelor’s degree programs are all built upon a common foundation called the LIFE (Liberal and Interdisciplinary Foundation for Excellence) Curriculum. General Education components for both associate and bachelor’s degree programs are described in more detail below.

Associate Degree Program Competencies

Sage College of Albany is committed to providing opportunities for academic success. The assessment of English language and mathematics is the first step toward promoting this academic success. The results of the assessment program are used to help determine appropriate academic challenges for each student; the goal is to help each student achieve basic proficiency in the vital English language and mathematics competencies which are necessary for collegiate success.

Entering students who do not initially demonstrate competency in English language skills and mathematics are provided assistance that may include skill development labs, tutoring, and self-paced learning. The initial assessment of English language skills is based upon the student’s prior academic record. Assessment for mathematics takes place at assessment sessions at new student orientation and in the Academic Advising Office during the academic year. Students will receive academic skill assessment results and will be advised if their skills are deficient.

English Language Competency

Sage is committed to helping each student develop effective communications skills. The English language skills competency helps ensure that each student achieves proficiency in the integrated skills of reading and writing. Due to the importance of language skills for academic success, students who have not met the English language skills competency when they enter an associates degree program must register for HUM 111- Humanities Seminar I: Language and Self, the first credit-bearing course in a three-course sequence of intensive portfolio-based, seminar-style learning experiences which emphasize critical reading and writing as interconnected activities. By earning a final grade of “C-” or “better in Humanities Seminar I, students will meet the English language skill competency and will then be able to enroll in Humanities Seminar II: Language and Community, which is required for graduation.

Academic Evaluation

The English language skill competency may be met in three ways:

- The English language skills competency can be met based upon an evaluation of an entering student’s prior academic record. This evaluation is an automatic part of the admissions process.
- Initial Humanities Seminar I Reading and Writing Sample: the English language skills competency can be met by receiving a “1” or “2” on the reading/writing sample that each student is asked to provide at the beginning of every Humanities Seminar I course. For most students, this in-class reading/writing sample will probably confirm Humanities Seminar I as the appropriate course placement. Students who receive a “2” will be allowed to register for HUM 112 Humanities Seminar II: Language and Community. Students who achieve a “1” may register for HUM 112 H umanities Seminar II: Language and Community; or HUM 113 Humanities Seminar III: Language and Human Experience; or an English literature course. (These will be substituted for HUM 112 in their degree requirements).
- Transfer students can meet the English language skills competency with one of the following options:
  - English Composition (or equivalent) and a literature course;
  - English Composition (or equivalent) and a philosophy course; or
  - A two semester combined writing/literature course.

Note: Transfer credit for English Composition alone does not fulfill the English language skill competency. Transfer students should consult the office of admissions for additional information.

Note: Normally students will demonstrate English language skills competency either before matriculating or at the end of their first or second semester. Students who have not met the English language skill competency by the time they matriculate must enroll in a Humanities Seminar I until they have met this competency. Students must meet the language skills competency prior to taking HUM 112 Humanities Seminar II, which is a graduation requirement for all students.

Mathematics Competency

Upon enrolling in the College, all new students seeking an associate degree will have their academic transcripts evaluated for basic mathematics competency. The Basic Math Competency is a requirement for graduation and can be met by one of the following ways:

- Students have completed two years of New York State Regents mathematics courses and received a final grade average of 70 or better.
- Students received a score of 500 or greater on the math section of the SAT exam
- Students received a score of 19 or higher on the math ACT exam
Students provide official and updated documentation regarding a mathematics learning disability
Students may study and take the Arithmetic Skills Test and attain a score of 70%

If a student does not meet the Basic Mathematics Competency based on the criteria outlined above, they will not be able to enroll in a mathematics course at Sage. All students must achieve Basic Mathematics Competency before the completion of 30 credits. Students may choose to meet the Basic Math Competency by completing one of the following:

- Study and prepare to retake the Arithmetic Skills Test and attain the 70th percentile (one retake allowed)
- Transfer in and a Basic math course from another accredited college*

*Note: Coursework at this level is a prerequisite to college level work in math and does not result in credit toward a Sage degree.

All students seeking a bachelor’s degree must demonstrate mathematics competency by passing a college level mathematics course, MAT 110 or higher, or ECO 215. Students with a documented learning disability in mathematics, must meet this mathematics requirement for the bachelor’s degree.

For more information regarding mathematics competency, requirements, and/or math course placement contact the Mathematics and Computing Sciences Department at 292-1908 or the Academic Advising Office at 292-1719.

Bachelor’s Degree General Education: The LIFE Curriculum

The Liberal and Interdisciplinary Foundation for Excellence, or LIFE curriculum, is the foundation of general education in Sage College of Albany’s bachelor’s degree programs. SCA is committed to the belief that all graduates should possess the skills and breadth of knowledge and the experiences necessary for lifelong learning in a changing world. The LIFE curriculum provides students with the foundation in the liberal arts and sciences to broaden their perspective of a discipline while helping them to make interdisciplinary associations and to appreciate the link between theoretical knowledge and its application.

The LIFE curriculum at SCA is integrated over the four years of study to so that students will:

- select a foundation in the humanities, social sciences, and natural sciences that will support the commitment to lifelong learning;
- broaden their perspective of different disciplines by being introduced to alternative ways of learning, knowing, and perceiving;
- explore the connection between theoretical knowledge and the application of knowledge.
- develop reasoning abilities, writing, reading, and computational abilities, and the abilities to apply, analyze,

synthesize, and evaluate information within an interdisciplinary context.

- develop cultural, historical, and human diversity perspectives and effective citizenship.

In support of these learning outcomes, LIFE includes:

- A broad selection of liberal arts and science courses
- Interdisciplinary course experiences
- Applied competencies within the major
- Experiential-based learning opportunities
- A Capstone or Senior Seminar

LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Liberal Arts and Science Knowledge</th>
<th>credits</th>
</tr>
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<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6-8</td>
</tr>
<tr>
<td>HUM 112 -Humanities Seminar II:</td>
<td></td>
</tr>
<tr>
<td>Language and Community</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Mathematics (MAT 110 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Technology Competency</td>
<td>0-3</td>
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<tr>
<td>ITD 3XX – LIFE Interdisciplinary Seminar</td>
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<tr>
<td>Applied Advanced Competencies</td>
<td>in the major</td>
</tr>
<tr>
<td>Experiential-Based Learning Opportunites</td>
<td>in the major</td>
</tr>
</tbody>
</table>

http://catalog.sage.edu/06-07saw.php
See classification of courses.

Liberal Arts and Science Knowledge

Most general education curricula include a broad choice of liberal arts and science courses and the SCA LIFE requirement is no exception. According to the New York State Department of Education, liberal arts and science courses are “those courses that are either of a general and/or theoretical nature that are designed to develop judgment and understanding about man’s relationship to the social, cultural, and natural facets of his total environment.” SCA students complete a minimum of six credits within each of the categories of Humanities, Social Science, and Science (as identified in the college catalog). Through advisement, students select courses within these categories to develop their knowledge of the liberal arts outside their major.

In addition, specific course requirements further support a strong foundation in the liberal arts and sciences:

### Humanities Seminar II: ‘Language and the Community’

This course emphasizes critical reading, writing, and thinking. Using the general topic “Language and the Community,” students consider the ways in which language both reflects and shapes life and thought within perceived communities. Students will compile a portfolio of their written work in the course for a final assessment.

### Topics in Mathematics

This course is designed to give students not majoring in mathematics, science or technology an appreciation of mathematics and its use in problem solving. Students whose major requires a higher level of mathematics will fulfill their math requirement as part of their major.

### Technology Competency

This is required to ensure that all students have basic technological skills. Students must demonstrate the “basic technological skills” early in their academic program so that they may “apply” those “competencies” in their major. The student should be able to:

- operate a microcomputer in a windows environment;
- organize and manage different types of computer files in an electronic storage device;
- prepare a document with a word-processor;
- use an spreadsheet to solve arithmetic problems;
- both store information and retrieve information from a database;
- prepare an electronic presentation;
- read and send email and handle email attachments;
- find and retrieve information from the internet.

Students may demonstrate these competencies in several ways:

- by achieving a grade of 70 percent on the Computer Literacy Assessment exam prepared by the Department of Mathematics and Computer Science. (This exam is based on skill in the use of MS Office, which is the standard office support system selected for The Sage Colleges.)
- by successful completion of CSI 101 Computer Literacy, CSI 150 Advanced Computer Literacy, BUS 290 Software Applications in Business, or LAW 215 Law Office Technologies (or their transfer equivalent) by successful completion of other courses approved by SCA-Curriculum Committee.

### LIFE Interdisciplinary Seminars--Junior/Senior Level

A unique characteristic of SCA is the pathways model. Through this model, students have the opportunity to explore a major in a single discipline or an integration of multiple disciplines as they move from associate to bachelor’s degrees. In support of this pathway philosophy, students complete an interdisciplinary seminar as part of their LIFE curriculum. The purpose of interdisciplinary seminars is to develop within students the ability to view the same subject from multiple yet related perspectives. Interdisciplinary seminars will follow a thematic approach that focuses on cultural, historical, and human diversity perspectives and effective citizenship. Interdisciplinary seminars are open to juniors and seniors and are often team-taught by faculty from different disciplines.

### Applied Advanced Competencies within the Major

All SCA students are prepared with basic competencies in critical reading, writing, and thinking, mathematics, and technology as part of their liberal arts and science foundation. In addition, students will have the opportunity to apply this knowledge in courses related to their major. Courses and activities that fulfill this part of the LIFE curriculum will be identified by each of the programs.
Experiential-Based Learning Opportunities—Junior/Senior Level

Experiential-based learning opportunities are developed as an integral part of each major in collaboration with the Career Services Office and through community partnerships. An important feature of this LIFE requirement is the students' exposure to learning beyond the college classroom. Experiential-based learning opportunities may include a combination of job shadowing, internship, externships, community service projects, and other learning opportunities that match student readiness and facilitate outcome attainment. Experiential-based learning is self-directed learning that when accompanied by individualized advisement promotes higher-level achievement. Students must complete at least one approved experiential-based learning opportunity as part of their major prior to earning their bachelor’s degree. Students may also be expected to complete an experiential-based learning opportunity as part of their associate degree requirements.

Waiver of the Experiential-Based Learning Requirement

Students who have worked 18+ months within the past five years in the field of their major may seek a waiver of the experiential learning requirement. Upon approval, the Program Director/Coordinator will sign a course waiver form and submit it to the Registrar’s Office as documentation indicating the student has met the LIFE requirement for Experiential Learning.

Note: Students who want credit for work experience must apply for credit through the credit for prior learning program.

With assistance from the Career Planning Office, students must submit their request for a waiver to the Program Director/Coordinator prior to completing 102 credits. The waiver request must contain a letter of employment verification, job description, current resume, and five year career plan, including a two- to three-page statement that identifies how their current studies will help them meet their career goals.

Capstone Course or Senior Seminar

A capstone course or senior seminar will represent the culminating experience of the major. Each program will be responsible for identifying the course and its purpose in order to achieve this LIFE requirement for all SCA students.
DRIVING DIRECTIONS

Troy Campus

Our Troy campus is a pleasant and quiet oasis in downtown Troy, where historic buildings mix with new for Victorian charm and cutting edge technology.

From the South: Take Exit 23 off the New York State Thruway, which will lead directly onto Route 787 North

Directions from 787 North: Proceed on Route 787 North to the 23rd Street Exit - Watervliet, Green Island. (Do not take the earlier exit marked Troy - Route 378 East.) At the end of the 23rd Street Exit ramp turn right (blinking light). Proceed to the first light, turn right and cross the Green Island Bridge to Troy. Turn right at the end of the bridge onto River Street. Follow River Street (bear right after the statue of Uncle Sam) to Troy City Hall. Just beyond the City Hall, River Street and First Street intersect. Bear left onto First Street and proceed two blocks to the light. The Office of Admission parking lot is to your right. Admission House is directly across Congress Street.

From the West: Take Exit 24 off the New York State Thruway which will lead directly onto Interstate 90 East. Follow the signs for Route 787 North. Proceed on Route 787 North as noted above.

From the East: At the western end of the Massachusetts Turnpike, continue straight on the New York State Thruway Spur to the exit for Troy - B1. After you have taken Exit B1 follow signs for 90 West. Proceed on 90 West to the exit for Route 787 North. Proceed on Route 787 as noted above.

From the North and Route 7: Exit from Route 87 (Northway) at Exit 7, Route 7 East. Take Route 7 East to the exit ramp marked Downtown Troy. Continue straight off the Downtown Troy exit ramp to the third traffic light. The next street (directly across from the Best Western) is Broadway; turn right. Take Broadway to the end; you will be facing the Troy City Hall. Bear left on to River St. and take an immediate left on to First Street (you will see the sign for RSC). At the traffic light; the Admission House parking lot will be to your right. The Admission House is directly across Congress Street.

Parking: You may park in the Admission House Parking Lot at the corner of First and Congress Streets. If no space exists, proceed on First Street, and turn right onto Division Street. Proceed to corner and turn left onto River Street. Turn at first left onto Liberty Street and from Liberty Street turn into parking lot. Then walk back down First Street to Admission House.

Albany Campus

Our 15 acre campus is located in Albany, N.Y. the state capital and a place where things are always happening. Whether you're on campus or in the immediate neighborhood, it's a convenient and safe place to live, with great old houses and lots of restaurants and shopping.

From the North: Take I-87 south to I-90 east to Route 85 south to Krumkill Road to New Scotland Avenue. Turn left onto New Scotland Avenue, 1 1/2 miles to the Sage College of Albany Campus on the right.

From the NYS Thruway: Take Exit 23, left on Route 9W (Southern Boulevard) into Albany. Turn right onto Hoffman Avenue, left onto Second Avenue. Cross Delaware Avenue and bear left onto Whitehall Road. Turn right onto Marwill Street and cross Hackett Boulevard to Academy Road. Proceed to New Scotland Avenue, turn right to the Sage College of Albany Campus on the right.

From the East: Take I-90 to Albany to Route 787 south to Madison Avenue (Routes 9 and 20). Follow Madison Avenue to New Scotland Avenue. Left onto New Scotland Avenue, four blocks to the Sage College of Albany Campus on the left.

