## ACADEMIC CALENDAR

### SUMMER 2009

- **Session I Classes Begin**: May 11
- **Memorial Day: College Closed**: May 25
- **Session I Classes End**: June 29
- **Session I Grades Due**: July 6
- **Session II Classes Begin**: July 6
- **Session II Classes End**: August 14
- **Session II Grades Due**: August 18
- **Session III Grades Due**: August 18
- **Computer Maintenance Window**: August 17-26

### FALL 2009

- **Fall Semester Classes Begin**: August 31
- **Add/Drop Period**: Aug. 31, Sept. 1-4, 8
- **Labor Day: College Closed**: Sept. 7
- **Filing Deadline for December Graduation**: October 1
- **October Travel & Study Days**: October 10-13
- **SCA Mid-term Grades Due**: October 9
- **RSC Early Warnings Due**: October 9
- **Last Day to Withdraw from Class (RSC/SCA)**: November 6
- **Last Day to Opt for Pass/Fail Option**: November 6
- **Thanksgiving Break**: November 25-29
- **Last Class Day (RSC/SCA)**: December 11
- **Reading Day (RSC/SCA)**: December 14
- **RSC WORLD Conference**: December 14
- **Final Exams (RSC/SCA)**: December 15-18
- **Last Class Day/Exam (SAW/SGS)**: December 18
- **Fall Grades Due**: December 22

### SPRING 2010

- **Spring Semester Classes Begin**: January 19
- **Add/Drop Period**: January 19-22, 25
- **Filing Deadline for May Graduation**: February 15
- **SCA Mid-term Grades Due**: March 3
- **RSC Early Warnings**: March 3
- **Spring Break**: March 6-14
- **Registration for ‘10-‘11 Opens**: March 15
- **Last Day to Withdraw from Class (RSC/SCA)**: April 2
- **Last Day to Opt for Pass/Fail Option**: April 2
- **Last Class Day (RSC/SCA)**: April 30
- **SGS Research Symposium**: May 1
- **SCA Honors Fest**: May 1
- **Reading Day (RSC/SCA)**: May 3
- **RSC WORLD Conference**: May 3
- **Final Exams (RSC/SCA)**: May 4-7
- **Last Class Day/Exam (SAW/SGS)**: May 7
- **Graduating Student Grades Due**: May 11 (Noon)
- **All Other Student Grades Due**: May 14
- **Baccalaureate Ceremonies**: May 14/15
- **Commencement**: May 15/16
# 2009-2010 CATALOG
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The 2009-2010 edition of the Catalog was published March 23, 2008 and was accurate at the time of publication. Students are bound by the programs and regulations set forth in the Catalog at the time they begin their studies at Sage. However, Sage reserves the right to change without notice any policies and procedures that appear in this Catalog. This includes the right to modify the academic requirements and programs of study; the arrangement and content of courses; instructional material used; tuition and fees; any regulation affecting the student body.
## ACADEMIC PROGRAMS

### BACHELOR'S DEGREES

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An Overview of The Sage Colleges

The Sage Colleges is an independent comprehensive university delivering degrees in 71 major areas of study through three free-standing colleges. Sage serves more than 2,500 students each year on two campuses, in Albany and Troy, New York; at Hudson Valley Community College with a joint degree program in physical education; and through Sage Online for distance learning courses and programs.

Russell Sage College, a comprehensive undergraduate college for women, offers bachelor’s degrees in the traditional liberal arts and sciences as well as in selected professional fields, including business, communications, creative arts in therapy, criminal justice, education, health sciences, nursing, nutrition science, and theatre. More than 50 percent of graduates each year pursue advanced degrees, many through accelerated programs with Sage Graduate School.

The coeducational Sage College of Albany offers professional associate and bachelor’s degrees in a flexible structure that allows students to tailor educational plans to match their individual career goals. Areas of specialty include art and design, computing technologies, communications, business, and legal studies. Interdisciplinary programs include applied biology, creative studies, and information design. The innovative iThink curriculum engages all students in problem-based learning and prepares them for the contemporary workplace. 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 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, nursing science, and educational leadership. Areas of specialty include business and management, education, health services administration, nursing, nutrition, occupational therapy, physical therapy, and psychology. 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 value that recognizes the obligation of educated persons to lead and serve their communities.

 Presidents of Sage

Eliza Kellas 1916-1928
Dr. James Laurence Meader 1928-1942
Helen McKinstry 1942-1946
Dr. Lewis A. Froman 1948-1969
Dr. Charles U. Walker 1970-1975
Edgar S. Pitkin (Interim) 1975
Dr. William F. Kahl 1976-1988
Dr. Sara S. Chapman 1988-1995
Dr. Jeanne H. Neff 1995-2008

Accreditation

The Sage Colleges is chartered by the Board of Regents of the University of the State of New York. The Sage Colleges is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). Individual programs are accredited by the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703) 437-0700; the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE), 4720 Montgomery Lane, PO Box 31220, Bethesda, MD (301) 652-2682; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE), Trans-3245; Potomac Plaza, 1111 North Fairfax Street, Alexandria VA, 22314-1448 (703) 706-3245; the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20036-1023 (202) 466-7496; the National League for Nursing Accrediting Commission (NLNAC) 61 Broadway, 33rd Floor, New York, NY 10006 (900) 669-1656 and the Commission on Collegiate Nursing Education (CCNE) One Dupont Circle, NW, Suite 530, Washington, DC (202) 887-6791; and the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE) 120 South Riverside Plaza, Suite 2000, Chicago, Il 60606-6995 (312) 899-4872. The Chemistry department offers a degree option that is certified by the American Chemical Society (ACS) 1155 16th St. NW, Washington DC (202) 872-4600.

Organizations & Affiliations

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)
- Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)
- Women’s College Coalition (Russell Sage College)
- Commission on Independent Colleges and Universities (New York)
- Hudson-Mohawk Association of Colleges and Universities (Capital Region)

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.
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, computing technologies, 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. Associate and bachelor’s degrees are offered in a flexible structure that allows students to design educational plans that reflect their individual interests and career goals. The innovative iThink curriculum emphasizes problem-based learning and prepares students for the contemporary workplace. Students have multiple opportunities for internships and are encouraged to test their education and skills in the real world.

History of Sage College of Albany
In 1949 Russell Sage College for women in Troy, NY, opened a coeducational Albany 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 Albany Division offered associate, bachelor’s and master’s degrees in an evening schedule to an audience of working adults.

The first classes were offered in buildings located in downtown Albany. Noting the absence of a public community college in Albany County, President Lewis Froman received approval in 1957 to establish a “private junior college” operating on a daytime schedule in the same buildings. 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 the entire Albany 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 associate degrees (day and evening) were awarded through JCA.

During the 1970’s, art and design became signature programs for JCA and earned prestigious NASAD accreditation. For many years, the evening division continued to offer bachelor’s and master’s degrees under the charter of Russell Sage College. During the 1980’s, the umbrella institution began to be known as The Sage Colleges, the two-year college as 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 received separate degree-granting powers.

In 2001, responding to the wishes of SJCA students to remain at Sage for four years, the rising credentials needed for entry-level professional positions, and the emerging workplace needs of the 21st century, Sage Junior College of Albany and Sage Evening College were replaced by a single four-year entity, Sage College of Albany. SCA now offers many innovative and interdisciplinary degree programs, 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.
Admission to Sage College of Albany

The Office of Admission at Sage College of Albany carefully reviews the admission information of each applicant to establish the best match between the individual and the College. 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/sca/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.
- A written essay (minimum of 250 words)
- Official scores from either the SAT or ACT exams.
- Art portfolio for all art applicants.

It is recommended that an applicant submit 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:

- 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.
- An official transcript from EACH post-secondary institution attended since high school.
- A written essay (minimum of 250 words)
- Art portfolio for all art applicants.

International Students: International students must submit all pertinent information to the Sage College of Albany Office of Admission and meet the individual admission 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. Direction on whether WES evaluation is necessary can be secured from the Office of Admission.
- Submit the appropriate Student Financial Statement 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 you can do one of the following
  - Submit results from the Test of English as a Foreign Language (TOEFL)—the minimum score requirements are 550 (paper) or 213 (computerized) or 79 (Internet)
  - Submit results from the SAT I—minimum composite of 980
  - Submit a transcript from an English Language School (ELS) documenting fluency at Level 109 or above.

Note: Information regarding TOEFL and TSE dates and locations are available from the Educational Testing Service, Box 899-TOEFL, Princeton, NJ 08541.

Admission Plans for First Year Students

Regular Admission

Applications are processed on a rolling basis beginning in November each year and continuing through the following summer. Admission decisions for regular decision applicants will be communicated after March 1st. Any applications completed after that date will be reviewed on a rolling basis. Application and supporting materials should be submitted by August 1 for fall term and December 15 for the spring term. Students are welcome to begin their studies at Russell Sage in either fall or spring terms.

Sage College of Albany subscribes to the Candidate’s Common Reply Date and accepted first-year students are required to notify the college of their decision to attend by submitting the appropriate enrollment deposit, postmarked on or before May 1.

Accepted candidates who matriculate must have their secondary school send the official end-of-year transcript indicating graduation date and final grades received. If the end-of-year credentials are not commensurate with those on which the original decision was based, the college reserves the right to review the original decision.

Early Action

Applicants who have carefully considered their educational opportunities for college and would like to have their admission decisions early may choose to apply under the Early Action Plan. The application deadline for consideration under the Early Action Plan is as follows: Early Action I—December 1, with notification by December 15; and Early Action II—February 1 with notification by February 15. Those offered admission are able to start the application process for scholarships and financial assistance earlier than other applicants.
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.
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 2009-2010 academic year and are subject to change without prior notice by The Sage Colleges’ Board of Trustees. All policy statements and other information detailed in the following sections reflect information current at the time of this publication.

Payments

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Payment Due Date</th>
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<tr>
<td>Summer Session I 2009</td>
<td>April 17, 2009</td>
</tr>
<tr>
<td>Summer Session II 2009</td>
<td>June 12, 2009</td>
</tr>
<tr>
<td>Summer Session III 2009</td>
<td>June 12, 2009</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>August 7, 2009</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>December 18, 2009</td>
</tr>
</tbody>
</table>

Payments can be made at the Office of Student Services on either campus or online through SageAdvisor using the following payment options:

Electronic Check
There is no fee assessed when you pay using an electronic check. You or your parent can authorize the College to deduct the funds directly from a checking account for a specific amount. To authorize your payment, Sage will need the following information:
- Your account routing number
- Your account number (checking or savings)

Credit Card
The College accepts payment via VISA, MasterCard, American Express and Discover. There is no fee assessed when using your credit card. You authorize the College to charge your credit card with the amount you designate.

For your security, Sage will no longer accept credit card information via phone, fax or mail. Online transactions are secured through Touchnet, which has been included on VISA’s List of CISP (Cardholder Information Security Program) Compliant Service Providers.

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 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.

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.

Deposits

New 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>Category</th>
<th>Amount</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residents</td>
<td>$300</td>
<td>By May 1</td>
</tr>
<tr>
<td>Non-Residents (full-time)</td>
<td>$200</td>
<td>By May 1</td>
</tr>
<tr>
<td>Non-Residents (part-time)</td>
<td>$50</td>
<td>By May 1</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).

Payment Plan (TMS- Tuition Management Systems, a KeyCorp Company)

The Sage Colleges Monthly Payment Plan, TMS, is a convenient alternative to lump-sum semester payments. The program offers equal monthly payments with no interest charges and costs only a $35 application fee to enroll. The program requires no credit review and payment can be made via debit, check or credit card. Any parent, guardian or student at The Sage Colleges is eligible for the Monthly Payment Plan. Both the first-time application and annual renewal can be done online. For additional information regarding payment plan, contact the Office of Student Services at (518) 292-1781.

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>Sage College of Albany (SCA) Tuition</th>
<th>Per Credit</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, non-Physical Education majors (12-18 credits)</td>
<td>$13,500</td>
<td>$27,000</td>
<td></td>
</tr>
<tr>
<td>Part-time (per credit hour)</td>
<td>$900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overload, per credit hour (more than 18 credits)</td>
<td>$900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audited courses (per credit hour)</td>
<td>$100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCA -Physical Education Majors</th>
<th>Per Credit</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$13,500</td>
<td>$27,000</td>
<td></td>
</tr>
<tr>
<td>Part-time (per credit hour)</td>
<td>$900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overload, per credit hour</td>
<td>$900</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Sage Undergraduate Summer School</th>
<th>Per Credit</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour (non Nursing &amp; non OT majors)</td>
<td>$590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; OT majors, per credit hour (including summer clinicals)</td>
<td>$590</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audited Courses</td>
<td>see above SCA</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>$2,550</td>
<td>$5,100</td>
</tr>
<tr>
<td>Single Occupancy</td>
<td>$3,200</td>
<td>$6,400</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 (Includes $50 munch money per semester)</td>
<td>$2,365</td>
<td>$4,730</td>
</tr>
<tr>
<td>Ten Plus (Includes $125 munch money per semester)</td>
<td>$2,365</td>
<td>$4,730</td>
</tr>
<tr>
<td>Seven Plus (Includes $150 much money per semester, )</td>
<td>$2,200</td>
<td>$4,400</td>
</tr>
</tbody>
</table>

The Seven Plus plan is not available to first year students

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.

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 web page.

### Semester, Program, Activity and Other Fees

<table>
<thead>
<tr>
<th>Semester Based Fees</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Fee (full-time students)</td>
<td>$175</td>
<td>$350</td>
</tr>
<tr>
<td>Technology Fee (full-time resident students)</td>
<td>$220</td>
<td>$440</td>
</tr>
<tr>
<td>Technology Fee (full-time non-resident students)</td>
<td>$110</td>
<td>$220</td>
</tr>
</tbody>
</table>

### Program Based Fees

- Applied Art Fee (per credit) $25

### Activity Based and Other Fees

- Orientation Fee (first time and first semester students) $200
- Orientation Fee (transfer students) $150
- Credit for Prior Learning (assessment fee) $150
- Credit for Prior Learning (per credit fee up to a maximum of $1000 for 10 or more credits) $100
- Application Fee $30
- Late Payment Fee $100
- Transcript Requests $5
- Placement Service File $5
- Diploma $50
- Vehicle Registration (before 12/31) $40
- Vehicle Registration (between 1/1 and 4/30) $25
- Vehicle Registration (after 5/1) $15
- Returned Check Fee $25

### 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.
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 and 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 16th 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 %</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>
<tr>
<td>Prior to the start of the seventh week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Prior to the start of the eighth week of classes</td>
<td>45%</td>
</tr>
<tr>
<td>Prior to the start of the ninth week of classes</td>
<td>40%</td>
</tr>
<tr>
<td>Prior to the start of the 10th week of classes</td>
<td>30%</td>
</tr>
<tr>
<td>Prior to the start of the 11th week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>Prior to the start of the 12th week of classes</td>
<td>20%</td>
</tr>
<tr>
<td>Prior to the start of the 13th week of classes</td>
<td>10%</td>
</tr>
<tr>
<td>After the start of the 13th week of classes</td>
<td>0 %</td>
</tr>
</tbody>
</table>

No adjustments will be made after the start of the 13th week of classes.
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 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 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. 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), selected through the FAFSA process for verification, must submit all pages of completed tax forms upon request by the Office of Financial Aid. A verification worksheet must also be submitted. Failure to complete the verification process prior to the start of the academic year may result in the loss of institutional grants.
- Early action applicants for the Sage College of Albany can request appropriate aid forms from the Office of Admission in December of their senior year to obtain an early estimate of their financial aid package.

Conditions of Financial Aid Awards

Terms and Conditions

- All aid is awarded on an annual basis and aid amounts are credited to student's account for each semester's charges based upon enrollment.
- Refunds of any excess credit will be made approximately halfway through each term through the Office of Student Services. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.
- 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 â€“ such as private scholarships and Vocational and Educational Services for Individuals with Disabilities (VESID) â€“ must be reported to the Office of Financial Aid. 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 April 1 preceding the academic year for which assistance is requested. Students filing after April 1 may not be eligible for institutional grants previously awarded.
- Students receiving institutional academic scholarships are required to maintain good academic standing and full-time enrollment status 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 through established institutional guidelines.

Baccalaureate Degree Students

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade Point</th>
<th>Credits To Be</th>
</tr>
</thead>
</table>
Required | Completed
---|---
1 | 1.00 | 6
2 | 1.25 | 15
3 | 1.50 | 22
4 | 2.00 | 30
5 | 2.00 | 40
6 | 2.00 | 51
7 | 2.00 | 61
8 | 2.00 | 75
9 | 2.00 | 90
10 | 2.00 | 105
11 | 2.00 | 120
12 | 2.00 | 135

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.

**Before being certified for this payment** A student must have accrued at least this many credits With at least this grade point average

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Second</td>
<td>3</td>
<td>1.10</td>
</tr>
<tr>
<td>Third</td>
<td>9</td>
<td>1.20</td>
</tr>
<tr>
<td>Fourth</td>
<td>21</td>
<td>1.30</td>
</tr>
<tr>
<td>Fifth</td>
<td>33</td>
<td>2.00</td>
</tr>
<tr>
<td>Sixth</td>
<td>45</td>
<td>2.00</td>
</tr>
<tr>
<td>Seventh</td>
<td>60</td>
<td>2.00</td>
</tr>
<tr>
<td>Eighth</td>
<td>75</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Major Sources of Financial Aid**

**Federal Programs**

- **Federal ACG/SMART Grants** These grants are awarded to Pell eligible students who either completed a rigorous high school program or are pursuing a degree in mathematics or natural sciences.

- **Federal Pell Grants** Up to $5,350 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 state minimum wage or slightly higher.

**Federal Perkins Loans** federally funded, need-based loans. The amounts are determined by the Office of Financial Aid 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 Stafford Loans** Students can borrow up to $3,500 (freshman year), $4,500 (sophomore) or $5,500 (junior and beyond) with an interest subsidy if need is demonstrated, or unsubsidized if there is not demonstrated need. In addition, all undergraduate students can borrow up to $2,000 in unsubsidized loans. Students who qualify as independent of parents or whose parents are denied a PLUS loan are eligible for up to $4,000 (freshman or sophomore) or $5,000 (junior or beyond) in additional unsubsidized loan. The interest rate on unsubsidized loans is 6.8% and accrues from the date of borrowing.

**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 fixed at 8.5 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 and lender websites.

**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 Financial Aid.

**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.

**Scholarships**

Sage awards merit scholarships to its most academically competitive applicants ranging from $4,000 to $15,000 a year. When you apply for admission to Sage, you are automatically considered for merit scholarship; there is no additional application. Awards are renewable, provided the student remains in good academic standing and enrolled full-time.

**Other Scholarships**

**Corporate Connections 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 must maintain a minimum cumulative grade point average of 3.00 and reside in one of the following counties: Albany, Columbia, Rensselaer, Saratoga, Schenectady or Schoharie.

**George I. Alden Trust Endowed Scholarship** To students from Massachusetts.
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.

Linda Thomas Franklin, RSC '78, Scholarship in Nursing To a student enrolled full-time in the Nursing Program with preference given to minorities and single parents.

Marion Hennessey, RSC '46, Memorial Scholarship To worthy students with financial need at SCA with preference given to students majoring in mathematics, science or the arts.

Marjorie A. Mellor Nursing Scholarship To Nursing students with financial need.

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.

Opalka Family Scholarship To students from Averill Park High School pursuing a degree in the arts.

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 at (518) 292-1783.
Transferring to Sage College of Albany

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 Sage
Fresh Start Program
Deferred Admission

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/transfers/.

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 degree at Sage College of Albany. Students must complete a minimum of 45 additional hours.

Two-Year Colleges
A maximum of 60 credit hours is applicable toward the baccalaureate degree at 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)
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.

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**
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**
Offers of admission can be deferred for one calendar year if circumstances cause students to delay the start of their studies at The Sage Colleges. Students desiring to defer their admission must notify the appropriate Office of Admission by September 1 or January 1. Attendance at any other post-secondary institution (college, university, technical, proprietary school, etc.) during the deferral period cancels the deferment and requires that students submit a new application and official college transcripts.
International 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 a completed Student Financial Statement (undergraduate or graduate) with other application materials. The Student Financial Statement, along with supporting bank documents, and the 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 213 (computerized). 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.
  - Results from the SAT I
  - A transcript from an English Language School (ELS) documenting fluency at Level 109 or above.

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.
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 online for Russell Sage and Sage College of Albany, as well as in the Dean of Students 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:
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. 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.

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 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 beverage 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,
Wellness Center
On Campus
resources on campus and in the community for confidential 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
dependence and death are associated with particular categories of controlled substances. Drug use also affects sensation and impairs memory. In addition to these general effects, specific health risks including substance
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 Drug 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 a college approved 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 Dean of Students and comply with party regulations (see Party Regulations in the Student Handbook).
- In the Albany Residence Hall, the use or possession of alcohol by any resident or guest, regardless of age, is prohibited.
- On the Troy campus, students who are under 21 years of age may not consume alcohol in their residence hall rooms.
- Kegs or bulk containers are not permitted in the residence halls.
- Students who violate these regulations are subject to disciplinary sanctions as outlined in the Student Conduct Code.
- Possession, sale 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 illegal drugs or any drug paraphernalia, using illegal drugs or present where illegal drugs are being used will be subject to confiscation and review by the appropriate college administrator.
- The odor of marijuana in student rooms, corridors, lounges, or public areas is sufficient evidence to warrant investigation by a staff member and imposition of sanctions.

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

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

Health Risks
Students and employees should be aware of the health risks associated with the use and abuse of alcohol and illicit drugs. Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including domestic violence, child abuse, and rape. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person’s ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants to the central nervous system, much lower doses of alcohol will produce the effects described.
Repealed 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.
• 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
(all numbers in 518 area code)

Albany Citizens Council on Alcoholism and Other Chemical Dependencies
Equinox, Albany 465-5470
Hope House, Albany 434-6135
Hope House, Albany 427-8207
St. Peters Addiction & Recovery Center, Albany 458-8888
Conifer Park, Troy 274-5143
Hudson Mohawk Recovery Center, Troy 272-3918
Rensselaer County Substance Abuse Services, Troy 270-2800
Alcoholism Council of Schenectady 346-4436
Alcoholics Anonymous 489-6779
Narcotics Anonymous 435-0215
Al-Anon/Adult Children 477-4476

Smoke-Free Environment

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

New York State Clean Indoor Air Act

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

Sage Policy

Smoking (the burning of a lighted cigar, cigarette, pipe or any other matter or substance which contains tobacco) is expressly prohibited in all indoor areas of the College premises, including vehicles, unless otherwise designated. Smoking is also prohibited within 25 feet of any building entrance or exit, under any covered walkway or building overhang, within the immediate vicinity of all windows and air intakes. Smoking is prohibited in all enclosed public areas on the Troy and Albany Campuses of The Sage Colleges. Residence Hall rooms and college-owned vehicles are also designated as smoke-free areas.

Sage Guidelines

• “No Smoking” signs will be displayed at the entrances of buildings on The Sage Colleges campuses.
• Copies of the Colleges’ 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, Sage After Work, and Sage Graduate School, believe that sexual assault is intolerable, and that the entire Sage community has the right to be free of violence, abuse, force and threats that are sexual in nature. Although the Sage community experiences very little crime on campus (see the report on Campus Crime Statistics), Sage is particularly concerned that the entire community be aware of behaviors that are intolerable and the consequences of those behaviors. Sex offenses are among the most serious of all criminal offenses because they not only involve physical injury and personal exploitation, but they also frequently result in emotional trauma which stays with a victim long after legal issues surrounding an incident have been resolved. The Penal Law of New York state recognizes this fact and attaches very serious penalty to many of these offenses. The behaviors discussed below are also prohibited by The Sage Colleges, and may result in serious disciplinary actions, whether or not a victim chooses to pursue criminal prosecution.

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

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

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

- **Forcible compulsion**, which means to compel behavior by the use of physical force or a threat - expressed or implied - that puts a person in fear of physical injury to himself, herself or another, or in fear that he, she or another will immediately be kidnapped; or

- **Incapacity to consent**, which occurs when a person is:
  - less than 17 years of age;
  - mentally disabled (which means that a person suffers from a mental disease or defect which renders him or her incapable of appraising the nature of his or her conduct);
  - mentally incapacitated (which means that a person is rendered temporarily incapable of appraising or controlling conduct due to the influence of a narcotic or intoxicating substance administered to him or her without his or her consent); or
  - physically helpless (which means that a person is unconscious or otherwise physically unable to communicate unwillingness to participate in an act).

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

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

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

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

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

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

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

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

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

**Sexual Offender Registry**

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

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

**Services for Students with Disabilities**

The Sage Colleges promote self-advocacy for students with disabilities and facilitates a positive and adaptive learning environment for such students. Students seeking accommodations are required to present a recent (within the past three years of the current date or as prevailing scientific knowledge warrants) evaluation of their disability conducted by a licensed professional. It is imperative that upon admission, students
requesting accommodations contact the Director of Disabilities Services in the Academic Support Center, with offices in Hart Hall in Troy (244-2208) and The Library 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 qualified individual with a disability in the United States...shall, solely by reason of handicap, be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

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

An individual with handicap(s) is anyone with a physical or mental impairment that substantially impairs or restricts one or more major life activities, such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term "physical or mental impairment" includes, but is not limited to, speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, brain injury, dyslexia, minimal brain dysfunction, and developmental aphasia. In accordance with a formal opinion issued by the Attorney General in 1977, alcoholism and drug addiction are also handicapping conditions.1

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

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

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

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

Americans with Disabilities Act (ADA) of 1990

The landmark Americans with Disabilities Act (ADA) enacted in 1990 (104 Stat 327) provides comprehensive civil rights protection to qualified individuals with disabilities in the areas of employment, public accommodations, state and local government services, and telecommunications. A primary goal of the ADA is the equal participation of individuals with disabilities in the "mainstream" of American society. Title II of the Act took effect in 1992 and covers programs, activities, and services of public entities. Most of the requirements of Title II are based on Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability in federally assisted programs and activities. The ADA extends Section 504's non-discrimination requirement to all activities of public entities, not only those that receive federal financial assistance.

Under Title II, a public entity may not deny the benefits of its programs, activities, or services to individuals with disabilities because its facilities are inaccessible. A public entity's programs, services, and activities, when viewed in their entirety, must be made readily accessible to and usable by individuals with disabilities, except when doing so would result in a fundamental alteration in the nature of the programs, result in undue financial and administrative burdens, or threaten or destroy the historic significance of an historic property. This standard, known as "program accessibility," applies to all existing facilities of a public entity. Under this standard, the College is not required to make all its facilities or every part of single facility accessible. Program accessibility may be achieved by a number of methods, including but not limited to: alterations of existing facilities to remove architectural barriers, the relocation of activities or services from inaccessible buildings, the redesign of equipment, the assignment of aides to beneficiaries, home visits, or delivery of services at alternate accessible sites. When choosing a method of providing program access, it is required that priority be given to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

Academic Accommodations

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

Students' Rights and Responsibilities

Every student with a documented disability has the following rights:

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

Every student with a disability has the responsibility to:

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

Faculty Members’ Responsibilities

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

The Sage Colleges’ Rights and Responsibilities

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

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

The Accommodation Process

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

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

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

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

Accommodations

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

Students must meet with the Director of Disabilities Services with current documentation (in most cases within three years of current date or as
prevailing scientific knowledge warrants) from a licensed professional to request services. Accommodation letters will be developed at this time.

