

Academic Catalog

2014-2015



ROWLEY CENTER
FOR SCIENCE &
ENGINEERING

SUNY ORANGE

www.sunyorange.edu

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<p>Founded 1950</p> <p>An institution of higher education established by authority of the State University of New York and sponsored by the County of Orange</p> <p>Accredited by Middle States Association of Colleges and Schools</p> <p>An Equal Opportunity/Affirmative Action College</p>
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Dear Student:

On behalf of the faculty and staff at SUNY Orange, I welcome your interest in the College and encourage you to investigate all that SUNY Orange has to offer as you navigate the next phase of your academic journey.

I imagine your educational goals and aspirations to be quite different from those of your fellow students, but I am convinced the College is uniquely positioned to address your specific academic needs, both now and in the future. Our first-class faculty is motivated and creative, our staff caring and dedicated. Everyone at SUNY Orange is committed to helping you reach your goals.

Our course offerings are diverse and challenging, all aimed at creating a broad foundation upon which you can build. Our students are among the best-prepared and highest achievers when they transfer to a senior college or university, often outperforming students who began their careers at that particular institution. In the workforce, our alumni are leaders and innovators.

True to the College's mission, you'll find a SUNY Orange education is distinguished by intellectual rigor, with a focus on personal enrichment and enhanced citizenship. We believe SUNY Orange students graduate with a deep appreciation of culture, an understanding of their place in history and a broadened sense of their role in an evolving democratic society. A SUNY Orange degree can also create a wealth of possibilities for economic and personal prosperity.

Throughout your tenure on campus, you will be supported by a qualified and understanding staff of advisors and counselors who will answer any questions you may have about the College's programs, services, courses, scholarships and financial aid. You can trust that their assistance will put you in the best possible position to succeed.

Our campus also boasts a vibrant array of student organizations and initiatives, as well as a successful athletic program, that may interest you. There is no better way to assure a well-rounded educational experience than to become active in one of these organizations, where you will further develop the ideals of teamwork and leadership.

I look forward to seeing you on campus throughout the coming semesters, but I will be most honored should I have the opportunity to shake your hand as you accept your SUNY Orange diploma during an upcoming Commencement ceremony.

Very truly yours,



President

Mission, Vision, Values & Goals

■ Mission, Vision, Values & Goals

Mission

We are a community of learners dedicated to reaching out to all citizens of Orange County to enrich their lives through the highest-quality education possible. Intellectual rigor, personal commitment and enhanced citizenship distinguish a SUNY Orange education which will enhance students' economic opportunities, deepen their appreciation of culture and of their place in history while broadening their sense of responsibility in a democratic society.

Vision

We will be the best college in the SUNY System, the college of choice for all Orange County citizens. We welcome all as individuals, ensure academic and intellectual challenge, and mentor all in a caring, supportive environment. Students will remember the College as one of their most richly rewarding experiences, the compass that guides their continued development. We consistently renew our promise to be a most rigorous and caring academic institution, to provide visionary leadership, and to create a symphony of opportunity for personal and professional growth. We aspire to be the most efficient in shepherding public resources and to be a strategic force in enhancing the quality of life in Orange County and beyond.

Values

As community college educators, our professional lives are informed by shared values of mutual respect, integrity in the rigorous and honest pursuit of academic inquiry, and a commitment to the highest standards of excellence in all we do. We further value a spirited dedication to service, a celebration of culturally rich campus environs, and the gathering to our community of the most varied mixture of maturity, ethnicity, patterns of thought, language and spirituality. Our sense of ethical and democratic responsibility bonds us to one another. All those who come here will experience at SUNY Orange a sense of belonging to a special community of learners and will speak with pride of our openness and inspiration in the creation of the strongest sense of local and global community.

Goals

1. To provide high quality academic courses and programs that prepare a diverse student population to achieve its educational, employment and enrichment goals.
2. To engage learners in an environment that develops their knowledge and skills in critical thinking, information and technology literacy, effective communication and enhances their awareness of civic responsibility and cultural diversity.
3. To establish public and private partnerships and provide programs and services that support and serve our county's educational, economic, civic and cultural needs.
4. To promote student growth and development by providing comprehensive and innovative academic and support services.
5. To offer opportunities to learn with a dedicated and diverse faculty and staff who value excellence in teaching, service to students, creative collaboration and continuous improvement.
6. To build and maintain safe, accessible and sustainable facilities that support the learning environment.
7. To identify, secure and allocate resources that advance the strategic priorities of the College.

■ About SUNY Orange

Orange County Community College has touched the lives of countless numbers of the county's 350,000 residents through its credit programs, non-credit programming and cultural events. As the needs of the community grow, the College will continue to play a significant role as the county strives to face the challenges and to profit from the opportunities that await it.

The College has earned its reputation as a pioneer and innovator in meeting the needs of its students and the area it primarily serves. Orange County Community College was the first two-year college in the nation to offer the associate degree nursing program and studies in electron microscopy; and in 1982, the College was the first community college to plan and co-sponsor with local chambers of commerce a business institute.

Accredited by Middle States Association of Colleges and Schools, academic credits can be earned through full- or part-time study in the day, evening or weekend. The College offers three degrees—the Associate in Arts, Associate in Science and Associate in Applied Science. The College also offers extensive technical programs in career fields (with transfer options) and one-year certificates.

Public and private four-year colleges actively seek our graduates for transfer into baccalaureate programs. In cooperation with other educational agencies, the College also presents programs for academically gifted high school seniors as well as business and professional people.

More than 450,000 people have enrolled in a wide range of credit and non-credit classes at the Middletown campus, the Newburgh campus and satellite locations across Orange County.

Consistent with its mission to meet the higher education needs of students, the College is noted for its commitment to ensuring student success. With the support of our caring faculty and staff, each of our students has the ability to achieve his or her academic and career goals. Advising, counseling, and career guidance and exploration are available to all students, as well as co-curricular and leadership opportunities that serve to complement the academic experience.

In addition to offering formal instruction to students during the day, evening and weekend, the College engages in a variety of other activities. It sponsors a series of cultural events, lectures and artistic performances for students, staff and faculty, and to which the public is invited.

The Middletown Campus

From its original configuration of two buildings—a mansion and carriage house—in 1950, the SUNY Orange Middletown campus has grown to its present size of 37 acres that houses 14 buildings. The College's beautiful and

picturesque grounds are landscaped with trees and flowers indigenous to the region, while many paths and walks bisect the former estate. The mansion, called Morrison Hall in honor of its donors, now houses administrative and faculty offices. A magnificent example of turn-of-the-century craftsmanship, Morrison Hall contains beautiful wood carving, mosaic work, stenciling, ornate marble fireplaces and a large stained glass window designed by Louis Tiffany. Horton Hall, the former carriage house, now provides additional administrative space for the College.

Expansion over the years has infused the campus with significant additional educational space. Hudson Hall, Harriman Hall and the Bio-Medical Technology Building contain classrooms, lecture halls, laboratories and faculty offices. Orange Hall features a well-equipped theater as well as rehearsal rooms and performance space. The Library, with its capacity to accommodate 700 patrons, contains over 95,000 print and non-print resources, videotapes, computer software and digital collections. It features a large computer lab as well as an "Information Commons" where students have ready access to computers replete with internet connectivity and software programs.

The George F. Shepard Student Center houses the cafeteria, the College bookstore and nearly every student support function at the College. The Edward A. Diana Physical Education Center contains six handball courts, a swimming pool, the main gymnasium (capacity 3,000), human performance lab, three classrooms and an exercise room. Adjacent to the building are soccer and softball fields.

The Gilman Center for International Education contains a lecture room, student study space and an aluminum and glass foyer, along with casework displaying papers and memorabilia from Congressman Ben Gilman's long tenure in Washington, D.C.

The Middletown campus boasts more than 60 general classrooms and lecture halls, along with a wide array of medical, technical and instructional laboratories that utilize the latest in technology. Dedicated laboratory space exists for programs in the health professions, as well as biology, chemistry, physics, telecommunications, architecture, criminal justice, cyber security and visual communications. In addition, computer and tutorial laboratories are easily accessible throughout campus so students can refine their skills with one-on-one instruction from a professor or tutor, or work on class projects and papers.

The Rowley Center for Science & Engineering, which opened in August 2014, offers students and faculty in the STEM-related programs of science, biology, engineering and architecture the finest technological advances and state-of-the-art laboratory space, all under one roof. The Morrison Lab School at Middletown, as well as the Newburgh Campus Lab School, house the College's child care services and serve as a working laboratory for the College's education students.

The Newburgh Campus

The Newburgh campus is located in downtown Newburgh with breathtaking views of the Hudson River. Certified as a branch campus by both the State University of New York and the New York State Education Department, SUNY Orange offers selected academic degree programs entirely in Newburgh, enabling students in those programs to complete all of their degree requirements at the Newburgh site without having to commute to the Middletown campus. The full degree programs available in Newburgh include business management, criminal justice, criminal justice-police, human services, individual studies, liberal arts (humanities and social science) and nursing.

The campus features Kaplan Hall and the Tower Building, both of which offer students contemporary, state-of-the-art classrooms and laboratories. Kaplan Hall, an 87,000-square-foot building that opened in Spring 2011, houses classrooms and science laboratories, as well as a two-story library, a one-stop center for all student services, a cybercafé where students can mingle, and office space. A secure underground parking garage is accessible off First Street near Ebenezer Baptist Church. Additionally, a spectacular Great Room with a capacity of approximately 200 people provides a gathering space for campus and community groups alike.

The six-story Tower Building, at the corner of Broadway and Colden Street, features general purpose classrooms, computer labs, art studios, a forensics lab, student government and activity space, a bookstore, a childcare center, a fitness center, and administrative offices.

In addition to its credit courses and programs, the Newburgh campus provides a variety of non-credit courses, certificate programs and personal enrichment classes, as well as a number of grant-funded employment and training initiatives and a program in ESL, all under the direction of the College's Continuing and Professional Education Department (CAPE).

SUNY Orange operates a free daily shuttle service between its Newburgh and Middletown campuses.

Satellite Locations

Credit and non-credit courses are also offered at Monroe-Woodbury, Port Jervis and Warwick Valley high schools, enabling individuals to access a sampling of classes closer to home or work.

Committed to Student Success

Students enter SUNY Orange with a variety of goals, including: seeking an associate's degree, transferring to a four-year institution, acquiring skills and knowledge for employment opportunities, and personal enrichment.

The College demonstrates its commitment to students' success by providing comprehensive services that include

individualized assistance in advising, counseling, tutoring and mentoring. Nearly every College service features some form or component aimed at helping students complete a successful stay at SUNY Orange.

In addition, the College continually evaluates and revises its list of academic offerings in order to provide students with the latest curricula, contemporary new degree programs and relevant certificate programs.

Your Right to Know

Federal Student Right-to-Know legislation requires colleges and universities to report the percentage of full-time students who began and completed their program requirements within 150% of the normal time for completion – three years for an associate degree.

Additionally, the federal government requires institutions to track and report the percentage of first-time, full-time students who return to the college for their second year of instruction.

In both measurements, SUNY Orange performs consistently well. Twenty nine percent of the Fall 2010 cohort (the most recent to complete 150% of their time since entering the College) have either graduated or transferred to another institution. While 64 percent of the first-time, full-time students entering SUNY Orange in the Fall of 2012, returned for the Fall 2013 semester.

For more information, or to compare SUNY Orange to other institutions, please visit the National Center for Education Statistics at <http://nces.ed.gov/collegenavigator>.

Tobacco Free Campus

Effective January 1, 2014, the SUNY Orange Board of Trustees adopted a Tobacco Free policy for both campuses of the College. The policy bans the use of tobacco products on the College's Middletown and Newburgh campuses, except in;

- College owned and numbered parking lots on the Middletown campus.
- The plaza.patio area between the Tower and Maple Buildings on the Newburgh campus.
- The First Street entrance to the campus promenade on the Newburgh campus.

Campus Safety and Security Statistics

In compliance with the Campus Safety and Security Act of 1998 (Clery Amendment) and New York State Education law Article 129-A, SUNY Orange maintains crime statistics related to crimes reported to campus security and local law enforcement agencies.

These statistics can be obtained by visiting the U.S. Department of Education Office of Postsecondary Education website at:<http://www.ope.ed.gov/security/Search.asp>.

This site offers the statistics for colleges across the nation. You may search the web site for SUNY Orange by name or by using our OPE ID. The OPE ID is an identification number used by the U.S. Department of Education's Office of Postsecondary Education (OPE) to identify schools. SUNY Orange's ID is 00287600. For more information or a hard copy of the report, contact the Director of Campus Safety and Security.

■ State University of New York

Orange County Community College is a two-year unit of the State University of New York.

When founded in 1948, SUNY consisted of 29 state-operated, but unaffiliated, institutions. Since then, SUNY has grown to a point where its impact is felt educationally, culturally and economically throughout the state.

The State University of New York is the largest comprehensive university system in the United States, educating nearly 460,000 students in more than 7,500 degree and certificate programs on 64 college and university campuses, and online through Open SUNY. SUNY students and faculty across the state make significant contributions to research and discovery, resulting in nearly \$1 billion of externally-sponsored activity each year. There are 3 million SUNY alumni worldwide.

Two-year colleges are the largest branch of higher education, currently enrolling a majority of all first-time college students.

The 30 two-year community colleges operating under the SUNY program play a unique role in the expansion of educational opportunity by:

- providing local industry with trained technicians in a wide variety of occupational curriculums
- providing transfer options for students who wish to go on and earn advanced degrees, and
- providing the community with yet another source for technical and professional upgrading as well as personal enrichment.

SUNY is governed by a board of trustees, appointed by the governor, which directly determines the policies to be followed by the 34 state-supported campuses. Community colleges have their own local boards of trustees whose relationship to the SUNY board is defined by law. The state contributes one-third to 40 percent of their operating costs and one-half of their capital costs.

The State University motto is: "*To Learn—To Search—To Serve.*"

■ Hudson Valley Educational Consortium

SUNY Orange is also a founding member of the Hudson Valley Educational Consortium, a four-school alliance designed to create broader access to academic programs and workforce training throughout Orange, Ulster, Sullivan and Rockland counties. The four member colleges develop and offer two-year degrees in such areas

as Cyber Security, Fire Protection Technology, and Green Building Maintenance and Management. A wide range of continuing education certification programs are also available. Students are encouraged to take their general education coursework at their "home" colleges. Students participate in Consortium programs to the greatest extent possible from their "home" college via online and interactive television video rooms; however, some courses require students to travel to "lead" colleges.

■ SUNY Orange

Founded in 1950 as the first county-sponsored community college in the SUNY system, Orange County Community College is fully accredited by the Middle States Association of Colleges and Schools. The College offers or provides access to a total of 40 accredited academic programs that are designed for transfer and career preparation.

MIDDLETOWN CAMPUS

115 South Street
Middletown, New York 10940
845-344-6222

NEWBURGH CAMPUS

One Washington Center
Newburgh, New York 12550
845-562-2454

Orange County Community College reserves the right to make any changes, delete any courses or to effect any changes in the curriculum without notice. This right extends to administration, policies, tuition and fees and any other phase of school activity. Each student is expected to have a knowledge of the information printed in this catalog.

Updates to the College Catalog will be posted to the College website: www.sunyorange.edu.

Orange County Community College is a unit of the State University of New York. It is the policy of the University and this College not to discriminate on the basis of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, marital status or domestic violence victim status in admissions, employment, and treatment of students and employees in any educational program or activity administered by any of its units.

Admissions Procedures and Requirements



Admission to SUNY Orange is open to all graduates of an accredited and/or registered high school. Once formally admitted to the College in a degree program, students may choose to pursue their degree on a full-time (12 credits or more per semester) or part-time (less than 12 credits) basis. In order to receive financial aid, students must be accepted and enrolled into one of the College's degree programs.

Formal admission to the College assures students that their course requirements for completion of degree or certificate programs will not change, even in the event that the College revises its program requirements during the student's period of study. In addition, the College will complete a thorough appraisal of transfer credits that may have been earned from another college or university, or through advanced placement or other examinations.

■ Application Deadlines

A completed admissions application, all related transcripts and documents must be received prior to the application deadline to receive full consideration.

Fall Semester

- Feb. 1: Health Professions Programs
 - May 1: Honors Program
 - June 1: International students
L.P.N. to R.N. Program
- Two weeks prior to the start of the semester:
General Admission

Spring Semester

- Oct. 1: International Students
Spring Nursing (Newburgh campus)
 - Dec. 1: Honors Program
- Two weeks prior to the start of the semester:
General Admission

Summer Session

- Two weeks prior to the start of the semester:
General Admission

■ The Admission Process

The Application

Students may apply for admission on a full-time or part-time basis. Students may apply online at www.sunyorange.edu, or may request an application by phone, through the mail or in person by contacting

SUNY Orange
Admissions Office
Shepard Student Center, 3rd floor
115 South Street
Middletown, NY 10940
(845) 341-4030
apply@sunyorange.edu

Students in Orange County may also contact their high school guidance counselor for a SUNY Orange Viewbook and application.

An official copy of the student's high school transcript is required before an admissions decision can be rendered.

Application Fees

A \$30 application fee is required from prospective full-time, part-time, first-time and transfer students. Students applying for readmission must submit a \$20 non-refundable fee.

Applicants to the College may be approved for an application fee waiver by providing a completed waiver form and supporting documentation. All active military personnel and veterans will be eligible to receive this waiver. If approved, this application fee waiver will automatically waive students from the \$25 placement test fee.

The College Placement Test

All students who are accepted as degree-seeking students are required to take the Placement Test or to obtain a placement test waiver prior to registering for courses. This test determines college-level skills in reading, writing and mathematics and assists the College in placing students in courses at the appropriate level. There is a \$25 fee to take the Placement Test.

The Placement Test is computerized, and untimed (except for the essay portion). Students may only take the test once. Students with disabilities may make special arrangements to take the test by contacting the College's Office of Accessibility Services at 341-4077.

Students who do not have a high school diploma from an accredited or registered high school, or have not earned a high school equivalency diploma (GED), must speak with an admissions counselor and must meet minimum requirements on the Placement Test to be eligible for financial aid.

If a student's placement test results indicate a need for additional growth in reading, writing and/or math, specific course selection assistance will be provided at the time of registration.

New York State Department of Health Mandatory Proof of Immunization

New York State Public Health Law requires that all students born on or after Jan. 1, 1957, who wish to enroll for six or more credits in any one semester, provide proof of immunity to measles, mumps and rubella. Acceptable proof of immunity requires two dates of measles immunization, one of rubella and one of mumps, all given after 1968, and on or after your 1st birthday. In addition, all students, regardless of age must sign and return the College's Meningitis Response Form, indicating they have received the information about meningococcal disease and have either received or waived the vaccine.

Students will not be allowed to register for classes until they have submitted their immunization records to the Wellness Center, showing proof of at least one measles immunization.

Immunizations are not provided on campus. They are available free of charge to prospective college students through the Orange County Department of Health. For a copy of the clinic schedule or if you believe that you qualify for an exemption based on medical or religious reasons, or have any further questions about these requirements, please call the Wellness Center at 341-4870.

Health Professions Applicants

Students interested in applying for admission to one of SUNY Orange's Health Professions programs follow a different admission process with earlier deadlines and more stringent entrance requirements. The particular admission requirements for the College's Health Professions are listed alongside the respective program's description later in this catalog. Additional information on particular Health Professions programs, including the Health Professions application can be accessed at www.sunyorange.edu/admissions/healthprofessions, or by attending a Health Professions information session.

All students accepted into a Health Professions program must successfully complete an annual physical examination which includes a Tuberculosis screening. A drug screen and background check are also required once the student has been accepted.

Physical Examination Requirements

Students must complete the form which is provided by the College. Health Professions students must meet the New York State Department of Health physical examination and immunization regulations for Health Care workers. Exams are to be completed and submitted to the Wellness Center within the timeframe stated on the form for each program. Physicals which are submitted to the Wellness Center after the stated deadline for your program will be subject to a \$25 late fee. Upon receipt of your complete physical the nurse in Wellness Center will issue a clearance form. Students will not be permitted to begin their Health Professions classes without this clearance form.

NOTE: The Health Professions regulations exceed the immunization requirements that you may have already met for prior attendance at the college. Health Professions students must have an annual physical exam, an annual screening for Tuberculosis, a current Tetanus immunization, as well as blood work for serological proof of immunity to Measles, Mumps, Rubella and Varicella, regardless of age and/or prior immunization or disease history. Your health care practitioner is required to sign a statement, that to the best of their knowledge, you are free from any physical or mental impairment which would pose a potential risk to patients, or might interfere with the performance of your duties. Students must also either complete the Hepatitis B vaccine series or sign an annual waiver declining the Hep B vaccine. It is highly recommended that all Health Professions students complete the Hepatitis B vaccine series as a safe and effective way of preventing Hepatitis B infection.

■ College Credits for Current High School Students

Academically qualified high school students in their junior or senior year have two options for earning college credit at SUNY Orange: The College Experience Program (CEP) and the Community College in the High School (CCHS) Program.

College Experience Program (CEP)

The College Experience Program allows students to take credit courses on the SUNY Orange campus in Middletown, at the Newburgh campus or at one of the College's satellite locations. Credits earned while participating in the College Experience Program may be applied toward a degree at SUNY Orange or may be transferred to another college or university. An interview is required for both the applicant and parent/guardian as part of the admission process.

For an application/brochure see your high school guidance counselor or call the Admissions Office. Accepted College Experience Program students must be registered prior to the first day of classes in the semester for which they have applied.

Program Guidelines

Part-time participation in the program is open to high school juniors and seniors, while only seniors may take part on a full-time basis. The part-time classification allows students to take up to eight credits (one to two courses) per semester and up to 4 credits per summer session. High school seniors wishing to participate on a full-time basis must take at least four courses (12-15 credits) per semester and six credits in a summer session.

To be eligible, a student must meet the following:

- Seniors need a minimum combined course average (cumulative GPA) of 85 in all Regents courses, and a minimum score of 85 on the NYS Regents Exam that corresponds to their SUNY Orange CEP course.
- Juniors need a minimum combined course average of 90 (cumulative GPA) in all Regents courses and a minimum score of 90 on the NYS Regents Exam that corresponds to their SUNY Orange CEP course.
- To be full-time (12 credits or more), or to study English as a part-time student, you must be a senior and have earned an 85 or higher on the NYS English Language Arts Exam (Regents).
- If you are enrolled in the CCHS program and wish to be concurrently enrolled in the CEP, you may take no more than 15 credits total.

Application Process

To apply for the College Experience Program:

- Complete and submit the College Experience Program Application indicating the courses that you wish to take at SUNY Orange. The application must be signed by a parent/guardian and guidance counselor. Students must reapply each semester.
- Submit an official high school transcript and a letter of recommendation from your guidance counselor indicating your ability to do college work.
- If the college courses will be applied toward high school graduation, the letter must include the following for full-time and part-time students: "a New York State high school diploma from _____ High School will be issued to _____ upon successful completion of the following specific courses." The SUNY Orange courses required for high school graduation are:

Course Number	Course Title
_____	_____
_____	_____

Important Program Information

- Students must follow the same application procedures for every semester they wish to attend (parent interview excluded).
- If you take six credits or more, you must provide proof of immunity to measles, mumps and rubella to the campus Wellness Center.
- Applicants to the College Experience Program do not take the College Placement Test.
- Courses failed in high school, SUNY Orange developmental and ESL courses, cannot be taken within the scope of this program.
- Students attending SUNY Orange as part of the College Experience Program are not eligible to receive financial aid.
- Students are assigned an academic advisor in the Admissions Office. The advisor assists in course selection and registration and provides other advisement or help as needed.
- Enrollment in specific courses depends upon availability at time of registration.
- Courses may not be audited as part of this program.
- Students in this program must be accepted and registered prior to the first day of classes.
- If you are physically and/or learning disabled, please contact the Office of Accessibility Services at 341-4077.

College Experience Program participants who intend to continue studying at SUNY Orange after they receive their high school diploma should formally apply for admission to the College by submitting an admission application during their senior year.

Admissions Procedures and Requirements

Community College in the High School Program

The Community College in the High School Program gives qualified high school juniors and seniors the opportunity to take college courses for credit in their own high schools. For more information please refer to page 13 in this Catalog.

■ 24 Credit Hour Program

The 24 Credit Hour Program allows students to earn their high school equivalency diploma based on earned college credit and then use all or most of those credits toward their college degree. Students who have not earned a high school diploma or an equivalency diploma are eligible for the program. Students in the program must complete 24 college-level credits while maintaining a C (2.0) cumulative average. Upon successful completion of the program, students may apply to the New York State Department of Education for a high school equivalency diploma.

To be eligible for the 24 Credit Hour Program, students must meet the following criteria:

- be a New York State resident at the time of application;
- be 17 years of age or older. Be a member of a high school class that has graduated or be officially withdrawn from high school for one year.
- Students are required to attend a mandatory admissions information session. Students must take the Ability to Benefit (ATB) section of the placement test and earn a passing grade to be eligible for state aid consideration.

The 24 required credits are broken down into the following areas:

- Six credits in English language arts, which include writing, speaking and reading (literature)
- Three credits in mathematics
- Three credits in natural science
- Three credits in social science
- Three credits in humanities
- Six credits in courses within the degree program under which you've enrolled

Applications for this program are available online at www.sunyorange.edu or by contacting the Admissions Office.

■ Home Schooled Students

Students who have been home-schooled will receive consideration for admission if they submit the following:

- Documentation that confirms compliance with the minimum requirements of the home instruction regulations.
- A letter from a local school district providing that the student followed the above regulations leading to the receipt of a high school diploma or its equivalency.

We encourage home schooled students to contact the Office of Admissions at (845) 341-4030 to discuss your application as the NYS Department of Education regulations are subject to change.

■ International Student Admissions

This college is authorized under Federal Law to enroll nonimmigrant students.

Students who have attended or graduated from secondary school and/or universities outside of the United States must follow the College's general application process.

In addition, read the instructions below and follow those that pertain to you.

- If you are a citizen, permanent resident or have another immigrant status and have completed secondary school and/or college in a country other than the United States, you must have all transcripts and diplomas evaluated by an agency such as WES or any other agency listed at www.naces.org. WES can be contacted at (800) 937-3895; or at www.wes.org.
- If you are applying for a student visa (F-1), or if you are currently attending a U.S. college or university and wish to transfer to SUNY Orange on a student visa, you must complete the International Student Application process. You may obtain information from the Admissions Office either in person, by mail, or by visiting our website at www.sunyorange.edu/admissions.
- If you have a Tourist Visa (B-1, B-2), U.S. immigration law states that you are not permitted to enroll in a full course of study.
- If you enroll at SUNY Orange, the College is mandated by law, via the Student and Exchange Visitor Information System (SEVIS), to collect and report information for the U.S. Citizenship and Immigration Services (USCIS).
- As long as you are enrolled at SUNY Orange you will be responsible for keeping the International Student Advisor apprised of information related to these immigration laws.

■ Additional Admissions Information

Transferring to SUNY Orange

SUNY Orange welcomes applications from students who have previously studied at other colleges or universities. In addition to an application, prospective transfer students must submit official transcripts from all previous colleges. Only previous college courses completed with a grade of C (2.0) or higher will be eligible for transfer consideration. A maximum of 30 transfer credits may be accepted. All official, final college transcripts must be received prior to the end of your first semester to be evaluated for transfer credit. After one semester, your transfer credit evaluation for all coursework taken prior to enrolling at Orange is considered final.

High School Equivalency Diploma (GED)

Applicants who have earned a High School Equivalency Diploma (GED) must forward a copy of the original diploma, test score results to the Admissions Office. Official copies of GED diplomas and scores may be acquired from: New York State Education Department, Bureau of Higher and Professional Education Testing, Albany, NY 12224, or by calling (518) 474-5906.

Readmission to SUNY Orange

Former SUNY Orange students who were previously enrolled but have not attended the College for two or more semesters (excluding summer) are required to complete a new application.

Students who were separated from the College may seek readmission, but will be limited to 14 credits and must first complete any required developmental courses.

Adults and SUNY Orange

Adult students and veterans who are preparing for a new career, seeking an upgrade in employment or looking to enrich themselves, are encouraged to attend SUNY Orange on a full-time or part-time basis. The College offers class schedules during the day, evening and weekend that are accessible on the campuses in Middletown, Newburgh or at one of our other satellite locations.

Adult students who have taken courses elsewhere may transfer those credits back to SUNY Orange if the courses are applicable to that student's selected degree program.

SUNY Orange has articulation agreements with a number of other colleges and universities, which allow students who have completed coursework here to move on to a four year college. The College also boasts a growing number of online courses and is committed to expanding technology to help foster students' academic

growth and access.

College Level Entrance Examinations (CLEP), Regents College Examinations (RCE) and Advanced Placement Examinations (AP)

There are three examinations that may assist students in receiving college credit for work experience or learning done outside of the college setting.

Students can earn college credit by taking and passing the College Level Examination Program (CLEP) Subject Examinations offered by the College Board. The Regents College Examinations (RCE) can be taken through the New York State Proficiency Examination Program. High school students who have completed advanced placement courses may acquire college credit by taking the College Board's Advanced Placement Examinations (AP).

To receive credit for any of these examinations, four conditions must be met:

- You must be formally admitted to SUNY Orange
- The credit to be awarded must be applicable to your degree program
- Your scores must be at least equal to the Mean Score for a C (2.0) as recommended by the American Council on Education (ACE) for the CLEP subject area in which you were tested.
- Official test results must be sent directly to the College.

Additional restrictions, or conditions, for each program are as follows.

- In order to receive credit for any composition or literature exam through the CLEP Program, you must also take the optional essay portion of the Subject Examination. The essay must be submitted to SUNY Orange's Department of English for evaluation.
- Credit is awarded for English only if the credit-granting scores recommended by ACE are substantiated by the essay evaluation.
- Similarly, the essay component of the AP English exam must be submitted for evaluation by the Department of English before credit may be awarded for scores of 3 or better.

Attending as a Non-degree Seeking Student

Students with a high school diploma or high school equivalency degree may apply to the College for part-time study without applying for formal admission into a degree program. Students may complete up to 11.5 credits as a non-degree-seeking part-time student before they are required to apply for formal admission to the College. Students who have not been admitted to a degree program are not eligible for financial aid consideration.

To qualify, students must submit a final transcript or diploma verifying that they are a high school graduate.

Admissions Procedures and Requirements

SUNY Transfer Guarantee

An opportunity to continue full-time study at a four-year State University college is guaranteed to all New York residents who transfer directly from a SUNY or CUNY two-year college with an A.A. or A.S. degree. To be eligible you must:

1. File your application with SUNY by March 1 for Fall admission and by October 1 for Spring admission.
2. Provide four-year campuses with an official two-year college transcript, showing three semesters of completed studies by March 15 for Fall admission, and by October 15 for Spring admission.
3. Complete all required supplemental application materials by April 15 for Fall admission and by November 15 for Spring admission.
4. The transfer guarantee becomes effective if you are denied admission at all of your four-year college choices.

Please refer to www.suny.edu/student for application, important eligibility and deadline requirements.

Student's Right to Know

SUNY Orange complies with federal regulations that require undergraduate completion, or graduation rates, be made available to all credit students. The College is required to make available specific statistical data before students make a financial commitment to the College. You will find this information in the "Committed to Student Success" section on page 4 of this Catalog.

■ Educational Partnerships

To address the educational needs of Orange County's residents, SUNY Orange collaborates with a diverse group of educational partners. Through its Office of Educational Partnerships, the College extends its educational focus and mission beyond the students on our campus to assist with the varied educational needs of Orange County residents. Our educational outreach efforts include: the Center for Youth Development, the Community College in the High School Program, articulation agreements, faculty collaborations, and satellite centers. For more information on these College partnerships, please contact:

Office of Educational Partnerships
Library, Room 203
115 South Street
Middletown, NY 10940
(845) 341-4765

Center for Youth Development

The Center for Youth Development develops and implements a comprehensive array of pre-collegiate programs that prepare students in grades 6-12 for successful transitions into post-secondary education and entry-level careers. Originating from the Newburgh campus, the Center for Youth Development links

academic learning and occupational learning through multiple after-school programs that combine academics with hands-on activities. The Center collaborates with local school districts, community-based organizations, businesses and government agencies.

The Center for Youth Development houses the Liberty Partnerships Program, which is funded through the New York State Education Department, offers academic support services, counseling, workforce development, mentoring, cultural enrichment and parent engagement to students enrolled in middle schools and high schools in Newburgh and Middletown.

Satellite Centers

The Office of Educational Partnerships oversees the College's three satellite locations. Credit and non-credit courses are offered at Monroe-Woodbury, Port Jervis and Warwick Valley high schools, enabling individuals to take courses toward a degree, expand their job skills or access personal enrichment classes closer to home or work. Students may choose from courses in psychology, physical education, business, criminal justice, math, and English, to name a few. A selection of non-credit computer, leisure, language, art, and photography courses are also offered throughout the semester.

College Experience Program

The College Experience Program allows students to earn college credits on the SUNY Orange campus in Middletown, at the Newburgh campus or at one of the College's satellite locations. For additional information, please refer to page 9 of this Catalog.

Community College in the High School Program

The Community College in the High School Program gives qualified high school juniors and seniors the opportunity to take college courses for credit in their own high schools during the regular school day. CCHSP reduces the cost of a college education and shortens the time needed to acquire a degree. For more information, contact your high school guidance counselor or CCHSP at 341-4760.

Articulation Agreements

To assure its students enjoy smooth transition to and from the College, and to establish a foundation for academic achievement by its students, SUNY Orange is continually seeking to refine its current articulation agreements while also pursuing new agreements with reputable colleges and universities across the country.

Articulation with Secondary Schools

To expand community access to higher education opportunities, SUNY Orange has forged articulation agreements with several advanced courses in secondary schools in Orange County. Students from these institutions who successfully complete these articulated courses may receive college credit that is applicable toward degrees and certificates offered by the College.

Articulation with Headstart/ABCD

SUNY Orange’s Early Childhood Program has articulation agreements with six Headstart/ABCD agencies. Contact the Office of Educational Partnerships for additional information.

Articulation with BOCES (Board of Cooperative Educational Services) Mid-Hudson Consortium

Students who complete appropriate articulated course work through the BOCES Mid-Hudson Consortium may receive college credit. The areas of study are: accounting, business management, computer information systems, early childhood education, electrical engineering technology, marketing management and sales, medical laboratory technology, nursing, office management, secretarial/word processing and visual communications technology.

Articulation Agreements with Other Colleges and Universities

Graduates of SUNY Orange are covered by the State University of New York (SUNY) System Transfer and Articulation Policy that states: “Graduates of two-year colleges within the State University of New York, when accepted with junior status within parallel programs at SUNY baccalaureate campuses, are to be granted full transfer credit for general education courses already taken and are not to be required to repeat successfully completed courses with similar curricular content.”

Comprehensive transfer and articulation agreements have also been established with other reputable colleges and universities.

In some instances the A.A. and A.S. degree have been determined to fulfill all general education requirements, as well as A.A.S. degrees that will transfer in full.

The following listing summarizes these agreements; the specific details of each agreement must be verified by the student with an advisor or counselor before finalizing any SUNY Orange course selections.

- Adelphi University
 - A.A.S. Nursing
- Berkeley College
 - A.A.S., A.S. Accounting
 - A.A.S. Business Management
 - A.A.S., A.S. Criminal Justice
 - A.A.S. Marketing
 - A.A.S. Medical Office Assistant
 - A.S. Business Administration
- Burlington College
 - Comprehensive Agreement
- Cazenovia College
 - A.A.S. Visual Communications Technology: Graphic Arts/Printing
 - A.S. Business Administration (With specializations in Business Management and Sport Management)
- Chamberlain College of Nursing
 - A.A.S. Nursing
- College of Westchester
 - A.A.S., A.S. Accounting

- A.A.S. Business Management
- A.S. Business Administration
- Cornell University, College of Agriculture and Life Sciences
 - Comprehensive Agreement
- DeSales University
 - Comprehensive Agreement
- Dominican College of Blauvelt
 - Comprehensive Agreement
 - A.A. Humanities & Social Sciences (English; Humanities; Social Sciences; Social Work)
 - A.A. Mathematics & Natural Sciences
 - A.A.S. Accounting
 - A.A.S. Business Management
 - A.A.S. Nursing
 - A.A.S. Occupational Therapy Assistant
 - A.A.S. Physical Therapist Assistant
 - A.S. Accounting
 - A.S. Computer Science
 - A.S. Criminal Justice (Social Sciences; Social Work)
 - A.S. Exercise Studies (Athletic Training; Health Services Administration; Humanities; Social Sciences; Social Work)
- Excelsior College
 - Comprehensive Agreement
 - A.A.S. Nursing
 - A.A.S. Business Management
 - A.S. Business Administration
- Franklin University, OH
 - Selected Courses (Business; Computer; Technical Majors)
- Hartwick College
 - Comprehensive Agreement
- Houghton College
 - Comprehensive Agreement
- Iona College
 - A.S. Computer Science
- Manhattan College
 - A.A.S. Radiologic Technology
- Marist College
 - A.A. or A.S. toward B.S. Integrative Studies
 - A.S. Business Administration
 - A.S. Individual Studies toward Paralegal Degree/Certificate
- Mercy College
 - A.A.S. Nursing
 - A.A.S. Occupational Therapy Assistant
- Mount Saint Mary College
 - Comprehensive Agreement
- Pace University, Dyson College of Arts and Sciences
 - A.A. Liberal Arts & Science (Humanities & Social Science emphasis –Communications; English & Communications; Psychology)
 - A.A.S. Criminal Justice (Police)
 - A.S. Criminal Justice
 - A.S. Liberal Arts & Science (Mathematics & Natural Science emphasis)
- Pace University, Lienhard School of Nursing
 - A.A.S. Nursing
- St. John’s University
 - A.A.S. Cyber Security

Educational Partnerships / Community Partnerships

A.A.S. Computer Information Technology
(Networking; Web Development)
A.S. Computer Science
A.S. Criminal Justice
St. Thomas Aquinas College
Comprehensive Agreement
SUNY Albany
Comprehensive Agreement
SUNY Binghamton
A.A.S. Nursing
SUNY Canton
A.A.S. Dental Hygiene
SUNY Delhi
A.A.S. Nursing
SUNY Empire State College
Comprehensive Agreement
A.A.S. Nursing
SUNY New Paltz
Comprehensive Agreement
SUNY Potsdam
A.S. Computer Science (Computer Science;
Information Systems)
SUNY Purchase
A.A.S. Performing Arts: Music
The Sage Colleges (Russell Sage College or Sage College
of Albany)
A.A.S. Nursing
A.S. Criminal Justice
A.S. Liberal Arts: Mathematics and Natural Sciences
(Biology: DPT; Biology Premed)
Vaughn College of Aeronautics and Technology
A.A.S. Electrical Technology – Telecommunications

■ Continuing and Professional Education

The Department of Continuing and Professional Education provides a diverse range of courses, programs and workshops designed to address the professional training and personal development needs of all residents in Orange County. Following is a breakdown of the offerings available through the College's Continuing and Professional Education Department.

Business Solutions/Professional Development

The SUNY Orange Center for Business Solutions is a high quality, client-driven provider of skills training and consulting services to upgrade, enhance and cross-train your existing workforce.

SUNY Orange has demonstrated its strong commitment to strengthening the region's economy by providing versatile, customized business training solutions utilizing high end trainers from the private sector.

Training programs include: Computer Skills in Business Applications, Creating a Preventive Maintenance Plan, Go Green Employee Training for Sustainability and Profitability, LEAN Management,

Management Mentoring, Managing a Multigenerational Workforce / Succeeding in a Multigenerational Workforce, Managing the Team, Time and Task (MT3 - Supervisory Skills Training Program), Real Estate Continuing Education Courses, Service Excellence and Train the Trainer.

Community Enrichment

To serve the varied educational needs of Orange County residents, the College offers a myriad of vocational, recreational and remedial programs for the community. Specialized courses are also offered to fulfill state licensing and professional certification requirements. Additional programs include:

- Additional programs include youth, enrichment and recreational courses offered both on-and off-campus.

Workforce Development Education

SUNY Orange conducts training programs that provide individuals with the skills necessary to succeed in the workplace. Courses are offered for people beginning new careers or those who may be entering the workforce for the first time. In addition, courses are available that will enable people to upgrade their skills for their current job or to continue their education. Please call (845) 341-9532 for more information.

Driving Programs/Alcohol Substance Abuse Counselor Training

The College cooperates with the New York State Department of Motor Vehicles' to offer the NYS Drinking Driver Program, the 5-hour Pre-licensing course for permit-holders, and the 6-hour National Traffic Safety Institute point and insurance reduction/defensive driving course.

SUNY Orange is approved by the NYS Office of Alcoholism and Substance Abuse Services Academy to offer the Credentialed Alcoholism and Substance Abuse (CASAC) counselor education training program for students who wish to pursue careers as alcohol/substance abuse counselors.

English as a Second Language

The College offers an extensive ESL program with classes at the beginner, intermediate and advanced levels. In addition, more specialized classes allow students to practice pronunciation, improve their workplace English or increase their vocabulary.

Classes are offered at both the Middletown campus and the Newburgh campus.

Students who want to register for an ESL class need to take an evaluation. To make an appointment for an evaluation call (845) 341-9593.

High School Equivalency (HSE) Program *(formerly GED® Program)*

SUNY Orange offers many classes throughout Orange County for individuals who are looking forward to improving their job opportunities or moving on to college by earning their HSE. Emphasis will be on improving writing and math skills using creative thinking and problem-solving strategies. If you are ages 17 or 18, call (845) 341-9532 or (845) 341-9543 to make an appointment for the HSE program coordinator to meet with you and your parent or guardian. If you are 19 or older, you may register in person at the Registrar's Office on campus in Middletown, at Student Services Central in Newburgh, or with a credit card by telephone.

Testing Center

SUNY Orange's Testing Center provides testing and exam services to SUNY Orange students and other community members. Our mission is to offer a reliable and secure testing environment in order to give test takers a fair opportunity for academic and professional success. For more information, e-mail us at testcenter@sunyorange.edu, or call the CAPE office at 845-341-4890.

Over Sixty Program

SUNY Orange permits individuals sixty years of age or older to audit credit courses on a space available basis without payment of tuition according to NY State Law Article 126, Section 6303. Full classroom participation is encouraged; no grades are given nor is credit earned. (Non-credit courses, health professions courses and some studio classes are not included in the Over Sixty Program.)

Registration for Over Sixty students is held on the first day of the Fall and Spring terms. All students are required to complete an audit registration form and, if they are NY State residents, a Certificate of Residence.

For questions regarding the Over Sixty Program or to receive a credit course bulletin please call the Registrar's Office at 845-341-4129.

Tuition and Fees

2014-2015*



■ Tuition*

Each semester, a non-refundable tuition deposit is required by the published deadlines to complete the registration process and to hold a student's schedule with final payment arrangements due by the stated tuition due date.

Full-Time Student Tuition: (12 or more credits)

New York State resident\$2200.00 per semester
 Non-resident.....\$4400.00 per semester

Part-Time Student Tuition

New York State resident.....\$ 183.00 per credit hour
 \$ 91.50 per half credit hour
 Non-Resident\$ 366.00 per credit hour
 \$ 183.00 per half credit hour

■ College Fees* (Non-Refundable)

Mandatory Fees (Non-Refundable):

Student Activity/Athletic Fee:

Full-time (12+ credits)\$68.00
 Part-time (.5- 11.5 credits)\$5.00 per credit

Insurance Fee:

Mandatory Accident Insurance Fee
 Full-time (12+ credits)\$9.00
 Part-time (.5-11.5 credits)\$2.00
 Non Credit\$2.00

Technology Fee:

Full-time (12+ credits)\$150.00
 Part-time (.5-11.5 credits)\$13.00 per credit

Cultural Affairs Fee:

Full-time (12+ credits)\$14.00
 Part-time (.5-11.5 credits)\$7.00

College Fees (Non-Refundable):

Admission Application Fee.....\$30.00
 Readmission Application Fee\$20.00
 Graduation Fee\$55.00
 Transcript Fee\$8.00
 Transcript Fee (online order).....\$8.00
 Laboratory Fee (per applicable course).....\$40.00
 Malpractice Insurance Fee (per applicable courses)\$7.50
 Academic Support Fee (3 or more credits)\$45.00
 Late Registration Fee.....\$10.00 per course
\$25.00 maximum
 Returned Check Fee\$25.00 per check

Health Professions Fee.....\$175.00
 Foreign check handling fee, per check\$10.00
 plus bank fees
 Assessment Fee\$25.00
 Late Payment Fee\$50.00
 Parking and Transportation Fee\$15.00

* - tuition and fees are accurate as of the publication date (August 1, 2014) of this Catalog

Note:

1. Students registered for 12 or more credits/units are classified as full-time; all others are classified as part-time.
2. To qualify for the NY State Resident rate, a student must have been a resident of New York State for one year immediately prior to the start date of the semester. In addition, those who are not residents of Orange County must present a Certificate of Residence signed by the chief fiscal officer of the county or counties in which they have lived in the past six months.
3. See section on financial aid for estimates on total education cost per year for full-time study.
4. Tuition and fees are subject to change upon approval of the College Board of Trustees.
5. The normal tuition and fees are charged for all audited course work.
6. Tuition does not include the cost of textbooks.

■ Tuition and College Fee Refund Policies

Your tuition deposit payment is a valid commitment of your intent to attend SUNY Orange. All tuition deposits are non-refundable.

Tuition refunds will only be granted upon the completion and submission of an official withdrawal form to the Student Services Central, either before the classes begin, or during the published refund period.

Simply notifying the classroom instructor is insufficient. Any student who does not withdraw prior to the semester start date and remains unpaid will be liable for tuition and fees. Non-attendance does not limit student liability.

Students are responsible for knowing the deadlines for withdrawal and abiding by them.

Students who officially withdraw from a credit course or from the college may be eligible for a refund of tuition in accordance with the following schedule:

FULL SEMESTER CREDIT CLASSES:

Prior to the start date of the semester100%
 During the first week75%
 During the second week50%
 During the third week25%
 After the third week0%

Red Flag Policy - Certificate of Residence

HALF SEMESTER CLASSES

(Eight week term or less):

Prior to the start date of the semester100%

During the first week25%

During the second week0%

The first day that classes are offered as scheduled by the College shall be considered the first day of the semester, and the first week of classes for purposes of this section shall be deemed to have ended when seven calendar days, including the first day of classes, have elapsed.

NON-CREDIT CLASSES:

The following refund policy will apply to all non-credit classes:

Prior to the first day of class100% refund

On the day class begins and thereafter . . .no refund

Note:

1. Full-time students are eligible for tuition refunds only when their semester course load drops below 12 credits. The refund will be calculated by determining the difference between the previous full-time enrollment threshold of 12 credits and the new part-time enrollment and then applying the appropriate refund percentage to the difference in dropped credits.
2. Part-time students, who drop classes during the refund period, will be charged tuition and fees for the credits enrolled and a tuition liability and fees on classes dropped. The only exception will be if the courses dropped and added are the exact same course (Ex: ENG101 B dropped and ENG101 F added).
3. Refund payments are not immediate. Allow approximately six weeks for processing and mailing during fall/spring semesters and four weeks during summer/winter sessions.
4. Courses eight weeks or less in length are subject to a refund schedule appropriate to the length of the course. See applicable publication at the time courses are publicized.
5. A course cancelled by the College will be refunded all tuition and fees relative to the cancelled course.
6. Inquiries regarding refund policy exceptions must be in writing to the Tuition Credit Review Board. Tuition Credit request forms are available at the Student Services Central and on the college website.

Title IV Federal Refund Policy

Title IV Federal Financial Aid students who withdraw or stop attending the college during the first 60% of the semester will have their financial aid recalculated according to the Higher Education Amendments of 1998, 34 CFR part 668.22. Some grant recipients may owe repayment to both the institution and the Federal government as the result of this recalculation.

■ Red Flag Policy

Identity Theft Prevention Program

Orange County Community College is committed to preventing fraud associated with the misuse of identifying information (identity theft) of students, staff, faculty or others who have relationships with the College to obtain educational or financial services. In compliance with the Federal Trade Commission Red Flags Rule (16 CFR 681.2) under the Fair and Accurate Credit Transaction Act of 2003, the College will employ its Red Flag Identity Theft Prevention Program to identify accounts susceptible to fraud, recognize possible indications of identity theft associated with those accounts, devise methods to detect such activity and respond appropriately when such activity is detected.

In compliance with the Federal Trade Commission's Red Flags Rule (16 CFR 681.2), the College will require all individuals requesting services to provide a SUNY Orange Identification Card, a driver's license or other government issued identification (with photo).

■ Certificate of Residence

All students are charged the appropriate rate of tuition and fees depending on the number of credits taken and the student's area of residence.

Please follow the instructions listed below. The application for Certificate of Residence can be obtained from the Student Services Central. It is also included in all registration material and is available on the College website.

In accordance with New York State Education Law, Section 6301, each full-time and part-time student residing in New York State must file a Certificate of Residence. The County of Legal Residence for a New York State resident attending a community college contributes to the College a portion of the College's cost for providing services to the student. The basis for assessing counties for this money is the Certificate of Residence.

Note: A person does not acquire New York State Domicile (legal residence) simply by being physically present in New York State for a period of 12 months or for the sole purpose of attending a New York State College or University. If your principal or permanent home has not been New York State for a 12-month period immediately prior to the start date of the semester, you will be considered an out-of-state student for tuition purposes.

Certificates are valid for 12 months from the date of issue. A new Certificate must be submitted each year.

To prove residence for any county in New York State you must:

Have resided in New York State for one year AND resided in your home county for six months prior to the first day of classes.

Withdrawal from Course - Holds - Early Registration

The appropriate documentation and/or certificate must be received within 30 days from the start date of the semester, otherwise the non-resident tuition charge cannot be removed from your bill. Payment (less non-resident tuition) must be made by the established deadline dates. Adjusted bills are available upon request or can be viewed on Self-Service Banner.

ORANGE COUNTY RESIDENTS

Complete the Affidavit/Application for Certificate of Residence. Include this with your adjusted payment (subtract non-resident tuition amount from balance due).

NEW YORK STATE RESIDENTS FROM COUNTIES OTHER THAN ORANGE COUNTY

A student from a New York county other than Orange is required to submit a Certificate of Residence from their county of legal residence covering 6 months prior to the first day of classes. To secure the required certificate, follow the procedures below:

Contact the Treasurer's Office or Chief Fiscal Officer of your home county to inquire about acceptable forms of proof you will need to prove your residency.

Once you have obtained a Certificate of Residence, you must submit the original to SUNY Orange Student Services Central. This will entitle you to pay the resident tuition rate. Please note per New York State Education Law, NY state counties are only required to issue and honor Certificates of Residence dated no earlier than 60 days prior to the start of classes and no later than 30 days after. After the first 30 days of classes, counties will no longer issue certificates of residence and payment for the non-resident tuition charge then becomes the student's responsibility. Late certificates will be accepted by our office, but your account will only be reduced if your county accepts our billing.

NEW YORK STATE RESIDENTS WHO HAVE LIVED IN MORE THAN ONE COUNTY DURING THE PAST SIX MONTHS

Contact each county in which you resided, as a Certificate of Residence will be required from each of those counties. Proceed as indicated above. Students who fail to meet the full six month residence requirement will be charged the non-resident tuition.

SPECIAL REQUIREMENTS FOR IMMIGRANT AND UNDOCUMENTED ALIENS

Immigrant Aliens must have held a Permanent Resident Alien Identification Card ("green card") for one full year and be able to establish New York State residency to be eligible for resident tuition rates. Foreign students on the following visas do not qualify for the residence rate: F(student), B(visitor), J(exchange), C, D, H2A, H3, H4 if on H2/H3, M, O, P, Q, R, TN, or TD visas.

Effective July 1998, certain undocumented aliens may be eligible for the resident tuition rate. The undocumented alien must have graduated from a New York State high school and applied for SUNY admissions within five years of

receiving the New York State diploma. The undocumented alien must complete a notarized affidavit stating that the student has filed or intends to file an application to legalize his or her immigration status.

Providing the college with proof of residency is an important step in your registration process. Students who fail to present documentation will be charged non-resident tuition. Please contact the Bursar at (845) 341-4830 if you have any questions about the proper way to complete the requirement.

■ Withdrawal from Course

To formally withdraw from a credit or non-credit course, a student must complete a withdrawal form and return it to Student Services Central. As of the day of receipt of this form, the appropriate refund schedule will apply.

Students who receive financial aid from any of the following sources: Federal Programs (Title IV)-Pell Grant, Supplemental Equal Opportunity Grant (SEOG), Perkins Loan, Federal Family Education Loans and State Grants may be responsible for repaying a portion of their aid if they drop or stop attending classes during the refund period. Withdrawal from classes may also affect eligibility for financial aid for the following semester or academic year. Students will be notified by mail if monies are due the College.

■ Holds

Students who have unmet financial obligations or who have failed to comply with College requirements are not permitted to register or receive grades until the hold is cleared with the issuing office. Further, information relating to student records, such as certification of attendance and diplomas are also withheld.

■ Early Registration for Students

Enrolled full-time degree-seeking students are encouraged to register early for the next semester. Registration during designated periods (see academic calendar) will aid students in obtaining seats in desired classes.

Financial Aid

SUNY Orange participates in most major federal and state financial aid programs and offers institutional scholarships as well. There is a Financial Aid office at each college location to assist eligible students in removing the financial barriers that may discourage them from attending college. All students are urged to file an application for financial aid. In order for the Financial Aid office to finalize eligibility or award financial aid, all required documentation requested must be submitted. The FAFSA is the first step in the financial aid process. You can complete the FAFSA to apply for federal student financial aid, such as the PELL Grant, student loans, and federal work study. The FAFSA is available on the FAFSA website www.fafsa.ed.gov.

Financial aid is available in many forms: grants, scholarships, loans, and employment opportunities. Federal, state, and local guidelines determine the amount and types of financial aid offered to individual students. You must reapply each year for most of these programs. Students usually are offered financial aid packages consisting of a combination of grants, scholarships, employment and loans. Grants and scholarships are considered "gift" assistance and need not be repaid. Loans are offered at low interest rates and can be repaid over an extended period of time beginning six months after the student graduates or enrolls for less than 6 credits at the College. If you are offered aid in the form of a job (Federal Work-Study), it is paid at an hourly rate.

The Financial Aid Office is located on the third floor of the George F. Shepard Student Center in Middletown, (845) 341-4190, and in Student Services Central Kaplan Hall Room 110 in Newburgh, (845) 341-9502.

■ College Costs at SUNY Orange

The direct costs that all full-time SUNY Orange students must pay each academic year are:

	<u>Non-Commuter</u>	<u>Commuter</u>	<u>Out of State</u>
Direct Student Cost	\$6,502	\$6,502	\$10,902

Additional indirect educational costs that students should consider:

Room and Board	3,000	6,000	6,000
Transportation	1,350	1,350	1,350
Personal	1,766	2,466	2,466
Total	\$12,618	\$16,318	\$17,018

- *The above indirect costs are approximate and are used by SUNY Orange to determine the need for financial aid. All figures are subject to possible change.*
- *Tuition is based on the cost for the current school year.*
- *All Direct Cost figures above are subject to possible change.*
- *Double tuition is charged to out-of-state students and international students.*
- *The above Estimated Costs are used by Orange County Community College to determine the need for financial aid.*
- *"Non-commuter" refers to dependent students living away from home and/or independent students living on their own.*
- *If an independent student is living with a non-parent family member*

who is supplying room and board, the student's Financial Aid budget will be adjusted accordingly.

- *Students who have costs for child care should submit proof of those additional expenses.*

■ General Eligibility Requirements

Eligibility depends on many factors. To receive aid from the federal and state student aid programs offered at SUNY Orange, you must satisfy the following:

- be officially admitted
- have a high school diploma or a General Education Development (GED) Certificate
- be a U. S. citizen or permanent resident
- meet the minimum academic criteria specified for each financial aid program (see "Academic Progress" in this section)
- have a valid Social Security number
- not owe a Federal PELL, Academic Competitiveness Grant, National Smart, Teach Grant, or FSEOG over-award
- not be in default on a Federal Stafford Loan or Federal Direct Loan
- be enrolled in an eligible degree or certificate program
- all credits must apply to the degree major
- must attend courses that you are registered for

Non Qualification for Independence (factors that do not qualify a student for independent status)

- Parents refusal to contribute to a student's education
- Parents are unwilling to provide information for the application or verification
- Parents do not claim the student as a dependent for income tax purposes
- Student demonstrates total self-sufficiency

How to Apply for Financial Aid

This information is provided as a guide and is subject to change without notice to comply with federal, state, and institutional policies.

You can only receive financial aid at one college at a time. If you are attending a second college a consortium agreement must be completed between the colleges in order to declare a home school. A Financial Aid Application must be completed to be considered for all types of grants, loans, scholarships, and work opportunities at SUNY Orange. Some awards and grants may require additional forms. To apply, take these steps:

- Complete the Free Application for Federal Student Aid (FAFSA) each year. Submit the FAFSA application online at the FAFSA website: www.fafsa.ed.gov.
- When completing the FAFSA, be sure to list SUNY Orange's name and school code 002876. The college address is 115 South St., Middletown NY 10940. Submit the completed and electronically signed FAFSA to the Federal Central Processor.

- You should receive a Student Aid Report (SAR) within 3 weeks after submitting your application to the processor. Students are able to check the status and view the results from the FAFSA application online. You should retain the SAR in your personal files.
- If SUNY Orange is listed on the SAR, the Financial Aid office will receive the student's SAR electronically. Three weeks after submitting the FAFSA application, you should check your "MySUNYOrange" account for receipt of an electronic SAR.
- Your FAFSA may be selected in a process called verification, and the school may request certain financial documents. Verification documents can be obtained from the Financial Aid office or downloaded from the Financial Aid documents website, or link to the MySUNYOrange section labeled "Student Requirements" on your "MySUNYOrange" account. If additional documentation is required, you will receive a tracking e-mail stating you have additional documents outstanding. If there are questions remaining, the student can contact the Financial Aid office at his or her campus.

You should respond quickly to all correspondence received from the Financial Aid office. Documents are processed in the order they are received.

After the Financial Aid Office receives your SAR and all requested information, the staff will:

- Review the information.
- Make an award based on eligibility and availability of funds.
- Send a preliminary award letter to first-time freshmen.
- Sophomores are directed to view their awards online and print the award letter at your "MySUNYOrange" account. The award letter lists the types and amounts of aid awarded.
- The award letter may also list additional requirements that you must fulfill before funds can be disbursed.
- Your awards may change after the verification process, or changes in enrollment. If this occurs you will receive an e-mail notification directing you to your MySUNYOrange Award Letter page.

You should keep your award letter with your SAR. You must keep your name, address, e-mail address and telephone number current with the Bursar's Office on campus. When a student is determined to be eligible for financial aid, tuition and fees may be covered to the extent of the aid, provided the student's financial aid file is completed by the target due date. If the aid is not sufficient to cover tuition and fees, the student is responsible for the balance, which is due by the Bursar's officially published due date. If the aid exceeds the cost of actual tuition and fees, a refund will be issued to the student from the Student Accounts Office. (See published disbursements dates on the Bursar's web pages)

Summer Sessions

Please contact the Financial Aid Office for further information on requirements for summer financial aid. Please visit our website at www.sunyorange.edu/financialaid.

Target Dates

This information is provided as a guide and is subject to change without notice to comply with federal, state, and institutional policies.

Target dates are not deadlines. Target dates ensure that the financial aid funds you are eligible to receive will be on your account for tuition deferment before the payment due date. After these target dates, applications for financial aid and loans can still be processed, but you may have to arrange for alternative means of payment, such as using your own funds or participating in the Tuition Payment Plan, until your financial aid processing is completed.

Target Dates for PELL Grants and Direct Loans

- Fall Enrollees: July 1st
- Spring Enrollees: December 1st

Target Date for Campus-Based Aid [Including Perkins Loans, Federal Work-Study (FWS), Supplemental Educational Opportunity Grant (SEOG)]

- Fall Enrollees: April 15th

■ Award Package Offering

- Once you have been awarded aid, you will receive an award letter that lists the various types of aid you are eligible to receive during the award year. Awards are based on full-time (12 or more credit hours) status; some awards may be adjusted if you do not enroll as a full-time student. However, aid will automatically be pro-rated at the time of disbursement if you are not full-time. If it is determined that you are not eligible for aid after it is awarded, the Financial Aid office is required to adjust your awards.
- Students will automatically be reviewed for Federal PELL Grants and FSEOG because they are considered gift aid and do not have to be repaid. Students also will be reviewed for Federal Work-Study and Perkins loans as well. NYS TAP grants are automatically reviewed, however, a TAP application must be completed upon receipt of their FAFSA. Students may be awarded grants, scholarships, work study and federal subsidized and unsubsidized loan funds up to the cost of college attendance. These loan programs require you to accept your loans on your MySUNYOrange web pages. You will need to go to www.studentloans.gov web site to fill out an Electronic Master Promissory Note, and Entrance Counseling. Students who apply by the priority processing due date will be considered for all available funds. Some funds are limited and are awarded to eligible students based on greatest need and meeting the April 15th deadline.

■ Evaluating Your Award Package

- You should evaluate your award package carefully.
- Remember: loans must be paid back.
- Be sure to check whether or not your living expenses will be as high as the estimated allowance projected by your school; if they aren't, you may need to adjust your borrowing.
To get an idea of your college expenses, use the Budget Calculator on the government website at <http://direct.ed.gov/BudgetCalc/budget.html>, or use the Net Price Calculator at www.sunyorange.edu/financialaid/index.shtml.
- To get an idea of your monthly loan payments after you graduate, see the Repayment Calculator at <http://studentaid.ed.gov/repay-loans/understand/plans/income-based/calculator>.
- You have the right to decline the loan or to request a smaller amount.
- Remember that loan money must be paid back with interest. You should only borrow as a last resort.

■ Federal Standard For Satisfactory Academic Progress

Federal regulations (Sections 668.16(e), 668.32(f) and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. This determination of progress must be made at least once a year for degree programs, and at the end of every semester for certificate programs before the Financial Aid Office disburses any federal aid funds for the subsequent semester. Federal Title IV programs include: PELL, Perkins and Stafford Loans, Supplemental Education Opportunity Grant & Federal Work Study. Our web page at: www.sunyorange.edu/financialaid/standards.shtml contains a chart for your convenience on the calculation of Satisfactory Academic Progress and how your eligibility is affected by Program Pace, Cumulative Grade Point Average, and Maximum Program time frame.

Academic progress is checked at the end of each academic year for degree programs and at the end of every semester for certificate programs. SUNY Orange's academic year for Associate Degree programs is measured from May to May. If you fail to meet the minimum completion percentage (attempted vs. accumulated credit hours) or maintain the minimum grade point average you will forfeit all federal financial aid. If you have reached the maximum number of attempted credits without earning a degree, you will be excluded from further participation in federal financial aid programs. (PELL grants, Direct Loans, and Federal Work Study) Federal regulations require that these standards apply to all students.

Attempted hours are those hours for which you were

still officially registered at the conclusion of each semester's Add/Drop period. Withdrawals are counted as attempted hours.

Maximum hours to earn degree: To quantify academic progress, a school must set a maximum time frame in which a student is expected to complete a program. For an undergraduate program, the maximum time frame cannot exceed 150% of the published length of the program measured in credit hours attempted.

The majority of SUNY Orange undergraduate programs require 66 hours for graduation. The maximum time frame for students in these programs is 99 attempted hours (66 x 1.5=99).

- **Withdrawals:** All grades including W are counted as courses attempted and count toward the maximum time frame.
- **Audited Courses:** You do not earn any academic credits for audited courses. However, these courses count in the calculation of your "attempted hours."
- **Pass/Fail Courses:** These hours do count within the total of attempted and earned hours
- **Transfer credits** accepted for your academic program, are counted as credits attempted and credits earned and are also used to calculate the maximum time frame to complete your program.
- **Developmental credits** are not counted in your academic program, but they are counted in your total of accepted and accumulated hours.
- **Double Majors and / or Minors:** If you pursue a double major / minor you will normally be expected to complete all degree requirements before reaching 99 attempted hours.
- **Change in Majors:** If you change your major you will normally be expected to complete all degree requirements before reaching 99 attempted hours.
- **2nd Associates Degree:** If you have already been awarded an Associate's degree, you may apply for a second degree only if the second degree is different from the first degree. Ordinarily, a second degree at the undergraduate level is discouraged, and a bachelor's degree is encouraged.
- You will be limited to how much you can borrow under the Federal Perkins and Direct Loan Programs. These limits are not increased for students working on additional degrees.
- PELL grants are limited to the equivalent of 12 full-time semesters.

If you are enrolled in a Certificate Program you are allowed a total of 45 credits attempted to complete the program.

If you are enrolled in an Associate Degree Program you are allowed a total of 99 attempted credits to complete the program.

Financial Aid Probation

If you have fallen below the completion ratio on the satisfactory academic progress chart published on the SUNY Orange Financial Aid web pages, and/or you have failed to maintain the required minimum GPA associated with that completion ratio, you will be placed on federal financial aid probation. You will be allowed only one probationary semester during your academic plan if an appeal is granted.

While on financial aid probation you will receive a separate letter that will outline the academic requirements you must meet in order to receive federal financial aid for the following semester. If you meet the terms of financial aid probation, you will be permitted to continue to participate in federal student aid programs (PELL grants, loans, and Federal Work Study) for subsequent semesters. If you have been placed on financial aid probation you shall be considered to be making satisfactory academic progress for the purposes of receiving federal financial aid as long as you continue to meet the academic requirements outlined in your probationary letter.

While on probation, the Financial Aid Office will review your academic transcript at the end of the following semester to ensure you meet the conditions of your probation in relation to Progress and Grade Point Average.

If you do not meet the terms of your probation, you will forfeit eligibility for all Federal Financial Aid programs (PELL grants, Loans, Federal Work Study).

Grade Changes

Students who are receiving aid on a probationary basis must resolve all incomplete grades before the Financial Aid Office can make a final determination of the satisfactory academic progress guidelines. Students must report any grade changes that impact their aid eligibility directly to the Financial Aid Office. Students must notify the Financial Aid Office once their final grades have been posted.

Probation Standards Not Met

If you have lost eligibility to participate in federal student aid programs for reasons of academic progress you may regain eligibility by enrolling at SUNY Orange at your own expense, and making up the Deficiency of Progress or GPA. The mere passage of time will not ordinarily restore eligibility to a student who has failed to make satisfactory academic progress policy.

If you have been academically dismissed from SUNY Orange but are subsequently given permission to re-enroll, you are not automatically eligible to continue to participate in Federal Financial Aid programs. Admissions decisions are totally separate from funding decisions.

Right to Appeal

To appeal your satisfactory academic progress status, you must submit a Satisfactory Academic Progress Appeal Form at:

www.sunyorange.edu/financialaid/forms/docs/T4A_SAAP_packet_nobarcode_002.pdf along with any required documentation, detailing the extenuating circumstances that contributed to your not meeting the SAP standards. Considerations for appeals exist if you had a severe illness, medical condition, injury, traumatic life altering experience, or the death of a parent that prevented you from being successful in the semester in which you did poorly. Submitting an appeal does not guarantee approval to reinstate your eligibility for receiving financial aid. The decision of the Appeals Committee is final.

Deadlines: Appeals should be submitted by **June 1st** for Summer federal aid, **July 1st** for Fall federal aid, and **December 1st** for Spring federal aid to ensure that Financial Aid funds which you may be eligible for are on your account before the payment-due date. **If an appeal is submitted after the deadline dates, you will need to make arrangements for alternative means of payment until your Financial Aid can be processed, using your own funds or participating in the Tuition Payment Plan.** Appeals submitted after the current deadline date of **August** (see published day on our web page) for the Fall semester, and January (see published day on our web page) for the Spring semester will be evaluated for the following semester, and will NOT be accepted for the current semester.

Appeal Approval Conditions: Appeals can only be approved if the Financial Aid Appeals Committee determines :

- You will be able to meet SUNY Orange's satisfactory academic progress chart after the next payment period; or
- You have agreed to follow an Academic Plan that, if followed, will ensure that the student can meet the college's satisfactory academic progress guidelines by a specific point in time.

If an Appeal is granted:

If your appeal is granted you will receive aid on a conditional basis for one semester (this is known as the probationary period). The conditions will be outlined in a letter sent to you granting the appeal. The Financial Aid Appeals Committee will review your record at the end of the semester to determine your status for the following semester. Students who fail to meet the conditions outlined in their individualized academic plans during their conditional semester will not be allowed to submit a subsequent appeal.

■ Federal Financial Aid Programs

Federal PELL Grant

The PELL Grant is a grant from the Federal government and does not have to be repaid. The amount of the grant is based on the amount of funds actually available for the program as designated by Congress. The

Financial Aid

maximum award is distributed over two semesters for full-time enrollment and may be pro-rated. All undergraduate students are eligible to apply for the Federal PELL Grant. Students may receive Pell Grants for as many as 12 full-time semesters (or the equivalent). The student must be enrolled at the time the Student Aid Report is received by the Financial Aid Office. Even though the student may file the FAFSA after the semester has started, a payment cannot be made if the student ceases to be enrolled. For students taking developmental courses, federal aid funds will only pay for the first 30 attempted credits of developmental study.

Eligibility Exclusion

Effective July 1, 2009, an individual subject to involuntary civil confinement or civil commitment upon completion of a period of incarceration for a forcible or non-forcible sexual crime is ineligible for a PELL Grant.

Federal Supplemental Educational Opportunity Grant

High-need students may be eligible to receive FSEOG grants ranging from \$300 to \$500 a year. Money for this program is extremely limited. Students who have earned a Bachelor's degree are not eligible. FAFSA completion is required. All Campus-Based-Aid programs are subject to the federal government's allocation to the school. When all the funds are exhausted, awarding and disbursement of this aid program stops.

Federal Work Study Program

Eligible students may work part-time while in college to help defray their educational cost. Students are paid an hourly rate and receive a paycheck every two weeks for the hours worked. Students cannot earn more than the amount of their work-study award. Salary is \$8.00 per hour (subject to change) for 10 to 15 hours work per week. All students awarded work-study are placed in the job by the college's Placement Office. (The College Work-Study Manual provides further information.) FAFSA completion is required. Work-Study funds are allocated each year by the Federal government. The Financial Aid Office will award work-study to eligible students until the funds for the year are exhausted.

Federal Perkins Loan

Students who demonstrate exceptional need may be eligible to receive up to \$27,500 as an undergraduate (\$5,500 maximum per year). However, loans generally range from \$500 to \$5,500 a year, at 5% interest with approximately 10 years to repay. Borrowers have nine months after termination of their studies or dropping below less than half time studies to begin repayment. FAFSA completion is required.

If you accept a Perkins Loan award, you are required to complete a Perkins Promissory Note in the Student Accounts Office every year. You may complete the Perkins Promissory note as early as five days after you

accept your Perkins award. You must visit the Student Accounts Office to complete the paper Promissory Note and an Entrance Counseling; no earlier than July 1st. Please call 845-341-4911 to make an appointment. You will need to bring copies of your driver's license and Social Security card for processing.

Your failure to complete the Promissory Note will result in the cancellation of your Perkins Loan.

All Campus-Based-Aid programs are subject to the federal government's allocation to the school. When all the funds are exhausted, awarding and disbursement of this aid program stops.

SUNY Orange participates in the William D. Ford Direct Loan program

Federal Stafford Loans

The Federal Stafford Loan is a loan that must be repaid upon completion of school or interruption of studies. The student who qualifies may borrow up to \$5,500 for the academic year as a freshman and \$6,500 as a sophomore. Independent students who still need loan assistance after Federal Stafford Loan eligibility is determined will be packaged with a maximum of \$4,000 additionally each year. Dependent students may apply for an additional unsubsidized loan if your parents are unable to obtain a PLUS loan.

All borrowers are required to complete an electronic master Promissory Note, and entrance counseling on line at the www.studentloans.gov website, and then come to the Financial Aid Office to complete a loan test before any loan funds can be disbursed. If you are a freshman and a first-time borrower for a student loan, federal regulations require that the first loan disbursement be delayed until 30 days after the start of classes. Students are required to be actively enrolled for at least six credit hours each semester to maintain loan eligibility. If you should drop below 6 credits prior to the disbursement of the loan, the funds will be returned to the U.S. Department of Education. More information on loans can be viewed at www.direct.ed.gov/applying.html. Remember student loans are to be used only for "education expenses" which include tuition, fees, books, supplies and equipment, living expenses, cost of care for a dependent child, transportation, and the cost to rent or buy a computer.

Federal PLUS Loans

Federal PLUS loans are loans that a parent may use to assist their son or daughter in financing their education. The lender is the U.S. Government's Direct Loan program. More information on how to obtain a PLUS loan can be obtained by going to: <https://studentloans.gov/myDirectLoan/whatYouNeed.action?page=plusApp> website. Parents may borrow up to the cost of attendance, minus other aid per award year, if their son or daughter is enrolled at least part time. The loan goes into repayment 60 days after the check is disbursed to you. Students are required to be actively enrolled for six credit hours each semester to maintain eligibility.

Veterans Benefits

All certificate and degree programs are approved for members of the Selected Reserve and National Guard, G.I. Bill veterans, eligible dependents, and disabled veterans. Veterans should inquire at the Veterans Office in the Advising Center, located on the third floor, of the George F. Shepard Student Center. For information on benefits in the G.I. Bill, go to www.gibill.va.gov.

Aid for Native Americans

The Federal Bureau of Indian Affairs gives educational grants directly to the various Native American tribes. Students should contact their tribal office to see if federal funds are available. Aid for Native Americans may also be available through the New York State Education Department. The website is www.nysed.gov and, by sending an email to acooke@mail.NYSED.gov, students can get additional information.

Institutional Local College Work-Study (LCWS)

College funds are also available for students who do not meet the federal work study eligibility requirements. The pay rate is \$8 per hour (subject to change). All students awarded work-study are placed in the job by the College's Office of Career and Internship Services. FAFSA is required.

■ New York State Tuition Assistance Program (TAP)

- You must be matriculated in a program of study.
- All courses must apply to a degree program.
- You must be enrolled as a full-time student, taking 12 or more credits per semester. You must meet NYS Satisfactory Academic Standards.
- You are considered a "New York State Resident" if you have lived in the state for the 12 months just prior to enrollment.
- "Eligible non-citizens" or others who may qualify under federal law.
- Changes in your class schedules can affect your financial aid. Students should consult with the Financial Aid Office about any such changes.
- You must either be: a graduate of a US high school, or have earned a GED, or have passed a federally approved "Ability to Benefit" test.
- You must be enrolled as a full-time student, taking 12 or more credits per semester.
- You must have at least a cumulative "C" average after receiving two annual payments.
- You must not be in default on either a student loan guaranteed by HESC or on any repayment of state awards.
- You must have a valid Social Security number.
- If first-time TAP recipient, you must be registered for at least 6 credits of college-level coursework.

- If transferring in and a recipient of TAP at the former school, you must have your credits evaluated prior to receiving TAP at SUNY Orange AND you must register for 6 or more college-level credits as part of a full-time load.
- TAP awards may be used only for tuition cost.

NYS Satisfactory Academic Progress

Before being certified to receive a specific TAP payment, students must have accrued at least a certain number of credits toward their degree while maintaining a minimum cumulative grade point average (CGPA). Please view our web site at: www.sunyorange.edu/financialaid/standards.shtml for details on which NYS Satisfactory Academic Progress chart applies to you.

Evaluation Criteria for NYS Satisfactory Academic Progress (State SAP)

- Grades earned for "completed" courses may be A, B, C, D, F, or P.
- To be eligible for TAP in the future, you must pass the minimum percentage of credits attempted as designated by the number of payments you have received, and have accumulated at least a specific number of total credits towards your degree overall, per NYS regulation.
- If you are a first-time TAP recipient and taking a minimum of two developmental courses you may be evaluated on the State SAP chart.
- Transfer and second-time TAP recipients entering SUNY Orange who have received TAP at a previous institution must be registered for six and possibly more credits of college level course work as part of their full-time load.
- Courses which are audited and/or which are repeats of previously passed courses are not eligible for inclusion in a student's credited enrollment.
- Financial Aid can only pay for 2 credits of Physical Education coursework.
- NYS academic requirements and awards may be subject to change based on NYS budget considerations.

How to Apply for TAP

Students should complete the FAFSA on line and then use the link for NYS residents. This will direct you to the HESC website directly. You can also link to the HESC web site by using the following to complete a TAP application:

<https://www.tapweb.org/totw/> before May 1, 2015 for the 2014-2015 financial aid award year.

Other NYS Grants, Scholarships, and Awards

Other NYS grants scholarships and awards can be viewed at:

www.hesc.ny.gov/content.nsf/SFC/Grants_Scholarships_and_Awards

■ Aid for Part-Time Study (APTS)

This is a NYS grant for eligible part-time students. Due to funding limitations and the number of qualified applicants, coverage is limited to 6 credits. Students are selected on a first come first served basis. Applications are placed in chronological order based on when the application and State of New York taxes are received.

ELIGIBILITY REQUIREMENTS

Students must:

- Be NY State residents who can demonstrate the ability to complete college coursework
- Be enrolled for 6 to 11 ½ credits in an eligible degree program
- After completing at least 3 credits at SUNY Orange, maintain a minimum Cumulative Grade Point Average of 2.0 in order to be eligible to receive APTS the following semester
- After each semester State Satisfactory Academic Progress is evaluated, and the student must maintain a minimum semester GPA of 2.0
- If transferring in to SUNY Orange, submit to the Financial Aid Office an Academic Transcript of coursework completed at the prior institution
- If they are dependent students: have a family whose net NY State taxable income is \$50,550 or less
- If they are independent students: have a family whose net NY State taxable income is \$34,250 or less

Scholarship Opportunities

2014 - 2015

Type: E = entering (new) student
 R = returning student
 G = graduating student

Student: FT = full time (enrolled in 12 or more credits)
 PT = enrolled in 11.5 credits or less

Area of Study	Need Based	Grade Based	Student Classification	Student Type	Other Requirements	Name of Scholarship
Accounting			R	FT/PT		Judelson, Giordano and Siegel
Accounting			R	FT		Ripley (Harold)
Accounting			G	FT/PT		Golub (Max)
Accounting			G	FT/PT		Wahlen (Annette)
Allied Health	X		R	FT/PT	Female	Mokotoff (Gertrude and Reuben)
Alumni			E	FT/PT		Walts Alumni
Anthropology			G	FT		Ehlers (William)
Architecture			G	FT/PT	Department recommendation	Excellence in Architecture
Architecture			G	FT/PT	Department recommendation	Large (George)
Architecture			G	FT/PT		Minden Architectural
Art			R	FT/PT	Department recommendation	Skrobanski-Kehm (Margaret)
Athletic			E			Schmid Athletic
Banking Management			G	FT/PT		Luft (John P.)
Biological Science			E	FT		Abbott (Fred and Wava)
Biology				FT/PT	Department recommendation	Alford (Tom) Award
Biology			G	FT/PT	Department recommendation	Mapes (Cortland)
Business	X		R	FT	Involved in Community Service	Currier and Lazier
Business			E	FT/PT	Middletown Resident	Menter (Max)
Business			G	FT/PT		Menter (Max & Herbert)
Business			G	FT		Reilly (Charles)
Business or Accounting	X		R	FT/PT		King (Russell)
Construction Technology	X		E	FT	Newburgh Resident	Advance Testing
Criminal Justice	X	X		FT	Involved in College Community	Muratore (Anthony)
Criminal Justice or International Studies			G	FT/PT	Minority Student	Medina (Ivan)
Dental Hygiene			R	FT/PT		Godwin (Dr. Andrew)
Dental Hygiene	X		R	FT/PT		Walts (Dr. Merrick and Dorothy)
Dental Hygiene	X		R	FT/PT		Botti (Margaret)
Drama			G	FT/PT	Department recommendation	Dr. Manuel Rosenblum Theater
Education			R	FT/PT		Klingman (Charles)
Education	X		R	FT/PT		Walts (Thomas)
Electrical Engineering			G	FT/PT		Bell (William O.)
Engineering		X	R	FT		Orange/Sullivan Professional Engineers
English			G	FT/PT	Department recommendation	CEA Bruce and Tedi Bell
English			R/G	FT/PT	Department recommendation	Parkhurst Creative Writing (John P.)
English			G	FT/PT	Department recommendation	Westermeier (John T.)
Health, Physical Ed			G	FT/PT	Department recommendation	Basta (Christopher J.)
History			G	FT/PT		Hathaway (Odell S.)
Honors			R	FT	Department recommendation	Morrison (Edward)
Honors	x		E	FT	Department recommendation	Ottaway Honors
Humanities			G		Department recommendation	Wyckoff (Hollace)
International Studies			R	FT	Department recommendation	Holmbraker (James)
International Studies			E	FT	Department recommendation	International Studies
Kindercollege						Sweeney
Mathematics			G	FT/PT		Kotler (David)
Medical Lab. Tech.			R	FT/PT		Mamelok (Harold)
Music			E	FT/PT		September 11th
Music			R	FT/PT	Department recommendation	Curtis (Ruth)
Music	X	X	R	FT	Department recommendation	Friends of Music
Music			G	FT/PT	Department recommendation	Feman (Marvin)

Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities. Some scholarships listed may not be awarded every year.

Scholarship Opportunities

2014 - 2015

Type: E = entering (new) student
 R = returning student
 G = graduating student

Student: FT = full time (enrolled in 12 or more credits)
 PT = enrolled in 11.5 credits or less

Area of Study	Need Based	Grade Based	Student Classification	Student Type	Other Requirements	Name of Scholarship
Music			R	FT/PT	Department recommendation	Morrison (Marchessa)
Music			R	FT/PT	Department recommendation	Toole (Charles)
Music			G	FT/PT	Department recommendation	Reilly Music (Audrey A.)
Music			G	FT/PT	Department recommendation	Worcester (Sara)
Nursing		X	R	FT	3.0 GPA	Congelosi Family
Nursing	X		R	FT		Curtis Desmond (Alice)
Nursing			R	FT/PT	Department recommendation	DeGeus (Ada)
Nursing	X	X	R	FT/PT		Frances Carpenter Marks RN MA Florence Nightingale
Nursing			R	FT/PT		Froelich (Dawn)
Nursing	X		R	FT/PT		Gregory (Carol)
Nursing			R	FT/PT		Hultgren (Louise)
Nursing	X	X	E/R	FT/PT	Single mother, C+ average	Marray, Rosalind
Nursing			R	FT		Morgans (Dr. Harold)
Nursing			R	FT/PT		New York State Home Bureau
Nursing	X		R	FT/PT		Pryluck (Shepard and Edna)
Nursing	X		R	FT		Russo-Diamonti (Marie)
Nursing			R	FT		Taffin (Ruth and Steve)
Nursing			G	FT/PT		Evening Nursing Student Graduate
Nursing			G	FT/PT		Simpson Nursing (June M.)
Office Tech./Accounting			G	FT/PT		Reilly Business (Charles J.)
OTA	X	X	R	FT	Does not qualify for Fed State Aid	Vincent Casserly Memorial-OTA
Performing Arts			G	FT/PT		Pollack (Ruth)
Performing Arts	X		E/R		Also music, visual arts	Selkowitz (Sam and Julia)
Physical Education			G	FT/PT		Phys. Ed. & Recreation GIA
Physical Therapist Asst	X		R	FT/PT		Bernstein (Roberta)
Physical Therapist Asst			G	FT/PT		O'Bryant (Deborah)
Physical Therapist Asst			E	FT		Spinks (James M.)
Radiologic Tech.	X		R	FT/PT	Department recommendation	Walter Brown Memorial
Science/Engineering			G	FT/PT	Department recommendation	CEA Jerome K. Bell Memorial
Social Sciences			G	FT/PT	Department recommendation	Albrecht (Walter)
Social Sciences			G	FT/PT		Greenman (Dean Robert)
Social Sciences/ Counseling	X	X	R	FT	3.0 GPA or higher	Sweeney (Patrick)
Theatre			G	FT/PT	Department recommendation	Rosenblum (Manuel)
Any			G	FT/PT		Miner (Dr. Edwin)
Any			G	FT/PT		OCCC Memorial
Any	X	X	E/R/G	FT/PT	Goshen resident, age 21+	Goshen Rotary
Any			E/R/G	FT	3.0 GPA or higher	Eill (Norma) Memorial Scholarship
Any			E	FT/PT		Encore Learning in Retirement
Any			E	FT	Recruited athlete for specific sports	Intercollegiate Athletic
Any			E	FT	Newburgh Resident, Must transfer to Mt. Saint Mary	Kaplan Family Foundations
Any			E	FT	Middletown High School Graduate	Kiwanis Club of Middletown
Any			E	FT		Kriney Family (Jake)
Any			E	FT/PT		Mark (Bertha and Nathan)
Any	X		R	FT/PT	Visual/hearing impaired	Middletown Lions Club
Any			E	FT		Middletown Rotary Club
Any			E	FT/PT	Family member of NYPD or FDNY	NYPD/FDNY
Any			E	FT		President's

Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities. Some scholarships listed may not be awarded every year.

Scholarship Opportunities

2014 - 2015

Type: E = entering (new) student
 R = returning student
 G = graduating student

Student: FT = full time (enrolled in 12 or more credits)
 PT = enrolled in 11.5 credits or less

Area of Study	Need Based	Grade Based	Student Classification	Student Type	Other Requirements	Name of Scholarship
Any			E	FT/PT	Goshen High School Graduate	Reynolds (Grace)
Any			E	FT	Middletown High School Graduate	Sweeney (Dollie)
Any			E	FT/PT		Sweeney (Dollie) ESL
Any			R	FT/PT	Career in Public Service	Alberghini (Peter)
Any			R	FT/PT	Member Student Senate, Career in Public Service	Bonacic (John)
Any			R	FT/PT	Disabled Student	Barbone (Lillian)
Any			R	FT		Bookstaver (Jesse)
Any			R	FT		Boyd Foundation
Any			R	FT/PT	Outstanding Sportsmanship/ Department recommendation	Chachis (Chris)
Any			R	FT		Chappell (Charles and Vivian)
Any			R	FT		Dietz (Edwin and Rachel)
Any			R	FT/PT	Communications dept. recom.	Dulzer (Marie Ann)
Any			R/G	FT/PT		Faculty
Any			R	FT/PT	Interest in teaching	Goldstein (Jack)
Any			R	FT	Resident of Orange County	Howe (Margaret and Frank)
Any			R	FT/PT		Kassel (Ruth)
Any			R	FT		Keely (Lauren)
Any			R	FT		Kennedy (John F.)
Any			R	FT/PT		King (Dr. Martin Luther)
Any			R	FT/PT		Lipschutz (Dr. Paul and Ida)
Any			R	FT/PT	Essay to Scholarship Committee	Lynch (Dr. James)
Any			R	FT/PT		McClure (H. Seeley)
Any			R	FT/PT	Demonstrates Leadership	McMahon (John)
Any			R	FT/PT		Miner (Dr. Edwin)
Any			R	FT	Spanish Speaking	Molloy (Daniel)
Any			R	FT/PT	Single Parent	Murphy (Kathryn)
Any			R	FT/PT	Family member of NYPD or FDNY	NYPD/FDNY (restrictions apply-refer to our website)
Any			R	FT	Resident of Orange County	Ottaway
Any			R	FT		Pollets (Jack)
Any			R	FT/PT	English Dept. recommendation	Raimondi (Raymond)
Any			R	FT/PT		Rowley (Robert and Joan)
Any			R	FT/PT	VP Student Services recom.	Shepard (George)
Any	X	X	R	FT/PT	2.5 GPA or higher, community service, demonstrate leadership skills	Student Senate Leadership
Any			G	FT/PT		Bull Crist (Amy)
Any			G	FT/PT	Excellent citizenship	Dougherty (Trustee Edward)
Any			G	FT/PT		McClure (H. Seeley)
Any			G	FT/PT		Morrison (Christine)
Any			G	FT/PT		Orange County Society of NY
Any			G	FT/PT		Retired Teachers Rockland/Orange
Any			G	FT/PT		Vuolo (Dr. Hannah K.)
Any			G	FT/PT	Scholastic, volunteer service	Alpha Nu Chi/Phi Theta Kappa
Any			G	FT/PT	Financial need	Walts MHS
Any			G	FT/PT		Faculty Annual
Any			G	FT/PT	Single mother or South Amer.	Byrne (Christopher and Ellen)

Visit our website for scholarship descriptions and requirements, applications and instructions. One application is sufficient for all scholarship opportunities. Some scholarships listed may not be awarded every year.

