Design your future.

http://catalog.sage.edu/
2+2 Academic Pathways:

Associate and Bachelor’s Degrees

Sage College of Albany is a coeducational college of applied studies that prepares students for the contemporary and future workplace. Special emphasis is placed on preparation for new and emerging occupations that draw upon the College's strengths 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. The College’s commitment to the value of interdisciplinary study is reflected both in its general education requirements and in the wide array of multidisciplinary offerings.

Sage College of Albany has two components: a daytime program, offering associate and bachelor's degrees in a value-added 2+2 format, and Sage After Work, an evening and weekend program offering bachelor's degrees with scheduling and modes of delivery designed to serve the needs of working adults. The Center for Extended Learning administers summer sessions, special programs, and on-line learning.

At Sage College of Albany, students will encounter a serious academic climate. They should be prepared to work hard, but should also be ready to enjoy learning in small classes that are always challenging but never intimidating. Sage’s environment for learning is a lesson in interaction, in the exchange of ideas, in discovering not what to think, but how to think.

To get the most out of classes, students will also have help and support all along the way. Sage faculty interact with students in small classroom settings and in less formal situations as well. Tutors are available to coach students in different subjects, and counselors will work with them to develop study skills. Resources available to students include a computer center available 14 hours a day, access to the Internet through SageNet, and a great library for research, study, or personal reading pleasure. There is also an honors program for academically talented students.

Internships and other opportunities for applied learning help students explore career paths, develop new skills, and build self-confidence. SCA majors are designed to accommodate an internship and the Career Center will help students find an internship that suits their academic schedule and major. A career counselor will also work with students one-on-one to design a career plan that relates to their future goals.

The campus environment is small and intimate, yet active and vigorous. Students have the chance to get to know faculty and each other, to make a difference and to exert influence on the campus community through clubs, student government, and various other student-centered organizations. Sage College of Albany is especially student oriented, and many students serve on administrative committees, ranging from student advisory boards to college search committees, and retention support groups.

SCA - Pathways

Sage College of Albany students may pursue one of several bachelor’s degree pathways by completing an associate degree on their way toward their bachelor’s degree. The value-added aspect of the associate degree lies in the multiple pathways that it opens and the opportunity to graduate with two degrees in two related areas of study (similar to the advantages of a “double major,” but more powerful). This 2+2 design also opens up other opportunities. Upon completing the associate degree, female students may decide to complete one of the B.A. or B.S. degrees at Russell Sage College, and any SCA student may choose to:

- Complete one of Sage College of Albany bachelor’s degrees,
- Enter the workforce with a wide array of employable skills, or
- Enter the workforce and also complete one of Sage College of Albany bachelor’s degrees designed for working adults through Sage After Work.

Associate Degrees (A.A., A.S., A.A.S.)

Unlike at other four-year colleges, students at Sage College of Albany earn an associate degree after completing 60 hours of general education and program requirements. While we expect students to continue into and to complete the bachelor’s degree, some may need or want to enter the workforce at this point and complete the B.S. through the Sage After Work program. For all students, the associate degree
represents a milestone completed and a valuable first credential on a resume. Associate degrees are usually completed in two years of study, but for those who want to accelerate, the time can be significantly reduced by studying through the summer.

**Associate in Arts (A.A.)** – Programs leading to this degree provide a flexible foundation on which to pursue alternative pathways to a bachelor’s degree. The A.A. degree consists primarily of courses in the liberal arts and sciences, some of them related to the major field of interest, along with electives which further strengthen the liberal arts foundation.

**Associate in Science (A.S.)** – Programs leading to this degree are designed primarily to prepare students to continue their education for the bachelor’s degree in a professionally related program. The A.S. degree includes courses in the liberal arts and sciences, although fewer than are required for the A.A. degree. Additional courses of a technical nature related to the major field of interest and electives complete this degree.

**Associate in Applied Science (A.A.S.)** – Programs leading to this degree prepare students either for immediate employment in specific careers or to continue their studies in a related baccalaureate program. The A.A.S. degree includes a basic core of liberal arts and science courses, although fewer than are required for either the A.A. or A.S. degrees. The greater part of this program is devoted to courses in a specific career area, but it also includes electives in related areas or in the liberal arts and sciences.

**Associate Degree Programs**

Sage College of Albany offers the following associate degree programs to students able to attend classes during the day. A separate section describes Sage After Work programs. These associate degrees are designed to articulate into SCA’s upper-division bachelor’s degree programs, which are distinguished by a “2+2” curricular design that allows students the option of graduating with two strong areas of concentration.

**Art and Design**
- A.A.S. in Fine Arts
- A.A.S. in Graphic Design
- A.A.S. in Interior Design
- A.A.S. in Photography

**Business**
- A.S./A.A.S. in Marketing and Management

**Communications**
- A.S. in Communications

**Computer Science**
- A.S. in Computing Science
- A.A.S. in Computing Technology (with concentrations in Network/System Administration, Technical Support Specialist, and Webmaster)

**Exploratory and Self-Designed Programs**
- A.A. in Individual Studies
- A.A.S. in Professional Studies

**Humanities, Liberal Studies and Social Sciences**
- A.A. in Humanities and Liberal Arts
- A.A. in Intercultural and Diversity Studies
- A.A. in Social Science

**Legal Studies**
- A.A.S. in Legal Studies

**Science**
• A.S. in Science (Applied Biology emphasis)

Bachelor's Degrees (B.S., B.B.A., B.F.A.)

At Sage College of Albany, the two upper years of study, added to the associate degree earned in the first two years, complete the bachelor’s degree. Students may choose to continue in the same major in which they earned the associate degree, or may change to a related discipline or choose to pursue a self-designed major in Interdisciplinary Studies. Students transferring into the College with fewer than 60 credits normally complete requirements for an associate degree. Students transferring into the College with an associate degree or with more than 60 credits complete only the bachelor’s degree at Sage.

Bachelor of Science (B.S.) – B.S. degrees are offered in a variety of professional disciplines, including applied areas of the liberal arts and sciences; many are interdisciplinary in nature. The B.S. requires at least 60 credits in the liberal arts and sciences; other credits are earned in courses related to the specialty in which the degree is granted.

Bachelor of Business Administration (B.B.A.) – The B.B.A. is a professional degree requiring at least 30 credits in the liberal arts and sciences; other credits are earned in courses related to the business program.

Bachelor of Fine Arts (B.F.A.) – The B.F.A., a professional degree, is offered in several areas of art and design. The B.F.A. requires at least 30 credits in the liberal arts and sciences; other credits are earned in courses related to the specific area of art or design in which the degree is offered.

Bachelor's Degree Programs

Sage College of Albany offers the following bachelor’s degree programs to students in the daytime or in Sage After Work. Degree programs are designed to prepare students for new and emerging professions, and draw upon the College’s core competencies in art and design, communications, business, legal studies, and information sciences.

Art and Design

• B.F.A. in Fine Arts (emphasis in Clay Sculpture, Illustration, Painting, Photography, or Printmaking)
• B.F.A. in Graphic Design
• B.F.A. in Interior Design

Business

• B.S. in Accounting
• B.S./B.B.A. in Business Administration
• B.S. in International Trade & Economic Development
• M.B.A. accelerated program

Communications

• B.S. in Information Design

Computer Science

• B.S. in Computer Information Systems

Education

• B.S. in Physical Education (with HVCC and ACC)

Health Sciences

• B.S. in Nursing (for Registered Nurses)

Humanities, Liberal Studies and Social Sciences

• B.S. in Creative Studies
• B.A. in Liberal Studies
• B.S. in Social Studies
• B.S. in Public Affairs and Public Policy
### Interdisciplinary Studies
- B.S. in Interdisciplinary Studies

### Legal Studies
- B.S. in Law and Society (see also Psychology)
- B.S. in Legal Studies

### Psychology
- B.S. in Psychology
- B.S. in Law Society

### Science
- B.S. in Applied Biology
- B.S. in Clinical Biology

### Academic Pathway Options
The following SCA associate degrees articulate well with the accompanying bachelor’s degrees in the righthand column. Students who are pursuing a bachelor’s degree should choose a lower division (associate degree) program that best accommodates their career and personal interests while also best preparing them for their upper division (bachelor’s degree) program. Other pathways may be feasible, but will require the selection of “linkage” courses—electives that satisfy requirements in the chosen bachelor’s degree program. An SCA academic advisor will help you identify linkage courses and develop an appropriate pathway.

<table>
<thead>
<tr>
<th>Associate Degrees</th>
<th>Bachelor’s Degrees</th>
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<tbody>
<tr>
<td>A.S. in Communications</td>
<td>B.S. in Information Design (with careful advising)</td>
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<tr>
<td></td>
<td>B.S. in Business Administration</td>
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<td></td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td>A.S. in Computing Science</td>
<td>B.S. in Computer Information Systems</td>
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<tr>
<td></td>
<td>B.S. in Computer Network Administration (Sage After Work)</td>
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<tr>
<td></td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td>A.A.S. in Computing Technologies</td>
<td>B.S. in Business Administration</td>
</tr>
<tr>
<td></td>
<td>B.S. in Computer Information Systems</td>
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<tr>
<td></td>
<td>B.S. in Computer Network Administration (Sage After Work)</td>
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<tr>
<td></td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td>A.A.S. in Fine Arts</td>
<td>B.F.A. in Fine Arts</td>
</tr>
<tr>
<td></td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td>A.A.S. in Graphic Design</td>
<td>B.F.A. in Graphic Design</td>
</tr>
<tr>
<td></td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td>A.A. in Humanities and Liberal Arts</td>
<td>B.S. in Creative Studies</td>
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<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<tr>
<td></td>
<td>B.S. in Law and Society</td>
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<td></td>
<td>B.S. in Public Affairs and Public Policy</td>
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<tr>
<td>A.A. in Individual Studies</td>
<td>B.S. in Creative Studies</td>
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<td></td>
<td>B.S. in Interdisciplinary Studies</td>
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<td></td>
<td>B.S. in Law and Society</td>
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<tr>
<td></td>
<td>B.S. in Public Affairs and Public Policy</td>
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<tr>
<td>A.A. in Intercultural and Diversity Studies</td>
<td>B.S. in Creative Studies</td>
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<tr>
<td></td>
<td>B.S. in Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
<td>B.S. in International Trade and Economic Development (with careful advising)</td>
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<tr>
<td></td>
<td>B.S. in Public Affairs and Public Policy</td>
</tr>
<tr>
<td>A.A.S. in Interior Design</td>
<td>B.F.A. in Interior Design</td>
</tr>
</tbody>
</table>
• B.S. in Creative Studies
• B.S. in Interdisciplinary Studies

A.A.S. in Legal Studies
• B.S. in Legal Studies (Sage After Work)
• B.S. in Law and Society
• B.B.A. or B.S. in Business Administration
• B.S. in Interdisciplinary Studies
• B.S. in International Trade and Economic Development
• B.S. in Public Affairs and Public Policy

A.S. or A.A.S. in Marketing and Management
• B.S. Accounting (Sage After Work)
• B.B.A. or B.S. in Business Administration
• B.S. in Interdisciplinary Studies
• B.S. in International Trade and Economic Development
• B.S. in Law and Society

A.A.S. in Photography
• B.F.A. in Fine Arts
• B.S. in Creative Studies
• B.S. in Interdisciplinary Studies

A.A.S. in Professional Studies
• B.S. in Law and Society
• B.B.A. or B.S. in Business Administration
• B.S. in International Trade and Economic Development
• B.S. in Interdisciplinary Studies
• B.S. in Public Affairs and Public Policy

A.S. in Science
• B.S. in Applied Biology
• B.S. in Creative Studies
• B.S. in Interdisciplinary Studies

A.A. in Social Science
• B.S. in International Trade and Economic Development
• B.S. in Interdisciplinary Studies
• B.S. in Law and Society
• B.S. in Public Affairs and Public Policy
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 SJCA graduates to remain at Sage in a full-time, daytime program, the rising credentials needed for entry-level professional positions, and the emerging workplace needs of the 21st century, the Sage Junior College of Albany and Sage Evening College were replaced by a single entity. Sage College of Albany, SCA now offers many innovative and interdisciplinary Associate and Bachelor’s degrees in the daytime program, retaining its historic prominence in art and design, and, through its “Sage After Work” division, offers upper-level, Bachelor’s degree completion programs for working adults.

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

An Overview of The Sage Colleges

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

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

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

Sage Graduate School, also established in 1949, is a coeducational environment offering advanced study for practice and leadership through master’s degrees and post-master’s 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

<table>
<thead>
<tr>
<th>President</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliza Kellas</td>
<td>1916-1928</td>
</tr>
<tr>
<td>Dr. James Laurence Meader</td>
<td>1928-1942</td>
</tr>
<tr>
<td>Helen McKinstry</td>
<td>1942-1946</td>
</tr>
<tr>
<td>Dr. Lewis A. Froman</td>
<td>1948-1969</td>
</tr>
<tr>
<td>Dr. Charles U. Walker</td>
<td>1970-1975</td>
</tr>
<tr>
<td>Edgar S. Pitkin, Interim President</td>
<td>1975</td>
</tr>
<tr>
<td>Dr. William F. Kahl</td>
<td>1976-1988</td>
</tr>
<tr>
<td>Dr. Sara S. Chapman</td>
<td>1988-1995</td>
</tr>
<tr>
<td>Dr. Jeanne H. Neff</td>
<td>1995-present</td>
</tr>
</tbody>
</table>

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. 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), 3140 Benning Road NE, Suite 300, Washington, DC 20012 (202) 289-0281; the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10005 (212) 660-1656; 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) 989-4872. The Chemistry department offers a degree option that is certified by the American Chemical Society (ACS) 1155 16th St. NW, Washington DC (202) 872-4600.

Organizations & Affiliations

The Sage Colleges holds memberships in the following:

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

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

### SUMMER 2006

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

### FALL 2006

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>September 5</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>September 5-11</td>
</tr>
<tr>
<td>October Travel &amp; Study Days</td>
<td>October 7-10</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 22-26</td>
</tr>
<tr>
<td>Last Class Day/Exam (SGS)</td>
<td>December 18</td>
</tr>
<tr>
<td>Fall Grades Due</td>
<td>December 21</td>
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### SPRING 2007

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 22</td>
</tr>
<tr>
<td>Advisement for 07-08 begins</td>
<td>January 22</td>
</tr>
<tr>
<td>Add/Drop Period</td>
<td>January 22-26</td>
</tr>
<tr>
<td>Filing Deadline for May graduation</td>
<td>February 1</td>
</tr>
<tr>
<td>Registration 07-08 opens</td>
<td>February 12</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 10-18</td>
</tr>
<tr>
<td>SGS Research Symposium</td>
<td>April 28</td>
</tr>
<tr>
<td>Last Class/Exam (SGS)</td>
<td>May 3</td>
</tr>
<tr>
<td>Conflict Resolution Day</td>
<td>May 8</td>
</tr>
<tr>
<td>Graduating Student Grades Due</td>
<td>May 9 (Noon)</td>
</tr>
<tr>
<td>All other grades due</td>
<td>May 11</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>May 11</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12</td>
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### Summer 2007 Session I Begins

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

Academic Integrity

The Sage Colleges take pride in the pursuit of academic excellence and integrity. Students are expected to comply with the stipulations set forth in the “Statement of Academic Honesty,” included in the Student Handbook, which outlines the procedures used to enforce the spirit of academic honesty at the College. The Student Handbook is available online at http://www.sage.edu/current/handbook/sca/.

Academic Dishonesty/Misconduct

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

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

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

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

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

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

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

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

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

Academic Monitoring

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

Mid-Term Progress Report

Sage College of Albany students are given a Progress Report summarizing their academic progress at the mid-point of the term. Grades and possibly comments are included for each course. These grades are not formally recorded on the student’s official record, but are meant to serve as an indication of the student’s academic progress to this point.

Academic Actions

The Academic Standards Committee of each College meets at the end of each semester to assess the progress and potential of students not making satisfactory academic progress. Students with academic difficulties may receive a Letter of Concern or a Letter of Academic Action, as appropriate, from the Director of Academic Advising on behalf of the Committee. The Committee may place the student on Academic Warning, ask the student to submit to an Academic Review, issue an Academic Suspension, or issue an Academic Dismissal. Students wishing to appeal the decision of the Academic Standards Committee must put their appeal in writing to the Dean of the College.

Academic Warning

A Sage College of Albany student is placed on academic warning when his or her cumulative grade point average (CGPA) drops below 2.00. A student on academic warning is considered to be academically at risk and is expected to participate in all opportunities to return to good academic standing. These opportunities include regular class attendance and participation; attending workshops; counseling; tutoring; and meeting frequently with a faculty advisor.

A student on academic warning may not carry more than 13 credit hours or the equivalent, should limit involvement in co-curricular and
work activities, and may not serve as an officer of any college organization. Students must complete 75 percent of credits if registered full-time and 100 percent if registered part-time. A student is removed from academic warning and returned to good academic standing by achieving a CGPA of 2.00. A student who has received an incomplete grade that converted to a failing grade from a previous semester than the one under review may receive retroactive academic warning or suspension.

For students in the Sage After Work program, satisfactory progress is defined as maintaining a cumulative grade point average (CGPA) of at least 2.00. A Sage After Work student is placed on academic warning when the CGPA drops below 2.00 based on the last 12 attempted credits. A Sage After Work student on academic warning may not carry more than 12 credit hours or the equivalent.

Semester Warning

A Sage College of Albany 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 13 credit hours or the equivalent, and should limit involvement in co-curricular and work activities. A student on semester warning for two consecutive terms may be subject to appear before the Academic Standards Review Committee.

A part-time student matriculated in Sage After Work 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 Review 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

Based on academic review, a student may be suspended after being placed on academic warning for one semester and failing to achieve a 2.00 CGPA or if the GPA initially falls below 1.25. A student who is not in good academic standing after two successive semesters of academic warning is automatically suspended. Also, if a student has accumulated, through a combination of “Z” and “F” grades, 0 credits in a semester, the student will be academically suspended.

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.

If a part-time 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.

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 Review 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.
COURSEWORK

Class Attendance

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

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

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

Final Examinations

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

Special Academic Courses

Special Topics

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

Honors Courses

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

Mini Courses

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

Online Courses

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

Reduced Seat Time Courses

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

Summer and/or Accelerated Programs

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

Weekend Courses

Sage occasionally offers weekend courses that typically meet Friday nights and Saturdays and Sundays for two or more consecutive weekends.
**Special Academic Programs**

In keeping with the commitment to educational diversity, Sage offers its students an opportunity to participate in a number of special programs, including honors programs, independent projects, interdisciplinary majors, and internships. Several of these options are described below. Consult the director of advisement or your faculty advisor for more information.

**Honors Program at Sage College of Albany**

The Honors Program at Sage College of Albany is a liberal arts-based program that engages students in highly challenging courses in which they exercise personal creativity and initiative. The honors courses include interdisciplinary, team-taught, and contract course, among others. Students earn the designation “Honors Scholar” upon graduation if they have completed the requirements of the program. Students enrolled in the Honors Program meet regularly as an organized group to plan trips, social events, and leadership and service activities, and to enjoy intellectual fellowship.

**Associate Degree Honors Scholar**

Honors Scholars enroll in the Honors Program and complete at least 12 credit hours in honors courses. Of these 12 credit hours, 3 must be taken in Humanities Seminar III Honors: Language and Human Experience (HUM 113 Honors) and 3 in the Honors Cornerstone Seminar: Humanities and Technology (HUM 210 Honors). The remaining 6 credit hours are taken in natural science and social science courses designated as honors. The Cornerstone Seminar encourages students to work on a term project with a personal faculty mentor to seek out contact and resources in the larger community. Honors Scholars must maintain a 3.0 grade point average in honors and a cumulative GPA of 3.25.

Entering freshmen who wish to enroll as Honors Scholars must meet the following requirements:

- A high school average of 85 or better in a college preparatory program;
- Combined SAT I scores of 1100 or better, with no single score less than 500, or an ACT score of 25 or better, with no sub-score below 21;
- Additional consideration is given to demonstrated creativity, leadership, and service.

**Bachelor’s Degree Honors Scholar**

Honors Scholars at this level must complete 13 credits of honors courses or contracts. At least 9 credits of these 13 credits must be in honors courses or contracts numbered 300 or higher. It is recommended, but not required, that the 12 credits of honors work be completed in a Liberal Arts and Science distribution (i.e., 3 credits each in humanities, science/math, and social sciences, and 3 credits in a general elective). Students must also complete a one-credit, thematic, interdisciplinary course titled Honors Thesis Workshop concurrently with the senior project in their degree program. The Honors Thesis Workshop provides a forum for sharing the problems and results of student research in an interdisciplinary environment.

In order to graduate with the designation Baccalaureate Honors Scholar, students must achieve a final, overall cumulative GPA of 3.25 and a cumulative point average of 3.0 in all honors courses and honors contracts and must complete the curriculum requirements for this distinction.

Transfer students as well as continuing Sage College of Albany students are eligible to become Baccalaureate Honors Scholars or Honors Affiliates if they have an overall cumulative GPA of 3.0 or higher, a recommendation from a Sage faculty member or admission counselor, and permission of the Honors Program Director.

All inquiries about the Sage College of Albany Honors Program should be directed to:

Dr. Esther Tornai Thyssen  
Coordinator, SCA Honors Program  
Opalka Gallery, Albany Campus  
(518) 292-8604  
thysse@sage.edu

**Independent Work**

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

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

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

Individual Study

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

Internships

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

Sage College of Albany students pursuing associate degrees may participate in up to two internships, earning a total of 6 credits, which not only extend the classroom experience, but also let students investigate career opportunities. At the bachelor’s level, Sage College of Albany 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. Three credits are normally awarded for internships.

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

Contracts for Independent Work

(Independent Study, Individual Study or Internships)

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

Credit Ceilings for Independent Work

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

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

Credit for Prior Learning

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

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

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

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

**Interdisciplinary Majors (Self-Designed)**

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

**Electives Classification**

I. Humanities Electives

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

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

II. Math/Science Electives

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

- CSI 101, 125, 126, 150, 213, 261, 312, 438

III. Science Electives

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

IV. Social Science Electives

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

V. Liberal Arts Electives

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

ART 201

ASL 101, 102

EDU 206

ITD 101, 102, 123, 222

VI. Professional Electives

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

VII. General Electives

General electives include ALL credit bearing courses.

Academic Adjustments for Students with Disabilities

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

<table>
<thead>
<tr>
<th>Standing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year/Freshman</td>
<td>0-23</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24-53</td>
</tr>
<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.”

Fresh Start Program

A student who is seeking readmission to Sage College of Albany and has not attended any of The Sage Colleges in four or more years may choose to have all Sage coursework (from the prior attendance) be exempt from the calculation of the grade point average. In choosing this option, the student would receive credit for courses in which a grade of “C-” or better was earned; the grades however, would not be included in the computation of the grade point average (GPA). In effect, students electing the Fresh Start policy will have old coursework treated as transfer credit in the calculation of credit for courses, GPA and the determination of eligibility for honors in the respective colleges. The decision to declare a "Fresh Start" must be communicated 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.

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. Furthermore, at least 30 of the last 45 credits 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.

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.

Advanced Placement Program (AP Credit)

Sage recognizes the achievements of secondary students who participate in the Advanced Placement Program (AP Credit) of The College Board. The following table defines the credit awarded for each of the AP exams:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Course Equivalent</th>
<th>Credit/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Art History</td>
<td>3, 4 or 5</td>
<td>ART 206</td>
<td>3</td>
</tr>
<tr>
<td>Art: Studio Art</td>
<td>3, 4 or 5</td>
<td>ART 101</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>Biology elective credit</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>Biology elective credit</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>BIO 104, BIO 105</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB or</td>
<td>3</td>
<td>Quantitative reasoning</td>
<td></td>
</tr>
<tr>
<td>Calculus AB or</td>
<td>4 or 5</td>
<td>MAT 201</td>
<td>4</td>
</tr>
<tr>
<td>Subscore AB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>Quantitative reasoning</td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4 or 5</td>
<td>MAT 202</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3, 4 or 5</td>
<td>CHM 111 &amp; CHM</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>Technology intensive</td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4 or 5</td>
<td>CSI 125</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB3</td>
<td></td>
<td>Technology intensive</td>
<td></td>
</tr>
</tbody>
</table>

http://catalog.sage.edu/06-07sca.php
College Credit by Examination

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

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

<table>
<thead>
<tr>
<th>Exam</th>
<th>Score</th>
<th>Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>50</td>
<td>Humanities general education credit</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>ENG 154</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>50</td>
<td>ENG 101</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities general education
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.

Prior Learning Credit

Baccalaureate students 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. The basis for granting credit is a portfolio of documentation prepared by the student under the guidance of an experiential learning mentor. A maximum 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, a student 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 credits to Sage and entering the experiential learning program will be required to take a minimum of 45 credits in regular classroom work while at Sage. For more information, consult the Office of Advisement: 292-1719 or for Sage After Work students the Director of Studies at 292-8636.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>Z</td>
<td>Absent, No Credit</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>NP</td>
<td>Not Passing</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>RP</td>
<td>Research in Progress</td>
</tr>
</tbody>
</table>

I (grade) = Incomplete

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

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

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

Z = Absent, No Credit

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

P = Passing

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

NP = Not Passing

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

W = Withdrawal

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

RP = Research in Progress

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

NC = No Credit

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

Registrar's Notes

(on the transcript but not grades)

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

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

Calculating Grade Point Average (GPA)

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

Undergraduate

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

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

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

\[
\text{GPA} = \frac{\text{Total Quality Points}}{\text{Total Credits Accepted}} = \frac{42.9}{16.0} = 2.68
\]

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.

http://catalog.sage.edu/06-07sca.php
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

The Dean’s List is published twice a year following each fall and spring semester includes those registered full-time Sage College of Albany students (completing at least 12 semester hours) with a semester grade average of “B+” (3.3 GPA or better and having no course grade below a “C”). Superior full-time students who have a minimum semester GPA of 3.7 with no grade lower than a “B” may be designated as having earned “High Honors.”

The method of determining eligibility for the Dean’s List recognizes the achievements of part-time as well as full-time students. Students who are registered as part-time associate degree students will be evaluated for honors once for each 12 credit hours accumulated. 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.

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.

Phi Theta Kappa Honor Society

Sage College of Albany hosts the Lambda Tau chapter of the Phi Theta Kappa International Honor Society, the honor society for associate degree candidates. Full and part time students are eligible for membership after completion of 12 credit hours, with a GPA of 3.5 or better. Details are available from the faculty advisor.

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

Associate Degrees

The criteria for honors granted to associate degree candidates are as follows:
Cum Laude: Cumulative GPA of at least 3.5 with no grade below “C”

Magna Cum Laude: Cumulative GPA at least 3.7 with no grade below “B”

Summa Cum Laude: Cumulative GPA of at least 3.9 with no grade below “B”

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.

Sage College of Albany Honors Program

The Honors Program at Sage College of Albany is a liberal arts-based program that engages students in highly challenging courses in which they exercise personal creativity and initiative. Students enroll in the program as Honors Scholars and complete at least 12 credit hours in honors courses. Specific requirements vary depending on whether a student is pursuing an associate or bachelor’s degree (see below). Honors Scholars meet regularly as a group to plan trips, social events, and leadership and service activities, and enjoy intellectual fellowship.

Entering students who wish to enroll as Honors Scholars must meet the following requirements:

- A high school average of 85 or better in a college preparatory program;
- Combined SAT I scores of 1100 or better, with no single score less than 500, or an ACT score of 25 or better, with no sub-score below 21;
- Additional consideration is given to demonstrated creativity, leadership, and service.

Transfer students and students already enrolled at Sage College of Albany who have demonstrated high academic and creative abilities are eligible to become Honors Scholars or Honors Affiliates if they have an overall cumulative GPA of 3.0, recommendation from a Sage faculty member, and permission of the Honors Program Director. Honors Affiliates are students who enroll in one or more honors courses, but not as Honors Scholars.

Associate Degree Candidates

Of these 12 credit hours, 3 must be taken in Humanities Seminar III (HUM 113 - Honors) and 3 in Honors Capstone Seminar: Technology and Humanities (HUM 210). The remaining 6 credit hours are taken in natural science and social science honors courses. Open only to Honors Scholars and Honors Affiliates, the honors courses include interdisciplinary, team-taught, and contract courses. The Capstone Seminar encourages students to work on a term project with a personal faculty mentor and to seek out contacts and resources in the larger community.

Bachelor’s Degree Candidates

At least nine of these 12 credits must be in honors courses or contracts numbered 300 or higher. It is recommended, but not required, that the 12 credits of honors work be completed in a Liberal Arts and Science distribution (i.e., 3 credits each in humanities, science/math, and social sciences, and 3 credits in a general elective). Students must also complete a one-credit, thematic Honors Thesis Workshop concurrently with the Senior Seminar in their degree program. The Honors Thesis Workshop provides a forum for sharing the problems and results of student research and other types of Senior Seminar projects. It also engages students in multidisciplinary discussions and activities in a format similar to that of HUM 210 Honors Capstone Seminar: Humanities and Technology.

In order to graduate with the designation Honors Scholar (Baccalaureate) students must achieve a final, overall cumulative GPA of 3.25 and a cumulative point average of 3.0 in all honors courses and honors contracts and must complete the curriculum requirements for this distinction.
All inquiries about the Sage College of Albany Honors Program should be directed to:

Dr. Esther Tornai Thyssen
Coordinator, SCA Honors Program
Opalka Gallery, Albany Campus
(518) 292-8604
thysse@sage.edu

Graduation

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

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

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

Participation in Commencement Exercises

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

Declaration of Status

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

Visiting-Student Status (Non-Matriculation)

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

Degree-Seeking Status (Matriculation)

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

Semester Course Load

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

The usual full-time semester load is 15-16 credits. Students of proven ability, as well as seniors in their last semester, may enroll for more than 18 credits only with the permission of the Dean of the College.

Additional tuition is charged for credits above 18 per fall or spring term. Consult the section on Tuition and Fees (page 8) for more information. Students on academic probation may not enroll for more than four courses (usually 12 credits) per term. Note: Non-credit developmental courses are considered equivalent to credit-bearing courses for the purpose of tuition calculation and financial aid eligibility.

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. Both the catalog year (see above) and the student’s major determine the requirements for graduation (see page 31) and the requirements listed on the degree audit. Students and academic advisors can easily identify the unfulfilled academic requirements as students progress through their program. Any student who believes that there is an error in his or her Academic Evaluation should bring it to the attention of the Registrar and resolve any discrepancies as early as possible.

As students plan their schedules, they must be sure that they meet the prerequisite requirements for each course. A student must have credit for or be enrolled in all prerequisites before enrolling in any course. A student may get 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.

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

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

Student Responsibility

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

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

Add - Drop - Withdraw from a Course

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

Withdrawing from the College

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

Leave of Absence

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

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

Inactive Student Status

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

Reenrollment/ Readmission

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

Cross-Registration within The Sage Colleges

Russell Sage and Sage College of Albany

As a general practice, students should plan their schedules within courses offered at the College which they are attending – Sage College of Albany or Russell Sage College. Occasionally, however, there may be courses offered at the other college that a student wishes to take. To do so, the student must have the permission of their 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. This option is not available to Sage After Work students. (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.

Cross-Registration with Area Colleges

Sage is part of a consortium of educational institutions called the Hudson Mohawk Association of Colleges and Universities. Full-time students can enrich and diversify their academic programs by taking courses not available at Sage at any of these schools. There is no additional cost involved in such cross-registration, but there is a limit of one course per semester.

The following colleges are consortium members: Adirondack Community College, Albany College of Pharmacy, Albany Law School, Albany Medical College, The College of Saint Rose, Columbia-Greene Community College, Empire State College, Excelsior College, Fulton-Montgomery Community College, Hartwick College, Hudson Valley Community College, Maria College, Massachusetts College of Liberal Arts, Rensselaer Polytechnic Institute, Schenectady County Community College, Siena College, Skidmore College, SUNY-Cobleskill, the University at Albany/SUNY, and Union College.

The complete guidelines to participate in the Hudson Mohawk cross-registration program are available in the Office of Student Services. The student must be a full-time matriculated student taking at least one-half his or her semester load at Sage, and the course may not be available at Sage. The complete guidelines for participation in the Hudson Mohawk cross-registration program are available in the Office of Student Services, where students can also obtain forms for the program and file cross-registration paperwork.

Study Abroad

In our increasingly globalized and interdependent world, sensitivity to cultural differences and an understanding of the value and importance of multicultural perspectives are fostered in various ways at The Sage Colleges. Opportunities for study abroad and structured travel in other countries support these directions, as does the “cross-cultural” component of general education at Russell Sage College. International study promotes rapid personal and intellectual growth, widens horizons, and can lead the way to unexpected career options.

Sage sponsors a number of international study opportunities and is affiliated with other colleges and universities for additional opportunities. Each year, Sage faculty offer a variety of foreign travel courses. Programs in recent years have included: France, England, Ireland, Italy, Greece, Puerto Rico, and Vietnam. Students enrolled in sponsored or affiliated programs pay their tuition and room-and-board fees to Sage. Students are eligible to continue receiving financial aid during their time away from campus. Books, personal expenses, and travel costs are not covered.

Early planning for study abroad is essential. Students should consult their academic advisor and the Study Abroad Coordinator. Good academic standing is required for eligibility. Specifics about study abroad programs are available from the Study Abroad Coordinator. The coordinator is also available for assistance should a student decide to enroll in a program not sponsored by or affiliated with Sage. Credit earned in study abroad is subject to the same policies as other “Transfer Credit After Matriculation.” Students should fill out and have signed transfer credit forms (available in the Registrar's Office) before they register for courses in a study abroad program. No grade below a “C-” will be accepted for transfer.

Inquiries about study abroad should be directed to:

Professor Manijeh Sabi
Study Abroad Coordinator
Gurley Hall, Troy Campus
(518) 244-2397
sabim@sage.edu
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.

http://catalog.sage.edu/06-07sca.php
THE SAGE COLLEGES ADMINISTRATION

Office of the President

Jeanne H. Neff, Doctor of Arts, Carnegie-Mellon University; M.A., Rice University; B.A., Wheeling Jesuit University; President and Professor of English

Mary Van Ryn, B.A., State University of New York at Albany; Assistant to the President

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Kevin Stoner, Cand. Ph.D. State University of New York at Albany; M.A., University of Oklahoma School of Journalism; B.S., Northern Arizona University; Interim Dean, Sage After Work and Associate Professor of Communications; Chair, Department of Communications and Information Design

John A. Tribble, Ph.D., Utah State University; M.A., University of Maine; B.A. Boston College; Dean, Sage Graduate School and Lawrence Professor of Economics (Acting Dean, School of Nursing and Health Sciences)

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

Network and Systems Administration

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

- International Students
- Immunization Requirements

For Undergraduates Only

- Transferring to Sage
- Advanced Placement Program
- Credit for Prior Learning
- International Baccalaureate (IB)
- College Level Examination Program (CLEP)
- 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
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 deferral and requires that students submit a new application and official college transcripts.
Admission to Sage College of Albany

Applications for admission to Sage College of Albany are processed on a rolling basis beginning December 1 each year and continuing through the following summer. Admission decisions are communicated within one month after all required materials are received. Application and materials should be submitted by August 1 for fall term and December 15 for spring term. For complete information on admission procedures and deadlines, contact:

Sage College of Albany
Office of Admission
140 New Scotland Ave.
Albany, NY 12208
1-888-VERY-SAGE
(518) 292-1730
(518) 292-1912
scaadm@sage.edu
www.sage.edu/admission

First-year students must submit:

- A completed Application for Admission with a non-refundable processing fee of $30.
- An official high school transcript or an official copy of a GED score.
- A letter of recommendation from a teacher or guidance counselor.
- Official scores from either the SAT or ACT exams.
- Art portfolio for all art applicants.

It is recommended that an applicant submit an essay and/or a list of extracurricular activities that provide additional relevant information that is not covered on the application and other supporting documents.

Transfer students must submit:

- The same information as a first-year student.
- An official transcript from EACH post-secondary institution attended since high school (cumulative GPA of 2.0 or higher).
- Art portfolio for all art applicants.

Students who wish to be considered for the Sage College of Albany Honors Program must present an overall high school grade point average of “B+” (85) or higher in a college preparatory program.