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

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

**Accommodation Disagreements**

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

**Academic Adjustments**

Academic requirements must be modified, on a case by case basis, to afford qualified handicapped students and applicants an equal education opportunity. For example, modification may include changes in the length of time permitted for completion of degree requirements. However, academic requirements that the recipient can demonstrate are essential will not be regarded as discriminatory. A recipient may not impose upon qualified handicapped persons rules that have the effect of limiting their participation in the recipient’s education program or activity; for example, prohibiting tape recorders in classrooms or guide dogs in campus buildings. Qualified handicapped persons with impaired sensory, manual, or speaking skills must be provided auxiliary aids, such as taped texts, interpreters, readers, and classroom equipment adapted for persons with manual impairments. Recipients can usually meet this obligation by assisting students to obtain auxiliary aids through existing resources, such as state 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 Director of Disabilities Services. The Sage Colleges reserves the right to require medical, psychological, neurological, or psychoeducational verification of the handicap causing the student to seek adjustments of academic conditions. Notification of any request for academic accommodations should be sent to the Director of Disabilities Services immediately. The Director will notify the faculty member(s) of the request; discuss options, if any, to meet the request; agree on the acceptable adjustments; and notify the student seeking the accommodations within 10 working days. If an agreement cannot be reached, the Dean of the College will be notified for a meeting with all parties. The Director of Disabilities Services shall file a final report of the discussion and resolutions no later than five working days after the agreement with all parties has been reached.

**Procedures for Grievances Alleging Discrimination Based on Disability**

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 with the Director of Disabilities Services as the person designated to coordinate the efforts of the College to comply with and carry out its responsibilities under the law. The written complaint should explain:

- who was discriminated against;
- in what way;
- by whom;
- when the discrimination took place;
- who can be contacted for further information;
- the name, address, and telephone number of the complainant; and
- as much background information as possible about the alleged discriminatory act.

These are suggestions, not requirements. Within five working days, the Director of Disabilities Services shall acknowledge receipt of the complaint and assign an individual to investigate the complaint. The individual investigating the complaint shall submit a written report to the Director with a copy to the complainant within 10 working days from the date assigned. The complainant shall have 10 working days from receipt of the investigation report to contact the Director to support or refute information contained in the investigation report. The Director of Disabilities Services will review the report and related material, and submit a written recommendation to the College President within five working days after the time period given the complainant to respond. A copy of this recommendation shall be sent to the complainant and the investigator. The President, as chief executive officer of the institution, shall make disposition of the complaint or refer it for the established grievance procedures of The Sage Colleges.

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

Office for Civil Rights, New York Office
U.S. Department of Education
75 Park Place, 14th Floor
New York, NY 10007-2146 (212) 637-6466
Student Right to Know, Privacy & Records Policies

Student Right to Know Law

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

Privacy and Confidentiality

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

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

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

Access to Directory and Records Information

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

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

Records Inspection

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

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Campus Life/Residence Life Offices</th>
<th>Dean's Office</th>
<th>Academic Support Center</th>
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<td>Judicial records</td>
<td>Dean’s List</td>
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<td>Parking/traffic violations lists*</td>
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* 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;
- 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.**
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**CRIMES REPORTED IN THE RESIDENTIAL FACILITIES COLUMN ARE INCLUDED IN THE ON CAMPUS CATEGORY.**
CAMPUS LIFE:
Learning Outside the Classroom

- Academic Services
  - 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
  - Leadership Development
  - Student Government

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

Academic Services

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

Center for Advisement and Career Planning

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

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

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

New Student Orientation

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

Students at The Sage Colleges begin their academic planning with faculty advisors the moment they enroll. At Sage, students register online for their courses for the entire academic year. This requires careful and advance planning for students to be sure their academic and career needs are met. Faculty advisors are experienced in assisting students in selecting courses to meet College and major requirements, encouraging the use of support services and opportunities that strengthen their educational objectives at the College, and providing information about related career fields.

At SCA, in addition to receiving an assigned faculty advisor, all new students are assigned a career specialist through the Center for Academic Advisement and Career Planning in accordance with their major. The SCA faculty advisor and career specialist team are real world experts who assist students in making an educated choice of major and in clarifying career goals consistent with their interests and abilities. Because these individuals work with particular majors, they understand College policy and degree requirements and are up-to-date on current employment trends.

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

Academic Support Center

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

Higher Education Opportunity Program (HEOP)

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

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

Office of Cultural Enrichment and Diversity

The mission of the Office of Cultural Enrichment and Diversity is to support a campus climate that appreciates and respects all dimensions of diversity. The Office promotes the celebration of diversity and globalization 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 provides support services to the international student population at Sage and supports Sage students who wish to study abroad. Students who study abroad receive assistance from the point of pre-application until they transition back to the United States. The Office works with students, staff and faculty to develop and implement plans that help build a more diverse and global 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 cultural diversity efforts, exploring perceptions, challenging stereotypes and encouraging collaborative efforts.

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

Student Development

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

Leadership Development

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

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

Russell Sage College for women offers many leadership opportunities both in and out of the classroom. Whether a student is interested in being a resident assistant, a class officer or an admission tour guide we encourage students to challenge themselves and take risks. We recognize the leadership potential of all students and offer various programs and trainings throughout the year to develop skills. We believe that active participation in leadership activities prepares students for their future careers and to be leaders in the community. If you are wondering how to get started or what opportunities are available stop into the Office of Student Development in Cowee Hall. At RSC all of our student leaders are women and on their way to becoming women of influence.

Sage College of Albany

Leadership opportunities for learning outside the classroom are plentiful at Sage College of Albany. Some examples include the Learning CAFÉ and the Leadership Getaway.

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

Student Government

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

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

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

Residence Life, Housing & Dining

Residence Life

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

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

Residence Halls

Russell Sage College

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

Some exceptions to this policy may include: students who are married; students living in their parents’ or guardians’ residences within commuting distance; students who have already obtained a baccalaureate degree; and students who are 23 years or older. Generally, a reasonable commute is thought to be from a home within a 30-mile radius of the College. After their first year, students may choose to live in the Residence Hall (they must be in good academic standing to be eligible), in the University Heights College Suites adjacent to campus, or off-campus in the local community.

Sage College of Albany

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

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 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 students on a limited basis on the Troy campus. Students must be registered for at least six credits and be matriculated in the Graduate School. This living experience is customized for graduate students who want the convenience of on-campus housing but need the flexibility found in off-campus living. Graduate students live in Ricketts Hall. Manning Hall may be used as graduate housing "overflow." Undergraduate students living on campus who graduate in December and are continuing on for graduate study at Sage must transfer to graduate housing for the spring semester.

Off-Campus Housing

The Campus Life offices on both Sage campuses maintain information about off-campus housing options (apartments to rent, etc.) available to qualified students. Note: Full-time Russell Sage College students are required to live on campus, with some exceptions (detailed above); and first-year Sage College of Albany students are required to live in the Residence Hall for at least one year. For more information about off-campus housing, contact Campus Life (518) 292-1753 (Albany campus) or Student Development at (518) 244-2207 (Troy campus).

Meal Plans

Undergraduate students who live in residence halls on the Troy and Albany campuses are required to select a meal plan. The College has worked closely with Dining Services to provide meal plans that meet the needs of all resident students. These options include "munch money," which can be used like cash at any of the campus retail dining locations.

Meal plans are also available for students living at the University Heights College Suites. While these students are not required to have a meal plan, it is strongly recommended that they purchase a minimal plan for convenience. There are several meal plans available to students residing at University Heights and most of these plans include "munch money."

Commuter meal plans can be used to make purchases at any Sage Dining operation on the Troy or Albany campuses for yourself, your friends, or your guests, but ONLY the person pictured on the ID card can present that card. If the card is lost and reported, funds can be transferred onto a replacement ID card.

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

Public Safety

Public Safety services for The Sage Colleges are provided by the University Heights Association, a consortium of the Albany College of Pharmacy, Albany Law School, Albany Medical Center and The Sage Colleges.

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 (518) 244-3177 or by simply dialing 3177 from any telephone on the Sage network. Non-emergency calls can be made to (518) 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). Parking permits are valid for the entire academic year, beginning in September, and are good for both campuses, including the UHA campus during designated hours. The fee for the entire year is $40. Permits purchased after January 1 are $25 and permits purchased after June 1 are $15. Purchasers should be prepared to produce a valid Sage ID card (see below) as well as a valid motor vehicle registration for the vehicle to be registered. Violators of The Sage Colleges’ parking policies may be subject to ticketing, towing and revocation of parking privileges.

Sage Identification Cards

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

Weather-Related Emergencies

In the event of an emergency requiring immediate action by student, faculty and staff, The Sage Colleges will notify those populations by means of a text message sent to cellular telephones and e-mail addresses registered with the Colleges through e2Campus, an emergency mass notification
system used by Sage. The system is voluntary but we strongly encourage students to enroll. Students may do so at the Sage website or on the front page of Campus Cruiser.

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 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.

**Classes Cancelled**

An announcement that classes have been cancelled means that students and faculty do not attend classes, but administrative offices are open and staff and administrators are expected to report to work at the usual time. The cancellation of day classes does not automatically mean that evening or weekend classes and events or activities are also cancelled. When this is the case, every effort will be made to post a separate message before 3 p.m.; however, the rapid change in a situation may require a later cancellation time.

**Colleges Closed**

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

For Sage weather-related information, call the Times Union Sourceline at (518) 446-4000. At the prompt, enter the code 9826.

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

- **TV:** Channels 6, 9, 10 and 13
- **Radio:** 590AM, 810AM, 92.3FM, 95.5FM, AND 99.5FM

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

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

**Athletics & Recreation**

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

**Athletics at Sage**

Affiliations: NCAA Division III, ECAC

Conference: Skyline

Mascot: Gator

Colors: Sage Green and White

Currently Offered:

- Women: Basketball, Lacrosse, Soccer, Softball, Tennis, Volleyball
- Men: Golf, Tennis; 2009-10 Basketball, Volleyball; 2010-11 Cross Country, Soccer

Facilities: Sage athletes have access to three separate facilities throughout The Sage Colleges. The Jeanne H. Neff Athletic Center, located approximately one-half mile from Russell Sage College, is the home of Sage Athletics. It includes two gymnasiums and state-of-the art strength and conditioning rooms. The conditioning room includes a complete stability and weighted ball collection and several cardio machines. The strength room features two squat racks, two multifunction machines, several plate-loading machines, and a complete free-weight selection. A new softball field was completed in 2008, and a lacrosse/soccer field is planned.

The Ellis H. and Doris B. Robison Athletic Center and the Gator Pit Weight and Fitness Center are available for use on the Russell Sage Campus. On the Sage College of Albany campus, student-athletes can use the Kahl Gymnasium and The Fit Stop.

For varsity athletic schedules and directions, visit: www.sagegators.com or call (518) 244-2283. Student-athletes interested in competing for Sage athletics should contact the appropriate team's head coach or Recruiting Coordinator Lindsay Sawyer.

**Recreation and Fitness**

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The Recreation and Fitness Department at The Sage Colleges promotes lifelong health and wellness through diverse and comprehensive programs, while fostering a sense of identity for those in the Sage community. Through The Fit Stop, Gator Pit, group fitness classes, club sports, intramural sports, outdoor education, and 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
- 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 Fit Stop:** The fitness center is located on the lower level of Kahl Campus Center on the Albany campus. The Fit Stop provides a complete line of fitness equipment, including a Precor EFX546 Cross Trainer, Precor EFX556 Total Body, Concept II Rowers and Cybex Eagle Strength machines. There is also a free-weight section with three benches, a smith rack and a supply of dumbbells.

**Gator Pit:** The fitness center in the Robison Center on the Troy campus, offers students a large cardio section, complete LifeFitness strength circuit and free weight area, and a new core area, with the equipment you need to focus on your abs and back!

**The Pool:** The lower level of Hart Hall on the Troy campus is home to The Sage Colleges indoor swimming pool. The newly renovated 25’ x 60’ pool offers members of the Sage community opportunities for lap swim and open swim. There are also many social programs in the pool such as Dive-In Movies and a variety of water sports. The pool is complemented by several changing areas, a shower room, and an observation deck.

**Group Fitness:** The Recreation and Fitness Department provides students with diverse group fitness classes. Classes meet different times during the day and evening. Recent classes have included Pilates, karate fitness and yoga.

**Intramurals/Open Gyms:** 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. We also take our intramurals to the next level by competing in the UHAC Tournament which is an intramural competition among the schools of the University Heights Association. 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. Recent active club teams have included: 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, and student vs. staff series.

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

**Health & Counseling Services**

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

**Wellness Center**

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

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

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

**Counseling Services**

Confidential, professional counseling is available regarding a range of personal issues and concerns. Certified clinicians provide counseling by appointment. Consultation and referrals to off-campus professionals and agencies are also provided. Counseling services are located in the Wellness Center in Kellas Hall (Troy campus) and Kahl Campus Center, Lower Level (Albany campus).

**Health Insurance**

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

**Immunization Requirements**

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

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

**Workshops/Support Groups**

The wellness staff offer a range of support and skill-building groups each year depending on student interest. Examples include eating disorders and recovery support groups, assertiveness training workshops, smoking cessation groups, and stress and relaxation hours. Contact the Wellness Center if you are interested in a group.

**Nutrition Education**

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

**Spirituality Center**

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.

It is the responsibility of the Jane Haight Wells Spirituality Center to help students explore their spirituality and integrate this into their everyday lives. There are opportunities for exploration and worship on campus for those who desire it, and information available to students who desire to worship off-campus. The Center offers service opportunities ranging from volunteer work for Habitat for Humanity, to working in nearby soup kitchens. Students are consistently encouraged to become advocates in the local and global communities. This center also serves as a resource for speakers for the campus community and works in collaboration with other campus departments to further the well-rounded and inclusive education of our students. For more information on Spirituality Center programs and services, visit the website or call (518) 244-4507.
**Academic Technology and Libraries**

**Libraries**
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 enrolled in a range of programs from associate through doctoral degree levels.

The two Libraries’ combined holdings include more than 225,000 volumes of books, serials and microforms, and more than 30,000 media items. Electronic resources, which are available to both on-campus and off-campus users, include nearly 40,000 unique journal titles and some 10,000 multidisciplinary e-books and subject-specific reference resources. Specialized resources such as a digital library of 700,000 images in art, architecture, humanities and social sciences are also available. Other collections include the College Archives and Special Collections, the Helen L. Verschoor Fine Arts Collection (Albany), and the Carol Ann Donohue Memorial Collection of 20th century English language poetry (Troy).

The Libraries actively collect materials to support all programs at The Sage Colleges, and maintain particular strengths in women's studies, fine art, nursing and allied health, education, and physical and occupational therapy. Direct loan of library materials is available to 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. Interlibrary loan traffic flows electronically through Sage's ILLiad system, dramatically shrinking turnaround.

The Libraries on both campus are fully wireless and equipped with networked computer stations, providing access to various online library catalogs, an array of research databases, as well as to the Internet. Online databases are accessible from on- and off-campus locations 24 hours a day. Librarians are available whenever the Library is open (at the reference desk or through phone, e-mail or live “chat”) 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. Information literacy sessions, tailored to specific disciplines, are available either in-class or in the Libraries. Faculty may schedule these specialized 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 (http://library.sage.edu).

**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 computers running Windows XP Professional. The Albany Campus also features several specialized labs that are staffed by professionals and student consultants:
- A lab equipped for AutoCad in the Interior Design Building and Froman Hall
- An Apple-based digital imaging lab in the Graphic Design Building; and another in Froman Hall
- 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 three up-to-date Windows-based computer classrooms. 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.

**Note: The Troy campus no longer has a public computer lab in the Education building.** As with Ricketts Hall, the Education building's computer classrooms will also serve as an open lab when classes are not in session. People using these computers may be asked to relocate if there is a class about to start. There are many public computers available for use in the Library.

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 e-mail service, is the official college information distribution system, and provides basic online academic support;
- A **Moodle** account, which is the online tool for all of the College's courses. Moodle is a course management system, which facilitates sharing of information within class populations; and
- A **SageAdvisor** account, which is the 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.
REGISTRATION

Declaration of Status
Students returning to college or attending for the first time may take up to 9 credits without applying for admission to the College. To enroll for additional credits, students must either matriculate or select 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 academic advisor. Credits accumulated as a visiting student do not necessarily count toward a certificate or degree program. Students must meet and show proof that course prerequisites have been met. Enrollment in certain courses (i.e., Art studios) requires permission of the chair of the department. Non-matriculated students who have previously attempted or completed Sage credits and who have earned below a 2.00 GPA, must have permission of the Academic Dean to register.

Degree-Seeking Status (Matriculation)
A student with degree-seeking status (who is matriculated) might be eligible for financial aid, is able to pursue a course of study and will be assigned an academic advisor. Students who are uncertain of their major will be matriculated as undeclared majors and will be assigned advisors who specialize in academic and career counseling.

Semester Course Load

<table>
<thead>
<tr>
<th>Full-time student</th>
<th>12 or more credits per semester</th>
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</thead>
<tbody>
<tr>
<td>Part-time student</td>
<td>fewer than 12 credits per semester</td>
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The usual full-time semester load is 15-16 credits. A student who wishes to carry more than 5 courses per semester must have a 2.8 cumulative grade point average and receive permission of his/her faculty advisor and program coordinator. 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 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. The College reserves the right to add, change, or delete curricular offerings and/or to make curricular refinements.

A degree audit (academic evaluation) will also assist Sage students with their curricular planning. A degree audit is a computer listing of course requirements for the degree program to which a student’s courses (completed, transferred, and in progress) are matched. The catalog year, the student’s major and the requirements listed on the degree audit (academic evaluation report) determine the requirements needed for graduation. Students and academic advisors should identify and address 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 soon as possible. (Recommended: Resolve discrepancies well in advance of the graduation/diploma application due date).

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 full-time Sage 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 degree or certificate sought. This plan should be reviewed and updated each semester. This responsibility rests solely with the student.

Student Responsibility
The ultimate responsibility for fulfilling graduation requirements rests with the student. In consultation with the faculty advisor, each student reviews his or her academic program to make certain that requirements for the degree are being met satisfactorily. In addition to the requirements listed here, major programs might have additional requirements. Each program is responsible for communicating with program advisors to ensure 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 or catalog year, 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.

Add/Drop and Withdraw from a Course

- Students may not enter a course after the add/drop period has ended.
- All changes in course selections for Sage students must have the approval 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 (transcript).
- To withdraw from a course, students must have the approval of the academic advisor and the course instructor.
- Students who withdraw from a course after the add/drop period has ended will receive a grade of “W” on their academic record for that course.
- 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 or as posted on the official academic calendar. The withdrawal process must be completed by or on this date in person in the Registrar’s Office.
- The withdrawal deadline for a one-credit mini-course is the end of the ninth class hour.

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Students who withdraw from a course must be aware that the withdrawal may affect their current and/or future financial aid.

**Withdrawing from the College**

Students who wish to withdraw from the College should initiate the process by contacting the Campus Life Office, (518) 292-1753. 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 a published schedule. Students should also be aware that changing their status might affect 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 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 or financial obligations.

**Reenrollment/Readmission**

Former matriculated students who have been away from Sage (one or more terms for SCA 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 at the time of reenrollment.

**Registration within The Sage Colleges**

In general, undergraduate courses at The Sage Colleges are open to all Russell Sage College and Sage College of Albany students. Russell Sage College and Sage College of Albany students wishing to register for a course that is offered at another Sage college may do so via SageAdvisor.

**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 regional 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 College of Albany at any of these schools. There is no additional tuition cost involved in such cross-registration, but there is a limit of two courses per semester for full-time students. To be eligible to participate in the Hudson Mohawk Association Consortium cross-registration program, students must be in good academic standing at the College.

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 cannot 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 objectives. 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 or tours. Programs in recent years have included France, Belgium, the Netherlands, 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 may be 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 pre-approval or 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 Sabrina McGinty, Director of Cultural Enrichment & Diversity, Kahl Campus Center Lower Level, (518) 292-7747, mcgins@sage.edu, or Dr. Manijeh Sabi, Study Abroad Coordinator, (518) 244-2397, sabim@sage.edu.
COURSEWORK

Class Attendance

Much of the education that occurs in the classroom (including labs and studios) at Sage College of Albany cannot be gained in any other way. 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 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 with the student.

Any student who must be absent from classes for longer than one week due to an emergency situation or extended illness (proper documentation required) must 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. Students requesting a make-up examination must work with all faculty involved, and the Dean, if necessary, to determine which examination will be rescheduled.

Special Academic Courses

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

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

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. Transfer permission forms are available in the Office of Student Services.

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

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

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. Sage offers 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 an internship, earning a total of three credits. SCA students who have accumulated a minimum of 45 credits, who have successfully completed at least three credits at Sage with a grade of “C” or better and have permission of their faculty advisor are eligible. Sage College of Albany students are required to complete an internship or an approved...
experiential-based learning opportunity to be eligible for graduation. 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 Career Planning Center has 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, internship materials, guidance and placement.

Contracts for Independent Work
The terms and conditions for all independent work are set forth in a contract, which requires the written agreement of the student, the field supervisor - if applicable, 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 begins the independent work.

Credit Ceilings or Limits 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.

Credit for Prior Learning
Degree-seeking baccalaureate students may be eligible to receive credit for prior college-level learning achieved through such life experience as community service, employer or armed service-sponsored training, self education, relevant work experiences, or artistic development. The basis for granting credit is a portfolio of documentation prepared by the student under the guidance of 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 have completed at least 3 credit hours at Sage 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 Coordinator for Prior Learning, Carol DiMambro, at (518) 292-8626 or dimamc@sage.edu.

Course Electives Classification

I. Humanities Electives

All credit-bearing courses in communications, English, humanities, 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, 310, 320, 333
- IND 104, 106
- PHG 205

II. Math/Science Electives (associate degree category)

Math/Science electives for the associate degree 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 (CSI) courses are classified as Math/Science electives:

- CSI 101, 150, 213, 226, 227, 261, 312, 315, 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 criminal justice, economics, history, political science, and sociology courses except SCL 347. These courses have the following prefixes: CRM, 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:

- ASL 101, 102
- EDU 206/PSY 206
- ITD - all

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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. For more information please contact the Coordinator of Disability Services at (518) 292-8624.
CREDIT

Credits Among Schools at The Sage Colleges

Undergraduate credit at The Sage Colleges applies equally among Sage College of Albany, Sage After Work and Russell Sage College. 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>Class 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+</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., interdisciplinary seminar), 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 requested via e-mail, but must contain the following elements:

- Chairperson/program coordinator must be copied
- Student must be copied
- Required course (Course being waived) including department and title
- 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. All original grades earned (including those below a C-), remain on the student's transcript for record-keeping purposes, though they are not computed into the student's grade point average.

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. Please note that course grades from other institutions do not transfer; only credits do.

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. Scores must meet Sage’s current minimum passing levels for the credit to be accepted.
4. All scores for credit by examination must be received by Sage one semester prior to graduation. This process often takes several weeks as results must be received 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 matriculated student. 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.

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-”. Please note that course grades from other institutions do not transfer; only credits do. 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 The Sage Colleges 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>4</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>Biology elective credit</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>BIO 101, BIO 102</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB or Subscore AB</td>
<td>3</td>
<td>MAT ELCT</td>
<td>4</td>
</tr>
<tr>
<td>Calculus AB or Subscore AB</td>
<td>4 or 5</td>
<td>MAT 201</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>MAT ELCT</td>
<td>4</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 112</td>
<td>8</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>CSI ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4 or 5</td>
<td>CSI ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>CSI ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4 or 5</td>
<td>CSI ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Economics: Macro</td>
<td>3, 4 or 5</td>
<td>ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>3, 4 or 5</td>
<td>ECO 202</td>
<td>3</td>
</tr>
<tr>
<td>English Language &amp; Comp</td>
<td>3, 4, or 5</td>
<td>HUM 112</td>
<td>3</td>
</tr>
<tr>
<td>English Literature &amp; Comp</td>
<td>3, 4, or 5</td>
<td>EGL 154</td>
<td>3</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>Biology elective credit</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 or 5</td>
<td>Biology elective credit</td>
<td>8</td>
</tr>
<tr>
<td>French Language</td>
<td>3</td>
<td>FRE 201</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>4</td>
<td>FRE 202</td>
<td>3</td>
</tr>
<tr>
<td>French Language</td>
<td>5</td>
<td>FRE 211</td>
<td>3</td>
</tr>
<tr>
<td>French Literature</td>
<td>3 or 4</td>
<td>FRE 201</td>
<td>3</td>
</tr>
<tr>
<td>French Literature</td>
<td>5</td>
<td>FRE 315</td>
<td>3</td>
</tr>
<tr>
<td>German Language</td>
<td>3, 4 or 5</td>
<td>GER 201</td>
<td>3</td>
</tr>
<tr>
<td>Govt &amp; Politics: US</td>
<td>3, 4, or 5</td>
<td>PSC 101</td>
<td>3</td>
</tr>
</tbody>
</table>
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 Assistant Director of Transfer Evaluation at (518) 292-1781 with questions. The following table specifies appropriate exams and transfer 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>EGL ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>EGL 154</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>50</td>
<td>HUM 112</td>
<td>3</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>EGL ELCT</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>50</td>
<td>MAT 112</td>
<td>3</td>
</tr>
<tr>
<td>Algebra/ Trigonometry</td>
<td>50</td>
<td>MAT 113</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>BIO 101, BIO 102</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHM 111 &amp; CHM 112</td>
<td>8</td>
</tr>
<tr>
<td>Calculus with Elementary Functions</td>
<td>50</td>
<td>MAT 201</td>
<td>4</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>MAT 110</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>50</td>
<td>MAT ELCT</td>
<td>3</td>
</tr>
<tr>
<td>French, Level 1</td>
<td>50</td>
<td>FRE 101, FRE 102</td>
<td>6</td>
</tr>
<tr>
<td>French, Level 2</td>
<td>52</td>
<td>FRE 101, FRE 102, FRE 201, FRE 202</td>
<td>12</td>
</tr>
<tr>
<td>German, Level 1</td>
<td>50</td>
<td>GER 101, GER 102</td>
<td>6</td>
</tr>
<tr>
<td>German, Level 2</td>
<td>52</td>
<td>GER 101, GER 102, GER 201, GER 202</td>
<td>12</td>
</tr>
<tr>
<td>Spanish, Level 1</td>
<td>50</td>
<td>SPA 101, SPA 102</td>
<td>6</td>
</tr>
<tr>
<td>Spanish, Level 2</td>
<td>52</td>
<td>SPA 101, SPA 102, SPA 201, SPA 202</td>
<td>12</td>
</tr>
<tr>
<td>American Government</td>
<td>50</td>
<td>PSC 101</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>50</td>
<td>EDU 206/PSY 206</td>
<td>3</td>
</tr>
<tr>
<td>History of the US I: Early Colonization to 1877</td>
<td>50</td>
<td>HIS 105</td>
<td>3</td>
</tr>
<tr>
<td>History of the US II: 1865 to the Present</td>
<td>50</td>
<td>HIS 106</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>PSY 202</td>
<td>3</td>
</tr>
<tr>
<td>Macroeconomics, Principles of</td>
<td>50</td>
<td>ECO 201</td>
<td>3</td>
</tr>
<tr>
<td>Microeconomics, Principles of</td>
<td>50</td>
<td>ECO 202</td>
<td>3</td>
</tr>
<tr>
<td>Psychology, Introductory</td>
<td>50</td>
<td>PSY 101</td>
<td>3</td>
</tr>
</tbody>
</table>
Sociology, Introductory  50  SCL 101  3
Western Civilization I: Ancient Near East to 1648  50  HIS 109  3
Western Civilization II: 1648 to the Present  50  HIS 110  3
Financial Accounting  50  ACC 101  3
Business Law  50  BUS 212  3
Principles of Management  50  BUS 205  3
Principles of Marketing  50  BUS 204  3
Information Systems and Computer Applications  50  CSI 215  3

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:

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. Because of recent changes to NYU foreign language testing program, some foreign language exams are no longer available for undergraduate transfer credit.