Academic Policies and Procedures

Academic policies are statements of regulations that the college develops for the facilitation of the teaching and learning process.

Academic policy reflects the philosophy of education at Orange County Community College. Policies can be revised as the philosophy of education at the college changes. The mechanism for effecting any change is the campus governance system.

Revisions of academic policy must relate to the whole system of existing policies. Those recommendations of the campus governance system that relate to academic policies are submitted to the President of the College for approval.

The Vice President for Academic Affairs or his/her designee publishes the Academic Policy Manual for distribution.

■ Examinations and Other Performance Measures

Students have the right to periodic evaluation of their performance throughout the semester with grades or recorded written assessments. The number, type, and scheduling of performance measures in each course will be determined by individual instructors consistent with department policy.* However, there must be a minimum of one performance measure for a one credit course, two for a two-credit course and three for courses of three or more credits.

Unless mandated by department policy,* comprehensive final examinations are given at the discretion of the individual faculty member. Comprehensive final examinations may not be more than 2 ½ hours in length and must be scheduled in accordance with final exam procedures.

The performance evaluation procedure to be followed in each course must be explained completely and specifically in the course syllabus. The instructions for examinations or performance measures must be clearly indicated. The grading value of the component parts of each exam must be indicated on the exam.

Faculty who teach online courses and require students to participate in testing or other course activities in person must indicate that within the syllabi as well as include notice in the online course schedule.

At the end of each semester, a copy of the comprehensive final examination, if given, or the most significant evaluative device must be submitted to the office designated by the Vice President for Academic Affairs and kept on record for a period that accords with New York State guidelines.

*These department policies must be approved by a 75% vote of all full-time department faculty members.

■ Grades

Final Grades

Final grades will be A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W or one of the following:

- The final grade in developmental courses and support modules will be DVP, DVF, or DVH.
- The final grade in courses taken on a pass/fail basis will be PP for pass or PF for fail.
- A grade of ZF (or ZDF for developmental courses and support modules or ZPF for pass/fail courses) will be assigned to students who stop attending before the end of the 10th week of the semester or its equivalent and do not withdraw themselves or receive an instructor withdrawal. A ZF grade is calculated as an F in the student's CQPA.

Grades must be submitted as specified by the Records & Registration office.

Change of Final Grade

Except for academic grievances, after a final grade has been submitted, the instructor can change the grade within four weeks by filling out the required form and getting the signature of the Department Chair. After four weeks, such a change also requires the signature of the Appropriate Associate Vice President.

Incomplete

The grade of Incomplete (I) may be given at the discretion of the instructor. The instructor must submit a change of grade by the end of the next fall or spring Semester, whichever comes first. If the work is not completed, the I will become an F.

The grade of Incomplete (I) cannot be used in developmental courses.

A student desiring to graduate with one or more Incompletes may do so; however the Incomplete(s) shall count as an F for purpose of computing the CQPA.

Grade of W

A student who drops a course(s) by the end of the tenth week or its equivalent as stated in the academic calendar will receive a grade of W. However, a grade of W may be reported by the instructor until the end of the thirteenth week or its equivalent; thereafter an instructor must report a final grade.

Grade of HOLD

The grade of HOLD (DVH) may be used in developmental courses only. The DVH grade indicates a degree of progress which is insufficient to make a Pass grade (DVP) appropriate, but does warrant the student's continuation in that course.

Distribution of Grades

Each student must be graded primarily on the basis of his or her achievement, as distinguished from aptitude, interest, or effort. Grades may also be significantly affected by attendance or violations of other academic policies (see Policy #3 on Attendance). No quota system of allocating grades is authorized. The meaning of letter grades is: A-, A = 90 - 100%, B-, B, B+ = 80 - 89%, C-, C, C+ = 70 - 79%, D-, D, D+ = 60 - 69%, F = 0 - 59%. Faculty whose grades are based on a different numbering system must indicate so in their course syllabi.

Mid-Semester Progress Reports

The deadline for submitting Mid-Semester Progress Report(s) is specified in the College Calendar. Such report(s) must be made on all students whose work to date is of less than C quality or otherwise unsatisfactory.

Mid-Semester Progress Report(s) are to indicate only that progress to date has been unsatisfactory.

Attendance

Attendance is required in all courses. Instructors must describe their attendance policies and repercussions of absences in their syllabi.

Instructors shall not penalize students for absences for religious observance or jury duty, and provided the instructor's permission is given in advance, for participation in college-sponsored events.

It is the student's responsibility to contact each instructor regarding absences.

Academic Dishonesty

Academic dishonesty is regarded by the College as an intolerable breach of academic ethics and deserves immediate penalty. The consequences of academic dishonesty may include academic penalties, disciplinary action, or even legal action. The primary responsibility for dealing with academic dishonesty rests with the faculty member.

The definition of academic dishonesty in the College's "Code of Student Conduct" includes, but is not limited to: (a) cheating; (b) fabrication; (c) facilitating academic dishonesty; (d) plagiarism; (e) forgery; (f) bribery; or (g) multiple submissions (submitting the same assignment to more than one instructor without the permission of the instructors).

Depending on the specific circumstances, academic penalties could range from a verbal reprimand to separation from the College. For some acts of academic dishonesty, the student may also be accountable to legal authorities.

When plagiarism, cheating or some other act of academic dishonesty has occurred, the faculty member shall advise the student of the action to be taken. In addition, any instance of academic dishonesty may result in the referral to the Vice President for Student Services

for appropriate disciplinary action pursuant to the College's Code of Student Conduct.

Degree Requirements

Each of the degrees must meet the minimum requirements of and be approved by the State University of New York (SUNY) and the New York State Education Department (NYSED). The college has added to these minima. College-prescribed portions of the degree requirements, are binding upon the Registrar, who must certify each candidate's eligibility for the Associate Degree. A course requirement in a particular degree may be waived with the approval of (1) the chair of the department which offers the course, (2) the chair which sponsors the degree, and (3) the appropriate Associate Vice President.

No college credit is granted for successful performance on a high school equivalency test.

Courses used to meet the General Education requirements for the A.A.S. degree cannot also be used to meet the major-field requirement of 20 credits.

Multiple Associate Degrees

The Registrar will award multiple degrees when students complete a minimum of fifteen credit hours at the College that were not required or applied to the first degree and satisfy all other requirements for awarding of a degree.

A student may earn multiple AS degrees, or multiple AAS degrees, or an AA and an AS. Only one AA degree may be awarded with the following exception. Because of its distinct and separate nature from other programs, the AA in International Studies may be awarded as a second AA degree. (5/14/97)

All grades earned in courses taken at this College applied to an additional degree will be included in the CQPA for the additional degree.

Graduation Participation

Participation in the College's Commencement ceremony is limited to the following students and criteria: (1) those who met the requirements of a program, registered by the New York State Education Department and the State University of New York; (2) potential August graduates who must complete a summer internship, externship, clinical, or co-op experience in specific programs; (3) potential August graduates requiring 6 credits or less to graduate. Students in (2) and (3) above must meet all other requirements for the degree, have at least a 2.0 CQPA, be registered to complete remaining credits during the summer semester and apply for May commencement by the due date. No degrees will be conferred until all requirements for graduation have been met.

■ Academic Recognitions/Designations upon Graduation

Students who have completed at least 30 credits of work at the college and have a CQPA of 4.00 in the courses taken here will receive the President's Award for Outstanding Academic Achievement upon graduation.

Upon graduation those students with a CQPA of 3.20-3.49 will be designated as Cum Laude graduates, 3.50-3.74 as Magna Cum Laude graduates, and 3.75-4.00 as Summa Cum Laude graduates.

■ Repeating a Course

A student who is eligible to register may repeat any credit bearing course (for developmental courses see Policy #27.). The grade received on the final attempt automatically becomes the official grade. It replaces, in computation of CQPA, any previous grade in the same course.

Some academic courses may be repeated for credit only once with Curriculum Committee review and approval. Department Chairs, with the approval of the appropriate Associate Vice President, may waive this policy, and appeals for denials will be processed using the Academic Grievance Process.

Students who fail to achieve the minimum grade required for progression or graduation and may no longer repeat that course are thereby removed from the program/curriculum, but not necessarily separated from the College.

■ Transfer Credits

Credit courses successfully completed at a United States Department of Education approved college, with a grade of C or better, may be accepted to fulfill graduation requirements. Such courses, if accepted, do not affect the CQPA at this College. Students may appeal any decision of the College not to accept a credit course for transfer credit using the appropriate processes.

■ Advanced Placement

The College may grant credit for high school advance placement courses in which the student earns a grade of 3 or higher on the final examination. Additional departmental criteria may apply.

■ New York State Regents College Examination Program (formerly the New York State College Proficiency Examination Program)

The College may accept for credit college courses which the student has successfully passed in the New York State Regents College Examination Program.

■ Credit by Examination

The discipline areas or departments will determine those courses for which credit by examination is available. The college maintains a list of College Level Examination Program (CLEP) tests that are accepted for credit. In addition, department chairs may create course specific examinations.

Departments offering course specific exams for credit must develop procedures for student application.

The grading of departmental examinations is pass/fail and a grade of P will be recorded on the transcript of a student who is successful in passing an examination. Students who successfully pass CLEP examinations will be awarded appropriate transfer credit. Credits earned by taking an examination cannot be applied toward the fulfillment of the 30 credit hour residency requirement for an Associate Degree.

■ Expiration of Earned College Credits

While the college wants to honor all credit courses successfully completed at the college and most credits do not expire, some exceptions exist and these are maintained at the Office of the Registrar.

■ Course Prerequisites

Students are required to complete all pre-requisite courses. Department Chairs, or their designee, are authorized to waive the prerequisites for a course.

■ Academic Freedom

The Faculty Contract guarantees academic freedom to the faculty. It is described as follows:

The teacher is entitled to freedom in the classroom in discussing the subject, but may not claim as a right, the privilege of discussing controversial matter that has no relation to the subject.

The teacher is entitled to full freedom, within the law, of inquiry and research and in the publication of the results, but not at the expense of adequate performance of other academic duties.

The college teacher is a citizen, a member of a learned profession and representative of an educational institution. When speaking, writing, or acting, within the law as a citizen, the teacher shall be free from institutional censorship or discipline, but our unique position in the community imposes special obligations. As persons of learning and as representatives of an educational institution, we should remember that the public might judge our profession and our institution by our utterances and our actions. Hence, we must at all times be accurate, exercise appropriate restraint, show respect for the opinion of others, and indicate that we are not speaking for our institution.

Other policies also describe expectations relating to professional ethics for College employees.

■ Office Hours

Full-time members of the faculty are required to maintain the number of office hours specified in the Agreement with the Faculty Association. Office hours should be chosen in such a way as to maximize the opportunity for advisees and others to make appointments.

■ Course Outlines/Syllabi

Course Outlines/Syllabi are to be distributed to students and appropriate department chairs at the beginning of each semester. Each syllabus must contain the elements identified in the course syllabus template distributed by the Office of the Vice President for Academic Affairs. This template will be reviewed and revised annually in collaboration with the Academic Policy Committee.

Additional departmental policies may also appear on course syllabi.

■ Eligibility for Dean's List

All full-time students not on probation who earned a QPA of at least 3.33 the previous semester are placed on the Dean's list.

Part-time students who achieve a CQPA of 3.33 or higher for each full - time equivalent semester of study completed shall be placed on the Dean's list. A full - time equivalent semester is defined as the completion of twelve credit hours of study.

■ Independent Study

Independent study will be assigned to faculty on a voluntary basis at the recommendation of the Department Chair and approval by the AVP of the appropriate division and VPAA. Such study is defined as a one faculty member to one student educational experience. Independent study may be authorized when:

- A. the student needs credit for graduation, and
- B. the student is unable to take a course when usually offered due to extenuating circumstances.

■ Deadline for Class Registration

The deadline for students to register for a full semester class is five business days after the beginning of the semester or its equivalent for part of term courses. Thereafter, registration requires the course Instructor and appropriate Department Chair approval.

■ Change of Major

To change majors, students must follow the procedures outlined in the College Catalog.

■ Academic Separation and Probation

Good Academic Standing

Students who have achieved a CQPA of 2.0 or higher at the College are designated in good academic standing.

Academic Probation

Students who have achieved less than a 2.0 CQPA at the College are placed on academic probation. Students on academic probation may continue study; however, they may not enroll in more than 14 credits in fall/spring semester or 6 credits in a summer session.

Academic Separation

Students who have attempted 30 credits or more at the College, who have a CQPA of less than 1.5, and a QPA (semester quality point average) of less than 2.0 are separated for a period of one year. However, students who have attained a QPA of 2.0 or higher are placed on academic probation. Those students who are separated may not enroll in any credit course offered in the day, evening, weekend, or summer of any semester or session offered by the College, at any site, during this period. The above policies governing academic separation and probation apply to all students except developmental students (see Academic Policy 27.). Grades of W, I, or M are not counted as credits attempted. Pass or fail grades earned in developmental courses are not counted as units/credits attempted.

Academic Appeal Procedure

Students who are separated from the College may appeal the decision to the College Appeals Board, an academic review body convened by the Vice President for Academic Affairs. Those students who are placed on academic probation and who desire to enroll in more than the maximum number of credits allowed may request permission from the College Appeals Board. The decision of the College Appeals Board may be appealed for final disposition to the President or his designee.

Developmental Students

The following policy applies to students who have placed in and have not yet completed two or more developmental courses:

1. Students are in good academic standing if they pass all of their developmental courses with a grade of DVP and attain a CQPA of 2.0 or higher in their credit courses.
2. Developmental students who are placed on academic probation (less than 2.0 CQPA) or receive a DVF, W, or DVH in a developmental course will receive a letter stating that the student's records will be reviewed by the Developmental Review Board. This review board may then limit the number of credits that the student may take or stipulate specific course(s) that the student must take.

■ Fresh Start Policy

Students will only be awarded ONE Fresh Start, ONE time during their academic career at SUNY Orange.

Separation Fresh Start Policy

This policy is intended to provide a “fresh start” for students with unsatisfactory grades that have been away from the College for at least one year.

An eligible student will have his or her CQPA re-computed by excluding final grades earned in courses taken that are not explicitly required in the student’s intended degree or certificate program. The student must apply for this fresh start opportunity at the beginning of his/her returning semester. If the application is denied by the Registrar or his/her designee, a written appeal may be made to the Vice President for Academic Affairs.

Application of the fresh start policy means:

- A. Courses and grades will be omitted from the recalculation of a CQPA until the CQPA is 2.00 or the smallest possible number above 2.0
- B. Courses and grades omitted from the re-calculation will be identified on the transcript.

To be eligible for a Separation Fresh Start, a student must meet all of the following criteria:

She or he must:

1. Be matriculated in a registered degree or certificate program at the College
2. Have been out of the College for at least one calendar year
3. Have a CQPA lower than 2.0 at the time of the request
4. Acknowledge in writing the restrictions of this policy via student signature on the Fresh Start Application

Change of Program (Major) Fresh Start Policy

This policy is intended to provide a “fresh start” for students who have changed to a new program (major) and earned unsatisfactory grades in courses that were taken under the previous program (major).

An eligible student will have his or her CQPA re-computed by excluding final grades earned in courses taken that are required by the original degree but not for his/her new program (major). The student must apply for a change of program (major) fresh start within the first three weeks of his/her second semester in the new program (major). If the application is denied by the Registrar or his/her designee, a written appeal may be made to the Vice President for Academic Affairs.

Application of the fresh start policy means:

- A. Courses and grades will be omitted from the recalculation of a CQPA until the CQPA is 2.00 or the smallest possible number above 2.0
- B. Courses and grades omitted from the re-calculation will be identified on the transcript.

To be eligible for a Change of Program Fresh Start, a student must meet all of the following criteria:

She or he must:

1. Be matriculated in a registered degree or certificate program at the College
2. Be currently enrolled in classes
3. Have completed at least one semester in their current program (major)
4. Have a CQPA lower than 2.0 at the time of the request
5. Acknowledge in writing the restrictions of this policy via student signature on the Fresh Start Application
6. Successfully complete 2 courses applicable to the new program (major) with a “C” or better for the change of program (major) fresh start to be applied

■ Official Withdrawals

Official Withdrawal from the College

A student may withdraw from the College by withdrawing from all courses in which he or she is currently enrolled, including developmental courses, if he or she does so by the end of the thirteenth week or its equivalent (see Academic calendar).

The student must complete the Official Withdrawal-from-College Form and the Drop/Add Form with the appropriate signatures by the end of the thirteenth week of class or its equivalent (see Academic calendar). The student initiates the withdrawal process with the Records and Registration Office and must follow appropriate procedures with the Advising and Financial Aid Staff.

Official Withdrawal from Course(s)

When a student finds it necessary to withdraw from a course(s), he or she must complete and file the Drop/Add Form with the Office of Records and Registration by the withdrawal deadline stipulated in the academic calendar. A student who officially withdraws from a course(s) by the end of the tenth week or its equivalent will receive a grade of W; thereafter, only the instructor may give a grade of W through the thirteenth week of the course or its equivalent. If the instructor does not initiate a grade of W, a final grade must be assigned by the instructor.

The grade of W, when initiated by the instructor, must be accompanied by a written report describing the reason for the grade. To issue a grade of W in a developmental course, the instructor also needs the approval of one of the following: the Coordinator of the Learning Assistance Center, the Registrar, or the appropriate Associate Vice President. The forms are submitted to the Records and Registration Office for placement in the student’s academic file.

Official Withdrawal from a Course(s) because of a Medical Condition

When students must withdraw from the college or course(s) due to their personal medical condition, they must obtain written verification from the physician and include all other required withdrawal forms

All such information given to the college is treated as confidential and privileged, as allowable by law.

The student's request for a medical withdrawal should be submitted to the Registrar before the end of the semester in which the condition occurs. The Registrar will make a decision on the request for a medical withdrawal. The student has the right to appeal this decision to the VPAA using the academic grievance procedure.

Note that withdrawals approved for medical reasons do not generate an automatic refund of tuition, waiver of the physical education requirement, or waiver of financial aid requirements.

Medical Leave

Students may be granted a medical leave if appropriate medical documentation that contains an anticipated return date is provided to the Registrar.

■ Audit of a Course

Students may change to/from audit status in accordance with the Academic calendar.

■ Developmental Courses

- A. Completion of developmental courses and/or sequences into which a student has been placed by assessment to the college is required.
- B. Students must have completed all developmental courses and/or sequences into which they have been placed prior to applying for graduation.
- C. Students placed in developmental writing and reading and study courses must be enrolled in these courses during every semester of attendance until they receive a grade of DVP in these courses.
- D. Students placed in developmental math courses must complete these courses, even though there may not be a specific math requirement in their curriculum. If a student has not successfully completed these courses (MAT 010 and MAT 020 sequence) by the time they have attempted 24 non-developmental credits, the student must enroll in these courses every semester until they receive a grade of "DVP". Grades of "DVP" must be received in these courses prior to applying for graduation.
- E. Students will be permitted to re - take an assessment test with the approval of the appropriate Department Chair or his/her designee (i.e. the Chair of English

Department for Reading and Writing and the Chair of the Math Department for Math), or AVP of Enrollment Management, only prior to attendance in classes.

- F. The appropriate Department Chairs or his/her designee (i.e. English and Math) may waive placement. (Academic Policy #15 permits Department Chairs to waive prerequisites.)
- G. Developmental courses may be prerequisites for certain college credit courses (i.e. WRT 040 Basic Writing II is a prerequisite for ENG 101 Freshman English I and MAT 020 Developmental Algebra is a prerequisite for MAT 101 Elementary Algebra).
- H. Students who place into any developmental reading and/or writing courses must successfully complete all of their developmental reading and writing coursework before registering for distance learning/hybrid courses.
- I. This Policy applies to all students regardless of the number of developmental courses they are required to take. Students who receive a grade of "DVH" or "DVF" in a particular developmental course will be allowed to repeat that developmental course only two additional times for a total of three attempts. "Attempts" include those made in summer sessions. After a second attempt, students who do not pass a developmental course must meet with one of the Associate Vice Presidents for Academic Affairs. If students do not successfully complete a particular developmental course on the third attempt, they will be separated from the College for one year. Students may not appeal separation except if they met with an Academic AVP after the second unsuccessful attempt and provide documented extenuating circumstances. Upon return to the college following a separation, students will be granted one attempt to successfully repeat the course(s). A grade of "DVH" or "DVF" in this attempt will result in another year's separation with no option to appeal.

If a student appeals separation from the college, a Developmental Review Board is convened by the Vice President of Academic Affairs and is composed of a chair and four faculty members with at least one representative from the English Department and one representative from the Math Department. The chair of the board is the Coordinator of Learning Assistance Services or a designee. The board is assembled by the chair who selects from a list of faculty volunteers who request to serve on the Board.

■ Academic Calendar

The academic calendar shall be such that it protects the integrity of the credit offerings, complies with contractual obligations, and accounts for state and federal mandates.

■ Students' Rights

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Protection of Freedom of Expression

Students should be free to take reasoned exceptions to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Protection Against Improper Disclosure

Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation and governed by the Family Educational Rights and Privacy Act (FERPA). Judgments of ability and character may be provided under appropriate circumstances, with the written consent of the student.

■ Cancellation of Classes due to Inclement Weather

Only the President and the Vice President for Administration and Finance are authorized to cancel classes for the day, the evening, or both.

■ Reports on Educational Travel and Field Trips

Procedures have been developed to support academic travel and field trips. Faculty and students are expected to adhere to the procedures for obtaining approval for academic travel and field trips. Procedures can be found through the Office of the VPAA.

■ Individual Exceptions to Academic Policies

The Vice President for Academic Affairs is authorized to waive the application of any College academic policy in a particular case.

Registration Information and Student Records

The Registrar maintains students' records, sets the academic master schedule, distributes grades and administers many of the college's academic policies.

Students should contact the Registrar Office or visit the Registrar website for information ranging from class schedules and important registration dates; grades, records, and access to records; verification of enrollment, attendance as either a full or part-time student for insurance, banks, and employers; graduation applications; the final exam schedule for each semester; the list of graduates for each semester; cancellation of classes with low enrollment; changes of program; and protection of students' privacy rights as well as questions regarding the Family Educational Rights and Privacy Act (FERPA).

Most of the information above can be found at the Registrar website at www.sunvorange.edu/academicservices/

■ Registration

Registration for credit classes at SUNY Orange is done either in person or online depending upon student eligibility criteria.

New students must complete the following steps to register for classes:

- Complete the admissions application
- Take the Placement Test or have been granted a Waiver based upon successful completion of college level English and Mathematics courses.
- Submit Immunization Records
- Attend a NewSTART session
- Complete registration at Student Services Central

Currently enrolled students or re-admitted students should:

- Consult an Academic Advisor to select courses and obtain your web registration PIN#, if applicable.
- Some re-admitted students may be required to attend a ReSTART session.
- Register either online or through Student Services Central after meeting with advisor.

All students:

- Contact the Financial Aid Office, if you are seeking financial aid
- Ensure proper payment arrangements are made to pay the entire bill when due

■ Academic Procedures

The degree requirements and academic regulations contained in the SUNY Orange Catalog affect all students who begin their study during the period covered in this Catalog. All information is accurate as of the time of publication. For the most current information, please consult the College web page at www.sunyorange.edu. Policies are subject to change.

Current information relative to changes in program or

academic policies can be obtained from the Office for Academic Affairs, which is located on the second floor of Morrison Hall. The vice president for academic affairs is authorized to waive the application of any College academic policy in a particular case.



Academic Year

The academic year is composed of two semesters—Fall and Spring—each of which is a minimum of 15 instructional weeks long. Courses offered in the summer are a minimum of six weeks. Intersession courses, when offered, are usually three or four weeks in duration.

Cancellation of Classes

Classes may be cancelled due to low enrollment. However, any cancellation will be announced no later than the Friday before a full semester begins or on the day before a half semester begins.

During the semester, individual classes will be canceled for the day, evening or both when hazardous driving conditions or similar inclement weather circumstances make such action advisable. Cancellation of day classes does not necessarily mean evening classes are also cancelled. Cancellation of day classes is usually announced at no later than 6 a.m. on the impacted day while cancellation of evening classes is usually announced at approximately 2 p.m. News regarding delays and cancellations can be found on the College's website and social media sites, broadcast over local radio stations, and announced on the College's main telephone number, (845) 344-6222.

The College reserves the right to reschedule classes. Generally, evening classes are made up on the Friday evening of the next week.

Change of Program

To move from one SUNY Orange degree program to another, a student must complete a Change of Curriculum form. The department chairperson for the new degree program must approve the change. In order for a change of curriculum to be processed for the current semester, the form must be received by Records and Registration by the end of the third week of the semester. Any change of curriculum received after the third week will be effective for the subsequent term. Forms are available from Student Services Central.

Conduct Expected of Students

The College reserves the right to dismiss any student who exhibits conduct incompatible with the purposes of the College. The SUNY Orange Board of Trustees, administration, faculty and staff have a primary concern

Academic Procedures / Course Policies and Procedures

for the academic achievement, standards and personal integrity of our students; recognize their obligation to protect college property; and take a special interest in the mental and physical health of the college community.

Committed to preserving the peace, uplifting campus morale and creating a civil climate on its campuses, SUNY Orange has adopted specific policies and procedures regarding student conduct. These policies and procedures, in the form of the Code of Student Conduct, are published in the Student Handbook.

Developmental Course Placement

Students who have tested into two or more developmental subjects (reading, writing or mathematics), the College has the following academic procedures in place to monitor their progress:

- A Developmental Review Board is convened by the Vice President of Academic Affairs and is comprised of a chair and four faculty members with at least one representative from the English Department and one representative from the Math Department. The chair of the board is the Director of Academic Support and Testing or a designee. The board is assembled by the chair who selects from a list of faculty volunteers who request to serve on the Board.
- Students who are placed on academic probation (earned less than 2.0 Cum GPA) or receive a DVF, ZDF, or DVH in a developmental course will be sent a letter stating that the student's records have been reviewed. Based on a student's academic progress, there may be a limit placed on the number of credits that the student may take. Students will have the option of meeting with the Developmental Review Board to discuss their circumstances and to appeal the credit limit decision.
- The following policy is in place for students regardless of the number of developmental courses they are required to take:

Students who receive a grade of "DVH" or "DVF" in a particular developmental course will be allowed to repeat that developmental course only two additional times for a total of three attempts. "Attempts" include those made in summer sessions. After a second attempt, students who do not pass a developmental course must meet with one of the Associate Vice Presidents for Academic Affairs. If students do not successfully complete a particular developmental course on the third attempt, they will be separated from the College for one year. Students may not appeal separation except if they met with an Academic AVP after the second unsuccessful attempt and provide documented extenuating circumstances. Upon return to the college following a separation, students will be granted one attempt to successfully repeat the course(s). A grade of "DVH" or "DVF" in this attempt will result in another year's separation with no option to appeal.

- The advisor and student will use the Placement Test

results to ensure that the student takes the required courses at the appropriate level. Students must take the required reading and writing courses each semester until their developmental requirements have been successfully completed. Students who place into developmental math courses must complete these courses even though there may not be a specific math requirement for their program. As determined by Academic Departments, students must select degree credit courses from the permitted lists. (See Permitted Lists in the Learning Assistance Services Section of the Catalog.)

■ Course Policies and Procedures

Prerequisites

A prerequisite course is one that prepares a student for more advanced courses in an academic field. Prerequisites may be waived or substituted at the discretion of the appropriate department chair. A signed waiver form approved by the department chairperson must be filed with Records and Registration. Students with credits earned at a previous institution are urged to check with the Records & Registration Office to determine appropriate course equivalencies.

Note: Course prerequisites are available on-line as part of the catalog in the course descriptions area and also on-line as part of the course section search feature. A student without the appropriate prerequisites or waiver can be withdrawn from the course by the instructor or by the Registrar.

Course Outline/Syllabus

Course outlines and/or syllabi are distributed to students and appropriate department chairs at the beginning of each semester. Each syllabus must contain the elements identified by the Office of the Vice President for Academic Affairs. Elements that may be included in a course outline/syllabus are: heading; catalog description; relationship to programs; student learning outcomes; chronology of study; grading system; types of tests; instructional materials; attendance policy; instructor withdrawal policy; support services; office location, hours and phone; campus e-mail address; religious observance; and appropriate Americans with Disabilities Act (ADA) information.

Departments may have their own policies regarding additional information and end-of-the-semester reports.

Repeating a Course

Repeating a course means taking a course after having received a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, ZF, W or M in that course. When a student repeats a course, the grade and credits earned in the last attempt are calculated in the academic average, unless the grade is a "W" or "M." All grades remain on the student's record. Students who receive financial aid should check with the Financial Aid Office before repeating a course in which a grade of D or better was earned.

Audit of Course

Students who wish to audit a course, where they do not earn credit or a grade in that course, must complete a special permission card, available at Student Services Central, when they register. Nursing courses are not subject to audit.

Students may, however, change their status from audit to credit or vice versa, if they file the special permission card by the end of the third week of classes (or its equivalent for summer sessions). Instructors are not required to evaluate the work of audit students. Those students who are eligible for financial aid should consult with the Financial Aid Office before registering or changing to audit status. If audited courses are included in 12 credits of course work, a student may become ineligible for TAP and other financial aid programs.

Credit Load

Credit load refers to the total number of credits a student is taking in a semester. Twelve or more credits per semester is considered a **full-time** course load; while $\frac{1}{2}$ to $1\frac{1}{2}$ credits per semester is considered **part-time**.

Students generally may schedule their classes in the day or evening, or both, in accordance with their particular needs. However, if a student wants to take more than the maximum credit load, (19.5 or more credits in a semester, or 8.5 or more in a summer session) the appropriate associate vice president must approve.

Schedule Changes and Withdrawals

Once a student's course schedule is created, the student receives a computerized printout and has his or her name added to the rosters for each course and section. Student schedules will be given only to the student, who must also show proper photo identification. Should a student need to change any portion of his or her schedule, or to withdraw from the College during the semester, the following policies have been established:

Official Withdrawal from the College

To apply for an Official Withdrawal from the College and all of the current semester's courses, a student must meet the deadlines published in the appropriate course schedule. The student needs to discuss a withdrawal with his or her academic advisor and begin the formal process with Student Services Central.

Since the student's financial aid and future academic record may be affected, the student must carefully follow the formal steps. The student must complete the Total Withdrawal from the College Form and the Drop/Add Form with appropriate signatures by the deadlines published in the current academic calendar. An exit interview with an Advising Office staff member is required for all degree-seeking students. Students who receive any form of financial aid are required to obtain a financial aid officer's signature. Part-time, non-degree-seeking students should complete and file their forms with Records and Registration.

Medical Withdrawal

A student may withdraw from all semester courses for medical reasons. For the medical withdrawal process, contact the Registrar Office.

When a student must withdraw from the College or courses due to personal medical reasons, he or she should obtain written verification from the physician and include it with all other required forms. The physician's statement should list the dates of the condition and provide a general description of the student's state of health and its effect on the student's ability to attend classes. All such information maintained by the college is treated as confidential.

The student's request for medical withdrawal and appropriate forms should be submitted to the Registrar before the end of the semester in which the illness occurs. If a third party is acting on behalf of the student at any point during the Medical Withdrawal process they are required to have a signed letter from the student giving them permission and show picture ID at time of service. This is in adherence with the College's Red Flag Policy. Withdrawals approved for medical reasons do not generate an automatic refund of tuition, waiver of the physical education requirement, nor waiver of financial aid requirements. Students should consult with the appropriate offices concerning these items.

Withdrawal from a Non-Developmental Course

A student may withdraw from a non-developmental course by following the deadlines posted in the registration calendar (see current course schedule), completing the appropriate forms available and obtaining the advisor's signature.

Note: After the last day to drop a semester-long course with a grade of W, the student may ask an instructor for an Instructor Withdrawal, but the instructor is not required to grant it. The deadline for an Instructor Withdrawal is the last day a student can do a total withdrawal for the semester. Withdrawals are processed by the Records and Registration Office as of the day of receipt. Please keep this in mind since refunds are generated from the processing date.

Withdrawal from a Developmental Course

To withdraw from a developmental course, but not any others that semester, a student must obtain the permission of the appropriate administrator (associate vice president, Registrar, Director of Academic Support and Testing), the advisor and the instructor. Absence from class is not a sufficient reason when seeking permission to withdraw from a required developmental course.

However, if a student voluntarily enrolled, but had not placed into the course, he or she may withdraw with the signature of the advisor. Students who are required to enroll in developmental courses must remain in them until they successfully complete them by the deadlines established in academic policy (see Developmental Education Program section in this catalog).

Grades and Grading

Impact Upon Financial Aid Awards

Students who receive financial aid should check with the Financial Aid Office since current or future aid may be affected by such actions as:

- withdrawal (medical or voluntary) from either a single course or from all courses.
- repeating a course in which a grade of D or better was earned.

■ Grades and Grading

Grades, Quality Points and Cumulative GPA

SUNY Orange uses a four-point grading system, based on letter grades of A, B, C, D and F. Each grade is assigned a numeric value:

A = 4.00	A- = 3.67	
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = .67
F = 0	ZF = 0	(failure stopped attending)

To calculate quality points, multiply the number of credits of a course by the numeric value of the grade earned. For example: An A (4 quality points) in Freshman English 1 (3 credits) produces 12 quality points ($4 \times 3 = 12$) and a C- (1.67 quality points) in Calculus 1 (4 credits) produces 6.68 quality points ($1.67 \times 4 = 6.68$).

To determine academic average for a given semester, divide the quality points earned by the number of semester hour credits calculated (SemGPA). The same formula, dividing the total number of quality points by the total number of credits calculated, is used to calculate the cumulative quality point average (CumGPA).

All credit courses taken at the College are calculated into the Cumulative GPA unless the student has been awarded a Fresh Start (see Fresh Start Policy). Transfer credits do not affect the cumulative SUNY Orange GPA. The College accepts only transfer credits, but not the grades.

However, when calculating academic average, the following special grades do not count as credits calculated:

- PP** (Pass) indicates satisfactory performance in a physical activity course
- PF** (Fail) is received for unsatisfactory performance in a physical activity course
- ZPF** (Fail) stopped attending a Pass/Fail course
- I** (Incomplete) work unfinished due to unavoidable circumstances
- W** (Withdrawal) indicates that the student withdrew by the deadline or was withdrawn by the instructor
- M** (Medical Withdrawal) withdrawal from a course based upon documented health reasons
- N** (Non-credit) indicates a credit course was taken for no credit

DVP (Developmental Pass) indicates satisfactory performance in a developmental course.

DVF (Developmental Fail) is received for unsatisfactory performance in a developmental course.

DVH (Hold) indicates a degree of progress was made in a developmental course but not sufficient enough to warrant a grade of P (Pass)

ZDF (Developmental Fail) stopped attending

To clear a grade of I (Incomplete) from the record, work must be completed by the deadline indicated on the Incomplete Form, which can be no later than the end of the next semester, Fall or Spring. If the work is not completed, the I grade will become an F. It is the student's responsibility to remain in contact with the instructor and submit work by the deadline. A grade of I will be calculated as an F for graduation purposes.

CumGPA: 2.00 - 4.00	Good Standing
CumGPA: 1.50 - 1.99	Academic Probation
CumGPA: 0.0-1.49 (less than 30 credit hours completed+)	Academic Probation
CumGPA: 0.00 - 1.49 (30 or more Credit hours completed+)	Probation if SemGPA* is 2.0 or higher
	Separation if SemGPA* is 0.00 – 1.99
CumGPA - Cumulative grade point average + Grades of W, I, H, M, N or Pass/Fail in developmental and physical activity courses do not apply * SemGPA - Semester grade point average	

Mid-Semester Progress Reports

Communication between instructors and students regarding the student's progress in college classes generally takes place before or after class or during office hours. In addition, students whose work is below the level of "C" may receive a Mid-Semester Progress Report. This "unsatisfactory" report does not go on a student's college transcript, but should be considered official notification that the student should speak with the instructor about his or her progress. Students may also wish to speak with their academic advisor or a personal counselor.

Degree Audit/Catalog Year

Students in Health Professions majors must follow the catalog requirements of the year in which they were most recently accepted into the program.

Non-Health Professions students who were admitted in **Fall 2004 and after** should follow the catalog year in which they were first admitted, and must have attended beyond the third week of classes (or the equivalent). Students may choose to follow later catalog versions. The Records and Registration Office will however base the student's degree audit upon the initial semester in which the student was admitted and

attended, unless otherwise notified in writing by the student.

Non-Health Professions students who were in attendance prior to Fall 2004 but who have taken semesters off should follow the catalog year in which they were first readmitted and attended after the Summer 2004 semester. Students may choose to follow later catalog versions. The Records and Registration Office will however base the student's degree audit upon the first semester of readmission and attendance after Fall 2004, unless otherwise notified in writing by the student.

The only students eligible to follow a pre-Fall 2004 catalog year are non-Health Professions students who have been in continuous attendance since prior to Fall 2004.

■ Final Examination Schedules

Final examinations are not required in all courses. During the Fall and Spring semester, for the mandatory 15th week, a special schedule is developed for all day classes. Final examinations will not necessarily be held on the same day or at the same time, during the Fall/Spring semesters, as the regularly scheduled course. The special schedule for final examinations of day classes is developed and distributed by the Registrar at the 10th week of the semester.

Examinations for evening classes during the Fall and Spring semesters are usually held during the last week, on the same day of the week and at the same time as the regularly scheduled course. See the academic calendar for the dates of the final examination period.

■ Graduation

Graduation Application

Graduation and participation in the commencement ceremony are not automatic. Students must initiate the process themselves. The Graduation Application Form must be filed with Student Services Central and the graduation fee paid upon submission. Before students can be cleared for graduation, they must return all college property loaned to them and pay any monies or outstanding obligations owed to any office of the College.

Those intending to graduate in May must file for graduation during February and March prior to May graduation. Students who complete their graduation requirements at the end of the fall semester are invited to participate in the commencement ceremony the following May. See the academic calendar for filing deadlines.

August Graduates who meet certain criteria are able to participate in the May Graduation Ceremony provided you:

- Self Identify at time of applying in February or March
- Are in good Academic Standing (2.00 CQPA or higher)
- Need 6 or less credits to graduate in August

Waiver or Substitution of Graduation Requirement

Students who seek a waiver or substitution of a graduation course requirement should first discuss that

request with the program department chairperson. Approval from the course department chairperson (if different from the program department chairperson) would also need to be obtained. Final approval is determined by the appropriate associate vice president.

Waiver of Physical Education For Health Reasons

Students seeking a waiver of physical education as a graduation requirement because of a physical limitation must follow this procedure:

- Obtain a Physical Education Waiver Request form from the office of the appropriate associate vice president
- Give the Physical Education Waiver Request form to their physician. (He or she must read it before sending a letter requesting a physical education waiver.)
- Have your physician write a letter using his or her letterhead and following the instructions on the Physical Education Waiver Request form
- Return the physician's letter to the office of the appropriate associate vice president.

Note: Even though a physical education activity waiver is granted, students will still be required to take the one credit Concepts of Physical Wellness course, which is a lecture course and not an activity course. This applies to all students, regardless of when they were admitted to the College. Students with long-term disabilities should make application for physical education waivers during their first semester at the College.

Residence

In order to qualify for an associate degree, at least 30 credit hours must be earned while attending SUNY Orange. Beginning with the Fall 2009 semester, if the student is enrolled in a Newburgh branch campus program, at least half of the credits earned at the College must have been taken at the Newburgh campus.

■ Transfer Credits and the Transfer Application Process

Transfer Credit From Other Colleges

In general, no more than 30 semester hours of credit are acceptable for students transferring to SUNY Orange from another college or university. Only courses in which the student has received a grade of at least "C" will be considered. Credit will be evaluated for course work completed more than 10 years ago on an individual basis. Only those credits which apply to the student's area of academic interest will be considered.

Awarding of transfer credit is done in writing. Upon receipt of the written evaluation, the student may schedule an appointment with the Registrar if he/she has questions or wishes to appeal the evaluation.

If the student is not satisfied with the Registrar's decision,

Transfer Credits

they may appeal to the appropriate Department Chair within 10 business days after the Registrar's appeal decision is made. If the student wishes to appeal a Department Chair's decision, they may do so to the appropriate Associate Academic Vice President within 10 business days of being informed of the chair's appeal decision. The decision of the appropriate Academic Associate Vice President is final.

In addition to the above, SUNY has established policies to guarantee the transfer of credits for general education courses and courses taken in the first two years in the most frequently transferred majors. These policies guarantee that general education credits and credits in the primary courses in the most popular disciplines transfer throughout the system.

If a student does not agree with your SUNY college's decision on the granting or placement of credit earned at a prior SUNY institution, you have the right to submit an appeal to SUNY Orange's transfer campus representative which is the Vice President of Academic Affairs or their designee.

The student should be prepared to provide reasonable material to support their case, such as the course description or syllabus in question. The campus transfer representative will explain the process and let the student know exactly what materials are needed.

Once all of the required information is received, the expectation is that the transfer appeal representative will provide the student with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, the representative will notify the student, the chairperson and/or program coordinator, and will see that the change is made to the student's record.

If the decision is unchanged, or the student has not received a response in 15 business days, the student may take their appeal to the SUNY System Provost by submitting the Student Transfer Appeal Form along with requested materials.

The SUNY Provost will respond to the student's appeal within five business days from receipt of the completed appeal application. If the decision finds merit to change the course to meet a major requirement, the receiving institution will be notified to take appropriate action.

Remember, this additional appeal process is only available when a student challenges SUNY Orange's decision not to transfer in credit earned at another SUNY institution.

Note: If you receive a waiver of your assessment testing based on work completed at other schools, this does NOT guarantee that you will receive transfer credit.

Courses and credits, but not grades, are accepted. A student's CumGPA at SUNY Orange is calculated based upon course work at SUNY Orange only. Transfer credits from other institutions do not affect the CumGPA.

If a student has a passing grade in a course at SUNY Orange, an equivalent course will not be accepted from another institution. If a course is failed at SUNY Orange, an equivalent transferred course may be accepted, but the failing grade will still appear on the student's transcript and

will be calculated in the student's CumGPA. No grades are ever eliminated from a student transcript.

Active duty military personnel may receive up to 45 credits and veterans up to 30 credits for courses and military occupational specialties if those courses or specialties are directly applicable to an area of academic interest at SUNY Orange. Students who have completed basic training in the U.S. armed forces may receive credit for both PES 100 and the one credit of physical activity requirement. For more information, call the Veteran's Representative at (845) 341-4071.

Credit by SUNY Orange Examination

Students' life experiences may qualify them to take examinations and earn college credit in certain course offerings. To pursue this option, students are encouraged to check with appropriate department chairpersons. SUNY Orange may also award transfer credit for certain Excelsior College exams (formerly Regents College), certain AP (Advanced Placement) and CLEP (College Level Experience Program) exams, and certain non-college-sponsored training programs, as evaluated by the American Council on Education.

Transcript Requests

Official Transcripts contain a record of all courses, grades and degrees received at SUNY Orange. Transcripts are sent to other parties such as colleges, prospective employers, or government agencies at the request of the student and payment of the required fee.

NOTE: Transcripts will not be released if there is a hold on the student account.

Online Transcript Ordering:

SUNY Orange is pleased to offer students and alumni the convenience of requesting and paying for Official Transcripts via the National Student Clearinghouse by going to www.getmytranscript.com

Upon written request and following payment of appropriate fees, students may have transcripts sent to other parties such as colleges, prospective employers or government agencies. Transcripts are mailed within a week of the request, in order of receipt, except for peak periods at the beginning and end of each semester. At those times, volume may require two or three weeks for processing.

Transcripts should be requested well in advance of the required receipt date. Requests must be signed by the student, authorizing release of transcripts, and include the transcript fee of \$8 per copy. Please be advised that institutions and agencies requesting transcripts will not consider them official unless mailed directly from SUNY Orange or hand-delivered in a sealed envelope marked "unofficial if seal is broken." Only the student (with appropriate photo identification) may pick up his or her transcript, unless he or she has given written permission to a designee, with a verified signature. The designee should also provide photo identification.

Transfer to Four-Year Colleges

If students earn an Associate in Arts or an Associate in Science degree from a two-year institution, State University of New York guarantees a place for them as a full-time student at a senior college campus—but not necessarily the one of their first choice.

The application deadline is March 1 for Fall semester transfer and Oct. 1 for Spring transfer. All other applications, excluding the guaranteed program, can be sent after this deadline. SUNY application forms are available at the Academic Advising Office. If students plan to transfer, they should take advantage of SUNY Orange transfer days and visitations by four-year college transfer representatives.

■ Student Records

Certifications of Enrollment/Attendance or Certifications of Full-Time/Part-Time Status

Enrollment Certification of Full-Time/Part Time status are available through the National Student Clearinghouse Self-Service Program. Students are securely and seamlessly brought to the Clearinghouse Self-Service site by signing into MySunnyOrange. Advanced Registration Certificates, Current Enrollment Certificates and Past Enrollment Certificates will be available for students to print.

To certify enrollment, tuition and fees must be paid and all stop/ holds must be cleared from the student's records.

Student Records/Confidentiality

All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974. With some exceptions, all student records are available for review upon request by that student, and the right to challenge the content is provided.

The College may disclose directory information without the written consent of the student. Directory information includes name, semesters enrolled and the dates of those semesters, field of study, degrees, honors and awards conferred. Addresses are only released to governmental officials who wish to send congratulatory notices to our graduates and to third party institutions with whom the college has articulation agreements for our graduates such as Franklin University. Additional biographical information will also be released to military recruiters as allowed under the Solomon Act.

Students can request that their personal directory information be suppressed by submitting formal written request to the Records and Registration Office. However, please be aware that once directory information is suppressed enrollment verifications for insurance companies, student loans, and prospective employers will not be given this information without the student's written permission which could have delays that may impact the student.

No non-directory information records are released to third

persons except as provided in the Act. Further information is available from the Records and Registration Office or in the SUNY Orange Student Handbook.

Notification of Student Rights under FERPA

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

- **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the Registrar or Vice President for Student Services written requests that identify the record(s) they wish to inspect. A College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College will disclose education records without consent to officials of another school which a student seeks or intends to enroll (barring any indebtedness to this College).
- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA requirements:** Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

Student Rights and Responsibilities

Directory Information:

Directory information is personally-identifiable student information which the U.S. Department of Education has concluded is permissible for institutions to release without a student's consent. Orange County Community College has identified the following as Directory Information:

- Name
- Current enrollment status (full-time or part-time)
- Semesters enrolled
- Field of study or Program
- Degrees, honors, and awards/scholarships conferred.
- Prior institution attended
- Heights and weights of our college athletes
- Addresses (but only of our graduates and only to governmental officials who wish to send congratulatory notices or to four-year educational institutions with whom the college has specific articulation agreements that will allow these students to continue to attend Orange while working toward a four year degree (e.g. Franklin University).

Note: Once an institution identifies Directory Information, the institution **may** release that information without student consent, but **are not required to do so**. The best example of this is addresses, where we may release that information but as an institutional practice we only do so in the specific examples given.

Students may opt out of public disclosure of even the directory information above by requesting what is known as a "FERPA Block." The student does so by completing the FERPA Directory Information Block Request Form available on our website at www.sunyorange.edu/academic_services/ferpa.shtml

A student interested in obtaining a FERPA Directory Information Block should be aware that unlike other institutions we do not include address and phone number as directory information and that a substantial consequence of requesting a FERPA Block is, unless another exception under FERPA permits disclosure, an active FERPA Block will prevent SUNY Orange from disclosing that the student once attended and received a degree or is currently enrolled at the college pursuing a particular degree.

Students who after having the FERPA Directory Block placed on their record wish to remove the block must complete the FERPA Directory Information Block Removal Form also available at the same website.

Consent Forms for Release of Non-Directory Information

A student's signed written consent must specify the records to release/inspect, state the purpose of the disclosure and identify the person(s) to whom the disclosure should be made. A new consent form would be required each academic year or when access to additional educational records not covered in the previous consent form on file are being requested.

If the consent form does not specify the actual educational records to be inspected or simply states something equivalent to

"all educational records", the only records that will be disclosed are those that appear on the most current academic transcript.

According to FERPA regulations, an institution has up to 45 days after receipt of a valid consent form to arrange for the inspection/disclosure of the specified educational records. Personal inspections of the requested educational records in the majority of cases will be made with the Registrar, who also acts as the FERPA officer for the institution, and not necessarily with individual faculty members.

In the case of a so-ordered subpoena, issued by a judge, consent from the student is not required for disclosure of non-directory information. However, unless the subpoena specifically states that contact with the student is forbidden, the institution will not respond to said subpoena for 72 business hours and in that timeframe will attempt to contact the student to inform them that a subpoena was received, who issued the subpoena, and what records will be disclosed.

Parents' Rights

Message to Parents: SUNY Orange is guided by the principle that students' active involvement in their education enhances their learning and development. In keeping with this principle, SUNY Orange considers its primary relationship to be with its students.

The Family Educational Rights and Privacy Act has provided two ways in which parents/guardians of dependent students may inspect the educational records of the student.

The first is to obtain a signed written consent from the student and submit consent to the Registrar.

If the student is unwilling to provide a signed written consent, the final alternative is for the parents/guardians to provide the Registrar with a copy of the preceding year's tax returns to demonstrate the student is a tax dependent. The copy provided must have either been completed by a third party (accountant, tax preparer, etc.) or be an official full complete copy (not the shortened version) from the Internal Revenue Service. Information on how to obtain this version can be found by contacting the IRS Office at (800) 829-1040. When the documentation is submitted, the parents/guardians must also specify the records to be inspected. If the request simply states something equivalent to "all educational records," the only educational records that will be disclosed are those that appear on the most current academic transcript.

■ Student Rights and Responsibilities

Conduct Expected of Students

See the Code of Student Conduct published in the Student Handbook. The College reserves the right to dismiss any student who conducts himself in a manner incompatible with the purposes of the College.

Academic Separation, Probation and Appeals

Please see Grades and Grading.

■ Academic Grievance Procedure

Purpose of the Procedures:

The purpose of the Student Academic Grievance Procedure is to encourage the informal resolution of academic issues that might surface between students and faculty in a manner that is timely and upholds standards of academic integrity. In the event that students and faculty are unable to resolve an academic issue, the formal stage provides additional fair and equitable procedures for students. Students should understand that each stage of the process is an important one; therefore, it is not possible to move through the process unless previous stages have been followed. The procedure must be utilized by all students regardless of the location at which the grievance has arisen or the mode of delivery for the course.

Procedures:

A student having a concern of an academic nature with a faculty member arising from participation in a credit class should follow the procedure outlined below. Such concerns could include the belief that his/her grade(s) is not consistent with the grade criteria designated by the course instructor/syllabus.

Should the grievance reach the formal stage the student has the right to seek the assistance of an unbiased third party, which includes the student’s academic advisor or an individual from a pool of trained volunteers. The role of this third party is to help the student prepare for and navigate the formal process. It is not the role of this third party to represent the student during this process.

Informal Stage:

a. The student must first discuss the matter with the course instructor. This discussion should commence as soon as possible but (1) no later than 30 calendar days after the start of the following spring semester if the concern arose during the fall semester or (2) no later than 30 calendar days after the start of the following fall semester if the concern arose during the spring semester or summer session. Faculty must document the date of meeting with the student.

b. If the student and the instructor cannot resolve the matter in this discussion, the student will have five business days after meeting with the instructor to contact the appropriate department chair to discuss the matter informally with him/her. The chair must consult with the instructor and may include the instructor in the mediation. The student and the instructor should provide copies of all relevant material. The chair will make a decision within five business days and communicate the rationale for the decision to the instructor and the student.

c. The student will have five business days from the date of the Chair’s decision to contact the appropriate Associate Vice President to discuss the matter informally with him/her. If the academic grievance requires the issuance of a grade change, at the objection of the instructor, the student must enter the formal stage of the grievance process.

Formal Stage:

a. If the matter has not been resolved informally, the student will have five business days after discussion in 1(c) to file a formal, written Academic Grievance Notice with the appropriate Associate Vice President. The Academic Grievance Notice form will be available through academic departments and should include a clear statement of the student’s specific complaint, a clear statement of how the student would like to see the matter resolved, and relevant documentation that supports the student’s claim(s).

b. The Associate Vice President will inform the course instructor and the department chair of the formal grievance and will have ten business days to meet with all parties involved, make a thorough evaluation, and notify the student, course instructor, and department chair in writing of his/her findings, decision, and the rationale for his/her decision.

Appeal:

a. If the student is not satisfied with the decision of the Associate Vice President, he/she will have five business days to file a formal, written appeal with the Vice President for Academic Affairs. This written appeal should include a copy of the Academic Grievance Notice submitted to the Associate Vice President and any additional documentation or explanation that is appropriate.

b. The Vice President for Academic Affairs will inform the course instructor, the department chair, and the Associate Vice President of the formal appeal and will have ten business days to meet with all parties involved, make a thorough evaluation, and notify the student, course instructor, department chair, and Associate Vice President in writing of his/her findings, decision, and the rationale for his/her decision.

Final Appeal:

a. If the student is not satisfied with the decision of the Vice President for Academic Affairs, the student will have five business days to file a formal, written grievance with the President of the College. This written appeal should include a copy of the Academic Grievance Notice submitted previously and any additional documentation or explanation that is appropriate. Only those grievances heard and decided during previous stages of this process can be considered by the President. The President will issue a formal decision to all parties, in writing, within ten business days. The President’s decision is final.

NOTE: The authority to assign grades rests with the faculty member who is instructor of record; however, under extraordinary circumstances, if the academic grievance requires the issuance of a grade change, at the objection of the instructor, only the Associate Vice President, Vice President for Academic Affairs, or the President may authorize such in the formal or appeal stages. Students are required to utilize the informal stage to attempt to resolve all academic grievances, including those pertaining to grades.

Record Keeping

A permanent file containing appropriate documentation relating to the grievance shall be kept in the office of the Vice President for Academic Affairs for six years.

■ Non-Academic Grievance

When a student believes that his or her rights or freedoms in a non-academic area have been violated, that student may attempt to redress that violation as follows:

- Approach the staff or administrative person in question
- Approach the appropriate supervisor if the grievance is not resolved within a reasonable amount of time
- Approach the appropriate vice president or request that the Student Grievance Committee be convened if the grievance is not resolved within a reasonable amount of time

After going through the proper procedures, the student has the right to be heard by the Student Grievance Committee. The student must go to the Office of Student Services to have the committee convened. At this point in the process, the grievance must be put in writing if this has not been done already.

The ad hoc committee shall consist of:

- Two students appointed by the Student Senate
- One full-time faculty or staff member from the same discipline in which the grievance occurred
- One full-time faculty or staff member from a different discipline
- One representative from the appropriate administrative office

The Student Grievance Committee shall have the responsibility of recommending a decision about the grievance. To this end, written or oral statements may be initiated or solicited from the principals in the grievance, and/or from other observers who can provide pertinent information. In addition, each principal in the grievance may have an advocate at the hearing.

When all information pertinent to the case has been presented to the committee, the committee will convene without the principals in attendance to discuss the case.

The Student Grievance Committee will have 10 working days to complete its deliberation. The recommendations of the committee are to be presented in writing to the appropriate vice president within three working days after the completion of the deliberations. A decision and supportive rationale shall be communicated in writing by the vice president to the principals, and to the chairperson of the Student Grievance Committee.

Final Appeal

The decision of the vice president may be appealed for final disposition to the President of the College. The decision of the President is final.

Time Frame

Any grievance a student has can be initiated at any time, but no later than 30 days after the start of the semester following the semester in which the problem arose. If a grievance arises in the Spring semester or during the Summer session, this means that the student must file the formal grievance, if any, no later than 30 days into the following Fall semester.

Confidentiality

Once a person files a grievance, either formally or informally, all matters pertaining to the grievance shall be kept confidential. All documents, communications and records dealing with the processing of the grievance shall be filed with the Office of the Vice President for Student Services.

Student grievance records, including but not limited to grievance, investigative records, hearing proceedings, decision rendered, student appeal, records of arbitration procedure, final decision and correspondence, will be retained for six years after the grievance is resolved, as dictated by the State Archives and Records Administration. At this time records will be destroyed.

■ Non-discrimination and Sexual Assault Prevention

Orange County Community College is committed to ensuring equal employment, educational opportunity and equal access to services, programs and activities without regard to an individual's race, color, national origin, sex, religion, age, disability, gender, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status or ex-offender status. This includes, but is not limited to, recruitment, application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensations, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to college programs and activities.

In addition, the College is committed to sexual assault prevention and provides workshops, prevention information programs and linkage to direct services and resources in the area. No person or persons will, by coercion or physical force, engage in sexual acts with any member of the college community. The Student Handbook, which can be viewed at www.sunyorange.edu/studentactivities/handbook.shtml contains more detailed information regarding students rights, responsibilities, confidentiality, grievance procedure and Code of Student Conduct.

If you have experienced sexual assault or sexual misconduct you may seek advice and support services from the SUNY Orange Sexual Assault Response Team (SART). The team can be contacted through Security at 341 4710 or the Wellness Center at 341 4870. Members of the SART team will assist sexual assault victims and can provide referral to county sexual assault resources and support. Survivors of sexual assault and violence are encouraged to use these services, regardless of whether the incident happened on or off campus.

Student Services

Student Services is comprised of the following areas: admissions, career and internship services, academic advising, financial aid, Wellness Center, student activities, records and registration, accessibility services, and student support initiatives. Student Services offices are located on the Middletown campus in the George F. Shepard Student Center and on the College's Newburgh campus, in Kaplan Hall, Student Services Central (room 110).

Student Services is dedicated to attracting, enrolling and sustaining a diverse student population. Through an array of exemplary programs and services, the dedicated and caring staff at the College is able to provide the assistance, connection, guidance and support students need to successfully achieve their academic and personal goals.

■ Academic Advising

The Academic Advising Office assists students in deriving maximum benefit from their college experience and in developing the full range of their educational, personal, and social potential. The Office is staffed by professionals who work from a developmental perspective to help students clarify their academic and career goals, identify obstacles, and explore available resources for achieving those goals.

Academic Advising

Academic advising at SUNY Orange is designed to facilitate student learning, development and success by collaborating with students to develop and implement meaningful and attainable educational plans. The College recognizes that academic advising is vital to the educational process and student success, and offers a thorough advising program that is coordinated by the Academic Advising Office in conjunction with the academic departments.

Academic advising is an intentional educational process that guides students in the development, implementation and achievement of educational, career and life plans. Effective advising includes: assisting students to develop meaningful and attainable goals, make informed decisions and effectively use college resources; providing accurate and timely information about SUNY Orange programs, classes, resources, services, policies and procedures, as well as transfer and career opportunities; developing an understanding of the college experience and curriculum; facilitating students' self-sufficiency; and fostering students' intellectual and personal development toward academic success and lifelong learning.

Based on a student's area of study, an academic advisor is assigned to assist students in developing and meeting their academic goals. Advisors work collaboratively with students

in an intentional educational process to assist in the development, implementation and achievement of educational, career and life plans.



- **Declared Students:** Students are assigned an advisor, often a faculty member within their major department, who will help guide them through the requirements and opportunities within their chosen field of study.
- **Undeclared Students:** An advisor will guide students in developing academic and career goals, and these students may also derive benefit from the major and career exploration resources available in the Office of Career and Internship Services.
- **Developmental Students:** Individualized attention is provided to students who, based on the placement test, are taking courses to prepare them for their major course of study.

Transfer Advising

The Academic Advising Office assists students with the transfer process by helping them select a transfer institution; understand the transfer process and the SUNY transfer guarantee; and find information about the application requirements and process, and appropriate courses for their institution of choice. The Office also provides transfer workshops and arranges visitations by 4-year college representatives from a variety of institutions throughout the year. During College Transfer Days in the fall semester, approximately 90 public and private college and university representatives visit campus to meet and discuss their programs with students.

As members of the New York State Transfer and Articulation Association, the staff has developed contacts with many of the four-year colleges and universities where a majority of SUNY Orange students transfer to complete their undergraduate and post-graduate degrees. These relationships are instrumental in helping guide students, and careful planning can streamline the transfer process to their college of choice.

All New York residents who transfer directly from a SUNY or CUNY two-year college with an A.A. or A.S. degree are guaranteed admission to a four-year SUNY College for full-time study. The transfer guarantee becomes effective if a student is denied admission at all four-year college choices. Please refer to www.suny.edu/student for applications, and important eligibility and deadline requirements.

Veterans Affairs

The College's Veterans Affairs Certifying Officials, located in the Academic Advising Office, provide benefit information and enrollment certification services to meet the needs of military veteran students and their dependents. Additionally, a designated academic advisor works with veteran students to help them develop and

Academic Advising / Student Services

pursue academic plans, acclimate to the academic environment, and secure any additional resources necessary to facilitate success.

Workshops/Classes/Programs

Throughout the semester, the Academic Advising Office offers workshops and programs designed to assist students in developing necessary skills and resources, and to provide information to help achieve their goals. These include workshops on transfer planning and veterans' opportunities, group advising for specific degree programs and college success seminars. Additionally, the Office's website provides links to online workshops to help students with college skills such as test-taking, study skills and time-management, all accessible anytime from any computer.

■ Student Services

Student Services Central

Student Services Central provides current and prospective students with efficient, convenient and expedited enrollment services and support information in one convenient location. Our knowledgeable crossed-trained staff provides assistance with admissions, financial aid, course registration, and student accounts.

Middletown:

George F. Shepard Student Center, 3rd floor.
845-341-4030

Newburgh:

Kaplan Hall, Room 110
845-341-9502

Office of Career & Internship Services

The Office of Career & Internship Services assists students with all phases of the career development process. The Office is staffed by professionals who can guide students through a maze of career information and make valuable resources available for their use. Specific services include:

Career Advising/Counseling

Career Specialists work with students on a 1:1 basis, or through group workshops and career planning courses. We provide assessments which help the students to gain a better understanding of their interests, skills and abilities, values and personality type. We assist students to obtain and research occupational, educational and employment information and help them determine what college major may complement their career exploration results. The staff is available to work with students on resume preparation, interviewing techniques, networking essentials and professional presentations.

Career Information

The Office of Career & Internship Services assists students to access resources which help them assess and relate their interests, skills, expectations, education, experience, personal background, and desired lifestyle to

the employment market. We have information available on current and projected employment opportunities and can direct students to internet sites which can further help them in the career exploration process.

Employment Services

The Office of Career and Internship Services maintains an on-line job bank for part-time and full-time jobs which is available 24/7 as long as the student has access to the Internet. We help students develop resumes and cover letters and assist them to prepare for job interviews. Our office assists students in connecting with employers through campus interviews, job fairs, networking opportunities, and job-search events.

Experiential Education

The Office provides experiential education programs that include student employment, internships, volunteer jobs, service learning, and shadowing experiences. We work closely with other departments that provide experiential education opportunities. Our primary goal for experiential education opportunities is that they provide a learning experience for our students; an opportunity for our students to learn about the world of work, as well as an opportunity to apply the skills and competencies they have acquired during their years of schooling.

The Office of Career & Internship Services is located on both the Middletown and Newburgh campuses. Their hours of operation in Middletown are Monday through Friday from 8:30 a.m. to 5:00 p.m. Evening hours can be arranged by appointment. Newburgh hours are Wednesday from 9:00 a.m. to 4:30 p.m., and additional appointment hours can be scheduled. Call (845) 341-4444, or email careers@sunyorange.edu to make arrangements to see a career specialist outside of the scheduled hours.

Office of Accessibility Services

The Office of Accessibility Services (OAS) provides support services and coordinates reasonable academic accommodations for students with documented disabilities under ADA and Section 504 of the Rehabilitation Act. Academic accommodations include, but are not limited to, use of adaptive equipment, alternative testing, classroom accommodations, sign language interpreters, readers/audio format exams, scribes and peer note-takers.

Students are responsible for identifying themselves to the OAS and providing documentation that is current and appropriate. In addition, the office serves as a resource to faculty and staff, works to dispel negative and limiting stereotypes and promotes a campus environment that is sensitive, accepting and responsive to the needs and contribution of all SUNY Orange students.

The Office of Accessibility Services serves as a national voter registration site. The staff in OAS is happy to assist any student in filling out or submitting an application to vote.

For more information, contact the Office of Accessibility Services at 341-4077 (in Middletown), or 341-9034 (in Newburgh).

Lab School—Campus-Based Childcare

To help alleviate childcare concerns that may become obstacles for students wishing to continue their education, Lab School provides child care and learning experiences for children of SUNY Orange students. Children of staff, faculty and the community will be accepted as space permits.

Morning, afternoon and full-day programs provide a healthy, happy and stimulating learning environment. Each child is able to explore and learn through a variety of activities, including music and movement, creative art, story time, outdoor play and child-directed center-based readiness experiences.

Lab School childcare program is located in the new Morrison Lab School at Middletown, and in the Tower Building on the Newburgh campus and is licensed by the New York State Office of Children and Family Services. Lab School accommodates children 8 weeks through five years of age.

Wellness Center

The Wellness Center offers health and wellness programs and workshops and personal counseling throughout the academic year to help students maintain a healthy lifestyle and build on their strengths. Counseling is free and short-term and may include referral to appropriate resources.

Student Accident Insurance Program

All students are covered by an accident insurance policy (see College fees). These plans are underwritten by Commercial Travelers Mutual Insurance Company. Insurance information, terms of coverage, brochures and claim forms are available in the Wellness Center or at www.studentplanscenter.com

All accidents should be reported to the Wellness Center so that an incident report can be completed.

Bookstore

The SUNY Orange Bookstore stocks textbooks and supplies for courses as well as gift items, clothing and other items. The Bookstore accepts cash, personal checks, Master-Card, Visa and Discover cards for payment. Gift Certificates are also available.

(845) 341-4815 www.sunyorangebookstores.com

In Middletown:

George F. Shepard Student Center (2nd Floor)

In Newburgh:

Tower Building (1st Floor)

Hours of Operation

Bookstore hours vary throughout the year. Specific hours of operation will be posted for each semester that may include some variation of the above. Additional evening hours are offered at the start of each semester.

Textbooks

Textbooks are carefully selected by faculty and are important to your college success. In addition to covering tuition and fees, you'll typically need to budget \$35-40 per credit hour for textbooks. The SUNY Orange Bookstore stocks required and recommended books and materials needed for course work and frequently has money saving used textbooks available for sale. Available for purchase a couple of weeks prior to the start of each semester, textbooks are set up alphabetically by course name and number within the store. Bring your class schedule and/or a syllabus to locate the books and materials you'll need for each course. Students with student financial aid bookstore credit must allow sufficient time for pre-authorization and entry into the computer system. In all cases, proper identification and student "A" number are required.

Refund Policy

Textbooks may be returned or exchanged within 5 days of purchase through the second week of classes for the fall and spring semesters and through the first week of class for the summer semesters. At all other times, sales are final and no further returns or exchanges are allowed. For a refund or exchange to take place, the customer must be within the refund period and provide the original register receipt. Books must be in perfect resalable condition and free from any writing, stains, markings or damage, with original packaging and/or shrink-wrap intact.

Non-text merchandise may be returned within five business days from purchase if the packaging is intact, the item is in resale condition and the original receipt is present.

Defective items should be returned immediately and will be replaced within 90 days of purchase.

Other Bookstore Services

- **Free Textbook Pre-Pack Service:** By giving us your schedule prior to the start of the term, you can save time by having us pull your textbooks for you.
- **Textbook Options:** Inquire about our textbook rental, Guaranteed Buy-Back, used text book and e-book, options. The SUNY Orange Bookstore continuously looks to offer expanded options that meet student needs and helps reduce textbook expenses.
- **Textbook Buy-Back Opportunities:** Reduce your textbook expense and "recycle" your books. Find out the dates when you can receive cash for textbooks you no longer need. Campus Buy-Back dates, and a 24/7 online Buy-Back option can be found on our web site www.sunyorangebookstores.com.
- **Academically Priced Computer Software:** Special savings are often available to students, faculty and staff.
- **Special Orders:** Interested in a book you can't find? Talk to us about placing a special order.
- **Ring Days:** Opportunities to order a school ring are offered throughout the year

Student Activities

- **School Spirit:** The Bookstore carries a wide range of insignia clothing and gift items.
- **Cap and gown regalia** is coordinated through the Bookstore each year. Review the current “Graduation Checklist” or visit our website for additional information.

Food Service

The College Cafeteria in the George F. Shepard Student Center serves breakfast and lunch every weekday from 7:30 a.m. 4 p.m. and features a nutritious state-of-the-art salad bar. Food kiosks are also located in Harriman Hall (ground floor, Room 112) and in the Bio-Tech Building (main level). Kiosk hours of operation are Monday through Thursday from 8 a.m.-7 p.m. and each Friday from 8 a.m.-2 p.m.

In addition to the Cafeteria, the College offers food service in the Sarah Wells Cafe in the new Rowley Center for Science and Engineering.

In Newburgh, The Hudson View Cafe in Kaplan Hall offers beverages, snacks, and light food items.

Vending machines are located in Harriman Hall, Bio-Tech Building, Orange Hall, George F. Shepard Student Center, Morrison Hall, Physical Education Building and the Newburgh campus.

■ Student Activities

The hub of student activity is the second floor of the George F. Shepard Student Center, which houses the Student Activities Office as well as an information desk where students can obtain information or assistance regarding all student clubs and events. Student Activities also maintains a location on the Newburgh campus on the basement level of the Tower Building.

Identification Card

Each full-time or part-time credit student receives an identification card upon registering for class. This card must be validated each semester and should be carried at all times. The identification card also serves as a campus library card and a student activity pass, which enables the student to gain free admission or a special student rate to various activities. Report a lost or stolen card to the Student Activities Office immediately. A \$15 fee will be assessed for each replacement card.

Parking Tags

Parking tags are required for all daytime students and are available in Middletown at the Student Activities Office in the George F. Shepard Student Center, or in Newburgh at Student Services Central in Kaplan Hall. A valid college identification card is required to obtain a parking tag. College security personnel will issue tickets for parking violations, and all tickets can be paid at Student Services Central.

Co-Curricular Activities

Activities, clubs and organizations sponsored by the Student

Activities Committee range from theater, dance and musical presentations to lectures, comedy, novelty/variety shows and various trips to recreational, educational and cultural events. On the Middletown campus, a game room and offices for student government and the Board of Activities are located on the first floor of the Shepard Student Center.

On the Newburgh campus, Student Activities is located in the Tower Building, B-Level near the cafeteria, including offices for the Student Senate and Board of Activities, a meeting room for clubs and organizations, and a Game Room with billiards and ping pong.

The phone number for Student Activities is (845) 341-4015 in Middletown and (845) 341-9544 in Newburgh.

Clubs

The wide variety of student clubs and organizations are active and open for membership at SUNY Orange. Whether it is the Biology Club, Board of Activities, International Club, Gay-Straight Alliance, Martial Arts Club, Nursing Club or Student Senate, SUNY Orange likely offers a club that interests you. For an up-to-date listing of clubs and activities, visit the SUNY Orange website: www.sunyorange.edu/studentactivities.

Athletics

The College schedules intercollegiate competition for men in basketball, baseball, soccer and golf, and for women in volleyball, basketball and softball. An intramural program of athletics is available for all students.

Theater

Theater productions are held under the auspices of The Apprentice Players, a club open to all students. Additional Student Activities-sponsored theater productions performed by professional companies are scheduled throughout the year.

Music

The Arts and Communication Department sponsors musical productions throughout the academic year. In addition, the Student Activities Office and the Lyceum Series sponsor a variety of concerts each semester. All students are invited to participate.

Phi Theta Kappa

Since its founding in 1918, Phi Theta Kappa has sought to recognize and encourage scholarship among associate degree students at two-year institutions of higher education. To achieve this purpose, the honor fraternity has developed opportunities for leadership and service, as well as provided a stimulating climate for continued academic excellence. A local chapter of Phi Theta Kappa, the national honor fraternity, was established at SUNY Orange in 1988. Students who have attained a cumulative grade point average (CumGPA) of at least 3.5 after completion of at least 12 credit hours are eligible for membership.

Religious Activities

Local clergy of all faiths extend a welcome for SUNY Orange students to attend their services and church activities.

Cultural Affairs

Cultural Affairs at SUNY Orange presents a broad spectrum of events throughout the year. Programming is diverse and is meant to augment the educational and academic opportunities of the college community, as well as provide enriching experiences to the community-at-large. Inasmuch as SUNY Orange is a community college, the community is invited to participate and avail itself of all programs. Events include jazz, classical, and world music concerts; classics, modern, new, and children's theatre; short and full-length films with introductions & discussions; poetry and book readings by poets and authors; music, visual art, theatre, literary, biology/botany master classes; lectures on science, social studies, history, humanities, art, architecture, music, film, theatre, timely issues; art or other timely exhibits including small musical performances and art demonstrations during receptions. Questions may be directed to (845) 341-4891 or 341-9386 and cultural@sunyorange.edu

For more information visit our website at www.sunyorange.edu/culturalaffairs

College Photography Policy

In order to document various College activities, as well as to promote the academic, cultural and student activities on campus, students agree to allow College photographers and their designees to capture their images in both still pictures, as well as motion video.

Using Telecommunications Relay Service (711) to Contact SUNY Orange

Telecommunications Relay Service, 711, allows telephone communications between individuals who are deaf, hard of hearing, deaf-blind or speech disabled using a Telecommunications Device for the Deaf (TDD) and anyone using a regular telephone. Dial 711 24 hours a day, 7 days a week, including holidays.

To contact SUNY Orange via TDD equipment, please dial 711, then (845) 344-6222.

College Email Policy

SUNY Orange uses e-mail as the official means of communicating academic and administrative information to students. Most announcements will come to a student's e-mail in-box in the form of the "Student Grapevine"

Assignment of E-mail Address

SUNY Orange assigns an e-mail address (@sunyorange.edu) to each registered student. This College-issued e-mail account is designated as the student's official e-mail address when administrative and academic departments need to communicate with students.

College Responsibility

The College is responsible for communicating with students in a timely and accurate way about changes in policies, procedures and deadlines that affect them. The College will select the most appropriate method (mail, telephone, e-mail) to convey pertinent information to specific groups of students. In some cases, e-mail may be used exclusively. Routine announcements, administrative and academic dates and deadlines, and information of a general nature will typically only be sent by e-mail.

Student Responsibility

Students are responsible for receiving, reading, responding to and complying with official e-mail communications sent by the College. Because information may be time-sensitive, students are encouraged to check their e-mail regularly (daily, several times weekly) throughout the semester.

Students who opt to redirect their @sunyorange.edu e-mail account to another personal e-mail account do so at their own risk. The College is not responsible for e-mail that is not delivered to a forwarded address or for spam filters that may block e-mail messages. The student's failure to receive or read e-mail communications does not constitute an excuse for missing College communications or College deadlines.

Academic Support

A variety of academic support is available to students for credit courses currently enrolled in at SUNY Orange. Learning assistance services are provided in our Tutorial/Learning Centers and include scheduled tutoring sessions and tutor led study groups. Students also have the option of working with tutors on an as needed basis in academic department labs

Students participating in Learning Assistance Services/Academic Support will:

- improve knowledge of subject matter
- develop effective study skills
- increase awareness and use of college services
- complete required developmental education courses in a timely manner
- achieve academic goals

Learning Assistance Services

Middletown Campus
Library, 2nd Floor (845) 341-4171

Newburgh Campus
Kaplan Hall (Room 220) (845) 341-9504

When to contact Academic Support

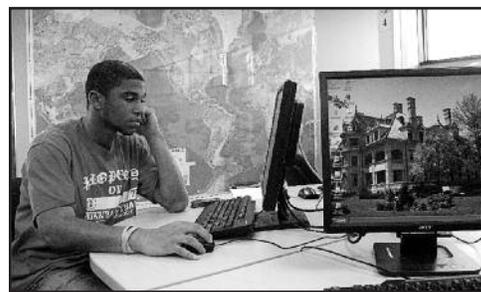
Students should contact the Academic Support Office to ask questions about the College's learning assistance services, apply to be tutored, apply to be a tutor or to learn more about developmental education.

Developmental Education

All newly admitted students are required to take the Placement Test in reading, writing and mathematics. Performance on this computerized assessment determines the student's proficiency in these areas and allows SUNY Orange to place students in classes that correspond with the student's demonstrated skill level. A student may be required to take developmental courses based on their placement results. In some instances, developmental courses are prerequisites to college-level courses. In all cases, students must complete their required developmental courses.

SUNY Orange offers a variety of developmental courses for students who need to strengthen their basic skills. Students must follow specific academic policies related to these courses.

The reading, writing and math placement tests may be re-taken, only prior to attendance in classes, with the approval of the appropriate department chairperson, (i.e., chairperson of the English Department for reading and writing, chairperson of the Mathematics Department for math) or the AVP for Enrollment Management. For a request to be considered, a student must complete a Placement Retest Request form.



The following developmental courses are offered at the College.

Developmental Writing:

WRT 020 English as a Second Language (ESL) Writing
WRT 030 Basic Writing Skills 1
WRT 040 Basic Writing Skills 2
ENG 101 and ENG 091 Freshman English 1 with Support Module

Developmental Reading:

RDG 060 and RDG 061 ESL Reading with Support Module
RDG 070 Reading and Study Skills 1
RDG 080 Reading and Study Skills 2

Developmental Math:

MAT 010 Developmental Arithmetic
MAT 020 Developmental Algebra

Students placed in developmental writing and/or reading courses must be enrolled in these courses during every semester of attendance until they receive a grade of "DVP" in these courses. Students who do not pass a developmental course will be allowed to repeat that course only twice for a total of three attempts. Students who do not receive a DVP in the course by the third attempt will be separated from the college for one year. Please see the Academic Policy manual for further details.

Students placed in developmental math courses must complete these courses, even though there may not be a specific math requirement in their curriculum. If students have not successfully completed these courses (MAT 010 and MAT 020 sequence) by the time they have attempted 24 non-developmental credits, they must enroll in these courses every semester until they receive a grade of "DVP."

Grades of "DVP" must be received in all developmental courses into which students have been placed prior to applying for graduation.

Units earned from developmental courses are institutional in nature; they are not applicable to the 60 or more semester hours of credit required for an Associate in Arts, Associate in Science, Associate in Applied Science or any of the certificate programs.

Students who are enrolled in developmental courses may receive financial aid if they meet income eligibility requirements and have gone through the College's regular admission process. Financial aid will pay for required course work towards a student's degree or certificate. Developmental courses are considered required course work.

Permitted Credit Courses for Students Placed in One or More Developmental Courses

Students registered in **English as a Second Language**, WRT 020, are permitted to take the following courses*:

	<u>Credits</u>
ART 101 Intro to Art	3
ART 103 Drawing 1	2
ART 104 Drawing 2*	2
ART 111 Color	2
ART 113 Painting 1	3
ART 114 Painting 2*	3
ART 117 Figure Drawing 1*	4
ART 118 Figure Drawing 2*	4
ART 119 Photography 1	3
ART 120 Photography 2*	3
CCS 100 Career Planning	1
CCS 102 College Life Skills*	1
EET 110 Computer Graphics	3
MUS 121 Fund of Music	3
MUS 131 Elementary Piano 1	2
MUS 132 Elementary Piano 2*	2
MUS 151 Chorus	1
MUS 153 Madrigal Singers*	1
MUS 155 Orchestra*	1
MUS 157 Chamber Ensemble*	1
MUS 159 Band*	1
MUS 161 Jazz Ensemble*	1
MUS 170-177 Private Instruction*	1
MUS 231 Intermediate Piano 1*	2
MUS 232 Intermediate Piano 2*	2
MUS 233 Advanced Piano 1*	2
MUS 234 Advanced Piano 2*	2
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
PEM ___ Skills Courses	.5
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training *	1
PED 152 Water Safety Instructor *	1
PED 155 CPR	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5

Students registered in **Basic Writing 1**, WRT 030, are permitted to take the following courses*:

	<u>Credits</u>
ART 101 Intro to Art	3
ART 103 Drawing 1	2
ART 104 Drawing 2*	2
ART 107 Design 1	3
ART 111 Color	2
ART 113 Painting 1	3
ART 114 Painting 2*	3
ART 117 Figure Drawing 1*	4
ART 118 Figure Drawing 2*	4
ART 119 Photography 1	4
ART 120 Photography 2*	4
BUS 101 Business Math*	3
CCS 100 Career Planning	1
CCS 102 College Life Skills*	1
CIT 111 Internet and HTML	3
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EET 110 Computer Graphics	3
MUS 121 Fundamentals of Music	3
MUS131 Piano 1	2
MUS 132 Piano 2*	3
MUS 151 Chorus	1
MUS 153 Madrigal Singers *	1
MUS 155 Orchestra*	1
MUS 157 Chamber Ensemble*	1
MUS 159 Band*	1
MUS 161 Jazz Ensemble*	1
MUS 163 Jazz Improvisation 1*	1
MUS 164 Jazz Improvisation 2*	1
MUS 170-177 Private Instruction*	1
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
PEM ___ Skills Courses	.5
PED 100 Introduction to Physical Education	2
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training*	1
PED 152 Water Safety Instructor*	1
PED 155 CPR	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5

* Prerequisite, corequisite or other note- see course description for details.

Permitted Credit Courses for Students Placed in One or More Developmental Courses

Students registered in **Basic Writing 2**, WRT 040, are permitted to take the following courses*:

	<u>Credits</u>		
ACC 101	4	EDU 111	3
ACC 102	4	EET 110	3
ACC 111	3	GEO 101	3
ACC 205	3	HTL101	2
ACC 211	3	MUS 121	3
ANT 104	3	MUS 123	5
ARC 101	3	MUS 131	2
ARC 105	2	MUS 132	3
ART 101	3	MUS 151	1
ART 103	2	MUS 153	1
ART 104	2	MUS 155	1
ART 107	3	MUS 157	1
ART 111	2	MUS 159	1
ART 113	3	MUS 161	1
ART 114	3	MUS 163	2
ART 117	4	MUS 164	2
ART 118	4	MUS 167	2
ART 119	3	MUS 170-177	1
ART 120	3	MUS 231	2
ART 121	3	MUS 232	2
ART 122	3	MUS 233	2
ART 123	3	MUS 234	2
ART 131	1	OFT 103	3
BIO 110	3	OFT 106	1
BIO 123	3	OFT 107	3
BIO 125	3	OFT 108	3
BIO 141	3	OFT 201	3
BUS 101	3	OFT 208	3
BUS 103	3	OFT 209	3
BUS 105	3	PEM ___	.5
BUS 111	3	PED 100	2
BUS 201	3	PED 111	3
CAD 101	3	PED 112	3
CIT 103	3	PED 114	1
CIT 111	3	PED 150	2
CCS 100	1	PED 151	1
CCS 101	1	PED 152	1
CCS 102	1	PED 155	1
COM 107	3	PED 156	1
COM 113	3	PES ___	.5
COM 115	3	PSC 125	3
CRJ 101	3	PSC 140	3
ECO 201	3	PSY100	3
ECO 202	3	THE 109	3
EDU 101	3		
EDU 105	2		
EDU 107	1		

* Prerequisite, corequisite or other note- see course description for details.

Permitted Credit Courses for Students Placed in One or More Developmental Courses

Students registered in **Reading and Study Skills 1**, RDG 070, are permitted to take the following courses*:

	<u>Credits</u>
ART 101 Intro to Art	3
ART 103 Drawing 1	2
ART 104 Drawing 2*	2
ART 107 Design 1	3
ART 111 Color	2
ART 113 Painting 1	3
ART 114 Painting 2*	3
ART 117 Figure Drawing 1*	4
ART 118 Figure Drawing 2*	4
CIT 111 Internet and HTML	3
CCS 100 Career Planning	1
CCS101 College Success Seminar	2
CCS 102 College Life Skills*	1
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EET 110 Computer Appl. and Graphics	3
OFT 106 Keyboarding	1
OFT 107 Elem. Computer Keyboarding	3
PEM ___ Skills Courses	.5
PED 106 CPR	1
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training*	1
PED 152 Water Safety Instructor*	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5
THE 105 Improv for Theater	3
THE 109 Stage Make-up	3

Students registered in **Reading and Study Skills 2**, RDG 080, are permitted to take the following courses*:

	<u>Credits</u>
ACC 101 Accounting Principles 1	4
ART 101 Intro to Art	3
ART 103 Drawing 1	2
ART 104 Drawing 2*	2
ART 107 Design 1	3
ART 111 Color	2
ART 113 Painting 1	3
ART 114 Painting 2*	3
ART 117 Figure Drawing 1*	4
ART 118 Figure Drawing 2*	4
ART 119 Photography 1	3
ART 120 Photography 2*	3
ART 121 Digital Photography 1	3
ART 122 Digital Photography 2*	3
BIO 110 Introduction to Biology	3
BIO 123 Prehistoric Life	3
BIO 125 Nutrition	3
BIO 141 Diversity of Life	3
BUS 103 Introduction to Business	3
BUS 105 Business and Society	3
CIT 100 Computer Literacy	3
CIT 111 Internet and HTML	3
CCS 100 Career Planning	1
CCS 101 College Success Seminar	1
CCS 102 College Life Skills*	1
COM 107 Introduction to Video Production	3
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
CRJ 101 Criminal Justice	3
EDU 101 Child Development 1	3
EDU 105 Preparing to Teach Young Children	2
EDU 107 Mandated Training	1
EDU 111 Childhood Health, Safety & Nutrition	3
EET 110 Computer Appl. and Graphics	3
MUS 121 Fundamentals of Music	3
MUS 170-177 Private Instruction*	1
OFT 106 Keyboarding	1
OFT 107 Elem. Computer Keyboarding	3
OFT 108 Intermed. Computer Keyboarding*	3
PEM ___ Skills Courses	.5
PED 100 Introduction to Physical Education	2
PED 101 Introduction to Exercise Science*	3
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training*	1
PED 152 Water Safety Instructor*	1
PED 155 CPR	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5
PSC 125 Physical Science: The Physical World*	3
PSC 140 Physical Science: The Environment*	3
THE 105 Improv for Theater	3
THE 109 Stage Make-up	3

* Prerequisite, corequisite or other note- see course description for details.