Early Admission

With the written approval of their high school counselor or principal, students who have completed their junior year and meet criteria for regular admission may be able to earn their first year of college credit while simultaneously completing their senior year of high school. Early admission candidates are required to have an interview with the Director of Admission and follow the application procedures described above.
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CAMPUS LIFE

Campus Life Resources & Services

- **Residence Life**
  - Housing
  - Dining
- **Public Safety**
  - Parking
  - Sage IDs
  - Weather-Related Emergencies
- **Athletics & Recreation**
- **Health & Counseling Services**
- **Spirituality Center**

Learning Outside the Classroom

- **Center for Advisement & Career Planning**
- **New Student Orientation**
- **Academic Advising**
- **First Year Experience**
- **Academic Support**
- **Higher Education Opportunity Program (HEOP)**
- **Cultural Enrichment & Diversity**
- **Student Development Programs**

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

Sage College of Albany

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

University Heights College Suites

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

Sage Graduate School Housing

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

Off-Campus Housing

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

Meal Plans

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

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

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

Public Safety

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

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

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

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

Sage Identification Cards

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

Weather-Related Emergencies

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

Classes Delayed

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

Classes Cancelled

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

Colleges Closed

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

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

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

- **TV:** Channels 6, 9, 10 and 13

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

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

Athletics & Recreation

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

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

Intercollegiate Athletics

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

Facilities

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

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

Club Sports

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

Intramurals

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

Fitness and Recreation

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

Sage College of Albany

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

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

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

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

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

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

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

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

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

**Sage Graduate School & Sage After Work**

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

**Health & Counseling Services**

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

**Wellness Center**

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

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

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

**Counseling Services**

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

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

Immunization Requirements

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

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

Workshops/Support Groups

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

Nutrition Education

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

Spirituality Center

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

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

LEARNING OUTSIDE THE CLASSROOM

Academic Services

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

Center for Advisement and Career Planning

Russell Sage College

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

Sage College of Albany
The **Center for Academic Advising and Career Planning** (CAACP) is located in Kahl Campus Center-Lower Level (Albany Campus), and is home to Academic Advising, Career Planning, Internships and Orientation Programs. The Center for Academic Advising and Career Planning operates as a comprehensive integrated advising system to provide students with a coherent educational plan. The Center is dedicated to providing all students with a sense of direction. Whether students are sure of what they want to do after leaving Sage, or are just beginning to think about what lies ahead, there is something helpful at the CAACP. As an integrated service center, we aim to ensure students are: pursuing a career plan they are passionate about, developing a professional resume they can be proud of, and furthering 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.

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

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

**New Student Orientation**

**Russell Sage College**

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

**Sage College of Albany**

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

**Academic Advising**

**Russell Sage College**

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

**Sage College of Albany**

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

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

Academic Support Center

Russell Sage College

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

Sage College of Albany

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

Higher Education Opportunity Program (HEOP)

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

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

Office of Cultural Enrichment and Diversity

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

The Office works with students, staff, and faculty to develop and implement plans that help build a more diverse community and enhance the value of 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, located on the Troy campus in Hart Hall. The Center houses a collection of art, books, artifacts, and videos and is perfect for informal gatherings, club meetings, mentor groups, seminars, and receptions. The space is available for use by all members of the Sage community.

Student Development

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

Leadership Development

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

**Russell Sage College**

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

**Sage College of Albany**

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

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

**Student Government**

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

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

>Student Handbook

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

>Religious Policy Statement

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

>Policies on Alcohol and Other Drugs

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

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

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

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

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

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

Alcohol, Drugs, and the Law

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

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

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

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

**New York State Law**

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

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

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

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

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

**Vehicle and Traffic Law**

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

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

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

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

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

**Public Health Law**

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

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

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

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

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

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

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

Penal Law

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

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

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

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

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

The Sage Colleges Alcohol Regulations

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

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

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

Disciplinary Sanctions

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

**Health Risks**

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

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

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

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

**Campus & Community Resources for Help**

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

**On Campus**

**Wellness Center**

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

The Sage Colleges Alcohol and Other Drug Education Coordinator

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

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

**Off Campus**

Employee Services (Employee Assistance Program)

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

**Community/Self Help Resources**

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

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

New York State Clean Indoor Air Act

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

Sage Policy

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

Sage Guidelines

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

Policy on Sexual Assault

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

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

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

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

- **Forcible compulsion**, which means to compel behavior by the use of physical force or a threat - expressed or implied - that puts a person in fear of physical injury to himself, herself or another, or in fear that he, she or another will immediately be kidnapped; or
- **Incapacity to consent**, which occurs when a person is:
  - 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).
The following behaviors, when they involve the circumstances above, are prohibited by law and College policy:

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

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

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

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

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

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

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

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

**Sexual Offender Registry**

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

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

**Services for Students with Disabilities**

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

Rehabilitation Act of 1973, Section 504

From Rights of Individuals with Handicaps under Federal Law

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

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

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

An individual with handicaps 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 (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 University/college is not required to make all its facilities or every part of single facility accessible.

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

http://catalog.sage.edu/06-07sca.php

Academic Accommodations

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

Students’ Rights and Responsibilities

Every student with a documented disability has the following rights:

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

Every student with a disability has the responsibility to:

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

Faculty Members’ Responsibilities

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

The Sage Colleges’ Rights and Responsibilities

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

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

The Accommodation Process

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

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

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

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

Accommodations

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

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

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

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

Accommodation Disagreements

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

Academic Adjustments

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

Procedures for Requesting Academic Adjustments

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

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

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

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

>Student Right to Know, Privacy & Records Policies

Student Right to Know Law

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

Privacy and Confidentiality

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

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

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

Access to Directory and Records Information

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

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

Records Inspection

http://catalog.sage.edu/06-07sca.php
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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**CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**

### TROY CAMPUS

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**CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**
THE FACULTY of The Sage College

Faculty Listing (alphabetical)

Faculty Emeritae/Emeriti

Faculty by School and Department

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

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

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

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

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

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

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

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

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

Faculty by School and Department

School of Arts & Sciences

School of Education

School of Nursing & Health Sciences

School of Professional Studies

School of Arts and Sciences

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

Jack K. Harris, Ph.D., Associate Professor

John W. Heimke, Ph.D., Associate Professor

Stacie M. Kutz, Ph.D., Assistant Professor

Dorothy M. Matthews, Cand. Ph.D., Associate Professor

William D. Niemi, Ph.D., Professor

Mary S. Rea, Ph.D., Associate Professor and Chair

Kathleen M. Skinner, Ph.D., Associate Professor and Walter Robb Research Fellow 2004-05

Chemistry & Physics

Raymond D. Baechler, Ph.D., Professor, Chemistry

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

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

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

Thomas C. Keane, Ph.D., Assistant Professor, Chemistry, and Chair

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

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

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

English and Modern Languages

Olivia Bertagnolli, M.A., Associate Professor, English

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

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

Eileen Fitzsimmons, M.S., Professor, English

Sally A. Goade, D.Arts, Associate Professor, English (also Education)

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

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

Kristine S. Santilli, Ph.D., Associate Professor, English

History, Law & Government

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

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

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

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

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

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

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

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

Mathematics & Computer Sciences

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

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

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

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

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

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

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

Psychology

Susan C. Cloninger, Ph.D., Professor

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

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

Sybillyn H. Jennings, Ph.D., Professor

Edward W. McAllister, Ph.D., Professor

Julie Ann McIntyre, Ph.D., Associate Professor

Gayle Morse, Ph.D., Assistant Professor

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

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

Bronna Romanoff, Ph.D., Associate Professor

Virginia Ryan, M.S., Associate Professor

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

Sociology & Criminal Justice

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

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

School of Education

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

School of Nursing and Health Sciences

John A. Tribble, Ph.D., Dean and Lawrence Professor of Economics

Athletic Training

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

Nursing

Kathleen Buono, M.S., Assistant Professor

Karla Flegel, M.S., Assistant Professor

Ann M. Gothler, Ph.D., Professor

Janice Hesler, M.S., Assistant Professor

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

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

Kathleen Kennedy, M.S., Assistant Professor

Elizabeth A. Mahoney, Ph.D., Professor

Nancy J. Michela, M.S. Associate Professor

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

Mary Lou Peck, Ed.D., Associate Professor

Arlene Pericas, M.A., Assistant Professor

Linda C. Peterson, Ed.D., Professor

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

Nutrition

Rayane AbuSabha, Ph.D., Assistant Professor

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

Eileen FitzPatrick, M.P.H, Instructor

Nina Piccini Marinello, Ph.D., Assistant Professor

Occupational Therapy

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

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

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

Becky Kligerman, M.S., Assistant Professor

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

Cheryl MacNeill, Ph.D., Assistant Professor

Jeanine Stancanelli, Ph.D., Assistant Professor

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

James R. Brennan, M.A., Assistant Professor
Laura Gras (Zacharewicz), D. Sci., Associate Professor
Janet Hakey-Brusgul, M.S., Assistant Professor
Esther M. Haskvitz, Ph.D., Associate Professor
Michelle Hunt, M.S., Assistant Professor
Kathleen Lee, M.S., Assistant Professor
Gabriele Moriello, M.S., Assistant Professor
Kathleen E. Schultze, M.S., Associate Professor
Marjane B. Selleck, M.S., Associate Professor and Chair
Danielle B. Vittone, M.S., Assistant Professor

School of Professional Studies

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

Communications and Information Design

Mark Avnet, M.P.S., Harder McClellan Visiting Professor in Communications
Kevin R. Stoner, Cand. Ph.D., Associate Professor and Chair, Communications and Information Design

Creative and Performing Arts

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

New York State Theatre Institute (NYSTI) Associate Faculty
Patricia Di Benedetto Snyder, Ph.D., Artistic Director
Douglas Lange

Joel Aroeste
Mark Baird
Michael Bartuccio

Ed Lange
Ed Leach
Arlene Leff
Ben Masaitis
Management

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

Visual Arts

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

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

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

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

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

Esther Tornai Thyssen, Ph.D., Associate Professor, Art History
Financial Aid

- To Apply for Financial Aid
- Conditions Of Financial Aid Awards
- Satisfactory Academic Progress for Awards
- Federal Programs for Financial Aid
- State Programs for Financial Aid
- Sage College of Albany Scholarships

To assist students and parents in meeting the costs of an education at Sage College of Albany, the Office of Financial Aid Services offers a variety of scholarship, grant, loan and employment programs. These programs are sponsored by federal, state and private sources. Additionally, a commitment of more than $5 million from The Sage Colleges is provided to assist students. Most assistance is 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.

In addition to aid awarded on the basis of need, Sage College of Albany sponsors a number of scholarship programs that recognize academic achievement, talent, and other individual characteristics. Private organizations, societies and agencies also make available grants and other awards for individuals who meet their eligibility criteria. Secondary school guidance offices, public libraries, and websites are the best sources of information about private scholarship opportunities.

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. Most grants and scholarships provided directly by Sage College of Albany require full-time attendance. United States citizenship or permanent resident status is also required for all programs. It should also be noted that federal and state legislation frequently modifies requirements and eligibility standards for financial aid.

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 online 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 your home if you 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.

- Earnings from student employment are paid bi-weekly directly to the student. Therefore, awards from college work-study should not be included in calculations to determine a student’s account balance.

- 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, fees, and room and board for resident students) and indirect expenses (such as books, supplies, personal and incidental expenses, and transportation and home maintenance for commuting students).

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

- Students receiving institutional academic scholarships are required to maintain a cumulative grade point average of 3.00 to continue receiving these monies.

**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>
</tr>
</thead>
<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>2.00</td>
<td>109</td>
</tr>
<tr>
<td>12</td>
<td>2.00</td>
<td>122</td>
</tr>
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</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 standards.

**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.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>A student must have accrued at least this many credits</th>
<th>With at least this grade point average</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>Third</td>
<td>9</td>
<td>1.20</td>
</tr>
<tr>
<td>Fourth</td>
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<tr>
<td>Sixth</td>
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<tr>
<td>Seventh</td>
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</tr>
<tr>
<td>Eighth</td>
<td>75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Major Sources of Financial Aid**

**Federal Programs**

**Federal Pell Grants** Up to $4,050 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 Supplemental Educational Opportunity Grants (FSEOG)** Up to $4,000 annually for undergraduate study. These grants are available to students with high financial need who are eligible for a Pell Grant.

**Federal Work Study** Student employment funded by Sage and the federal government. The jobs are in a variety of areas, primarily on campus (examples are the libraries, campus centers, offices, and departments), usually limited to 10 hours per week, and generally pay at the federal minimum wage or slightly higher.

**Federal Perkins Loans** Federally funded, need-based loans. The amounts are determined by the Office of Financial Aid Services and cannot exceed $4,000 each year, or $15,000 for an entire program leading to a baccalaureate degree. The interest rate is fixed at 5 percent. Given allocation restrictions, Perkins Loans are not available for students who have attained junior and senior class status.

**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** 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. Students in the Higher Education Opportunity Program or in approved five-year curricula may receive TAP awards for one additional year.

Aid for Part-Time Students (APTS) New York State grant 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.

Higher Education Opportunity Program (HEOP) Available to educationally and economically disadvantaged residents of New York State. In addition to extensive financial assistance, students receive counseling, tutoring, and assessment support throughout their years at Sage. A five- or six-week summer program prior to the first year of enrollment is required of students who qualify. Eligibility is determined on the basis of academic background and family income.

Miscellaneous 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.

Scholarships

Sage College of Albany provides various scholarships to both students with financial need and students of high promise.

The following scholarships and awards are available to incoming first year students who have demonstrated academic achievement. Students are eligible to receive only one scholarship or award, which is renewable for three additional years, provided the student remains full-time and maintains above a 3.0 GPA. All applicants are evaluated for a scholarship when reviewed for admission and no separate application is required. It is up to the discretion of the Scholarship Committee to determine award levels.

Trustee Scholarship: To be considered for this award, students must be valedictorian or salutatorian of their graduating high school class or a National Merit Scholar finalist. ($11,000 per year- $44,000 total award)

Presidential Scholarship: Consideration is given to applicants who have completed a college preparatory program, achieved a minimum combined SAT score of 1100 or ACT composite score of 24, ranked in the top 20% of their class with a GPA of “A” or higher. Recipients of this scholarship will be invited to participate in our Honors Program. (Up to $9,000 per year - $36,000 total possible award)

Dean’s Excellence Award: Consideration is given to applicants who have completed a college preparatory program, achieved a minimum combined SAT score of 1050 or ACT composite score of 23, and ranked in the top 30% of their class with a GPA of “B+” or higher. (Up to $7,000 per year - $28,000 total possible award)

Dean’s Award: Consideration is given to applicants who have completed a college preparatory program, achieved a minimum combined SAT score of 1000 or ACT composite score of 21, and ranked in the top 40% of their class with a GPA of “B” or higher. (Up to $5,000 per year - $20,000 total possible award)

The following are available to incoming transfer students who have demonstrated academic achievement. Students are eligible to receive only one scholarship or award, which is renewable for two additional years, provided the student remains full-time and maintains above a 3.0 GPA. All applicants are evaluated for a scholarship when reviewed for admission and no separate application is required. It is up to the discretion of the Scholarship Committee to determine award levels.

Transfer Excellence Scholarship: Consideration is given to transfer student applicants who have maintained a cumulative GPA of 3.0. This scholarship is renewable for two additional years provided the student remains in good academic standing and maintains full-time status. Students who matriculate into Sage College of Albany’s Sage After Work are not eligible for this scholarship. (Up to $5,000 per year - $15,000 total possible award)

Phi Theta Kappa Award: Consideration is given to full-time transfer applicants who are members of Phi Theta Kappa and have maintained a cumulative GPA of 3.0. This scholarship is renewable for two additional years provided the student remains in good academic standing and maintains full-time status. Students who matriculate into Sage College of Albany’s Sage After Work are not eligible for this scholarship. (Up to $7,000 per year - $21,000 total possible award)

Students may receive one of the awards listed below in combination with merit based scholarships.
Allies Award: Consideration is given to full-time students who possess strong leadership qualities, and a commitment to encouraging communication and understanding among culturally diverse groups. Students must have at least a “B” high school GPA and a minimum SAT I score of 1000 or a minimum ACT composite score of 21, and rank in the top 30% of their class. This award is renewable for three additional years provided the student maintains a minimum GPA of 3.0 and full-time status. ($1,000 per year - $4,000 total possible award)

Art Talent Award: This is an annual award given to accepted, full-time, first-year students who have been designated by Sage faculty as having an outstanding portfolio. This award cannot be combined with any other academic merit awards. This award is renewable for three additional years provided the student maintains a 3.0 GPA and full-time status. ($3,000 per year - $12,000 total possible award.)

Corporate Connection Scholarship: Scholarships offered by Capital Region companies to full-time students from the Capital Region entering their final year of study. To receive this scholarship students have a minimum cumulative GPA of 3.0 and reside in one of the following counties: Albany, Columbia, Montgomery, Rensselaer, Saratoga, Schenectady or Schoharie.

First Generation Award: Consideration is given to first-year or transfer applicants who are the first in their immediate family to attend college. Students must have at least a “B” high school GPA and a minimum SAT I score of 1000 or a minimum ACT composite score of 21 and rank in the top 30% of their class. Transfer students must have maintained a cumulative GPA of 3.0. This award is renewable for three additional years provided the student maintains a minimum GPA of a 3.0 and full-time status. ($1,000 per year - $4,000 total possible award)

The Sage Colleges Alumnae/Alumnus Award: This is awarded on an annual basis to accepted, full-time, first-year or transfer students whose parent or grandparent graduated from one of The Sage Colleges. This award can be combined with any other awards. This award is renewable for three additional years provided the student maintains a minimum GPA of 3.0 full-time status. ($1,000 per year - $4,000 total possible award)

Sibling Discount Program: $1,000 tuition discount per sibling as long as both are matriculated, full-time Sage College of Albany or Russell Sage College students. Sage After Work and Sage Graduate School students are not eligible. The discount can be coupled with any of the other awards.

Helen R. Staley Scholarship in the Humanities: To a well-rounded Albany High School graduate who shows promise, has demonstrated involvement in community service and/or extracurricular activities, and intends to complete a degree in Liberal Studies.

Josephine H. Seber Endowed Scholarship: To graduates of Troy High School.

NYS Federation of Home Bureaus Endowed Scholarship: To a student in the Legal Studies or Computer Science program. Student must reside in a county in which there is an organized chapter of NYS Federation of Home Bureaus and must have a GPA of at least 2.5.

Roberta Robinson Endowed Scholarship: This scholarship is given to Sage College of Albany Graphic Design majors.

SCA Fine Arts Endowed Scholarship: To be awarded to art students at SCA.

Solon E. Summerfield Foundation Endowed Scholarship: To a student who demonstrates financial need and a strong academic record, with first preference given to a blind or visually impaired student.

Verizon Endowed Scholarship for Communications: To students who are working adults, disabled, disadvantaged, or part of a special needs group and who are studying communication arts.

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 to so that students will:

- select a foundation in the humanities, social sciences, and natural sciences that will support the commitment to life long 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>
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<tr>
<td>Social Science</td>
<td>6</td>
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<tr>
<td>Science</td>
<td>6-8</td>
</tr>
<tr>
<td>HUM 112 -Humanities Seminar II: Language and Community</td>
<td>3</td>
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<tr>
<td>Topics in Mathematics (MAT 110 or higher)</td>
<td>3</td>
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<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 in the major</td>
<td>3</td>
</tr>
<tr>
<td>Experiential-Based Learning Opportunities in the major</td>
<td>3</td>
</tr>
</tbody>
</table>
Liberal Arts and Science Knowledge

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

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

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

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

**Topics in Mathematics**

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

**Technology Competency**

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

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

Students may demonstrate these competencies in several ways:

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

**LIFE Interdisciplinary Seminars–Junior/Senior Level**

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

**Applied Advanced Competencies within the Major**

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

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

Waiver of the Experiential-Based Learning Requirement

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

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

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

Capstone Course or Senior Seminar

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

**Troy Campus**

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

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

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

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

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

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

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

**Albany Campus**

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

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

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

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

**Driving Times**

<table>
<thead>
<tr>
<th>City</th>
<th>Approximate Driving Time</th>
<th>Distance</th>
</tr>
</thead>
<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>
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<tr>
<td>Buffalo, New York</td>
<td>5 hours, 25 minutes</td>
<td>291 miles</td>
</tr>
<tr>
<td>Lake Placid, New York (High Peaks Area, Adirondacks)</td>
<td>2 hours, 50 minutes</td>
<td>133 miles</td>
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<tr>
<td>Montreail, Quebec (Canada)</td>
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<tr>
<td>New Haven, Connecticut</td>
<td>3 hours, 5 minutes</td>
<td>153 miles</td>
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<tr>
<td>New York City (Manhattan)</td>
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<tr>
<td>Philadelphia, Pennsylvania</td>
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<td>Portland, Maine</td>
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<tr>
<td>Providence, Rhode Island</td>
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<tr>
<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. Ruthbone 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
RECIPIENTS OF HONORARY DEGREES

1929
Eliza Kellas
Anna Eleanor Roosevelt

1930
Amy Morris Homans
Eva Le Gallienne
Florence Gibb Pratt

1931
Ruth Bryan Owen
Lillian Miller Gilbreth

1932
Katherine Kellas
Louise Homer
Mabel Smith Douglas

1933
Edna St. Vincent Millay
Margaret Shove Morriss

1934
Edythe Wynne Matthison
Constance Leigh
Constance Warren
Rollin C. Reynolds

1935
Anne Morgan
May Peabody
Henry Thomas Moore

1936
Annie Warburton Goodrich
Marie Mattingly Meloney
Fannie French Morse

1937
Mary Lewis
Winifred Goldring
Josephine Neal
Dorothy Thompson

1938
Florence Sabin
Sarah Wambaugh
Nadia Boulanger

1939
Irene Langhorn Gibbon
Niels Bukh
Constance Amberg Sporborg
Sarah Sturtevant
Edgar Hayes Betts

1940
Gertrude Angell
Frieda Miller
Gertrude Vanderbilt Whitney
Nellie Neilson
Count Rene Doyen de Saint Quentin

1941
Sigrid Undset
Emma Perry Carr
Eve Curie
Ana Rosa de Martinez Guerrero
Marina Nunez del Prado
Maria Josephina R. Albano
Graciela Mandujano
Ester Niera de Calvo
Concha Romero James
Agnes Rebecca Wayman

1942
Doris Loraine Crockett
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<td>Kathryn McHale</td>
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<td>Anna Lederer Rosenberg</td>
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<td>Marion Syddum Van Liew</td>
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<td>Mei-Ling Chiang Kai-Shek</td>
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<tr>
<td>1944</td>
<td>Katharine Burr Blodgett</td>
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<tr>
<td></td>
<td>Sophie yan Senden Theis</td>
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<td>Margaret Webster</td>
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<td>1945</td>
<td>Mary Barnett Gilson</td>
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<td>Mabel Newcomer</td>
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<td>Sarah Gibson Blanding</td>
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<td>Alice Curtis Desmond</td>
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<td>Katharine Elizabeth McBride</td>
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<td>Florence Ellinwood Allen</td>
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<td>Ruth Fulton Benedict</td>
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<td>Emily Hickman</td>
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<td>Catherine Drinker Bowen</td>
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<td>Marguerite Stitt Church</td>
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<td>Sanford Lockwood Cluett</td>
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<td>Rise Stevens</td>
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<td>Ruth M. Adams</td>
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<td>Marietta Tree</td>
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<td>Pauline Frederick</td>
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<td>Gwendolen M. Carter</td>
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<td>Year</td>
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<tr>
<td>1964</td>
<td>Sylvia Porter Collins</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>John H. G. Pell</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1965</td>
<td>Santha Rama Rau</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Edna F. Kelly</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1966</td>
<td>Juanita Kidd Stout</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Alice Winchester</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1966</td>
<td>Millicent McIntosh (50th Anniversary)</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1966</td>
<td>Nancy G. Roman (50th Anniversary)</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1967</td>
<td>Aline Saarinen</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Edith Grace Craig Reynolds</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1968</td>
<td>Margaret Somers Foster</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Mildred Custin</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1969</td>
<td>Mary Elizabeth Switzer</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Grace I. Vandervoort</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1970</td>
<td>Virginia Harrington Knauer</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Patricia Roberts Harris</td>
<td>LL.D.</td>
</tr>
<tr>
<td></td>
<td>Nadine Nichols Froman</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Lewis Acrelius Froman</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1971</td>
<td>Chien-Shiung Wu</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Elmer Schacht</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1972</td>
<td>Marina von Neumann Whitman</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Dorothy L. Brown</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Stephen H. Sampson</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1973</td>
<td>Virginia Apgar</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Mary Anne Krupsak</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Jayne Baker Spain</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1974</td>
<td>Joan Ganz Cooney</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Effie O. Ellis</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1975</td>
<td>Tenley E. Albright</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Catherine Blanchard Cleary</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Alice Walker</td>
<td>Litt.D.</td>
</tr>
<tr>
<td>1976</td>
<td>Dixy Lee Ray</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Marion S. Kellogg</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Maureen Stapleton</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1977</td>
<td>Eleanor Emmos Maccoby</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Donna E. Shalala</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Ellen Stewart</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1978</td>
<td>Marian Wright Edelman</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Carl Grimm</td>
<td>C.L.D.</td>
</tr>
<tr>
<td></td>
<td>Eve Rabin Queler</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1979</td>
<td>Esther Eggertsen Peterson</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Jessie M. Scott</td>
<td>LL.D.</td>
</tr>
<tr>
<td></td>
<td>Charles Williams Upton</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Helen Merritt Upton</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1980</td>
<td>Doris Grumbach</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>William Kennedy</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Neufeld</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Patricia Scott Schroeder</td>
<td>LL.D.</td>
</tr>
<tr>
<td>1981</td>
<td>Jessie Bernard</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Elizabeth Janeway</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Virginia Radley</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Degree</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1982</td>
<td>Claiborne Pell</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Delta Emma Uphoff</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Shirley Young</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1983</td>
<td>Mary Ellen Avery</td>
<td>Sc. D.</td>
</tr>
<tr>
<td></td>
<td>Grace Murray Hopper</td>
<td>Sc. D.</td>
</tr>
<tr>
<td>1984</td>
<td>Harry Apkarian</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Anna Jane Harrison</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1985</td>
<td>Carolyn Forche</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Virginia Lee Harvey</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Peter R. Kermani</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1986</td>
<td>Helen M. Caldicott</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Cathy Guisewite</td>
<td>Litt.D.</td>
</tr>
<tr>
<td>1986</td>
<td>Carroll L. Estes</td>
<td>L.H.D</td>
</tr>
<tr>
<td></td>
<td>(70th Anniversary)</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>F. William Harder</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>(Convocation)</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>Thomas Berry Brazelton</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Carolyn Gold Heilbrun</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Margaret E. Kuhn</td>
<td>L.H.D.</td>
</tr>
<tr>
<td>1987</td>
<td>Elizabeth Platt Corning</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>(Opening Convocation)</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>Trenna Ruston Wicks</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1988</td>
<td>Patricia Amanda Andrews</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Francis Terry McNamara</td>
<td>D.C.L.</td>
</tr>
<tr>
<td>1990</td>
<td>Gertrude B. Elion</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Robert J. Lurtsema</td>
<td>Mus.D.</td>
</tr>
<tr>
<td></td>
<td>William Manchester</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Eleanor Holmes Norton</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Phyllis Prescott Van Vleet</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>1992</td>
<td>Ann Caracristi</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Judy Chicago</td>
<td>D.F.A.</td>
</tr>
<tr>
<td></td>
<td>Madeleine May Kunin</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>1993</td>
<td>Colonel Nancy Hopfenspiger</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>William F. Kahl</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Roland W. Schmitt</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Richard A. Selzer</td>
<td>D.F.A.</td>
</tr>
<tr>
<td>1994</td>
<td>Marjorie Rankin</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Helen Thomas</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>1995</td>
<td>Madelyn Pulver Jennings</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Ruth Purtilo</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1996</td>
<td>Carolyn Reid-Wallace</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>(Founder’s Convocation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faith Ringgold</td>
<td>D.F.A.</td>
</tr>
<tr>
<td>1997</td>
<td>Loretta Long</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>(Founder’s Convocation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constance B. Motley</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Morris Silverman</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>1998</td>
<td>Blanche Wiesen Cook</td>
<td>D.H.L.</td>
</tr>
<tr>
<td></td>
<td>Fredericka Voorhaar Slingerland</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>1999</td>
<td>Ruth Jacobeth Abram</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Chris R. Moseley</td>
<td>D.H.L.</td>
</tr>
<tr>
<td>2000</td>
<td>Helen Bodkin Connors, RN, PhD</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Michael G. Dolence</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Degree</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>2001</td>
<td>Edith G. McCrea</td>
<td>D.A.L.</td>
</tr>
<tr>
<td></td>
<td>Judith A. Ramaley</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Lorraine W. Bardsley</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Wallace W. Altes</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2002</td>
<td>Mark O’Connor</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Len F. Tantillo</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Patricia Di Benedetto Snyder</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2003</td>
<td>William G. (Jerry) Berberet</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Mary Theresa Streck</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Jay Murnane</td>
<td>Ed.D.</td>
</tr>
<tr>
<td>2004</td>
<td>Dame Anita Roddick, DBE</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Neil M. Golub</td>
<td>D.P.S.</td>
</tr>
<tr>
<td></td>
<td>Lewis Golub</td>
<td>D.P.S.</td>
</tr>
<tr>
<td>2005</td>
<td>Prudence Bushnell</td>
<td>D.P.S.</td>
</tr>
</tbody>
</table>
TUITION AND FEES

- Tuition
- Room Charges
- Board Charges (Meal Plans)
- Semester, Program, Activity and Other Fees
- Adjustments for Tuition, Room and Board Charges

Tuition and Fees

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 that register beyond these payment deadlines are expected to pay in full at the time of registration.

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

Payments can 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 utilize 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.

Failure to fully pay the student’s liability may result in the removal of registration from any or all classes. In addition, 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 payment plans, contact the Office of Student Services at 518-244-2201 (Troy) or 518-292-1781 (Albany).

Deposits

New and returning students must submit a non-refundable deposit as shown on the table below to participate in fall semester pre-registration and room lottery processes. This deposit is credited against the student’s tuition, room, board and fees.

<table>
<thead>
<tr>
<th>Enrollment Deposits</th>
<th>Amount</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residents</td>
<td>$300</td>
<td>May 1</td>
</tr>
<tr>
<td>Non-residents (full-time)</td>
<td>$200</td>
<td>May 1</td>
</tr>
<tr>
<td>Non-residents (part-time)</td>
<td>$50</td>
<td>May 1</td>
</tr>
<tr>
<td>Returning Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residents</td>
<td>$200</td>
<td>March 31</td>
</tr>
<tr>
<td>Non-residents (full-time)</td>
<td>$100</td>
<td>March 31</td>
</tr>
</tbody>
</table>
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).

Optional Refund Insurance

Tuition, room, board and fees are not refundable. However, The Sage Colleges offers an optional insurance program that provides refunds for some of these costs in a variety of circumstances. This insurance coverage is specific to certain circumstances and it is recommended that parents and students carefully review the information, available from 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.

Sage Graduate School Discount

Students who graduate from the Sage College of Albany with a bachelor’s degree are given a 10% tuition discount for the first six credits of coursework taken through any of the part-time Sage Graduate School programs of study.

Tuition

Tuition charges are not refundable. Adjustments for withdrawals and other circumstances can be found in the Adjustments for Tuition, Room and Board Charges section. Full-time tuition allows a student to enroll for 12-18 credits in each of the fall or spring semesters. Students enrolled for fewer than 12 credits pay part-time tuition 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.) Summer tuition rates are published each spring prior to course registration. During summer sessions all students pay tuition per credit hour according to the level (undergraduate and graduate) and discipline of the course.

<table>
<thead>
<tr>
<th>Tuition</th>
<th>Per Credit</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (12-18 credits)</td>
<td>$8,400</td>
<td>$16,800</td>
<td></td>
</tr>
<tr>
<td>Physical Education Program students</td>
<td>$7,350</td>
<td>$14,700</td>
<td></td>
</tr>
<tr>
<td>Part-time (fewer than 12 credits)</td>
<td>$560</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overload (more than 18 credits)</td>
<td>$560</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audited courses</td>
<td>$100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Room Charges

The following room charges are not refundable. Refer to the Adjustments for Tuition, Room and Board section for information regarding adjustments to room charges due to a student’s withdrawal from the College or an approved leave of absence.

<table>
<thead>
<tr>
<th>Albany Campus</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Occupancy</td>
<td>$2,215</td>
<td>$4,430</td>
</tr>
<tr>
<td>Single Occupancy</td>
<td>$2,770</td>
<td>$5,540</td>
</tr>
</tbody>
</table>

Board Charges

Undergraduate resident students must choose one of the following board plans. Non-resident students have the option of choosing a board plan. Non-resident students have the option of choosing a board plan. The following board charges are not refundable. Refer to the Adjustments for Tuition, Room and Board section for information regarding adjustments to board charges due to a student’s withdrawal from the College or an approved leave of absence.

<table>
<thead>
<tr>
<th>Boarding Meal Plans - Albany</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Plus</td>
<td>$2,045</td>
<td>$4,090</td>
</tr>
<tr>
<td>(Includes $50 munch money per semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Declining Balance Meal Plans

The declining balance meal plans are designed to meet the dining needs of students living off campus. Established as a way to provide tax-free purchases on meals, the meal plans provide a 5% discount on all purchases and, depending on the meal plan chosen, may include bonus money.

Declining balance meal plans can be used to make purchases at any Sage Dining operation on the Troy or Albany campus. Declining balance meal plans are maintained on a student’s Sage ID card and work similar to a debit card. Only the person pictured on the ID card can use the funds on that card. If an ID card is reported lost and funds remain on the card, the funds can be transferred to a replacement ID card. With a commuter meal plan, students only pay for the meals they purchase, and balances can be used to purchase meals for guests.

Meal plans cannot be changed after the first week of classes, at which time all contracts become final and are non-refundable. Additions of $25 or more can be added at Dining Services throughout the semester and can be paid for in cash, check, Visa, or MasterCard. Additional deposits to a commuter meal plan are also eligible for the 5% discount and tax-free status.

Students enrolled in a declining balance meal plan for the fall semester will automatically be enrolled and billed for the same plan for the spring semester. If a student chooses not to participate in the spring or would like to change the amount of their meal plan for the spring semester, written notification to the Office of Residence Life must be received prior to the start of spring classes.

Balances remaining at the end of the fall semester will be added to the spring semester starting balance. However, balances remaining at the end of the spring semester may not be used to make bulk purchases. These balances are non-refundable in accordance with NYS tax regulations, and do not carry over to any future semester.

<table>
<thead>
<tr>
<th>Declining balance meal plan options</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75 Meal Plan (provides $84 of purchases for a 13% savings)</td>
<td>$75</td>
<td>$150</td>
</tr>
<tr>
<td>$200 Meal Plan (includes $5 bonus money and provides $230 of purchases for a 15.5% savings)</td>
<td>$205</td>
<td>$400</td>
</tr>
<tr>
<td>$500 Meal Plan (includes $25 bonus money and provides $590 of purchases for an 18% savings)</td>
<td>$525</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

Declining balance meal plans may be purchased by contacting the Office of Residence Life at (518) 292-7711. For more information about both boarding and declining balance meal plans, please refer to the Sage College of Albany Dining Services home page.

Semester, Program, Activity and Other Fees

Semester Based Fees
The following 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.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Fee (full-time students)</td>
<td>$160</td>
</tr>
<tr>
<td>Technology Fee (full-time resident students)</td>
<td>$200</td>
</tr>
<tr>
<td>Technology Fee (full-time non-resident students)</td>
<td>$100</td>
</tr>
</tbody>
</table>

Program Based Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Art Fee (per credit)</td>
<td>$25</td>
</tr>
<tr>
<td>Applied Music Fee (per course)</td>
<td>$525</td>
</tr>
</tbody>
</table>

Activity Based and Other Fees
The following fees are not refundable or subject to adjustment.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Fee (first time and first semester students)</td>
<td>$200</td>
</tr>
<tr>
<td>Orientation Fee (transfer students)</td>
<td>$150</td>
</tr>
<tr>
<td>Credit for Prior Learning (assessment fee)</td>
<td>$150</td>
</tr>
<tr>
<td>Credit for Prior Learning (per credit fee up to a maximum of $1000 for 10 or more credits)</td>
<td>$100</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
</tbody>
</table>
Adjustments for Tuition, Room and Board 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 their 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 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 (necessary forms are available from Student Services).

**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.

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### 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 classes.

### 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 the seventh class hour</td>
<td>75%</td>
</tr>
<tr>
<td>Prior to the start of the 10th class hour</td>
<td>50%</td>
</tr>
<tr>
<td>Prior to the start of the 13th class hour</td>
<td>35%</td>
</tr>
<tr>
<td>Prior to the start of the 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>

No adjustments will be made after the start of the sixteenth class hour.

### Room Adjustment Schedule

<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% (less $200 contract breakage fee)</td>
</tr>
<tr>
<td>After the start of the second week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

No adjustments will be made after the start of the second week of classes.

