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 71 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 percent 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 of The Sage Colleges established in 1949. Sage College of Albany offers associate and bachelor’s degrees in a flexible structure that allows students to combine academic disciplines and create an education tailored to your career goals. 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 certification 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 1976-1988  
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), Trans-3245; Potomac Plaza, 1111 North Fairfax Street, Alexandria VA, 22314-1448 (703) 706-3245; the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496; the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10005 (900) 669-1656 and the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, 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

- Associated New American Colleges (ANAC)
- American Council on Education (ACE)
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 2007-2008

#### SUMMER 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Session I Classes Begin</td>
<td>May 14</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 28</td>
</tr>
<tr>
<td>Session I Classes End</td>
<td>June 27</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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</tbody>
</table>

#### FALL 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Fall Semester Classes Begin</td>
<td>September 4</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>September 4-10</td>
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<tr>
<td>Filing Deadline for December Graduation</td>
<td>October 1</td>
</tr>
<tr>
<td>October Travel &amp; Study Days</td>
<td>October 6-9</td>
</tr>
<tr>
<td>Incomplete Work Due to Faculty</td>
<td>October 26</td>
</tr>
<tr>
<td>Last Day to Withdraw from Class</td>
<td>November 9</td>
</tr>
<tr>
<td>Last Day for Pass/Fail Option</td>
<td>November 9</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 21-25</td>
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<tr>
<td>Last Class Day (RSC/SCA)</td>
<td>December 10</td>
</tr>
<tr>
<td>Reading Days</td>
<td>December 11-12</td>
</tr>
<tr>
<td>RSC WORLD Conference</td>
<td>December 11</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 13-18</td>
</tr>
<tr>
<td>Last Class Day/Exam (SAW/SGS)</td>
<td>December 17</td>
</tr>
<tr>
<td>Fall Grades Due</td>
<td>December 21</td>
</tr>
</tbody>
</table>

#### SPRING 2008

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Spring Semester Classes Begin</td>
<td>January 22</td>
</tr>
<tr>
<td>Advisement for '08- '09 begins</td>
<td>January 22</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>January 22-28</td>
</tr>
<tr>
<td>Filing Deadline for May Graduation</td>
<td>February 1</td>
</tr>
<tr>
<td>Registration for '08- '09 opens</td>
<td>TBA</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 8-16</td>
</tr>
<tr>
<td>Incomplete Work Due to Faculty</td>
<td>March 21</td>
</tr>
<tr>
<td>Last Day to Withdraw from a Class</td>
<td>April 4</td>
</tr>
<tr>
<td>Last Day for Pass/Fail Option</td>
<td>April 4</td>
</tr>
<tr>
<td>SGS Research Symposium</td>
<td>April 26</td>
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<tr>
<td>SCA Honors Fest</td>
<td>April 26</td>
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<tr>
<td>Last Class Day (RSC/SCA)</td>
<td>April 28</td>
</tr>
<tr>
<td>Reading Days</td>
<td>April 29-30</td>
</tr>
<tr>
<td>Last Day for Pass/Fail Option</td>
<td>April 29</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 1-6</td>
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<tr>
<td>Last Class Day/Exam (SAW/SGS)</td>
<td>May 5</td>
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<tr>
<td>Graduating Student Grades Due</td>
<td>May 8 (Noon)</td>
</tr>
<tr>
<td>All Other Student Grades Due</td>
<td>May 9</td>
</tr>
<tr>
<td>Baccalaureate Ceremonies</td>
<td>May 9</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 10</td>
</tr>
</tbody>
</table>

#### Summer 2008 Session I Begins                    | May 12      |
Degree Requirements for Graduation

The Sage Colleges confer degrees twice each year: in August and May. However, a Commencement ceremony is held only once, in May. Students become candidates for degree conferral upon the filing of a completed “Graduation Application” with the Registrar’s office.

The filing deadlines are:

February 1 for May degree conferral

June 1 for August degree conferral

Candidates for graduation in May of a calendar year may participate in the Commencement ceremonies. Candidates for graduation in August may participate in the Commencement ceremonies following degree completion. Those who have completed all requirements for the degree will receive their diplomas and be identified as graduates. A student may participate in Commencement ceremonies only once in connection with completion of a particular degree.

Graduation Requirements for Bachelor’s Degrees

A minimum of 120 credit hours is required for the baccalaureate degree. Students must complete at least half the major at Sage. Thirty of the last 45 credit hours must be completed in residence. Students must satisfy general education as well as major requirements and must maintain satisfactory standards of scholarship to be eligible for graduation.

A Bachelor of Science degree must include a minimum of 60 credit hours in the liberal arts and science.

A Bachelor of Business Administration degree must include a minimum of 30 credit hours in the liberal arts and science.

Finally, students must achieve a 2.2 grade point average in the major, including required supporting courses, and an overall 2.0 cumulative grade point average. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should regularly review their academic programs with their advisors to make certain that requirements for degrees are being met.

Major Requirements

In order to earn a bachelor’s degree, students must successfully complete a major. At least 30 credits are required for such completion, but specific requirements will vary widely from one academic area to another. These are prescribed by the program’s faculty and set forth in the Sage After Work catalog, except that in the case of specially arranged interdisciplinary majors, the student and academic advisor(s) or the appropriate Program Coordinator(s) mutually agree upon requirements. These written agreements require approval by the Dean of the College. To complete a major, students must fulfill all stipulated requirements, both for total credits and for specific courses or areas of distribution, which may be in the major itself or take the form of “required support courses” in other departments.

The determination of standards of performance acceptable for continuance in a major is the responsibility of the appropriate academic department and the Dean of the College.

Interdisciplinary Major

In addition to those majors offered in the regular college curriculum, students may design an interdisciplinary major to accommodate and define particular academic interests. Examples include majors that combine coursework in computer science and business, psychology and law, or accounting and criminal justice. 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 Program Coordinator in each discipline and by the Dean of the College.

Second Bachelor’s Degree

Students may apply up to 75 credit hours from a previous degree toward a second degree at Sage College of Albany. A minimum of 45 additional hours must be earned at Sage, and will include at least half the major field requirements for the second degree, as well as any general education requirements that cannot be met by credits from the first degree.

http://catalog.sage.edu/07-08saw.php
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/sea/.

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, request 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 will be 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 who 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 a 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 reactivate 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

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 one 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 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.

Hybrid Courses

Sage offers courses that are taught partially 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. 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. 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 such as research papers or examinations the student must submit for evaluation.

**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. 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 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 the coordinator of Prior Learning. 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 Coordinator of Prior Learning at (518) 292-8629.

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. Students interested in creating an interdisciplinary major should contact the Director of Academic Advising at (518) 292-1719.

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. Students seeking accommodation under the Americans with Disabilities Act should contact the Office of Disability Services at (518) 292-8624.
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 After Work, 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</td>
<td>12</td>
</tr>
<tr>
<td>German, Level 1</td>
<td>50</td>
<td>GER 101, GER 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GER 101, GER 102, GER 201</td>
<td></td>
</tr>
</tbody>
</table>
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)
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:

<table>
<thead>
<tr>
<th>Undergraduate</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:

\[
\begin{align*}
\text{A-} & = 3 \text{ credit course } x 3.7 \text{ quality points } = 11.1 \\
\text{B} & = 3 \text{ credit course } x 3.0 \text{ quality points } = 9.0 \\
\text{B} & = 4 \text{ credit course } x 3.0 \text{ quality points } = 12.0 \\
\text{C+} & = 3 \text{ credit course } x 2.3 \text{ quality points } = 6.9 \\
\text{D+} & = 3 \text{ credit course } x 1.3 \text{ quality points } = 3.9 \\
\text{16 credits} & \text{ Total Quality Points } = 42.9 \\
\text{GPA} & = \frac{\text{Total Quality Points}}{\text{Total Credits Attempted}} = \frac{42.9}{16.0} = 2.68
\end{align*}
\]
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 of the College 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

Full-time status:............. 12 or more credits per semester

Part-time status:............... fewer than 12 credits per semester

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, per semester.

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 and the requirements listed on the degree audit. Students and academic advisors can 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.

Because some courses are not offered every year, a student should meet with an academic advisor immediately upon enrolling and plan a 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 his/her 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.
- Withdraw from a course may affect a student's 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 up to six semesters, including summer sessions, may request a leave of absence by contacting the Sage After Work Admission Office (Administration Building). 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 Sage After Work in consultation with other administrators. Students who are granted formal leaves of absence will remain under the policies and requirements of their original catalog year upon returning to the College. SAW students must complete coursework required for a bachelor’s degree within 10 years of initial entry. Financial adjustments or refunds, if applicable, are made according to the published schedule. Students should also be aware that changing their status may affect their financial aid eligibility.

**Inactive Student Status**

A matriculated SAW student who does not register for coursework for two academic years, and who has not been granted a leave of absence, will be placed on the College’s roster of inactive students and will be required to reapply for admission. A student readmitted in this manner will be subject to the catalog requirements in force at the time of reentry. 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 with a leave of absence must contact the Office of Admission for a reenrollment/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.

**Cross-Registration within The Sage Colleges**

Russell Sage and Sage College of Albany

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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Darcianne Leizer, B.S., State University of New York at Brockport; Assistant Director for Telecommunications
Raymond S. Lukas, M.S., B.S., State University of New York at Albany; Colleague System Administrator

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

Network and Systems Administration

Oleksandr Serdyuk, M.S., B.S., State Technical University of Oil & Gas, Ivano – Frankivsk, Ukraine; Director of Network Services and Systems 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)
- College Proficiency Examinations (CPE)
- Accredited Proprietary Schools
- Non-Accredited Institutions
- Armed Services Training
- Non-Collegiate Programs
- Former Students Seeking to Return to The Sage Colleges
- Fresh Start Program
- Deferred Admission

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. 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.