Permitted Credit Courses for Students Placed in One or More Developmental Courses

Students registered in **Developmental Arithmetic**, MAT 010, are permitted to take any liberal arts elective EXCEPT any of those courses with a Mathematics Prerequisite. In addition they are permitted to take the following general elective courses:

	Credits
BUS 103 Intro to Business	3
BUS 105 Business and Society	3
BUS 111 E-Business	3
BUS 201 Business Law 1	3
BUS 203 Business Communications	3
CIT 103 Management Info Systems	3
CIT 111 Internet and HTML	3
CCS 101 College Success Seminar	1
CCS 102 College Life Skills	1
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EDU 105 Preparing to Teach Young Children	2
EDU 107 Mandated Training-Child Abuse	1
EDU 111 Childhood Health, Safety & Nutrition	3
EET 110 Computer Graphics	3
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
OFT 108 Intermed. Computer Keyboarding	3
OFT 109 Advanced Computer Keyboarding	3
OFT 208 Computer Fund. for the Office	3
PEM___ Skills Courses	.5
PED 100 Intro to Physical Education	2
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 151 Lifeguard Training	1
PED 152 Water Safety Instructor	1
PED 156 Infant and Child First Aid & CPR	1
PES ___ Physical Education	.5

Students registered in **Developmental Algebra**, MAT 020, are permitted to take any liberal arts elective EXCEPT any of those courses with a Mathematics Prerequisite. In addition they are permitted to take the following general elective courses:

	Credits
BUS 103 Intro to Business	3
BUS 105 Business and Society	3
BUS 111 E-Business	3
BUS 201 Business Law 1	3
BUS 203 Business Communications	3
CIT 103 Management Info Systems	3
CIT 111 Internet and HTML	3
CCS 101 College Success Seminar	1
CCS 102 College Life Skills	1
COM 113 Digital Storytelling	3
COM 115 TV Studio Production	3
EET 110 Computer Graphics	3
MKT 101 Principles of Marketing	3
MKT 201 Principles of Advertising	3
MKT 202 Salesmanship	3
OFT 103 Medical Coding	3
OFT 106 Keyboarding	1
OFT 107 Elementary Computer Keyboarding	3
OFT 108 Intermediate Computer Keyboarding	3
OFT 109 Advanced Computer Keyboarding	3
OFT 201 Records Management	3
OFT 207 Transcription Skills	3
OFT 208 Computer Fund. for the Office	3
PEM ___ Skills Courses	.5
PED 100 Introduction to Physical Education	2
PED 111 Substance Abuse and Health	3
PED 112 Contemporary Health	3
PED 114 Stress Management	1
PED 150 First Aid and Safety	2
PED 151 Lifeguard Training	1
PED 152 Water Safety Instructor	1
PED 155 CPR	1
PED 156 Infant and Child First Aid and CPR	1
PES ___ Physical Education	.5

* Prerequisite, corequisite or other note- see course description for details.

Learning Resources

Library

Library Services are provided on both the Middletown and Newburgh campuses. Designed to be welcoming places, each Library contains a mixture of comfortable seating, designated quiet areas, and a variety of study spaces that include carrels for individual study and tables for group work. The Information Commons spaces are busy, centrally located areas, where students can access a range of academic and technology resources carefully selected to support their learning and research. Within the Commons, the Libraries provide traditional research tools, databases and reference materials, Microsoft Office software, and both wired and wireless internet access. The electronic databases provide full-text and full-image journals, magazines and newspapers. Help Desks located adjacent to the Commons are staffed by librarians and support staff to assist students with their research needs.

Workshops and Instruction sessions designed to help students acquire and improve library research skills are held in the Commons classrooms. A schedule of workshops is available online and within the Library.

The student's college identification card serves as a library card and is required to borrow books, videos, and reserve readings; to utilize the computers in the Information Commons; and to access the databases from off-campus.

The Library web site (<http://sunyorange.edu/lrc>) contains detailed information regarding library services, hours, and policies, and includes instructional guides that are designed to assist students with their research needs. For questions or reference assistance, students may call Middletown 341-4855 or Newburgh 341-9020.

Tutorial Services

Scheduled tutoring may be available, upon request with instructor referral, for all credit students of the College and can be arranged through the Tutorial/Learning Center located on the second floor of the Library in Middletown or in Kaplan Hall Room 220 on the Newburgh campus. Students must have instructor approval to receive scheduled tutoring. Tutoring sessions for a course are typically scheduled for one hour, once or twice per week. Scheduling depends on tutor and student availability. An attendance policy is in place for scheduled tutoring. Tutors also staff academic department labs on campus to assist students on a drop-in basis.

Biology and Health Science Learning Facilities

The BATCAVERN facilities are a learning resource for Students in the Biological Sciences and the Health Professions Programs. It is a place for students to meet for individual and small group study as well as for formal tutoring, which can be arranged at the Tutorial Center in the Library on the Middletown campus or in Kaplan Hall, Room 230 on the Newburgh campus. The BATCAVERN facilities offer students access to a full range of anatomical models and related instructional aids including CD-ROMs, Videotapes, and review materials. Students can also access the internet and use computers offering the Microsoft Office programs Word, Excel, and PowerPoint to assist with preparing lab reports, research papers and presentations.

Middletown Campus	Newburgh Campus
BATCAVERN	BATCAVERN II
RCSE Room 306	Kaplan Hall Room 230
341-4156	341-9504

Mathematics Tutorial Labs

The Mathematics Department has two Math Tutorial Labs which are open to any student enrolled in a mathematics course through SUNY Orange. The Math Tutorial Labs are staffed by professional and peer tutors who are more than happy to help students in need. Members of the Mathematics Department full-time faculty also make themselves available at times. Math lab tutors can help clarify topics and concepts that students may be struggling with, and help students prepare for quizzes and exams. The Math Tutorial Room hours are posted at the labs each semester and are also available at the Mathematics Department webpage. Math Tutorial Labs are located on the Middletown Campus in Harriman Hall Room 309, and on the Newburgh Campus in Kaplan Hall Room 229. No appointment is necessary.

Education Curriculum Resource Area

The Education Curriculum Resource Area is located on the second floor of the Library. It houses children's fiction and non-fiction titles, including many Caldecott and Newbery award winners; professional periodicals; teacher resource books; textbooks; and other print resources for student use.

English Department Writing Centers

The English Department Writing Centers serve all students who need to work on writing skills. Students may sign up for writing practice or be referred by their instructors. Some courses also require mandatory weekly hours in the Writing Center. The center operates on the philosophy that students learn to write by writing. Skills instruction is done in the context of the student's own work, generated in the center. Using instructor-created materials, students work individually with English Department instructors and tutors. Computers accommodate various learning styles. Day and evening Writing Center hours are posted each semester. Writing

Centers are located in Middletown (Bio-Tech 360) and Newburgh (Kaplan Hall, Room 225).

The Writing Consultancy Project

SUNY Orange's Writing Consultancy Project's goal is to help students master their occupational, professional and academic writing and to promote writing across the academic disciplines. Sponsored by the English Department, the project provides writing consultants to specific academic departments and career programs. The consultant works with both the instructor and the students in applying and transferring key writing skills learned in Freshman English I to their content-specific and/or professional writing situations. These consultants may directly teach or review with students through technical writing modules, special workshops, individualized conferences and instructor referrals. Students are given access to a computer-equipped classroom/lab facility (Writing Consultancy Resource Center and Technical Writing Lab, Bio-Tech 260) where much of the individualized instruction takes place. This facility is the site for required course-related work and for drop-in use by students whose instructors have requested assistance from the Writing Consultancy.

Currently, students enrolled in Technical Writing Modules in Human Services and Occupational Therapy Assistant programs earn academic credit for these modules. The Writing Consultancy also offers instructional service to other programs and departments such as nursing, biology, criminal justice, accounting, dental hygiene, history, and anatomy and physiology.

The Consultancy Project was selected as a College Occupational Education Program in New York State. It is also featured in the Jossey-Bass publication, "Writing Across the Curriculum in Two Year Vocational/Career Programs: New Directions for Community Colleges."

English as a Second Language

For incoming students whose first language is not English and who demonstrate the need to improve their English, the College offers these courses: WRT 020, English as a Second Language; RDG 060, ESL Reading.

Through the formal placement process, students may be required to take WRT 020 and/or RDG 060 before attempting later college-level study, but students may also take the course as an elective. Working closely with the English Department, students are immersed in reading writing, speaking and listening activities.

Academic Programs

Registered Programs

The programs offered are registered by the State Education Department and State University of New York. Enrollment in other than a registered program may jeopardize a student's eligibility for financial aid.*

* New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, New York 12230 (518) 474-5851



Registered Programs	Award	Hegis #	Page #
Accounting	AS	5002	64-65
Accounting	AAS	5002	66-67
Accounting Procedures	Cert.	5002	68-69
Architectural Technology	AAS	5317	70-71
Business Administration	AS	5004	72-73
Business Management	AAS	5004	74-75
Clerical Office Assistant	Cert.	5005	78-79
Computer Information Technology (CIT)–Networking	AAS	5101	80-81
Computer Science	AS	5101	82-83
Criminal Justice	AS	5505	84-85
Criminal Justice-Police	AAS	5505	86-87
Cyber Security	AAS	5199	88-89
Dental Hygiene	AAS	5203	90-91
Early Childhood Development & Care	AAS	5503	92-93
Early Childhood Development & Care	Cert.	5003	94-95
Engineering Science	AS	5609	96-97
Exercise Studies	AS	5299.30	98-99
Fire Protection Technology	AAS	5507	100-101
Green Building Maintenance and Management	AAS	5317.00	102-103
Honors Program			104-105
Human Services	AS	5501	106-107
International Studies	AA	5622	108-109
Jointly Registered Teacher Education Program (JRTEP) (Liberal Arts and Science)	AA	5649	110-115
Jointly Registered Teacher Education Program (JRTEP) (Liberal Arts and Science)	AS	5649	116-119
Law Enforcement/Security	Cert.	5505	120-121
Liberal Arts: Humanities & Social Science	AA	5649	122-123
Liberal Arts: Individual Studies	AS	5699	124-125
Liberal Arts & Sciences/Mathematics & Natural Science	AS	5649	126-127
Marketing	AAS	5004	128-129
Medical Laboratory Technician	AAS	5205	130-131
Medical Office Assistant	AAS	5005	132-133
Nursing	AAS	5208.10	134-135
Occupational Therapy Assistant	AAS	5210	138-139
Office Technologies	AAS	5005	140-141
Performing Arts: Music	AAS	5610	142-143
Physical Therapist Assistant	AAS	5219	144-145
Radiologic Technology	AAS	5207	146-147
Teaching Assistant	Cert.	5101	148-149
Visual Communications Technology: Graphic Arts/Printing	AAS	0590	150-151
SUNY General Education Course Listing			152-153
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Non-SUNY Elective Categories			155

Associate Degrees

Orange County Community College operates under the supervision of the State University of New York and is authorized by the Board of Regents of the University of the State of New York to award three degrees—the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in Applied Science (A.A.S.).

The Associate in Arts and the Associate in Science degrees are designed for students who intend to transfer to four-year colleges or universities. The Associate in Applied Science degree is awarded in professional/technical fields and is designed to prepare the graduate for the demands of the world of work.

One-Year Certificate Programs

Orange County Community College also offers a number of one-year certificate programs. They are designed to develop job-entry skills at the collegiate level.



General Degree Requirements

The following academic standards apply to all first degrees:

- 6 credits of Freshman English
- 2 credits of Physical Education (including PES 100 Concepts of Physical Wellness) in addition to 60 credit hours
- Achievement of at least an overall “C” average (CQPA of 2.00)
- 30 of the total number of required credits must be taken at SUNY Orange
- For all A.A.S. degree programs, students are also required to achieve at least an overall “C” average (CQPA of 2.00) in their professional/technical major

Each of the degrees must meet the minimum requirements as set forth by New York State Education Law. These include at least 60 credit hours of study of which 45 credits must be in the liberal arts for the A.A. degree, 30 credits for the A.S. degree and 20 credits for the A.A.S.

As of the Spring 2011 semester, students enrolled in the Business Management, Criminal Justice, Criminal Justice–Police, Human Services, Liberal Arts: Humanities and Social Science, Liberal Arts: Individual Studies and Nursing degree programs on the Newburgh campus can complete all of their degree requirements at that campus. Students enrolled in the College’s remaining degree programs may take courses in Newburgh but must also complete a portion of their degree requirements at the Middletown campus.

Students may complete no more than 30 of their credits online as the College does not offer complete degree programs online.

The degree earned depends upon the educational and career goals of the individual. Each of the degrees offered at SUNY Orange is listed by degree title on the pages that follow with a description of the purpose, goals and specific course requirements.

Accounting

Degree Awarded: Associate in Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Restricted SUNY Elective*	3
MAT ____ Math Course**	3
OFT 106 Keyboarding***	1
ACC 153 Financial Accounting	4
BUS 161 Computer Applications for Business****	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Restricted SUNY Elective*	3
MAT ____ Math Course	**3
ECO 201 Macro-Economics	3
ACC 154 Managerial Accounting	4
PES ____ Physical Education	1
Third Semester	
ECO 202 Micro-Economics	3
_____ SUNY Natural Science (GE 2)	3
BUS 201 Business Law 1	3
ACC 205 Accounting w/ Micro. Appl. or	
BUS 205 Business Statistics	3
ACC 201 Intermediate Accounting 1	4
Fourth Semester	
_____ Restricted SUNY Elective*	3
MKT 101 Marketing or	
MGT 201 Principles of Management	3
BUS 202 Business Law 2	3
ACC 202 Intermediate Accounting 2	4
BUS 203 Business Communications	3
Total Credits: 67	
ACC 220 Accounting Internship+	3

* Select from three different SUNY lists; do not duplicate: American History (GE 4), Western Civilization (GE 5), Other/World Civilization (GE 6), Arts (GE 8), Foreign Language (GE 9).

** Select one of the following pairs: (MAT 121 and MAT 122) (MAT 122 and MAT 205) (MAT 131 and MAT 205) (MAT 205 and MAT 206)

*** Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

+ This course is an **additional, optional course** and does not replace any other course in this program.

****formerly CIT 101 Microcomputer Applications

Program Description

The Associate in Science degree program in Accounting prepares graduates to continue their education in accounting or finance at a four-year college or university.

Students learn the accounting cycle including preparation of financial statements in accordance with GAAP. Special projects teach analytical skills through finding, extracting and evaluating financial information to make sound decisions. Students use Excel extensively to solve a variety of accounting problems. The Financial Accounting Research System (FARS) database is introduced so that students can learn to research complex accounting issues, thus preparing them for both the CPA exam and professional practice as an accountant. Students may also complete an internship course which gives them the opportunity to build their resume and earn college credits.

Students entering the workforce after completing a baccalaureate degree in accounting benefit from a strong demand for accountants. Employment opportunities include positions in public accounting firms, private and public companies, government and not-for-profit agencies. Most will achieve the professional Certified Public Accountant (CPA) designation and many pursue graduate degrees.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Developmental courses should be completed before students attempt the courses in this program. Since College Algebra and Trigonometry are required sequences, students placing into lower levels are required to complete these prior to attempting College Algebra and Trigonometry.

Students entering this A.S. program should have successfully completed three or more years of college preparatory math and have an overall high school average of 75 or above.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Student Learning Outcomes

Students will:

- demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP).
- demonstrate analytical skills through finding, extracting and evaluating financial information to make sound business decisions.
- create and edit Excel spreadsheets to solve various accounting problems.
- research answers to accounting problems using a research database (FARS).
- explain the purpose and responsibilities of the professional accountant in the business community.
- express business information effectively in both oral and written form.
- learn critical thinking skills through an analytical business report project.



Career Opportunities

- CPA (certified public accountant)
- CMA (certified management accountant)
- financial analyst
- financial planner

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- Franklin University
- Marist College
- Mercy College
- Mount St. Mary College
- Pace University
- Ramapo College
- SUNY Albany
- SUNY Cortland
- SUNY Empire State College
- SUNY Institute of Technology
- SUNY New Paltz

Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Accounting

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ___ Mathematics	3
BUS 101 Business Math	3
BUS 103 Introduction to Business	3
ACC 101 Accounting Principles 1	4
OFT 106 Keyboarding*	1
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
MAT ___ Mathematics	3
BUS 161 Computer Applications for Business***	3
BUS 105 Business & Society	3
ACC 102 Accounting Principles 2	4
PES ___ Physical Education	1
Third Semester	
_____ Social Science Elective	3
BUS 201 Business Law 1	3
BUS 203 Business Communications	3
ACC 211 Income Tax Procedures	3
ACC 205 Accounting with Microcomputer Applications	3
Fourth Semester	
_____ Social Science Elective	3
BUS 202 Business Law 2	3
ACC 214 Accounting Practice**	4
_____ Liberal Arts Elective	3
ACC 111 Personal Finance or	
ACC 220 Accounting Internship	3

Total Credits: 66

* Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

** Students must achieve a grade of C or better to graduate from this program.

***formerly CIT 101 Microcomputer Applications

Program Description

The Associate in Applied Science degree program in Accounting prepares graduates to begin their careers assisting accountants as full-charge bookkeepers, junior accountants, accounting clerks or office managers in the private, public or government sectors.

Students take a sequence of accounting coursework including Accounting Principles 1 and 2, Income Tax Procedures, Accounting with Microcomputer Applications and Accounting Practice. With computer software, students learn to use correct accounting procedures through the accounting cycle. Special Excel spreadsheet and QuickBooks projects are provided to enhance the understanding of real world applications.

The accounting assistant provides bookkeeping capabilities to a variety of employers through such responsibilities as accounts receivable/payable, payroll, balance sheets, and income statements, billing, and bank statement reconciliation.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Developmental classes should be completed before attempting the courses in this program.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Student Learning Outcomes

Students will:

- demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP).
- express business information effectively in both oral and written form.
- demonstrate the ability to effectively interface with an automated accounting system.
- create and edit Excel spreadsheets to solve various accounting problems.
- learn critical thinking skills through an analytical business report project.



Career Opportunities

General accounting and bookkeeping positions exist in the following fields:

- service
- education
- travel
- entertainment
- manufacturing
- insurance
- industrial
- media/advertising

Transfer Opportunities

While the A.A.S. is a degree leading to immediate employment, SUNY Orange has a special relationship for transfer to a B.S. degree in accounting with Franklin University. Other transfers agreements of courses exit with

- Mount St. Mary College
- Ramapo College
- SUNY Empire State College

Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Accounting Procedures

Degree Awarded: Certificate

Recommended Course Sequence

	Credits
ACC 101 Accounting Principles 1	4
BUS 101 Business Math or	
ACC 111 Personal Finance	3
BUS 103 Introduction to Business	3
BUS 161 Computer Applications for Business***	3
OFT 106 Keyboarding**	1
BUS 201 Business Law 1	3
ACC 102 Accounting Principles 2	4
BUS 105 Business and Society or	
BUS 203 Business Communications	3
ACC 205 Acctg. w/Microcomputer Applications	3
ACC 214 Accounting Practice*	4

Total Credits: 31

* Students must achieve a grade of C or better to graduate from this program.

**Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

***formerly CIT 101 Microcomputer Applications

Program Description

The Accounting Procedures certificate program prepares graduates to work in entry-level bookkeeping positions. Emphasis is placed on developing bookkeeping skills and knowledge of general business practices.

Students take a sequence of accounting coursework including Accounting Principles 1 and 2, Accounting with Microcomputer Applications, and Accounting Practice. Students learn the accounting cycle using both manual and computer software systems. Special Excel spreadsheet and QuickBooks projects are provided to enhance the understanding of real world applications.

Graduates can utilize their acquired skills in various entry-level positions such as bookkeepers, accounts receivable/payable clerks, and payroll clerks with responsibilities and abilities in balance sheets, income statements, billing and bank statement reconciliation.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Developmental courses should be completed before attempting the courses in this program.

Student Learning Outcomes

Students will:

- demonstrate knowledge of the accounting cycle, including preparation of financial statements in accordance with Generally Accepted Accounting Principles (GAAP).
- demonstrate the ability to effectively interface with an automated accounting system.
- create and edit Excel spreadsheets to solve various accounting problems.
- learn critical thinking skills through an analytical business project.

Career Opportunities

General accounting and bookkeeping positions exist in the following fields:

- service
- education
- travel
- entertainment
- manufacturing
- insurance
- industrial
- media/advertising

Transfer Opportunities

While the Certificate program leads to immediate job placement upon graduation, SUNY Orange has a special relationship with Franklin University for transfer to a B.S. degree in Applied Management or Accounting. In addition, all courses taken for this certificate may be applied to the A.A.S. Accounting degree program at SUNY Orange.



Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Architectural Technology

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT 107 Technical Math 1	3
CAD 101 Introduction to CAD	3
ARC 101 Architectural Graphics	3
ARC 105 Bldg Materials & Methods 1	2
ARC 111 Architectural Design 1	3
Second Semester	
ENG 102 Freshman English 2	3
CAD 102 Computer Aided Drafting 2	2
ARC 102 Advanced Arch. Graphics	3
ARC 106 Bldg Materials & Methods 2	4
ARC 112 Architectural Design 2	3
ARC 215 Architecture to the 18th Century	3
Third Semester	
_____ Social Science Elective	3
PHY 111 Applied Physics 1	3
ARC 211 Architectural Design 3	3
ARC 205 Working Drawings 1	3
ARC 201 Digital Portfolio	1
ARC 216 Architecture from the 19th C	3
PES 100 Concepts of Physical Wellness	1
Fourth Semester	
_____ Social Science Elective	3
ARC 220 Mechanical and Electrical Equip.	3
ARC 206 Working Drawings 2	4
ARC 212 Architectural Design 4	4
ARC 221 Strength of Materials	3
PES ____ Physical Education	1

Total Credits: 70

Program Description

The Associate in Applied Science degree program in Architectural Technology prepares graduates to enter the workforce as architectural team members. While other opportunities exist, the largest job opportunities are positions as interns / CAD operators for architectural firms. Graduates' skills will prepare them to produce working drawings in a variety of settings, such as engineering firms or manufacturers. If graduates have field experience in a building trade, all program outcomes are directly transferable to entry-level positions in construction management and supervision. A broad cross-section of course content is covered in the program; this familiarizes students with many aspects of the architectural profession, the work of building professionals and the construction process.

When working under the supervision of a licensed professional (i.e. Registered Architect, Professional Engineer, etc.), a graduate's primary responsibilities would include measuring and documenting existing conditions of buildings and sites, preparing construction documents, interpreting construction documents, preparing design presentations for clients or other audiences, and coordinating architectural drawings with consultants' drawings.

Fluency with computer-aided drawing (AutoCAD) and computer literacy, as it applies to generating architectural drawings, are fundamental skills graduates will possess. Meanwhile, freehand sketching is stressed wherever possible as a valuable communication method. Beyond preparing construction drawings, students will build models, prepare reports and orally present their work to groups.

Most courses in the program are a combination of lecture and lab. In the lecture component, foundational material is presented, often accompanied by samples, examples or other visual cues. In the lab component, students will either work on short-term exercises designed to hone very specific knowledge bases or skills or they will work on long-term projects designed to simulate the types of projects that they will eventually encounter in the workforce. Students should be prepared to spend a significant amount of time on projects outside the classroom.

Many students who enter this degree program plan to transfer to an upper division institution. Because these opportunities exist, second year students who intend to transfer should select their courses in careful consultation with their academic advisor. Portfolio production will be required.

For those students wishing to become Registered Architects, New York State Department of Education guidelines must be followed. To become a Registered Architect, one must earn an NAAB-accredited Bachelor of Architecture or Master of Architecture degree, fulfill NCARB internship requirements (a proscribed three year apprenticeship), and pass a challenging and comprehensive licensing examination.

For those students wishing to pursue baccalaureate degrees in Landscape Architecture and Construction Management, an A.S. degree from SUNY Orange with electives from the Architectural Technology degree program may be most suitable. Course selection should be made carefully in consultation with academic advisors.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Maintenance of a C average or better in courses in the major is also required.

Student Learning Outcomes

Students will:

- demonstrate an understanding of building materials and methods.
- graphically communicate architectural forms and building assemblies, both two and three dimensionally.
- demonstrate fluency using AutoCAD software to produce architectural drawings.
- demonstrate an ability to visualize and manipulate three dimensional spaces.
- demonstrate an appreciation for basic forms of architectural problem solving and aesthetic appreciation.
- demonstrate an understanding of the need for architectural projects to coordinate with related professions (e.g. various forms of engineering).
- demonstrate an understanding of fundamental structural principles.
- demonstrate an understanding of basic life safety issues in buildings and an ability to apply regulatory requirements to building projects.
- utilize research from electronic and other sources (e.g. Sweet's catalog or manufacturers' literature) in architectural projects.
- identify basic methods of sustainable building practices and environmental impacts of architectural choices.
- demonstrate an understanding of the historical and social context of the development of western architecture.

Career Opportunities

- architectural firms
- engineering firms
- manufacturing firms
- construction firms
- governmental agencies
- utility companies

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred to:

- Alfred State College
- New York Institute of Technology
- New Jersey Institute of Technology
- Pratt Institute
- SUNY Environmental Science and Forestry

Contact Information

Science, Engineering and
Architecture Department Chair
(845) 341-4571
Admissions Office
(845) 341-4030

Business Administration

Degree Awarded: Associate in Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
BUS 161 Computer Applications for Business*****	3
MAT ___ Selected Math Courses*	3
MKT 101 Principles of Marketing	3
ACC 153 Financial Accounting	4
OFT 106 Keyboarding***	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Restricted SUNY Elective**	3
MAT ___ Selected Math Courses*	3
ACC 154 Managerial Accounting	4
MGT 201 Principles of Management	3
Third Semester	
ECO 201 Macro-Economics	3
_____ SUNY Natural Science (GE 2)	3
BUS 205 Business Statistics	3
BUS 201 Business Law 1	3
MGT 205 Human Resource Management	3
PES 100 Concepts of Physical Wellness	1
PES _____ Physical Education	1
Fourth Semester	
ECO 202 Micro-Economics	3
_____ SUNY Natural Science (GE2)	3
BUS 203 Business Communications	3
_____ Restricted SUNY Elective*****	3
BUS 207 International Business	3
BUS 202 Business Law 2	3

Total Credits: 68

* Select one of the following pairs of courses: MAT 121 and MAT 122 (minimum requirement); or MAT 122 and MAT 205; or MAT 131 and MAT 205, or MAT 205 and MAT 206.

**SUNY American History (GE 4), Western Civilization (GE 5) or Other/World Civilization (GE 6) or Arts (GE 8) or Foreign Language (GE 9) lists.

***Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

****Select from list not chosen in Second Semester Restricted SUNY Elective list above.

*****formerly CIT 101 Microcomputer Applications

Program Description

The Associate in Science degree program in Business Administration has been designed for those students who plan to transfer and continue their business education at a four-year college. This degree is designed to parallel the bachelor's degree requirements at most four-year colleges in the region. After transfer, graduates may major in areas such as: management, marketing, finance or human resource management. Students enrolled in this degree program acquire an understanding of the relationship between the liberal arts/social sciences and the management of business enterprises. The required mathematics, science and economics courses provide a solid grounding for making proper business decisions.

Because degree requirements vary at transferring institutions, majors are urged to see their business faculty advisors and contact the Admissions Office of the transfer institution. Business Department faculty are well-trained and experienced in their areas of expertise and highly motivated to work with students, helping them to succeed in their quest for transfer to a four-year college.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students are required to complete most developmental classes before attempting the courses in this program. See the Developmental Course List on page 47. Students entering this A.S. program should have successfully completed three or more years of College Preparatory Math and have an overall high school average of 75 or above.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Student Learning Outcomes

Students will:

- understand the general nature, structure, resources and operations of business organizations.
- demonstrate the ability to explain an organization's basic accounting, finance, management, marketing and legal functions.
- express business ideas and information effectively in both oral and written forms.



Career Opportunities

- management trainee
- business owner/entrepreneur
- finance management
- insurance planning and sales
- human resource manager

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer. These transfer institutions include:

- Alfred University
- Berkley College
- Clarkson College
- Columbia University
- Fordham University
- Franklin University
- Manhattan College
- Marist College
- Marymount College
- Mount St. Mary College
- Pace University, Lubin School of Business
- Ramapo College
- St. Thomas Aquinas College
- SUNY Albany
- SUNY Empire State College
- SUNY New Paltz
- SUNY Oswego

Please note: Because degree requirements vary at transferring institutions, majors are urged to see their business faculty advisors and contact the Admissions Office of the transfer institution.

Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Business Management

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Social Science Elective	3
_____ Math or Liberal Arts Science	3
BUS 101 Business Math	3
BUS 103 Introduction to Business	3
OFT 106 Keyboarding*	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
_____ Math or Liberal Arts Science	3
BUS 105 Business and Society	3
MKT 101 Principles of Marketing	3
PES 100 Concepts of Physical Wellness	1
Third Semester	
ACC 101 Accounting Principles 1	4
BUS 161 Computer Applications in Business***	3
BUS 203 Business Communications	3
BUS 201 Business Law 1	3
MGT 205 Human Resource Management	3
PES _____ Physical Education	1
Fourth Semester	
ACC 102 Accounting Principles 2	4
MGT 201 Principles of Management	3
BUS 202 Business Law 2	3
MGT 203 Entrepreneurship or	3
MGT 220 Internship: Business**	
_____ Liberal Arts Elective	3
Total Credits: 65	

*Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

**Students need approval of the department chair to register for this course and at least a 2.5 CQPA.

***formerly CIT 101 Microcomputer Applications

This program can be completed in its entirety at either the Middletown campus or the Newburgh campus.

Program Description

The Associate in Applied Science degree program in Business Management prepares graduates to begin their careers as management trainees, first line supervisors, and higher level management positions in either profit or non-profit organizations. Students develop interpersonal and conceptual skills such as motivation, communication, performance appraisal, decision making and problem solving. Various business tools including accounting, computer information systems and law, as well as liberal arts courses, are integrated into the program.

The primary focus of the curriculum is on entrepreneurship for those interested in operating their own business or applying this managerial approach in a medium to large organization in the public or private sector. The program's concentration of business courses provides a strong background for employment. The Business Internship is a popular feature of this degree. Students work for regional companies for academic credit and real-world experience.

Business Department faculty are well-trained and experienced in their areas of expertise, and highly motivated to work with students, helping them to succeed in their quest for a job. Many students complete this degree and transfer to four-year colleges to earn a bachelor's degree; however, students who have this objective are advised that they may suffer transfer credit losses due to the concentration of business courses.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students are required to complete most of the developmental classes before attempting the courses in this program. Please see the Developmental Course List on page 47.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Student Learning Outcomes

Students will:

- integrate management theories and tools in a variety of functional areas within an organization.
- demonstrate the ability to use a variety of analytical tools in the functional areas of business.
- express business ideas and information effectively in both oral and in written forms.

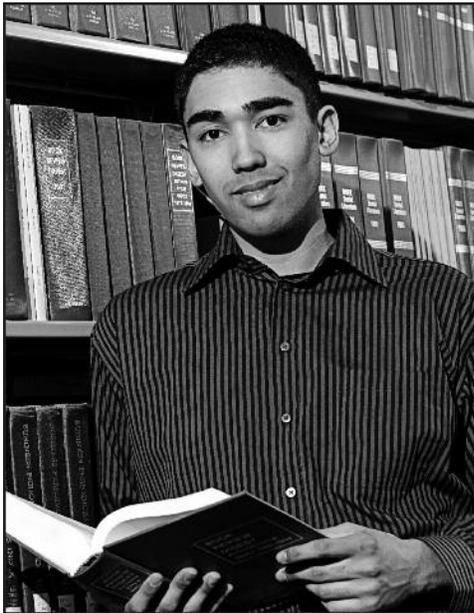
Career Opportunities

- supervisor
- management trainee
- business owner/entrepreneur
- financial insurance planning and sales
- human resource specialist trainee

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred to:

- Franklin University
- Mount St. Mary College
- Ramapo College
- SUNY Empire State College



Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Clerical Office Assistant

Degree Awarded: Certificate

Recommended Course Sequence

<u>First Semester</u>	<u>Credits</u>
OFT 108 Intermediate Computer Keyboarding	3
OFT 208 Computer Fundamentals for the Office or Business Elective	3
OFT 209 Microsoft Word and PowerPoint Business Elective	3
Second Semester	
OFT 109 Advanced Computer Keyboarding	3
BUS 203 Business Communications	3
OFT 201 Records/Information Management	3
OFT 207 Transcription Skills	3
OFT 214 Microsoft Excel and Access	3
Total Credits: 27	

Program Description

The Clerical Office Assistant certificate program provides the opportunity for graduates to either begin their careers as office assistants or to update their current office skills for re-entry into the business world. Areas of concentration include information processing, data entry, business communications and information management.

The office assistant provides office support to employers in a wide variety of settings. This support includes document production, computer software capability, records management, telephone interaction, customer service, keyboarding and data entry.

Students take a sequence of office skills courses such as keyboarding, Microsoft Word and PowerPoint, Excel and Access, and transcription. They also learn to compose business documents through the Business Communications course and to manage office documents through the Records/Information Management course.

Students learn to use modern office equipment and computer software as they apply to various work environments. Microsoft Office (Word, Excel, PowerPoint, and Access) as well as WordPerfect software programs are presented.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students without sufficient keyboarding ability will be required to take Elementary Computer Keyboarding. Students with sufficient keyboarding ability to pass the waiver for Intermediate Computer Keyboarding fulfill this requirement with a business elective. To complete this program in one year, students must have basic keyboarding skills before enrolling in the program.

Student Learning Outcomes

Students will:

- demonstrate the ability to keyboard business correspondence using various computer software programs in word/information processing.
- demonstrate the ability to keyboard straight copy for five minutes with a maximum of three errors.
- understand computer concepts and applications for the office environment.
- learn critical thinking skills through an analytical business report project.



Career Opportunities

- service
- education
- travel
- entertainment
- manufacturing
- legal & medical
- insurance
- industrial
- media/advertising

Transfer Opportunities

While this certificate program leads to immediate job placement upon graduation, SUNY Orange has a special relationship with Franklin University for transfer to the B.S. degree in Applied Management. In addition, all courses taken for this certificate may be applied to the A.A.S. Office Technologies degree program at SUNY Orange.

Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Computer Information Technology–Networking

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ___ College Algebra or higher	3
CIT 103 Management Information Systems	3
CIT 107 Introduction to C++ Programming	3
CIT 105 Data Communic. & Networking	3
CIT 100 Computer Literacy	3
Second Semester	
ENG 102 Freshman English 2	3
MAT ___ College Trigonometry or higher	3
CIT 112 Computer Hardware and Software	4
CIT 116 Networking 1	4
PES 100 Concepts of Physical Wellness	1
Third Semester	
_____ Social Science Elective	3
CIT 211 Systems Analysis	3
CIT 225 Database Fundamentals	3
CIT 217 Unix/Linux	3
CIT 203 Networking 2	4
PES _____ Physical Education	1
Fourth Semester	
_____ Social Science Elective	3
CIT 212 Systems Design	3
CIT 206 Network Security	3
CIT 230 Internship	3
_____ Restricted Elective*	3

Total Credits: 65

*Restricted Electives:

CIT 111 Internet & HTML Programming
CIT 115 Visual Basic
Any course approved by department

Program Description

The Associate in Applied Science degree program in CIT–Networking prepares students for employment in a variety of entry-level careers in computer networking and information technology occupations. The theory and practical experience students gain allows them to enter jobs with highly competitive salaries.

This degree program offers the coursework that provides background information for students to take the CompTIA's A+, Security+, Networking+, Linux+ and CISCO's CNA certification exams. The primary focus of this degree program is networking computer systems including implementation, configuration, maintenance and administration of networking equipment, which includes creation of networking servers. The degree course work introduces students to basic computer systems and builds on theoretical and technical knowledge and skills to develop a strong understanding of networking topologies, mediums and medium access techniques in both local area and wide area networks (LANs and WANs). Classes are designed to provide students with hands-on training utilizing state-of-the-art computer facilities. Students are also placed in a work environment in order to provide actual service to a business through the CIT–Networking internship.

Students are encouraged to discuss their future career and/or transfer goals with a CIT–Networking advisor.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Computer Information Technology–Networking

Degree Awarded: Associate in Applied Science

Student Learning Outcomes

Students will:

- install and configure networking equipment.
- implement and configure network protocols.
- troubleshoot PC hardware problems.
- assemble a PC.
- identify and summarize security threats and appropriate actions to minimize those threats.
- install, configure and manage a networking operating system.
- analyze an existing system and determine appropriate systems design implementation strategies.

Career Opportunities

- banks
- law firms
- medical offices
- hospitals
- small businesses
- government agencies
- corporations
- schools
- colleges
- consulting firms

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred to:

- Marist College
- Mount St. Mary College
- St. John's University
- SUNY Institute of Technology



Contact Information

Applied Technologies
Department Chair
341-4523
Admissions Office
(845) 341-4030

Computer Science

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester

ENG 101	Freshman English 1	3
_____	SUNY Social Science (GE 3)	3
CSC 101	Computer Science 1	4
MAT 205	Calculus 1	4
COM 101	Foundations of Communication	3
PES 100	Concepts of Physical Wellness	1

Second Semester

ENG 102	Freshman English 2	3
HIS _____	Restricted History Elective*	3
MAT 206	Calculus 2	4
CSC 102	Computer Science 2	4
EET 104	Digital Electronics 1	4
PES _____	Physical Education	1

Third Semester

PHY 101	General Physics 1** or	
PHY 105	General Physics 1 w/calculus	4
MAT 211	Linear Algebra	3
CSC 201	Data Structures	3
_____	Restricted SUNY Elective***	3

Fourth Semester

PHY 102	General Physics 2** or	
PHY 106	General Physics 2 w/calculus	4
MAT 120	Introduction to Statistics	3
MAT 136	Discrete Mathematics	3
CSC 204	Computer Organization & Assembly Language Prog.	3
_____	Electives	2/4

Total Credits: 65-67

*SUNY American History (GE 4) or Western Civilization (GE 5) or Other/World Civilization (GE 6).

**Consult catalog of the college to which you intend to transfer. Some require the General Physics with calculus.

***SUNY Arts (GE 8) or Foreign Language (GE 9) lists or any list not selected from in Second Semester SUNY History Elective above.

Program Description

The Associate in Science degree program in Computer Science is designed for students of mathematics and science who wish to pursue a Bachelor of Science degree in Computer Science at senior colleges and universities. Its goal is to prepare the students for a successful transfer into such degree programs.

The curriculum is structured to emphasize scientific applications and the theoretical concepts which underlie computer design and development, languages, and systems. The program provides the core courses that would be encountered in the first two years of study at most four-year institutions.

Associate degree core courses in calculus, linear algebra, discrete math, digital electronics, computer science, data structures and assembly language programming constitute the nucleus of this program. Selected courses in the liberal arts support and enhance this central core.

To initiate this plan of study, students must have tested into college algebra (MAT 121) or higher on the mathematics placement test. Students who do not meet the math requirement can be successful in reaching their academic goals by taking foundation courses and extending the program to three years.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- demonstrate ability in problem solving and communicating algorithms clearly, utilizing structures/top-down algorithm design processes.
- demonstrate familiarity with a wide variety of abstract data structures and data encapsulation concepts.
- demonstrate knowledge of assembler language programming as it applies to computer architecture and operating systems.
- demonstrate ability in computational methods of mathematics and physical science necessary for computer modeling.



Career Opportunities

- computer engineering
- computer systems analysis
- education
- computer programming
- cryptology
- applied mathematics
- financial analysis

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- Clarkson University
- Florida Memorial University
- Marist College
- R.P.I.(Rensselaer Polytechnic Institute)
- St. John's University
- SUNY Binghamton
- SUNY Buffalo
- SUNY Institute of Technology
- SUNY New Paltz
- SUNY Oneonta
- SUNY Purchase

Contact Information

Applied Technologies
Department Chair
(845) 341-4523
Admissions Office
(845) 341-4030

Criminal Justice

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
CRJ 101 Criminal Justice	3
_____ SUNY Math (GE 1) - MAT 120 or higher*	3/4
PSY 101 General Psychology 1 or	
SOC 101 Introduction to Sociology	3
CRJ 107 Industrial/Private Security or	
CRJ 106 Patrol Operations	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
CRJ 111 Criminology	3
CRJ 113 Correction, Probation & Parole	3
CRJ 105 Police Community Relations	3
COM 101 Foundations of Communication	3
PES ____ Physical Education	1
Third Semester	
CRJ 213 Police Organization Admn.	3
_____ SUNY Natural Science (GE 2)	3/4
CRJ 215 Criminal Investigations 1	3
_____ Restricted SUNY Elective**	3
CRJ 115 Constitutional Law & Criminal Procedure	3
Fourth Semester	
CRJ 226 Criminalistics	3
_____ Restricted SUNY Elective**	3
CRJ 103 Understanding the Juvenile Offender	3
CRJ 211 Criminal Law	3
_____ Elective	3

Total Credits: 62-64

* Students must complete MAT 120 (or higher). MAT 102 can be counted as an elective.

** Select two from SUNY Western Civilization (GE 5) or Other/World Civilization (GE 6) or Arts (GE 8) or Foreign Language (GE 9) or American History (GE 4) lists. Do not duplicate category.

This program can be completed in its entirety at either the Middletown campus or the Newburgh campus.

Program Description

The mission of the SUNY Orange Department of Criminal Justice is to provide qualitative educational programs in the areas of Law, Justice, Corrections and Law Enforcement. Through this programming, our students develop skills and knowledge that prepares them to continue their education and/or to pursue entry level careers in the field of criminal justice.

The Associate in Science (A.S.) degree in Criminal Justice prepares students to continue their education in four-year degree programs in criminal justice or related liberal arts areas of study. These may include forensic psychology, public administration, sociology, cyber security, criminology and pre-law. The A.S. degree in Criminal Justice is designed to facilitate the acquisition of the technological and critical thinking skills that are essential for success in the criminal justice field. Graduates of this program will have both a general educational background as well as the criminal justice insight needed to pursue careers within the justice system. This degree program is reviewed regularly to ensure that the course content reflects contemporary issues facing the criminal justice system (e.g. homeland security, terrorism, cyber security, technological advancements, diversity and ethics) and explores criminal justice topics such as the nature and extent of crime, public policy implications related to justice, racial and ethnic profiling, crime scene processing, law enforcement technology and terrorism. Moreover, there are courses devoted to the treatment of adult and juvenile offenders as well as an internship program where students are afforded the opportunity to utilize their newly acquired skills and knowledge in an actual criminal justice environment. The A.S. in Criminal Justice provides students with a solid foundation from which to continue their education as well as pursue a rewarding career.

Admission Criteria

Admission to these programs requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates they may be eligible for admission to the college's 24 credit hour program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants).

Degree Programs, Classes and Advising

Criminal Justice degree programs are offered at both the Middletown and Newburgh campuses. We have day and evening classes and many of our courses are also available online. Students will be assigned a faculty advisor who can help answer any questions they might have regarding classes, scheduling, etc. All teaching faculty have weekly office hours during the Fall and Spring semesters and are usually available at other times by appointment. If you need to contact a faculty member we encourage you to email them. Email addresses can be found on our website - www.sunyorange.edu/cj/faculty.shtml

Student Learning Outcomes

Upon completion of these programs, students will demonstrate:

- an understanding of the components and functions of the criminal justice system (police, courts, corrections)
- an understanding of the common concepts relevant to the criminal justice system and be able to assess and discuss these concepts.
- an understanding of our legal system, constitutional law, procedural law and substantive law.
- an understanding of the importance of diversity and ethics and their impact and relevancy within the criminal justice system.
- effective oral and written communication skills



Criminal Justice Offices

The Department of Criminal Justice's Middletown office is located in the Christine Morrison House (across the street from the Morrison Mansion) and our Newburgh office is located in room 317 of the Tower Building. Please feel free to stop by and say hello. You will find the Criminal Justice faculty and staff eager to assist you as you move towards completing your degree.

Career Opportunities

- Federal Bureau of Investigation (FBI)
- Immigration and Naturalization Service (INS)
- park police
- postal inspector
- secret service agent
- secret service uniformed
- deputy sheriff
- state police/trooper
- police officer
- district attorney
- defense counsel
- correction officer
- forensics specialist
- court clerk
- judge

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These institutions include:

- John Jay College of Criminal Justice
- Pace University
- SUNY
- Marist College,
- St. Thomas Aquinas
- St John's University
- Berkley College.

Contact Information

Criminal Justice
Department Chair
845-341-4355
Admissions Office
(845) 341-4030

Criminal Justice–Police

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
CRJ 101 Criminal Justice	3
CRJ 105 Police/Community Relations	3
CRJ 107 Industrial & Private Security	3
CRJ 215 Criminal Investigation 1	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
PSY____ Psychology Course	3
CRJ 111 Criminology	3
CRJ 106 Patrol Operations	3
CRJ 216 Criminal Investigation 2	3
PES ____ Physical Education	1
Third Semester	
SOC 120 Social Problems or	
SOC 101 Introduction to Sociology	3
CRJ 103 Understanding the Juvenile Offender	3
_____ Math or Liberal Arts Science	3
CRJ 213 Police Organization & Administration	3
CRJ 226 Criminalistics	3
Fourth Semester	
COM 101 Foundation of Communication	3
POL 102 U.S. Gov't-State & Local	3
CRJ 211 Criminal Law	3
_____ Math or Liberal Arts Science	3
_____ Elective*	3

Total Credits: 62

* Recommend taking CRJ 109 Critical Issues in Law Enforcement

This program can be completed in its entirety at either the Middletown campus or the Newburgh campus.

Program Description

The mission of the SUNY Orange Department of Criminal Justice is to provide qualitative educational programs in the areas of Law, Justice, Corrections and Law Enforcement. Through this programming, our students develop skills and knowledge that prepares them to continue their education and/or to pursue entry level careers in the field of criminal justice.

The Associate in Applied Science (A.A.S) degree program in Criminal Justice–Police is aimed at students who do not anticipate continuing their studies at a four-year institution because they envision themselves entering the workforce directly upon graduating. As a result, the A.A.S. degree does not have the same math or science requirements as the A.S. degree, though many of the other required courses in the A.A.S. degree are identical to those required by the A.S. degree. The A.A.S. provides students with the college credits often required by many local, state and federal criminal justice agencies so it is intended to prepare students for entry level positions in law enforcement, security, law, probation, parole, juvenile justice and investigations. All instructors, in addition to their advanced educational backgrounds, are experienced practitioners in their fields.

Admission Criteria

Admission to these programs requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates they may be eligible for admission to the college's 24 credit hour program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants).

Degree Programs, Classes and Advising

Criminal Justice degree programs are offered at both the Middletown and Newburgh campuses. We have day and evening classes and many of our courses are also available online. Students will be assigned a faculty advisor who can help answer any questions they might have regarding classes, scheduling, etc. All teaching faculty have weekly office hours during the Fall and Spring semesters and are usually available at other times by appointment. If you need to contact a faculty member we encourage you to email them. Email addresses can be found on our website - www.sunyorange.edu/cj/faculty.shtml

Student Learning Outcomes

Upon completion of these programs, students will demonstrate:

- an understanding of the components and functions of the criminal justice system (police, courts, corrections)
- an understanding of the common concepts relevant to the criminal justice system and be able to assess and discuss these concepts.
- an understanding of our legal system, constitutional law, procedural law and substantive law.
- an understanding of the importance of diversity and ethics and their impact and relevancy within the criminal justice system.
- effective oral and written communication skills



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Career Opportunities

- Federal Bureau of Investigation (FBI)
- Immigration and Naturalization Service (INS)
- park police
- postal inspector
- secret service agent
- secret service uniformed
- deputy sheriff
- state police/trooper
- police officer
- district attorney
- defense counsel
- correction officer
- forensics specialist
- court clerk
- ballistics specialist
- fingerprint specialist
- security

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- Pace University
- SUNY
- Marist College,
- St. Thomas Aquinas
- St John's University
- Berkley College

Contact Information

Criminal Justice
Department Chair
(845) 341-4355
Admissions Office
(845) 341-4030

Cyber Security

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT 121 College Algebra	3
CRJ 101 Intro to Criminal Justice	3
CIT 100 Computer Literacy	3
CIT 105 Data Communications and Introduction to Networking	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
CIT 116 Networking 1	4
CIT 112 Computer Hardware and Software	4
CIT 118 Operating Systems	4
Third Semester	
CIT 203 Networking 2	4
CIT 217 Introduction to Unix/Linux	3
CFR 221 Computer Forensics	3
CSS 223 Information Security	3
PSY ___ Psychology	3
PES ___ Physical Education	1
Fourth Semester	
CFR 222 Network Forensics	3
CSS 224 Network Perimeter Security	3
CSS 226 Cyber Crime Investigations	3
CRJ 111 Criminology	3
_____ Math or Liberal Arts Science	3

Total Credits: 63

Program Description

The Associate in Applied Science degree program in Cyber Security prepares students for employment in a variety of entry level careers in Cyber Security. Today, everyone is concerned with security, and people with knowledge in this area are in high demand. Positions can include such titles as Network Administrator, network security specialist, information security technician, just to name a few. The main thrust is protection of information and limiting access to network resources. In addition to security, students will also be instructed in techniques used to track perpetrators once an attack has occurred.

In addition to basic computer and networking skills, the student will be instructed in Operating Systems, Computer Forensics, Network Forensics, Information Security, Network Perimeter Security, and Cyber Crime Investigation.

Classes are designed to provide students with hands-on training utilizing state-of-the-art computer facilities. Lab work and assignments will present real world cyber security scenarios encountered in the work place. For forensics studies, industry standard software will be used.

While A.A.S. graduates are prepared to enter the workforce immediately, many students choose to transfer to upper-level programs leading to a bachelor's degree in technology. If students are considering this, they should consult with the department chair and advisors for program planning. Special planning is available for students entering the program with previous college credit or equivalent training/work experience.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission.

Hudson Valley Educational Consortium students from Sullivan County Community College or Ulster Community College who plan to register for Cybersecurity courses must apply to and be accepted in the program by the following dates: August 15 for a Fall semester; December 15 for a Spring semester.

Student Learning Outcomes

Students will:

- develop basic network administration skills
- perform computer forensic analysis
- demonstrate an understanding of network forensics
- develop an understanding of the legal issues associated with cyber security
- document an appropriate procedure of handling case evidence

Career Opportunities

Entry level

- Network Administrator
- Network Security Specialist
- Computer Crime Investigation

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- St. John's University

Contact Information

Applied Technology
Department Chair
341-4523

Admissions Office
(845) 341-4030

Dental Hygiene

Degree Awarded: Associate in Applied Science

Accredited by the Commission on Dental Accreditation, American Dental Association
211 East Chicago Avenue, Chicago, Illinois 60611, (312) 440-2500.

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 115 Human Biology	4
CHM 110 General and Biological Chemistry	3
DNT 101 Preventive Oral Health Services 1	5
DNT 103 Maxillofacial Anatomy and Oral Histology	4
Second Semester	
ENG 102 Freshman English 2	3
DNT 102 Preventive Oral Health Services 2	5
DNT 104 Dental Radiology	3
DNT 106 Oral Health Education	2
DNT 108 Pharmacology	2
MLT 106 Microbiology for Health Professionals	3
Summer Session 1	
DNT 110 Pain Management in Dentistry	2
Third Semester	
BIO 125 Nutrition	3
DNT 201 Preventive Oral Health Services III	5
DNT 203 Oral Pathology	2
DNT 205 Periodontology	2
DNT 207 Dental Bio-Materials and Advanced Functions	3
PES 100 Concepts of Physical Wellness	1
Fourth Semester	
COM 101 Foundations of Communication	3
PSY 101 General Psychology 1	3
SOC 101 Introduction to Sociology	3
DNT 202 Preventive Oral Health Services IV	5
DNT 206 Community Dental Health	2
PES ____ Physical Education	1
Total Credits: 72	

Note: An additional requirement is current certification in CPR. "BLS (Basic Life Support) for Healthcare Providers" is the recommended course (American Heart Association). Certification documentation must be submitted at the beginning of the second semester.

Program Description

The Associate in Applied Science degree program in Dental Hygiene prepares students for licensing by the State Board for Dentistry of New York to practice dental hygiene. Dental hygienists work under the supervision of a licensed dentist. They provide preventive, therapeutic and educational services within the parameters of the state law governing the practice of dental hygiene. In addition to traditional skills, these responsibilities include the administration of local infiltration anesthesia and nitrous oxide sedation.

The curriculum is focused on the three professional Standards of Care: professionalism, health promotion and disease prevention, and patient care. Coursework includes requirements in English, social sciences, the sciences, and program-specific courses and laboratory experiences. In order to develop necessary skills, students first practice on peers. Then they actively participate in clinical dental hygiene experiences in the College dental hygiene clinic, as well as at off-campus sites including hospitals. Dental hygiene courses are offered once each year. Courses must be taken in the sequence in which they are offered without interruption. Dental hygiene courses cannot be taken on a part-time basis. A minimum grade of C (75%) is required in all dental hygiene courses. Program requirements for graduation also include the presentation of table clinics at off-campus locations, portfolio development and case-based clinical case presentations. Membership in the Student American Dental Hygienists' Association is mandatory.

Students who are considering this program must understand that they are required to provide their own transportation to these off-campus facilities and are required to purchase their own instruments and related supplies. They must also have a yearly physical examination and TB test and criminal background check. Upon initial entrance into the program, a negative 10- panel drug test will also be required. The Hepatitis B vaccine is strongly recommended. Students with disabilities should meet with the Coordinator of Special Services upon entering the program. Foreign students must have permanent residence status to obtain a dental hygiene license in New York State. An individual who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible for licensure. Contact the Office of Professional Discipline, New York State Education Department prior to applying to this program. Finally, pregnant or potentially pregnant students should note that there is a risk associated with exposure to nitrous oxide gas. Students who are unwilling or unable to sit as patients should not apply to this program.

Admissions Criteria

Academic Requirements:

- *New, Transfer, Readmit and Seeking 2nd SUNY Orange Degree Students ONLY:* Must have a current college application on file
- High School Diploma or GED
- Eligible to take Freshman English 1 (ENG 101)

- Eligible to take Intermediate Algebra (MAT 102) or have successfully completed Elementary Algebra (MAT 101), or equivalent, with a "C" or higher
- Completed one of the following within 5 years of the application deadline: Intro to Biology (BIO 110), General Biology I (BIO 101), Human Biology (BIO 115), Anatomy & Physiology I (BIO 111), Anatomy & Physiology II (BIO 112) with a grade of "C" or higher; Passing grade on the Biology CLEP examination; or High School AP Biology (score of 3 or higher) – submit the official AP transcript from College Board
- Completed High School Regents (New York State) course or College Prep Chemistry course with a grade of 75 or higher, passing grade on the Chemistry CLEP examination (no credit will be given, but will count towards meeting admissions criteria), or a college Chemistry course (with a lab), all with a grade of "C" or higher and all within 5 years of the application deadline
- Students must attain a minimum cumulative GPA of 2.5

Department Specific Requirements:

- Attendance at a Dental Hygiene pre-admission seminar within 3 years of the application deadline. At this seminar, students will receive and sign off on information pertaining to health forms, drug testing, and criminal record policies.
- Submit Dental Hygienist Observation Form (16 hour minimum with documentation) within 3 years of the application deadline.

Pre-Admission seminar dates and observation forms are available online at www.sunyorange.edu/admissions/healthforms.shtml

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CQPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

Student Learning Outcomes

Students will:

- discern and manage the ethical issues of dental hygiene practice in a rapidly changing environment.
- acquire and synthesize information in a critical, scientific and effective manner.
- be concerned with improving the knowledge, skills and values of the profession.
- provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
- initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.
- systematically collect, analyze and accurately record baseline data on the general, oral and psychosocial health status of the patient using methods consistent with medicolegal principles.
- discuss the condition of the oral cavity, the actual and potential problems identified, the etiological and contributing factors, as well as recommended and alternative treatments available.
- provide treatment that includes preventive and therapeutic procedures to promote and maintain oral health and assist the patient in achieving oral health goals.
- evaluate the effectiveness of planned clinical and educational services and modify them as necessary.

Career Opportunities

- private practice
- hospitals
- health service agencies
- overseas
- military

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students can transfer to:

- Manhattan College
- Massachusetts College of Pharmacy and Health Sciences
- Pennsylvania College of Technology

Contact Information

Dental Hygiene
Department Chair
341-4306
Admissions Office
(845) 341-4030

Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
PSY 101 General Psychology 1	3
EDU 105 Preparing to Teach Young Children	2
EDU 101 Child Development 1++	3
EDU 111 Childhood Health and Safety	3
EDU 107 Mandated Trainings	1
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
EDU 102 Child Development 2++#	3
_____ SUNY Gen Ed Elective**	3
MAT _____ SUNY Math* (GE1)	3
EDU 208 Home, School, Community#	3
PES _____ Physical Education	1
Third Semester	
COM 101 Foundations of Communication	3
EDU 109 Language and Literacy Development in the Young Child	3
EDU 203 Child Care Curriculum Development/Field Experience 1++	5
EDU 201 Observation & Assessment++	3
_____ SUNY Gen Ed Elective**	3
Fourth Semester	
PED 156 Infant/Child First Aid & CPR	1
EDU 202 Infant and Toddler Development and Curriculum++#	3
EDU 204 Child Care Curriculum Development/Field Experience 2++#	5
EDU 206 Administration and Management of Child Care Centers#	3
_____ SUNY Gen Ed Elective**	3
Total Credits: 64	

++ Local daytime observations beyond college classroom required.

Offered Spring semester ONLY

* MAT 102 or higher (MAT 111 recommended)

** These electives MUST satisfy **three (3) different** SUNY General Education categories chosen **ONLY** from: Natural Sciences (GE2), American History (GE4), Western Civilization (GE5), Other World Civilizations (GE6), Arts (GE8), Foreign Languages (GE9), with at least **ONE** from either Category GE 4, GE 5 or GE 6.

Program Description

The Associate in Applied Science degree program in Early Childhood Development and Care prepares students for responsible and effective employment in positions ranging from aide to head teacher in a variety of early childhood settings. (*Note: In order to be a Universal PreK teacher a four-year degree is required. See an Education Department adviser to determine the appropriate transfer degree program.*) The program provides theory, practical information and extensive supervised experience concerning normal early human development, developmental difficulties, caring for and educating young children, methods for fostering child development, and the operation and management of early childhood facilities.

The primary goals of the Early Childhood Development and Care program are to develop cognitive and critical thinking skills through an integrated education plan; to promote the use of applied knowledge of developmentally appropriate practices in both the College classroom and early learning field site environments; to furnish opportunities for self-directed, creative, professional learning activities; to provide field experiences ranging from minimal observation to full participation, allowing students to demonstrate increasing technical skills working with young children.

Because current research shows that the early years are among the most vital in human development, professional and appropriate educational experiences will develop the ECDC student's thinking, practical and personal skills necessary to teach and care for young children. These activities take place in college classes and seminars, and also in local area field sites. In the field, extensive "hands-on" observation and participation give opportunities to apply education principles, receive individual guidance and feedback, and be involved first-hand, with day-to-day activities in diverse early childhood learning environments. Upon completion of the coursework students will have accumulated 235 hours of field work.

A grade of C (2.00) or better is required in all EDU courses for progression in the program and graduation with an A.A.S. or Certificate in Early Childhood Development and Care.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Early Childhood Development and Care

Degree Awarded: Associate in Applied Science

Student Learning Outcomes

Students will:

- demonstrate knowledge of physical, intellectual, language, creative, social and emotional domains by incorporating developmentally appropriate practices in an early childhood environment.
- apply knowledge by effectively planning relevant stage and age level learning activities using varied curricula and lesson plan formats.
- provide a balanced learning atmosphere evidenced by an appropriate physical environment and supportive cognitive and affective methods.
- welcome and integrate into their classroom an unbiased understanding and appreciation of a population that is diverse in appearance, performance, ability and culture.
- demonstrate effective communication skills with children, colleagues and parents.
- develop and exhibit professional and ethical standards of integrity, confidentiality, personal growth and collaborative teamwork in College classrooms and field assignments.



Career Opportunities

- center director
- head teacher (non-public settings)
- teacher assistant
- family child care provider
- early childhood business owner
- nanny or au pair
- early intervention specialist
- recreation leadership
- home visitor
- child care resource and referral
- curriculum consultant

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred. Please check with the intended transfer school for details.

Contact Information

Education
Department Chair
341-4482
Admissions Office
(845) 341-4030

Early Childhood Development and Care

Degree Awarded: Certificate

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
PSY 101 General Psychology 1	3
EDU 105 Preparing to Teach Young Children	2
EDU 101 Child Development 1++	3
EDU 107 Mandated Trainings	1
EDU 201 Observation & Assessment++	3
Second Semester	
ENG 102 Freshman English 2	3
EDU 102 Child Development 2++#	3
PED 156 Infant/Child First Aid & CPR	1
EDU 111 Childhood Health and Safety	3
EDU 202 Infant and Toddler Development and Curriculum++#	3
EDU 206 Administration and Management of Child Care Centers# or	
EDU 208 Home, School, and Community#	3

Total Credits: 31

++ Local daytime observations beyond college classroom required.

Offered Spring semester ONLY

Program Description

The Early Childhood Development and Care certificate program is designed to develop professional career skills in preparation for entry level positions in a variety of early childhood fields. Students will complete 60 hours of observation in local early learning centers in addition to college classroom time. This field work provides an opportunity to link theory with hands-on practice. Students will be required to demonstrate an understanding of the theories related to child development, the techniques for fostering such development and the operation of a child care facility. Nine of the 12 courses in the ECDC certificate program directly relate to early childhood. All courses apply to an Associate in Applied Science (A.A.S.) degree in Early Childhood Development and Care. A grade of C (2.00) or better is required in all EDU courses for progression in the program and graduation.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- demonstrate knowledge of physical, intellectual, language, creative, social and emotional domains by incorporating developmentally appropriate practices in an early childhood environment.
- apply knowledge by effectively planning relevant stage and age level learning activities using varied curricula and lesson plan formats.
- provide a balanced learning atmosphere evidenced by an appropriate physical environment and supportive cognitive and affective methods.
- welcome and integrate into their classroom an unbiased understanding and appreciation of a population that is diverse in appearance, performance, ability and culture.
- demonstrate effective communication skills with children, colleagues and parents.
- develop and exhibit professional and ethical standards of integrity, confidentiality, personal growth and collaborative teamwork in College classrooms and field assignments.



Career Opportunities

Entry level or aide positions in:

- child care centers
- preschools
- nursery schools.

Transfer Opportunities

The ECDC certificate is designed to prepare graduates for immediate entry into the workplace. However, every credit from the certificate will apply to the SUNY Orange ECDC A.A.S. degree.

Contact Information

Education
Department Chair
341-4482
Admissions Office
(845) 341-4030

Engineering Science

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester-Fall	Credits
ENG 101 Freshman English 1	3
CHM 105 General Chemistry 1	4
PHY 103 Physics for Science & Eng. 1	4
MAT 205 Calculus 1	4
EGR 101 Engineering 1	3
PES 100 Concepts of Physical Wellness	1
Second Semester-Spring	
ENG 102 Freshman English 2	3
PHY 104 Physics for Science & Eng. 2	4
CHM 106 General Chemistry 2	4
MAT 206 Calculus 2	4
EGR 102 Engineering 2	3
PES ____ Physical Education (two)	1
Third Semester-Fall	
____ SUNY Social Science (GE 3)	3
PHY 203 Physics for Science & Eng. 3	4
MAT 207 Calculus 3	4
EGR 205 Mechanics 1 (Statics)	4
____ Engineering Elective	3
Fourth Semester-Spring	
____ SUNY American History (GE 4)	3
MAT 214 Differential Equations & Series	4
EGR 206 Mechanics 2 (Dynamics)	4
____ Engineering Elective	3
____ Engineering Elective	2/3

Total Credits: 72-73

Note: Students must take a minimum of three courses (eight credits) from the following depending on their area of specialization:

Thermodynamics (EGR 214) summer

Solid Mechanics (EGR 220) spring

Circuit Theory (EGR 212) spring

Modern Physics (PHY 204)

Materials Science (EGR 218) fall

Linear Algebra (MAT 211) fall/summer

Engineering Computations (EGR 216)

Students majoring in chemical, biological or environmental engineering should plan to take:

Organic Chemistry I (CHM201) and

Organic Chemistry II (CHM202)

Computer Engineering majors should take:

Computer Science II (CSC 102) and

Data Structures (CSC 201).

(Organic Chemistry II or Data Structures may be substituted for Mechanics II with the permission of the department chair.) Proper advising is crucial for proper course selection.

Program Description

The Associate in Science degree program in Engineering Science is designed specifically to enable students to transfer, with junior status, to the upper-level engineering college or university of their choice, where they can complete the Bachelor of Science degree in Engineering. As such, the program provides the same core courses that would be encountered in the first two years of study at most four-year institutions offering engineering degrees in the following disciplines:

- Aeronautical Engineering
- Architectural Engineering
- Biological Engineering
- Chemical Engineering, ChE
- Civil Engineering, CE
- Computer Engineering
- Electrical Engineering, EE
- Environmental Engineering
- Geological Engineering
- Materials Engineering
- Mechanical Engineering, ME
- Nuclear Engineering

Core courses in calculus, chemistry, engineering physics and engineering science constitute the nucleus of this program. Selected courses in the liberal arts support and enhance this central core.

To begin the two year program, students must be at the mathematical level of Calculus 1 (MAT 205) or must have completed either College Trigonometry* (MAT 122) or Pre-Calculus Mathematics* (MAT 131).

Students who do not meet the above requirements should not be discouraged. Many students, who have either missed some foundational courses or who have family/job commitments, opt to take the extended program, which prepares them for Calculus 1 (MAT 205). Although this path will require more than four semesters, it enables students to reach their educational goal and to work as professional engineers in the above-mentioned fields. Students taking the extended option should meet with their advisor to arrange a planned course of study.

The Engineering Science program at SUNY Orange strives to form a student's ability to think critically in real time, to develop a professional work ethic built on cooperation and group problem solving, and to provide the rigorous conceptual and ethical framework required in a field where professional competence is expected.

**These prerequisite courses may be taken in the summer.*

Admission Criteria

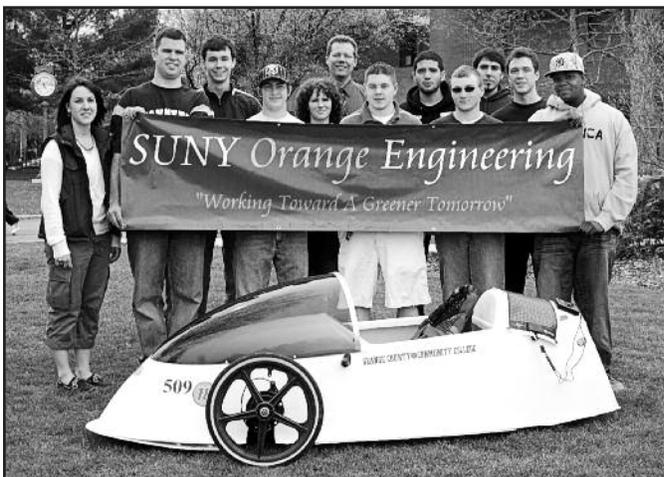
Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students must have tested into or completed Calculus 1 (MAT 205) to begin progress toward this degree. If recent high school graduates have concerns about their mathematics preparation they should consider taking Pre-Calculus Mathematics (MAT 109) during the summer before their entrance into the program.

Student Learning Outcomes

Students will:

- demonstrate literacy in the basic mathematical, computational and scientific languages of engineering science.
- demonstrate a mastery of communication skills, both written and oral, especially in their applications to Engineering Science.
- demonstrate literacy in a programming language and in computer assisted techniques for engineering design.
- plan, organize and implement laboratory experiments and prepare a formal detailed laboratory report of findings.
- set up and solve Engineering Science problems, using advanced mathematical techniques, with and without computers.
- conduct herself or himself in a professional manner consistent with acceptable standards and ethics.



Career Opportunities

- private sector engineering firms
- research and development opportunities in private and public sector
- engineering positions in city, state or federal agencies
- excellent background for other fields, i.e. law or medicine

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- Clarkson University
- Manhattan College
- New Mexico Tech
- Ohio State University
- Penn State University
- Rensselaer Polytechnic University (RPI)
- Stevens Institute of Technology
- SUNY Binghamton
- SUNY Buffalo
- SUNY New Paltz.
- SUNY Stony Brook
- Syracuse University
- University of Colorado
- University of Dayton
- University of Illinois

Contact Information

Science, Engineering and
Architecture Department Chair
341-4571
Admissions Office
(845) 341-4030

Exercise Studies

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester		Credits
ENG 101	Freshman English 1	3
_____	SUNY Math (GE 1) - MAT 102 or higher	3
BIO 110	Introduction to Biology	3
PEM____	Skills	1
PED 100	Introduction to Phys. Ed. or	
PED 101	Introduction to Exercise Studies	2
PED 150	First Aid	2
_____	Restricted SUNY History Elective*	3
Second Semester		
BIO 111	Anatomy and Physiology 1	4
ENG 102	Freshman English 2	3
_____	SUNY Social Science (GE 3)	3
PEM____	Skills	1
PED 201	Introduction to Human Movement^	3
BIO 125	Nutrition	3
Third Semester		
BIO 112	Anatomy & Physiology 2	4
PED 112	Contemporary Health	3
PED 202	Basic Exercise Physiology @	3
COM 101	Foundations of Communication	3
PEM____	Skills	1
PED____	Exercise Studies Elective**	2/3
Fourth Semester		
PED 203	Physical Fitness & EXRX+ and	3
PED 204	Lab Fitness Assessment+	1
_____	Restricted SUNY Elective***	3
PED 230	Exercise Studies Capstone	2
PED 280	Exercise Studies Practicum	2
PED 111	Substance Abuse	3
Total Credits		64/65

* SUNY American History (GE 4) or Western Civilization (GE 5) or Other World Civilization (GE 6) list

** Any PED course NOT required in the above curriculum

***SUNY Arts (GE 8) or Foreign Languages (GE 9) list or any list not selected from the Restricted History elective

+ PED 203 & 204 are co-requisites and MUST be taken together

^ PED 201 has a pre/co-requisites of BIO 111

@ PED 202 has a pre/co-requisites of BIO 112

Program Description

The Associate in Science degree program in Exercise Studies is designed for students who are interested in professional areas of fitness and exercise specialties in a variety of physical fitness/health promotion programs. This program prepares students to pursue further education and careers in such fields as athletics, medicine, instruction, research and community health. Completing this degree program, students will have built a base knowledge and prepare for transfer to four-year programs including physical education, health and wellness programs, exercise physiology or nutrition.

The theoretical coursework is concentrated in the areas of human movement, exercise physiology, exercise prescription and fitness assessment. These classes give students a broad background in, as well as a practical experience with, the mechanics and physiology of the human body with regard to fitness, health and well-being. The Exercise Studies students complete specific lifetime and sport skills coursework. In addition, students complete coursework in a broad liberal arts education; this work includes study in arts, foreign language, English, history, and sociology.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

In addition, students must declare themselves exercise studies majors and meet with a Movement Science faculty member to review their career goals and course selections. Once students are accepted, they are required to attend one of the program orientation sessions.

Student Learning Outcomes

Students will:

- possess a broad educational background which includes humanities, mathematics, social sciences, biological sciences, and technologies to prepare for transfer to a four-year institution for a bachelor's degree in Exercise Science.
- prepare and sit for the national personal trainer and or group fitness instructor exam.
- learn problem solving and critical thinking in context to the world of exercise science.
- design, implement, manage and evaluate health promotion, wellness programs and recreational opportunities.
- demonstrate appropriate skills and abilities for the physical fitness assessment and exercise prescription for apparently healthy individuals and special populations.
- reflect upon their personal experiences in physical activity and improve their own levels of skills and fitness.
- welcome the idea of being "physically educated."



Career Opportunities

- athletic trainer
- cardiac technician
- coach
- director of recreation
- exercise physiologist
- health instructor
- personal trainer
- physical educator
- recreational therapist
- strength and conditioning coach
- sports agent
- sports equipment designer
- weight management specialist
- wellness coordinator
- cardiopulmonary rehabilitation specialist
- community health director

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- Dominican College
- East Stroudsburg University
- Montclair State University
- Queens College
- SUNY Brockport
- SUNY Cortland

Contact Information

Movement Science
Department Chair
341-4245
Admissions Office
(845) 341-4030

Fire Protection Technology

Degree Awarded: Associate in Applied Science

Offered through the Hudson Valley Educational Consortium.

Lead college: SUNY Rockland

Recommended Course Sequence

<u>First Semester:</u>	<u>Credits:</u>
Freshman English I (ENG 101)	3
Introduction to Sociology (SOC 101)	3
Elementary Algebra (MAT 101)	3
Introduction to Fire Technology (FIR 101)	3
Intro. to Fire & Emergency Services Admin.	3
*Physical Education Elective	1
<u>Second Semester:</u>	
Freshman English II (ENG 102)	3
General Psychology (PSY 101)	3
Race, Ethnicity, and Society (SOC 220)	3
Principles of Building Construction (FIR 103)	3
Fire Protection Tech. Elective (FIR Elective)	3
Physical Education Elective (PED Elective)	1
<u>Third Semester:</u>	
U.S. Government (POL 103)	3
Foundations of Communication (COM 101)	3
Fire Protection Tech. Elective (FIR Elective)	3
Fire Protection Tech. Elective (FIR Elective)	3
Fire Protection Tech. Elective (FIR Elective)	3
Physical Education Elective (PED Elective)	1
<u>Fourth Semester:</u>	
Natural Science Gen Ed Elective	3-4
Computer Literacy (CIT 100)	3
Fire Protection Tech. Elective (FIR Elective)	3
Fire Protection Tech. Elective (FIR Elective)	3
Fire Protection Tech. Elective (FIR Elective)	3
Total Credits	64-65

Program Description

Given the unique conditions that have developed in our country over the last several years in public safety and homeland security, the Fire Protection Technology Program has gained increasing importance. The program is designed to meet the growing needs of Rockland, Orange, Sullivan and Ulster Counties and their neighboring communities for persons preparing for a career as a firefighter, fire and emergency service practitioner or engineer specialist.

The study of fire protection technology is multifaceted. It involves the study of the complete fire protection system, including fire department resources, private resources and system, chemistry and physics of fire safety, fire department management, emergency management, the legal environment and fire protection.

This program includes field training off campus which requires students to travel to Rockland County.

Studies in fire protection technology guide the student through a series of college-level courses that are designed to prepare the student for a career in the highly demanding field of fire and emergency services. Through the study of fire protection technology the student will discover the entire process for the requirements of becoming a firefighter.

The role of the firefighter has increased in complexity in recent years. The scope of responsibilities and knowledge requirements of a firefighter has grown significantly and now includes emergency medical services, assisting in the recovery from disasters, and responding to and recovering from hazardous materials incidents, building safety compliance issues, public education, wildlands fire fighting, mutual aid and more. The program is designed to prepare the students to perform as a firefighter and an effective member of a multi-agency emergency response team.

The program is designed to meet the guidelines established by the New York Emergency Management System and the National Interagency Integrated Management System (NIIMS) under the Department of Homeland Security. The A.A.S. degree in Fire Protection Technology has already received SUNY and NYSED approval through the Hudson Valley Educational Consortium.

SUNY Rockland has taken a leadership role in developing the Fire Protection Technology curriculum and the Associate of Applied Sciences degree is currently available there. Students wishing to register in this program from other HVEC colleges (SUNY Orange, SUNY Ulster and SUNY Sullivan) and participate via the Interactive Television Training Rooms will receive their degree from SUNY Rockland. Interested students should contact their home school Registrars office for assistance in the registration process.

Recent graduates have secured positions within the New York City Fire Department and as Fire Inspectors for local government. The current fire protection management program follows the recommendations of the Fire and Emergency Service Higher Education (FESHE) model which is a division of the Federal Department of Homeland Security. An articulation agreement with John Jay College, a member of the City University of New York (CUNY) system is available for those student intending to continue their education in fire protection management.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- discover the entire process for the requirements of becoming a firefighter.
- effectively communicate knowledge of Fire Science content areas, including fire safety critical incident command system, emergency planning, fire scene operations, fire exercise planning, fire and emergency operations center organization and management, leadership, resource planning, and utilization of national fire science operation guidelines.
- demonstrate critical thinking, communications and management skills by analyzing situations, determining proper actions, understanding the costs and benefits of actions, evaluating possible alternatives and unforeseen circumstances, and then taking appropriate actions as an incident responder or manager.
- possess the technical and general education courses needed to be able to pursue a baccalaureate degree in fire science or emergency management.
- support the community by providing fire and emergency services when required.

Career Opportunities

- firefighter
- fire heavy equipment operator
- fire prevention specialist
- fire hazard program specialist
- fire training specialist
- public safety and education
- dispatcher
- fire equipment manufacturing, sales, service, research and development
- forestry service fire control
- technician and consultant in aerospace services
- fire protection education

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, SUNY Orange students have successfully transferred to:

- John Jay College
- University of Maryland - University College
- University of New Haven

Contact Information

Criminal Justice
Department Chair
(845) 341-4355
Admissions Office
(845) 341-4030

Student Learning Outcomes

Students will learn:

- the skills and knowledge necessary to make decisions about the management and maintenance of building systems,
- to maintain both conventional and green building technologies and systems that are used to produce energy, heat, light, and ventilation as well as those that consume energy,
- to calculate energy efficiency and recommend changes for better outcomes,
- the essential components of building wiring, heating, cooling, and ventilation systems so they can assume responsibility for maintenance of these systems,
- the basic principles for the positioning and use of wind turbines, photovoltaic cells, passive solar systems and other green building systems,
- to manage projects, including communication with the building owners, utilities, planners, and contractors to assure effective and efficient building maintenance and management.

Career Opportunities

- Energy and indoor air quality auditor
- HVAC operations and maintenance technician
- Solar and wind energy technician
- Green building, renewable energy and energy efficiency consultant

Transfer Opportunities

While the A.A.S. degree leads to immediate employment, please check with the intended transfer school for details.

Contact Information

Stacey Moegenburg
Associate Vice President
Business, Math, Science and
Technologies Division
845-341-4286
Admissions Office
(845) 341-4030

Honors Program

Degree Awarded: Associate in Arts, Science or Applied Science

Member of the National Collegiate Honors Council and Regional NCHC

Program Requirements

A.A. Degree

6 credits Honors English: ENG 101H and ENG 102H
3 credits Honors Social Science
3 credits Honors Humanities
MAT 205 Calculus 1 *
HON 201H Honors Seminar
(3 semesters, 1 credit each) ***
HON 120H Service Learning (1 cr) freshman year
HON 288H Honors Capstone I: Planning & Research
HON 289H Honors Capstone II: Writing & Presentation

A.S. Degree

6 credits Honors English: ENG 101H and ENG 102H
6 credits Honors Social Science
MAT 205 Calculus 1 *
HON 201H Honors Seminar
(3 semesters, 1 credit each) **
HON 120H Service Learning (1 cr) freshman year
HON 288H Honors Capstone I: Planning & Research
HON 289H Honors Capstone II: Writing & Presentation

A.A.S. Degree

6 credits Honors English: ENG 101H and ENG 102H
6 credits Honors Social Science or
3 credits Honors Social Science and
3 credits Honors Humanities *
MAT 205 Calculus 1 *
HON 201H Honors Seminar
(3 semesters, 1 credit each) **
HON 120 Service Learning (1 cr) freshman year
HON 288H Honors Capstone I: Planning & Research
HON 289H Honors Capstone II: Writing & Presentation

* May be fulfilled by taking one of the following math courses and one of the following four credit lab science courses, depending upon degree requirements:

Math: MAT 120 Introduction to Statistics
MAT 121 College Algebra
MAT 122 College Trigonometry
MAT 131 Pre-Calculus

Lab Science: PHY 101 General Physics 1
CHM 105 General Chemistry 1
BIO 101 General Biology 1
BIO 143 Field Biology
GLG 110 General Geology

** The seminar, service and capstone credits are specific requirements of the Honors Program. They also may be counted as Liberal Arts or General Electives. They are restricted to those students who have been admitted into the program.

Program Description

The Honors Program was created to offer highly motivated and talented students an opportunity to develop their potential more fully as they study for the associate degree. Honors courses are selected from the areas of: English, social science, arts, communication, humanities, math, biology, movement science and business. Honors sections of these courses follow the Socratic dialogue format and offer enrichment through alternative texts, outside readings, research projects and abstract concept development beyond the traditional course section. Additionally, students complete three honors seminars, the service course and the capstone project.

The Honors Program is open to both full and part-time degree-seeking students.

Student Learning Outcomes

Students will:

- engage in interdisciplinary academic inquiry
- raise cultural awareness
- strengthen community responsibility
- develop transformational leadership

For expanded student learning outcomes, please visit the Honors web page at www.sunyorange.edu/honors.

Admission Criteria

Admission requirements are for first-time college students, transfers, current SUNY Orange students, GED holders and 24 Credit Hour students.

All applicants must:

- complete the Honors Program application.
- take the required College Placement Assessment in English and math and place into Freshman English 1. Those who have taken and passed a college-level English class may obtain an Assessment Waiver. Information is available on the College's web site.
- provide two letters of recommendation from faculty, counselors, administrators or mentors.

Students who already possess a first Honors degree may not seek a second should they pursue a second degree at SUNY Orange.

Additionally:

1. First time college students must be graduates of a college prep high school program with at least one of the following: 1) high school average of 90% at the end of junior year; 2) class rank in the top 10% of the class; 3) combined SAT score of 1200 (math + verbal) or 1800 (3 parts); 4) ACT score of 27.

Home schooled students and GED holders are welcome to the Honors Program. They must talk with Admissions and the Honors Program Coordinator to discuss eligibility.

2. High school seniors with accumulated college credits:
 - a) Between 1 and 11.5 credits must meet the requirements for first time college students and have attained a cumulative average of 3.5 for completed college courses.
 - b) Twelve or more credits must meet transfer student requirements.
3. Transfer students with 12 or more credits must have a GPA of 3.5 and must provide a two- to five-page typed essay to be evaluated as part of the admissions application.

Honors courses taken at other colleges will be accepted toward the SUNY Orange Honors Program, where appropriate, following current transfer course guidelines.

Students may meet an honors English course requirement with a course previously taken at another college with a grade of "A" in an appropriate transfer English course or a grade of 4 in Advanced Placement English from high school. If AP English, student must also submit the essay component of the AP English exam for evaluation; however, the Honors Program required credits must be made up with other honors courses, in consultation with the Program Coordinator.

4. Current SUNY Orange students, including 24 Credit Hour students, must have a GPA of 3.5 and provide an essay to be included with the admissions application for evaluation.

Note: If students have already achieved an "A" in SUNY Orange's Freshman English 1 and/or 2*, the above noted essay and Honors English 1 and/or 2 requirement will be satisfied. Still, the three or six honors credits must be made up with other honors courses, in consultation with the Program Coordinator.

* *Dependent upon major*

Students who are not in the Honors Program but are interested in taking an honors course should contact the Honors Program Coordinator.

Transfer Opportunities

Completion of the Honors Program may enhance transfer and scholarship opportunities to more selective colleges and universities and prepare students for the academic work required for continued pursuit of undergraduate and graduate degrees.

Our students have successfully transferred to many prestigious schools including:

- Smith College
- Clemson University
- Rensselaer Polytechnic Institute (RPI)
- Vassar College
- Emerson University
- American University
- Cornell University
- Bard College
- Johns Hopkins University

Requirements for Honors Designation

In order for students to show the Honors Designation on their transcripts and seal on their diplomas upon graduation, they must have been accepted to and have attained the following in the Honors Program:

1. Completion of all degree requirements;
2. Achievement of a 3.5 GPA at the time of graduation, with no semester GPA less than 3.0.

Contact Information

Honors Program
Coordinator
(845) 341-4004
Admissions
(845) 341-4030

Human Services

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
COM 101 Foundations of Communication	3
PSY 101 General Psychology 1	3
SOC 120 Social Problems	3
HMS 101 Intro to Human Services	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ SUNY American History (GE 4)	3
PSY 102 General Psychology 2	3
_____ SUNY Natural Science (GE 2)	3-4
PHL 220 Ethics	3
PES ____ Physical Education	1
Third Semester	
_____ SUNY Other/World Civilizations (GE 6)	3
_____ SUNY Arts Course (GE 8)	3
SOC 101 Intro to Sociology	3
MAT ____ Restricted SUNY Math course*	3
HMS 201 Human Services Field Exp 1	2
ENG 160 Technical Writing	1.5
Fourth Semester	
_____ SUNY Western Civilization (GE 5)	3
_____ SUNY Foreign Language (GE 9)	3
SOC 231 Family	3
PSY ____ Psychology Elective*	3
HMS 202 Human Services Field Exp 2	2
ENG 161 Technical Writing	1.5

Total Credits: 63-64

* either MAT 102 or (if tested into MAT 120 or higher) MAT 120

**PSY 220 *Developmental Psychology*
PSY 221 *Child Psychology*
PSY 222 *Adolescent Psychology*
PSY 230 *Abnormal Psychology*
PSY 223 *Adulthood and Aging*

This program can be completed in its entirety at either the Middletown campus or the Newburgh campus.

Program Description

The Associate in Science degree program in Human Services prepares graduates to transfer and complete a bachelor's degree in human services, psychology or sociology. Because of the broad liberal arts component, concentration in psychology and sociology with field experiences in at least two human services agencies, the program also prepares the graduate for employment as a direct care worker.

The primary goal of the curriculum is the development of critical thinking and clinical problem solving skills as they relate to populations served by human service agencies. The program offers introductory coursework in human services, psychology and sociology, writing skills directly related to the human services field, and field experiences in at least two human service agencies. Most courses are offered each year, often in the Fall, Spring and Summer semesters. Field Studies in human services are offered each year: Field Studies 1 in the Fall semester, and Field Studies 2 in the Spring. The course of study may be pursued on a part-time basis, daytime or evening. Some courses are available on Saturdays.

This program was developed in support of both the Coalition for Direct Care Providers and the New York State Family Development Training and Credentialing Program goals.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admissions process for all applicants.)

Students may begin taking the required program courses upon completion of all required developmental courses. Students are also required to:

- complete two field placement courses, each requiring 48 hours of observation/interaction in at least two human service settings, with a grade of C or better.
- have an overall C average upon completion of all coursework.

Student Learning Outcomes

Students will:

- develop a portfolio demonstrating application of theory, goals and objectives associated with current direct care positions in the human services field.
- demonstrate appropriate critical thinking and problem solving skills necessary to continue their education toward a four-year degree or seek entry level employment in a human service agency.
- interact with recipients, families and professionals in a manner that demonstrates an appreciation of cultural and socioeconomic diversity.
- demonstrate an awareness of an appreciation of the goals and objectives set forth by the Coalition for Direct Care Providers and New York State Family Training and Credentialing Program (FDC).



Career Opportunities

- In-patient and out-patient mental health and rehabilitation facilities such as AHRC, Occupations Inc., RSS and MHA
- State facilities such as MPC, Mid-Hudson and Crystal Run.
- social services agencies

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- SUNY four year schools
- other public and private institutions
- transfer agreements are being developed with SUNY New Paltz's Direct Care Program and Mount St. Mary's Human Services Degree Program

Contact Information

Behavioral Sciences
Department Chair
(845) 341-4344
Admissions Office
(845) 341-4030

International Studies

Degree Awarded: Associate in Arts

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
COM 101 Foundations of Communication	3
MAT ___ SUNY Math (GE 1)	3/4
GEO 102 Human Geography or	
ANT 101 Cultural Anthropology	3
POL 220 Comparative Governments	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
PSY 101 General Psychology 1	3
_____ SUNY Natural Science (GE 2)	3/4
POL 221 International Relations	3
HIS 121 World History to 1500	3
PES ___ Physical Education	1
Third Semester	
ENG 203/4 World Literature	3
HIS 122 World History Since 1500	3
_____ SUNY Art (GE 8)	3
_____ SUNY Foreign Language (GE 9) (Elementary 2 or above)	3
ECO 201 Macro-Economics	3
Fourth Semester	
ENG 225 International Literature	3
_____ General Elective	3
_____ Liberal Arts Science or Math (MAT 113 or higher)	3/4
_____ Restricted Elective*	3
_____ Restricted Elective*	3

Total Credits: 62-64

* Choose two of the following courses:

COM 211 Intercultural Communications
ECO 203 Economic Development
HIS 123 Latin American Heritage
HIS 124 Africa: Past and Present
HIS 133 Modern Europe
HIS 220 Modern China and Japan
HIS 222 The Middle East
_____ Non-Western Art
_____ Foreign Language Intermediate 1
or higher
BUS 207 Intro to International Business

Program Description

The Associate in Arts degree program in International Studies provides students with a range of studies that emphasize the interconnections among global political, economic, social, and cultural events and processes. As globalization literally makes the world a smaller place, International Studies helps prepare students to take advantage of those changes, both in terms of their personal growth and career opportunities. The degree is designed to prepare students for transfer and continued academic success within a liberal arts setting, especially one dedicated to the study of international and global events. This program also features a solid grounding in liberal arts education.