### Board Adjustment Schedule

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of classes</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to the start of the second week of classes</td>
<td>85%</td>
</tr>
<tr>
<td>Prior to the start of the third week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>Prior to the start of the fourth week of classes</td>
<td>70%</td>
</tr>
<tr>
<td>Prior to the start of the fifth week of classes</td>
<td>65%</td>
</tr>
<tr>
<td>Prior to the start of the sixth week of classes</td>
<td>60%</td>
</tr>
</tbody>
</table>

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Late Payment Fee $100
Transcript Requests $5
Placement Service File $5
Diploma $50
Vehicle Registration (before 12/31) $30
Vehicle Registration (between 1/1 and 4/30) $20
Vehicle Registration (after 5/1) $10
Returned Check Fee $25

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http://catalog.sage.edu/06-07sca.php

Prior to the start of the seventh week of classes  50%
Prior to the start of the eighth week of classes  45%
Prior to the start of the ninth week of classes  40%
Prior to the start of the 10th week of classes  30%
Prior to the start of the 11th week of classes  25%
Prior to the start of the 12th week of classes  20%
Prior to the start of the 13th week of classes  10%
After the start of the 13th week of classes  0%

No adjustments will be made after the start of the thirteenth week of classes
Associate of Applied Science (A.A.S.) in Fine Arts

The Department of Visual Arts offers the following associate degrees:

- A.A.S. in Fine Arts
- A.A.S. in Photography
- A.A.S. in Graphic Design
- A.A.S. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine his or her technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The courses in all the visual arts emphases strive to find a balance between developing professional capabilities, helping students find and improve their creative voice, and building advanced skills in their medium. Courses take place in state-of-the-art studios with excellent equipment and easy access for after-class work.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in student operated enterprises, such as The Student Gallery and the Vernacular publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

A.A.S. in Fine Arts

The A.A.S. in Fine Arts lays the groundwork for the B.F.A. in Fine Arts degree by building foundational visual production skills. The 2+2 structure offers a seamless transition to the upper two years of study in the B.F.A program. The program in Fine Arts is augmented by visiting artists/lecturers, trips to museums and galleries, lectures and demonstrations. From time to time, opportunities for study/travel abroad for credit are offered. Additionally, the Fine Arts program is designed to offer the student the broadly-based traditional education in fine arts necessary to continue in one of the bachelor programs at Sage College of Albany.

The initial experience in this program provides a solid foundation in the basic skills and techniques of visual communication. Students are encouraged to develop their own visual vocabularies, aesthetic solutions, directions, and goals. Students may select from studio concentrations in Painting, Printmaking, Clay Sculpture or Illustration.

Compatible bachelor’s degrees: B.F.A. in Fine Arts, B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

**Liberal Arts Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>(or higher)</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Art History or Humanities Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 205</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Art History II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialized Courses:**

- ART 101 Drawing I 3
- ART 105 Two-Dimensional Design 3
- ART 106 Three-Dimensional Design 3
- ART 215 Figure Drawing 3
- ART 222 Intermediate Drawing 3
- ART 203 Painting I 3
- ART 219 Relief Printmaking 3
- ART 231 Ceramics I 3
- GDN 217 Digital Imaging I 3

Select three of the following: 9

One must be from your concentration.
ART 204  Painting II
ART 220  Intaglio Printmaking
ART 227  Clay Sculpture I
ART 232  Ceramics II
GDN 220  Digital Imaging II

Total Credits Required for the A.A.S. Degree  60

2006-2007 Course Offerings

Fall 2006 Courses
Drawing I
Figure Drawing
Two-Dimensional Design
Three Dimensional Design
Art History I
Art History II
Intermediate Drawing
Painting I
Relief Printmaking
Ceramics I
Liberal Arts Electives

Spring 2007 Courses
Two Dimensional Design
Three Dimensional Design
Digital Imaging I
Digital Imaging II
Art History II
Figure Drawing
Photography I
Intermediate Drawing
Painting II
Intaglio Printmaking
Clay Sculpture I
Ceramics II
Liberal Arts Electives
Bachelor of Fine Arts (B.F.A.) in Fine Arts

The Department of Visual Arts offers the following bachelor’s degrees:

- B.F.A. in Fine Arts– with concentration in:
  - Clay Sculpture
  - Painting
  - Printmaking
  - Photography
  - Illustration
- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The courses in all the visual arts concentrations strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice, and building advanced skills in their medium. In addition, courses like Professional Practices, help students understand professional practice and give them skills to succeed as a practicing artists or designers. Courses take place in state-of-the-art studios with excellent equipment and easy access for after-class work.

Senior Seminar I is an important part of the Visual Arts learning environment. Teams of faculty participate in critiques in which students present their work. The review teams provide feedback to each student. The reviews help link the work produced in separate courses, refine the overall presentation and quality of the art, and prepare the student for their BFA exhibition.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships, or in student operated enterprises, such as The Student Gallery and the Vernacular publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

B.F.A. in Fine Arts

Pathways: Sage College of Albany’s A.A.S. in Fine Arts, or a similar degree from another college, is the route into this upper division, professional program. Transfer students must demonstrate in the entry portfolio review that they have attained capabilities developed in the prerequisite core studio courses.

The B.F.A. curriculum provides the upper two years of fine arts studio education for students interested in a professional career in the visual arts and/or graduate school. Students may select from studio concentrations in:

- Clay Sculpture
- Painting
- Printmaking
- Photography
- Illustration

Graduates leave equipped with the necessary skills and portfolio in a studio concentration to enter graduate study or begin a career in the arts.

The B.F.A curriculum is comprised of a number of distinct components designed to address the students’ total experience:

- Advanced studios with a special focus in painting, printmaking, photography, clay sculpture and Illustration, as well as studio electives that allow for exploration in a variety of media.
- Senior seminars and studio courses that focus on a personal direction in the major concentration in preparation for a BFA exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially and culturally.

The B.F.A. degree gives students the minimum credential for entry into fine arts professions and into graduate programs in fine arts, art education, art history, curatorial studies, art conservation and restoration, and museum and archival studies. Students benefit from working relationships that Sage has with several area institutions, including The Albany Institute of History and Art, Albany Center Galleries, and...
the Arts Council of the Capital Region.

All students applying for admission to the B.F.A. program must meet the following requirements:

- Completion of an associate degree of 60 academic credits, with 24 credits in the liberal arts and including:
- Completion of the prerequisite core studio courses: Drawing I, Figure Drawing, Intermediate Drawing, 2D Design and 3D Design.
- Overall 2.5 GPA and 3.0 GPA or above in the major concentration.
- Transfer students must contact admissions for an appointment to submit a portfolio for review.

Core Requirements in Fine Arts

Major Concentration in Clay Sculpture

The concentration in Clay Sculpture is designed to help ceramic students learn traditional techniques like wheel throwing as well as innovative media and material. Because many cultures throughout the world can trace their history through ceramic forms, the program promotes an awareness of the medium’s connection to our economy, society, and culture. The program culminates in a BFA exhibit through which the advanced student develops a self-critical framework.

In order to declare a concentration in clay sculpture you must take the following classes first:

- Ceramics I
- Ceramics II or
- Clay Sculpture

Courses Required beyond the Associate Degree:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>Color Theory or Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 275</td>
<td>Raku Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>ART 309</td>
<td>Mixed Media Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 322</td>
<td>Clay Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Art Criticism &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Senior Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>ART 422</td>
<td>Senior Seminar II</td>
<td>6</td>
</tr>
<tr>
<td>ART 423</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td>PHG 201</td>
<td>Photography I</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 217</td>
<td>Watercolor</td>
<td>3</td>
</tr>
<tr>
<td>ART 218</td>
<td>Papermaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Making Artists’ Books</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Mono-Prints</td>
<td>3</td>
</tr>
</tbody>
</table>

Related Courses:

- Choose 3 additional Art Studio Electives | 9
- General Elective | 3

LIFE Curriculum Requirements:

- Science | 3
- Social Science Elective | 3
- LIFE Interdisciplinary Seminar | 3

Additional Credits Required Beyond Associate Degree: 60
Total Credits Required for Graduation: 120

Major Concentration in Painting

The Painting program is designed to encourage the exploration of a variety of approaches to imagery and media. This is accomplished through a solid foundation in traditional and experimental tools and concepts that are incorporated in the process of creating paintings. Students become proficient in working with a variety of media while developing their own personal artistic language. The program culminates in a thesis exhibit through which the advanced student develops a self-critical framework.
In order to declare a concentration in painting you must take the following classes first:

- Painting I
- Painting II

**Courses Required beyond the Associate Degree:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>Color Theory or Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 217</td>
<td>Watercolor</td>
<td>3</td>
</tr>
<tr>
<td>ART 309</td>
<td>Mixed Media Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Figure Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Art Criticism &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 422</td>
<td>Senior Seminar</td>
<td>6</td>
</tr>
<tr>
<td>ART 423</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td>PHG 201</td>
<td>Photography I</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 218</td>
<td>Papermaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Making Artists’ Books</td>
<td>3</td>
</tr>
<tr>
<td>ART 322</td>
<td>Clay Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ART 275</td>
<td>Raku Ceramics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Courses:**

- Choose 3 additional Art Studio Electives 9
- General Elective 3

**LIFE Curriculum Requirements:**

- Science 3
- Social Science Elective 3
- LIFE Interdisciplinary Seminar 3

**Additional Credits Required Beyond Associate Degree:** 60

**Total Credits Required for Graduation:** 120

---

**Major Concentration in Printmaking**

The Printmaking program at Sage College of Albany is designed to help students learn to bring visual ideas to reality through a creative application of multiple image-making printing processes. These include intaglio, lithography, silkscreen, polymer-plate, screen printing, and non-silver photographic printmaking. Students can focus on traditional printmaking, or can broaden their work to incorporate other media including the use of digital technologies.

In order to declare a concentration in printmaking you must take the following classes first:

- Printmaking I
- Printmaking II

**Courses Required beyond the Associate Degree:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>Color Theory or Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 218</td>
<td>Papermaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 223</td>
<td>Handmade Paper, Marbleizing and Bookbinding</td>
<td>3</td>
</tr>
<tr>
<td>ART 309</td>
<td>Mixed Media Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Art Criticism &amp; Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 345</td>
<td>Advanced Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ART 422</td>
<td>Senior Seminar</td>
<td>6</td>
</tr>
<tr>
<td>ART 423</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
</tbody>
</table>
Major Concentration in Photography

The Photography program is designed to help each student build a portfolio that balances vision and craft. The core curriculum increases the students’ skill level by immediately immersing them in the medium of photography. The program encourages and inspires students to improve their technical skills and develop individual style. The B.F.A. in Fine Arts with an emphasis in Photography builds on the foundation established in the A.A.S. in Photography (see Prerequisites). For details on equipment requirements for this program, go to http://www.sage.edu/art.

In order to declare a concentration in photography you must take the following classes first:

- Photography I
- Photography II
- History of Photography
- Photographic Processes
- Digital Photographic Images
- Studio Lighting
- Digital Imaging I

**Choose one of the following:**

- Art 217 Watercolor 3
- Art 322 Clay Sculpture II 3
- Art 275 Raku Ceramics 3
- Art 325 Figure Painting 3

**Related Courses:**

Choose 3 additional art studio electives 9
General Elective 3

**LIFE Curriculum Requirements**

Science 3
Social Science Elective 3
LIFE Interdisciplinary Seminar 3

Additional Credits Required Beyond Associate Degree: 60
Total Credits Required for Graduation: 120

### Major Concentration in Photography

The Photography program is designed to help each student build a portfolio that balances vision and craft. The core curriculum increases the students’ skill level by immediately immersing them in the medium of photography. The program encourages and inspires students to improve their technical skills and develop individual style. The B.F.A. in Fine Arts with an emphasis in Photography builds on the foundation established in the A.A.S. in Photography (see Prerequisites). For details on equipment requirements for this program, go to http://www.sage.edu/art.

In order to declare a concentration in photography you must take the following classes first:

- Photography I
- Photography II
- History of Photography
- Photographic Processes
- Digital Photographic Images
- Studio Lighting
- Digital Imaging I

**Courses Required beyond the Associate Degree:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHG 302</td>
<td>Non Silver Photography</td>
<td>3</td>
</tr>
<tr>
<td>PHG 312</td>
<td>Color Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>History of Modern Art or Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Art Criticism and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 421</td>
<td>Senior Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>ART 422</td>
<td>Senior Seminar II</td>
<td>6</td>
</tr>
<tr>
<td>ART 423</td>
<td>Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td>ART 448</td>
<td>Topics in Photography or Art Studio Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following:**

- ART 218 Papermaking 3
- ART 219 Relief Printmaking 3

**Choose one of the following:**

- ART 223 Making Artists’ Books 3
- ILL 202 Illustration Concepts 3
- ART 220 Intaglio Printmaking 3

**Related Courses:**

Choose 5 additional art studio electives 15
General Elective 3

**LIFE Curriculum Requirements:**

Science 3
Social Science Elective 3
Major Concentration in Illustration

The B.F.A. Degree in Illustration provides students a solid foundation in the basic skills and techniques of visual problem solving. Students are presented with a wide variety of real-world projects incorporating the fields of editorial, advertising, children's book, and preproduction / story board illustration. The program combines fundamental drawing and design techniques with a strong digital component, preparing students to meet the demands of today's publishing industry. The program is augmented by visiting artists, exhibitions in our own Opalka Gallery, and trips to museums and galleries in the region and beyond.

In order to declare a concentration in illustration you must take the following classes first.

- Intermediate Drawing
- Digital Imaging I
- Digital Imaging II

Courses Required beyond the Associate Degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILL 301</td>
<td>Illustration I</td>
<td>3</td>
</tr>
<tr>
<td>ILL 302</td>
<td>Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 207</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 309</td>
<td>Mixed Media Drawing</td>
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<tr>
<td>ART 320</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 325</td>
<td>Figure Painting</td>
<td>3</td>
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<tr>
<td>ART 421</td>
<td>Senior Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>ART 422</td>
<td>Senior Seminar II</td>
<td>6</td>
</tr>
<tr>
<td>GDN 315</td>
<td>Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>GDN 412</td>
<td>Digital Animation or Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>GDN 420</td>
<td>Portfolio Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- ART 218 Papermaking
- GDN 305 Interactive Design I

Choose two of the following:

- GDN 306 Interactive Design II
- GDN 201 Type & Design I
- ART 217 Watercolor
- ART 223 Making Artists Books
- ART 221 Mono-Prints

Related Courses:

- General Elective 3
- Choose 2 additional art studio electives 6

LIFE Curriculum Requirements:

- Science 3
- Social Science Elective 3
- LIFE Interdisciplinary Seminar 3

Additional Credits Required Beyond Associate Degree: 60
Total Credits Required for Graduation: 120

2006-2007 Course Offerings

Fall 2006 Courses

- Drawing I
- Two Dimensional Design
- Three Dimensional Design
- Color Theory
Painting I
Art History I & II
History of Modern Art
Figure Drawing
Papermaking
Relief Printmaking
Intermediate Drawing
Ceramics I
Raku Ceramics
Mixed Media Drawing
History of Graphic Design
Figure Painting
Art Criticism and Theory
Senior Seminar I
Type & Design I
Digital Imaging I
Type & Design II
Digital Imaging II
Digital Animation
Illustration I
Photography I
Photographic Processes
Color Photography
Topics in Photography

Spring 2007 Courses
Drawing I
Two Dimensional Design
Three Dimensional Design
Color Theory
Painting II
Art History II
American Art
Figure Drawing
Watercolor
Intaglio Printmaking
Mono prints
Intermediate Drawing
Making Artists Books
Clay Sculpture I
Mixed Media Drawing
Clay Sculpture II
Issues and Ideas in World Art
Advanced Drawing
Senior Seminar I I
Topics In Studio Arts
Digital Illustration
Type & Design I
Digital Imaging II
Interactive Design II
Business Practices for Visual Artists
Topics in Graphic Design
Portfolio Preparation
Photography I
Photography II
History of Photography
Digital Photographic Images
Studio Lighting
Non Silver Photography
The Department of Visual Arts offers the following associate degrees:

- A.A.S. in Fine Arts
- A.A.S. in Photography
- A.A.S. in Graphic Design
- A.A.S. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The curriculum is built around a rigorous sequence of courses linked by annual comprehensive portfolio reviews. The courses in all the visual arts concentrations strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice, and building advanced skills in their medium. In addition, courses like Business Practices for Visual Artists or Portfolio Preparation help students understand professional practice and give them the skills to succeed as practicing artists or designers. Courses take place in state-of-the-art studios with excellent equipment and easy access for after-class work.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships, or in student operated enterprises, such as The Student Gallery and the *Vernacular* publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

**A.A.S. in Graphic Design**

The Graphic Design program features a series of highly specialized courses designed to stretch students’ visual problem-solving skills while developing an understanding of tools and technology. The 2+2 structure offers a seamless transition from the lower two years (A.A.S.) to advanced study in the B.F.A. program. Students who receive an A.A.S. in Graphic Design are qualified to transition into B.F.A. studies once they meet the B.F.A. admission requirements. The B.F.A. degree is recognized by accrediting and professional organizations as the base level of education needed to obtain employment as a professional designer.

The two year associate degree program introduces students to basic visual skills and concepts. Students develop visual communication skills while taking their first core courses in their major. Upon acceptance into the B.F.A. program, students begin the upper division program, designed to simultaneously develop technical skills for digital and print production. The senior year is comprised of experiences leading to the completion of a professional portfolio while providing for the culminating Capstone Seminar and Internship.

The Graphic Design program is augmented by field trips to printers, ad agencies, and corporate design studios. Visiting lecturers such as freelance designers and agency representatives discuss relevant topics in the field. Internships are available for students with the appropriate skill level and commitment. Students can also become involved in the AIGA student group and the student art and literary magazine, *Vernacular*.

The first year of the Graphic Design program includes a basic foundation year, which encompasses a broad exposure to the principles of fine arts and design. The second year continues to develop creative problem solving with aesthetic and technical proficiency and results in the required portfolio for transition into the upper two years (B.F.A.) portion of the program. After passing the B.F.A. entry portfolio review, students move seamlessly into completing their four-year degree.


### Liberal Arts Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
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</tr>
<tr>
<td>ART 205</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Art History II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110 or higher</td>
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<td>3</td>
</tr>
</tbody>
</table>

Humanities Elective 3

Social Science Elective 3

Science Elective 3

Specialized Courses:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 215</td>
<td>Figure Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 106</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 108</td>
<td>Intermediate Drawing</td>
<td>3</td>
</tr>
<tr>
<td>GDN 201</td>
<td>Type and Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 203</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 207</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>GDN 217</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 218</td>
<td>Type and Design II</td>
<td>3</td>
</tr>
<tr>
<td>GDN 220</td>
<td>Digital Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>PHG 201</td>
<td>Photography I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required for the A.A.S. Degree**: 60

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**2006-2007 Course Offerings**

**Fall 2006 Courses**
- Drawing I
- Figure Drawing
- Two-Dimensional Design
- Graphic Design I
- Digital Imaging I
- Type & Design II
- Liberal Arts Electives

**Spring 2007 Courses**
- Intermediate Drawing
- Three-Dimensional Design
- Type & Design I
- Graphic Design II
- Digital Imaging II
- Photography I
- Liberal Arts Electives
Bachelor of Fine Arts (B.F.A.) in Graphic Design

The Department of Visual Arts offers the following bachelor’s degrees:

- B.F.A. in Fine Arts – with concentrations in:
  - Clay Sculpture
  - Painting
  - Printmaking
  - Photography
  - Illustration
- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The curriculum is built around a rigorous sequence of courses linked by annual comprehensive portfolio reviews. The courses in all the visual arts emphasize strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice, and building advanced skills in their medium. In addition, courses like Business Practices for Visual Artists or Portfolio Preparation help students understand professional practice and give them practical skills to succeed as a practicing artist or designer. Courses take place in state-of-the-art studios with excellent equipment and easy access for after-class work.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships, or in student operated enterprises, such as the *Vernacular* publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

B.F.A. in Graphic Design

Pathways: Sage College of Albany’s A.A.S. in Graphic Design, or a similar degree from another college, is the route into this upper division, professional program. Transfer students must demonstrate in the entry portfolio review that they have attained capabilities developed in the prerequisite core studio courses.

The B.F.A. program in Graphic Design has been developed for students planning to pursue a professional career in graphic design/illustration, web design, printing, publishing and other dynamic career options. Accreditation by the National Association of Schools of Art and Design (NASAD) assures graduates the industry-recognized standard for professional designers. In addition, our American Institute of Graphic Artists (AIGA) student group and affiliations with the Graphic Artist's Guild chapter in Albany provide opportunities for professional networking, growth and leadership. The Graphic Design program features:

- Career-oriented curricular focus
- Dual-emphasis on print and electronic media
- Integrated wireless laptop initiative for B.F.A. students*
- Technical and creative skills to be work-ready immediately upon graduation
- Professional portfolio development and comprehensive reviews
- Small classes that encourage personal relationships with faculty

*All BFA students in Graphic Design, from the junior year on, are required to have their own laptop computer. For details and the latest information, go to: [http://www.sage.edu/art](http://www.sage.edu/art)

Graphic Design facilities on the Sage College of Albany campus include state-of-the-art digital media studios, traditional studio facilities, and B.F.A. student studios, all housed in one building with a wireless connection to the Internet and dedicated file server.

All students applying for admission to the B.F.A. program must meet the following requirements:

- Completion of an associate degree of 60 academic credits, with 24 credits in the liberal arts and including:
  - Completion of the prerequisite core studio courses: Drawing I, Figure Drawing, Intermediate Drawing, Mixed Media Drawing, 2D Design and 3D Design, Type and Design I & II, Digital Imaging I & II, Graphic Design Techniques and Illustration and Photography I
  - Overall GPA of at least 2.5 and at least 3.0 in the major emphasis
  - Submission of a portfolio and participation in a review by the B.F.A. Portfolio Review Team

[http://catalog.sage.edu/06-07sca.php](http://catalog.sage.edu/06-07sca.php)
## Major Emphasis in Graphic Design

### Prerequisites:
- ILL 201 Graphic Design Techniques and Illustration
- GDN 201 Type and Design I
- GDN 203 Graphic Design I
- GDN 207 Graphic Design II
- GDN 217 Digital Imaging
- GDN 218 Type and Design II
- GDN 220 Digital Imaging II

### Graphic Design Program Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 207</td>
<td>History of Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 219</td>
<td>Printmaking I or Art Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 320</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>COM 104</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
<tr>
<td>ILL 302</td>
<td>Digital Illustration or Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>GDN 301</td>
<td>Digital Production I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 302</td>
<td>Digital Production II</td>
<td>3</td>
</tr>
<tr>
<td>GDN 305</td>
<td>Interactive Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 306</td>
<td>Interactive Design II</td>
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<tr>
<td>GDN 315</td>
<td>Business Practices for Visual Artists</td>
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</tr>
<tr>
<td>GDN 405</td>
<td>Capstone Seminar I</td>
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<tr>
<td>GDN 406</td>
<td>Capstone Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>GDN 412</td>
<td>Digital Animation or ART Studio Elective</td>
<td>3</td>
</tr>
<tr>
<td>GDN 420</td>
<td>Portfolio Preparation</td>
<td>3</td>
</tr>
<tr>
<td>GDN 427</td>
<td>Graphic Design Internship or ART Studio Elective</td>
<td>3</td>
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</tbody>
</table>

Related Courses:
- Choose 2 Studio Electives | 6

### LIFE Curriculum Requirements:
- Social Science | 3
- Science | 3
- LIFE Interdisciplinary Seminar | 3

### Additional Credits Required Beyond Associate Degree: | 60

### Total Credits Required for Graduation: | 120

### 2006-2007 Course Offerings

**Fall 2006 Courses**
- Digital Production I
- Interactive Design I
- Printmaking I
- Capstone Seminar I
- Digital Animation
- History of Modern Art

**Spring 2007 Courses**
- Digital Production II
- Interactive Design II
- Digital Illustration
- Graphic Design Electives
- Portfolio Preparation
- Capstone Seminar II
- Letterpress
- Topics in Graphic Design
Associate of Applied Science (A.A.S.) in Interior Design

The Department of Visual Arts offers the following associate degrees:

- A.A.S. in Fine Arts
- A.A.S. in Photography
- A.A.S. in Graphic Design
- A.A.S. in Interior Design

The 2+2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The courses in all the visual arts concentrations strive to find a balance between developing professional capabilities, helping students find and improve their creative voice, and building advanced skills in their medium. Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships or in student operated enterprises, such as the Vernacular publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

A.A.S in Interior Design

Students of Interior Design learn necessary skills in drafting, construction theory and space design while being encouraged to develop their own individual approach to design. Contemporary issues in style, lighting, “green design,” preservation, textiles and color are integrated into all areas of the curriculum. Students also build the skills and portfolio to transition to the upper division (B.F.A.). The foundation for the A.A.S. degree involves courses in drawing, history of architecture, furniture and the decorative arts, drafting and space planning techniques (including computer aided drafting), textiles and interior materials, building codes, and the business of interior design.

In the Interior Design degree, students examine design problems for both residential and commercial clients. Developed for students planning to pursue a professional career in Interior Design, the program gives each student the foundation to build an outstanding portfolio and launch a successful career. The 2+2 structure allows students to begin interior design coursework as early as the first year. Students accelerate to advanced level work by developing skills early.

Our accreditation by the National Association of Schools of Art and Design (NASAD) gives graduates the industry-recognized standard for professional designers, and our chapter of the American Society of Interior Designers (ASID) provides opportunities for professional growth and leadership.

Note: All students in Interior Design, from the sophomore year on, are required to have their own laptop computer. For details and the latest information, go to: [http://www.sage.edu/art](http://www.sage.edu/art)


**Liberal Arts Foundation**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 104</td>
<td>Oral Communication</td>
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<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
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<td>CSI 101</td>
<td>Computer Literacy</td>
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<tr>
<td>Math/Science Elective</td>
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<tr>
<td>Social Science Elective</td>
<td></td>
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<tr>
<td>Humanities Elective</td>
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</table>

**Specialized Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Two-Dimensional Design</td>
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<td>ART 106</td>
<td>Three-Dimensional Design</td>
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<td>ART 201</td>
<td>Color Theory</td>
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<tr>
<td>IND 101</td>
<td>Drafting and Space Planning</td>
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<tr>
<td>IND 104</td>
<td>History of Architecture, Furniture &amp; Decorative Arts I</td>
<td>3</td>
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<tr>
<td>IND 106</td>
<td>History of Architecture, Furniture Decorative Arts II</td>
<td>3</td>
</tr>
<tr>
<td>IND 110</td>
<td>Textiles and Interior Materials</td>
<td>3</td>
</tr>
<tr>
<td>IND 201</td>
<td>Space Planning and Design I</td>
<td>3</td>
</tr>
</tbody>
</table>
IND 202  Space Planning and Design II*  3
IND 203  Materials and Methods of Construction  3
IND 205  Design Presentation Techniques  3
IND 214  Business of Interior Design  3
IND 220  Computer Aided Drafting (CAD)*  3

**Total Credits Required for the Degree**  60

*Laptop and software required.

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**2006-2007 Course Offerings**

**Fall 2006 Courses**
- Drawing I
- Two-Dimensional Design
- Color Theory
- Drafting & Space Planning
- Space Planning & Design II
- Materials & Methods
- Computer Aided Design
- History of Architecture I
- Oral Communication
- Liberal Arts Electives

**Spring 2007 Courses**
- Three-Dimensional Design
- Textiles & Interior Materials
- Space Planning & Design I
- Computer Aided Drafting
- Design Presentation Techniques
- Business of Interior Design
- History of Architecture II
- Liberal Arts Electives
Bachelor of Fine Arts (B.F.A.) in Interior Design

The Department of Visual Arts offers the following bachelor’s degrees:

- B.F.A. in Fine Arts– with concentrations in:
  - Clay Sculpture
  - Illustration
  - Painting
  - Printmaking
  - Photography

- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The curriculum is built around a rigorous sequence of courses linked by annual comprehensive portfolio reviews. The courses in all the visual arts emphases strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice, and building advanced skills in their medium.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships, or in student operated enterprises, such as the [Vernacular](http://www.sage.edu/art) publication.

Get updated information on Sage's Visual Arts programs at [http://www.sage.edu/art](http://www.sage.edu/art)

B.F.A. in Interior Design

Pathways: Sage College of Albany’s A.A.S. in Interior Design, or a similar degree from another college, is the route into this upper-division professional program.

Sage prepares and motivates graduates for a lifetime of continued learning. Exposure to New York City and Boston art galleries, design showrooms, historical homes and museums as well as travel abroad opportunities help students to link classroom learning with the built environment in a historical, geographical and global context.

A recent initiative by design educators and practitioners calls for all applicants who sit for the NCIDQ exam to have at least a bachelor’s degree in Interior Design. In a survey conducted by the American Society of Interior Designers (ASID), the International Interior Design Association (IIDA), members of the Interior Design Educators Council (IDEC) and the National Council of Interior Design Qualification (NCIDQ) certificate holders, “78% indicated that a baccalaureate degree was the minimum level of education required to practice.”

All B.F.A. students in Interior Design, from the sophomore year on, are required to have their own laptop computer. For details and the latest information, go to the Interior Design section of the Sage web site: [http://www.sage.edu/art](http://www.sage.edu/art)

The goals of the B.F.A. in Interior Design program at Sage are to:

- Develop critical thinkers who can produce innovative, creative solutions in interior design that are aesthetically pleasing and functional
- Help students create a competitive portfolio of work in interior design
- Produce graduates who can get entry-level work as interior designers
- Prepare graduates with practical, professional skills
- Give graduates the academic foundation they need to qualify for the NCIDQ examination

Careers in the design profession include residential and contract design and decorating, kitchen and bath design, product sales and design, facilities management, showroom management, CAD drafting, space planning, retail design, hospitality design, healthcare and senior housing design and project management, to name a few.

**Prerequisites**

- Drafting and Space Planning
- History of Architecture, Furniture & Decorative Arts I

http://catalog.sage.edu/06-07sca.php
Courses required beyond the Associate Degree:

IND 204 Architectural Perspective 3
IND 301 Kitchen & Bath Design 3
IND 305 Lighting Fundamentals Studio 3
IND 310 History of Interior Design 3
IND 320 CAD II: Construction Documents & Details 3
IND 325 Environmental Building Systems & Codes 3
IND 330 Environmental Design 3
IND 402 Senior Internship 3
IND 403 Design Presentation Techniques II 3
IND 404 Green Design & Sustainability 3
IND xxx Topics in Interior Design 3
IND 405 Senior Studio I 3
IND 406 Senior Studio II 3
IND 430 Senior Internship 3

Choose one of the following:

BUS 204 Principles of Marketing 3
BUS 225 Professional Selling 3

LIFE Curriculum Requirements*

MAT 110 or higher 3
Art History Elective 3
SCI 105 Energy & the Environment of Science or Science Elective 3
General Elective 3
Social Science Elective 3
LIFE Interdisciplinary Seminar 3

Additional Credits Required Beyond Associate Degree: 60

Total Credits Required for Graduation: 120

2006-2007 Course Offerings

Fall 2006 Semester
Drafting and Space Planning
History of Architecture I
History of Interior Design
Materials & Methods
CAD I: Computer Aided Drafting
CAD II: Computer Aided Drafting
Environmental Design
Architectural Perspective
Green Design & Sustainability
Design Presentation Techniques II
Topics in Design
Senior Internship
Senior Studio I

Spring 2007 Semester
History of Architecture II
Textiles & Interior Materials
Space Planning & Design I
Space Planning & Design II

http://catalog.sage.edu/06-07sca.php
Associate of Applied Science (A.A.S) in Photography

The Department of Visual Arts offers the following associate degrees:

- A.A.S. in Fine Arts
- A.A.S. in Photography
- A.A.S. in Graphic Design
- A.A.S. in Interior Design

The 2 + 2 Visual Arts programs build foundational visual production skills at the associate degree level so that talented students can move successfully to the Bachelor of Fine Arts (B.F.A.) program where they can articulate their creative vision and further refine their technical abilities. Pathways are also available from the associate degrees in the visual arts to Bachelor of Science (B.S.) degrees in various areas of study. Students interested in these options should consult with an academic advisor.

The curriculum is built around a rigorous sequence of courses linked by annual comprehensive portfolio reviews. The courses in all the visual arts emphases strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice, and building advanced skills in their medium. In addition, courses like Professional Practices help students understand the professional world of art and give them practical skills to succeed as practicing artists or designers. Courses take place in state-of-the-art studios with excellent equipment and easy access for after-class work.

Students get a chance to put what they learn into practice. Opportunities exist for students to gain professional work experience as artists by participating in internships, or in student operated enterprises, such as The Student Gallery and the Vernacular publication.

Get updated information on Sage's Visual Arts programs at http://www.sage.edu/art

A.A.S. in Photography

The Photography program at Sage College of Albany is designed to help students build a portfolio that balances vision and craft.

The 2 + 2 program in Photography is organized so that the associate degree (the lower two years) in Photography provides the foundational skills necessary to be successful in the Photography emphasis of the B.F.A. program (upper two years), where the student develops conceptual depth, a creative vision, and the technical skills needed to succeed as a professional photographer. The program helps students improve their practical skills and develop individual style. It is expected that after completion of the A.A.S. in Photography, students will be prepared to continue their studies in the B.F.A. in Fine Arts - Photography emphasis. (See section on B.F.A. in Fine Arts.)

Compatible bachelor’s degrees: B.F.A. in Fine Arts, B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

Requirements for the Photography Major

Liberal Arts Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Art History I</td>
<td>3</td>
</tr>
<tr>
<td>ART 206</td>
<td>Art History II</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- CSI 101 Computer Literacy or
- Technology Competency or
- Math/Science Elective

Choose one of the following:

- MAT 248* Math for Visual Learners or
- MAT 110* or higher level or
- Humanities Elective

*for students continuing into BFA

<table>
<thead>
<tr>
<th>Social Science Elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts &amp; Science Elective*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Science for students continuing into BFA

Specialized Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Two-Dimensional Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 106</td>
<td>Three-Dimensional Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 201</td>
<td>Color Theory or Studio Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
ART 215  Figure Drawing  3
ART 222  Intermediate Drawing  3
PHG 201  Photography I  3
PHG 202  Photography II  3
PHG 205  History of Photography  3
PHG 211  Photographic Processes  3
PHG 210  Digital Photographic Images  3
PHG 214  Studio Lighting  3
GDN 217  Digital Imaging I  3

Total Credits Required for the A.A.S. Degree  60

2006-2007 Course Offerings

Fall 2006
Art History II
Drawing I
Two-Dimensional Design
Photography I
Digital Imaging I
Figure Drawing
Photographic Processes

Spring 2007 Courses
Art History I
Art History II
Color Theory
Intermediate Drawing
Three Dimensional Design
Photography II
Studio Lighting
History of Photography
Digital Photographic Images
Lilberal Arts Electives
**Associate of Science (A.S.) in Science - Applied Biology**

This program can serve as a pathway to an interdisciplinary Bachelor of Science (B.S.) degree in Applied Biology which prepares graduates for jobs that meld biology with companion disciplines such as art, humanities, marketing and management, or public policy and communications. Graduates of the program can work as environmental lobbyists, public relations specialists at science-related companies, biological illustrators, science and health writers, biological technicians, sales representatives or managers in research facilities or drug companies, depending on their companion discipline specialization.

The A.S. in Science (Applied Biology pathway) is designed for students who either wish to enter the working world at the completion of two years of study or who see this as a pathway to further study in a baccalaureate program. It blends foundational lab science courses in biology and chemistry with core courses in contemporary biology, including Human Biology, Genetics, Environmental Biology, and Cell & Molecular Biology.

The goal of this program is to provide students with a strong liberal arts and science foundation that prepares graduates for work in the modern world. The college expects that graduates of this program will:

- read with understanding and analyze text and non-text materials
- write well, including the ability to report the results of laboratory investigations
- think logically and critically, making the best possible use of evidence and analysis
- work independently and cooperatively with others
- demonstrate computational and quantitative skills using mathematics and computers as problem-solving tools
- demonstrate knowledge of the nature of science
- demonstrate science process skills including the ability to carry out an extended scientific investigation
- demonstrate understanding of the knowledge domains contained in coursework.

Compatible bachelor’s degrees: B.S. in Applied Biology, B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

**A.S. in Science (Applied Biology) Requirements**

**Science Core**

- **Credits: 37**
  - BIO 101 General Biology I (w/lab) – 4
  - BIO 102 General Biology II (w/lab) – 4
  - BIO 134 Human Biology – 3
  - BIO 207 Fundamentals of Genetics – 3
  - BIO 221 Cell & Molecular Biology – 3
  - BIO 130 Environmental Biology – 3
  - CHM 111 General Chemistry I (w/lab) – 4
  - CHM 112 General Chemistry II (w/lab) – 4
  - MAT 112 College Algebra – 3
  - MAT 220 Applied Statistics I – 3
  - Internship – 3

**Other Required Courses**

- **Credits: 25**
  - COM 104 Oral Communication – 3
  - HUM 112 Humanities Seminar II – 3
  - Humanities Elective – 3
  - Social Science Electives – 6
  - General Electives – 6
  - CSI 101 Computer Literacy – 3
  - ITD 230 Portfolio Writing I – 1

**Total Credit Hours Required for the Major: 62**

For General Electives, companion discipline coursework is recommended if the student is pursuing a B.S. in Applied Biology. Students who meet the technology competency must take a liberal arts & science elective in place of CSI 101.

**2006-2007 Course Offerings**

**Fall 2006 Courses**
- General Biology I (with lab)
- General Chemistry I (with lab)
- College Algebra
- Humanities Seminar II
Human Biology
Fundamentals of Genetics
Oral Communication
Electives

**Spring 2007 Courses**
General Biology II (with lab)
General Chemistry II (with lab)
Computer Literacy
Cell & Molecular Biology
Environmental Biology
Portfolio Writing I
Applied Statistics I
Internship
Electives
Bachelor of Science (B.S.) in Applied Biology

2+2 Pathways
The Associate of Science (A.S.) degree in Science - Applied Biology emphasis at Sage College of Albany, or a similar associate degree from another college transfer agreements, provide appropriate pathways into the B.S. in Applied Biology at Sage.