Prior Learning Credit

Baccalaureate degree seeking 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 three credit hours with a grade of "C" or better, and be enrolled for an additional three 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 Coordinator of the Prior Learning Program, Dr. Carol DiMambro, dimamc@sage.edu.

International Baccalaureate (IB)

International Baccalaureate diplomas will generally be treated as general elective transfer credit. Final determination is made by individual academic departments.
EVALUATION OF ACADEMIC WORK

Grading Policies

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

Undergraduate:

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

I (grade) = Incomplete

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

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

As part of the Incomplete-request process, 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.

W = Withdrawal

This grade can only be assigned by the Registrar’s Office, and is recorded 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."

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 students elect a course P/F; the instructor will record a letter grade, and the Registrar will assign the appropriate designation (P or F) based on that grade. Grades above "F" are considered passing. If the student is not successful in a course that he/she selects as Pass/Fail and receives a final grade of "F", the F grade is listed on the official transcript and is averaged in to the student’s cumulative GPA.

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, or required support courses in a major program.
3. Election must be made at the time of registration, up to and including the last day to withdraw from a course.
4. When a student withdraws from a course elected P/F within the normal withdrawal period, the course 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 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, a student must take a minimum of 12 credit hours on a letter-grade basis the term in question.

Registrar’s Notes

(recorded 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:

- A+ = 4.0
- A  = 4.0
- A- = 3.7
- B+ = 3.3
- B  = 3.0
- B- = 2.7
- C+ = 2.3
- C  = 2.0
- C- = 1.7
- D+ = 1.3
- D  = 1.0
- D- = 0.7
- F  = 0.0

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

Example:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Courses</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4</td>
<td>9.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>3</td>
<td>6.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>42.9</td>
</tr>
</tbody>
</table>

GPA = Total Quality Points / Total Credits Accepted = 42.9 / 16.0 = 2.68

The student completed five courses for 16 credits with a GPA of 2.68.

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 limit on the number of courses a student may repeat for a course in which they received an F or a W.

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 availability at Sage, students may seek approval of the program coordinator/department chair to take the course elsewhere. The sequence of certain programs might 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. Course grades from other institutions do not transfer; only credits do.

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.

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. All original grades earned, including those below a C-, remain on the transcript for record-keeping purposes.
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, 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.

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.

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 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 student has accumulated 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 discharged 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.

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 suspended 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.
HONORS and GRADUATION

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

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

Latin Honors

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

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

Program Honors
Students who have attained a high degree of excellence in the work of their major requirements 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.

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.

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 15 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, baccalaureate 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.
Requirements for Graduation

The Sage Colleges confer Bachelor’s degrees three times each year: August, December and May. However, a Commencement ceremony is held only once, in May. Students become candidates for degree conferral upon the filing of a completed “Graduation Application” (includes a fee) with the Student Services/Registrar’s office.

The filing deadlines are:

- October 1 for December degree conferral
- February 15 for May degree conferral
- June 1 for August degree conferral

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

Graduation Requirements for Bachelor’s Degrees

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

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

A Bachelor of Business Administration (BBA) or a Bachelor of Fine Arts degree (BFA) must include a minimum of 30 credit hours in the liberal arts and science.

In addition to the above, students must achieve a minimum 2.2 grade point average in the major and a minimum 2.0 cumulative grade point average. The ultimate responsibility for fulfilling graduation requirements rests with the individual student. Students should regularly review their academic programs with their advisors to make certain that requirements for degrees are being met.

Major Requirements

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

A grade point average of 2.2 is required for all courses taken to complete a major, including required support courses. All students must take at least half of the major at The Sage Colleges. The determination of standards of performance acceptable for continuance in a major is the responsibility of the appropriate academic department and the Dean of the College.

Second Bachelor’s Degree

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

Bachelor’s degree programs are built upon a common foundation called the LIFE (Liberal and Interdisciplinary Foundation for Excellence) Curriculum. General Education components are described in more detail below.

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. Because of the importance of language skills for academic success, students who have not met the English language skills competency will be asked to participate in the Writing Lab and improve their skills to the necessary level to enter HUM 112.

The English language skill competency requirement 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.
- Successful completion of HUM 112 (a graduation requirement).
- 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 necessarily fulfill the English language skill competency. Transfer students should consult their faculty advisor for additional information.

Mathematics Competency

Upon enrolling in the College, all new students 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 take the Arithmetic Skills Test and attain a minimum 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.

Bachelor’s Degree General Education: The LIFE Curriculum

The Liberal and Interdisciplinary Foundation for Excellence, or LIFE curriculum, is the cornerstone 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—as well as the breadth of knowledge and the experiences—necessary for lifelong learning in a changing world. The LIFE curriculum provides students with a foundation in the liberal arts and sciences to broaden their perspective of a discipline while empowering them through the complementary I.Think curriculum with a range of creative and problem-solving skills designed to provide the tools to make a lasting impact on an ever-evolving world.

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

- select a foundation in the humanities, social sciences, and natural sciences that will support the commitment to life-long learning;
- acquire skills in problem recognition and creative problem-solving, persistence, and negotiation that provide an underlying basis for success in the academy, the workplace and the larger community;
- broaden their perspective of different disciplines by being introduced to alternative ways of perceiving, learning, analyzing, and knowing;
- 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 diverse cultural and historical perspectives as well as effective citizenship responsibilities.

In support of these learning outcomes, LIFE includes:

- The I.Think curriculum
- A broad selection of liberal arts and science courses
- Interdisciplinary experiences
- Applied competencies within the major
- Experiential-based learning opportunities, such as internships
- A Capstone or Senior Seminar

**LIFE Curriculum Requirements**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.Think 101</td>
<td>3</td>
</tr>
<tr>
<td>I.Think 301</td>
<td>3</td>
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<tr>
<td>Liberal Arts and Science Knowledge</td>
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<tr>
<td>Humanities</td>
<td>6</td>
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<tr>
<td>Social Science</td>
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<td>Science</td>
<td>6-8</td>
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<td>HUM 112</td>
<td>3</td>
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<td>Humanities Seminar II: Language and Community</td>
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<tr>
<td>Topics in Mathematics (MAT 110) or higher</td>
<td>3</td>
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<tr>
<td>Applied Advanced Competencies in the major</td>
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<td>Experiential-Based Learning Opportunities in the major</td>
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<td>Capstone Seminar</td>
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<tr>
<td>Total LIFE Credits</td>
<td>30-32</td>
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</tbody>
</table>

**I.Think – Freshman/Junior/Senior Level**

A unique characteristic of SCA is the I.Think program. This three-course sequence (the first two of which are general education requirements and a third which can be taken as an elective or may be required by specific programs) is designed to provide SCA students with experience in creative problem-solving, group interaction, leadership, design thinking, and community engagement. Through these classes—called respectively “Learn,” “Engage,” and “Innovate”—students will develop the sorts of skills and abilities necessary to succeed in a constantly-evolving world that increasingly demands individuals to be able to:

- seek solutions that transcend mainstream thought and a single-discipline approach,
- implement a problem/opportunity paradigm that serves others
- persist in the face of obstacles,
- value equally the roles of leader and team member and be ready to assume either as circumstances warrant,
- honor, value and encourage diverse views, opinions and approaches,
- negotiate with peers, subordinates and superiors,
- master technology and employ it as a means rather than an end, and
- use a variety of tools to communicate with a diverse population.

These abilities are in turn placed in service to a commitment to community and to improving the world around us.
Bachelor of Fine Arts (B.F.A.)

The Visual Arts Department of the Sage College of Albany is accredited by the National Association of Schools of Art and Design (NASAD).

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

- B.F.A. in Fine Arts Studio
  Concentration in Photography
- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The B.F.A curriculum comprises a number of distinct components designed to address a student’s total experience:

- Visualization I & II provides all incoming freshmen exposure to eight full-time faculty from the four disciplines over the course of their first year. The course focuses on the development of critical thinking and provides a foundational basis for all of the majors.
- Advanced studios in Graphic Design, Interior Design, Photography and the studio arts including painting, printmaking, photography, clay sculpture and Illustration, as well as studio electives that allow for exploration in a variety of media.
- Senior Capstone I & II and studio courses that focus on a personal direction in the major in preparation for the B.F.A. exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially and culturally.
- Students graduate equipped with the necessary skills and portfolio to enter graduate study or begin a career in the arts.

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

- All students, including transfer students must contact admissions for an appointment to schedule a portfolio review. Students who do not have an adequate portfolio may apply for the Academic Exploration Option. This process is completed during the portfolio review process.

The courses in all the visual arts majors strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice while 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 are given the opportunity 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.

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

B.F.A. in Fine Arts / Studio

The B.F.A. in Studio curriculum offers courses in illustration, printmaking, drawing, painting, ceramics and photography (see Photography Concentration below for requirements) for students interested in a professional career in the visual arts and/or graduate school.

The B.F.A. Studio degree gives students the credentials for entry into a variety of arts professions and into graduate programs in fine arts and art education. Students benefit from working relationships that Sage has with several area institutions, including The Albany Institute of History, Albany Center Galleries, and the Arts Council of the Capital Region.

NOTE! The four year plan below MUST be followed with courses taken in sequence in order to graduate in a timely manner. Students must always work with their major professor in the Department of Visual Art before signing up for courses for each semester.

BFA FINE ARTS / STUDIO
FOUR YEAR DEGREE PLAN

FALL FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ART 103</td>
<td>Visualization I</td>
<td>3</td>
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<tr>
<td>ART 101</td>
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<td>3</td>
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<tr>
<td>ART 105</td>
<td>Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>HUM 112</td>
<td>Humanities II</td>
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<tr>
<td>ART 104</td>
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<td>Visualization II</td>
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<td>ART 106</td>
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<td>Three Dimensional Design</td>
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<tr>
<td>ART 215</td>
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<td>Figure Drawing</td>
</tr>
<tr>
<td>GDN 217</td>
<td></td>
<td>Digital Imaging I</td>
</tr>
<tr>
<td>MAT 110 or MAT 248</td>
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<td><strong>FALL SOPHOMORE</strong></td>
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<tr>
<td>ART 203</td>
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<td>Beginning Painting</td>
</tr>
<tr>
<td>ART 205</td>
<td></td>
<td>Art History I</td>
</tr>
<tr>
<td>ART 219 OR ART 201</td>
<td></td>
<td>Relief Printmaking Color Theory</td>
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<tr>
<td>ART 231</td>
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<td>Ceramics I</td>
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<tr>
<td></td>
<td></td>
<td>Illustration students should take in place of</td>
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<tr>
<td></td>
<td></td>
<td>ART 204, ART 220, or ART 227</td>
</tr>
<tr>
<td>ART 204</td>
<td></td>
<td>Intermediate Painting</td>
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<tr>
<td>ART 206</td>
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<td>Art History II</td>
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<tr>
<td>ART 220</td>
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<td>Intaglio Printmaking</td>
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<td>ART 222</td>
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<tr>
<td>ART 227</td>
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<td>Clay Sculpture</td>
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<td></td>
<td>Illustration students should take GDN 305Sand</td>
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<td></td>
<td></td>
<td>ILL 301n in place of ART 218, OR ART 325 ART</td>
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<tr>
<td></td>
<td></td>
<td>3XX Raku Ceramics</td>
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<td>ART 218 or ART 3XX</td>
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<tr>
<td>ART 309</td>
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<td>Mixed Media Drawing</td>
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<td>ART 325</td>
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<tr>
<td>GDN 320</td>
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<td></td>
<td></td>
<td>Illustration students should take GDN 201 and</td>
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<td></td>
<td>GDN 306 in place of ART 217, ART 221 OR ART</td>
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<td>ART 217</td>
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<td>Water Based Media</td>
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<td>PHG 2XX</td>
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<td>Science Elective</td>
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<tr>
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<td>place of Studio Elective &amp; take GDN 420 place</td>
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<tr>
<td></td>
<td></td>
<td>of ART 423</td>
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<td>ART 421</td>
<td></td>
<td>Senior Capstone I</td>
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<tr>
<td>ART 423</td>
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<td>Professional Practices</td>
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<td>ART 333</td>
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<td>Art Criticism &amp; Theory</td>
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<tr>
<td>ART 4XX</td>
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Illustration students should take GDN 315 in place of ART 221 or ART 3XX.

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<td>ART 345</td>
<td>Advanced Drawing</td>
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<td>ART 221 / ART 3XX</td>
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<td>Photo Printmaking Even Year</td>
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**Major Concentration in Photography**

The B.F.A. in Fine Arts with a concentration in Photography 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 during the first semester of the freshman year. All subsequent coursework is designed and sequenced to encourage and inspire the students to develop a high level of technical skill while fostering a sense of personal vision and individual style. For details on equipment requirements for this program, go to [http://www.sage.edu/art](http://www.sage.edu/art).

**BFA FINE ARTS W / PHOTOGRAPHY**

**CONCENTRATION**

**FOUR YEAR DEGREE PLAN**

**FALL FRESHMAN**

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<td>Photography I</td>
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**SPRING FRESHMAN**

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<td>Photography II</td>
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<td>Math 110 or Higher or MATH 248</td>
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**FALL SOPHOMORE**

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<td>ART 205</td>
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<td>GDN 217</td>
<td>Digital Imaging I</td>
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<td>Social Science Elective</td>
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<tr>
<td>ART 105</td>
<td>2D Design</td>
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<tr>
<td>PHG 211</td>
<td>Photographic Processes</td>
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**SPRING SOPHOMORE**

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<td>ART 106</td>
<td>3D Design</td>
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<td>PHG 210</td>
<td>Digital Photographic Images</td>
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<td>PHG 214</td>
<td>Studio Lighting</td>
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<td>PHG 205</td>
<td>History of Photography</td>
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**FALL JUNIOR**

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<tr>
<td>PHG 312</td>
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<td>ART 201 or ART 3XX</td>
<td>Color Theory or Making Artist's Books</td>
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<td>ART 207</td>
<td>History of Modern Art</td>
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<td>Course Code</td>
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<tr>
<td>ART 218 or ART 219</td>
<td>Papermaking or Relief Printmaking</td>
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<td>Social Science Elective</td>
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<td>SPRING JUNIOR</td>
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<tr>
<td>PHG 302</td>
<td>Non-Silver Photography</td>
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<tr>
<td>Choose: ART 220 ILL 202</td>
<td>Intaglio Printmaking or Illustration Concepts</td>
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<tr>
<td>ART 222</td>
<td>Intermediate Drawing</td>
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<tr>
<td></td>
<td>Science Elective</td>
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<td></td>
<td>General Education Requirement</td>
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<tr>
<td>FALL SENIOR</td>
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<tr>
<td>ART 421</td>
<td>Senior Capstone I</td>
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<td>ART 333</td>
<td>Art Criticism &amp; Theory</td>
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<td>Professional Practices</td>
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<td>ART 400 Level</td>
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<td>PHG 448</td>
<td>Topics in Photography</td>
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<tr>
<td>ART 422</td>
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**Total Credits Required for Graduation:** 120
Bachelor of Fine Arts (B.F.A.) in Graphic Design

The Visual Arts Department of the Sage College of Albany is accredited by the National Association of Schools of Art and Design (NASAD).

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

- B.F.A. in Fine Arts Studio
  Concentration in Photography
- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The B.F.A. curriculum comprises a number of distinct components designed to address a student’s total experience:

- Visualization I & II provides all incoming freshmen exposure to eight full-time faculty from the four disciplines over the course of their first year. The course focuses on the development of critical thinking and provides a foundational basis for all of the majors.
- Advanced studios in Graphic Design, Interior Design, Photography and the studio arts including painting, printmaking, photography, clay sculpture and Illustration, as well as studio electives that allow for exploration in a variety of media.
- Senior Capstone I & II and studio courses that focus on a personal direction in the major in preparation for the B.F.A. exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially and culturally.
- Students graduate equipped with the necessary skills and portfolio to enter graduate study or begin a career in the arts.

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

- All students, including transfer students must contact admissions for an appointment to schedule a portfolio review.
  Students who do not have an adequate portfolio may apply for the Academic Exploration option. This process is completed during the portfolio review process.
- Overall GPA of at least 2.5 and at least 3.0 in the major emphasis.

The curriculum is built around a rigorous sequence of courses linked by annual comprehensive portfolio reviews. The courses in all the visual arts majors strive to find a balance between developing professional capabilities, helping students find and improve their own creative voice while 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 are given the opportunity 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.

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

B.F.A. in Graphic Design

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 B.F.A. 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

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.
NOTE! The four year plan below must be followed with courses taken in sequence in order to graduate in a timely manner. Students work with their major professor in the Department of Visual Art before signing up for courses for each semester.

**BFA GRAPHIC DESIGN**  
**FOUR-YEAR DEGREE PLAN**

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<tr>
<td>ART 105</td>
<td>Two Dimensional Design</td>
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<tr>
<td>HUM 112</td>
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<td>Graphic Design I</td>
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<td>GDN 201</td>
<td>Type &amp; Design I</td>
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<td>GDN 311</td>
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<td></td>
<td>Requirement</td>
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</tr>
<tr>
<td>GDN 448 or Studio Elective</td>
<td>Topics in Graphic Design</td>
<td>3</td>
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</tbody>
</table>
Total Credits for Graduation: 120
Bachelor of Fine Arts (B.F.A.) in Interior Design

The Visual Arts Department of the Sage College of Albany is accredited by the National Association of Schools of Art and Design (NASAD).

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

- B.F.A. in Fine Arts Studio
  Concentration in Photography
- B.F.A. in Graphic Design
- B.F.A. in Interior Design

The B.F.A curriculum comprises a number of distinct components designed to address a student's total experience:

- Visualization I & II provides all incoming freshmen exposure to eight full-time faculty from the four disciplines over the course of their first year. The course focuses on the development of critical thinking and provides a foundational basis for all of the majors.
- Advanced studios in Graphic Design, Interior Design, Photography and the studio arts including painting, printmaking, photography, clay sculpture and illustration, as well as studio electives that allow for exploration in a variety of media.
- Senior Capstone I & II and studio courses that focus on a personal direction in the major in preparation for the B.F.A. exhibition.
- Art history and liberal arts courses that examine the role and relevance of the visual arts historically, socially and culturally.
- Students graduate equipped with the necessary skills and portfolio to enter graduate study or begin a career in the arts.

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

- All students, including transfer students must contact the Department of Admission for an appointment to schedule a portfolio review. Students who do not have an adequate portfolio may apply for the Academic Exploration option. This process is completed during the portfolio review process.

The courses in all the visual arts majors strive to find a balance among developing professional capabilities, helping students find and improve their own creative voice while building advanced skills in their medium. In addition, courses such as Business Practices for Visual Artists or Portfolio Preparation help students understand professional practice and provide 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 are given the opportunity 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.

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

NOTE: The four-year plan below must be followed with courses taken in sequence in order to graduate in a timely manner. Students must work with their academic advisor in the Department of Visual Art before registering for courses.

**B.F.A. in Interior Design**

This program designed for students planning to pursue a professional career in Interior Design and gives each student the foundation to build an outstanding portfolio and launch a successful career in the field.

In the Interior Design program, Sustainable Design provides the foundational philosophy through which students examine design problems for a variety of building typologies included in residential and commercial studios.

Interior design students learn skills in manual and CAD drafting, space planning, construction methods, the application of sustainable interior materials, lighting, color, textiles, furniture, and interior design elements. AutoCAD technology and 3-D modeling are taught throughout the Interior Design curriculum.

Students are encouraged to develop their own individual approach to visualization and design problem solving, which will enable them to creatively meet their client's aesthetic and functional needs. Contemporary issues such as green design, health and life safety codes as well as universal design are emphasized in the program. Technologies taught reflect the most current versions of AutoCAD, 3-D modeling and the Adobe Creative Suite.

All B.F.A. students in Interior Design, beginning their junior year, 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)

**BFA INTERIOR DESIGN**

**FOUR YEAR DEGREE PLAN**

**FALL FRESHMAN**
<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
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<td>FALL</td>
<td>ART 105</td>
<td>Visualization I</td>
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<tr>
<td></td>
<td>IND 101</td>
<td>2-D Design</td>
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<tr>
<td></td>
<td>HUM 112</td>
<td>Architectural Drafting</td>
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<td>SPRING FRESHMAN</td>
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<td>SPRING FRESHMAN</td>
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<td>Visualization II</td>
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<td></td>
<td>ART 101</td>
<td>Beginning Drawing</td>
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<td>ART 201</td>
<td>Color Theory</td>
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<td></td>
<td>IND 220</td>
<td>AutoCAD I</td>
<td>3</td>
</tr>
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<td></td>
<td>MATH 110 or MATH 248</td>
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<td>3</td>
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<tr>
<td>FALL SOPHOMORE</td>
<td></td>
<td>History of Architecture &amp; Interior Design I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IND 201:</td>
<td>Residential Design</td>
<td>3</td>
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<tr>
<td></td>
<td>IND 110</td>
<td>Sustainable Materials I</td>
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<tr>
<td></td>
<td>IND 204</td>
<td>Architectural Perspective &amp; Quick Sketching</td>
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<td>IND 205</td>
<td>Design Presentation Techniques I</td>
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<td>IND 106</td>
<td>Sustainable Materials II</td>
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<td>IND 202</td>
<td>Office Design</td>
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<td></td>
<td>IND 203</td>
<td>Construction Fundamentals</td>
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<td>Kitchen &amp; Bath or Art Elective</td>
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<td></td>
<td>IND 301</td>
<td>Lighting Fundamentals</td>
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<td></td>
<td>IND 305</td>
<td>AutoCAD II</td>
<td>3</td>
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<td>IND 330</td>
<td>Contract Design I</td>
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<td></td>
<td>IND 309</td>
<td>3D Computer Modeling</td>
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<tr>
<td>SPRING JUNIOR</td>
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<td>Kitchen &amp; Bath or Art Elective</td>
<td>3</td>
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<tr>
<td></td>
<td>IND 301</td>
<td>Lighting Fundamentals</td>
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</tr>
<tr>
<td></td>
<td>IND 305</td>
<td>AutoCAD II</td>
<td>3</td>
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<td>Contract Design I</td>
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<td>IND 309</td>
<td>3D Computer Modeling</td>
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<td>FALL SENIOR</td>
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<td>IND 407</td>
<td>Portfolio Preparation</td>
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<td>IND 448</td>
<td>Topics in Interior Design</td>
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<td>Science Elective</td>
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<td></td>
<td></td>
<td>Social Science Elective</td>
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<tr>
<td>SPRING SENIOR</td>
<td></td>
<td>Senior Capstone I</td>
<td>3</td>
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<tr>
<td></td>
<td>IND 406</td>
<td>Interior Design Internship</td>
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<tr>
<td></td>
<td>IND 402</td>
<td>Business of Interior Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IND 408 or ART Elective</td>
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<tr>
<td>Requirement</td>
<td>Credits</td>
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<tr>
<td>Art History Elective</td>
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</table>

**Total Credits for Graduation:** 120
Bachelor of Science (B.S.) in Applied Biology

The Biology Department at Sage College of Albany offers a B.S. degree in Applied Biology. This program is designed for students who enjoy biology and wish to work in a biology-related field. Through coursework and internship experiences, students obtain competency in biology along with another field of their choice, which is referred to as a Companion Discipline. Companion Disciplines include Physical Therapy (either through the 4+3 or Accelerated 3+3 programs), Pre-Med and Physician Assistant preparation, Law & Society, Marketing/Management, Art, Humanities, Communications/Public Policy, and Math/Computer Science. Depending on a student's companion discipline, the B.S. in Applied Biology can lead to a career as a physician, physician assistant, research scientist, science writer, science illustrator, environmental lobbyist, sales representative or manager in a research facility or a drug company, or a public relations specialist in a science-related company, among many others. This flexible curricular approach allows students to keep pace with today's rapidly changing workplace.

The Associate of Science (A.S.) degree in Science - Applied Biology or a similar associate degree, provide appropriate pathways into the B.S. in Applied Biology at Sage.

Special features of this program include:

Flexibility

- Working with an advisor, students choose 7 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 a boost in seeking employment.

<table>
<thead>
<tr>
<th>Science Core</th>
<th>60-63</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 101 General Biology I (w/lab)</td>
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</tr>
<tr>
<td>BIO 102 General Biology II (w/lab)</td>
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</tr>
<tr>
<td>CHM 111 General Chemistry I (w/lab)</td>
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</tr>
<tr>
<td>CHM 112 General Chemistry II (w/lab)</td>
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<tr>
<td>BIO 207 Fundamentals of Genetics</td>
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<td>BIO 208 Microbiology (w/lab)</td>
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<tr>
<td>BIO 320 Seminar in Biology</td>
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</tr>
<tr>
<td>BIO 319 Cell &amp; Molecular Biology (w/lab)</td>
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</tr>
<tr>
<td>BIO 351 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 359 Explorations in Research Methodology</td>
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<tr>
<td>BIO 307 Internship</td>
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<tr>
<td>Biology Electives</td>
<td>9-12</td>
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<tr>
<td>PHY 105 Conceptual Physics</td>
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<tr>
<td>COM 104 Oral Communications</td>
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<td>MAT 112, 113 or 201 College Algebra, Pre-Calculus or Calculus</td>
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<tr>
<td>MAT 220 Statistics</td>
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LIFE Curriculum Requirements

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<td>HUM 112 Humanities Seminar</td>
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<td>Social Science Electives</td>
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<tr>
<td>CSI 101 Computer Competency</td>
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</table>

Companion Discipline

In consultation with an advisor, students choose 7 courses from one of the following areas:

- Physical Therapy
- Pre-med/PA prep
- Art (Illustration)
- Math/Computer Science
- Writing
- Communication/Public Policy
- Marketing/Management

Other Degree Requirements

General Electives: 15-18

Total Credits Required in the Degree: 120

At least 60 of the 120 total credits must be in the liberal arts and science.