The curriculum is designed to include a broad range of courses with international themes in the humanities and social sciences. In addition to core courses in the liberal arts common to many programs, International Studies requires students to take classes in foreign languages, international relations, world history and international literature. Through these courses, students will develop critical learning skills, a foundation of knowledge about the international system and the ability to clearly write, analyze and communicate about concepts in the discipline.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- develop a foundation of essential knowledge about the cultural, social and natural worlds, and processes contributing to globalization and interdependence.
- understand both the commonalities and diversity of human experiences, values and opinions among and between cultures.
- understand the forms of international artistic expressions and their inherent creative processes.
- think critically, applying systematic reasoning, information management and quantitative skills.
- communicate effectively in English and develop a basis for continued progress in acquiring skills in a language other than English.
- be prepared for transfer to, and success at, upper-level institutions offering programs of study in International Relations.



Career Opportunities

- language interpreter
- high school teacher
- international business
- international law
- government or diplomatic work
- export-import work

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- four-year SUNY units
- a variety of public and private four-year colleges with whom articulation agreements are under development

Contact Information

Global Studies
Department Chair
(845) 341-4828
Admissions Office
(845) 341-4030

Jointly Registered Teacher Education Program (JRTEP)

Degrees Awarded: Associate in Arts, Associate in Science

Recommended Course Sequence

JRTEP A.S. — B-6 Biology or English or History or Mathematics or Spanish

First Semester	Credits
ENG 101 Freshman English 1#	3
COM 101 Foundations of Communication	3
_____ Academic Concentration*	3/4
MAT 111 Foundations of Teaching	3
_____ Elementary School Mathematics	
PSY 101 General Psychology	3
PES 100 Concepts of Physical Wellness	1
Second Semester	Credits
ENG 102 Freshman English 2#	3
EDU 103 Introduction to Early Childhood/ Childhood Education++#	3
GEO 101 Elements of Physical Geography	3
PSY 221 Child Psychology	3
_____ SUNY Arts (GE 8)	3
_____ SUNY Other/World Civilization (GE 6)	3
Third Semester	Credits
EDU 109 Language and Literacy Development in the Young Child#	3
_____ Academic Concentration*	3/4
_____ SUNY Foreign Language 1(GE 9)<3	
EDU 201 Observation and Assessment++#	3
_____ SUNY Natural Science (GE 2)	3/4
PES____ Physical Education	1
Fourth Semester	Credits
HIS 101 US History to 1865 or	3
HIS 102 US History since 1865 (GE 4)	
_____ SUNY Western Civilization (GE 5)3	
_____ Academic Concentration*	3/4
EDU 207 Social and Philosophical Foundations of Education++#	3
_____ SUNY Foreign Language 2 (GE 9)< 3	
EDU 107 Mandated Trainings	1
Total Credits:	66-70

Must earn a B or higher for JRTEP.

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. IF completed Intermediate Language 1, no other language need be taken. See Foreign Language instructors for questions concerning placement.

++Local observations beyond college classroom required.

* History concentration should choose from SUNY GE 5 and SUNY GE 6 that also meets courses from Approved Academic Concentration Course List.

Biology concentration should choose from SUNY GE 2 that also meets courses from Approved Academic Concentration Course List.

Program Description

The Associate in Arts or Associate in Science degree in this Jointly Registered Teacher Education Program (JRTEP) is primarily for students who plan to transfer to SUNY New Paltz or another SUNY school and become certified to teach in New York State in either Early Childhood, Elementary or Secondary Education. Developed by Orange County Community College and SUNY New Paltz, this jointly registered liberal arts/teacher education program has been approved by the New York State Education Department. Students in this program are, at the same time, given priority status for admission consideration into The College at New Paltz. Upon successful completion of the A.A. or A.S. degree at SUNY Orange, with a minimum 2.75 grade point average, students who are accepted will transfer to SUNY New Paltz with full junior standing in order to complete the bachelor's degree.

The primary focus of the JRTEP concentration is to develop and integrate critical thinking, problem solving, and creative skills with information and theories about education. Coupled with a broad general liberal arts foundation, JRTEP students will experience between 10 and 80 hours of observation in local schools and centers. This field work provides excellent practical application opportunities.

Students planning to transfer to other institutions or SUNY four-year schools may also benefit from these courses. They should see their advisor and check transfer credits with transfer school if other than SUNY New Paltz.

Admissions Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Before beginning their coursework, JRTEP students must choose an age level: birth to sixth grade (B-6), or seventh to twelfth grade (7-12).

Then, students must choose an educational concentration:

- Biology (available in B-6 or 7-12)
OR
- English (available in B-6 or 7-12)
OR
- History (available in B-6)
OR
- Mathematics (available in B-6 or 7-12)
OR
- Social Studies (available in 7-12)
OR
- Spanish (available in B-6 or 7-12)

Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

Student Learning Outcomes

Students will:

- acquire a broad base of knowledge in the academic area of concentration.
- demonstrate developmentally appropriate practices in teaching methodology.
- understand, welcome, and integrate an unbiased appreciation of a classroom population that is diverse in appearance, performance, ability and culture.
- plan effective, relevant, innovative lesson plans adhering to New York State Learning Standards and/or National Association for the Education of Young Children (NAEYC) Standards.
- grow in professional and ethical standards, collaborative teamwork, self-confidence, confidentiality and personal achievement.

Transfer Criteria:

To be eligible for admission to SUNY New Paltz, SUNY Orange JRTEP students must:

- Complete all SUNY Orange degree program requirements.
- Complete SUNY-mandated General Education Requirements.
- Maintain a minimum cumulative GPA of 2.75. SUNY New Paltz recommends a GPA of 3.0.
- Earn a grade of “B” or better in ENG 101 and ENG 102.
- Earn a grade of “B” or better in EDU 103, EDU 109, EDU 201 and EDU 207.
- Earn a grade of “C” or better in all other courses.
- Complete a separate application and/or procedures for SUNY New Paltz or other transfer institution.
- Submit a writing sample to be completed at SUNY New Paltz prior to acceptance.
- Show evidence of completion of fingerprinting through NYS Department of Education.

Note: Because teacher education programs and the New York State Education Department certification regulations are precisely defined, it is essential that JRTEP students work closely with both their SUNY Orange advisor and their New Paltz advisor, who is on the SUNY Orange campus by appointment.

Career Opportunities

- public school classroom teacher (pre-K through grade 12)
- positions in related educational fields, such as special education teacher, and guidance counselor

Transfer Opportunities

JRTEP is specifically designed to transfer seamlessly to SUNY New Paltz. Other SUNY and non-SUNY schools with teaching preparatory programs may accept all or a large percentage of credits (see transfer criteria below left).

When JRTEP students successfully complete the A.A. or A.S. at SUNY Orange, they may apply for transfer to SUNY New Paltz to complete the bachelor's degree. JRTEP applicants are given priority review and the highly academically prepared student will be accepted first.

Contact Information

Education
Department Chair
(845) 341-4482
Admissions Office
(845) 341-4030

Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

Approved Academic Concentration Courses A.S. — B-6 Biology or English or History or Mathematics or Spanish

Biology Concentration

Required:

BIO 101 (GE 2) and BIO 102 (GE 2)

Choose one (1) of the following courses:

BIO 143 (GE 2)

BIO 146

BIO 148 (GE 2)

And choose one (1) of the following courses:

BIO 202

BIO 204 (GE 2)

BIO 205 (GE 2)

English Concentration

Choose three (3) of the following courses:

ENG 207 or ENG 208 (not both)

ENG 209 or ENG 210 (not both)

ENG 211 or ENG 212 (not both)

ENG 120 ENG 220

ENG 203 ENG 221

ENG 204 ENG 222

ENG 205 ENG 223

ENG 206 ENG 225

ENG 215 ENG 226

ENG 216 ENG 230

ENG 217 ENG 297

History Concentration

Choose three (3) in addition to the history courses required to satisfy GE requirements:

HIS 101 (GE 4) HIS 102 (GE 4)

HIS 121 or HIS 122 (not both)

HIS 231 (GE 5) HIS 220 (GE 6)

HIS 233 (GE 5) HIS 221 (GE 6)

Mathematics Concentration

Required:

MAT 205 and MAT 206

Choose one (1) of the following courses:

MAT 120

CSC 101

Spanish Concentration

Choose three (3) consecutively in addition to the two (2) Foreign Language requirements (GE 9):

SPN 201

SPN 202

SPN 203

SPN 204

JRTEP A.A. — 7-12 English

First Semester		Credits
ENG 101	Freshman English 1#	3
COM 101	Foundations of Communication	3
HIS 101	US History to 1865 or	
HIS 102	US History since 1865	3
_____	SUNY Math (GE 1) - (MAT102 or higher)	3
_____	SUNY Foreign Language (GE 9) < 3	
EDU 107	Mandated Trainings	1
PES 100	Concepts of Physical Wellness	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
_____	SUNY Arts (GE 8)	3
PSY 101	General Psychology 1	3
_____	SUNY Natural Science (GE 2)	3/4
_____	SUNY Foreign Language (GE 9) < 3	
PES ____	Physical Education	1
Third Semester		Credits
ENG 207	English Literature: 14th Through 18th Century	3
ENG 209	American Literature: To the Civil War	3
ENG ____	Restricted English Elective**	3
ENG ____	Restricted English Elective**	3
PSY 222	Psychology of Adolescence	3
EDU 207	Social and Philosophical Foundations of Education+++ #	3
Fourth Semester		Credits
ENG 208	English Literature: 19th and Early 20th Century	3
ENG 210	American Literature: 1865 to Present	3
ENG ____	Restricted English Elective**	3
_____	SUNY Western Civilization (GE 5)	3
_____	SUNY Other World Civilization (GE 6)	3
_____	Add'l Math (MAT 102 or higher), Liberal Arts Science or Computer Science	3/4
Total Credits: 69-71		

** Choose from the following: ENG 120, ENG 203, ENG 204, ENG 205, ENG 206, ENG 211, ENG 212, ENG 215, ENG 216, ENG 217, ENG 220, ENG 221, ENG 222, ENG 223, ENG 225, ENG 226, ENG 230, ENG 297

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.

+++ Local observations beyond college classroom required

Must earn grade of B or higher

Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

JRTEP A.A.—7-12 Social Studies

First Semester		Credits
ENG 101	Freshman English 1#	3
HIS 101	US History to 1865	3
PSY 101	General Psychology 1	3
_____	SUNY Math (GE 1) - (MAT102 or higher)	3
_____	SUNY Natural Science (GE 2)	3/4
EDU 107	Mandated Trainings	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
COM 101	Foundations of Communication	3
HIS 102	US History since 1865	3
PSY 222	Psychology of Adolescence	3
_____	SUNY Arts (GE 8)	3
PES 100	Concepts of Physical Wellness	1
Third Semester		Credits
GEO 102	Human Geography	3
ECO 201	Introduction to Macroeconomics	3
HIS 231	Medieval and Renaissance Europe	3
_____	SUNY Foreign Language (GE 9) < 3	
EDU 207	Social and Philosophical Foundations of Education++#	3
PES _____	Physical Education	1
Fourth Semester		Credits
ECO 202	Introduction to Microeconomics	3
HIS _____	Restricted SUNY Social Science**	3
POL _____	Restricted SUNY Social Science*	3
POL _____	Restricted SUNY Social Science*	3
_____	Add'l Math (MAT 102 or higher), Liberal Arts Science or Computer Science	3/4
_____	SUNY Foreign Language (GE 9) < 3	
Total Credits:		66-68

* Choose from the following: POL 102, POL 103, POL 221

** Choose from the following: HIS 123, HIS 221, HIS 222

< If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.

++ Local observations beyond college classroom required

Must earn grade of B or higher

JRTEP A.A. — 7-12 Spanish

First Semester		Credits
ENG 101	Freshman English 1#	3
COM 101	Foundations of Communication	3
HIS 101	US History to 1865 or	
HIS 102	US History since 1865	3
PSY 101	General Psychology 1	3
SPN 201	Intermediate Spanish 1##	3
Second Semester		Credits
ENG 102	Freshman English 2#	3
PSY 222	Psychology of Adolescence	3
_____	SUNY Natural Science (GE 2)	3/4
SPN 202	Intermediate Spanish 2***	3
EDU 207	Social and Philosophical Foundations of Education++#	3
EDU 107	Mandated Trainings	1
Third Semester		Credits
ENG _____	Restricted English Elective**	3
_____	SUNY Western Civilization (GE 5)	3
SOC 120	Social Problems	3
_____	SUNY Math (GE 1) - (MAT102 or higher)	3
SPN 203	Spanish Conversation and Comp.##	3
PES 100	Concepts of Physical Wellness	1
Fourth Semester		Credits
ENG _____	Restricted English Elective**	3
HIS 123	Latin American Heritage & History	3
_____	Add'l Math (MAT 102 or higher), Liberal Arts Science, or Computer Science	3/4
SPN 204	Introduction to Spanish Lit.***	3
_____	SUNY Arts (GE 8)	3
PES _____	Physical Education	1
Total Credits:		63-65

** Choose from the following: ENG 120, ENG 203, ENG 204, ENG 205, ENG 206, ENG 211, ENG 212, ENG 215, ENG 216, ENG 217, ENG 220, ENG 221, ENG 222, ENG 223, ENG 225, ENG 226, ENG 230, ENG 297

++ Local observations beyond college classroom required

Must earn grade of B or higher

Fall semester only

*** Spring semester only

Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

JRTEP A.S. —7-12 Biology

First Semester		Credits
ENG 101	Freshman English 1#	3
_____	Restricted SUNY Gen Ed Elective*3	
PSY 101	General Psychology 1	3
BIO 101	General Biology 1	4
MAT 205	Calculus 1	4
PES 100	Concepts of Physical Wellness	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
_____	Restricted SUNY Gen Ed Elective* 3	
PSY 222	Psychology of Adolescence	3
BIO 102	General Biology 2	4
CHM 105	General Chemistry 1	4
EDU 107	Mandated Trainings	1
Third Semester		Credits
_____	Restricted SUNY Gen Ed Elective*3	
BIO 201	Genetics	4
CHM 106	General Chemistry 2	4
_____	SUNY Foreign Language (GE 9)< 3	
EDU 207	Social and Philosophical Foundations of Education++#	3
Fourth Semester		Credits
COM 101	Foundations of Communication	3
BIO 202	Comparative Vertebrate Anatomy or	
BIO 204	General Botany	4
MAT 120	Introduction to Statistics	3
_____	SUNY Foreign Language (GE 9)	3
PES ____	Physical Education	1
_____	SUNY Arts (GE 8)	3
Total Credits: 70		

- * Students must take one course from each of the following SUNY General Education Requirements: American History (GE 4); Western Civilization (GE 5); Other/World Civilizations (GE 6)
- < If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.
- ++Local observations beyond college classroom required
- # Must earn grade of B or higher

JRTEP A.S. — 7-12 Mathematics

First Semester		Credits
ENG 101	Freshman English 1#	3
COM 101	Foundations of Communication	3
PSY 101	General Psychology 1	3
MAT 205	Calculus 1	4
_____	SUNY Foreign Language (GE 9)	3
EDU 107	Mandated Trainings	1
Second Semester		Credits
ENG 102	Freshman English 2#	3
PSY 222	Psychology of Adolescence	3
MAT 206	Calculus 2	4
_____	SUNY Foreign Language (GE 9)< 3	
EDU 207	Social and Philosophical Foundations of Education++#	3
PES 100	Concepts of Physical Wellness	1
Third Semester		Credits
_____	Restricted SUNY Gen Ed Elective*3	
PHY 105	General Physics 1 with Calculus	4
MAT 211	Linear Algebra	3
MAT 207	Calculus 3	4
_____	SUNY Arts (GE 8)	3
Fourth Semester		Credits
MAT ____	MAT 134 or MAT 136	3
_____	Restricted SUNY Gen Ed Elective*3	
_____	Restricted SUNY Gen Ed Elective*3	
PHY 106	General Physics 2 with Calculus	4
CSC 130	Computers and Computing	3
PES ____	Physical Education	1
Total Credits: 68		

- * Students must take one course from each of the following SUNY General Education Requirements: American History (GE 4); Western Civilization (GE 5); Other/World Civilizations (GE 6)
- < If completed Elementary Language 1, must also complete Elementary Language 2 of the same language. If completed Elementary Language 2, must also complete Intermediate Language 1 of the same language. If completed Intermediate Language 1, no other language need be taken.
- ++Local observations beyond college classroom required
- # Must earn grade of B or higher

Jointly Registered Teacher Education Program (JRTEP)

Degree Awarded: Associate in Arts, Associate in Science

Law Enforcement/Security

Degree Awarded: Certificate

Recommended Course Sequence

<u>First Semester</u>	<u>Credits</u>
CRJ 101 Criminal Justice	3
CRJ 211 Criminal Law	3
CRJ 106 Patrol Administration	3
CRJ 107 Industrial & Private Security	3
CRJ 215 Criminal Investigation 1	3
<u>Second Semester</u>	
POL 102 U. S. Gov't-State & Local	3
SOC 120 Social Problems	3
CRJ 105 Police-Community Relations	3
CRJ 111 Criminology	3
CRJ 216 Criminal Investigation 2	3

Total Credits: 30

Program Description

The Law Enforcement/Security certificate program is designed for students who are interested in a career in law enforcement or industrial security. The program provides an analysis of the close relationship between the public and private sector and their importance in providing a secure and safe environment for our citizens. The program emphasizes the methods, procedures and techniques that are utilized in the area of private security and current security-related issues such as loss prevention, disaster preparation, business continuity and homeland security. The program provides the student with an in-depth knowledge of police-related issues such as criminal law, patrol operations and criminal investigations.

Students who complete this program will be certified to seek employment as security officers with local or state security agencies.

Admissions Requirements

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- identify and assess current issues in security and security management.
- be able to identify relevant issues of constitutional, procedural, and substantive law and their impact on security systems.
- be able to understand the importance of crime scene protection and be able to demonstrate the proper methods of gathering and presenting evidence properly.
- provide specific courses which meet New York State requirements for certification as a security officer.



Career Opportunities

- uniformed security officer
- plainclothes security officer
- loss prevention analyst
- risk analyst
- hotel security
- industrial security
- executive protection

Transfer Opportunities

Although this is a certificate program designed for immediate entry into the workplace, credits can be applied to further college study.

Consult a department advisor for more information.

Contact Information

Criminal Justice
Department Chair
(845) 341-4355
Admissions Office
(845) 341-4030

Liberal Arts: Humanities and Social Science

Degree Awarded: Associate in Arts

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ SUNY Math (GE 1)	3/4
_____ Social Science (Cat. A)*	3
COM 101 Foundations of Communication	3
_____ Liberal Arts Elective	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ SUNY Natural Science (GE 2)	3/4
_____ Social Science (Cat. B)	3
_____ Restricted SUNY Elective**	3
_____ Liberal Arts elective	3
PES ____ Physical Education	1
Third Semester	
ENG __ 200-level Advanced English	3
_____ Math/Liberal Arts Science***	3/4
_____ Social Science (Cat. C)	3
_____ Liberal Arts elective	3
_____ SUNY Arts (GE 8)	3
Fourth Semester	
ENG__ 200-level Advanced English	3
_____ Social Science (Cat D)	3
_____ Elective	3
_____ Elective	3
_____ Elective	3

Total Credits: 62-65

*Categories A-D must include a SUNY History (GE 4, GE 5 or GE 6) and a SUNY Social Science (GE 3).

**SUNY Humanities (GE 7) list or SUNY Foreign Language (GE 9) list-Elementary 2 level or above.

*** MAT 102 or higher. Lab science not required.

This program can be completed in its entirety at either the Middletown campus or the Newburgh campus.

Program Description

At Orange County Community College, areas of study under the Associate in Arts degree span a wide range of academic interests. Typically, these areas include specific studies in the social sciences, humanities, communication, education, the arts, and criminal justice. For more specific information, consult the individual Associate in Arts program descriptions within this catalog. Students should also meet regularly with their advisors to determine the best course of study for their particular area of interest.

In addition to taking courses in their particular area of interest, students are required to successfully complete a number of General Education courses as mandated by the State University of New York. These General Education areas include: math, natural sciences, social sciences, American history, western civilization, world civilizations, humanities, the arts, foreign language and communication.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Student Learning Outcomes

Students will:

- develop a foundation of essential knowledge about the cultural, social, and natural worlds, and individual well-being.
- understand the commonalities and diversity of the human experience, values and opinions.
- understand the forms of artistic expression and their inherent creative processes.
- think critically, apply systematic reasoning and develop information management quantitative skills.
- communicate effectively.
- be prepared to transfer to, and succeed, at an upper-level institution.



Career Opportunities

The Associate in Arts degree program serves as a foundation for students who will complete their bachelor's degree at a four-year institution. They may then pursue careers in a number of areas, including:

- the social sciences
- the arts
- the humanities
- education and communication

In addition, successful completion of a bachelor's degree can also lead to continued study on the graduate level. For a more complete list of career opportunities, consult the individual Associate in Arts program descriptions in this catalog.

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These transfer institutions include:

- four-year institutions in the State University of New York (SUNY) system
- private NYS and national four-year institutions

To provide for a smooth transfer, students should consult with both their academic advisors and the potential transfer institutions for academic course selection and guidance as soon as possible.

Contact Information

Advising and Counseling Center
(845) 341-4070
Admissions Office
(845) 341-4030

Liberal Arts: Individual Studies

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Restricted SUNY Elective*	3
MAT ____ Found. of Elementary School	
_____ Math (MAT 111) or Higher	3
_____ Restricted SUNY History**	3
COM 101 Foundations of Communication	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ SUNY Humanities (GE 7)	3
_____ SUNY Natural Science (GE 2)	3/4
_____ SUNY Social Science (GE 3)	3
_____ Concentration	3
_____ Physical Education	1
Third Semester	
_____ Math/Science Elective***	3/4
_____ SUNY Social Science (GE 3)	3
_____ Concentration	3
_____ Concentration	3
_____ Concentration	3
Fourth Semester	
_____ Concentration	3
_____ Concentration	3
_____ Restricted SUNY Elective****	3
_____ Elective	3
_____ Elective	3

Total: 62-64

*SUNY Humanities (GE 7), SUNY Arts (GE 8), or
SUNY Foreign Language (GE 9)

** HIS 101, HIS 102, HIS 121, HIS 122, HIS 130, HIS
131, HIS 132, or HIS 133

*** Math must be MAT 113 or higher, or any liberal arts
science

****SUNY Arts (GE 8) or SUNY Foreign Language
(GE 9) Elementary 2 or higher

This program can be completed in its entirety at either
the Middletown campus or the Newburgh campus.

Program Description

The Associate in Science degree program in Individual Studies is a transfer degree program designed for those students whose goals are not adequately addressed by one of the College's other programs. Its purpose is to allow students to shape a program to meet their individual needs.

The program is divided into three components: core requirements, concentration area and electives. Core requirements are intended to provide students with a firm general education foundation through exposure to the three traditional areas of liberal arts study—humanities, social science and sciences—and development of communication and computational skills. The concentration area is comprised of course work reflecting the individual's educational objectives. The elective component provides the student with the flexibility to build upon the special area of study.

Admission Criteria

Prior to the sophomore year (30 credits), the student is required to submit an Individual Studies Program Plan. This form, available in the Advising and Counseling Center, requires a 250 word statement of the student's educational, transfer and career objectives. Based on these objectives, the student and advisor will select the courses to fulfill the concentration and elective component of the degree. The Program Plan will then be submitted to the appropriate Associate Vice President in Academic Affairs. On approval of the plan, a faculty advisor whose academic background is appropriate to the student's area of concentration will be assigned to assist in the next phase of study.

Student Learning Outcomes

Students will:

- demonstrate their broad base of knowledge in the liberal arts and sciences by evoking critical thinking skills in drawing reasonable conclusions from evaluated data.
- develop a foundation of essential knowledge about the cultural, social and natural worlds, and individual well-being.
- demonstrate a mastery of communication skills, both written and oral.
- understand the commonalities and diversity of the human experience, values and opinions.
- apply systematic reasoning and develop information management quantitative skills.
- be prepared to transfer to an upper-level institution.



Career Opportunities

The Individual Studies degree program serves as a base for students who plan to continue their education at a four-year institution.

Because of the flexibility of the degree, students have the option of developing a career path of their choice early in their educational experience.

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer.

These institutions include:

- four year institutions in the State University of New York (SUNY) system
- private state and national four-year institutions

Contact Information

Advising and Counseling
Center
(845) 341-4070
Admissions Office
(845) 341-4030

Liberal Arts and Sciences: Mathematics and Natural Science

Degree Awarded: Associate in Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ SUNY Social Science (GE 3)	3
_____ SUNY Natural Science (GE 2)	3/4
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
_____ SUNY Math (GE 1) - MAT 121 or higher	3/4
PES 100 Concepts of Physical Wellness	1
Second Semester	Credits
ENG 102 Freshman English 2	3
HIS____ Restricted History Elective*	3
_____ SUNY Natural Science (GE 2)	3/4
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
MAT ____ MAT 122 or higher	3/4
PES ____ Physical Education	1
Third Semester	Credits
COM 101 Foundations of Communication	3
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
_____ Restricted SUNY Elective**	3
_____ Elective	3
Fourth Semester	Credits
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
_____ MAT 111 or higher or Computer Science or Liberal Arts Science	3/4
_____ Elective	3
_____ Elective	3
_____ Elective	3

Total Credits: 62-72

*SUNY American History (GE 4) or Western Civilization (GE 5) or Other/World Civilization (GE 6) lists

**SUNY Arts (GE 8) or Foreign Language (GE 9) lists

A minimum of 30 credits of math and science combined is required for this degree. At least 6 credits of math must be College Algebra (MAT 121) or higher, at least 3 credits of which must be a SUNY Math and at least 6 credits of science must be from the SUNY Natural Science list.

Program Description

The Associate in Science degree program in Liberal Arts and Sciences with a Mathematics and Science emphasis is designed specifically for students to transfer, with junior status, to the appropriate upper-level college or university of their choice, where they can complete the B.S./B.A. degree in their chosen field of study. As such, the program provides core courses and general education requirements that would be included in the first two years of study at four-year institutions. This degree gives mathematics/science students the flexibility to match a program to their individual goals, backgrounds and talents. The various curricula provide the opportunity to pursue a variety of academic and career interests in mathematics and in the natural/physical sciences.

The course distribution in mathematics and science is designed to provide a solid foundation in the basics of natural and physical sciences/mathematics: future advanced coursework will build on this foundation. The general education elective credits round out the curriculum in this degree program. Students should consult the appropriate department chairperson and faculty for specific advice about pursuing a particular discipline within this area. Only such consultation will guarantee the correct level of course choice and rigor required to match the student's transfer plans as they work toward a bachelor's degree.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Before initiating study for this A.S. degree a student must have achieved a mathematical proficiency which includes intermediate level algebra. At SUNY Orange, this means that a student must have tested beyond Intermediate Algebra (MAT 102) to begin progress toward this degree. If this is not the case the student must speak with an advisor in order to choose the proper preparatory courses.

Liberal Arts and Sciences: Mathematics and Natural Science

Degree Awarded: Associate in Science

Student Learning Outcomes

Students will:

- demonstrate an understanding of the scientific method through their ability to integrate the observation, measurement, collection, reduction and evaluation of scientific data.
- demonstrate their broad base of knowledge in the liberal arts and sciences by evoking critical thinking skills in drawing reasonable conclusions from evaluated data.
- demonstrate a mastery of communication skills, both written and oral, especially as related to the analytic methods of natural science.
- perform mathematically at a level commensurate with their chosen field of study.
- plan, organize and implement laboratory experiments and demonstrate the requisite technical/laboratory skills.
- transfer to a four-year institution to earn a baccalaureate degree in either mathematics or the natural/physical sciences.



Career Opportunities

- professional degrees or working in private sector firms in the various fields
- R&D or laboratory opportunities in private and public sector
- positions in education on primary or secondary level
- excellent background for other fields requiring mathematics/science proficiency, including:
 - biology
 - pre-professional training for medicine, dentistry, veterinary science, pharmacy, etc.
 - environmental sciences
 - Teaching or research
 - chemistry
 - geology
 - mathematics
 - physics/astronomy

Transfer Opportunities

SUNY Orange has special relationships with upper-level colleges and universities for transfer. Students regularly transfer with junior status to colleges and universities in the State University of New York System as well as to private and state colleges and universities across the country.

Contact Information

Biology Department Chair
(845) 341-4124
Mathematics Department Chair
(845) 341-4566
Science, Engineering and
Architecture Department Chair
(845) 341-4571
Admissions Office
(845) 341-4030

Marketing

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Any Social Science	3
_____ Math or Liberal Arts Science	3
BUS 101 Business Math	3
BUS 103 Introduction to Business	3
OFT 106 Keyboarding**	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Any Social Science	3
_____ Math or Liberal Arts Science	3
BUS 105 Business and Society	3
MKT 101 Principles of Marketing	3
PES 100 Concepts of Physical Wellness	1
Third Semester	
BUS 111 E-Business Principles or	
MKT 202 Salesmanship	3
ACC 101 Accounting 1	4
BUS 201 Business Law 1	3
MKT 203 Marketing Management	3
BUS 203 Business Communications	3
PES ____ Physical Education	1
Fourth Semester	
MKT 201 Advertising	3
BUS 161 Computer Applications for	
Business***	3
MKT 204 Problems in Marketing	3
_____ Business Elective*	3
_____ Liberal Arts Elective	3

Total Credits: 64

*It is strongly recommended that students with at least a 2.50 CQPA register for MGT 220. Approval of the department chair is required to register for this course.

**Students with sufficient keyboarding ability who pass the keyboarding waiver exam will fulfill this requirement; they do not need to replace the 1 credit.

***formerly CIT 101 Microcomputer Applications

Program Description

The Associate in Applied Science degree program in Marketing prepares graduates for immediate entry into positions ranging from entry level to marketing management. Students develop interpersonal and conceptual skills such as communication, decision making and problem solving.

The primary focus of the curriculum is on marketing strategy, selling techniques, advertising procedures and international marketing. This well-balanced program includes a marketing core, accounting, computer information systems, law and liberal arts courses. Students will be involved in developing marketing plans, creating advertising, presenting sales presentations, and participating in both group and individual projects designed to enhance their skills.

Business Department faculty are well-trained and experienced in their areas of expertise, and highly motivated to work with students, helping them to succeed in their quest for a job. Many students complete this degree and transfer to four-year colleges to earn a bachelor's degree; however, students who have this objective are advised that they may suffer transfer credit losses due to the concentration of business courses.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students are required to complete most developmental classes before attempting the courses in this program. See Developmental Course List on page 47.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Student Learning Outcomes

Students will:

- demonstrate knowledge of marketing principles and applications.
- demonstrate the ability to identify, analyze, and evaluate market segments and strategies.
- express business information effectively in both oral and in written forms.

Career Opportunities

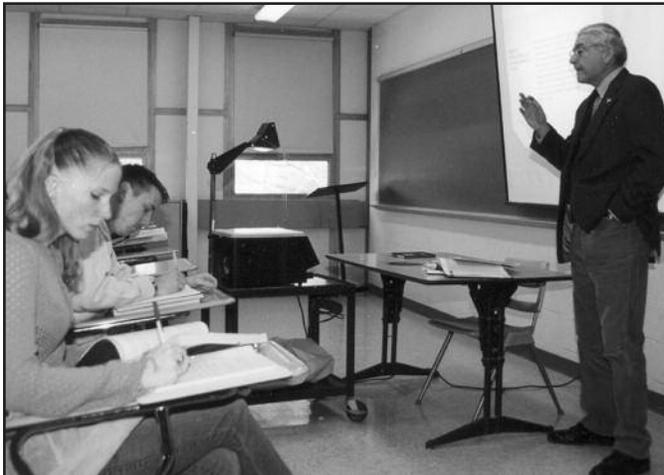
- advertising
- marketing and manufacturing
- marketing service
- marketing research
- public relations
- sales
- customer service

Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation, SUNY Orange has special relationships with Franklin University for transfer to a B.S. degree in marketing, business administration or human resource management .

Other transfer opportunities exist with:

- Franklin University
- Mount St. Mary College
- Ramapo College
- SUNY Empire State



Contact Information

Business Department Chair
(845) 341-4411
Admissions Office
(845) 341-4030

Medical Laboratory Technician

Degree Awarded: Associate in Applied Science

Accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

5600 N. River Road, Suite 720, Rosemont, IL 60018-5119

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
CHM 103 Applied Chemistry 1	3
MAT ___ Math (Elementary Algebra or Higher)	3
MLT 101 Fundamentals of Medical Physiology	4
MLT 103 Immunology	3
MLT 105 Intro to Lab Science	2
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
CHM 104 Applied Chemistry 2	3
MLT 102 Urinalysis and Body Fluids	3
MLT 104 Hematology	4
_____ Elective	3
Third Semester	
_____ Social Science Elective	3
MLT 203 Immunoematology	3
MLT 207 Clinical Chemistry 1	3
MLT 209 General Microbiology	4
MLT 251 Clinical Training 1	2
PES 100 Concepts of Wellness	1
Fourth Semester	
MLT 208 Clinical Chemistry 2	3
MLT 212 Clinical Microbiology	3
MLT 252 Clinical Training 2	5
PES ___ Physical Education	1
_____ Elective	3
MLT 200 Clinical Applications and Review	2
Total Credits: 70	

Program Description

The Associate in Applied Science degree program in Medical Laboratory Technician prepares students to become certified and licensed as medical laboratory technicians.

A medical laboratory technician is a healthcare professional who performs general testing on biological specimens such as blood, urine, various body fluids and tissues in the medical laboratory. The results of these analyses are utilized to determine the presence, absence, progress and causes of disease. A medical laboratory technician, also known as a clinical laboratory technician, enjoys science, problem solving and investigation, and performs his/her work accurately, efficiently and responsibly. The medical laboratory technician must be able to perform several duties simultaneously, work well in a fast-paced laboratory and be self-motivated.

The Medical Laboratory Technician Program curriculum corresponds to the program's mission: it provides each student with educational experiences and knowledge to develop the critical thinking, technical and interpersonal skills required to be a successful clinical laboratory scientist. The program will integrate knowledge gained from general education, biological science and clinical laboratory science so that the future laboratory professional will exercise good judgment, ethics and appropriate decision-making abilities to serve the needs of the community and the profession.

Students will take courses in the following disciplines: medical physiology, clinical chemistry, hematology, urinalysis, immunology, immunoematology and microbiology. Students study laboratory safety, microscopy and clinical instrumentation and apply the principles in the laboratory. As part of the program, a clinical rotation is assigned at one of the clinical affiliates.

The program begins in the fall semester of each year and the courses must be taken in the sequence in which they are offered. A grade of C (2.00) or better is required in all MLT courses for progression in the program and graduation with an A.A.S. degree in Medical Laboratory Technician. Once you begin taking MLT courses, the degree must be completed within three years.

Students who are considering this program must provide their own transportation to and from the college and clinical sites. They must also have a yearly physical examination and tuberculin skin test (TST). Upon admission to the program, students will need to successfully complete a urine drug screen as well as a criminal background check. The Hepatitis B vaccine is strongly recommended. An individual who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct or negligence may not be eligible for licensure. Contact the Office of Professional Discipline, New York State Education Department prior to applying to this program.

Admission Criteria

Academic Requirements

- High school diploma or GED
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Elementary Algebra (MAT 101) or have successfully completed Developmental Algebra (MAT 020)
- Students must attain a minimum cumulative GPA of 2.0

Department-Specific Requirements:

- Attendance at a pre-admission orientation. At this orientation, students will receive and sign off on information pertaining to health forms, drug testing, and criminal record policies.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CQPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

Student Learning Outcomes

Students will:

- properly collect, process and analyze biological specimens.
- safely and accurately perform analytical procedures, recognize factors affecting results and take the appropriate action.
- Be eligible for national certification as a Medical Laboratory Technician by successfully completing the examination given by the American Society for Clinical Pathology Board of Certification.
- be eligible to sit for the NYS Certified Clinical Laboratory Technician Licensing Examination.

Note: Several essential movement, observational, communication, intellectual and behavioral functions are required to complete the objectives of the courses in the program and to perform the necessary duties required of a medical laboratory technician. A detailed listing of these essential functions is included in the MLT admissions packet and is discussed at the pre-admission orientation session.

Career Opportunities

- hospitals
- doctors' offices
- reference laboratories
- food/cosmetic industries
- pharmaceuticals
- veterinary laboratories
- research
- sales and marketing

Transfer Opportunities

This degree program prepares students for immediate entry into the workplace. Consult the department for more information regarding further educational opportunities in this profession.

Contact Information

Clinical Laboratory Science
Department Chair
(845) 341-4136
Admissions Office
(845) 341-4030

Medical Office Assistant

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Math or Liberal Arts Science	3
OFT 103 Medical Coding	3
OFT 108 Intermediate Computer	
Keyboarding*	3
BUS 103 Introduction to Business	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
OFT 109 Advanced Computer	
Keyboarding**	3
ACC 101 Accounting Principles 1	4
RAD 219 Medical Terminology	1
_____ Elective+	1
Third Semester	
_____ Social Science Elective	3
BUS 203 Business Communications	3
OFT 209 Microsoft Word and PowerPoint	3
OFT 207 Transcription Skills** or	
OFT 211 Medical Transcription	3
MGT 205 Human Resource Management	3
PES ____ Physical Education	1
Fourth Semester	
MLT 110 Fundamentals of Medical	
Physiology	3
_____ Liberal Arts Elective	3
OFT 220 Office Internship	3
OFT 201 Records/Information Management	3
OFT 214 Excel and Access**	3

Total Credits: 62

* Students without sufficient keyboarding ability will be required to take OFT 107 Elementary Keyboarding. Students with sufficient keyboarding ability to pass the waiver for OFT 108 fulfill this requirement with a business elective.

** Special medical projects are provided in OFT 109, OFT 207, and OFT 214 for students in this program.

+ Another course must be added to complete the degree such as CPR, First Aid, Stress Management or a business elective. Please see the department chair for other suggestions.

Program Description

The Associate in Applied Science degree program in Medical Office Assistant prepares graduates to begin their careers in medical organizations. Emphasis is placed on developing office skills and knowledge of medical terms.

The medical office assistant provides office support to medical facilities including records management, medical report production, patient interface, insurance and billing responsibilities, telephone interaction, and confidentiality.

Students take a sequence of office skill courses including various levels of Keyboarding, Microsoft Word and PowerPoint, Excel and Access, Transcription Skills, Medical Terminology, Physiology, and Medical Coding. Students learn to use modern office equipment and are exposed to realistic office situations through internships. Special medical projects are provided in Advanced Computer Keyboarding, Transcription Skills and Excel and Access.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students without sufficient keyboarding ability will be required to take Elementary Computer Keyboarding. Students with sufficient keyboarding ability to pass the waiver for Intermediate Computer Keyboarding fulfill this requirement with a business elective.

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Medical Office Assistant

Degree Awarded: Associate in Applied Science

Student Learning Outcomes

Students will:

- demonstrate the ability to keyboard in correct form medical correspondence, which includes letters, memos, forms, reports, tables and statements.
- demonstrate the ability to keyboard straight copy for five minutes with a maximum of three errors.
- effectively communicate both orally and in written documents.
- understand and apply proper medical codes.
- learn critical thinking skills through an analytical business report project.



Career Opportunities

Medical office assistant positions exist in the following fields:

- hospitals
- long-term care
- community agencies
- health maintenance organizations
- government and industry
- physicians' offices
- outpatient services
- military-medical services
- medical laboratories
- imaging centers

Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation, SUNY Orange has a special relationship for transfer to a B.S. degree in Applied Management with Franklin University.

Other transfer of courses exist with:

- Franklin University (to another related degree)
- Mount St. Mary College
- Ramapo College
- SUNY Empire State College

Contact Information

Business Department Chair
341-4411
Admissions Office
(845) 341-4030

Nursing

Degree Awarded: Associate in Applied Science

Accredited by the National League for Nursing Accrediting Commission

3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. Phone: (404) 975-5000, Fax: (404) 975-5020, www.nlnac.org

Recommended Course Sequence for Full-Time Study

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 111 Anatomy and Physiology 1	4
MLT 106 Microbiology for Health Prof.	3
NUR 101 Nursing 1: Fundamentals	7
Second Semester	
ENG 102 Freshman English 2	3
BIO 112 Anatomy & Physiology 2	4
NUR 102 Nursing 2: Fundamentals	10
Third Semester	
PSY 101 General Psychology	3
NUR 205 Pharmacology & The Human Body	3
NUR 201 Nursing 3: Caring for the Growing Family	7
_____ Elective	3
PES 100 Concepts of Physical Wellness	1
Fourth Semester	
_____ Social Science Elective*	3
NUR 202 Nursing 4: Physical and Mental Illness	9
NUR 203 Nursing 5: Transition to Practice	1
_____ Elective	3
PES ____ Physical Education	1

Total Credits: 68

* Refer to Guide for Social Science Requirement and select from group A, C or D.

Program Description

The Associate in Applied Science degree program in Nursing prepares students to become registered nurses. It provides for the development of those competencies expected of registered nurses in general nursing practice at the technical level. Emphasis is on direct client care within a career in nursing.

Through study in the humanities, biological and social sciences, and the experience of academic life, the student gains an understanding of the value of the individual and his/her contribution to society. This curriculum combines general education courses and nursing courses with laboratory and clinical experiences, during which students have the opportunity to care for clients in a variety of healthcare settings. Due to limited availability of clinical experience in some areas, students may be assigned to evening and/or weekend clinical experiences. Evening students may also be assigned to attend a day clinical during the semester. Students' personal schedules will have to be adjusted to allow for these required opportunities. Students gain clinical experience in long-term care, medical-surgical, maternal/child and mental health nursing. A variety of teaching methods is employed to integrate the classroom with the clinical experience.

Student Learning Outcomes

- Students will utilize the nursing process reflecting sound nursing judgment and critical thinking skills to resolve clinical and professional problems
- Students will demonstrate effective use of interpersonal skills and informatics to ensure effective communication with patient/families and the members of the health care team.
- Students will apply evidence based standards of nursing practice to provide safe quality care to a diverse population across a multitude of settings.
- Students will demonstrate responsibility and accountability for self-growth with a commitment to the profession, exhibiting a spirit of inquiry and a passion for excellence.

Program Outcomes

- The NCLEX passing rate will exceed or be equal to the mean for New York State and the Nation.
- 100% of the graduates surveyed will value lifelong learning as evidenced by their stated intention to be enrolled in a BSN program at the time of graduation.
- 100% of employers surveyed will rate the graduate performance as satisfactory or above.
- Program completion rate will be 70% within 3 years of admission into the nursing program.
- 100% of the surveyed graduates with RN licensure seeking employment will be able to find employment in nursing within 12 months after graduation.
- 100% of the graduates surveyed will report satisfaction with the nursing program.

Admission Criteria

Academic Requirements:

- High school diploma or GED
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Intermediate Algebra (MAT 102), or have completed Elementary Algebra (MAT 101) or equivalent with a 2.0 or higher
- Eligible to take Anatomy and Physiology I (BIO 111) – may be met by successful completion of one of the following: Intro to Biology (BIO 110), Anatomy & Physiology I (BIO 111), or Anatomy & Physiology II (BIO 112), with a 2.0 or higher; or High School AP Biology (score of 3, 4, or 5); or a passing grade on the Biology CLEP examination.
- Students must attain a minimum cumulative GPA of 2.75

Department-Specific Requirements:

- Completion of a pre-admission orientation. During this orientation, student will receive information pertaining to health forms, program standards, CPR certification, and criminal record & drug screening policies. All students must submit to a criminal background check and urine drug screening. Orientation PPT is available online at www.sunyorange.edu/nursing/preadmission.shtml.
- Applicants for the Nursing program will be required to take the Test of Essential Academic Skills (TEAS). A score of BASIC is required for admission consideration. A score of PROFICIENT or higher is recommended. Visit www.sunyorange.edu/testing/services.shtml for test information, and scheduling.
- The Nursing Department will review transcripts of those students who have been enrolled in a health professions program at SUNY Orange or another college.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of GPA, TEAS score and credits completed towards the degree, and seat availability.

All requirements must be completed and a program application form must be submitted to the Admissions Office before February 1 for the fall semester at the Middletown Campus and October 1st for the spring semester at the Newburgh campus.

The admissions criteria for the program will require the successful completion of High School Regents Chemistry, or its equivalent with a grade of 75 or higher; or High School AP Chemistry (score 3, 4 or 5); Elements of Chemistry & Physics (CHM 120); or college Chemistry course (with lab) with a grade of 2.0 or higher; or passing grade on the Chemistry 1 CLEP examination within 10 years of application deadline. *(Please note: SUNY Orange does not offer credit for the Chemistry CLEP, but it can be submitted as evidence of meeting this criteria).

Career Opportunities

- hospitals
- long-term care settings
- community agencies
- health maintenance organizations
- government
- physicians' offices
- industry
- military
- education
- nursing specialties

Transfer Opportunities

Many of our graduates transfer to upper-level colleges and universities to pursue advanced degrees in the nursing profession. Successful transfer depends on the courses taken and the student's grade point average. SUNY Orange has special relationships with a number of colleges and universities.

- Adelphi University
- SUNY Binghamton
- Mercy College
- Mount St. Mary College
- Pace University
- Russell Sage College

Contact Information

Nursing Department
(845)-341-4107
Admissions Office
(845) 341-4030

Nursing

Degree Awarded: Associate in Applied Science

Recommended Course Sequence for Part-Time Study

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 111 Anatomy and Physiology 1	4
Second Semester	
ENG 102 Freshman English 2	3
BIO 112 Anatomy & Physiology 2	4
Third Semester	
MLT 106 Microbiology for Health Prof.	3
PSY 101 General Psychology	3
PES 100 Concepts of Physical Wellness	1
Fourth Semester	
NUR 205 Pharmacology & The Human Body	3
_____ Elective	3
PES ____ Physical Education	1
Fifth Semester	
NUR 101 Nursing 1: Fundamentals	7
_____ Elective*	3
Sixth Semester	
NUR 102 Nursing 2: Fundamentals	10
Seventh Semester	
NUR 201 Nursing 3: Caring for the Growing Family	7
_____ Social Science Elective	3
Eighth Semester	
NUR 202 Nursing 4: Physical and Mental Illness	9
NUR 203 Nursing 5: Transition to Practice	1

Total Credits: 68

* Refer to Guide for Social Science Requirement and select from group A, C or D.

Guidelines for Advanced Placement for Licensed Practical Nurses

- **Transfer from a Practical Nursing Program through the SUNY Orange Articulation Agreement with OU BOCES and Ulster BOCES School of Practical Nursing.**

Graduates of these program may transfer into NUR 102 – Nursing 2: Fundamentals based on the following criteria:

- o Meet the college and nursing program admission criteria
- o Attainment of an overall GPA of 85% in the LPN program
- o Graduation within the previous five years
- o Have a letter of recommendation from an OU BOCES or Ulster BOCES practical nursing program instructor
- o Pass the NYS Licensed Practical Nurse Examination
- o Successful completion of Nursing Bridge Course 1 (N3029)

- **Advance Standing into the Second Semester through the Excelsior College Examination**

Licensed Practical Nurses who do not meet the transfer requirements from an articulation agreement, may apply for admission to NUR 102 – Nursing 2: Fundamentals. The application will be reviewed when the individual has met the college and nursing program admission criteria and the following has been achieved:

- o Successful completion of an NLN accredited and/or state registered LPN program
- o A minimum score of B on the Excelsior College Examination for Fundamentals of Nursing. (score may not be more than three years old). Information is available at www.excelsior.edu
- o Successful completion of Nursing Bridge Course 1 (N3029)

- **Advance Standing into the Fourth Semester**

Licensed Practical Nurses, who have successfully completed NUR 102 – Nursing 2: Fundamentals, may be considered for advanced standing into NUR 202 – Nursing 4: Physical and Mental Illness after completing the following requirements:

- o PN transcript review demonstrates a minimum of 70 clinical hours in Maternal and Child Nursing
- o A Minimum Score of B on the Excelsior College Examination in Maternal and Child Nursing (baccalaureate) (Official transcripts must be submitted to the Records and Registration Office)

Credit for Nursing 1 will be granted after successful completion of Nursing 2 with a grade of C (2.0) or higher. Credit for Nursing 3 will be granted after successful completion of Nursing 4 and 5 with a grade of C (2.0) or higher. Minimum passing grade in all core nursing courses is 75. Nursing 2 and 4 are offered in the Spring semesters on the Middletown campus and in the fall on the Newburgh campus. The offering of these courses out of sequence is never guaranteed & at the discretion of the nursing department based on enrollment & clinical placement availability.

Students will be considered for acceptance into the Nursing Program based on the admission criteria in effect at the time of the request. Please be advised that certain general education requirements are co-requisites with nursing courses. A&P 2 must be taken with or prior to Nursing 2. General Psychology 1 must be taken prior to Nursing 4.

LPN to RN program application forms are to be submitted by October 1st. To be considered for acceptance into the program for the spring semester in Middletown, and June 1st for admission consideration for the fall semester on the Newburgh campus.

fall semester, a program application must be submitted by June 1st.

Progression Through The Program

A minimum grade of 75% (C) in each nursing course is required for progress in and graduation in nursing. A minimum grade of C is required in all laboratory science courses for progression in the nursing program. Nursing students must complete Freshman English 1 & 2 prior to enrollment in Nursing 3. Required nursing courses must be taken in the prescribed sequence. A student may repeat only one required nursing course one time. Once students are enrolled in the core nursing courses, they are to complete the program in three years. Students interested in admission to the evening nursing program are advised that this is a part-time program limited to 11.5 credits each semester. In order to meet this requirement; all non-clinical courses should be completed prior to starting this part-time program. The day program is two academic years in length if pursued on a full time basis. Because of the intense nature of the Nursing Program, the student may find that part-time study is more appropriate.

Nursing Readmission

Students who withdraw from, fail or receive a grade below "C" in any one of the required nursing courses may apply for readmission to the Nursing program. A student is only allowed to do this one time. Additionally the program is to be completed within three years from the start of the first nursing course. A student seeking readmission must meet the program requirements in effect at the date of re-entry. Readmission is neither guaranteed nor is it an automatic process. Students requesting to be considered for readmission to Nursing 1 are to do so through the admissions office of the college. Students requesting to be considered for readmission to Nursing 2, 3, 4 or 5 must inform the nursing department chairperson in writing. Written requests must be submitted by May 15th for the Fall semester and September 15th for the Spring semester. Prior to readmission, students are required to successfully complete a special bridge course. To be considered for re-admission a student must have a minimum cumulative GPA of 2.75.

Licensure

Graduates of the nursing program are eligible to apply for the National Council Licensing Examination for Registered Nurses (NCLEX). Completion of the Nursing program does not assure admittance to attempt the RN licensure exam. When submitting an application for licensure and first registration, the applicant is required to report any history of a felony or misdemeanor. The state boards of nursing will review all applicant information submitted and determine if the applicant is eligible for licensure.

Career Opportunities

- hospitals
- long-term care settings
- community agencies
- health maintenance organizations
- government
- physicians' offices
- industry
- military
- education
- nursing specialties

Transfer Opportunities

Many of our graduates transfer to upper-level colleges and universities to pursue advanced degrees in the nursing profession. Successful transfer depends on the courses taken and the student's grade point average. SUNY Orange has special relationships with a number of colleges and universities.

- Adelphi University
- SUNY Binghamton
- Mount St. Mary College
- Pace University
- Russell Sage College
- Mercy College

Contact Information

Nursing Department
(845)-341-4107
Admissions Office
(845) 341-4030

Occupational Therapy Assistant

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301/652-AOTA; www.acoteonline.org

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
ENG 160 Technical Writing Module	1.5
PSY 101 General Psychology 1	3
BIO 111 Anatomy & Physiology 1	4
OTA 101 Fund. of Occupational Therapy 1	3
OTA 103 Occupational Performance 1	1
OTA 107 Principles of OT in Geriatrics & Gerontology	2
PES 100 Concepts of Physical Wellness	1
Second Semester	Credits
ENG 102 Freshman English 2	3
PSY 220 Developmental Psychology	3
BIO 112 Anatomy & Physiology 2	4
OTA 102 Fund. of Occupational Therapy 2	3
OTA 104 Occupational Performance 2	1
OTA 106 Medical Conditions	3
PES ____ Physical Education	1
Third Semester	Credits
COM 101 Foundations of Communication	3
PSY 230 Abnormal Psychology	3
SOC ____ Sociology Elective	3
OTA 201 Principles of OT in Pediatrics & Developmental Disabilities	3
OTA 203 Clinical Reasoning Skills	1
OTA 205 Principles of Occupational Therapy in Mental Health	3
OTA 207 Principles of Occupational Therapy in Physical Disabilities	3
OTA 209 Documentation in Occupational Therapy	1.5
Fourth Semester	Credits
OTA 217 Clinical Practice 1	7.5
OTA 218 Clinical Practice 2	7.5
Total Credits: 72	

Program Description

The Associate in Applied Science degree program in Occupational Therapy Assistant prepares graduates to obtain New York State certification and to take the National Certification Board for Occupational Therapy exam* to become Certified Occupational Therapy Assistants (COTA). Certified Occupational Therapy Assistants work under the supervision of, and in collaboration with, Registered Occupational Therapists (OTR). Occupational therapy practitioners provide service to children, adults and seniors whose abilities to engage in their occupations (tasks) of living are impaired by physical injury or illness, developmental delays, the aging process or psychological and social disability.

The COTA's responsibilities include providing purposeful and meaningful activity to restore lost or impaired physical, cognitive and psychological skills; development and use of assistive technology; adapting home, play and work environments and activities to ensure successful and safe performance. The COTA may design adapted toys and games for a child with physical limitations; provide handwriting adaptations for students within a school setting to enhance their learning process; evaluate and design home adaptations to enhance independence in self-care activities such as feeding, bathing, shaving, cooking and dressing; encourage the elderly client to participate in leisure activities and to maintain personal independence.

The primary focus of the curriculum is on the development of critical thinking and clinical problem-solving skills, and on essential elements in designing and applying therapeutic interventions for the clients served by COTAs. The program includes classroom instruction, laboratory and community-based fieldwork rotations. Occupational therapy assistant courses are offered once each year. Courses must be taken in the sequence in which they are offered. A minimum grade of C is required in all occupational therapy assistant courses. The course of study may be pursued on a part-time basis. All program requirements must be completed within six consecutive semesters from the time of enrollment in the first OTA course. Individualized part-time schedules can be developed between the student and the OTA faculty advisor.

* **Note:** Graduates of the OTA program are required to apply for NBCOT® certification. Candidates applying for the Certification Examination must notify the NBCOT's Qualifications Review Committee (QRC) if they have ever been charged with or convicted of a felony. A felony conviction may prevent the candidate from taking the examination. Please consult the department chair if this may be an issue in successfully pursuing a career in occupational therapy.

Admission Criteria

Academic Requirements:

- High school diploma or GED
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Elementary Algebra (MAT 101) or have successfully completed Developmental Algebra (MAT 020)
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Students must attain a minimum cumulative GPA of 2.4

Department-Specific Requirements:

- A minimum of 15 hours of observation in three different occupational therapy service settings. A minimum of five hours are required in each of the major treatment areas: pediatrics, adult rehab and mental health.
- A 2-3 page essay addressing personal impressions and awareness of the scope of occupational therapy practice.
- Attendance at a pre-admission orientation (includes interview, problem solving activity and discussion). At this orientation, students will receive and sign off on information pertaining to health forms, drug testing, and criminal record policies. Dates for pre-admission orientation are posted on Admissions and OTA Dept. websites.
- Interview with Dept. Chair and Academic Fieldwork Coordinator

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CQPA and credits completed towards the degree, and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

Student Learning Outcomes

Students will:

- learn problem-solving and clinical reasoning.
- build on knowledge, practice skills, theory and critical thinking applications.
- apply these multiple skills and insights to adapt to and cope in this novel and diverse world.
- think and act with flexibility, to think “outside the box.”
- welcome change and growth in themselves, their clients and the organizations they serve.

Career Opportunities

- hospitals, inpatient and outpatient mental health facilities
- rehabilitation centers and skilled nursing facilities
- schools, developmental disabilities service sites
- home and community health agencies
- accessibility and home modification specialists
- assistive technology specialists
- health and wellness centers
- advancement to OTR

Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation and successful completion of the National Certification exam, SUNY Orange has special relationships with weekend college programs for transfer to a B.S./M.S. degree at:

- Dominican College
- Mercy College

Contact Information

Occupational Therapy
Assistant Department Chair
341-4323
Admissions Office
(845) 341-4030

Office Technologies

Degree Awarded: Associate in Applied Science

Accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

7007 College Boulevard, Suite 420, Overland Park, KS, 66211

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Math/Liberal Arts Science	3
OFT 108 Intermed. Computer Keyboarding*	3
BUS 103 Introduction to Business	3
_____ Emphasis Credits	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
_____ Social Science Elective	3
ACC 101 Accounting Principles 1	4
OFT 201 Records/Information Management	3
_____ Emphasis Credits	3
Third Semester	
BUS 203 Business Communications	3
OFT 209 Microsoft Word	3
MGT 205 Human Resource Management	3
_____ Emphasis Credits	3
_____ Emphasis Credits	3-4
Fourth Semester	
OFT 220 Office Internship	3
OFT 214 Excel and Access**	3
_____ Emphasis Credits	3
_____ Emphasis Credits	3
_____ Liberal Arts Elective	2-3
PES _____ Physical Education	1

Total Credits: 62-64

* Students without sufficient keyboarding ability will be required to take OFT 107 Elementary Keyboarding. Students with sufficient keyboarding ability to pass the waiver for OFT 108 fulfill this requirement with a business elective.

** Special legal/medical projects are provided in OFT 109, OFT 207 and OFT 214 for students in these programs.

Emphasis Areas:

Legal Office Assistant (18 credits)

First Semester	Credits
BUS 201 Business Law 1	3
Second Semester	
BUS 202 Business Law 2	3
Third Semester	
POL 102 U.S. Government-State & Local	3
OFT 207 Transcription Skills**	3
Fourth Semester	
_____ Math or Liberal Arts Science	3
OFT 110 Legal Documents & Terminology or	3
OFT 109 Advanced Computer Keyboarding**	

Office Management (19 credits)

First Semester	Credits
BUS 101 Business Math	3
Second Semester	
_____ Math or Liberal Arts Science	3
Third Semester	
ACC 102 Accounting Principles 2	4
BUS 201 Business Law 1	3
Fourth Semester	
_____ Social Science Elective	3
MGT 201 Principles of Management	3

Secretarial/Word Processing (18 credits)

First Semester	Credits
BUS 101 Business Math	3
Second Semester	
OFT 109 Advanced Computer Keyboarding**	3
Third Semester	
_____ Math or Liberal Arts Science	3
OFT 207 Transcription Skills**	3
Fourth Semester	
_____ Social Science Elective	3
_____ Business Elective	3

This degree has been approved by ACBSP and SUNY NYS Education Department for online distance learning delivery. This does not mean that SUNY Orange offers every course in the program online; however, many are offered in this format. Please check the current credit course schedule for online DL virtual course listings offered each semester.

Program Description

The Associate in Applied Science degree program in Office Technologies prepares graduates to begin their careers as office assistants. Three special emphasis areas are provided: legal office assistant, office manager, and secretary/information processor. Specialized courses combine with the common core courses to prepare graduates to enter the office support staff.

The office assistant provides office support to employers in a wide variety of settings. This support includes document production, computer software capability, records management, telephone interaction, customer service, keyboarding and data entry.

Students learn to use modern office equipment and, through internships, are exposed to realistic office situations. The internship experience includes 90 hours of office work with a cooperating employer along with weekly meetings with the College instructor. Topics for these meetings include: minute-taking instruction, telephone techniques, human relations issues, problem solving, the resume and interview, and the creation of a professional portfolio.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Students without sufficient keyboarding ability will be required to take Elementary Computer Keyboarding. Students with sufficient keyboarding ability to pass the waiver for Intermediate Computer Keyboarding fulfill this requirement with a business elective.

Student Learning Outcomes

Students will:

- demonstrate the ability to keyboard in correct form business correspondence, which includes letters, interoffice memos, forms, reports, tables, legal documents and financial statements.
- demonstrate the ability to keyboard straight copy for five minutes with a maximum of three errors.
- effectively communicate both orally and in written documents.
- understand the concepts of current information and word processing functions through the successful completion of learning exercises, application problems and exams at a microcomputer workstation.
- learn critical thinking skills through an analytical business report project.

Career Opportunities

- service
- education
- travel
- entertainment
- manufacturing
- legal and medical
- insurance
- industrial
- media/advertising

Transfer Opportunities

While the A.A.S. is a degree leading to immediate job placement upon graduation, SUNY Orange has a special relationship for transfer to a B.S. degree in Applied Management with Franklin University.

Other transfer opportunities exist with:

- Franklin University
(to another related degree)
- Mount St. Mary College
- Ramapo College
- SUNY Empire State College

Contact Information

Business Department Chair
(845) 341-4411
Admissions Office
(845) 341-4030

Performing Arts: Music

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
MAT ___ Math	3
MUS 123 Basic Musicianship 1	5
MUS ___ Piano	2
PES 100 Concepts of Physical Wellness.	1
_____ Emphasis Credits	3-5
Second Semester	
ENG 102 Freshman English 2	3
PHY 108 Acoustics	3
MUS 124 Basic Musicianship 2	5
MUS ___ Piano	2
PES ___ Physical Education	1
_____ Emphasis Credits	2-4
Third Semester	
MUS 223 Advanced Musicianship 1	4
MUS ___ Piano	2
MUS 1__ Ensemble*	1
MUS 109 Music Business	3
MUS 10_ Music History**	3
_____ Emphasis Credits	3-6
Fourth Semester	
MUS 224 Advanced Musicianship 2	4
MUS ___ Piano	2
MUS 1__ Ensemble*	1
_____ Social Science Elective	3
MUS 10_ Music History	3
_____ Emphasis Credits	1-6
Total Credits: 67-71	

* Must be MUS 161 Jazz Ensemble if in Jazz/Commercial Music emphasis.

**Must be MUS 105 History of Jazz if in Jazz/Commercial Music emphasis.

Students in the program take a common core of 54 credits and select one of three degree emphasis areas: Music Performance (total of 67 credits), Jazz and Commercial Music (total of 70 credits) or Music Business (total of 71 credits).

Emphasis Areas:

Music (13 cr.)

First Semester	Credits
MUS 141 Group Voice 1	2
MUS 1__ Ensemble	1
MUS 1__ Private Instruction	1
Second Semester	
MUS 142 Group Voice 2	2
MUS 1__ Ensemble	1
MUS 1__ Private Instruction	1
Third Semester	
_____ Social Science Elective	3
MUS 1__ Private Instruction	1
Fourth Semester	
MUS 1__ Private Instruction	1

Music Business (17 cr.)

First Semester	Credits
BUS 103 Intro to Business	3
Second Semester	
ECO 202 Micro Economics	3
Third Semester	
MKT 101 Marketing	3
BUS 201 Business Law 1	3
Fourth Semester	
OFT 106 Keyboarding	1
ACC 153 Financial Accounting	4

Jazz/Commercial (16 cr.)

First Semester	Credits
_____ Social Science Elective	3
MUS 161 Jazz Ensemble	1
MUS 1__ Private Instruction	1
Second Semester	
MUS 161 Jazz Ensemble	1
MUS 1__ Private Instruction	1
Third Semester	
MUS 163 Jazz Improvisation 1	2
MUS 1__ Private Instruction	1
Fourth Semester	
MUS 164 Jazz Improvisation 2	2
MUS 226 Elements of Arranging	3
MUS 1__ Private Instruction	1

Program Description

The Associate in Applied Science degree program in Performing Arts: Music prepares graduates for employment in a field connected with music or possible transfer to a bachelor's degree music program. Students select one of three emphasis areas: Music Performance, Jazz and Commercial Music or Music Business. For those seeking such a transfer, an articulation with SUNY Purchase has been established giving students the opportunity for seamless transition to a four-year program. Students interested in the transfer program should schedule a conference with the department chair.

The program includes core courses in music history, theory and related musicianship skills, piano, instrumental or vocal performance, acoustics, and music business. Performing ensembles enable students to learn in active, collaborative settings and offer ongoing service and enrichment to the College and community through a variety of musical performances. Courses in arranging and improvisation are required for students choosing the Jazz and Commercial option. Students selecting the Music Performance or Jazz and Commercial options must complete four credits of private music instruction with a department-approved teacher and are responsible for the private instructor's fee. Courses not required to complete the degree but also available include songwriting, jazz keyboard harmony, jazz/commercial guitar, jazz/commercial drumming, and audio engineering and design for the arts.

An ongoing visiting artist series enables students to learn directly from some of the best contemporary performing artists in workshops featuring musicians such as Cindy Blackman (drummer for Lenny Kravitz), Randy Brecker, Bob Mintzer and Kenny Barron. Many of the courses required in the program fulfill New York State general education requirements and thus are easily transferable within the SUNY system.

Admission Criteria

Admission to this program requires that students be high school graduates or have high school equivalency diplomas (GEDs). If students are not high school graduates, they may be eligible for admission to the College's 24 Credit Hour Program. If students are home schooled, they may be eligible for admission. (See pages 7 through 13 for more details on the admission process for all applicants.)

Note: Although this is an open admissions program, music placement assessment is required for registration into certain courses. Consult with Arts and Communication Department music faculty.

Student Learning Outcomes

Students will:

- demonstrate proficiency in music theory, notation, harmony and part-writing.
- apply their knowledge of music theory, notation and harmony at the keyboard.
- demonstrate proficiency in sight reading on their instrument and sight singing.
- notate musical materials from dictation.
- demonstrate proficiency on the piano through the performance of standard repertory.
- perform in an instrumental or vocal ensemble.
- demonstrate knowledge of music history, musical styles, genres and composers.
- demonstrate fundamental understanding of music business.
- demonstrate fundamental understanding of acoustics.
- pursue a career in the field of music and/or transfer to a baccalaureate music program.

Career Opportunities

- performing/recording artist
- record production
- music composition
- music education
- media careers
- music retail/wholesale
- music publishing
- music law
- music management/promotion
- publicity
- facility/concert management
- music therapy
- journalism
- music library science
- instrument construction/repair

Note: Some careers require training beyond the two-year degree.

Transfer Opportunities

Although the A.A.S. is designed primarily as a professional degree, many graduates do transfer to baccalaureate programs at other colleges. The program prepares students for successful results on theory placement assessments and auditions leading to acceptance into such programs. SUNY Orange enjoys an articulation agreement with SUNY Purchase guaranteeing acceptance and transfer of all SUNY Orange credits assuming basic entrance criteria are met.

Contact Information

Arts and Communication
Department Chair
(845) 341-4787
Admissions Office
(845) 341-4030

Physical Therapist Assistant

Degree Awarded: Associate in Applied Science

The Physical Therapist Assistant Program at SUNY Orange is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
BIO 111 Anatomy & Physiology 1	4
PTA 101 PTA 1	4
PTA 103 Introduction to Physical Therapy	2
PTA 105 Medical Conditions for the PTA	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
BIO 112 Anatomy & Physiology 2	4
PTA 102 PTA 2	4
PTA 104 Kinesiology	4
MAT 101 Elementary Algebra	3
Third Semester	
PSY 101 General Psychology 1	3
PED 202 Basic Exercise Physiology	3
PTA 201 PTA 3	4
PTA 205 Clinical Education 1	3
PTA 207 Tests and Measurement Skills for the PTA	4
Fourth Semester	
COM 101 Foundations of Communication	3
PSY 220 Developmental Psychology	3
PTA 202 PTA 4	4
PTA 206 Clinical Education 2	3
PTA 208 Contemp.Practice for the PTA	3
PES ____ Physical Education	1
Summer Clinical	
PTA 220 Clinical Education 3	3

Total: 72

Licensure

Graduates of the Physical Therapist Assistant program are eligible to apply for certification in the state where they plan to practice. This process includes providing a history of possible existing criminal convictions and/or professional misconduct. Criteria for determination of good moral character varies from state to state, therefore, completion of the program does not guarantee acceptance by that state's regulatory entity to become certified or licensed.

Program Description

The Associate in Applied Science degree program in Physical Therapist Assistant (PTA) is designed to provide students with both the academic knowledge and clinical skills to become certified/licensed PTAs. The field of Physical Therapy is demanding. Graduates are required to meet all program requirements which are guided by the Commission on Accreditation in Physical Therapy Education. Many states, including New York, also require that students pass the national licensing examination as part of the certification/licensure process.

The PTA works with, and under the direction and supervision of the physical therapist who plans the patient care program; the PTA then helps to carry out this program. Duties of the PTA include monitoring of vital signs, lifting of patients and equipment, training of patients in therapeutic exercises and activities of daily living, wound care, use of whirlpool and electrical stimulation during treatment procedures, application of heat and cold modalities, patient and family education, wheelchair activities, use of walkers and crutches, assisting the physical therapist in performing patient assessments and complex treatment procedures. The PTA also monitors the patient's responses to treatment, documents relevant aspects of patient care and maintains ongoing communication with the patient, family, supervising physical therapist and other health care professionals.

The primary focus of the curriculum is to develop a strong clinician who possesses critical thinking and problem-solving skills. To accomplish this, the program provides the clinical training as well as a broad general education background. Courses include both core classes and non-core classes (general education courses). The core Physical Therapist Assistant courses are offered once each year beginning in the fall semester.

All program requirements must be completed within six consecutive semesters from the time of enrollment in the first PTA course. These courses must be taken in the sequence in which they are offered. The curriculum includes classroom instruction, laboratory time and clinical experiences. However, general education courses may be taken on a part-time basis during the day or evening, and may be completed over a longer period of time than the four semesters. But they must be completed no later than the semester in which they fall into sequence with the core courses.

A minimum grade of C is required in all PTA courses and a minimum grade of C is required in each of the following courses: Anatomy and Physiology 1, Anatomy and Physiology 2, and Basic Exercise Physiology.

Physical Therapist Assistant

Degree Awarded: Associate in Applied Science

Admission Criteria

Academic Requirements:

- High school diploma or GED
- Eligible to take Freshman English I (ENG 101)
- Eligible to take Elementary Algebra (MAT 101) or equivalent with a 2.0 or higher or have completed Developmental Algebra (MAT 020)
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Minimum cumulative GPA of 2.0

Department-Specific Requirements:

- Submit Physical Therapy practitioner observation form with essay (16 hour min. with documentation).
- View the Pre-Admission Orientation Power Point located on the program website and complete the survey. Once completed you will be directed to a Certificate of Completion” which must be printed and signed.
- Schedule and attend an interview with the Department Chair. At this interview students will receive and sign off on information pertaining to health forms, drug testing, and criminal records policies. The Certificate of Completion of the Pre-Admission Orientation must be brought to the interview.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CQPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester. If seats remain available after February 1, students will be assessed as they apply.

Student Learning Outcomes

Students will:

- possess entry-level skills as determined by the Commission on Accreditation in Physical Therapy Education.
- be able to work under the direction and supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner becoming an integral member of the healthcare team.
- demonstrate appropriate critical thinking and problem-solving skills in their role as a Physical Therapist Assistant.
- demonstrate an understanding of the New York State Education Law as it relates to the provision of Physical Therapy services.
- demonstrate an awareness of the existence of varying practice laws from state to state.
- successfully complete the National Physical Therapy Exam for PTAs.
- develop the skills necessary to pursue lifelong learning needed for personal and professional growth.
- be aware of their responsibility to promote the profession through membership in the APTA, attending local and national meetings and conferences, and participation in community events.

Career Opportunities

- hospitals, nursing homes
- private offices
- rehabilitation centers
- schools
- fitness centers
- home care settings

Transfer Opportunities

The A.A.S. degree is primarily intended to prepare students for immediate employment; however, transfer opportunities exist in some areas.

If a student plans to pursue a Physical Therapy doctorate program, he or she should see the department chair or a faculty advisor as soon as possible.

Contact Information

Physical Therapist Assistant
Department Chair
(845) 341-4290
Admissions Office
(845) 341-4030

Radiologic Technology

Degree Awarded: Associate in Applied Science

Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) 20 N. Wacker Drive, Chicago, IL 60606-2901 (312) 704-5300 in cooperation with the NYS Board of Health

Recommended Course Sequence

First Semester	Credits
BIO 111 Anatomy & Physiology 1	4
EET 110 Computer Applications and Graphics	3
RAD 101 Principles of Radiographic Exposure 1	4
RAD 103 Introduction to Radiography	1
RAD 105 Radiographic Positioning 1	4
RAD 107 Methods of Patient Care 1	2
Second Semester	
BIO 112 Anatomy & Physiology 2	4
ENG 101 Freshman English 1	3
RAD 102 Principles of Radiographic Exposure 2	4
RAD 104 Radiation Protection	1
RAD 106 Radiographic Positioning 2	4
RAD 108 Methods of Patient Care 2	1
RAD 111 Clinical Practicum 1	1
First Summer Clinical	
RAD 112 Clinical Practicum 2	2
Third Semester	
ENG 102 Freshman English 2	3
PES 100 Concepts of Physical Wellness	1
PSY 101 General Psychology 1	3
RAD 209 Radiographic Physics	4
RAD 213 Clinical Practicum 3	1.5
RAD 217 Radiographic Positioning 3	2
RAD 221 Radiographic Pathology	3
Fourth Semester	
PES ____ Physical Education	1
PSY 102 General Psychology 2	3
RAD 210 Quality Assurance	1
RAD 214 Clinical Practicum 4	1.5
RAD 216 Advanced Imaging Modalities	3
RAD 218 Radiation Biology	2
RAD 219 Medical Terminology	1
Second Summer Clinical	
RAD 215 Clinical Practicum 5	2

Total Credits: 70

Program Description

The Associate in Applied Science degree program in Radiologic Technology prepares students to apply to take the Registry exam offered by the American Registry of Radiologic Technologists to become a radiographer. An essential member of the healthcare team, the radiographer positions body parts accurately and manipulates radiographic equipment to produce a quality diagnostic image with the least amount of radiation necessary.

The Radiologic Technology program is dedicated to providing each student with the educational activities necessary to develop the required critical thinking and technical and interpersonal skills of the radiographer. The highly skilled radiographer is educated in properly caring for the patient's needs during the radiographic examination, manipulates radiographic and computerized equipment, as well as adheres to protocols in bedside, CT and operating room areas, selects technical factors and diagnostic parameters, instructs and assists the patient in order to obtain the necessary positioning, demonstrates appropriate application of radiation safety principles of "time, distance and shielding," in order to protect the patient, self and others, exhibits care and accuracy in the administration, preparation and disposal of drugs and contrast agents.

Note: The Radiologic Technology program, as well as the field of radiologic technology, is a rigorous one. Program standards are not altered for disabled students. The College will make every effort to provide reasonable accommodations to students with disabling conditions.

Admission Criteria

Academic Requirements:

- High school diploma or GED
- Eligible to take Freshman English I (ENG 101)
- Eligible to take College Algebra (MAT 121), or have completed Intermediate Algebra (MAT 102) or equivalent with a 2.0 or higher
- Completed High School AP Biology (score of 3, 4, or 5) or a passing grade in the Biology CLEP examination; or introduction to Biology or Anatomy & Physiology 1 with a grade of 2.0 or better (within 5 years of program entry)
- Minimum cumulative GPA of 2.5

Department-Specific Requirements:

- Attendance at a pre-admission orientation. At this orientation, students will receive and sign off on information pertaining to technical standards, health forms, and criminal record policies.

Note: Admission to this program is selective. In addition to an application to the College, students must apply for acceptance into this program through the Admissions office. Consideration for admission is based on the completion of all mandatory academic and departmental-specific requirements, highest combination of CQPA and credits completed towards the degree, Orange County residency and seat availability. All requirements must be completed and an eligibility form must be submitted to the Admissions Office before February 1 in order for a student to be considered for acceptance into this program for the Fall semester.

At the time prospective students submit their applications to the American Registry of Radiologic Technologists and the New York State Department of Health, they must make a statement about their conviction record, if any. If they would have to answer "yes" to a question about a felony conviction, they should contact the NYS Department of Health (518) 402-7580 AND The American Registry of Radiologic Technologist (651) 687-0048. Both of these agencies MUST be contacted to determine if students will be eligible to sit for the certification exam and/or to be licensed.

Student Learning Outcomes

Students will:

- demonstrate the ability to think critically when performing radiographic procedures.
- demonstrate the technical skills necessary to create quality radiographic images while applying radiation protection practices.
- effectively interact and communicate with the public, patients and members of the healthcare team.
- demonstrate the ability to properly care for patients.
- with speed and accuracy, meet these following technical standards:
 - place the patient in position, set the controls of the x-ray machine and evaluate the quality of the radiographic image.
 - provide patient instructions and respond to questions and requests in both routine and emergency situations.
 - transport and assist the patient, and to move the x-ray machine and image receptor to the desired position, including operation of equipment in the surgical suite and at the patient's bedside.

Career Opportunities

- hospitals, clinics, medical imaging centers, doctors' offices, educational facilities and equipment manufacturers as:
- radiographers and special procedures technologists
- mammographers, CT technologists and MRI technologists
- nuclear medicine technologists, PET/CT technologists
- radiation therapists
- sales personnel, educators, clinical instructors and hospital administrators

Transfer Opportunities

The A.A.S. degree is primarily intended to prepare students for immediate employment; however, some graduates have gone on to further study in radiation therapy, nuclear medicine, cardiac catheterization and education.

Contact Information

Diagnostic Imaging
Department Chair
(845) 341-4277
Admissions Office
(845) 341-4030

Teaching Assistant

Degree Awarded: Certificate

Meeting only the educational requirements for NYSED Teaching Assistant Certification. See the NYSED website for the requirements for NYS Teaching Assistant Certification.

Recommended Course Sequence

Program Requirements	Credits
ENG 101 Freshman English 1	3
PSY 101 General Psychology 1	3
PSY 221 Child Psychology	3
EDU 103 Intro to Early Childhood/ Childhood Education++	3
COM 101 Foundations of Communication	3
EDU 107 Mandated Trainings	1
_____ Restricted Elective	3
_____ Restricted Elective	3
_____ Restricted Elective	3

Total: 25

Restricted Elective Options

This program has been developed to include options matching the New York State Teaching Certifications.

Option 1: For students who do not wish to follow a particular grade range.

_____ SUNY General Education course*	3
_____ SUNY General Education course*	3
_____ SUNY General Education course*	3

Option 2: Birth to 2nd Grades (Choose 3)

EDU 201 Observation and Assessment++	3
MAT 111 Foundations of Elementary School Mathematics	3
GEO 101 Elements of Physical Geography	3
HIS _____ SUNY GenEd (Category 4, 5, or 6)	3

Option 3: 1st to 6th Grades (Choose 3)

GEO 101 Elements of Physical Geography	3
MAT 111 Foundations of Elementary School Mathematics	3
_____ SUNY General Ed. Course*	3
_____ SUNY General Ed. Course*	3

Option 4: 7th to 12th Grades

EDU 103 Omit	
PSY 222 Psychology of Adolescence (Replaces PSY 221)	3
GEO 101 Elements of Physical Geography	3
_____ SUNY General Education course*	3
_____ SUNY General Education course*	3
_____ SUNY General Education course*	3

++Local daytime observations beyond college classroom are required. Students will be placed according to their employment/school needs.

* Each elective must be chosen from the following SUNY General Education categories: Mathematics (GE1), Natural Sciences (GE2), American History (GE4), Western Civilization (GE5), Other World Civilizations (GE6), Humanities (GE7), Arts (GE8), or Foreign Languages (GE9), with at least ONE from either Category 4, 5, or 6. Do not take more than one elective from the same category.

Certification Requirements

New York State Requirements

- See New York State Education Department website for the requirements for NYS Teaching Assistant Certification.

Student Learning Outcomes

Students will:

- exhibit critical thinking and problem solving skills.
- acquire a broad base knowledge in at least one area of liberal arts and sciences, and at least three SUNY General Education topics.
- understand the fundamentals of child development theories and their classroom applications.
- demonstrate relevant, creative, developmentally appropriate teaching techniques.
- communicate effectively in oral and written forms.

Career Opportunities

Entry-level teaching assistant or paraprofessional in:

- birth to second grade
- first to sixth grade
- seventh to twelfth grade

Transfer Opportunities

All of the courses in the Teaching Assistant Certificate are applicable toward an Associate in Arts and Associate in Sciences degree AND the Jointly Registered Teacher Education Program.

Contact Information

Education
Department Chair
(845) 341-4482
Admissions Office
(845) 341-4030

Visual Communications Technology: Graphic Arts/Printing

Degree Awarded: Associate in Applied Science

Recommended Course Sequence

First Semester	Credits
ENG 101 Freshman English 1	3
_____ Math or Liberal Arts Science	3
ART 103 Drawing 1	2
ART 107 Design 1	3
ART 123 Vis. Com. & Graphic Design 1	3
EET 110 Computer Applications and Graphics	3
PES 100 Concepts of Physical Wellness	1
Second Semester	
ENG 102 Freshman English 2	3
ART 124 Vis. Com. & Graphic Design 2	3
ART 104 Drawing 2	2
ART 108 Design 2	3
ART 128 History of Art 2	3
ART 111 Color	2
Third Semester	
_____ Social Science Elective	3
ART 223 Vis. Com. & Graphic Design 3	3
ART 113 Painting 1 or	
ART 117 Figure Drawing 1 or	
ART 119 Photography 1 or	
ART 121 Digital Photography 1 or	
ART 225 Web Design 1	3/4
ART 203 Modern Art: The 20th Century	3
_____ Restricted Elective*	3
ART 230 Arts & Communication Practicum	2
Fourth Semester	
_____ Social Science Elective	3
_____ Math or Liberal Arts Science	3
ART 224 Vis. Com. & Graphic Design 4	2
ART 114 Painting 2 or	
ART 118 Figure Drawing 2 or	
ART 120 Photography 2 or	
ART 122 Digital Photography 2 or	
ART 226 Web Design 2	3
_____ Restricted Elective*	3
PES ___ Physical Education	1
Total Credits 66-67	

Program Description

The Associate in Applied Science degree program in Visual Communications Technology: Graphic Arts/Printing prepares graduates in all aspects of visual communications and graphic design. These include layout, production, typography, commercial print processes, illustration and computer graphics for entry level positions in graphic design, printing, publishing, desktop publishing, advertising, marketing, presentation graphics, game design, animation, multimedia and communications. As a result, the program prepares students for successful portfolio reviews leading to acceptance into B.A. or B.F.A. programs

Beginning with Visual Communications 1, students are introduced to Visual Communications theories, graphic design principles, elements, typography, influential persons and contemporary digital media. The curriculum offers sequential Visual Communications and Graphic Design courses, complemented by a broad offering of studio art and art history courses. After taking core courses in the first year, the student selects a concentration area in either Photography, Painting, Figure Drawing, or Web Design in the second year. Concurrently, the student completes the Visual Communications course sequence culminating with Viscom 4, the portfolio development course. Our Practicum course offers the Viscom student the opportunity to experience an internship with local businesses or departments within the College.

Through an articulation agreement, qualified BOCES candidates can enter the A.A.S. degree program, and receive credit for certain first-year courses. After completing the program, students may either enter the workforce or transfer into a bachelor's degree program (see next page). Detailed course descriptions appear in the course description section of this catalog.

Please note that not all courses are offered in the evening.

Students must complete a two-course sequence in Painting, Figure Drawing, Photography or Digital Photography for degree

* *Students select appropriate restricted electives based on their career goals after consultation with their academic advisor. Restricted Electives: ARC 101, ART 113, ART 114, ART 117, ART 118, ART 119, ART 120, ART 121, ART 122, ART 125, ART 127, ART 201, ART 205, ART 207, ART 213, ART 214, ART 215, ART 225, ART 226, CAD 101, CIT 111, COM 101, COM 107, COM 113, COM 115, COM 221, COM 223, COM 225, COM 227, MKT 101, MKT 201*

Visual Communications Technology: Graphic Arts/Printing

Degree Awarded: Associate in Applied Science

Student Learning Outcomes

Students will:

- be prepared for entry level positions in visual communications and/or placement in upper-level programs of study.
- know fundamental concepts and processes of visual communications and graphic design.
- have a basic understanding of the visual communications industry and career opportunities in the field of visual communications.
- be proficient in industry standard technology including hardware and page layout, digital imaging, vector drawing, presentation and web design software.
- produce a portfolio appropriate for entry level roles in visual communications and/or continuing education in upper-level programs.



Career Opportunities

- graphic design, advertising design and marketing
- publishing, desktop publishing and printing
- game design, web design, animation and multimedia
- art direction, illustration, digital photography and color correction

Transfer Opportunities

Although the Associate in Applied Science degree is designed primarily as a professional degree, many students do transfer to baccalaureate programs at other colleges. Many of the courses in the program fulfill New York State general education requirements and thus are easily transferable within the State University of New York system. Presently SUNY Orange has an articulation agreement with Cazenovia College.

Many other students have successfully transferred to

- Fashion Institute of Technology
- Parsons The New School for Design
- SUNY Albany
- SUNY New Paltz
- SUNY Oneonta
- SUNY Purchase
- School of Visual Arts

Contact Information

Arts and Communication
Department Chair
(845) 341-4787
Admissions Office
(845) 341-4030

SUNY General Education Course Listing

Any graduate of an A.A. or A.S. program (except A.S. Engineering Science) transferring to a SUNY institution must fulfill 7 of the following 10 categories.