The Biology Department at Sage College of Albany offers an upper division (+2) B.S. degree in Applied Biology. This program is designed for students who biology and wish to work in a biology-related field, but do not want to pursue a traditional scientific career. The goal of this program is to graduate students, not scientists themselves, can apply biology flexibly in the workplace. Through coursework and internship experiences, students obtain competency in biology with another field of their choice, which is referred to as a Companion Discipline.

Companion Disciplines include: Art, Humanities, Communications/Public Policy, and Marketing/Management. Depending on a student's Companion Discipline in Applied Biology can lead to a career as a science writer, a science illustrator, an environmental lobbyist, a sales representative or manager in a research or a drug company, or a public relations specialist in a science-related company. This flexible curricular approach allows students to keep pace with today's changing workplace.

Special features of this program include:

Flexibility

- Working with an advisor, students choose 10 courses in a Companion Discipline that speaks to his or her own career goals.

Empowerment

- The Capital District is a science-rich area and is expected to become even more so in the future. Internships in a variety of settings are available to qualified students.
- Students construct an electronic portfolio highlighting their academic accomplishments. This aids in personal development and goal-setting and serves as an boost in seeking employment.

Science Core 24-26 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 348 Topics in Biology</td>
<td>6</td>
</tr>
<tr>
<td>BIO 320 Seminar in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 403 Problem Based Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Science elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO 307 Internship</td>
<td>3</td>
</tr>
<tr>
<td>ITD 330 Portfolio Writing II</td>
<td>1</td>
</tr>
</tbody>
</table>

Companion Discipline 24 credits

In consultation with an advisor, students choose 10 courses from one of the following areas:

- Art (Illustration)
- Humanities
- Communication/Public Policy
- Marketing/Management

LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>HUM 112 Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110 or higher</td>
<td>3</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Credits Required Beyond Associate Degree: ......60-62
Total Credits Required in the Degree: 120-122
At least 60 of the 120 total credits must be in the liberal arts and science.

Suggested Sequence

Junior Year
First Semester Courses

- BIO 348 Topics in Biology
- Physical Science elective
- General elective
- Companion Discipline course
- Companion Discipline course

Second Semester Courses

- Science elective
- Physical science elective
- Companion Discipline course
- Companion Discipline course
- ITD LIFE Seminar

Senior Year
First Semester Courses

- BIO 320 Seminar in Biology
- BIO 348 Topics in Biology
- 2 Companion Discipline courses
- Portfolio Writing II

Second Semester Courses

- BIO 403 Problem Based Seminar
- BIO 307 Internship
- 2 Companion Discipline courses
- Liberal Arts and Science Elective
Associate of Science (A.S.) and Associate of Applied Science (A.A.S.) in Marketing and Management

The A.S. and A.A.S. degrees are especially well designed for students planning to continue their studies in Sage College of Albany’s B.S. or B.B.A. degree programs in Business Administration, or the B.S. in International Trade and Economic Development. The associate degrees in Marketing and Management also prepare students for immediate employment in the workplace. Students may choose a strong emphasis in mathematics and liberal arts to provide them with a rigorous preparation for upper-level coursework. The use of computer applications and case studies in the coursework of marketing and management expose students to “real-world” experiences.

The first year of the program consists of core requirements taken by all business majors. The core is designed to orient and educate students in a solid foundation of business subjects prior to starting an in-depth study of a particular business discipline. This offers students an opportunity to explore and to consider various possibilities before commencing study of a specific concentration in the second year.

Through academic advisement, a student may have an emphasis in one of the following:

**Marketing:** This emphasis focuses on sales, advertising, and the fundamental principles of marketing as preparation for advanced work in marketing.

**Management:** This emphasis focuses on managing people, communications, and information as preparation for advanced coursework in management or general business administration.

**Global Business:** This emphasis focuses on conducting business in the global marketplace as preparation for advanced coursework in international business practice and trade.

Compatible bachelor’s degrees: B.S. in Accounting (Sage After Work), B.S. in Interdisciplinary Studies, B.S. in International Trade and Economic Development, B.S. in Legal Studies (Sage After Work), B.S. in Law and Society, B.B.A. or B.S. in Business Administration.

**A.S. or A.A.S. in Marketing & Management**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 230</td>
<td>Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose two business electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Liberal Arts Foundation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Science elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Science elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose two of the following math courses:</td>
<td>6</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 113</td>
<td>Precalculus</td>
<td></td>
</tr>
<tr>
<td>MAT 201</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>BUS 208</td>
<td>Mathematics for Management</td>
<td></td>
</tr>
<tr>
<td>BUS 209</td>
<td>Mathematics for Finance</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits Required for the Degree** 60

* Students may pursue the A.A.S. or A.S. degree in marketing and management through academic advisement. The difference between the two degrees is determined by the number of math and general elective courses taken.
2006-2007 Course Offerings

Fall 2006 Courses
Contemporary Business
Financial Accounting
Business Law I
Human Resources Management
Math for Finance
Principles of Marketing
Personal Finance
Global Business
Software Applications in Business
Business electives
Principles of Macroeconomics
Liberal Arts electives

Spring 2007 Courses
Managerial Accounting
Managerial Communications
Business Strategy
Principles of Management
Math for Management
Business Law II
Professional Selling
Principles of Microeconomics
Business electives
Liberal Arts electives
Bachelor of Business Administration (B.B.A) and Bachelor of Science (B.S.) in Business Administration

2+2 Pathways: The A.S. or A.A.S. in Marketing and Management, the A.A.S. in Legal Studies, the A.A.S. in Professional Studies (with a business concentration) from Sage, or similar degrees from other colleges, provide good foundations for this upper division (+2) business program.

This bachelor's degree program in Business Administration exposes students to finance, organizational behavior, business ethics, human resources, and other management courses, and gives students the foundation they need to understand the field of management in both for-profit and not-for-profit organizations. Students learn to integrate analytical methods from accounting, economics, management, finance, and marketing and develop advanced proficiency in the most commonly used business-related computer applications. This program is designed to provide the background and skills necessary for a management career and the skills and prerequisites for entry into Sage's M.B.A. program. In fact, students may apply to the M.B.A. program before completing the bachelor’s degree and take graduate and undergraduate courses simultaneously.

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.

### Business Administration Core 45

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 205</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 208</td>
<td>Mathematics for Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 209</td>
<td>Mathematics for Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS 212</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 290</td>
<td>Software Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 308</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 325</td>
<td>Financial Management I</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
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<td></td>
</tr>
<tr>
<td>BUS 350</td>
<td>Business Research</td>
<td></td>
</tr>
<tr>
<td>PSY 350</td>
<td>Research for the Professions</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BUS 370</td>
<td>Professional Development for Careers in Business</td>
<td></td>
</tr>
<tr>
<td>BUS 327</td>
<td>Internship or an Experiential-Based Learning Opportunity</td>
<td></td>
</tr>
<tr>
<td>BUS 405</td>
<td>Management Strategy and Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective Courses Required for B.B.A. Degree from Accounting, Business, Economics, or Law</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

### LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>HUM 112</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>3</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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.

Note: Before entering this upper-division program, students will normally have completed Financial Accounting, Business Law I, Humanities Seminar II, and will have accumulated at least 6 credits of accounting, business, economics, or law electives.

2006-2007 Course Offerings

Fall 2006 Semester
ACC 101 Financial Accounting
BUS 104 Contemporary Business
BUS 204 Principles of Marketing
BUS 209 Mathematics for Finance
BUS 212 Business Law I
BUS 290 Software Applications for Business
BUS 308 Human Resource Management
BUS 325 Financial Management I
Business electives
ECO 102 Microeconomics

Spring 2007 Semester
ACC 102 Managerial Accounting
BUS 205 Principles of Management
BUS 208 Mathematics for Management
BUS 230 Business Strategy
BUS 405 Management Strategy and Policy
BUS 406 Business Research
Business electives
ECO 101 Macroeconomics

M.B.A. at Sage Graduate School

Undergraduate students in good standing, with a G.P.A. of 3.0, may take graduate courses for undergraduate credit, with advisor approval and permission of the Dean of Sage Graduate School.

Undergraduate students who are second-semester seniors and who have a G.P.A. of at least 3.0 may take two graduate courses to satisfy undergraduate requirements, with advisor approval and permission of the Dean of Sage Graduate School. The following classes can be used as substitutions for undergraduate courses:

- MBA 553 Statistical Reasoning
- MBA 574 Financial Management
- MBA 561 Managerial Economics
- MBA 651 Human Resources Management
- MBA 576 Marketing Systems
Bachelor of Science (B.S.) in Clinical Biology

2+2 Pathways

The Associate of Science (A.S.) degree in Science (Applied Biology emphasis) provides an appropriate foundation for and a pathway into the B.S. in Clinical Biology leading to the Cytotechnology Certificate or to the Clinical Laboratory Sciences Certificate.

The Clinical Biology program, with concentrations in Cytotechnology and in Clinical Laboratory Sciences, provides a comprehensive basic science background with an understanding of diagnostic laboratory techniques and their application in patient care. Emphasis is placed on the development of problem-solving and communication skills. Students in the B.S. program will also obtain a broad liberal arts core that encourages personal intellectual growth and a sense of professionalism by cultivating individual compassion, ethical values and the desire for lifelong learning.

This program prepares students for entry into two possible career paths: Cytotechnology and Clinical Laboratory Science. Both tracks follow the 2+2 format with students completing the associate degree in Science in the first two years. Students enrolled in the Cytotechnology track will complete their fourth year at Albany College of Pharmacy (ACP), and students enrolled in the Clinical Laboratory Science track will complete their third and fourth years at ACP. Both groups of students will receive their bachelor's degree from SCA and certification from ACP that will allow them to take the national registry examination.

In addition to the intensive training in basic and laboratory sciences, students also receive hands-on training in the laboratory setting both in the academic environment and in the working environment of hospital laboratories, research facilities, industrial laboratories and physicians offices. Education, management and research theory are presented as part of the required curriculum for the B.S. program. Graduates of the B.S. in Clinical Biology program will be well-prepared to sit for the national registry examination and to enter graduate programs in medical, dental, veterinary, law or post-baccalaureate studies (M.S., Ph.D.). These students will be well qualified for entry-level positions in hospital laboratories, health care settings, research laboratories and biotechnology industries.

Degree Requirements

<table>
<thead>
<tr>
<th>Science Core</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101</td>
<td>General Biology I (w/lab)</td>
</tr>
<tr>
<td>BIO 102</td>
<td>General Biology II (w/lab)</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I (w/lab)</td>
</tr>
<tr>
<td>CHM 112</td>
<td>General Chemistry II (w/lab)</td>
</tr>
<tr>
<td>PHY 101</td>
<td>General Physics I (w/lab)</td>
</tr>
<tr>
<td>PHY 102</td>
<td>General Physics II (w/lab)</td>
</tr>
<tr>
<td>BIO 208</td>
<td>Microbiology (w/lab)</td>
</tr>
<tr>
<td>BIO 221</td>
<td>Cell &amp; Molecular Biology</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

LIFE Curriculum Requirements:
- Humanities Elective | 3 |
- HUM 112 Humanities Seminar II | 3 |
- COM 104 Oral Communications | 3 |
- Social Science Electives | 6 |
- Technology Competency | 3 |
- LIFE Interdisciplinary Seminar (Cytotechnology only) | 3 |

Track to Cytotechnology Certificate | 63 |

| BIO 201      | Anatomy & Physiology I (w/lab) | 4 |
| BIO 202      | Anatomy & Physiology II (w/lab) | 4 |
| BIO 351      | Immunology | 3 |
| BIO 358      | Prosemear | 3 |
| BIO 359      | Explorations in Research Methodology | 3 |
|              | General Electives | 9 |
|              | Histology (ACP) | 3 |

Cytotechnology Courses (ACP) | 34 |
- Introduction to Cytotechnology (1)
Journal Club and Independent Project (1)
Cytopreparatory Techniques (1)
Cytology of the Female Genital Tract (6)
Cytology of the Respiratory Tract (3)
Cytology of the Gastrointestinal and Genitourinary Tracts (3)
Cytology of Body Cavity Fluids and Selected Abdominal Organ FNA Specimens (3)
Cytology of Head and Neck Fine Needle Aspirate Specimens (3)
Cytology of Breast Fine Needle Aspirate Specimens (2)
Central Nervous System, Cerebral Spinal Fluid and Misc. Cytology Specimens (2)
Monolayer Technologies (1)
Practicum in Cytology (8)

Track to Clinical Laboratory Sciences Certificate 80

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 201 Organic Chemistry I</td>
<td>4</td>
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<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Clinical Laboratory Sciences (ACP)</strong></td>
<td><strong>73</strong></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>(3)</td>
</tr>
<tr>
<td>Laboratory Information Systems</td>
<td>(2)</td>
</tr>
<tr>
<td>Clinical Immunology</td>
<td>(4)</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>(2)</td>
</tr>
<tr>
<td>Parasitology</td>
<td>(2)</td>
</tr>
<tr>
<td>Introduction to Molecular Methodologies</td>
<td>(4)</td>
</tr>
<tr>
<td>Hematology</td>
<td>(4)</td>
</tr>
<tr>
<td>Clinical Chemistry I</td>
<td>(4)</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>(3)</td>
</tr>
<tr>
<td>Introduction to Clinical Research</td>
<td>(2)</td>
</tr>
<tr>
<td>Clinical Microbiology</td>
<td>(4)</td>
</tr>
<tr>
<td>Analysis of Body Fluids</td>
<td>(2)</td>
</tr>
<tr>
<td>Immunohematology</td>
<td>(4)</td>
</tr>
<tr>
<td>Clinical Chemistry II</td>
<td>(2)</td>
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<tr>
<td>Hemostasis</td>
<td>(4)</td>
</tr>
<tr>
<td>Molecular Diagnostics</td>
<td>(2)</td>
</tr>
<tr>
<td>Clinical Practicum</td>
<td>(8)</td>
</tr>
<tr>
<td>Clinical Microbiology II</td>
<td>(2)</td>
</tr>
<tr>
<td>Clinical Practicum</td>
<td>(8)</td>
</tr>
<tr>
<td>Laboratory Management and Education</td>
<td>(3)</td>
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<tr>
<td>Clinical Correlations</td>
<td>(4)</td>
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</tbody>
</table>

**Total Credits Required in the Degree:**

- Cytotechnology track 121
- Clinical Laboratory Sciences track 135

At least 50 percent of the total credits must be in the liberal arts and science.
Associate of Science (A.S.) in Communications

Sage College of Albany offers an Associate of Science (A.S.) in Communications designed for students who plan to enter a career upon completion of the two-year sequence or who plan to continue their studies at The Sage Colleges.

The primary goal of the Communications program is to offer an introduction to, and knowledge of, the field of communications. The program provides theory and experience in the practices of news media, public relations, and speech communication. Courses in the liberal arts, business management, the humanities, and the sciences support and complement professional development through rich, diverse learning that is indispensable to the liberally educated individual and to success in journalism and public relations.

Through a multidisciplinary approach and a variety of instructional methods, the College expects that graduates from the Communications program will have:

- an understanding of the social, economic, and philosophic roles held by various media in our society, and an appreciation for the effects exerted by the mass media upon society;
- mastered the technical aspects of communications practice at a level sufficient to allow for either a continuance of studies at a more advanced level of instruction or for beginning professional practice;
- an understanding of, and appreciation for, the legal and ethical issues that help form the core of professional communications practice.

Compatible bachelor’s degrees: B.S. in Information Design (with careful advising), B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

Core Requirements in Communications 27 (30)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 104</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 121</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 125</td>
<td>Writing for the Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 126</td>
<td>Advanced News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 202</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 251</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 327</td>
<td>Internship in Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 221</td>
<td>Public Relations Practices and Procedures</td>
<td>3</td>
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Supporting Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 103</td>
<td>Managerial Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 304</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>CSI 101</td>
<td>Computer Literacy</td>
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<td></td>
<td>General Elective</td>
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</table>

Liberal Arts Foundation 21

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>PHL 206</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHL 209</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SCL 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Math Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Science Course</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Required for the A.S. Degree 60

- COM 327 is not required, but is strongly suggested for Communications majors. It is the culminating experience for the associate degree at Sage College of Albany.
- BUS 207 Ethics in Business may be substituted for PHL 206.
- Student may elect to take PHL 201 Introduction to Philosophy in place of PHL 209.
- Though the college requirement is MAT 110 or above, MAT 220 Statistics is strongly suggested.

2006-2007 Course Offerings
Fall 2006 Courses
Mass Media and Society
Oral Communications
Computer Literacy
Introduction to Psychology
Introduction to Sociology
Principles of Marketing
Advanced New Reporting
Interpersonal Communications
Public Relations Practices
Liberal Arts Electives

Spring 2007 Courses
Oral Communications
Introduction to Public Relations
Writing for the Mass Media
Editing
Ethics
Internship
Supporting Requirements in Business
Liberal Arts Electives
Associate Degrees in Computer Science

Sage College of Albany offers two associate degrees in computer science:

- A.S. in Computing Science
- A.A.S in Computing Technologies

Matriculating in Computing Programs

Those students wishing to matriculate in the Associate of Applied Science (A.S.) program in Computing Technologies or the Associate of Science (A.S.) program in Computing Sciences are expected to have command of the basics of computer literacy (specific competencies are described below). Each student entering these programs must demonstrate competency in these areas by any of the following methods:

- Take CSI 101 Computer Literacy at Sage College of Albany.
- Receive credit at Sage for equivalent prior learning. (See Academic Policies - Coursework).
- Transfer in an equivalent course from another institution.
- Successfully complete the Competency Test (see the department website for more details). Credit can be earned and/or a waiver is granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to department faculty and request 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.

There are two kinds of associate degree programs, the A.S. and the A.A.S. They differ in the number of liberal arts electives they require. The A.A.S. degree includes a larger number of professional courses. Students enrolled in either of the associate degree programs may easily move into either of the bachelor’s degree programs in computing offered at Sage: the Computer Network and Systems Administration (CNS) program (offered in SAW only) or the Computer Information Systems (CIS) program. However, not all of the courses required for the associate programs are required for the bachelor’s programs; the credits will count, but they may not fulfill program requirements. Check with your advisor.

A.S. in Computing Science

Compatible bachelor’s degrees: B.S. in Computer Information Systems, B.S. in Computer Network Administration (SAW), B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

Core Requirements for the A.S. in Computing Science 30

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 117</td>
<td>Digital Imaging &amp; Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Arts Foundation Requirements 30

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 113</td>
<td>Precalculus</td>
<td>3</td>
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<tr>
<td>One Social Science Elective</td>
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<tr>
<td>Two Humanities Electives</td>
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</table>
Three Liberal Arts Electives 9
One General Elective 3
**Total Credits Required for the A.S. Degree:** 60

**A.A.S. in Computing Technologies**

This degree consists of a set of Computing core courses, the Liberal Arts foundation courses, and a choice of one of three tracks. The titles of the three tracks accurately describe their goals and employment areas.

Compatible bachelor’s degrees: B.S. in Business Administration, B.S. in Computer Information Systems, B.S. in Computer Network Administration (SAW), B.S. in Creative Studies, B.S. in Interdisciplinary Studies.

<table>
<thead>
<tr>
<th>Core Requirements for the A.A.S. in Computing Science</th>
<th>27</th>
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</thead>
<tbody>
<tr>
<td>CSI 101 Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 110 Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 117 Digital Imaging &amp; Web Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150 Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210 Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 216 Concentration Specific Internship or General Elective</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276 Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 103 Managerial Communications</td>
<td>3</td>
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<tr>
<td>BUS 104 Contemporary Business</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Foundation Requirements</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 112 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112 Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>One Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>One Liberal Arts Elective</td>
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<tr>
<td>One Free Elective</td>
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</table>

Choose one of three A.A.S. tracks: 18

**Network/System Administrator**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 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 285</td>
<td>Data Communications and Networking II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
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</tbody>
</table>

**Technical Support Specialist**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 104</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 125</td>
<td>Writing for the Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 251</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>HUM 113</td>
<td>Humanities Seminar III</td>
<td>3</td>
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<tr>
<td>EGL 235</td>
<td>Introduction to Technical Writing</td>
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</table>

**Web Developer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 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>
</tbody>
</table>
Total Credits Required for the A.A.S. Degree: 60

2006-2007 Course Offerings

Fall 2006 Courses
Computer Literacy
Digital Imaging & Web Design
Intro to Computer Science I
Workstation Architecture
Data Communications & Networking I
Internship
Contemporary Business
Oral Communication
Interpersonal Communication
Introduction to Technical Writing

Spring 2007 Courses
Computer Literacy
Intro to Computer Science II
Advanced Computer Literacy
Introduction to UNIX
Web Site Development
VB.NET
Web Site Administration
Internship
Managerial Communications
Oral Communication
Writing for the Mass Media

Note: Occasionally CSI classes are offered in evening hours.
Bachelor of Science (B.S.) in Computer Information Systems

Sage College of Albany also offers a minor in Computer Science.

Matriculating in Computing Programs

Students wishing to matriculate in the B.S. program in Computer Information Systems (CIS) are expected to have command of the basics of computer literacy (specific competencies are described below). Each student entering the program must demonstrate competency in these areas by any of the following methods:

- Take CSI 101 Computer Literacy at Sage.
- Receive credit at Sage for equivalent prior learning. (See Academic Policies - Coursework).
- Transfer in an equivalent course from another institution.
- Successfully pass the Competency Test (see the department website for more details). Credit can be earned and/or a waiver is granted.
- Those with extensive experience in the computing field may submit evidence of technical competency to department faculty and request 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.

2+2 Pathways: Students enrolled in any of the associate degree programs in computing may easily move into either of the bachelor’s degree programs in computing offered at Sage. However, not all of the courses required for the two-year programs are required for the four-year programs; the credits will count, but they may not fulfill program requirements.

The goal of the CIS program is to prepare students to enter the workforce as computer information systems professionals. A CIS professional brings computing technology skills into the general context of business, commerce and government. The program gives students both a theoretical and a conceptual foundation in computing studies, and a set of specific skills and capabilities.

Core Requirements in CIS 57

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 236</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>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 265</td>
<td>Fundamentals of Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 312</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 348</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 415</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
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<tr>
<td>CSI 485</td>
<td>Applied Computing Internship</td>
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<tr>
<td>ENG235</td>
<td>Technical Writing</td>
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<tr>
<td>MAT209</td>
<td>Discrete Math</td>
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</table>

LIFE Curriculum Requirements:

- Humanities 6
- Social Sciences 6
- Science 6
Minor in Computer Science

Core Requirements 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSI 125</td>
<td>Introduction to Computer Science I</td>
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</tr>
<tr>
<td>CSI 126</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 209</td>
<td>Discrete Math</td>
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</table>

Electives 6

Choose any two courses from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture and Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 236</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 241</td>
<td>UNIX</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 265</td>
<td>Fundamentals of Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 285</td>
<td>Data Communications &amp; Networking II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 312</td>
<td>Java Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

2006-2007 Course Offerings

Fall 2006
- Computer Literacy
- Intro to Computer Science I
- Workstation Architecture
- Data Communications & Networking I
- Java Programming
- Machine Structures
- Systems Analysis & Design
- Fundamentals of Database Systems
- Technical Writing
- Computer Science Internship
- Applied Computing Internship

Spring 2007
- Computer Literacy
- Advanced Computer Literacy
- Intro to Computer Science II
- Web Development
- Database Applications II
- Data Structures
- UNIX I
- Technology and Culture
- Computer Science Internship

Note: Occasionally, CSI courses taught in evening hours.
Bachelor of Science (B.S.) in Creative Studies

2+2 Pathways: Students may enter this very accommodating upper division program from almost any associate degree program. Students entering the B.S. in Creative Studies will normally have already taken HUM-112 (or the equivalent), two social science and science courses, MAT 110 or higher, and a computer technology course. If any of these have not been taken, they must be included among the General Elective courses of this program in order to satisfy all requirements of the LIFE curriculum.

The Creative Studies program is designed for creative, motivated people seeking essential knowledge, experiences, and tools for successful, innovative careers and for a high quality of life. With an emphasis on the power of language, the Creative Studies program will attract students seeking to develop high proficiency in integrative and analytical thinking, problem solving, and effective, skillful writing as a foundation for entrepreneurial, diverse career paths. The program is for students who may already have completed substantial academic work in humanities, social sciences, and science, as well as for students from other academic areas. Creative Studies is a flexible, interdisciplinary, upper-level (+2) program open to all associate degree students at Sage College of Albany as well as students who transfer into Sage in their third year. Creative Studies students can integrate their interest in professional areas of study with a humanities-focused learning core. Consequently, in addition to serving students who enter from two-year programs at SCA in Humanities, Individual Studies, Liberal Arts, Social Sciences, and Science, Creative Studies is also a practical, applied B.S. option for students with professional two-year degrees who choose to enter from Fine Arts, Professional Studies, Communications or Legal Studies, for instance.

Creative studies students choose “The Creative Life” emphasis, “The Writing” emphasis, or “The Drama” emphasis, depending upon their individual job and career interests. Through careful advisement, students complete courses in the Humanities core, the Creative Studies, Writing, or Drama emphasis, and select program and general electives, based upon their unique learning goals. Internship opportunities, experiential learning, technological competence for research and presentation, and a highly flexible, interdisciplinary curriculum are central aspects of the program.

The Creative Studies program features “employability skills” for the rapidly shifting world of work. These valued, enduring, transferable skills include: creativity; flexibility; knowledge construction; the ability to analyze, synthesize, organize, and evaluate information; critical thinking; reflective and careful reading; effective writing, speaking and listening; problem solving; the ability to formulate essential, meaningful questions; the capacity to make informed, independent decisions; ethical awareness; the ability to work cooperatively and with self-confidence and self-understanding; appropriate use of technology; and respect for cultures and diverse perspectives. Creative Studies prepares students for career and life success in a changing world.

Learning goals for the Creative Studies program are the following:

- **Communication Competence**: The graduate understands the power of language and can read, write, speak, listen, summarize and synthesize information thoughtfully.
- **Creative and Critical Thinking Competence**: The graduate can make connections, construct knowledge, solve problems, analyze, question, reflect, evaluate, draw inferences, recognize fallacies, and research.
- **Adaptive-Anticipatory Competence**: The graduate understands creative process and employs imagination in order to anticipate, innovate, adapt, and promote change.
- **Contextual-Conceptual Competence**: The graduate understands cultural contexts within which creativity is practiced and has appreciation for theoretical and historical foundations of creative process and product.
- **Motivation**: The graduate understands the value of exploration and questioning as well as the need to continue the acquisition and construction of knowledge.
- **Career Marketability**: The graduate possesses sound critical, communication, and technological skills, flexibility, and creativity and is well equipped to advance within the profession or to move between professions.
- **Leadership and Ethical Sensitivity**: The graduate can organize materials and processes, collaborate, negotiate, practice civil discourse, and demonstrate the respect for other people that is necessary for successful workplace and personal relationships.
- **Technology Competence**: The graduate can perform technological tasks necessary for effective research, presentation, communication, and creative exploration.
- **Global Awareness**: The graduate demonstrates sensitivity for other cultures and communities.

### Humanities Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 113 Humanities Seminar III</td>
<td>3</td>
</tr>
<tr>
<td>HUM 314 The Creative Life</td>
<td>3</td>
</tr>
<tr>
<td>EGL 332 Sowing &amp; Reaping: Reflections on Life’s Work</td>
<td>3</td>
</tr>
<tr>
<td>PHL 341 Values in Life &amp; Work: Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HUM 340 Principles and Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>HUM 341: Humanities Applied: Experiential Learning</td>
<td>3</td>
</tr>
<tr>
<td>HUM 403 Senior Seminar: The Community as Text</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional LIFE Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### Option 1 - The Creative Life Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

http://catalog.sage.edu/06-07sca.php
Choose one of the following: 3
  Poetry
  Seeing into Words

Choose one of the following: 3
  Mythology
  Myth, Religion and Art
  Ways of Thinking

Choose one of the following: 3
  Artists as Writers
  Reading the Lives of Artists

Choose one of the following: 3
  World Literature
  Philosophy of Art
  Contemporary World Literatures and Cultures

Choose one of the following: 3
  Modern Drama
  Image & Shadow: Drama & Film

Option 2 – The Writing Emphasis: 15
  Choose one of the following: 3
    Writing & Illustration
    Technical Writing
    Business Writing
  Choose one of the following: 3
    Writing Life’s Stories
    Creative Nonfiction
  Choose one of the following: 3
    Ways of Thinking
    Perspectives on Nature
    Myth, Religion and Art
  Choose one of the following: 3
    Contemporary World Literatures and Cultures
    Fire and Ice: Poetry in Translation
  Choose one of the following: 3
    Creative Writing
    Poetry

Option 3 – The Drama Emphasis: 15
  Acting I 3
  Acting II 3
  Performing Arts Practicum (may be repeated) 1.5
  Drama Elective 3
  Oral Communication 3

Program Electives
In consultation with the advisor, student selects from:
  EGL, HUM, PHL 6-9

General Electives
In consultation with advisor, student may choose to take course-clusters in e.g. art, business, communications, computer science, law, social science, or science. 12-15

Additional Credits Required Beyond Associate Degree: 60
Total Credits Required for Graduation: 120

At least 60 of the 120 total credits must be in the liberal arts and science.
2006-2008 Course Offerings

Fall 2006/07 Semester
Creative Nonfiction ('06)
Humanities Applied: Experiential Learning
Seeing into Words ('07)
Writing Life’s Stories ('07)
Modern Drama ('06)
Philosophy of Art ('07)
Principles and Techniques of Research ('07)
Sowing & Reaping ('06)
Values in Life & Work ('06)
Ways of Thinking ('06)
Emphasis Course
Program Elective
General Elective

Spring 2007/08 Semester
Humanities Seminar III
Artists as Writers ('08)
Creative Writing ('07)
Fire & Ice: Poetry in Translation ('07)
The Creative Life ('08)
Writing and Illustration ('08)
Humanities Applied: Experiential Learning
Ethics ('07)
Image & Shadow ('08)
Myth, Religion & Art ('07)
Perspectives on Nature ('08)
Poetry ('07)
Reading the Lives of Artists ('07)
Senior Seminar ('07)
Emphasis Course
Two (2) Program Electives
General Elective
Associate of Arts (A.A.) in Humanities & Liberal Arts*

The AA in Humanities and Liberal Arts program is designed especially for students who plan to continue their studies beyond the A.A. degree in a baccalaureate program at Sage College of Albany in a liberal arts and science discipline. This program provides a solid foundation in the traditional first two years of college studies—in the humanities, the social sciences, the natural and physical sciences, mathematics, and other important fields of knowledge.

The major goal of the Humanities & Liberal Arts program is to provide a comprehensive base for lifelong learning that promotes personal and career success. A solid Humanities & Liberal Arts foundation is an important component of future career flexibility and professional advancement. The Humanities & Liberal Arts program responds to the Association of American Colleges’ curricular recommendations: inquiry, abstract logical thinking, and critical analysis; literacy (writing, reading, speaking, and listening); understanding numerical data; historical consciousness; science; values; art; and international and multicultural experiences. To achieve this academic experience, the student takes a combination of specified core courses and electives from the humanities, social sciences, math, science, and from other disciplines.

Through a multidisciplinary approach and a variety of instructional methods, the College expects that graduates from the Humanities & Liberal Arts program will have:

- participated in a core of broad-based liberal arts and science learning experiences which provide the basis for personal and career success;
- developed essential transferable skills, especially: critical thinking, thoughtful reading, skillful writing, reflective oral communication, and knowledge of effective technological tools;
- gained appreciation for the intellectual excitement, curiosity, and discipline required for scholarship, along with respect for the inherent complexities of important issues and ideas;
- developed the ability to draw connections between seemingly disparate fields of knowledge and culture;
- gained respect for cultural similarities and differences, and appreciation for the ways in which cultural heritage informs the present and thereby helps shape the future;
- achieved greater awareness of personal, individual values, and a respect for the values of others;
- increased the desire for learning, respect for language, and an appreciation for the beauty and wonder of existence.

* Pending NYS Education Department approval.

Compatible Bachelor's degrees: B.S. in Creative Studies, B.S. in Interdisciplinary Studies, B.S. in Law and Society, B.S. in Public Affairs & Public Policy.

Requirements for the A.A. in Humanities & Liberal Arts

Humanities Core
- Art History
- HUM 112 Humanities Seminar II 3
- HUM 113 Humanities Seminar III 3
- Literature (EGL or HUM) 6
- Philosophy: 3
  - PHL 201 Introduction to Philosophy or
  - PHL 206 Ethics 3

Social Science Core
- History, Economics, Political Science, Psychology, and Sociology (from at least 2 areas) 9

Math/Science Core
- MAT 110 or higher 3
- Lab Science 4
- Math or Science 3-4

Specialization (in consultation with advisor)
- An area of concentration leading to a Bachelor's degree 9

Total Credits Required for the A.A. Degree: 60

A total of 45 credits or more must be from liberal arts and science

2006-2008 Course Offerings

Fall 2006/07 Courses
- Humanities Seminar II
- Introduction to Literature ('07)
English Literature I ('06)
Art History I & II
American Literature I ('07)
History of the United States I
Introduction to Philosophy
English and Humanities Electives
Philosophy Elective
Math or Science Electives
Social Science Electives

Spring 2007/08 Courses
Humanities Seminar III
Art History II
English Literature II ('07)
American Literature II ('08)
History of the United States II
Introduction to Philosophy
Ethics ('07)
Humanities Electives
Math or Science Electives
Social Science Electives
Associate Degrees in Individual and Professional Studies

Sage College of Albany offers two associate degree programs for students who wants to explore a variety of academic options:

- Associate of Arts (A.A.) in Individual Studies
- Associate of Applied Science (A.A.S.) in Professional Studies

A.A. in Individual Studies

The Department of Liberal Studies administers the Individual Studies program, which is designed to serve several purposes. One of these purposes is to enable students to explore a wide range of academic areas during the first two years of their degree studies. Students have many course choices within the five categories of elective credit. The Individual Studies program offers students the freedom to grow personally and professionally as they explore their academic areas of interest.

Students who wish to enter the workforce after completing the requirements for the A.A. degree will be broadly prepared to begin a variety of careers. By choosing wisely within the course offerings each semester, students will develop a base of highly employable skills upon which to build, whether they enter business, industry, service organizations, or other areas of the private or public sector.

Another purpose of the Individual Studies program is to allow concentrated, extensive focus in areas of personal interest. The Individual Studies program allows more flexibility than any other course of study. Students are advised that, if they concentrate their efforts too narrowly, they may have difficulty meeting all of the LIFE general education requirements of Sage when they decide to complete their four-year degrees.

The flexible nature of this major also allows students to begin their college studies without a firm commitment to a specific career path. Students unsure about a particular career direction may elect this major in order to allow them to begin their college studies without feeling the pressure of a final choice.

The major goal of the Individual Studies program is to provide a flexible, broad-based academic foundation for personal growth and professional success. The Individual Studies program encourages the student to explore various disciplines and to refine career goals.

Through a multidisciplinary approach and a variety of instructional methods, the College expects that graduates from the Individual Studies program will have:

- designed a personalized sequence of learning experiences in the liberal arts and sciences and in other areas of study in order to provide the basis for personal and career success;
- developed essential transferable skills, especially critical thinking, thoughtful reading, skillful writing, reflective oral communication, and knowledge of effective technological tools;
- gained appreciation for the inherent complexities of important issues and ideas, and an ability to draw connections between seemingly disparate fields of knowledge and culture;
- acquired respect for cultural similarities and differences, and appreciation for the ways in which cultural heritage informs the present and thereby helps shape the future;
- achieved greater awareness of personal, individual values and a respect for the values of others;
- increased their desire for learning, their respect for language, and their appreciation for the beauty and wonder of existence.

Compatible bachelor’s degrees: This program is designed to integrate well with several of Sage College of Albany’s bachelor’s degree programs. Students should work closely with their academic advisor. Here are some examples: B.S. in Creative Studies, B.S. in Interdisciplinary Studies, B.S. in Law and Society, B.S. in Public Affairs and Public Policy.

Liberal Arts Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 112 Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Electives</td>
<td>9</td>
</tr>
<tr>
<td>Math/Science Electives</td>
<td>9</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>9</td>
</tr>
<tr>
<td>Total Credits Required for the A.A. Degree:</td>
<td>60</td>
</tr>
</tbody>
</table>

Note: At least one math course must be taken at the level of MAT 110 or higher.
A.A.S. in Professional Studies

The Department of Management, Communication and Legal Studies administers the Professional Studies program. This program is all about exploring professional options and is especially attractive if you are undecided about your career choice or major. The Professional Studies program provides a greater range of course options than you will find almost anywhere else. The associate degree prepares you to continue in a variety of bachelor’s degree programs at Sage College of Albany. The student should work closely with the academic advisor.

Features of this program include:

- 9 credits that can be designed to fit into any bachelor’s degree program.
- Flexible range of liberal arts courses (21-30 credits) to allow for an A.A.S or A.S. degree.
- A wide range of professional electives to allow a student to mix and match courses in accounting, art, business, computer science, graphic design, interior design, legal studies, photography, and others.
- Students pursuing a B.S. major in Information Design may complete an associate degree in Professional Studies.