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

http://catalog.sage.edu/07-08saw.php
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

- Transferring to Sage
- Credit for Prior Learning
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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

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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 complement 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 may 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 may 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. Graduate students live in Ricketts Hall. Manning Hall may be used as graduate housing “overflow.” Undergraduate students living on campus who graduate in December and are continuing on for graduate study at Sage must transfer to graduate housing for the spring semester.

Off-Campus Housing

The Campus 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 Campus Life (518) 292-1753 (Albany campus) or Student Development at (518) 244-2207 (Troy 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 meal plans available to students residing at University Heights and most of these plans include “munch money.”

For graduate students, 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 $40. Permits purchased after January 1 are $25 and permits purchased after June 1 are $15. 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 to be issued a parking permit. With proof of registration, returning students may obtain an Update sticker for their ID 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.

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.

For Sage weather-related information, call the Times Union Sourceline at (518) 446-4000. At the prompt, 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

Students, faculty, staff and administrators will also be notified of closings or cancellations via broadcast voicemail and Campus Cruiser.

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 athletics programs described below. Additionally, students may participate in club, intramural, fitness and recreation opportunities. For more information, visit the Athletics & Recreation website, call (518) 244-2283 or email athletics@sage.edu.

**Intercollegiate Athletics**

Russell Sage College sponsors six National Collegiate Athletic Association (NCAA) Division III women’s teams including basketball, lacrosse, soccer, softball, tennis, and volleyball. Russell Sage College, with a rich history of more than 30 years of intercollegiate athletics, is a member of the New York State Women’s Collegiate Athletic Association and the Eastern College Athletic Conference. In addition, Russell Sage has recently joined the Skyline Athletic Conference, which is comprised of 12 institutions in the greater New York City/Long Island area. Skyline has been competing for 18 years and conducts championships in 16 sports: eight for men and eight for women. Reflecting the tremendous and vital diversity of the New York metropolitan region, the mission of the Skyline Conference is:

- To embrace the NCAA Division III philosophy statement and recognize that athletic programs and student-athletes are integral parts of the educational experience.
- To conduct athletic competitions among our members and determine conference champions, and
- To foster the growth of leadership opportunities for our student-athletes so they may be productive members of society.

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, and an outdoor grass athletic field.

**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 and Student Government. 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.

**Recreation and Fitness**

Sage offers a wide variety of fitness programs as well as formal and informal recreation opportunities. The fitness aspect is highlighted by the College’s complete fitness center known as “The Gator Pit,” and the group fitness classes offered on a weekly basis. The recreational component consists of a variety of programs ranging from one-day events such as ski trips and rock wall climbing, to weekly dodgeball tournaments, to the popular Student-Staff Series, in which students compete against their favorite faculty, staff and administrators for bragging rights on campus. The department also provides all members of the Sage community with opportunities for certification in a wide range of American Red Cross Safety Courses. 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 participating in any Recreation and Fitness program. 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 FIT STOP, group fitness classes, club sports, intramural sports, outdoor education, and various partnerships within Sage and with outside agencies, the Recreation and Fitness Department:
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, visit the Recreation and Fitness Department 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, aerobics, and Red Cross certification courses in CPR and first aid. Robison Athletic and Recreation Center in Troy and The FIT STOP 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 grebei@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 provide direct service and treatment to students and implement 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. A wide range of acute and preventive health care services are available regardless of personal health insurance. Consultations and referrals to off-campus professionals and agencies are also 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).

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 who are 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 Wellness Center website or the Student Services website, 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 offer a wide range of support and skill-building groups each year depending on student interest. Examples include eating disorders and recovery support groups, assertiveness training workshops, smoking cessation groups, and stress and relaxation hours. 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) program at Sage Graduate School or is pursuing a master’s degree in Applied Nutrition from Sage Graduate School.

Spirituality Center

It is the responsibility of the Spirituality 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. The center also 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. 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

The Centers for Academic Advising and Career Planning (CAACP) are located on the Albany Campus in Kahl Campus Center (Lower Level) and on the Troy Campus in Hart Hall (Second Floor), and is home to Academic Advising, Career Planning, 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 life long 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.

All Sage students are encouraged to make use of 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 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 Sage, students complete internships during a regular semester or 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

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 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 him or her to the tools and information needed to start the college journey, orientation is the first step in a student's successful transition to Sage.

Academic Advising

Students at The Sage Colleges 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, encouraging the use of support services and opportunities that strengthen their educational objectives at the College, and providing information about related career fields.

At SCA, in addition to receiving an assigned faculty advisor, all new students are assigned a career specialist through the Center for Academic Advising and Career Planning in accordance with their major. 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.

At RSC, the Center for Academic Advisement and Career Planning offers the Fast L.A.N.E. (Liberal Arts in the New Economy) program, 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.

First Year Experience

The transition to College is made easier for first year students at Russell Sage College through their participation in the First Year Experience Program. First year students are assigned into “mentor groups” and 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

The Academic Support Centers at the Sage College are committed to helping all undergraduate students develop the skills they need to become independent and successful learners. The Centers on both campuses offer individual consultations with academic support staff, peer tutoring, and workshops on test preparation, time management, and other study skills. The Academic Support Center at Russell Sage College, located on the second floor of Hart Hall, is also home to the Writing Studio, which is staffed by graduate and undergraduate student writers who are specifically trained to help students improve their writing skills. The Academic Support Center at Sage College of Albany, located on the lower level of the Kahl Campus Center, boasts a Writing Lab and a Math Lab in which students can seek specialized support.

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 in the HEOP program), 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, 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 mission of the Office of Cultural Enrichment and Diversity is to support a campus climate that appreciates and respects 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 that 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 (CEC), 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.

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. At Sage, students have the opportunity to explore leadership in a variety of ways - as a mentor, RA, tutor and many other exciting positions which require a wide range of qualifications, including: leadership potential, a positive attitude, and a willingness to learn.

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 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, the 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.

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 sponsor traditional campus events. Each organization plans and organizes a lively selection of campus programming throughout the year.
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 online for Russell Sage and Sage College of Albany, as well as 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 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: 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)
  - 465-5470
- Equinox, Albany
  - 434-6135
- Hope House, Albany
  - 427-8207
- St. Peters Addiction & Recovery Center, Albany
  - 458-8888
**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 either campus. 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 the report on Campus Crime Statistics), 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:
  - less than 17 years of age;
  - 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);
  - 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

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</table>

http://catalog.sage.edu/07-08saw.php
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 [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 Director of Disabilities 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 education 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 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.

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 Director of Disabilities Services as an individual with a disability when seeking accommodation.
- Provide documentation to the Director 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 Director 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 Director 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 Director 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 Director 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 do so and present documentation in a timely manner prior to the beginning of each academic semester.

**Accommodations**

To access services, students must refer themselves to the Director of Disabilities Services and provide adequate documentation from a licensed professional to the Disabilities Services 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 Director of Disabilities Services with current documentation (in most cases within three years of current date or as prevailing scientific knowledge warrants) 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 Director of Disabilities Services. If there is a conflict with the Director 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 vocational 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 Director 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 Director of Disabilities Services immediately. The Director 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 Director 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**

http://catalog.sage.edu/07-08saw.php
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 Director 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 Director 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 Director 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 Director to support or refute information contained in the investigation report. The Director 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 Office of Public Safety web page.

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.

http://catalog.sage.edu/07-08saw.php
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

### Albany Campus

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THE FACULTY of The Sage College

Faculty Listing (alphabetical)

Faculty Emeritae/Emeriti

Faculty by School and Department

Faculty Listing (alphabetically)

Rayane AbuSabha, Ph.D., Pennsylvania State University; R.D., Hershey Medical Center; M.S., Pennsylvania State University; B.S., American University of Beirut; Associate Professor

Raul Acero, M.F.A., Ohio University; B.A., State University of New York at Fredonia; Associate Professor of Art and Chair, Department of Visual Arts

Ellen Adams, Ph.D., University of New York at Albany; M.S., The Sage Colleges; B.A. State University of New York at Fredonia; Assistant Professor of Education

Rolf W. Ahlers, D.Theol., University of Hamburg; M. Div., Princeton Theological Seminary; B.A., Drew University; Reynolds Professor of Philosophy and Religion

Mark A. Ahola, M.M., Illinois State University; B.A. University of Illinois; Instructor of Creative Arts in Therapy

Adeline I. Apena, Ph.D., University of Lagos, Nigeria; M.A., University of London, England; B.A., University of Ibadan, Nigeria; Associate Professor of History

Pamela L. Arnold, M.A., B.A., State University of New York at Albany; Assistant Professor of Education

Mark Avnet, M.P.S. New York University; B.A., Massachusetts College of Liberal Arts; Harder McClellan Visiting Professor in Communications

Adrian Avram, M.A., B.A., Graphic Design Academy, Bucharest, Romania, Assistant Professor of Interior Design

Raymond D. Baechler, Ph.D., M.A., Princeton University; B.S., Fordham University; Professor of Chemistry

David Baecker, M.F.A.; Florida State University; B.A., Washington University in St. Louis; Assistant Professor of Theatre

Kim P. Baker, Ph.D., M.A., State University of New York at Albany; B.A., Washington University; Associate Professor of Education

Karen P. Balter, M.A., Western Michigan University; B.S., State University of New York at Cortland; Assistant Professor of Athletic Training

Melodie J. Bell-Cavallino, M.S., Sage Graduate School; B.S., Rochester Institute of Technology; Associate Professor of Nutrition

Jamie A. Bickel, M.B.A., The College of Saint Rose; B.S., State University of New York College of Technology; Associate Professor of Computer Science

Michael J. Bienkowski, M.B.A., University of Connecticut; B.A., Trinity College; Associate Professor of Management