Suggested Sequence

First Year

- BIO 101
- CHM 111
- HUM 112
- Social Science Elective

- BIO 102
- CHM 112
- COM 104
- Social Science Elective

Second Year

- BIO 207
- CSI 101
- MAT 112, 113 or 201
- Companion Discipline Course
- General Elective

- BIO 208
- Humanities Elective
- Companion Discipline Course
- Companion Discipline Course
- General Elective

Third Year

- BIO 351 Immunology
- BIO 320 Seminar in Biology
- Biology Elective
- Companion Discipline course
- General Elective

- BIO 319 Cell & Molecular Biology
- BIO 359 Explorations in Research Methodology
• MAT 220 Statistics
• Companion Discipline course
• General Elective

Fourth Year
• BIO 307 Internship
• PHY 105 Conceptual Physics
• Biology Elective
• Companion Discipline course
• General Elective
• Biology Elective
• Companion Discipline course
• ITD LIFE Seminar
• General Elective
• General Elective
Bachelor of Science (B.S.) in Clinical Biology

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. 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, law or other 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>41</th>
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<tbody>
<tr>
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<tr>
<td>BIO 102</td>
<td>General Biology II (w/lab)</td>
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<td>CHM 111</td>
<td>General Chemistry I (w/lab)</td>
</tr>
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<td>CHM 112</td>
<td>General Chemistry II (w/lab)</td>
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<tr>
<td></td>
<td>Organic Chemistry (w/lab)</td>
</tr>
<tr>
<td></td>
<td>Biochemistry (w/lab)</td>
</tr>
<tr>
<td>BIO 207</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO 208</td>
<td>Microbiology (w/lab)</td>
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<tr>
<td>BIO 319</td>
<td>Cell &amp; Molecular Biology (w/lab)</td>
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<tr>
<td>201</td>
<td>Statistics</td>
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**LIFE Curriculum Requirements:** 18-21

| 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** 61

| PHY 105    | Conceptual Physics | 3 |
| BIO 351    | Immunology | 3 |
| BIO 320    | Seminar in Biology | 3 |
| BIO 359    | Explorations in Research Methodology | 3 |
| BIO 201    | Anatomy & Physiology I (w/lab) | 4 |
| BIO 202    | Anatomy & Physiology II (w/lab) | 4 |

**Cytotechnology Courses (ACP)**

| Basic Histology (ACP) | (2) |
Introduction to Cytopathology (1)
Molecular Basis of Diseases (2)
Cytopreparatory Techniques I, II (2)
Cytopathology of the Female Genital Tract (4)
Exfoliative Non-Gynecologic Cytopathology I, II (6)
Fine Needle Aspiration Cytology I, II (7)
Liquid Based GYN Cytology (1)
Pathology (2)
Journal Club (1)
Cytopathology Review (1)
Practicum in Cytology (12)

Total Credits Required in the Degree:
Cytopathology track 123

Track to Clinical Laboratory Sciences Certificate (ACP) 73

Anatomy & Physiology I (w/lab) (4)
Anatomy & Physiology II (w/lab) (4)
Clinical Immunology (2)
Phlebotomy (2)
Medical Terminology (3)
Hematology (3)
Advanced Hematology (3)
Clinical Chemistry I, II (6)
Bioethics (3)
Clinical Microbiology I, II (8)
Immunohematology (3)
Histologic Techniques (2)
Molecular Techniques (3)
Clinical Practicum I, II (18)
Laboratory Management and Education (3)
Clinical Correlations I, II (6)

Total Credits Required in the Degree:
Clinical Laboratory Sciences track 132

At least 50 percent of the total credits must be in the liberal arts and science.
Bachelor of Business Administration (B.B.A) and
Bachelor of Science (B.S.) in Business Administration

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 MBA program. In fact, students may apply to the graduate program before completing the bachelor’s degree and take graduate and undergraduate courses simultaneously.

The BS in Business Administration is for students who are able to accumulate a total of 60 credit hours of liberal arts and sciences. The BBA 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
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<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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<td>BUS 104</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 204</td>
<td>Principles of Marketing</td>
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<td>BUS 205</td>
<td>Principles of Management</td>
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<td>BUS 212</td>
<td>Business Law I</td>
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<tr>
<td>BUS 213</td>
<td>Business Law II</td>
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<td>BUS 215</td>
<td>Business Communications</td>
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<td>ECO 201</td>
<td>Principles of Macroeconomics</td>
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<td>Principles of Microeconomics</td>
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<td>BUS 324</td>
<td>Business Strategy I</td>
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<tr>
<td>BUS 304</td>
<td>Advertising &amp; Promotion</td>
<td>3</td>
</tr>
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<td>BUS 308</td>
<td>Human Resource Management</td>
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<td>BUS 325</td>
<td>Financial Management I</td>
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<tr>
<td>BUS 335</td>
<td>Management Information Systems</td>
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<tr>
<td>BUS 424</td>
<td>Business Strategy II</td>
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Choose one of the following:

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<td>BUS 328</td>
<td>Internship in Business</td>
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Choose one of the following:

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<tr>
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<td>MAT 112</td>
<td>College Algebra (or higher level math)</td>
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Choose one of the following:

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<td>ECO 215</td>
<td>Statistics for Decision Making</td>
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Elective Courses Required for B.B.A. Degree from Accounting, Business, Economics, or Law: 21

### Total Major Requirements

78

### LIFE Curriculum Requirements

<table>
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<th>Requirement</th>
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<td>Science</td>
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<td>HUM 112</td>
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<tr>
<td>LIFE Interdisciplinary Seminar</td>
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Professional or Liberal Arts & Science electives**: 24

**Total Credits Required to Qualify for Graduation:** 120

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

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

**Note:** Before entering the upper-division of this 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.

* Students who earn credit for BUS 115 Math for Business cannot earn credit for BUS 208 and/or BUS 209.
Any student selecting 24 Liberal Arts and Science credits in this category will qualify for the BS in Business Administration. Any student selecting fewer than 24 credits in this category will qualify for the BBA degree.

MBA at Sage Graduate School

TSC students who have completed 87 credits or more, have a GPA of 3.0 or better, and have the approval of their advisor and the Dean of the Sage Graduate School, may take six credits of graduate-level coursework as part of their 120-credit Bachelor’s degree requirement.

SCA students in the BS/BBA in Business Administration programs may be eligible to participate in a special acceleration program. The MBA program is a 54 credit hour program comprised of:

- 4 proficiency courses (12 credits)
- 10 foundation courses (30 credits)
- 3 specialization courses (9 credits)
- 1 integrative capstone course (3 credits)

Acceleration - TSC undergraduate students:

- SCA students in the BS in Business Administration or the BBA programs
- who have completed 87 credits or more
- who have a GPA of 3.0 (TSC and transfer credits combined)
- who have the approval of their advisor and the Dean of Sage Graduate School
- are eligible to participate in an MBA acceleration program. The program allows the student to complete up to 18 credits of the 54-credit MBA program, while an undergraduate. Upon completion of their bachelor's degree, the student will need 36 credits to complete the MBA.

Part 1 Proficiency Courses (Up to 12 credits acceleration)

- **MBA 551 Financial Accounting**: Requirement is waived if student takes ACC 201, 202 and achieves a grade of B or better in both courses
- **MBA 552 Economics Analysis**: Requirement is waived if student takes ECO 201, 202 and achieves a grade of B or better in both courses
- **MBA 553 Statistical Analysis**: Requirement is waived if student takes ECO 215 (offered SAW only) and achieves a grade of B or better OR the student takes MBA 553 as part of their undergraduate curriculum (only students with superior algebra skills should take this option)
- **MBA 563 Legal Environment**: Requirement is waived if student takes MGT 312 (RSC), BUS 212 (SCA-SAW) and achieves a grade of B or better

Part 2 Foundation Courses & Electives (Up to six credits acceleration)

Acceleration students may take two of the following (Courses taken at the MBA level count toward the undergraduate curriculum and waive requirements in the graduate program.)

- **MBA 651 Human Resource**: Student takes MBA 651, which will count for their human resource management class (MGT 308 or BUS 308) in their undergraduate curriculum or as an advanced elective.
- **MBA 576 Marketing System**: Student takes MBA 576, which will count for their marketing class (MGT 204 or BUS 204) in their undergraduate curriculum or as an advanced elective.
- **MBA --- Human Resource elective (MBA 651 prerequisite)**
  - MBA 555 Adm Org Behavior; MBA 596 HR Topics; MBA 653 Compensation Adm; MBA 561 Org Development; MBA 654 Labor and Industrial Relations. Course will count as undergraduate elective.
- **MBA --- Marketing elective (MBA 576 prerequisite)**
  - MBA 582 Consumer Behavior; MBA 598 Mkt Topics; MBA 683 New Product Development; MBA 672 Marketing Strategy; MBA 684 Professional Sales Mgt. Courses will count as undergraduate elective.
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.

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 balances hands-on practical experience with theoretical understanding that helps our graduates continue to grow along with the computing industry.

There is a great need right now for computer professionals. Demand far exceeds supply. Estimates for job growth for computer professionals in the United States range from 38 percent to 56 percent.

Core Requirements in CIS 57

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 110</td>
<td>Computing Concepts*</td>
<td>3</td>
</tr>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 210</td>
<td>Workstation Architecture &amp; Support</td>
<td>3</td>
</tr>
<tr>
<td>CSI 215</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 221</td>
<td>LINUX for Network Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Computer Science I (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 227</td>
<td>Computer Science II (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>VB.NET</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 265</td>
<td>Database Applications I (Access)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 276</td>
<td>Data Communications &amp; Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II (Oracle)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 315</td>
<td>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 326</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 349</td>
<td>Machine Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSI 438</td>
<td>Technology and Culture</td>
<td>3</td>
</tr>
<tr>
<td>CSI 407</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>EGL 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MAT209</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
</tbody>
</table>

*Consult with program coordinator or advisor

LIFE Curriculum Requirements:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>HUM 112 Humanities Seminar II</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 for Graduation: 120

At least 60 of the 120 total credits must be in the liberal arts and science.
Minor in Computer Science

Core Requirements  12
CSI110 Computing Concepts  3
CSI 226 Computer Science I (Java)  3
CSI 227 Computer Science II (Java)  3
MAT209 Discrete Math  3

Electives  6
Choose any two courses from the list below:
CSI 210 Workstation Architecture and Support  3
CSI 221 Linux for Network Administrators  3
CSI 261 VB.NET  3
CSI 263 Web Site Development  3
CSI 265 Fundamentals of Database Systems  3
CSI 276 Data Communications & Networking I  3
CSI 285 Data Communications & Networking II  3
CSI 301 Database Applications II (Oracle)  3
CSI 315 C# Programming  3
CSI 320 Web Site Administration  3
CSI 326 Data Structures  3
CSI 349 Machine Structures  3
CSI 438 Technology and Culture  3

Note: CSI courses are sometimes taught in evening hours.
Bachelor of Science (B.S.) in Creative Studies

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 an excellent fit 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 students can integrate their interest in professional areas of study with a humanities-focused learning core.

Creative Studies students choose “The Creative Life” emphasis, “The Writing” emphasis, “The Drama” emphasis, or the “Visual Arts” emphasis, depending upon their individual intellectual and career interests. Through careful advisement, students complete courses in the Humanities core, the Creative Studies, Writing, Drama, or Visual Arts 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>Units</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 340  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>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFE Interdisciplinary Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### Option 1 - The Creative Life Emphasis:

Choose one of the following: 
- Poetry 3 
- 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
Beauty and the 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

Option 4 - The Visual Arts Emphasis 15

Choose 15 credits in ART

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.

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 Information Design

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>Credits</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 121</td>
<td>Introduction to Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 125</td>
<td>Media Writing</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>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 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>Credits</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>
<tr>
<td>BUS 104</td>
<td>Contemporary Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 311</td>
<td>Entrepreneurship or</td>
<td></td>
</tr>
<tr>
<td>BUS 320</td>
<td>E-Commerce</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Introduction to Computer Science I (JAVA)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 215</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Site Development</td>
<td>3</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Choose:</td>
<td>PSY 301 or PSY 319 or 200-level and above SCL or PSY class with advisor approval</td>
<td>3</td>
</tr>
</tbody>
</table>

**LIFE Curriculum Requirements**

- HUM 112 Humanities Seminar II                              | 3       |
- LIFE Interdisciplinary Seminar                             | 3       |
- Science                                                   | 6       |
- Social Science                                            | 3       |
- Variable Credits Required Beyond Associate Degree; consult with an advisor |         |

**Total Credits Required for Graduation:** 120

NOTE: At least 60 of the 120 total credits must be in the liberal arts and sciences.
Bachelor of Science (B.S.) in Interdisciplinary Studies

In addition to those majors offered in the regular college curriculum, students may work with the College to design an interdisciplinary major to accommodate particular academic interests and career goals. The Bachelor of Science (B.S.) in Interdisciplinary Studies is a self-designed major and is created through a combination of courses from two or more disciplines offered by the College. Examples include majors that combine coursework in business and communication. Many other combinations are possible.

The proposed interdisciplinary major must specify at least 36 credits total from at least two disciplines. One of the designated disciplines must be drawn from courses required in a currently offered SCA major and must require 18 credits of upper-division courses (e.g., 300-level or higher) as determined by the faculty advisors in the affected programs. Students electing to declare this major must do so before having completed 90 credit hours.

Admission to SCA does not guarantee an interdisciplinary proposal will be accepted. Once admitted to the College, students consult regularly with an academic advisor who assists in designing an educational plan that is right for them. Students are expected to thoroughly research relevant career information to aid in designing an interdisciplinary studies major. Career and employment information will help the student in selecting meaningful courses as major requirements.

Students electing to declare this major must do so before having completed 90 credit hours. Students should first consult with the Director of Academic Advising and then work with the Director and faculty advisors in the affected majors to create a written proposal explaining their areas of interest and listing the courses that will enable students to achieve their objectives. This proposal must be approved by a faculty advisor or Program Coordinator in each affected discipline, the Director of Academic Advising and by the Dean of the College. Exceptions to this policy require the SCA Dean’s approval.

The proposal should include the following components:

- the purpose or rationale of the major
- list of required courses and titles constituting the major (including experiential learning and capstone course)
- required support courses
- total number of credit hours

In addition to the above:
Students must meet all the LIFE general education and graduation requirements.
At least 60 of the 120 total credits must be in the liberal arts and sciences.
Total Credits Required for Graduation: 120

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 Career Planning Center 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

The Office of Academic Advising will submit the forms to the Dean of the College for final approval. If approved, the program requirements will be on file in the Registrar’s Office.

LIFE General Education requirements
Bachelor of Science (B.S.) in Law and Society

The Bachelor of Science in Law and Society 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.

<table>
<thead>
<tr>
<th>Law and Society Core</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 111 Criminal Justice Functions and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CRM 311 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>LAW 101 Introduction to Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 202 Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>LAW 209 Legal Ethics*</td>
<td>1</td>
</tr>
<tr>
<td>LAW 348 Special Topics in Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 415 Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101 U.S. Government: Citizens, Politics &amp; Inst.</td>
<td>3</td>
</tr>
<tr>
<td>PSC 229 Civil Rights and Civil Liberties or PSC 339 Current Constitutional Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 352 Writing in the Social Sciences</td>
<td>1</td>
</tr>
<tr>
<td>PSY 301 Social Psychology or PSY 308 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 339 Psychology and Law**</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following</td>
<td>3</td>
</tr>
<tr>
<td>SCL 102 Social Problems</td>
<td></td>
</tr>
<tr>
<td>SCL 120 Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SCL 208 Race and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>SCL 213 Class, Power, and Privilege</td>
<td></td>
</tr>
<tr>
<td>Internship in an appropriate field of study</td>
<td>3</td>
</tr>
</tbody>
</table>

*This requirement may also be satisfied by BUS 207 or PHL 206
**This requirement may also be satisfied by PHL 264

<table>
<thead>
<tr>
<th>Law and Society Pathways To Careers</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>SCL 350 Research for the Professions</td>
<td></td>
</tr>
<tr>
<td>12 credits of coursework in CRM, SCL 120, or PSC 210</td>
<td></td>
</tr>
<tr>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>LAW 302 Legal Research and Writing II</td>
<td></td>
</tr>
<tr>
<td>12 credits of coursework in LAW or PSC 210</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>SCL 350 Research for the Professions</td>
<td></td>
</tr>
<tr>
<td>12 credits of coursework in PSY</td>
<td></td>
</tr>
</tbody>
</table>

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.)
Students pursuing the Law and Society degree with a legal emphasis/pathway may be eligible for the Certificate in Legal Studies. Students may transfer in a maximum of nine credits from other institutions.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 302</td>
<td>Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>LAW 348</td>
<td>Topics in Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 209</td>
<td>Legal Ethics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Select 5 LAW electives** ....................................................15
Bachelor of Science in Physical Education

Sage College of Albany, in conjunction with Hudson Valley Community College, and other community colleges which share articulation agreements with Sage (Adirondack CC, Cobleskill CC, Fult-Montgomery CC, Niagara CC), offers a Bachelor of Science (B.S.) degree in Physical Education Teacher Education (PETE). The first two years of the program are delivered by the community college attended 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 eligible for associate degrees in Physical Education from other colleges may be considered 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) three written recommendations from a faculty member who taught academic courses of 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 member 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 School of Education is to prepare highly effective educators, school counselors, and school leaders who believe in full inclusion, who value diversity, who are reflective, and who are knowledgeable about best practices. Therefore, we ask Sage educators, counselors, and leaders to consider two essential questions throughout their studies and field experiences: Who am I in the lives of those with whom I work? Who am I in the life of my educational community? We expect all Sage candidates to demonstrate leadership and create optimal educational outcomes for all learners.

The motto of Russell Sage College, “To Be, To Know, To Do,” informs the educational purpose of The Sage Colleges, where the common effort is to translate learning into action and application, within a framework that recognizes the obligation of educated persons to lead and serve their communities. In the School of Education, this motto is extended to form the basis for our programs. We expect Sage candidates:

I. To be well-grounded in knowledge about schools/communities, learners and learning, Sage candidates will:

1. Understand self in relation to learners, their families, and the local and global community - particularly in terms of power, privilege and knowledge with regard to culture, class, language, ability and gender; (Association for Supervision & Curriculum Development, 2003; Darling-Hammond, French & Garcia-Lopez, Glanz, 2006; Darling-Hammond & Bransford, 2005; Holloway, 2003; Rodgers & Mosley, 2006);

2. Use interpersonal skills and demonstrate collaborative attitudes which result in successful partnerships with colleagues, families, and other community members (Bemak & Chung, 2005; Cochran-Smith & Zeichner, 2005, DuFour, Eaker, &DuFour, 2005);

3. Improve society by modeling and using democratic practices in their settings (Nansel, Overpeck, Haynie, Ruan & Scheidt, 2003);

4. Demonstrate a commitment to substantive self-reflection, consideration of quantifiable and qualitative data, on-going learning and professional development (Hehier, 2002; Rogers, Marshall & Tyson, 2006);

II. To know curricular content and models of instruction, including technology and its application, (CAST universal design for learning, 1996-2006; Evans, 2005; Grabe & Grabe, 2004; King, Smith & Mathews, 2006; Wilczenski & Coomey, 2006) the Sage candidates will:

1. Demonstrate an ability to respond to the strengths and needs of all learners, using assessment data to inform instructional decisions (Howard, 2006; Rothstein, 2004, Smith, 2005; Stone & Dahir, 2004);

2. Use knowledge in their designated fields to inspire learners to grow and to meet high standards (American School Counselor Association, 2004; Rea & Mercuri, 2006);

3. Employ/promote pedagogical/counseling/leadership practices that engage learners in active ways (Cochran-Smith, 2003; Dewey, 1938; Hess, Rotherham & Walsh, 2004; Tomlinson & McTighe, 2006);

4. Demonstrate knowledge in their content areas ensuring maximum achievement for all learners (Ballinger & Deeney, 2006; Gambrell, Morrow & Pressley, 2006; Hicks, 2004).
III. To do what is necessary to ensure the success of all learners—and to collaborate with families/community members in respectful, culturally responsive ways, the Sage candidate will:

1. Engage in reflective practices (Agee, 2004; Darling-Hammond, 2003; Kaplan & Owings, 2003, Palmer, 1998; Reeves, 2006);

2. Demonstrate a positive, respectful view of learners, their families, communities, and colleagues; listen deeply to the experiences and perspectives of all those within the community to ensure a healthy and safe learning environment, (Kleiwer, Fitzgerald, Meyer-Mork & Hartman, 2004);

3. Model ethical behavior and active citizenship; promote the success of all learners through advocacy, action, and the development of leadership throughout the community (Banks & Banks, 2004; Bodfish, 2004; Scapp, 2003);


Click here to see reference list.

Program Summary

The first two years of the B.S. in Physical Education Teacher Education are completed at Hudson Valley Community College.

FIRST YEAR @ HVCC

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORM 102 College Forum*</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 120 Real World Math or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHED 180 Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Skills Elective**</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Semester

| English Elective                | 3  |
| Physical Education Skills Elective** | 3 |
| ENGL 102 English Composition II | 3  |
| Choose one of the following:    | 4  |
| BIOL 119 General Zoology/lab    |    |
| BIOL 150/151 General Biology/lab|    |
| Choose one of the following:    | 3  |
| HLTH 160 Personal & Community Health |  |
| PHED 280 Intro to Sports Medicine | |

SECOND YEAR @ HVCC

| First Semester                  | Cr |
| English/Humanities Elective     | 3  |
| Physical Education Elective**   | 1  |
| ENGL 125 Public Speaking        | 3  |
| PSYC 100 Introduction to Psychology | 3 |
| Choose one of the following:    | 4  |
| BIOL 230 Anatomy and Physiology I |  |
| BIOL 270                        |    |
| PHED -270 Elementary & Secondary Games | 1 |

Second Semester

| Introduction to Sociology       | 3  |
| PSYC 200 Child Psychology       | 3  |
| Choose one of the following:    | 4  |
| BIOL 234 Anatomy and Physiology II |  |
| BIOL 271 Educational Psychology | 3  |
| HLTH 152 First Aid/CPR          | 2  |
| English/Humanities Elective     | 3  |
| Physical Education Elective**   | 1  |

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 @ Sage

**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 Level II 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 3
- PED 350 Sports Psychology 3
- PED 3XX Level II Activity Courses 2
- Non-credit requirements
  - Reporting and Identifying Child Abuse 0
  - School Violence and Prevention Workshop 0

FOURTH YEAR @ Sage

**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
- Note: Application for student teaching must be submitted no later than the first day of the fall semester preceding the spring semester in which student teaching will be completed.

**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:** 125

At least 60 of the total credits must be in the liberal arts and science.

**Electronic Portfolio**
The School of Education requires all students to subscribe to LiveText, an electronic portfolio system.

**School of Education Attendance Policy**
While individual instructors may approach attendance and participation in varied ways in their grading policies, students in the School of Education should be aware that missing 1/4 or more of class sessions MAY result in AUTOMATIC class failure. Class content and participation are vital to meeting the objectives of School of Education courses.
PHYSICAL THERAPY

The Doctor of Physical Therapy Program is offered through Sage Graduate School (SGS). Students who already have a baccalaureate degree should refer to the SGS catalog for admission information. For details about the professional DPT Program, including the Program Mission and Philosophy; Expected Student Outcomes; Technical Standards for Physical Therapy Practice; Academic Standards for the Professional DPT Program; physical therapy course sequences; and accreditation information, please refer to the DPT program description in the Sage Graduate School catalog.

Accelerated 3+3 Program (Bachelor’s and DPT)

Exceptionally prepared men and women entering Sage College of Albany (SCA) from high school who are accepted into the accelerated 3+3 Program complete both a Bachelor’s degree in Applied Biology from SCA and a Doctor of Physical Therapy (DPT) degree from Sage Graduate School (SGS) in a total of six years.

Students who are admitted to the accelerated 3+3 bachelor’s program at SCA are eligible to advance to the professional Doctor of Physical Therapy program in their fourth year, providing they have completed a minimum of 90 undergraduate credits and meet the academic requirements for acceleration (listed below). Graduate-level DPT courses begin in the summer following the third year at SCA. The bachelor’s degree is awarded from SCA in December of the fourth year, and students participate in the spring commencement ceremony. The Doctor of Physical Therapy is awarded from Sage Graduate School at the end of the sixth year. The first formal review for eligibility to accelerate into the professional program will occur after the fall semester of the third year at SCA.

Students accelerating into the DPT program will take the following courses in the summer and fall of the fourth year:

<table>
<thead>
<tr>
<th>Summer following the Third Year at SCA</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTY 502 Gross &amp; Functional Anatomy w/ lab</td>
<td>4</td>
</tr>
<tr>
<td>PTY 504 Introduction to the Physical Therapy Profession</td>
<td>3</td>
</tr>
<tr>
<td>PTY 505 Surface Anatomy</td>
<td>1</td>
</tr>
<tr>
<td>PTY 506 Human Biomechanics w/ lab</td>
<td>5</td>
</tr>
<tr>
<td>PTY 521 Pathology I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year - Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTY 501 Neuroscience w/ lab</td>
<td>4</td>
</tr>
<tr>
<td>PTY 509 Patient-Client Management (PCM): Integumentary System w/ lab</td>
<td>4</td>
</tr>
<tr>
<td>PTY 519 Clinical Applications: Integumentary System</td>
<td>0.5</td>
</tr>
<tr>
<td>PTY 522 Pathology II</td>
<td>2</td>
</tr>
<tr>
<td>PTY 523 Physiological Principles of Exercise and Assessment w/ lab</td>
<td>2</td>
</tr>
<tr>
<td>PTY 615 Clinical Research Methods for Physical Therapists</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.5</strong></td>
</tr>
</tbody>
</table>

High School Applicants: Admission Requirements for the 3+3 Program

Men and women students who are admitted to the pre-professional level of the DPT directly from high school are guaranteed continuation into the professional DPT providing all prerequisite courses and academic requirements are met in a 3+3 accelerated program. The successful high school applicant will demonstrate the following academic profile:

- High School overall Grade Point Average (GPA) of 90 percent
- High School Science GPA of 90 percent
- Combined SAT score of 1100 with a minimum of 500 in Verbal SAT and Math SAT
- Class rank in top third.