Driving Times

<table>
<thead>
<tr>
<th>City</th>
<th>Approximate Driving Time</th>
<th>Distance</th>
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<tr>
<td>Binghamton, New York</td>
<td>2 hours, 45 minutes</td>
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<tr>
<td>Boston, Massachusetts</td>
<td>3 hours, 20 minutes</td>
<td>172 miles</td>
</tr>
<tr>
<td>Buffalo, New York</td>
<td>5 hours, 25 minutes</td>
<td>291 miles</td>
</tr>
<tr>
<td>Lake Placid, New York (High Peaks Area, Adirondacks)</td>
<td>2 hours, 50 minutes</td>
<td>133 miles</td>
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<tr>
<td>Montreal, Quebec (Canada)</td>
<td>4 hours, 10 minutes</td>
<td>223 miles</td>
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<tr>
<td>New Haven, Connecticut</td>
<td>3 hours, 5 minutes</td>
<td>153 miles</td>
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<tr>
<td>New York City (Manhattan)</td>
<td>3 hours, 5 minutes</td>
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<tr>
<td>Philadelphia, Pennsylvania</td>
<td>5 hours</td>
<td>234 miles</td>
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<tr>
<td>Portland, Maine</td>
<td>5 hours, 10 minutes</td>
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<td>Providence, Rhode Island</td>
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<td>Springfield, Massachusetts</td>
<td>1 hours, 55 minutes</td>
<td>89 miles</td>
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<tr>
<td>Syracuse, New York</td>
<td>2 hours, 50 minutes</td>
<td>148 miles</td>
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</table>

Troy Campus Map
1. Admission House
2. German House
3. Gale and Spicer House
4. McMurray House
5. Cowee Hall (Student Services/ Business Office/Registrar/Financial Aid)
6. Alumnae House
7. Hart Hall
8. Roy Court / Jane Haight Wells Spirituality Center
9. Swimming Pool
10. Vanderheyden Hall
11. Allies Center for the Study of Social Responsibility/Helen M. Upton Center for Women’s Studies
12. Wool House
13. Maintenance
14. Slocum Hall
15. Kellas Hall/Wellness Center
16. Lorraine Walker Center
17. Meyer Gym
18. Robison Athletic and Recreation Center
19. James L. Meader Little Theatre
20. McKinstry Student Center
21. McKinstry Hall/Large Dining Hall
22. McKinstry Courtyard
23. Schacht Fine Arts Center (Home of the New York State Theatre Institute)
24. 92 First Street (Development and Alumni Relations)
25. 90 First Street (Communications)
26. Spanish House
27. French House
28. Carriage House
29. Lafayette Courtyard
30. John Paine Building (Service Center/Public Safety/ Photo IDs)
31. Science Hall
32. Frear House (Graduate School Office/Center for Citizenship Education)
33. James Wheelock Clark Library
34. Ackerman Hall
35. Ferry Street Plaza
36. Plum Building (President's Office and Administration)
37. Lorraine Walker Education Building
38. Bush Memorial Center
39. Gurley Hall
40. Russell Sage Hall
41. Vail House (President’s Residence)
42. Ricketts Hall
43. Manning Hall
44. m.o.s.s books and other provisions (Troy campus bookstore)
45. Buchman Pavilion (Russell Sage Campus Center)
46. McCrea House (Guest House)

Albany Campus Map
RECIPIENTS OF HONORARY DEGREES

1929
Eliza Kellas
Anna Eleanor Roosevelt
1930
Amy Morris Homans
Eva Le Gallienne
Florence Gibb Pratt
1931
Ruth Bryan Owen
Lillian Miller Gilbreth
1932
Katherine Kellas
Louise Homer
Mabel Smith Douglas
1933
Edna St. Vincent Millay
Margaret Shove Morriss
1934
Edythe Wynne Matthison
Constance Leigh
Constance Warren
Rollin C. Reynolds
1935
Anne Morgan
May Peabody
Henry Thomas Moore
1936
Annie Warburton Goodrich
Marie Mattingly Meloney
Fannie French Morse
1937
Mary Lewis
Winifred Goldring
Josephine Neal
Dorothy Thompson
1938
Florence Sabin
Sarah Wambaugh
Nadia Boulanger
1939
Irene Langhorne Gibson
Niels Bukh
Constance Amberg Sporborg
Sarah Sturtevant
1940
Gertrude Angell
Frieda Miller
Gertrude Vanderbilt Whitney
Nellie Neilson
1941
Count Rene Doy nel de Saint Quentin
Sigrid Undset
Emma Perry Carr
Eve Curie
1942
Ana Rosa de Martinez Guerrero
Marina Nunez del Prado
Maria Josephina R. Albano
Graciela Mandujano
Ester Niera de Calvo
Concha Romero James
Agnes Rebecca Wayman
Doris Loraine Crockett

L.L.D.
L.D.H.
Ph.D.
Litt. D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
Sc.D.
Litt. D.
Ed.D.
L.H.D.
Ph.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.M.
L.L.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
L.H.D.
M.H.L.
D.H.L.
Pd.D.
Pd.D.
Pd.D.
Pd.D.
1943
Kathryn McHale
Anna Lederer Rosenberg
Marion Syddum Van Liew
Mei-Ling Chiang Kai-Shek
Katharine Burr Blodgett
Sophie yan Senden Theis
Margaret Webster
Mary Barnett Gilson
Mabel Newcomer
Dorothy Constance Stratton
Sarah Gibson Blanding
Alice Curtis Desmond
Katharine Elizabeth McBride
Lila Acheson Wallace
Florence Ellinwood Allen
Ruth Fulton Benedict
Emily Hickman
Alice Morgan Wright
Catherine Drinker Bowen
Lucy Ella Fay
Katherine Fredrica Lenroot
Agnes Ernst Meyer
Helen McKinstry
Maude Miner Hadden
Anna Mary Robertson Moses
Georgia Neese Clark
Lynn Fontanne
Dorothy Fosdick
Dorothy Shaver
Minnie Schafer Guggenheimer
Elizabeth Gray Vining
Agnes George DeMille
Winfred Leo Haag
Mary Pillsbury Lord
Doris Lee
Jacqueline Cochran
Leona Baumgartner
Margaret Chase Smith
Blanche Pittman
Doris Fleeson
Marguerite Stitt Church
Sanford Lockwood Cluett
May Sarton
Alma Lutz
Maria Goeppert Mayer
Rise Stevens
Ruth M. Adams
Elisabeth Achelis
Ester Raushenbush
Marietta Tree
Pauline Frederick
Gwendolen M. Carter
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<td>1964</td>
<td>Sylvia Porter Collins</td>
<td>L.H.D.</td>
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<td>1965</td>
<td>John H. G. Pell</td>
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<td>1965</td>
<td>Santha Rama Rau</td>
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<td>1965</td>
<td>Edna F. Kelly</td>
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<tr>
<td>1966</td>
<td>Juanita Kidd Stout</td>
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<td>1966</td>
<td>Alice Winchester</td>
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<tr>
<td>1966</td>
<td>Millicent McIntosh</td>
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<tr>
<td>1966</td>
<td>(50th Anniversary)</td>
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<tr>
<td>1966</td>
<td>Nancy G. Roman</td>
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<td>1966</td>
<td>(50th Anniversary)</td>
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<tr>
<td>1967</td>
<td>Aline Saarinen</td>
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<td>1968</td>
<td>Edith Grace Craig Reynolds</td>
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<td>1968</td>
<td>Margery Somers Foster</td>
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<td>1969</td>
<td>Mildred Custin</td>
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<td>Mary Elizabeth Switzer</td>
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<tr>
<td>1970</td>
<td>Grace I. Vandervoort</td>
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<tr>
<td>1970</td>
<td>Virginia Harrington Knauer</td>
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<tr>
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<td>Patricia Roberts Harris</td>
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<td>1970</td>
<td>Nadine Nichols Froman</td>
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<td>1970</td>
<td>Lewis Acrelius Froman</td>
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<td>1971</td>
<td>Chien-Shiung Wu</td>
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<td>1971</td>
<td>Elmer Schacht</td>
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<td>1972</td>
<td>Marina von Neumann Whitman</td>
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<td>Dorothy L. Brown</td>
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<td>1972</td>
<td>Stephen H. Sampson</td>
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<td>1973</td>
<td>Virginia Apgar</td>
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<td>Mary Anne Krupsak</td>
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<td>Jayne Baker Spain</td>
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<td>1974</td>
<td>Joan Ganz Cooney</td>
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<td>Effie O. Ellis</td>
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<td>1975</td>
<td>Tenley E. Albright</td>
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<td>1975</td>
<td>Catherine Blanchard Cleary</td>
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<td>Alice Walker</td>
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<td>1976</td>
<td>Dixy Lee Ray</td>
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<td>Marion S. Kellogg</td>
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<td>Maureen Stapleton</td>
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<tr>
<td>1977</td>
<td>Eleanor Emmons Maccoby</td>
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<tr>
<td>1977</td>
<td>Donna E. Shalala</td>
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<tr>
<td>1977</td>
<td>Ellen Stewart</td>
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<td>1978</td>
<td>Marian Wright Edelman</td>
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<td>1978</td>
<td>Carl Grimm</td>
<td>C.L.D.</td>
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<td>Eve Rabin Queler</td>
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<td>Esther Eggertsen Peterson</td>
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<td>Jessie M. Scott</td>
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<td>1979</td>
<td>Charles Williams Upton</td>
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<td>Helen Merritt Upton</td>
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<td>William Kennedy</td>
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<td>Elizabeth Neufeld</td>
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<td>1980</td>
<td>Patricia Scott Schroeder</td>
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<td>1981</td>
<td>Jessie Bernard</td>
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1982
Claiborne Pell
Delta Emma Uphoff
Shirley Young
L.H.D.
Sc.D.
L.H.D.

1983
Mary Ellen Avery
Grace Murray Hopper
L.H.D.
Sc.D.
Sc. D.

1984
Harry Apkarian
Anna Jane Harrison
L.H.D.
Sc.D.
Sc.D.

1985
Carolyn Forche
Virginia Lee Harvey
Peter R. Kermani
L.H.D.
L.H.D.
L.H.D.

1986
Helen M. Caldicott
Cathy Guisewite
L.H.D.
Litt.D.

1986
Carroll L. Estes
(70th Anniversary)
L.H.D.

1986
F. William Harder
(Convocation)
L.H.D.

1987
Thomas Berry Brazelton
Carolyn Gold Heilbrun
Margaret E. Kuhn
Sc.D.
L.H.D.
L.H.D.

1987
Elizabeth Platt Corning
(Opening Convocation)
L.H.D.

1987
Trenna Ruston Wicks
Patricia Amanda Andrews
Francis Terry McNamara
Gertrude B. Elion
Robert J. Lurtema
William Manchester
Eleanor Holmes Norton
Phyllis Prescott Van Vleet
D.Mus.
D.C.L.
Sc.D.
Mus.D.
L.H.D.
D.P.S.
D.P.S.

1990
Judith Blegen

1991
Ann Caracristi
Judy Chicago
Madeleine May Kunin
Colonel Nancy Hopfenspirger
William F. Kahl
Roland W. Schmitt
Richard A. Selzer
Marjorie Rankin
Helen Thomas
D.P.S.
D.F.A.
D.P.S.
D.P.S.
D.P.S.
L.H.D.
L.H.D.
D.F.A.
Ed.D.
D.P.S.

1995
Madelyn Pulver Jennings
Ruth Purtilo
D.P.S.
Sc.D.

1996
Carolynn Reid-Wallace
(Founder’s Convocation)
Faith Ringgold
Loretta Long
(Founder’s Convocation)
Constance B. Motley
Morris Silverman
Blanche Wiesen Cook
Fredericka Voorhaar Slingerland
Ruth Jacobeth Abram
Chrit R. Moseley
Helen Bodkin Connors, RN, PhD
Michael G. Dolence
D.P.S.
D.P.S.
D.P.S.
D.F.A.
D.P.S.
D.H.L.
D.P.S.
D.P.S.
D.H.L.
D.P.S.
D.P.S.
Ed.D.
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<td>Edith G. McCrea</td>
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<td></td>
<td>Judith A. Ramaley</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Lorraine W. Bardsley</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Wallace W. Altes</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2002</td>
<td>Mark O’Connor</td>
<td>D.P.S.</td>
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<tr>
<td></td>
<td>Len F. Tantillo</td>
<td>D.P.S.</td>
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<tr>
<td></td>
<td>Patricia Di Benedetto Snyder</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2003</td>
<td>William G. (Jerry) Berberet</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Mary Theresa Streck</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Jay Murnane</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>2004</td>
<td>Dame Anita Roddick, DBE</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Neil M. Golub</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Lewis Golub</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2005</td>
<td>Prudence Bushnell</td>
<td>D.P.S.</td>
</tr>
</tbody>
</table>
TUITION and FEES

- **Tuition**
- **Program and Activity Based Fees**
- **Adjustments for Tuition Charges**

The deposits, tuition, room, board and fees noted in the following sections are in effect for the 2006-2007 academic year and are subject to change without prior notice by The Sage Colleges’ Board of Trustees. All policy statements and other information detailed in the following sections reflect information current at the time of this publication.

**Payments**

All payments for tuition, room, board and fees are due in full by the following dates. Students who register beyond these payment deadlines are expected to pay in full at the time of registration.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Payment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>Aug. 11, 2006</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>Dec. 29, 2006</td>
</tr>
</tbody>
</table>

Payments may be made at the Office of Student Services, which accepts cash, MasterCard, Visa, and money orders or checks payable to The Sage Colleges.

All student balances must be paid in full unless the student has been awarded financial aid sufficient to cover the outstanding balance or is enrolled in one of the College’s payment plans. Students will be permitted to attend classes and use College facilities only after they have settled their financial obligations to the College. Any subsequent modification to an expected amount of financial aid or student loan remains the full responsibility of the student and must be paid in full by the student.

In addition to following application and verification procedures for financial aid, the student’s eligibility must be confirmed and the student must accept offered awards in writing before those amounts can be applied as payment against tuition and fees. Please note that loan programs require an extended period of processing before the loan amount is credited to the student’s account.

Students who fail to pay their liability may be removed from registration and prohibited from attending classes. An unpaid financial obligation to the College will result in the withholding of the student’s grades, transcript of credits, diploma and official reports and make the student ineligible for future financial aid awards, pre-registration, and resident room selections.

**Employer Reimbursement**

For students who receive full or partial reimbursement from employers, the Office of Student Services has established procedures that comply with both College and employer requirements. Authorizations from the agency or employer must be presented at the time of registration.

**Deferred Payment Plans**

The Sage Colleges offers a variety of low-cost payment options that allow parents and students to spread the cost of attendance over the period of enrollment. For additional information regarding these payment plans, contact the Office of Student Services at 518-244-2201 (Troy) or 518-292-1781 (Albany).

**Deposits**

New and returning students, both full- and part-time, must submit a $50 deposit at the time of registration, refundable until the first day of class. This deposit is credited against the student’s tuition, room, board and fees.

**Health Insurance**

All full-time students must maintain health insurance coverage for all semesters in which they are enrolled. Full-time students may purchase health insurance through The Sage Colleges. For additional information on this plan, contact the Office of Student Services at (518) 244-2201 (Troy) or (518) 292-1781 (Albany).