Jayne Ritchie Boisvert, Ph.D., State University of New York at Albany; M.A., Boston College; B.A., Webster College; Associate Professor of French

James R. Brennan, Ph.D., University of Massachusetts at Amherst; M.A., B.S., The Ohio State University; Assistant Professor of Physical Therapy

Eileen V. Brownell, M.S., B.S., State University of New York at Albany; Associate Professor of Management

Kathleen Buono, M.S., The Sage Colleges; B.S., State University of New York at New Paltz; Assistant Professor of Nursing

James Butterworth, Ph.D, M.S., M.A., B.A., State University of New York at Albany; Associate Professor of Education
Lisa A. Callahan, Ph.D., M.A., B.S., The Ohio State University; Professor of Sociology and Criminal Justice

Lisa C. Carr, M.S., Sage Graduate School; B.A., State University of New York at Albany; Assistant Professor of Education

James S. Cleveland, M.M., Aquinas College; B.A., Allegheny College; Assistant Professor of Management

Susan C. Cloninger, Ph.D., M.A., University of Michigan; B.A., Valparaiso University; Professor of Psychology

David H. Cluxton, Ph.D., Kent State University; M.S., Michigan State University; A.B., Wilmington College; Associate Professor of Physics

Joan Dacher, Ph.D., State University of New York at Albany; M.S., Hunter College, City University of New York; B.S., Downstate Medical Center College of Nursing; Associate Professor of Nursing

Jean Garvey Dahlgren, M.F.A., Marywood University; M.A., B.A., State University of New York at Oswego; Associate Professor of Graphic Design

Linda A. Davern, Ph.D., M.S., Syracuse University; B.A., State University of New York at Buffalo; Associate Professor of Education

Leigh Davies, M.P.S., Pratt Institute; B.A., University of Vermont; Assistant Professor of Creative Arts in Therapy

Nancy A. DeKorp, Ed.D., M.A., Columbia University; B.S., State University of New York at Plattsburgh; Assistant Professor of Health Education.

Susan Dempf, Ph.D., Syracuse University; M.P.E., Springfield College; B.A., Hobart and William Smith Colleges; Associate Professor of Physical Education

Carol J. DiMambro, M.A., State University of New York at Albany; B.S., University of Kentucky; Associate Professor of Economics and Criminal Justice

Kathleen A. Donnelly, Ph.D., Baylor College of Medicine; B.A, College of St. Catherine; Associate Professor of Chemistry

Margot T. Elacqua, M.B.A., Union College; B.S., Utica College of Syracuse University; Assistant Professor of Occupational Therapy

Eileen Fitzsimmons, Ed.S., M.S., State University of New York at Albany; B.A., Skidmore College; Professor of English

Karla Flegel, M.S., Sage Graduate School; B.S., Russell Sage College; Assistant Professor of Nursing

Martha M. Frank, M.S., The College of Saint Rose; B.S., Syracuse University; Associate Professor of Occupational Therapy

Elizabeth (Betty) Fryer, B.A., State University of New York at Albany; Instructor of Computer Science

Roberta Gabrenya, J.D., Vermont Law School; B.A., Kent State University; Associate Professor of Legal Studies and Law and Society

George R. Glaros, Ph.D., University of Nebraska; B. Chem., University of Minnesota; Professor of Chemistry

Kathleen A. Gormley, Ph.D., M.S., State University of New York at Albany; B.S., Russell Sage College; Associate Professor of Education

Ann M. Gothler, Ph.D., Syracuse University; M.S., B.S., R.N., Adelphi University; Professor of Nursing

Laura J. Gras (Zacharewicz), D.Sci., Rocky Mountain University; M.S., Sage Graduate School; B.S., Russell Sage College; Associate Professor of Physical Therapy

David Grey, M.F.A., California Institute of the Arts; B.A., Tufts University; Assistant Professor of Graphic Design

Janet Hakey-Brugul, M.S., Long Island University; B.S., University of Vermont; Assistant Professor of Physical Therapy

Jack K. Harris, Ph.D., State University of New York at Albany; M.A.T., Harvard University; B.A., Columbia University; Professor of Biology

Theresa Hartshorn Hand, M.S., Sage Graduate School; B.S., University of New Hampshire; Assistant Professor of Occupational Therapy
Esther M. Haskvitz, Ph.D., M.Ed., University of Virginia; M.S., Texas Women’s University; A.B., Washington University; Associate Professor of Physical Therapy

John W. Heimke, Ph.D., Indiana University; B.S., University of Wisconsin; Associate Professor of Biology

Nicolás Hernández Jr., Ph.D., M.A., Cornell University; M.A., St. Bernard’s School of Theology and Ministry; B.A., Iona College; Associate Professor of Spanish

Janice Hesler, M.S., State University of New York at Stonybrook; B.S., California State University at Fullerton; Assistant Professor of Nursing

Melanie P. Hope, M.F.A., Rensselaer Polytechnic Institute; B.F.A., A.A.S., Rochester Institute of Technology; Associate Professor of Graphic Design

Michelle A. Hunt, M.S., Hahnemann University, B.S., Russell Sage College; Assistant Professor of Physical Therapy

Chrys Ingraham, Ph.D., Syracuse University; M.P.A., M.A., B.A., Syracuse University; Professor of Sociology

Susan M. Jenks, Ph.D., M.S., The University of Connecticut; B.A., Vassar College; Associate Professor of Psychology

Sybillyn H. Jennings, Ph.D., University of California, Santa Barbara; M.A., San Jose State College; B.A., Bennington College; Professor of Psychology

Mary L. Johnson, M.S., Sage Graduate School, B.S., Russell Sage College; Associate Professor of Nursing

Barry Jones, M.S., Marist College; B.S., The Cooper Union; Associate Professor of Computer Science and Chair, Department of Math and Computer Science

Kelly Jones, M.S., St. Rose College; B.F.A., Pratt Institute, Brooklyn, NY; Assistant Professor of Art Education

Christopher Jordan, M.F.A., Rochester Institute of Technology; B.S., Colby College; Assistant Professor of Visual Arts

Pamela S. Katz, J.D., Georgetown University Law Center; B.A., State University of New York at Binghamton; Associate Professor of Legal Studies

Thomas C. Keane, Ph.D., M.S., Rensselaer Polytechnic Institute; B.A., Hunter College; Assistant Professor of Chemistry and Chair, Department of Chemistry

Glenda B. Kelman, Ph.D., New York University; M.S., Sage Graduate School; B.S. Russell Sage College; Associate Professor and Chair, Department of Nursing

Kathleen A. Kennedy, M.S., Sage Graduate School; B.S., Boston College; Assistant Professor of Nursing

David B. Kiner, Ph.D., Trinity Theological Seminary; M.B.A., Western New England College; B.S., Syracuse University; Associate Professor of Management

Becky J. Kligerman, M.S., Sage Graduate School, B.S., University of Kansas; Assistant Professor of Occupational Therapy

Wendy Krupnick, Ph.D., Nova Southeastern University; M.B.A., The George Washington University; B.S., Boston University; Associate Professor and Chair, Department of Occupational Therapy

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Stacie Kutz, Ph.D., M.S., Albany Medical College; B.S., Marist College; Assistant Professor of Biology

Judith C. Landers, M.S., B.S., State University of New York at Albany; Professor of Management

Deborah A. Lawrence, Ph.D., M.A., State University of New York at Albany; B.A., Russell Sage College; Associate Professor of Mathematics

Kathleen Lee, M.S., Sage Graduate School; B.S., Russell Sage College; Assistant Professor of Physical Therapy
Steven A. Leibo, Ph.D., Washington State University; M.A., B.A., University of California at Santa Barbara; David Sherman Spector
Professor of History

Daniel Lewicki, Ph.D., M.S., State University of New York at Albany; B.S., City College of the City University of New York; Professor of Chemistry

Harold Lohner, M.F.A., M.A., B.A., State University of New York at Albany; Associate Professor of Art

Cheryl MacNeil, Ph.D., State University of New York at Albany; M.A., Johnson State College; B.A.; State University of New York at Plattsburg; Assistant Professor in Occupational Therapy

Kelly MacWatters, M.S., State University of New York at Albany., B.T., State University of New York Agricultural and Technical College at Cobleskill; Assistant Professor and Electronic Resources Librarian

Elizabeth Anne Mahoney, Ed.D, M.Ed., Teachers College, Columbia University; M.S.N., Hunter College; B.S.N., Boston College; Professor of Nursing

Tina A. Mancuso, M.S., State University of New York at Albany; M.S., B.S., State University of New York at Oswego; Associate Professor of Mathematics

Nina Piccini Marinello, Ph.D., M.S., State University of New York at Albany; B.S., Russell Sage College; B.S. St. Joseph’s College; Assistant Professor of Nutrition

Willie Marlowe, M.F.A., University of Idaho; B.S., East Carolina University; Professor of Art

Timothy M. Martin, M.F.A., Rochester Institute of Technology; B.S., Frostburg University; Professor of Art

Dorothy M. Matthews, Cand. Ph.D., State University of New York at Albany; M.S., University of Wyoming; B.S., Pace University; Associate Professor of Biology

Marcia Maury, M.A., University of Hawaii; B.A., Keuka College; Associate Professor of Sociology

Edward W. McAllister, Ph.D., M.S., B.S., State University of New York at Albany; Professor of Psychology

Tonya McArthur, Ph.D., University of Connecticut; M.A., University of Nebraska; B.S., Loma Linda University; Assistant Professor of English

Peter C. McDermott, Ph.D., State University of New York at Albany; M.A., Montclair State College; B.A., Seton Hall University; Professor of Education

Matthew McEligott, M.A., State University of New York at Buffalo; B.F.A., Alfred University; Associate Professor of Graphic Design

Julie Ann McIntyre, Ph.D., M.S., Syracuse University; B.A., State University of New York at Plattsburgh; Associate Professor of Psychology