4+3 DPT Program

Men and Women entering Sage College of Albany from high school or transferring from another undergraduate institution may complete a bachelor’s degree in any undergraduate major (e.g., Business Administration; Creative Studies; Public Affairs and Public Policy; Law & Society; Information Design; Computer Information Systems; Web Development; and Interdisciplinary Studies) along with the DPT program prerequisites (Anatomy & Physiology I & II; Physics I & II; General Chemistry I & II; Cell & Molecular Biology; Human Development; Intro to Psychology; and Statistics). Students entering the 4+3 Program must meet SCA admission requirements. Qualified students who meet the DPT program GPA requirements (3.0 overall and 3.0 in science prerequisites) are guaranteed admission to the DPT Program and enter the graduate DPT Program the summer following their fourth year.

High School Applicants: Admission Requirements for the 4+3 Program

Men and women students who are admitted to the pre-professional level of the DPT directly from high school are guaranteed continuation into the professional DPT providing all prerequisite courses and academic requirements are met in the 4+3 program. The successful high school applicant will meet admission requirements to SCA.

Transfer Applicants to the 4+3 Program

Transfer students who have completed courses at another institution may apply for admission to SCA for the 4+3 Bachelor’s degree leading to the Doctor of Physical Therapy. The successful transfer applicant will demonstrate the following academic profile:

- Overall 3.0 GPA for all college coursework
- Minimum 3.0 GPA in PT Program prerequisite science coursework completed to date (Anatomy & Physiology I and II; Cell Biology Chemistry I and II; and Physics I and II)
- Minimum grade of "C" or better in all PT Program prerequisite courses to be transferred from another institution

Prerequisite Support Courses for Admission into the Professional Program

The following courses must be completed prior to beginning the professional program.
Academic Requirements to progress or accelerate into the Doctor of Physical Therapy

- Completion of the bachelor's degree and DPT Program prerequisite courses prior to beginning the DPT Program (4+3 students only).
- Completion of a minimum of one year in residence at SCA to meet the undergraduate major and general education requirements and DPT Program prerequisites (3+3 students only).
- Earned minimum of grade of "C" or better in all DPT Program prerequisite courses
- Earned overall GPA of at least 3.0 for all college coursework
- Earned science GPA of at least 3.0 in DPT Program prerequisite science coursework (Anatomy & Physiology I and II, Cell Biology, Chemistry I and II, and Physics I and II)
- Completion of at least 40 hours of physical therapy clinical observation under the direction of a licensed physical therapist before beginning the professional program.
- Completion of at least 90 undergraduate credits by the end of the 3rd undergraduate year (3+3 students only)
- Completion of the acceleration 3+3 process (3+3 students only)
- Completion of the progression process (4+3 students only)

Procedures for Progression/Acceleration into the DPT Program

By January 15 of the fourth year (4+3 program) or third year (3+3 Program,) students progressing or accelerating into the DPT Program will:

1. Arrange for a meeting with the DPT Program faculty
2. Complete DPT Program application forms (Academic Standards Statement, Clinical Observation Document, Prerequisite Form) available from the Physical Therapy Department office or the web page: http://www.sage.edu/academics/schoolofnursingandhealthsciences/physicaltherapy
3. Submit transcripts from all college institutions attended
4. Provide a current resume
5. Submit one professional letter of recommendation
6. Submit a career goals essay; and,
7. Submit a list of courses in progress and planned during the remainder of the undergraduate program.
Bachelor of Science (B.S.) 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. Students in this program may apply for full-semester, full-time internships with the New York State Assembly and the New York State Senate.

The Public Affairs and Public Policy 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>
<td>3</td>
</tr>
<tr>
<td>SCL 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>PSC 218</td>
<td>Introduction to Public Policy Making</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Senior Seminar</td>
<td>3</td>
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</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>PSC 336</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>HIS 305</td>
<td>American Diplomacy</td>
<td>3</td>
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</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>PSC 228</td>
<td>State Government</td>
<td>3</td>
</tr>
<tr>
<td>PSC 208</td>
<td>Community History and Politics</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>PSC 209</td>
<td>Enduring Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 214</td>
<td>Major Political Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSC 229</td>
<td>Civil Rights &amp; Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSC 339</td>
<td>Current Constitutional Issues</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>SCL 208</td>
<td>Race and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>HIS 324</td>
<td>American Ethnic History</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>SCL 206</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SCL 273</td>
<td>Child Welfare</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>SCL/CRM 111</td>
<td>Criminal Justice and Functions</td>
<td>3</td>
</tr>
<tr>
<td>SCL/CRM 212</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SCL/CRM 311</td>
<td>Criminology</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>PSC 307</td>
<td>Internship in Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>SCL 427</td>
<td>Sociology Internship</td>
<td>3</td>
</tr>
<tr>
<td>HIS 307</td>
<td>Internship</td>
<td>3</td>
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</table>

### LIFE Curriculum Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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</td>
<td>Interdisciplinary Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110 or higher</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Technology Competence</td>
<td></td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Total Credits Required for graduation:** 120
NOTE: At least 60 of the 120 total credits must be in the liberal arts and science.
## Bachelor of Science (B.S.) in Web Development

Web development is a broad term that incorporates all areas of developing a web site. This often includes graphical web design, backend programming, and web server configuration. Web developers use web languages (HTML, XML, SGML) to create websites. They design, create, edit, and launch Internet documents, images, graphics, sound, and multimedia products. They use both technical skills and design concepts to create websites.

Graduates of the Web Development program:
- Understand the theoretical foundations of database management, web application development, and the aesthetic foundations of web design.
- Perform the required skills of the profession, understand how the profession is conducted in practice, and are proficient in the use of programming and of software applications commonly employed in the profession.
- Combine theory and skills in the practice setting.
- Market themselves successfully based on their education, experience and training.

### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 150</td>
<td>Advanced Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>CSI 215</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSI 221</td>
<td>LINUX for Network Administrators</td>
<td>3</td>
</tr>
<tr>
<td>CSI 226</td>
<td>Computer Science I (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 227</td>
<td>Computer Science II (Java)</td>
<td>3</td>
</tr>
<tr>
<td>CSI 261</td>
<td>Visual BASIC.Net</td>
<td>3</td>
</tr>
<tr>
<td>CSI 263</td>
<td>Web Applications Development</td>
<td>3</td>
</tr>
<tr>
<td>CSI 265</td>
<td>Fundamentals of Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSI 301</td>
<td>Database Applications II</td>
<td>3</td>
</tr>
<tr>
<td>CSI 315</td>
<td>C# Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSI 320</td>
<td>Web Site Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSI 350</td>
<td>Information Security and Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSI 450</td>
<td>Web Commerce</td>
<td>3</td>
</tr>
</tbody>
</table>

### Graphic Design Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GDN 201</td>
<td>Type &amp; Design I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 217</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>GDN 220</td>
<td>Digital Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>GDN 305</td>
<td>Interactive Design I</td>
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</tr>
<tr>
<td>GDN 306</td>
<td>Interactive Design II</td>
<td>3</td>
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<tr>
<td>GDN 412</td>
<td>Digital Animation</td>
<td>3</td>
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### Business Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<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>
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### General Education Requirements & Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HUM 112</td>
<td>Language and Society</td>
<td>3</td>
</tr>
<tr>
<td>MAT 112</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>ENG 235</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Humanities elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Science electives</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Interdisciplinary Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Web Development Internship</td>
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<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours Required Within the Major: 66

Credits: 57

92
Matriculating in Computing Programs

Students wishing to matriculate into the B.S. program in Web Development are expected to have command of the basics of computer literacy. These skills include: operating systems, word processing, spreadsheets, database, presentation skills, email and internet. For a total list of objectives see the departmental website for details. (http://www.sage.edu/academics/schoolofprofessionalstudies/mathandcomputingsciences/resources.php) Each student entering the program must demonstrate competency in these areas by any of the following methods:

- Take CSI 101 Computer Literacy at Sage.
- 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.

**Laptop Requirement:** All sophomores in the Web Development program are required to have a PC laptop and software for use in their courses. Acceptable computer configurations, operating systems and software lists are available from the department.

**NOTE:** Computer science courses are sometimes offered in the evening.
Course Descriptions

ACC-201 Financial Accounting
A comprehensive introduction to financial accounting principles including analysis and recording business transactions, preparing working papers and financial statements. The course is developed through the use of lectures, problem solving, and a computerized practice set.

ACC-202 Managerial Accounting
A study of the principles of managerial accounting theory and the application of those principles, including cash flows, break vent analysis, and manufacturing operations. The course is developed through the use of lectures, problem solving and electronic spreadsheets.

ACC-327 Internship in Accounting
A supervised learning work experience in the field of accounting. Internships are arranged through the departmental internship coordinator.

ART-101 Beginning Drawing
An introductory course that explores drawing as a descriptive and expressive language using various black-and-white media.

ART-105 Two-Dimensional Design
A studio course in two-dimensional design stressing a problem solving approach. The course introduces principles governing the use of form. Projects focus on the execution of both black-and-white and color designs in a variety of 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-110 Visualization I
The Visualization I course will teach students to; build confidence and commitment to their Sage community, develop critical thinking skills and identify, generate and implement ideas through research methods; library and electronic resources, brainstorming & ideation sessions, discussion groups and reading & writing assignments culminating in a Process Notebook which will document and record all of the semester’s activity. Students will be encouraged to expand and broaden their understanding of what constitutes art / design practice and its context outside of the confines of the discipline. This course will provide the basis for the experience at Sage culminating in their senior year in the Department of Art Senior Capstone course.

ART-111 Visualization II
Visualization II is a continuation of Visualization I. Students will employ the skills acquired in Visualization I to investigate contemporary art and design practice through the implementation of ideas documented in the Process Notebook from the fall semester. This course will provide the basis for the experience at Sage culminating in their senior year in the Department of Art Senior Capstone course. Prerequisite: ART 110
Take ART-110;

ART-201 Color Theory
A study of the physical, perceptual, symbolic, and expressive properties of color. Theories and systems of organizing color are explored.

ART-203 Beginning Painting
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.

ART-204 Intermediate Painting
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-205 Art History I
A survey of the visual arts of Western Civilization, from the Prehistoric through the Gothic eras.

ART-206 Art History II
A survey of the visual arts of Western Civilization from the Renaissance to the Modern Era.

ART-207 History of Modern Art
The art of the 20th century will be explored in depth. Starting with the post-impressionists, the course will emphasize the major schools as well as the major artists of the 20th century as a means of understanding the progression of artistic ideas and styles. Prerequisites: ART 205, ART 206
Take ART-205 ART-206;

ART-215 Figure Drawing
A studio course in which the structure of the figure is explored through observation, investigative drawing, and a study of anatomy. Principles and techniques for drawing the figure including proportion and foreshortening will be studied. Line drawing and tone are emphasized and a variety of black-and-white media are used.

ART-217 Watercolor Painting
An exploration of various transparent water-based media, especially watercolors and inks. Lectures and slides will supplement studio work. The student is encouraged to work toward a personal creative experience. Class size limited. Prerequisite ART- 101 ART-105 ART-215
ART-218 Papermaking
A studio course in which the structure of the figure is explored through observation, investigative drawing, and a study of anatomy. Principles and techniques for drawing the figure including proportion and foreshortening will be studied. Line drawing and tone are emphasized and a variety of black-and-white media are used.

ART-219 Relief Printmaking
An introduction to fine art printmaking techniques and concepts. Students will create unique and limited edition prints using print media such as relief (block) printing in single and multiple colors.

ART-220 Intaglio Printmaking
A studio course studying fine art printmaking techniques and concepts that emphasizes black and white intaglio.

ART-221 Monoprints
Monoprints (or monotypes) are one-of-a-kind works that combine aspects of painting, drawing, and printmaking. Oil and water-based inks will be used in additive and subtractive techniques with an emphasis on experimentation.

ART-222 Intermediate Drawing
Building on skills developed in Drawing I and Figure Drawing this course focuses on making drawings that are far more complex in form and content. A wide range of subject matter, including the model, still life, and landscape will be studied. A variety of techniques, concepts, and media, including charcoal, ink, and pastel will be explored. Pre-Requisite: ART 101 & ART 215

ART-223 Making Artists’ Books
Artists’ books can combine printmaking, papermaking, and three-dimensional design to create new relationships between book form and content. Students will build on their own work in printmaking, graphic design, drawing, or painting, as well as learn bookbinding techniques to create unique mixed-media books.

ART-227 Clay Sculpture
A studio course which explores various materials, methods and forming processes in modeling, casting, constructing, and welding within a sculptural ceramics context. The portrait head, figure study, architectural ceramics, and large-scale mixed media assemblage are the emphasis of study.

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-300 Independent Study
to be arranged with faculty

ART-309 Mixed Media Drawing
This course is designed to explore a variety of media and techniques that will extend the boundaries of what theretofore has been a more traditional drawing experience in previous courses. Personal expression and the relationship between scale, media, and image will be examined in a variety of formats and techniques. Students will be encouraged to experiment in ways that will depart from the norm of what has been traditionally thought of as the art of drawing. Sources and examples by artists from the past, as well as the present, will be used to direct the students in this class toward inventive solutions for the assigned projects. The materials emphasized in this course include: gesso, acrylic paint, collage, and ink. Pre-Requisite: ART 222

ART-310 Hist of Modern Arch & Ind
Survey of important buildings, architects, and architectural movements of the modern era. This course will consider the birth of the idea of modern architecture in the nineteenth century, the role of industrial technology in design, the fact and fiction of functionalism in design, as well as social, political, and aesthetic motivations that shaped building and interior design in the twentieth century. Major theories of modern architecture are presented by studying the works of masters. Prerequisite: IND 106 OR ART 205 & ART 206

ART-320 History of Graphic Design
This course focuses on the fundamental principles of drawing in color. Students work in a variety of materials as they explore the technical, formal, and expressive elements of color drawing. Prerequisite: ART 205 206

ART-322 Clay Sculpture II
A systematic study of the full and partial figure, its origin, and current interpretation in Ceramic Sculpture. Emphasis will be on the study of anatomical structure, composition, and the tensions which animate form. Application of traditional clay modeling practices and other clay building methods will be used. Prerequisites: ART 106;ART 215, ART 231.

ART-325 Figure Painting
A studio course in which students learn about the history of the figure in art and painting. Western and non-Western cultural imagery will be explored. Appropriate anatomical and other technical issues will be reviewed and emphasized. Students will develop paintings of the figure that incorporate the study of form, light, shadow, and composition, as well as works that emphasize portraiture, interior settings, in both traditional and non-traditional modes of execution. Prerequisites: Art 203; Art 204

Take ART-203 ART-204;

ART-327 Internship
to be arranged with faculty

ART-333 Art Criticism and Theory
An introduction to the means and ideas employed to evaluate artworks. Through readings, discussion, and writing, participants will develop the analytic skills and understanding necessary to successfully convey their view of contemporary art. Prerequisites: ART 207
Take ART-207;

ART-345 Advanced Drawing
This course is designed to develop the student’s unique insight, as well as, technical skills in recording a truly individual experience. Calling upon the drawings from previous courses, students create three final drawings. Using research, sketch books, and preliminary observations these drawings will reflect the student’s personal statement. Pre-Requisite: Art 309
Take ART-309;

ART-348 Topics in World Art

ART-375 Raku Ceramics
A studio course in low-temperature ceramics which utilizes quick-firing techniques for porous clay bodies. Students will design and construct forms based on hand-building and/or wheel-throwing techniques and participate in the clay mixing and firing process. Slide lectures and laboratory assignments will augment studio projects.

ART-404 Senior Project
Students design and execute individual projects under the supervision of a department advisor.

ART-421 Senior Capstone I
The student will develop and produce preliminary work and a conceptual basis for their senior thesis, including research into themes, materials, historical context, plan for work to be accomplished. Students in all disciplines of fine art studios will have individual critiques with their major professors, and group critiques with their peers and art faculty. This 3 credit hour course will require a minimum of 6-8 studio hours per week. Pre-requisite: Senior status BFA major
Take 87 credits;

ART-422 Senior Capstone II
A capstone studio course focused on concentrated work in the students' chosen medium. With faculty direction, students will complete a serious, coherent, and well-crafted body of work which was begun in Senior Seminar I. Students will present their selected artworks and artist statements at the annual BFA exhibition. Pre-requisite: Senior Standing.
Take 87 credits;

ART-423 Professional Practices
A combination lecture and studio course that looks at the nature of a professional portfolio and of career development and self marketing. Emphasis is on a visual presentation of a body of work, the presentation of professional written materials and the public and verbal presentation of one's work. Pre-requisite: Senior Status BFA Major
Take 87 credits;

BIO-101 General Biology I
This course is a study of the basic biological principles of life. Topics include an introduction to cell biology, mitosis, meiosis, transcription, translation and mendelian and population genetics.

BIO-102 General Biology II
This course is a study of the basic biological principles of life. Topics include an introduction to evolution, invertebrate and vertebrate organisms, animal behavior and plant biology.

BIO-134 Human Biology
This course is designed to acquaint the student with the fundamentals of anatomy and physiology. The normal structure and function of the human body will be considered, together with possible malfunction of cells, tissues and organs. No credit awarded if student has already received credit for BIO 135 and/or BIO 136.

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 tissue 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-207 Fundamentals of Genetics**

This course investigates the fundamental principles of genetics including transmission of genetic information, Mendelian heredity and modern genetics. Through readings, discussions and video, students will learn about the fundamental principles of genetics, as well as explore the personal, political, and sociological implications of this rapidly expanding field. BIO 101 is recommended.

**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 course; From Departments BIO CHM;

**BIO-248 Topics in Biology**

**BIO-307 Internship in Biology**

to be arranged with faculty

**BIO-319 Cell & Molecular Biology**

This course presents an overview of current models of molecular biology and investigates gene regulation, cancer progression, cell signaling and cytoskeletal interactions. Primary literature and research will be presented. The laboratory provides interactive and analytical procedures that reinforce the protocols discussed in the classroom. Prerequisite: BIO-101; BIO-102; CHM-111; CHM-112;

Take BIO-101 BIO-102 CHM-111 CHM-112;

**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 anti-self, and the tools of immunology will be central to the course. Prerequisite: BIO 104 & 105 OR BIO 101 & 102.

Take 1 group; # Take BIO-104 BIO-105; # Take BIO-101 BIO-102;

**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.

**BUS-104 Contemporary Business**

Contemporary Business provides a background for understanding the operation and organization of the business firm. The course focuses on the environment in which businesses operate the formation of businesses, the marketing and management processes as well as human resources management.

**BUS-110 Personal Finance**

This course is designed to acquaint students with personal financial information necessary to function efficiently in today's world. Emphasis will be on financial choices which students can be expected to face as they begin to work and live on their own. Topics to be covered include budgeting and personal financial planning, bank services, obtaining credit, consumer's rights under the credit laws, insurance, investments, retirement and estate planning, and tax planning.

**BUS-115 Math for Business**

Math for Business provides students with instruction and practice in applying mathematics to common business situations. In particular, the first half of this course focuses on the application of mathematics to retailing and wholesaling firms, specifically calculating current invoice amounts given a variety of different discounts, markup, markdown, and inventory control. The second half of the course focuses on the application of mathematics in the area of finance, specifically simple interest, compound interest, annuities, and sinking funds.

**BUS-204 Principles of Marketing**

This course is designed to give the student a comprehensive look at the field of marketing. The course adopts a managerial focus as it covers topics such as the marketing concept, segmenting, targeting, positioning, and how the effective manager uses the marketing mix (product, price, place and promotion) to gain and hold the customers.

**BUS-205 Principles of Management**

The primary objective of this course is to provide a comprehensive introduction to the field of management and to the context of actual management practice. The course is organized around the functions of management: planning, leading, organizing, and controlling. The course is a primer for students of any field who are interested in the practice of management and studying contemporary management issues.

**BUS-211 Global Business**

This course provides an introduction to the worldwide aspects of each business function covered in contemporary business and will give each student an understanding of the implications of the United States’ involvement in a global economy. Topics covered include an introduction to international trade/foreign investment and economic theories of international trade as well as an overview of the forces operating in the international environment (financial, economic, legal, physical, and political) and their impact on management and marketing strategies.

**BUS-212 Business Law I**
This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party right's and discharge, breach of contract and remedies, sales contracts, title and risk of loss, performance and warranties. (Also LAW 205)

BUS-213 Business Law II
(Also LAW 206) This course will cover topics in the areas of commercial transactions and business structures, and the more specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper, secured transactions, bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property and bailment's, real property, and wills and trusts. Prerequisite: BUS-212 or LAW-205.

Take BUS-212 or LAW-205;

BUS-215 Business Communications
A comprehensive study of methods and techniques of communications in a business setting. Topics to be covered include formal and informal communications, listening skills, oral reports, business writing, resume preparation, data management, and electronic and cross-cultural communication systems.

BUS-300 Independent Study
to be arranged with faculty

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 students in the class develop a real-world advertising campaign.

BUS-308 Human Resource Management
This course is a comprehensive review of the activities relating to the effective management of an organization's human resources--recruitment and selection, performance appraisal, compensation, administration, and human resource planning. Special attention is given to contemporary topics including Equal Employment Opportunity, Organizational Development, Total Quality Management, and Health Benefits issues.

BUS-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-314 Organizational Behavior
This course is designed to familiarize students with behavior in organizations. Topics include leadership, job design, attitude, motivation, interpersonal communication in the organization, small group behavior, inter-group conflict and cooperation, and complex organizational behavior. Prerequisite: BUS 205

Take BUS-205;

BUS-324 Business Strategy I
This course examines a series of business situations with an approach designed to integrate the student's previous business courses in management, marketing, accounting, and business law in order to determine the strategy a firm should follow to insure its long-term survival. This course serves as a keystone to link the associate degree with the bachelor degree. Prerequisite: BUS 204, BUS 205.

Take BUS-204 BUS-205;

BUS-325 Financial Management I
This is the basic first course in Finance. It covers the introductory material in this business discipline: the goals and functions of financial management, financial analysis and planning, working capital management, and the capital budgeting process. Prerequisite: ACC 201, ACC 202

Take ACC-201 ACC-202;

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

BUS-328 Internship in Business
The internship provides the student the opportunity to gain on-the-job experience in business, an extremely valuable component of the graduate's resume. Faculty coordinators work closely with the intern and the employer to assist the student in achieving specific learning objectives. Prerequisite: junior or senior status.

Take 54 credits;

BUS-335 Management Information Systems
Focusing on the role of managers within an organization, this course emphasizes the development of computer-based Information Systems to support an organization's objectives and strategic plans. The course includes core concepts and hands-on application projects to illustrate the strategic role of information systems in an organization. Pre-requisite: BUS 205.

Take BUS-205;

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-424 Business Strategy II
Strategic planning demands an integrated approach by all members of the business organization. The course examines in-depth a series of complex business cases to determine in each instance the strategy the firm should follow to insure its long-term survival. This course is intended primarily for senior department majors. Prerequisite: BUS 304, BUS 308 and BUS 325.
Take BUS-304 BUS-308 BUS-325;

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. No credit will be awarded if student has received credit for CHM 103.

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 other selected topics. Prerequisite: CHM-111 or CHM-103.
Take CHM-111 or CHM-103;

COM-104 Public Speaking & Presentations
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-110 Media and Society
A survey of mass media and its uses, the course concentrates on issues regarding the relationship of the mass media to the main currents in the intellectual, cultural, legal, and psychological streams of contemporary society. Note: COM-110 is required of all Communications majors.

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 representatives of the media.

COM-125 Writing for Mass Media
This course examines the process by which discrete events become news and then provides training to allow the student to evaluate critically, structure and present in a realistic and ethical context those events in a written format appropriate to various media, including newspapers, magazines, radio, television and the Internet. Similarities and differences among various media practices, such as advertising and public relations, will be explored.

COM-126 Advanced News Reporting
This course builds upon the skills mastered in COM 125 and focuses on advanced journalistic practices including the gathering of information and choosing the most effective means of information transmission. Specifically, the course will cover areas such as traditional interviewing techniques, public record research, computer-assisted reporting and research, and advanced models of journalistic writing, stressing the development of analytic skills leading to the production of in-depth stories using sophisticated models of the journalistic form. Enrollment restrictions: Enrollment is limited to the number of computer workstations in the assigned classroom. Prerequisites: COM-110, COM-125.
Take COM-110 COM-125;

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-125
Take COM-125;

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 campaign programs, including preparing promotional materials and creating strategic plans. COM-121 is strongly recommended.

COM-251 Interpersonal Communications
The focus is on human interaction, not on platform speaking. Communication is multi-level and it goes on (a) within us as interpersonal communication and (b) with others as interpersonal communication. The goal is to learn more effective communication techniques to avoid misunderstandings and conflicts.

COM-326 Comm Writing: PR, Media & IMC
Designed to provide advanced training in the types of writing required of public relations practitioners, this course builds on the writing and reporting skills first introduced in COM-125, Writing for the Mass Media and provides students with exposure to and practice at the various types of writing that professionals will encounter in the workplace. Students will master such styles and formats as: writing for the WWW, electronic media, Public Service Announcements, biographies, media kits, feature stories, press releases, speeches, annual reports and advertising copy.

COM-327 Internship in Communications
Internships provide students with professional experience in the field. Common supervised internship opportunities include local news settings, public relations and advertising agencies, interactive agencies, event planning, concert promotion, and other publication, broadcast and narrowcast activities. Students will spend at least 140 hours in one or more internships. Prerequisites: COM-110, COM-121, COM-125, COM-221.
Take COM-110 COM-121 COM-125 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 Communications Law & Ethics
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. Prerequisites: COM 110 & COM 125
Take COM-110 COM-125;

COM-448 Special Topics in Comm
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, advanced public speaking, computer-assisted presentation, and journalism or literary journalism. Prerequisites: Senior Standing or permission of instructor.
Take 60 credits;

CRM-111 Crim Justice: Function & Proc
The introductory course in the criminal justice sequence. Students are introduced to the administration and objectives of law enforcement, the courts, corrections, probation, and parole.

CRM-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.

CRM-311 Criminology
An in-depth examination of sociological, bio- logical, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: CRM-111 or SCL-101.
Take CRM-111 or SCL-101;

CRM-325 Restorative Justice
This course is an introduction to the restorative justice paradigm, which emphasizes the restoration and healing of relationships affected by crime, offender accountability for the harm cause, and the empowerment of victims and communities in responding to crime and justice. The course will compare and contrast a restorative justice model with the dominant retributive/punitive model of justice and explore the roles, experiences, and needs of key stakeholders in both models. Established and emerging practices and programs of restorative justice will be examined.

CRM-348 Special Topic: Liberal Arts
Contemporary Issues in criminal justice are examined. Students may enroll in this course more than once as topics change.

CRM-415 Capstone Sem in Law & Society
The capstone seminar is the culminating course of the law and society interdisciplinary program. Students who have pursued the various pathways within the major will come back together in the capstone to share their knowledge and experiences in the contexts of a theme, to be determined based upon the composition of the class (in terms of the pathways pursued) and current event. Within that theme, students will focus on the relationship between law and human behavior and the role of law in society. Consistent with the overriding academic objective of the major, students will refine their understanding of the interaction of law and legal institutions with social, economic, and political systems. Prerequisite: LAW-101, CRM-111, PSY-101, SOC-102.
Take LAW-101 CRM-111 PSY-101 SOC-102;

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, become fluent users of electronic mail, learn about operating systems, telecommunications, and application software (Microsoft Office) and an introduction to the Internet.