**Senior Citizen Tuition Discount**

Senior citizens (65 and older) may audit a course at any of The Sage Colleges without a tuition charge, on a space-available basis. All applicable College fees still apply and are charged accordingly.
Tuition

Tuition charges are not refundable. Adjustments for withdrawals and other circumstances can be found in the Adjustments for Tuition, Room and Board section. All students enrolled in Sage After Work degree completion programs pay tuition per credit hour according to the course for which they enroll. (Refer to the Russell Sage College, Sage College of Albany or Sage Graduate School catalog for tuition rates and fees.) During summer sessions all students pay tuition per credit hour according to the level (undergraduate or graduate) and discipline of the course. Summer tuition rates are $385 per credit hour for non-nursing and occupational therapy classes and $515 per credit hour (including summer clinicals) for nursing and occupational therapy classes.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time and part-time</td>
<td>$ 385</td>
</tr>
<tr>
<td>Nursing and OT majors</td>
<td>$515</td>
</tr>
<tr>
<td>Audited courses</td>
<td>$100</td>
</tr>
<tr>
<td>Internship</td>
<td>$385</td>
</tr>
<tr>
<td>Independent study</td>
<td>$385</td>
</tr>
</tbody>
</table>

Program and Activity Based Fees

The following program based fees are not refundable or subject to adjustment after the first day of classes. These fees are charged accordingly and in addition to the previously stated tuition, room, and board charges.

Program based fees
- Applied Art Fee (per credit) $25
- Applied Music Fee (per course) $525

The following activity based fees are not refundable or subject to adjustment.

Activity based fees
- Credit for Prior Learning – assessment fee $ 150
- Credit for Prior Learning – per credit charge* $100
- Application Fee $30
- Late Payment Fee $50
- Transcript Requests $5
- Placement Service File $5
- Diploma $50
- Vehicle Registration (before 12/31) $30
- Vehicle Registration (after 1/1 and before 4/30) $20
- Vehicle Registration (after 5/1) $10
- Returned Check Fee $25

*up to a maximum of $1000 for 10 or more credits.

Adjustments for Tuition Charges

A student who notifies the College of his or her withdrawal or leave of absence in writing, and in accordance with the College’s withdrawal policy, is eligible for an adjustment to tuition, room and board charges in accordance with the following schedules. Non-attendance does not constitute a withdrawal from a class or the College.

Please note that any student receiving Federal (Title IV) financial aid may be required to return a portion of his or her aid to the granting agency if they separate from The Sage Colleges prior to the end of a semester. Any adjustment for tuition, room or board charges may be less than the amount of aid that must be returned and may create a liability to the College that must be paid by the student.

The date of official academic withdrawal as recorded by the Registrar’s Office is the basis of all adjustments for tuition room, and board charges. It is important that the student adhere to the following processes to ensure that the correct adjustment is applied to their account.

To withdraw from a class

To withdraw from a class, the student must complete the necessary forms and submit them to the Office of Student Services (the necessary forms are available from this office.)

To withdraw from the College or request a leave of absence

To withdraw from the College or to request a leave of absence, all resident and non-resident students must complete the necessary forms and submit them to the Office of Campus Life. Students required to withdraw from a class or the College for disciplinary reasons are not entitled to any adjustment to tuition or room charges.
<table>
<thead>
<tr>
<th>Tuition adjustment schedule for classes that meet regularly throughout a semester</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the second week of classes</td>
<td>100 %</td>
</tr>
<tr>
<td>Prior to the start of the third week of classes</td>
<td>75 %</td>
</tr>
<tr>
<td>Prior to the start of the fourth week of classes</td>
<td>50 %</td>
</tr>
<tr>
<td>Prior to the start of the fifth week of classes</td>
<td>35 %</td>
</tr>
<tr>
<td>Prior to the start of the sixth week of classes</td>
<td>25 %</td>
</tr>
<tr>
<td>After the start of the sixth week of classes</td>
<td>0 %</td>
</tr>
</tbody>
</table>

No adjustments will be made after the start of the sixth week of class.

<table>
<thead>
<tr>
<th>Tuition adjustment schedule for all other classes, including summer session classes or those that do not meet regularly throughout a semester</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the fourth class hour</td>
<td>100 %</td>
</tr>
<tr>
<td>Prior to the start of seventh class hour</td>
<td>75 %</td>
</tr>
<tr>
<td>Prior to the start of 10th class hour</td>
<td>50 %</td>
</tr>
<tr>
<td>Prior to the start of 13th class hour</td>
<td>35 %</td>
</tr>
<tr>
<td>Prior to the start of 16th class hour</td>
<td>25 %</td>
</tr>
<tr>
<td>After the start of the 16th class hour</td>
<td>0 %</td>
</tr>
</tbody>
</table>
ACCOUNTING
BACHELOR of SCIENCE in ACCOUNTING

Accounting is an essential function in any well-managed organization. From small non-profits to government agencies and large multinational corporations, managing and accounting for financial resources requires professionals with a solid foundation in accounting principles. This degree prepares a student for a career as a professional accountant, budget analyst, auditor, fiscal analyst or comptroller in the private or public sectors.

The Bachelor of Science degree in Accounting in Sage After Work is a completer program. Students who enter this program have already done some college-level work, typically 45-60 credits, and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred from a previous school. When that is not the case, a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This flexible format makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

When students complete the accounting curriculum, they will qualify for admission to the Certified Public Accountant National Exam. The accounting curriculum is registered with the Division of Professional Education of the New York State Education Department.

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Core Course Requirements:</td>
<td></td>
</tr>
<tr>
<td>ACC 101 Financial Accounting *</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102 Managerial Accounting*</td>
<td>3</td>
</tr>
<tr>
<td>ACC 203 Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 204 Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 205 Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 207 Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 210 Individual Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 301 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 401 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>Two electives:</td>
<td>6</td>
</tr>
</tbody>
</table>

ACC Choose from: ACC 209 Performance Auditing; ACC 303 Govt. & Nonprofit Acct.; ACC 327 Internship; ACC 405 Corporate & Partnership Taxation

Business and Economics Support Courses:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 212 Business Law I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 213 Business Law II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 325 Financial Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 201 Principles of Macroeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 202 Principles of Microeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 215 Statistics for Microeconomics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO 304 Financial Markets and Institutions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECO-BUS Two electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*These introductory courses are not normally offered, except in the Summer.
<table>
<thead>
<tr>
<th>Intermediate Accounting I</th>
<th>Intermediate Accounting II</th>
<th>Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Accounting</td>
<td>Advanced Accounting</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>Auditing</td>
<td>Accounting Information Systems</td>
<td>Accounting Elective</td>
</tr>
<tr>
<td>Individual Taxation</td>
<td>Accounting Elective</td>
<td></td>
</tr>
<tr>
<td>Financial Management I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics for Decision Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Law I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION
BACHELOR of SCIENCE in BUSINESS ADMINISTRATION
and
BACHELOR of BUSINESS ADMINISTRATION

Both the B.S. and B.B.A. in Business Administration in Sage After Work are completer programs. Students who enter either program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students may choose the degree program that best fits their needs and accommodates the coursework they bring in. Both programs provide the knowledge base and the skills necessary for successful business practice and for a career in management. They also provide the foundation needed for entry into an MBA program as well as an accelerated track option that will benefit students who continue into the Sage Graduate School’s own MBA program.

Students have the choice of carrying a full course load and moving through the business program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting a</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting a</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Mathematics for Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 209</td>
<td>Mathematics for Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 113</td>
<td>Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 290</td>
<td>Software Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 350</td>
<td>Business Research, or</td>
<td>3</td>
</tr>
<tr>
<td>SCL 350</td>
<td>Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>BUS 370</td>
<td>Professional Development for Careers in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 405</td>
<td>Management Strategy and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

For the B.B.A. and B.S. degree, select 8 courses from the following areas: Economics, Accounting, Law and Business

*These required introductory courses may not be offered during the fall and spring semesters in Sage’s evening program, but they are available in the Sage College of Albany day and summer programs, and from a selection of other convenient sources and in a variety of modes of delivery. If you need any of these courses, your Sage College academic advisor will help you find the best alternative. Your advisor will also help you determine if you qualify for prior learning (life experience) credit.

**CORE COURSES OFFERED**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Law I</td>
<td>Math For Finance</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Financial Management I</td>
<td>Software Applications</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>Software Applications</td>
<td>Principles of Management</td>
<td>Software Applications</td>
</tr>
<tr>
<td>Math for Management</td>
<td>Research for the Professions</td>
<td></td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>Management Strategy and Policy</td>
<td></td>
</tr>
</tbody>
</table>
MBA program in Sage Graduate School

Students in the B.S. or B.B.A. programs in Business Administration who have completed 87 credits or more, have a GPA of 3.0 or better, and have the approval of their advisor and the Dean of the Sage Graduate School, may take the following graduate level courses as substitutes for corresponding undergraduate courses and as part of their 120 credit Bachelor's degree requirement. Or these credits may be applied to the Sage MBA program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 553</td>
<td>Statistics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MBA 561</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 574</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 651</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 576</td>
<td>Marketing Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
BACHELOR of SCIENCE in COMPUTER INFORMATION SYSTEMS

COMPUTER SCIENCE

SCA offers two Bachelor’s degree options in computer science in Sage After Work:

- B.S. in Computer Information Systems
- B.S. in Computer Network and System Administration.

In addition the College offers several Certificates in the computer science area:

- Help Desk Management & Operations
- WEB Site Design & Administration
- Computing Business Applications
- Computing Network Support

Matriculating in Computing Programs

Those students wishing to matriculate in one of the Certificate programs in Computing Sciences or the BS Program in Computer Information Systems (CIS) or the BS in Computer Network and Systems Administration (CNS) are expected to have command of the basics of computer literacy (the specific competencies are described below). Each student entering these programs is expected to demonstrate competency in these areas by any of the following methods:

- Take CSI 101 Computer Literacy at the Sage Colleges.
- Receive credit at Sage for equivalent prior learning (Contact Office of Academic Advisement).
- Transfer in an equivalent course from some other institution.
- Successfully pass the Competency Test (details can be found at www.sage.edu/departments/mcs/competency.html). Credit can be earned and/or a waiver can be granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to Departmental faculty in requesting a waiver; no credit is earned.

The specific computing competencies are:

- Functional familiarity with GUI Operating System (Windows, Mac OS).
- File/directory manipulations.
- Aptitude using basic Internet services (web browsers, search engines, e-mail).
- Basic MS Office skills.

BACHELOR of SCIENCE in COMPUTER INFORMATION SYSTEMS

The Bachelor of Science degree in Computer Information Systems in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Introductory level and general education courses will normally have been completed and transferred in. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

The goal of this program is to prepare students to enter the work force as computer information systems professionals. Graduates will have a sound theoretical foundation based on the fundamental ideas and concepts of computer science and will have developed powerful and sophisticated skills in the following areas:

- Programming in the business environment
- Design analysis, and maintenance of computing-based information systems
- Database applications
- Web site development and support
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 236</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 265</td>
<td>Database Applications I (Access)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 312</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 415</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 485</td>
<td>Applied Computing Internship</td>
<td>3</td>
</tr>
<tr>
<td>EGL 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
</tbody>
</table>
SCA offers two Bachelor’s degree options in computer science in Sage After Work:

- B.S. in Computer Information Systems
- B.S. in Computer Network and System Administration

In addition, the College offers several Certificates in the computer science area:

- Help Desk Management & Operations
- WEB Site Design & Administration
- Computing Business Applications
- Computing Network Support

Matriculating in Computing Programs
Those students wishing to matriculate in one of the Certificate programs in Computing Sciences or the BS Program in Computer Information Systems (CIS) or the BS in Computer Network and Systems Administration (CNS) are expected to have command of the basics of computer literacy (the specific competencies are described below). Each student entering these programs is expected to demonstrate competency in these areas by any of the following methods:

- Take CSI 101 Computer Literacy at the Sage Colleges.
- Receive credit at Sage for equivalent prior learning (Contact Office of Academic Advisement).
- Transfer in an equivalent course from some other institution.
- Successfully pass the Competency Test (details can be found at www.sage.edu/departments/mcs/competency.html).
  Credit can be earned and/or a waiver can be granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to Departmental faculty in requesting a waiver; no credit is earned.

The specific computing competencies are:

- Functional familiarity with GUI Operating System (Windows, Mac OS).
- File/directory manipulations.
- Aptitude using basic Internet services (web browsers, search engines, e-mail).
- Basic MS Office skills.

BACHELOR of SCIENCE in COMPUTER NETWORK & SYSTEMS ADMINISTRATION

The Bachelor of Science degree in Computer Network & System Administration in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Introductory level and general education courses will normally have been completed and transferred in. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

The goal of this program is to prepare the student to install and support computing systems and networks in virtually any environment. This program prepares the student for immediate employment in the area of computer networks and data communications. Graduates will have developed strong skills in the following areas: client/server networks, applications development, data communications, and website development and support. They will finish with a strong theoretical and conceptual foundation in computing studies and a valuable set of specific skills and capabilities.

Major Requirements: 51
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 236</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 285</td>
<td>Data Communications &amp; Networking II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 312</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 401</td>
<td>Data Communications and Networking III</td>
<td>3</td>
</tr>
<tr>
<td>CSI 421</td>
<td>Advanced UNIX for Network Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 485</td>
<td>Applied Computing Internship</td>
<td>3</td>
</tr>
<tr>
<td>EGL 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT 209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
</tbody>
</table>
CERTIFICATES in COMPUTER SCIENCE

Certificate in Web Site Design and Administration
(21 credit hours).
This Certificate provides students with the tools to create and maintain web sites.

- CSI 101 Computer Literacy 3
- CSI 125 Intro to Computer Science I 3
- CSI 126 Intro to Computer Science II 3
- CSI 241 Introduction to UNIX 3
- CSI 261 VB.NET 3
- CSI 263 Web Site Development 3
- CSI 320 Web Site Administration 3

Certificate in Computing Business Applications
(21 credit hours).
This Certificate provides an initial exposure and overview of computing business applications.

- CSI101 Computer Literacy 3
- CSI125 Intro to Computer Science I 3
- CSI126 Intro to Computer Science II 3
- CSI150 Advanced Computer Literacy 3
- CSI261 VB.NET 3
- CSI265 Database Applications I 3
- CSI 415 Systems Analysis and Design 3

Certificate in Computing Network Support
(18 credit hours).
This Certificate offers introduction in computer networks and data communications.

- CSI101 Computer Literacy 3
- CSI125 Introduction to Computer Science I 3
- CSI126 Introduction to Computer Science II 3
- CSI241 Introduction to UNIX 3
- CSI276 Data Communications & Networking I 3
- CSI285 Data Communications & Networking II 3
Criminal Justice is a multidisciplinary field, which draws upon the social and behavioral sciences for much of its content as well as its methodologies. Many graduates of the program move directly into entry-level positions as professionals in the criminal justice system; others choose law school or further study in a range of Master’s and Doctoral degree programs. In recent years, Sage graduates have accepted positions with the U.S. Marshals Office and the Transportation Security Agency (TSA), as well as with state and local law enforcement agencies, specialized courts, correctional facilities, and victim service providers.