Compatible bachelor’s degrees: B.S. in Law and Society, B.B.A. or B.S. in Business Administration, B.S. in International Trade and Economic Development, B.S. in Interdisciplinary Studies, B.S. in Public Affairs and Public Policy.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 104</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>CSI 101</td>
<td>Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

Liberal Arts & Science Electives

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Science</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>3</td>
</tr>
<tr>
<td>General Electives</td>
<td>6</td>
</tr>
<tr>
<td>Internship or Professional Elective</td>
<td>3</td>
</tr>
<tr>
<td>Professional Electives*</td>
<td>18</td>
</tr>
<tr>
<td>Professional or Liberal Arts</td>
<td>9</td>
</tr>
</tbody>
</table>

*Professional electives must be chosen from the following areas, and at least 9 of the 18 credit hours must be in the same department:

- ACC Accounting
- ART Art
- BUS Business
- CSI Computer Information Systems
- GDN Graphic Design
- IND Interior Design
- LAW Legal Studies
- PHG Photography

Total Credits Required for A.A.S. Degree: 60

Note: All prerequisites must be honored.
Bachelor of Science (B.S.) in Information Design

2+2 Pathways: Students enrolled in the associate degree program in Communication may move into the Bachelor of Science (B.S.) in Information Design. However, not all of the courses required for the two year program are required for this Bachelor’s program. Associate degree students wishing to articulate into Information Design will need careful advising.

Though Communications provides the core discipline for Information Design, this interdisciplinary program incorporates equal coursework in business management, computer science, art and graphic design to produce professional communicators who use cutting-edge technology to produce both written and visual materials for a variety of audiences.

The goal of the Information Design program is to produce a graduate who is an adept communicator, who moves comfortably among the ever-changing technologies of the field and who can merge the ancient traditions of community story-teller with the latest in high-technology software and hardware tailored to the communications needs of various audiences.

The program is based on the demands of the communications and design professions and, as such, is an evolving and agile major that changes with professional demands. Students considering this major should be intellectually curious, with a strong creative drive.

Through a combination of required coursework, electives and general education courses, the College expects graduates of the program to have:

- an understanding of and professional-level competency in the theoretical and practical modes of communication, business, computer science and graphic design with a particular sensitivity to the effects oral, written and visual communications have on specific audiences;
- a professional-level competency in various styles of writing, speaking and visual communication and the ability to employ a particular style based on audience needs;
- a professional-level competency in the use of leading-edge technology appropriate to the needs of an audience and the goals of an employer.

Information Design, Communications, and Writing: 48

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 104</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 110</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 12</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 125</td>
<td>Writing for Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 126</td>
<td>Advanced News Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 202</td>
<td>Editing</td>
<td>3</td>
</tr>
<tr>
<td>COM 251</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>IFD 301</td>
<td>Publishing to Multiple Platforms</td>
<td>3</td>
</tr>
<tr>
<td>IFD 302</td>
<td>Visual Media</td>
<td>3</td>
</tr>
<tr>
<td>IFD 303</td>
<td>The Web</td>
<td>3</td>
</tr>
<tr>
<td>COM 326</td>
<td>Writing for Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 327</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>COM 421</td>
<td>Public Relation Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>COM 425</td>
<td>Law and Ethics of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>COM 448</td>
<td>Special Topics in Communications</td>
<td>3</td>
</tr>
<tr>
<td>EGL 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Art and Graphic Design: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 201</td>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>GDN 201</td>
<td>Type and Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 203</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 217</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
</tbody>
</table>

Business, Computer Science, Math and Psychology: 27

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 204</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 304</td>
<td>Advertising and Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>
LIFE Curriculum Requirements

At least 60 of the 120 total credits must be in the liberal arts and science.

2006-2007 Course Offerings

Fall 2006 Semester
- Art courses
- Contemporary Business
- Principles of Marketing
- Entrepreneurship
- Oral Communication
- Mass Media Communications
- Advanced News Reporting
- Interpersonal Communication
- Introduction to Computer Science I
- The Web
- Systems Analysis and Design
- College Algebra
- Type and Design I
- Graphic Design I
- Digital Imaging I
- Advertising & Promotion
- Introduction to Technical Writing

Spring 2007 Semester
- Art courses
- Editing
- Law & Ethics of Mass Media
- Oral Communication
- Introduction to Public Relations
- Writing for Mass Media
- Public Relations Campaigns
- Special Topics in Communications
- Web Site Development
- Type & Design I
- Visual Media
- Business Strategy

Choose one of the following: 3

- BUS 230 Business Strategy
- BUS 104 Contemporary Business

Choose one of the following: 3

- BUS 311 Entrepreneurship
- BUS 320 E-Commerce
- CSI 125 Introduction to Computer Science I
- CSI 215 Systems Analysis and Design
- CSI 263 Web Site Development
- MAT 112 College Algebra

Choose:

- PSY 301 or PSY 319 or 200-level and above SCL or PSY class with advisor approval.

LIFE Interdisciplinary Seminar

SCA 2006-07 Catalog

Total Credits Required for Graduation: 120

At least 60 of the 120 total credits must be in the liberal arts and science.
**Associate of Arts (A.A.) in Intercultural and Diversity Studies***

The A.A. in Intercultural and Diversity Studies program is intended for students interested in learning about the different peoples and societies within and outside of the United States. Intercultural and diversity studies are a combination of ethnic, political and sociological studies. The program will help students understand the various racial, religious, and ethnic groups that comprise America’s and the world’s population. Through classroom and out-of-classroom opportunities, students will gain a better understanding of the world in which we live and an appreciation for the similarities and differences among peoples of the world.

The goal of the program is to promote an appreciation of and a sensitivity for diversity. The intercultural and diversity studies program is a good educational foundation for students planning to pursue additional education and then seek careers in education, law, international affairs, international business, public service, social services, ethnic affairs, and community affairs.

Students who graduate from this program will become knowledgeable, tolerant, and sensitive citizens of an increasingly diverse United States and an increasingly interdependent world. The program is interdisciplinary and includes courses in history, sociology, literature, humanities, and political science.

*Pending notification to the NYS Department of Education.

**Compatible Bachelor’s degrees:** BS in Creative Studies, BS in Interdisciplinary Studies, BS in International Trade and Economic Development, BS in Law & Society, BS in Public Affairs and Public Policy.

**Liberal Arts Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCL 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SCL 208</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106</td>
<td>History of the United States I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 245</td>
<td>African-American History and Politics or</td>
<td></td>
</tr>
<tr>
<td>HIS 324</td>
<td>American Ethnic History</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses from the following disciplines that are focused on international, intercultural, and/or diversity issues (to be determined in consultation with the advisor):

- History
- Political Science
- Literature or Humanities
- Sociology/Anthropology

**Other Liberal Arts and Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110 or higher</td>
<td>Science/Computer Science Electives</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts and Science Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits Required for the Degree**

60
Bachelor of Science (B.S.) in Interdisciplinary Studies

The College offers a flexible Bachelor of Science (B.S.) in Interdisciplinary Studies which allows a student to work with faculty in designing a major drawing on different disciplines in order to pursue a specific career objective.

2+2 Pathways: The nature of this upper division program makes it easily adaptable to almost any course of study at the associate degree level.

Students may pursue an interest through a program not necessarily contained within a single discipline or program. The upper division (+2) Interdisciplinary Studies major is a degree program designed by the student and made up of a combination of courses from existing degree programs offered by the College. The purpose of the program is to allow students the opportunity to create a degree program that matches their particular interests and goals and which articulates well with the their associate degree program of study. In consultation with faculty advisors and pending approval of the program coordinators and the Dean of the College, students may design a Bachelor of Science (B.S.) degree. Students must complete and submit a proposal with their advisors. The proposal should include the following components:

- the purpose or rationale of the major;
- courses constituting the major;
- total number of credit hours;
- required and recommended electives;
- experiences.

Students must meet all the LIFE general education and graduation requirements.

Students interested in designing their own Interdisciplinary Studies major should:

- Originate an idea that needs exploration;
- Visit the Office of Academic Advising, talk with an academic advisor, and identify appropriate faculty advisors and program coordinators;
- Visit the Office of Learning and Career Services to clarify career and employment outcomes;
- Work with the faculty advisors to develop the curricula proposal;
- Return the completed forms signed by the student and the faculty advisors and program coordinators to the Office of Academic Advising for final approval;
- The Office of Academic Advising will submit the forms to the Dean for approval and process the completed program requirements with the Registrar’s Office.

LIFE Curriculum Requirements:
Most students will have satisfied many of the LIFE requirements by the junior year.

Additional Credits Required Beyond Associate Degree: 60
Total Credits Required for Graduation: 120

At least 60 of the 120 total credits must be in the liberal arts and sciences.
Bachelor of Science (B.S.) in International Trade and Economic Development

2+2 Pathways: The A.A. in Intercultural and Diversity Studies or in Social Science, the A.S. in Communications, the A.S. or A.A.S. in Marketing and Management, the A.A.S. in Legal Studies or in Professional Studies (with an appropriate concentration), or a similar associate degree from another college can provide good foundations for this upper division program. Students who plan to continue on for an M.B.A. should take ACC 101 and 102, BUS 204 and 205, and BUS 212 (or first pursue the A.S. or A.A.S. in Management and Marketing).

This upper division (+2) program has two primary focuses. The first is on understanding the theory and practice of international trade and its impact on regional economic development, and the second is on preparing for a leadership position in global business. By its nature, this is a very “international” program of studies; students will be expected to enter the program with proficiency in a second language, continue to develop that proficiency, and spend at least one semester working and studying in a foreign country. International students who come into this program may use their native language (if not English) to satisfy the foreign language requirement and the United States as their experience in a foreign country.

The International Trade and Economic Development program is designed to achieve and produce a specific set of competency goals and learning outcomes:

Professional Competencies

- **Conceptual Competence.** The student understands the theoretical foundations of trade and economic development.
- **Technical Competence.** The student is able to perform the required skills of the profession, understands how trade is conducted in practice, and is proficient in the use of computer applications commonly employed in the profession.
- **Integrative Competence.** The student is able to combine theory and skills in the practice setting.
- **Career Marketability.** The student's acquired education, experience and training is highly marketable.

Learning Outcomes

- **Communication Competence.** The graduate can read, write, speak, and listen and use these skills effectively to acquire, develop, and convey ideas and information in more than one language.
- **Critical Thinking.** The graduate examines issues rationally, logically, and coherently.
- **Contextual Competence.** The graduate understands the societal and global context in which trade is practiced.
- **Professional Ethics.** The graduate understands and accepts the ethics of the profession as standards that guide professional behavior.
- **Adaptive Competence.** The graduate has the ability to anticipate, innovate, adapt, and promote change important to the profession's societal purpose and the professional's role.
- **Leadership Capacity.** The graduate exhibits the capacity to contribute as a productive member of the profession and to assume leadership roles as appropriate in the profession and in society.
- **Global Perspective.** The graduate has an international perspective on business and economic activity, and has acquired an understanding and acceptance of and a sensitivity for cultural differences.

**Business and Economics Core:**

- **BUS 104** Contemporary Business 3
- **ECO 201** Principles of Macroeconomics 3
- **ECO 202** Principles of Microeconomics 3
- **BUS 207** Business Ethics or **PHL 206** 3
- **BUS 211** Global Business 3
- **ECO 215** Statistics for Decision Making 3
- **BUS 290** Software Applications for Business 3
- **ECO 313** Economic Development 3
- **BUS 317** International Trade and Marketing 3
- **BUS 327** Internship 3
- **BUS 340** Leadership in a Multicultural Environment 3
- **ECO 348** Topics in Global Economics 3
- **ECO 404** International Trade and Finance 3
- **BUS 412** Seminar on Trade and Development 3
- **HUM 113** Humanities Seminar III 3

**LIFE Curriculum Requirements:**

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http://catalog.sage.edu/06-07sca.php

Humanities Courses 6
Science Courses 6
HUM 112 Humanities Seminar II 3
MAT 110 or higher 3
LIFE Interdisciplinary Seminar 3

**Additional Credits Required Beyond Associate Degree:** 60
**Total Credits Required for Graduation:** 120

At least 60 of the 120 total credits must be in the liberal arts and science.

### 2006-2007 Course Offerings

#### Fall 2006 Semester
- Contemporary Business
- Global Business
- Software Applications for Business
- Business Electives
- Microeconomics
- Topics in Global Economics

#### Spring 2007 Semester
- Principles of Management
- Leadership in a Multicultural Environment
- Business Electives
- Macroeconomics
- Regional Economic Development
- Humanities Seminar III
- Statistics
Bachelor of Science (B.S.) in Law and Society

2+2 Pathways: Many Associate degree graduates wishing to complete the Bachelor’s degree at Sage can transfer easily into the Law and Society program. The program most clearly builds on Associate degree programs in the Social Sciences, Liberal Arts, and Legal Studies and ensures that these Associate degree students will come in as full juniors. Yet it is also flexible enough to accommodate students from other programs and is particularly appropriate for criminal justice, paralegal, and psychology majors from two-year colleges.

The Bachelor of Science in Law and Society is an upper division (+2) program that involves students in the interdisciplinary study of law, criminal justice, and psychology, with a focus on understanding the relationship between law and human behavior and the role of law in society. The major is designed to give students an understanding of the interaction of law and legal institutions with social, economic and political systems. The program combines academic study with experiential learning opportunities to help the student make the transition from liberal inquiry to professional application. It is a program for students who are looking to use their education to "make a difference" to others, in their communities and in the world.

Each student in Law and Society completes a core curriculum comprised of cross-disciplinary courses, an internship, an ethics course, and a culminating capstone experience. Coursework and internships help students focus their interests and make career choices more evident, and this permits them to select coursework that best prepares them for their field of choice. As part of the major, students select an emphasis within the Law and Society major based on their career goals. The emphasis is self-designed by the student, with advisement, and is completed through five courses, often from multiple disciplines.

### Law and Society Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 111</td>
<td>Criminal Justice Functions and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CRM 311</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>LAW 101</td>
<td>Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 202</td>
<td>Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 209</td>
<td>Legal Ethics*</td>
<td>1</td>
</tr>
<tr>
<td>LAW 348</td>
<td>Special Topics in Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 415</td>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101</td>
<td>U.S. Government: Citizens, Politics &amp; Inst.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one of the following**

- PSC 229 Civil Rights and Civil Liberties
- PSC 339 Current Constitutional Issues
- PSY 202 Lifespan Development
- PSY 2XX Writing in the Social Sciences

**Choose one of the following**

- SCL 301 Social Psychology
- PSY 308 Abnormal Psychology
- PSY 339 Psychology and Law**

**Choose one of the following**

- SCL 102 Social Problems
- SCL 120 Deviant Behavior
- SCL 208 Race and Ethnic Relations
- SCL 213 Class, Power, and Privilege

**Internship in an appropriate field of study**

*This requirement may also be satisfied by BUS 207 or PHL 206

**This requirement may also be satisfied by PHL 264

### Law and Society Pathways To Careers

#### Criminal Justice

- SCL 350 Research for the Professions
- 12 credits of coursework in CRM, SCL 120, or PSC 210

#### Legal

- LAW 202 Legal Research and Writing II
- 12 credits of coursework in LAW, ITD 301, or PSC 210

#### Psychology

- SCL 350 Research for the Professions
- 12 credits of coursework in PSY

**Additional Credits Required Beyond Associate Degree:** 60

**Total Credits Required for Graduation:** 120

(At least 60 of the 120 total credits must be in the liberal arts and science.)

### 2006-2008 Course Offerings

**Fall 2006/07 Courses**

- Business Ethics (07)

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http://catalog.sage.edu/06-07sca.php
Criminal Justice Functions
Leadership
Lifespan Development
Introduction to Psychology
Introduction to Law
Legal Research & Writing I
U.S. Government
Electives in CRM, LAW, PSY

Spring 2007/08 Courses
Civil Litigation
Civil Rights & Civil Liberties
Criminology
Legal Ethics
Psychology of Law
Legal Research & Writing II
Research for the Professions
Capstone Seminar
Electives in CRM, LAW, PSY
Associate of Applied Science (A.A.S.) in Legal Studies

The Legal Studies program is a 61 credit, two-year program that can, if the student wishes, provide a convenient entry into the bachelor’s degree in Law and Society or the Legal Studies bachelor’s program in the Sage After Work program. The associate degree program in Legal Studies is designed for students interested in becoming paralegals and for students who intend to develop careers in other fields but have an interest in law.

The educational philosophy of the Legal Studies program is built on a broadly based liberal arts foundation integrated with specific training in law and paralegal skills. This combination assures the student an excellent liberal arts foundation. The Legal Studies program provides top-flight instruction in legal subjects taught by professionals in the field of law. The internship requirement, completed by all students in the program during their last semester, gives students valuable, hands-on experience.

The two-tier approach of law and liberal arts is the best preparation for employment in the legal field. Legal employers are seeking prospects that can both understand complex documentation and express themselves on a professional level. The Sage graduate is given the tools to meet this demanding standard.

In addition to the A.A.S. in Legal Studies and the bachelor’s degree in Legal Studies in Sage After Work, a certificate in Legal Studies is also available through Sage After Work for graduates who are interested in careers as paralegals.

Compatible bachelor’s degrees: B.S. in Legal Studies (Sage After Work), B.S. in Law and Society, B.B.A. or B.S. in Business Administration, B.S. in Interdisciplinary Studies, B.S. in International Trade and Economic Development, B.S. in Public Affairs and Public Policy.

Program Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</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 202 Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 302 Legal Research and Writing II</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 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 Field Internship or</td>
<td>3</td>
</tr>
<tr>
<td>LAW 208 Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>Law related elective, with approval of advisor</td>
<td>3</td>
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</tbody>
</table>

Liberal Arts Foundation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 101 Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112 Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 105 History of U.S. I</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of following:</td>
<td>3</td>
</tr>
<tr>
<td>COM 104 Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 251 Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts and Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for the Major: 61

2006-2007 Course Offerings

Fall 2006 Courses
- Humanities Seminar II
- Computer Literacy
Financial Accounting
U.S. History I
Business Law I
Introduction to Law
Topic: The Eyewitness
Legal Research & Writing I
Law Office Technologies
Oral Communication
Interpersonal Communications

Spring 2007 Courses
Computer Literacy
Civil Litigation
Business Law II
Legal Ethics
Family Law
Legal Research & Writing II
Oral Communication
Bachelor of Science (B.S.) in Physical Education

Sage College of Albany, in conjunction with Hudson Valley Community College, offers a Bachelor of Science (B.S.) degree in Physical Education Teacher Education (PETE). The first two years of the program are delivered by Hudson Valley Community College and the second two years by Sage College of Albany. The upper division (third and fourth year) courses are scheduled on both the SCA campus and the HVCC campus. Students with associate degrees in Physical Education from other colleges may be eligible for entry into the upper division of this program in the fall semester only.

Sage also offers a Master of Science (M.S.) degree in Health Education leading to professional certification that articulates well with the B.S. in Physical Education Teacher Education. Interested students should consult with their advisor about entering this graduate level program.

B.S. in Physical Education Teacher Education

The requirements for admission to the upper division (+2) PETE program include:

- A 2.75 grade point average (GPA) in academic courses on a 4.0 scale
- Completion of the prerequisite Education courses (EDU 201 Education and Society and EDU 206 Educational Psychology or the equivalent with a field placement of 25 hours per class). Students will make formal application for candidacy (the fall of their second year, prior to transfer) to the Physical Education Program by completing the following:
  - An application that includes: (a) written recommendations from three faculty members who taught academic courses taken by the applicant, (b) a statement indicating why the applicant has chosen Physical Education as their desired profession, and (c) beginning educational philosophy indicating what the applicant views as the role of Physical Education in the K-12 setting.
  - Interview with Sage Physical Education faculty prior to acceptance wherein the candidates understanding and acceptance of the Conceptual Framework will be assessed.

Once students are enrolled in the program, they are evaluated at the end of each semester. They continuously develop their portfolio relative to the School of Education’s Conceptual Framework and maintain their portfolio via LiveText.

Over the course of their semesters at SCA, students must demonstrate that they know and are able to assist pupils in achieving the New York State Learning Standards in Physical Education as well as demonstrate mastery of the tenets of the Conceptual Framework (full inclusion, valuing diversity, knowledge about best practices and reflection).

Conceptual Framework

The mission of the Education Department is to prepare highly effective educators and school counselors who believe in full inclusion, value diversity, are reflective and knowledgeable about best practices. Therefore, the College want its educators and counselors to ask two essential questions throughout their studies and field experiences: "Who am I in the lives of the students I teach/counsel?" and "Who am I in the life of my school?"

The Education Department of The Sage Colleges expects Sage educators/counselors to be well-grounded in knowledge about schools, learners and learning; to know curricular content and models of instruction; to do their best to teach all learners (and by extension their families) in respectful, culturally responsive ways. The Education Division's motto, "To be, to know, to do," is divided into three subsections with documentation from the professional literature that informs our programs.

I: To be well-grounded in knowledge about schools, learners and learning, the Sage educator will:

- understand self in relation to students, families and others, particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender (Adams, Bell & Griffin, 1997; Darling-Hammond, 1997);
- use collaborative attitudes and skills which result in successful partnerships with colleagues, families and other community members (Slavin, 1990, 1991; Thousand Villa & Nevin, 1994);
- improve society by modeling and using democratic practices in their classrooms, schools and communities (Dewey, (1916) 1944; Johnston, 1997; Pradl, 1996 Shannon, 1990);
- demonstrate a commitment to substantive self-reflection (including quantifiable and qualitative sources of information), on-going learning and professional development (Darling-Hammond, 1996; Goodlad, 1990; Schon, 1987)

II: To know curricular content and models of instruction, the Sage educator will:

- demonstrate an ability to respond to the academic strengths and needs of all learners, using assessment to inform instruction (Clay, 1998; Fountas & Pinnell, 1996; Gardner, 1995; Garcia, 1994; Garcia & Pearson, 1994; Villa & Thousand, 1995);
- set high standards for all students using knowledge in their designated fields to inspire students to learn and grow (Goodlad, 1990; Jackson, 1992; Manning, Manning & Long, 1994);
- employ pedagogical practices that engage students in active learning (Hargreaves, 1994; Hargreaves, Earl & Ryan, 1996);
III. To do their best to teach all learners (and by extension their families) in respectful, culturally responsive ways, the Sage educator will:

- engage in reflective practices (Hargreaves, 1994; Zeichner, 1978);
- demonstrate a positive, respectful view of children and their families (Nieto, 1999; Obgu, 1992);
- model ethical behavior and active citizenship (Garrod, 1993; Glasser, 1993; Power, Higgins, & Kohlberg, 1989);
- advocate for all learners (Allington & Cunningham, 1996; Weaver, 1998).

Program Summary

The first two years of the B.S. in Physical Education Teacher Education are completed at Hudson Valley Community College.

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FORM-102</td>
<td>College Forum*</td>
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<tr>
<td>ENGL-101</td>
<td>English Composition I</td>
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<tr>
<td>MATH-120</td>
<td>Real World Math</td>
<td>3</td>
</tr>
<tr>
<td>PHED-180</td>
<td>Introduction to Physical Education</td>
<td>3</td>
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<tr>
<td></td>
<td>History Elective</td>
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<tr>
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<td>Physical Education Elective**</td>
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**Second Semester**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ENGL-102</td>
<td>English Composition II</td>
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<tr>
<td>BIOL-119</td>
<td>General Zoology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-150/151</td>
<td>General Biology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HLTH-160</td>
<td>Personal and Community Health</td>
<td>3</td>
</tr>
<tr>
<td>PHED-280</td>
<td>Introduction to Sports Medicine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education Elective**</td>
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**SECOND YEAR**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL-125</td>
<td>Public Speaking</td>
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<tr>
<td>PSYC-100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<tr>
<td>Choose one of the following:</td>
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<tr>
<td>BIOL-230</td>
<td>Anatomy and Physiology I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL-270</td>
<td>Elementary &amp; Secondary Games</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>English/Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education Elective**</td>
<td>1</td>
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</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCL-100</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-200</td>
<td>Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
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</tr>
<tr>
<td>BIOL-234</td>
<td>Anatomy and Physiology II</td>
<td></td>
</tr>
<tr>
<td>BIOL-271</td>
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<td></td>
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<tr>
<td>HLTH-152</td>
<td>First Aid</td>
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<td></td>
<td>English/Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Physical Education Elective**</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Students must take EDU-201 Education & Society and EDU-206 Education Psychology (or the equivalent with a field placement of 25 hours per class) prior to entering the Sage's Physical Education Teacher Education Program.

The last two years of the program are completed at Sage College of Albany. Specialized Physical Education courses continue to be taught on the HVCC campus.

**THIRD YEAR**
### First Semester
- **General Education Electives**: 6
- **PED-355** Motor Learning: 3
- **SCI-310** Exercise Physiology: 4
- **PED-310** Measurement and Evaluation in Physical Education: 3
- **PED-3XX** Activity Courses: 1

### Second Semester
- **General Education Elective**: 3
- **HRS-306** Kinesiology: 4
- **PED 409** Coaching Theory and Practice: 3
- **PED 420** Organization and Administration: 2
- **PED 350** Sports Psychology: 3
- **PED 3XX** Level II Activity Courses: 2
- **NCR 070** Reporting and Identifying Child Abuse: 0
- **NCR 071** School Violence and Prevention Workshop: 0

### FOURTH YEAR
#### First Semester
- **General Education Electives**: 6
- **PED-311** Teaching Physical Education in Elementary School: 2
- **PED-312** Teaching Physical Education in Secondary School: 2
- **PED-313** Practicum in Physical Education: 3
- **PED 320** Including All Learners in Physical Education: 2
- **PED 3XX** Level II Activity Courses: 1

#### Second Semester
- **PED 407** Physical Education Student Teaching (grades K-6): 6
- **PED 408** Physical Education Student Teaching (grades 7-12): 6
- **PED 415** Seminar – Physical Education: 2

### LIFE Curriculum Requirements
- **Humanities**: 6
- **Social Sciences**: 6
- **Science**: 6
- **HUM 112 Humanities Seminar II**: 3
- **LIFE Interdisciplinary Seminar**: 3
- **Math 110 or higher**: 3
- **Technology Competency**: 0-3

### Total Credits Required for Graduation: **124**

At least 60 of the 124 total credits must be in the liberal arts and science.
Bachelor of Science (B.S.) in Public Affairs and Public Policy

2+2 Pathways: The Associate of Arts (A.A.) programs in Intercultural and Diversity Studies or Social Science, the Associate of Science (A.S.) program in Legal Studies, or an appropriately designed Associate of Applied Science program in Professional Studies provide strong foundations and are appropriate routes into this Bachelor of Science (B.S.) program in Public Affairs and Public Policy.

This is an applied, interdisciplinary program founded in the social sciences. The focus is on the issues of public policy and the advocacy necessary to change policy. The program combines academic study with experiential learning (primarily internships), and benefits from and is enriched by its location in Albany, the center of government for New York State.

This upper division (+2) Public Policy and Public Affairs program prepares students for careers in municipal, county, state, and federal government agencies. This is an excellent course of study for students planning to go on to a graduate program in Public Administration.

Core Requirements 36

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 331</td>
<td>American Century I, 1898-1945</td>
<td>3</td>
</tr>
<tr>
<td>HIS 332</td>
<td>American Century II, 1945-2001</td>
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<tr>
<td>SCL 102</td>
<td>Social Problems</td>
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<td>PSC 218</td>
<td>Introduction to Public Policy Making</td>
<td>3</td>
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<tr>
<td>PSC 401</td>
<td>Senior Seminar</td>
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Choose one of the following: 3

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<tbody>
<tr>
<td>PSC 336</td>
<td>American Foreign Policy</td>
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<td>HIS 305</td>
<td>American Diplomacy</td>
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Choose one of the following: 3

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<th>Title</th>
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<tbody>
<tr>
<td>PSC 228</td>
<td>State Government</td>
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<tr>
<td>PSC 208</td>
<td>Community History and Politics</td>
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Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 209</td>
<td>Enduring Constitution</td>
</tr>
<tr>
<td>PSC 214</td>
<td>Major Political Issues</td>
</tr>
<tr>
<td>PSC 339</td>
<td>Current Constitutional Issues</td>
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Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SCL 208</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>HIS 324</td>
<td>American Ethnic History</td>
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Choose one of the following: 3

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SCL 206</td>
<td>Sociology of the Family</td>
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<td>SCL 273</td>
<td>Child Welfare</td>
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Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SCL/CRM 111</td>
<td>Criminal Justice and Functions</td>
</tr>
<tr>
<td>SCL/CRM 212</td>
<td>Juvenile Delinquency</td>
</tr>
<tr>
<td>SCL/CRM 311</td>
<td>Criminology</td>
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Choose one of the following: 3

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSC 307</td>
<td>Internship in Politics and Government</td>
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<tr>
<td>SCL 427</td>
<td>Sociology Internship</td>
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<td>HIS 307</td>
<td>Internship</td>
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LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 112</td>
<td>Humanities Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 110 or higher</td>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Technology Competence</td>
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</table>

Additional Credits Required Beyond Associate Degree: 60

Total Credits Required for the B.S. Degree: 120

At least 60 of the 120 total credits must be in the liberal arts and science.
2006-2007 Course Offerings

Fall 2006 Semester
American Diplomacy
American Ethnic History
Criminal Justice Functions & Processes
Sociology of the Family

Spring 2007 Semester
Juvenile Delinquency
Criminology
Major Political Issues
Social Problems
American Foreign Policy
Race and Ethnic Relations
**Associate of Arts (A.A.) in Social Science**

The Associate of Arts in Social Science is intended for students interested in the social sciences and planning to continue at Sage to earn a Bachelor of Science degree in a social science area such as Public Affairs & Public Policy or Law & Society.

The major goal of the studies in the social sciences is to provide a comprehensive education consisting of a strong liberal arts foundation capped by concentration in the social sciences. The program is intended for students committed to “learning for the sake of understanding and perfecting our world, and learning for its own sake” (1977 Nobel Laureate Rosalyn Yalow). Students with curiosity and a desire to search for “truth,” and who have a commitment to disciplined learning, intellectual integrity and scholarship are welcome in this course of studies. In consultation with their academic advisor, students can create the combination of coursework in the social sciences that best prepares them for their professional and academic goals, or they can focus on a single area of concentration such as these:

**Criminal Justice**

This interdisciplinary concentration combines courses in criminology, sociology, psychology, and political science and equips students with the knowledge to understand the human problems associated with work in the criminal justice field. The concentration is intended for students who plan to complete their bachelor’s degree and go into careers in areas such as criminal justice (corrections, law enforcement, judicial administration), social and community services, juvenile corrections, law, public administration, forensic psychology, and community reintegration.

**History**

Specialized courses expose students to basic areas of history and prepare them for further study in the areas of history, law, museum curatorship, secondary education, political science, and public administration.

**Psychology**

Specialized courses expose students to basic areas of psychology and prepare them for further study in psychology, counseling, and human services areas.

**Sociology**

Specialized courses expose students to basic areas of sociology. A concentration in sociology prepares students for further study in sociology, criminal justice, secondary education, human services/social work, and law.

Compatible bachelor’s degrees: B.S. in Public Affairs and Public Policy, B.S. in Law and Society, B.S. in International Trade and Economic Development, B.S. in Interdisciplinary Studies.

**Liberal Arts Foundation:** 19

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>HUM 112 Humanities Seminar II</td>
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<tr>
<td>Literature (EGL or HUM)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>PHL 206 Ethics or</td>
<td></td>
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<tr>
<td>PHL 209 Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>HIS 109 Western Civilization I or</td>
<td></td>
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<tr>
<td>PHL 201 Introduction to Philosophy or</td>
<td></td>
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<tr>
<td>ART 205/206 Art History I or II</td>
<td>3</td>
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<tr>
<td>MAT 110 or higher</td>
<td>3</td>
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**Social Science Core** 12

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HIS 106 History of the United States II</td>
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<tr>
<td>PSC 101 U.S. Government</td>
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<tr>
<td>PSY 101 Introduction to Psychology</td>
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</tr>
<tr>
<td>SCL 101 Introduction to Sociology</td>
<td>3</td>
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**Specialization in the Social Sciences** 18

From Criminal Justice, Economics, History, Political Science, Sociology, or Psychology, in consultation with the advisor.

**Electives** 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Liberal Arts and Sciences Electives</td>
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<tr>
<td>General Elective</td>
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**Total Credits Required for the A.A. Degree** 61

**Anticipated 2006-2008 Course Offerings**
Fall 2006/07 Courses
Humanities Seminar II
English/American Literature I
Biology I (with lab)
Chemistry I (with lab)
History of the United States I
Introduction to Philosophy
Introduction to Psychology
Lifespan Development
Psychology Electives
Introduction to Sociology
Art History I & II
Math 110 or College Algebra
U.S. Government
Deviant Behavior
Abnormal Psychology
Criminal Justice Functions

Spring 2007/08 Courses
English/American Literature II
Art History I & II
Biology II (with lab)
Chemistry II (with lab)
History of the United States II
Introduction to Philosophy
Introduction to Psychology
Psychology Electives
Art History I & II
Math 110, Precalculus, Statistics
Civil Rights and Civil Liberties
Criminology
Race and Ethnic Relations
Social Problems
Course Descriptions
Course Descriptions

ACC-102  Managerial Accounting
A study of the principles of managerial accounting theory and the application of those principles including cash flows, break even analysis and manufacturing operations. The course is developed through the use of lectures, problem solving and electronic spreadsheets.

ART-101  Drawing I
An introductory course that explores drawing as a descriptive and expressive language using various black-and-white media.

ART-106  Three-Dimensional Design
A studio course in three-dimensional design stressing a problem-solving approach. The course introduces principles governing the use of form and focuses on the development of skills necessary for creating three-dimensional projects with a variety of materials.

ART-200  Independent Study
to be arranged by faculty

ART-203  Painting I
An introduction to painting with emphasis on composition, colors and paint handling. A range of subject possibilities will be studied including still life and the model. Students may choose to work in either oils or acrylics and will be given instruction in preparation and paint application for each medium. Prerequisite: ART 101 105 and 215

ART-204  Painting II
Experiences in painting with a focus on development of individual expression including an exploration of processes and concepts. Students may choose to work in either oils or acrylics. Prerequisite: ART 203

Take ART-203;

ART-231  Ceramics I
An introductory studio course in ceramics designed to acquaint the student with various on and off the wheel forming processes. Lectures and labs will investigate the theoretical and practical aspects of clay, clay bodies, glaze formulation and application. Kiln construction, firing processes and practice will also be studied.

ART-248  Topic:
to be arranged by faculty

ART-317  Drawing II
utilizes quick-firing techniques for porous clay based on hand-building and/or wheel-throwing firing process. Slide lectures and laboratory Prerequisite: ART 231

ART-405  Senior Project
Students design and execute individual projects under the supervision of a department advisor.

ART-410  Honors Project
CAT/Art majors who satisfy college and departmental standards may be invited to undertake an Honors Project in place of a Senior Project. The expectation is that these individual Faculty-supervised projects are both qualitatively and quantitatively superior to a regular Senior Project.

ATH-240  Sports Medicine I
Sports Medicine I is an introduction into the field of Athletic Training. The course will encompass the practice domains of an athletic trainer: Prevention; Recognition Evaluation and Assessment; Immediate Care; Treatment Rehabilitation and Reconditioning Organization and Administration; Professional Development and Responsibility. Human anatomy will be a major component in this course. Prerequisite: BIO 201

Take BIO-201;

ATH-345  Therapeutic Exercise & Rehab
This course focuses on the theoretical and technical components involved in the development of rehabilitative and reconditioning programs. Prerequisites: ATH 406 ATH 406L Minimum Grade C-.

Take ATH-406 ATH-406L; Minimum grade C-;

ATH-350  Sport Specific Funkt Rehab
This course focuses on the final stage of a rehabilitation program sport specific functional rehabilitation and its significance in returning an active individual safely back to their activity. Skill development progression testing and evaluation of
fundamental movement patterns i.e. running throwing and kicking as well as sport-specific skills will be instructed in a lab setting. Students will physically participate in all aspects of this course. Prerequisite: ATH 345 ATH 345L with a minimum grade of C-.

Take ATH-345 ATH-345L; Minimum grade C-;

ATH-355 Protective Equip.: Sel/Fit/Des
This practicum focuses on the protective equipment involved in athletics. Students will learn how to properly fit football hockey and lacrosse equipment as well as how to safely remove this equipment in an emergency. In addition specialty pad construction using semi-rigid casting material orthoplast and thermafoam material will be covered. Prerequisite: ATH 242 ATH 242L with a minimum grade of C-.

Take ATH-242 ATH-242L; Minimum grade C-;

ATH-365 Ath Trning Clinical All Set
During the Junior year the student will complete a clinical experience with an emphasis on exposure to a variety of allied health professionals who may be involved in the care of a physically active population. Students will complete a rotation that includes experience with a general practitioner orthopedist physical therapist and orthotist. Additional opportunities may include a nurse practitioner physician's assistant emergency room strength and conditioning specialist medical imaging technician and respiratory therapist. In addition off-campus clinical hours and a bi-weekly one-hour classroom teaching session are required. Prerequisite: ATH 260 ATH 261.