GE 1. MATHEMATICS

MAT 102	Intermediate Algebra
MAT 111	Foundations of Elementary School Math
MAT 113	Math for the Liberal Arts
MAT 114	Contemporary Math
MAT 120	Introduction to Statistics
MAT 121	College Algebra
MAT 122	College Trigonometry
MAT 131	Pre-Calculus
MAT 205	Calculus I

GE 2. NATURAL SCIENCES

Biology

BIO 101	General Biology 1
BIO 102	General Biology 2
BIO 110	Introduction to Biology
BIO 141	Diversity of Life
BIO 143	Field Biology
BIO 148	Environmental Conservation
BIO 201	Genetics
BIO 204	General Botany
BIO 205	General Ecology
BIO 210	Study of Biological Habitats

Laboratory Technician

MLT 209	General Microbiology
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Chemistry

CHM 103	Applied Chemistry 1
CHM 104	Applied Chemistry 2
CHM 105	General Chemistry 1
CHM 106	General Chemistry 2
CHM 201	Organic Chemistry 1
CHM 202	Organic Chemistry 2

Physical Sciences

AST 120	Astronomy
CHM 120	Elements of Chemistry & Physics
GLG 110	Physical Geology
GLG 112	Historical Geology
PSC 125	Physical Science/Physical World
PSC 140	Physical Science/The Environment

Physics

PHY 101	General Physics 1
PHY 102	General Physics 2
PHY 103	Physics for Science & Engineering 1
PHY 104	Physics for Science & Engineering 2
PHY 105	General Physics & Calculus 1
PHY 106	General Physics & Calculus 2
PHY 108	Acoustic
PHY 111	Applied Physics 1
PHY 112	Applied Physics 2
PHY 203	Physics for Science & Engineering 3
PHY 204	Physics for Science & Engineering 4

GE 3. SOCIAL SCIENCES

ANT 101	Cultural Anthropology
ANT 102	Human Evolution
ANT 103	Archeology and Prehistory
ECO 201	Macro - Economics
ECO 202	Micro - Economics

GEO 102	Human Geography
POL 101	Introduction to Political Science
POL 102	U.S. Government-State & Local
POL 220	Comparative Governments
POL 221	International Relations
PSY 101	General Psychology 1
SOC 101	Introduction to Sociology
SOC 202	American Society: Order & Change

GE 4. AMERICAN HISTORY

HIS 101	U.S. History to 1865
HIS 102	U.S. History since 1865
HIS 103	History of African Americans*

**only for students scoring 85 or above on NYS American History*

Regents

IDS 114	American Civil Rights Movements
POL 103	U.S. Government - National

GE 5. WESTERN CIVILIZATION

HIS 130	The Greek & Roman World
HIS 131	Medieval & Renaissance Europe
HIS 132	The Age of Revolutions
HIS 133	Modern Europe

GE 6. OTHER/WORLD CIVILIZATIONS

HIS 121	World History to 1500
HIS 122	World History since 1500
HIS 123	Latin American Heritage & Hist.
HIS 124	Africa: Past & Present
HIS 220	Modern China & Japan
HIS 221	Modern India & Southeast Asia
HIS 222	The Middle East

GE 7. HUMANITIES

ENG 102	Freshman English 2
ENG 120	Introduction to Mythology
ENG 203	World Literature: Ancient through Renaissance
ENG 204	World Literature: Enlightenment through Modern Age
ENG 205	Drama: Ibsen-O'Neill
ENG 206	Drama: Contemporary
ENG 207	English Literature: 14th-18th Centuries
ENG 208	English Literature: 19th-20th Centuries
ENG 209	American Literature: To the Civil War
ENG 210	American Literature: 1865 to the Present
ENG 213	Journalism: Survey of Mass Media
ENG 215	Shakespeare
ENG 216	Children's Literature
ENG 217	Film & Literature
ENG 220	Women Writers
ENG 221	Contemporary Short Story
ENG 222	Contemporary Novel
ENG 223	Contemporary Poetry
ENG 225	International Literature: Non-European
ENG 226	Fantasy Fiction
ENG 230	African - American Literature
ENG 297	Special Studies in Literature: Science Fiction
ART 127	History of Western Art 1
ART 128	History of Western Art 2
ART 201	American Art 1700 - 1945

SUNY General Education Course Listing

ART 203	Modern Art - the 20th Century
ART 205	Women in Art History
ART 207	Non-Western Art History
HUM 201	Intro to Humanities 1: Ancient to Medieval
HUM 202	Intro to Humanities 2: Renaissance to Contemporary
IDS 115	Introduction to Gender
MUS 103	History of Western Music to 1750
MUS 104	History of Western Music from 1750
MUS 105	History of Jazz
MUS 107	History of Rock Music
PHL 111	Hebrew Bible (Old Testament)
PHL 112	New Testament
PHL 210	Philosophy
PHL 220	Ethics
PHL 230	Religious Concepts

GE 8. ARTS

ART 101	Introduction to Art
ART 103	Drawing 1
ART 104	Drawing 2
ART 107	Design 1
ART 108	Design 2
ART 111	Color
ART 113	Painting 1
ART 114	Painting 2
ART 117	Figure Drawing 1
ART 118	Figure Drawing 2
ART 119	Photography 1
ART 120	Photography 2
ART 121	Digital Photography 1
ART 122	Digital Photography 2
ART 123	VisCom & Graphic Design 1
ART 124	VisCom & Graphic Design 2
ART 125	Sequential Art: Comics Illustration
ART 213	Painting 3
ART 214	Painting 4
ART 215	Portrait Painting
ART 223	VisCom & Graphic Design 3
ART 224	VisCom & Graphic Design 4
ART 230	Arts and Communication Practicum
COM 103	Speaking Voice
COM 107	Intro to Video Production
COM 108	Digital Video Post-Production
COM 201	Oral Interpretation
COM 209	Debate
DNC 101	Modern Dance 1
DNC 102	Modern Dance 2
DNC 201	Advanced Dance 1
DNC 202	Advanced Dance 2
ENG 211	Creative Writing: Fiction
ENG 212	Creative Writing: Poetry
MUS 101	Introduction to Music
MUS 113	Introduction to Orchestra
MUS 121	Fundamentals of Music
MUS 123	Basic Musicianship 1
MUS 124	Basic Musicianship 2
MUS 131	Elementary Piano 1
MUS 132	Elementary Piano 2
MUS 141	Group Voice 1
MUS 142	Group Voice 2
MUS 151	Chorus
MUS 153	Madrigal Singers

MUS 155	Orchestra
MUS 157	Chamber Ensemble
MUS 159	Band
MUS 161	Jazz Ensemble
MUS 163	Jazz Improvisation 1
MUS 164	Jazz Improvisation 2
MUS 170-77	Private Instruction
MUS 223	Advanced Musicianship 1
MUS 224	Advanced Musicianship 2
MUS 226	Elements of Arranging
MUS 231	Intermediate Piano 1
MUS 232	Intermediate Piano 2
MUS 233	Advanced Piano 1
MUS 234	Advanced Piano 2
THE 101	Introduction to Theater
THE 103	Acting 1: Fundamentals
THE 107	Theater Workshop
THE 109	Stage Make-Up
THE 111	Stage Movement
THE 113	Intro to Technical Production
THE 115	Performing Arts Seminar
THE 117	Puppetry/Object Performance Theater

Note: Arts courses must be combined with other one and two credit courses for a total of three.

GE 9. FOREIGN LANGUAGE

CHN 101	Chinese 1
CHN 102	Chinese 2
FRE 101	Elementary French 1
FRE 102	Elementary French 2
FRE 201	Intermediate French 1
FRE 202	Intermediate French 2
FRE 203	Advanced French 1
FRE 204	Advanced French 2
GER 101	Elementary German 1
GER 102	Elementary German 2
ITA 101	Elementary Italian 1
ITA 102	Elementary Italian 2
SPN 101	Elementary Spanish 1
SPN 102	Elementary Spanish 2
SPN 201	Intermediate Spanish 1
SPN 202	Intermediate Spanish 2
SPN 203	Spanish Conversation & Comp.
SPN 204	Introduction to Spanish Lit.

GE 10. BASIC COMMUNICATIONS

ENG 101	Freshman English 1 and
BUS 203	Business Communications

Note: Courses that are a part of the College's General Education requirement and which are followed by an H are Honors sections of regular courses. As such, they are enriched versions of courses that already meet the SUNY General Education requirement.

Guide for Social Science Requirement

GUIDE FOR SOCIAL SCIENCE REQUIREMENT

12 Credits of Social Science - select one course from group A, B, C and D

Categories A - D must include at least one SUNY Social Science (GE3) and one SUNY History (GE4, GE5, or GE6) course.

A. Economics, United States History, or United States Government

ECO 201	Macro-Economics (GE3)	HIS 103	History of African Americans (GE4*)
ECO 202	Micro-Economics (GE3)	POL 102	U.S. Government-State & Local (GE3)
ECO 203	Economic Development+	POL 103	U.S. Government- National (GE4)
HIS 101	U.S. History to 1865 (GE4)		
HIS 102	U.S. History Since 1865 (GE4)		

B. Psychology

PSY 100	Psych. of Adjustment	PSY 222	Psychology of Adolescence+
PSY 101	General Psychology 1 (GE3)	PSY 223	Psych. of Adulthood & Aging+
PSY 102	General Psychology 2+	PSY 230	Abnormal Psychology+
PSY 220	Developmental Psychology+	PSY 240	Social Psychology+
PSY 221	Child Psychology+		

C. Anthropology, Criminal Justice, Human Geography, or Sociology

ANT 101	Cultural & Social Anthropology (GE3)	CRJ 111	Criminology
ANT 102	Human Evolution (GE3)	GEO 102	Human Geography (GE3)
ANT 103	Archaeology & Prehistory (GE3)	SOC 101	Introduction to Sociology (GE3)
CRJ 101	Criminal Justice	SOC 120	Social Problems
CRJ 103	Understand. Juvenile Offender	SOC 231	The Family+
CRJ 105	Policy-Community Relations		

D. History other than U.S., Comparative Government, or International Relations

HIS 105	Science, Technology & Society	HIS 133	Modern Europe (GE5)
HIS 121	World History to 1500AD (GE6)	HIS 220	Modern China & Japan (GE6)
HIS 122	World History since 1500AD (GE6)	HIS 221	Modern India & Southeast Asia (GE6)
HIS 123	Latin American Heritage/History (GE6)	HIS 222	The Middle East (GE6)
HIS 124	Africa: Past and Present (GE6)	POL 101	Intro to Political Science (GE3)
HIS 130	The Greek & Roman World (GE5)	POL 220	Comparative Government (GE3)
HIS 131	Medieval & Renaissance Europe (GE5)	POL 221	International Relations (GE3)
HIS 132	The Age of Revolution (GE5)		

* Only for students scoring 85 or above on NYS American History Regents

+ these courses have a prerequisite

Non-SUNY Elective Categories

The following list is intended to provide guidance in selecting courses that must fall within specific categories to meet degree requirements. This list is not to be confused with degree requirements that state a specific SUNY General Education course must be taken. For example, if your degree requires you to take a SUNY Math, SUNY Social Science, etc., you must follow the SUNY General Education course listing.

Also, if you are pursuing the A.A. Liberal Arts degree, the Social Science requirements are restricted to those courses listed within specific (A-D) categories.

Note: When just a department is noted as meeting the requirement (for example ACC) and there is no number after this designation, this means that all course numbers preceded by ACC meet the requirement.

Social Science Elective

ANT (except ANT 220), CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, ECO, GEO 102, HIS (except HIS 104), POL, PSY, SOC

Math Elective

Any MAT or CSC courses.

Business Elective

ACC, BUS, MGT, MKT, OFT

Liberal Arts Science

AST, BIO, CHM, GEO 101, GLG, MLT 101, MLT 110, MLT 209, PHY, PSC

Liberal Arts Elective

ANT (Except ANT 220), ARC 215, ARC 216, ART, AST, BIO, BUS 105, CHM, CCS 100, CCS 101, CIT 100, COM, CSC, CRJ 101, CRJ 103, CRJ 105, CRJ 109, CRJ 111, ECO, EDU 207, ENG, FLD, FRE, GEO, GLG, HIS, HON, HMS 101, ITA, MAT, MLT 101, MLT 110, MLT 209, MUS, PHL, PED 111, PED 112, PSC, PHY, POL, PSY, SOC, SPN, THE

General Elective

Any course except PES courses.

Developmental courses are not applicable toward any degree program.

Each course is identified by a six character alpha numeric code. The first three characters identify the subject code, the next three or four digits identify the catalog number. The department code indicates division or department sponsorship of the course. See column to the right for a listing of the department codes. The catalog number indicates the level of the course. Courses described in this section are listed in alphabetical order.

Read the description of the course carefully before you register for it, noting any prerequisite, corequisite, and the number of class hours. Each description lists the required number of student contact hours per week for a 15 week semester. For example, PHY 101 General Physics 1, 3 lect., 3 lab., 4 cr., meets for three lecture hours and three laboratory hours each week, over a semester of 15 weeks. Four credits are received on successful completion of the course. Consult your faculty advisor if you have any questions about the level or the content of a course.

Due to academic and fiscal considerations, not all courses can be offered each semester of every year. Courses taught only in the fall or spring semesters are so identified; otherwise, courses may be taught both semesters. Therefore, this catalog should not be considered a contractual offer from the college to any prospective student.

Frequency and Timing of Course Offerings

Unless specific semesters are listed, courses are offered on an occasional basis. The college reserves the right to not offer a course when scheduled, based upon budgetary or staffing needs.

Course Index

The following course categories, subject codes, and catalog numbers are listed here only as a quick advising guide. There are exceptions. Please refer to the course descriptions for complete information.

Discipline/Department	Dept. Code
Accounting	ACC
Anthropology	ANT
Architecture	ARC
Art	ART
Astronomy	AST
Biology	BIO
Business	BUS
Chemistry	CHM
Chinese	CHN
College and Career Skills	CCS
Communication	COM
Computer Aided Drafting	CAD
Computer Information Technology	CIT
Computer Science	CSC
Criminal Justice	CRJ
Cyber Security	CFR/CSS
Dental Hygiene	DNT
Economics	ECO
Education	EDU

Electrical Technology	EET
Engineering	EGR
English/Reading/Writing	ENG/RDG/WRT
Fire Protection Technology	FIR
Field Studies	FLD
French	FRE
Geography	GEO
Geology	GLG
Green Building Maintenance and Mgmt	GRB
Health	HTL
History	HIS
Honors Seminar	HON
Human Services	HMS
Italian	ITA
Interdisciplinary Studies	IDS
Management	MGT
Marketing	MKT
Mathematics	MAT
Medical Laboratory Technician	MLT
Music	MUS
Nursing	NUR
Occupational Therapy Assistant	OTA
Office Technologies	OFT
Philosophy & Religion	PHL
Physical Education Theory	PED
Physical Education Activity (Majors)	PEM
Physical Education Activity (Non-Majors)	PES
Physical Sciences	PSC
Physical Therapist Assistant	PTA
Physics	PHY
Political Science	POL
Psychology	PSY
Radiologic Technology	RAD
Sociology	SOC
Spanish	SPN
Theater	THE

Online Learning

SUNY Orange currently offers several courses online through the internet each year. In addition, students may take courses which are "web-enhanced," "hybrid," or "online" in nature. Students may access these courses from home, on campus, or wherever they can obtain internet access.

Web-enhanced

Students should expect to be exposed to academic technologies as part of their educational experience at SUNY Orange. Many courses make use of Internet technology to support the distribution of course materials and student access to additional resources. This can include graded assignments that require participation in an online activity or activities in addition to the required meeting time on campus. Students should consult with their faculty if they have questions about any of the assignments within their courses or need assistance with an assignment that requires the use of technology.

Hybrid

A hybrid course makes significant use of internet technology to facilitate access to class materials and support communication between faculty and students, among students, and between students and resources. These courses will only meet for one-half of the required class time on campus and will require participation in the online portion of the course in determining the final grade.

Online

A full online course is one that can be accessed anywhere and anytime, via the internet, with a web browser. It supports all the other services mentioned previously, as well as builds a learning community with the course taking place completely on-line, including live chats, bulletin board discussions and advising. An additional fee of \$50 is required for each online course.

To participate in online learning, students must have access to the World Wide Web (a broadband connection is recommended) and must use Internet Explorer 7 or higher or Firefox 3.0 or higher as their web browser (JavaScript and Cookies must be enabled, and pop-up blockers must be disabled). In addition, students will need a word processing program such as Microsoft Word (other word processing software can be used, but documents must be saved in the .rtf format) and Adobe Acrobat Reader. Students are required to use SUNY Orange-issued email accounts. There are various work stations around campus that students may use to access online courses. In the home, an Internet Service Provider (ISP) will provide access for a monthly fee. The student's ISP will specify the computer requirements for its service.

For more information about online learning at SUNY Orange including courses being offered, FAQs, etc., please visit www.sunyorange.edu/dl.

Accounting

(Business Department)

ACC 101—Accounting Principles 1

4 cr. (Fall/Spring)

This is an introduction to accounting practice and theory using the model of the sole proprietorship in a service business. The accounting process for recording, summarizing, and reporting financial data is analyzed. Specialized systems in cash controls, payroll, and the use of multipurpose combination journals are examined. Emphasis is placed on identifying and correcting errors and omissions and understanding their impact on financial statements. Course objectives are reinforced through the use of manual and/or computerized practice sets.

Prerequisite: MAT 020 or placement into MAT 101 or higher

ACC 102—Accounting Principles 2

4 cr. (Fall/Spring)

This is a continuation of accounting practice using the model of the sole proprietorship in a merchandising business. Use of special purpose journals and related subsidiary ledgers in support of merchandising operations and an analysis of payables, receivables, and inventory valuation unique to this area are examined. Additional content in the areas of note financing, long-term assets and payroll are included. The topic of corporations and the specific equity issues related to them are discussed. Course objectives are reinforced through the use of manual and/or computerized practice sets.

Prerequisite: ACC 101

ACC 111—Personal Finance

3 cr. (Spring-Day/Fall-Evening)

The course examines important aspects of consumer decision making. Emphasis is on practical consumer finance areas such as: personal financial planning, budgeting, consumer protection, purchasing, taxes, credit and investments. The course provides the skills to develop a life-long financial plan for the individual.

Prerequisite: MAT 020 or placement into MAT 101 or higher

ACC 153—Financial Accounting

4 cr.

This course provides a solid foundation in basic accounting concepts and methodology of financial accounting. This includes the rules and procedures used by financial accountants in preparing external financial reports. Emphasis is placed on the chart of accounts, the accounting environment, the accounting cycle, cash flow, the income statement and the balance sheet. This course provides students with an understanding of financial accounting in a corporate environment, methods used to perform analysis of financial statements, and insights into the financial accounting decision making process.

Prerequisite: MAT 020 or placement into MAT 101 or higher

ACC 154—Managerial Accounting

4 cr. (Fall/Spring)

This course introduces students to managerial accounting as an information system that provides managers with a basis for decision making. Topics include basic C-V-P analysis, estimating costs, job and process costing, break-even analysis, standard costing, short and long term decision making, responsibility accounting, operating budgets, and flexible budgeting. Emphasis is placed on the needs of managers to use internal accounting information to make business decisions.

Prerequisite: ACC 153 or ACC 101 and ACC 102

ACC 201—Intermediate Accounting 1

4 cr. (Fall-Day/Spring-Evening)

Special emphasis is placed on accounting standards. Topics include: a review of generally accepted accounting principles; recognition, valuation and disposition issues; cash and receivables; inventory flow procedures; plant and intangible assets; and revenue recognition.

Prerequisite: ACC 154 and BUS 161 or permission of department

ACC 202—Intermediate Accounting 2

4 cr. (Fall-Evening/Spring-Day)

Continued emphasis is placed on accounting standards. Topics include: temporary and long-term investments, current liabilities, stockholders equity, bonds and miscellaneous long-term liabilities, pension plans, leases, cash flows, financial statement analysis, earnings per share, and an introduction into the objective characteristics and elements of financial reporting.

Prerequisite: ACC 201

ACC 205—Accounting with Microcomputer Applications

3 cr. (Fall-Day/Spring-Evening)

Spreadsheet and time value of money software are introduced and developed as support tools for topics in managerial, financial, and income tax accounting. Topics include capital budgeting, cash budgeting, depreciation, loan/debt/bond amortization, cost/ volume/profit analysis, project development, financing, and profit planning, and an introduction into financial planning. Emphasis is placed on both proper application of theory and quality of report presentation.

Prerequisite: ACC 102 and BUS 161 or ACC 153 and BUS 161

ACC 211—Federal Income Tax Procedures

3 cr. (Fall-late day)

Course emphasis is placed on the current status of Federal income Taxes as they relate to individuals. The history of Federal Income taxation as well as the Federal taxation of business income is also covered. After completion of the course, the student will be able to prepare an individual Federal Income Tax return. The course materials include valuable reference tools.

Prerequisites: ACC 101

ACC 214—Accounting Practice

4 cr. (Spring-Late Day)

Topics include software issues related to new company configuration, security controls, and troubleshooting. Accounting applications are in the areas of bank reconciliation, payroll programming and reporting, sales and excise tax reporting, and management of payables, receivables, and cash. Emphasis is placed on the skills and attitudes needed to assume a “full-charge” office bookkeeping position. QuickBooks Accounting software will be used in this course.

Prerequisites: ACC 102 and BUS 161 or ACC 153 and BUS 161

ACC 220—Accounting Internship

3 cr. (Spring)

Students enrolled in this course will intern at organizations appropriate to learning about accounting and accounting-related fields. Students will integrate classroom theory in a monitored and supervised work experience. Periodic meetings with a faculty advisor and written assignments are required. Evaluations by workplace supervisors are also required. The student intern is required to work a minimum of 90 hours during the semester.

Prerequisites: Permission of instructor or ACC 102 or ACC 153; ACC 214, ACC 205; and BUS 203. A minimum CumGPA of 2.5 is also required.

Anthropology

(Behavioral Sciences Department)

ANT 101—Cultural and Social Anthropology

3 cr. (Fall/Spring)

A cross-cultural approach to the nature of culture as humanity’s means of existence, focusing on such topics as the method of scientific research in cultural anthropology, the basis of language, a comparative study of events of the human life cycle, family and kinship, religion and ritual, and theories of social change and development. *Fulfills category C.* (GE 3)

ANT 102—Human Evolution

3 cr. (Fall)

This course applies Darwinian evolutionary theory to an examination of the position of the human species within the animal kingdom, the characteristics of primates, the evolutionary origins of human behavioral patterns, the fossil record of human evolution, the study of race, and continuing human evolution. *Fulfills category C.* (GE 3)

ANT 103—Archaeology and Prehistory

3 cr. (Spring)

This course investigates the contribution made by archaeological science to an understanding of the process by which human society evolved from earliest forms to the emergence of complex civilizations in various parts of the world prior to historical times. *Fulfills category C.* (GE 3)

ANT 104— Archaeological Field Experience

1 lect., 6 lab., 3 cr.

This course is designed to provide students with experience conducting archaeological research. Students will participate in all aspects of the field process including laying out a grid, excavating test pits, mapping, photographing, documenting the archaeological record and recovering artifacts and features. Instructor led lecture and discussion will begin each field day so that students are able to understand the larger context of the work they are doing. In addition, select field trips and guest speakers will provide additional context for the specific site to be investigated. Length of time in the field will be a minimum of 90 hours over four weeks.

ANT 220—Indians of North America

3cr. (Spring)

This course is an analysis of Native American cultures north of Mexico from early times to the modern era. Ecological, historic and ethnographic data are utilized to review the various cultural areas. The southwest, plains, northwest, southeast and northeast cultures

Architectural Technology

(Science, Engineering and Architecture Dept.)

ARC 101—Architectural Graphics

2 lect., 3 lab., 3 cr.

An introduction to architectural graphics standards. Topics include general drafting terminology, using mechanical drafting equipment, the communicative role of lineweights and scales, and the roles of plans, sections and elevations. Laboratory work using instruments and specialized software provides hands-on experience. Drawings will be discussed and demonstrated in lecture and applied in lab assignments and projects. Emphasis is on drafting and line quality and successful communication through architectural drawings. Lab assignments will include both two-dimensional and three-dimensional drawings along with an introduction to shade and shadows.

Corequisite: concurrent enrollment in or completed WRT 040

ARC 102—Advanced Architectural Graphics

2 lect., 3 lab., 3 cr.

An advanced course in architectural graphics with an emphasis on mixed media. Topics include coordination of two and three dimensional drawings, the use of color and fonts, composition of presentation boards, the role of freehand sketching in presentations, and Adobe software applications. Emphasis is on composition and successful communication through architectural drawings.

Prerequisite: ARC 101

ARC 105—Building Materials and Methods 1

2 lect., 2 cr.

The description and analysis of building materials and their use in construction: foundations, structural elements, and floor, roof, and wall systems. This course primarily focuses on building component and structural terminology, identification and variations of building materials, and methods of wood construction. Steel, concrete and masonry construction will be introduced.

Corequisite: concurrent enrollment in or completed WRT 040

ARC 106—Building Materials and Methods 2

2 lect., 4 lab., 4 cr.

The description and analysis of building materials and methods and their use in masonry, steel and reinforced concrete construction. Sustainable building principles will be introduced. Methods are clarified through the development of drawings such as wall sections, window details, plan details, etc.

Prerequisite : ARC 101, ARC 105, CAD 101

ARC 111—Architectural Design 1

2 lect., 3 lab., 3 cr.

An introduction to the basic elements of architectural design -scale, proportion, rhythm, mass, textural effects, contrast, unity, sequential spatial experience. Execution of two and three dimensional design projects. An exploration of nature of art and architecture.

Corequisite: concurrent enrollment in or completed WRT 040

ARC 112—Architectural Design 2

1 lect., 4 lab., 3 cr.

The place of function, structure, and expression of ideas in architecture will be explored through the lecture and lab component of this course. In lecture, case studies will be presented. In lab, the execution and criticism of architectural design problems will take place. Presentation techniques will be in various media, with a concentration on model building.

Prerequisite : ARC 101, ARC 111

ARC 201—Digital Portfolio

3 lab., 1 cr.

A structured environment in which students prepare and orally present a portfolio that demonstrates the body of their work produced in courses in the Architectural Technology Program. Students also produce a cover letter, resume and personal essay on architecture.

Prerequisite : CAD 102, ARC 102, ARC 112

ARC 205—Working Drawings 1

2 lect., 3 lab., 3 cr.

This course is an introduction to architectural working drawings. Basic principles of preparing and organizing necessary components of a working drawings set will be covered. Students will prepare a set of drawings for a small wood structure using Autocad software. Correctness of construction techniques and CAD draftsmanship will be emphasized. Quantifying building materials from the students' prepared sets will be introduced.

Prerequisite : ARC 106, CAD 102

ARC 206—Working Drawings 2

1 lect., 6 lab., 4 cr.

This is the capstone course of the building materials and methods sequence of the A.A.S. Arch. Tech. Program. Advanced working drawings of a building of steel construction will be produced. Emphasis is placed on draftsmanship, coordination, and accuracy plus development of building construction details. Autocad is used as the drafting medium. The complex relationships between owner, architect and contractor as well as the role of specifications will be introduced.

Prerequisite : ARC 205

ARC 211—Architectural Design 3

1 lect., 4 lab., 3 cr.

A continuation of the design course sequence in which students explore programmatic requirements, precedents and architectural form. In lecture, case studies will be presented. In lab, the execution and criticism of architectural design problems will take place. Presentation techniques will be in various media and oral presentation is required.

Prerequisite : ARC 102, ARC 112, CAD 102

Architectural Technology - Art

ARC 212—Architectural Design 4

2 lect., 4 lab., 4 cr.

This is the capstone course to the design sequence of the A.A.S. Architectural Technology Program. The scope of design is expanded beyond building to outdoor spaces and land planning. A survey of town planning through out history with emphasis on 19th and 20th century. Execution of several design projects involving outdoor spaces, site, town and subdivision layouts, and a building in context on an actual site in the community.

Prerequisite : ARC 211, ARC 201

ARC 215— Architecture to the 18th Century

3 lect., 3 cr.

A survey of the development of Western architecture through the 18th century. Physical characteristics, form, interior spaces, construction materials, and structural systems from ancient Egypt through the eighteenth century will be covered. The relationship between built form and a society's institutions and culture, level of technology, and environment will be considered.

ARC 216—Architecture from the 19th Century

3 lect., 3 cr.

A survey of modern architecture. Form and space, aesthetic philosophy, material usage, and structural systems of architecture from 1850 to the present will be explored. The influence of technology, society, and the environment on architectural form will be explored.

ARC 220—Mechanical and Electrical Equipment for Buildings

3 lect., 3 cr.

Description, analysis, and basic design of heating, ventilating, plumbing, and electrical systems and equipment, fire protection, vertical transportation and acoustics in buildings.

ARC 221—Strength of Materials

3 lect., 3 cr.

An introduction to statics and strength of materials, forces, resistance to forces, and the appropriate amount and shape of material to resist those forces. An exploration of why buildings stand up.

Prerequisite : PHY 111, MAT 107

Art

(Arts & Communication Department)

ART 101—Introduction to Art

3 cr. (Fall/Spring/Summer)

A beginner's course for those interested in learning how to look at, appreciate and enjoy the visual arts. Weekly lectures introduce theoretical concepts that are reaffirmed with discussion and corresponding studio assignments. Students will explore basic concepts of line, shape, mass, color, balance, texture and composition by way of in-class critiques and hands-on projects. A museum trip may be included in this course. (GE 8)

ART 103—Drawing 1

1 lect., 2 lab., 2 cr. (Fall/Spring/Summer)

Drawing exercises and projects emphasizing development of perceptual, manual and conceptual abilities. Objective drawing in line and tone lead the beginning student to understand structure imaging, and execution. Studies introduce basic perspective methods. Various drawing media and materials are used. (GE 8)

ART 104—Drawing 2

1 lect., 2 lab., 2 cr. (Fall/Spring/Summer)

Drawings as finished art are developed from preliminary works. Study of media-image, form-content relationships. Develop more complex and subjective drawings. (GE 8)

Prerequisite: ART 103

ART 107—Design 1

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

An introduction to the vocabulary and elements of two dimensional design including line, shape, texture, color and typography. Students learn basic design elements and media and master manual dexterity and "craft" through hands-on practice completing drawing, painting, and multimedia projects. Students work with a variety of media in a studio setting, employing fundamental design principles to create successful two-dimensional designs as well as participating in collective and individual critiques and working cooperatively on group design projects. (GE 8)

ART 108—Design 2

2 lect., 2 lab., 3 cr. (Spring)

Continuing study of design concepts and development of complex studio projects in various media. Studio methods and processes are discussed and demonstrated. (GE 8)

Prerequisite: ART 107

ART 111—Color

1 lect., 2 lab., 2 cr. (Fall/Spring)

This studio course has students assess psychological as well as physical effects of light and color relationships. Additionally, students will examine color content and its use in art, architecture and personal effects. Weekly lectures introduce theoretical concepts that are reaffirmed with corresponding studio projects. A museum trip may be included in this course. (GE 8)

ART 113—Painting 1

1 lect., 4 lab., 3 cr. (Fall/Spring/Summer)

Fundamentals of painting techniques and materials are learned while student composes from still life setups reflecting various modes and historical perspectives. (GE 8)

ART 114—Painting 2

1 lect., 4 lab., 3 cr. (Spring)

Continuing work in still life painting using more complex formal and contextual means of organizing the pictorial surface and space. (GE 8)

Prerequisite: ART 113

ART 117—Figure Drawing 1

2 lect., 4 lab., 4 cr. (Fall)

Drawing from the model—proportion, gesture, form and structure. Work in anatomy and rendering. Various media are employed. (GE 8)

Prerequisite: Permission of instructor

ART 118—Figure Drawing 2

1 lect., 4 lab., 3 cr. (Spring)

Drawing from the model—extended studies, the draped figure, light and shade as structure and content. Lectures and demonstrations of various media and papers. (GE 8)

Prerequisite: ART 117

ART 119—Photography 1*

1 lect., 3 lab., 3 cr. (Fall/Spring/Summer)

A workshop course for the novice photographer covering camera basics, negative development, enlargement, and contrast control. Considerable darkroom work with criticism as well as discussion of the history of photography are emphasized. (GE 8)

ART 120—Photography 2*

1 lect., 3 lab., 3 cr. (Spring)

A workshop course consisting of considerable darkroom work as a basis for learning more advanced print control techniques which include bleaching, spotting, and mounting prints. Emphasis is placed on individual creativity through personalized assignments and critiques. Studies in the history of photography are continued. (GE 8)

Prerequisite: ART 119

**Students are required to have a 35 mm or larger camera. Lab space, enlargers, and chemicals for paper treatment provided. Students should expect to spend approximately \$200 for film and film development supplies and materials.*

ART 121—Digital Photography 1

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

This course provides the student with an introduction to the techniques used to create and manipulate photographs in a digital darkroom, using image manipulation software. The convergence of photography and digital media is explored through projects, readings and critiques. Topics covered include basic digital camera functions, scanning, manipulation of photographs, composition, color correction and printing.

Students are required to have their own digital camera of at least 5 megapixels.

Prerequisite: MAT 010 or placement into MAT 020 or higher

ART 122—Digital Photography 2

2 lect., 2 lab., 3 cr. (Spring)

Students will continue to explore creative areas while building on more specific technical skills required for professional production of printed work. Projects will extend students' perceptions of digital imaging in both creative and applied areas. Students are required to have their own digital camera of at least 5 megapixels.

Prerequisite: ART 121 or permission of instructor

ART 123—Visual Communications & Graphic Design 1

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

Explore the idea that memorable visual messages with text have the greatest power to inform, educate, and persuade an individual. Learn about current Visual Communications theories, graphic design principles, elements, typography, influential persons, and contemporary digital media, including page layout software (Quark Xpress and Adobe InDesign) as well as Adobe Photoshop. (GE 8)

ART 124—Visual Communications & Graphic Design 2

2 lect., 2 lab., 3 cr. (Spring/Summer)

The Viscom 2 student will learn the fundamentals of visual communications and graphic design through Viscom problem solving, graphic design projects, and exploration into the graphic communications industry today. Digital media skills will be acquired through projects and exercised utilizing page layout (Quark XPress and Adobe InDesign), digital imaging (Adobe Photoshop), and vector drawing software. (GE 8)

Prerequisite: ART 123 or permission of instructor and department chair

ART 125 – Sequential Art: Comics Illustration

2 lect., 2 lab., 3 cr. (Fall/Spring)

Sequential Art: Comics Illustration offers instruction in the creation of comic books and comic strips as well as topical discussion on the operation of the comic book industry. Students learn about the pitfalls of working in comics, their rights as creators, and how to approach publishers. Course material includes the design of comic book characters, comics illustration and storytelling, self-publishing, submitting work to editors, comic book Creator's Rights, webcomics, and strong emphasis on comic book inking. (GE 8)

Prerequisite: ART 103 or Permission of Instructor.

ART 127—History of Art 1

3 cr. (Fall/Spring/Summer)

A survey course covering the major movements of art from prehistoric times through the beginning of the early Italian Renaissance. Architecture, painting, decorative arts, sculpture and textiles will be studied within social, political and religious context. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

ART 128—History of Art 2

3 cr. (Fall/Spring/Summer)

A survey course that addresses the major movements of art from the early Italian Renaissance to Post-Modernism of the late twentieth century. Architecture, painting, sculpture and photography will be studied within social, political and religious context. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

Art - Astronomy

ART 131—History of Animation

1 cr. (Fall/Spring)

A five-week survey of the history of animation traced from early twentieth century origins based in photography. The seminar will culminate with an examination of computer-generated animation. Special attention will be paid to traditional methodology of classic cartoon production, full-length features as well as non-traditional animators and avant-garde animation techniques.

ART 201—American Art 1700 to 1945

3 cr. (Spring)

A survey course examining the development of American painting, sculpture, architecture, folk art and decorative arts begins with the tribal art of Native Americans, encompasses the artistic adaptations of early American settlers and concludes with Modern American art of the 1940s. Special attention will be paid to evolution of style, technique and medium over the course of American history. A museum trip may be included in this course. (GE 7)

ART 203—Modern Art: The 20th Century

3 cr. (Fall/Summer)

An in depth, chronological examination of the art movements of the twentieth century as shaped by the age of technology and information. Subject matter will be presented decade by decade with attention paid not only to developing technology but also to social and cultural issues. Specific examples of architecture, painting, graphic art, sculpture and photography will be set in perspective to the world events that have helped shape modern artist's approach to art and creativity in the twentieth century. A museum trip may be included in this course. (GE 7)

ART 205—Women in Art History

3 cr. (Spring)

This survey of women artists throughout history begins by examining images of females of antiquity as represented in art and then examines the social, economic and political context of women artists in art history concluding with working women artists of the twenty-first century. Works of painting, sculpture, textile, decorative arts, and photography and installation art created by women with careful consideration of the political, social, economic and religious constraints women artists have faced. Special attention will be paid to evolution of style, technique and medium. A museum trip may be included in this course. (GE 7)

ART 207—Non-Western Art

3 cr. (Fall/Spring/Summer)

This survey course focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from South East Asia, China, Korea, Japan, the Islamic world, Native North and South America, African and the Pacific Basin as well as contemporary Latin art. A museum trip may be included in this course. (GE 7)

ART 223—Visual Communications and Graphic Design 3

2 lect., 2 lab., 3 cr. (Fall)

The Viscom 3 student will develop a personal approach to visual communication in this experiential problem solving course. More advanced technical skills will be achieved using a flatbed scanner, Adobe Photoshop, Adobe Illustrator, and Quark XPress, presentation and page layout software. (GE 8)

Prerequisite: ART 124 or permission of instructor and department chair

ART 224—Visual Communications and Graphic Design 4

1 lect., 2 lab., 2 cr. (Spring)

The Viscom 4 student will produce a professional portfolio for entry level employment in visual communications or for further education. The student will complete one semester-long multi-disciplinary group project and will hone personal style in visual communication and refine technical skills in using page layout, vector-based and image manipulation graphics software. (GE 8)

Prerequisite: ART 223 or permission of instructor and department chair

ART 225—Web Design 1

2 lect., 2 lab., 3 cr. (Fall/Spring)

Students master the key design strategies of the best professional web designs and design and build fully functional web pages and web sites using Adobe Dreamweaver. Course covers both design concepts and practical, technical abilities, including psychology of perception, color theory and human vision, typography, interface design, technology and new trends in this fastest-moving of all media. Class projects include surfing the web, finding great examples of both good and bad web pages, and learning what works—and what doesn't work—in the real world.

ART 226—Web Design 2

2 lect., 2 lab., 2 cr. (Spring)

Students design, create and build interactive web sites incorporating moving graphics, sound and video using Adobe Flash and Dreamweaver. Emphasis is placed on merging the creative process and design skills with the technical aspects of producing Web sites. Course includes both drawing vector art and writing ActionScript code to make interactive banner ads and games.

Prerequisite: ART 225

ART 230—Arts and Communication Practicum

1 lect., 3 lab., 2 cr. (Fall/Spring/Summer)

Students develop and complete individual projects/internships in music, art, graphic design, communication, media and theatre. Projects may be performed on campus or by arrangement in community facilities. The course includes a lecture component which involves portfolio building, presentation, and marketing. (GE 8)

Students may repeat this course for a total of four credits.

Prerequisite: permission of instructor or department chair

Astronomy

(Science, Engineering & Architecture Dept.)

AST 120—Astronomy

2 lect., 3 lab., 3 cr.

The relationship of physical laws to the structure and size of the universe is the means by which the methods of observational astronomy are studied. The role of gravity in the formation of stars, galaxies, and clusters is emphasized. Current study of cosmology is placed in the historical context. Besides observing sessions, the laboratory emphasizes the methods of observational astronomy. (GE 2)

Prerequisite: tested into MAT 101 or completed MAT 020 or permission of instructor

Biology

(Biology Department)

Biological Science majors must take BIO 101 and BIO 102. Then select from BIO 201, BIO 202, BIO 204 or BIO 205. Students should consult with a biology department advisor.

BIO 101—General Biology 1

3 lect., 3 lab., 4 cr. (Fall/Summer)

Topics include a study of the nature and scope of science in general and biological science in particular: the chemical and physical basis of life; the structures and functions of the cell with an emphasis on photosynthesis, respiration, functions of DNA, and the processes of mitosis and meiosis. The course concludes with the genetic and evolutionary consequences of meiosis and reproduction. (GE 2)

BIO 102—General Biology 2

3 lect., 3 lab., 4 cr. (Spring)

A study of the plant and animal organism with an emphasis on the vertebrate animal and the flowering plant. Comparative systems are studied. The relationships between organisms and the environment are also covered. (GE 2)

Prerequisite: BIO 101

BIO 110—Introduction to Biology

2 lect., 3 lab., 3 cr. (Fall/Spring/Summer)

A introductory course covering the scientific method, basic chemistry, cell biology, structure and function of the vertebrate body, biochemical pathways, cellular division, genetics, diversity and biological systems. (GE 2)

Prerequisite: The course is designed for students with little or no academic background in biological sciences and want to pursue a career in the health professions or biology.

BIO 111—Anatomy and Physiology 1

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer)

An introduction to the structure and function of human systems. Study begins with the organization of the body from the molecular to the organ/organ system level of function and continues through the Integumentary, Skeletal, Muscle, Nervous and Endocrine systems. Laboratory work includes cellular structure and function, histology, and gross anatomical analysis of the skeletal, muscular, and nervous systems. The laboratory experience includes use of human bones and dissection of the cat, sheep eye and brain as well as use of human anatomical models of organs and structures related to the above systems.

Prerequisite: AP Biology, BIO 110 or BIO 101 and BIO 102

BIO 112—Anatomy and Physiology 2

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer)

Continues the study of the structure and function of human systems begun in BIO 111 (Anatomy and Physiology 1). Included are the Circulatory, Lymphatic, Immune, Respiratory, Digestive, Urinary and Reproductive systems. Acid-base, fluid and electrolyte balance are also discussed, and functional inter-

relationships and homeostasis are stressed throughout. Laboratory work includes analysis of the structure and function of the above systems at the histological, gross anatomical and organ system levels. The laboratory experience includes dissection of the cat and beef and sheep hearts as well as prepared histological specimens, human anatomical models and computer/video presentations related to the above systems. Laboratory experiments also expose students to related clinical techniques/ topics such as blood typing, ECG, blood pressures, pulse determination, heart and lung sounds, spirometry, and urinalysis.

Prerequisite: BIO 111

BIO 113—Neurobiology

2 lect., 2 lab., 3 cr. (Fall)

This course is designed for students of Massage Therapy, Physical Therapist Assistants, Occupational Therapy Assistants, and other Health Sciences. It will provide the student with a foundation for understanding neurological dysfunction. Integration, rather than segregation, between structure and function are emphasized. This course will enable the student to be conversant in the structure and function of the nervous system, with emphasis on sensorimotor integration and neuromuscular physiology. The organizing theme is the regulation of body function, how the nervous system is influenced during development, learning, and by disease, or trauma. This is illustrated in a multidisciplinary fashion: morphology, physiology, biochemistry and clinical manifestations. Examples of pathological, occupational and environmental causes of neurological disease are highlighted through lectures and student presentations. The different approaches used in diagnosis and understanding physical impairment are stressed as essential components of devising effective therapy.

Prerequisite: BIO 112

BIO 115—Human Biology

3 lect., 3 lab., 4 cr. (Fall)

Human anatomy, physiology and pathology are discussed in lectures. Laboratory work includes microscopic study of tissues and a dissection of the cat. The anatomy of the cat is correlated with human anatomy.

Prerequisite: BIO 110 or BIO 101

BIO 120—Biology for Today

3 lect., 0 lab., 3 cr. (Spring)

The biological aspects of contemporary problems and issues will be explored. Selected topics will be chosen from the areas of Medicine and the Environment. Students will participate in discussions and class activities that will assess decision-making criteria relative to the issues being presented.

BIO 120 DL—Biology for Today

3 lect., 0 lab., 3 cr. (Spring)

The biological aspects of contemporary issues will be explored. Selected topics will be chosen from areas of the environment, human anatomy and physiology, inheritance, evolution, and genetic engineering. Proctored exams will be administered at an SUNY Orange campus or an approved site arranged by the student.

Biology

BIO 123—Prehistoric Life

3 cr. (Fall/Spring/Summer)

A survey of the diversity of prehistoric life including the dinosaurs, mammals, birds, reptiles, amphibians, fish, invertebrates and plants of the past. An overview of other relevant topics such as fossilization, evolution, extinction, vertebrate anatomy and ecosystem structure will be presented. The course will include a trip to the Museum of Natural History. Students are responsible for their own transportation. The course does not include a laboratory component.

BIO 123 DL—Prehistoric Life

3 lect., 0 lab., 3 cr. (Fall/Spring/Summer)

A survey of the diversity of prehistoric life including dinosaurs, mammals, birds, reptiles, amphibians, fish, invertebrates, and plants of the past. An overview of other relevant topics such as fossilization, evolution, extinction, and vertebrate anatomy will be presented. The course will include a trip to the Museum of Natural History. Students are responsible for their own transportation. The course does not include a laboratory component. Proctored exams will be administered at an SUNY Orange campus or an approved site arranged by the student.

BIO 125—Nutrition

3 cr. (Fall/Spring/Summer)

Students study carbohydrate, fat, protein, mineral and vitamin requirements; an overview of the chemical and biological body functions, nutrient metabolism and deficiencies, food safety legislation, functions of the Food and Drug Administration and the USDA. Students conduct a caloric self-study.

BIO 141—The Diversity of Life

2 lect., 3 lab., 3 cr. (Fall/Spring)

This course offers the non-science major an opportunity to study representatives of the major groups of bacteria, protists, plants, fungi, and animals in both lecture and lab. Emphasis will be placed on the major characteristics of each group. The inter-relationships among these organisms will be studied both through discussion and through field trips to local sites. The global loss of biodiversity and its significance will be discussed. Students are responsible for their own transportation on field trips. (GE 2)

BIO 143—Field Biology

2 lect., 3 lab., 3 cr. (Fall)

This course will acquaint students with the plants and animals of the Orange County area, with emphasis on ecological relationships between them and their environment. Weekly field trips within the area will identify organisms found and conduct outdoor studies to better understand interactions among them. Real data will be collected and analyzed to answer scientific questions concerning the natural history of the county's biodiversity. Students are responsible for their own transportation. (GE 2)

BIO 146—Avian Biology

2 lect., 3 lab., 3 cr. (Spring-alternate years)

A study of the birds of the Mid-Hudson Region, emphasizing field identification, migration, flight and ecological adaptations, voice and behavior, distribution and classification. Lectures and weekly field trips to diverse habitats are included. Students are responsible for their own transportation.

BIO 148—Environmental Conservation

2 lect., 3 lab., 3 cr. (Spring)

This course will explore local, regional, national, and global issues of water quality and usage, such as types and sources of pollutants and their effects on humans and wildlife, surface and ground water overuse, and conservation of water resources. The expanding human population and its creation of resource conflicts and their resolutions are presented and discussed. Lab experiences will focus on monitoring the quality of nearby waterbodies, with the collection of real data that will be used by Orange County in their formulation of a watershed management plan. Students are responsible for their own transportation to off-campus sites. (GE 2)

BIO 201—Genetics

3 lect., 3 lab., 4 cr. (Fall)

This is a survey course which introduces students to the various fields of modern genetics. Topics include the diverse forms of inheritance, the structure of chromosomes, the nature of function of genes, the regulation of gene activity, mutation, biotechnology, and evolution. Special reference is made to human genetic disorders and cancer. Lab work includes observing the inheritance traits in fruit flies and plants, mapping genes to regions of chromosomes, transformation, conjugation, plasmid DNA isolation, DNA gel electrophoresis, and protein gel electrophoresis. Students will learn techniques for the handling of bacteria and bacteriophage. (GE 2)

Prerequisite: one year of biological science including BIO 101

BIO 202—Comparative Vertebrate Anatomy

3 lect., 3 lab., 4 cr. (Spring)

The morphology, physiology, evolutionary development, and adaptations of major organ systems in vertebrate animals are studied. Laboratory work includes histology and dissection of vertebrate animals.

Prerequisite: one year of biological science, including BIO 101

BIO 204—General Botany

3 lect., 3 lab., 4 cr. (Spring)

This is a general botany course that will study plant morphology and physiology of herbaceous and woody plant divisions within the plant kingdom as well as other related plant-like organisms. Topics covered include plant structure and function, plant growth, transpiration, photosynthesis, evolution, and reproductive cycles. The course concludes with the diversity of flowers and plant life. Laboratory work includes: microscopic examination of cells and tissues of typical plants, set up and monitoring of a hydroponics experiment that will utilize the scientific method and allow for continual plant growth observations. Students will also be assigned seeds from differing plant families to germinate and tend to until plant maturity. The course will also require a plant collection prepared by each student. (GE 2)

Prerequisite: one year of biological science, including BIO 101

BIO 205—General Ecology

3 lect., 3 lab., 4 cr. (Fall)

Ecology is the branch of science studying interactions and relationships between organisms and their environment. Topics include a study of individual, population, community and ecosystem ecology. Applications of ecology and the influence of humans on the biosphere will also be addressed. (GE 2)

Prerequisite: one year of college-level biological science including BIO 101 or permission of the instructor

BIO 210—Study of Biological Habitats2 lect., 2 lab., 3 cr.
(Interession-Spring Break/Summer)

A 10 to 15 day field experience in a marine, fresh water or terrestrial habitat at an off campus location. The ecological interactions of flora and fauna, with their habitats, are examined in detail. The Catskills, Maine, the Southwest Desert Biome, and Tropics are among the habitats studied. Fee charged for transportation and living expenses. (GE 2)

Prerequisite: One year of college biological science or permission of the instructor

Business

(Business Department)

BUS 101—Business Mathematics

3 cr. (Fall/Spring)

This course is required by various A.A.S. degrees in business and can be used as an elective in others. This course will emphasize the use of business terminology and the solving of business problems using decimals and percentages. Topics that are covered in this course include, but are not limited to, the following: gross and net payroll calculations; markup and markdown; trade discounts and cash discounts; simple interest, compound interest, and ordinary annuities.

Note: This course cannot be used to fulfill the Math/Science requirement for any degree.

Prerequisite: MAT 020 and RDG 080

BUS 103—Introduction to Business

3 cr. (Fall/Spring)

In this analysis of current business practices, the following topics are examined: a comparison of economic systems, forms of ownership, small business, social responsibility, management and organization, finance and investment, marketing, human resources, and international business. Topical issues are used to reinforce terminology and concepts. It is advised that business students take this course in their first semester as it is designed to provide a foundation for other business courses.

BUS 105—Business and Society

3 cr. (Fall/Spring)

Emphasis is placed on current business economic policy issues as applied to the roles of government and the consumer. The course is structured to help both enlighten and sharpen the student's awareness of current economic problems and business issues in today's dynamic environment. Major emphasis is placed on inflation, unemployment, social security, health care, deficits, debt, global trade, and monetary and fiscal policy.

BUS 111—E-Business Principle

3 cr. (Fall/Spring)

Electronic business provides a foundation for conducting business on the Internet worldwide. Electronic business involves the use of Internet technology to transform key business processes in order to maximize customer value and facilitate the exchange of goods and services between buyers and sellers. Topics include: business to business (B2B) and business to customer (B2C) electronic commerce; advertising, market research, privacy and security issues on the Internet. Emphasis is placed on real-world application and Internet exercises. Each student will complete an Internet project.

Business

BUS 161—Computer Applications for Business

3 lect., 3 cr. (Fall/Spring)

(Formerly CIT 101 Microcomputer Applications) This course focuses on how communication, decision-making and critical thinking can be facilitated by the use of Microsoft Office Software. Students learn to use the computer as a tool using Microsoft Office applications—Word, PowerPoint, Excel and Access. Concentration is on Excel and Word. The Internet is used as a research and communication tool. Students create and use a variety of spreadsheets, word processing documents, mail merge documents, databases, electronic presentations and reports as part of a simulated business environment. This course supports the concepts needed in other required business courses. This course requires computer use outside the classroom.

Prerequisite: MAT 020 or placement into MAT 101 or higher

BUS 201—Business Law 1

3 cr. (Fall/Spring)

Emphasis is placed on the principles and the language of the law governing business transactions. Topics include the background of law, the law of contracts, the law of agency and the law of sales.

BUS 202—Business Law 2

3 cr. (Fall/Spring)

This course deals with negotiable instruments, partnerships and corporations, and real and personal property, bailments and carriers.

Prerequisite: BUS 201

BUS 203—Business Communications

3 cr. (Fall/Spring)

This course provides a managerial approach toward practice in solving business and professional communication problems, in making decisions involving selection and organization of content and in choosing an appropriate method for presentation of information. The use of technology and collaboration to enhance the effectiveness of business communications is explored. An oral presentation, written business report or proposal, and numerous letters are required.

BUS 205—Business Statistics

3 cr. (Fall/Spring)

This course is required for various AS degrees in business. The course concentrates on using statistics for business world applications. The following topics are covered: descriptive statistics including measures of central tendency, and measures of dispersion, probability theory including binomial probabilities and the normal curve, inferential statistics including sample size determination, confidence intervals and hypothesis testing. Correlation and regression are also discussed. Particular attention is given to the analysis of results using real-world tools such as spreadsheets.

Prerequisites: BUS 161 or permission from the department. Test into MAT 102 or higher or successful completion of MAT 101.

BUS 207—Introduction to International Business

3 cr. (Fall/Spring)

This course will introduce students to the challenges and problems involved in conducting business in global markets. Initial emphasis will be on concepts and theories of international trade, foreign investment and economic development. After an overview of international agencies and the international monetary system, students will consider the effects of financial economic, socio cultural, legal and political forces on the foreign business environment. Course concludes with an examination of international management practices in various areas, including marketing and labor relations.

Prerequisite: MAT 020 or placement into MAT 101 or higher

Chemistry

(Science, Engineering & Architecture Dept.)
(see also: Physical Science, Physics)

CHM 103—Applied Chemistry 1

2 lect., 3 lab., 3 cr. (Fall)

A study of the fundamental concepts of inorganic chemistry and techniques to be used in clinical laboratories. Topics include the nature of matter, the mole concept nomenclature, redox reactions, solutions, chemical equilibrium, acids and bases, and the gas laws. Laboratory work stresses skills and techniques useful to the laboratory technician. This course is closed to students who have completed or are currently enrolled in CHM 105, 106, 201 or 202. (GE 2)

Prerequisite: MAT 101 or Math Placement test into MAT 102 or higher

CHM 104—Applied Chemistry 2

2 lect., 3 lab., 3 cr. (Spring)

Continuation of CHM 103. Topics include acid base chemistry, nuclear chemistry, organic chemistry with an emphasis on nomenclature, simple chemical reactions, boiling points/ solubility in water, and organic functional families. Laboratory work emphasizes quantitative techniques. The use of periodicals is required. (GE 2)

Prerequisite: CHM 103 or permission of department chair

CHM 105—General Chemistry 1

3 lect., 3 lab., 4 cr.
(Fall/Spring/Summer I)

A study of the fundamental principles of chemistry. Topics include: stoichiometry, gases, atomic structure, periodic properties, ionic and covalent bonding, Lewis structures, liquids and solids. Laboratory work is the application of these principles with emphasis on quantitative relationships. The keeping of a laboratory notebook is required. (GE 2)

Prerequisite: MAT 102 or Math Placement test into MAT 121

CHM 106—General Chemistry 2

3 lect., 3 labs., 4 cr. (Fall/Spring/Summer II)

Topics include: Chemical equilibrium, acid-base theories, solubility equilibria, thermochemistry, thermodynamics, chemical kinetics, nuclear reactions, electrochemistry, an introduction to organic chemistry and some representative biomolecules. Laboratory work includes the above topics, plus qualitative analysis of select cations, and chromatography. The keeping of a laboratory notebook and the writing of formal reports is emphasized. (GE 2)

Prerequisite: CHM 105 or permission of department chair

CHM 110—General and Biological Chemistry

3 cr. (Fall)

Fundamental concepts of inorganic, organic, and biological chemistry essential for a thorough understanding of principles and techniques in clinical dental hygiene and nutritional counseling.

Prerequisite: either high school Regents Chemistry, CHM 120, or permission of department chair

CHM 120—Elements of Chemistry and Physics

2 lect., 2 lab., 3 cr.
(Fall/Spring/Summer)

A survey of the fundamental principles of chemistry and related physical laws. Only elementary mathematics is used. Topics include: safety in the laboratory, measurement, atomic structure, the periodic table, chemical equations, solutions, electrolytes, acid-base reactions, pH, the gas laws, main organic functional groups, nuclear physics and radioisotopes, and an introduction to mechanics. Not open to students who have successfully completed CHM105, 106, 201 or 202. (GE 2)

Prerequisite: tested into MAT 101 or higher or completed MAT 020

CHM 201—Organic Chemistry 1

3 lect., 3 lab., 4 cr. (Fall)

An integrated presentation of the chemistry of aliphatic compounds with special emphasis on structure, nomenclature, mechanism and stereo-chemistry. Spectroscopy will be introduced. Laboratory work includes basic characterization techniques, basic synthesis, and keeping a laboratory notebook. (GE 2)

Prerequisite: a minimum grade of C- in CHM 106

CHM 202—Organic Chemistry 2

3 lect., 3 lab., 4 cr. (Spring)

Continuation of CHM 201. Topics include IR spectroscopy, NMR spectroscopy, and a continuation with the reactions of aliphatic and aromatic compounds, heterocyclic compounds and biologically active compounds. Laboratory work involves use of modern techniques in the synthesis, separation and purification of organic compounds, and keeping a laboratory notebook. (GE 2)

Prerequisite: CHM 201

Chinese

(Global Studies Department)

CHN 101—Elementary Chinese 1

3 cr. (Fall)

Elementary Chinese 1 is an introductory course in spoken and written Mandarin Chinese that aims to develop the student's vocabulary, pronunciation, and mastery of simple conversations. Using an interactive approach to build student confidence in listening, speaking, reading and writing the Chinese language, the course introduces students to the predominant dialect of Mainland China and at the same time offer students insight into Chinese culture.

CHN 102—Elementary Chinese 2

3 cr. (Spring)

Elementary Chinese 2 represents the second half of the introductory course in spoken and written Mandarin Chinese. In addition to providing students with knowledge of Chinese culture, the course aims to develop further the students' vocabulary, pronunciation, and mastery of simple conversation. The course will utilize an interactive approach to build student confidence in listening, speaking, reading, and writing the Chinese language.

CHN 201—Intermediate Chinese 1

3 cr. (Fall)

The Intermediate Chinese I course further develops the language and cultural foundations that were set in Elementary Chinese I & II, including vocabulary, pronunciation, mastery of simple conversations, and use of Chinese in social situations. An interactive and multimedia approach continues to be a key part of the effort to improve students' ability in listening, speaking, reading, and writing Chinese.

CHN 202—Intermediate Chinese 2

3 cr. (Spring)

Intermediate Chinese II is the second-semester continuation of Intermediate Chinese I. It further develops language and cultural experiences through listening, speaking, reading and writing activities. An intensified interactive and multimedia approach will be used to enhance student conversational and reading skills.

College and Career Skills

(Interdepartmental) (Interdisciplinary)

CCS 100—Career Planning

(Liberal Arts Elective)

1 cr.

This course is designed to improve self-awareness and knowledge of the career decision-making process. Topics include self-exploration, career and career theory study, decision-making skills, information gathering from library and community resources, and the skills required to look for a job. Lectures, films, individual and group exercises, reading and writing assignments, and worksheet activities will be used to provide students with an in-depth career planning experience. For additional information contact Office of Career and Internship Services.

CCS 101—College Success Seminar

(Liberal Arts Elective)

2 cr.

This is an interdisciplinary course designed to assist the student in making the transition to college, and to promote the development of a successful college experience. Students will define ways in which they are responsible for their own experiences in college. Topics include: setting goals, managing time, identifying cognitive styles, understanding relationships, accessing college and community resources, employing critical thinking, planning careers, appreciating diversity, clarifying values, achieving wellness, and incorporating information resources in the college experience. For additional information contact the Advising and Counseling Center at 341-4070.

CCS 102—College Life Skills

(General Elective)

1 cr.

This course is designed to bring together strategies and skills to increase the student's probability of success in a wide variety of goals. Based on established theory and practice in many academic disciplines, students will have the opportunity to apply these techniques to the tasks they face in a college setting. This course is not open to students who have completed CCS 101—College Success Seminar.

Communication

(Arts & Communication Department)

COM 101—Foundations of Communication

3 cr. (Fall/Spring/Summer)

This survey course is designed to introduce students to the theoretical and practical aspects of communication. Students examine the basic principles of the communication process including communication theory, perception, using verbal and nonverbal communication, and listening. Emphasis is placed on the application of these principles to interpersonal, small group, public, intercultural, and mass communication contexts. Students will also research and present formal speeches. (GE 10 when combined with ENG 101)

This course is one of two required to satisfy the Basic Communication General Education category.

COM 103—The Speaking Voice

3 cr. (Fall/Spring)

This course includes physical voice production, projection, the phonetic alphabet, regionalism, and articulation/diction. Students emphasize through vocal project modules either broadcast or theater, or general self improvement. (GE 8)

COM 105—Media and Society

3 cr. (Fall/Spring/Summer)

A survey of American radio and television including historical and technological development and the effects of broadcasting and corresponding technologies on society. Programming concepts and industry structure, ethical considerations in broadcasting, current and future directions in broadcast technology, and the changing nature of this industry are also considered.

COM 107—Introduction to Media Production

3 cr. (Fall/Spring)

Students will gain hands-on experience in remote television production. Specific areas of concentration include camera operations, digital editing, lighting, audio, scripting, editing for social media, programming and production concepts.

COM 108—Digital Video Post-Production

3 cr. (Spring)

An advanced, hands-on production course designed to deal with the various elements of television production. In addition to expanding the skills acquired in COM 107, emphasis is placed on developing and producing "ready for air" productions. Topics include an introduction to television graphics, set design, and advanced editing techniques. (GE 8)

Prerequisite: COM 107

COM 111—Digital Radio Production

2 lect., 2 lab, 3 credits (Fall/Spring)

This hands-on course will provide students with an overview of digital audio techniques. Students will learn how to use digital technology to effectively create radio programs that will air over the Internet on the SUNY Orange college radio website. It will explore the different types of radio production (PSAs, drops, teases, and vo-sots) using current digital audio tools, and will also show students how to cater a program to specific target audiences. Students must be able to work in a group production setting and have time available for on-campus projects.

COM 113—Digital Storytelling

2 lect., 2 lab., 3 cr. (Fall/Spring)

This introductory course will examine both the theory and practice of digital storytelling. Students will acquire media literacy skills and be provided with an introduction to the techniques used in digital storytelling. The convergence of still photography, videography, narration, and digital media is explored through projects, readings and critiques.

COM 115—TV Studio Production

2 lect., 2 lab., 3 cr. (Fall/Spring)

In this course students are introduced to concepts and techniques for capturing video in a television studio environment. Students learn the elements of television production including audio, lighting, editing, directing, camera operation, graphics and roles of talent. Students apply their knowledge and work together as members of a production team in a studio setting to create high quality video productions.

COM 201—Oral Interpretation

3 cr. (Fall)

This course is an introduction to the art of oral interpretation of literature. The student learns how to select and evaluate literary works for oral presentation, the methods of analyzing different types of literature, and the use of voice and body in the oral communication of literature. Each student presents a final lecture-recital. (GE 8)

Prerequisite: COM 101

COM 203—Interpersonal Communication

3 cr. (Fall/Spring)

Interpersonal communication is the basis for all our relationships and affects all aspects of our lives. The goal of this course will be to better understand interpersonal communication both as a concept and as something we experience in our everyday lives. This course is designed to assist students in becoming more thoroughly acquainted with the process of interpersonal communication and its impact on the development and maintenance of human relationships.

Prerequisite: COM 101

COM 205—Small Group Communication

3 cr. (Fall/Spring)

Human beings have always been creatures who collaborate. Our social nature results in our participation in groups and teams of all kinds. Communication makes it possible for groups and teams to exist and function. This introductory small group communication course examines the theory and practice in assuming membership and leadership roles in decision-making groups. The course places emphasis on both classic and current theories that focus on "how groups work" and practical information that explores "how to work in groups." Group process is investigated as it relates to the individual's ability to communicate, and thus interact more effectively.

Prerequisite: COM 101

Communication

COM 207—Public Speaking

3 cr. (Fall/Spring/Summer)

This course is designed to introduce students to the theoretical and practical requirements of different types of public presentations. Students will learn to prepare and deliver informative speeches, persuasive speeches and commemorative speeches. Special consideration will be given to audience analysis, research, message composition, delivery, building credibility, the effective use of language and using evidence and reasoning. In addition to developing their speaking skills, students will also learn how to successfully reduce and manage their speaking apprehension.

Prerequisite: COM 101

COM 209—Debate

3 cr. (Spring)

Emphasis is on methods of argumentation and advocacy including proposition analysis, building the case, developing the brief, rebuttal and refutation. Various forms of debate are introduced with directed experience and application. (GE 8)

Prerequisite: COM 101

COM 211—Intercultural Communication

3 cr. (Spring)

Students study different cultures and the unique ways in which they communicate verbally and non-verbally. Includes the interdisciplinary study of cross-cultural communication theories, practices, and case study analysis.

Prerequisite: COM 101

COM 213—Popular Culture and the Media

3 cr. (Fall/Spring)

While building on a foundational overview of the evolution of popular culture, this course examines the growth and influence of American popular culture through the latter half of the twentieth century to the present. In addition to examining various historical critiques of popular culture, students will explore the different levels of popular culture, the technological forms that deliver and influence its content, the economic and social underpinnings of popular culture, and the groups and sub-groups that create, borrow, and consume popular culture in the United States. Case studies in television, music, film and print will be offered.

Prerequisite: COM 101

COM 215—Conflict Resolution

3 cr. (Fall/Spring)

This course assists students in learning ways to resolve conflicts in various settings by examining communication skills in dealing with these conflicts.

Prerequisite: COM 101

COM 217—Introduction to Communication Disorders

3 cr. (Fall/Spring)

An introduction to the field of communication disorders. The course includes an overview of normal and disordered speech and language in children and adults, the assessment and treatment of disordered speech, and an examination of career choices.

Prerequisite: COM 101

COM 221—Cinematography

3 cr. (Fall/Spring)

Student will learn the art of Cinematography and how it relates to the “mise-en-scène” of a film. Specific areas of concentration include structuring a scene, lighting, video production, and editing.

COM 223—Screenwriting

3 cr. (Fall/Spring)

This course provides a foundation for understanding the constructs of story, character, plot/theme and script development. Students are exposed to methods of screenwriting for both television and film. The course will focus on the basics of structure and will offer opportunities to evaluate published work as well as original script development.

COM 225—Sound Design

2 lect., 2 lab., 3 cr. (Fall/Spring)

Students will gain experience in sound design and how it is incorporated into different media. Emphasis is placed on creation and manipulation of audio utilizing industry standard software.

COM 227—Visual Effects

2 lect., 2 lab., 3 cr. (Fall/Spring)

This course is designed to introduce the art and science of visual effects for broadcast and digital filmmaking. Emphasis is placed on visual effects workflow, video technology, image processing, creating mattes, tracking, and compositing using After Effects.

Computer Aided Drafting (CAD)

(Science, Engineering & Architecture Dept.)

CAD 101—Introduction to CAD

2 lect., 3 lab., 3 cr.

An introduction to drafting using Autocad software. Emphasis is placed on drafting, annotating and dimensioning two dimensional drawings and composing sheets to be plotted. Emphasis is also placed on training students to follow verbal directions. Achieving appropriate line weight distinctions when plotting is stressed.

Corequisite: ARC 101, concurrent enrollment in or completed WRT 040

Prerequisite: MAT 020 or placement into MAT 101 or higher

CAD 102—CAD 2

1 lect., 2 lab., 2 cr.

This is an intermediate course using Autodesk software. Emphasis is placed on data manipulation and three dimensional drawing, both modeling and surfacing. Students will also use Revit software to produce drawings.

Prerequisite: CAD 101

Computer Information Technology (CIT)

(Applied Technologies Department)

CIT 100—Computer Literacy

3 lect., 3 cr. (Fall/Spring)

This course is designed to give the student an overview of computer technology, concepts, terminology, and the role of computers in society. There will be discussions of the social and ethical issues related to computers and the Internet. It will provide the student with research and critical thinking skills and introduce the student to relevant emerging technologies. The student will use word-processing, spreadsheets, database and presentation software when presenting their findings.

Prerequisite: MAT 010 or math placement into MAT 020 or higher

CIT 101—Microcomputer Applications

(For Business majors—see BUS 161 Computer Applications for Business)

CIT 103—Management Information Systems

3 lect., 3 cr. (Fall)

An introductory course in Management Information Systems that includes such topics as organization and dissemination of business information, fundamentals of a computer system, storage and retrieval devices, the systems development life cycle, the Internet, and E-Commerce. Coverage will also include security, privacy and ethical issues as they relate to information systems.

CIT 105—Data Communications & Introduction to Networking

2 lect., 2 lab., 3 cr. (Fall)

This is an introductory course in data communications and networking. Topics, which are emphasized in this course, include communication mediums, communication equipment, network topologies, protocols, and the OSI model.

Prerequisite: MAT 020 or placement into MAT 101 or higher

CIT 107—Introduction to C++ Programming

2 lect., 2 lab., 3 cr. (Fall)

This course involves classroom lectures and hands-on exposure to programming in C++. Topics include: Fundamental features of C++. Operators, Arrays and Loops, Pointers, Control Statements, Disk Files and Libraries, Structures for Lists, Sorting and Searching.

Prerequisite: MAT 020 or placement into MAT 101 or higher

CIT 108—Web Page Programming 1

2 lect., 2 lab., 3 cr. (Spring)

This is a computer based course that introduces the student to client-sided Internet web page programming. The student will cover topics including, general concepts, terminology, XHTML, JavaScript, DHTML, and XML. Assignments provide experience in the use of the scripting/programming languages utilized to create web pages.

Prerequisites: CIT 111, MAT 020 or placement into MAT 101 or higher

Computer Information Technology (CIT)

CIT 111—Internet & HTML

2 lect., 2 lab., 3 cr. (Fall/Spring)

This is a computer-based course which introduces the student to the Internet and Internet programming. The student will cover topics including, general concepts, terminology, search engines, web page design and Internet languages. Assignments provide experience in the use of the Internet and creating web pages, an introduction to Dreamweaver.

CIT 112—Computer Hardware and Software

3 lect., 3 lab., 4 cr. (Spring)

This course involves classroom lectures and hands-on exposure to advanced microcomputer software and hardware. Topics include: current hardware technology, microcomputer operating systems, fixed disk management, communications, and local area networks.

Prerequisite: MAT 020 or placement into MAT 101 or higher

CIT 115—Visual Basic

2 lect., 2 lab., 3 cr.

This is a hands-on computer programming course to introduce the student to the Visual Basic programming language. The student will use important programming tools such as flowcharting, pseudo code, testing data and testing modules and will learn how to use Visual Basic for both stand-alone programs and scripting modules for use on the Internet. Entering students should have a basic knowledge of microcomputers and Windows.

Prerequisite: MAT 020 or placement into MAT 101 or higher

CIT 116—Networking 1

3 lect., 3 lab., 4 cr. (Spring)

This course will introduce students to the organization and design of networks. It contains the background information students would need to take the first part of the CCNA certification, however, certification preparation is not included in this course. Topics include networking media, networking topologies, the OSI reference model, TCP/IP protocol suite, subnets, routers, switches, and basic networking concepts. Students will learn industry standards and terminology.

Prerequisite: CIT 105

CIT 118—Operating Systems

(3 lect., 3 lab., 4 cr.)

This course is an overview of microcomputer operating systems, which includes installation, configuration, maintenance, and efficiency. Installation and management of peripheral devices such as hard disk, USB flash drives, floppy drives, printers, and monitors will be covered. Customizing the operating system environments, troubleshooting, evaluating system performance, and system utilities of operating systems are also covered. Both client and server operating systems will be discussed including but not limited to Microsoft Windows (Server, XP, and Vista), Linux, and DOS. Students will learn industry standards and terminology.

Prerequisites: CIT 100—Computer Literacy

CIT 203—Networking 2

3 lect., 3 lab., 4 cr. (Fall)

This course builds on the foundation developed in CIT 116—Networking 1 and extends the students' capability to understand and manage data networks. It contains the background information students would need to take the second part of the CCNA certification; however,

certification preparation is not included in this course. Topics include LAN and WAN design, VLANs, Frame Relay, ISDN, and network administration. Students will learn industry standards and terminology.

Prerequisites: CIT 116

CIT 205—Web Page Programming 2

2 lect., 2 lab., 3 cr. (Fall)

This is a computer based course which introduces the student to server-sided Internet web page programming. The student will cover topics including, general concepts, terminology, IIS, Apache, SQL, ASP, XML, Perl, CGI, and PHP. Assignments provide experience in the use of the scripting/ programming languages utilized to create interactive web pages.

Prerequisite: CIT 108

CIT 206—Networking Security

2 lect., 2 lab., 3 cr. (Spring)

This course is an introduction to networking security, which includes securing an organization's critical data and systems from both internal and external threats. It contains the background information students would need to take the CompTIA's Security+ certification; however, certification preparation is not included in this course. Topics include general security concepts, security threats, authentication, attacks, malicious code, remote access, email considerations, and web security. Students will learn industry standards and terminology.

Prerequisites: CIT 116

CIT 208—Flash Programming

2 lect., 2 lab., 3 cr. (Spring)

This course introduces the student to Macromedia Flash, which allows the student to add animations, special effects, sound and much more to their Web Pages. The student will learn how to create Flash objects. Assignments will provide experience in the use of Macromedia Flash.

Prerequisites: CIT 111, MAT 020 or placement into MAT 101 or higher

CIT 211—Systems Analysis

3 lect., 3 cr. (Fall)

Emphasis is placed on feasibility studies and analysis of new system requirements. A semester-long project is required to be completed by small groups working outside of the classroom. The group is required to present a written and oral presentation at the end of the semester.

Prerequisite: CIT 103, MAT 020 or placement into MAT 101 or higher; prerequisite or concurrent enrollment in CIT 225

CIT 212—Systems Design

2 lect., 2 lab., 3 cr. (Spring)

Emphasis is placed on designing a new system; file organization, hardware selection, programming specifications, installation requirements and follow-up procedures. A Case project is required to be completed by

small groups. The Case Project will require a written and oral presentation at the end of the semester.

Prerequisite: CIT 211 and CIT 225

CIT 215—Web Site Management

2 lect., 2 lab., 3 cr. (Spring)

This course introduces the student to web site management. The student will learn how to identify a project, build a team, plan the project, and develop a design. Assignments provide experience in management of projects, people, and process.

Prerequisite: CIT 111, MAT 020 or placement into MAT 101 or higher

CIT 216—Internet Security

2 lect., 2 lab., 3 cr. (Spring)

This is a computer-based course which introduces the student to security issues as well as programming secure applications for the Internet. The student will cover topics including, general concepts, terminology, Java security, Servlet and JSP security, cryptography, and security for web services. Assignments provide experience in the use of the scripting/programming languages to build secure enterprise infrastructure containing Java-based enterprise applications.

Prerequisite: CIT 205

CIT 217—Introduction to Unix/Linux

2 lect., 2 lab., 3 cr. (Fall/Spring)

This is a computer-based course that will introduce the student to the UNIX and LINUX operating system. Assignments will include installation, basic operation, file management, administration, and configuration of LINUX. Various editions of UNIX/LINUX will be discussed. Students may wish to use this course to prepare for the CompTIA Linux+ certification.

Prerequisite: MAT 020 or placement into MAT 101 or higher

CIT 225—Database Fundamentals & Design

2 lect., 2 lab., 3 cr. (Fall)

This course presents fundamental concepts of database design. Topics include input/output processing, file organization, relational database requirements, SQL, QBE, switchboard/menu design, applications development, data security, and automating tasks with macros. This course involves a semester-long group project.

Prerequisite: CIT 103 or placement by department, MAT 020 or placement into MAT 101 or higher

CIT 230—CIT Internship

3 cr. (Spring)

Students are assigned to a work study experience in an appropriate technology field at an off-campus site or provided with on-campus project work. The particular interests of the student in the field are considered in arranging the field experience. *Enrollment by permission of the department chair.*

Computer Science

(Applied Technologies Department)

The following courses do not satisfy the laboratory science requirement for the Associate Degrees. These courses will satisfy the math requirement for the A.A. and A.S. degrees.

CSC 101—Computer Science 1

3 lect., 3 lab., 4 cr. (Fall)

An introduction to structured programming using the C++ language. Students will be presented with methodologies for developing, testing and communicating plans for computer solutions of practical problems. Topics include top down programming, flow block diagrams, input/output structures, choice and loop structures, functions, strings, streams and stream processing and an introduction to classes. While designed as a first course for Computer Science majors, it would be open to any student who might desire to learn programming techniques.

This course fulfills the math requirement for the A.S. degree

Prerequisite: math placement of MAT 121 or higher

CSC 102—Computer Science 2

3 lect., 3 lab., 4 cr. (Spring)

A continuation of structured programming using the Java language. Students will design and test algorithms for computer solutions. Topics include user defined data classes, arrays, files, algorithm analysis and software engineering concepts.

This course fulfills the math requirement for the A.S. degree

Prerequisite: CSC 101 or permission of the department chair

CSC 130—Computers and Computing

2 lect., 2 lab., 3 cr. (Fall/Spring)

Designed for students who desire an introduction to computers and computer programming, with "hands on" lab experience. Object oriented programming (Visual Basic) is taught using microcomputers with applications drawn from such fields as education, mathematics, and science.

Prerequisite: MAT 102 or by permission of instructor

CSC 201—Data Structures

3 lect., 0 lab., 3 cr. (Fall)

A course in Data Structures. Arrays and records are reviewed and abstract data structures and their implementations are introduced using recursion and dynamic storage where appropriate. Structures studied include linked lists, stacks, queues, trees, and graphs.

This course fulfills the math requirement for the A.S. degree

Prerequisite: CSC 102

CSC 204—Computer Organization and Assembly Language

3 cr. (Spring)

An introduction to the organization of digital computers. Topics include information representation, system architecture, instruction sets, addressing modes, input/output techniques, and subroutine linkage considerations. Students write Intel 80286 microprocessor assembly language programs.

Prerequisite: CSC 201

Criminal Justice

(Criminal Justice Department)

CRJ 101—Criminal Justice

3 cr.

This course focuses on the development of the criminal justice system in a democratic society. Subject matter includes a comprehensive overview of the police, courts, and correctional components of this system. The historical and theoretical development of the criminal justice system and the impact of issues such as technology, transnational terrorism and homeland security on this development are explored. *Fulfills category C.*

CRJ 103—Understanding the Juvenile Offender

3 cr.

This course studies the causes, types and prevention of juvenile delinquency. The legal aspects and responsibilities in handling the juvenile offender are thoroughly analyzed and discussed. The course features an overview of the history and theoretical development of the American juvenile justice system as well as the treatment of the juvenile offender. *Fulfills category C.*

CRJ 105—Police-Community Relations

3 cr.

The course focuses on the issues relative to policing in a multi-cultural society. The course includes an analysis of prejudice and discrimination as sources of tension between law enforcement officials and private citizens. The role of the Police and the diverse communities they serve is thoroughly explored and critically assessed. *Fulfills category C.*

CRJ 106—Patrol Operations

3 cr.

This course explores the purpose, methods, and types of police patrol and operational functions. The course provides an overview of police administration, police patrol and analyzes the relevant issues that impact modern police systems. The course will explore the origins of policing and compare and contrast the major eras of policing with particular emphasis on community policing, problem solving and the Compstat process.

Prerequisite/Corequisite: CRJ 101

CRJ 107—Industrial and Private Security

3 cr.

This course provides an overview of industrial and private security systems. The methods, procedures and techniques that are utilized in the area of private security are studied and reviewed. Security issues such as loss prevention, disaster preparation, accident control, identity theft, cyber security, fire prevention, business continuity and homeland security are discussed and evaluated. The course provides an in depth analysis and definition relative to the organizational structure of security organizations, proprietary organizations, and contract organizations. Security problems at the industrial, retail and government level are analyzed and assessed.

CRJ 109—Critical Issues in Law Enforcement

3 cr.

This is an overview of current issues in law enforcement that combines both the social science and legal approach to

controversial issues in criminal justice and criminology. The course analyzes current issues in law enforcement such as police stress, corruption, brutality, police response to diverse communities, search and seizure, gun control, sentencing, hate groups, terrorism and homeland security.

CRJ 111—Criminology

3 cr.

This course explores the development of criminology as a discipline. Contemporary criminological theories relative to the causes of criminal behavior and victimization are studied. Students are expected to study these sociological, psychological and anthropological explanations of crime and critically discuss their relevancy to the modern world.

CRJ 113—Corrections, Probation and Parole

3 cr.

The structure and theory of correctional systems. A comprehensive study of correctional theory and the development of the prevention and treatment of adult and juvenile offenders. The course provides an overview of probation, parole, state training schools and community based correctional systems.

Prerequisite: CRJ 101 or permission of department chair

CRJ 210—Terrorism and Society

3 cr.

This course explores the origins and motivations of modern day terrorists and their activities. Students will examine the societal impact that terrorism has on individuals, communities and nations and will conduct assessments of contemporary terrorist threat levels. Institutional strategies to prevent, deter, mitigate, and respond to terrorist acts will also be scrutinized and students will critically assess the legal, financial and logistical challenges that confront various counterterrorist efforts.

Prerequisite: This course is open to students who have taken Criminal Justice 101 or Sociology 101.

CRJ 211—Criminal Law

3 cr.

This course presents an overview of the philosophical development of our system of criminal law. The course focuses on the definitions and classification of crimes, criminal liability, and the development of controversial issues in criminal law such as the insanity defense, culpability, and jurisdiction etc. The course utilizes actual court cases to illustrate major legal concepts.

Prerequisite: CRJ 101

CRJ 213—Police Organization and Administration

3 cr.

This course comprises an analysis of the organizational structure of municipal police departments including an examination of the major divisional components and operational units. The course will focus on the major organizational, managerial and supervisory principles of administration as they relate to law enforcement agencies. The course will also review and critically assess police organizational ethics, corruption, police brutality, investigation and training.

Prerequisite: CRJ 101

CRJ 215—Criminal Investigation 1

3 cr.

This course provides an overview and introduction to basic criminal investigations. The course will provide instruction on proper note taking, report writing, interviewing techniques, crime scene searches, suspect identification, crime scene photography, composite sketch drawing, and court preparation. The investigative function and the relationship between investigators and the District Attorney are explored. Legal issues relative to the investigative function such as search and seizure, Miranda warnings, informant processing, undercover operations, wiretapping and surveillance are discussed and evaluated.

Prerequisite: completion or concurrent enrollment CRJ 101

CRJ 216—Criminal Investigation 2

3 cr.

The investigation of specific crimes and the exploration of methods utilized in specific criminal investigations. The course will explore specific crimes such as arson, narcotics, sex crimes, child abuse, domestic violence, assaults, burglary, larceny, homicide, auto theft, organized crime, domestic and transnational terrorist groups and cyber investigations. An emphasis on the types of evidence that are critical to the successful investigation of the above listed crimes will be thoroughly reviewed and analyzed. Court room preparation of these specific investigations will be thoroughly presented and discussed.

Prerequisite/Corequisite: CRJ 101

CRJ 226—Criminalistics

2 lect., 2 lab., 3 cr.

This course emphasizes the scientific investigation of crime. The importance of crime scene preservation and laboratory examination of forensic evidence as critical steps in the investigative process are emphasized. The processing of evidence in the field and laboratory are performed during in-class lectures and in laboratory settings. Specific areas that will be covered during this class include crime scene searches; recording and securing forensic evidence; developing and recording latent fingerprints; examination of body fluids, hairs and fibers; and the microscopic examination of evidence.

Prerequisite: CRJ 101, CRJ 215

CRJ 230—Criminal Justice Internship

3 cr.

This course provides students with an opportunity to acquire practical “hands-on” experience under the direct supervision of professionals in a field or area which interests them. The internship affords opportunities for academically related field work in a wide range of criminal justice, correctional, government agencies, social service programs, cultural organizations, businesses, research and non-profit institutions.

The internship requires 80 hours of supervised field work and 15 hours of class work for a total of 95 hours per semester.

Prerequisite: Student must be a criminal justice major, have completed 30 credits or more, have a CumGPA of 2.5 or higher and have the permission of the department chair.

Cyber Security

(Applied Technologies)

CFR 221—Computer Forensics

2 lect., 2 lab; 3 cr.

This course will introduce the student to the accepted methods of properly conducting a computer forensics investigation, beginning with a discussion of ethics while mapping to the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. Students should have a working knowledge of hardware and operating systems (OSs) to maximize their success on projects and exercises throughout the text. Specific topics covered include: computer forensics and investigations as a profession, understanding computer investigations, the investigator's office and laboratory, current computer forensics tools, processing crime and incident scenes, digital evidence controls, working with windows and DOS systems, Macintosh and Linux boot processes and disk structures, data acquisition, computer forensic analysis, recovering image files, network forensics, e-mail investigations.

Prerequisite: CIT 112, CIT 118

CFR 222—Network Forensics

2 lect., 2 lab., 3 cr.

This course will introduce the student to the accepted methods of properly conducting a forensics investigation over a network. Students should have a working knowledge of networks, hardware, and operating systems (OSs) to maximize their success on projects and exercises throughout the text. Specific topics covered include: network forensics investigation overview, the Microsoft network structure, processing crime and incident scenes, digital evidence controls, data acquisition, forensic analysis, recovering image files, the registry structure, registry evidence, presenting the results.

Prerequisite: CIT 203, CFR 221

CSS 223—Information Security

3 cr.

This course is designed to familiarize the student with the foundation utilized by most organizations in developing a management framework that will implement a secure, predictable and dependable system throughout the organization. In addition, it will help students preparing to take the Certified Information Systems Security Professional Exam (CISSP). This is a first course in the introduction and study of Information security.

A broad view of the field is provided along with enough detail to facilitate an understanding of the topic as a whole. All pertinent terminology is covered, along with the field's history and an overview of how to implement and manage an information security plan.

Readings and cases are provided to further enable a student to master the text material while bringing realistic security issues to the forefront. Readings from current periodicals in the information security will also be reviewed.

Prerequisite: CIT 116

CSS 224—Network Perimeter Security

2 lect., 2 lab, 3 cr.

This course introduces firewalls and the network security components that can work together to provide an in-depth defensive perimeter around a local area network. Accordingly, this course examines firewalls in context with the other elements needed for effective perimeter security as well as security within a network. These include packet filtering, authentication, proxy servers, encryption, bastion hosts, virtual private networks, log file maintenance, and intrusion detection systems. Different firewall configurations will also be examined.

Prerequisite: CIT 203

CSS 226—Cyber Crime Investigations

2 lect., 2 lab, 3 cr.

This course is designed to provide the student with foundational knowledge of common techniques used by most cyber crime investigators. Procedural approaches and documentation will be covered. These procedures identify the accepted approaches to protect a digital crime scene/incident, process the collected data/information, ensure and document the integrity of the entire process. The cyber crime investigative procedures will be scrutinized to identify potential problems. The student will be instructed in how the procedures and outcomes of those procedures create supporting documentation for a legal case.

Prerequisite or concurrent enrollment in CFR 222

Dental Hygiene

(Dental Hygiene Department)

NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

Note: A minimum grade of C (75%) is required in all DNT courses to maintain enrollment in the program.

DNT 101—Preventive Oral Health Services 1

2 lect., 9 lab., 5 cr. (Fall)

An introduction to the profession of dental hygiene and to the scientific principles of practice are core topics presented in this preclinical course. Didactic concepts and clinical techniques are integrated and applied in laboratory and clinical practice. Fundamental patient assessment procedures, instrumentation skills and infection control protocols are the major foundational concepts presented. These will prepare the novice clinician to begin the provision of dental hygiene services to patients in the clinical setting. [R-1]

Corequisites: ENG 101, BIO 115, CHM 110, DNT 103, CPR certification

DNT 102—Preventive Oral Health Services 2

2 lect., 9 lab., 5 cr. (Spring)

The emphasis of this course is on the role of the dental hygienist in the care of medically compromised patients or patients whose particular needs require special consideration in clinical practice. The mandated New York State course in Child Abuse Detection and Reporting is also presented. Clinical content includes continued study of the Dental Hygiene Process of Care, as well as Treatment Planning phases. The clinical experience provides the student with the opportunity to further develop novice level instrumentation skills and assessment techniques. [R-1]

Prerequisites: CPR certification, DNT 101, BIO 115, CHM 110, DNT 103

Corequisites: ENG 102, DNT 104, DNT 106, DNT 108, MLT 106

DNT 103—Maxillofacial Anatomy and Oral Histology

3 lect., 3 lab., 4 cr. (Fall)

This course includes the study of the anatomy, embryology, histology and function of the structures of the orofacial complex and neck as foundational knowledge for the study of dental hygiene. Detailed anatomy of the teeth and periodontium and of local anesthesia is provided. Other topics include osteology, musculature, circulation, lymphatics, glands, and cranial nerves of the head and neck region.

Corequisites: ENG 101, DNT 101, BIO 115, CHM 110

DNT 104—Dental Radiology

2 lect., 3 lab., 3 cr. (Spring)

Dental Radiology is the application of the principles of radiology in the study of the teeth and their surrounding structures. The students will study in lecture the history and principles of radiation physics, radiation biology, radiation safety, radiographic quality assurance, image theory, and alternative imaging modalities. The laboratory will provide demonstrations and practical application in the fundamentals of intraoral and extraoral radiographic techniques, processing, mounting and interpretation. Throughout the dental hygiene program, students will continue to integrate both didactic and preclinical skills by practical application in the clinic and extended clinical settings. [R-1]

Prerequisites: BIO 115, CHM 110, DNT 101, DNT 103

Corequisites: ENG 102, DNT 102, DNT 106, DNT 108, MLT 106

DNT 106—Oral Health Education

2 cr. (Spring)

Students develop skills in health promotion and disease prevention, focused primarily at the clinical, private practice setting. Topics include principles of patient education, communication, psychology of oral health care, patient management, evidence based decision making (EBDM), cultural competence, oral physiotherapy, patient assessment for preventive education and treatment, tobacco cessation and prevention, therapeutics and topics in advanced caries prevention. Didactic concepts and clinical application are coordinated with clinical practice. Specific health education/preventive topics are assigned.