The Bachelor of Science degree in Crime and Justice Policy in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

There are 9 credits of required lower division coursework that students should have completed prior to matriculation in the Crime and Justice Policy program:
- CRM 111 Criminal Justice Functions and Processes
- Two of the following:
  - CRM 226 Penology
  - CRM 227 Policing
  - PSC 210 Courts, Politics, and Justice

Students who have not completed these prerequisites upon admission may make arrangements to complete them in Sage’s Summer program or via an “on-demand” independent study course through Sage Online.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

Upon matriculation into the Crime and Justice Policy program, students complete 21 credits of specified upper division coursework and 9 credits of elective coursework within the major, for a total of 30 credits. Required courses in Research for the Professions and in Statistics prepare students to be informed consumers and producers of social science research. The capstone course, Senior Seminar, provides a forum for students to demonstrate their abilities to integrate competencies in methodology with substantive knowledge.

### Core Requirements for Crime and Justice Policy 21

- PSC 218 Introduction to Public Policymaking 3
- SCL/PSY 207 Statistics with Computer Applications 3
- SCL/PSY 350 Research for the Professions 3
- CRM 311 Criminology 3
- CRM 352 Crime and Justice Policy 3
- CRM 427 Internship or 3
- CRM 408 Crime and Justice Project 3
- CRM 407 Senior Seminar 3

### 3 Crime and Justice Policy Course Electives 9

This may include related courses that are approved by the Program Coordinator

#### Fall '05 Courses
- Introduction to Public Policymaking
- Senior Seminar
- Research for the Professions
- Statistics with Computer Applications
- CRM Elective(s)
- Internship

#### Spring '06 Courses
Criminology
Crime and Justice Policy
Crime and Justice Project
CRM Elective
Internship

**Fall '06 Courses**
Senior Seminar
Research for the Professions
Statistics with Computer Applications
CRM Elective(s)
Internship

**Spring '07 Courses**
Criminology
Crime and Justice Policy
Crime and Justice Project
CRM Elective
Courts, Politics & Justice
Internship
The Bachelor of Science degree in Interdisciplinary Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient scheduling and modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

This assumes that entering students will have completed a substantial number of undergraduate credits in course work appropriate for this degree and are interested in designing a unique program of studies, combining at least two disciplines (areas of study), that will prepare them for their special personal and career goals. Due to the complexity and large number of choices in the Interdisciplinary Studies program, students must regularly consult with their academic advisor(s) before registration to ensure that the courses selected are approved in advance by the Advising Office as appropriate and as satisfying general education and program requirements.

Students admitted into this program must do the following:

- Visit the Office of Academic Advising to discuss their ideas with an academic advisor.
- Work with the assigned advisor(s) to create a formal program of studies.
- Submit completed and signed degree proposal forms to the Office of Academic Advising.

The Office of Academic Advising will consult with the Dean of the College and determine if the proposed program of studies is appropriate and feasible. If approved, the proposal will be processed and submitted to the Registrar’s Office.

**Sample Program**

A student with a background in business decides to pursue a career in computer sales. After a visit to the Career Resources Office she determines that she needs a basic foundation in business coupled with some technical capability with computers. With the advice of a faculty member in business and a faculty member in computer science, this student designs and submits the following program.

**BS Interdisciplinary Studies Business/Computing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 207</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 290</td>
<td>Software Applications in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 304</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Intro to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Intro to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Arch/Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 215</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>Introduction to UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI 245</td>
<td>Help Desk Operation/Management</td>
<td>3</td>
</tr>
<tr>
<td>CSI 260</td>
<td>VB. Net</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>GDN 217</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>An Experiential-based Learning Project</td>
<td>1</td>
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</tr>
</tbody>
</table>
Sage is the only institution in the Capital Region that offers a Bachelor of Science in Legal Studies, a degree that is increasingly attractive to paralegals and their employers. The Legal Studies program prepares the student for paralegal employment opportunities in private sector and public sector law, finance, human services, business and industry, and related fields. The program also provides a strong educational base for advanced degrees in law, government, business, criminal justice, or other fields. The curriculum reflects current thinking in the discipline as well as the demands of the marketplace.

Students have access to the latest legal research technology on the campus at the Sage College of Albany library as well as access to the extensive law library at the Albany Law School, located down the block from Sage’s Albany campus. Students will make important professional contacts while in school, through internship opportunities with notable private law firms, governmental agencies, courts, businesses and not-for-profit organizations. The options don’t end when they earn their Bachelor’s degree from Sage. They can go to law school to become attorneys or continue their studies at Sage Graduate School, earning a Masters degree in Public or Business Administration.

The Bachelor of Science degree in Legal Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

**Legal Studies Core**: .......................................................... 55

- ACC 101 Financial Accounting* 3
- ACC 102 Managerial Accounting* 3
- ACC 210 Individual Taxation 3
- CRM 111 Criminal Justice Functions and Processes* 3
- LAW 101 Introduction to Law 3
- LAW 102 Civil Litigation 3
- LAW 205 Business Law I 3
- LAW 206 Business Law II 3
- LAW 202 Legal Research and Writing I 3
- LAW 209 Legal Ethics 1
- LAW 211 Estate Administration 3
- LAW 212 Real Property Transactions 3
- LAW 214 Family Law 3
- LAW 215 Law Office Technologies 3
- LAW 227 Internship or LAW 208 Administrative Law 3
- LAW 302 Legal Research and Writing II 3
- LAW 408 Capstone Seminar in Law 3
- SCL 101 Introduction to Sociology 3
- HIS 105 US History I 3

**Law Related and Communication Skills Electives** ............... 24

Select 3 Professional Law Electives from the Following:
LAW 208 Administrative Law
LAW 210 Collections and Bankruptcy
LAW 301 Health Law
LAW 348 Special Topics in Law
LAW 410 Honors Project
LAW 427 Field Internship in the Law
CRM 226 Penology
CRM 266 Criminal Law
CRM 352 Crime and Justice Policy
CRM 353 Evidence

Select 3 Liberal Arts Law Related Electives from the Following:

ANT 254 Cultural Anthropology
COM 425 Media Law and Ethics
CRM 212 Juvenile Delinquency
CRM 311 Criminology
CRM 330 Law & Social Control
CRM 392 Seminar in Judicial Process
HIS 311 American Constitutional History I
HIS 312 American Constitutional History II
PHL 209 Critical Thinking
PHL 216 Contemporary Ethical Problems
PHL 264 Philosophy of Law
PSC 101 U.S. Govt.: Citizens, Politics and Institutions
PSC 208 Community History and Politics
PSC 209 Enduring Constitution
PSC 210 Courts, Politics and Justice
PSC 228 State Government in the U.S.
PSC 229 Civil Rights and Civil Liberties
PSC 339 Current Constitutional Issues
SCL 206 Sociology of the Family
SCL 208 Race and Ethnic Relations
SCL 209 Gender & Sexuality
SCL 213 Class, Power and Privilege
SCL 310 Victims and Their Experiences
SCL 319 Women and the Law
MBA 652 Legal Aspects of Employment
MBA 654 Labor and Industrial Policy

(With permission from the Sage Graduate School Dean, students with senior standing may elect graduate courses)

Select 2 Communications Skills Electives:

BUS 103 Managerial Communications
EGL 230 Business Writing
EGL 235 Introduction to Technical Writing
Any Communications course

*These introductory courses are offered in Sage’s Summer program; also, a Sage academic advisor can describe convenient alternatives for completing these courses.

CORE COURSES OFFERED
*Semester of offering may vary, according to need

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Law</td>
<td>Legal Ethics</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>Civil Litigation</td>
<td>Legal Research II</td>
<td>Managerial Accounting</td>
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<tr>
<td>Legal Research I</td>
<td>Business Law II</td>
<td>Criminal Justice Functions</td>
</tr>
<tr>
<td>Business Law I</td>
<td>Estate Administration*</td>
<td>Law and Law Related Electives</td>
</tr>
<tr>
<td>Family Law*</td>
<td>Real Property Transactions *</td>
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</tr>
<tr>
<td>U.S. History I</td>
<td>Law Office Technologies</td>
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</tr>
<tr>
<td>Law and Law Related Electives</td>
<td>Capstone Seminar in Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law and Law Related Electives</td>
<td></td>
</tr>
</tbody>
</table>

CERTIFICATE in LEGAL STUDIES
The Legal Studies Certificate program is designed for individuals who have a college degree in any major but no specific training in paralegal skills. The program is an intensive, professional, ten-course sequence that prepares the student for paralegal employment opportunities in private sector and public sector law, finance, human services, business and industry, and related fields.

Emphasis is placed on preparing the student to enter and advance in the paralegal profession—a profession that the U.S. Bureau of Labor Statistics shows as having one of the fastest rates of employment growth nationally. The Legal Studies program curriculum reflects current thinking in the academic discipline as well as the demands of the marketplace. Student have access to the latest legal research technology on campus at the Sage library as well as access to the extensive law library at Albany Law School, located down the block from Sage’s Albany campus. Students will make important professional contacts while in school through internship opportunities with notable private law firms, governmental agencies, courts, businesses and not-for-profit organizations.

<table>
<thead>
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<th>Course Code</th>
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<td>LAW 101</td>
<td>Introduction to Law</td>
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<tr>
<td>LAW 102</td>
<td>Civil Litigation</td>
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</tr>
<tr>
<td>LAW 202</td>
<td>Legal Research and Writing I</td>
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<td>LAW 302</td>
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</tr>
<tr>
<td>LAW 209</td>
<td>Legal Ethics</td>
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Select 5 Electives from the Following: ........................ 15

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>LAW 205</td>
<td>Business Law I</td>
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<td>LAW 206</td>
<td>Business Law II</td>
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<td>LAW 208</td>
<td>Administrative Law</td>
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<td>LAW 210</td>
<td>Collections - Bankruptcy</td>
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<td>LAW 211</td>
<td>Estate Administration</td>
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<td>LAW 212</td>
<td>Real Property Transactions</td>
</tr>
<tr>
<td>LAW 214</td>
<td>Family Law</td>
</tr>
<tr>
<td>LAW 215</td>
<td>Law Office Technologies</td>
</tr>
<tr>
<td>LAW 301</td>
<td>Health Law</td>
</tr>
<tr>
<td>LAW 348</td>
<td>Special Topics in the Law</td>
</tr>
<tr>
<td>LAW 427</td>
<td>Field Internship</td>
</tr>
</tbody>
</table>
LIBERAL STUDIES

BACHELOR of ARTS in LIBERAL STUDIES

The Bachelor of Science degree in Liberal Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a 4-year degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

The program assumes that entering students will have completed a substantial number of undergraduate credits in the areas of emphasis composing this degree, and are interested primarily in a humanities-focused undergraduate major. Students in the Liberal Studies program complete the Liberal Studies Foundation (9 credits), select one emphasis - American Studies, English, Humanities, or Individual Studies (24 credits) - and complete the College’s general education LIFE requirements (27-32 credits outside the major).

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

Offered through the Department of Liberal Studies, the program is intended to meet the educational needs of working adult learners and to provide opportunities for personal and professional development for returning students. Students who complete this major will demonstrate an ability to understand the questions, methods, and perspectives underlying the Liberal Arts and Sciences; define and solve problems through critical and independent thinking; communicate effectively, and ground their lifelong learning in historical and theoretical contexts.

Due to the complexity of the options in this program, students must choose the emphasis with care and then regularly consult with an academic advisor before registration to ensure that the courses selected are approved in advance by the Liberal Studies Department as satisfying the requirements for the chosen emphasis.

Program Requirements
Liberal Studies Foundation: ............................................ 9 credits
Humanities Seminar III: Language and Human Experience
6 credits in liberal arts courses

American Studies Emphasis: .................................... 24 credits
I. America’s Past ................................................................. 9
Three courses in American literature and American History (at least one from each)
II. American Arts and Letters .................................................. 6
Two additional courses chosen from ART, EGL, HUM, or PHL in which the study of American arts and letters is a major component
III. American Society ............................................................. 6
Two additional courses chosen from HIS, PSC, or SCL in which the study of American society is a major component
IV. Senior Project ............................................................... 3
An independent, integrative project which combines at least two of the disciplines in I, II, and III.

English Emphasis: ........................................................ 24 credits
I. Two English literature survey courses ................................. 6
II. Two English historical approach courses ........................... 6
III. One English cultural approach course ............................... 3
IV. One English theoretical approach course ............................ 3
V. One English elective course .............................................. 3
(Not counting EGL 101, 102; HUM 111, 112, or 113)
VI. EGL 405 Senior Seminar ............................................... 3

Humanities Emphasis: ................................................. 24 credits
I. ART, PHG course .............................................................. 3
(Designated as Liberal Arts and Sciences)
II. EGL courses ................................................................. 6
(Not counting EGL 101, 102; HUM 111, 112, 113)
III. Performing arts, foreign language or Humanities .................. 6
IV. PHL courses ............................................................... 6
V. Senior Project ............................................................... 3
An independent, integrative project which combines at least two of the disciplines in I, II, III, IV.

**Individual Studies Emphasis:** ........................................ 24 credits
In consultation with their advisors, students combine studies in Liberal Arts.
Choose option I or II:

I. A combination of two Liberal Arts disciplines  .................... 21
12 credits from one discipline and 9 credits from a second

II. A combination of three Liberal Arts disciplines ................... 21
9 credits from one discipline, 6 credits from a second and 6 credits from a third.

III. Senior Project ................................................................. 3
An independent, integrative project which combines at least two of the Liberal Arts disciplines chosen from I and II.
BACHELOR of SCIENCE (B.S.) in NURSING

The Baccalaureate Degree Program for Registered Nurses is designed to serve working adults who are already Registered Nurses or are eligible candidates for the national examination for licensure as Registered Professional Nurses (NCLEX-RN). The program builds on the registered nurses’ knowledge and experience, broadens their horizons in collaborative and contemporary nursing practice and advances their career opportunities. The program is self-paced, flexible and designed to provide students with the opportunity to complete their degree while working. Registered nurses work closely with a nursing advisor to plan the program of study.

The mission of the nursing program is to provide and promote baccalaureate and graduate education in nursing in an environment which emphasizes the development of individuals as professional nurses with a vision of their own power, and a clear sense of self and their professional role. The program endeavors to prepare graduates who are critical thinkers, who use, transmit and develop new knowledge through systematic modes of inquiry, and who demonstrate a commitment to lifelong learning. Preparation for excellence in nursing practice is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a pluralistic society. We strive to prepare graduates who are assertive and proactive client advocates, enabling clients to maximize their own potential. The multidimensional milieu in which the nursing profession continues to evolve is emphasized, with the expectation that our graduates will assume leadership roles, as professionals and citizens in organizations, to influence health care delivery and the welfare of society.

Accreditation

The baccalaureate and master’s degree programs in nursing at The Sage Colleges are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791, and New York State Education Department.

The Nursing Program is a member agency of the American Association of Colleges of Nursing, the National League for Nursing and the Council of Deans of Nursing of Senior Colleges and Universities in New York State. The Nursing program has been accepted as a John A. Hartford Foundation Baccalaureate Program Partner for dissemination of Best Nursing Practices in Care for Older Adults.