Maureen C. McLeod, Ph.D., M.A., State University of New York at Albany; B.A., Mundelein College; Professor of Criminal Justice and Chair, Department of Sociology and Criminal Justice

Kent Mikalsen, M.F.A., University of Florida; B.A., University of South Florida, Assistant Professor of Interior Design

Gabriele Moriello, M.S., University of Connecticut; B.S., Ithaca College; Assistant Professor of Physical Therapy

Linda A. Morrell, M.F.A., The George Washington University; B.F.A., Rhode Island School of Design; Associate Professor of Photography

Gayle Morse, Ph.D., State University of New York at Albany; B.A., Kennesaw State University; Assistant Professor of Psychology

Michael A. Musial, M.M., M.A., B.F.A., State University of New York at Buffalo; Edith McCrea Associate Professor of Music and Chair, Department of Creative and Performing Arts
James P. Murtagh, Ph.D., Rensselaer Polytechnic Institute; M.B.A., University of Northern Colorado; B.S., United States Military Academy; Froman Professor of Business, Associate Professor of Management and Chair, Department of Management

Patricia Mosher, Ed.D., M.S.; University of Miami; B.S. Brockport State College; Associate Professor of Physical Education

Ann Myers, Ed.D., Columbia University; M.A., State University of New York at Albany; B.A., College of St. Rose; Associate Professor of Education

Michelle Napierksi-Prancl, Ph.D., State University of New York at Albany; B.A., Siena College; Assistant Professor of Sociology

Wendy H. Nelson, M.S.N., University of Cincinnati; B.S.N., Alfred University; Assistant Professor of Nursing

William D. Niemi, Ph.D., University of Vermont; M.S., University of New Hampshire; A.B., Northeastern University; Professor of Biology

Patricia A. O’Connor, Ph.D., M.A., New York University; B.A., St. Mary’s College; Lorraine Walker Professor of Psychology

Amy Pass, M.S., Catholic University of America; B.A., State University of New York at Geneseo; Assistant Professor and Information Literacy Librarian

Neeti Pathare, Ph.D., University of Florida, Gainesville; M.S., B.S., L.T.M. Medical College, University of Mumbai, India, Assistant Professor of Physical Therapy

Mary Lou Peck, Ed.D, M.Ed., M.A., Teachers College, Columbia University; B.S.N., University of Oregon; Associate Professor of Nursing

John J. Pelizza, Ph.D., University of New Mexico; M.S., Temple University; B.S., Kansas State College; Associate Professor of Health Education

Arlene M. Pericak, M.A., University of Lowell; B.S., University of Massachusetts; Assistant Professor of Nursing

Linda Ceriale Peterson, Ed.D, University of Massachusetts; M.A., New York University; B.S., Fairleigh Dickinson University; Professor of Nursing

Elaine Molis Phelan, M.S., State University of New York at Albany; B.B.A., Siena College; Assistant Professor of Accounting

Barbara B. Pieper, Ph.D., Adelphi University; M.N., University of Kansas Medical Center; B.S., State University of New York at Albany; Associate Professor of Nursing

Jean E. Poppei, Ph.D., M.A., University of Chicago; M.S.W., State University of New York at Albany; A.B., Oberlin College; Associate Professor of Psychology and Chair, Department of Psychology

Mary S. Rea, Ph.D., Rensselaer Polytechnic Institute; M.S., University of Ottawa; B.S., The Ohio State University; Associate Professor and Chair, Department of Biology

Michelle L. Reilly, M.S., State University of New York at Albany; B.S., State University of New York at Albany, NY; Clinical Instructor of Education

Jane Benedict Roberts, M.A., Columbia University; M.P.A., Sage Graduate School; B.S., Russell Sage College; Professor of Dance

Daniel Robeson, M.B.A., Rensselaer Polytechnic Institute; B.A., University of Missouri; Assistant Professor of Management

Bronna Romanoff, Ph.D., State University of New York at Albany; B.A., University of Connecticut; Professor of Psychology

Joseph B. Rukanshagiza, Ph.D., M.A., M.R.P., State University of New York at Albany; B.A., Siena College; Assistant Professor of Sociology

Manijeh Sabi, Ph.D., Northeastern University, Boston; M.A., Kent State University; B.A., Wittenberg University; Professor of Economics

Raied Salman, Ph.D., Brunel University, U.K.; M.Sc., B.Sc., University of Technology, Baghdad, Iraq; Assistant Professor of Computer Science

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**Faculty Emeritae/Emeriti**

Catherine Adams, B.S., M.S., Ed.D.; Professor of Nursing

Donald Andersen, B.A., M.A.; B.A.; Professor of Mathematics

Roger W. Armstrong, B.S., Ph.D.; Professor of Chemistry

Freda Bailey, B.S., M.A., Ed.D.; Associate Professor of Education

J. Albert Barsamian, B.S., L.L.B., J.D.; Professor of Criminal Science

Olivia Bertagnolli, M.A., B.A.; Associate Professor of English

Donald J. Bessette, B.A., M.Ed.; Professor of English

Caroline S. Booth, B.S., M.S.; Associate Professor of Nursing

Mick Brady, B.A., M.A.; Associate Professor of Graphic Design

Fredrick A. Brandt, A.B., M.B.A., Ph.D.; Assoc. Professor of Management

Frank E. Cline, B.A., M.A.; Instructor of Retailing

Edwin J. Cook, B.A., M.S., Ed.D.; Associate Professor of Education

Thomas Cook, B.A., M.A., Ph.D.; Associate Professor of English

Dan T. Craine, B.A., M.A.; Professor of English

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Ruth Eyers, B.S., M.S.; Associate Professor of Secretarial Science

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Shirley Rose, B.S.N., M.S.; Professor of Nursing

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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., Professor

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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

Chemistry & Physics

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David H. Cluxton, Ph.D., Associate Professor of Physics

Kathleen A. Donnelly, Ph.D., Associate Professor of Chemistry

George R. Glaros, Ph.D., Professor of Chemistry

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Daniel Lewicki, Ph.D., Professor of Chemistry (also Education)

George F. Tucker, Ph.D., Professor of Physics

Frank R. Vozzo, Ph.D., Associate Professor of Physics

English and Modern Languages

Jayne Ritchie Boisvert, Ph.D., Associate Professor of French

Gladys M. Craig, Ph.D., Associate Professor of English

Eileen Fitzsimmons, M.S., Professor of English

Nicolás Hernández, Jr., Ph.D., Associate Professor of Spanish

David Salomon, Ph.D., Associate Professor of English and Chair

History, Law & Government

Rolf Ahlers, D.Theol., Professor of Philosophy and Religion

Adeline I. Apena, Ph.D., Associate Professor of History

**Roberta Gabrenya, J.D., Associate Professor of Legal Studies and Law and Society**
Pamela S. Katz, J.D., Associate Professor of Legal Studies

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

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

Raied Salmon, Ph.D., Assistant Professor of Computer Science

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

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

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Maureen C. McLeod, Ph.D., Professor, Sociology and Criminal Justice and Chair
Michelle Napier Prancl, Ph.D., Assistant Professor, Sociology
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Susan Dempf, Ph.D., Assistant Professor, of Physical Education
Kathleen A. Gormley, Ph.D., Associate Professor
Kelly Jones, M.S., Assistant Professor of Art Education
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Michael Stahl, Ed.D., Assistant Professor of Guidance and Counseling
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Cheryl Van De Mark, Ed.D., Assistant Professor
Laura Wartinger, Ph.D., Assistant Professor
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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
Tonya Zwirz, M.S., Assistant Professor

Nutrition
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Melodie Bell-Cavallino, M.S., Associate Professor and Chair
Eileen FitzPatrick, M.P.H, Instructor
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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

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Karen Balter, M.A., Assistant Professor of Athletic Training
James R. Brenna, Ph.D., Assistant Professor
Laura Gras (Zacharewicz), D. Sci., Associate Professor
Janet Hakey-Brusgil, 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
Neeti Pathare, Ph.D., Assistant Professor
Kathleen E. Schultz, M.S., Associate Professor
Marjane B. Selleck, M.S., Associate Professor and Chair
Danielle B. Vittone, M.S., Assistant Professor

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Communications and Information Design

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Creative and Performing Arts

Mark Ahola, M.M., Instructor, Creative Arts in Therapy
David Baecker, M.F.A., Assistant Professor of Theatre
Leigh Davies, M.P.S., Assistant Professor of Creative Arts in Therapy
Michael A. Musial, M.M., Edith McCrea Assoc. Professor and Chair of Music
Jane Benedict Roberts, M.A., Professor of Dance
Ellen Sinopoli, Dance, M.L.S., Instructor of Dance (Artist in Residence)

New York State Theatre Institute (NYSTI) Associate Faculty

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

Joel Aroeste
Mark Baird
Michael Bartuccio
David Bunce

Douglas Lange
Ed Lange
Ed Leach
Arlene Leff
Ben Masaitis
Management

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Eileen V. Brownell, M.S., Associate Professor of Management
James S. Cleveland, M.M., Assistant Professor of Management
Judith C. Landers, M.S., Professor of Management
James P. Murtagh, Ph.D., Associate Professor and Chair
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Daniel Robeson, M.B.A., Assistant Professor of Management
Manijeh Sabi, Ph.D., Professor of Economics
Cynthia J. Ward, Ph.D., Associate Professor of Public Administration

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Adrian Avram, M.A., Assistant Professor of Interior Design
Jean Garvey Dahlgren, M.F.A., Associate Professor of Graphic Design
David Grey, M.F.A., Assistant Professor of Graphic Design
Melanie P. Hope, M.F.A., Associate Professor of Graphic Design
Christopher Jordan, M.F.A., Assistant Professor of Visual Arts
Harold Lohner, M.F.A., Associate Professor of Art
Willie Marlowe, M.F.A., Professor of Art
Timothy M. Martin, M.F.A., Professor of Art
Matthew McElligott, M.A., Associate Professor of Graphic Design

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

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

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

Esther Tornai Thyssen, Ph.D., Associate Professor of 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. 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. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.