Prerequisites: DNT 101, BIO 115, CHM 110, DNT 103

Corequisites: DNT 102, DNT 104, DNT 108, ENG 102, MLT 106

DNT 108—Pharmacology

2 cr. (Spring)

The composition, dosage, therapeutic action, use and effects of drugs related to clinical dentistry and dental hygiene are studied. This course is designed to provide the dental hygiene student with the necessary knowledge of pharmacology to assess for medical illnesses, adverse reactions and drug interactions that may interfere with dental treatment and oral health care. The dental hygienist will use this knowledge to work in concert with the dentist to provide appropriate therapy to the patient.

Prerequisites: BIO 115, CHM 110, DNT 101, DNT 103

Corequisites: DNT 102, DNT 104, DNT 106, ENG 102, MLT 106

DNT 110—Pain Management in Dentistry

2 lect., 2 lab., 2 cr. (Summer 1)

This course is designed to teach the management of pain control through the administration of local anesthetic agents and nitrous oxide/oxygen for conscious sedation. Topics for the course include: related anatomy and physiology, behavioral considerations, pharmacology of the drugs including indications/contraindications for their usage and the treatment of possible complications and/or medical emergencies.

Prerequisites: BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, MLT 106, CPR certification

DNT 201—Preventive Oral Health Services 3

1 lect., 15 lab., 5 cr. (Fall)

Advanced dental hygiene theory and skills are presented in this course and integrated into the clinical experience. Periodontal instrumentation skills including ultrasonic scaling, implant care, and advanced assessment procedures are covered. Emphasis is placed on the implementation and evaluation phases of the Dental Hygiene Process of Care. The role of the dental hygienist in the dental specialty areas of prosthodontics and orthodontics is also included. The student will continue to develop clinical skills, advancing towards beginner level. [R-1]

Prerequisites: DNT 102, DNT 104, DNT 106, DNT 110, DNT 108, MLT 106, CPR certification

Corequisites: BIO 125, DNT 203, DNT 205, DNT 207

DNT 202—Preventive Oral Health Services 4

1 lect., 15 labs., 5 cr. (Spring)

This course is designed to prepare the student to begin dental hygiene practice. The major topics include: Ethical and Legal Considerations of Dental Hygiene, Licensure, Professional Development, Seeking Employment and Practice Management. The clinical experiences emphasize the Evaluation and Documentation phases of the Dental Hygiene Process of Care. Students will continue to develop the knowledge, skills and attitudes necessary to achieve clinical competency. [R-1]

Prerequisites: BIO 125, DNT 110, DNT 201, DNT 108, DNT 203, DNT 205, DNT 207, CPR certification

Corequisites: COM 101, DNT 206, PSY 101, SOC 101

DNT 203—Oral Pathology

2 cr. (Fall)

The study of the branches of biologic sciences dealing with the nature of disease, its causes, processes and effects with an emphasis on the manifestations of the disease in the oral cavity. This lecture course integrates both basic and clinical sciences to prepare the dental hygienist to detect, identify, describe and differentiate from normal any abnormalities found in the head and neck region.

Prerequisites: BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, DNT 110, MLT 106

Corequisites: BIO 125, DNT 201, DNT 205, DNT 207

Dental Hygiene - Economics

DNT 205—Periodontology

2 cr. (Fall)

This course is designed to study the dental specialty of Periodontics and the role of the dental hygienist in the prevention, detection, treatment and maintenance of periodontal diseases. The content of the lectures will be applied to the clinical process of dental hygiene care including assessment, treatment planning, non-surgical periodontal instrumentation, and evaluation of the periodontium during supportive periodontal therapy.

Prerequisites: *BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 106, DNT 108, DNT 110, MLT 106*

Corequisites: *BIO 125, DNT 201, DNT 203, DNT 207*

DNT 206—Community Dental Health

1 lect., 3 lab., 2 cr. (Spring)

Students gain understanding of health promotion and disease prevention at the community level. The course focuses on knowledge and skills necessary for various roles in community oral health. Topics include basic epidemiology, assessment tools, dental health education strategies, basic statistical and research concepts, evidence based decision making (EBDM), the evaluation of dental literature, application of disease prevention and control principles at the community level, cultural competence issues and access to care. Participation in field experience is required.

Prerequisite: *BIO 125, DNT 108, DNT 201, DNT 203, DNT 205, DNT 110, DNT 207*

Corequisite: *COM 101, PSY 101, SOC 101, DNT 202*

DNT 207—Dental Bio-Materials and Advanced Functions

2 lect., 3 lab., 3 cr. (Fall)

The study of structure, properties, uses, manipulation and care of materials used in the prevention and treatment of oral disease. This course will prepare the student to perform to clinical proficiency those functions recognized by the New York State Dental Practice Act for Dental Hygienists. Other functions will be limited to conceptual proficiency. Emphasis will be placed upon the development of independent and inter-dependent decision making skills and applications of these skills to the successful manipulation of dental materials.

Prerequisite: *BIO 115, CHM 110, DNT 101, DNT 102, DNT 103, DNT 104, DNT 110, DNT 108, MLT 106*

Corequisite: *BIO 125, DNT 201, DNT 203, DNT 205*

Economics

(Global Studies Department)

ECO 201—Macro-Economics

3 cr. (Fall/Spring)

Topics include the central problems of every economic system, individual and family income, business organization and income, fiscal and monetary policy, the national income measurement, the banking system, the business cycle, international economics, and the economic role of government. *Fulfills category A. (GE 3)*

ECO 201DL—Macro-Economics

3 cr. (Fall/Spring)

Distance learning course. Topics include the central problems of every economic system, individual and family income, business organization and income, fiscal and monetary policy, the national income measurement, the banking system, the business cycle, international economics, and the economic role of government. Access to course materials, assignments, and other resources are available through the Internet using "Blackboard." Students communicate with the instructor and other classmates via email, and participate in class discussions using "Discussion Board." Testing and group projects are done online. *Fulfills category A. (GE 3)*

ECO 202—Micro-Economics

3 cr. (Fall/Spring)

Topics include alternative economic systems, wages, interest rent and profits in our society, economic theory of business costs and revenues, determination of price by the forces of supply and demand, the psychological factors in economic behavior, ethics as related to our economic system and the nature of competition in contemporary American business. *Fulfills category A. (GE 3)*

ECO 203—Economic Development

3 cr. (Fall/Spring)

Economic development is concerned with the efficient allocation of science resources in relationship to sustained economic growth over time with emphasis on such underdeveloped regions of the world as Africa, Asia, and Latin America. The economic, political, historical, cultural and geographical factors which have contributed to economic underdevelopment will be analyzed, and these mechanisms, necessary to bring about improvements for the impoverished populations of these regions will be stressed. *Fulfills category A.*

Prerequisite: *ECO 202 or ECO 201*

Education

(Education Department)

NOTE: Students must comply with all policies, procedures, and regulations of the internship/field work site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course. Please see your advisor or visit our SUNY Orange Education Department website for more details.

Child Developmental Associate credential candidates (CDA) are eligible to take: EDU 101, EDU 102, EDU 111, EDU 201, EDU 202 and EDU 206 without certain prerequisites. See Education Department Chairperson. A grade of C (2.00) or better is required in all EDU courses for progression in the program and graduation with an A.A.S. or Certificate in Early Childhood.

EDU 101—Child Development 1

3 cr. (Fall)

This course provides study of human development and behavior from conception to age two. Topics include: heredity, physical growth, sensory and perceptual development, early brain development and research, adult-child interactions, relevant development and learning theories. Up to four (4) hours of directed observation beyond classroom hours are required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 102—Child Development 2

3 cr. (Spring)

This course continues Child Development 1 to age 8 years. Additional emphases of study include language, emotional, social, and moral development, typical and exceptional cognitive development, measurement and assessment, self-concept, cultural, family, and secular issues and influences. Up to four (4) hours of directed observations beyond classroom hours are required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101

EDU 103—Introduction to Early Childhood / Childhood Education

3 cr. (Fall/Spring)

For JRTEP students or students in A.A./A.S. Liberal Arts with Foundations of Education/ Teaching Careers. This course offers a broad look at the historical, philosophical, and cultural roots of education in America, focusing on early childhood and childhood, birth through sixth grade. Basics of child development, learning theories, appropriate environments and curricula, educational issues and trends, diversity, multiculturalism, inclusion, family partnership, and the multi-faceted role of the early childhood/childhood professional will be addressed. The NYS Learning Standards and NAEYC guidelines will be included. Twenty-four (24) hours of guided field work at two diverse settings is required. A grade of B or better is required for JRTEP.

Prerequisite: ENG 101

EDU 105—Preparing to Teach Young Children

2 cr. (Fall/Spring)

This course addresses the skills and concepts necessary for the classroom teacher of young children. Emphasis is placed on putting theory into practice. Such topics as daily schedule, lesson planning, transitions, balancing individual and small group work, communication strategies, classroom guidance, evaluation techniques, and portfolio preparation will be included. Personal learning and teaching styles, one's philosophy of excellent education, and developing as a professional will also be examined. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 107—Mandated Trainings

1 cr. (Fall/Spring)

This course provides training in both the identification and reporting of child abuse and maltreatment, and in school violence prevention and intervention. Intended primarily for school administrators, teachers, instructional aides, and child care professionals, other mandated reporter categories for whom this course may apply include: all health practitioners, EMTs, foster parents, social workers, law enforcement, probation and parole officers, film and photographic print processors, clergy, firefighters, animal control and humane society officers, child visitation monitors, and others. This course also provides training in DASA (Dignity for All Students Act). Upon successful completion of the course, students will receive State Education Department Certificate forms for use in documenting their satisfactory course work. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

EDU 109—Language and Literacy Development in the Young Child

3 cr. (Fall)

This course presents the progressive, interwoven development in early childhood of the four language arts: listening, speaking, reading, and writing. Both the natural processes of language arts development and the educator's role in providing a supportive environment will be discussed. Adaptation suggestions for children with disabilities, English as an additional language, or limited literacy experiences will be explored. Learning appropriate techniques will utilize major authors, illustrators, and examples of young children's literature. A grade of B or better is required for JRTEP.

Prerequisite: ENG 101

EDU 111—Childhood Health and Safety

3 cr. (Fall, Spring)

Topics include: physical and emotional needs of infants and children; development of healthy physical self-concept; chronic and communicable diseases, immunizations; first aid; teething and dental health; accident prevention; recognition and prevention of sexual abuse; identifying problems and screening techniques for vision and hearing; nutritional needs, appropriate menus and meal planning. A grade of C is required to continue and graduate in the A.A.S./Certificate program.

Education

EDU 201—Observation and Assessment

2 lect., 2 lab., 3 cr. (Fall)

This interactive course combines the observation and assessment of children, preschool through second grade, in all developmental areas. By using a variety of professional techniques and tools during weekly field work, students will objectively and accurately observe and record children's behavior. Corresponding theory, appropriate practices, environments, and curricula will be related to field work. Use of NAEYC guidelines will be included. Twenty-four (24) hours of field work in diverse settings is required. A grade of B or better is required for JRTEP.

Prerequisite: EDU 101, EDU 102, PSY 101

EDU 202—Infant and Toddler Development and Curriculum

2 lect., 2 lab., 3 cr. (Spring)

Study, education, and care of children, pre-natal through age three, according to basic development principles and current research will be explored. Techniques to stimulate cognitive, language, physical, social, and emotional growth, and to create appropriate environments, curricula, and care will be studied. Preparation for the diverse roles of the infant/toddler professional are included. Guidelines from NAEYC are used. Thirty-two (32) hours of field work in diverse settings is required. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 111, PSY 101

Corequisite: EDU 102

EDU 203—Child Care Curriculum Development and Field Experience 1

3 lect., 6 lab., 5 cr. (Fall)

The student gains experience in early childhood through supervised participation in local facilities where, over the course of a year, they take increasing responsibility in the various roles of early childhood professionals. In a weekly seminar/lecture, students discuss their field experiences, and learn to develop early child education curricula including these areas: Art and Creative Experiences, Music, Movement, Physical Activities, Creative Play, Language Arts, Beyond Books, Discipline and Classroom Management*. A grade of C is required to continue and graduate in the A.A.S. program

Prerequisite: EDU 101, EDU 102, EDU 111 and permission of instructor/coordinator

Corequisite: EDU 201

EDU 204—Child Care Curriculum Development and Field Experience 2

3 lect., 6 lab., 5 cr. (Spring)

A continuation of EDU 203 including Blocks, Science, Math, Culturally Inclusive Classrooms, Special Needs Populations, Modern Issues, Transitions, Thematic Webs, Parent Interactions, Professional Preparation.* Requires local site observations beyond college attendance. A grade of B or better is required for JRTEP.

Prerequisite: EDU 203

EDU 206—Administration and Management of Child Care Centers

3 cr. (Spring)

This course is designed to acquaint advanced students in the early childhood curriculum with practical matters involved in establishing and maintaining an early childhood facility. It includes topics such as determining the need for, and structure of, an early childhood facility; legal requirements for child care centers and staff; child selection and grouping; staff recruitment, development and evaluation; funding and budget management; interactions with parents and community organizations; and an introduction to management techniques. A grade of C or better is required to continue and graduate in the A.A.S./Certificate program.

Prerequisite: EDU 101, EDU 102, EDU 201, EDU 203

EDU 207—Social and Philosophical Foundations of Education in America

3 lect., 3 cr. (Fall/Spring)

This course examines the social, cultural, philosophical, historical, ethical and practical aspects of education in the United States. Current issues, such as economics and school equity, areas of bias, school achievement, policies, practices and reform initiatives will be addressed. Ten hours of field observation beyond the college classroom are required. Two meetings of field experience reflection groups will be scheduled in addition to college classroom hours. Location and time of these meetings will be student-scheduled to accommodate the groups' needs. A grade of B or better is required for JRTEP.

Prerequisites: ENG 101

EDU 208—Home, School and Community: Families and Teachers as Partners

3 cr. (Spring)

This course will address issues in communication, barriers to effective dialogue, active listening, conflict resolution, and classroom expectations of families and teachers. Parenting styles, skills and community, as well as local resources and referrals will be considered. Diversity and multicultural awareness and importance will be stressed and celebrated. A grade of B or better is required for JRTEP.

Prerequisite: EDU 101

Pre/Corequisite: EDU 102

**NOTE: EDU 203 and EDU 204 require documentation of a satisfactory physical examination, negative tuberculin test, chest x-ray as stipulated by state regulations. Fingerprinting and State Clearance Registry forms required.*

Electrical Technology— Telecommunications

(Applied Technologies Department)

EET 104—Digital Electronics 1

3 lect., 3 lab., 4 cr. (Spring)

This course begins with a basic understanding of digital fundamentals such as binary and hex numbers, basic logic functions, Boolean Algebra, logic minimization and simple combinational logic circuits. Additional topics such as electrical characteristics of TTL and CMOS logic are discussed. The student will then explore a few basic designs using CAD programs. The student will explore combinational logic functions, arithmetic circuits, sequential logic, programmable logic architectures, counters and shift registers, state machine design, logic DAC and ADC. The student will be introduced to CPLD applications and VHDL.

Prerequisite: MAT 020 or placement into MAT 101 or higher

EET 110—Computer Applications & Graphics

2 lect., 2 lab., 3 cr. (Fall/Spring)

This entry level course is designed to introduce the student to computer graphical concepts and the visual display of information. Topics include layouts, charts, drawings, illustrations, computer aided design, image manipulation and enhancement, and graphic presentations. Projects include graphical techniques and analysis for graphic arts, medical imaging, and the sciences. Applications used include word processing, spreadsheet, databases, graphical presentation, photo editing, illustrating and computer aided design.

Engineering

(Science, Engineering & Architecture Dept.)

EGR 101—Engineering 1

2 lect., 2 lab., 3 cr. (Fall)

An introduction to Engineering as a career with emphasis on communication skills. Topics to be presented include engineering graphics, technical report writing, computer graphics, 3D graphics modeling, 2D physical modeling and introduction to spreadsheets.

Prerequisite: concurrent enrollment in MAT 121 or MAT 131 or higher

EGR 102—Engineering 2

2 lect., 2 lab., 3 cr. (Spring)

An introduction to engineering calculations involving the use of the digital computer. A structured object-oriented language such as C++ or Java is taught. Problems are drawn from DC- AC- digital circuit theory, numerical methods. A programming language course where problems are also solved using spreadsheets, math processors circuits modeling program, and visualization applications.

Prerequisite: concurrent enrollment in MAT 121 or MAT 131 or higher

EGR 205—Mechanics 1

4 cr. (Fall)

Deals with forces in static equilibrium, including frictional forces. Introduces matrices to solve equations of more than one unknown. Thorough treatment of centroids and second moments. Maximum and minimum second moments; principal axis.

Prerequisite: PHY 104

Corequisite: MAT 207

EGR 206—Mechanics 2

4 cr. (Spring)

Kinematics—absolute and relative motion. Force, mass, and acceleration. Work and energy, Impulse and momentum. Mechanical vibrations. Modern use of vector analysis throughout the course.

Prerequisites: EGR 205 and completed or concurrent enrollment in MAT 214

EGR 212—Circuit Theory

3 cr. (Spring)

Sinusoidal analysis of circuits using complex algebra and phasor concept. Average and RMS voltage, current and power. Complex power. Fourier analysis. Series and parallel resonance. Polyphase circuits. Complex frequency. Thevenin's and Norton's Theorem. Superposition theorem.

Prerequisite: PHY 203

EGR 214—Thermodynamics

3 cr. (Summer)

A study of the first and second laws of thermodynamics, open and closed energy systems, properties, and unit systems. Includes application to compressors, pumps, turbines, heat exchangers, and nozzles.

Prerequisites: PHY 104 and MAT 207

EGR 216—Engineering Computations

2 cr. (Spring)

A survey of the mathematical methods used in electricity and magnetism, and mechanics. The goal of the course is to introduce the gradient divergence, curl, and Laplacian. Application to the wave equation.

Prerequisites: MAT 207, completed or concurrent enrollment in MAT 214

EGR 218—Materials Science

3 cr. (Fall)

A study of the relationship between the structure and properties of metallic, organic, and ceramic compounds. The physical structure of materials and their limitations are related to use in the areas of science and engineering.

Prerequisite: CHM 106 and (PHY 104 or PHY 106)

EGR 220—Solid Mechanics

3 cr. (Spring)

Analysis of stress and strain due to axial, torsional, thermal and flexural loads; elastic deformation and buckling applied to beams, shafts and columns. The course will address statically determinant and indeterminant problems. The concepts of principal stresses, principal strains and Mohr's Circle will be presented as well as shear and moment diagrams.

Prerequisites: EGR 205 and MAT 207

English

(English Department)

ENG 120 and all 200-level English courses fulfill the Humanities requirement for the A.A. and A.S. degree. ENG 120 and ENG 130 do NOT fulfill the 200-level English requirement.

WRT 020—English-As-A-Second Language

3 lect., 1 lab., 3 units (Fall/Spring)*

An intensive course in the structure, basic vocabulary, and idioms of the English language. Through exercises, reading, oral and written composition, the student will develop the command of English needed to understand instruction in academic courses. A weekly lab hour is required.

**not applicable to associate degrees or certificate programs*

WRT 030—Basic Writing Skills 1

3 lect., 1 lab., 3 units (Fall/Spring/Summer)*

This course is designed to help students develop very basic writing skills through extensive writing practice. By writing simple narrative and descriptive paragraphs, students learn the composing process and begin to control sentence construction, word choice, fluency, spelling of commonly used words, and end punctuation. A grade of Pass (P) indicates that the student is ready for Basic Writing Skills 2. An individually scheduled, weekly lab hour is required in the Writing Center.

Prerequisite: placement by the English Dept.

**not applicable to associate degrees or certificate programs*

WRT 040—Basic Writing Skills 2

3 units (Fall/Spring/Summer) *

In this course, students develop the writing skills required to begin college-level composition. Students learn control and development of the paragraph. They review the composing process, as well as word and sentence skills. Students also develop some control of internal punctuation, modifiers, and sentence variety. A grade of Pass (P) indicates that the student is ready for Freshman English 1.

Prerequisite: placement by the English Dept. or successful completion of WRT 030

**not applicable to associate degrees or certificate programs*

RDG 060—ESL Reading

3 lect., 1 support module, 4 units*

This course is specifically designed to offer low-intermediate to intermediate ESL students the opportunity to develop efficient reading skills and strategies necessary to function successfully in a native speaking reading class. Through instructor-guided whole class instruction, individualized instruction and extensive reading, both in class and outside of class, students will be able to practice and acquire those reading skills and strategies presented in the course. In addition to three lecture class meetings each week, students will register for a one-hour per week support module.

RDG 061—Support Module

The support module allows the students to further practice the skills learned in class and to receive one-on-one instruction from the instructor. A grade of P (Pass) indicates that the student is ready to enter the required RDG 070 (Reading and Study Skills 1) reading course.

Prerequisite: Placement by the English Department, based on placement testing or by recommendation of the admissions office.

**not applicable to associate degrees or certificate programs*

RDG 070—Reading and Study Skills 1

3 lect., 1 lab., 3 units (Fall/Spring/Summer)*

Using high-interest novels and short stories, this course is designed to stimulate an interest in reading and to offer an opportunity to improve and strengthen basic reading skills. In addition, the course introduces basic study techniques which help to increase students' potential for academic success. Much of the course is individualized. A grade of Pass (P) indicates that the student is ready for RDG 070. An individually scheduled, weekly lab hour is required in the Reading Lab.

Prerequisite: placement by the English Dept. or by recommendation of the Admissions office

**not applicable to associate degrees or certificate programs*

RDG 080—Reading and Study Skills 2

3 lect., 1 lab., 3 units (Fall/Spring/Summer)*

Designed to help students develop the necessary reading and study skills needed for dealing with college-level study. Extensive reading of novels and short stories furthers vocabulary growth and helps develop higher-level comprehension skills, i.e., analysis, synthesis, etc. Study techniques such as note-taking, studying a textbook, exam preparation are also developed. Weekly lab hour is required in the Reading Lab.

Prerequisite: placement by the English Dept., recommendation of the Admissions office, or successful completion of RDG 070

**not applicable to associate degrees or certificate programs*

ENG 101—Freshman English 1

3 cr. (Fall/Spring/Summer)

This first course in the Freshman English sequence introduces college-level writing and revision, construction of expository essays, and research skills. Reading and class discussion center on the formal and informal essay. Research essay is required. (GE 10 when combined with COM 101)

Note: Students who have placed into any developmental reading or writing courses must complete them before taking ENG 101.

ENG 102—Freshman English 2

3 cr. (Fall/Spring/Summer)

In this second course in the sequence, students learn to read critically, to organize supporting details, and to develop coherent oral and written arguments. Fiction, drama and poetry are used as common texts. An analytical research paper is required. (GE 7)

Prerequisite: ENG 101

ENG 120—Introduction to Mythology

3 cr.

Introduces the student to the major myths of the Greeks and Romans, examines the definitions and functions of mythology, and attends carefully to several of the most important and influential classical works, including Homer's *Odyssey* and Ovid's *Metamorphoses*. Some research required. (GE 7)

Prerequisite: concurrent enrollment in or completion of ENG 101

ENG 130—Journalism—Writing

3 cr. (Spring)

Journalistic practices and principles are studied, with emphasis on the techniques of writing for the print and broadcast media.

Prerequisite: ENG 101 (This course counts as a general elective.)

ENG 160—ENG 161—Technical Writing Module

3 lab. 1.5 cr.

Combined with designated program-specific courses, these modules teach students to transfer and apply technical writing skills to particular situations, formats and language requirements of their co-requisite program courses and professional workplace situations. Collaborating with the program course instructor, the technical writing instructor works closely with students to complete customized technical writing assignments through lecture, small group, and individual instruction. Students may earn a maximum of one and a half credits per module. These modules do not fulfill the humanities requirements for the A.A. degree.

Prerequisite: concurrent enrollment in a Writing Consultancy-related designated program course; ENG 101, or concurrent enrollment in ENG 101, or by permission of the instructor.

For all of the following electives, ENG 101 and ENG 102 Freshman English 1 and 2 are the prerequisites of all 200-level courses in English.

ENG 203—World Literature: Ancient World Through The Renaissance

3 cr.

A survey of world masterpieces from the ancient world through the Renaissance, presenting literature as a reflection of time, place, and thought. Major works are examined in depth. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 204—World Literature: Enlightenment to the Modern Age

3 cr.

A survey of world masterpieces from the Seventeenth to the Twentieth century, presenting literature as a reflection of time, place and thought. Major works are examined in depth. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 205—Drama: Ibsen to O'Neill

3 cr. (Fall)

A study of the development of modern drama from Ibsen to O'Neill. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

English

ENG 206—Drama: Contemporary

3 cr. (Spring)

A study of contemporary dramatists beginning at the time of Brecht and continuing to the present. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 207—English Literature: 14th Through 18th Century

3 cr. (Fall)

Introduction to the works of significant English prose writers and poets, from the Old English period through eighteenth-century Neo-Classicism. Literary forms, trends, and backgrounds are studied as aids to the development of critical judgment and aesthetic appreciation. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 208—English Literature: 19th and Early 20th Century

3 cr. (Spring)

An introductory study of the works of significant English authors, from the Romantic Movement to the early twentieth century. Critical judgment and aesthetic appreciation are fostered, through consideration of literary forms, trends, and backgrounds. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 209—American Literature: To The Civil War

3 cr. (Fall)

A survey of American literature from the Puritan era through the Romantic Movement presenting literature as a reflection of time, place, and thought. The course emphasizes major authors. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 210—American Literature: 1865 to the Present

3 cr. (Spring)

A survey of American literature from the late nineteenth century to the present, emphasizing literature as a reflection of time, place and thought. Major authors are examined in depth. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 211—Creative Writing: Fiction

3 cr. (Fall)

An advanced writing course designed to help students develop skill in writing fiction. In addition to writing, the student will evaluate the work of fellow students and other assigned works. Some research required. (GE 8)

Prerequisite: ENG 101 and ENG 102, with grade of C or higher

ENG 212—Creative Writing: Poetry

3 cr. (Spring)

This course provides opportunity for the student to develop skill in writing poetry. Classroom discussions are devoted to both student work and outside readings. Some research required. (GE 8)

Prerequisite: ENG 101 and ENG 102, with grade of C or higher

ENG 213—Journalism: Survey of Mass Media

3 cr. (Fall)

A study of journalism theory, emphasizing the principles and the responsibilities that newspapers, radio, and television share in conveying information and in developing public opinion. Writing about the media is required. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 215—Shakespeare

3 cr.

A close reading of selected plays and some sonnets, together with lectures on the Elizabethan way of life, the playhouse, and stage-craft. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 216—Children's Literature

3 cr.

Survey of children's literature: What makes it last? How did it develop? What does it show about the culture and age that produce it? How does it connect to a child's developmental stages? An adult's? What are representative types of the literature, writers and works? How does it handle special issues like multiculturalism, bias, censorship? Readings include picture books, fairy/folk tales, to fiction (historical, realistic, fantasy); representative writers like "Mother Goose" and Brothers Grimm to Sendak, Potter, Carroll, Lowry. Group and individual projects further explore the field. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 217—Film and Literature

3 cr.

A literary approach to cinema, with emphasis on story, plot, theme, characters, and symbols. The relationships between literary works and their screen adaptations are examined. Basic film terminology is considered to assist the student to become a reflective viewer. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 220—Women Writers

3 cr.

A survey of the works of representative women writers focusing on human relationships and society from a woman's perspective as revealed in their poetry, drama, and prose. Works by such authors as Bronte, Woolf, Chopin, Mansfield, and O'Connor may be included. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 221—Contemporary Short Story

3 cr.

Careful reading, analysis, and interpretation of short stories, emphasizing varied approaches, characteristics and styles, with some attention to development of the form in the 19th century. Some research required. (GE 7)

Prerequisites: ENG 101 and ENG 102

ENG 222—Contemporary Novel

3 cr.

Careful reading, analysis, and interpretation of several significant novels that vary in style and that suggest how the form has developed during this century. Some research required. (GE 7)

Prerequisites: ENG 101 and ENG 102

ENG 223—Contemporary Poetry

3 cr.

Careful reading, analysis, and interpretation of poetry, emphasizing varied approaches, characteristics and styles. Some research required. (GE 7)

Prerequisites: ENG 101 and ENG 102

ENG 225—International Literature: Non-European

3 cr.

A survey of the works of representative international writers. Readings will focus on human relationships and man/woman's place in his/her society as revealed in novels, short stories, non-fiction and poetry. Works by such authors as Rigoberta Menchu, Gabriel Garcia Marquez, Chinua Achebe, Nagib Mahfouz, Jamaica Kincaid and Bharati Mukherjee may be included. Some research required. (GE 7)

Prerequisites: ENG 101, ENG 102

ENG 226—Fantasy Fiction

3 cr.

This course introduces the student to the genre of fantasy fiction, gives background on the major figures in the area, and provides extended attention to the tales, characters, and important topics in either Arthurian Legend or the works of Tolkien. Some research required. (GE 7)

Prerequisites: ENG 101, ENG 102

ENG 230—African-American Literature

3 cr.

Reading and discussion of novels, plays, essays, and poems written by African Americans. Course will include works by authors like Ralph Ellison, James Baldwin, Lorraine Hansberry, Imamu Amiri Baraka, Toni Morrison and August Wilson. Some research required. (GE 7)

Prerequisite: ENG 101 and ENG 102

ENG 297—Special Studies in Literature

3 cr.

Presented on the sophomore level, this 200-level literature course offers students the opportunity to explore current or emerging topics or types of literature or to focus on specific writers. Two particular course options are Science Fiction and Coming to America and are offered on a rotating basis. Additional topics may be added by the department. Some research required. (GE 7)

Prerequisites: ENG 101 and ENG 102

ENG 297—Special Studies in Literature: Latin American Literature

3 cr.

This survey course introduces students to the richness of Latin American literature. All readings from the Colonial Period through the Contemporary Period are in English and may include non-fiction, short stories,

poetry, and a novel. Slides and music enhance the course, and the student is required to connect these and other resources to the works read. Significant writers may include De Las Casas, Garcilasco de la Vega, Pablo Neruda, Borges, Julia Alvarez, Arguedas, Carlos Fuentes, Gabriel Garcia Marquez, Mario Vargas Llosa, Rosario Ferre, Julio Cortazar, and Rigoberta Menchu, an indigenous writer. All reflect Latin America's diversity. Some research required. (GE 7)

Prerequisites: ENG 101 and ENG 102

Field Studies: Travel

(Global Studies Department)

FLD 101—Field Studies

1 cr.

Students will attend lectures, conduct research, and participate in direct observation at an on-site location of relevant significance to the academic topic of investigation. A minimum of five days will be spent in the field study.

Prerequisite: Permission of course instructor

FLD 102—Cultural/Historical Seminar

1 lect., 3 lab., 2 cr.

Classroom instruction combines with faculty-supervised travel to provide in-depth exposure to a selected geographical region, culture, or historical period. A rigorous, academic investigation of an aspect of the seminar is required. Length of the seminar is approximately two weeks.

Prerequisite: Permission of course instructor

Fire Protection Technology

(Hudson Valley Educational Consortium)

FIR 101—Introduction to Fire Protection Technology

3 cr.

This course is an essential component within the Fire Protection Technology core group. The student is introduced to the field of fire protection technology through a review of tragic fires of yesterday to provide a historical perspective on the development of fire safety practices in place today. Students are introduced to the chemistry and behavior of fire in order to develop an understanding of how technology is applied to detect, control and suppress fire today

FIR 102—Introduction to Fire and Emergency Services Administration

3 cr.

The premise of the course is to provide an introductory understanding of the administrative, management and leadership skills that are required in today's fire and emergency services. To accomplish this goal, the history and past practices of the Fire Service will be examined. An overview of the administration, financial management, human resources, customer service, training, educational requirements, and health and safety issues of the Fire and Emergency service will be explored.

FIR 103—Principles of Building Construction

3 cr.

This course is part of the Fire Protection Technology core group. It is designed to introduce the student to methods and techniques of building construction and how building construction impacts both fire behavior and the life safety of building occupants. Students are also introduced to the causes of building failures (structural collapse) and the role of interior finish in fire spread and toxic gas production.

FIR 111 - Fire Hazard Properties of Materials

3 cr

This course will introduce the student to various chemical and physical properties of solid, liquid, and gaseous materials that contribute to their potential for fire and explosion. Reactivity and health hazards will also be examined. The student will review basic combustion chemistry and chemical terminology. The student will be introduced to identification systems for hazardous materials, transportation practices, storage practices, and fire control strategies for a wide range of flammable and combustible substances.

FIR 203—Fire Protection and Detection Systems

3 cr.

A study of the various types of fire detection and extinguishing systems. Portable fire extinguishers, sprinkler systems and special agent systems are discussed. The operation of municipal and private alarm systems, automatic fire detection systems and guard services are also examined.

FIR 207—Legal Aspects of the Fire and Emergency Services

3 cr.

The focus of this course is the exploration of the many legal issues associated with fire and emergency services. Issues confronting today's fire and emergency services include legal and civil liability, Occupational Safety and Health Administration (OSHA) compliance, workers compensation, physical abilities testing, negligence, discrimination and sexual harassment. These are but a few of the pivotal issues confronting today's fire and emergency services.

FIR 211—Investigation and Detection of Fire Incidents

3 cr.

This course examines the causes of incendiary and accidental fires. In the study of intentional fires and explosions the scientific method is the analytic process now used that leads to accurate and defensible conclusions in fire investigation. The course will focus on the application of this process and create a sound basis for the student to use when evaluating fire scenes, preparing reports, gather evidence and offer testimony in an arson investigation case. Topics discussed include: investigation techniques, interrogation, reports, court procedures, testimony, legal opinions and processing of criminal evidence. State and local statutes related to the crime of arson are examined.

French

(Global Studies Department)

Elementary level foreign language courses can be used to meet the humanities requirement for the A.A. and A.S. degrees if a minimum of two semesters of study of the same language is completed. Only one semester of an intermediate level foreign language course is necessary for humanities credit.

FRE 101—Elementary French 1

3 cr.

A beginning study of the language for students who have not previously studied French, or those who have no more than one year of high school French. Although emphasis is placed on the language as it is heard and spoken, reading and writing skills are also developed. (GE 9)

Note: Students who are proficient in French may be placed in a more advanced course.

FRE 102—Elementary French 2

3 cr.

Additional practice in conversation is combined with the development of reading and writing skills. Readings pertain to cultural topics. (GE 9)

Prerequisite: FRE 101 or two years of high school study or placement by the instructor

FRE 201—Intermediate French 1

3 cr.

This course increases the student's ability to use the language through practice in conversation, reading, and writing. It includes a systematic review of the essentials of grammar. Readings pertain to contemporary cultural topics. (GE 9)

Prerequisite: FRE 102 or instructor placement

FRE 202—Intermediate French 2

3 cr.

Emphasis is given to cultural or literary readings and to free oral expression. Grammatical structures, including the subjunctive, are reviewed. (GE 9)

Prerequisite: FRE 201 or instructor placement

FRE 203—Advanced French 1

3 cr.

Literary works of twentieth century French authors are studied and oral fluency is further developed through practice in conversation. Grammar is reviewed as needed. (GE 9)

Prerequisite: FRE 202 or instructor placement

FRE 204—Advanced French 2

3 cr.

Readings in twentieth century prose and poetry are discussed, as well as other topics of cultural interest. Compositions are occasionally required. (GE 9)

Prerequisite: FRE 203 or placement by the instructor

Green Building Maintenance and Management

(Hudson Valley Educational Consortium)

GRB 1100—Introduction to Green Buildings

3 cr.

In this course, students study the principles, methods, and equipment associated with sustainable building systems and design. Topics include ecological design, energy efficiency, passive and renewable energy, water conservation and treatment, sustainable site selection, green building materials, indoor and outdoor environmental quality, and building assessment tools.

GRB 1200 - Intro to Renewable Energy Systems

3 cr.

In this course, students study the principles, methods, and equipment associated with renewable energy systems. Topics include solar, wind, biomass and biofuels, fuel cells, hydropower, oceanic energy, geothermal, and energy storage. Nonrenewable energy sources, climate change, and the economics and politics of energy are also discussed.

GRB 2100 - Building Automation & Controls

3 cr.

In this course, students learn the basic principles of building automation and controls for energy management. Topics include control devices, signals, logic, and applications for various systems, such as electrical, lighting, HVAC, plumbing, fire protection, security, access control, voice-data-video, and elevator systems.

GRB 2200 - Solar & Wind Systems

3 cr.

In this course, students learn the basic principles of photovoltaic and wind generated power, with an emphasis on how to maintain and manage these technologies, as well as the buildings with which they are associated. The key components and principles, site issues, and economic considerations of solar and wind systems are covered

GRB 2300 - Commercial Electrical

3 cr.

In this course, students learn about the essential components of the electrical systems of commercial buildings. Topics include reading commercial building plans and specifications, computing electrical loads, branch circuits and components, and electronic service equipment. Electrical considerations specific to renewable energy systems are also covered.

Geography

(Global Studies Department)

GEO 101 fulfills the mathematics or natural science requirement for the associate degrees. Further, those courses which fulfill the social science requirement for the AA. degree are identified by requirement category at the end of the course description.

GEO 101—Elements of Physical Geography

3 cr. (Fall/Spring)

The study of the origin and distribution of the major physical features on the earth's surface. Topics include an introduction to globes and maps, earth-sun relationships, weather, climate, land forms, soils and natural vegetation.

GEO 101 fulfills the mathematics and natural science requirement for associate degrees not requiring a lab science. It does not fulfill the social science requirement for any degree.

GEO 102—Human Geography

3 cr. (Fall)

The origin, distribution, differences and ecology of the world's population along with cultural activities are studied. Topics include race, world religions, languages, agricultural and industrial development, and the rise of urban centers as human responses to the physical environment. *Fulfills category C.* (GE 3)

Geology

(Science, Engineering & Architecture Dept.)
(See also: Physics/Physical Science)

GLG 110—Physical Geology

3 lect., 2 lab., 4 cr.

A study of geologic processes and features with emphasis on plate tectonics. Topics include origin of magma, plutons, volcanoes, earthquakes, metamorphism, sediments, rivers, groundwater, glaciation and Earth's interiors. Laboratory study emphasizes mineral and rock identification and topographic map reading. One field trips is generally taken. (GE 2)

GLG 112—Historical Geology

2 lect., 3 lab., 3 cr. (Spring)

The principles of geological interpretation are emphasized through a study of earth history. Special attention is given to the geological development of North America. Topics include geologic time, paleontology, structural geology, sea-floor spreading and continental drift, and mountain building. labs., include studies of invertebrate fossils, geologic structures and paleogeography. Several field trips are taken. (GE 2)

Prerequisite: GLG 110

GLG 120—Environmental Geology

3 cr. (Fall)

A lecture-seminar approach is used in studying selected environmental problems related to geology, such as geologic hazards, waste disposal, energy resources and their recovery, engineering problems, environmental alterations, and land-use planning.

Prerequisite: GLG 110

Health

(Interdisciplinary)

HLT 101—Introduction to the Health Professions

2 Cr.

The course is designed to provide the learner an opportunity to explore and understand the variety of health professions. The concepts of "health" and "professionalism" will be examined for self and others. The college library and internet will be used to find journals and other professional sources of information. Students will compare standards of care, sub-specialization, levels of practice and educational preparation within the various disciplines. Healthy self care interventions will be practiced as part of professional development. Trans-disciplinary concepts and scientific principles will be applied in practicing skills such as hand washing and use of personal protective equipment. Interdisciplinary care models will be observed in site visits to local agencies.

Prerequisite: placement in Writing 040 or higher

History

(Global Studies Department)

HIS 101—U.S. History to 1865

3 cr. (Fall/Spring)

A study of the political, intellectual, economic and cultural development of the United States from earliest colonial settlements to the Civil War. Topics include the Puritan mind, regional cultural patterns, the evolution of constitutional law, the struggle for independence, the Hamiltonian and Jeffersonian perspectives, expansion, slavery, and the Civil War. *Fulfills category A.* (GE 4)

HIS 102—U.S. History Since 1865

3 cr. (Fall/Spring)

Course surveys the Reconstruction Era within the context of the 13, 14, and 15 Amendments, their impacts and interpretations. An examination of the issues inherent in the change from an agrarian to an industrial society, the course focuses on dislocations in rural America, the rise of cities, immigration, and the labor movement. An assessment of twentieth century U.S. participation in world events, and the balance of power between the superpowers and Third World nations are included. *Fulfills category A.*(GE 4)

HIS 103—History of African-Americans

3 cr. (Fall/Spring)

A survey of the cultural and historical background of the African-Americans from their African heritages to their present roles in American society. Former title History of Afro-Americans in the USA. *Fulfills category A.* (GE 3 only for students scoring 85 or above on NYS American History Regents)

HIS 104—The American Civil War and Reconstruction

3 cr. Fall/Spring)

This course examines political, economic, and social developments in the United States from 1850 to 1877. The causes of increasing sectional tensions leading to succession, the diplomatic, military, and technological aspects of the conflict and the controversies inherent in the reconstruction process will be emphasized.

Liberal Arts or General Elective credit only.

HIS 105—Science, Technology, and Society

3 cr.(Fall/Spring)

This course is an introduction to the histories of science and technology and their relationships to global society. Emphasis is placed on the interactions among science and technology and the corresponding economic, social, and political developments rather than on the internal histories of science and technology. Former course number 23190. *Fulfills category D.*

HIS 121—World History to 1500 AD

3 cr. (Fall/Spring)

This course introduces the student to the major civilizations of the world prior to 1500 A.D. The various civilizations of Europe, Asia, Africa and the Americas are analyzed separately, emphasizing the unique

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contributions of each. Emphasis is also placed on cross-cultural contacts and connections to illustrate the diversity and unity of the human condition in the world society. *Fulfills category D. (GE 6)*

HIS 122—World History Since 1500 AD

3 cr. (Fall/Spring)

This course traces the major developments of world history since 1500, with special emphasis on the theme of the rise of western European civilizations, its penetration of other cultures around the world, and developments in those cultures as they responded to European expansion. Twentieth century trends and problems including world wars, nuclear weapons, the global economy, overpopulation and other environmental issues are explored. *Fulfills category D. (GE 6)*

HIS 123—Latin American Heritage and History

3 cr. (Spring-evening)

A survey of pre-colonial and colonial Latin America, including discovery and conquest by the Europeans and the subsequent blending of the civilizations. Emphasis is given to cultural elements of the various races, to the period from 1800 to the present, and to the topics of nationalism and revolutions. *Fulfills category D. (GE 6)*

HIS 124—Africa: Past and Present

3 cr. (Fall-evening)

A study of the development of the African world from the earliest cultures to the emergence and problems of the modern African states. Close attention is paid to the influences of geography, indigenous cultural systems, and cultural exchanges between Africa and the rest of the world. *Fulfills category D. (GE 6)*

HIS 130—The Greek and Roman World

3 cr. (Fall/Spring)

A basic history course which provides the beginning student with the fundamental conceptual and factual information necessary for the understanding of our ancient traditions. The course begins with the earliest civilizations of the Middle East but focuses primarily on the histories of Greece and Rome. *Fulfills category D. (GE 5)*

HIS 131—Medieval and Renaissance Europe

3 cr. (Spring)

An introductory course which deals with the Medieval and Renaissance periods in European history. The course begins with the post-Roman world and ends with the Protestant Reformation. Emphasis is on the political, social, cultural, and economic developments of the period. Topics to be considered are feudalism, manorialism, the life of the peasant, monarchy, the development of the nation-state, the medieval church, the Renaissance, Protestantism. *Fulfills category D. (GE 5)*

HIS 132—The Age of Revolutions

3 cr. (Fall)

An introductory course which deals with the important political, economic, social and scientific developments of the seventeenth and eighteenth centuries in Europe. The course begins with the post-Reformation religious wars and carries through the French Revolution of 1789-1795 and the Napoleonic Era. Some topics included are the English Revolution, the Scientific Revolution, the

Enlightenment, the Industrial Revolution, urbanization, the rise of the middle class, and political revolution. *Fulfills category D. (GE 5)*

HIS 133—Modern Europe

3 cr. (Fall/Spring)

This course begins with the Congress of Vienna and extends to the present time. Some topics considered are nationalism, imperialism, Communism, Fascism, the two World Wars, the Cold War, and united Europe. Emphasis is on the social, economic, cultural, and political developments, centering on the theme of humanity's disillusionment with the promises of earlier generations. *Fulfills category D. (GE 5)*

HIS 220—Modern China and Japan

3 cr. (Fall)

A study of the modern histories of China and Japan in general with emphasis on the modern period. Topics stressed are religion, social, political and cultural traditions, and the role of both countries in our contemporary world. *Fulfills category D. (GE 6)*

HIS 221—Modern India and Southeast Asia

3 cr. (Spring)

A study of the histories of India and Southeast Asia in general with emphasis on the modern period. Topics stressed are: religion; social, political, and cultural traditions; economic development; the Vietnam War; China and the United States in Southeast Asia. *Fulfills category D. (GE 6)*

HIS 222—The Middle East

3 cr. (Fall-evening)

The course is a survey of Middle East civilizations. Emphasis is placed upon the major historical, cultural, social and political themes that form the basis for an understanding of the modern Arab world, Israel, and Iran. *Fulfills category D. (GE 6)*

HIS 234—The History of Russia and Eastern Europe

3 cr. (Fall-evening)

This course surveys Russian and Eastern European history from the late Roman Era to the present, including the migrations of Slavs, Hungarians, Jews, and others, tensions between Catholic, Orthodox and Protestant Christianity, the development of a distinctive Jewish culture and its eventual destruction in the Holocaust, the situation of other minorities such as the Roma (Gypsies), Tatars and Karaites, the effects of nationalism, wars and invasions on the region, and the rise and fall of the empires of Lithuania, Poland, Austria-Hungary, Tsarist Russia, and the Soviet Union, ending with the current state of post-Soviet Russia and Eastern Europe. *Fulfills category D. (GE 6)*

Honors

Permission of Honors Program Coordinator is required for registration in all Honors courses.

All courses are offered on a rotating basis. See Honors Program Coordinator.

General Education Courses with Honors Designation:

The honors sections of courses offer enrichment through alternative texts, outside readings, research projects and abstract concept development beyond the traditional section. Course objectives include: to expand student's ability to analyze and apply concepts to current events, to transcend gender, culture, race and socio-economic issues, to work cooperatively, to communicate effectively and to enhance communication and leadership qualities. The courses come from the departments of English, arts, communication, math, biology, social sciences, and movement science.

HON 120H—Honors Service Learning

1 cr. (Fall)

This two-semester service course, required of all Honors Program students, provides an opportunity to gain service learning experiences both within the college and in the broader community. Students maintain logs and provide an essay of activities and learning experiences. This independent study course involves forty-five contact hours, is graded pass/fail and carries one credit. It may be repeated once for credit.

HON 201H—Honors Seminar

1 cr.

Cross disciplinary in nature, the honors seminar provides students an opportunity to study a topic from various academic perspectives. The topics change each semester and must cover at least four academic disciplines. Students participate in class discussions, maintain journals and do a variety of projects. Some of the seminar topic descriptions are listed below. Completion of three seminars is required in the Honors Program; each is worth one credit.

Sample Honors Seminar Topics:

Monopoly Power—This seminar explores the monopoly power of businesses within the context of: a) history and development over time; b) the market structure, conduct, and performance within an economy; c) the ethical decisions and social responsibilities faced by businesses with monopoly power; and d) the political effects of both public and private monopolies.

Terrorism and Society—The student will be able to: discuss the historical perspective of terrorism and the current threat and challenges it imposes; identify major terrorist groups and their ideology, strategies and tactics; discuss the limits on political, military and civil authority; identify jurisdictional, constitutional and legislative issues and the role of federal, state, and local law enforcement in combating terrorism; the use of anti and counterterrorist operations, techniques and intelligence gathering; implementation of terrorist crisis command and control, logistics and support; prevention of and planning for terrorist attacks.

1968 Explosions—Social, Military, Literary—This seminar examines many of the significant social, political, and

historical events of the year 1968. Media, art and pop culture will be explored. Section One focuses on the social and political upheaval of the time, paying particular attention to the assassinations of Martin Luther King, Jr. and Robert Kennedy and the emergence of pop culture. Section Two focuses on events in the Vietnam War. Section Three discusses some of the important books of the year.

Frontiers in Biology—This honors seminar covers three areas of current biology: discovery of new species and habitats, biotechnology, and the challenge of living sustainably on earth. Readings, discussions, case-studies and guest speakers expose participants to new scientific findings and the ethical challenges that these discoveries bring.

From Gothic to Goth—This seminar explores the history, art, architecture, music, literature, philosophy and religions of the gothic period. It then explores the correlation between these mediums and theories and those of the gothic sub-culture of the late 20th century to the present.

The History of the Future—This course examines how the future becomes reality. By looking at early technologies, ideas and trends, students will follow the evolution of past cultural and technological changes from the point of ideation to the reality of acceptance by society. Students will look at the evolution of specific areas including: journalism, space exploration, computer mediated technologies, and fads. The student will focus on how new ideas are generated, how they move towards fruition, and what forces may impact them.

The 60's—This seminar explores the decade of the 1960s. Specifically it looks at the political, social and cultural components that combined to create one of the most dynamic decades in American history.

Ethics and Human Relations—This seminar explores ethical issues in the differing relationships in which humans are engaged. Relationships may include familial, marital, employment, friendships as well as those based on gender, age, and others.

Latin American Culture—This seminar studies the countries, culture and people of Latin American, including song, dance, music, art, food, history, politics, geography, religion, sociology, architecture and literature.

Viennese Culture and Rise of Modernism—This seminar explores the influence of developments in Vienna 1900 on thought, architecture, art, music, and writing, as well as, politics and our world today.

Ethics and Criminal Justice—This seminar explores ethical issues in the criminal justice system as faced by law enforcement practitioners and society at large.

The Arts in New York City—Through lecture, discussion and participation in metropolitan events, participants experience and respond to human cultural and creative expression in art, music, architecture and theater. Students attend up to five major arts events and participate in pre- and post-event lectures and discussions. Note: Most events are on Saturday or Sunday. Students are responsible for ticket expenses.

That Light Bulb Moment: Studies in Creativity—This seminar explores creativity and the creative process from

interdisciplinary perspectives. Students examine various examples of creativity and creators in different contexts and explore their own creativity through exercises, traditional and non-traditional writing assignments, etc.

Science and Society—This seminar explores the close relationship between scientific/ technological innovations and society. It examines important innovations relative to the existing political, social, economic and intellectual background and, in turn, how important innovations influence the society from which they came. Concepts include: The Agricultural Revolution, China's Contributions to Technology, the Scientific Revolution in Early Modern Europe and the Transition from Alchemy to Chemistry.

1900: The End and the Beginning—This seminar explores the architecture, music, philosophy and science that became "modern" in fin-de-siecle Europe and America. Emphasis is on how the makers of modern culture faced the challenges in finding function and meaning in their world at the turn of their century.

Tropical Forests of Latin America—In this seminar we will explore the complex issues surrounding tropical forests of Latin America. Through readings, discussions and writing, students will explore the ecological characteristics of tropical forests, and the anthropogenic forces that are driving changes in these ecosystems. We will examine the trends of current land-use and explore possible future scenarios. Students will also investigate what can be done to influence the nature of change to these ecosystems.

Net Gen: The Brave New World of Social Networks—This seminar will survey the history, business model, end uses and cultural contexts of social networking tools such as MySpace, Facebook, Twitter, and Second Life. Other social networking sites may be discussed. Development of terminology will be reviewed. This is a web-enhanced course. Final project will be a case study and presentation on a social networking tool.

Machiavelli: Prince of Evil—This seminar is intended to familiarize the student with one of the great political thinkers and treatises in western history. Niccolo Machiavelli thought more deeply about power than most who have lived. Furthermore, his work *Il Principe* straddles the line between ancient and modern thought: the little book is the gateway to our understanding of modern politics in all its pains and glory. By the end of this seminar, students will have a great appreciation of Machiavelli, of political philosophy and of the role that power plays in all our lives—political and personal.

Gender Roles: Past, Present and Future—This seminar will explore various issues in gender studies from past to present and future trends from interdisciplinary viewpoints. Theory will be balanced with group discussion and collaboration. Students will be encouraged to direct their analysis of gender dynamics through use of critical thinking and illuminating readings from a variety of relevant sources.

Debating the Vikings—This course surveys the history of the Vikings from approximately 800 to 1100 CE, from their early raiding and trading activities to their conquest and colonization of territories from Russia to Iceland to

the coast of North America. The positive and negative aspects of Viking society, culture and way of life will be evaluated, with special attention to Viking religion and mythology. The stereotyped view of the Vikings as bloodthirsty, rapacious barbarians will be checked against actual records and opened to critique and discussion.

Man, Tree, Saw: Environmental Ethics—In this seminar, we will examine the true-life mystery of a man who saws down a sacred tree and will consider the roles of culture, economics, science, religion, mythology, and aesthetics in approaching an environmental ethics for today. We will ask what the relationship should be between humans and nature. Are natural resources just that, a commodity primarily for human consumption? Should we see the environment as a living system or organism worthy of care? Is nature to be revered? What value does nature have for humans, or in and of itself? Answers to questions such as these may contribute to the development of ethics towards the environment relevant to our current times and the future.

Problem of Evil—The primary aim of this seminar is to investigate different answers to the questions people have been asking about evil for thousands of years: What is evil? What is the origin of evil? How can evil exist in a world created by an all-powerful and benevolent God? How has our understanding of evil changed over the millennia as our understanding of what it means to be human has changed to include our knowledge of genetics, biochemistry, psychology, sociology? We will approach these questions through the examination of significant works in the history of philosophy and religion and elsewhere from the ancient world to the present day, with special attention to questions about the relationship between evil and good and the vast gray area in between these two concepts that makes simple definitions of such powerful terms impossible.

Visions of the Hudson Valley—This seminar will begin with a focus on the geology, biology, ecology and history of the Hudson Valley. The historical section will look at political and economic developments. The course will move to representations of the valley in the literature, painting, and cinema. Further, it will look at architecture, music, drama and the arts scene in the area.

American Gangsters—This seminar will explore the impact of lawlessness in American History. It will begin in the American West in the post-Civil War Era (post-bellum era) looking into the lives of men like Billy the Kid and the Dalton Gang, as they struggled to re-adjust to life without war and spiraled into bank robbing. The course will continue into the early 20th century and explore the rise of organized crime in the era of World War I and Prohibition. Men like George "Bugs" Moran, Alfonse "Al" Capone and Benjamin "Bugsy" Siegel transformed cities like New York, Chicago and Las Vegas. The course will explore the sociological, physiological and historical aspects of how these individuals transformed into these criminal lifestyles and their overall impact on American history.

The Culture Wars in America—Ever wonder why modern conservatives and liberals in the U.S. fight like

cats and dogs? Perhaps some of this is the inevitable fallout of a two-party system which lends itself to polarization and conflict. And yet, since the 1960s and the age of Nixon, Republicans and Democrats can't seem to get along on anything. (Witness the recent debate over the Federal Debt ceiling). This seminar explores the history behind the culture wars, the main figures in the media and politics responsible for this divisiveness, and solutions for how to find more common ground between the left and right as American politics moves deeper into the new century. This seminar is ideal for students interested in national government, modern politics, political parties and political power.

Anthropology of Disease—Human beings are simultaneously biological, social and cultural creatures. Infectious disease represents a particularly salient factor in the biological experience of human beings and has been a focus of intensive study in the medical sciences. For a fully comprehensive examination understanding of the role of disease in human life, however, a more holistic perspective is needed. Without losing sight of present biological aspects of infectious disease, this seminar will shift focus toward the evolutionary, social and cultural dynamics experienced by humans in the context of disease. This focus will be through the lens of anthropology, the discipline most concerned with holistic and contextual understandings of the species.

The Holocaust—This seminar explores the ideological development and actual implementation of the Holocaust. It will examine the rise of the National Socialist (Nazi) party in Germany and the government's execution of racial laws, eventually leading to the killing of approximately six million Jews and five million "enemies" of the Reich, inclusive of the mentally and physically disabled, partisans, homosexuals, religious objectors, gypsies, Socialists and Communists. Additionally, the seminar will explore how the genocide was initiated and implemented and look closely at the lives of all the people who were involved (victims and perpetrators).

Lost Gen: Beautiful Fools & All that Jazz—This seminar will examine the expatriates in Paris in the 1920s. Due to distaste in a post-WWI America, many American writers, artists, and musicians alienated themselves and found their way to Europe, living lives of decadence and experimenting with various art forms: writing, visual arts, music. These artists came to be called "The Lost Generation" by Gertrude Stein when she said to Ernest Hemingway, "All of you young people who served in the war. You are a lost generation." The writers, namely Hemingway and Fitzgerald, worked in concert with the artists and musicians to create a world that has since not been replicated. All pieces of art, literary, visual, and musical, will be looked at in their historical and social contexts.

Guns in America: 2nd Amendment—This semester will explore the role of guns in American society and the seemingly never-ending debate surrounding the right to bear arms. From the ratification of the U.S. Constitution

to modern day court cases and recent events that have helped shape the conversation, we will strive to have a clear understanding of the social, economic and political aspects of the gun rights polemic.

Unlocking Personal Potential—A long healthy life is a universal desire. So how does one achieve this goal? Students will examine the eight components of wellness through historical, medical, sociological, and psychological perspectives to determine effective methods to nurture one's own optimal potential. By probing personal beliefs and commonly accepted health & fitness practices, student will attempt to answer three basic questions: 1. How can I make a difference? 2. Does it really matter? 3. What changes are necessary to avoid these challenges in the future?

Entertain Us!—When humans aren't in school or working, what activities bring them joy, pleasure, and fulfillment? How do these activities relate to historical time and cultural norms? How do larger social forces impact what we "choose" as entertainment? This seminar explores the world of entertainment from an interdisciplinary perspective. Major topics include: digital communication, music, books, television & film, sports, games (board and video), and travel. Additional topics will be added based on the unique interests of the class.

Railroads, Rapids, and Revolution: Discovering the Delaware River—Railroads, rapids, and revolution are three of the features of the Delaware River that we will study. The Erie Railroad, kayakers, and George Washington have all crossed it! Flowing just a half an hour from our campus, the Delaware River is an important waterway for our geographical region. In this class, students will investigate the history of the river, comprehend the diverse human cultures, flora, and fauna that it sustains, and learn to better appreciate its beauty and that of the natural landscape, history of art, and architecture that surround it.

Race, Racism & Misuse of Science—This seminar traces the history and 'theory' of scientific racism from its medieval religious antecedents to its modern genomic research. Special attention will be paid to the emergence of racial typologies in the Enlightenment; pre- and post-Darwinian theories of differentiation; American and European eugenics movements; efforts to quantify and racialize intelligence; the intersection of scientific racism and education; and contemporary issues of race-based science, healthcare, and government policies.

Ethics and Criminal Justice—This seminar explores ethical issues in the criminal justice system as faced by law enforcement practitioners and society at large.

Everything Falls Apart—Why do human civilizations seem to inevitably fall apart? Is our own society headed for a similar collapse? Why do we find stories of social destruction so fascinating? In this seminar, we will begin by examining a number of archaeological and historic case studies to examine how and why complex societies

Honors

break down and what happens to the people left in their wake. Using this background, we will then explore the potential scenarios of collapse for our own society through an analysis of the popular media structured on narratives of the end of the world.

Nietzsche & Nihilism—This course is an investigation of the writings of the late 19th century philosopher Friedrich Nietzsche. His theories of the superman, eternal return and will to power while seemingly strange, have nevertheless had a profound impact on global thought and policy--for better and for worse. We will read selections from Nietzsche's writings, as well as secondary sources, to investigate the meaning and significance of this enigmatic thinker.

Fibonacci Sequence: From Rabbits to Pinecones—This seminar will explore the fascinating, beautiful, and often unexpected ways that this particular pattern of numbers occurs in the world around us. Originally described using the breeding habits of rabbits, this sequence turn up in many man-made and naturally occurring situations. Representative examples will be explored from mathematics, biology, music, and more. Come and be surprised!

American Gangsters—This seminar will explore the impact of lawlessness in American History. It will begin in the American West in the post-Civil War Era (post-bellum era) looking into the lives of men like Billy the Kid and the Dalton Gang, as they struggled to readjust to life without war and spiraled into bank robbing. The course will continue into the early 20th Century and explore the rise of organized crime in the era of World War I and prohibition. Men like Busby Moran, Alphonse Capone and Bugsy Siegel transformed cities like New York, Chicago and Los Vegas The course will explore the sociological, physiological and historical aspects of how these individuals transformed into these criminal lifestyles and their overall impact on American history.

Terrorism and Society—The student will be able to: discuss the historical perspective of terrorism and the current threat and challenges it imposes; identify major terrorist groups and their ideology, strategies and tactics; discuss the limits on political, military and civil authority; identify jurisdictional, constitutional and legislative issues and the role of federal, state, and local law enforcement in combating terrorism; the use of anti and counterterrorist operations, techniques and intelligence gathering; implementation of terrorist crisis command and control, logistics and support; prevention of and planning for terrorist attacks.

HON 288H —Honors Capstone: Planning and Research

1 cr. (Spring)

This course (the first half of a two-semester capstone sequence required of all Honors Program students) provides an opportunity to synthesize knowledge and skills acquired in the program. Each student declares an individual topic, and weekly class meetings acquaint students with the skills and process necessary to develop a research-based project and presentation. Meetings with

assigned faculty mentors provide individual guidance in the subject area. This course focuses on planning research and drafting. Students must complete both HON 288H (Planning and Research) and HON 289H (Writing and Presentation) to fulfill the program requirements.

Prerequisites: ENG 101, ENG 102, cumulative GPA of 3.2 or permission of Honors Program coordinator

HON 289H—Honors Capstone: Writing and Presentation

1 credit

This course (the second half of a two-semester capstone sequence required of all Honors Program students) provides an opportunity to synthesize knowledge and skills acquired in the program. Weekly class meetings support students in completing their capstone projects and preparing a public presentation. Meetings with assigned faculty mentors provide ongoing guidance. Students must complete both HON 288H (Planning and Research) and HON 289H (Writing and Presentation) to fulfill the program requirements.

Prerequisites: ENG 101, ENG 102, cumulative GPA of 3.2 or permission of Honors Program coordinator

Human Services

(Behavioral Sciences Department)

HMS 101—Introduction to Human Services

3 cr.

This course is an introduction to the history, theories, policies and methods of human service delivery systems. Designed for those students interested in a career in the helping professions, this course will introduce the student to society's responses to social problems which arise when individuals' basic needs cannot be met independently. Considering both theory and practical application, the class will explore the models and organization and management of human service agencies, the role of client and professional and ethical considerations.

**This course may be used as a liberal arts elective only; it does not fulfill the Social Science requirement for any degree nor any SUNY General Education requirement.*

HMS 201—Field Experience 1

2 cr.

This course is designed to allow the student interested in the field of Human Services an opportunity to apply Psychological and Sociological terms, concepts and theories to a practical situation. The purpose of this first field placement is to introduce the student to six intra and interpersonal skills and competencies involved in direct care positions within the human service field. These include: Empowerment, communication, assessment, self-development, crisis intervention, and advocacy. Students will be given assignments to direct their field experiences. Students will be responsible for arranging their site placements with the assistance of the instructor or field placement coordinator. A grade of C is required to continue on to Human Services Practicum 2/or graduate.

Four hours of off campus site observation/ participation per week is required.

Prerequisites: placement into ENG 101 and permission of coordinator/instructor

HMS 202—Field Experience 2

2 cr.

This course is designed to allow the student interested in the field of Human Services an opportunity to continue to apply theory and knowledge to a practical situation. The purpose of this course is to introduce the student to six family, community, group, and organizational skills and competencies involved in direct care positions within the human services field. These include: Networking; Community and Service Systems, facilitation of services, vocational, educational and career support, organizational participation and documentation. Students will be given assignments to direct their field-work observations and participation. Students will be responsible for arranging their site placements with the assistance of the instructor or field placement coordinator. Placements in this second practicum must involve a different client population from the first placement (e.g. mental health-mental retardation; children-adult populations) A grade of C is required to graduate.

Four hours of off campus site observation/ participation per week required.

Prerequisites: HMS 201, and permission of coordinator/instructor

Interdisciplinary Studies

(Interdisciplinary Studies Department)

IDS 114—American Civil Rights Movements

3 cr.

This interdisciplinary course offers students the opportunity to analyze the major civil rights movement in the United States. Broadly, the course explores the historic and ongoing struggles on the part of minority and marginalized groups to dismantle the social, cultural, political and economic barriers that prevent them from fully enjoying the promise of American democracy. Using African Americans' struggle for freedom and rights as a framework, the course considers similar movements by women, indigenous people, immigrants, LGBT persons, prisoners, veterans, (dis)abled persons, workers, and other persons of color to achieve recognition, rights and citizenship. Drawing on the range of fields including history, literature, sociology, political, science, the arts, and economics, the course will enable students to examine the development of these movements, their major historical and philosophical underpinnings, and key leaders. Additionally, the course offers the opportunity to assess the source and consequence of racism, discrimination, prejudice, misogyny, homophobia, and other ideas of difference that create and foster inequality. (GE 4)

IDS 115—Introduction to Gender

3 cr.

This is an introductory and foundational course on the key concepts, themes and theories of study of gender and sexuality. It will examine gender as an outcome of biological, social and cultural systems. This course will introduce students to basic concepts such as gender, sex, sexuality, gender differences and gender socialization. It will then explore how gender concepts and behaviors shape and are shaped by larger social institutions, including class divisions, ethnicity, media, philosophy/religions, educational and economic systems, and governments. (GE 7)

IDS 151—Introduction to Sustainability

3 cr.

This course will explore meanings of the sustainability concept, including its historical context and application to the contemporary global society. Environmental impacts of resource use in the context of conventional economic growth will be assessed in the areas of energy, technology, production of goods, and transportation, and the nature of these impacts will be detailed. Tradeoffs associated with various strategies for mitigating impacts will be analyzed with the intent of proposing solutions to the challenges of achieving economic and environmental sustainability at local, regional and global scales.

HUM 201—Intro to Humanities I: Ancient to the Medieval

3 cr.

This course is a survey of the development of Western culture, from early man through the Middle Ages, with a focus on its beginnings in classical antiquity and a study of the other important influences, including Asian, African and Middle Eastern, on social and cultural development. This course will

Humanities - Italian - Management

examine the ideas, theories, and cultural artifacts (including the arts, literature, philosophy, religion and law) that led to, resulted from and helped define these times and places. Students experience the humanities by observing, reading, listening and reasoning. Note: class field trips may be required. (GE 7)

Prerequisite: ENG 101

HUM 202—Intro to Humanities II: Renaissance to the Contemporary

3 cr.

This course is a survey of the development of Western culture from the Renaissance to the contemporary era, including a study of other important influences from Africa, Asia, the Middle East and the Americas, on social and cultural development. This course will examine the ideas, theories and cultural artifacts (including the arts, literature, philosophy, religion and law) that helped define these times and places. Students experience the humanities by observing, reading, listening and reasoning. Note: class field trips may be required. (GE 7)

Prerequisite: ENG 101

Italian

(Global Studies Department)

ITA 101-102—Elementary Italian

3 cr.

For beginners. A basic course in grammar, punctuation, conversation, and reading. Contemporary Italian culture is discussed. (GE 9)

ITA 201—Intermediate Italian 1

3 cr.

This course increases students' ability to use the language through advanced grammar study and continued reading, writing & speaking. Students do basic review, then study more complex patterns, verb tenses, including subjunctive. Reading, writing and speaking focus on contemporary Italian culture and events.

Prerequisite: ITA 102 or instructor placement

ITA 202—Intermediate Italian 2

3 cr.

This course continues to focus on reading, writing, speaking related to contemporary Italian cultural issues. Advanced grammatical structures, including passive and subjunctives, are presented. Particular emphasis on idiomatic expressions and advanced conversational fluency.

Prerequisite: ITA 201 or instructor placement

Management

(Business Department)

MGT 201—Principles of Management

3 cr. (Fall/Spring)

The theory and applications of management techniques are examined. The essential processes necessary for the practice of management are developed. Within the framework of the functions of management, such topics are covered: Managing Change, Organizational Communication and Structure, Making Decisions, Strategic Planning, Leadership, Work Groups, Ethics and Social Responsibility. Cases and projects enrich the student's class experience.

Prerequisite: MAT 020 or placement into MAT 101 or higher

MGT 203—Entrepreneurship

3 cr. (Fall/Spring)

This course is designed for individuals who wish to start a business and for those who are already in business for themselves. Emphasis is placed on strengthening the organizational skills of the small business manager. The issues of a small business are analyzed through discussions and business plan development.

Prerequisite: MAT 020 or placement into MAT 101 or higher

MGT 205—Human Resource Management

3 cr. (Fall/Spring)

The student is introduced to an overview of this complex human resource management function as it applies to both the small and large business organization. The major thrust of the course is devoted to the basic personnel practices involved in employee recruitment selection, training, appraisal, affirmative action, labor relations, compensation, safety, and career planning.

MGT 220—Internship: Business

3 cr. (Fall/Spring)

An internship is an on-site, academically-related learning experience in an industry setting aligned to a student's personal career interests and academic course of study. This is a hybrid course. The student meets bi-weekly with the instructor in a seminar class setting to review reports and discuss class concepts. The student also meets weekly in an online setting to post to their job experience folder and interact with other student's job experiences. A research paper and internship portfolio must also be submitted. This is a fourth semester course.

Prerequisite: Approval of the Business Management Department Chair plus a CumGPA of 2.5 or higher. Open to Business Management and Marketing majors.

NOTE: Students must comply with all policies, procedures, and regulations of the internship/ fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

Marketing

(Business Department)

MKT 101—Principles of Marketing

3 cr. (Fall/Spring)

The thrust of this course is the “marketing concept” which stresses the organization’s first goal—customer satisfaction. Students use a systems approach to integrate the major marketing areas such as: Marketing Plan, Marketing Research, Consumer Buying Behavior, Product/Service Concepts, Promotion, Ethics and Social Responsibility. Marketing applications are developed through the strategic marketing process, which identifies the target market and its support of the marketing mix. Student exercises include customer service and Internet projects.

Prerequisite: MAT 010 or placement into MAT 020 or higher

MKT 201—Principles of Advertising

3 cr. (Spring)

Students learn to identify the role of advertising and how it reflects society. Emphasis is placed on the need for strategic planning in order to determine creative tactics - visualization, copywriting and layout - and use of media (traditional, electronic, print and new) vehicles. Current materials from today's Advertising Agency departments are utilized.

Prerequisite: MAT 010 or math placement into MAT 020 or higher

NOTE: Introduction to Business (BUS 103) and Marketing (MKT 101) are the recommended pre- or co-requisite courses for Business majors.

MKT 202—Salesmanship

3 cr. (Fall)

Emphasis is placed on application of selling principles, various sales roles and motivational factors. Topics include: electronic commerce, prospecting, preparing the sales presentation, obtaining the appointment, the demonstration, and meeting objections and the use of the Internet in sales. Students participate in role-playing, dialogue, case analysis, and formal presentation.

MKT 203—Marketing Management

3 cr. (Fall)

A study of the application of the principles underlying effective marketing management. The student examines the impact of marketing management decisions on such major areas as market research, product development, industrial marketing, promotion, pricing, and distribution. A field study market research project is included.

Prerequisite: MKT 101

MKT 204—Problems in Marketing

3 cr. (Spring)

Marketing problems are analyzed by use of the case study approach. This approach emphasizes the interrelationship of marketing management to the areas of accounting, economics, mathematics, and statistics toward the solution of problems. Topics include: product development and trend policy, channels of distribution, market research, pricing, advertising, and selling.

Prerequisite: MKT 101

Mathematics

(Mathematics Department)

MAT 010—Developmental Arithmetic

3 units* (Fall/Spring/Summer)

Designed for students who need a review of arithmetic, including addition, subtraction, multiplication and division of whole numbers, fractions, mixed numbers, decimals, and percents. Areas of geometric figures are investigated. The course is both intended to alleviate mathematics anxiety and avoidance and to develop self-confidence to continue study in mathematics.

Prerequisite: math placement test

*not applicable to associate degrees, or certificate programs

MAT 020—Developmental Algebra

3 units* (Fall/Spring/Summer)

Designed for students who need a review of beginning algebra. Topics include addition, subtraction, multiplication, and division of signed numbers, solutions of linear equations and inequalities, exponents, combining polynomials, literal equations, and applications of linear equations. Students learn to develop skills in reading of mathematics.

Prerequisite: MAT 010 or math placement test

*not applicable to associate degrees or other certificate programs

MAT 101—Elementary Algebra

3 cr. (Fall/Spring/Summer)

An elementary algebra course. Topics include operations on polynomials and rational expressions, laws of exponents, factoring, graphing of linear equations and inequalities, and systems of equations. A knowledge of operations on signed numbers and solutions to linear equations is required. Emphasis is placed on developing the skills necessary for further study of algebra.

Prerequisite: MAT 020 or math placement test

Not open to students who have successfully completed MAT 102 or higher numbered courses. MAT 101 may only be used as the liberal arts elective credit in A.A., A.S., and A.S. Individual Studies degrees.

MAT 102—Intermediate Algebra

3 cr. (Fall/Spring/Summer)

An intermediate algebra course. Topics covered: absolute value equations and inequalities, additional factoring techniques, radical expressions, complex numbers, quadratic equations, functions, graphing techniques, coordinate geometry, mathematical modeling, applications and problem solving. (GE 1)

Prerequisite: C or better in MAT 101 or math placement test

Not open to students who have successfully completed MAT 113 or higher numbered courses. MAT 102 may only be used as math credit in the A.A. degree and only as elective credit in the A.S. or A.S. Individual Studies degrees.

MAT 107—Technical Math

3 cr. (Fall)

A basic operations approach to the study of algebra and trigonometry for students entering technical programs. Scientific calculators are used for applied problem solutions.

Prerequisite: C or better in MAT 101

Mathematics

MAT 111—Foundations of Elementary School Mathematics

3 cr. (Fall/Spring)

This course is designed to provide a clear understanding of and ways of communicating the major concepts and skills taught in elementary school math. Concepts covered include problem solving; set theory; logic; operations and properties of different based number systems, rational numbers, and real numbers; number theory; functions; statistics; and probability. This course is recommended only for students interested in teaching elementary school.

Prerequisite: C or better in MAT 102 OR completion of or placement on math assessment of MAT 113 or higher

MAT 113—Mathematics for the Liberal Arts

3 cr. (Fall)

A liberal arts mathematics survey course. MAT 113 and MAT 114 are independent courses and may be taken in any order, even simultaneously, if desired. Topics are drawn from the areas of sets, logic, rational and real numbers, numeration systems, statistics, probability, patterns of numbers, and modular systems. (GE 1)

Prerequisite: C or better in MAT 102 or math placement test

This course is not recommended for students who desire to progress towards the study of calculus. MAT 113 does not fulfill the 6-8 credits in math required in the A.S. degree.

MAT 120—Introduction to Statistics

3 cr. (Fall/Spring/Summer)

This course examines the general elements and principles of statistics used in the fields of education, consumerism, quality control, allied health, physical sciences, & social sciences. Course is broken into two parts; descriptive statistics and inferential statistics. Topics include: methods of summarizing and presenting data; measures of center, spread, and position; probability; binomial probability distribution; normal probability distribution; t-test; chisquare test; confidence intervals, hypothesis testing; and linear regression. (GE 1)

Prerequisite: C or better in MAT 102 or placement on math assessment of MAT 121 or higher

MAT 121—College Algebra

3 cr. (Fall/Spring/Summer)

College Algebra is the first course for students who plan to continue on toward the study of Calculus. Topics include: a thorough treatment of the concept of functions and their graphs, linear and quadratic functions, polynomial and rational functions, inverse functions, exponential and logarithmic functions and conic sections. (GE 1)

Prerequisite: C or better in MAT 102 or math placement test

MAT 122—College Trigonometry

3 cr. (Fall/Spring/Summer)

College Trigonometry is the second course for students who plan to continue on toward the study of Calculus. Topics include trigonometric functions, graphing techniques, right triangle applications, trigonometric identities, inverse functions, and oblique triangles. (GE 1)

Prerequisite: C or better in MAT 121

MAT 131—Pre-Calculus

4 cr. (Fall/Spring/Summer)

A course designed to review advanced techniques in algebra and trigonometry that are necessary for the study of calculus. The major areas of study are: algebra, manipulations, analytic geometry, exponentials, trigonometry, transforms and problem solving. (GE 1)

MAT 131 is not open to students who have completed MAT 121 or MAT 122.

Prerequisite: math placement test

MAT 134—Mathematical Reasoning and Proof

3 cr. (Spring)

Special Topics Course—Mathematical Reasoning and Proof is designed for students who plan to continue their studies in mathematics, mathematics education or science. This course will foster the ability to read and write mathematically correct proofs. Using some of the classic proofs and mathematical patterns, the course familiarizes the student with many of the foundational topics of mathematics as well as some of the current areas of research. The course includes Euclidean Geometry, Mathematical Induction, Strict Arithmetic Proof, and Elementary Number Theory Proofs, among others. The course also explores the developments in mathematics that gave rise to Computer Science.

Prerequisite: C or better in MAT 131, MAT 122 or college placement test

MAT 136—Introduction to Discrete Mathematics

3 cr. (Spring)

Discrete mathematics deals with the analysis of discontinuous (separate, distinct, unconnected) phenomena. This branch of mathematics provides much of the underlying methodology for the use of computers. This branch of mathematics has applications in the fields of engineering, physical sciences, economics, behavioral sciences, health sciences, and computer science. Topics covered include: Sets, sequences, functions, prime numbers, elementary logic (proofs), relations (Matrices), induction and recursion, counting and an introduction to graphs and trees.

Prerequisite: C or better in MAT 122

MAT 205—Calculus 1

4 cr. (Spring/Fall/Summer)

Analytic geometry topics are introduced as needed to carry out the orderly development of the calculus. Topics include limits, continuity, derivatives & differentiation, implicit differentiation, Rolles' Theorem and Mean Value Theorem, applications of differentiation (related rate problems, optimization problems), First & Second Derivative Tests (relative extrema & increasing/decreasing intervals), points of inflection & concavity, limits at infinity (horizontal asymptotes), curve sketching, differentials, antidifferentiation, area of bounded region using summations, Riemann Sums, the definite integral and the Fundamental Theorem of Calculus. (GE 1)

Prerequisite: C or better in MAT 122, or MAT 131 or math placement test

MAT 206—Calculus 2

4 cr. (Spring/Fall/Summer)

A continuation of the calculus which builds on the basic concepts of derivatives and integration to include calculus of exponentials, logarithms, trigonometric functions, inverse trigonometric functions and hyperbolics, the area of a region between two curves, solids of revolution, application problems, integration, Trapezoidal rule, Simpson's Rule, L'Hopital's Rule, Taylor and Maclaurin polynomials, sequences and series, and power series.

Prerequisite: C or better in MAT 205

MAT 207—Calculus 3

4 cr. (Spring/Fall/Summer)

Covers three areas of discourse: vector analysis, partial differentiation and multiple integration. Specific topics include: conic sections, analysis of vectors in two and three space as well as their development as vector functions, directional derivatives, gradients, tangent planes, surface extremes, exact differentials, volume, surface area, moments, Green's theorem, and line integrals.

Prerequisite: C or better in MAT 206

MAT 211—Linear Algebra

3 cr. (Fall/Spring/Summer)

Designed primarily for students planning to specialize in mathematics, computer science, or engineering. Topics include: vectors in R^2 , R^3 , and R^n systems of linear equations, determinants and matrices, vector spaces, linear independence and basis, linear transformations, eigenvalues and eigenvectors, and diagonalizations.

Prerequisite: C or better in MAT 205

MAT 214—Differential Equations and Series

4 cr. (Spring/Summer)

The following differential equations topics are covered: equations of first order, linear equations of the second order, operators, successive approximations, interpolation, numerical integration, and Partial Differential Equations. Series topics include Fourier's Series, Gamma and Bessel Functions, and Laplace Transforms.

Prerequisite: C or better in MAT 207

Medical Laboratory Technician

(Clinical Laboratory Science Department)

NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

NOTE: A grade of C (2.0) or better is required in all MLT—series courses for progression in the program and graduation with an A.A.S. degree in Medical Laboratory Technician. Completion of this A.A.S. degree is a requirement for national certification and NYS licensure examinations.

A physical examination as well as a tuberculin skin test is required prior to the beginning of the fall semester each academic year while enrolled in the Medical Laboratory Technician Program. The initial physical and admissions criteria also require a urine drug screen and a criminal background check which must be successful for entry into the program. Completed physical examinations, urine drug screen and criminal background checks must be on file at the college before the student is permitted to enter the clinical affiliate. Students are responsible for their own transportation to and from the college and to and from the clinical affiliate.

MLT 110 fulfills the liberal arts science requirement (without laboratory component) for the associate degrees. MLT 101 (with laboratory) can be applied to the liberal arts science requirement for associate degrees or the Medical Laboratory Technician program.

MLT 101—Fundamentals of Medical Physiology for MLT Majors

3 lect., 2 lab., 4 cr. (Fall)

Overview of the ten systems of the human body in health and disease with emphasis on cardio-vascular and respiratory physiology of the human. Laboratory exercises relate structure to function. Human materials and models are used. [R-1]

MLT 102—Urinalysis and Body Fluids

2 lect., 2 lab., 3 cr. (Spring)

This course provides a study of the urinary system, its structure and function and the processes that result in the formation of urine. The course will explore the collection of urinary samples and the analysis of the urinary samples with regard to physical, chemical and microscopic components. The clinical significance of urinary test results will be discussed as well as their correlation with disease states. The course will also explore body fluids and the analysis methods used in the laboratory. [R-1]

Prerequisite: MLT 101

MLT 103—Immunology

2 lect., 2 lab., 3 cr. (Fall)

The immune system; its components, and their functions. Antigen-antibody reactions, cell-mediated immunity, the complement system, and pathological conditions are discussed. [R-1]

Medical Laboratory Technician

MLT 104—Hematology

3 lect., 3 lab., 4 cr. (Spring)

Topics include blood cell formation, function, pathological states both physiological and genetic, hemoglobinopathies, coagulation theory and factors. Laboratory exercises correlate basic tests with lecture topics. Test proficiency is developed utilizing manual and both automated and semiautomated techniques. [R-1]

MLT 105—Introduction to Laboratory Science

1 lect., 2 lab., 2 cr. (Fall)

A survey of the clinical laboratory profession with emphasis on basic skills as it applies to the instrumentation used. Lecture topics include safety, specimen handling, basic instruments, solution-making, and quality assurance. [R-1]

MLT 106—Microbiology for Health Professionals

2 lect., 2 lab., 3 cr. (Fall/Spring/Summer)

Overview of bacteria, yeasts, molds, protozoa and viruses in relation to the Allied Health Professions. Lectures deal with host-microorganism relationships. Laboratory includes use of the microscope, culture methods and destruction of micro-organisms. Sterile technique is stressed. [R-1]

Prerequisite: one semester of a biological science or corequisite: concurrent enrollment in BIO 111

MLT 109—Phlebotomy

6 lect., 4 lab., 7 cr. (Fall/Spring)

Training in drawing and handling blood samples for laboratory testing in hospitals, doctor's offices, and large service laboratories. Emphasis on approved methods & safety, medical terminology, anatomy, and laboratory procedures. Students are eligible to sit for National Certification Examination upon successful completion of this NAACLS approved course of study. See Medical Laboratory Technician Program pages for NAACLS address and phone number.

Prerequisite: attendance at a pre-admissions orientation and permission of department chair

MLT 110—Fundamentals of Medical Physiology

3 lect., 3 cr. (Spring)

Overview of the ten systems of the human body in health and disease with emphasis on cardiovascular and respiratory physiology. This course does not include a laboratory component fulfills the liberal arts science requirement for associate degrees.

MLT 200 – Clinical Applications and Review

2 lect., 2 cr. (Spring)

This course is designed to be a capstone course that allows the student to apply the knowledge gained in the program and review pertinent material for the licensure/certification examinations. The student will research and present various case studies related to all of the laboratory disciplines, statistics, instrumentation and ethics. The student will review mock certification exams which will be discussed in class. [R-1]

Prerequisite: MLT 102, MLT 103, MLT 104, MLT 105, MLT 203, MLT 207, MLT 209 and MLT 251

Corequisite: MLT 208, MLT 212, MLT 252 or completion of all professional courses

MLT 203 —Immunoematology

2 lect., 3 lab., 3 cr. (Fall)

Detailed study of basic concepts of inheritance and heredity with respect to human blood factors. Blood-bank procedures such as typing, immune antibody screening and identification, titre level determination, medicolegal exclusions and transfusion procedures are performed. [R-1]

Prerequisite: MLT 103, MLT 104

MLT 207—Clinical Chemistry 1

2 lect., 2 lab., 3 cr. (Fall)

Study of the composition and methods of assay of body fluids. Lecture stresses the physiologic basis of human metabolites in health and disease. Laboratory emphasizes analytical methodologies, basic instrumentation and quality control. Carbohydrate metabolism, NPN, electrolytes and proteins are studied in detail. [R-1]

Prerequisite: CHM 103, CHM 104 or CHM 105, CHM 106

MLT 208—Clinical Chemistry 2

2 lect., 2 lab., 3 cr. (Spring)

Continued study of the composition and methods of assay of body fluids. Lipids, enzyme kinetics, liver function tests, renal function, cardiac assessment hormone levels and toxicology are discussed in lecture and performed in the laboratory. [R-1]

Prerequisite: MLT 207

MLT 209—General Microbiology

3 lect., 3 lab., 4 cr. (Fall)

Classification, nomenclature and identification of micro-organisms. The physiology of micro-organisms, pathogenic organisms and organisms of economic importance are considered. Industrial microbiology and agricultural bacteriology are included. Laboratory exercises stress sterile technique, staining methods, culture of microorganisms and biochemical tests used in identification. [R-1] (GE 2) This course is open to MLT majors only. Permission of the department chair is required for other students.

Prerequisite: one semester of a biological science

MLT 212—Clinical Microbiology

2 lect., 3 lab., 3 cr. (Spring)

The identification and quantification of pathologic and non-pathologic organisms encountered in human specimens. Treatment and handling of specimens are discussed. Methods in mycology, parasitology and serology as applicable to the clinical laboratory are taught. [R-1]

Prerequisite: MLT 209

MLT 216—Histology

2 lect., 3 lab., 3 cr. (Spring)

The microscopic study of vertebrate cells, tissues and organs, stressing the relationship of structure to function. Laboratory work includes the preparation of stained slides for light microscopic study and study of prepared slides of cells, tissues and organs to enable the student to identify basic tissues. [R-1]

Prerequisite: one semester of a biological science

MLT 251—Clinical Training 1

0 lect., 7 lab., 2 cr. (Fall)

Under the supervision of clinical proctors, students practice medical laboratory techniques. [R-1]

Prerequisite: MLT 101, MLT 102, MLT 104, MLT 103

Corequisite: MLT 207

MLT 252—Clinical Training 2

0 lect., 15 lab., 5 cr. (Spring)

Continuation of clinical experience. Under the supervision of clinical proctors, students gain additional experience in developing technical skills. [R-1]

Prerequisite: MLT 203, MLT 209

Corequisite: MLT 208 and MLT 212, or completion of all professional courses

Music

(Arts & Communication Department)

MUS 101—Introduction to Music

3 cr. (Fall/Spring/Summer)

Enjoyment of music through the study of basic musical concepts and acquisition of listening skills. Examines a wide variety of musical styles within their cultural contexts. (GE 8)

MUS 103—History of Western Music to 1750

3 cr. (Fall)

A survey of the music of ancient cultures including Greece and Rome and the Early Christian, Medieval, Renaissance, and Baroque periods. Social, political, historical, and cultural influences are considered. This course includes extensive classroom listening to the music of the great composers culminating in the works of Bach and Handel. (GE 7)

MUS 104—History of Western Music from 1750

3 cr. (Spring)

A survey of the music of the Classical, Romantic, and Twentieth century periods. Social, political, historical and cultural influences are considered. This course includes extensive classroom listening to the music of the great composers from Mozart and Beethoven to contemporary artists. (GE 7)

MUS 105—History of Jazz

3 cr. (Fall/Spring)

A study of jazz from its origin to the present. An examination of the important musicians, styles, and influences through recorded examples of ragtime, blues, Dixieland, swing, bop, progressive jazz, third stream, and contemporary trends. (GE 7)

MUS 107—History of Rock Music

3 cr. (Fall/Spring/Summer)

A survey of rock music from its origins in African-American and Anglo-American folk styles through the present. Examines the entire phenomenon of rock music, its relationship to other musical styles, the influence of social factors on the music, and the influence of the music, in turn, on society. (GE 7)

MUS 109—Music Business

3 cr. (Fall/Spring)

An introductory course exploring practical, legal, and procedural problems encountered in the music industry. A variety of career areas are surveyed to provide an orientation for students preparing for a career in music as well as those planning to transfer to four-year programs in the music business and other fields.