Curriculum

The program requires completion of upper division nursing courses which build on the student’s Associate degree nursing courses. The liberal arts courses provide a broader education for students in the changing health care environment. The curriculum contains four undergraduate nursing courses that expand nursing knowledge and experience in contemporary practice, health promotion, community/public health nursing and leadership. The two discipline-based elective courses provide the flexibility to offer contemporary topics of critical interest to nurses. The two graduate nursing courses provide the core of advanced practice and a basis for early entry into the Master’s Degree program. Some of the course work will be web based.

Degree Requirements

The program is composed of upper division nursing courses that build upon the student’s Associate degree nursing courses. The required liberal arts courses provide a broader education for the student in the changing health care environment. Students typically transfer in 36 – 54 credits from their Associate degree program, with 28-30 credits of those being validated for nursing. A minimum of 45 credits must be completed at the Sage College of Albany.

Required Upper Division Nursing Courses: 27

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 331</td>
<td>Contemporary Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NSG 332</td>
<td>Assessment for Health Promotion/Risk Reduction</td>
<td>3</td>
</tr>
<tr>
<td>NSG 402</td>
<td>Community/Public Health Nursing in a Changing World</td>
<td>6</td>
</tr>
<tr>
<td>NSG 404</td>
<td>Leadership in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 558</td>
<td>Paradigms &amp; Perspectives of Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 559</td>
<td>Nursing in a Sociopolitical-Environment</td>
<td>3</td>
</tr>
<tr>
<td>NSG 448</td>
<td>Selected Topics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 448</td>
<td>Selected Topics in Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Support Courses: 41

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 208</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111/103</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>
CSI 101 Computer Literacy 3
SCL 350 Research for the Professions 3
SCI 120 Nutrition 3
MAT 220 Statistics 3
Liberal Arts 6
Humanities 6
Interdisciplinary electives, including the LIFE Seminar 6
Humanities Seminar II 3

First Year

Fall
NSG 331 Contemporary Professional Nursing Practice 3
NSG 332 Assessment for Health Promotion/Risk Reduction 3
LIFE Interdisciplinary Seminar 3
CHM 111 Chemistry (or summer) 4
SCI 120 Nutrition Science 3

Spring
NSG 402 Community/Public Health Nursing in a Changing World 6
Moved SCI 120 above in fall
MAT 220 Statistics 3
Liberal Arts Elective 3
SCL 350 Research for the Professions 3
HUM/PHIL/EGL Humanities elective 3

Summer
BIO 208 Microbiology 4
Liberal Arts Elective moved above in spring
CSI 101 Computer Literacy 3
SCI 350 Research for the Professions moved above in spring
HUM/PHIL/EGL Humanities elective moved above in spring

Second Year

Fall
NSG 558 Paradigms and Perspective of Advanced Practice Nursing 3
HUM 112 Humanities Seminar II 3
Liberal Arts electives 6
NSG 448 Selected Topics in Nursing 3

Spring
NSG 404 Leadership in Professional Nursing 3
NSG 559 Nursing in a Sociopolitical-Environment 3
NSG 448 Selected Topics in Nursing 3

Summer
Remaining liberal arts courses not transferred in

Note: In associate nursing programs, the student often completes chemistry or microbiology, but not usually both sciences. Typically, students transfer in credits for anatomy & physiology I & II, chemistry or microbiology, psychology 101, psychology 202/203, sociology 101, English 101, and may have computer literacy, nutrition and humanities courses.

Clinical Requirements
Students are responsible for providing their own transportation for clinical experiences, and are required to carry liability insurance and have a current physical examination, including immunizations and titers.
Hepatitis B immunization is required prior to the clinical experience. Health clearance is required. Cardiopulmonary resuscitation (CPR) certification is required of all students before entering a clinical experience. A $40.00 fine will be assessed for students who do not have health clearance information received in the Nursing Department on a timely basis. Students must meet the requirements of the clinical during the course.

BS/MS Program

A combined BS/MS program has been developed to meet the needs of students and clinical agencies in the northeast region. The program provides a sequence of courses to: 1) facilitate the progress of registered nurses who wish to obtain both a baccalaureate and a master’s degree in nursing, and 2) increase the number of nurses who are prepared in advanced practice to help meet societal needs. A major advantage of this program is the application of up to 12 credits toward both degree requirements. Qualified students can obtain the BS and MS degrees in a shorter period of time. Candidates for the BS/MS program must have and maintain a 2.75 GPA in all undergraduate coursework and a 3.0 GPA in graduate work. Application to the BS/MS program is made after successful completion of specified course work and upon recommendation of faculty of the department. RNs may request direct admission to the BS/MS program upon entry. Evaluation for continuation in the program will occur after the completion of each semester of coursework

Academic Standards

Student progress in the program is reviewed at the end of each semester by the program’s Academic Standards Committee. Appeals of decisions by the Academic Standards Committee may be made by submitting a written petition to the Coordinator of the BS program. The Nursing GPA includes all nursing and required support courses. Nursing requires the following academic standard:

For all students the overall cumulative grade point average (GPA) must meet the college standards. Nursing students must also have a nursing cumulative GPA of 2.5 by the completion of 300 level nursing courses and for all subsequent semesters. A student whose nursing cumulative GPA is below a 2.5 after completion of 300 level nursing courses will be reviewed by the Nursing Program’s Academic Standards Committee and will be placed on probation in the nursing major for the next semester. Policies related to Academic Standards, such as probation, dismissal and readmission, and the Code of Conduct, can be found in the nursing Department student handbook.

For additional information, call the Nursing Program at (518)-244-2231 and/ or write: Department of Nursing, The Sage Colleges, 45 Ferry Street, Troy, New York 12180 or 140 New Scotland Avenue, Albany, New York 12208 (e-mail: nursing@sage.edu).
PSYCHOLOGY

BACHELOR of SCIENCE
in PSYCHOLOGY

In this rapidly changing world increasingly dominated by technology, the study of human behavior is essential. It is important for us to learn those factors that contribute to a happy and well adjusted life, that foster positive development in children, and that lead to successful coping with stress. In addition, we need to know how to respond, to react, and to adjust to each other. Sage offers adult working students the only evening program in psychology within the Capital Region.

The Bachelor of Science degree in Psychology in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

The psychology program offers theoretical and applied courses geared to the understanding of human behavior. The program is designed to enhance analytical reasoning and critical thinking skills necessary for the work world or for entry into graduate study and aims, specifically, at the following learning outcomes: Upon completing this program, students will

- Show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and be able to use basic research methods in psychology, including design, data analysis and interpretation.
- Understand and generate applications of psychology to personal, social, and organizational issues.
- Reflect the characteristic values of those who have been trained in the science of psychology.
- Emerge from the major with realistic ideas about how to pursue careers in psychology and related fields.
- Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solving problems.
- Recognize, understand and respect the complexity of socio-cultural and international diversity.
- Be able to communicate effectively.
- Understand themselves and others in socio-cultural contexts and develop interpersonal skills for interacting with others in diverse settings.

Core Courses:

Major Requirements ................................................................. 40

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 Introduction to Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202 Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 308 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 375 Proseminar: Personal Pathways in Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 401 Integrated Applications of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 425 Great Ideas in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 405 Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Bases of Inquiry

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 207 Statistics with Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSY 353 Research Design in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Interactions with the Environment, Self and Others:

Select 2 courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 301 Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 319 Group Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

http://catalog.sage.edu/06-07saw.php
This introductory course is not normally offered, except in the Summer. Consult with a Sage After Work advisor for alternatives if you need this prerequisite course.

**Applications of Psychology:**  
Select 3 courses  
- PSY 304 Counseling  
- PSY 305 The Psychology of Persuasion and Influence  
- PSY 326 Health Psychology  
- PSY 339 Psychology and the Law  
- PSY 417 Motivation in the Workplace

* This introductory course is not normally offered, except in the Summer. Consult with a Sage After Work advisor for alternatives if you need this prerequisite course.

**CORE COURSES OFFERED**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifespan Development</td>
<td>Integrated Applications of Psychology</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Statistics with Computer Applications</td>
<td>Research Design in Psychology</td>
<td>Statistics with Computer Applications</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>Psychology Electives</td>
<td></td>
</tr>
<tr>
<td>Great Ideas in Psychology</td>
<td>Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>Psychology Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proseminar</td>
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</tbody>
</table>

http://catalog.sage.edu/06-07saw.php
SOCIAL STUDIES

BACHELOR of SCIENCE in
SOCIAL STUDIES

The Bachelor of Science degree in Social Studies in Sage After Work is a completer program. Students who enter this program have already done some college-level work and are prepared to pursue a Bachelor’s degree. Required introductory level courses will normally have been completed and transferred in, but when that is not the case a Sage academic advisor will describe convenient alternatives for completing these courses. This innovative program provides students with flexible and convenient modes of delivery designed to meet the needs of working adults.

Students have the option of carrying a full course load and moving through the program at an accelerated pace, or of moving through at any speed that is comfortable. To best fit the needs of busy students, Sage After Work provides a selection of courses, many of them web-enhanced, in evening and weekend formats, delivered over a full 15-week semester, over a half semester with reduced seat-time, or entirely online. This makes it possible for an evening student to take as many as four or five courses per semester without spending more than two or three nights a week in a classroom and to accumulate up to 45 semester credits in a year (3 semesters), or 60 credits in as little as 16 months. Highly motivated students can finish their degrees in much less time than it takes in a traditional (30 credit per year) college program.

This degree includes a common core of social science courses and three tracks in international studies, sociology and United States history/politics. The major consists of 36 credits, with an 18-credit core providing a foundation in the social sciences/humanities and basic analytical tools, and an 18-credit track providing depth in one area of social studies.

We welcome students who want to learn about the mysteries of the human condition, who want to get a better understanding of social structures and social processes, who desire an appreciation of the practice of politics, who want to know about societies in other parts of the world, and who appreciate that the past is prologue and deepens our understanding of the human condition. A major in social studies requires a commitment to disciplined learning, intellectual integrity, and curiosity about the human condition.

### Social Studies Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106</td>
<td>History of the US II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 216</td>
<td>Contemporary Ethical Problems</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101</td>
<td>U.S. Government</td>
<td>3</td>
</tr>
<tr>
<td>SCL 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 215</td>
<td>Statistics for Decision Making or</td>
<td>SCL 3</td>
</tr>
<tr>
<td></td>
<td>Statistics with Computer Applications</td>
<td></td>
</tr>
</tbody>
</table>

### Sociology Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SCL 350</td>
<td>Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Four of the following:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>SCL 252 Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRM/SCL 111 Criminal Justice Functions &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCL 206 Sociology of the Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCL 208 Race and Ethnic Relations</td>
<td></td>
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<tr>
<td></td>
<td>SCL 209 Gender and Sexuality</td>
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<tr>
<td></td>
<td>SCL 210 Peoples and Culture of Africa</td>
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<td></td>
<td>SCL 212 Juvenile Delinquency</td>
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<td></td>
<td>SCL 213 Class, Power and Privilege</td>
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<td></td>
<td>SCL 310 Victims and Their Experiences</td>
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<td></td>
<td>SCL 309 Sociology of Mental Illness</td>
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<tr>
<td></td>
<td>SCL/CRM 311 Criminology</td>
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<tr>
<td></td>
<td>SCL/CRM/ST 319 Women and the Law</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCL 102 Social Problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCL 405 Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Seminar/Senior Seminar</td>
<td></td>
</tr>
</tbody>
</table>

### International Studies Track

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
Select two of the following ................................................. 6
SCL 252 Cultural Anthropology
ECO/PSC 310 Comparative Political Economy
ECO 313 Economic Development
ECO 318 Economies in Transition
ECO 404 International Trade & Finance
ECO 348 Topics in Global Studies
HIS/PSC 115 Intro to International Relations
HIS 305 Women in Developing Countries
HIS 309 20th Century World
PHL 107 Religions of the World
PSC 336 American Foreign Policy
SCL 208 Race & Ethnic Relations

Area Studies
Select three approved social science courses from at least two of the following geographic areas for 9 credits

Group 1 – East Asia
Courses related to East Africa, China, Japan or the Pacific Rim

Group 2 – South Asia, Middle East, Africa
Courses related to Africa, South and Southeast Asia, and the Middle East

Group 3 – The Americas
Courses related to Latin America

Group 4 – Europe
Courses related to Europe, including Russia

ECO 405 Global Policy Seminar ................................................. 3

United States History and Politics 18
Track
U.S. History (HIS 105 recommended) 6
U.S. Political Science 6
History/Political Science 3
HIS/PSC 401 Seminar 3

CORE COURSES OFFERED
Fall
Statistics for Decision Making
Statistics with Computer Applications
Research for the Professions
Track Electives
Spring
Principles of Macroeconomics
Contemporary Ethical Problems
History of the U.S. II
Track Electives
Summer
U.S. Government
Introduction to Sociology

http://catalog.sage.edu/06-07saw.php
Course Descriptions

ACC-203 Intermediate Accounting I
This course examines established financial accounting topics as well as recent developments in reporting practices. Topics on asset measurement and income determination are examined using case studies, computerized spreadsheet applications, problems and writing assignments. Prerequisites: ACC 101

ACC-204 Intermediate Accounting II
Financial reporting for the valuation of liabilities, investments, stockholders' equity, retained earnings, and leases. The course includes current concepts in accounting theory. Course topics are developed through computerized spreadsheet applications, problems and writing assignments. Prerequisite: ACC 203

ACC-205 Cost Accounting
A course emphasizing product costing using traditional and activity based costing methods and demonstrating how cost accounting information is used for planning, controlling, performance evaluation, and decision making. Examples of actual manufacturing and service industries help illustrate cost concepts. Students also explore real world ethical questions confronted in the cost accounting environment. Prerequisite: ACC 102

ACC-210 Individual Taxation
A basic course dealing with the Internal Revenue Code and its applications to individual federal taxation issues. Students use the Code Rulings and Regulations to explore a variety of taxation questions. Actual tax forms are prepared using both manual and computerized systems. A tax software package is used. Prerequisite: ACC 101

ACC-301 Advanced Accounting I
This course includes advanced financial accounting topics in business combinations and consolidations, international accounting partnerships, and corporate reorganizations and liquidations. Prerequisite: ACC 204

ACC-303 Gov't & Non-Profit Accounting
The study of fund accounting concepts and the application of those concepts as related to governmental entities, universities, and schools, healthcare institutions, and other nonprofit entities. Financial statement will be prepared and analyzed. Prerequisite: ACC 204

ACC-327 Internship in Accounting
A supervised learning work experience in the field of accounting. Internships are arranged through the departmental internship coordinator.

ACC-401 Auditing
A study of auditing theory and procedures including the scope and limitations of an audit; methods of verification and analysis; examination of audit data; and preparation of working papers, reports, and opinions. The course also addresses audit ethics in the legal environment of the profession and current issues confronting auditors and their clients. Prerequisite: ACC 101

ACC-405 Corp. & Partnership Taxation
This course involves the application of the Internal Revenue Code and Regulations to corporate and partnership issues. The emphasis will be on understanding the concepts of developing tax plans for business. Prerequisite: ACC 101

ART-220 Intaglio Printmaking
A studio course studying fine art printmaking techniques and concepts that emphasizes black and white intaglio.