Take ATH-260 ATH-261;

ATH-403 Physical Therapy Interventions
This course is designed as a lecture and laboratory experience to introduce the use of physical agents such as heat cold ultrasound and Electro therapy devices. This includes an understanding of the physiological responses to pain edema inflammation and their responses to therapeutic modalities. Principles of safe body mechanics transfer techniques positioning and gait train- ing are also included in this course. Emphasis is placed on problem solving skills and clinical decision making to assist the student in choosing the appropriate intervention. Physical therapy practice in the acute care setting will be introduced. Athletic training majors only.

ATH-412 Athletic Training Prog. Admin
This course examines the administrative role in the daily operations of an athletic training program. Topics of emphasis include legal liability budgeting facility design sports medicine team recruitment record keeping pharmacology issues and components of pre-participation physicals. Students completing this course will have a solid foundation to effectively manage an athletic training room at the high school or college setting. Writing intensive course for the major.

ATH-460 Athletic Training Cl-Level III
Students will be assigned to a certified athletic trainer at an off-campus setting for the academic year. The certified athletic trainer will provide supervision and instruction. The clinical experience will focus on therapeutic exercise and rehabilitation therapeutic modalities and strength and conditioning development and assessment. Students will fine-tune their clinical skills in preparation for the NATABOC examination. In addition this course has a required bi-weekly two-hour classroom teaching session. At the completion of this final clinical experience the students are expected to have acquired the skills and knowledge required of an entry-level athletic trainer. Prerequisite: ATH 365; ATH 360

Take ATH-360 ATH-365;

ATH-461 Athletic Training Cl-Level IV
Students will be assigned to a certified athletic trainer at an off-campus setting for the academic year. The certified athletic trainer will provide supervision and instruction. The clinical experience will focus on therapeutic exercise and rehabilitation therapeutic modalities and strength and conditioning development and assessment. Students will fine-tune their clinical skills in preparation for the NATABOC examination. In addition this course has a required bi-weekly two-hour classroom teaching session. At the completion of this final clinical experience the students are expected to have acquired the skills and knowledge required of an entry-level athletic trainer. Prerequisite: ATH 460

Take ATH-460;

BIO-104 Foundations of Biology I
How do organisms survive in an ever-changing world? How can the smallest units of life carry out the dynamic functions of reproduction transport and development? The answers to these questions and others will be explored during this course. Students will gain an understanding of the basic biology of cells and how the cells combine into specific forms with particular functions to create organisms that are fit for survival. Credit cannot be earned for both BIO 101 and BIO 104. Prerequisite: Satisfactory high school preparation.

BIO-105 Foundations of Biology II
Adaptive physiology and homeostatic regulation of a diverse range of living systems will be explored from a systematic approach. The continuity of biological phenomena and its maintenance will be viewed at the molecular and genetic level of understanding. These subjects provide a fundamental background necessary for advanced study in genetics physiology and molecular biology. Credit cannot be earned for both BIO 102 and BIO 105.
BIO-110  Environmental Issues
We must all live in this world the very existence of which has been and currently continues to be threatened by pollution created by human technology lifestyles and over-population. In this course students will investigate these problems and learn about the possibility practicality and morality of various solutions. Credit cannot be earned for both BIO 110 and BIO 130.

BIO-117  Human Physiology
This course emphasizes the essential physiological principles underlying the function of the human body. The following systems and/or units will be covered: cells and tissues muscular nervous endocrine cardiovascular blood respiratory digestive urinary and fluid balance and reproduction. (Not open to biology majors without special permission.)

BIO-125  Struct & Funct of Living Forms
This is an introductory level course covering the various forms of life on earth from microbes to humans to redwood trees. It is an inquiry-based course in biology intended for the non-major and covers the cellular and molecular basis of life on earth how cells assemble to form a multi-cellular organism how the organism relates to the environment the homeostatic mechanisms that allow for survival and how these living forms reproduce. Structure is discussed in terms of its relation to function. Students are encouraged to formulate their own questions and are taught how to search for the best answers with the resources available.

BIO-201  Anatomy & Physiology I
First term: Students will investigate the structure and function of the cell the skeletal and neuromuscular systems and the proprioceptive and reticular activating systems relative to sensation perception and movement. Second term: Studies of the blood circulatory digestive and urinary systems will be included. Laboratory work will include experiments on animals and animal issue and exercises with human subjects.

BIO-202  Anatomy & Physiology II
First term: Students will investigate the structure and function of the cell the skeletal and neuromuscular systems and the proprioceptive and reticular activating systems relative to sensation perception and movement. Second term: Studies of the blood circulatory digestive endocrine respiratory reproductive and urinary systems will be included. Laboratory work will include experiments on animals and animal tissue and exercises with human subjects. Prerequisite: BIO 201
Take BIO-201;

BIO-206  Genetics
This is a study of the principles of modern and classical genetics including molecular biology of genetic material and its functions; mechanisms of recombination in phage bacteria and higher organisms; control of gene activity during development; gene frequencies in populations; and selection and evolution. Laboratory studies will include phage bacteria and Drosophila and use of biochemical analysis. Prerequisites: BIO 104 and BIO 105
Take BIO-206 BIO-104 BIO-105;

BIO-208  Microbiology
This is an introduction to the principles and techniques of microbiology including a brief study of infectious diseases the host defense mechanisms sanitation and the microbiology of water foods and soil. Laboratory. A college course in biology or chemistry is recommended.
Take 1 courses; From Departments BIO CHM;

BIO-215  Biopsychology
This course focuses on an investigation of the physiological comparative ecological and evolutionary aspects of behavior. Topics include basic neuroanatomy and neurophysiology behavioral genetics perception and awareness sensor motor integration motivational circadian and reward systems emotion and stress and the biopsychology of psychiatric disorders. Emphasis is placed on evaluating research and students will learn to ask and answer questions regarding human behavior in the context of all life. Prerequisite: PSY 101 and a semester of college biology
Take PSY-101;

BIO-220  Cell Biology
This study of the cellular basis of life will include the structures/functions that all cells engage in (compartmentalize synthesize produce energy move duplicate) and some cellular specialization (plants nerve muscle). Laboratory experiments emphasize biophysical methods for study of mitochondria. Prerequisite: Take two courses from BIO-104; BIO-105; BIO-201 BIO-202 or two courses from CHM-101; CHM-102; CHM-105; CHM-111; CHM-112; OR CHM-122;
# Take 2 courses; From courses BIO-104 BIO-105 BIO-201 BIO-202; # Take 2 courses; From courses CHM-101 CHM-102 CHM-111 CHM-112 CHM-103 CHM-104;
BIO-307  Internship in Biology
To be arranged with faculty
BIO-308  Internship in Forensic Science
This course may be taken up to two times for a maximum of six total credits.

BIO-309  Environmental Internship/Pract
Students will have the opportunity to experience working with professionals in government private industry and other agencies dealing with Environmental Science. Weekly meeting/class with faculty supervisor required. Prerequisite: BIO 104-105
Take BIO-104 BIO-105;

BIO-312  Evolution
Under discussion will be the processes of evolution as they have occurred in the past and are occurring in the present and the sources of variability natural selection adaptation extinction and the origin of species including human evolution.

BIO-323  Biology of Development
A study of progressive programmed changes occurring in life cycles with emphasis on animal embryology is undertaken along with exploration of genetic cellular and environmental influences and controls. Laboratory study includes urchin frog fish and chick embryos. Prerequisites: BIO 104-105
Take BIO-104 BIO-105;

BIO-326  Principles of Ecology
This is an introduction to the principles of animal and plant ecology. Major topics include biome description communities succession ecosystem structure and function ecosystem energetic biogeochemical cycles population dynamics competition predation/inheritance and the evolution of ecosystems. Laboratories and field trips are included. Prerequisites: BIO 104-105
Take BIO-104 BIO-105;

BIO-348  Topics in Biology
Special topics of current interest in the biological sciences are examined. Prerequisites: BIO 104-105.
Take BIO-104 BIO-105;

BIO-351  Immunology
This course investigates the various ways living systems have devised to subvert infections by viruses bacteria and parasites. The mechanisms of innate and acquired immunity as well as conditions which result in immunodeficiency or the opposite autoimmunity will be studied. The mechanism and genetics of antibody diversity will be discussed. Mechanisms of cell signaling and cell recognition the ability to discern self from oneself and the tools of immunology will be central to the course. Prerequisite: BIO 208
Take BIO-208;

BIO-357  Environmental Toxicology
The purpose of this course is to awaken in the student an awareness of the toxic nature of materials in the environment in which we live. Alternatives to the current practices that pollute our air water and biota will be dealt with. A study of ecosystem dynamics will be undertaken. Topics of a global nature such as acid rain desertification greenhouse effect and risk assessment will be addressed. Topics of more local interest Lofell Landfill PCBs in the Hudson River and the Grass River disaster will be examined. A combination of lectures field trips and discussions will be offered. Prerequisites: BIO 104 105 or equivalent.
Take BIO-104 BIO-105;

BIO-358  Proseminar: Comm. in Biol. Sci
This course prepares students in communication skills required for employment and graduate training. Students are guided in preparation and delivery of oral and written reports from current biological literature. In addition students are invited to explore current options in graduate studies and employment in biological laboratories.

BIO-359  Explorations in Research Meth.
This is an interactive lecture and laboratory course promoting research methodology laboratory skills critical thinking data analysis practice in experimental design and active involvement in a research process. By the completion of this course students will have developed a research proposal for their senior independent project and will have explored the research methodologies that project will require. Writing intensive credit. WI

BIO-401  Senior Independent Project
to be arranged with faculty

BIO-405  Molecular Genetics
A lecture and laboratory course combining the theory and application of molecular genetics and recombinant DNA. The laboratory will employ recombinant DNA techniques using restriction nuclease mapping molecular cloning vectors and
DNA amplification protocols. Laboratory. Prerequisite: BIO 104-105

Take BIO-104 BIO-105;

**BSY-215 Biopsychology**

This course focuses on an investigation of the physiological comparative ecological and evolutionary aspects of behavior. Topics include basic neuroanatomy and neurophysiology behavioral genetics perception and awareness sensorimotor integration motivational circadian and reward systems emotion and stress and the biopsychology of psychiatric disorders. Emphasis is placed on evaluating research and students will learn to ask and answer questions regarding human behavior in the context of all life. Prerequisite: PSY 101 and a semester of college biology.

# Take PSY-101; # Take 1 courses; From Department BIO;

**BSY-348 Selected Topics in Biopsych.**

This course examines problems in the field of biopsychology through investigating topics researched by both biologists and psychologists. The course provides an opportunity for in-depth analysis of theory and research in a specialized area of biopsychology and requires active learning through in-class work and independent student projects. Prerequisites: PSY-101 or BSY-215 and a semester of college biology.

# Take PSY-101; # Take 1 courses; From Department BIO;

**BSY-408 Seminar in Biopsychology**

A culminating experience in which the student brings to bear the methods and theories of both biology and psychology to investigate some problem in the field of biopsychology. The student will engage in supervised research into an issue a phenomenon or an application of biopsychology. Empirical investigations are encouraged. The course will include an intensive review of the literature and a final written document and oral presentation. Prerequisites: PSY-333 BSY-215 BSY-348

Take PSY-333 BSY-215 BSY-348;

**BUS-202 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 segmentation targeting positioning and how the effective manager uses the marketing mix (product price place and promotion) to gain and hold the customers.

**BUS-212 Business Law I**

(Also LAW 205) This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts agreement and consideration capacity and legality genuineness of assent the statute of frauds third party right's and discharge breach of contract and remedies sales contracts title and risk of loss performance and warranties.

**BUS-213 Business Law II**

(Also LAW 206) This course will cover topics in the areas of commercial transactions and business structures and the more specialized areas of consumer law anti-trust and real property. Topics to be covered include commercial paper secured transactions bankruptcy agency partnerships corporations anti-trust consumer law personal property and bailment's real property and wills and trusts. Prerequisite: BUS-212 or LAW-205.

**BUS-235 Mgt & Social Responsibility**

This course introduces students to the practice of managing people organizations issues and the environment in today's world applying sociological perspectives and values-aware management theory and practice. The course integrates learning concerning the functions of management--planning leading organizing and controlling with sociological theory and research. It serves as a primer for students in any field who are interested in the study of management in a socially aware context.

**BUS-290 Software Applic in Business**

Technology and change - two words that describe the work environment of the new millennium. This course is recommended for all students regardless of major who have some basic experience using computer software. Students will learn the advanced functions of word processing spreadsheets presentation graphics data bases (report creation querying sorting) linking and embedding objects from one application to another and internet-based research. Case problems will be presented for students to solve using integrated software. Problems will be designed for students based on their major when possible.

**BUS-304 Advertising and Promotion**

A course in the planning creation and use of advertising for those who may be called upon to make advertising decisions. Includes historic economic and ethical aspects of advertising and sales promotion; coordination with the marketing system; creation of printed and broadcast advertising; use of media; strategy campaigns; and coordination with other phases of sales promotion such as point-of-purchase and special promotion devices. The class develops a real-world advertising campaign.
BUS-311 Entrepreneurship
The course prepares students to start up their own small business. The following topics will be addressed: company strategy, marketing, the small business products and services, sales, promotions, financing, risk management, location, fixtures and equipment, relations with suppliers, and other related topics. Emphasis will be placed upon the preparation of an actual business plan.

BUS-312 Ethics & Social Responsibility
This course will use an interactive format to examine values-aware approaches to the study of organizational ethics and social responsibility. The scope of this course will include private sector (business) public sector (non-profit or governmental) and non-governmental organizations. By applying critical sociological and management frameworks, students will examine ethical issues facing managers and groups in modern organizations. Various interdisciplinary approaches to resolving dilemmas and organizational change will be explored.

BUS-327 Internship in Business I
The internship provides the student the opportunity to gain on-the-job experience in business an extremely valuable component of the graduate student's resume. Faculty coordinators work closely with the intern and the employer to assist the student in achieving specific learning objectives. Approval of the appropriate Program Coordinator is required.
Prerequisites: Sophomore status and 2.5 cumulative GPA. 24 credits

BUS-336 Social Audit
In this course students will learn the history, value, and process of conducting a social audit for profit and non-profit organizations. A social audit provides the theoretical and methodological foundation for conducting an assessment of an organization's social and community relations' effectiveness. Social auditing represents a synthesis of organization's accountability to its employees, stakeholders, stockholders, and community. It is a systematic and objective method that enables organizations to identify needs and solutions, plan activities, monitor progress, and measure social performance. These audits are used to assess compliance with regulatory agencies and organizational change. Students will learn the methodology for assessing organizational responsibility through case study and application. Prerequisite: BUS 235.

BUS-340 Leadership in Multicult Envirn
As we move through the first decade of the 21st Century it is evident that to be successful one will have to be able to manage and lead in a multicultural environment. It will be imperative for managers hoping to succeed in this globalized century to have an understanding of the unique issues that exist when dealing with a highly diverse community. The cases studied in this course will focus on issues of leadership specifically in areas that cross cultural boundaries.

BUS-348 Special Topics in Business
This course offers in-depth study of subjects either beyond the range of core courses or of subjects suggested by evolving experience and professional practice and not otherwise addressed in the curriculum.

BUS-403 Financial Management
This is the study of corporate finance and financial decision making. Topics include development of corporations, and ensuing relationship under law, the economy, and accounting theory; financial analysis and planning; working capital management; capital budgeting processes; long-term and short-term strategies. Prerequisites: ACC-101 ACC-102.

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-427 Social Audit Practicum
The practicum is designed to offer advanced students in the Business and Organizational Management Program with an opportunity to bridge the gap between classroom learning and social auditing experience. Social audit sites will be selected by the supervising faculty member in collaboration with an on-site supervisor. The learning outcome for this practicum will be a research study in the form of a social audit. Copies of the social audit will be provided to both the organization and the faculty member for approval. This practicum will provide real world experience for students interested in specializing in social auditing.

CAT-201 Intro Creative Arts in Therapy
This course is designed to introduce students to the profession of creative arts therapy; its historical influences, philosophies and overall trends. Discussions will focus on the relationship of the creative arts to human behavior. Experiential opportunities are an integral part of this course.

CAT-207 Practicum I
This course combines classroom learning with practicum experience in the community. The first half of the course is
devoted to the development of individual interviewing techniques and treatment planning. Assessment of needs establishment of treatment goals and objectives and the development of appropriate creative arts therapy methodology for one population are the focus. The second half of the course is devoted to putting this process to work. Student car pooling is required. Rule: Open only to CAT majors.

**CAT-211 Intro to Art Therapy**
This course covers the basic theories techniques and principles of art therapy through lecture and experimental formats. The use of art therapy in the treatment of different age groups is the primary focus. Prerequisites: take one art course

**CAT-216 Intro to Music Therapy**
The course will cover the history and techniques of music therapy as a profession as well as the use of music therapy in the treatment of clients in all age groups who possess physical behavioral psychological or neurological disorders. Prerequisite: One course in music.
Take MUS-111 MUS-208 MUS-216 MUS-217 MUS-231 MUS-266 MUS-316 MUS-318 or MUS-319;

**CAT-218 Intro to Theatre Therapy**
The use of drama as a therapeutic technique is examined through experimental and theoretical components. The course will enhance students' awareness of the creative process through assigned readings and prepared activities. Prerequisite: One theatre course.
Take THR-103 THR-107 THR-110 THR-202 THR-205 THR-212 THR-304 THR-401 or THR-405;

**CAT-307 Practicum II: Wkg in Groups**
This course explores the integration of group theory and creative arts therapies. Students then have the opportunity to apply these approaches while working with a specific group population. Student car pooling may be required. Rule: Open only to CAT majors.

**CAT-341 Seminar I**
This seminar focuses on the comprehension and integration of psychotherapeutic concepts and paradigms within a creative arts orientation. Topics for discussion include the role of creativity symbolism imagery emotion and metaphor within a therapeutic context. This course is the writing intensive course for CAT majors. Prerequisites: CAT 207. Rule: Open only to CAT majors with Junior standing
Take 54 credits;

**CAT-407 Internship-Creative Arts/Ther**
Field experience in an allied health facility is undertaken with the supervision of a creative arts therapist. At least 90 contact hours are required. Students observe and co-plan therapeutic sessions. Students who register for this internship must have demonstrated the necessary preparation and professionalism including a GPA of 3.0 in the major. Prerequisites: CAT 442 and either PSY 308 or PSY 324.
# Take CAT-442; # Take PSY-308 or PSY-324; Minimum GPA 3;

**CAT-441 Seminar II**
This course focuses on developmental aspects of the creative process and the implications for therapeutic interventions with various populations of children. Creative arts therapy theory and technique will be studied and applied through experimental opportunities. Prerequisite: CAT-341 CAT-207 CAT-307 and two of the following: CAT- 211 CAT-213 CAT-216 CAT-218.
# Take CAT-341 CAT-207 CAT-307; # Take 2 courses; From courses CAT-211 CAT-213 CAT-216 CAT-218;

**CAT-442 Seminar III**
This seminar focuses on modern and postmodern influences on creative arts therapies. Emphasis is placed on how these influences impact clinical theory and intervention. Prerequisites: CAT-441.
Take CAT-441;

**CHM-103 Intro to General Chemistry**
Intended for students majoring in nursing nutrition or other health sciences this course focuses on chemical calculations states of matter atomic and molecular structure; and introduces other topics such as electrochemistry nuclear chemistry environmental issues and descriptive inorganic chemistry. High school level algebra is required. High school chemistry is recommended.

**CHM-104 Intro to Organic & Biochem**
An introduction to the major classes of organic compounds followed by an introduction to bio-chemistry including proteins carbohydrates lipids vitamins metabolism nucleic acids and other topics of biochemical significance. Prerequisite: CHM-103 or CHM-111.
Take CHM-103 or CHM-111;

**CHM-111 General Chemistry I**
The basic principles of chemistry are covered as they relate to stoichiometry, atomic structure, bonding, states of matter, and solutions. Required of science majors. High school level algebra required. High school level chemistry recommended.

**CHM-112 General Chemistry II**
This course is a continuation of General Chemistry I, treating rates of reaction, thermodynamics, oxidation-reduction, coordination compounds, nuclear chemistry, and selected topics in descriptive chemistry. Laboratory. Prerequisite: CHM-111 or CHM-103.

Take CHM-111 or CHM-103;

**CHM-201 Organic Chemistry I**
This course concentrates on the major classes of organic compounds with emphasis on synthetic methods and mechanisms of reactions. The laboratory focuses on organic techniques and preparation of organic compounds. The course is designed for science majors including premedical students. Prerequisite: CHM-103 or CHM-111.

Take CHM-103 or CHM-111;

**CHM-202 Organic Chemistry II**
A continuation of the study of organic compounds with the laboratory emphasis on synthesis and structure determination using instrumental techniques. Prerequisite: CHM-201.

Take CHM-201 CHM-201L;

**CHM-205 Chemical Analysis**
An introduction to the fundamental principles and procedures of quantitative analytical chemistry. Laboratory includes titrimetric and instrumental methods. Prerequisite: CHM-112.

Take CHM-112;

**CHM-220 Intro to Metabolism**
The metabolism of proteins, carbohydrates, lipids, and nucleic acids will be discussed. The interrelationship of these pathways and control mechanisms will be emphasized. Lecture: 3 hours recitation: 1 hour. Prerequisite: CHM-104.

Take CHM-104;

**CHM-302 Instrumental Analysis**
The theory and application of modern instrumental methods of methods of analysis are discussed. Laboratory work includes optical chromatographic and ion exchange techniques. Physics is highly recommended. Prerequisite: CHM-205 CHM-202 PHY-102 PHY-108.

Take CHM-205 CHM-202 PHY-102 or PHY-108;

**CHM-303 Biochemistry I**
Chemistry and metabolism of proteins, carbohydrates, lipids, nucleic acids and other biologically important chemical compounds are shown in relation to their role in the functioning of living materials. Prerequisite: CHM-202.

Take CHM-202;

**CHM-304 Biochemistry II**
This is a continuation of the study of the metabolism of biological compounds. Biosynthetic pathways, regulation by hormones and other modulators, and inter-relationships of pathways will be emphasized. Prerequisite: CHM-303.

Take CHM-303;

**CHM-306 Physical Chemistry II**
This is a study of chemical kinetics and an introduction to quantum mechanics. Prerequisite: CHM-305 MAT-202.

Take CHM-305 MAT-202;

**CHM-308 Internship in Forensic Science**
to be arranged with faculty

**CHM-340 Intro to Forensic Science**
This course introduces the student to the forensic science profession. Forensic scientists work in a laboratory setting where they apply the principles and techniques of scientific analysis to the study of crime scene or accident scene evidence. Course topics include techniques used for the identification and analysis of body fluids, hair, fibers, plant material, latent fingerprints, voiceprints, firearms, documents, and photographs. Laboratory experiments emphasize histology, DNA analysis, wet chemical techniques, microscopy, and the use of spectroscopic instrumentation. Some field trips are included. Prerequisite: BIO-105 CHM-202 CHM-205 CRJ-111.

Take BIO-105 CHM-202 CHM-205 CRJ-111;
CHM-403  Organic Chemistry III  
A study of factors influencing the physical and chemical properties of organic compounds emphasizes molecular orbital theory methods of determining reaction mechanisms and the study of reactive intermediates. Prerequisite: CHM-202.

Take CHM-202;

CHM-404  Inorganic Chemistry  
This course covers energetic of inorganic reactions chemical bonding acid-base theories and coordination chemistry. Prerequisite: CHM-306.

Take CHM-306;

CHM-405  Adv Lab Methods/Inorganic Chem  
This course will employ a variety of advanced methods in the synthesis and characterization of inorganic systems and the investigation of inorganic reactions. These methods will include spectroscopic and electrochemical measurements as well as manipulations under vacuum and with controlled atmospheres. Prerequisite: CHM-202.

Take CHM-202;

CHM-406  Adv Lab Methods/Organic Chem  
This course will employ a variety of advanced methods in the synthesis and characterization of organic systems and investigation of organic reactions. These methods will include thermal and photochemical reaction techniques spectroscopic and chromatographic measurements and manipulations under vacuum and with controlled atmospheres. Prerequisite: CHM-202.

Take CHM-202;

CHM-407  Research Project  
This unifying experience in chemistry includes a literature search laboratory project written report and oral seminar presentation of results. Prerequisite: take 87 credits.

Take 87 credits;

CHM-408  Research Project  
This unifying experience in chemistry includes a literature search laboratory project written report and oral presentation of results. Prerequisite: take 87 credits.

Take 87 credits;

COM-104  Speech:Oral Communications  
A study in the fundamental principles of public speaking with emphasis upon organization and presentation. The course includes practice in preparing outlines and presenting extemporaneously a series of expository and persuasive speeches.

COM-121  Intro to Public Relations  
The course surveys all areas of public relations practice defining and examining contemporary issues in the field. It examines public relations theory as well as publicity and communications techniques and it analyzes the types of relationships and interactions mediated by public relations between different groups including stakeholders employers employees and representative of the media.

COM-202  Editing  
An examination of the methods of preparing written and graphic communication methods for publication with emphasis on the evaluation of news values and Associated Press style. The course includes practice in designing magazine newspaper and newsletter layouts writing headlines correcting copy and condensing news stories. Prerequisite: COM-110 COM-125 COM-126.

Take COM-110 COM-125 COM-126;

COM-221  Pr Practices and Procedures  
A case-study approach to the practices used in the administration of public relations programs the course includes practice in formulating content producing messages and selecting appropriate media. The course explores methods of resolving public relations problems through appropriate research and communications techniques. It offers practice in designing and implementing public relations campaigns programs including preparing promotional materials and creating strategic plans. COM-121 is strongly recommended.

COM-248  Special Topics  
to be arranged with faculty

COM-302  Media Theory  
This course is an introduction to theories and concepts used to study communication in interpersonal group and mass communication contexts with a primary focus on mass communication. Multicultural feminist and critical perspectives are examined. Prerequisites: COM-110.
Take COM-110;

COM-327  Internship in Communications
Through supervised practice professional experience in selected departments of local news settings public relations and/or advertising agencies the internship will provide students with opportunities to explore and participate in the planning and preparation of appropriate public relations materials and events or in the preparation of news items for publication or broadcast. Students will spend at least 140 hours in the internship. Prerequisites: COM-110 COM- 121 COM-125 COM-126 COM-201 COM-221.

Take COM-110 COM-121 COM-125 COM-126 COM-201 COM-221;

COM-421  Public Relations Campaigns
This is the capstone academic and professional experience for the public relations sequence. Students will put into practice the techniques they have learned in all previous Communications classes as well as integrating the insights and skills they obtained from coursework in marketing sociology English computer science and psychology. Students will work alone and in teams with a client to produce a complete public relations campaign strategy—from initial pitch meetings to implementation and evaluation. Prerequisites: COM-121 COM-125 COM-221 COM-326.

Take COM-121 COM-125 COM-221 COM-326;

COM-425  Law and Ethics of Mass Media
This course is designed to consider critical issues of law and ethics that working journalists and public relations practitioners will face in the performance of their jobs. The course focuses on the issues of free speech obscenity and pornography libel privacy and intellectual property and upon corollary ethical issues such as harm truth-telling fair play social justice and duty to community. Prerequisite: COM-110 COM- 125

Take COM-110 COM-125;

COM-448  Special Topics in Communication
This course offers in-depth study of subjects either beyond the range of core courses or subjects suggested by evolving professional practice and not otherwise addressed in the curriculum. Topics might include women and media community journalism international communication fund raising and grant writing computer-assisted reporting specialized writing for public relations applying quantitative research to public relations advanced public speaking computer-assisted presentation and journalism or literary journalism. Prerequisites: COM-221.

Take COM-221;

CRJ-111  Crim Justice: Function & Proc
The introductory course in the criminal justice sequence. Students are introduced to the administration and objectives of law enforcement the courts corrections probation and parole.

CRJ-212  Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency factors associated with delinquency and the major theoretical perspectives. Characteristics of the juvenile justice system are also explored.

CRJ-219  Law and Legal Process
In this course students will learn about the U.S. legal system including the civil criminal and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations.

CRJ-221  Women in Criminal Justice
A discussion of the many roles of women within the criminal justice system as offenders victims and professionals.

CRJ-226  Penology
An examination of philosophies of punishment in their historical setting reformation of criminal laws and the origin of prison systems probation institutional care parole and the nature of correctional institutions.

CRJ-227  Policing
This course examines law enforcement as a social institution in the United States. Particular attention is paid to the history and evolution of the police function; racial ethnic and gender dominance in policing; organization and management of police services; police community relations; and other contemporary law enforcement issues.

CRJ-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.

CRJ-310  Victims and Their Experiences
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: SOC-101 or CRJ-111.

Take SOC-101 or CRJ-111;

CRJ-312 The Nature of Crime
This is an advanced course on crime theory of crime and criminal behavior. Students will empirically explore the measurement of crime crime distribution and crime theory. Reading of primary research required. Prerequisite: SOC-101 or CRJ-111.

Take SOC-101 or CRJ-111;

CRJ-319 Women and the Law
The relationship of women to the law is explored from many vantage points including: how law has been used to limit/expand women's place in society; the differential enforcement of law by se; and women's role in the legal system.

CRJ-356 Family Court Law
Topics studies include laws of child abuse and neglect juvenile delinquency juvenile detention family conflicts including protection support child custody and related proceedings.

CRJ-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 criminal justice. Senior Seminar I is offered each Fall semester and serves to help students to integrate core courses in their major 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. Prerequisites: SOC-207 SOC-337 or SOC-350 CRJ-312 and must have 54 credits.

# Take SOC-207; # Take SOC-337 or SOC-350; # Take CRJ-312; # Take 54 credits;

CRJ-406 Senior Seminar II
Senior Seminar II will require student to write a research proposal and conduct the research using a secondary data set. Students will combine empirical analysis with literature review completed in Senior Seminar I. Prerequisite: CRJ-405.

Take CRJ-405;

CRJ-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. Prerequisites: Junior or Senior standing.

Take 54 credits;

CSI-101 Computer Literacy
This course involves the student in a fundamental beginners level survey of computer use in a relaxed no stress setting. Students will learn what computers can and cannot do they will become fluent users of electronic mail and they will learn about operating systems telecommunications and application software (Microsoft Office) and an introduction to the Internet.

CSI-125 Intro to Computer Science I
The first half of a two semester introduction for computer science majors focusing on algorithm development and programming; C++ will be the course language. Suggested Preparations: Computer competency and an algebra course completed.

CSI-126 Intro to Computer Science II
A continuation of CSI-125 with the introduction of further programming principles and methods; a more thorough look at data structures and further work in the development and implementation of algorithms. The C++ programming language will continue. Prerequisite: CSI-125 MAT-112.

Take CSI-125 MAT-112;

DAN-111 Intro Modern Dance/Beginners I
This course provides students with the opportunity to take one or two semesters of basic modern dance technique. Each semester will include a novel approach to basic technique viewing of major choreographers' works a review of live performance and discussions of various styles of movement. Maximum 3 credits for general education.

DAN-112 Intro Modern Dance/Beginners II
This course provides students with the opportunity to take one or two semesters of basic modern dance technique. Each semester will include a novel approach to basic technique viewing of major choreographers' works a review of live performance and discussions of various styles of movement. Maximum 3 credits for general education. Prerequisite: DAN-111.
Take DAN-111;

**DAN-210 History of Ballet**
This course traces the development of ballet from its origins in the 16th century preclassical dance forms to the present. Primary focus will be given to the changes in the structure and context of ballet as revealed through a study of major works. The course will also cover the contributions of performers who have been responsible for the evolution of ballet. Students will be asked to consider how the development of the art form relates to the aesthetic values in a sociocultural context.

**DAN-212 History of 20th Century Dance**
History of 20th century dance is studied in its relation to the past as well as to other 20th century art forms. Attention is paid to the philosophies of movement of 20th century artists and their artistic social and political implications.

**DAN-213 Dance Medicine**
Dance movements are analyzed and understood through application of anatomical principles. Special consideration is given to body alignment range of motion and identification and remediation of poor movement habits. Attention will be given to long term injury and resulting depression. Systems of movement analysis will also be discussed as well as applied: Laban Bartenieff Feldenrais Pilates and Solomon.

**DAN-226 Creative Movement for Children**
In this introduction to creative movement for K-6th grade children movement is explored as creative expression a learning aid and a means for the development of socialization skills. Skill in lesson planning is developed. For majors only.

**DAN-231 Ballet Techniques I**
This is a beginning ballet sequence that allows students one or two semesters of ballet techniques. The main focus of both courses is the discipline and experience of mind/body integration and used in the technique and style of classical ballet. Ballet's history will be studied as it relates to the style technique and development of ballet.

**DAN-232 Ballet Techniques II**
This is a beginning ballet sequence that allows students one or two semesters of ballet technique. The main focus of both courses is the discipline and experience of mind/body integration and used in the technique and style of classical ballet. Ballet's history will be studied as it relates to the style technique an development of ballet. Prerequisite: DAN-231.

Take DAN-231;

**DAN-235 Tap Dance Techniques**
Fundamentals of tap dance: including basic rhythmic structure and incorporation of dance fundamentals such as alignment and style in conjunction with tap technique.

**DAN-241 Jazz Dance Techniques I**
This beginning jazz sequence of two courses allows students to experience the mind/body coordination that is integral to jazz technique and how it is utilized differently in various jazz dance styles. Jazz dance history will be explored.

**DAN-242 Jazz Dance Techniques II**
This beginning jazz sequence of two courses allows students to experience the mind-body coordination that is integral to jazz technique and how it is utilized differently in various jazz dance styles. Jazz dance history will be explored.

**DAN-316 Composition**
This course examines the abstract elements of dance time space and energy so that they can come together to form movement that has artistic purpose. Students will learn through movement various ways to shape the abstract elements of dance.

**DAN-404 Repertory Dance Company**
This advanced-level course approximates the experience of the professional dancer including technique rehearsals and performances.

**DAN-405 Senior Project**
Students design and execute individual projects under the supervision of a department advisor. These projects must be creative and in the student's art form.

**DAN-410 Honors Project**
Senior CAT majors who satisfy college and divisional standards may be invited to undertake a Honors Project in place of a Senior Project. The expectation is that these individuals' faculty-supervised projects are both qualitatively and quantitatively superior to a regular Senior Project.
DAN-411 Adv Modern Dance Tech I
This is an advanced technique class for students with at least intermediate-level dance skills. Prerequisite: DAN-111 DAN-112.
Take DAN-111 DAN-112;

DAN-412 Adv Modern Dance Tech II
This is an advanced technique class for students with at least intermediate-level dance skills. Prerequisite: DAN-111 DAN-112.
Take DAN-111 DAN-112;

ECO-201 Principles of Macroeconomics
This survey of macro-economy includes analysis of inflation, unemployment and economic growth. The course emphasizes the theoretical foundations for the formation of fiscal monetary and international stabilization policy.

ECO-202 Principles of Microeconomics
This is a survey of economics of price determination (supply and demand) theory of firm and competitive market structures consumer and business decision-making and government regulation of economic activity of government.

ECO-310 Comparative Political Economy
A study of the political and economic systems and policies of various nations through comparative analysis of their assumptions about and expectations of politics. Countries studied include the United States, the United Kingdom, France Germany and the USSR and its successor’s as well as developing countries. Prerequisite: ECO-201.

ECO-330 Community Economics
This course is an applied economic analysis of the Capital Region economy. Students will review the costs and benefits of major projects currently being examined by the regional planning agencies; assess the socioeconomic benefits of the local economic development zones; examine generic environment impact statements or local development projects; investigate the political trade-off of economic values in the application of local zoning laws. Prerequisite: ECO-201 ECO-202.

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;

EDU-306 Inclusive Learning Design
This course focuses on planning for multilevel structured exciting learning experiences for students with diverse characteristics. Content includes knowledge concerning learning styles challenges to learning working with parents and educational personnel use of learning theories and models of teaching and developing critical thinking in students. Candidates enrolled in EDU-306 must concurrently enroll in EDU-306F (fieldwork). Prerequisites: EDU-201 EDU-206.
Take EDU-201 EDU-206;

EDU-307 General Methods Practicum
Each pre service teacher will have two placements (four half-days per week for six weeks) one at the primary level and one at the intermediate level in an urban New York State identified high-need school district. A primary focus of the practicum is development of literacy associated with learning and content areas. In coordination with the Methods courses (EDU 312 314 315 317 319 and 337) lesson plans will be developed implemented and evaluated under the guidance of the host teachers and the college supervisor. Using a model of reflective practice follow-up extensions and/or lessons will be conducted with emphasis on specific needs of individual learners particularly those struggling as literacy learners. A weekly seminar is required. Prerequisites: EDU-306 EDU-309 54 Credits.
# Take 54 credits; # Take EDU-306 EDU-309;

EDU-309 Reading & Language Arts
Theoretical frameworks of the reading-writing processes and resources used by proficient less proficient and beginning readers/writers will be examined. To develop an understanding of the language basis the relationships between receptive (i.e. listening writing) and expressive (i.e. speaking reading) skills will be explored. Participants will learn to develop plans including goals and objectives related to the theoretical frameworks in the areas of word recognition/analysis vocabulary

http://catalog.sage.edu/06-07sca.php
and comprehension within the context of a directed reading-thinking-writing approach. Candidates enrolled in EDU-309 must concurrently enroll in EDU-309F (fieldwork). Prerequisites: EDU-201 EDU-306 PSY-206 or EDU-206.