- 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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<tbody>
<tr>
<td>1</td>
<td>1.00</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>1.25</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>1.50</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>2.00</td>
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<td>109</td>
</tr>
<tr>
<td>12</td>
<td>2.00</td>
<td>122</td>
</tr>
</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.
Sources of Financial Aid for Sage After Work Students

Federal Programs

Federal Pell Grants Up to $4,310 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.

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 Humanities 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 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>
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<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
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<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>
</tr>
<tr>
<td>ITD 3XX – LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Applied Advanced Competencies</td>
<td>in the major</td>
</tr>
<tr>
<td>Experiential-Based Learning Opportunities</td>
<td>in the major</td>
</tr>
</tbody>
</table>
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, please 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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<tbody>
<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>
</tr>
<tr>
<td>Montreal, Quebec (Canada)</td>
<td>4 hours, 10 minutes</td>
<td>223 miles</td>
</tr>
<tr>
<td>New Haven, Connecticut</td>
<td>3 hours, 5 minutes</td>
<td>153 miles</td>
</tr>
<tr>
<td>New York City (Manhattan)</td>
<td>3 hours, 5 minutes</td>
<td>157 miles</td>
</tr>
<tr>
<td>Philadelphia, Pennsylvania</td>
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<td>234 miles</td>
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<td>Portland, Maine</td>
<td>5 hours, 10 minutes</td>
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<td>Providence, Rhode Island</td>
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</tr>
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<td>Springfield, Massachusetts</td>
<td>1 hours, 55 minutes</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

1. Administration Building (Admission/ Business Office/Registrar/Financial Aid/Graduate Programs)
2. Kahl Campus Center (Conference Center, Dining Hall, Bookstore/
   Dean’s Office / Campus Life / Academic Support Center / Career Services / Academic Advising / Wellness Center
3. Graphic Design Building
4. Gymnasium
5. Library
6. Froman Hall
7. Rathbone Hall
8. Science Building
9. West Hall
10. Residence Hall
11. Interior Design Building
12. Arts & Design Building
13. Opalka Gallery
14. University Heights Classroom Building
<table>
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<th>Year</th>
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<td>1929</td>
<td>Eliza Kellas</td>
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<tr>
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<td>Anna Eleanor Roosevelt</td>
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<tr>
<td>1930</td>
<td>Amy Morris Homans</td>
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<tr>
<td></td>
<td>Eva Le Gallienne</td>
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<td>Florence Gibb Pratt</td>
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<td>1931</td>
<td>Ruth Bryan Owen</td>
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<td></td>
<td>Lillian Miller Gilbreth</td>
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<td>1932</td>
<td>Katherine Kellas</td>
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<tr>
<td></td>
<td>Louise Homer</td>
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<td>Mabel Smith Douglas</td>
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<td>1933</td>
<td>Edna St. Vincent Millay</td>
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<td>Edythe Wynne Matthison</td>
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<td>Rollin C. Reynolds</td>
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<td>1935</td>
<td>Anne Morgan</td>
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<td>May Peabody</td>
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<td>Henry Thomas Moore</td>
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<td>Annie Warburton Goodrich</td>
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<td>Marie Mattingly Meloney</td>
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<td>Fannie French Morse</td>
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<td>Mary Lewis</td>
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<td>Dorothy Thompson</td>
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<td>1938</td>
<td>Florence Sabin</td>
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<td>Sarah Wambaugh</td>
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<td>Nadia Boulanger</td>
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<td>Irene Langhorne Gibson</td>
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<td>Gertrude Angell</td>
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<td>Count Rene Doynel de Saint Quentin</td>
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<td>1941</td>
<td>Sigrid Undset</td>
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<td>Emma Perry Carr</td>
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<td>Eve Curie</td>
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<td>Ana Rosa de Martinez Guerrero</td>
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<td>Maria Josephina R. Albano</td>
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<td>Graciela Mandujano</td>
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<tr>
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<td>Anna Lederer Rosenberg</td>
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<td></td>
<td>Marion Syddum Van Liew</td>
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<td></td>
<td>Mei-Ling Chiang Kai-Shek</td>
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<td>Katharine Burr Blodgett</td>
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<td>Sophie van Senden Theis</td>
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<td>Alice Curtis Desmond</td>
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<td>1949</td>
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<td>Minnie Schafer Guggenheimer</td>
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<td>Doris Lee</td>
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<td>1956</td>
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<td></td>
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<td>Marguerite Stitt Church</td>
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<td>Alma Lutz</td>
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<td>Rise Stevens</td>
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<td>Elisabeth Achelis</td>
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<td>Marietta Tree</td>
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<td></td>
<td>Gwendolen M. Carter</td>
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<tr>
<td>Year</td>
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<td>Degree</td>
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<tr>
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<tr>
<td>1964</td>
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<td>John H. G. Pell</td>
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<td>1965</td>
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<td>Alice Winchester</td>
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<td>Millicent McIntosh</td>
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<td>1967</td>
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<td>1967</td>
<td>Edith Grace Craig Reynolds</td>
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<td>1968</td>
<td>Margery Somers Foster</td>
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<td></td>
<td>Mildred Custin</td>
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<tr>
<td>1969</td>
<td>Mary Elizabeth Switzer</td>
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<td></td>
<td>Grace I. Vandervoort</td>
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<td>Virginia Harrington Knauer</td>
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<tr>
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<td>Patricia Roberts Harris</td>
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<td>Nadine Nichols Froman</td>
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<td>Lewis Acrielus Froman</td>
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<td>Chien-Shiung Wu</td>
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<td>Elmer Schacht</td>
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<td>1972</td>
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<td>Dorothy L. Brown</td>
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<td>1973</td>
<td>Virginia Apgar</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>Tenley E. Albright</td>
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<td>Catherine Blanchard Cleary</td>
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<td>Marion S. Kellogg</td>
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<td>Eleanor Emmons Maccoby</td>
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<td>Donna E. Shalala</td>
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<td>Ellen Stewart</td>
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<td>1978</td>
<td>Marian Wright Edelman</td>
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<td>Carl Grimm</td>
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<td>Esther Eggertsen Peterson</td>
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<td>Jessie M. Scott</td>
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<td></td>
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<td>Helen Merritt Upton</td>
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<td>Doris Grumbach</td>
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<td>William Kennedy</td>
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<tr>
<td></td>
<td>Elizabeth Neufeld</td>
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<tr>
<td></td>
<td>Patricia Scott Schroeder</td>
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<tr>
<td>1981</td>
<td>Jessie Bernard</td>
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<td></td>
<td>Elizabeth Janeway</td>
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<td></td>
<td>Virginia Radley</td>
<td>L.H.D.</td>
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1982
Claiborne Pell, L.H.D.
Delta Emma Uphoff, Sc.D.
Shirley Young, L.H.D.
1983
Mary Ellen Avery, Sc. D.
Grace Murray Hopper, Sc. D.
1984
Harry Apkarian, Sc.D.
Anna Jane Harrison, Sc.D.
1985
Carolyn Forche, Litt.D.
Virginia Lee Harvey, L.H.D.
Peter R. Kermani, L.H.D.
1986
Helen M. Caldicott, L.H.D.
Cathy Guisewite, Litt.D.
1986
Carroll L. Estes, L.H.D.
(70th Anniversary)
1986
F. William Harder, L.H.D.
(Convocation)
1987
Thomas Berry Brazelton, Sc.D.
Carolyn Gold Heilbrun, L.H.D.
Margaret E. Kuhn, L.H.D.
1987
Elizabeth Platt Corning, L.H.D.
(Opening Convocation)
1987
Trenna Ruston Wicks, Sc.D.
1988
Patricia Amanda Andrews, Sc.D.
Francis Terry McNamara, D.C.L.
1990
Gertrude B. Elion, Sc.D.
Robert J. Lurtsema, Mus.D.
William Manchester, L.H.D.
Eleanor Holmes Norton, D.P.S.
1991
Judith Blegen, D.Mus.
Phyllis Prescott Van Vleet, D.P.S.
1992
Ann Caracristi, D.P.S.
Judy Chicago, D.F.A.
Madeleine May Kunin, D.P.S.
1993
Colonel Nancy Hopfenspirger, D.P.S.
William F. Kahl, L.H.D.
Roland W. Schmitt, L.H.D.
Richard A. Selzer, D.F.A.
1994
Marjorie Rankin, Ed.D.
Helen Thomas, D.P.S.
1995
Madelyn Pulver Jennings, D.P.S.
Ruth Purtilo, Sc.D.
1996
Carolynn Reid-Wallace, D.P.S.
(Founder’s Convocation)
Faith Ringgold, D.F.A.
1997
Loretta Long, D.P.S.
(Founder’s Convocation)
Constance B. Motley, D.P.S.
Morris Silverman, D.P.S.
1998
Blanche Wiesen Cook, D.H.L.
Fredericka Voorhaar Slingerland, D.P.S.
1999
Ruth Jacobeth Abram, D.P.S.
Chris R. Moseley, D.H.L.
2000
Helen Bodkin Connors, RN, PhD, D.P.S.
Michael G. Dolence, Ed.D.
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<th>Degree</th>
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<td>Edith G. McCrea</td>
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<td>Judith A. Ramaley</td>
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<td>Lorraine W. Bardsley</td>
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<td>Wallace W. Altes</td>
<td>D.P.S.</td>
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<td>Mark O’Connor</td>
<td>D.P.S.</td>
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<td>Len F. Tantillo</td>
<td>D.P.S.</td>
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<td>Patricia Di Benedetto Snyder</td>
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<td>William G. (Jerry) Berberet</td>
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<td>Mary Theresa Streck</td>
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<td>Jay Murnane</td>
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<tr>
<td>2004</td>
<td>Dame Anita Roddick, DBE</td>
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<td>Neil M. Golub</td>
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<td>Lewis Golub</td>
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<td>2005</td>
<td>Prudence Bushnell</td>
<td>D.P.S.</td>
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<td>2006</td>
<td>Alan Chartock</td>
<td>D.P.S.</td>
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<tr>
<td></td>
<td>Lorraine A. Flaherty, Ph.D</td>
<td>D.P.S.</td>
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</table>
**SUMMARY OF REGISTERED ACADEMIC PROGRAMS**