MUS 111—Audio Engineering and Design for the Arts

2 lect., 2 lab, 3 cr. (Fall/Spring)

This is a hands-on course designed to give students a basic working knowledge of sound technologies in the performing and presentational arts. Students will focus on the nature and physics of sound and its effect on the performance environment, the equipment that enhances and augments sound, and the design and implementation of sound in different performance media.

Music

MUS 121—Fundamentals of Music

3 cr. (Fall/Spring/Summer)

This course provides thorough groundwork in the rhythmic, melodic, and harmonic elements of music.

Topics include pitches in different clefs, accidentals, rhythm, simple and compound meter and meter signatures, major and minor scales and key signatures, the circle of fifths, intervals, chords, and chord progressions. This course is not required for and cannot be counted toward the A.A.S. Performing Arts: Music degree, but does prepare students for that program. May be used toward fulfillment of the SUNY Arts or elective credit requirements for A.A. and A.S. degrees. (GE 8)

MUS 123—Basic Musicianship 1

3 lect., 4 lab., 5 cr. (Fall)

An intensive course designed to enhance comprehension of musical concepts and develop skill in the handling of musical materials. Includes a review of music fundamentals, basic principles of part-writing, harmonization, and analysis. Studies integrate music theory, ear training, keyboard harmony, and sight singing to lay the groundwork for future study. (GE 8)

Prerequisite: MUS 121 or departmental placement

Corequisite: enrollment in a piano course

MUS 124—Basic Musicianship 2

3 lect., 4 lab., 5 cr. (Spring)

A continuation of Basic Musicianship 1. Topics include triad inversion, secondary chords in a key, seventh chords, and nonharmonic tones correlated with more advanced ear training, keyboard harmony, and sight singing materials. (GE 8)

Prerequisite: MUS 123

Corequisite: enrollment in a piano course

MUS 131—Elementary Piano 1

2 cr. (Fall/Spring)

Class instruction for beginners with no previous musical training and for those wishing a refresher in piano fundamentals. Emphasizes the development of basic keyboard skills, sight reading, and the use of basic chord patterns. (GE 8)

MUS 132—Elementary Piano 2

2 cr. (Fall/Spring)

A continuation of MUS 131 which concentrates on the performance of more advanced materials. (GE 8)

Prerequisite: MUS 131

MUS 141—Group Voice 1

2 lect., 0 lab., 2 cr. (Fall)

An introductory level course designed to develop vocal potential by learning proper vocal technique, studying musical notation and performing folk, musical theater and art songs in an individual setting. (GE 8)

MUS 142—Group Voice 2

2 lect., 0 lab., 2 cr. (Spring)

An intermediate level course designed to continue individual vocal development by learning advanced vocal technique, increasing musical vocabulary and performing musical theater and foreign language art songs and arias in an individual setting. (GE 8)

Prerequisite: MUS 141 or permission of instructor

MUS 151—Chorus

0 lect., 2 lab., 1 cr. (Fall/Spring)

This course provides choral performance experience. The repertoire includes selections from major choral works, music representing a variety of styles, and pieces in different languages. No audition is required. Participation in all concerts is mandatory. Students may repeat course for a total of four credits. (GE 8)

MUS 153—Madrigal Singers

0 lect., 2 lab., 1 cr. (Fall/Spring)

A select vocal ensemble that performs a variety of advanced a cappella and accompanied pieces from choral repertoire composed throughout the centuries. Required audition is held the first week of each semester. Participation in concerts is mandatory. Students may repeat course for a total of four credits. (GE 8)

Prerequisite: audition and permission of instructor

Corequisite: MUS 151

MUS 155—Orchestra

0 lect., 2 lab., 1 cr. (Fall/Spring/Summer)

This course will provide a wide variety of instrumental experiences for those who enjoy playing an orchestral instrument. Standard orchestral repertoire will be studied, ranging from light to classical selections. Participation in public performances is mandatory. May be repeated for a total of four credits. (GE 8)

Prerequisite: audition and permission of instructor

MUS 157—Chamber Ensemble

0 lect., 2 lab., 1 cr. (Fall/Spring)

A variety of instrumental ensembles will be organized: string, woodwind, brass and combinations. Students may repeat course for a total of four credits. (GE 8)

Prerequisite: audition and permission of instructor

MUS 159—Band

0 lect., 2 lab., 1 cr. (Fall/Spring/Summer)

The SUNY Orange Symphonic Band offers the student a variety of instrumental experiences. Music programmed during the semester explores a variety of original and arranged works for symphonic and concert band, from traditional and contemporary classical concert works to more popular numbers as well as suites from Broadway and Hollywood scores.

The minimum performance level expected is NYSSMA Level 3. Participation in performances is mandatory. Students may repeat course for a total of four credits. (GE 8)

Prerequisite: audition and permission of instructor

MUS 161—Jazz Ensemble

0 lect., 2 lab., 1 cr. (Fall/Spring)

The study of performance of compositions in the jazz idiom. Principles of group performance are presented with emphasis on balance, phrasing, interpretation and other factors important to the development of jazz performance techniques. Participation in performance is mandatory. Students may repeat course for a total of four credits. (GE 8)

Prerequisite: audition and permission of instructor

MUS 163—Jazz Improvisation 1

2 cr. (Fall)

Basic techniques of jazz improvisation. Chord usage, scales, arpeggios are used to color standard tunes and strengthen weak progressions. Students are expected to bring their instruments to class and practice assignments at home. Class time is allocated for individual and group instruction and analyzing recorded solos by noted artists. (GE 8)

MUS 164—Jazz Improvisation 2

2 cr. (Spring)

Improvisation approached as spontaneous composition with emphasis on melodic and rhythmic principles. The ability to read music is necessary. Students explore different stylistic approaches to reading and phrasing. Listening, discussion, demonstration and performance are required. (GE 8)

Prerequisite: MUS 163 or permission of instructor

MUS 165—Jazz Keyboard Harmony

2 lect., 0 lab, 2 cr. (Spring)

This is a functional keyboard class designed primarily to assist students with the assimilation of concepts and skills taught in Jazz Improvisation and Elements of Arranging, but is open to any student with permission of the instructor. The course focuses on jazz harmonization techniques with an emphasis on harmonizing and performing tunes from the standard jazz repertoire at the piano.

Prerequisite: MUS 123 Intermediate Piano or permission of instructor

MUS 167—Jazz/Commercial Guitar 1

2 lect., 0 lab., 2 cr.

A study of Jazz/Commercial Guitar styles covering nomenclature, modes, diatonic and altered chord voicings, improvisation, chord melody and basic repertoire.

Prerequisite: permission of instructor or department chair

MUS 169—Jazz/Commercial Drumming

2 lect. 0 lab., 2 cr. (Spring)

A study of jazz and commercial drumset styles covering nomenclature, sticking and brush patterns, phrasing, coordination techniques, rhythm reading and drum chart reading, with an emphasis on current swing, Latin, fusion and ballad styles.

Prerequisite: permission of instructor or department chair

MUS 170-MUS 177—Private Instruction

1 cr. (Fall/Spring)

Students are responsible for arranging private music lessons with an instructor approved by the Arts and Communication Department and for paying an additional fee to the instructor. Forms available from the Arts and Communication Department must be obtained during the first week of classes and completed no later than the third week.

End-of-semester jury examination is required of all Private Instruction students.

May be repeated progressively. Special fee. (GE 8)

Prerequisite: Music major or permission of course coordinator or department chair

MUS 221—Songwriting

1 lect., 2 lab., 2 cr. (Spring)

An introduction to the art and craft of songwriting. Includes analysis of existing songs written in various styles in terms of the fundamental musical elements: rhythm, form, melody, harmony, timbre, dynamics, texture and text. Analytic and creative exercises and projects enable students to acquire skill in evaluating and critiquing songs and in producing original work.

Prerequisite: Music major or permission of instructor

MUS 223—Advanced Musicianship 1

3 lect., 2 lab., 4 cr. (Fall)

Advanced harmony, ear training, sight singing, harmonization at the keyboard and writing of original compositions. (GE 8)

Prerequisite: MUS 124

Corequisite: enrollment in a piano course

MUS 224—Advanced Musicianship 2

3 lect., 2 lab., 4 cr. (Spring)

A continuation of Advanced Musicianship I. Topics include chorale harmonization, ninth chords, altered chords, modulation to distant keys. Score analysis and composition projects. (GE 8)

Prerequisite: MUS 223

Corequisite: enrollment in a piano course

MUS 226—Elements of Arranging

3 cr. (Spring)

Emphasis is placed on the fundamentals of scoring for various instrumental combinations with particular attention to range, color, transposition, and technical capabilities of individual instruments. The course includes planning and writing arrangements for various ensembles with focus on the jazz idiom. Creative projects to be performed when possible by SUNY Orange ensembles. (GE 8)

Corequisite: MUS 224

MUS 231—Intermediate Piano 1

2 cr. (Fall/Spring)

Materials are drawn from classic, romantic and contemporary composers. (GE 8)

Prerequisite: MUS 132

MUS 232—Intermediate Piano 2

2 cr. (Fall/Spring)

Emphasis on technique, sight reading, pedaling, phrasing and interpretation. (GE 8)

Prerequisite: MUS 231

MUS 233—Advanced Piano 1

2 cr. (Fall/Spring)

Materials of medium grade difficulty. Compositions for piano ensemble. Technical studies. Memorization of at least two selections. (GE 8)

Prerequisite: MUS 232

MUS 234—Advanced Piano 2

2 cr. (Fall/Spring)

Materials of increasing difficulty for solo and ensemble. (GE 8)

Prerequisite: MUS 233

Nursing

(Nursing Department)

NOTE: Students must comply with all policies, procedures, and regulations of the preceptorship/clinical site. Failure to do so will result in immediate removal from the site and automatic failure of the course.

NOTE: A letter, A through F, may immediately follow the last digit of the catalog number; it merely serves to identify course sections on the student's transcript.

NUR 010—Support Module for Nursing 1

1 unit*

This course is designed to assist the student in understanding the principles and practices presented in Nursing 1: Fundamentals. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 1 students.

Corequisite: Nursing 1: Fundamentals

* not applicable to associate degree or certificate programs

NUR 020—Support Module for Nursing 2

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing II: Fundamentals. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 2 students.

Corequisite: Nursing Fundamentals 2

NUR 030—Support Module for Nursing 3

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing 3: Caring for the Growing Family. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 3 students.

Corequisite: Nursing 3: Caring for the Growing Family

NUR 040—Support Module for Nursing 4

1 unit

This course is designed to assist the student in understanding the principles and practices in Nursing 4: Physical and Mental Illness. Various forms of supplemental material, such as worksheets and case studies, are used to reinforce the information and concepts required of Nursing 4 students.

Corequisite: Nursing 4: Physical and Mental Illness

NUR 101—Nursing 1: Fundamentals

4 lect., 9 lab., 7 cr.

This student introduces students to the various roles of the associate degree nurse. This semester the growth and development of the older adult is the focus of study. The physiological and psychological needs of members of this population are introduced. The nursing process, a model for decision making, is presented. The student is guided in the gathering of data, planning and implementation of nursing care. [R-1]

Corequisites: BIO 111, MLT 106

NUR 102—Nursing 2: Fundamentals*

6 lect., 12 lab., 10 cr.

This course builds on previous knowledge, giving the student further insight into the various roles of the associate degree nurse. The growth and development of the middle adult is the focus of study. The basic needs of the middle adult with a common health problem are introduced. The student uses the nursing process in planning and implementing the client's care. [R-1]

Prerequisites: BIO 111 with C or higher; MLT 106 with C or higher; grade of 75% (C) or higher in NUR 101; completed or concurrent enrollment in BIO 112

NUR 111—Basic Clinical Calculations for Medication Administration 1

1 lect., 1 cr.

This course introduces the calculations used for the safe administration of oral and parenteral medications in the health care setting. Dimensional analysis is the method used to assist the learner to obtain answers with accuracy.

Prerequisites: tested into MAT 101 Basic Math I, or by permission of the instructor

Corequisite: NUR 101

NUR 112—Basic Clinical Calculations for Medication Administration 2

1 lect., 1 cr.

This course reviews Dimensional Analysis and the conversion between the various systems of measurement. The student will receive practice in calculating the safe administration of complex oral and parenteral medications in the health care setting. The safe administration of intravenous fluids and medications will be introduced.

Prerequisite: completion of NUR 111 or NUR 101

Corequisite: NUR 102

NUR 191—Nursing: Process & Writing 1 (Hybrid)

1 lect., 1 cr.

This team-taught course helps Nursing 1 students to practice applying the Nursing Process and writing skills to workplace documentation. Documentation situations and exercises are specific to Nursing 1 course and clinical experience. Course begins in Week 7 (Fall semester) and meets 1 hr/wk in class, 1 hr/wk online. The instructor team is from the Nursing and English Departments.

Corequisite/Prerequisite: NUR 101

NUR 192—Nursing & Writing 2 (Hybrid)

1 lect., 1 cr.

This team-taught course helps Nursing students to practice applying the Nursing Process and writing skills to workplace documentation. Documentation situations and exercises are specific to Nursing 2 and 4 course and clinical experience. Instructor team is from both the Nursing and English Departments.

Pre or Corequisite: NUR 102

NUR 195—Nursing & Writing 3 (Hybrid)

1 lect., 1 cr.

This team-taught course helps Nursing students to practice applying the Nursing Process and writing skills to workplace documentation. Documentation situations and exercises are specific to Nursing 2 and 4 course and clinical experience. Instructor team is from both the Nursing and English Departments.

Pre or Corequisite: NUR 201

NUR 196—Nursing & Writing 4 (Hybrid)

1 lect., 1 cr.

This team-taught course helps Nursing students to practice applying the Nursing Process and writing skills to workplace documentation. Documentation situations and exercises are specific to Nursing 4 course and clinical experience. Instructor team is from both the Nursing and English Departments.

Pre or Corequisite: NUR 202

NUR 201—Nursing 3: Caring for the Growing Family

4 lect., 9 lab., 7 cr.

This course is designed to promote understanding of the various roles of the associate degree nurse related to family development. This semester the growth and development of individual members of the family is studied in relation to their basic needs. The student refines skills in using the nursing process to assess the needs and provide care for the maternity client, as well as the child, in health and illness. [R-1]

Prerequisites: ENG 101-2, BIO 112 with C or higher, MLT 106 with C or higher, and grade of 75% (C) or higher in NUR 102

Corequisite: PSY 101, NUR 205

NUR 202—Nursing 4: Physical and Mental Illness*

6 lect., 13** lab., 9 cr.

This course prepares the student for entry into practice as an associate degree nurse. The course is structured to promote a secure knowledge base in chronic and complex physical and mental illness that affect individuals of all ages. The student demonstrates skill in using the nursing process to make and evaluate nursing care decisions. [R-1]

Prerequisites: PSY 101 and grade of 75% (C) or higher in NUR 201 and NUR 205

NOTE: A grade of 75% (C) or higher in NUR 202 is required to graduate with an A.A.S. degree in nursing. An A.A.S. degree in nursing is required for certification to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN).

***13 weeks.*

NUR 203—Nursing 5: Transition to Practice

1 cr.

This course focuses on the role transition of student to staff nurse. The student will work with a registered nurse preceptor and faculty members as part of a health care team. Emphasis will be placed on the duties and responsibilities of the beginning staff nurse in planning, prioritizing, coordinating and implementing client care activities. The objectives will include increased skill in applying the nursing process, as well as an increased ability to evaluate self-performance and heightened levels of self-confidence.

Prerequisite: NUR 101, NUR 102, NUR 201, NUR 202

NUR 205—Pharmacology and the Human Body

3 cr.

An introduction to medications used to maintain health and/or treat diseases and disorders. The course includes beginning concepts in the origins of medications, how commonly used medications act in the body, how they are changed in the body and how their effects are produced. Toxic effects, side effects and adverse reactions to commonly used drugs are included as well as the effects of medications in all stages of human development.

Prerequisite: BIO 112

Corequisite: enrollment in the Nursing Program or permission of Nursing Dept. Chair

NUR 207—Advanced Clinical Calculations for Medication Administration

1 lect., 1 cr. (Fall/Spring)

This course is designed to assist the student to perform the preparation and administration of medications safely in complex and diverse clinical situations. Dimensional analysis is the method used to assist the learner to obtain answers with accuracy.

Prerequisites: NUR 112 or NUR 102 or permission of instructor

Physical Examination

Physical examination is required upon admission to the program within a three-month period prior to the beginning of classes in nursing and at the beginning of classes in nursing of the second year. Students will not be allowed in the clinical area without a completed physical examination, required immunizations and negative drug screening on file with the college. Criminal background check clearance is also required upon admission to the program and prior to registering for nursing classes

Transportation Costs

Students must make their own arrangements, at their own expense, for transportation on days when classes are held off campus.

Uniforms

Nursing student uniform must be worn whenever class meets off campus.

**All nursing courses combine classroom theory with clinical experience in the hospitals and community agencies throughout the local area.*

Occupational Therapy Assistant

(Occupational Therapy Assistant Department)

NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

NOTE: A grade of C or higher is required in all OTA—series courses to graduate with an A.A.S. Occupational Therapy Assistant degree.

Failure to pass BIO 111 and/or BIO 112 may prevent progression in the Occupational Therapy Assistant course sequence. Students who fail or withdraw from either of these courses must receive special permission from the department chairperson to continue in the program sequence.

Failure to pass the first ENG 160 course, corequisite to OTA 101, will prevent progression into second year OTA courses.

OTA 101—Fundamentals of Occupational Therapy I

2 lect., 3 lab., 3 cr. (Fall)

This course is an introduction to the basic concepts of occupational therapy. Content includes history, philosophy, role delineation, ethics, cultural issues, standards of practice and professional associations. The OT process, practice framework, principles and application of group dynamics, therapeutic use of self and the importance of delivering evidence-based practice are emphasized. A Level I fieldwork component provides exposure to the practice of OT in a variety of practice settings. Students must pass both Level I field observation evaluations in order to pass this course. (*Malpractice insurance fee applied)

Prerequisite: Admission to OTA Program

Corequisite: BIO 111, ENG 160, OTA 103, OTA 107

OTA 102—Fundamentals of O.T. II

2 lect., 2 lab., 3 cr. (Spring)

Course provides the student with practical experience in a variety of treatment techniques utilized in occupational therapy. Units on splinting, transfer techniques, activities of daily living techniques and adaptive equipment, are included. (*Lab fee applied)

Prerequisites: BIO 111, OTA 101, OTA 103, OTA 107

Corequisites: BIO 112, OTA 104, OTA 106

OTA 103—Occupational Performance I

3 hour lab - 1 cr. (Fall)

Emphasis is on the understanding of occupation in one's daily life and the impact of physical, emotional and developmental challenges to carrying out activities of daily living. Basic problem-solving skill techniques and activities are learned as well as their therapeutic application to a variety of disability areas. Students actively engage in the teaching and learning-process which is essential in occupational therapy practice. Students are required to learn specific craft activities in a group setting, as a form of treatment intervention in the delivery of occupational therapy services. Principles of activity analysis, therapeutic application, and group and dyadic presentation techniques are covered. (*Lab fee applied)

Prerequisite: Admission to the OTA Program

Corequisites: BIO 111, ENG 160, OTA 101, OTA 107

OTA 104—Occupational Performance II

3 hour lab - 1 cr. (Spring)

This is the second in a series of three clinical skills courses, following Occupational Performance I and preceding Clinical Reasoning Skills. The occupational performance course builds upon the foundation of occupation and the Occupational Therapy Practice Framework established in the preceding course. The course also addresses a variety of intervention techniques including adapted and therapeutic games, computers and assistive technology. Emphasis is on service learning community projects, problem-based learning and evidence-based practice research projects. (*Lab fee applied)

Prerequisite: BIO 111, OTA 101, OTA 103, OTA 107

Corequisite: BIO 112, OTA 102, OTA 106

OTA 106—Medical Conditions

3 cr. (Spring)

This course presents the etiology and symptoms of medical and psychological clinical conditions across the lifespan that are commonly referred to occupational therapy services. Course content emphasizes the effects of trauma, disease, and congenital conditions on the biological, psychological, and social domains of occupational behavior. An exploration of cultural perspectives on disease and wellness will be included.

Prerequisite: BIO 111 and OTA 101

Corequisite: BIO 112, OTA 102, OTA 104

OTA 107—Principles of Occupational Therapy in Geriatrics and Gerontology

2 cr. (Fall)

This course gives the student a working knowledge of the social, emotional, physical, and psychological aspects of aging. The student is made aware of services available to older adults in the community and the principles of occupational therapy as they relate to the older adult patient.

Prerequisite: Admission to OTA Program

Corequisite: ENG. 160, OTA 101, OTA 103

OTA 110-Introduction to Assistive Technology

3 lect, 3 cr. (Fall)

This project-based and experiential course will introduce students to the field of Assistive Technology and the various tools/supports and resources available. Students will engage in assignments that will help to broaden their understanding of how technology may be used to improve function and independence in people with various disabilities. Students will be expected to attend face-to-face classes as well as participate in weekly on-line learning activities. This is a hybrid course involving classroom and on-line lecture and learning activities. (R-1)

OTA 201—Principles of OT in Pediatrics & Developmental Disabilities

3 cr. (Fall)

The student is introduced to the various conditions that interfere with normal development, and the occupational therapy treatment techniques used with the developmentally and intellectually disabled. Students are presented with a problem-based learning case study and client to develop throughout the semester. This project

culminates in the development of an individualized intervention plan, as well as an adapted/assistive technology application designed to meet the needs of the client. (*Malpractice insurance fee applied)

Prerequisites: PSY 220, BIO 111, OTA 102, OTA 104, OTA 106

Corequisites: OTA 203, OTA 205, OTA 207, OTA 209

OTA 203—Clinical Reasoning Skills

3 hour lab - 1 cr. (Fall)

The emphasis in this course is on the application of clinical reasoning skills applied to the diverse OT practice areas. A series of clinical reasoning/role playing modules encourage students to simulate intervention approaches and treatment activities. Group process is an integral component as students are assigned to community connections project groups.

The community outreach projects, problem-based learning and evidence-based practice research projects initiated in OTA104 (OP II) are continued in this course. (*Malpractice insurance fee applied)

Prerequisites: OTA 102, OTA 104, OTA 106

Corequisites: OTA 201, OTA 205, OTA 207, OTA 209

OTA 205—Principles of Occupational Therapy in Mental Health

3 cr. (Fall)

This course addresses the critical mental health component in all areas of occupational therapy service provision; physical, developmental and psychiatric. The emphasis is on addressing remediation, and compensation for mental, cognitive, perceptual, behavioral skills and sensory functions across a wide spectrum of physical, developmental and mental health issues. A study of the theoretical basis for DSM-IV Classifications is reviewed and applied to occupational therapy intervention techniques. Students are guided through a series of self-reflection activities to develop the essential aspects of therapeutic use of self. (*Malpractice insurance fee applied)

Prerequisite : BIO 112, OTA 102, OTA 104, OTA 106

Corequisites: OTA 201, OTA 203, OTA 207, OTA 209, PSY 230

OTA 207—Principles of Occupational Therapy in Physical Disabilities

3 cr. (Fall)

A study of the theoretical basis for occupational therapy treatment techniques in physical disorders. The student is introduced to specific techniques and skills utilized in the area of physical dysfunction. (*Malpractice insurance fee applied)

Prerequisites: OTA 102, OTA 104, OTA 106

Corequisites: OTA 201, OTA 203, OTA 205, OTA 209

OTA 209—Documentation in Occupational Therapy

3 cr. (Fall)

This course will provide knowledge of documentation and the quality assurance process used in occupational therapy practice, with a focus on electronic health records. Modules will address legal and ethical issues related to documentation and reimbursement. Students will review various documentation formats that are used in practice and how the appeals process works when claims are denied. The role of the

OTA in case management will also be described. Students will be assigned to fieldwork affiliation sites during the semester to increase their observational and documentation skills.

Prerequisites: OTA 102, OTA 104, OTA 106

Corequisites: OTA 201, OTA 203, OTA 205, OTA 207

OTA 217—Clinical Practice I

25 lab, 7.5 cr. (Spring)

This course provides a supervised eight week clinical experience in an occupational therapy treatment setting. The student may elect to work with the physically challenged, emotionally challenged, developmentally challenged population or an emerging area of practice. The student is expected to use knowledge and skills, acquired through previous course work, to carry out prescribed treatment programs. Evaluation, treatment intervention and treatment documentation are the major components of the fieldwork experience. (*Malpractice insurance fee applied)

Prerequisites: OTA 201, OTA 203, OTA 205, OTA 207, OTA 209, All Academic Coursework

OTA 218—Clinical Practice II

25 lab, 7.5 cr. (Spring)

This second eight-week clinical experience follows the successful completion of Clinical Practice I and occurs in a setting that services a different client population than the first clinical course. Evaluation, treatment intervention and treatment documentation are the major components of the field work experience. The student is expected to apply knowledge and skills acquired through course work and the preceding clinical experience. (*Malpractice insurance fee applied)

Prerequisites: OTA 217

**See Tuition and Fees section for current lab and malpractice insurance fees.*

Office Technologies

(Business Department)

OFT 103—Medical Coding

3 cr. (Fall/Spring)

This course will introduce students to the characteristics and conventions of CPT-4 and ICD-9-CM coding. Format and correct coding practices will be taught. The importance of using accurate coding conventions to maximize reimbursement in the medical office will be stressed.

Prerequisite: MAT 010 or math placement into MAT 020 or higher

OFT 106—Keyboarding

.5 lect., 1 lab., 1 cr. (Fall/Spring)

This course concentrates on building skills over a period of one-half semester. Students learn the use of alphabetic and numeric keys. In order to complete the course with a passing grade of C, students will be expected to work at a minimum speed of 20-25 words per minute for three minutes with reasonable accuracy using the touch method (without looking at the keys). This course meets three hours per week for eight weeks.

Students who already have acceptable skill levels, should take the departmental examination for possible waiver of the course. OFT 107 or higher may be substituted for OFT 106.

OFT 107—Elementary Computer Keyboarding

2 lect., 2 lab., 3 cr. (Fall/Spring)

The course objective is mastery of the typewriter/computer keyboard. Topics include the parts and functions of the workstation, personal and business letter arrangements, manuscript writings, and basic centering and tabulation problems. For a grade of C on straight copy writings, the student must achieve a minimum speed of 30 words per minute with a maximum of 5 errors on a five-minute writing.

OFT 108—Intermediate Computer Keyboarding

2 lect., 2 lab., 3 cr. (Fall/Spring)

Professional competence is developed in the keyboarding of business documents on a computer using WordPerfect software. Students learn to format business reports, tables, forms, and correspondence with emphasis on correct keyboarding, formatting, and proofreading techniques. For a grade of C on straight copy writings, the student must achieve a minimum speed of 40 words per minute with a maximum of 4 errors on a five-minute writing.

Prerequisite: OFT 107 or placement by department

OFT 109—Advanced Computer Keyboarding

2 lect., 2 lab., 3 cr. (Spring)

Emphasis is placed on building production skill in the keyboarding of statistical reports, advanced business correspondence with tables, business forms and financial statements, medical reports, and legal forms using word processing software. For a grade of C, the student must achieve minimum speed on straight-copy, five-minute writings of 50 words per minute with a maximum of 3 errors.

Prerequisite: OFT 108

OFT 110—Legal Documents and Terminology

3 cr. (Summer)

This course presents classroom knowledge in preparing the legal documents used in a legal office setting. They include: pleadings and related documents, separation and dissolution of marriage papers, criminal law papers, wills and trusts, contracts, corporation and partnership forms, and real estate transactions. Students will learn legal terminology as they progress through each topic. They will also develop speed on straight-copy keyboarding.

Prerequisite: OFT 108 or placement by department

OFT 201—Records/Information Management

3 cr. (Fall/Spring)

This is a survey course which provides an overview of records/information management as a system. The role of the records manager and the records management staff within the system are emphasized. Other areas of emphasis include inventories, developing retention schedules, active/inactive records management, archives management, disaster prevention and recovery, and manual preparation. An introduction to Microsoft Access is included.

Prerequisite: MAT 010 or math placement into MAT 020 or higher

OFT 207—Transcription Skills

2 lect., 2 lab., 3 cr. (Fall)

The student transcribes business communications and/or medical and legal documents from a voice transcriber. Emphasis is placed on the rapid production of mailable copy. Office procedures, basic grammar rules, spelling, punctuation, and proofreading are reviewed.

Prerequisite: OFT 108, MAT 010 or math placement into MAT 020 or higher

OFT 209—Microsoft Word and PowerPoint

2 lect., 2 lab., 3 cr. (Fall)

Hands-on instruction in Microsoft Word and PowerPoint is provided to the student. Emphasis is placed on creating, revising, formatting, enhancing, proof reading, printing, and merging of numerous business documents. Decision-making skills are exercised in the selection of formats and procedures. **Preparation for MOUS Certification in Word is available.**

Prerequisite: OFT 108 or placement by department

OFT 211—Medical Transcription

2 lect., 2 lab., 3 cr.

The student transcribes communications documents such as: letters, case histories, medical evaluations, medical reports, and summaries from a voice transcriber. Most medical specialties are included. Emphasis is placed on the correct medical terminology and spelling, medical form format, and rapid production of mailable copy. Office procedures, basic grammar rules, spelling, punctuation, and proofreading are reviewed.

Prerequisite: OFT 108 or placement by department, MAT 020 or placement into MAT 101 or higher

OFT 214—Excel and Access

2 lect., 2 lab., 3 cr. (Spring)

This course provides hands-on training in the use of Excel and Access. Medical, legal and business projects help students learn to process specialized documents. Group assignments aid in the development of teamwork and decision-making skills.

Preparation for MOUS Certification in Excel and Access is available.

Prerequisite: OFT 108 or placement by department, MAT 020 or placement into MAT 101 or higher

OFT 220—Office Internship

1 lect., 4 lab., 3 cr. (Spring)

Students work in an approved part-time office position with a cooperating employer. The work assignment is under the dual guidance of the employer and the college coordinator and the student will be evaluated by each. Students are required to attend a weekly one-hour seminar to discuss office procedures and to submit reports on their work experience.

Prerequisites: completion of OFT 108, BUS 203, and OFT 209 plus CumGPA of 2.0 or departmental permission

NOTE: Students must comply with all policies, procedures, and regulations of the internship/fieldwork site. Failure to do so will result in immediate removal from the internship site and automatic failure of the course.

Philosophy & Religion**(English Department)**

The following courses in this area fulfill the humanities requirement for the A.A. and A.S. degrees: PHL 220, PHL 111, PHL 112, PHL 210, PHL 230.

PHL 111—Hebrew Bible (Old Testament)

3 cr. (Fall)

The historical background and literature of the Hebrews, with emphasis on the major religious themes and beliefs developed within the context of the history of the Middle East. (GE 7)

PHL 112—New Testament

3 cr. (Spring)

The history and literature of Christianity, and the origins of the early Church, as described in the New Testament. (GE 7)

PHL 210—Philosophy

3 cr.

An introduction to the main questions raised by philosophers concerning knowledge of human nature and the universe. Emphasis is placed on the methods of Western philosophers in their responses to these questions. (GE 7)

Prerequisite: ENG 101 or concurrent enrollment

PHL 220—Ethics

3 cr.

The course introduces students to basic ethical theories and explores the values behind moral decision-making. Readings are drawn from classical and modern sources; classroom discussion centers on ethical issues in such areas as medicine, health, business, education, the arts, and law. (GE 7)

Prerequisite: ENG 101 or concurrent enrollment

PHL 230—Religious Concepts

3 cr.

The development of world religions from primitive times to the present day. Attention is given to the history and culture of the people whose religions are studied. (GE 7)

Prerequisite: ENG 101 or concurrent enrollment

Physical Education/Exercise Studies/Health

(Movement Science Department)

NOTE: PED 111 and PED 112 fulfill the liberal arts requirement for the associate degrees. Courses with subject PED do not satisfy the Physical Education requirement for graduation.

PED 100—Introduction to Physical Education

2 cr. (Fall/Spring)

Designed for students interested in careers in physical education or exercise science. Topics include the history of physical education and sport, the objectives of physical education and sport, the meaning of biological fitness, a survey of various programs and their importance, and career opportunities in teaching, coaching, exercise science and sports medicine.

PED 101—Introduction to Exercise Science

2 cr. (Fall)

The course provides a broad-based introduction to exercise science as an academic discipline which integrates anatomy, biochemistry, epidemiology, molecular biology, physics, physiology and psychology. The course will examine the history of exercise science and its affect on society as well as professional development, relationships to other health care professions, and trends for the future.

Prerequisite: *placement into MAT 101*

PED 111—Substance Abuse and Health

3 cr. (Fall/Spring)

An introduction to substance abuse that considers the physiological and psychological aspects of licit and illicit recreational drugs. Students develop an understanding of the importance and limitations of prescriptive medication.

PED 112—Contemporary Health

3 cr. (Fall/Spring)

Topics include stress management, violence in society, planning diet and fitness programs, and adapting to aging and dying. Students are able to make informed decisions concerning their personal physical and emotional states of health.

PED 114—Stress Management

2 lect., 1 cr. (Fall/Spring)

Stress management is a course that approaches stress as a function of life over which we do have control. Emphasizing the relationship between stress and wellness, classes explore means of intervention to better manage common sources of stress. Course does not satisfy the physical education requirement for the associate degrees.

PED 145—Group Fitness Instructor

1 lec., 2 lab., 2 cr.(Fall)

This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in group fitness instruction. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the instructor-participant relationship, the principles of motivation to encourage

adherence in the group fitness setting, effective instructor-to-participant communication techniques, methods for enhancing group leadership, and the group fitness instructor's professional role.

PED 150—First Aid and Safety

1 lect., 2 lab., 2 cr. (Fall/Spring)

This responding to emergencies course presents principles of safety awareness and accident-illness prevention, as well as practice in the techniques of first aid care for most common accident and sudden illness situations. American Red Cross certification for responding to emergencies and CPR/AED is granted upon successful completion of requirements.

PED 151—Lifeguard Training

1 cr.

This course meets twice a week for eight weeks. Trains individuals who have an interest in life-saving skills. Includes the additional skills and knowledge required to develop effective lifeguard systems at swimming pools and waterfronts. Certification will include Lifeguard Training and AED upon successful completion. Satisfies Physical Education requirement.

Prerequisite: Must be at least 15 years old, swim 300 yards continuously using the front crawl, breaststroke for at least 100 yards each. Must submerge to minimum depth of 7 feet, retrieve a 10 pound object and return using legs only.

PED 152—Water Safety Instructor

1 cr. (Spring/Summer)

Covers the skills necessary to teach the following courses: Progressive Swimming Course, Longfellow's Whale Tales, Infant/Pre-School Aquatic Program, Basic Water Safety, Emergency Water Safety, and Safety Training for Swim Coaches. Course does not satisfy the physical education requirement and requires a minimum of 52 hours to receive certification.

Prerequisite: 1) Be at least 16 years old at the start of the Instructor course (driver's license or birth certificate as proof), 2) Pass the Instructor Candidate Training certificate or a current American Red Cross Health and Safety instructor authorization, and 3) Successfully pass the precourse written and skills tests.

**The Written Comprehensive Test is based on information in the American Red Cross Basic Water Safety program (minimum score 80% to meet ARC standards).*

**Skills are based upon a proficiency level equal to the American Red Cross Water Safety Instructor and Level V learn-to-swim program.*

PED 155—CPR

1 cr. (Fall/Spring)

Methods of dealing with respiratory emergencies and cardiac arrest for the adult, child, and infant are covered in this half-semester course. American Red Cross CPR certification for the Professional Rescuer is granted upon successful completion of requirements.

PED 156—Infant and Child First Aid and CPR

1 cr. (Fall/Spring)

This First Aid and CPR course presents principles of safety awareness and accident-illness prevention, as well as practice in the techniques of First Aid care for infants and children. American Red Cross certification is granted upon successful completion of requirements.

PED 201—Introduction to Bio-Mechanics of Human Movement

2 lect., 2 lab., 3 cr. (Spring)

A qualitative approach to the principles and components of movement and their application to various forms of movement; daily living, work tasks, sport skills and dance are explored. Emphasis is placed on gaining an understanding of movement as a phenomenon, the forces and human variables that shape it, and the principles to be applied in refining movement behavior.

Pre/co-requisite: BIO 111

PED 202—Basic Exercise Physiology

2 lect., 2 lab., 3 cr. (Fall)

A study of the functions of the human body during physical activity. Topics include: physiological responses of the body during exercise in relation to the percentage of body fat, cardiac output, energy expenditure, temperature regulation, gender, and physical working capacity. Laboratory work provides practical experience in assessing human performance.

Co-requisite: BIO 112

PED 203—Physical Fitness and Exercise Prescription

3 cr. (Spring)

Designed for students interested in the importance of physical fitness in today's mechanical society. This course focuses on the components of physical fitness; the role of fitness in disease prevention; factors that affect individual physical fitness and training levels; and how to evaluate and develop a fitness program according to individual goals, needs, and objectives.

Prerequisite: PED 202 Corequisite: PED 204

PED 204—Lab/Field Fitness Assessment

1 cr. (Spring)

Assessment and evaluation of different areas of physical fitness through various measurement techniques used in the field of exercise science for testing and exercise programming. Students will be active participants in this course. A practical exam will be given at the end of this course.

Co-requisite: PED 203 and PED 204 MUST be taken together.

PED 205—Personal Training

2 cr.

This course is designed to provide theoretical knowledge and practical skill in preparation for the National Council on Strength and Fitness Personal Training Certification exam. The course will cover the most up to date fitness conditioning principles and assessment methods, provide students essential knowledge for developing client-trainer relationships, and effective implementation of fitness program and individual exercise instruction.

Pre-/Co-requisites: BIO 111 Anatomy and Physiology 1 and PED201 Exercise Physiology.

PED 230—Exercise Studies Practicum

2 cr.

Students will meet weekly as a class to explore topics of professionalism, market survey, trouble shooting, motivation, supervision and initiative as well as developing web site pages, newsletters, and designing bulletin boards. Students will also document experiences to meet the requirement of 45 hours in an applied work setting. Develop skills, abilities, competencies and organizational and administrative techniques while working under direct supervision of selected professionals in their chosen area of interest: exercise physiology, personal training, exercise leadership, athletic training, nutrition, recreation, teaching, and coaching.

Prerequisites: PED 202 Basic Exercise Physiology, PED 201 Human Movement, PED 203 Fitness & Exercise Prescription (can be taken concurrently). Cumulative GPA 2.5 or Chair permission.

PED 280—Exercise Studies Capstone

The capstone course in the program of study provides a student the opportunity to synthesize, analyze, and apply knowledge acquired over different courses in the program. Students will choose a project, plan and implement the project, write a scholarly paper with research into the topic, discuss the detailed process of the project and present their findings and experiences to the Movement science faculty, peers and other college/public individuals interested. The course will provide students the opportunity to assess their interests and talents as they relate to the professional areas of study in the field of physical education, nutrition, exercise studies, personal training, health and fitness professional, recreation, athletic training, and/ or health education. All projects MUST be pre-approved by faculty and completed during the registered semester.

PHYSICAL EDUCATION SKILLS:

1 credit each for a full semester, unless otherwise noted. The skills courses are designed for those majoring in Exercise Studies, or the suggested study area of Physical Education in the Liberal Arts degrees. However, if a student outside these areas wishes to enroll in these courses to fulfill the physical education requirement they can do so only with Department Chair approval. Skills courses are graded A through F; the grades are based on skill and knowledge level of the material presented. Written tests are required. For physical education courses graded either A through F or graded on a pass/fail basis, see PES—Physical Education.

PEM 160 – Aerobic Fitness

PEM 161 – Racquet Sports 1

PEM 162 – Team Sports

PEM 163 – Studio Fitness

PEM 164 – Dance

PEM 165 – Beg—Int/Adv—Learn to Swim

PEM 166 – Golf/Badminton

PEM 167 – Weight Training

PEM 168 – Alpine Ski/Boarding

PEM 169 – Leadership Skills/Group Games

PEM 170 – Water Exercise

PEM 171 – Hiking for fit/outdoor individ.

Physical Education/Exercise Studies/Health

PES 100—Concepts of Physical Wellness

1 lect., 1 lab., 1 cr.

A theory/discussion course designed to introduce students to the basic fundamental building blocks of physical wellness and how this body of knowledge relates to their own personal wellness. Course focus is on physical wellness which will include the components of physical fitness, exercise, nutrition and weight management, disease prevention, personal safety, stress management, and current consumer issues relevant to physical wellness. This course enables students to begin designing a lifetime personal wellness program that suits their own physical wellness goals and objectives. Students will participate in various labs to assess current fitness levels and practice exercise prescription principles through various forms of activity. All physical activity is modified to challenge the student within the individual's ability.

Note: 1 credit in Concepts of Physical Wellness is a graduation requirement for all A.A., A.S. and A.A.S. degrees offered at Orange County Community College with the exception of an A.S. in Exercise Studies.

PES—Physical Education

1/2 cr. each, 1/2 semester each

All students are required to take the 1 credit PES 100 "Concepts of Physical Wellness" course in order to graduate with an A.A., A.S., or A.A.S. degree from Orange County Community College. Students majoring in Exercise Studies are not required to take PES 100 with the exception of students earning an A.S. in Exercise Studies.

In addition, students must choose an additional 1 credit from a wide variety activities offered in the following areas: individual sports, team sports, aquatics, gymnastics, dance and physical fitness.

These courses fulfill the physical education requirement. They are graded A through F, or students may choose the option of taking them as pass or fail. Upon choosing this option, students will have two weeks to decide whether they want to receive a pass/fail or a letter grade for their physical education course. Requirements for both grading procedures will be the same. Students should not postpone taking these courses. To do so may jeopardize their timely graduation. (See course listing below.)*

Repeating Physical Education Courses

A student may take a maximum of one credit of any course in physical education when fulfilling the two-credit graduation requirement. The "Concepts of Physical Wellness" course can only be taken once. A student may repeat a course to change a grade.

Physical Education Credit for Varsity Participation

A student may earn 1/2 credit in PES physical education, up to a maximum of 1 credit, when he/she participates in a varsity sport. All student-athletes must complete the season in order to receive credit. In case of injury, the student must have completed no less than 15 hours of participation.

Transfer students who want to receive physical education credit for varsity athletic participation must first fill out an athletic participation transfer form. Forms and information may be received from the Director of

Athletics. Transfer students may receive up to 1 credit of physical education depending on their varsity athletic participation.

*Note: Matriculated students who graduated from Police Academies or Correctional Training Academies within the last ten years and have completed PES 100—Concepts of Physical Wellness may request 1 P.E. activity credits.

Students who have completed basic training in the U.S. armed forces may qualify for two (2) physical education credits. For more information call the Veterans' representative at 341-4071.

PES 170-Aerobic Fitness

PES 171- Step Aerobics

PES 172- Body Shaping

PES 173- Cardio Kick Box

PES 174- Ex & Wt. Management

PES 180- Jogging

PES 182- Walking

PES 183- Spinning

PES 184- Triathlon Training

PES 200- Volleyball

PES 201- Basketball (coed)

PES 202- Basketball (men)

PES 203- Floor Hockey (coed)

PES 204- Floor Hockey (men)

PES 205- Baseball

PES 206- Soccer

PES 207- Golf

PES 208- Archery

PES 209- Tennis

PES 210- Racquetball

PES 211- Badminton

PES 300- Weight Train

PES 301- Circuit Train

PES 302- Strength Train

PES 303- Physical Fitness

PES 400- Self Defense co-ed

PES 401 Self Defense women

PES 410- Pilates

PES 411- Yoga

PES 412- Tai Chi

PES 413- Stretch For Wellness

PES 420- Ballet

PES 421- Jazz Dance

PES 422- Modern Dance

PES 423- Modern Dance 2

PES 424- Ballroom Dance

PES 425- Social Dance

PES 426- Latin Dance

PES 427- Theatre Dance

PES 500- Outdoor Adventure

PES 501 Basic Wilderness Skills

PES 503- Rock Climbing

PES 504- Hiking For Fitness

PES 505- Alpine Boarding/Ski

PES 600– Begin Swim co-ed

PES 601– Int/Adv swim

PES 602– Fit Swim

PES 603– Aqua Aerobics

PES 605 – Deep H2O Jog

PES 606 – Water Polo

PES 800 – Varsity Basketball Women

PES 801 – Varsity Basketball Men

PES 802 – Varsity Tennis Women

PES 803 – Varsity Tennis Men

PES 804 – Varsity Golf

PES 805 – Varsity Baseball

PES 806 – Varsity Softball

PES 807 – Varsity Soccer

PES 808 – Volleyball

Physical Sciences

(Science, Engineering & Architecture Dept.)

(See also: Astronomy, Chemistry, Geology)

PSC 125—Physical Science: The Physical World

2 lect., 2 lab., 3 cr.

Topics are drawn from the fields of Physics, Chemistry, Geology, Meteorology and Astronomy with emphasis on how the scientific method guides the various disciplines. Laboratory work enhances and develops the lecture material. (GE 2)

Prerequisite: tested into MAT 101 or completed Developmental Algebra MAT 020

PSC 140—Physical Science: The Environment

2 lect., 2 lab., 3 cr.

A study of the interaction between the physical environment and man. Concepts in natural sciences are introduced as a basis for discussion of current environmental issues. Local environmental issues are discussed. (GE 2)

Prerequisite: tested into MAT 101 or completed Developmental Algebra MAT 020

Physical Therapist Assistant

(Physical Therapist Assistant Department)

NOTE: Students must comply with all policies, procedures, and regulations of the clinical education site. Failure to do so will result in immediate removal from the clinical education site and automatic failure of the course.

NOTE: A grade of C or higher is required in all PTA series courses and A&P 1, A&P 2 and Basic Exercise Physiology to graduate with an A.A.S. Physical Therapist Assistant degree.

NOTE: Transportation costs: students must make their own arrangements, at their own expense for transportation.

NOTE: A physical examination is required annually prior to the beginning of classes each September while enrolled in the Physical Therapist Assistant Program. The initial physical examination includes a 10-panel urine drug screen. Students who receive a positive drug test will not be allowed to begin the PTA Program. Attempted readmission to the PTA program will be possible only when the course is offered again and only if the student then successfully passes the urine drug test. Failure to successfully pass a drug test for a second time will result in permanent removal from the PTA program. Additionally, students will not be allowed to participate in clinical areas without completed physical examinations on file with the college and appropriate current CPR Certification.

PTA 010—Clinical Applications for the PTA

1 lect., 1 unit* (Fall)

This course is designed to assist the student in understanding the concepts presented in first semester Physical Therapist Assistant courses. Discussion, demonstrations, worksheets, and small group activities are used to reinforce the information provided in Intro to Physical Therapy, Medical Conditions for the PTA and PTA I.

Corequisite: BIO 111, PTA 101, PTA 103, PTA 105

**not applicable to associate degrees or certificate programs*

PTA 012—Kinesiology Support Module

1 lab., 1 unit* (Spring)

This course is designed to assist the student in understanding the concepts presented in Kinesiology (PTA 104). Discussion, demonstrations, worksheets, and small group activities are used to reinforce the information provided in Kinesiology.

Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105

Corequisite: BIO 112, PTA 102, PTA 104

**not applicable to associate degrees or certificate programs*

PTA 101—Physical Therapist Assisting 1

3 lect., 3 lab., 4 cr. (Fall)

This is the first in a sequence of four procedures courses. Topics include: universal precautions, infection control, basic first aid and safety procedures, monitoring of vital signs, basic wounds care and bandaging techniques, proper body mechanics, patient positioning and transfers, spinal cord injuries, amputees, CVA, and gait training. [R-1]

Corequisite: BIO 111, PTA 103, PTA 105

PTA 102—Physical Therapist Assisting 2

3 lect., 3 lab., 4 cr. (Spring)

In this second course in the sequence of four procedures courses, the basic principles of massage and application of

modalities are emphasized; practice of specific skills includes various techniques of massage, hot and cold packs, paraffin, whirlpool, contrast baths, ultrasound, diathermy, electrical stimulation, ultraviolet, infrared and cold laser therapy. Principles and procedures related to the Hubbard tank, therapeutic pool, intermittent compression, spinal traction and wound healing are also presented. An overview of pharmacology as it relates to rehab completes the course. [R-1]

Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105

Corequisite: BIO 112, PTA 104

PTA 103—Introduction to Physical Therapy

2 lect., 2 cr. (Fall)

An introductory course to Physical Therapy which covers the history, scope of practice, role of the PT and PTA, preferred practice relationship between the PT & PTA, role of other health care providers, communication skills, documentation, ethical and legal principles, structure and organization of health care systems, and cultural diversity. [R-1]

Corequisite: BIO 111, PTA 101, PTA 105

PTA 104—Kinesiology

3 lect., 3 lab., 4 cr. (Spring)

A study of basic human motion, including biomechanics, emphasizing the nervous, muscular and skeletal systems with particular emphasis on joint structure, movements, and muscle position in relationship to the joint. Course will also include the analysis of normal and pathological gait patterns. [R-1]

Prerequisite: BIO 111, PTA 101, PTA 103, PTA 105

Corequisite: BIO 112, PTA 102

PTA 105—Medical Conditions for the Physical Therapist Assistant

3 lect., 3 cr. (Fall)

This course serves to describe specific systems pathology across the life span, including medical/surgical management, as they relate to the field of Physical Therapy. [R-1]

Corequisite: BIO 111, PTA 101, PTA 103

PTA 201—Physical Therapist Assisting 3

3 lect., 3 lab., 4 cr. (Fall)

In this third course in the sequence of four procedures courses, the principles and techniques of therapeutic exercise are presented. Students study specific neurological, orthopedic, medical, and surgical conditions, and their PT management. [R-1]

Prerequisite: BIO 112, PTA 102, PTA 104

Corequisite: PED 202, PTA 205, PTA 207

PTA 202—Physical Therapist Assisting 4

3 lect., 3 lab., 4 cr. (Spring)

This course is the final course in a series of four procedures courses in which the student defines, discusses, and demonstrates advanced Physical Therapy treatment techniques. Topics include: joint mobilization, proprioceptive neuromuscular facilitation, lumbar stabilization, pediatrics, cardiopulmonary rehab, head trauma rehab, amputee rehab, women's health issues, and geriatric rehab. [R-1]

Prerequisite: PED 202, PTA 201, PTA 205, PTA 207

Corequisite: PTA 206, PTA 208

PTA 205—Clinical Education 1

16 lab., 3 cr. (Fall)

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studied. [R-1]

Prerequisite: PTA 102, PTA 104

Corequisite: PED 202, PTA 201, PTA 207

PTA 206—Clinical Education 2

16 lab., 3 cr. (Spring)

Students spend two full days per week in a clinical facility under the direction and supervision of a physical therapist. The actual hours will be determined by the facility and may include evening hours. This assignment is designed to allow students to observe, assist, and acquire skills in application of all procedures studied. [R-1]

Prerequisite: PED 202, PTA 201, PTA 205, PTA 207

Corequisite: PTA 202, PTA 208

PTA 207—Test and Measurement for the PTA

3 lect., 3 lab., 4 cr. (Fall)

The principles and techniques of appropriate assessment, test, and measurement skills to assist a supervising physical therapist in monitoring and modifying the plan of care within the limits of practice are presented. Major topics include: ROM, MMT, balance, coordination, sensation, posture, pain and ADL assessment. [R-1]

Prerequisite: BIO 112, PTA 102, PTA 104

Corequisite: PED 202, PTA 201, PTA 205

PTA 208—Contemporary Practice for the PTA

3 lect., 3 cr. (Spring)

This course is a culminating course to explore current concepts and trends in Physical Therapy. Legal, fiscal, administrative, professional, and ethical issues are explored as they relate to the Physical Therapist Assistant. This course places heavy emphasis on self-directed learning and classroom participation through the use of the Internet, case scenarios, classroom discussion, and independent assignments. *Throughout the core courses, each student is required to attend two APTA meetings or two continuing education seminars OR one APTA meeting AND one continuing education seminar which count toward a portion of this course. [R-1]

Prerequisite: PTA 201, PTA 205, PTA 207

Corequisite: PTA 202, PTA 206

PTA 220—Clinical Education 3

40 lab., 3 cr. (Summer I or III)

Students spend six weeks full time working in a clinical facility under the direction and supervision of a physical therapist. This externship provides a comprehensive clinical experience which allows the student to apply all skills acquired to date. The actual hours will be determined by the facility and may include evening hours. [R-1]

Prerequisite: Completion of course series PTA 101 through PTA 208

Physics

(Science, Engineering & Architecture Dept.)

Note: The keeping of a laboratory notebook and the writing of formal laboratory reports are required.

PHY 101—General Physics 1

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer I)

This course covers the concepts of classical physics from introductory mechanics through thermo-dynamics. Topics include: kinematics, Newton's Laws-particle dynamics, statics, fluid statics and dynamics, heat and thermodynamics. (GE 2)

Prerequisite: MAT 102 or math placement test into MAT 121

PHY 102—General Physics 2

3 lect., 3 lab., 4 cr. (Fall/Spring/Summer II)

A continuation of PHY 101. A treatment of wave motion, harmonic motion and sound, electricity and magnetism, optics, relativity, quantum theory, atomic and nuclear physics. (GE 2)

Prerequisite: PHY 101

PHY 103—Physics for Science & Engineering 1

3 lect., 3 lab., 4 cr. (Fall)

The science of measurement; vector analysis; rectilinear motion; Newton's laws and their application to particle dynamics, conditions for equilibrium; rotational kinematics and dynamics and angular momentum; conservation of energy; linear and angular momentum; introduction to relativistic kinematics. (GE 2)

Prerequisite: completed or concurrent enrollment in MAT 205 is required

PHY 104—Physics for Science & Engineering 2

3 lect., 3 lab., 4 cr. (Spring)

A continuation of PHY 103. Topics include: gravitational theory, atomic physics of Bohr atom; fluid statics and hydrodynamics; oscillations and simple harmonic motion; traveling waves; vibrating systems and sound; temperature and heat measurement, heat transfer, kinetic theory of gases; first and second law of thermodynamics; introduction to nuclear structure. (GE 2)

Prerequisite: PHY 103, completed or concurrent enrollment in MAT 205 is required. A minimum grade of C- in PHY 103 is required.

PHY 105—General Physics 1 with Calculus

3 lect., 3 lab., 4 cr. (Fall)

A calculus-based course in general physics. The course covers the concepts of classical physics from introductory mechanics through thermodynamics. Topics include: kinematics, particle dynamics, statics, fluid statics and dynamics, thermodynamics. (GE 2)

Prerequisite: MAT 205

PHY 106—General Physics 2 with Calculus

3 lect., 3 lab., 4 cr. (Spring)

A continuation of PHY 105. A calculus-based treatment of wave motion, electricity and magnetism, optics, relativity, quantum theory, atomic and nuclear physics. (GE 2)

Prerequisite: PHY 105

Corequisite: MAT 206

PHY 108—Acoustics

2 lect., 2 lab., 3 cr. (Spring)

An introduction to the fundamentals of sound. Topics include: elementary principles of wave motion; analysis of musical sounds from varied sources including voices, instruments, oscillators, synthesizers, and recording media. Emphasis is placed on those factors which permit performer and listener to understand and control musical sounds. (GE 2)

Prerequisite: MAT 101 or by permission of instructor

PHY 111—Applied Physics 1

2 lect., 2 lab., 3 cr. (Fall)

An introduction to the fundamentals of mechanics, fluids, and heat. Topics include statics, kinematics, dynamics, energy, heat measurement gas laws, pressure, and hydraulics. (GE 2)

Prerequisite: completed or concurrent enrollment in MAT 107 or higher is required

PHY 112—Applied Physics 2

2 lect., 2 lab., 3 cr. (Spring)

Topics include an introduction to rotation, vibrations, harmonic motion, wave motion, electricity and magnetism, induced EMF, optics, quantum theory, atomic and nuclear physics. (GE 2)

Prerequisite: PHY 111

PHY 203—Physics for Science & Engineering 3

3 lect., 3 lab., 4 cr. (Fall)

Treatment of electro and magneto-statics, Gauss' Law, Faraday's Law, Ampere's Law; resistance inductance and capacitance applied to circuits. Transient and steady state analysis of RC, RL and RLC circuits. Resonance, electromechanical analogues; Maxwell's equations, electromagnetic waves and light; geometric and physical optics, gratings and spectra, polarization. (GE 2)

Prerequisite: completed or concurrent enrollment in MAT 207; minimum grade of C- in PHY 104

PHY 204—Modern Physics

3 lect., 3 lab., 4 cr. (Spring)

Study of the development of physics since 1900. Study of waves in light and matter. Includes comparison of Galileo's and Einstein's relativity, relativistic kinematics and dynamics; wave-particle duality, black body radiation and Planck's constant; introduction to quantum theory and wave mechanics; introduction to molecular and solid state physics; atomic structure and the periodic table; nuclear reactions and energy. Elementary particles and the Standard Model; applications to cosmology. (GE 2)

Prerequisite: PHY 102 or PHY 106 or PHY 203

Political Science

(Global Studies Department)

POL 101—Introduction to Political Science

3 cr. (Fall/Spring)

The course introduces basic concepts used by political scientists such as power, authority, the state, and analyzes major political ideologies of the contemporary world. General types of political systems and components of political systems are explained and compared. Major policy issues, especially those with global significance, are covered in connection with international politics. *Fulfills category D.* (GE 3)

POL 102—U.S. Government—State and Local

3 cr. (Fall/Spring)

The changing role of state and local governments in America is examined. An emphasis is placed upon what state governments actually do, how they are structured, and the problems they face. Part of the course is devoted to the study of cities and metropolitan areas. *Fulfills category A.* (GE 3)

POL 103—U.S. Government—National

3 cr. (Fall/Spring)

A survey of the U.S. political system at the national level including treatment of the historical background, central concepts and revisions of the constitutional framework, examination of the presidency, congress, federal bureaucracy, judicial structure and process, political parties, interest groups, the media, and current public issues. *Fulfills category A.* (GE 4)

POL 221—International Relations

3 cr. (Fall)

A study of the principles used to describe the political relations among nations. Topics include the growth of nationalism, imperialism, decolonization, the balance of power concept, the role of international organizations such as the U.N. *Fulfills category D.* (GE 3)

POL 220—Comparative Governments

3 cr. (Spring)

An introduction to political processes in nations other than the United States. The course uses the comparative method to analyze such topics as political culture, developed vs. developing nations, the organization of governments, political parties, and the operation of interest groups. *Fulfills category D.* (GE 3)

Psychology

(Behavioral Sciences Department)

PSY 100—Psychology of Adjustment

3 cr. (Fall, Spring, Summer)

An introductory psychology course, with emphasis on understanding the elements of a healthy personality. Topics include dynamics of adjustment the problems that the individual faces in adjusting to family, school, peers and job, and the techniques of readjustment such as counseling and psychotherapy. *Fulfills category B.*

PSY 101—General Psychology I

3 cr. (Fall, Spring, Summer)

The foundations for a scientific understanding of human behavior are examined. Topics include scientific methods, statistical analysis, physiological aspects of behavior, growth and development, conditioning, memory, perception, motivation and emotion. *Fulfills category B. (GE 3)*

PSY 102—General Psychology 2

3 cr. (Fall/Spring/Summer)

This course is a continuation of PSY 101. Topics include personality, consciousness, cognition, intelligence, tests and measurement, psychological disorders, therapies, social psychology and applied psychology. *Fulfills category B.*

Prerequisite: PSY 101

PSY 220—Developmental Psychology

3 cr. (Fall/Spring/Summer)

A study of the stages of human development: prenatal, infancy, childhood, adolescence, adulthood, and old age which influence psychological growth and change. *Fulfills category B.*

Prerequisite: PSY 101

PSY 221—Child Psychology

3 cr. (Fall/Spring/Summer)

A study of human development and behavior from conception to adolescence. Subjects considered are the interdependence of the emotional, intellectual, social, and physical growth of the child. *Fulfills category B.*

Prerequisite: PSY 101

PSY 222—Psychology of Adolescence

3 cr. (Fall/Spring)

A study of growth and adjustment problems of young people and their struggle to attain maturity. Topics include health, personality, home and family, social status, sex and heterosexual relationships, and school problems. This course is designed for secondary education majors and adults working with adolescents. *Fulfills category B.*

Prerequisite: PSY 101

PSY 223—Psychology of Adulthood and Aging

3 cr. (Spring)

This course examines the major adjustments faced by the individual from young adulthood through old age. Theories and research evidence concerning developmental changes are emphasized. Attention is given to clinical aspects of old age.

Prerequisite: PSY 101 with a grade of "C-" or higher

PSY 230—Abnormal Psychology

3 cr. (Fall/Spring/Summer)

This course involves the study of past and present understandings of psychological abnormality. Contemporary psychological thinking relative to mental health and individual functioning reveals the range of forms of psychological abnormality. The diagnostic system that is utilized by mental health professionals in this country is examined. Social contexts and consequences of the diagnosis of psychological abnormality are identified.

Prerequisite: completion of six college credits in psychology.

PSY 240—Social Psychology

3 cr. (Fall, Spring)

A study of group behavior and the influence of groups on the perception, thinking and behavior of the individual. Topics included are: socialization, conflict, attitudes, prejudice and leadership. *Fulfills category B.*

Prerequisite: PSY 101

PSY 250—Human Sexuality

3 cr. (Spring)

The sexual aspects of human activity are studied through the disciplines of sociology, psychology, biology, and philosophy. Historical, cross-cultural, and current research form the basis for the development of an individual perspective on human sexuality.

Prerequisite: PSY 101 or SOC 101

Radiologic Technology

(Diagnostic Imaging Department)

NOTE: Students must comply with all policies, procedures and regulations of the internship fieldwork site. Failure to do so may result in immediate removal from the internship site and failure of the course.

NOTE: An overall cumulative average of 2.5 with a minimum grade of 75% (C+) in each Radiologic Technology course is required for progression within and graduation from the Radiologic Technology Program.

RAD 101—Principles of Radiographic Exposure 1

3 lect., 2 lab., 4 cr. (Fall)

Introduction to the radiographic environment is presented. Evaluating and viewing radiographs, controlling the quantity and quality of the x-ray beam, controlling scatter, film, screens and grids are presented. [R-1]

Prerequisite: acceptance into the Radiography program
Corequisite: RAD 103, RAD 105, RAD 107

RAD 102—Principles of Radiographic Exposure 2

3 lect., 2 lab., 4 cr. (Spring)

Advanced concepts of radiographic technique are covered. Physical characteristics of x-ray film and film processing, geometry of the radiographic image, technique problems and principles of digital radiography are included. [R-1]

Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107
Corequisite: RAD 104, RAD 106, RAD 111, RAD 108

RAD 103—Introduction to Radiography

1 cr. (Fall)

The course provides an overview of radiography and its role in health care delivery. Students are oriented to the academic and administrative structure, key departments, and personnel, responsibilities as students, and to the profession as a whole. Time management learning styles, test-taking strategies, study skills, and other skills necessary to "survive" the freshman year are discussed. [R-1]

Prerequisite: acceptance into the Radiography program
Corequisite: RAD 101, RAD 105, RAD 107

RAD 104—Radiation Protection

1 cr. (Spring)

The course presents general methods in radiation protection when exposing patients to ionizing radiation. Skills and knowledge critical to the safety of the patient and radiographer are emphasized. Demonstration of such is required of all students. [R-1]

Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107
Corequisite: RAD 102, RAD 103, RAD 105, RAD 107

RAD 105—Radiographic Positioning 1

3 lect., 2 lab., 4 cr. (Fall)

Basic concepts of positioning, Nomenclature of positioning, instruction and practice in positioning of extremities, shoulder girdle, hip joint, pelvic girdle, chest and abdomen. [R-1]

Prerequisite: acceptance into the Radiography program
Corequisite: RAD 101, RAD 103, RAD 107

RAD 106—Radiographic Positioning 2

3 lect., 2 lab., 4 cr. (Spring)

Radiographic lines and points of the skull; instruction and practice in positioning of cranium, facial bones, mandible, nasal bones, paranasal sinuses, spine, digestive, urinary systems and mammography. [R-1]

Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107
Corequisite: RAD 102, RAD 104, RAD 111, RAD 108

RAD 107—Methods of Patient Care 1

2 lect., 2 lab., 2 cr. (Fall)

An introduction to the care of patients in the clinical setting. This course includes: patient assessment, history taking; body mechanics, patient transfer techniques, medical emergencies, vital signs, infection control, non-aseptic techniques, preparation of medications, injection, patient interactions, and development of the professional self. [R -1]

Prerequisite: acceptance into the Radiography program
Corequisite: RAD 101, RAD 103, RAD 105

RAD 108—Methods of Patient Care 2

1 lect., 1 lab., 1 cr. (Spring)

This course is a continuation of RAD 107 Methods of Patient Care 1. This course includes: medical charting, venipuncture, assisting in the administration of contrast materials, sterile gowning, gloving, patient interaction skills, human diversity, and an overview of medical ethics and law. In addition, patient preparation and placement of EKG leads along with a basic EKG interpretation. [R -1]

Prerequisite: RAD 101, RAD 103, RAD 104, RAD 107
Corequisite: RAD 102, RAD 104, RAD 106, RAD 111

RAD 111—Clinical Practicum 1

1 lect., 15 lab., 1 cr. (Spring)

This course gives the student an opportunity to apply those concepts learned in lecture and lab in the clinical setting. Students have a chance to participate in general, barium enema, upper gastrointestinal, intravenous pyelogram, mobile, and trauma radiographic procedures. [R-1]

Prerequisite: RAD 101, RAD 103, RAD 105, RAD 107
Corequisite: RAD 102, RAD 104, RAD 106, RAD 108

RAD 112—Clinical Practicum 2

1 lect., 39 lab., 2 cr. (Summer)

A continuation of Clinical Practicum 1 plus operating room. [R-1]

Prerequisite: RAD 102, RAD 104, RAD 106, RAD 111, RAD 108

RAD 209—Radiographic Physics

4 cr. (Fall)

The course focuses on the principles of x-ray generation, properties of x-rays, x-ray tube, and circuitry. In addition, advanced concepts of image production, are covered. [R-1]

Prerequisite: RAD 112
Corequisite: RAD 213, RAD 217, RAD 221

RAD 210—Quality Assurance

1 lect., 1 lab., 1 cr. (Spring)

The course provides an introduction to the evaluation of radiographic systems to assure consistency in the production of quality images. [R-1]

Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209

Corequisite: RAD 112, RAD 216, RAD 214, RAD 219

RAD 213—Clinical Practicum 3

1 lect., 23 lab., 1.5 cr. (Fall)

A continuation of Clinical Practicum 2 plus Computed Tomography and special radio-graphic procedures. [R-1]

Prerequisite: RAD 112

Corequisite: RAD 217, RAD 221, RAD 209

RAD 214—Clinical Practicum 4

1 lect., 23 lab., 1.5 cr. (Spring)

A continuation of Clinical Practicum 3. [R-1]

Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209

Corequisite: RAD 210, RAD 112, RAD 216, RAD 219

RAD 215—Clinical Practicum 5

1 lect., 39 lab., 2 cr. (Summer)

A continuation of Clinical Practicum 5. [R-1]

Prerequisite: RAD 210, RAD 218, RAD 216, RAD 214, RAD 219

RAD 216—Advanced Imaging Modalities

3 cr. (Spring)

The course deals with different modes of imaging the human body. Special attention is given to fluoroscopy, tomography, mamography, computed tomography and magnetic resonance imaging. In addition, this course introduces students to sectional human anatomy in the transverse, sagittal and coronal planes. [R-1]

Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209

Corequisite: RAD 210, RAD 112, RAD 214, RAD 219

RAD 217—Radiographic Positioning 3

2 cr. (Fall)

Introduction to contrast studies including myelography, angiography, bronchography, hystero-salpingography, arthrography and sialography. In addition, advanced skull radiography is included. [R-1]

Prerequisite: RAD 112

Corequisite: RAD 213, RAD 221, RAD 209

RAD 218—Radiation Biology

2 cr. (Spring)

The biological effects of ionizing radiation and the basic mechanism of short-term and long-term effects of ionizing radiation are covered. [R-1]

Prerequisite: RAD 213, RAD 217, RAD 221, RAD 209

Corequisite: RAD 210, RAD 216, RAD 214, RAD 219

RAD 219—Medical Terminology

1 cr. (Spring)

This course is designed to provide terminology for those in the health professions including medical: personnel, transcriptionists, librarians, insurance examiners and the layperson.

Prerequisite: Placement in ENG 101

RAD 221—Radiographic Pathology

3 cr. (Fall)

The disease processes of the body systems and related radiographic techniques are emphasized. Cross-sectional anatomy is included. [R-1]

Prerequisite: RAD 112

Corequisite: RAD 213, RAD 217, RAD 209

Physical Examination

Physical examination is required upon admission to the program within a six-month period prior to the beginning of classes in radiologic technology and at the beginning of classes in radiologic technology of the second year. Students will not be allowed in the clinical area without a completed physical examination on file with the College.

Clinical

Radiologic technology clinical courses are competency based and combine classroom theory with practical application. Students complete a series of over 50 competency evaluations as they progress through the program. Completion of these evaluations are required for graduation.

A detailed description of the clinical education requirements, pregnancy policy and costs are available upon request from the program office.

In Clinical Practicums 4 and 5, a one week evening rotation is required.

Transportation Costs

Students must make their own arrangements, at their own expense, for transportation on days when classes are held off campus at hospital clinical sites.

Uniforms

Radiologic technology student uniform must be worn whenever class meets off campus. The cost of uniforms is the student's responsibility.

Sociology

(Behavioral Sciences Department)

SOC 101—Introduction to Sociology 3 cr. (Fall/Spring/Summer)

This course explores those forces in our culture and social structure that lie beyond the individual's control or direct awareness, but which shape what we are, how we behave, and what we think.

Basic sociological concepts are used to develop insights and understanding. Topics such as culture, social structure, socialization, social control, groups, stratification, research methods and statistical analysis are discussed. *Fulfills category C.* (GE 3)

SOC 120—Social Problems 3 cr. (Fall/Spring/Summer)

Using primarily a scientifically and statistically based sociological perspective, a variety of American social problems are examined. Included are the increasing levels of interpersonal violence and other types of deviant behavior, racism and sexism, threat of war, poverty and the welfare system, and the consequences of economic inequality. Analysis of these problems includes description, causative relationships, individual and societal dimensions, and alternative social policy responses. *Fulfills category C.*

SOC 220—Race, Ethnicity and Society 3 cr. (Fall/Spring)

This course will explore the basic dynamics and processes of race and ethnic relations from a sociological perspective. Such topics as dominant-minority relations, prejudice, discrimination, assimilation, racism and antisemitism will be explored. The primary focus will be upon American society but examples from other societies will be explored as well; i.e., Brazil, Canada and Eastern Europe.

Prerequisite: one course in sociology

SOC 231—The Family 3 cr. (Spring)

Using a sociological perspective, the institution of the family is analyzed in terms of its relationship to the changing society in which it exists. Of special interest is how these changes affect individuals within families. Topics such as mate selection, sex roles, romance and love, sexuality, communication, conflict violence, divorce and remarriage are discussed. *Fulfills category C.*

Prerequisite: one course in sociology

Spanish

(Global Studies Department)

SPN 101—Elementary Spanish 1 3 cr.

For beginners or those who have no more than one year of high school Spanish. Emphasis is placed on the language as spoken and heard. Grammar study deals mainly with the formation and use of verbs in the present tense. Situational dialogues serve as the basis for learning pronunciation, vocabulary and idioms. (GE 9)

Note: Students who are proficient in Spanish may be placed in a more advanced course.

SPN 102—Elementary Spanish 2 3 cr.

Additional vocabulary and tenses of verbs are introduced until all basic constructions, including the subjunctive, have been examined. (GE 9)

Prerequisite: SPN 101 or two years of high school Spanish or placement by instructor

SPN 201—Intermediate Spanish 1 3 cr.

Study of the language through a continuation of audio-lingual learning, with emphasis on review of basic grammatical patterns, improvement of reading and writing skills. Reading exercises offer insights into Spanish and Spanish-American culture. (GE 9)

Prerequisite: SPN 102 or instructor placement

SPN 202—Intermediate Spanish 2 3 cr.

Emphasis is given to advanced grammatical patterns, such as the subjunctive mood and the passive voice. Conversation based on everyday vocabulary is encouraged, to help students develop further their listening and speaking abilities. (GE 9)

Prerequisite: SPN 201 or instructor placement

SPN 203—Spanish Conversation and Composition 3 cr. (Fall)

Conversation based on readings chosen for their contemporary colloquial usage of active vocabulary. Students write compositions based on models of Spanish prose or poetry. (GE 9)

Prerequisites: SPN 201-SPN 202 or three years of high school study or instructor placement

SPN 204—Introduction to Spanish Literature 3 cr. (Spring)

Masterworks of Spanish and Spanish-American literature are read and discussed in Spanish. (GE 9)

Prerequisite: SPN 203 or instructor placement

Theatre Arts

(Arts & Communication Department)

THE 101—Introduction to Theatre

3 cr. (Fall/Spring)

This course explores the process of theatrical creation. Lecture-demonstrations introduce the student to contemporary and historical modes of production. Class projects focus on the collaborative work of the Director, Actor, Designers and support staff. Attendance at theatre events is required. (GE 8)

THE 103—Acting 1: Fundamentals

3 cr. (Fall/Spring)

Study and practice in principles and techniques of acting; developing the actor's instrument. Exercises, improvisation, scene study, monologues, and audition methods are among the areas studied. (GE 8)

THE 104—Acting 2: Text and Scene

3 cr. (Spring)

Skills acquired in Acting 1 are further developed and applied to scene work. Students will be introduced to the American method (Meisner, Hagen) and apply it to the analysis of the text in the development of scenes performed in class and to the audition situation. The goal of the course is to teach actors to make effective choices that are firmly grounded in text. This course requires intensive work and commitment, including memorization of scenes and monologues and extensive rehearsals within and outside of class time. Students will perform in every class. Selected students will appear in a performance showcase at the end of the semester.

Prerequisite: Acting 1 or permission of instructor

THE 105—Improvisation for the Theatre

3 cr. (Fall/Spring)

This course is an examination of the theory and practice of improvisation as a performing art. Students will learn improvisational theatre games and exercises intended to develop the principles of improvisation, particularly in the tradition of Keith Johnstone. The course is intended to develop skills that supplement the techniques of scripted performance.

THE 107—Theatre Workshop

3 cr. (Fall/Spring)

A workshop in stage play production. The emphasis is on the "hands on" application of stage craft techniques including stage lighting, stage carpentry, costuming, publicity and house management. Students crew for the department-sponsored play production by putting in 15 hours in addition to regularly scheduled class time. Attendance at three outside play performances is required. Students may repeat the course one time, with the recommendation of the instructor, for a total of six credits. (GE 8)

THE 109—Stage Make-Up

2 lect., 2 lab., 3 cr. (Fall/Spring)

Beginning course in principles, techniques, and materials of theatre make-up. Students must purchase a basic stage make-up kit. Play production hours outside of class will be required. (GE 8)

THE 117—Puppetry/Object Performance Theatre

2 lect., 2 lab., 3 cr. (Spring)

An introductory performance lab for puppetry and object theatre. The course covers world puppet history, object performance and ritual (mask, puppet, shadow, object), and exposes students to mature theatre works that incorporate puppet and object theatre as a powerful visual vocabulary in live performance art. Traditional puppetry disciplines will be explained and explored, and students will work on all facets of puppet theatre creation (writing, design, construction, scoring, manipulation, direction), culminating in a public performance showcasing their work in group projects and individual performances. Videos of performances by master puppeteers and contemporary object theatre artists will be shown to inform and inspire students. Course may be repeated once for a total of six credits.