# Take EDU-201 EDU-306; # Take PSY-206 or EDU-206;

**EDU-312 Mathematics Methods**

This course will cover the development of number concepts: the nature of the number system mathematics skills and problem solving; the grade placement of subject matter and new approaches to teaching mathematics techniques of evaluation and the functional approach in developing meaning and understanding. Candidates enrolled in EDU-312 must concurrently enroll in EDU-307. Prerequisites: EDU-309 EDU-306 PSY-206 or EDU-206.

# Take EDU-309 EDU-306; # Take PSY-206 or EDU-206;

**EDU-314 Social Studies Methods**

Using the New York State Learning Standards as a guide the function and organization of social studies in the elementary school will be addressed. Candidates will be guided in selection of content use of materials and application of specific teaching methods and unit development. Candidates enrolled in EDU-314 must concurrently enroll in EDU-307. Prerequisites: EDU-309 EDU-306 PSY-206 or EDU-206.

# Take EDU-309 EDU-306; # Take PSY-206 or EDU-206;

**EDU-315 Science Methods**

This course covers development of instruction to meet the New York State Learning Standards selection of meaningful content and materials for the elementary school child examination and appraisal of contemporary methods of elementary science teaching and inquiry approaches to instructing scientific method. Candidates enrolled in EDU-315 must concurrently enroll in EDU-307. Prerequisite: EDU-309 EDU-306 PSY-206 or EDU-206.

# Take EDU-309 EDU-306; # Take PSY-206 or EDU-206;

**EDU-319 Adv Reading & Lang Arts**

This course is designed to extend candidates' knowledge and skills for teaching reading writing and the language arts based on the NYSED English Language Arts Learning Standards. The course addresses ways to teach language arts with diverse learners of multicultural backgrounds and learning needs. The course will examine reflective practices responsive teaching and effective assessment strategies. Also included in the course content are the ways in which teachers can address individual needs of students while creating a community of learners. Prerequisites: EDU-306 EDU-309.

Take EDU-306 EDU-309;

**EDU-325 Teach/Learning in Middle Schoo**

This course explores the nature of teaching and learning in the middle school. Curriculum and pedagogical decisions are based on the needs of the young adolescent in contemporary society. Interdisciplinary instruction and responsive teaching that actively engage middle school learners in the school community are covered. Candidates enrolled in EDU-325 must concurrently enroll in EDU-325F (fieldwork). Prerequisites: EDU-201 EDU-206.

Take EDU-201 EDU-206;

**EDU-337 Classroom Management**

This course is designed to provide candidates with a variety of techniques for organizing instruction and managing individual learners and groups. Other topics include classroom organization administration evaluation and scheduling. Candidates enrolled in EDU-337 must concurrently enroll in EDU-307. Prerequisites: EDU-309 EDU-306.

Take EDU-309 EDU-306;

**EDU-400 Independent Study**

to be arranged with faculty

**EDU-401 Childhood Stud. Teach.(gr 1-3)**

Student teaching consists of supervised practice teaching in grades 1 2 and or 3 with coordinated academic responsibilities. A weekly seminar is required. Prerequisites: EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337.

Take EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337;

**EDU-402 Childhood Stud. Teach (gr 4-6)**

Student teaching consists of supervised practice teaching in grade 4 5 and or 6 with coordinated academic responsibilities. Prerequisites: EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337.

Take EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337;

**EDU-405 Middle Childhood Stud. Teach.**

Student teaching consists of supervised practice teaching in grades 5 and or 6 with coordinated academic responsibilities. A weekly seminar is required. Prerequisites: EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337.

Take EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337;
EDU-406  Middle School Stud. Teach.
Student teaching consists of supervised practice teaching in grades 7 and or 8 with coordinated academic responsibilities. Prerequisites: EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337.
Take EDU-307 EDU-312 EDU-313 EDU-314 EDU-315 EDU-319 EDU-337;

EDU-410  Literacy in Middle School
An examination of the multiple literacy's of middle school students and the teacher's responsibilities in guiding young adolescents' literacy development across the curricula are the major features of this course. Emphasis is placed on developing strategies for readers/writers and assisting struggling learners to mature. Prerequisites: EDU-201 EDU-206.
Take EDU-201 EDU-206;

EDU-420  Foundation of Literacy
This course addresses approaches to literacy which reflect best practice and research about learning. The key focus is for all students to become literate across cultures and capabilities. Basic reading and developmental linguistic theories models of reading instruction and teaching methods are studied. Participants prepare and teach lessons covering various aspects of literacy. Candidates enrolled in EDU-420 must concurrently enroll in EDU-420F (fieldwork).

EDU-474  Reading/Writing-Content Areas
Methods and materials for delivering content area instruction through reading and writing are examined. Candidates will design instruction that develops literacy skills and broadens and enriches student learning of academic subjects. In addition effective teaching strategies for helping struggling and disabled students in inclusive classrooms are covered in detail. M.A.T. candidates enrolled in EDU-474 must concurrently enroll in EDU-474F (fieldwork).

ENG-101  Language & Community
This expository writing and critical reading course develops the writing and reading skills needed in other college courses. Students will practice writing clear well-developed grammatically correct essays and will improve their ability to examine the main ideas and assumptions of written texts. Students consider the ways in which language reflects and shapes life and thought within perceived communities. Through a library component students will learn to locate written and electronic sources of information. Students will compile a portfolio of their written work in the course for self-evaluation. The grade -NC- (no credit) is given to students who have not achieved a grade of -C- or better but who have completed all coursework. -NC- is given one time only.

ENG-201  Literature in English to 1650
This course surveys English literature from the Anglo-Saxon period through the early 17th century including works by Caedmon the Beowulf poet Chaucer Margery Kempe Spenser Shakespeare Donne and Milton. Emphasizing tradition the course investigates the interaction between literary conventions and social history.

ENG-202  Lit in English 1650 - 1850
This course surveys literature in English from 1650 to 1840 and highlights the relationship between Britain and America as -motherland- to colony. It considers the effect of and reactions to the ideas transmitted to the -New World-. Topics examined include the influence of the Puritan Revolution the development of satire the rise of the novel the Romantic Movement Transcendentalism and the development and expression of American identity. The course includes such diverse authors as Dryden Swift Columbus Bradstreet Wordsworth Emerson Barrett Browning Tennyson Poe and Douglass.

ENG-206  American Literature Since 1840
American Literature since 1840 is a survey course which paired with ENG 211 (British Literature Since 1840) will give students a wide breadth of exposure to representative texts of the literature written in English during this ever-increasing time period. The two courses are presented with a dual theme which is agreed upon by the instructors involved and exemplifies the connections that can be made between British and American texts.

ENG-211  Brit. Lit., 1850 to Present
British Literature since 1840 is a survey course which paired with ENG 206 (American Literature Since 1840) will give students a wide breadth of exposure to representative texts of the literature written in English during this time period. The two courses are presented with a dual theme which is agreed upon by the instructors involved and exemplifies the connections that can be made between British and American texts.

ENG-213  African-American Literature
This course is an introduction to the writings of African-Americans from 1850 to the present. In addition to reading the literature students will also consider the historical cultural and theoretical contexts important to understanding current African-American studies. Possible topics: a survey of African-American literature African-American women slave narratives and autobiography contemporary fiction or modern African-American drama.

ENG-220  College Research and Writing
This course builds on the skills developed in ENG 101 but focuses on research writing. Students will learn how to
formulate research questions identify and search both print and electronic sources and incorporate these sources into their analysis and synthesis of their critical reading and writing about discipline-based subjects. Students will present an Objectives portfolio at least twice during the semester to demonstrate their progress toward meeting the objectives of the course. In order to receive credit for this course students must earn a C or better. The grade NC (No Credit) is given to students who have not achieved a grade of C or better but who have completed all coursework. NC is given one time only. Pre-requisite: ENG 101 or equivalent.

Take ENG-101;

ENG-231 Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction. Prerequisite: ENG 101. ENG 232 is for these students who have taken 231 and wish to take an additional semester.~

Take ENG-101;

ENG-232 Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction. Prerequisite: ENG 232 is for these students who have taken 231 and wish to take an additional semester.~

Take ENG-101;

ENG-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: ENG 101 or permission of instructor.~

Take ENG-101;

ENG-237 Princ & Appl of Language
(Also PSY 237) This course introduces basic precepts of linguistics and psycholinguistics and investigates their application to the areas of language acquisition dialects language change literature sex differences in language use and animal language. Prerequisites: ENG 101 and PSY 101.~

Take ENG-101 PSY-101;

ENG-244 Fairy Tale:Understanding Metaph
(Also WST 244) This course will use the fairy tale as a vehicle for studying the meaning and potential of metaphor. Readings will include traditional fairy tales as well as Modern English and European fiction. This is not a course in children's literature.~

ENG-248 Selected Topics in English
Under this heading the English Program will from time to time offer special courses in English language and literature -- courses dealing with for example themes genres figures or problems not otherwise covered in the department's curriculum. For any such course the instructor involved will determine the specific subject matter and will make available to students a full description in advance.~

ENG-250 Women's Literature
(Also WST 250) In this course students read women's writing from several cultures to understand how women's cultural differences affect the reading of literature and how cultural differences affect women's authoring of (authority over) texts.~

ENG-300 Independent Study
This course surveys literature from the Old and New Testaments. Biblical history fiction poetry drama prophecy biography and letters will be read from a literary point of view.~

ENG-303 Romantic Literature
This course examines English literature of the late 18th and early 19th centuries from both historical and critical points of view.~

ENG-304 Victorian Literature
A survey of the drama poetry and prose of British Victorian writers (c. 1830-1900).~

ENG-308 20th Century Theatre
(Also THR 212) A survey of dramatic literature history and theory from 1870 to the present. Emphasis is placed on Ibsen and the Theatre of the Absurd.~

ENG-323 Renaissance Literature
The Elizabethan world view as it develops against the background of late medieval and humanist thought is the focus for readings in this course. The work of such writers as More Spenser Greene Lyly Nashe Lodge Marlowe Kyd Middleton Drayton Johnson Marston and Chapman will be considered.~
ENG-325  Peer Writing Practicum
An intern-style course in the theories and methods of writing tutoring and teaching writing. Topics: critical reading process argumentation logic grammar mechanics learning disabilities and English as a second language. Practices: peer writing consultation role playing and computer-assisted communications. Students will do four hours of peer consultation in the RSC Writing Lab and attend one hour and a half of lecture/discussion per week. Prerequisites: ENG 101 3.0 GPA 45 completed credit hours.

ENG-337  19th Century American Novel
This course examines representative novels by such authors as Hawthorne Melville Twain James Alcott and Chopin.

ENG-400  Independent Study
To be arranged with faculty

ENG-401  Shakespeare I
This course explores a number of plays from the career of the most important English dramatist.

ENG-403  Milton
Students in this course will read most of Milton’s poetry and selections of the prose. This will lead to an understanding of the development of the man as artist and thinker and will culminate in a reading of his major poems Paradise Lost and Samson Agonistes. Central to Milton are his ideas on liberty and freedom which he defined in relation to the press government marriage and religion.

ENG-405  Senior Seminar/Project
This capstone course combines traditional seminar readings/discussion with individual student research projects allowing students to draw upon and synthesize their previous work in the major.

ENG-427  English Internship
to be arranged with faculty

FRE-101  Intro to French
This course introduces the beginning student to listening speaking reading and writing in French. Through a relaxed atmosphere and contextualized learning students will be able to communicate using simple sentences ideas about such topics as food family travels etc. Tenses learned will include present past and the near future. Three hours weekly plus recitation. Note: Students with prior French language study cannot be admitted to FRE 101 except by special permission of the instructor. Prerequisite: No previous experience required.

FRE-102  Continuing Intro French
Students who have completed FRE 101 or who present one semester of college or two years of high school French can benefit from this continuation of the introductory course. It introduces more demanding linguistic forms and more independent speaking and writing. The supplemental work with audio/video programs continues. Three hours weekly plus recitation. Prerequisite: FRE 101 one semester college or two years high school French.

Take FRE-101;

FRE-201  Intermediate French I
Building on the foundation course this intermediate sequence develops increased proficiency in speaking French and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in French reading texts and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions give explanations and generally strive for effective communication. Supplementary use of computer-aided instruction is encouraged. Through readings and video presentations the students expand their understanding of life and culture in French-speaking countries. Classes conducted in French. Three hours weekly plus tutorial. Prerequisites: two semester’s college or three years high school French. Prerequisite: FRE 102

Take FRE-102;

FRE-202  Intermediate French II
Building on the foundation course this intermediate sequence develops increased proficiency in speaking French and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in French reading texts and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions give explanations and generally strive for effective communication. Supplementary use of computer-aided instruction is encouraged. Through readings and video presentations the students expand their understanding of life and culture in French-speaking countries. Classes conducted in French. Three hours weekly plus tutorial. Prerequisites: three semester’s college or four years high school French. Prerequisite: FRE 201
Take FRE-201;

**FRE-211  Adv Intermediate French I**
Short readings on contemporary issues are the basis for discussions and reports by students. The texts are drawn from newspapers, magazines, and literature. More sophisticated aspects of the language are practiced and the student aims to gain more consistent control of mature language production both spoken and written. Video presentations give further depth to cultural and linguistic learning. Language review through the use of computer programs is strongly encouraged. Three hours weekly. Prerequisite: FRE 202 or four to five years of high school French.

Take FRE-202;

**FRE-248  Topic:**

**FRE-304  Applied French Culture**
This course is an experiment in international living. Students who are accepted by the modern languages department to live in French House will earn 1 credit hour upon successful completion of their contract obligations for the year. The appropriate teaching assistant supervises active participation in the program of the house. Grading is pass/fail. This course supplements but does not replace the general education language requirement. It is also meant as an enrichment set of activities for French minors. Students from all majors are welcome. It is a good launching platform for students contemplating study abroad. Prerequisites: French, German, or Spanish 102 or two years of high school language. Students must be at least second semester first-year students. (House policy.) Prerequisite: FRE 102

**FRE-305  Applied French Culture**
This course is an experiment in international living. Students who are accepted by the modern languages department to live in French House will earn 1 credit hour upon successful completion of their contract obligations for the year. The appropriate teaching assistant supervises active participation in the program of the house. Grading is pass/fail. This course supplements but does not replace the general education language requirement. It is also meant as an enrichment set of activities for French minors. Students from all majors are welcome. It is a good launching platform for students contemplating study abroad. Prerequisites: French, German, or Spanish 102 or two years of high school language. Students must be at least second semester first-year students. (House policy.) Prerequisite: FRE 102

**FRE-325  French Civilization**
An historical perspective on cultural, political, and social developments is coupled with examination of contemporary issues and problems in French-speaking countries. An appropriate preparation for study in France. This course enriches earlier studies in French language and literature. Prerequisite: 300-level course or permission of instructor.

Take FRE-301 FRE-307 FRE-310 FRE-315 or FRE-344;

**FRE-400  Independent Study**

**FYE-101  First Year Experience**

**HMN-201  Food, Culture & Nutrition**
Students will study the evolution of attitudes and behaviors concerning nutrition and eating behaviors within a particular culture incorporating historical and geographic shaping of that culture. Students will undertake a nutritional evaluation of the diet particular to a culture highlighting how nutritional need are met. The laboratory component allows students to demonstrate/experience different foods prepared and served as practiced by the cultural group(s) being studied.

**HSC-301  Pharmacology**
The focus of this course to enhance students' critical thinking abilities within a pharmacological framework. Students explore the pharmacokinetics and pharmacodynamics properties of common drug classifications and their prototypes (subtypes as indicated) within a physiological and pathophysiological base. References to chemistry and microbiology are made for specific classifications. Theory and trends relevant to socioeconomic concerns cultural diversity legal issues and physiological age related changes are integrated within the pharmacological principals. Prerequisite: A semester of physiology.

Take BIO-117 BIO-201 BIO-202 BIO-304 or BIO-306;

**HST-101  The Emerging World I**
This course introduces students to the traditional and modern cultures of Asia the Middle East and North Africa and to the forms of their development with a variety of social and natural geographies. The fall term emphasizes the comparative study of East Asia. The spring term concentrates on India the Middle East North Africa and Southeast Asia.

**HST-102  The Emerging World II**
This course introduces students to the traditional and modern cultures of Asia the Middle East and North Africa and to the forms of their development with a variety of social and natural geographies. The fall term emphasizes the comparative study of East Asia. The spring term concentrates on India the Middle East North Africa and Southeast Asia.
HST-104 African History II
An introduction to African civilization this course surveys the social and geographic development of African societies from third earliest origins through the contemporary period. HST 103 emphasizes early civilizations Islamization and the European conquest while HST 104 covers colonization through the effort to build independent modern states.

HST-105 History of the United States I
Survey of political and social history as it unfolded within the diverse geography of the United States from colonization to the Civil War.

HST-106 History of the U.S. II
Survey of political and social history as it unfolded within the diverse geography of the United States from Reconstruction to the present.

HST-109 History of Western Civ I
This is the first semester of a one-year course in the history of Western Civilization. The first term will emphasize Classical Greek and Roman Civilization and the development of Medieval Europe through the drama of the Renaissance and Reformation. Emphases will be placed on political intellectual and religious developments during eras and on the experiences of the lower classes women and minorities all within the context of the natural and social geography of the area.

HST-110 History of Western Civ II
A continuation of Western Civilization I this course surveys the rise of Western Europe since the 17th century. Principal topics covered include the French Russian and other great revolutions; the rise of democracy communism and fascism; and the origins and impacts of the World Wars during the 20th century. The relationship between geographic space and historical process will be emphasized. HST 109 is not a prerequisite.

HST-200 Independent Study
A continuation of Western Civilization I this course surveys the rise of Western Europe since the 17th century. Principal topics covered include the French Russian and other great revolutions; the rise of democracy communism and fascism; and the origins and impacts of the World Wars during the 20th century. The relationship between geographic space and historical process will be emphasized. HST 109 is not a prerequisite.

HST-209 20th Century World
Rather than emphasizes a particular geographic region i.e. the Americas Asia or Africa this course concentrates on the common experiences of the 20th century global community. Major themes of the course are the impact of decolonization in the Third World emergence of modern urban industrial society and the power of such isms as nationalism and communism in forming the 20th century world.

HST-232 Oral Hist: Voices of the Past
This course will give students an opportunity to learn history directly from voices of the past while studying the theory methodology and techniques of oral history. Fieldwork will be central to the course: students will conduct and evaluate an oral history interview with a person of their choice.

HST-233 History of Modern China
(Also POL 233)An intensive study of the rise of modern China since the Opium Wars of the 1840s this course emphasizes the decline of the Qing Dynasty and the pressures of Western imperialism. A considerable portion of the course deals with the rise of the Chinese Nationalists and Communists and developments since the founding of the People's Republic of China in 1949. The geographic context will be examined.

HST-245 African/American Hist & Pol
(Also POL 245) A study of the African-American people from African origins to the present. African cultural heritage the Atlantic slave trade resistance to slavery and its conditions reconstruction and segregation urban migration and the post-slavery freedom struggle are studied. Emphasis is placed on the development of Africa American culture through social struggle and the impact on US political institutions.

HST-250 Methods, Media and The Public
This course examines the basic principles of historical methodology the use of newer technologies in historical work and the many ways in which history is presented to the general public. The emphasis will be on understanding and critiquing the role of communications and informational technology - from the museum emplacements to the web to radio to film - in public history. Additionally student in the course will have the opportunity to create their own historical presentations by means of audio video and/or computer-based technology.

HST-300 Independent Study
HST-305  Women in Developing Countries
(Also WST 305) This course studies women in developing societies - societies experiencing social political and economic change - from a multidisciplinary perspective. It highlights the role and effects of cultural imperatives, historical transformations, and geographical conditions on the experiences of women. The contribution of women to the growth and development of their cultures as well as to their own changing roles and status is stressed.

HST-306  Women's Sex & Global Change
(Also WST 306) A multidisciplinary historical course that investigates how changes in global history since early times have been affecting women's sexuality in different societies and regions of the world. It addresses the roles of imperial expansion and religion, industrialization, wars, colonization, structural adjustment programs, global corporate power, and political transitions in women's sexual history. The focus of the course is on how these historical experiences create the social, economic, and political human conditions that shape women's sexuality in a global context.

HST-323  Women, Children & War
(Also Pol/Wst 323) This is a cross-cultural global historical course studying women and children as participants and victims of war. Using comparative case studies, the course examines women in leadership and supportive roles and children as soldiers and military aids. It will investigate how historical conditions, class, religion, and ethnicity interact to determine roles and status of women and children as actors and victims. It will include a focus on women as battle queens and children as heroic defenders of their societies.

HST-327  Internship in History
This course provides history students with the opportunity to participate in historically oriented work at museums, historical societies, historical monuments, media, and journalistic related organizations, research institutes, and many other locations. This experience provides an opportunity to learn about applied historical work by doing it in many different possible venues. Prerequisites: Sophomore standing with six or more credit hours of history or permission of the instructor.

HST-329  The Sixties in the U.S.
This course examines the history of the 1960s in the United States a period that actually lasted from about 1955 to 1975. The course focuses on two key aspects of this period. It addresses the social movements that arose and proliferated from the civil rights movement to the student movement, the anti-Vietnam War movement, the women's movement, the gay and lesbian liberation movement, and the movements of oppressed ethnic groups. And it explores the artistic and cultural transformations of these years especially in the form of popular music - that is rock and roll in all its forms and genres. Throughout the course the varying interrelationships between social struggle and popular culture will be studied.

HST-336  American Foreign Policy
War and peace, starvation and guerrilla warfare, terrorism, and American intervention abroad. The role of the United States and its responses and initiatives in foreign affairs since World War II are examined and debated. Consideration includes such issues as diplomacy, national defense, economic aid, and cultural exchange.

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

HST-400  Independent Study
HST-401  Seminar
The course begins with an examination of the theories and practices of historical research and writings from the beginnings to the present. Emphasis is placed on Western historians and trends but some attention may be given to non-Western ideas and personalities. This part culminates with a brief paper describing and evaluating the historiography of a particular subject. The balance of the course involves researching and writing a substantial paper under the supervision of a member of the department. HST 401 is required of history elementary education/history and secondary education/history majors and history minors. It is designed to provide students with a common experience at the conclusion of their undergraduate studies and should be taken during the final semester of the senior year. Required of history majors.

HW-215  Health/Wellness Across Lifespan
What defines personal health and wellness? This course will explore the multi-faceted components of health and wellness: physical, intellectual, spiritual, social, emotional, and occupational; and examine how each contributes to the development and maintenance of a healthy lifestyle. Students will examine their current lifestyle choices and assess the impact both present and future these choices have on their health and wellness. Current health issues affecting today's society and educational programs promoting health and wellness will also be included.

ITD-248  Special Topics in Itd
LBR-110  Information Literacy
This course will introduce students to the organization of information concepts underlying the research process and the changing nature of information resources. It will enable students to formulate and clearly define a research topic and plan a search strategy. Students will leave the course with the skills required to locate information utilizing online research databases the Internet online catalogs print sources and reference tools. Students will be encouraged to become better critical thinkers as they analyze and evaluate the information and materials they gather. Skills acquired in this class will form the foundation for doing research in classes at Sage and will support inquiry for life-long learning.

**MAT-109 Contemporary Mathematics**

Designed for the liberal arts major this basic entry-level course emphasizes contemporary applications of mathematics. Students will learn significant mathematical concepts in the areas of management science statistics social choice size and growth and computer science and discover real-world examples of the concepts presented. Prerequisite: MAT 105 or MAT 112 recommended.

**MAT-111 Math for Teaching & Learning I**

This course provides a mathematics treatment of the fundamental concepts of problem solving reasoning arithmetic numeration systems number theory and developmentally appropriate strategies and activities as they relate to the elementary mathematics curriculum. This course is limited to childhood/middle education majors.

**MAT-121 Math Fr Teaching & Learning II**

This course provides a mathematics treatment of the fundamental concepts of problem solving reasoning arithmetic numeration systems number theory and developmentally appropriate strategies and activities as they relate to the elementary mathematics curriculum. This course is limited to childhood/middle education majors. Prerequisite: MAT 111

Take MAT-111;

**MAT-201 Calculus I**

After a review of analytic geometry and algebraic functions the concept of a limit is introduced leading to a study of continuity and differentiation. applications of the derivative in optimization and rates of change for algebraic exponential and logarithmic functions will be followed by an introduction to integration and simple applications. Technology will be integrated throughout this course. Suggested preparations: Four years of high school college preparatory mathematics or MAT 113.

**MAT-202 Calculus II**

Among the topics are the calculus of the trigonometric functions polar coordinates polar calculus applications of the definite integral methods of integration indeterminate limit forms convergent sequences and infinite series. Included will be an introduction to partial differentiation and multiple integration. Technology will be integrated throughout this course. Prerequisite: Math 201 or equivalent

Take MAT-201;

**MAT-203 Multivariate Calculus III**

The theories of the calculus of vector functions partial differentiation multiple integration and advanced infinite series are covered in this course. Technology will be integrated throughout this course. Prerequisite: Math 202 or the equivalent.

Take MAT-202;

**MAT-206 Linear Algebra**

Matrix algebra matrix solution of systems of linear equations determinants linear transformations characteristic vectors and linear programming are among the topics discussed. A wide variety of applications in other fields such as economics and the natural sciences may be included. Technology will be integrated throughout this course. Prerequisite: Math 201

Take MAT-201;

**MAT-208 Differential Equations**

Solutions of first and second-order differential equations with constant coefficients are discussed along with additional methods taken from power series systems of equations and solution of elementary partial differential equations. Applications from chemistry biology physics and economics are presented. Technology will be integrated throughout this course. Prerequisite: Math 202

Take MAT-202;

**MAT-220 Applied Statistics I**

An intuitive approach to the meaning of statistics as an interpretive tool this course covers techniques of exploratory data analysis probability distributions normal distributions statistical inference hypothesis testing linear regression and correlation analysis of enumerative data and an introduction to analysis of variance. Integrated into these topics will be an introduction to the use of computers. Not open to students who have completed any college-level statistics course. Suggested preparation: A beginning algebra course~

**MAT-304 Mathematical Statistics**

This course covers sampling techniques decision theory estimation hypothesis testing regression and correlation analysis of
variance linear models nonparametric statistics and design of experiments (time permitting). Prerequisite: MATH 303 ~

Take MAT-303;

**MAT-308 Intro to Modern Geometry**
Axiomatic foundations of Euclidean and other geometries introduction to non-Euclidean geometries and their models and transformations and other approaches to plane geometry will be studied. Suggested preparation: One college level math course Prerequisite: MAT 111 MAT 201~

**MAT-330 Intro to Mathematic Modeling**
This course is designed to give the student an introduction to the principles and practice of mathematical modeling. Emphasis will be placed on the entire problem-solving process which includes: problem identification; model selection or design; model implementation and verification; model revision. Possible techniques include: linear systems of equations difference equations differential equations matrix algebra linear programming dynamic programming Markov processes. Throughout students will be led to understand the scope and limitations of such models. Prerequisite: MAT 202~

Take MAT-202;

**MAT-405 Seminar**
Students are expected to explore an advanced topic in mathematics and to prepare and present an individual paper/research report to the class. Topics vary from year to year. Prerequisite: Senior mathematics major.~

**MAT-408 Real Analysis**
This course examines the real line including its elementary topology sequences and convergence limits continuity and uniform continuity theory of integration and infinite series. Prerequisite: MAT 203 209~

Take MAT-202;

**MAT-411 Intro to Abstract Algebra**
Introduction to set theory logic and theory of numbers is followed by elementary group and ring theory with applications to polynomials and solution of polynomial equations. Prerequisite: MAT 209~

Take MAT-202;

**MUS-111 Basic Musicianship I**
This course examines the structure and theory of music. The acquisition of introductory skills in music reading sight singing and aural perception from an important part of this course. Detailed consideration is given to diatonic harmony elementary formal structures melodic analysis and part-writing.

**MUS-112 Musicianship II**
This course has the same basic format as Basic Musicianship I with more emphasis on advanced skill acquisition in harmony theoretical practices; ear training as utilized in the common practice period. Detailed consideration will focus on representative works of the music era. Prerequisite: MUS 111

Take MUS-111;

**MUS-216 Vocal Technique/Conducting**
The study of voice through choral conducting. Basic tone production and good vocal hygiene are stressed in breath support tone placement and diction exercises. Emphasis placed on conducting skills score preparation and rehearsal techniques.

**MUS-217 American Musical Theatre**
A survey of the American Musical from its Operetta beginnings to the late 20th Century. Detailed consideration is given to American composers and lyricists. Important stage works will be studied/viewed on a regular basis.

**MUS-231 Guitar**
A course that teaches basic folk guitar technique. Guitar strumming picking note reading as well as first position chords will be covered. Basic rote song methods will be utilized in class preparation exercises.

**MUS-248 Topic:**

**MUS-300 Independent Study**
to be arranged with faculty

**MUS-315 Applied Music: Instrumental**
Private lessons for orchestral instruments are available for a course fee. The fee covers 12 lessons 55 minutes each. Contact the creative and performing arts department for scheduling details.

**MUS-316 Women's Chorus**
This study and preparation for performances of choral music represents all periods of choral composition. (May be taken twice total 3 credits] for application to general education requirements.)

**MUS-318 Applied Music: Piano**
Private piano lessons are available for a course fee. The fee covers 12 lessons 50 minutes each. Contact the Creative and Performing Arts Department for scheduling details (244-4502) or museum@sage.edu.

**MUS-319 Applied Music: Voice**
Private voice lessons are available for a course fee. The fee covers 12 lessons 50 minutes each. Contact the Creative and Performing Arts Department for scheduling details (244-4502) or museum@sage.edu.

**MUS-405 Senior Project**
Students design and execute a Senior Recital under the supervision of the music advisor. Required for a CAT major with a concentration in music.

**MUS-410 Honors Project**
Seniors who satisfy college and departmental standards may be invited to undertake an Honors project in place of a senior project. The expectation is that these projects are qualitatively superior to the senior project.

**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-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-201 Theoretical Basis of Nursing**
The focus of this course is to assist students in developing an understanding of the roles of professional nurse within the current social economic psychological political and philosophical climate. The student identifies the autonomous and collaborative components of nursing practice within the health care delivery system. Concepts which contribute to professional development such as critical thinking communication accountability ethics and legalities are explored. Students trace the historical evolution of the profession from its early beginning to current theories of nursing and identify the value of research to the future of nursing and health care. Offered fall and spring. (Theory 50 Hrs.)

**NSG-207 Hlth Assessment & Pro. Strat.**
Focus of this course is on the development of assessment and critical thinking skills needed by the nurse in data collection including communication and interviewing nursing history vital signs interpretation of routine laboratory data and the physical examination. Opportunities are provided for skill development in communicating effectively and in a caring manner while collecting and recording subjective and objective data identifying factors that present health risks or actual overt alteration in functional patterns and health status developing outcome and interventions related to the helping and teaching domains of practice and documenting all aspects of the nursing process. Pre/Co-requisites: NSG 201 BIO 117. Offered in fall and spring. (Theory: 38 hrs. College Lab: 25 hrs.).

**NSG-212 Nursing Interventions I**
This course focuses on interventions related to the alleviation of basic health problems in the client experiencing alterations in functional health patterns. In simulated and actual clinical setting the student practices in a professional role while utilizing critical thinking skills in an environment that values the concept of caring. The focus on implementation of care reflects cultural age-related and advocacy needs of the client using the application of Benner's domains of practice. Pre/Co-requisites: NSG 201 207 and BIO 117. Offered fall only. (Theory: 25 hrs. Clinical: 80 hrs.)
NSG-323  Nursing Interventions II
The purpose is to identify clarify and conceptualize pathological changes in major health problems which provides a theoretical base for the nurse in the domains of practice. The concept of caring is reflected in the seeking of knowledge regarding pathophysiology and nursing interventions. Using a case study approach students have an opportunity to demonstrate critical thinking skills in applying pathophysiological and nursing principles. Students integrate theory into the care of the acutely ill client in practice settings. Prerequisite: NSG 201 207 212. Offered spring only. (Theory 50 hrs. Clinical 80 hrs.). minimum GPA 2.5~
Take NSG-201 NSG-207 NSG-212; Minimum GPA 2.5;

NSG-324  Nursing Interventions III
This course is designed to prepare the student in caring for clients requiring complex nursing interventions. The theoretical preparation including the concept of caring provides a framework by which analysis of clinical situations promotes understanding of the complex interactive factors affecting the health of the client system. In the clinical laboratory the student utilizes clinical judgment in the care of the client with complex problems in a variety of settings. Students develop and expand their skills and clinical judgment in selected domains of practice. Prerequisite: NSG 212 and prior nursing courses NSG 323 Offered fall and spring. (Theory 25 hrs. Clinical 80 hrs.). Minimum GPA 2.5~
Take NSG-323; Minimum GPA 2.5;

NSG-325  Family Community Hlth Nsg. I
This course assists students in examining factors that promote health or act as barriers to health across the life span. Students will explore multidimensional factors including culture religion and economics that influence health behaviors. Clinical experiences in a variety of community settings will provide students with knowledge to develop and implement specific health promotion strategies using a dynamic interdisciplinary approach. Application of learning theory will be applied to groups in the community. Prerequisite: NSG- 212 (Theory 25 hrs. Clinical 40 hrs.) Minimum GPA 2.5~
Take NSG-212; Minimum GPA 2.5;

NSG-326  Psychiatric Mental Hlth Nsg.
This course is designed to refine students' communication skills and therapeutic use of self for application with clients who are experiencing behavioral difficulties in living. Theory and practice in psychiatric-mental health nursing is directed toward the development of skill and comfort in intervening with these clients. Theory consists of content related to emotional/mental disorders with the expectation that the student applies this knowledge in the practicum. The course examines clients across the life span with emphasis on the adult and from various socio/cultural backgrounds. Primary focus is on the nurse/client individual relationship. Students collaborate with other health care providers and accountability and clinical judgment are emphasized. Prerequisites: Sophomore nursing sequence NSG 212 PSY 101 PSY 202. Offered fall and spring. (Theory 25 hrs. Clinical 80 hrs.). Minimum GPA 2.5~
# Take NSG-325; # Take PSY-202 PSY-203 or PSY-204; Minimum GPA 2.5;

NSG-327  Family Comm. Health Nsg. II
This course examines the nursing role in the maintenance and restoration of the family during the childbearing and child rearing phases of family development. Students are encouraged to explore interactions which contribute to the family's functioning and interaction with the community. Caring is the overriding construct which directs interventions identified in the domains of helping teaching and diagnostic-monitoring of therapeutic regimes. Prerequisite: NSG 323 325 PSY 101 Developmental Pcych Nutrition. Offered fall and spring. (Theory 50 hours Clinical 80 hrs.).~
# Take NSG-323 NSG-325 PSY-101 SCI-120; # Take PSY-202 PSY-203 or PSY-204; Minimum GPA 2.5;

NSG-405  Leadership/Management in Nsg.
The baccalaureate graduate as a professional practitioner assumes responsibility for planning delegating supervising and evaluating nursing care given by other staff in health care agencies. The nature of organizations the behavior of individuals and groups in the organization patterns of delivering care in various health care settings and the evaluations of services are explored. A major focus is developing clinical judgment in the domains of monitoring and ensuring quality of health care practice and organizational work role competencies. Prerequisite: Senior status or permission of the instructor. Offered fall and spring. (Theory 25 hrs. senior class.).~
Take 87 credits;

NSG-406  Critical Care Nsg Intervention
This theoretical course focuses on clients with a life-threatening condition with multi-system needs who are experiencing rapid physiological changes and their sequel. Caring within the context of advanced technological settings is emphasized. Prerequisite:NSG-324 Senior status or permission of instructor. Offered fall and spring. (Theory: 26 hrs.).~
Take NSG-324;

NSG-407  Health Promotion
This course assist students to examine factors that promote heath or act as barriers to health including cultural religious and economic variables to high risk populations. Theories of group teaching and learning will be applied. Students will develop strategies for their own personal health. Clinical experience in a variety of community agencies will allow students to
develop and implement specific health promotion strategies. Prerequisites: NSG 312 OR NSG 408 senior status. Offered Spring only. (Theory 13.5 hrs. Clinical 40 hrs.)

Take NSG-312 or NSG-408;

**NSG-408**  
**Family Community Hlth Nsg III**  
The epidemiological prevention process community theory and family theory provide the basis for nursing care in the community. The course emphasized application of this knowledge base to improve the health of the community through planning and effective use of the health care resources. Emphasis will be place on achieving positive outcomes of nursing management for individuals families and specific population groups through dynamic interdisciplinary practice. Prerequisites: NSG 323 325 NSG 346 for RN students) Offered fall and spring. (Theory 50 hrs. Clinical 80 hrs.)

Take NSG-325;

**NSG-409**  
**Prof. Role:Challenges & Issues**  
The development of the baccalaureate nurse's commitment to and leadership in the profession of nursing is the emphasis of this course. Emphasis is on professional responsibility for helping to shape the future of health care for advancing human caring as a public agenda and for influencing developments within the profession. In seminar discussion students investigate and analyze the impact of specific professional ethical political social legal and economic issues in nursing and health care. Prerequisite: Senior status or permission of the instructor. Offered fall and spring (Theory 25 hrs.).