ART-400 Independent Study
to be arranged with faculty

ASL-101 American Sign Language
This course introduces the beginning student to interpreting and signing American Sign Language (ASL) the language most widely used by the deaf community in the United States. Within the context of sign language as a language students will learn basic signs and grammar in a receptive and expressive format. Students will focus on the production and comprehension of vocabulary numbers and the manual alphabet. (Please note that this is not a course in finger spelling or Perfectly Signed English as such.) Students will also begin to learn about aspects of the deaf culture in the United States and in selected foreign countries. Three hours weekly plus tutorial. Note: Students with prior ASL cannot be admitted to ASL 101 except by special permission of the instructor/department. Prerequisite: No previous experience in ASL required.

ASL-102 American Sign Language
This is the second part of the yearlong introduction to ASL. The emphasis on the communicative application of ASL continues; partners and group work enhance this. The fundamentals of survival language skills are rounded out. Three hours weekly plus recitation. Prerequisite: ASL 101.
Take ASL-101;

**BIO-134 Human Biology**
This course is designed to acquaint the student with the fundamentals of anatomy and physiology. The normal structure and function of the human body will be considered together with possible malfunction of cells, tissues, and organs. No credit awarded if student has already received credit for BIO 135 and/or BIO 136.

**BUS-204 Principles of Marketing**
This course is designed to give the student a comprehensive look at the field of marketing. The course adopts a managerial focus as it covers topics such as the marketing concept, segmenting, targeting, positioning, and how the effective manager uses the marketing mix (product, price, place, and promotion) to gain and hold the customers.

**BUS-205 Principles of Management**
The primary objective of this course is to provide a comprehensive introduction to the field of management and to the context of actual management practice. The course is organized around the functions of management: planning, leading, organizing, and controlling. The course is a primer for students of any field who are interested in the practice of management and studying contemporary management issues.

**BUS-207 Business Ethics**
This course introduces the student to the ethical concepts that are relevant to resolving moral issues in business. It imparts the reasoning and analytical skills needed to apply ethical concepts to business decisions. It identifies the moral issues involved in the management of specific problem areas in business and provides an understanding of the social and natural environments within which moral issues in business arise. Specific issues discussed in class may include affirmative action, discrimination, workers' rights, whistle-blowing, truth in advertising, environmental protection, obligations in accounting and finance, multinationals, and other relevant issues.

**BUS-208 Mathematics for Management**
This course is the first of a two-semester sequence that prepares students to use math as a decision-making tool in management and finance. This first semester focuses on building appropriate math skills and methods of solving problems in management applications. Topics covered include algebra, sets, probability, ratio and applications, statistical methods, simple interest, bank discount, and negotiable instruments.

**BUS-209 Mathematics for Finance**
This course prepares students to use mathematics as a decision-making tool in business and prepares students for further work in financial management. Topics covered include a review of basic mathematical concepts and techniques: basic algebra, percents, ratios, proportions, and statistical methods. Simple interest, compound interest, present value, annuities, sinking funds, amortization, and stock and bond transactions. Students will resolve problems using equations and tables. Calculators will be used throughout.

**BUS-212 Business Law I**
(Also LAW 205) This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party right's and discharge, breach of contract, and remedies. Sales contracts, title, and risk of loss, performance, and warranties.

**BUS-213 Business Law II**
(Also LAW 206) This course will cover topics in the areas of commercial transactions and business structures and the more specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper secured transactions, bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property, and bailment's real property and wills and trusts. Prerequisite: BUS-212 or LAW-205.

**BUS-248 Topics in Business**
to be arranged with faculty

**BUS-290 Software Applic in Business**
Technology and change - two words that describe the work environment of the new millennium. This course is recommended for all students regardless of major who have some basic experience using computer software. Students will learn the advanced functions of word processing, spreadsheets, presentation graphics, data bases (report creation, querying, sorting) linking and embedding objects from one application to another and internet-based research. Case problems will be presented for students to solve using integrated software. Problems will be designed for students based on their major when possible.

**BUS-308 Human Resource Management**
This course is a comprehensive review of the activities relating to the effective management of an organization's human resources.
resources—recruitment and selection performance appraisal compensation administration and human resource planning. Special attention is given to contemporary topics including Equal Employment Opportunity Organizational Development and Total Quality Management. WI Prerequisite: BUS-205 or BUS-235

BUS-311 Entrepreneurship
The course prepares students to start up their own small business. The following topics will be addressed: company strategy marketing the small business products and services sales promotions financing risk management location fixtures and equipment relations with suppliers and other related topics. Emphasis will be placed upon the preparation of an actual business plan.

BUS-325 Financial Management I
This is the basic first course in Finance. It covers the introductory material in this business discipline: the goals and functions of financial management financial analysis and planning working capital management and the capital budgeting process.

BUS-329 Investments
An introduction to the structure of securities markets the measure of investment performance and analysis of portfolio risk. Topics covered include stocks and bonds options warrants futures treasuries and newly developed securities.

BUS-330 Play and Work
All work and no play makes Jack a dull boy the old adage goes. But where does work end and play begin? What is the proper balance between them? This course is for students who have or have had careers and who wish to examine these and related questions about play and work. The class will consist of discussion of assigned readings as we think together about the economic social personal and spiritual dimensions of play and work. This course satisfies the LIFE Experiential Learning requirement for Business Administration majors.

BUS-348 Special Topics in Business
This course offers in-depth study of subjects either beyond the range of core courses or of subjects suggested by evolving experience and professional practice and not otherwise addressed in the curriculum.

BUS-350 Business Research
The acquisition analysis and presentation of information for making business decisions. Topics include an examination of research concepts and methods for the collection analysis and interpretation of data from surveys experiments and observational studies demand analysis and forecasting. Prerequisite: ECO 215 MAT 220 PSY 207 or SOC 207

BUS-405 Management Strategy and Policy
Strategic planning demands an integrated approach by all members of the business organization. The course examines in-depth a series of complex business cases to determine in each instance the strategy the firm should follow to insure its long-term survival. This course is conducted as a seminar and is intended primarily but not exclusively for Senior department majors. Prerequisite: BUS-204 BUS-325.

BUS-406 Business Research
The acquisition analysis and presentation of information for making business decisions. Topics include an examination of research concepts and methods for the collection analysis and interpretation of data from surveys experiments and observational studies demand analysis and forecasting. Prerequisite: ECO-215.

BUS-408 Consumer Behavior
Examination of the relationship of the behavioral and social sciences to consumers and their individual and group behavior helps bridge the gaps in the understanding of consumer behavior and serves as an aid in understanding the marketing concept. The content presents broad areas of the impact of market promotion marketing communications research techniques consumer motivation and perception. Prerequisite: BUS-204 or BUS-202.

COM-104 Speech:Oral Communications
A study in the fundamental principles of public speaking with emphasis upon organization and presentation. The course includes practice in preparing outlines and presenting extemporaneously a series of expository and persuasive speeches.

COM-251 Interpersonal Communications
The focus is on human interaction not on platform speaking. Communication is multi-level and it goes on (a) within us as interpersonal communication and (b) with others as interpersonal communication. The goal is to learn more effective communication techniques to avoid misunderstandings and conflicts.

CRM-111 Crim Justice: Function & Proc
The introductory course in the criminal justice sequence. Students are introduced to the administration and objectives of law enforcement the courts corrections probation and parole.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM-212</td>
<td>Juvenile Delinquency</td>
<td>This examination of juvenile delinquency in the United States includes the nature of delinquency factors associated with delinquency and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.</td>
</tr>
<tr>
<td>CRM-226</td>
<td>Penology</td>
<td>An examination of philosophies of punishment in their historical setting reformation of criminal laws and the origin of prison systems probation institutional care parole and the nature of correctional institutions.</td>
</tr>
<tr>
<td>CRM-266</td>
<td>Criminal Law</td>
<td>An in-depth look at criminal procedure law focusing on constitutional issues arising from the Fourth Fifth and Sixth Amendments. Particular topics include arrest and arraignment grand jury proceedings the right to counsel search and seizure and trial strategies.</td>
</tr>
<tr>
<td>CRM-310</td>
<td>Victims &amp; Their Experience</td>
<td>This course examines the nature extent and consequences of criminal victimization. Specific attention is paid to victims of domestic violence victims of rape and sexual assault child victims of abuse and neglect and elderly victims. Prerequisite: CRM-111 or SCL-101.</td>
</tr>
<tr>
<td>CRM-311</td>
<td>Criminology</td>
<td>An in-depth examination of sociological bio- logical and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: CRM-111 or SCL-101.</td>
</tr>
<tr>
<td>CRM-348</td>
<td>Special Topic: Liberal Arts</td>
<td>Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change.</td>
</tr>
<tr>
<td>CRM-349</td>
<td>Special Topic: Professional</td>
<td>Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change. This course may not be used to satisfy the Social Science requirement.</td>
</tr>
<tr>
<td>CRM-352</td>
<td>Crime &amp; Justice Policy</td>
<td>Examination of economic political and social factors affecting operation of the criminal justice system. Planning models and planning process techniques together with the process of implanting organizational change will be studied along with the role of the planner as a change agent. Prerequisites: CRM-111; junior or senior standing.</td>
</tr>
<tr>
<td>CRM-353</td>
<td>Evidence</td>
<td>Examination of the means by which alleged matters are established or disproved; foundations for courtroom testimony with emphasis on legalization of proof exclusionary rules witness examination res gestae dying declarations confessions and presumptions.</td>
</tr>
<tr>
<td>CRM-407</td>
<td>Sr Sem in Crime &amp; Justice Poli</td>
<td>In this capstone seminar students will integrate knowledge of research methodology statistical applications and disciplinary content to read understand and evaluate research in academic journals. In addition students will become familiarized with a statistical analysis software package such as SPSS. A literature review will be written. Prerequisite: SCL-207 or PSY-207 SCL-350 and 87 credits.</td>
</tr>
<tr>
<td>CRM-427</td>
<td>Internship</td>
<td>Students will be placed in local criminal justice agencies for 50 hours of actual field experience. Written reports documenting an understanding of agency history organization and operation are an integral part of the experience. Prerequisite: Junior or Senior standing. 54 Credits.</td>
</tr>
<tr>
<td>CSI-101</td>
<td>Computer Literacy</td>
<td>This course involves the student in a fundamental beginners level survey of computer use in a relaxed no stress setting. Students will learn what computers can and cannot do they will become fluent users of electronic mail and they will learn about operating systems telecommunications and application software (Microsoft Office) and an introduction to the Internet.</td>
</tr>
<tr>
<td>CSI-125</td>
<td>Intro to Computer Science I</td>
<td>The first half of a two semester introduction for computer science majors focusing on algorithm development and</td>
</tr>
</tbody>
</table>
programming; C++ will be the course language. Suggested Preparations: Computer competency and an algebra course completed.

**CSI-126 Intro to Computer Science II**
A continuation of CSI-125 with the introduction of further programming principles and methods: a more thorough look at data structures and further work in the development and implementation of algorithms. The C++ programming language will continue. Prerequisite: CSI-125 MAT-112.

Take CSI-125 MAT-112;

**CSI-150 Advanced Computer Literacy**
An advanced course in applications using a graphical user interface. Advanced topics covered include word processing spreadsheets graphics database management presentation graphics and web page design application software. This course contains all the material to prepare for MOUS core-level certification.

**CSI-210 Workstation Arch/Support**
This course covers the theory of the components that make up a PC workstation including network connectivity. As part of the course a complete PC will be built from parts. Operating Systems (such as Windows) will be installed and configured with a network interface. Various systems files will be looked at including the Windows Registry. Application virus protection software programs will be installed and configured. Students will research a topic in technology and provide a presentation to the class; and write a term paper describing an upgrade strategy for a given PC configuration. This course will assist the student in preparing for the A+ Certification Exams.

**CSI-236 Data Structures**
An introductory look at the concept of data structures their implementation their simulation and their applications in problem solving including a rigorous re-evaluation of vectors matrices and strings and the introduction of stacks queues de-queues linked lists and trees. The course language will be C++ with an emphasis on recursion and dynamic storage allocation. Prerequisites: CSI-126 MAT-209.

Take CSI-126 MAT-209;

**CSI-241 Introduction to UNIX**
An introduction to the UNIX operating system from the user's perspective. Students will learn how to use UNIX to control and monitor system resources using scripting procedures. Prerequisites: CSI-101 or CSI-125.

Take CSI-101 or CSI-125;

**CSI-261 VB.NET**
This course serves as an introduction to the family of visual languages through Visual BASIC and the programming practices that are unique to them. In particular students will study in some detail the process of applications development particularly as relates to GUI construction. Prerequisite: CSI-126.

Take CSI-126;

**CSI-263 Web Site Development**
The study of HTML JavaScript DHTML and XML Documents developing web applications. Students will learn how to develop and maintain web sites and their web page content. Prerequisite: CSI-125.

Take CSI-125;

**CSI-265 Database Applic I (MS Access)**
The continuing study of database operations and development focusing in particular on advanced programming of the Access database system. Prerequisite: CSI-125.

Take CSI-125;

**CSI-276 Data Communications/Networking I**
The fundamentals of data communications and networking. This course is an exploration of the first four layers of the OSI model. Topics include TCP/IP Ethernet and the basics of routing. Prerequisite: CSI-125.

Take CSI-125;

**CSI-285 Data Communications/Networking II**
This course is a continuation of CSI-276 Data Communications and Networking I. It is an exploration of the major network operating systems and protocols. Labs and lectures cover features configuration and best practices. Elementary network design is also covered. Prerequisite: CSI-276.

Take CSI-276;

**CSI-301 Database Applic II (oracle)**
An advanced course in database implementation and use of the Oracle database application a study of relational database concepts and an introduction to SQL. Prerequisite: CSI-265.
Take CSI-265;

**CSI-312 Java Programming**
A beginning study of the Java programming language using graphics and GUI Interfaces. The use of both Java Application
and Applets will be explored. Layout managers exception coding techniques and multimedia will be discussed.
Prerequisite: CSI-126

Take CSI-126;

**CSI-320 Web Site Administration**
This course includes CGI and ASP programming as well as a discussion of other server side web development
technologies. Students will learn to install configure maintain and secure an Apache web server. Prerequisites: CSI-126
CSI-241.

Take CSI-126 CSI-241;

**CSI-349 Machine Structures**
This course examines the machine language and binary circuit levels of computers. It includes examination of a variety of
instruction formats including assembler machine language Register Transfer Language and binary micro-operations.
Prerequisites: CSI-241 MAT-209.

Take CSI-241 MAT-209;

**CSI-401 Data Comm & Netwking III**
The course covers advanced topics including but not limited to security advanced routing and subnet design and design and
security issues in wireless networking. Students work in teams to complete a final project demonstrating their ability to
integrate material covered in all courses in the data communications sequence. Prerequisite: CSI-285.