CSI-150 Advanced Computer Literacy
An advanced course in computer applications using a graphical user interface (MS Office). Advanced topics covered include word processing, spreadsheets, graphics, database management, presentation graphics, and web page design application software. This course will assist the student in preparing for MOUS core-level certification.

CSI-221 Linux for Network Admin
Introduction to LINUX system management giving a thorough grounding in the essential LINUX operating model. Students gain hands-on experience in installing and configuring system and application software, setting up and using LINUX-based network resources, and establishing a working environment that is convenient for users. Methods for increasing productivity using automation and scripting are explored.

CSI-226 Object Oriented Design
The first half of a two semester introduction for computer science majors focusing on the concepts of object-oriented design and programming; including classes, objects, and basic program control statements. Using the programming language, Java, students are introduced to principles of software design and coding. Suggested Preparations: Computer competency and completion of an algebra course.
CSI-227  Object Oriented Programming
This course continues the exploration of fundamental concepts of object-oriented design and programming using the Java language. Students are introduced to the principles of basic data structures, elementary file input/output and exception handling and advanced Graphical User Interfaces.
Prerequisite: CSI-125, MAT-112 or Higher
# Take CSI-226; # Take 1 courses; From Department MAT; From Levels 100 200 300 400; Except courses MAT-105 MAT-109 MAT-110 MAT-111;

CSI-263  Web Site Development
The study of HTML, JavaScript, DHTML and XML Documents developing web applications. Students will learn how to develop and maintain web sites and their web page content. Prerequisite: CSI-125.
Take CSI-125;

CSI-485  Applied Comp Interns SR Proj
In the final year the networking student will gain practical experience and begin to build a network of professionals in the discipline through the internship program at Sage College.

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.

EGL-154  Introduction to Literature
This introductory course in reading imaginative literature will include fiction, plays, and poetry ranging from early ballads to the work of contemporary writers. Analysis of style and structure and the development of skills in critical reading and writing will be stressed.

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

EGL-231  Creative Writing
This course is designed to aid the student in developing skills of creative self-expression in verse and/or short fiction.

EGL-232  Creative Writing
This course is designed to aid the student in developing skills of creative self expression in verse and/or short fiction. Prerequisite: English language skills competency. EGL 232 is for those students who have taken 231 and wish to take an additional semester. Prerequisite: EGL 231
Take EGL-231;

EGL-235  Intro to Technical Writing
This course deals with the fundamentals of technical writing, the aim of which is the communication of technical and scientific information.
Prerequisite: HUM 112 or permission of the instructor.

EGL-254  World 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 broaden students’ perspectives not only in literature, but also in history, art, psychology, and civilization in general.

EGL-265  Mythology
This course examines selected myths and legends as they are presented in works of literature from ancient to modern times. Students may read works by such authors as Hesiod, Homer, Aesop, Ovid and Virgil as well as a selection of later works that incorporate mythical structures and themes. The course also may present selections of theoretical works, which have influenced the analysis, and understanding of myth. Some attention may be given to the close alliance between myths and folktales.

EGL-331  Fire & Ice: Poetry in Translat
A celebration of some of the world's finest poets including such authors as Pablo Neruda, Anna Swir, Yosano Akiko, and Yehuda Amichai. Some consideration may be given to the ways a particular poet's work has been shaped by social, political, or historical context, and to the questions of what it means to read a poem translation.

EGL-332  Sowing & Reaping: Ref on Life
Fiction, nonfiction, and film are the foundations of this course which explores work and its effect on human experience. A study of the often unexpected ways that work affects life, the course will focus on the power and the importance of work economically, emotionally, and spiritually, viewed through the lens of visionary contemporary and traditional writers and film makers.

EGL-348  Selected Topics in English
Under this heading the English department 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.

GDN-201  Type and Design I
This course will introduce students to the concept of designing with type. Students will explore type as an element of design, using both individual letters and blocks of text. They will learn an effective design process that will start with generating ideas in the form of thumbnail sketches, refining your ideas in rough layouts, then creating professional quality comprehensive layouts and final art.

**GDN-203  Graphic Design I**
An introductory course in which students become familiar with the basic tools, techniques, terminology and materials of the graphic designer. Students will learn to integrate form and message to solve visual communication problems. The design process will be explored through the completion of assigned projects. Prerequisites: GDN 201

Take GDN-201;

**GDN-207  Graphic Design II**
Students will further explore the materials and techniques taught in Graphic Design I. An emphasis will be placed on conceptual development, research methods, and problem solving. Students will be expected to produce professional quality comprehensives, as well as develop a strong, versatile portfolio. Prerequisites: GDN 201 and GDN 203

**GDN-217  Digital Imaging I**
This course will examine the processes involved in using imaging software to create digital art. Fundamentals of digital image-editing, color manipulation, scanning, and image processing will be explored.

**GDN-218  Type and Design II**
This course will build upon the fundamentals of type, design, and layout explored in Type and Design I, and will introduce the student to digital typography. Fundamentals of typesetting, page layout, and publication design will be covered. Prerequisites: GDN 201.

Take GDN-201;

**GDN-220  Digital Imaging II**
This course continues to develop the skills introduced in Digital Imaging I (GDN 217) with an emphasis on the fundamentals of vector imaging (Adobe Illustrator). Prerequisite: GDN 217

Take GDN-217;

**GDN-248  Topics in Graphic Design**

**GDN-301  Digital Production I**
This course explores the processes involved in preparing graphic work for print. File preparation, color separations, image preparation, and specifying paper will be discussed. Projects will be created using page layout and imaging software. Prerequisites: GDN 220 201 218 217

**GDN-302  Digital Production II**
This course builds on skills learned in Digital Production I. Offset printing, pre-press, paper selection, and binding techniques will be covered. Prerequisite: GDN 301

Take GDN-301;

**GDN-305  Interactive Design I**
This course will enable students to design and prepare artwork and media for the World Wide Web. Through observation and instruction, the students will learn the best methods and techniques for preparing a Web site. They will learn the aesthetics of design for the Web and design a site from concept to completion. Prerequisite: GDN 217

Take GDN-217;

**GDN-306  Interactive Design II**
This course continues to develop the skills introduced in Interactive Design I with an emphasis on non-linear multimedia design and animation for the Web and beyond. Students will work with multimedia software to design multi-platform projects incorporating sound and animation. This course will incorporate the fundamentals of scripting and programming as a means to produce rich interactive content and applications. Prerequisites: GDN 305

Take GDN-305;

**GDN-311  Graphic Design III**
An advanced design course that emphasizes methodology in design. Emphasis is given to research, process, critical evaluation and professional presentation. Exploration in design discourse will be stressed. Prerequisite: BFA GDN Major

**GDN-315  Bus Pract for Visual Artists**
This course will introduce the student to business practices utilized by both fine and graphic artists. Contract preparation, tax law, copyright law, trademark services, ownership and fair usage, stock art practices, and other relevant topics will be covered.

**GDN-348  Topics in Graphic Design**
Topics in graphic design will cover critical and current issues relevant to the profession. Examples might include the social and cultural relevance of graphic design or the environmental impact of design. Students will explore critical theory and cross-disciplinary subject matter.

**GDN-405  GDN Senior Capstone I**
This course begins with the development of a concept brief and proposal for a year-long, self-designed project. Upon faculty approval, outlines for the written thesis and layouts for the visual components will be developed and critiqued. All aspects of the project must be developed in this course.

Take 87 credits;

**GDN-406  GDN Senior Capstone II**
This course enables students to expand and complete the body of work begun in Capstone Seminar I. Students are expected to develop unique content and further their abilities to express, both visually and verbally, the boundaries of traditional design practice. Students are encouraged to explore opportunities for large-scale, collaborative and multi-dimensional projects. Course culminates with a final exhibition of the completed work.

Pre-requisite: GDN 405

Take GDN-405; GDN-412 Digital Animation

Students will study the basic principles of animation to develop an understanding of the application of time and motion to design and illustration. This course will cover both frame-by-frame and keyframe (vector) animation, with a discussion of the relative merits of each to specific projects and applications. For BFA majors only.

Take GDN-306; GDN-420 Portfolio Preparation

Students will design a traditional graphic design portfolio and a contemporary electronic portfolio. The traditional portfolio will consist of digitally produced samples of their strongest graphic design work intended for print reproduction. The electronic portfolio will include digital samples from the more traditional portfolio but will consist of mostly multimedia work intended for the Web and/or CD-application.

GDN-427 Graphic Design Internship

Work experience in the field for better understanding of learned principles in graphic design. A final presentation of work completed during the internship is required.

GDN-448 Topics in Graphic Design

His-105 History of the United States I

Survey of the political and social history as it unfolded within the diverse geography of the United States from colonization to the Civil War. Cannot be taken concurrently with HIS 227

His-106 History of the U.S. II

Survey of political and social history as it unfolded within the diverse geography of the United States from Reconstruction to the present. Cannot be taken concurrently with HIS 228.

His-216 Prof. Internship in History

Exploration of a selected area of history through supervised practical experience in an appropriate job or volunteer position in the community. A minimum of 6 hours per week will be devoted to the work experience, total 78.

His-228 20th Century American History

This term concentrates on social and political developments from the year 1900 to the present, with attention to the two world wars, emergence of the United States to global power status, and various political and reform movements. The course will include the geography of America's global expansion and the cultural geography of ethnic and population change in the last hundred years.

His-324 American Ethnic History

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

His-327 Internship

to be arranged with faculty

His-331 American Century I 1898-1945

This is an in-depth course on the American experience from 1898-1945. We will explore the emergence of modern America in the first half of the 20th century and changes created by urbanization, immigration, three wars, and the Depression.

His-332 American Century II 1945-2001

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

His-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 trend, but some attention may be given to non-Western ideas and personalities. This part culminates with brief paper describing and valuating 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. HIS 01 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.

Hrs-306 Kinesiology

3 hrs lecture/3 laboratory hrs. Kinesiology is the study of human movement. Through lectures, laboratory demonstration and class projects, students will develop an understanding and appreciation of how the physical properties of movement apply to the human body. The biomechanical basis of normal human movement will be explored via basic analysis and the assessment skills of goniometry, manual muscle testing and muscle length testing. An introduction to research literature in this area will be provided via journal reviews.
HUM-325 Writing Life's Stories

The course will be an original illustrated scrapbook. Students will complete a portfolio of their written work in the course for final assessment. Humanities Seminar II: 'Language and Community' is designed for students who have completed HUM 111: Humanities Seminar I: 'Language and the Self' with a final grade of C- or better or who score a 1 or 2 on the English Language skills assessment. By earning a final grade of C- or better in this course the student will meet the minimum grade prerequisite to enroll in HUM 113: Humanities Seminar III: 'Language and Human Experience.' HUM 112 is a graduation requirement for all SEC and SJCA students. Prerequisite: Enrollment is restricted to students who have demonstrated readiness for this intermediate level course by earning a score of 1 or 2 in their initial English language skills assessment or by earning a final grade of C- or better in HUM 111.

HUM-320 Writing & Illustration

This course focuses on the act of perception an visual interpretation through language. The dynamic interplay between images and words—between the visual and the verbal—will be examined through field observations, art, literature, electronic media, photography, and film.

HUM-317 Image & Shadow: Drama & Film

From the ancient Theban plays, to Shakespeare's Othello and Pirandello's Six Characters in Search of an Author, this course will focus on selected masterpieces of drama that engage us in the complexity of human interaction. Films of staged productions and film adaptations may be included for study, comparison, and enrichment.

HUM-319 Reading the Lives of Artists

This course explores the identities of visual artists in their cultural and temporal contexts and considers the ways in which artists enrich the lives of others. Through biographical reading, films, gallery trips, and meeting a working contemporary artist, students will examine the role of imagination in forming the artistic temperament. They may study the creative lives and contributions of artists such as Leonardo daVinci, Artemisia, Mary Cassatt, Pierre Bonnard, Henry Moore, Dorothea Lange, Frida Kahlo, Jackson Pollack, and Georgia O'Keeffe.

HUM-320 Writing & Illustration

This course links the expressive arts of writing and illustration. Students will explore the relationship between the text and the picture and look at the ways in which the visual enhances the verbal. They will study exemplary models and be encouraged to develop their own verbal and visual styles. While the primary emphasis will be on the broad field of children's book writing and illustration, other genres for illustration will also be studied. The course involves close reading and interpretation of texts and the creation of original works of fiction, nonfiction, and poetry. The final project will be an original illustrated scrapbook.

HUM-325 Writing Life's Stories
In this course students will research and write narratives based on the life stories of a particular individual, family, or community. Students will conduct personal interviews, practice field observation, and research archival materials including letters, diaries, photographs, and newspapers. Students may experiment with writing biography and historical nonfiction. A final project may include a collaborative anthology or exhibit. Prerequisite: HUM 112
Take HUM-112;

**HUM-340**  
Princ & Techniques of Research  
A working knowledge of the principles and techniques of research in the Humanities is essential for advanced learning and for careers in which information gathering and evaluation and their application to decision making are critical skills. Topics covered include: types of sources, research tools, documentation styles, evaluation of sources, development of critical thinking and communication skills, integrity of research, audience analysis, collaborative research, and presentation of research. Designed for Interdisciplinary Studies Majors or by permission of Instructor. Prerequisite: HUM 112.

Take HUM-112;

**HUM-341**  
Hum Applied: Exper Learning  
Experiential learning provides opportunities for students to apply their cumulative academic knowledge and skills in humanities to the world of work, while receiving structure and guidance from both academic and worksite supervisors. The student seeks out a particular learning experience through an internship or community service project then with the help of the academic supervisor and a Career Services advisor, sets goals and makes arrangements for the semester's work. All internship and service projects must receive prior approval from the Humanities supervisor. The student will keep a daily journal of experiences, complete all written work assigned by the academic supervisor, complete 100 clock hours of on-site work or externally supervised week, and make written and oral presentations at the end of the learning experience. The student will meet with the class/academic supervisor on a regular basis to discuss plans, problems, and progress. During the term the student will design a resume and an electronic portfolio. Prerequisite: 54 CREDITS
Take 54 credits;

**HUM-348**  
Humanities Topics  
to be arranged with faculty

**HUM-403**  
Senior Sem: Community As Text  
The is a senior seminar and the capstone course for the Creative Studies program. Students will engage in reading and discussion of the literature and philosophy of community and will undertake, individually or collaboratively, a field research project that involves active learning within a particular community. This project may include such activities as archival research, personal interviews, audio or video recordings, site visits, attendance at community meetings or events, and close observation and documentation over a period of time. The project may be linked to the students' particular creative interests or to their choice for HUM 341 - Humanities Applied: Experiential Learning. Students will produce project results and evaluation in a properly written and documented format based on their community exploration and theoretical background. Students will also make final presentations of their field projects using appropriate technological tools. As a final requirement of the course students will produce an electronic portfolio. Prerequisite: 87 Credits.
Take 87 credits;

**IFD-301**  
Publishing to Multiple Platforms  
This course provides theoretical and professional practice in integrating textual and visual materials for presentation in print and Internet formats. COM 125, COM 121, COM 221, COM 202, BUS 204, BUS 304 strongly recommended.

**IFD-303**  
The Web  
This course provides theoretical and professional practice in integrating textual and visual materials for presentation on the Internet. Students will work with digital imaging systems and software to produce entire websites. COM 104, COM 125, COM 121, COM 221, COM 202, BUS 204, BUS 304, CSI 125 strongly recommended.

**ILL-301**  
Illustration I  
This course will present an overview of the field of illustration, with an emphasis on traditional (non-digital) techniques. With an emphasis on visual problem-solving, students will utilize a range of styles and approaches to explore such areas as advertising, editorial, and book/magazine illustration. Prerequisite: ART-222.
Take ART-108 or ART-222;

**ILL-302**  
Digital Illustration  
This course will continue the emphasis on visual problem solving, but with a digitally-centered approach. Students will learn techniques for combining traditional and digital media to develop a variety of illustration projects. In addition, the course will cover the fundamentals of illustration and design theory as a means to understanding the illustration process. Prerequisite: III 301
Take ILL-301;

**IND-101**  
Architectural Drafting  
Students learn architectural drafting conventions and create floor plans, sections, elevations, reflected ceiling plans and details for a small scale residential project. Proper care and use of tools and equipment is taught.

**IND-102**  
Intro to Interior Design  
This introductory course surveys the interior design profession and the role of the interior designer to related specialties and disciplines. Students will develop an awareness of the principles of design in the built environment through illustrated lectures and discussions as well as studio exercises designed to develop creativity and problem solving skills. Introduction to business aspects of interior design will be also addressed. Prerequisite: IND 101
Take IND-101;

**IND-104**  
His of Arch & Ind I
A study of architecture, furniture, and the decorative arts from Ancient Egypt through the Industrial Revolution.

IND-106 His of Arch & Ind II
A study of architecture, furniture, and the decorative arts from the Industrial Revolution through Post-Modemism. Prerequisite: IND 104.
Take IND-104;

IND-110 Interior Finish Materials I
This is a two semester survey course on the specification of finish materials used in the design of the interior environment. Through reading, lecture and discussion, the criteria for evaluation and specification of appropriate and sustainable materials is established as students learn about the variety of materials available for the design of wall, floor, and ceiling finishes and furniture. Applicable building codes, indoor air quality, environmental toxins, and recycled products for interiors will be examined for the health and safety of the interior environment and the preservation of natural resources. Visits by professional sales representatives, and trips to product showrooms will be included. Prerequisite: IND 102
Take IND-102;

IND-115 Interior Finish Materials II
This course is a continuation to existing course: IND 110 Interior Materials I. This is a two semester survey course on the selection and specification of finish materials used in the design of interior environments. Through readings, lecture and discussion, the criteria for evaluation and specification of appropriate and sustainable materials is established as students learn about the variety of materials for the design of wall, floor and ceiling finishes and furniture. Applicable building codes, indoor air quality, environmental toxins, and recycled products for interiors will be evaluated for health and safety and the preservation of natural resources. Visits by professional sales representatives and trips to product showrooms will be included. Prerequisite: IND 110
Take IND-110;

IND-201 Residential Design
In this studio design course, students focus on the design issues specific to residential living space. The space planning standards required to create aesthetically pleasing, functional and sustainable residences will be studied. Universal design standards and building code regulations will be introduced. Prerequisite: IND 102.
Take IND-102;

IND-202 Office Design
In this studio design course, students learn the basic space planning standards for office design. Sustainable design practices and fire and safety codes are applied to the design of small scale office design projects. Prerequisite: IND 201.
Take IND-201;

IND-203 Construction Fundamentals
This course provides students with a basic knowledge of both structural and non-structural building materials and their methods of assembly. The course will utilize both lecture and discussion to understand the components of interactions between key building materials, the proper selection and use of standard building materials, and basic methods and standard of residential and commercial construction. Prerequisite: IND 102.
Corequisite: IND 110
Take IND-102;

IND-204 Architectural Perspective
Students develop the skills to draw architectural interiors using one-point and two-point perspective. Multiple vanishing points reflections and shadow projection, freehand and drafting techniques will be developed. Prerequisite: IND 101.
Take IND-101;

IND-205 Design Presentation Techniques
Students will refine freehand sketching techniques and apply them to perspective drawings. By increasing levels of complexity, students create renderings with pencil, marker, watercolor tempura, pastel and mixed media. Presentation boards, layout of materials samples and labeling will be discussed. Three-dimensional design principles are applied to model construction for interior space.

IND-220 AutoCAD I
This course is an introduction to architectural drafting using AutoCAD software, the industry standard for interior design and architectural drawing. The course will focus on learning basic drawing and editing commands and will culminate in the creation and organization of set of architectural working drawings in an 11x17 format. Prerequisite: IND 101.
Take IND-101;

IND-301 Kitchen and Bath Design
This studio course provides an in-depth analysis of the kitchen and bath industry. By examining and evaluating building construction and mechanical systems, appliances, fixtures, cabinetry, and finish materials, students develop the knowledge to select products that meet the aesthetic and functional needs of the consumer. Visual and verbal communication methods are used to present design concepts and working drawings. Space planning and construction details are used to successfully layout kitchens and baths that meet design criteria for diverse client needs. Prerequisites: IND 101; IND 203; IND 204.
Take IND-101 IND-203 IND-204;

IND-305 Lighting Fundamentals
The basic functions of lighting aesthetics, visual perception, and current lighting technology will be identified and examined for use in residential and commercial interiors. Students will develop lighting schemes and design reflected ceiling plans, electrical plans, and lighting schedules. Students will evaluate types of lighting and its importance in providing comfort, safety, and enhancing psychological effects. Prerequisite: IND 201.
Take IND-201;

IND-309 3-D Computer Modeling
The three-dimensional scale model provides designers with a tool to study, refine, and communicate spatial relationships. In this course, students create models of their design solutions using digital technology. Students will use the computer as a tool to assist them in exploring, visualizing and evaluating design solutions more efficiently. Prerequisites: IND 202, IND 204, IND 220, IND 330.

Take IND-202 IND-204 IND-220 IND-330;

**IND-310 History of Modern Arch & IND**
This course gives a historical overview of the styles, social movements, and leaders in interior design from the 18th century to present day. Students will view significant styles and movements in art, architecture, and interior design. By examining the cultural, political, and social events of recent history, students will develop an understanding of aesthetic movements that influence today's designers. Prerequisites: IND 104 IND 106.
Take IND-104 IND-106;

**IND-320 AutoCAD II**
In this course, students will develop more advanced AutoCAD drafting skills as they learn commands and options for text and dimension manipulation, table and schedule production, annotations, layout space plotting, x-referencing and the proper organization of digital drawing files. Prerequisite: IND 220.
Take IND-220;

**IND-325 Building Systems and Codes**
Students develop methods for evaluating and specifying HVAC (heating, ventilation and air conditioning), plumbing, sprinkler, fire protection, security, acoustical and telecommunication systems for performance. Students become familiar with how these systems work together within the built environment and how they are regulated by the various building codes. Students learn how to research and apply codes, standards and regulations to the design of interior environments. Prerequisite: IND 110, IND 203.
Take IND-110 IND-203;

**IND-330 Contract Design I**
In this advanced studio design course, students develop a vocabulary and understanding of the design process as it relates to larger scale, complex commercial environments. Possible project typologies include healthcare, hospitality, retail, education and corporate office design projects. Prerequisite: IND 305, IND 320, IND 309.
Take IND-305 IND-320 IND-309;

**IND-402 Senior Internship**
Students will work in a design firm, architectural firm, or interiors related Showroom for 120 hours. Work experience may include, but is not limited to, the development of floor plans, field measurements, maintaining the design library, developing computer assisted design drawings, selecting textiles and interior finishes, assisting with the installation of art, furnishings, and other design related tasks. upon completion of internship the students will make a presentation of or a project to a jury of peers and professionals and receive an evaluation. Prerequisite: Completion of 60 or more credits.
Take 60 credits;

**IND-403 Design Presentation Techn II**
This advanced studio course will build on rendering skills to enhance visual presentations of architectural interiors. Students will apply color, texture, and pattern to interior perspective drawings using a variety of mixed media. and three-dimensional scale models will be developed using digital software such as Sketch Up or AutoCAD 3-D and constructed to scale in order to demonstrate interior space. Prerequisites: IND 204, IND 205.
Take IND-204 IND-205;

**IND-404 Contract Design Studio II**
Students will develop and advanced vocabulary and understanding of the design process as it relates to larger scale, complex interior environments. Possible project typologies include healthcare, hospitality, retail, exhibit, education and corporate office design projects. Prerequisite: IND 305, IND 320, IND 330, IND 309. Corequisite: IND 314, IND 403.
Take IND-305 IND-320 IND-330 IND-309;

**IND-405 Senior Capstone I**
Students research client types, building types, and current issues in order to identify a capstone project focus. This studio focuses on programming, ideation, and schematic designing in order to define a project concept for development in Senior Studio II. Prerequisites: IND 330: IND 325: IND 305.
Take IND-305 IND-320 IND-325 IND-330;

**IND-406 Senior Capstone II**
The student refines program generated in Senior Studio and responds to issues in the program as the basis for design development of a capstone design project. The student develops project documents, presentation materials, and presents the project to a jury of peers and professionals. Prerequisite: IND 405.
Take IND-405;

**IND-407 Portfolio Preparation**
Students create portfolios for both print and electronic formats. Students will design both a traditional portfolio consisting of samples of their strongest interior design work and a portfolio in a digital format for electronic transmission. Prerequisite: IND 403. Corequisite: IND 405.
Take IND-403;

**IND-408 Business of Interior Design**
This course prepares students for entry into interior design practice with an survey of the business aspects of interior design including business formations, contracts, fee structures, legal issues, sales and marketing, professional ethics and goal setting. Prerequisite: IND 404.
ITD-110 Information Literacy
This course will introduce students to the organization of information, concepts underlying the research process and the changing nature of information resources. It will enable students to formulate and clearly define a research topic and plan a search strategy. Students will leave the course with the skills required to locate information utilizing online research databases, the internet, online catalogs, print sources and reference tools. Students will be encouraged to become better critical thinkers as they analyze and evaluate the information and materials they gather. Skills acquired in this class will form the foundation for doing research in classes at Sage and will support inquiry for life-long learning.

LAW-101 Introduction to Law
This course acts as an introduction to the legal system by surveying such topics as the New York and federal court systems, legal history, and various areas of substantive law.

LAW-205 Business Law I
(See BUS 212) This course presents to the student a comprehensive view of contracts with an emphasis on understanding the rationale behind laws that affect business practice and the application of law to specific business situations. Topics to be covered include the nature and classification of contracts, agreement and consideration, capacity and legality, genuineness of assent, the statute of frauds, third party rights and discharge, breach of contract and remedies, sales contracts, title and risk of loss, performance and warranties.

LAW-206 Business Law II
(See BUS 213) This course will cover topics in the areas of commercial transactions and business structures, and the more specialized areas of consumer law, anti-trust, and real property. Topics to be covered include commercial paper, secured transactions, bankruptcy, agency, partnerships, corporations, anti-trust, consumer law, personal property and bailment's, real property, and wills and trusts. Prerequisite: LAW 205.

Take LAW-205;

LAW-208 Administrative Law
This course focuses on alternative mechanisms of enforcing the law. The case method is used to introduce the student to a process differing in historical development and growth from the judicial process. Particular attention is focused on the major agencies and to the principles of law underlying and applicable to all of regulatory agencies. The Federal Administrative Act is covered and due attention is paid to the problems of delegation of legislative power, the nature of a hearing, the right to and scope of judicial review and to other statutory and non-statutory methods of review.