Key to Degrees and Other Awards Offered:
- BS - Bachelor of Science
- BBA - Bachelor Business Administration
- Cert - Certificate

*Note: Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain financial aid awards.*

<table>
<thead>
<tr>
<th>HEGIS Code</th>
<th>Program</th>
<th>Type of Degree or Other Award</th>
<th>Sage College(s) where program is available</th>
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<tr>
<td>0502</td>
<td>Accounting</td>
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<td>0506</td>
<td>Business Administration</td>
<td>BS or BBA</td>
<td>SAGE After Work</td>
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<td>Business Administration</td>
<td>BS/MBA*</td>
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<td>Computer Business Apps</td>
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<td>0702</td>
<td>Computer Information Systems</td>
<td>BS</td>
<td>SAGE After Work</td>
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<td>0702</td>
<td>Computer Network &amp; Systems Admin.</td>
<td>BS</td>
<td>SAGE After Work</td>
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<td>5103</td>
<td>Computing Network Support</td>
<td>Cert</td>
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<td>2105</td>
<td>Criminal Justice</td>
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<td>5199</td>
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<td>4901</td>
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<td>Legal Studies</td>
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<td>1203.10</td>
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<tr>
<td>5103</td>
<td>Web Design</td>
<td>Cert</td>
<td>SAGE After Work</td>
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* Combined program of undergraduate and graduate study at Sage. The bachelor’s and master’s degrees are conferred separately.
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>
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<th>Semester</th>
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<tr>
<td>Summer Session I 2007</td>
<td>April 20, 2007</td>
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<tr>
<td>Summer Session II 2007</td>
<td>June 8, 2007</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>August 10, 2007</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>January 22, 2008</td>
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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.

### Sage College of Albany-Sage After Work Tuition

<table>
<thead>
<tr>
<th>Per Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour (non nursing majors)</td>
<td>$410</td>
</tr>
<tr>
<td>Nursing majors, per credit hour</td>
<td>$540</td>
</tr>
<tr>
<td>Internship, per credit hour</td>
<td>$410</td>
</tr>
<tr>
<td>Independent study, per credit hour</td>
<td>$410</td>
</tr>
<tr>
<td>Audited courses, per credit hour</td>
<td>$100</td>
</tr>
</tbody>
</table>

### Sage Undergraduate Summer School

<table>
<thead>
<tr>
<th>Per Credit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour (non Nursing &amp; non OT majors)</td>
<td>$410</td>
</tr>
<tr>
<td>Nursing &amp; OT majors, per credit hour (including summer clinicals)</td>
<td>$540</td>
</tr>
<tr>
<td>Internship, Independent Study and Audited Courses</td>
<td>See above</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.

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

#### Program based fees

- Applied Art Fee (per credit) $25

#### Activity based fees

- Credit for Prior Learning – assessment fee $150
- Tuition for credits awarded (maximum tuition $1,000) $100
- Application Fee $30
- Late Payment Fee $50
- Transcript Requests $5
- Placement Service File $5
- Diploma $50
- Vehicle Registration (before 12/31) $40
- Vehicle Registration (after 1/1 and before 4/30) $25
- Vehicle Registration (after 5/1) $15
- Returned Check Fee $25

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

Enrollment and Room Deposits

- All Sage After Work $50 (due at registration and refundable prior to the first day of class for a semester)

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.

### Tuition adjustment schedule for classes that meet regularly throughout a semester

<table>
<thead>
<tr>
<th>Withdrawal Date</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.

### Tuition adjustment schedule for all other classes, including summer session classes or those that do not meet regularly throughout a semester

<table>
<thead>
<tr>
<th>Withdrawal Date</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-profit organizations 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 alternatives for completing these courses. This 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 undergraduate accounting curriculum, they are fully qualified for a professional accounting career. Recent changes to the Certified Public Accountant National Exam now require a total of 150 credit hours of study prior to the exam. Students may pursue the additional 30 credit hours by completing a Sage graduate degree (MS or MBA) or through additional undergraduate course. The accounting curriculum is registered with the Division of Professional Education of the New York State Education Department.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>60</th>
</tr>
</thead>
</table>

**Accounting Core Course Requirements:**

ACC 201 Financial Accounting * 3
ACC 202 Managerial Accounting* 3
ACC 203 Intermediate Accounting I 3
ACC 204 Intermediate Accounting II 3
ACC 205 Cost Accounting 3
ACC 207 Accounting Information Systems 3
ACC 210 Individual Taxation 3
ACC 301 Advanced Accounting 3
ACC 401 Auditing 3

Two electives: 6

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:**

BUS 212 Business Law I 3
BUS 213 Business Law II 3
BUS 325 Financial Management 3
ECO 201 Principles of Macroeconomics 3
ECO 202 Principles of Microeconomics 3
ECO 215 Statistics for Decision Making 3
ECO 304 Financial Markets and Institutions 3

ECO-BUS Two electives 6

*These introductory courses are not normally offered, except in the Summer.

**CORE COURSES OFFERED**

http://catalog.sage.edu/07-08saw.php 3/30/2007
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Accounting I</td>
<td>Intermediate Accounting II</td>
<td>Financial Accounting</td>
</tr>
<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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making</td>
<td>Business Law II</td>
<td></td>
</tr>
<tr>
<td>Business Law I</td>
<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td>Accounting Elective</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.

The B.S. in Business Administration is for students who are able to accumulate a total of 60 credit hours of liberal arts and sciences. The B.B.A. requires fewer credits hours of liberal arts and sciences and is for students who want to take a larger number of business courses or who bring in a more professional background.

<table>
<thead>
<tr>
<th>Business Administration Core</th>
<th>57-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104 Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 213 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 215 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 324 Business Strategy I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 304 Advertising &amp; Promotion</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325 Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 330 Play and Work</td>
<td>3</td>
</tr>
<tr>
<td>BUS 424 Business Strategy II</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3
- BUS 335 Management Information Systems
- ACC 207 Accounting Information Systems

Choose one or two of the following: 3-6
- BUS 208 Mathematics for Mgmt
- BUS 209 Mathematics for Finance
- MAT 112 College Algebra (or higher)

Choose one of the following: 3
- MAT 220 Applied Statistics I
- ECO 215 Statistics for Decision Making

Elective Courses Required for B.B.A. Degree from Accounting, Business, Economics, or Law 21
LIFE Curriculum Requirements

- Humanities: 6
- Science: 6
- HUM 112 Humanities Seminar II: 3
- LIFE Interdisciplinary Seminar: 3

Professional or Liberal Arts & Science electives**: 24

Additional Credits Required beyond Associate Degree: 60

Total Credits Required to Qualify for Graduation: 120

B.S. majors need at least 60 credits of liberal arts and science.

B.B.A. majors need at least 30 credits of liberal arts and science.

SAW Course Schedule

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.

- MBA 553 Statistics for Managers: 3
- MBA 561 Managerial Economics: 3
- MBA 574 Financial Management: 3
- MBA 651 Human Resources Management: 3
- MBA 576 Marketing Systems: 3
BACHELOR of SCIENCE in COMPUTER INFORMATION SYSTEMS

COMPUTER SCIENCE

The Sage Colleges offer 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:

- 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](http://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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</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 215</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 221</td>
<td>LINUX for Network Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Computer Science I (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 227</td>
<td>Computer Science II (Java)</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>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 326</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 407</td>
<td>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>
BACHELOR of SCIENCE in COMPUTER NETWORK & SYSTEMS ADMINISTRATION

COMPUTER SCIENCE

The Sage Colleges offer 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:

- 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.
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- 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](http://www.sage.edu/departments/mcs/competency.html)). Credit can be earned and/or a waiver can be granted.
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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 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: 57

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
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http://catalog.sage.edu/07-08saw.php 3/30/2007
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSI 221</td>
<td>LINUX for Network Administrators</td>
<td>3</td>
</tr>
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<td>CSI 226</td>
<td>Computer Science I (Java)</td>
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</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>
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</tr>
<tr>
<td>CSI 312</td>
<td>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSI 326</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
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<td>CSI 355</td>
<td>Wireless Internet &amp; Mobile Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSI 360</td>
<td>Information Security &amp; Computer Forensics</td>
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</tr>
<tr>
<td>CSI 401</td>
<td>Network Modeling &amp; Simulation</td>
<td>3</td>
</tr>
<tr>
<td>CSI 430</td>
<td>VoIP Technology</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology &amp; Culture</td>
<td>3</td>
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<tr>
<td>CSI 485</td>
<td>Senior Capstone Project</td>
<td>6</td>
</tr>
<tr>
<td>MAT 209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Technical Writing</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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 101</td>
<td>Computer Literacy</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 241</td>
<td>Introduction to 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 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI125</td>
<td>Intro to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI126</td>
<td>Intro to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI265</td>
<td>Database Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 415</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI241</td>
<td>Introduction to UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI285</td>
<td>Data Communications &amp; Networking II</td>
<td>3</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 218 Introduction to Public Policymaking</td>
<td>3</td>
</tr>
<tr>
<td>SCL/PSY 207 Statistics with Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>SCL/PSY 350 Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>CRM 311 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRM 352 Crime and Justice Policy</td>
<td>3</td>
</tr>
<tr>
<td>CRM 427 Internship or</td>
<td>3</td>
</tr>
<tr>
<td>CRM 408 Crime and Justice Project</td>
<td>3</td>
</tr>
<tr>
<td>CRM 407 Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### 3 Crime and Justice Policy Course Electives

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
INTERDISCIPLINARY STUDIES
BACHELOR of SCIENCE in INTERDISCIPLINARY STUDIES

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></td>
<td>An Experiential-based Learning Project</td>
<td></td>
</tr>
</tbody>
</table>

51 Credits
LEGAL STUDIES
BACHELOR of SCIENCE in LEGAL STUDIES

CERTIFICATE PROGRAM IN LEGAL STUDIES

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.