Take NSG-346 NSG-408;

**NSG-414**  
**Transition to Pro Practice I**  
RN Only. This course is designed to integrate the caring concept of nurse environment person and health as they apply to the domains of nursing practice across a variety of health care settings. Students will examine the clients' total experience of the health care system and its complexities. Complex dimension of the domains of practice will be analyzed with implications or the graduate's leadership roles. Students will synthesize knowledge of nursing theory and research and previous practice in managing the care of clients in complex situations. Prerequisites: NSG 341 NSG 350 NSG 346 NSG 408 and completion of prior nursing program. Offered in the spring. (Theory 25 hrs. Clinical 80 hrs.).

Take NSG-346 NSG-408;

**NSG-421**  
**Transitions to Prof Practice**  
This capstone course is designed to help the student synthesize the concepts of nurse environment person health and caring as they apply to the domains of nursing practice in various health care settings. Students will examine the client's total experience of the health care system and its complexities to support culturally sensitive care within a diverse environment. Complex dimensions of the domains of practice will be analyzed with implications for the graduate nurse leadership roles. By synthesizing knowledge of nursing theory/research and previous practice students will make the initial transition to professional practice models. Prerequisite: All required clinical nursing and support courses in basic baccalaureate program. Offered fall and spring. (Theory: 12.5 hrs [6 seminars 2 hr seminar] Clinical: 240 hrs.)

Take NSG-201 NSG-207 NSG-213 NSG-323 NSG-324 NSG-325 NSG-326 NSG-327 NSG-408;

**NTR-209**  
**Servsafe Ess: Serv Food Safely**  
In this course students will gain knowledge from the industry standards in food safety training on all aspects of handling food from receiving and storing to preparing and serving.

**NTR-211**  
**Introduction to Food Science**  
The basic chemical physical and biological principles of food production are examined with the objective of maintenance of optimal nutritional and aesthetic qualities. Laboratory and lecture. Prerequisites: Food Service Safety Certification.

**NTR-300**  
**Independent Study**  
to be arranged with faculty

**NTR-311**  
**Advanced Nutrition**  
The functions of the six categories of nutrients in the human organism for normal nutrition are explored. Emphasis is placed on interactions and interrelationships of the nutrients at the organism and cellular levels. The rationale for dietary goals and determination of human nutrient needs are explained. Adult nutritional needs/problems will be discussed. Prerequisites: CHM 220 highly recommended.

**NTR-313**  
**Food Service Systems Mgt**  
This course applies the managerial processes to the functions and operations of a food service system and provides an analysis of food service systems as unified complex organizations (menu planning purchasing facilities and finance). Students will analyze personnel policy in food service systems with varying organizational structures and objectives. Prerequisite: Food Service Safety Certification; NTR 211 recommended.

**NTR-314**  
**Quantity Food Production**  
This is a practical study of the preparation and management techniques required in large-scale feeding operations. Students will apply theories to planning preparation and execution in actual quantity food production situations including menu planning. Prerequisites: NTR 211 and NTR 313 are highly recommended.
NTR-348 Selected Topics in Nutrition

NTR-402 Advanced Food Science
This course analyzes the chemical and physical changes in food components during production processing and preservation using instrumental and qualitative techniques. Methodological and statistical issues in food science research are discussed. Current research pertinent to food science is examined. Prerequisites: Food Service Safety Certification; CHM 104 NTR 211 and Statistics highly recommended.

NTR-404 Medical Nutrition Therapy
This course is designed to apply the principles and theories of both normal and aberrant metabolism to the practice of diet therapy. Research and reference resources relating to the practice of medical nutrition therapy are explored. Maternal infant and child nutritional needs are also included in the course. A community nutrition project is required. Prerequisites: Knowledge of physiology highly recommended.

NTR-417 Nutrition & Human Disease
This course examines the etiology and current medical management of diseases where diet modifications are prescribed in the treatment of the patient. An examination of the nutritional concerns of the elderly is included in this course. A community nutrition education project is required. Prerequisites: NTR 311. Knowledge of physiology highly recommended.

Take NTR-311;

NTR-448 Special Topics in Nutrition
This course will examine current significant topics in the study of nutrition science and dietetics practice. Topics may include third party reimbursement issues ethics in practice food/nutrition legislation and alternative health care practices. The curriculum will vary with the currency of topics. Prerequisites: Senior year or permission of instructor.

PHI-105 Phil of Rel:Faith,Atheism&Doub
This study of the logic and structure of religious belief includes arguments for and against the existence of God and the problems of human suffering in a world allegedly governed by a benevolent being. Also included are issues concerning the nature of faith in relation to reason the attributes of the divine being in Eastern and Western religion the question of immortality religious language the relation between God and moral codes the mystical tradition and the interpretation of the Bible.

PHI-107 Religions of the World
This course evaluates systems of belief of the major religions in the world today. Included are the Hindu and Buddhist faiths of India and Asia Islam in the Arab world and the Judeo- Christian traditions. Ancient Greek and Roman cities will be discussed and distinctions between mythology and religion will be noted. Also included will be the features of primitive worship such as magic animism totemism manna and taboo. Comparisons will be drawn between the various forms of belief and a central question considered will be how to judge a religion's validity.

PHI-216 Contemporary Ethical Problems
This course is concerned with the application of ethical theories concepts and distinctions to such contemporary issues as abortion and contraception sexual morality the euthanasia issue punishment and the death penalty racism and sexism terrorist and the just war.

PHY-101 General Physics I
This non-calculus introductory physics course is normally taken by sophomores and includes topics in classical mechanics (force and torque acceleration momentum linear and rotational kinematics and dynamics work and energy) elastic properties of solids properties of fluids and heat and thermodynamics. Emphasis is on applications in the sciences particularly of interest to biology nursing and physical therapy majors. A one credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts.

PHY-102 General Physics II
A continuation of PHY 101 including topics in electricity and magnetism sound and light. Emphasis is on applications in the life sciences particularly of interest to biology nursing and physical therapy majors. A 1-credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts. Prerequisite: PHY 101

Take PHY-101;

PHY-107 Physics I
This calculus-based general physics course is designed for majors in mathematics chemistry biochemistry or biology including pre-engineering and pre-medical students. Topics include linear and rotational kinematics and dynamics work and energy linear and angular momentum oscillatory motion fluid static and dynamics sound and thermodynamics. A 1-credit laboratory accompanies the lecture and provides students with applications of the lecture concepts. Prerequisite:
MAT 201
Take MAT-201;

**PHY-108 Physics II**
A continuation of PHY 107. Topics include electricity and magnetism, optics, and some atomic and nuclear physics. A one-credit laboratory accompanies the lecture and provides students with the opportunity to experiment with applications of the lecture concepts. Prerequisite: PHY 107 MAT 202

Take PHY-107 MAT-202;

**POL-101 US Govt: Citizens, Politics & Institutional**
An introduction to national politics and government in the U.S. system. Students monitor current issues and study how the U.S. Constitution, citizens, media, interest groups affect those issues and the functioning of the national government, including the Congress, the presidency, and the courts. Recommended as a first course for majors.

**POL-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 policies 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. Prerequisite: POL 101

**POL-219 Law & Legal Process**
(Also CRJ 219/SOC 219) In this course, students will learn about the U.S. legal system including the civil, criminal, and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations.

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

**POL-229 Civil Rights and Civil Liberties**
A course examining the history and policies of protection of the individual from governmental intrusions. Freedom of expression rights, privacy rights, rights of the defendant, and issues of equal rights are all considered.

**POL-248 Public Policy: Selected Topics**
An in-depth investigation of a specific area of governmental policy. Topics include the environment, social welfare, women’s rights, and alcohol and other drug policies. Prerequisite: POL 218

**POL-300 Independent Study**
To be arranged with faculty.

**POL-307 Internship in Law, Govt & Pol**
Internships may be taken in local, state, national, and international government and political institutions. Possible placements include the New York State Legislature and the U.S. Congress. Emphasis is placed on the student’s individual needs and interests. The experience provides an opportunity to learn by participation in the political process. Prerequisites: Students with junior standing and six or more hours of political science courses or permission of instructor. 54 credits

Take 54 credits;

**POL-319 Women and the Law**
(Also CRJ 319/SOC 319/WST 319) The relationship of women to the law is explored from many vantage points including: how law has been used to limit/expand women’s place in society; the differential enforcement of law by sex; and women’s role in the legal system. Prerequisite: SOC 101 or CRJ 111

**POL-334 American Political Thought**
Susan B. Anthony and Elizabeth Cady Stanton modeled the Declaration of Sentiments exactly on Thomas Jefferson’s famous Declaration of 1776. Why? What are the main currents and crosscurrents of political thought in America? How have ideas like freedom and equality been used and misused in American politics? How have these ideas shaped the actions of statesmen like Jefferson and Madison? Abolitionists like Frederick Douglas? Feminists like Anthony and Stanton? Presidents like Lincoln and Wilson? Recent thinkers like Martin Luther King Jr. and Malcolm X? Students answer these questions by reading and interpreting the writings and speeches of these and other famous thinkers. Prerequisite: POL 101
POL-336 American Foreign Policy
War and peace starvation and guerrilla warfare terrorism and American intervention abroad. The role of the United States in its responses and initiatives in foreign affairs since World War II are examined and debated. Consideration includes such issues as diplomacy national defense economic aid and cultural exchange.

POL-401 Practicum & Research Seminar I
Required of all political science majors this course enables students to bring together and apply knowledge and research skill acquired in earlier courses. In consultation with their project advisor students will select design research and write senior thesis step-by-step. Students practice what they have earned and learn what they need to do political and policy research. Prerequisites: Senior status political science or related major.

Take 54 credits;

PSY-101 Introduction to Psychology
This course introduces the scientific study of behavior and cognitive processes. The topics include the biological and social bases of behavior motivation emotion learning cognition perception personality and psychotherapy. Students are introduced to the origins of psychology and the bases of psychological reasoning. Students are expected to be familiar with the basic principles in the major areas of the field as well as psychological methods of investigation upon completion of the course. The course may be waived by the department chair if an equivalent two-semester high school course was taken with an earned grade of ~B~ or better. This course is a prerequisite for all psychology courses except PSY 207.

PSY-202 Human Development
This course provides a study of the period of development from conception through adolescence (age 18) covering the physical emotional social intellectual and moral phases of child growth. Students who take this course cannot receive credit for PSY 203 or PSY 204. Prerequisite: PSY 101

Take PSY-101;

PSY-203 Childhood and Adolescence
This course provides a study of the period of development from conception through adolescence (age 18) covering the physical emotional social intellectual and moral phases of child growth. Students who take this course cannot receive credit for PSY 202. Prerequisite: PSY 101.

Take PSY-101;

PSY-204 Adolescence, Adulthood & Aging
This course examines psychological development from adolescence (age 18) to old age. Perceptual cognitive learning and motivational processes are studied in relation to the physical changes that individuals experience and the social worlds they inhabit from adolescence to adulthood. Personality morality sex role intelligence intimacy and careers are some of the topics considered within a developmental perspective. Students who take this course cannot receive credit for PSY 202. 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-215 Biopsychology
This course focuses on an investigation of the physiological comparative ecological and evolutionary aspects of behavior. Topics include basic neuroanatomy and neurophysiology behavioral genetics perception and awareness sensorimotor integration motivational circuitry reward systems emotion and stress and the biopsychology of psychiatric disorders. Emphasis is placed on evaluating research and students will learn to ask and answer questions regarding human behavior in the context of all life. Prerequisite: PSY 101.

Take PSY-101;

PSY-237 Princ & Appl of Language
This course introduces basic precepts of linguistics and psycholinguistics and investigates their application to the areas of language acquisition dialects language change literature sex difference in language use and animal language. PSY 101
ENG 101
Take ENG-101 PSY-101;

**PSY-300 Independent Study**
To be arranged with faculty
Take PSY-101;

**PSY-301 Social Psychology**
This course provides a study of human interaction in society and its psychological basis. Some of the major topics covered include aggression altruism attitudes attraction conformity group dynamics perception of self and others prejudice social roles and social power. Prerequisite: PSY 101 or SOC 101/SCL 101
Take PSY-101 or SOC-101;

**PSY-304 Counseling: Theory & Practice**
This course covers the major theories and techniques of counseling. The role of counselor the needs and problems of the client and the assessment of the counseling situation will be investigated. Multicultural counseling approaches will be included. Prerequisite: PSY 101
Take PSY-101;

**PSY-308 Abnormal Psychology**
This is a study of psychopathology including stress and anxiety disorders psychoses and personality disorders and an evaluation of methods of treating such forms of psychological disorders. Prerequisite: PSY 202 or 203 or 204
Take PSY-202 PSY-203 or PSY-204;

**PSY-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-313 Learning**
A survey is provided in this course of the major theories of learning. Particular consideration will be given to human verbal learning thinking cognitive processing behavior modification and the technology of learning. Prerequisite: PSY 101 or EDU 206 or PSY 206
Take PSY-101 EDU-206 or PSY-206;

**PSY-317 Motivation**
In this course an investigation of the biological psychological and social components of motivation and emotion in both classical and contemporary theories is undertaken. An attempt is made to understand why behavior occurs at all and why one behavior is selected over another.
Take PSY-101;

**PSY-321 Psychology of Women**
This courses examines the theoretical and empirical literature on the psychology of women. Topics include: the social construction of gender; a closer look at gender differences; growing up female; communication styles; women and work; women and intimate relationships. Prerequisite: take PSY 202 or PSY 203 or PSY 204
Take PSY-202 PSY-203 or PSY-204;

**PSY-324 Group Counseling**
An examination of major theories of counseling as applied to group counseling is undertaken in this course. A special emphasis is given to an examination of group process and the stages of group development from formation to termination and follow-up. Some basic issues in group membership and leadership and an overview of professional and ethical issues will be presented. 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-333  Experimental Psychology
This course provides a study of research methods used to obtain information about human behavior and cognition. Laboratory experience includes the development of skills in designing performing and reporting of original research projects. Prerequisite: PSY 101 207~
Take PSY-101 PSY-207;

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-375  Prosem:Personal Pathways-Psyc
This course will be an experientially based learning opportunity which may include a combination of job shadowing internship externship community service project off campus learning opportunity or other self directed learning experience designed with individual advisement. This course meets the LIFE general education requirement. Prerequisites: Psychology major with Junior/Senior standingS (take 69 credits).
Take 69 credits;

PSY-403  Seminar
Training is provided in the techniques of research through a detailed study of a specific psychological topic. A major paper is required of each student demonstrating the ability to evaluate and synthesize psychological material. Prerequisite: 87 credits psy 375 333~

PSY-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 the supervision of a psychologist in a mental health facility observing and participating in testing and diagnosis case conferences therapy and other related activities.

PSY-409  History & Systems of Psych
This is a study of the historical background of the field of psychology with emphasis on how current systems have evolved from earlier schools of thought. The impact of early psychological schools on current trends in the psychology is discussed. Prerequisite: PSY 101 and 54 credits~
# Take 54 credits; # Take PSY-101;

PSY-410  Honors Research
In this course a student prepares a research proposal on some topic of interest in the field of psychology. The proposal includes a statement of the research question a review of relevant literature and the method of collecting data. Prerequisite: PSY 333 and 87 credits~
# Take 87 credits; # Take PSY-333;

PSY-411  Honors Project
Students from PSY 410 may elect this course to complete the research project. This entails collecting the data data analysis and writing up the results and discussion. Program Honors are awarded upon successful completion of the project including an oral presentation. This course substitutes for PSY 403. Prerequisite: PSY 410~
Take PSY-410;

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-104 Earth Science & Astronomy
Intended for the non-scientist this non-mathematical course surveys the chemistry and physical science of the solid earth the atmosphere and space emphasizing the methods used by scientists to introduce and model structure of the environment. The chemistry emphasis includes the structure of the atom the periodic table the chemical elements as building blocks for all matter rocks and minerals photochemical reactions and atmospheric pollution planetary and stellar atmospheres and the use of spectroscopy. The physical science emphasis includes the study of the rock cycle earthquakes and Plate Tectonics; air pressure the water cycle and cloud formation composition and properties of the Solar System and theories about the formation of the Solar System and universe. Accompanying the lectures are four week-long inquiry projects with students working in groups to observe hypothesize and experiment on various phenomena related to the course. Enrollment preference given to Childhood Education majors for whom the course is requirement.

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.

SCI-240 Pathology & Prevention Injurie
This course will explore the pathological response to trauma on different body tissue (i.e. muscle ligament bone nerve brain) incurred with physical activity. Structural disruption and dysfunction occurring in common injuries to the musculoskeletal nervous respiratory and cardiovascular systems will be covered. Human anatomy will be a major component of this course. In addition to the lecture component a one-hour per week lab session with an emphasis on injury prevention is required.

Take BIO-201;

SCI-248 Selected Topics in Science

SCI-310 Exercise Physiology
Physiologic adjustments and adaptations to varying conditions of physical activity are explored. Topics for study include physiological aspects of humans in sports and exercise environmental effects on human performance the role nutrition plays in fitness and activity and application of physiological principles to the training and conditioning process. The course is presented as a systems approach stressing the energy transport system and its interrelationship of structure with function during physical activity in healthy and diseased populations.

SOC-101 Intro to Sociology
Students are introduced to the sociological perspective as a way of analyzing and understanding society and human behavior. Basic areas in sociology are covered including the group context of individual behavior social institutions social inequality and social change.

SOC-111 Crim Justice: Function & Proc
The introductory course in criminal justice. Students are introduced to the administration and objectives of law enforcement the courts corrections probation and parole.

SOC-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.

SOC-208 Race and Ethnic Relations
This course provides an examination of race and ethnic relation in the Americas. Through the use of critical sociological frameworks students will study theories history and research on the social political and economic production of racial and ethnic hierarchies.

SOC-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.

SOC-212 Juvenile Delinquency
This examination of juvenile delinquency in the United States includes the nature of delinquency factors associated with delinquency and the major theoretical perspectives. Characteristic of the juvenile justice system are also explored.

**SOC-213 Class, Power & Privilege**
This course provides students with a foundation for making sense of the production and distribution of class power and privilege in the United States. The course will focus on the institutional and ideological organization of economic hierarchies and social mobility. Students will be introduced to: classical and contemporary theories of class power and mobility; current sociological research in these areas; and the implications of a global economy.

**SOC-219 Law & Legal Process**
In this course students will learn about the US legal system including the civil criminal and juvenile systems. Legal professions will also be discussed. What law is and how laws are created are studied. Students conduct court observations.

**SOC-222 Women & Health: Soc.Perspective**
This course is designed to familiarize students with issues related to women and health from a sociological perspective. Topics covered include but are not limited to pregnancy and childbirth women as consumers and providers of health care women and aging sex differentials in death and illness rates and health issues for cultural and ethnic minority women.

**SOC-265 Sociology of Religion**
The study of religion as a social institution is the focus of this course. Using a comparative approach including some non-Western religions the social aspects of the origin and forms of organization of religion are considered as well as the relationship of religion to other social institutions. Prerequisite: SOC 101

Take SOC-101;

**SOC-301 Social Psychology**
This provides a study of human interaction in society and its psychological basis. Some of the major topics covered include aggression altruism attitudes attraction conformity group dynamics perception of self and others prejudice social roles and social power. Prerequisite: PSY 101

Take PSY-101 or SOC-101;

**SOC-302 Sociology of Education**
The institution of education will be explored using a sociological framework. Topics include social factors leading to educational attainment tracking dropping out and the function of education in society. Differences by sex and minority status will be of special interest. Prerequisite: SOC 101

Take SOC-101;

**SOC-303 Sociological Theory**
This course provides students with an introduction to the theoretical debates organizing the development of sociology in the west. Students will be introduced to those pivotal works which serve as the historical foundation of the discipline selected non-dominant theories and contemporary theoretical debates. Prerequisite: Junior sociology major

# Take 54 credits; # Take SOC-101;

**SOC-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: SOC 101

Take SOC-101;

**SOC-312 The Nature of Crime**
This is an advanced course on crime theory of crime and criminal behavior. Students will empirically explore the measurement of crime crime distribution and crime theory. Reading of primary research required.

Take SOC-101 or CRJ-111;

**SOC-318 Women and Work**
This course addresses women and work. The class will focus on the themes of the socialization of work gender inequality in the workplace occupational sex segregation balancing work and family roles as well as women's experiences in specific occupations. A wide range of issues pertaining to women and work will be examined including sexual harassment hiring and pay discrimination the glass ceiling tokenism job stress work satisfaction and comparisons of work in female-dominated and male-dominated careers. Particular attention will be granted to women and housework particularly the second shift. The course will be sensitive to issues of difference among women in the United States and around the world.

Take SOC-101;

**SOC-319 Women and the Law**
The relationship of women to the law is explored from many vantage points including: how law has been used to
limit expand women's place in society; the differential enforcement of law by sex; and women's role in legal system.

Prerequisites: SOC 101 or CRJ 111

**SOC-339 Eating Disorders**
This course focuses on developing an understanding of the multifaceted nature of eating disorders specifically anorexia nervosa bulimia and compulsive eating. Social cultural personal familial and biological influences will be explored. Treatment of such disorders will be explored from a variety of viewpoints including medical nutritional familial and/or group therapy.

**SOC-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.

**SOC-400 Independent Study**

**SOC-405 Senior Seminar I**
Senior Seminar I is the first of a two-part course which together provide the capstone experience for students majoring in sociology. Senior Seminar I offers each Fall semester and serves to help students to integrate core courses in their majors with substantive courses. It is the overall objective of Senior Seminar I to show how the core courses are related to one another as part of the scientific enterprise through the researching of a topic in your discipline.

# Take 54 credits; # Take SOC-207 or PSY-207; # Take SOC-337 or SOC-350; # Take SOC-303;

**SOC-406 Senior Seminar II**
Senior Seminar II will require students to write a research proposal and conduct the research using a secondary data set. Students will combine empirical analysis with literature review completed in Senior Seminar I.
Take SOC-405;

**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
Take 54 credits;

**SPA-101 Intro to Spanish**
This course introduces the beginning student to listening speaking reading and writing in Spanish. Three hours weekly plus recitation. Note: Students with prior Spanish language study can not be admitted to SPA 101.

**SPA-102 Continuing Intro Spanish**
Students who have completed SPA 101 or who present one semester of college or two years of high school Spanish can benefit from this continuation of the introductory course. The emphasis on the communicative application of the language continues; partners and group work enhance this. The fundamentals of survival Spanish grammar are rounded out and more complex reading and writing skills are developed. Three hours weekly plus recitation. Prerequisites: SPA 101 one semester college or two years high school Spanish. Prerequisite: SPA 101
Take SPA-101;

**SPA-201 Intermediate Spanish I**
Building on the foundation course this intermediate sequence develops increased proficiency in speaking Spanish and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in Spanish reading texts and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions give explanations argue a point and generally strive for effective communication. Supplementary use of computer-aided instruction expands their understanding of life and culture in Spanish-speaking countries. Classes are conducted in Spanish. Three hours weekly plus recitation. Prerequisites: SPA 102 two semesters of college or three years of high school Spanish.
Take SPA-102;

**SPA-202 Intermediate Spanish II**
Building on the foundation course this intermediate sequence develops increased proficiency in speaking Spanish and understanding a more advanced level of the spoken and written language. Study of the grammar fundamentals is completed. Classroom communication in Spanish reading texts and increasingly independent writing provide ample opportunity for applying the grammatical fundamentals. Students learn to express opinions give explanations argue a point and generally strive for effective communication. Supplementary use of computer-aided instruction expands their understanding of life and culture in Spanish-speaking countries. Classes are conducted in Spanish. Three hours weekly plus recitation. Prerequisites: SPA 201 three semesters of college or four years of high school Spanish.
Take SPA-201;

**SPA-211 Adv Intermediate Spanish I**
This course conducted in Spanish consists of reading and discussion of newspapers, magazines, and samples of Hispanic literature. Three hours weekly. Prerequisite: SPA 202 or four years of high school Spanish.

Take SPA-202;

**SPA-225**  
*Puerto Rico: Cult Hist Nutr'l*  
(Also NTR 225) This course consists of two parts. In part one students meet at Russell Sage College for a set number of lectures workshops and a foods lab before the actual field experience and once upon returning from the trip. In part two students will stay in hotels in San Juan and Ponce providing opportunity for exploration and gathering materials for their assignments and their portfolio. By visiting cultural and historical sites they will delve into the historical cultural and geographical influences of the development of the island of Puerto Rico and how they relate to the food choices and nutrition of the inhabitants. Comparisons will be made to the mainland. Spanish language immersion is expected for Spanish majors and minors. Prerequisites: Nutrition literacy as demonstrated by examination completion of NTR 120 or equivalent or completion of pre-course module. Language Prerequisite: For majors completion of SPA 201 or equivalent proficiency. For non-majors no language prerequisites.

Take SPA-201;

**SPA-273**  
*Spanish for Health Professions*  
Students will practice interview and health assessment techniques using Spanish only. As part of the course students will review the fundamentals of human physiology and gross anatomy in the target language. Prerequisites: SPA 201 or a minimum of four years of high school Spanish and permission of the instructor. May be taken concurrently with SPA 202.

Take SPA-201;

**SPA-301**  
*Adv Spanish Conversation*  
This course deals with the production of speech both from the point of view of articulation (intonation production of sounds) and from the point of view of content. Through various sources - recordings, videos, readings - students are made aware of the divergent levels of speech (e.g. familiar, formal, literary and poetic) and are called upon to write and deliver various kinds of speeches and oral presentations. Three hours weekly plus online assignments on Blackboard and the Web. 
Prerequisite: SPA 201 202 211 225

Take 2 courses; From courses SPA-201 SPA-202 SPA-211 SPA-225;

**SPA-304**  
*Applied Spanish Culture*  
This course is an experiment in international living. Students who are accepted by the Modern Languages Program to live in Spanish House will earn 1 credit hour upon successful completion of their contract obligations for the year. The appropriate teaching assistant supervises active participation in the program of the house. Grading is pass/fail. This course supplements but does not replace the General Education language requirement. It is also meant as an enrichment set of activities for Spanish majors and minors. Students from all majors are welcome. It is a good launching platform for students contemplating study abroad. Prerequisite: SPA 102.

**SPA-305**  
*Spanish House & Culture*  
This course is an experiment in international living. Students who are accepted by the Modern Languages Program to live in Spanish House will earn 1 credit hour upon successful completion of their contract obligations for the year. The appropriate teaching assistant supervises active participation in the program of the house. Grading is pass/fail. This course supplements but does not replace the General Education language requirement. It is also meant as an enrichment set of activities for Spanish majors and minors. Students from all majors are welcome. It is a good launching platform for students contemplating study abroad. Prerequisite: SPA 102.

**SPA-307**  
*Adv Spanish Composition*  
Students keep diaries and write one original composition per week. Through constant research and correction of errors rewriting and re-editing until the best result is achieved students learn how to self-correct. The class will conduct a systematic review of increasingly more difficult Spanish morpho-syntactic structures. As students intensively analyze model texts and their own revised drafts their writing style in Spanish will become more effective. Class is held once weekly at the computer lab for group work. Prerequisite: Spanish 301 or permission of instructor.

Take SPA-301;

**SPA-325**  
*Survey of Spanish Cult & Civ*  
The history culture and civilization of Spain are studied to increase the student's ability to understand and appreciate the Spanish heritage and its contributions to the modern Hispanic world. Prerequisites: SPA 301 and SPA 307 or permission of the instructor.

Take SPA-301 SPA-307;

**SPA-401**  
*Survey of Spanish Literature*  
The Middle Ages, early and late Renaissance, the Baroque and the 17th century will be investigated.

**SPA-402**  
*Survey of Spanish Literature*  
The principal currents of the 19th and 20th centuries (Romanticism, Realism, Generations of 1898, and 1927 Franco/post-Franco literature) will be studied. [Normally taken in Spain.]
SPA-408  Seminar
This is the capstone course. The course presents the typical format of readings discussions of a student's research project and its presentation by the student.

SST-111  Founder's/Faculty Seminar
to be arranged by faculty

SST-112  Founder's/Faculty Seminar
to be arranged by faculty

SST-115  Your Career: Fast LANE Approach
to be arranged by faculty

SST-125  SIMACS Seminar
to be arranged by faculty

SST-248  Topics in SST
to be arranged by faculty

THR-103  Acting I
This course provides an introduction to acting technique focusing on stage movement pantomime and voice training.

THR-107  Design for Performing Arts
An introduction to the visual elements of the performing arts with particular emphasis on the dance and theatre. This course is designed to give students a general background into the theories and practice of designing and constructing stage settings and lighting them.

THR-203  Acting II
This intermediate course focuses on the basics of the Stanislavskian system focusing on stage dialects improvisation scene study and character development. Prerequisite: THR 103 or by audition

Take THR-103; 

THR-205  History of Theatre
In this survey of dramatic literature history and theory from ancient times to 1900 emphasis is placed on Greek drama and Shakespeare.

THR-209  History of American Theatre
A survey of the American theatre from the Colonial beginnings to the present. Theatre history will be considered in terms of leading actors managers and important plays.

THR-212  20th Century Theatre
A survey of non-American dramatic literature history and theory from 1870 to the present. Emphasis is placed on Ibsen and the Theatre of the Absurd.

THR-248  Topics in Theatre
to be arranged with faculty

THR-321  Performing Arts Practicum
A performance-intensive course designed to grant academic credit for student participation in the production season. Majors will take the course at least two semesters. Participation can be either as a performer or technician. Prerequisite: THR 110

Take THR-110; 

THR-401  Directed Study w/NYS Thr Inst
A directed study involving special topics in theatre. This course provides students and teacher/artists from the New York State Theatre Institute the opportunity to explore the entire range of theatre-related topics. Prerequisite: THR 407

Take THR-407; 

THR-404  Acting III
This advanced capstone course is intended for students planning to pursue theatre in graduate school or a career in theatre. As such it concentrates on detailed character development audition techniques the business of acting and the preparation of four monologues the student can use in the auditioning process. Prerequisites: Jr. standing or higher THR 203 or by audition.
Take THR-203;

THR-405 Theatre for Young People
A methods course in the teaching of creative dramatics to children including games puppetry and improvisation. Acting in directing and producing performances for child audiences will be explored through children's literature and plays.

THR-406 Senior Project
Students design and execute individual projects under the supervision of a department advisor.

THR-407 Internship w/NYS Theatre Inst
A full-time program involving academic study through classes individualized instruction and written projects and supervised applied experiences structured around the Institute's theatrical productions and its residencies in New York State schools. There is a $250 fee for this internship.

THR-410 Honors Project
CAT and Theatre majors who satisfy college and departmental standards may be invited to undertake an Honors Project in place of a Senior Project. The expectation is that these individual faculty-supervised projects are both qualitatively and quantitatively superior to a regular Senior Project.

THR-420 Playwriting & Analysis
This course is devoted to analyzing student scripts and established works. Students will present a series of script-writing exercises and as a final-project submit an original one-act play. Prerequisites: ENG 101

Take ENG-101;

THS-205 Edu Methds in Therapeutic Prac
This course is designed to provide students with an understanding of how to effectively use patient/family/staff education and its potential impact on therapeutic change in psychosocial sensory motor and cognitive domains. The content of the course will include information on theories of learning motivation and interpersonal influence. Students will learn to develop an educational plan including assessing clients' educational needs choosing appropriate instructional strategies and evaluating outcomes. Course activities will allow students to develop skills in instructional techniques and professional communication.

THS-206 Cult Persp of Hlth, Dis & Well
Health care is as much a part of culture as religion. A particular culture not only shapes and defines illness disability and health but also determines what illnesses are available who gets them and how they are treated. This course will deal with in-depth analyses and comparison of several traditional non-western healthcare philosophies and approaches including Eastern (Chinese) Middle Eastern Latino and Native American. Students will explore cultural factors related to therapeutic motivation including health-related beliefs and values the quality of the health professional-patient communication process and issues related to client control of treatment and dependency on the health professional and healthcare system.

THS-310 Internship/Seminar
This capstone course combines an internship and seminar readings/discussion with individual student projects and interests. The field experience will provide students with the opportunity to gain exposure to a practice setting related to the provision of therapy or health promotion services. A major paper allowing students to draw upon their area of concentration experiences and synthesis of previous work will provide the culminating experience for the major. Class time will be used to discuss issues and explore content related to students' field experiences.

VPA-111 Intro to Visual & Perf Arts
Art Dance Music and Theatre are introduced through participation in each of the disciplines. Emphasis is placed on those elements the various arts have in common. Visiting lecturers gallery visits live performances etc. will enhance the classroom experience.

WLD-120 Women in the World
This interdisciplinary course often team taught will enable students to see and place themselves as women within the historical social political and economic global society. Students will examine the status and conditions for women globally analyze systemic forces affecting women in social institutions and explore the contributions of women across cultures and disciplines. All students are required to participate in an end of semester conference. Waived for all second baccalaureate degree students and transfers with a comparable course or 54 or more credits.

WLD-420 Women Changing the World
This interdisciplinary course often team taught will engage students in an examination of how women influence and change their world. Using a capstone approach the course will draw upon students' knowledge skills and voice as well as the voices of other women to examine their personal values and explore their potential as agents of activism and change. This course requires a group community service project and an end-of-semester conference. Prerequisite: Must be a second semester junior or a senior.
Take 87 credits;

**WST-207 Cult Persp of Hlth,Dis & Well**
Health care is as much a part of culture as religion. A particular culture not only shapes and defines illness disability and health but also determines what illnesses are available who get them, and how they are treated. This course will deal with in-depth analyses and comparison of several traditional non-western health care philosophies and approaches including eastern (Chinese) middle eastern Latino and native American. Students will explore cultural factors related to therapeutic motivation including health related beliefs and values the quality of the health professional-patient communication process and issues related to client control of treatment and dependency on the health professional and health care system.

**WST-208 Race and Ethnic Relations**
This course provides an examination of race and ethnic relations in the Americas. Through the use of critical sociological frameworks students will study theories history and research on the social political and economic production of racial and ethnic hierarchies.

**WST-209 Gender and 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 of labor occurs across cultural class and sexual differences both nationally and internationally. Prerequisite: SOC 101

**WST-222 Women & Health:Soc/Perspective**
This course is designed to familiarize students with issues related to women and health from a sociological perspective. Topics covered include but are not limited to pregnancy and childbirth women as consumers and providers of health care women and ageing sex differentials in health and illness rates and health issues for cultural and ethnic minority women. Prerequisite SOC 101 or permission.

**WST-232 Oral Hist: Voices of the Past**
This course will give students an opportunity to learn history directly from voices of the past while studying the theory methodology and techniques of oral history. Fieldwork will be central to the course: students will conduct and evaluate an oral history interview with a person of their choice.

**WST-250 Women's Literature**
This course is a survey of the masterpieces of the literature of the world from the Old Testament to modern times. It deals with works written in languages other than English which are available to us in translation. Familiarity with these works broadens students' perspectives not only in literature but also in history art psychology and civilization in general.

**WST-300 Independent Study**

**WST-305 Women in Developing Countries**
This course studies women in developing societies experiencing social political and economic change from a multidisciplinary perspective. It highlights the role and effects of cultural imperatives and historical transformations on the experiences of women. The contribution of women to the growth and development of their cultures as well as to their own changing roles and status is stressed.

**WST-306 Women's Sex and Global Change**
A multidisciplinary historical course that investigates how changes in global history since early times have been affecting women sexuality in different societies and regions of the world. I addresses the roles of imperial expansion and religion industrialization wars colonization's structural adjustment programs global corporate power and political transitions in women sexual history. The focus of the course is on how these historical experiences create the social economic and political human conditions that shape women sexuality in a global context.

**WST-310 Victims and 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: SOC 101

**WST-312 Ethics & Social Responsibility**
This course will use in interactive format to examine values-aware approaches to the study of organizational ethics and social responsibility. The scope of this course will include private sector (business) public sector (non profit or governmental) and non-governmental organizations. By applying critical sociological and management frameworks students will examine ethical issues facing managers and groups in modern organizations. Various interdisciplinary approaches to resolving dilemmas and organizational change will be explored.

**WST-318 Women and Work**
This course addresses women and work. The class will focus on the themes of the socialization of work gender inequality
in the workplace balancing work and family roles as well as women's experiences in specific occupations. A wide range of issues pertaining to women and work will be examined including sexual harassment hiring and pay discrimination the glass ceiling tokenism job stress work satisfaction occupational segregation and comparisons of work in female-dominated and male-dominated careers. Particular attention will be granted to women and housework particularly the second shift. The course will be sensitive to issues of difference among women in the United States and around the world. Prerequisite: SOC 101

Take SOC-101;

**WST-319 Women and the Law**
The relationship of women to the law is explored from many vantage points including: how law has been used to limit/expand women's place in society; the differential enforcement of law by sex; and women's role in legal system. Prerequisites: SOC 101 or CRJ 111

**WST-333 Class, Power and Privilege**
This course provides student with a foundation for making sense of the production and distribution of class power and privilege in the United States. The course will focus on the institutional and ideological organization of economic hierarchies and social mobility. Students will be introduced to: classical and contemporary theories of class power and mobility; current sociological research in these areas; and the implications of a global economy.

**WST-348 Topics in Women's Studies**
Women's studies will from time to time offer special courses dealing with topics not already covered in our existing curriculum Watch for announcements and descriptions of theses courses.

**WST-400 Independent Study**