LAW-209 Legal Ethics
Beginning with a study of morality and law, their interrelationship in the natural law tradition will be examined first; then their separation in positivism will be considered. Finally, the code of professional responsibility and the canons of ethics will be examined. Prerequisite: LAW 101 or permission of the legal studies program coordinator.

LAW-214 Family Law
The course covers such topics as divorces, separations, custody, adoption, guardianship and support, with a survey of the appropriate courts and how they deal with such matters.
Analytic and research skills are enhanced through research assignments involving various areas of substantive and procedural law. Emphasis is placed on legal writing skills, including the drafting of various types of legal memoranda. Enrollment restricted to legal studies program student or by permission of the legal studies program coordinator. Prerequisite: LAW 202 or permission of the legal studies program coordinator.

Take LAW-202;

**LAW-348 Special Topics in Law**
This course offers in-depth study of subjects either beyond the range of core courses or of subjects that are emerging areas of law not otherwise addressed in the curriculum.

**LAW-415 Capstone Sem in Law & Society**
(Also CRM, PSC, PSY 415) The capstone seminar is the culminating course of the law and society interdisciplinary program. Students who have pursued the various pathways within the major will come back together to share their knowledge and experiences in the context of a theme, to be determined based upon the composition of the class (in terms of pathways pursued) and current events. Within that theme, students will focus on the relationship between law and human behavior and the role of law in society. Consistent with the overriding academic objective of the major, students will refine their understanding of the interaction of law and legal institutions with social, economic, and political systems. Prerequisites: LAW 101, CRM 111, PSY 101.

Take LAW-101 CRM-111 PSY-101;

**LAW-427 Field Internship in the Law**
Paralegal field internship will be offered during the spring semester of the fourth year of the program. A minimum of 10 hours per week will be required. The student will be placed with a sponsoring law firm, government agency, the legislature, or some other approved sponsor to be involved in paralegal activities. The student will be required to submit a detailed journal concerning the internship experience and institutional training. Placement and supervision will be through the program coordinator. In addition to the journal, the internship’s sponsor will also be requested to evaluate the student in regard to the student’s performance of paralegal tasks. Prerequisite: Permission of legal studies Program Coordinator.

**MAT-110 Topics in Mathematics**
A topic course designed to give students not majoring in mathematics, science or technology an appreciation of mathematics and its use in problem solving. Topics will be chosen from introductory set theory, probability, statistics, algebra, geometry and trigonometry. Prerequisite: Basic Math Competency and a beginning algebra course.

**MAT-112 College Algebra**
An advanced algebra course designed with the essential concepts for precalculus and other courses in business and computer science. Topics such as linear equations, linear equations applications, inequalities, graphing linear equations, polynomials, exponents, factoring, rational expressions, radicals and complex numbers will be emphasized. Prerequisite: Recommended: A beginning algebra course.

**MAT-113 Precalculus**
Designed as a precalculus course for those with an inadequate preparation for the calculus. Topics include: relations and functions, linear systems, quadratic equations, polynomial equations; exponential equations, logarithms, trigonometric functions and some analytic geometry. Technology will be an integral part of this course. Prerequisite: Math 112 or three years of regents high school mathematics.

Take MAT-112;

**MAT-205 Math for Visual Learners**
This course was designed to show the connections between mathematics and art. The course begins with a review of basic math and an overview of the fundamental concepts of geometry. The second component of the course is an introduction to transformations, symmetry, tiling, tessellations and the works of M.C. Escher.

**MAT-220 Applied Statistics**
An intuitive approach to the meaning of statistics as an interpretive tool, this course covers techniques of exploratory data analysis, probability distributions, normal distributions, statistical inference, hypothesis testing, linear regression and correlation, analysis of enumerative data, and an introduction to analysis of variance. Integrated into these topics will be an introduction to the use of computers. Not open to students who have completed any college-level statistics course. Suggested preparation: A beginning algebra course.

**MAT-248 Topics in Mathematics**

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**MUS-316 Women's Chorus**
This study and preparation for performances of choral music represents all periods of choral composition. (May be taken twice for a total of 3 credits).

**PED-300 Level II Skills - Adventure**
This course is designed to assist the teacher candidate in developing skills, competencies, methods and effective techniques for teaching/facilitating an Adventure unit in a K-12 setting.

**PED-301 Level II Skills - Basketball**
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching basketball in a K-12 setting.

**PED-303 Level II Skills - Golf/FI Hock**
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching Golf and Floor Hockey in a K-12 setting.
PED-304 Level II Skills - Racquet Sports
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching Racquet Sports in a K-12 setting.

PED-305 Level II Skills - Rhythm/Dance
This course is designed to present skills, methods and class procedures which will assist the teacher candidate in developing skills to teach rhythms and dance skills in a K-12 setting.

PED-308 Level II Skills - Tumbling
This course is designed to provide the necessary skills and techniques to teach tumbling and movement skills for grades K-6. Course content will include teaching techniques, spotting, skills progressions and applications of authentic assessment.

PED-309 Level II Skills - Volleyball
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching Volleyball in a K-12 setting.

PED-310 Measurement & Eval in PED
This course examines various ways to evaluate motor abilities, fitness skills and cognitive abilities with developmental understandings. Students will learn formal assessment strategies as well as performance assessment rubrics to evaluate individuals' progress. Documenting program compliance with standards and evaluating program effectiveness will be ancillary foci of the course.

PED-311 Teaching PED in Elem School
This methods course addresses developmentally appropriate physical education in K-6 settings. The critical importance of providing appropriate instruction for all learners, including those with significant disabilities, is stressed. Using the NYS Learning Standards in Physical Education at the elementary level, participants will design units of study appropriate for learners. Critical issues, such as competition versus non-competitive gaming are addressed and the implications for instruction are considered.

PED-312 Teaching PED in Sec School
This methods course presents curriculum considerations, NYS Learning Standards in Physical Education at the intermediate and commencements level strategies for designing, implementing and evaluating programs in grades 7-12. Management issues, instructional approaches, developmental concerns and effective learning environments are considered such that all students are fully and appropriately included in Physical Education classes. Critical issues such as self-esteem and physical fitness, will be discussed with implications for classroom instruction.

PED-313 Practicum Physical Education
Students will complete 100 hours of practicum in physical education programs, 50 hours at the elementary level and 50 hours at the secondary level. Emphasis is on developing, implementing and evaluating lessons relative to appropriateness for learners. Practicum is completed in conjunction with PED 311 and PED 312.

PED-314 Level II Skills - Softball
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching Softball in a K-12 setting.

PED-315 Level II Skills - Soccer
This course is designed to assist the teacher candidate in developing skills, competencies and effective methods for teaching Soccer skills in a K-12 setting.

PED-320 Including All Learners in PED
A focus of this course is adapting physical education so that learners with significant disabilities may effectively participate in class. By examining particular disabilities and environmental challenges, participants will learn to adapt the curriculum so that individuals with disabilities have appropriate and meaningful participation in activities designed to develop fitness for lifelong wellness.

PED-348 Topics: Activity
Level II skills

PED-350 Sport Psychology
This course consists of a systematic and empirical study of human thought and behavior in sports. Among the topics covered are: gender and sport; personality, motivation and psychobiology. Developmental aspects of children and youth sport participation as well as cognitive-behavioral interventions are addressed.

PED-355 Motor Learning
The course provides an introduction to motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The process by which humans acquire and refine physical skills, the stages of skill learning and development, the environment and conditions that affect skill acquisition will be discussed.

PED-401 Fitness Assess/Exercise Program
Fitness Assessment/Exercise Programming is designed to present methods and procedures which will assist the teacher candidate in the implementation of health related fitness education. Particular emphasis will be placed on the NASPE Physical Best programs which incorporate the 2004 national Physical Education Standards. The rationale of test choice design, the evaluation of fitness testing result and curriculum design/programming for students K-12 will be discussed and evaluated. Candidates will have the opportunity to implement testing in local schools.

Take SCI-310 PED-310; Minimum grade C;
PED-407    Phys Educ Student Teaching K-6
Participants complete supervised student teaching in an elementary school. Preservice teachers assume responsibility for developing, implementing and evaluating units and lesson plans. Emphasis is placed on documenting youngsters’ growth. Students develop an online portfolio relating to K-6 experiences.
Take PED-311 PED-312 PED-313 SCI-310; Minimum grade C-

PED-408    Phys Edu Stud Teaching 7-12
Supervised practice teaching in secondary schools (middle, junior and/or high school) is required. Preservice teachers will demonstrate competence in the preparation, delivery and evaluation of physical education instruction appropriate for preadolescent/adolescent learners. Students develop online portfolio relating to 7-12 experiences.
Take PED-311 PED-312 PED-313 SCI-310; Minimum grade C-

PED-409    Coaching Theory & Practice
This course examines the issues and theories related to the coaching of children and youth such that they become deliberate, and productive learners who lead healthy lives. The physical educator's responsibilities in developing effective intramural, sports clubs and athletics will be discussed. Training methods, legal liabilities, safety concerns, equipment/facility needs and coaching principles of competitive athletics are among the topics explored. A 30-hour coaching field experience is required.

PED-415    Seminar: the Physical Educator
This capstone seminar is designed to allow students to examine the role of the physical educator in the life of the school. Current issues, trends and concerns are addressed with the overall goal of encouraging teachers to be life long learners. An online portfolio and presentation are required.

PED-420    Organ & Adm of PED Programs
Policies and procedures in the organization and administration of physical education programs, including athletics, are examined. Among the topics considered are finance; facility utilization legal considerations; personnel issues; public relations; and program evaluation (i.e. effectiveness of inclusion of student with special needs).

PHG-201    Photography I
This traditional photography course is designed to introduce the student to the fundamental technical aspects of the medium. Students are required to have a film camera with manual exposure controls and will process and print their own photographs. The students are expected to strengthen their skills of compositional design and are encouraged to begin to develop a sense of personal vision through their work.
Take PHG-201;

PHG-205    History of Photography
A course that traces the development of photography, the technical aspects of photography, photography as a medium of social comment, a recorder of data, an extender of human perception and knowledge, and photography as an evolutionary art form.

PHG-207    Digital Photography
This course is intended for students not enrolled in the photography BFA, who need foundation photography skills for their own major, or who simply have an interest in the subject matter. This course covers basic technical and aesthetic concerns in photography, digital workflow and printing with special areas such as artwork reproduction and basic studio lighting. This course will culminate in a portfolio of images that demonstrate competency in the areas covered. Students are encouraged to apply the skills delivered to their own areas of study. A digital camera is required; camera RAW functionally recommended.
Take PHG-202 PHG-211 GDN-217;

PHG-214    Studio Lighting
A studio course which explores basic studio lighting techniques in photography. Student will learn about basic studio tools, set-up and maintenance, as well as techniques in the use of tungsten lights, electronic strobe, and basic flash units. Evaluation is based upon completion of portfolio requirements. Prerequisites: PHG 202.
Take PHG-202;

PHG-216    Internship in Photography
To be arranged with faculty

PHG-302    Nonsilver Photography
This upper division studio course will allow the student to explore a variety of non-silver photographic printmaking and print manipulation techniques which differ from the traditional black & white, color, and digital processes. Processes covered may include Bromoil, Gumoil, Cyanotype, Vandyke Brown, Gum Bichromate, and Palladium. Prerequisites: PHG 202, PHG 210, PHG 312, GDN 217.

Take PHG-202 GDN-217 PHG-210 PHG-312;

PHG-312  
Color Photography  
This course will give students a fundamental understanding of the aesthetic and technical concepts of color design and their use in photography, concentrating on both the expressive and commercial applications of the medium. Students will learn to see color photographically as well as gain technical proficiency in their craft. Contemporary modes of image acquisition, such as scanning color negatives and transparencies as well as digital capture will be explored in detail. Finally, students will refine their digital workflow methods to generate professional quality, color-corrected prints, culminating in a final portfolio of work. Pre-requisite: PHG 202, PHG 210, GDN 217

Take PHG-202 GDN-217 PHG-210;

PHG-448  
Topics in Photography  
The program occasionally offers special courses in photography dealing with areas and topics not otherwise included in the curriculum. Pre-requisite: BFA Senior Photo Major

Take 87 credits;

PHL-201  
Introduction to Philosophy  
An introduction to the nature of philosophic inquiry through he study of several outstanding figures in the history of philosophy. We will examine and evaluate the responses of such philosophers as Socrates, Plato, Descartes, and Hume to problems of reality, mind, knowledge, and value.

PHL-206  
Ethics  
An introduction to ways of reasoning concerning our value system and moral views. Students will be encouraged to think rationally about concepts and problems in ethics and to understand what is involved in taking a moral stand on an issue. Contemporary problems as well as classical ethical theories will be studied an discussed.

PHL-209  
Critical Thinking  
This course is designed to enable the student to think critically in order to avoid fallacies in reasoning and to arrive at logically sound conclusions in argumentation. The emphasis will be on detecting informal fallacies in logic, and semantics as they appear in advertising, political propaganda, and debate, as well as learning to construct rational arguments. The course is also concerned with how creative thinking occurs and the ways in which it can be fostered.

PHL-211  
Myth, Religion and Art  
An exploration of three distinct and perhaps unique ways in which human beings respond to the world. Students will study myths, religion, and art as symbolic forms which express feelings and aspirations, offer psychological insights, and expand our perceptions, interpretations, and understanding of the world.

PHL-220  
Perspectives on Nature  
This thematic course examines the concept of nature and our self-understanding, as human beings, in relation to nature. To what extent are humans a part of nature? To what extent are humans separate from nature? Multiple ways to understand nature are considered, both in historical and cultural contexts. Attention will also be given to some contemporary environmental ethical issues that arise from these differing perspectives on nature.

PHL-340  
Beauty & the Philosophy of Art  
What is art? What is beauty? This course examines theories of art and beauty in order to understand the importance of these dimensions of human life. Attention will be given to classical and contemporary writings on art and to art forms such as painting, sculpture, architecture, dance, music and film. The influence of art on culture will be considered.

PHY-105  
Conceptual Physics  
This course is an introduction to the basic principles of physics emphasizing a conceptual rather than mathematical point of view. Topics covered include motion, forces, energy, heat, vibrations and waves, electricity, magnetism, atomic and nuclear physics, and relativity.

PSC-101  
US Gov't: Citizens, Politics & Inst  
An introduction to national politics and governments in the US. system. Students monitor current issues and study how the US. 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.

PSC-209  
The Enduring Constitution  
Americans were a constitutional people before they became a constitutional nation. This course examines the traditions and principles of the American Constitution, how they were formed in colonial times, framed in revolution and expounded in classic court cases.

PSC-216  
Prof. Internship in Pol. Sci.  
Exploration of a selected area in politics of contemporary issues such as management of the economy including monetary, fiscal and spending policies. The structure, procedures and problems of decision-making institutions are a major part of the course. Ideologies and belief systems as they affect policy making are utilized to explain the political process. Issues covered include foreign policy, regulation of business, pollution and energy housing and transportation, consumer protection and health services.

PSC-229  
Civil Rights and Civil Lib.  
A course examining the history and policies of protection of the individual from governmental intrusions. Freedom of expression, rights to privacy, rights of the defendant, and issues of equal rights are all considered.
PSC-307  Internship in Pol. & Govt.
Internships may be taken in local, state, national and international governments and political institutions. Possible placements include the New York State Legislature and the U.S. Congress. Emphasis is placed, however, on suiting the student's individual needs and interests. The experience provides an opportunity to learn by participation in the political process. Prerequisites: 54 Credits
Take 54 credits;

PSC-336  American Foreign Policy
War and peace, starvation and guerrilla warfare, terrorism and American intervention abroad. The role of the United States, its responses and initiatives in foreign affairs since World War I are examined and debated. Consideration includes such issues as diplomacy, national defense, economic aid, and cultural exchange.

PSC-339  Current Constitutional Issues
This course builds on previous courses to examine a wide range of current issues in the news from abortion rights to hate speech. Students will analyze constitutional issues and interpret court opinions. Issue areas include not only civil rights and civil liberties, but also federalism and separation of powers.

PSC-401  Senior Research Prj Seminar
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 a senior thesis, step by step. Students practice what they have learned, and learn what they need to do political and policy research. Prerequisite: Take 87 Credits
Take 87 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 become familiar with the basic principles in the major areas of the field as well as psychological methods of investigation. 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 introduces the developmental perspective in psychology and presents the historical emergence of this perspective. The course surveys individual development from conception through old age, studying physical, perceptual, cognitive, and emotional processes. An emphasis is placed on the interaction among individuals of different ages and the influence of both the immediate and wider social contexts on development. Students who take this course cannot receive credit for PSY 203 or PSY 204. Prerequisite: PSY 101
Take PSY-101;

PSY-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-339  Psychology and Law
This course will examine the applications of psychological methods, findings, and theories to the law. The many relationships between the two fields: psychology in the law, psychology and the law and psychology of the law, will be addressed. A variety of topics will be covered including psychology of law enforcement, the courts, jury selection and decision making, family law, and the rights of special groups. The course will contribute to all ten of the learning outcomes identified as knowledge skills and values unique to psychology or to those liberal arts skills and values, such as information competence with technology and computers, reasoning, problem solving and critical and creative thinking, sociocultural and international awareness, communication and personal development. Prerequisite: PSY 101 LAW 101
Take PSY-101 LAW-101;

PSY-352  Read/Writ Social Sci Research
In order to be critical evaluators of research studies about human behavior, students must be exposed to a variety of primary sources of social sciences research. Students will be introduced to a variety of theoretical and empirical studies in psychology and other behavioral sciences. They will learn how to find studies published in refereed journals on line. Students will learn to distinguish reports of research studies from the actual journal articles describing the scientific research. Practicing brief summaries of research articles using APA style will complete the requirements of this one credit course.
Take PSY-101;

PSY-415  Capstone Sem in Law & Society
The capstone seminar is the culminating course of the law and society inter-disciplinary program. Students who have pursued the various pathways within the major will come back together n the capstone to share their knowledge and experiences in the context of a theme, to be determined based upon the composition of the class (in terms of pathways pursued) and current events. Within that theme, students will focus on the relationship between law and human behavior and the role of law in society. Consistent with the overriding academic objective of the major, students will refine their understanding of the interaction of law and legal institutions with social, economic, and political systems . Prerequisite: Law 101; CRM 111; PSY 101; SOC 102
Take LAW-101 CRM-111 PSY-101 SOC-102;
SCI-105 Energy and the Environment
In the immediate future all countries will need to seek and develop sources of additional energy to power their technological societies. This course will apply logical analysis to the present and future developments of alternate energy sources (e.g., solar energy, geothermal power, nuclear reactors, etc.) and will show the impact on the physical environment by human beings' growth demand for energy.

SCI-111 Solar System Astronomy
An examination of the solar system, including the sun, moon, Earth, planets, and their satellites, asteroids, comets, and meteors. Among the topics to be considered are: the cyclic nature of motion in the solar system, the exploration of the solar system by spacecraft, the history of the solar system, and the search for extraterrestrial life in the solar system.

SCI-112 Stars and Galaxies
An examination of the universe beyond the solar system, including stars, galaxies, and cosmology. Among the topics to be considered are stellar evolution, the structure and evolution of galaxies, and cosmological theories and supporting evidence.

SCI-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. Students must also register for the two hour Exercise Physiology Lab. Prerequisites: BIO 201 & 202 OR BIO 117; Corequisite: SCI 310L

SCI-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 content of individual behavior, social institutions, social inequality, and social change.

SCI-102 Social Problems
An examination of selected social problems of corporate power, crime, the physical environment, physical and mental illness, an racial, ethnic, and sexual inequalities. These problems are discussed in the wider context of institutional and cultural conflict and social change.

SCI-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.

SCI-120 Deviant Behavior
An examination of deviant behavior from various perspectives in sociology. The course focuses upon the social functions of deviant behavior, the processes of social typing and labeling, who becomes deviant, and the connections between deviance and the major forms of social control found in society.

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

SCI-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.

SCI-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.

SCI-216 Professional Intern in Sociol.
Exploration of a selected area in sociology through supervised practical experience in an appropriate job or volunteer position in the community. A minimum of six hours per week will be devoted to the work experience. Prerequisites: JCA student with sophomore standing and six hours of sociology.

SCI-273 Child Welfare
This introductory course on social service programs for children includes foster, adoptive, and institutional care, homemaker, day care, and family and preventive and protective services.

SCI-311 Criminology
An in-depth examination of sociological, biological, and psychological theories of adult and juvenile criminal behavior. Also discussed is the incidence of crimes. Prerequisite: SOC 101 or CRM 111.

SCI-348 Topic:

SCI-350 Research for the Professions
Students learn about the research process. Topics include serves, experiments, interviews, observations and research ethics. Course includes a computer lab using SPSS. Students read and analyze research articles.

SST-001 Mentor Group Meeting
SST-405 Honors Thesis Workshop

The Honors Thesis Workshop is a requirement of the Honors Program, approved by TSC faculty, for Baccalaureate-level Honors Scholars. This workshop provides a semester-long forum for sharing the methods, the problems, and the discoveries of Senior Seminar research/projects. It engages students in multidisciplinary discussions and activities and encourages collaborative problem-solving and discovery. Pre-requisite: Students must be concurrently enrolled in a Senior Seminar in their disciplines and must meet the requirements for Honors Status.

SST-444 STUDY ABROAD
THE SAGE COLLEGES ADMINISTRATION

Office of the President

Susan C. Scrimshaw, Ph.D., M.A., Columbia University; A.B., Barnard College; Interim President
Rosemary L. Grignon, MBA, Sage Graduate School; B.S., Russell Sage College; Executive Assistant to the President

Academic Affairs

Sally A. Lawrence, Ph.D., University of Madrid; M.A., State University of New York at Albany; B.A., Adelphi University; Vice President for Academic Affairs and Professor of Spanish
Timothy Noonan, M.A., Harvard University; B.A., Trinity College; Assistant to the Vice President for Academic Affairs

Colleges and Schools

Nancy A. De Korp, Ed.D., M.A., Columbia University; B.S., State University of New York at Plattsburgh; Dean, School of Education and Assistant Professor of Health Education
Connell G. Frazer, Ed.D., University of Northern Colorado; M.S. Ed., B.S. Ed., Valdosta State College; Interim Dean, School of Continuing & Professional Studies and Associate Professor of Education
Sharon P. Robinson, Ph.D., University of Toledo; M.A., Johns Hopkins University; A.B., Vassar College; Dean, Russell Sage College and Associate Professor of English (Acting Dean, School of Arts and Sciences)
Kevin Stoner, M.A., University of Oklahoma School of Journalism; B.S., Northern Arizona University; Interim Dean, Sage College of Albany and Associate Professor of Communications
John A. Tribble, Ph.D., Utah State University; M.A., University of Maine; B.A., Boston College; Dean, Sage Graduate School and Professor of Economics (Acting Dean, School of Nursing and Health Sciences)

Academic Departments

Rayane AbuSabha, Ph.D., Pennsylvania State University; R.D., Hershey Medical Center; M.S., Pennsylvania State University; B.S., American University of Beirut; Chair, Department of Nutrition
Carol J. DiMambro, Ph.D., M.A., State University of New York at Albany; B.S., University of Kentucky; Chair, Department of Sociology and Criminal Justice
Theresa Hartshorn Hand, M.S., Sage Graduate School; B.S., University of New Hampshire; Chair, Department of Occupational Therapy
Pamela S. Katz, J.D., Georgetown University Law Center; B.A., State University of New York at Binghamton; Chair, Department of History, Law and Government
Thomas C. Keane, Ph.D., M.S., Rensselaer Polytechnic Institute; B.A., Hunter College; Chair, Department of Chemistry and Biochemistry
Glenda B. Kelman, Ph.D., New York University; M.S., Sage Graduate School; B.S., Russell Sage College; Chair, Department of Nursing
Michael A. Musial, M.M., M.A., B.F.A., State University of New York at Buffalo; Chair, Department of Creative and Performing Arts
Sally Packard, M.F.A., Texas Christian University; B.A., Regent's Excelsior College; Chair, Department of Visual Arts
Jean E. Poppei, Ph.D., M.A., University of Chicago; M.S.W., State University of New York at Albany; A.B., Oberlin College; Chair, Department of Psychology
Mary S. Rea, Ph.D., Rensselaer Polytechnic Institute; M.S., University of Ottawa; B.S., The Ohio State University; Chair, Department of Biology
Daniel Robeson, Cand. Ph.D., M.B.A., Rensselaer Polytechnic Institute; B.A., University of Missouri/Columbia; Chair, Department of Management
David Salomon, Ph.D., University of Connecticut; M.A., Herbert Lehman College of the City University of New York; B.A., Fairleigh Dickinson University; Chair, Department of English and Modern Languages
Marjane B. Selleck, M.S., The College of Saint Rose; B.S., State University of New York at Upstate Medical Center, Syracuse; Chair, Department of Physical Therapy

Instructional Support

Janice M. Bonaccorso, B.A., University of Massachusetts; Lab Coordinator, Sciences
Carrie A. Knepp, Doctorate of Physical Therapy Accreditation Administrator
Mary Grace Luibrand, M.S., Sage Graduate School; B.S. Nazareth College; Professional Advisor for Teacher Education Programs
Elliott H. Mazer, M.S., State University of New York at Albany; B.S., Columbia University; Lab Coordinator, Sciences
Jamie Musco, M.A., Sage Graduate School; B.S., State University of New York at Albany; Lab Coordinator, Sciences
James R. Wilson, B.A., State University of New York at Potsdam; Director of the Opalka Gallery

Libraries

Kingsley W. Greene, M.L.S., State University of New York at Albany; B.S., Dickinson College; Director of Libraries and Associate Professor
Rosedella Redwood, Bibliographic Records Manager
Dianne Roosa, B.A., Russell Sage College; A.A., Sage College of Albany; Access Services Manager

Campus Life

Patricia A. Cellemme, M.S.E., The College of Saint Rose; B.S., Russell Sage College; Dean of Campus Life
Laura D'Agostino, B.A., SUNY Geneseo; Coordinator of New Student and Special Events

Athletics and Recreation

Brian W. Barnes, M.S., B.A., SUNY Albany; Assistant Athletic Director/Head Coach Men’s Basketball
Sharon Brodie, B.S., Keene State College; A.A.S., Hudson Valley Community College; Head Athletic Trainer/Strength Coach
Danielle Drews, M.A., University of Connecticut; B.A., Hamilton College; Director of Athletics and Recreation, TSC
Lisa Gallagher, B.A., State University of New York at Albany; Assistant Director of Athletics and Recreation; Head Volleyball Coach, Russell Sage College
Jill Grebert, B.S.Ed., State University of New York at Cortland; Director of Recreation and Fitness, TSC
Jackie Luszczek, B.A., Oswego State University; Sports Information Director/Head Basketball Coach, RSC
Lindsay A. Sawyer, B.A., Hofstra; Assistant Athletic Director/Head Softball Coach