Take CSI-285;

**CSI-407 Computer Science Internship/Co**
An applications oriented work experience in a non-academic setting in computer science this course is open to junior and
senior computer science and computer science management majors only.

**CSI-420 Systems Analysis and Design**
This course reviews and applies the life cycle of systems development methodologies including initial investigation
feasibility studies systems analysis systems design technical design program specifications and implementation planning.
Students will be required to prepare both written and oral presentations on systems under development and also to
document systems development projects on a cumulative basis. Methodologies to be covered include problem definition
data collection definition of new systems requirements algorithm development systems flowcharting structure charts
Warnier Orr diagrams and pseudocode. Attention will also be given to appreciation of distributed processing concerns and
considerations including network systems involving mainframes minicomputers and microcomputers. Prerequisites: CSI-
150 CSI-260.

Take CSI-150 CSI-260;

**CSI-421 Adv. UNIX for Network Admin.**
The basics of UNIX system administration in a network environment. Labs and lectures will cover management of users
groups and file systems network configuration and directory services as well as other topics salient to keeping a UNIX
system operational. Prerequisite: CSI-241.

Take CSI-241;

**CSI-438 Technology and Culture**
A humanities oriented discussion of the relationship between culture and technology and how technology affects the
evolutionary and reactive process of culture change. Students are strongly encouraged to take ITD-110 Information
Literacy in preparation for taking this course. Prerequisites: Second semester junior or senior. and ITD 110 is
recommended 54 Credits

Take 54 credits;

**CSI-485 Applied Computing Internship**
Part instruction (builds on the theoretical material presented in CSI-276 and CSI-285 above) and some hands-on experience
in managing and supporting technology labs and classrooms includes assimilation back-ups installation of software and
hardware staff training purchasing and planning etc. Prerequisites: CSI-421 CSI-285.

Take CSI-421 CSI-285;

**ECO-201 Principles of Macroeconomics**
This survey of macro-economy includes analysis of inflation unemployment and economic growth. The course emphasizes
the theoretical foundations for the formation of fiscal monetary and international stabilization policy.

**ECO-202 Principles of Microeconomics**
This is a survey of economics of price determination (supply and demand) theory of firm and competitive market structures consumer and business decision-making and government regulation of economic activity of government.

ECO-215  Statistics for Decision Making
The course builds a foundation of descriptive and inferential statistics and develops applications to managerial and economic decision-making. Topics include: descriptive statistics, probabilities, estimation, test of hypothesis with both parametric and non-parametric statistics, and regression analysis. Microcomputer statistical packages support the course content.

ECO-303  Investments
The study of the economics of wealth management in a risky environment. Topics include operations of the US securities markets (stocks, bonds, options, futures, and mutual funds); international investment markets; sources of information for individual investors; techniques for assessing risk; and strategies for balancing risk. Prerequisites: ECO-110 ECO-201 or ECO-202.

ECO-304  Financial Mkts & Institutions
Investigation of the financial system of the United States. Topics covered include major financial institutions and instruments, the determinants of interest rates, analysis of commercial banking system and structure of the Federal Reserve. An introduction to monetary theory and effectiveness of monetary policy on price levels and national income. Students will become familiar with day-to-day events that influence operation of financial systems in the United States. Prerequisite: ECO-201.

EDU-201  Education and Society
This is a survey course for those having an interest in education as a field of study. Its primary aim is to familiarize students with the function of educational institutions in current society. The major social forces and values psychological theories, knowledge structures, and technologies influencing curricular and instructional choices will be examined. Candidates enrolled in EDU-201 must concurrently enroll in EDU-201F (fieldwork).

EDU-206  Educational Psychology
This course includes a survey of the facts and principles of educational psychology and the results of psychological research as they relate to the major activities and problems of the teacher. Also considered are the general nature of growth and the principles of learning the nature of reasoning the realm of values and the relation of mental health to education. Candidates enrolled in EDU-206 must concurrently enroll in EDU-206F (fieldwork). Prerequisite: EDU-201 or PSY-101.

Take EDU-201 or PSY-101;

EGL-230  Business Writing
This course provides practice in the major kinds of writing necessary for success in the workplace: letters, memos, press release proposals, and reports. Students will examine how audience and purpose determine format, voice, and style. Prerequisite: HU 112 or permission of the instructor.

EGL-232  Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction. Prerequisite: English language skills competency. EGL 232 is for those students who have taken 231 and wish to take an additional semester.

EGL-235  Intro to Technical Writing
This course deals with the fundamentals of technical writing the aim of which is the communication of technical and scientific information. Prerequisite: HUN 112 or permission of the instructor.

EGL-239  Journal Writing and Reading
This course examines forms of autobiographical writing with special emphasis on writing and reading of journals. Students will read discuss in class and compare in writing various journal codes including letters, memoirs, diaries, notebooks, and autobiographies of creative people such as May Sarton, Lillian Hellman, Charles Darwin, Eldridge Cleaver, Henry James, Anais Nin, Charles Dickens, Lord Byron, Sylvia Plath, Eleanor Roosevelt, and Ben Franklin. This course will include some reading of fiction as journal notably the autobiographical writing of James Joyce and Thomas Wolfe. Each student will write a course keep and individual journal as a record of experiences in and observations on the art of writing and reading in the autobiographical vein. Prerequisite: English language skills competency.

HIS-105  History of the United States I
Survey of the political and social history as it unfolded within the diverse geography of the United States from colonization to the Civil War. Cannot be taken concurrently with HIS 227.

HIS-106  History of the U.S. II
Survey of political and social history as it unfolded within the diverse geography of the United States from Reconstruction to the present. Cannot be taken concurrently with HIS 228.
HIS-221 The Modern Middle East
A history of the Arabs during the Islamic era the Ottoman Turk Western imperialism the growth of nationalism. Contemporary geographic economic political and social conditions will be discussed.

HIS-234 Holocaust and Genocide
The genocidal Holocaust of World War II remains a familiar topic but a philosophically evaluative study of that tragedy become a challenge for students. In this course students will examine their values systems as applied to an effort to understand the course of the Nazi Holocaust as well as other efforts at genocide in the 20th century.

HIS-309 20th Century World
Rather then emphasizing a particular geo- graphic region i.e. the Americas Asia or Africa this course concentrates on the com- mon experiences of the 20th century global community. Major themes of the course are the impact of decolonization in the Third World emergence of modern urban industrial society and the power of such isms as nationalism and communism in forming the 20th century world.

HUM-230 All That Jazz:The American 20s
The Jazz Age the Lost Generation and the Wasteland - as a cultural phenomenon the American 1920s may be defined by these three designations. This decade so clearly represented by F. Scott Fitzgerald's fiction was a time of bobbed hair - flappers and laming youth material splendor silent film expatriate literate the lost generation and glittering kingdom. The American 1920s may be considered the last great impulse toward the American dream which has figuratively begun with the voyage of Columbus. As the decade came to its tragic end with the stock market collapse and the beginning of the Great Depression the roar of the 1920s transformed itself into a plaintive echo reverberating softly through the American wastelands. This interdisciplinary mini-course examines the effects of dramatic social changes on the landscape of the American 1920s.

HUM-238 Humanities:Issues, Ideas, Them
An introduction to our humanistic heritage the course is a cross-disciplinary approach to the study of the main currents in classic and contemporary thought of our culture and civilization Students will explore an idea examine an issue or trace a theme (or undertake a combination of these tasks) through the variety of perspectives of significantly related disciplines. In one semester for example philosophy art literature history and science may be the disciplines through which students will study the idea of what it means to be an educated man or woman. Each time the course is offered the unifying topic will change as will the blend of disciplines. Thus for example in succeeding semesters the course may focus on such individual topics as toward freedom or revolution or human sexuality or aging or ethnicity or computerization or future shock with each topic examined as separate entity within the context of a single semester and through the varying perspectives of interdisciplinary study.

HUM-244 Sons & Lovers:Oedipal Theme
to be arranged with faculty

HUM-249 To Hell and Back:American 40s
This intensive course traces the effects of dramatic social change on individuals classes culture and institutions during the 1940s as the winds of World War II ignite the American political isolationism and economic depression of the 1930s into global concern and compassion an all-out wartime production an ultimate recovery. The course examines escalating social consciousness in the American people as they respond positively to the catastrophic events of the world of the 1940s.

HUM-268 The American 1930s
This intensive course traces the effects of dramatic social change during the 1930s upon individuals classes their values their culture and their institutions. It re examines the American dream as it falls into nightmare leadership and positive responsiveness of an awakened social consciousness in the American people and their nation. Lectures and demonstrations will be augmented by films slides and music of the 1930s.

HUM-325 Writing Life's Stories
In this course students will research and write narratives base on the life stories of a particular individual family or community. Students will conduct personal interviews practice field observation and research archival materials including letters diaries photographs and newspapers. Students may experiment with writing biography and historical nonfiction. A final project may include a collaborative anthology or exhibit. Prerequisite:HUM 112
Take HUM-112;

ITD-110 Information Literacy
This course will introduce students to the organization of information concepts underlying the research process and the changing nature of information resources. It will enable students to formulate and clearly define a research topic and plan a search strategy. Students will leave the course with the skills required to locate information utilizing online research databases the internet online catalogs print sources and reference tools. Students will be encouraged to become better critical thinkers as they analyze and evaluate the information and materials they gather. Skills acquired in this class will
form the foundation for doing research in classes at Sage and will support inquiry for life-long learning.

ITD-348 Interdisciplinary Topics
This LIFE Interdisciplinary Seminar focuses on a special topic. Topics change from term to term.

LAW-101 Introduction to Law
This course acts as an introduction to the legal system by surveying such topics as the New York and federal court systems legal history and various areas of substantive law.

LAW-102 Civil Litigation
This course covers the progress of a civil action from the first client interview through the trial and appeal. The student is introduced to the various steps in litigation including interviewing and investigation techniques pleadings discovery motion practice and trial procedure. The student becomes familiar with the various procedures and legal documents that are part of civil litigation in New York State.

LAW-202 Legal Research and Writing I
This course is designed to provide the legal studies student with an understanding of the function of the law library and an introduction to the techniques of legal research. Although classroom lectures and textbooks are utilized special emphasis is placed on research assignments requiring the use of the law library. Enrollment restricted to legal studies program students or by permission of legal studies program coordinator.

LAW-205 Business Law I
(See BUS 212) This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts agreement and consideration capacity and legality genuineness of assent the statute of frauds third party rights and discharge breach of contract and remedies sales contracts title and risk of loss performance and warranties.

LAW-206 Business Law II
(See BUS 213) This course will cover topics in the areas of commercial transactions and business structures and the more specialized areas of consumer law anti-trust and real property. Topics to be covered include commercial paper secured transactions bankruptcy agency partnerships corporations anti-trust consumer law personal property and bailment's real property and wills and trusts. Prerequisite: LAW 205 ~
Take LAW-205;

LAW-209 Legal Ethics
Beginning with a study of morality and law their interrelationship in the natural law tradition will be examined first; then their separation in positivism will be considered. Finally the code of professional responsibility and the canons of ethics will be examined. Prerequisite: LAW 101 or permission of the legal studies program coordinator~

LAW-211 Estate Administration
This course includes a study of the more common forms of wills and trusts and a survey of the New York State requirements applicable to each. Emphasis is placed on the paralegal's function in the probate of wills and administration of estates and trusts. ~

LAW-214 Family Law
The course covers such topics as divorces separations custody adoption guardianship and support with a survey of the appropriate courts and how they deal with such matters. ~

LAW-215 Law Office Technologies
Course participants will become familiar with the purpose function and operation of various types of law office computer technology and legal software programs ranging from basic operation of word processing database and spreadsheet software to imbedded law-related templates which accompany document and word-processing software and C.A.L.R. (Computer Assisted Legal Research) programming. Specialized applications and software such as calendar and tickler-file conflict of interest case management billing docketing calendaring document imagining damage calculation and deposition summarization programs will be covered. Emphasis will be placed on making students comfortable with computer applications in law so that they use them to create efficiencies and solutions in the law office. Prerequisites: LAW 101 and LAW 202 or permission of the program coordinator.~
Take LAW-101 LAW-202;

LAW-302 Legal Research & Writing II
Analytic and research skills are enhanced through research assignments involving various areas of substantive and procedural law. Emphasis is placed on legal writing skills including the drafting of various types of legal memoranda. Enrollment restricted to legal studies program student or by permission of the legal studies program coordinator.
Prerequisite: LAW 202 or permission of the legal studies program coordinator.

Take LAW-202;

**LAW-348 Special Topics in Law**
This course offers in-depth study of subjects either beyond the range of core courses or of subjects that are emerging areas of law not otherwise addressed in the curriculum.

**LAW-408 Capstone Seminar in the Law**
The Capstone experience in the legal studies major integrates theory and research in substantive areas of law. Students are expected to carry out some original work and both oral and written reports are required. Emphasis will be placed in refreshing students' legal research and writing skills. Prerequisite: Senior standing or permission of the program coordinator.

**LAW-427 Field Internship in the Law**
Paralegal field internship will be offered during the spring semester of the fourth year of the program. A minimum of 10 hours per week will be required. The student will be placed with a sponsoring law firm government agency the legislature or some other approved sponsor to be involved in paralegal activities. The student will be required to submit a detailed journal concerning the internship experience and institutional training. Placement and supervision will be through the program coordinator. In addition to the journal the internship's sponsor will also be requested to evaluate the student in regard to the student's performance of paralegal tasks. Prerequisite: Permission of legal studies Program Coordinator.

**MAT-112 College Algebra**
Algebra concepts essential for a pre-calculus course such as MAT 113 as well as for other courses such as business statistics or computer science. Topics include: solving linear equations and inequalities absolute value equations business and scientific word problems omit graphing and writing) linear equations operations on polynomials rational expressions and radicals. Prerequisite: A beginning algebra course or Math 105

Take MAT-105;

**MAT-113 Precalculus**
Designed as a precalculus course for those with an inadequate preparation for the calculus. Topics include: relations and functions linear systems quadratic equations polynomial equations; exponential equations logarithms trigonometric functions and some analytic geometry. Technology will be an integral part of this course. Prerequisite: Math 112 or three years of regents high school mathematics

Take MAT-112;

**MAT-209 Discrete Mathematics**
An introduction to foundational mathematics required by mathematics and computer science majors. Topics include logic methods of proof induction recursion relations complexity of algorithms Boolean algebra and an introduction to languages grammars and finite-state machines. Suggested preparation: Math 113 CSI 125

Take CSI-125 MAT-113;

**MAT-220 Applied Statistics I**
An intuitive approach to the meaning of statistics as an interpretive tool this course covers techniques of exploratory data analysis probability distributions normal distributions statistical inference hypothesis testing linear regression and correlation analysis of enumerative data and an introduction to analysis of variance. Integrated into these topics will be an introduction to the use of computers. Not open to students who have completed any college-level statistics course. Suggested preparation: A beginning algebra course~

**NCR-070 Rep & Ident Child Abuse & Malt**
This workshop provides training for mandated reporters such as teachers social workers and medical workers. The syllabus is provided by New York State and each student participating in the course receives a copy. The New York State Education certification and licensure units require that applicants verify completion of this training. Sage's workshop is a state-approved offering and participants are provided with the necessary numbered NYS form to accompany applications for certification and licensure.