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Technical Assistant – Biology Learning Lab (BATCAVERN)
B.S., City College of NY; M.D., SUNY Upstate Medical
Center

Eileen Drabik (1990)

Professor—Nursing
R.N., Queens Hospital Center; B.S., Regents College,
Albany; M.S., Pace University

George Dusenberry (1989)

Assistant Maintenance Manager

Betty Ann Easton (2011)

Instructor – Nursing
B.S.N., Vermont College; M.ED., Teachers College,
Columbia University

Mercedes Ebbert (2011)

Instructor—Newburgh Biology
B.S., University of Chicago; M.Phil., Ph.D., Yale University

Carol Ebbro (2003)

Career Specialist
B.B.A., Baruch College

Faculty and Professional Staff

Angela Elia (2000)

IT Support Specialist II

A.S., SUNY Orange; B.S., Dominican College

Damon Ely (2010)

Assistant Professor—Biology

B.S., University of Maine; M.S., University of Georgia;
Ph.D., Virginia Polytechnic Institute and State University

Molly Evans (1998)

Sr. Customer Service Rep.—Orange Works Career Center

Karina Fabiano (2013)

Case Manager

B.S., Everest University

Rogério Faria (2007)

IT Support Specialist II

A.S., Sullivan County Community College

Michele Farrell (2008)

Instructor—Arts & Communication

A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., Marist College

Linda Fedrizzi-Williams (2005)

Associate Professor—Communication, Associate Vice

President—Liberal Arts

A.A., SUNY Orange; B.A., M.A., Marist College

Melody Festa (1999)

Professor—Biology

B.S., SUNY Albany; M.S., University of Missouri; Ph.D.,
Texas Woman's University; 2012 SUNY Chancellor's Award
for Excellence in Teaching

Evelyn Rene Fields (2006)

Coordinator, Youth Program

B.S., Nyack College

Peggy Britt Fields (2006)

Sr. Case Manager

B.S., Nyack College

Shirley Figueroa (2001)

Customer Service Rep.—Orange Works Career Center

Barbara Fiorello (1989)

Professor—Business

B.S., Fairleigh Dickinson; M.B.A., Iona College

Maureen Flaherty (2007)

Academic Advisor; Personal Counselor; Assistant Professor

B.A., M.A., SUNY New Paltz

Jacqueline Flanagan (1990)

Associate Professor—Mathematics

B.A., College of New Rochelle; M.S.T., Fordham University

Lucinda Fleming (2001)

Associate Professor, Assistant Chair—Business

A.S., NEO A&M College; B.S., M.A., Oklahoma State University;
2010 SUNY Chancellor's Award for Excellence in Teaching

Moana Fogg (2012)

Career Specialist

B.A., Colgate University; M.A., Colgate University

Neil Foley (1989)

Registrar

B.A., Utica College; M.P.S., SUNY New Paltz

Mary Forbes (2005)

Jr. Case Manager

Mary Ford (2009)

Director, Educational Partnerships

B.A., SUNY Binghamton; M.A., CCNY

Kelly Fox (2007)

Assistant Registrar

A.A.S., SUNY Orange; B.S., Marist College

Liza Fragola (2007)

Coordinator—Grants and Accounting

B.S., Mount St. Mary College

Kirsten Gabrielsen (1999)

Technical Assistant—Biology and Clinical Laboratory Science

A.A.S., SUNY Orange; Authorization, R.M.T.,
Copenhagen; MLT (ASCP)

Peter Galipeau (2006)

Technical Assistant—Arts & Communication

B.A., University of Massachusetts

Ronnie Galletly (1996)

Assistant to the Vice President—Administration and Finance

Maria Garcia (2003)

Jr. Case Manager

Sarah Gardner (2011)

Coordinator of Academic Support—Newburgh

B.A., Vassar College; M.A., M.S., SUNY New Paltz

Gerald Gatto (2006)

Assistant Custodial Manager

Michael Gawronski (2008)

Associate Vice President—Health Professions

B.S., SUNY Institute of Technology at Utica; B.S., M.S.,
D'Youville College

Gregory Geddes (2011)

Instructor—Global Studies

B.A., College of William and Mary; M.A., Ph.D.,
Binghamton University

James Gill (2009)

IT Support Specialist II

Thomas Giorgianni (1991)

Professor—Applied Technologies

A.A.S., SUNY Orange; B.P.S., SUNY Empire State College;
M.S., SUNY New Paltz; C.A.S., SUNY Albany; Ph.D.,
SUNY Albany

James Givant (1984)

Professor—English

B.A., City College of New York; M.A., University of South Carolina

Daryl Goldberg (2000)

Professor—Business

B.A., Brooklyn College, M.B.A., Adelphi University

Scott Graber (2000)

Instructor—Mathematics

A.S., SUNY Orange; B.S., SUNY Environmental Science &
Forestry; M.S., Syracuse University

Angela Graff (2014)

Instructor—Nursing
B.S.N., Colombia Basin College; M.S.N., Gonzaga University

Sandra Graff (1998)

Associate Professor—English
B.A., SUNY Albany; M.A.T., Fairleigh Dickinson

Linda Gramm Ferris (1995)

Programming Coordinator—Continuing and Professional Education
B.S., Marist College

Elizabeth Gray (2000)

Technical Assistant—Institutional Research
A.S., SUNY Orange

Donald Green (2002)

Assistant Director, Career and Internship Services
B.S., SUNY Empire State College

Patricia Guallini (1986)

Professor—Behavioral Sciences
A.A., SUNY Orange; B.A., University of Florida; M.S., Drake University

Diane Guendel (2014)

Instructor—Nursing
R.N., B.S., Loretto Heights College; M.S., Syracuse University

Edgar Gutierrez (1991)

Professor—Global Studies
M.A., Complutense University of Madrid, Spain

Ana Guzman (2011)

Instructor – Nursing Department
A.A.S., Dutchess Community College; B.S., SUNY New Paltz; M.S., Walden University

Jean Halpern (1996)

Professor—Nursing
R.N., B.S., Mount St. Mary College; M.S., Mercy College
2009 SUNY Chancellor's Award for Excellence in Teaching

JoAnn Hamburg (1985)

Comptroller
A.A.S., SUNY Orange; B.S., M.S., SUNY New Paltz

Russell Hammond (2007)

Associate Vice President for Resource Development
B.S., CW Post College of Long Island; Ed.D., Fielding Graduate University

Florence Hannes (1978)

Professor; Chair—Occupational Therapy Assistant
B.S., N.Y.U.; M.S., Long Island University

Steven Harpst (2000)

Director—Student Activities
B.A., Utica College of Syracuse University; M.Ed., Alfred University

Cory Harris (2007)

Assistant Professor; Chair—Behavioral Sciences
B.A., New Mexico State University; M.A., Ph.D., University of Arizona

David Hattenbrun (2009)

Instructor—Nursing

B.S., Dominican College; B.S., Syracuse University; M.S., The Sage Colleges

Stephen Hedderton (2010)

Assistant Director of Communications for Publications
B.S., SUNY New Paltz; M.S., Iona College

Andrew Heiz (2008)

Electronic Services/Reference Librarian, Assistant Professor
B.S., M.L.S., Queens College

Christine Henderson (2011)

Instructor—Behavioral Sciences
A.A., SUNY Orange; B.A., Adelphi University; M.S., University of Phoenix

Marsha Henderson (2005)

Case Manager
B.S., Livingstone College; M.S., Atlanta University

Patrice Henry (1984)

Director of Payroll
A.S. SUNY Orange; B.S. Empire State College

Stephanie Herfel (2011)

User Services Librarian-Newburgh Library
B.A., University of Findlay; M.S.L.S., Clarion University

Elizabeth Hession (2010)

Technical Assistant—Drinking Driver Program

Amy Hillick (2002)

Assistant Professor—Library
B.S., SUNY Buffalo; M.L.S., University at Buffalo

Steven J. Holmbraker (1992)

Electronic Repair Specialist
A.S., SUNY Orange; B.S.E.E.T., University of Maine

Wendy Holmes (2000)

Associate Vice President for Human Resources
A.S., SUNY Orange; B.S., SUNY New Paltz; M.B.A., Mount St. Mary College

Debra Horowitz (2006)

ESL Coordinator
B.A., Queens College; M.A., New York University; M.B.A., Marist College

Lynn Houston (2011)

Instructor – English
B.A., Hartwick College; M.A., University of Geneva, Switzerland; Ph.D., Arizona State University

Dorene Kieva (2006)

Coordinator—Continuing and Professional Education

Michele Iannuzzi-Sucich (2007)

Assistant Professor—Biology, Assistant to VPAA –Newburgh
B.S., Siena College; M.D., SUNY Syracuse
Board Certified, American Academy of Family Physicians

John Ivankovic (2007)

Director—Financial Aid
B.S., SUNY New Paltz; M.P.A., Marist College

Anthony Jacklitsch (2010)

Evening Safety & Security Coordinator, Middletown

Walter Jahn (1997)

Faculty and Professional Staff

Professor—Biology, Honors

B.S., Penn State University; M.S., Widener University; M.S., Ph.D., Temple University

Alexander Jakubowski (1993)

Associate Professor—English

B.A., SUNY Oswego; M.A., SUNY Binghamton

Onessima Jenkins (2004)

Jr. Case Manager

David Jiang (2010)

Simulation Technician

A.S. SUNY Orange

Dolores Jones (1997)

Assistant to the Vice President for Student Services

Veronica Jones (2002)

Disability Program Navigator

B.S., Nyack College

Ronald Jurain (1997)

Assistant Professor—Criminal Justice

B.A., M.A., John Jay College of Criminal Justice

Kristen Katzin-Nystrom (2007)

Assistant Professor—English

B.A., San Francisco State University; M.A., University of Massachusetts at Boston

Alexandra Kay (2008)

Assistant Professor—English

B.A., Pace University; M.A., New York University

Linda Kelly (2011)

Instructor – Nursing

A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.A., Teachers College Columbia University

Patricia Kelly (2012)

Jobs Accelerator Coordinator

A.S.; Orange County Community College

Kenneth Kempsey (2008)

Director—Deployments & Operations

B.S., SUNY Buffalo

Edward Kiely (2005)

Director—Safety & Security

Megumi Kinoshita (2010)

Assistant Professor—Science, Engineering, Architecture

M.A. Stony Brook, B.A., M.A. Rutgers; Ph.D, SUNY Stony Brook

Laura Kirby (2013)

Case Manager

A.S., SUNY Orange; B.A., SUNY Cortland; M.S., Canisius College

David Kohn (2006)

Director—Continuing and Professional Education

B.S., SUNY Stony Brook; M.S., Fordham University; M.B.A., St. John's University

Demosthenes Kontos (1969)

Professor—History

B.A., North Park; M.A., Southern Illinois; Ph.D., University of Cincinnati

Ronald Kopec (2008)

Assistant Professor, Chair—Diagnostic Imaging

A.S. University of Medicine & Dentistry of New Jersey; B.S., Creighton University; M.A., Seton Hall University

Abigail Kreitzer (1980)

Professor—English

A.B., Cornell; M.A., University of California

Suzanne Krissler (1981)

Professor, Chair—Business

A.A.S., Broome C.C.; M.S., Ed.S. SUNY Albany

Rob Larkin (1991)

Coordinator—Drinking Driver Program

A.A., SUNY Orange; B.A., SUNY New Paltz

Maureen Ann Larsen (1999)

Director—Academic Technology; Assistant Professor

A.A.S., SUNY Orange; B.S., M.S., Kaplan University

Shahzad Latefi (2014)

Instructor—Mathematics

B.S. Yasouj University, Iran; M.S., Shiraz University, Iran

Andrea Laurencell Sheridan (2008)

Assistant Professor—English

B.A., Russell Sage College; M.A., New York University

Josh Lavorgna (2011)

Instructor—Mathematics

B.S., Mount St. Mary College; M.A., Western Connecticut State University

Edward Leonard (2003)

Assistant Professor—Physical Therapist Assistant, Academic Coordinator of Clinical Education

M.S., Upstate Medical Center; D.P.T., SUNY Upstate Medical University

Christine Leroux (2012)

Instructor – Mathematics

B.S., Northern Illinois University; M.S. Northern Illinois University; Ph.D., Northern Illinois University

Suzanne Lindau (2007)

Instructor—Nursing

A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.S., Excelsior College

Joseph Litow (1989)

Associate Professor—Art

B.Arch., Penn State University; M.F.A., Rochester Institute of Technology

Talia Llosa (2010)

Director—Academic Advising, Title III Activities Director

A.S., SUNY Westchester; B.S., Agraria University; M.S., DeVry University, Keller Graduate School of Management

Dawn Lowe (2010)

Assistant Director Student Services Central

B.A., SUNY Buffalo; M.A., University of New Haven

Carmen Lucinares (2005)

- Job Developer*
B.A., Hunter College
- Cynthia MacMahon (2005)**
Associate Professor—Science, Engineering & Architecture
B.A., Drew University; M.S., Purdue University
- Timothy MacMahon (1993)**
Professor—Science, Engineering & Architecture
B.A., Rutgers University; Ph.D., Purdue University
- Andrew Magnes (2011)**
Instructor—Science Engineering & Architecture
B.F.A., University of Florida; MA Architecture, Parsons School of Design
- Kathleen Malia (1984)**
Professor—English
B.A., Marietta College, M.A., Gannon University;
Ph.D., University of Notre Dame
- Susan Mansueto (1987)**
Interim Director of Student Accounts
A.S. SUNY Orange
- Vincent Marasco (2013)**
Instructor—Behavioral Sciences
A.A., A.S., SUNY Dutchess; B.A., M.A., SUNY New Paltz
- Kimberly Markle (2008)**
Technical Assistant—Scheduling and Safety
A.A.S., SUNY Orange
- Samuel Markovits (1981)**
Professor—Business
A.B., Colgate; J.D., Washington University
- Maria Masker (2006)**
Associate Professor; Chair—Physical Therapist Assistant
B.S., Quinnipiac University; D.P.T., Boston University
- Natalie McKinstrie (2013)**
Coordinator Resource Development
A.A., SUNY Orange; B.A., SUNY New Paltz
- Michael McCoy (2007)**
Assistant Professor, Special Assistant to the Chair of Global Studies
B.A., M.A., University of Pittsburgh
- Mary Ann McGinnis-Adamo (1991)**
Associate Professor—Dental Hygiene; Chair—Dental Hygiene
A.A.S., SUNY Orange; B.S., East Stroudsburg State University; M.S., Boston University
- Alan McGlynn (2007)**
Assistant Professor—Nursing
A.S., Ulster County Community College; B.A., City College of New York; B.S., M.S., SUNY New Paltz
- Kris McGrath (2014)**
Non-Traditional Student Recruiter/Advisor
A.A.S., SUNY Orange; B.A., Marist College
- Christine McGraw (2000)**
Assistant Director—Financial Aid (Middletown)
B.S., SUNY New Paltz
- Jill McLaughlin (2012)**
- Instructor—Nursing*
A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.S., SUNY Institute of Technology
- Stephen Meagher (2006)**
Assistant Professor—English
B.A., M.A., McGill University; Ph.D., SUNY Buffalo
- Colleen Mecca (2013)**
Information Commons Assistant
B.A., SUNY Oneonta
- Frederick Melone (2000)**
Professor—Dental Hygiene, Supervising Dentist
B.A., University of Massachusetts; D.D.S., University of Michigan School of Dentistry;
- Jennifer Merriam (2002)**
Professor—Biology, Honors
B.A., Colorado College; M.S., D.A., Idaho State University
- Jennifer Mirecki (2009)**
Assistant Professor—Education
B.M., Rutgers University; M.S.Ed., Mount St. Mary College
- Robert Misiak (1989)**
Assistant Professor—Diagnostic Imaging
B.S., Downstate Medical Center
- Stacey Moegenburg (1988)**
Associate Vice President—Business, Math, Science, Technology; Associate Professor—Science, Engineering & Architecture
A.A.S., SUNY Orange; B.S., NY Institute of Technology; M.A., SUNY New Paltz
- Suzanne Montgomery (2010)**
Assistant Professor—Nursing
A.S., SUNY Orange
- Likkia Moody (2012)**
Director—Student Services Central, Newburgh Campus
B.A., Russell Sage College; M.A. Marist College
- Robert Moody (1991)**
Associate Professor—Mathematics
B.A., Manhattan College; M.A., Lehman College
- Laura Morcone (2013)**
Associate Director of Admissions
B.S., M.S., Ed. SUNY Oneonta
- Joel Morocho (2008)**
Assistant Professor—Mathematics
B.A., M.A., Hunter College
- Stacey Morris (1996)**
Assistant Director—Athletics
A.A., SUNY Orange; B.S., Wagner College
- Nancy Murillo (2011)**
Librarian—Instruction/Archives
B.A., Oberlin College; M.L.I.S., Dominican University; M.A., Northeastern Illinois University
- Carol Murray (2004)**
Executive Assistant to the President
A.A.S., SUNY Orange
- Kidaya Ntoko(2014)**

Faculty and Professional Staff

- Instructor—Economics*
B.B.A., Baruch College, CUNY; M.S., City College, CUNY;
Ph.D., New School for Social Research
- Lawrence E. O'Brien (1973)**
Professor—Geology
B.S., Dayton; M.S., Michigan
- Candice O'Connor (2001)**
Associate Professor—Communication; Interim Chair—Arts & Communication
A.A., SUNY Orange; B.A., SUNY Oneonta; M.A.,
Montclair State University
- Vincent Odock (1991)**
Professor—Economics
B.A., University of Manitoba-Winnipeg; M.A., M.B.A.,
SUNY Binghamton; P.D., St. John's University; Ph.D.,
University of Phoenix
- Dennis O'Loughlin (2003)**
Assistant Professor; Chair—Criminal Justice
B.A., M.P.A., John Jay College of Criminal Justice
- Judith Osburn (2008)**
Director—Grants
B.A., SUNY Oswego
- Michele A. Paradies (2000)**
Professor—Biology
B.S., Wilkes College; Ph.D., Thomas Jefferson University
College of Graduate Studies, 2014 SUNY Chancellor's
Award for Excellence in Teaching
- Mark Parisi (2014)**
Director of Wellness Center
B.A., Bucknell University, M.A., University of
Pennsylvania; M.Ed., Lehigh University, Ph.D., SUNY
Albany
- Christopher Parker (1983)**
Professor—Music
B.A., Portland State U.; M.A., Goddard College; 1990
SUNY Chancellor's Award, Excellence in Teaching
- Donald Parker (1977)**
Professor—English
B.A., M.A., North Texas State University; 1990 SUNY
Chancellor's Award, Excellence in Teaching
- Susan Parry (1983)**
Assistant Professor; Director—Library
B.A., Eisenhower College; M.L.S., Syracuse
- John Parsons (2006)**
Custodial Manager
- Gary Pavek (1980)**
Professor—Behavioral Sciences
B.S., Union; M.A., Hollins; Ph.D., Syracuse
- Sue Pendergast (1992)**
Assistant Professor—English
B.A., M.A., Mt. Saint Mary College
- JoAnne Penzato (2000)**
Academic Advisor/Retention Specialist, Assistant Professor
B.S., M.P.S., SUNY New Paltz
- Heather Perfetti (2011)**
- Vice President of Academic Affairs*
B.A., Frostburg State University; M.S., Troy University;
J.D., University of Mississippi School of Law
- John Pernice (1986)**
Professor—Behavioral Sciences, Honors
A.A., SUNY Orange; B.S. SUNY Brockport; M.A., Marist College
- Florence Peruso (1997)**
Career Specialist
B.S., SUNY Empire State College; M.S.T., SUNY New Paltz
- Church Pfeil (2005)**
Maintenance Manager
- Juan Carlos Piñeiro (2013)**
Coordinator, Student Engagement & Student Activities
A.A., SUNY Orange; B.S., SUNY New Paltz
- Geoffrey Platt (1991)**
Professor—English, Honors
B.A., Long Island University; M.A., M. Phil., Columbia University
- William Polakowski (2009)**
IT Support Specialist II
A.A.S., SUNY Orange
- Carl Ponesse (2002)**
Assistant Professor—Behavioral Sciences
A.A., SUNY Orange; B.A., M.A., SUNY New Paltz
- William Potter (2008)**
Coordinator—Student Accounts
B.S., SUNY Albany
- Donald Predmore (2014)**
Technical Assistant
A.A., SUNY Orange
- Anne Prial (1993)**
Associate Professor—Mathematics; Chair—Mathematics
A.S., Nassau Community College; B.S. Manhattan College;
M.A. Hofstra University
- Robert Putney (2005)**
Technical Assistant, Safety & Security
- Nadia Rajsiz (1987)**
Associate Professor—Clinical Laboratory Science
B.S.M.T., Rutgers University; M.S., Seton Hall University;
MLS (ASCP)
- Robbin Raso (2011)**
Assistant to the Vice President of Academic Affairs
- Pamela Rice-Woytowick (2006)**
Assistant Professor—Architecture
B.A., New York Institute of Technology; M.S., Kansas
State University
- William Richards (2003)**
President
B.A., Regis College; M.A., St. Louis University, Ph.D.,
University of Denver
- Cynthia Richichi (2006)**
Assistant Comptroller
A.S., SUNY Orange; B.A., Pace University
- Christopher Rigby (2010)**
Assistant Professor—Applied Technologies
RHCE RedHat Inc.; B.A., M.S., College of Staten Island

- John Rion (2011)**
Math Resource Coordinator
A.S. Orange County Community College; B.S. SUNY Plattsburgh
- Fabien Riviere (2013)**
Instructor—Global Studies
B.A., M.A., University of Toulouse, France
- Kaitlin Reissig (2013)**
Instructor—Mathematics
B.S., M.A., SUNY Binghamton
- Kori Rogers (2004)**
Career Specialist
B.A., Mount St. Mary College
- Angela Romano (2008)**
Associate Registrar
A.A., SUNY Orange; B.S., M.S., Mercy College
- Leigh Rokitowski (2012)**
Technical Assistant—Enrollment Management
B.A., M.A., SUNY New Paltz
- Anna Rosen (2008)**
Assistant Professor—English
B.A., Hunter College; M.F.A., Sarah Lawrence College;
M.S.E., Long Island University
- Mary Roth (2012)**
Alumni Relations Coordinator
B.A.; Rice University, M.B.A.; City College of New York
- Dana Salkowsky (2005)**
Instructor—Communication
B.A., Pace University; M.S., Iona College
- Franklin Samuels (2006)**
Technical Assistant—Financial Aid
B.A., Brooklyn College
- Douglas Sanders (2000)**
Professor—Behavioral Sciences
B.A., MA., Marist College; M.A., Ph.D., St. John's University
- Anne Sandor (1993)**
Associate Professor—English; Coordinator—Writing Consultancy
A.A., SUNY Orange; B.A., Vassar College; M.F.A., Vermont College
- Janine Sarbak (2008)**
Assistant Professor—Criminal Justice
B.A., SUNY Cortland; J.D., Touro College
- Antonino Scalia (2006)**
Academic Advisor/Retention Specialist; Assistant Professor
B.A., SUNY Oswego; M.S., Long Island University
- Howard Schaefer (1993)**
Professor—Theatre and Speech
B.A., SUNY New Paltz; M.F.A., University of Texas
- Maynard Schmidt (2012)**
Director of Admissions and Recruitment
B.A., Mount St. Mary College; M.B.A., Mount St. Mary College
- Patricia Sculley (1997)**
Assistant Professor, Chair—English
B.A., St. John's University; M.A., Fordham University
- Brooke Seasholtz (2000)**
Bridge Case Manager
- Leon Shorr (1995)**
On-the-Job Coordinator—Career Center of Orange County
- Anna Singer (2012)**
Case Manager
B.A.; SUNY Albany
- Katherine Sinsabaugh (2008)**
Assistant Professor—Education
B.A., M.A., Marist College
- Susan Slater-Tanner (2005)**
Associate Professor—Art, Honors
A.A.S., SUNY Orange; B.A., Pace University; M.A., Hunter College;
M.A., Johns Hopkins University
- Patricia Slesinski (1984)**
Professor; Chair—Nursing
R.N., A.A.S., SUNY Orange; B.S., Mount St. Mary College;
M.S., Hunter College
- Christopher Slichta (2001)**
Assistant Professor—English
B.A., Rutgers University; M.A., SUNY Buffalo
- Roslyn Smith (1979)**
Vice President for Administration and Finance
B.S., Drexel; M.B.A., Marist College
- Wayne Smith (1999)**
Assistant Professor—Movement Science; Athletic Director
B.A., Hartwick College; M.S., University of Richmond
- Peter Soccia**
Senior Associate Vice President, Newburgh
B.S., Saint John Fisher College; M.B.A. University of Rochester
- Thomas Stack (2000)**
Professor—Business
B.A., SUNY Potsdam; B.S., East Stroudsburg University;
M.B.A., University of Scranton; 2009 SUNY Chancellor's
Award for Excellence in Teaching; 2010 ACBSP Region 1
Teaching Excellence Award
- Karen Stephens (1992)**
Professor—Physical Therapist Assistant
A.A.S., SUNY Orange; B.S., SUNY Binghamton; M.S.,
P.T., Duke University; DPT, Dominican College; 2008
SUNY Chancellor's Award for Excellence in Teaching
- Veronica Stephens-Jones (2003)**
Disability Program Navigator
B.S., Nyack College
- Sheila Stepp (1999)**
Assistant Professor, Chair—Movement Science, Honors
B.S., Gannon University; M.S., Slippery Rock University
- William Stillman (2010)**
Assistant Professor—Science, Engineering, Architecture
B.A., M.A., Ph.D., Rensselaer Polytechnic Institute
- Janet Stonick (2000)**
Associate Professor—Mathematics
A.S., SUNY Orange; B.A., SUNY New Paltz

Faculty and Professional Staff

Dagmar Strenk (2011)

Instructor – Nursing

A.S., Kingsborough Community College; A.S., Orange County Community College; B.S.N, M.S.N, University of Phoenix

Michael Strmiska (2008)

Assistant Professor—Global Studies

B.A., Hampshire College; M.A., University of Wisconsin-Madison; Ph.D., Boston University

Mark Strunsky (1986)

Associate Professor—Arts & Communication, Music, Honors

B.A., M.A., SUNY Stony Brook

Minwer Subeh (2007)

IT Specialist II

A.S., Ulster County Community College

Patricia Sullivan (2014)

Instructor—Nursing

B.S., Molloy College; M.A., New York University

Dorothy D. Szefc (2000)

Coordinator—Cultural Affairs

A.A., SUNY Orange; B.A., Ramapo College of New Jersey

Lucas Tanner (2014)

IT Support Specialist

A.A., SUNY Orange

Elizabeth Tarvin (2003)

Assistant Professor/Chair—Education

B.A., Colgate University; M.S., University of Rochester

Janelle Taylor (2012)

Case Manager

B.A. St. Bonaventure

Kathleen Thaler (2012)

Instructor—Nursing

B.S., Long Island University; M.S., New School for Social Research

Kristina Thompson (2012)

Instructor—Nursing

B.S., Arizona State University; B.S.N., University of Texas at El Paso; M.S., New York University

Christopher Thurtle (2010)

Assistant Director—Communications for New Media

B.A., University of Leicester; M.A., Marist College

Elaine Torda (2000)

Professor—English, Honors; Chair—Interdisciplinary Studies;

Coordinator—Honors Program

B.A., St. Michael's College; M.A., Concordia University; 2013 Chancellor's Award for Excellence in Professional Service

Madeline Torres-Diaz (1996)

Associate Vice President for Student Engagement &

Completion

B.A., Marymount Manhattan College; M.A., Columbia University

Frank J. Traeger (1981)

Professor, Chair— Biology

B.S., Marietta College; M.A., Ph.D., Miami (OH)University

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B.S., M.S., Fort Hays State University; 2010 SUNY Chancellor's Award for Excellence in Teaching

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Assistant Professor—Criminal Justice

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Heather Breittholz (2012)

Instructor—Mathematics
B.A., Dominican College

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Joseph Britto (2012)

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Jared Brown (2008)

Instructor—Diagnostic Imaging
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Vanessa Budetti (2008)

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Instructor—English
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Instructor—Math/Computer Science
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Professor—Physics
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B.A., University of Rochester; M.A., Ph.D., Adelphi
University

Mary Ann Harding (2001)

Associate Professor—English
B.A., Mercy College; M.S., Long Island University;
M.A., Marist College; CAS, SUNY New Paltz

Linda Haring-Robinson (1988)

Associate Professor—Business
B.S., Rider College; M.A., Montclair State College

Ann Harper (2006)

Instructor—English
A.A.S., SUNY Orange; B.S., SUNY New Paltz; M.A.,
SUNY Albany

Todd Hassler (2008)

Instructor—Architecture
A.A.S., SUNY Orange; B.Arch., New York Institute of
Technology

Stephen Hedderton (2010)

Instructor—Arts & Communication
B.S., SUNY New Paltz; M.S., Iona College

Paul Heffernan (1988)

Assistant Professor—Business
A.A.S., RCCC; B.S., Ramapo College of NJ; M.B.A., Iona College

Randall Heidemann (2008)

Instructor—Movement Science
B.A., M.A., Montclair State University

Elisabeth Hellwege (2010)

Instructor—Business
B.S., Cook College; M.B.A., Professional Diploma, Iona College

Patricia Henighan (1998)

Assistant Professor—English
B.A., Syracuse University; M.A., New York University

Richard Heppner (1998)

Assistant Professor—Arts & Communication
B.A. SUNY Albany; M.A. New School for Social Research

Darryl Hey (2006)

Assistant Professor—Music, Theatre
B.A., M.M.Ed., Western Connecticut University; D.Music,
Canterbury University

Patricia Hoehmann (2009)

Instructor—Mathematics
A.A.S., Westchester Community College; B.A., M.S., Pace University

Mary Hutchings (2003)

Assistant Professor—Math/Computer Science
B.S., St. John's University; M.S., SUNY New Paltz

Maureen Hyde (1987)

Assistant Professor—Physical Sciences
A.A., SUNY Orange; B.A., M.S., SUNY New Paltz

Mary Lou Ingles

Clinical Proctor
B.S., Russell Sage College; M.A., College of St. Rose

Eileen Irish (2008)

Instructor—Nursing
R.N., LPN, Grasslands Hospital School of Nursing; A.A.S., Ulster County
Community College; B.S., SUNY New Paltz; M.S., Pace University; Post
Master's Certificate, Russell Sage College

Varada Iruvanti (2010)

Instructor—Science, Engineering & Architecture
B.Sc, University of Bombay; M.Sc & Ph.D, University of Hyderabad

Eileen Israel (1994)

Assistant Professor—English
B.A., M.A., Montclair State College

Robert Isseks (2009)

Instructor—English
B.A., Syracuse University; M.A., Colgate University; J.D.,
Fordham University School of Law

William Istone (2001)

Associate Professor—Science & Engineering
B.A., LaSalle University; Ph.D., University of Pittsburgh

Santina Jannotti (2011)

Instructor-English
B.A., SUNY Plattsburgh; M.A., Simmons College

Adjunct Faculty

Laranell Jarosz (2010)

Instructor—Global Studies

B.A., SUNY Oneonta; M.A., Syracuse University

Raymond Jarosz (2007)

Instructor—Mathematics

B.S., Syracuse University

Amy Jenal (2013)

Instructor—English

B.S., Adelphi University; M.S., St. John's University

Kimberly Jordan (2008)

Instructor—Biology

B.S., Manhattan College; M.A., City College

Crystal Jusino (2012)

Instructor—Biology

A.S., SUNY Orange; B.S. & M.A., SUNY New Paltz

Paul Kahl (1992)

Associate Professor—Biology

B.S., M.S., SUNY New Paltz

Richard Kanterman (1996)

Associate Professor—Biology

B.S., SUNY Oswego; D.C., NY Chiropractic College

Barry D. Kass (1969)

Professor—Behavioral Sciences

B.A., Harper College; M.A., SUNY Binghamton

Jean Keeney (1989)

Instructor—English

A.A., SUNY Orange; B.A., Mount St. Mary College

William Keller III (2008)

Instructor—Clinical Laboratory Science

A.A.S., B.A., SUNY Alfred University

Dennis Kelly (2012)

Instructor—Behavioral Sciences

B.A., Boston State College; M.S., Springfield College; Ph.D., CUNY

Janice Kemmer Vecchiarello (2013)

Instructor—Dental Hygiene

A.S., SUNY Orange

Kristen Kerr (2003)

Assistant Professor—Foreign Languages-Spanish

B.A., SUNY Plattsburg; M.A., St. Michael's College

Theresa Kilgore-Dering (1990)

Associate Professor—Clinical Laboratory Science

A.A.S., SUNY Orange; B.S., SUNY Geneseo; M.S., New School for Social Research

Evelyn Kinbar (1997)

Counselor—Educational Opportunity Program

M.S., University of Scranton

Michael King (2010)

Instructor—Business

A.A.S., SUNY Orange; B.S., M.B.A., Mount St. Mary College

Kaylyn Kinney (2000)

Assistant Professor—Arts & Communication

B.A., Oberlin College; M.A., Peabody Institute of The Johns Hopkins University

Brian Kirby (2011)

Instructor—Mathematics

B.S., Ramapo College

Elizabeth Kissam-Horaz, (2005)

Instructor—Movement Science

A.S., SUNY Orange

Marcy Kleinman (2002)

Assistant Professor—Biology and Clinical Laboratory Science

Doctor of Chiropractic, N.Y. Chiropractic College

Thomas Knieser (1999)

Instructor—Science & Engineering

B.S., St. Bonaventure

Mary Ann Knight (2010)

Instructor—Education

B.A., Clarke University; M.A. SUNY New Paltz; C.A.S., S.A.S., S.D.A., SUNY New Paltz

Charles Kocsis (2007)

Assistant Professor—Physical Sciences

M.S., Georgia Institute of Technology

Susan Kohler (2010)

Instructor—English

B.A., College of St. Rose; M.A., SUNY Albany

Nancy Kolacz (1979)

Professor—Nursing

R.N., B.S., M.A., Columbia University. 1991 SUNY Chancellor's Award Excellence in Teaching

Kristen Koziak (2012)

Instructor—Business Department

B.S., Manhattan College; M.B.A., Mount St. Mary College

Paul Krajewski (2000)

Assistant Professor—Criminal Justice

B.S., University of Dayton; M.P.A., Marist College

Edward Krotin (2008)

Instructor—Clinical Laboratory Science

B.A., Lehman College

Marcelene Lamendola (2007)

Instructor—Diagnostic Imaging

A.A.S., SUNY Orange

Yvette Lanausse (2009)

Instructor—Business & Applied Technologies

B.A., M.S., Lehman College; Ph.D., Bernelli University

Veronique Lankar (2008)

Instructor—Mathematics

B.A., University of Paris; M.A., Bowling Green State University; Ph.D., Institute Physique Du Globe De Paris

Irene Lappin (2009)

Instructor—English

B.A., Miriam College; M.S., Ateneo de Manila University and Touro College

Thomas LaRosa (2009)

Instructor—Biology

B.S., SUNY Oneonta; D.C., Palmer College of Chiropractic

Jason Latorre (2012)

Instructor-Arts & Communication
A.A., SUNY Orange; B.A., SUNY New Paltz

John Lauro (2011)

Instructor—Movement Sciences
B.S., Indiana State University

Anne Lavelle (1973)

Assistant Professor-Nursing
B.S.N., Boston College; M.A., Columbia University,
Teachers College

Heidi Lawrence (2008)

Instructor—Mathematics
B.A., M.S., SUNY Plattsburgh

Mary Lawrence (2012)

Instructor-English
B.A., University of Missouri; M.A., University of Illinois

Robert M. Lee (1999)

Instructor—English & Foreign Languages
B.A., SUNY New Paltz; M.A., Vermont College of Norwich
University

Joan Lesikin (2005)

Assistant Professor—English
B.F.A., Syracuse University; M.F.A., Rutgers University;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Pak Leung (1993)

Professor—Science & Engineering
B.Sc., National Taiwan University; M.A., Ph.D., Columbia University

Peter Brett Linn (2000)

Associate Professor—Business Management
B.A., SUNY Binghamton; M.A., Teacher's College,
Columbia University; J.D., New York Law School

Lawrence Lissauer (1992)

Associate Professor—Business
B.A., Hobart; E.D., J.D., Albany Law School of Union University

Leonard LoBreglio (1982)

Assistant Professor—Diagnostic Imaging
B.S., Manhattan College; M.S., Iona College

Marion Loiola (2004)

Assistant Professor—Business
A.A., Rockland Community College; B.B.A., M.B.A., Pace University

Pamela Longin (2006)

Instructor—Movement Science
B.S., SUNY Cortland

Donn Lord (1994)

Instructor—Applied Technologies
B.S., University of Massachusetts

Lauren Lubarsky (2012)

Instructor—Movement Sciences
B.A., Arizona State University

Scott Lyons (2010)

Instructor—English
B.A., Marist College; M.A., M.F.A., Wilkes University

Vivien Lyons (2006)

Instructor—English
A.A., SUNY Orange; B.S., Empire State College

Sarah MacDonald (2011)

Instructor-Global Studies
B.A., Brandeis University; MAT, SUNY Stony Brook;
Foreign Language Certification, SUNY New Paltz

Darcilla Madden (2008)

Instructor—Movement Science

Dawn Mahodil (2012)

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A.A.S., SUNY Orange; B.S., M.S., University of Bridgeport

Ellen Mahony (1991)

Assistant Professor—Nursing
R.S., B.S., SUNY Albany; M.S., Pace University

Bruce Marley (1996)

Assistant Professor—Business
A.A., Dutchess Community College; B.S., SUNY New
Paltz; M.B.A., Long Island University

Dara Mason (2009)

Instructor—Movement Science
A.A.S., SUNY Orange; B.S., East Stroudsburg University

Marsha Massih Varriano (2009)

Instructor—English
B.A., Georgetown University; M.A., Columbia University

RoseMarie Mastrocola (2008)

Instructor—English
B.A., Fairleigh Dickinson University; M.A., New York University

Raheem Maxwell (2013)

Instructor, Behavioral Sciences
B.A., SUNY Purchase; M.A., Iona College

Janette McCoy-McKay (2002)

Assistant Professor—Political Science
B.A., M.A., St John's University

Andrew McDonagh (2012)

Instructor-Criminal Justice
A.A.S., SUNY Rockland; B.S., Ramapo College of New
Jersey; Graduate Certificate, University of Virginia;
Advanced Certificate, Long Island University

Kevin McGee (1977)

Professor—Physical Science
B.A., Marist College; M.S., Manhattan College

Cynthia E. McKay (2011)

Instructor-English
B.A., University of New England; M.S., St. Peter's College

Jennifer Meere (2013)

Instructor—English
B.A., SUNY Potsdam; M.S.Ed., SUNY Cortland

James Melendez (2005)

Assistant Professor—Applied Technologies
B.A., Mount St. Mary College, A.C., Pace University, M.S.,
Pace University

Adjunct Faculty

Karen Messina (2002)

Associate Professor—Business

B.A., Excelsior College; M.S., New York Institute of Technology

David Miele (2005)

Associate Professor—Music

A.A.S., SUNY Orange; B.A., SUNY New Paltz; M.A., SUNY Purchase; M.A., Manhattanville College

Susan Müller (1999)

Professor—Art

B.F.A., SUNY New Paltz; M.F.A., University of North Texas

Syma Mikijanic (1996)

Professor—Behavioral Sciences

B.A., Hebrew University; M.A., New York University

Alison Miller (1998)

Instructor—English

B.A., University of Rochester; M.A., University Case Western Reserve

Donna Minicucci (2011)

Instructor—Nursing

RN; A.S., SUNY Orange

Sue Misiak (2002)

Instructor—Radiologic Technology

Hilarie Moore (1994)

Professor—Music

B.M., University of Connecticut; M.Phil. in Music Theory; Ph.D., Yale University

Virginia Moore (1989)

Associate Professor—Science & Engineering

B.S., SUNY Stony Brook; M.S., SUNY New Paltz

Eileen Morano (2006)

Instructor—Biology

B.S., Elizabethtown College; A.B.D., Temple University School of Medicine

Lana Moravus (1994)

Assistant Professor—Mathematics

A.A., SUNY Orange; B.A., Mount St. Mary College; M.S., Canisius College and Long Island University

Jonathan Morey (2014)

Instructor—Science, Engineering & Architecture

B.S., Massachusetts Institute of Technology; M.S., Massachusetts Institute of Technology

Kelly Morgan (2013)

Instructor—Global Studies

B.A., Drew University; M.A., University of Vermont

Megan Morris (2013)

Instructor—English

B.A., Agnes Scott College; M.A., University of Rochester

Cynthia Morrison (2004)

Assistant Professor—Clinical Laboratory Science

A.A.S. SUNY Orange; B.S. SUNY Albany; M.S., University of Phoenix

Jane Morton (2010)

Instructor—Mathematics

B.S., Fairleigh Dickinson; M.A., City College

Joshua Moser (2010)

Instructor—Global Studies

A.A., Raritan Valley Community College; B.A. & M.A., Monmouth University

Holger Mueller (2011)

Instructor—English

A.A., SUNY Orange; B.A. & M.A., SUNY New Paltz

Robert J. Mullin (2001)

Professor—Business

B.A., Cathedral College, M.S., Ed., St. John's University

Vickie Murray (2005)

Assistant Professor—Math/Computer Science

B.S., SUNY New Paltz, M.A., CCNY

Bonnie Myers (2013)

Instructor—Nursing

R.N., A.A.S., SUNY Orange; B.S.N., SUNY College of Technology

Lisa Napoletano (2010)

Instructor—Business

B.A., Saint Leo College; J.D., The Thomas M. Cooley Law School

Michelle Newell-Whitney (2013)

Instructor—Nursing

A.A.S., SUNY Orange; B.S.N., SUNY New Paltz

Albert Nickerson (2010)

Instructor—Arts & Communication

B.F.A., School of Visual Arts

Robert Nicoletti (1998)

Instructor—Clinical Laboratory Science

A.A.S., SUNY Orange; B.S., SUNY Albany

Jason Niedzielski (2010)

Instructor—Mathematics

B.S., University of North Carolina; M.S., Adelphi University

John Niedzielski (1976)

Associate Professor—Mathematics

B.S., City College of N.Y.; M.S., SUNY New Paltz

Peter Nozell (2000)

Instructor—Art

A.A.S., A.S., SUNY Orange; B.F.A., SUNY New Paltz

Malgorzata Oakes (2013)

Instructor—Art

M.A., Academy of Fine Arts, Wroclaw, Poland

Faith O'Brien Morsch (2008)

Assistant Professor—English

B.A., Mount St. Mary College; M.A., East Stroudsburg University

Catherine O'Callaghan (2009)

Instructor—English

A.A., SUNY Orange; B.A., SUNY New Paltz

Louis Ogden (1998)

Instructor—Criminal Justice

A.A.S., SUNY Orange; B.S., Mercy College

Dena O'Hara Whipple (2005)

Assistant Professor—Art, Coordinator—Center Teaching, Learning & Technology

B.A., The Pennsylvania State University; M.S. Full Sail University

Jacqueline N. O'Malley-Satz (2005)

Associate Professor—Art
B.S., M.S., SUNY New Paltz

Jolanta Ostrovetsky (2007)

Instructor—Diagnostic Imaging
A.A.S., SUNY Orange; A.S., Medical School of Latvia;
B.S., Latvian University

Deirdre Ourso (2012)

Instructor—Behavioral Sciences
A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., New Mexico University

Joan Osczepiniski (2014)

Instructor—Nursing
A.A.S., SUNY Orange; B.S., University of Phoenix; M.S., Mount Saint Mary College

Rhea Paniesin (2013)

Instructor—Behavioral Sciences
B.A., M.A. & Ph.D., Boston University

Richard Paolo (2005)

Instructor—Applied Technologies
B.S., Nyack College

Tanya Parker Hughes (2013)

Instructor—English
A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., Mercy College

Cabot Parsons (2008)

Instructor—Theatre
B.F.A., Southern Methodist University

Jennifer Patterson Jankowski (2010)

Instructor—Arts & Communication
A.S., Ulster Community College; B.A., SUNY New Paltz

Carolyn Peguero Spencer (2012)

Instructor—Behavioral Sciences
B.A., M.A., Marist College; M.S.W., Fordham University

Blaise Perrone (2008)

Instructor—Behavioral Sciences
B.S., St. Peter's College; M.S., New School for Social Research

Cathy Pesce-Parlier

Clinical Proctor
B.A., SUNY Buffalo

Yvonne Peterson (2008)

Instructor—Nursing
R.N., B.S., Lehman College

Emilie Philip (2011)

Instructor—English
B.A., John Jay College of Criminal Justice; M.Ed, Johns Hopkins University

Sarah Pierce (2008)

Instructor—English
B.A., University of Dayton; M.A., Pacifica Graduate Institute

John Pleasants (1993)

Assistant Professor—Mathematics
B.S., Hampton Institute; M.S. Marist College

Eileen Polk (2012)

Instructor—Biology
B.S., Hunter College; M.A., New York University

Laura Potter (2007)

Instructor—Dental Hygiene
A.A.S., SUNY Orange; B.S. Pace University

Timothy Powers (2010)

Instructor—Behavioral Sciences
B.A., M.S., University of Scranton

Elizabeth Pozo (2003)

Instructor—English
A.B., Bryn Mawr College; M.A., Fordham University

JoAnn Pulliam (2008)

Instructor—English
A.A., Harriman College; B.A., Ladycliff College; M.P.S., SUNY New Paltz

Samuel Quimby (1982)

Instructor—Movement Science
A.A., SUNY Orange; B.A., Southern Connecticut

James Quinlan (2014)

Instructor—Music
A.A., SUNY Orange; B.A., SUNY New Paltz; M.A., Walden University

Elizabeth Quinn (1987)

Assistant Professor—English
B.S., SUNY New Paltz

Peter Racette (2003)

Assistant Professor—Accounting
B.A., Ohio State University; M.S., New Hampshire College

Amanda Ramlochan (2012)

Instructor—English
B.A., SUNY Stony Brook University; M.A., Iona College

Thomas Reape (1991)

Assistant Professor—English
B.A., Manhattan College; M.A., University of Pittsburgh

Tiffany Reis (2014)

Instructor—Criminal Justice
B.A., Mount St. Mary; J.D., Pace University Law

Robert Rich (2008)

Assistant Professor—Global Studies
B.A., M.S., Long Island University

Stephen Richert (2006)

Instructor—Movement Science

Linda Richichi (2002)

Instructor—Art
B.F.A., SUNY New Paltz

Amy Rickard (1995)

Instructor—Math
M.A., SUNY Brockport; B.A., SUNY Geneseo

Paul Rickard (1982)

Professor—Math/Computer Science
B.A., M.S. Ed., M.A., St. John's University

Adjunct Faculty

Paul Rickard, Jr. (2001)

Assistant Professor—Criminal Justice

B.S., St. John's University; M.A., John Jay College

Thomas Rickard (1998)

Assistant Professor—Mathematics

A.A., SUNY Orange; B.S., Dominican College; M.S., Iona College

Kathleen Rifkin (2008)

Instructor—Science, Engineering and Architecture

B.P.S., M.Arch., SUNY Buffalo

James Riley (2003)

Assistant Professor—Math/Computer Science

B.S., Pennsylvania State University; M.S., SUNY New Paltz

John Rion (2010)

Instructor—Mathematics

A.S., SUNY Orange; B.S., SUNY Plattsburgh

Luis Rios (2011)

Instructor—Behavioral Sciences

B.S., Rutgers University; M.S., Texas A & M University

Fabien Riviere (2014)

Instructor—Global Studies

B.A., University of Toulouse, France; M.A., University of Toulouse, France

Carlos Rodriguez (2013)

Instructor—Global Studies

B.S., University of Puerto Rico; M.S., Boston University

Susan Rosalsky (2010)

Instructor—English

B.A., Wellesley College; M.A. & M Phil., Yale University

Clifford Rosenberg (2012)

Instructor—Clinical Laboratory Science

A.A.S. SUNY Orange; B.S. University of Cincinnati

Jill Ross (2010)

Instructor—Diagnostic Imaging

B.S., Long Island University-C.W. Post

Christopher Ruckdeschel (2010)

Instructor—English

B.A., SUNY New Paltz; M.S., Mount Saint Mary College

William Ruggles (1998)

Assistant Professor—Accounting

B.S., M.P.A., SUNY Albany

Nicole Rushing (2010)

Instructor—Diagnostic Imaging

A.A.S., SUNY Orange

Martin Ruskin (2014)

Instructor—Biology

B.S., Southampton College; M.A., Montclair State University; M.B.A., St. John's University

Colleen Russell (2012)

Instructor—Mathematics

B.S., SUNY Oswego; M.S., SUNY New Paltz

Chris Sabatelli (2013)

Instructor—English

B.A., New College of Florida; M.F.A., University of Florida; M.A., M.A.T., SUNY New Paltz

Stephen Sager Jr. (2012)

Instructor—Criminal Justice

B.S., Mercy College; M.P.A., John Jay College

Marianne Salvatore (2012)

Instructor—English

B.S., SUNY Empire College; M.S., Long Island University

Martin Saint Martin (2002)

Instructor—Art

B.F.A., Cooper Union

Johana Sanchez (2008)

Instructor—Business

B.S., Long Island University; M.S. Walden University

Jeff Sarett (2002)

Instructor—Criminal Justice

B.S., John Jay College of Criminal Justice

John H. Sargent III (2014)

Instructor—Applied Technologies

A.A.S., Lyons Technical Institute; B.S., New Jersey City University; M.S., Staten Island College

Sabrina Sargent (2005)

Assistant Professor—Mathematics

A.A., SUNY Orange; B.A., SUNY New Paltz; M.S., Mercy College

Robert Sassi (1997)

Assistant Professor—History

B.A., Siena College; M.S., SUNY New Paltz

Matthew Sauer (2005)

Assistant Professor—Biology

B.S., Siena College; M.S., College of St. Rose

Marisa Scandell-Colson (2002)

Instructor—Movement Science

Nancy Schadt (1988)

Assistant Professor—English

B.A., Vassar College; M.A., SUNY New Paltz

Timothy Schadt (2012)

Instructor—Movement Science

B.S., M.Ed., Principal Certification, East Stroudsburg University

James Scharfenberger (1990)

Associate Professor—Communication

B.S., St. John's Univ.; J.D., Brooklyn Law School

Marian Schoen (2012)

Instructor—Global Studies

B.A., New York University; M.A., Graduate School of Arts & Science, NYU; M.B.A., Baruch College, CUNY

Marc Schreibman (2012)

Instructor—Arts & Communication

B.A., SUNY New Paltz

Judith Schwartz (1980)

Professor—Mathematics

B.A., M.A., Brooklyn

Thomas Schunk (2007)

Assistant Professor—History

B.S., M.A.T., University of Wisconsin; Ph.D., Marquette University

Mary Sealfon (2006)

Assistant Professor—Arts & Communication

B.A., University of California; M.A., New York University

Linda Seiss (2002)

Associate Professor—Business
B.S., M.S., CAS, SUNY New Paltz

John Shepherd (2012)

Instructor—Biology
A.S., Herkimer Community College; B.S., Cornell University; M.S., SUNY Albany

Christopher Sherwood (1991)

Assistant Professor—Criminal Justice
B.S., Mercy College; M.P.A., John Jay College

Robert Shust (2008)

Instructor—English
B.A., SUNY Oneonta; M.S., C.A.S., SUNY New Paltz

Leonard Shustack (2003)

Assistant Professor—Business
A.A.S., SUNY Orange; B.B.A., Siena College; M.B.A., University of South Carolina

Joan Siegel (1981)

Associate Professor—English
A.B., Hunter; M.A., NYU

Lisa Skinger (2013)

Instructor—English
B.A., Mount Saint Mary College

Donna Sloane (2013)

Instructor—Nursing
A.S., Nassau Community College; B.S.N, Adelphi University

Keri Smith (2014)

Instructor—Education
B.A., Hartwick College; Early Childhood Education, Certificate Program, SUNY Orange; M.S., SUNY New Paltz

Maria Smith (2001)

Instructor—English
A.S., SUNY Sullivan; B.A., SUNY New Paltz

Richard E. Smith (2002)

Assistant Professor—Business Management
A.S., SUNY Orange; B.S., Clarkson University; M.S., Marist College

Scott Smith (1993)

Assistant Professor—Mathematics
A.S., Rockland Community College; B.A., SUNY New Paltz

Denise Smithem (2012)

Instructor—Nursing
R.N., A.A.S., SUNY Orange; B.S.N., SUNY New Paltz; M.S., Mount St. Mary College

Joel Solonche (1990)

Assistant Professor—English
B.A., New York University; M.A., SUNY New Paltz

Joseph Sorrentino (2014)

Instructor—Biology
B.S., M.S., SUNY Albany

Roberta Spitzer (1991)

Assistant Professor—Nursing
R.N., B.S.N., SUNY Albany; B.S., Brooklyn College and M.S.; M.Ed., Columbia University-Teachers College

Audrey Sprenger (2010)

Instructor—Behavioral Sciences
B.A., M.S., Ph.D., University of Wisconsin

Vivian Stack (2004)

Associate Professor—Biology
B.A., SUNY Geneseo, M.S., SUNY New Paltz

Jonathan Steigman (2010)

Instructor—Global Studies
B.A., M.A., Auburn University; Ph.D., University of Alabama

Soraya Sulaiman (2014)

Instructor—Nursing
B.S.N., Pace University; M.S.N., American Sentinel University

Levia Sullivan (2009)

Instructor—Nursing
B.S.N., University of Phoenix

Lauren Supraner (2010)

Instructor—English
B.A., SUNY Purchase; M.A., Columbia University

Judy Svensson (2001)

Instructor—English
B.A., University of Arizona; M.A., SUNY New Paltz

Tiombe Tallie Carter (2014)

Instructor—Arts & Communication
B.S., Bard College; J.D., Touro Law

Lauren Tamraz (2008)

Instructor—English
B.S., SUNY New Paltz; M.A., Stony Brook University

Mark Tatro (2008)

Instructor—Science, Engineering and Architecture
A.A.S., Westchester Community College; B.S., SUNY Albany; M.S., Mount St. Mary College

Catherine Terrizzi (1996)

Assistant Professor—Business
B.S., SUNY New Paltz

M. Douglas Terwilliger (2000)

Assistant Professor—History & Political Science
A.A., Dutchess Community College; B.S., M.S., SUNY New Paltz

Carolyn Thayer (2010)

Instructor—Business
B.S., SUNY New Paltz; M.P.A., Marist College

Jennifer Thibodeau (2009)

Instructor—English
B.A., SUNY Cortland; M.A., SUNY New Paltz

Shirley Thompson (1993)

Instructor—Science, Engineering & Architecture
B.S., Clarion State College; M.S., SUNY New Paltz

Marion Thomas (2005)

Instructor—English
B.A., Monmouth College; M.A., Ohio State University

Christopher Thurtle (2011)

Instructor—Behavioral Sciences
B.A., University of Leicester; M.A., Marist College

Adjunct Faculty

Walter Tonyes (2013)

Instructor—Biology
B.S., SUNY Plattsburgh; Doctor of Chiropractic College,
NYS Chiropractic College

Michael Tori (2012)

Instructor—Global Studies
B.A., Boston College; M.A., Providence College; M.S. Ed.,
SUNY New Paltz; Ph.D., Saint Louis University

Christina Tudisco (2008)

Assistant Professor—Mathematics
A.A., SUNY Orange; B.A., Mount St. Mary College; M.S.,
New York Institute of Technology

Crystal Tullos (2008)

Instructor—Business
B.S., Lee University; M.S., Georgia State University

Christine Tunno (2002)

Instructor—Dental Hygiene
A.A.S., SUNY Orange

Peter Turrone (2004)

Assistant Professor—Biology
B.S., M.A., SUNY New Paltz

Gina Vanleeuwen (2012)

Instructor—Nursing
A.A.S., SUNY Orange; B.S., Dominican College

Sueanne Verna (1993)

Instructor—Radiologic Technology
Misericordia Hospital School of Radiography; A.S.,
Widener University; B.S., Breyer State University; American
Registry of Radiologic Technologists

Karen Vespo (2008)

Instructor—Global Studies
M.S., SUNY New Paltz

Francesca Viola (2013)

Instructor—Nursing
R.N., B.S., Mount St. Mary College

Kenneth Volz (2008)

Instructor—Diagnostic Imaging
Englewood School of Radiography

Konrad VonAppen (1968)

Associate Professor—Architectural Technology
B.Arch., Pratt Institute; Registered Architect

Martha Vondergathen (2008)

Instructor—English
B.A., M.S.Ed., SUNY New Paltz

Michael Vondras (2010)

Instructor—Global Studies
B.S., SUNY Albany; M.B.A., Fordham University

Catherine Wagner (2001)

Assistant Professor—Biology & Laboratory Technology
B.S., Cornell University; D.C., Logan College of Chiropractic

Keith Walters (2014)

Instructor—English
B.A., Hunter College; M.A., Lehman College; M.A., CUNY
Graduate School

Joelle Walz (2008)

Instructor—Movement Science
A.A.S., Nassau Community College; B.A., SUNY Albany;
M.A., Adelphi University

Sandra Wardell (1985)

Professor—Nursing
B.S.N., Seton Hall; M.Ed., Columbia

Cheryl Ward-Simons (1988)

Professor—Nursing
B.S., Long Island U.; M.A., New York University

Andrew Warren (1999)

Instructor—Architectural Technology
A.A.S., SUNY Orange; B.Arch., Pratt Institute; Registered Architect

Petra Wege-Beers (2010)

Instructor—Behavioral Sciences
B.A., Rutgers University; M.S., Boston University

Aaron Weiss (2008)

Instructor—Art
A.A.S., Dutchess Community College; B.S., SUNY New
Paltz; M.A., College of New Rochelle

Deborah Wenner (2000)

Assistant Professor—English
A.A.S., SUNY Orange; B.S., M.S., SUNY New Paltz

Barbara Wexler (1973)

Professor—Nursing
R.N., B.S., Oneonta; M.A. Nursing, M.A. Educational
Administration, New York University

Kevin White (2005)

Instructor—Behavioral Sciences
B.A., Baruch College; M.S., Fordham University

Charline Williams (2009)

Instructor—Applied Technology, English
B.A., M.A., University of North Texas

Sherrie Winn (2004)

Instructor—Diagnostic Imaging, Movement Science, Massage Therapy
A.A.S., A.A., SUNY Orange

Roseanne Witkowski (1983)

Instructor—Applied Technologies
A.A., A.A.S, SUNY Rockland; B.S., SUNY Oneonta

William Worden (2011)

Instructor—Criminal Justice
A.A.S., SUNY Orange; B.S., Mercy College; M.P.A., John
Jay College of Criminal Justice

Richard Wolslayer (1999)

Instructor—Movement Science
M.S., University of Colorado

Patrick Woods (1989)

Assistant Professor—Criminal Justice
B.A., Cathedral College; M.S., Long Island University

Michael J. Worden (2001)

Instructor—Movement Science
A.S., SUNY Orange

Doreen Wotton (2008)

Instructor—Diagnostic Imaging
Danbury Hospital School of Radiology Technology

DiAnne Wright (2013)

Instructor—Global Studies

B.A., SUNY Potsdam; M.S., SUNY Albany

Jinyu Yang (2011)

Instructor-Global Studies

B.S., SUNY Empire State College; M.S., Walden University

Rachel Yon (2012)

Instructor-Global Studies

B.A., Florida International University; J.D & M.A.,
University Of Florida

Michelle Young (2010)

Instructor—Movement Sciences

B.S.W., Concordia College; M.S.W., Yeshiva University

Mary Rose Zampino (2002)

Instructor—English

B.A., Michigan State University; M.S., SUNY New Paltz

Kathryn Zingaro (2010)

Instructor—English

B.S., M.S., Chicago State University

Raphael Zingaro (2004)

Assistant Professor—Math/Computer Science

B.S., Loras College, M.S., University of Wisconsin

Joanne Zipay (2014)

Instructor—Arts & Communication

B.A., SUNY Oneonta; M.F.A., University of San Diego

Monica Zottola (2012)

Instructor-Diagnostic Imaging

A.A.S., SUNY Orange; B.S., Cordoba National University

Danielle Zwart (2006)

Instructor—Diagnostic Imaging

A.A.S., SUNY Orange

Administrative Support Staff

Julio Acevedo	Anthony Girolamo	Ann Misiano	Mary Sullivan
Angelo Acierno	Frances Girolamo	Lisa Montalbano	Kirt Taylor
William Ackley	Laura Groszek	Howard Moore	Lyla Ten Eyck
Mariah Adin	Paul Haakmeester	Dwight Morrow	Dorian Tondo
Susan Ambrosino	Cindy Hamilton	Laura Motisi	Frederick Tricarico
Tina Arzonetti	Gerald Hamilton	Elizabeth Murphy	Gabriele Triefenbach-
Helen Atlas	Ilene Hauburger	Michael Murphy	Kramer
Charlie Baird	William Hauburger	Miguel Negrón	Christine Trieste
Barbara Banyacski	Marie Hauk	John Neidhardt	Lorraine Triola
Albert Barone	LuAnn Haviland	Rhonda Niski	Joseph Valentia
Kim Baxter	Michael Henion	Christa O'Brien	Brenda Walsh
John Beakes	James Hennigan	Kathy O'Dell	Margaret Wasnieski
Frank Bell	Ismael Hernandez	Roberto Ortiz	Cherie Wierzbickie-
Richard Benjamin	Michael Hernandez	Stacy Osborn	McMickle
Susan Boyhan	Pamela Hogg	Steve Owens	Gary Wilson
Margaret Boyle	Andrea Holmes	Kim Paffenroth	
Andrew Bulavko	Michael Incantalupo	Omeria Parlman	
Laurie Burns	Lisabeth Ivanchukov	Barbara Piampiano	
Edward Burr	Judith Jackman	Diana Pitre	
Michael Busweiler	Brian Johnson	Susan Plichta	
Beverly Byrne	Shawn Johnson	James Pope	
Maria Calvaruso	Kelly Jonigan	Vincent Portee	
Donna Campanale	Dawn Judd	Gary Porter	
Mildred Canonico	Joseph Kanoff	Denise Psathas	
Wayde Capiro	Thomas Keating	Brian Rafferty	
Rachael Castro	April Kinne	Arthur Ramos Jr.	
Lisa Catania	Patrick Kinne	Mary Randazzo	
Carol Classey	Elsie Kloczkowski	Karen Reid	
Craig Cohen	Cassandra Knights	Camille Ricci	
Victoria Colon	Robin Knosp	Patrick Richardson	
Michael Corriere	Lark Kuhta	Admin Rivero-	
Vanessa Coyle	Kathleen Kummer	Fermin	
Yolanda Cruz	Anthony Lapinsky	Charles Robinson	
Catherine Daino	Yasin Latif	Noelle Robinson	
Donald Decker	Roxanne Leake	Vincent Romano	
Danielle DeLuca	Teri LeHuray	Karen Rubio	
Richard DeMaio	Lynne Lindh	Anne Ruscher	
Kathleen Dempsey	Richard Livesey	Daija Russell	
Sasha DeNeve	Clifton Long	Deborah Saksen	
Joyce DePew	Linda Lucas	Craig Salvagin	
Theresa Detko	Mark Lybolt	Donna Sanders	
Kevin Devlin	Noel MacDonald	Maria Santiago	
Paul Doherty	Michael Marino	Helen Santos	
Paul Doolittle	Daniel Martine	Minerva Santos	
Timothy Doolittle	Irma Martine	Maria Sarett	
Timothy Doolittle Jr.	James Maxson	Carrie Scali	
Richard Drew	Joseph Mazza	Mark Sheldon	
Michael Egan	Dean McCarthy	Jamie Shock	
Kirsten Elwood	Thomas McCarthy	Gerald Smith	
Piangchai Ferstand	Matthew McDonnell	Stacey Smith	
Stephanie Fezza	Kris McGrath	Vickie Solero	
Shawn Galarza	Robert McHugh	Irene Spaulding	
John Gargiulo	Wayne McKeeby	Anita Spero	
Matthew Garvilla	Carolyn Meere	Arlene Stefane	
Nedelka George	Fanny Melendez	Cynthia Stevens	
Dianne Gersbeck	Lawrence Messer	Melissa Struble	
Maureen Gillen	Frank Miedema	John Sullivan	
Tanya Ginop	Steven Miedema	Joseph Sullivan	

Accounting

Gary Cassiello
Judelson, Giordano & Siegel, P.C.

Louis Fortunato, CPA
Mount St. Mary College

Sue Gillinder, CPA
Gillinder Brothers, Inc.

Tracy Tarsio
Day Seckler, LLP

Cathleen Kenny
Mount St. Mary College

Architectural Technology

Christopher Collins, Architect
Christopher J. P. Collins, Goshen

Liborio Derario, Architect
Archifuture, Tuxedo

James Diana, Architect
LAN Associates, Goshen

Christopher Hack, Architect
Rutgers University, New Brunswick, NJ

Andrew Hennessey, Architect
Berg Hennessey Olson, Newburgh

Richard Librizzi, Architect
Domus Studios Architecture, New Paltz

Peter Manouvelos, Architect
LAN Associates, Goshen

Joseph Minuta, Architect
Joseph J. Minuta Architecture, New Windsor

Mark Olson, Architect
Berg Hennessey Olson, Newburgh

Michael Pomarico, Architect
Pomarico Design Studio, Newburgh

Konrad Von Appen, Architect
Professor Emeritus, Warwick

Andrew Warren, Architect
Davis R. Weibolt, Architecture, Middletown

Business Management/Marketing

John Gann
Real Estate Broker

Michael King
IBM

Richard Rowley
Builder's Capital, LLC

Rob Ruscher
Piller Power Systems

William Ruggles
DECAT Driving School

Criminal Justice Advisory Board

Chief Ramon Bethencort
City of Middletown Police

Chief Michael C. Biasotti
*Chief of Police, New Windsor Police Department
President Orange County Association of Chiefs of Police*

Major Patrick Regan, Troop Commander
Troop "F" New York State Police

Sheriff Carl Dubois
Orange County Sheriff's Department

Chief Michael D. Ferrara
City of Newburgh Police Department

Walter Koury, Commissioner
Orange County Department of Emergency Services

Craig W. Cherry, Deputy Commissioner
Orange County Division of Police Liaison Services

1st Sgt. Francis M. Pierri
*New Windsor Police Department
Director, Orange County Police Academy*

Kellyann Kostyal, Executive Director
Safe Homes of Orange County

Scott J. Tobias, Senior Director of Architectural Development
*ASSA ABLOY Door Security Solutions
President, ASIS International Mid-Hudson Chapter #137*

Noreen Nagy, Director of Investigations,
Orange County Medical Examiner's Office

Dental Hygiene

Niccole Card RDH, MS
District Director, DHASNY

Clifford Hames, DDS
Hudson River Health Care

Jeanette Lockowitz, RDH
Inspire

Dawn Mahodil, RDH, MS

Carol McKenna, RDH, BS, CPC
Director, HealthPro Staffing Resources

Judith Mori, DDS
Inspire

Carol Syskowski, RDH
Dental Medical Power

Christine Tunno, RDH

Education

Tammy Brockett, Family Advocate
Head Start of Western Orange County

Gwen Brown-Murray, Infant/Toddler Specialist
Child Care Resources of Rockland, Inc.

Lynda Cordani, Mental Health/Transitions Manager
Head Start of Western Orange County

Joan Goudy-Crosson, Principal
Balmville Communications and Media Center

Agnes Dempster, Director of Education,
Head Start of Eastern Orange County

Carol Diemer, Director
Early Learning Center

Nicole Ducatte, Education Director
House on the Hill

Alice Fellenzer, Founder
Kindercollege

Kristen Flatley, Director
Everything Grows Middletown

Kelly Galiotta, Teacher
Head Start of Eastern Orange County

Nadine Girardi, Executive Director
Morrison Lab School

Dr. Linda Hatfield, Coordinator of Literacy
ECSD of Middletown

Cathy Hecht, Director
Rhythm and Rhyme Child Care

Lety Hurtado, Teacher
Head Start of Eastern Orange County

Advisory Boards

Susan Lee, Coordinator, Special Education Programs
OC Intervention Services

Debra Mahusky, UPK Teacher
Gardnertown Fundamental Magnet School

Linda Martini, Assistant Director
Child Care Council of Orange

Beth Mindes, Teacher
Morrison Lab School

Cathy Olsen, Director
School Time Children's Center

Mary Ellen O'Neill, Teaching Assistant
Morrison Lab School

Lydia Paulson, Pre-K Special Education
OC Intervention Services

Ellen Prager, Director
School Time Children's Center

Tekki Reszenski, Director
Middletown Day Nursery

Sharon Sabine, Director
Head Start of Western Orange County

Keri Smith, Director
Millstone Kids Christian Preschool

Margaret Spezio, Registrar Supervisor
Child Care Council of Orange

Fred Sussman, Director
Newburgh Campus Lab School

Marybeth Taylor, Teacher
Early Learning Center

Sheila Warren, Director
OC Intervention Services

Electrical Engineering Technology

Janet O'Connor
Frontier Communications

Mike Hall
Orange Regional Medical Center

Bill Campbell
Valtec Industries

Jim Steane
Orange and Rockland Utilities

Chris Spadafora
Con Edison

John Zupetz
IBM

William Fyke
Con Edison

Honors Program

Steve Hedderton
Assistant Director of Communications for Publications

Michele Paradies
Associate Professor—Biology

Vincent Odock
Professor—Economics

Maynard Schmidt
Director of Admissions

Karen Stephens
Professor—Physical Therapy Assistant

Sheila Stepp
Assistant Professor, Chair—Movement Science

Janet Stonick
Associate Professor—Mathematics

Mark Strunsky
Associate Professor—Music

Elaine Torda
Associate Professor—English, Honors; Chair—Interdisciplinary Studies; Coordinator—Honors Program

Terri Van Everen
Professor—Advising & Counseling

Josephina Vondras
Professor—Business

Patrick Woods
Guidance Counselor—Middletown High School

Clinical Laboratory Science

Theresa Dering
Integrated Oncology

Gerianne Horan
Crystal Run Healthcare

John Hunziker
Infection Control Specialist

Emily Javaheri

William Keller III
Orange Regional Medical Center, Adjunct Instructor SUNY Orange

Frances Kittelmann
SUNY Orange Emeritus

Sharon Kropp
Orange Regional Medical Center

Edward Krotin
Adjunct Instructor SUNY Orange

Michael Lanzano
Good Samaritan Hospital

Mary Leone
Mona Makofsky
Catskill Regional Medical Center

Mary McCord
St. Luke's-Cornwall Hospital

Charles Muller
Helen Hayes Hospital

Dr. Joseph Napolitano
Catskill Regional Medical Center (retired)

Robert Nicoletti
Bon Secours Charity Health System

Dr. William Schraer
Middletown High School (retired)

Judith Staff
Bon Secours Hospital

Dr. Kevin Tintle
Middletown Veterinary Hospital

Dr. Dennis Todd
Community Blood Services

Dr. Frank Traeger
SUNY Orange Biology Dept.

Nursing Department

Sophie Crawford, R.N.
Bon Secours Community Hospital

Joan Cusack-McGuirk, R.N.
St. Luke's Cornwall Hospital - Cornwall Campus

Mary Dougherty, R.N.
Orange Regional Medical Center - Horton Campus

Barbara Hansen, RN
St. Anthony Community Hospital
 Karen Magee, RN
Good Samaritan Home Care
 Robin Neidhardt, RN
Orange County Residential Health Care Services
 Shirley VanZetta, RN
Orange County Department of Health

Technical Assistant—Nursing

Suzanne Montgomery
R.N., A.A.S., SUNY Orange
 Ruthanne Dykstra
B.S., Syracuse University

Office Technologies

Pamela Bourdage
Formerly of Hudson Valley Gastroenterology
 Linda Bull, CRM
New York State Archives
 Elizabeth Coriano
H.I.P.
 Toya Dubin
Hudson Micrographics
 Cathy Parlapiano, CSP
Here's Help Staffing Service
 Ms. Marsha Orloff
Orange Regional Medical Center

Occupational Therapy Assistant

Matthew Casserly, OTR
ABC Therapy
 Donna Christensen, COTA
Warwick Valley School District
 Jennifer Clayton
SUNY Orange, Accessibility Services
 Rita Epstein
Windsor Academy Educational Campus
 Jenny Flanagan, MSW, CSW
Psychotherapist, Private Practice
 Chris Fox, Director of Pupil Personnel Services
Warwick Valley Central School District
 Donna Frazier, OTR
Corporate Director of Rehab for Elant, Inc.
 Gage Johnson
Public Member
 Jason Kean, COTA
Progressive Health of PA
 Kelly Kennedy, COTA
Orange Regional Medical Center
 Peter Kennelty, COTA
Elant @ Fishkill
 Carol LaPenna, COTA
OrangelUlster BOCES
 Jeanne Lehmphul, OTR
Highland Falls Elementary School
 Ann Marie Maglione
Director, Office for the Aging
 Debra Major
ZYLOFONE Performing Arts Center
 Louise Ortiz, COTA/ATP
Bergen County Special Services
 Sheila Warren, RN, Med.
Director of Intervention Services
Orange County Department of Health

Fieldwork Educators—Occupational Therapy Assistant Department

Mildred Consolo-Melchionne, B.S., COTA—Academic Fieldwork Coordinator
 ABC Therapy Inc.
Matthew Casserly, OTR
 Access Physical Therapy & Wellness
Cynthia Boccia, OTR – Montgomery
Jennifer Conklin, OTR – Pt. Jervis
 Achieve Rehab & Nursing
Heather Saylor, OTR
 AHRC - George Robinson Center
Cheryl Curtis, OTR
 AHRC - Pre Learning Experience
Peggy Amaturro, OTR
 Anderson School for Autism
Austin Rynne, Director
 BOCES - Orange/Ulster
Joan Markos, OTR
 BOCES - Ulster County
Barbara Ethan, OTR
 Bon Secours Community Hospital
Ray Jacobs, COTA/ Katherine Walker, COTA (CAMI)
 Burke Rehabilitation Center
Lisa Edelstein, OTR/L
 Campbell Hall Rehabilitation Center
Helga Medican, OTR
 Catskill Regional Medical Center
John Pasquale, PT
 Center for Discovery
Evan Povil, OTR
 Center for Spectrum Services
Laurie Hopkins, OTR - Kingston
Kyong Gessner, COTA – Ellenville
 Colonial Intermediate Unit 20
Pat Malley, COTA – Delaware Valley Sch.
 Crystal Run Healthcare
Emily Barsky, OTR/L
 Dutchess ARC
Andrew Kehr, OTR
 Elant @ Fishkill/Elant @Wappingers
Donna Frazier, OTR
 Elant @Goshen
Lynn Kensell, OTR
 Elant @ Meadow Hill
Rick Linken, OTR
 Greenwood Lake Schools
Stacey Gove, OTR
 Helen Hayes Hospital
Liz Thompson, OTR
 Highland Falls Elementary School
Jeanne Lehmphul, OTR
 Inspire Inc.
Julie Barrett, OTR
 Kessler Institute for Rehab
Christine DeFiglio, OTR
 Orange County Office for the Aging
Ann Marie Maglione, Director
 Orange Regional Medical Center
Diane Strysko, OTR – out-pt
Anne McEnroe-O'Connor, PT – in-pt
 Orthopedics & Sports Medicine
Daniel Stanley, OTR
 Pediatric OT Solutions
Laura Stubecki, OTR

Advisory Boards

Port Jervis City Schools
Sue Rogowski, OTR

Prime Rehab Svc. – Belle Reve Senior Living Cr.
Chris Davis, COTA

Progressive Health of PA
Bill Kowal, OTR

Sanfordville Elementary School
Landy Schaumberg, OTR

Sullivan ARC
Andrew Kehr, OTR

SUNY Orange College Learning Circle
Flo Hannes, OTR/L

Taconic OT
Linda Lavin, OTR

The Baptist Home
Marci Berman, OTR

The Weston Group @ Bristol Glen
Jill Vassallo, OTR

Valley View Center for Nursing Care
Anne Robinson, OTR

Vassar Brothers' Hospital
Jackie Lamando, PT

Warwick Valley Middle School
Donna Christensen, COTA

Wingate @ Dutchess; Beacon & Ulster
Scott Hand, OTR – Dutchess
Jonathan Baltazar, Rehab Director – Beacon
Briana Gioia, Rehab Director - Ulster

Jennifer McNally, PT – Beacon
Cindy Scott, OTR - Ulster

Yale New Haven Psychiatric Hospital
Beth Klink, Service Manager

Physical Therapist Assistant

Dan Benjamin, PT
The Baptist Home @ Brookmeade

Donna Borrás, PTA
Slate Hill, NY

Jodi Conklin, PTA
Elant @ Fishkill

Ellen Dunn, PTA
Middletown, NY

Larry Flowers, PTA
Northern Dutchess Hospital

Donna Frazier, OTR
Elant @ Fishkill,
Elant @ Wappingers Falls

Garry Hazen, PT
T. Piserchia MD, PC

William Kickham, PT
VA Hudson Health Care System

Kathy Kobylarz, PTA
Warwick, NY

Bill Lynch, PT
Orange/Ulster BOCES

Theresa Aversano, MSPT
Ellenville Community Hospital

Janet Polubjak, PTA
Walden, NY

Laura Stevens, PT
Highland Mills, NY

Adjunct Faculty/Clinical Coordinators

Physical Therapist Assistant Program

Edward Leonard—Academic Coordinator of Clinical Education

Abilities First
Diane Pedevillamo, PT

Access Physical Therapy & Wellness –
Armonk - Shannon Albanese, PT
Ferndale – Kiersten Flynn, PT
Goshen - Shannon Albanese, PT
Monroe - Jessica Bach, PT
Montgomery - Shannon Albanese, PT
Janet Polubjak, PTA
Port Jervis - Shannon Albanese, PT

Achieve Nursing Home
Mark Orido, PT

AHRC-Middletown
Teresa Gurrieri, PT

AHRC-Pre School Learning Exp.-New Windsor
Lisa Hess, PT

Alliance Hand & Physical Therapy
Mahwah - Michael Formisano, PT, DPT, OCS
Westwood – Nisha Bhatt, PT

Allied Services Rehab Hospital
Barbara Murphy, PT

Atlantic Health System
Linda J. Jehl, PT/Loretta Ritter, PT

Baptist Home of Brookmeade
Dan Benjamin, PTA

Benedictine & Kingston Hospital (Health Alliance)
Kevin Rudolph, PT/Barbara Engle, OTR

Beth Israel Medical Center
Shereese Perez, PT

BOCES-Orange/Ulster
Bill Lynch, PT

BOCES-Rockland County
Nancy Shakauri, PT

BOCES-Sullivan County
Andrea Falcone, PT

Bon Secours Community Hospital
Karen Little, PT

Burke Rehabilitation Center
Pamela Jones, PT

Campbell Hall Health Care Center
David Marks, PT

Catskill Orange Physical Therapy
Carli Obermeyer, PT

Catskill Regional Medical Center
John Pawlowski, PT

Center for Discovery
Lisa Gradziel, PT

Center for Spectrum Services
Adam Castitilone, PT

Drayer Physical Therapy Institute-Sparta/Milford
Tara Gerber, PT (Sparta)
Penny Chase, PT (Milford)

Elant, Inc.
Fishkill - Donna Frazier, OTR
Meadow Hill - Rick Linken, PT
Goshen - Michael Paterno, PT
Wappingers Falls - Darlene Bates, PTA
Ellenville Regional Hospital
Theresa Aversano, MSPT

Full Range PT (Mid-Hudson Medical Group)
Mel Cave, PT

George Giovannone, PT
Private Practice

Good Samaritan Hospital
Howard Wilen, PT

Health Alliance of the Hudson Valley
Benedictine Hospital – Kevin Rudolph, PT
Kingston Hospital - Barbara Engel, OTR

Helen Hayes Hospital
Mary Wainwright, PT

Highland Physical Therapy
Jeffrey M. Gersch, PT

Inspire/CP Center
Debi Angle, PT

Kingston Physical Therapy & Sports Rehab PC
Charissa Makish, PTA
Mark Garcia, PT

Mid-Hudson Regional Hospital of Westchester
Medical Center (St. Francis Hospital
(+ Satellites)
Brenda Koepf, PT

Millbrook Physical Therapy, PC
John Roger, PT

Moriarity Physical Therapy
Nancy Moriarity, PT

Frank Nani Physical Therapy
Private Practice

New York Hand & Physical Therapy
Patrick Clough, PT, CHT

Northern Dutchess Hospital
Kathy Rubsam, CCCE

Nyack Manor
Robert D'Elia, PT

Orange Lake PT
Louis Catalucci, PT

Orange Physical Therapy
Aaron Loeffler, PT

Orange Regional Medical Center
Ann McEnroe-O'Connor, PT (In-Pt)
Diane Stryko, OTR (Out-Pt)

Orthopedic Assoc. of Dutchess County
Poughkeepsie - Keith Clare, PT
Fishkill & Kingston, James Gualteri, PT, DPT

Peak Physical Therapy Inc.
Newburgh – Dan Fishman, PT
Pine Bush – Brian Farrell, PT
Washingtonville – Charles Walker, PT

Physical Therapy Professional Care
Laura Mulhare, PT

Pike Physical Therapy & Fitness Center
Donna Klesco, Manager

T. Piserchia, M.D., P.C.
Garry Hazen, PT

Premier Care Physical Therapy
Michael Parlapiano, PT

Progressive Physical Therapy
Heather Sherman, PT

Reyes/Reyes Physical Therapy PLLC
Juanito Reyes, PT, DPT

Rockland Orthopedics & Sports Medicine
Tracy Urvater, PT

Sports Physical Therapy of NY, PC
Somers - Phil De Mase, PT
Spring Valley - Aimee Alexander, PT

Laura Stevens, PT
Private Practice

St. Anthony Community Hospital
(+ out-pt Satellite)
Agnies Zkapindral, PT

St. Luke's-Cornwall Hospital + satellites
Newburgh - Jeanne Campbell, OTR

Tenbroek Commons
Christine MacMorran, OTR/L

VA Hudson Valley Health Care System
Maryann Barnhart, PTA

Valley View Center for Nursing Care
Sam Nagappan, PT

Vassar Brothers' Hospital
Jackie Lamando, PT

Wayne Memorial Rehab Services
Karen Chabak, PT

West Milford PT Center
Anne Kane, PT

Wingate
Beacon - Karen Chase, PTA
Fishkill - Theresa Vitale, PT
Highland - Kathy Ahrens, PT

Radiologic Technology

Prof. Diedre Costic
SUNY Orange

F. Dennis Harrington
St. Anthony's Hospital

Dr Mahesh Kinkhabwala
St. Luke's Hospital

Nancy Lavin
Consumer

Prof. Robert Misiak
SUNY Orange

Theresa Reidy
Arden Hill Hospital

Dr. Kenneth Schwartz
Northern Metropolitan

Prof. Carol MacCourt
New York City Technical College

Clinical Instructors—Radiologic Technology

Penny Lynch
Arden Hill Hospital

Harry Mitchell
Arden Hill Hospital

Melody Zolendjeski
Horton Medical Center

Ronald Clinton
Horton Medical Center

Mitch Samoila
Horton Medical Center

Audrey Dessingue
Mercy Community Hospital

Carol Schultz
St. Anthony's Hospital

Debbie Kooistra
St. Anthony's Hospital

Patricia McAteer
St. Luke's Hospital

Linda LaSanta
St. Luke's Hospital

Diane Dragon
Vassar Brothers Hospital

FALL SEMESTER 2014

August 25, Monday	Fall 2014 Day & Evening Credit Classes Begin
August 25 – August 29	Add/Drop Period
September 1, Monday	Labor Day Holiday – College Closed
September 3, Wednesday	Deadline for Change To or From Audit Status First Half-Semester Courses
September 15, Monday	Deadline for Change To or From Audit Status for Semester -Long Courses; Last Day to Drop Without a “W” Grade
September 25, Thursday	Rosh Hashanah – Classes in Session*
September 26, Friday	Last Day for Student to Withdraw from First Half Semester Courses with Grade of “W”
October 1 – December 5	Apply for December Graduation - Records & Registration
October 4, Saturday	Yom Kippur - Classes in Session*
October 6, Monday	Last Day for Instructor Withdrawal from First Half-Semester Courses
October 13, Monday	Columbus Day – No Classes <i>Administrative Offices Open for Regular Business until 5 pm</i>
October 14, Tuesday	Monday Class Schedule (Day & Evening)
October 15, Wednesday	Second Half-Semester Courses Begin
October 16, Thursday	Mid-Semester U Grades For Full Semester Courses Due Online
October 23, Thursday	Deadline for Change To or From Audit Status Second Half-Semester Courses
November 7, Friday	Last Day for Student to Withdraw from Semester-Long Courses with Grade of “W”
November 17, Monday	Last Day for Student to Withdraw from Second Half-Semester Courses with Grade of “W”
November 26, Wednesday - November 30, Sunday	Thanksgiving Recess – No Classes <i>Administrative Offices Open November 26 until 5 pm</i> <i>All College Offices Closed 11/27 - 11/30</i>
December 1, Monday	Classes Resume
December 1, Monday	Last Day for Instructor Withdrawals for Fall 2014 Semester-Long and Second Half-Semester Courses
December 1, Monday	Student Deadline for Total Withdrawal from College
December 5, Friday	Deadline to Apply for December Graduation
December 8, 9,10,11 Mon, Tues, Wed, Thurs	Required Last Week of Day Classes with Final Exams (Special Schedule)
December 6, 8, 9, 10, 11 Dec 6, Saturday	Required Last Week – Sat, Mon, Tues, Wed, Thurs, Evening and Saturday Classes Saturday Morning Classes
Dec 8, Monday	Monday Evening Classes
Dec 9, Tuesday	Tuesday Evening Classes
Dec 10, Wednesday	Wednesday Evening Classes
Dec 11, Thursday	Thursday Evening Classes
December 15, Monday 9:00 a.m.	Final Deadline ALL Grades Due Online
December 16, Tuesday	Grades Distributed to Students Online
December 15, Monday - January 1, Wednesday	Winter Recess Begins (<i>Admin. Offices Open 12/15 - 12/19 and 12/22 until 5 pm</i>) <i>All College Offices Closed 12/23/14 - 01/01/15</i>

*See college policy regarding religious observance

SPRING SEMESTER 2015

January 2, Friday	College Administrative Offices Reopen
January 14, Wednesday 9:00 a.m. - noon	College Assembly/Faculty Workshop
January 19, Monday	Martin Luther King Jr. Day – College Closed
January 20, Tuesday	Spring 2015 Day & Evening Credit Classes Begin
January 20, Tuesday	Add/Drop Period
January 26, Monday	
January 28, Wednesday	Deadline for Change To or From Audit Status First Half-Semester Courses
February 2 – March 6	Apply for May Graduation/Records & Registration
February 9, Monday	Deadline for Change To or From Audit Status Semester-Long Courses; Last Day to Drop Without a “W” Grade
February 20, Friday	Last Day to Withdraw from First Half-Semester Courses with a Grade of “W”
March 2, Monday	Last Day for Instructor Withdrawal from First Half-Semester Courses
March 10, Tuesday	Second Half-Semester Courses Begin
March 12, Thursday	Mid-Semester Progress Reports Due – Online
March 18, Wednesday	Deadline for Change To or From Audit Status Second Half-Semester Courses
March 23, Monday - March 29, Sunday	Spring Recess – No Classes <i>Administrative Offices Open 3/23 - 3/27 until 5 p.m.</i>
April 3, Friday	Good Friday - Classes in Session*
April 4, Saturday	Passover - Classes in Session*
April 6, Monday	Last Day for Student to Withdraw from Semester-Long Courses With Grade of “W”
April 17, Friday	Last Day for Student to Withdraw from Second-Half-Semester Courses with Grade of “W”
April 27, Monday	Last Day for Instructor Withdrawal for Spring 2015 Semester-Long and Second Half-Semester Courses
April 27, Monday	Student Deadline for Total Withdrawal from College
May 5, Tuesday	Day Classes Only - Reading Days Prior to Last Week (Note: Evening Classes see Schedule Below)
May 6, Wednesday	Required Last Week of Day Classes with Final Exams (Special Schedule)
May 7, 8, 11, 12	Required Last Week – Evening and Saturday Classes
Thurs, Fri, Mon, Tues	Tuesday Evening Classes
May 5, 6, 7, 9, 11	Wednesday Evening Classes
May 5, Tuesday	Thursday Evening Classes
May 6, Wednesday	Saturday Morning Classes
May 7, Thursday	Monday Evening Classes
May 9, Saturday	Final Deadline ALL Grades Due Online
May 11, Monday	
May 14, Thursday 9:00 a.m.	Grades Distributed to Students Online
May 15, Friday	Commencement
May 21, Thursday	

*See college policy regarding religious observance

SUMMER 2015

Summer Session 1

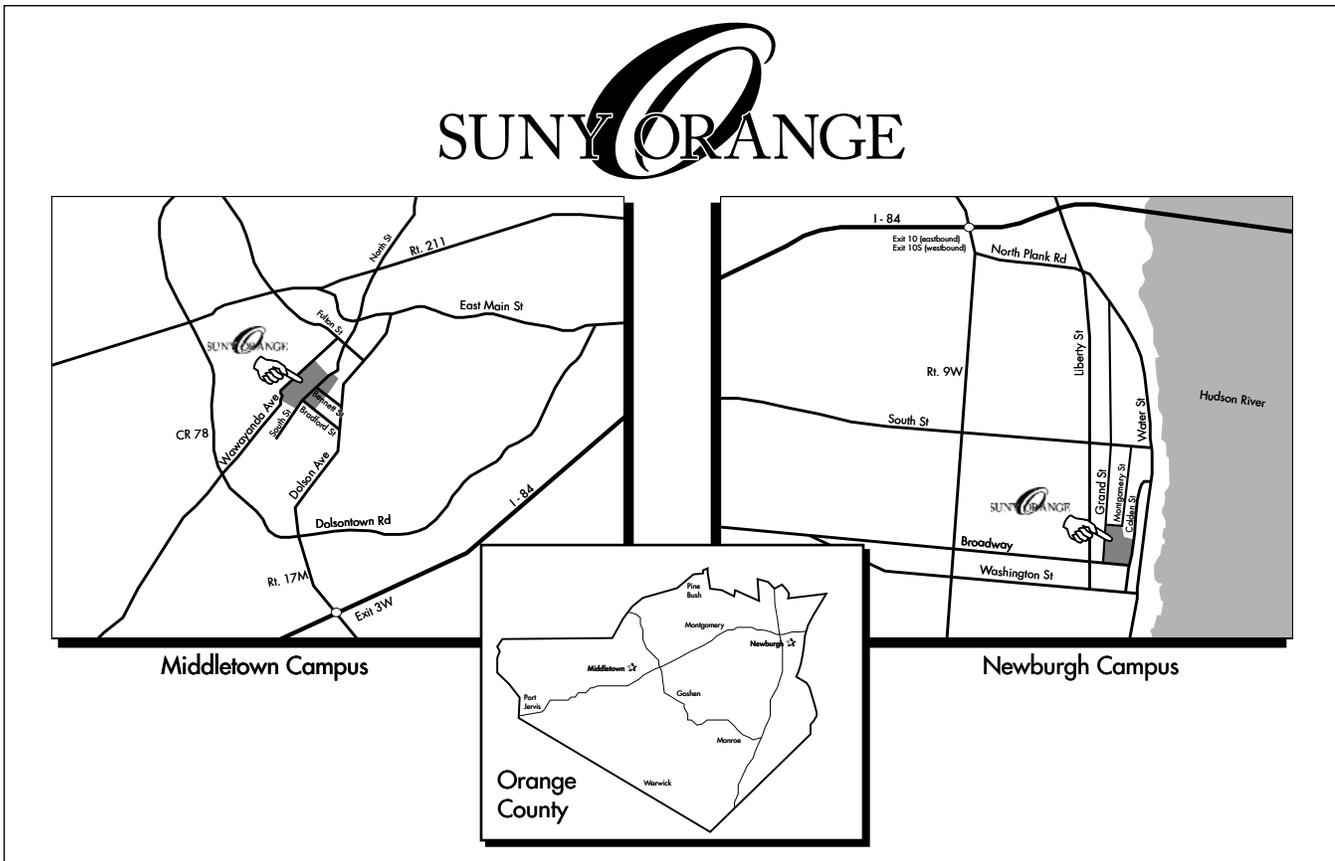
May 26, Monday	Memorial Day Holiday – College Closed
May 26, Tuesday	Summer Session 1 – Classes Begin
May 26, Tuesday	Add/Drop Period
May 27, Wednesday	
May 29, Friday	Last Day to File for Audit Status for Summer Session 1 Course
May 29, Friday	Monday Classes Held (Make-Up Class for Memorial Day Holiday 5/25)
June 1 - Aug 7	Apply for Summer Graduation
June 18, Thursday	Last Day to Withdraw from a Summer Session 1 Course with a Grade of “W”
June 25, Thursday	Last Day for Instructor Withdrawal for Summer Session 1 Course
June 25, Thursday	Deadline for Total Withdrawal from College for Summer Session 1
July 1, Wednesday	Final Exams or Last Class for Summer Session 1
July 2, Thursday	
July 6, Monday	Final Grades Summer Session 1 Due Online
9:00 a.m.	
July 7, Tuesday	Summer Session 1 Grades Distributed to Students Online

Summer Session 2

July 3, Friday	Independence Day – College Closed
July 6, Monday	Summer Session 2 – Classes Begin
July 6, Monday	Add/Drop Period
July 7, Tuesday	
July 13, Monday	Last Day to File for Audit Status for Summer Session 2 Course
July 30, Thursday	Last Day to Withdraw from a Summer Session 2 Course with a Grade of “W”
August 7, Friday	Last Day for Instructor Withdrawal for Summer Session 2 Course
August 7, Friday	Last Day to Apply for Summer Graduation
August 7, Friday	Deadline for Total Withdrawal from College for Summer Session 2
August 12, Wednesday	Final Exam or Last Class for Summer Session 2
August 13, Thursday	
August 17, Monday	Final Grades Summer Session 2 Due Online
9:00 a.m.	
August 18, Tuesday	Summer Session 2 Grades Distributed to Students Online

NOTE: In recent years, the College has operated on a summer schedule during the months of June and July. During those months the College is closed on Fridays, and open extended hours on Monday thru Thursday. The decision on whether or not to operate on this summer schedule is made during the Spring semester. Please check the SUNY Orange website for the latest information on the College's operating summer schedule.

Directions



Best Routes to Middletown Campus 115 South Street, Middletown, NY 10940

From Monroe and points south: Take Route 17 west to exit 123 (Middletown). Follow 17M which becomes Dolson Avenue. Continue on Dolson Avenue to Bennett Street. Turn left on Bennett to the top of the hill.

From Newburgh and points east and north: Take Interstate 84 west to exit 3W (Middletown) then follow directions below from Exit 3W.

From Sullivan County and points northwest: Take Route 17 east to exit 121W. Take Interstate 84 west to exit 3W (Middletown) then follow directions below from Exit 3W.

From Port Jervis and points west: Take Interstate 84 east to exit 3W (Middletown) then follow directions below from Exit 3W.

From Exit 3W: Follow Route 17M west toward Middletown. Route 17M becomes Dolson Avenue. Continue on Dolson Avenue to Bennett Street. Turn left on Bennett to the top of the hill.

Best Routes to Newburgh Campus One Washington Center, Newburgh, NY 12550

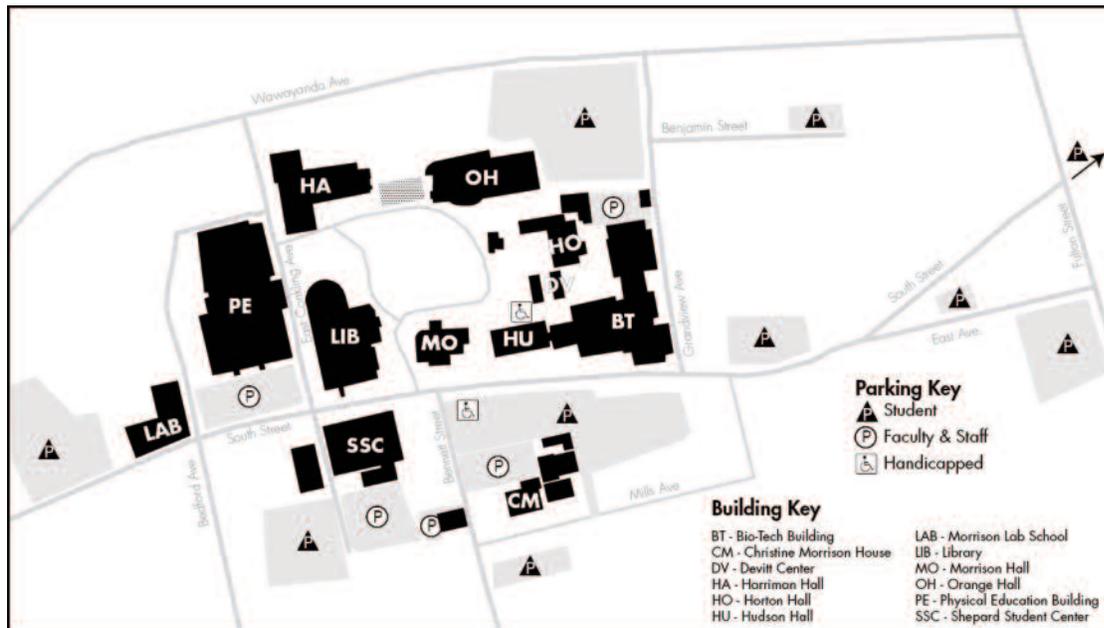
From Middletown: Take Interstate 84 East to Exit 10. At bottom of exit ramp, turn right onto Route 9W South and immediately get into left lane. At stoplight, turn left onto North Street which becomes Marine Drive (also named LeRoy Place, Water Street). Continue on Marine Drive through 2 stop lights.

About ½ mile past the second stoplight, turn right on to Colden Street. At the first stop sign make a right onto Broadway. Continue on Broadway, and make the first right on to Grand Street; the Newburgh Campus will be on the right. (The entrance to the Newburgh Campus parking garage is on 1st Street and Grand.)

From Upstate New York or New York City/New Jersey area (NYS Thruway): Take New York State Thruway to Exit 17 (Newburgh). After toll booths, bear right and follow signs for Interstate 84 East. Follow directions from Middletown (above).

From Dutchess County & Connecticut: Take Interstate 84 West over the Newburgh/Beacon Bridge to Exit 10. On exit ramp stay to right and merge onto North Plank Rd. At the first stoplight, turn right on to Route 9W South and immediately get into left lane. At the 2nd stoplight, turn left onto North Street which becomes Marine Drive (also named LeRoy Place, Water Street). Continue on Marine Drive through 2 stop lights. About ½ mile past the second stoplight turn right on to Colden Street. At the first stop sign make a right onto Broadway. Continue on Broadway, and make the first right on to Grand Street; the Newburgh Campus will be on the right. (The entrance to the Newburgh Campus parking garage is on 1st Street and Grand.)

Middletown Campus



Newburgh Campus