Academic Services

Laureen Anderson, B.M., Concordia College; Senior Career Specialist, Russell Sage College
Michael Breslin, B.S., Union College; Senior Career Specialist, Sage College of Albany
Cedric Gaddis, MBA, Baldwin-Wallace College; B.S., Nazareth College of Rochester; Assistant Director of HEOP and Learning Support Specialist
Stacy Gonzalez, M.A., Notre Dame; B.A., LeMoyne College; Director of Academic Advising and Career Planning, Russell Sage College
Sharon E. Murray, M.S., Long Island University; B.A., State University of New York at Oswego; Associate Dean for Academic Services
M. Katherine Norman, M.A., Sage Graduate School; B.A., Russell Sage College; Coordinator of Disabilities Services
Kelly O’Connor-Salomon, M.A., Trinity College; M.A., University of Connecticut; B.A., Worcester State College; Director of the Writing Studio
Jermaine Privott, M.A., Nelson Rockefeller College; B.A., SUNY Albany; Director of HEOP/Academic Support Center, Sage College of Albany
Patricia Roberts, B.A., Sage College of Albany; Career Specialist, TSC
Karen Schell, M.S., The College of Saint Rose; B.A., State University of New York at Binghamton; Director, Center for Academic Advisement and Career Planning, Sage College of Albany
Regina Torian, M.L.S., B.S., Rutgers; Assistant Director of HEOP, SCA
Derek Westbrook, M.A, Ohio State University; B.A., State University of New York at Albany; Director of HEOP and Academic Support Center, TSC

Cultural Enrichment and Diversity

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Faculty Listing (alphabetical)
Faculty Emeritae/Emeriti
Faculty by School and Department

Faculty Listing (alphabetically)

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Donald J. Bessette, M.Ed., B.A.; Professor of English
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Mick Brady, M.A., B.A.; Associate Professor of Graphic Design
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Lisa A. Callahan, Ph.D., M.A., B.S.; Professor of Sociology and Criminal Justice
Frank E. Cline, M.A., B.A.; Instructor of Retailing
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Gladys M. Craig, Ph.D., M.A., B.A.; Associate Professor of English
Dan T. Craine, M.A., B.A.; Professor of English
Robert Dalton, M.B.A., B.S.; Assistant Professor of Management
Kathleen A. Donnelly, Ph.D., B.A.; Associate Professor of Chemistry
Virginia Earles, B.S.N., M.S.N.E., D.N.S.; Professor of Nursing
Carmela T. Estes, M.A., B.A.; Associate Professor of Nutrition Science
Ruth Evers, M.S., B.S.; Associate Professor of Secretarial Science
J. Wilson Ferguson, Ph.D., M.A., A.B.; Associate Professor of History
Karla Flegel, M.S., B.S., Assistant Professor of Nursing
James W. Flosdorf, Ph.D., B.A.; Professor of English
Robert F. Gehrig, Ph.D., M.S., B.S.; Professor of Biology
George R. Giros, Ph.D., B.Chem; Professor of Chemistry
Mary (Tina) Goodwin-Segal, Ph.D., M.S., B.S.; Associate Professor of Physical Therapy
Nance Goren, M.F.A., M.A., B.F.A.; Professor of Fine Arts
Michael Hall, Ph.D., M.A., B.A.; Associate Professor of Public Administration
John Hammer, Ph.D., M.S., M.A.; Associate Professor of Computer Science
Samuel W. Hill, Ph.D., M.A., B.A.; Associate Professor of Psychology
Mary E. Hogan, M.A., B.S.; Associate Professor of Nursing
Barbara E. Husted, M.S., B.S.; Professor of Physical Therapy
Chrys Ingraham, Ph.D., M.P.A., M.A., B.A.; Professor of Sociology
Linnea Jatulis, Ph.D., M.A., B.S.; Associate Professor of Nursing
Nina Kasanof, Ph.D., Associate Professor in Art History
Marjory A. Keenan, Ed.D., M.A., B.S.; Professor of Nursing
Kathleen A. Kennedy, M.S., B.S.; Assistant Professor of Nursing
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Harry A. Little, Ph.D., M.Ed., B.S.Ed.; Professor of Education
Joan T. Maguire, Ph.D., M.S., B.S.N.; Professor of Psychology
Elizabeth Anne Mahoney, Ed.D., M.Ed., M.S.N., B.S.N.; Professor of Nursing
Willie Marlowe, M.F.A., B.S.; Professor of Art
Edward W. McAllister, Ph.D., M.S., B.S.; Professor of Psychology
Peter McManus, Ed.D., M.S., B.S.; Assistant Professor of Education
Francisco Melero, Ph.D., M.S.; Associate Professor of Economics
Faith J. Meyer, D.P.E., M.A., B.S.; Professor in Physical Education
Heidi Mitchell, Mus.B., M.A.; Assistant Professor of Music and Speech
Lona H. Moore, M.S., B.S.; Associate Professor of Nursing
James P. Moran, M.A., B.A., Ph.D.; Professor of Economics
Rita C. Murray, Ed.D., M.S., B.S.; Professor of Mathematics
Vaughn L. Nevin, Ed.D., M.Ed., B.S.; Associate Professor of Nursing
Judith Odell, C.P.A., B.S.; Associate Professor of Accounting
William R. Owens, Ed.M., B.S.; Professor of Business
Christine Pakatar, M.S., B.S.; Professor of Nursing
Mary Lou Peck, Ed.D., M.Ed., M.A., B.S.N.; Associate Professor of Nursing
Marta Perez-Lopez, Ph.D., M.A., B.S., A.B.; Associate Professor of Spanish
Sandra J. Peterson-Hartt, Ph.D., M.A., A.B.; Professor of Sociology
Shirley S. Phillips, M.S., B.S.; Instructor of Secretarial Science
Teresa V. Pistolessi, Ph.D., M.S., B.S.; Assistant Professor of Nursing
Joseph N. Prenoveau, Ed.D., M.S., B.S.; Assistant Professor of Education
Nina Reich, Ph.D., M.A., B.A.; Professor of French and English
Jeffrey C. Rinehart, Ph.D., M.A., B.A.; Professor of Public Administration
William P. Rockwood, Ph.D., M.S., B.S.; Professor of Biology
Adrienne Rogers, Ph.D., M.A., B.A.; Professor of French
Shirley Rose, B.S.N., M.S.; Professor of Nursing
Julia Rothenberg, Ph.D., M.A.T., B.A.; Professor of Education
Virginia Ryan, M.S., B.S., A.B.; Associate Professor of Psychology
Kristine S. Santilli, Ph.D., M.A., B.A.; Associate Professor of English
Lilyan Saunders, M.S., B.A.; Instructor of Biology
William B. Schade, M.A., M.F.A., B.A.; Professor of Fine Arts
Kathleen E. Schultze, M.S., B.A.; Associate Professor of Physical Therapy
Eleanore Coty Singer, M.Ed, B.S.; Associate Professor in Physical Education
Nancy G. Slack, Ph.D., M.S., B.S.; Professor of Biology
Agnes P. Snyder, M.S., A.B.; Professor in Physical Therapy
Sherman D. Spector, Ph.D., A.M., A.B.; Professor of History
Helen R. Staley, M.A., B.A.; Professor of English
Marion E. Stallwood, M.A., B.S.; Associate Professor in Physical Education
Maren A. Stein, Ph.D., M.A.; Associate Professor of Political Science
Agnes C. Stillman, Ed.D., M.S., M.L.S., B.S.; Associate Professor, Libraries; College Archivist
Doreen J. Tiernan, Ed.M., B.S.; Assistant Professor of English
Terrance J. Tiernan, M.F.A., B.S.; Associate Professor of Art
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Rosalind M. Wang, M.N., B.S.; Professor of Nursing
George Wasserman, Ph.D., M.A., A.B.; Professor of English
Judy A. Waterman, M.A., B.S.J; Associate Professor of English
Hannelore M. Wilfert, Ph.D., M.A., B.A.; Professor of German
Arthur C. Young, Ph.D., M.A., B.A.; Professor of English

Faculty by School and Department

School of Arts & Sciences

School of Education

School of Nursing & Health Sciences

School of Professional Studies

School of Arts and Sciences

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

Biology

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

Chemistry & Biochemistry

David H. Cluxton, Ph.D., Associate Professor of Physics
Thomas C. Keane, Ph.D., Associate Professor of Chemistry and Chair
Daniel Lewicki, Ph.D., Professor of Chemistry
George F. Tucker, Ph.D., Professor of Physics
Frank R. Vozzo, Ph.D., Associate Professor of Physics

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Ekaterina Kagan, Ph.D., Assistant Professor of Spanish
Tonya McArthur, Ph.D., Assistant Professor of English
Shealeen Meaney, Ph.D., Assistant Professor of English
Penny Perkins, M.A., Assistant Professor of Communications and Judy Barnes Fellow
David Salomon, Ph.D., Associate Professor of English, Chair and Harder McClellan Chair

History, Law & Government
Rolf Ahlers, Th.D., Reynolds Professor of Philosophy and Religion
Roberta Gabrenya, J.D., Associate Professor of Legal Studies
Pamela S. Katz, J.D., Associate Professor of Legal Studies and Chair
Steven A. Leibo, Ph.D., Spector Professor of Humanities
Stephen L. Schechter, Ph.D., Professor of Political Science
Andor D. Skotnes, Ph.D., Professor of History
Jeffrey K. Soleau, Ph.D., Associate Professor of Humanities
Harvey J. Strum, Ph.D., Professor of History and Political Science

Mathematics & Computer Sciences
Elizabeth (Betty) Fryer, B.A., Instructor of Computer Science
Deborah A. Lawrence, Ph.D., Associate Professor of Mathematics
Scott H. Leroy, M.B.A., Instructor of Computer Science
Tina A. Mancuso, M.S., Associate Professor of Mathematics
Thomas F. Sweeney, Ph.D., Associate Professor of Mathematics

Psychology
Susan C. Cloninger, Ph.D., Professor
Susan M. Jenks, Ph.D., Associate Professor of Biopsychology
Sybillyn H. Jennings, Ph.D., Professor
Julie Ann McIntyre, Ph.D., Associate Professor
Gayle Morse, Ph.D., Assistant Professor
Patricia A. O'Connor, Ph.D., Professor and Lorraine Walker Chair
Jean E. Poppel, Ph.D., Associate Professor and Chair
Bronna Romanoff, Ph.D., Professor
Susan Wheeler-Weeks, Ed.D., Associate Professor

Sociology & Criminal Justice
Carol DiMambro, Ph.D., Associate Professor of Criminal Justice and Chair
Marcia Maury, M.A., Associate Professor of Sociology
Maureen C. McLeod, Ph.D., Professor of Criminal Justice and Forensic Mental Health
Michelle Napierski-Prancl, Ph.D., Associate Professor of Sociology
Bryan Robinson, Cand. Ph.D., Assistant Professor of Sociology
Joseph B. Rukanshagiza, Ph.D., Assistant Professor of Sociology

School of Education
Nancy A. De Korp, Ed.D., Dean and Assistant Professor of Health Education
Ellen Adams, Ph.D., Assistant Professor
Daniel Alemu, Ph.D., Assistant Professor
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Kim P. Baker, Ph.D., Associate Professor
James Butterworth, Ph.D., Associate Professor
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Patricia Mosher, Ed.D., Associate Professor of Physical Education
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Raymond O'Connell, Ed.D., Associate Professor
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Cheryl Van De Mark, Ed.D., Assistant Professor
Thomas L. Zane, Ph.D., Associate Professor

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Tonya Zwirz, M.S., Assistant Professor

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Barbara Thompson, O.T.D., Associate Professor

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Diane Bossung, M.S., Assistant Professor
James R. Brennan, Ph.D., Assistant Professor
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Susan Cicarelli-Caputo
Jenny Granrud
Brent Griffin
Heather J. Hamelin
Sarah Howes
Shannon Johnson
Karen Kammer
Ed Kowsky
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Janus Welton, M.Arch., Assistant Professor of Interior Design
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Kelly MacWatters, M.S., Assistant Professor and Electronic Resources Librarian
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Terrance Wasielewski, M.L.S., Associate Professor and Technical Services Librarian
Christopher White, M.L.S., Assistant Professor and Systems Librarian
Jane W. Altes, Ph.D.
Consultant, Higher Education Administration
Troy, New York

Kevin Bette
President, First Columbia, LLC
Menands, NY

Donna Esteves, RSC 70
Chief Financial Officer, SESCO, Inc.
Lake Hopatcong, New Jersey

Marilyn Miller Fowler, RSC 69
Retired
Concord, California

Alan P. Goldberg
Community Representative, DEPFA First Albany Securities
Albany, New York

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New York, New York

Barry Ilberman
Independent Consultant
New York, New York

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Sterling, Virginia

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Director, Student & Alumnae/i Services, Lawrence Memorial/Regis College
Winchester, Massachusetts

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President, The Arts Group
Sarasota, Florida

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President, Kiwi Foundation
Averill Park, New York

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Saratoga Springs, New York

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Troy, New York

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Boston, Massachusetts

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New York, New York

Nelson Simons
Vice-President, Commercial Banking, Sovereign Bank-New England
Hartford, Connecticut

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Retired
New York, New York
Charlotte Shaw Tracy, RSC 66
Bristol, Rhode Island

Laura Thalmann Warner, RSC 75
Retired
West Palm Beach, Florida

Last updated August 19, 2009
## Recipients of Honorary Degrees

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>Eliza Kellas</td>
<td>LL.D.</td>
</tr>
<tr>
<td></td>
<td>Anna Eleanor Roosevelt</td>
<td>L.D.H.</td>
</tr>
<tr>
<td>1930</td>
<td>Amy Morris Homans</td>
<td>Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Eva Le Gallienne</td>
<td>Litt. D.</td>
</tr>
<tr>
<td></td>
<td>Florence Gibb Pratt</td>
<td>L.H.D.</td>
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<tr>
<td>1931</td>
<td>Ruth Bryan Owen</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Lilian Miller Gilbreth</td>
<td>Sc.D.</td>
</tr>
<tr>
<td>1932</td>
<td>Katherine Kellas</td>
<td>Ed.D.</td>
</tr>
<tr>
<td></td>
<td>Louise Homer</td>
<td>Mus.D.</td>
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<tr>
<td></td>
<td>Mabel Smith Douglas</td>
<td>LL.D.</td>
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<tr>
<td>1933</td>
<td>Edna St. Vincent Millay</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Margaret Shove Morriss</td>
<td>LL.D.</td>
</tr>
<tr>
<td>1934</td>
<td>Edythe Wynne Matthison</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Constance Leigh</td>
<td>Ed.D.</td>
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<tr>
<td></td>
<td>Constance Warren</td>
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<tr>
<td></td>
<td>Rollin C. Reynolds</td>
<td>L.H.M.</td>
</tr>
<tr>
<td>1935</td>
<td>Anne Morgan</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>May Peabody</td>
<td>Pd.D.</td>
</tr>
<tr>
<td></td>
<td>Henry Thomas Moore</td>
<td>LL.D.</td>
</tr>
<tr>
<td>1936</td>
<td>Annie Warburton Goodrich</td>
<td>LL.D.</td>
</tr>
<tr>
<td></td>
<td>Marie Mattingly Meloney</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Fannie French Morse</td>
<td>Pd.D.</td>
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<tr>
<td>1937</td>
<td>Mary Lewis</td>
<td>L.H.D.</td>
</tr>
<tr>
<td></td>
<td>Winifred Goldring</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Josephine Neal</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Dorothy Thompson</td>
<td>Litt.D.</td>
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<tr>
<td>1938</td>
<td>Florence Sabin</td>
<td>Sc.D.</td>
</tr>
<tr>
<td></td>
<td>Sarah Wambaugh</td>
<td>LL.D.</td>
</tr>
<tr>
<td></td>
<td>Nadia Boulanger</td>
<td>Mus.</td>
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<tr>
<td>1939</td>
<td>Irene Langhorne Gibson</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Niels Bukh</td>
<td>Pd.D.</td>
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<td>Constance Amberg Sporborg</td>
<td>L.H.D.</td>
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<td>Sarah Sturtevant</td>
<td>Pd.D.</td>
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<tr>
<td></td>
<td>Edgar Hayes Betts</td>
<td>L.H.D.</td>
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<tr>
<td>1940</td>
<td>Gertrude Angell</td>
<td>Ph.D.</td>
</tr>
<tr>
<td></td>
<td>Frieda Miller</td>
<td>L.H.D.</td>
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<td>Gertrude Vanderbilt Whitney</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Neillie Neilson</td>
<td>Litt.D.</td>
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<tr>
<td></td>
<td>Count Rene Doynel de Saint Quentin</td>
<td>LL.D.</td>
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<tr>
<td>1941</td>
<td>Sigrid Undset</td>
<td>Litt.D.</td>
</tr>
<tr>
<td></td>
<td>Emma Perry Carr</td>
<td>Sc.D.</td>
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<tr>
<td></td>
<td>Eve Curie</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Ana Rosa de Martinez Guerrero</td>
<td>L.H.D.</td>
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<tr>
<td></td>
<td>Marina Nunez del Prado</td>
<td>M.H.L.</td>
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<tr>
<td></td>
<td>Maria Josephina R. Albano</td>
<td>M.H.L.</td>
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<tr>
<td></td>
<td>Graciela Mandujano</td>
<td>D.H.L.</td>
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<td></td>
<td>Ester Niera de Calvo</td>
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<td>Concha Romero James</td>
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<tr>
<td></td>
<td>Agnes Rebecca Wayman</td>
<td>Pd.D.</td>
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<tr>
<td>1942</td>
<td>Doris Loraine Crockett</td>
<td>Pd.D.</td>
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<tr>
<td></td>
<td>Kathryn McHale</td>
<td>L.H.D.</td>
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<tr>
<td>1943</td>
<td>Anna Lederer Rosenberg</td>
<td>L.H.M.</td>
</tr>
<tr>
<td></td>
<td>Marion Syddum Van Liew</td>
<td>Pd.D.</td>
</tr>
<tr>
<td></td>
<td>Mei-Ling Chiang Kai-Shek</td>
<td>LL.D.</td>
</tr>
<tr>
<td>1944</td>
<td>Katharine Burr Blodgett</td>
<td>Sc.D.</td>
</tr>
</tbody>
</table>
Sophie yan Senden Theis L.H.D.
Margaret Webster Litt.D.
Mary Barnett Gilson LL.D.
Mabel Newcomer L.H.D.
Dorothy Constance Stratton L.H.D.
Sarah Gibson Blundell LL.D.
Alice Curtis Desmond Litt.D.
Katharine Elizabeth McBride LL.D.
Lila Acheson Wallace Litt.D.
Florence Ellinwood Allen LL.D.
Ruth Fulton Benedict Sc.D.
Emily Hickam L.H.D.
Alice Morgan Wright L.H.D.
Catherine Drinker Bowen Litt.D.
Lucy Ella Fay Litt.D.
Katherine Fredrica Lenroot L.H.D.
Agnes Ernst Meyer L.H.D.
Helen McKinstry L.H.D.
Maude Miner Hadden L.H.D.
Anna Mary Robertson Moses L.H.D.
Georgia Neese Clark L.H.D.
Lynn Fontanne Litt.D.
Dorothy Fosdick LL.D.
Dorothy Shaver L.H.D.
Minnie Schafer Guggenheimer L.H.D.
Elizabeth Gray Vining L.H.D.
Agnes George DeMille Litt.D.
Winifred Leo Haag L.H.D.
Mary Pillsbury Lord L.H.D.
Doris Lee Litt.D.
Jacqueline Cochran L.H.D.
Leona Baumgartner Sc.D.
Margaret Chase Smith LL.D.
Blanche Pittman L.H.D.
Doris Fleeson L.H.D.
Marguerite Stitt Church LL.D.
Sanford Lockwood Cluett Sc.D.
May Sarton Litt.D.
Alma Lutz Litt.D.
Maria Goeppert Mayer Sc.D.
Rise Stevens Mus.D.
Ruth M. Adams Litt.D.
Elisabeth Achelis L.H.D.
Ester Raushenbush Litt.D.
Marietta Tree L.H.D.
Pauline Frederick L.H.D.
Gwendolen M. Carter L.H.D.
Sylvia Porter Collins L.H.D.
John H. G. Pell L.H.D.
Santha Rama Rau L.H.D.
Edna F. Kelly L.H.D.
Juanita Kidd Stout L.H.D.
Alice Winchester L.H.D.
Millicent McIntosh (50th Anniversary) L.H.D.
Nancy G. Roman (50th Anniversary) Sc.D.
1967  Aline Saarinen  Litt.D.  Edith Grace Craig Reynolds  L.H.D.
1968  Margery Somers Foster  Litt.D.  Mildred Custin  L.H.D.
1970  Virginia Harrington Knauer  L.H.D.  Patricia Roberts Harris  LL.D.
        Nadine Nichols Froman  L.H.D.  Lewis Acrelius Froman  L.H.D.
1971  Chien-Shiung Wu  Sc.D.  Elmer Schacht  L.H.D.
        Stephen H. Sampson  L.H.D.
1973  Virginia Apgar  L.H.D.  Mary Anne Krupsak  L.H.D.
        Jayne Baker Spain  L.H.D.
1974  Joan Ganz Cooney  L.H.D.  Effie O. Ellis  L.H.D.
1975  Tenley E. Albright  Sc.D.  Catherine Blanchard Cleary  L.H.D.
        Alice Walker  Litt.D.
        Maureen Stapleton  L.H.D.
1977  Eleanor Emmons Maccoby  Sc.D.  Donna E. Shalala  L.H.D.
        Ellen Stewart  L.H.D.
1978  Marian Wright Edelman  L.H.D.  Carl Grimm  C.L.D.
        Eve Rabin Queler  L.H.D.
1979  Esther Eggertsen Peterson  L.H.D.  Jessie M. Scott  LL.D.
        Charles Williams Upton  L.H.D.
        Helen Merritt Upton  L.H.D.
1980  Doris Grumbach  L.H.D.  William Kennedy  L.H.D.
        Elizabeth Neufeld  Sc.D.
        Patricia Scott Schroeder  LL.D.
        Virginia Radley  L.H.D.
1982  Claiborne Pell  L.H.D.  Delta Emma Uphoff  Sc.D.
        Shirley Young  L.H.D.
1985  Carolyn Forche  Litt.D.  Virginia Lee Harvey  L.H.D.
        Peter R. Kermani  L.H.D.
1986  Helen M. Caldicott  L.H.D.  Cathy Guisewite  Litt.D.
1986  Carroll L. Estes  (70th Anniversary)  L.H.D.
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<td>F. William Harder</td>
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<td>1987</td>
<td>Thomas Berry Brazelton</td>
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<td>Carolyn Gold Heilbrun</td>
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<td>Margaret E. Kuhn</td>
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<td>1987</td>
<td>Elizabeth Platt Coming</td>
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<td>1987</td>
<td>Trenna Ruston Wicks</td>
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<tr>
<td>1988</td>
<td>Patricia Amanda Andrews</td>
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<td>Francis Terry McNamara</td>
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<td>1990</td>
<td>Gertrude B. Elion</td>
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<td></td>
<td>Robert J. Lurtsema</td>
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<td>William Manchester</td>
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<td>Phyllis Prescott Van Vleet</td>
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<td>Ann Caracristi</td>
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<td>Judy Chicago</td>
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<td>Madeleine May Kunin</td>
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<td>Colonel Nancy Hopfenspirger</td>
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<td>William F. Kahl</td>
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<td>Roland W. Schmitt</td>
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<td>Richard A. Selzer</td>
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<td>Marjorie Rankin</td>
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<td>Helen Thomas</td>
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<td>Madelyn Pulver Jennings</td>
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<td>Morris Silverman</td>
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<td>Blanche Wiesen Cook</td>
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<td>Fredericka Voorhaar Slingerland</td>
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<td>Ruth Jacobeth Abram</td>
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<td>Chris R. Moseley</td>
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<td>Helen Bodkin Connors, RN, PhD</td>
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<td>Michael G. Dolence</td>
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<td>Edith G. McCrea</td>
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<td>Judith A. Ramaley</td>
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<td>Lorraine W. Bardsley</td>
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<td>Wallace W. Altes</td>
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<td>Mark O’Connor</td>
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<td>Len F. Tantillo</td>
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<td>Patricia Di Benedetto Snyder</td>
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<td>2003</td>
<td>William G. (Jerry) Berberet</td>
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<td>Mary Theresa Streck</td>
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<td>Jay Murnane</td>
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<td>2004</td>
<td>Dame Anita Roddick, DBE</td>
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<td>Neil M. Golub</td>
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<td>Lewis Golub</td>
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<td>2005</td>
<td>Prudence Bushnell</td>
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<td>2006</td>
<td>Alan Chartock</td>
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<td>Lorraine A. Flaherty, Ph.D</td>
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<tr>
<td>2007</td>
<td>David L. Warren</td>
<td>D.P.S.</td>
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<tr>
<td>2008</td>
<td>None</td>
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</table>
Driving Directions

Troy Campus

Our Troy campus is a pleasant and quiet oasis in downtown Troy, N.Y., 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: 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.

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

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<tr>
<th>City</th>
<th>Approx. Driving Time</th>
<th>Distance</th>
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<tr>
<td>Binghamton, New York</td>
<td>2 hours, 45 minutes</td>
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<tr>
<td>Boston, Massachusetts</td>
<td>3 hours, 20 minutes</td>
<td>172 miles</td>
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<tr>
<td>Buffalo, New York</td>
<td>5 hours, 25 minutes</td>
<td>291 miles</td>
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<tr>
<td>Lake Placid, New York (High Peaks</td>
<td>2 hours, 50 minutes</td>
<td>133 miles</td>
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<td>Montreal, Quebec (Canada)</td>
<td>4 hours, 10 minutes</td>
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<tr>
<td>New Haven, Connecticut</td>
<td>3 hours, 5 minutes</td>
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<td>New York City (Manhattan)</td>
<td>3 hours, 5 minutes</td>
<td>157 miles</td>
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<tr>
<td>Philadelphia, Pennsylvania</td>
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<tr>
<td>Portland, Maine</td>
<td>5 hours, 10 minutes</td>
<td>273 miles</td>
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<tr>
<td>Providence, Rhode Island</td>
<td>3 hours, 25 minutes</td>
<td>166 miles</td>
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<tr>
<td>Springfield, Massachusetts</td>
<td>1 hour, 55 minutes</td>
<td>89 miles</td>
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<tr>
<td>Syracuse, New York</td>
<td>2 hours, 50 minutes</td>
<td>148 miles</td>
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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
   8A) Academy for Character Education
   8B) 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, Dean’s Office / Campus Life / Academic Support Center / Career Services / Academic Advising / Wellness Center)
3. Graphic Design Building
4. Gymnasium
5. Library
6. Froman Hall
7. Rathbone Hall
8. Science Building
9. West Hall
10. Residence Hall
11. Interior Design Building
12. Arts & Design Building
13. Opalka Gallery
14. University Heights College Suites
15. Albany College of Pharmacy Student Center / Sage Bookstore