<table>
<thead>
<tr>
<th>Legal Studies Core</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<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 210 Individual Taxation</td>
<td>3</td>
</tr>
<tr>
<td>CRM 111 Criminal Justice Functions and Processes*</td>
<td>3</td>
</tr>
<tr>
<td>LAW 101 Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 102 Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 205 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 206 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 202 Legal Research and Writing I</td>
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<tr>
<td>LAW 209 Legal Ethics</td>
<td>1</td>
</tr>
<tr>
<td>LAW 211 Estate Administration</td>
<td>3</td>
</tr>
<tr>
<td>LAW 212 Real Property Transactions</td>
<td>3</td>
</tr>
<tr>
<td>LAW 214 Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 215 Law Office Technologies</td>
<td>3</td>
</tr>
<tr>
<td>LAW 227 Internship or LAW 208 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 302 Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 408 Capstone Seminar in Law</td>
<td>3</td>
</tr>
<tr>
<td>SCL 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>HIS 105 US History I</td>
<td>3</td>
</tr>
</tbody>
</table>

Law Related and Communication Skills Electives .......... 24
Select 3 Professional Law Electives from the Following:

http://catalog.sage.edu/07-08saw.php 3/30/2007
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 offer 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>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>U.S. History I</td>
<td>Law Office Technologies</td>
<td></td>
</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.

**Required Courses** ............................................................. 13

- LAW 101       Introduction to Law 3
- LAW 102       Civil Litigation 3
- LAW 202       Legal Research and Writing I 3
- LAW 302       Legal Research and Writing II 3
- LAW 209       Legal Ethics 1

**Select 5 Electives from the Following:** ........................ 15

- LAW 205     Business Law I
- LAW 206     Business Law II
- LAW 208     Administrative Law
- LAW 210     Collections - Bankruptcy
- LAW 211     Estate Administration
- LAW 212     Real Property Transactions
- LAW 214     Family Law
- LAW 215     Law Office Technologies
- LAW 301     Health Law
- LAW 348     Special Topics in the Law
- LAW 427     Field Internship
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 discipline-based elective course provides 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 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:

<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>4</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>
</tbody>
</table>

Required Support Courses:

<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>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCL 350 Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>SCI 120 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>MAT 220 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>6</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>NSG 331 Contemporary Professional Nursing Practice</td>
<td>4</td>
</tr>
<tr>
<td>NSG 332 Assessment for Health Promotion/Risk Reduction</td>
<td>3</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CHM 111 Chemistry (or summer)</td>
<td>4</td>
</tr>
<tr>
<td>SCI 120 Nutrition Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 208 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CSI 150 Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>NSG 402 Community/Public Health Nursing in a Changing World</td>
<td>6</td>
</tr>
<tr>
<td>MAT 220 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>SCL 350 Research for the Professions</td>
<td>3</td>
</tr>
<tr>
<td>HUM/PHL/EGL Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td>NSG 448 Selected Topics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 404 Leadership in Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 559 Nursing in a Sociopolitical-Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**First Year**

**Fall**

- NSG 331 Contemporary Professional Nursing Practice 4
- 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
- MAT 220 Statistics 3
- Liberal Arts Elective 3
- SCL 350 Research for the Professions 3
- HUM/PHL/EGL Humanities elective 3

**Summer**

- BIO 208 Microbiology 4
- CSI 150 Advanced Computer Literacy 3

**Second Year**

**Fall**

- NSG 558 Paradigms and Perspective of Advanced Practice Nursing 3
- HUM 112 Humanities Seminar II (If Needed) 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

**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 might 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. Documentation of 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 BS/MS program has been developed to meet the needs of students and clinical agencies in the
northeast region. This is an early entrance into the MS program offered at Sage Graduate School. 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 MS degree 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 accomplished through the Sage Graduate School after successful completion of specified coursework and upon recommendation of faculty of the Nursing 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 2.75 by the completion of 300-level nursing courses and for all subsequent semesters. A student whose nursing cumulative GPA is below a 2.75 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

PSY 101 Introduction to Psychology* 3
PSY 202 Lifespan Development 3
PSY 308 Abnormal Psychology 3
PSY 375 Proseminar: Personal Pathways in Psychology 1
PSY 401 Integrated Applications of Psychology 3
PSY 425 Great Ideas in Psychology 3
PSY 405 Senior Seminar 3

Bases of Inquiry

PSY 207 Statistics with Computer Applications 3
PSY 353 Research Design in Psychology 3

Interactions with the Environment, Self and Others:
Select 2 courses

PSY 301 Social Psychology 3
PSY 319 Group Dynamics 3
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>
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<tr>
<td>Proseminar</td>
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</tbody>
</table>
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>PHL 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 Statistics with Computer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Sociology Track

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

International Studies Track ................................................................. 18
Select two of the following ................................................. 6
  SCL 252 Cultural Anthropology
  ECO/PSC 310 Comparative Political Economy
  ECO 313 Economic Development
  ECO 318 Economics 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

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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.

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-207  Acctg Information Systems
This course provides a basis for understanding, developing, evaluating and using practical accounting information systems. The importance of accounting controls is emphasized as well as the technical tools used by accountants. Students review and build on accounting cycles and applications through a computerized project. Prerequisite: ACC-101

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, 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 and to corporate and partnership issues. The emphasis will be on understanding the concepts of developing tax plans for business. Prerequisite: ACC 101

ASL-102  American Sign Language
This is the second part of the yearlong intro- duction 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;

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-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 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 and proportions, statistics, 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
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. (Also LAW 205)

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.

Take BUS-212 or LAW-205;

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—recruitment and selection, performance appraisal, compensation, administration, and human resource planning. Special attention is given to contemporary topics including Equal Employment Opportunity, Organizational Development, Total Quality Management, and Health Benefits issues.

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. Prerequisite: ACC 201, ACC 202

Take ACC-201 ACC-202;

BUS-327 Exper Learning in Business
Experiential-based learning business opportunities may include a combination of job shadowing, internship, externship, community service projects, scholarly research in business, and other learning opportunities that match student readiness and facilitate outcome attainment.

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-400 Independent Study
to be arranged with faculty

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-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 304

Take BUS-304;

**BUS-424 Business Strategy II**

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 intended primarily for senior department majors. Prerequisite: BUS 304, BUS 308 and BUS 325.

Take BUS-304 BUS-308 BUS-325;

**CHI-101 Introductory Mandarin Chinese**

This is a beginning level course in standard Mandarin Chinese for students with no prior experience in the language. Students will learn basic vocabulary, grammar and pronunciation. Instruction will be given in both English and Mandarin Chinese, with a higher percentage of time speaking the new language with each successive session. This course is designed for the adult learner who wants to quickly begin understanding Mandarin Chinese in an open, friendly classroom environment.

**COM-104 Oral Communication**

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-266 Criminal Law**

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.

**CRM-301 Drugs and Crime**

Drugs and crime is a special topics course that covers the controversial nature of licit and illicit substances and their impact on individuals and society. The course includes a discussion of the history of drugs and drug users, the correlation between drugs, violence, and crime, drugs as a public health issue, the art on drugs, and other drug policy issues. Prerequisite: CRM-111

Take CRM-111;

**CRM-310 Victims & Their Experience**

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.

Take CRM-111 or SCL-101;

**CRM-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: CRM-111 or SCL-101.

Take CRM-111 or SCL-101;

**CRM-348 Special Topic: Liberal Arts**

Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change.

**CRM-349 Special Topic: Professional**

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.

**CRM-352 Crime & Justice Policy**
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. Prerequisite: CRM-111; junior or senior standing.

# Take 54 credits; # Take CRM-111;

**CRM-407 Sr Sem Crime & Justice Policy**

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.

# Take SCL-207 or PSY-207; # Take SCL-350; # Take 87 credits;

**CRM-427 Internship**

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: Senior or Senior standing. 54 Credits.

Take 54 credits;

**CSI-126 Computer Science II (JAVA)**

This course continues the exploration of fundamental concepts of object-oriented design and programming using the Java language. Students are introduced to the principles of basic data structures, elementary file input/output and exception handling and advanced Graphical User Interfaces. Prerequisite: CSI-125, MAT-112.

Take CSI-125 MAT-112;

**CSI-150 Advanced Computer Literacy**

An advanced course in computer applications using a graphical user interface (MS Office). Advanced topics covered include word processing, spreadsheets, graphics, database management, presentation graphics, and web page design application software. This course will assist the student in preparing 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-215 Systems Analysis and Design**

This course reviews and applies the life cycle of systems development methodologies including intial 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 consideration, including network systems involving mainframes, minicomputers, and microcomputers. Prerequisite: CSI 101 and CSI 125.

Take CSI-150;

**CSI-221 Linux for Network Admin**

Introduction to LINUX system management giving a thorough grounding in the essential LINUX operating model. Students gain hands-on experience in installing and configuring system and application software, setting up and using LINUX-based network resources, and establishing a working environment that is convenient for users. Methods for increasing productivity using automation and scripting are explored.