**NCR-071 School Violence Prevention**
This workshop provides training in school violence prevention and intervention in accordance with Safe Schools Against Violence Education Act. The New York State certification and licensure units require that applicants verify completion of this training.

**NCR-090 Credit for Life Exper Learning**

**NCR-091 Portfolio Evaluation**
NCR-316  Physical Edu Standards WS
This workshop covers the NYS Physical Education Learning Standards. The content of this workshop covers materials required for certification in New York State.

NCR-317  Health Education Standards WS
In addition to covering the New York State Health Education Learning Standards this workshop provides information for the purpose of preventing child abduction as well as preventing alcohol, tobacco, and other drug use. Moreover, safety education as well as fire and arson prevention are presented. The content of this workshop satisfies Education Law sections 803-a, 804, 806, and 808 as required for certification in New York State.

NSG-331  Contemp Prof Nsg Practice
This course is an overview of nursing role development, professional values, and the hallmarks of professional practice environments that are based on nursing knowledge, clinical quality care, and evidenced-based decision making. Students use critical thinking and theoretical knowledge to further develop cognitive and communication skills in nursing theory, research, leadership, advocacy, and accountability. The ANA Standards of Clinical Nursing Practice and AACN/AONE reports serve as benchmarks for professional practice.

NSG-332  Assess for Hlth Pro & Risk Red
Focus of this course is on the development of assessment and critical thinking skills needed by the nurse in the data collection phase of the nursing process and includes nursing history, vital signs, interpretation of routine laboratory data and the physical examination. Opportunities will be provided for skill development in communicating effectively and in a caring manner while collecting subjective and objective data identifying factors that present health risks or actual overt alteration in functional patterns and health status developing outcomes and health promotion and risk reduction interventions related to the helping and teaching coaching domains of practice and documenting all aspects of the nursing process. Offer Fall and Spring Theory and Lab 52 Hours.

Take BIO-201 BIO-202.

NSG-400  Independent Study
To be arranged with faculty.

NSG-402  Comm/Publ Hlth Nsg in Chng Wld
This course introduces the epidemiological process as a basis for understanding health and nursing in the community. The course emphasizes application of community theory, health promotion and family theory in an epidemiological framework to health care on an individual, family, population, and global level. The course assists students to examine health through community assessment and group teaching processes with particular attention to the needs of vulnerable populations. Offered Spring. (Theory 52 hours Clinical 80 Hours Prerequisite: NSG-331 NSG-332)

Take NSG-331 NSG-332.

NSG-404  Leadership in Professional Nsg
This course is designed to integrate the professional concepts of nurse environment, person, and health as they apply to the domains of practice across a variety of health care settings. Students will examine the contributions made by effective leadership/management to the client's experience of the health care system and its complexities. Students will draw upon previous knowledge and nursing experience integrated with nursing theory and research to manage the care of clients. Offered Spring semester. (Theory 25 Hours Clinical 40 Hours) Take NSG-331 NSG-332 NSG-402.

NSG-448  Topics in Nursing
A series of evolving topics and concepts in nursing. Current topics will reflect national health trends, relevant practice issues, and implications for the nursing profession.

PHI-216  Contemporary Ethical Problems
This course is concerned with the application of ethical theories, concepts, and distinctions to such contemporary issues as abortion, contraception, sexual morality, the euthanasia issue, punishment, and the death penalty, racism, sexism, terrorist, and the just war.

PHI-238  Selected Topics in Philosophy
Under this heading the Division of Literature, Language, and Humanities will occasionally offer special courses in philosophy and religious studies not otherwise covered in the curriculum. The course may focus on a particular philosopher or theologian on a selection of thinkers on a theme or on a topic of philosophical or religious studies interest. A description of the course being offered will be provided to students in advance. The course may be taken for credit more than once provided the topic varies.

PHL-341  Val in Life & Work: App Ethics
To live is to care. This course applies ethical reasoning to examine the values present within the contexts of life and work.
The relationship between individual and collective values will be considered. Emphasis will be given to the role of values in elected social controversies and in several career settings. Examples of social issues are: environmental policy treatment of animals privacy and security abortion discrimination crime and punishment sexual behavior war and peace and wealth distribution. Examples of career settings are: healthcare business education law and public service.

PSC-210 The Courts
This course covers the structure organization and administration of local state and federal courts: the ways in which case first come into court; judicial review; and appellate court decisions. Problem areas to be discussed include over-crowded calendars the probate causes of inefficient administration and possible remedies for it and the moral and legal dilemma of equal justice for all defendants regardless of race or economic background. An understanding of these areas will illuminate the current crisis in the court system.

PSC-229 Civil Rights and Civil Lib.
A course examining the history and policies of protection of the individual from governmental intrusions. Freedom of expression rights to privacy rights of the defendant and issues of equal rights are all considered.

PSY-202 Human Development
This course provides a study of the period of development from conception through adolescence (age 18) covering the physical emotional social intellectual and moral phases of child growth. Students who take this course cannot receive credit for PSY 203 or PSY 204. Prerequisite: PSY 101

Take PSY-101;

PSY-206 Educational Psychology
This course includes a survey of the facts and principles of educational psychology and the results of psychological research as they relate to the major activities and problems of the teacher. Also considered is the general nature of growth and the principles of learning the nature of reasoning the realm of values and the relation of mental health to education. A 25 hour practicum placement is required.~

PSY-207 Statistics w/Computer Applic.
This course focuses on the study of the statistical techniques critical to quantitative research in the social sciences. Topics include measures of central tendency variability correlation regression one two and multi-group hypothesis testing contingency tables power analysis and selected nonparametric methods. Students will be expected to analyze selected problems using major statistical packages such as SPSS. Students who take this course cannot receive credit for MAT 220 or ECO 215.

PSY-301 Social Psychology
This course provides a study of human interaction in society and its psychological basis. Some of the major topics covered include aggression altruism attitudes attraction conformity group dynamics perception of self and others prejudice social roles and social power. Prerequisite: PSY 101 or SOC 101/SCL 101-

Take PSY-101 or SOC-101;

PSY-304 Counseling: Theory & Practice
This course covers the major theories and techniques of counseling. The role of counselor the needs and problems of the client and the assessment of the counseling situation will be investigated. Multicultural counseling approaches will be included. Prerequisite: PSY 101-

Take PSY-101;

PSY-308 Abnormal Psychology
This is a study of psychopathology including stress and anxiety disorders psychoses and personality disorders and an evaluation of methods of treating such forms of psychological disorders. Prerequisite: PSY 202 or 203 or 204-

Take PSY-202 PSY-203 or PSY-204;

PSY-319 Group Dynamics
This course applies the content structure and processes of communication and interaction as well as techniques of leadership to various types of groups. The course will emphasize theoretical and practical understanding derived from group participation. Prerequisite: PSY 101-

Take PSY-101;

PSY-326 Health Psychology
Issues of health will be studied from a systems approach with a focus on the shift away from the biomedical model toward the more encompassing biopsychosocial model. Because today's leading causes of death occur partly as the result of individual behaviors or failures to engage in some behavior(s) a major focus in the course will be the cognitive variables intervening between health/illness and behavior. Topics such as stress and coping immunity adhering to medical advice pain and acute and chronic illness will be covered. This course is relevant to those in health profession programs psychology and to others interested in health and this new and growing field. Prerequisite: PSY 101-
Take PSY-101;

**PSY-327 Environmental Psychology**

This course investigates the relationships between humans and the physical environment. Some of the topics covered in the course include environmental perception, the effects of the environment on behavior and personal space, the built environment personality, and environmental assessment. Spatial arrangements, a sense of place, and resource management. Prerequisite: PSY 101.

Take PSY-101;

**PSY-339 Psychology and Law**

This course will examine the applications of psychological methods, findings, and theories to the law. The many relationships between the two fields—psychology in the law, psychology and the law, and psychology of the law—will be addressed. A variety of topics will be covered, including psychology of law enforcement, the court's jury selection and decision making, family law, and the rights of special groups. The course will contribute to all ten of the learning outcomes identified as knowledge, skills, and values unique to psychology or to those liberal arts skills and values such as information competence with technology and computers, reasoning, problem solving, and critical and creative thinking. Sociocultural and international awareness, communication, and personal development. Prerequisite: PSY 101 LAW 101.

Take PSY-101 LAW-101;

**PSY-350 Research for the Professions**

Students learn about the research process. Topics include surveys, experiments, interviews, observations, and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.

**PSY-352 Read/Writ Social Sci Research**

In order to be critical evaluators of research studies about human behavior, students must be exposed to a variety of primary sources of social sciences research. Students will be introduced to a variety of theoretical and empirical studies in psychology and other behavioral sciences. They will learn how to find studies published in refereed journals on line. Students will learn to distinguish reports of research studies from the actual journal articles describing the scientific research. Practicing brief summaries of research articles using APA style will complete the requirements of this one-credit course.

Take PSY-101;

**PSY-353 Research Design in Psychology**

This course investigates the research methods that are used to collect the data that is the basis for psychological research. Students will study experimental, quasi-experimental, and non-experimental methods by which data may be collected. There will be an emphasis upon the link between design and statistical analysis, the relationship between psychological content and research questions, the communication of research outcomes, and the applications of computer software for analysis and simulations. Prerequisite: PSY 101 207 take 2 courses from PSY dept.

# Take PSY-101 PSY-207; # Take 2 courses; From Department PSY; Except courses PSY-101 PSY-207;

**PSY-375 Prosem: Personal Pathways-Psyc**

This course will be an experientially based learning opportunity which may include a combination of job shadowing, internship, externship, community service project, off campus learning opportunity, or other self-directed learning experience designed with individual advisement. This course meets the LIFE general education requirement. Prerequisites: Psychology major with Junior/Senior standing (take 69 credits).

Take 69 credits;

**PSY-403 Seminar**

Training is provided in the techniques of research through a detailed study of a specific psychological topic. A major paper is required of each student demonstrating the ability to evaluate and synthesize psychological material. Prerequisite: 87 credits PSY 375 333.


**PSY-405 Senior Seminar**

This course is a capstone experience for the Psychology major. Each student will prepare a portfolio that shows what has been gained form the major in psychology and will write a review of the literature on a selected topic that demonstrates the student's knowledge skills and values. The portfolio is a collection of materials that addresses the ten standards that the department expects students to achieve in the psychology major. Detailed outlines for the portfolio will be provided in the course. This course meets the LIFE requirements for a capstone experience. Prerequisite: PSY 375 and take six courses from PSY Department.

# Take PSY-375; # Take 6 courses; From Department PSY;
PSY-407 Internship in Psychology
This field-work experience involves working under the supervision of a psychologist in a mental health facility observing and participating in testing and diagnosis case conferences therapy and other related activities.

PSY-417 Motivation in the Workplace
This course focuses on the theories of motivation which have their genesis and/or application in the workplace and are used to describe and influence work behavior. The focus of the course will be on the techniques used to apply motivational theories in workplace settings rather than strictly on the elaboration of the theories themselves. Specific techniques and programs will be described as they are implemented in the workplace with an acknowledgment of some of the limitations which this setting entails. Prerequisite: PSY 101; MGT 314; PAD 111; SOC 301; or PSY 301.

# Take PSY-101; # Take MGT-314 PAD-111 SOC-301 or PSY-301;

PSY-425 Great Ideas in Psychology
This course will allow the student to explore some of the classic issues and theories in the development of psychology as a science and clinical profession. Some of the problems to be discussed are mind and body free will and determinism the unconscious heredity and environment evolution the nature of reinforcement drugs and the talking cure and the brain and consciousness. Prerequisite: take 54 credits and 5 courses from PSY Department.

# Take 54 credits; # Take 5 courses; From Department PSY;

SCI-112 Stars and Galaxies
An examination of the universe beyond the solar system including stars galaxies and cosmology. Among the topics to be considered are stellar evolution the structure and evolution of galaxies and cosmological theories and supporting evidence.

SCI-120 Nutrition Science
This course is designed to help students evaluate eating habits in terms of quantity and distribution of nutrients. The sources and functions of six classes of nutrients are discussed as well as energy requirements and balance. The special needs of pregnancy infancy and of the elderly are examined and diet-health issues are explored. Lecture and experiential learning projects.

SCL-208 Race and Ethnic Relations
This course provides an examination of race and ethnic relation in the Americas. Through the use of critical sociological frameworks students will study theories history and research on the social political and economic production of racial and ethnic hierarchies.

SCL-209 Gender & Sexuality
This course examines gender as a stratification category and as an organizational concept for the institutions of heterosexuality and family in industrialized and agrarian societies. Particular consideration will be given to the ways gender stratification and the gender division of labor occurs across cultural class and sexual differences both nationally and internationally.

SCL-212 Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency factors associated with delinquency and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.

SCL-213 Class, Power & Privilege
This course provides students with a foundation for making sense of the production and distribution of class power and privilege in the United States. The course will focus on the institutional and ideological organization of economic hierarchies and social mobility. Students will be introduced to: classical and contemporary theories of class power and mobility; current sociological research in these areas; and the implications of a global economy.

SCL-252 Cultural Anthropology
This comparative study of the development of cultural life emphasizes both the similarities and differences in systems of kinship technology religion and values.

SCL-310 Victims & Their Experience

SCL-311 Criminology
An in-depth examination of sociological biological and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: SOC 101 or CRM 111.

Take SCL-101 or CRM-111;

SCL-350 Research for the Professions
Students learn about the research process. Topics include serves experiments interviews observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.
SCL-427 Internship in Sociology
A professionally supervised field work experience in a community agency for both majors and non-majors. Prerequisites: Two courses in sociology and permission of instructor.
Take 54 credits;

SOC-405 Senior Seminar I
Senior Seminar I is the first of a two-part course which together provide the capstone experience for students majoring in sociology. Senior Seminar I is offered each Fall semester and serves to help students to integrate core courses in their majors with substantive courses. It is the overall objective of Senior Seminar I to show how the core courses are related to one another as part of the scientific enterprise through the researching of a topic in your discipline.
# Take 54 credits; # Take SOC-207 or PSY-207; # Take SOC-337 or SOC-350; # Take SOC-303;

SST-305 Using Tech Improv Lrn Com & Col
This 1-credit course prepares students to learn and communicate effectively in an online learning environment. Students will learn the fundamentals of using a course management tool for online learning multiple methods of communicating online and techniques for learning effectively. Upon completion of assignments for the course students will be able to assess their readiness to take an online course. In addition they will gain skills in communications that will be applicable outside the classroom. Pre-requisite: It is highly recommended that students complete their technology competency before completing this course.