**CSI-226 Computer Science I (JAVA)**

The first half of a two semester introduction for computer science majors focusing on the concepts of object-oriented design and programming; including classes, objects, and basic program control statements. Using the programming language, Java, students are introduced to principles of software design and coding. Suggested Preparations: Computer competency and completion of an algebra course.

**CSI-227 Computer Science II (JAVA)**

This course continues the exploration of fundamental concepts of object-oriented design and programming using the Java language. Students are introduced to the principles of basic data structures, elementary file input/output and exception handling and advanced Graphical User Interfaces. Prerequisite: CSI-125, MAT-112.
Take CSI-226 MAT-112;

**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-260 VB.NET**

This course serves as an introduction to the family of visual languages through Visual BASIC.NET 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. This course will reflect both programming techniques for standalone software application development, but also include discussion of web-based applications. Prerequisites: CSI-126.

Take CSI-126;

**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. This course will reflect both programming techniques for standalone software applications, but also include discussions of web-based applications. 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**

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/Netwking 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/Netwkng 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**

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,
Take CSI-126 CSI-241;

**CSI-326 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-227 MAT-209;

**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-355 Wireless Internet & Mobile Tec**
This course explores the theoretical and practical knowledge necessary to set up and manage mobile networks, learn its major opportunities, limitations, issues, and risks. It presents numerous challenges related to issues of security and standardization. Students gain practical experience in administering wireless network devices and core technologies. Prerequisites: CSI 276

Take CSI-276;

**CSI-360 Info Security & Comp Forensics**
This course offers the student an understanding of the principals of information security and the use of forensics tools to map, read, and analyze data. Students will gain hands-on experience in the use of network security tools and computer forensics tools. Prerequisite: MAT 209

Take MAT-209;

**CSI-401 Network Modeling & Simulation**
This course provides a balance between the theoretical and the practical skills needed to design and manage communications networks. Methods are studied for designing and analyzing a virtual network environment for a range of desirable features based on various criteria and for analyzing its performance under different design approaches. 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-261.

Take CSI-150 CSI-261;

**CSI-430 VoIP Technology**
This course investigates the current and emerging technologies in Voice over IP and IP based voice packet telephony. Call control protocols and voice compression schemes will be explored. There is a practical hands-on component to the course. Prerequisite: CSI 276

Take CSI-276;

**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 Senior Capstone Project**
In the final year the networking student will use the knowledge and experience gained in the Computer Network & System Administration program to design and implement a real project in an industry or organization environment. Faculty will work with the client to advise the student during the project. Corequisite: CSI 401

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-219 Modern Drama
A study and discussion of important plays from Ibsen and Chekhov, to the present. The course includes representative plays in the history of modern dance and theater.

EGL-230 Business Writing
This course provides practice in the major kinds of writing necessary for success in the workplace: letters, memos, press releases, proposals, and reports. Students will examine how audience and purpose determine format, voice, and style. Prerequisite: HUM 112 or permission of the instructor.

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: HUM 112 or permission of the instructor.

EGL-330 Creative Nonfiction
What is creative nonfiction? How does it differ from fiction and journalism? What makes creative nonfiction creative? For many nonfiction writers, what happens in the world is far more unlikely and interesting than what a novelist can invent. In this course students will be involved in field work, research, and writing as they practice the pleasure and challenge of this popular genre. Readings may include selections from such authors as John McPhee, Philip Lopate, Diane Ackerman, Annie Dillard and others.

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 he 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-317  20th Cen Europe-Global Context**
With Europe as the point of departure, this course analyzes the global consequences of European civilization during the 20th century.

**HIS-324  American Ethnic History**
This course will provide a survey of the experiences of ethnic immigrant) and racial minorities. The common problems of adjustment, acceptance, and assimilation will be explored as well as the unique experience of the major ethnic and racial groups. Although the course will concentrate on the experiences of Afro-Americans, Jews, Irish, and Italians, the course will also cover Poles, Germans, Japanese, Chinese, Mexicans and other ethnic groups. Also the course will cover the cultural geography of American ethnicity.

**HIS-327  Internship**
to be arranged with faculty

**HIS-322  American Century II 1945-2001**
This is an in-depth look at recent American history from World War II to 2001. Some of the topics covered will include: Cold War, Happy Days of the 1950s, McCarthyism, Beats and Hippies, Cuban Missile Crisis, Vietnam Great Society, Civil Rights and Martin Luther King Jr., Watergate, Reaganism, New Immigration, etc. We will look at the major social, political, ethnic and foreign policy issues since World War II.

**HIS-348  Topics in History**
The department occasionally offers special courses in history dealing with areas and topics not otherwise included in the curriculum.

**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 flaming youth, material splendor, silent film, expatriate literature, the lost generation, and glittering gangdom. 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 change on the landscape of the American 1920s.

**HUM-238  Humanities:issues,ideas,themes**
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-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, and 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.
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-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-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.~

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
An advanced algebra course designed with the essential concepts for precalculus and other courses in business and computer science. Topics such as linear equations, linear equations applications, inequalities, graphing linear equations, polynomials, exponents, factoring, rational expressions, radicals and complex numbers will be emphasized. Prerequisite: Recommended: A beginning algebra course.
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: MAT 113, CSI 125
Take CSI-125 MAT-113;

MAT-220  Applied Statistics
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, ad 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-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.

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-218 Intro to Public Policy Making
How do issues and problems get placed on the public agenda? Why do some issues never make it to the agenda stage? How are agenda issues formulated into public policies? How are those polices shepherded through the political process? Why are some adopted into law while others are tabled or die? What happens to policies after they are adopted? This course will examine how public policy is made with special emphasis on agenda setting, policy formulation, the legislature process, and the budget process. Students monitor public policies and prepare their own.

PSC-228 State Government in the U.S.
An introduction to politics and government in the U.S. Our Capital Region location provides students with an ideal laboratory for studying the inner workings of New York State government and he larger cultural, constitutional, and political forces affecting it. Students also compare New York State with political patterns and trends in other states.

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.

PSC-307 Internship in Pol. & Govt.
Internships may be taken in local, state, national and international governments and political institutions. Possible placements include the New York State Legislature and the U.S. Congress. Emphasis is placed, however, on suiting the student's individual needs and interests. The experience provides an opportunity to learn by participation in the political process. Prerequisites: 54 Credits
Take 54 credits;

PSY-202 Human Development
This course introduces the developmental perspective in psychology and presents the historical emergence of this perspective. The course surveys individual development from conception through old age, studying physical, perceptual, cognitive, and emotional processes. An emphasis is placed on the interaction among individuals of different ages and the influence of both the immediate and wider social contexts on development. 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-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-305**  
**Psy of Persuasion & Influence**  
This course is an investigation of persuasion tactics and influence techniques. Topics include consistency and commitment, communicator characteristics, credibility, conformity, compliance gaining, deception and the ethics of persuasion. Students will be required to actively participate in the learning process. 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-311**  
**Psychology of Disability**  
This course is a broad survey of the range of physical, developmental, cognitive, behavioral, and sensory disabilities. The course considers the impact of disability on the self and the family throughout the life span, and focuses on psychological, educational, and societal adaptations to disability. Prerequisite: PSY 101.

Take PSY-101;

**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, social and personal space, the built environment, personality and environment, 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 courts, 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-348**  
**Selected Topics in Psychology**  
To be arranged with faculty.

Take PSY-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-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 spy 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 helps students prepare for careers in psychology as a profession, the choice of and preparation for specific careers, the integration of the academic content of the psychology major with a variety of professional practices, and issues in professional development. Diversity issues, including gender and ethnicity, will be addressed. Prerequisites: Psychology major with Junior/Senior standing (take 69 credits).

Take 69 credits;

**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-406 Personality Theory**

Students will examine theories and research concerning the nature and development of the human personality and factors producing integration or disorientation. Applications of personality theory and personality assessment will be included in the course. Prerequisite: PSY 101 and three courses from PSY Department.


**PSY-407 Internship in Psychology**

This field-work experience involves working under supervision in a mental health facility, observing and participating in testing and diagnosis, case conferences, therapy, and other related activities.

**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;

**PSY-440 Cognition**

Cognition, the study of mental processes, is a central topic in psychology. In this course an information processing approach to cognition will be presented, which includes the acquisition of knowledge, the maintenance of knowledge across time in memory, and the use (accessing) of knowledge to guide behavior. Hot cognition will be contrasted with cold cognition, and methods of studying cognition will be demonstrated. Prerequisite: PSY-101.

Take PSY-101;

**SCI-111 Solar System Astronomy**

An examination of the solar system, including the sun, moon, Earth, planets, and their satellites, asteroids, comets, and meteors. Among the topics to be considered are: the cyclic nature of motion in the solar system, the exploration of the solar system by spacecraft, the history of the solar system, and the search for extraterrestrial life in the solar system.

**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-206 Sociology of the Family
This analysis of marriage and the family as an institution in historical and cross-cultural perspectives places emphasis on
the changing roles in marriage, processes of partner selection, and marriage adjustment.

SCL-207 Statistics w/Computer Applic.
This course focuses on study of the statistical techniques critical to the development of quantitative research in the social
sciences. Topics include measures of central tendency, variability, correlation, regression, two group hypothesis testing,
analysis of variance, contingency tables, and selected nonparametric methods. Computer applications using software are
included in this course. Students who take this course cannot receive credit or MAT 220 or ECO 215.

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-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.
Curse includes a computer lab using SPSS. Students read and analyze research articles.

SCL-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 SCL-207 or PSY-207; # Take SCL-350;

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 per- mission of instructor.
Take 54 credits;

SOC-200 Independent Study
To be arranged with faculty

SOC-400 Independent Study

SOC-427 Internship in Sociology
A professionally supervised field work experience in a community agency for both majors and non-majors. Students
complete 50 hours in the field for each academic credit. Two courses in sociology